# BOARD OF REGENTS MINUTES OF THE MEETING June 26-27, 2019

# Contents

BOARD WORK					
1-A	Approval of the Agenda	1249			
1-B	Declaration of Conflicts	1249			
1-C	Approval of the Minutes – Meeting on May 14, 2019	1249			
1-D	Rolling Calendar	1249; 1282-1286			
1-E	Welcome and Presentation by SDSU President Barry Dunn	1249			
1-F	Student Federation Report	1249; 1287-1291			
1-G	Student Organization Awards – SDSU	1250; 1292-1293			
1 0	Statent organization revailed about	1250, 1272 1275			
2.	Intellectual Diversity Public Conversation	1250-1256; 1294-1409			
3.	Report and Actions of Executive Session	1256-1257			
	Secretary's Report	1279-1281			
4.	FY21 Informal Budget Hearings	1257-1258; 1410-1470			
		,			
<b>CONSE</b>	NT AGENDA				
Academ	ic and Student Affairs				
5-A(1)	New Program Requests – BHSU – Minor in Exercise	1258; 1471-1477			
	Science				
5-A(2)	New Program Requests – NSU – Minor in Art History	1258; 1478-1486			
5-A(3)	New Program Requests – SDSU – MS in Interdisciplinary Studies	1258; 1487-1501			
5-A(4)	New Program Requests – SDSU – Minor in	1258-1259; 1502-1512			
	Bioprocessing Sciences				
5-A(5)	New Program Requests – SDSU – Minor in Sustainable	1259; 1513-1522			
	Local Foods				
5-A(6)	New Program Requests – USD – Minor in Neuroscience	1259; 1523-1528			
5-A(7)	New Program Requests – USD – BS in Neuroscience	1259; 1529-1553			
	(with specializations in Cognitive Neuroscience -&-				
	Molecular and Cellular Neuroscience)				
5-B(1)	New Certificate Requests - BHSU, DSU, NSU, SDSMT,	1259; 1554-1586			
	SDSU, USD – Graduate Mathematics -&- Advanced				
	Graduate Mathematics				
5-B(2)	New Certificate Requests – BHSU – Adventure	1259; 1587-1593			
	Education				
5-B(3)	New Certificate Requests – SDSU – Bioprocessing	1260; 1594-1601			
	Sciences				
5-C(1)	New Specialization Requests – SDSU – Agricultural	1260; 1602-1608			
	Economics Specialization (BS in Economics)				

5-C(2)	New Specialization Requests – SDSU – Rangeland Ecology and Management Specialization (BS in Ecology and Environmental Science)	1260; 1609-1615		
5-C(3)	New Specialization Requests – SDSU – Geography Specialization (PhD in Geospatial Science & Engineering)	1260; 1616-1620		
5-D(1)	New Site Requests - SDSU – Management Foundations Graduate Certificate	1260; 1621-1625		
5-D(2)	New Site Requests – SDSU – Post-Graduate Clinical Nurse Leader Certificate	1261; 1626-1630		
5-D(3)	New Site Requests – SDSU – Post-Graduate Family Nurse Practitioner Certificate	1261; 1631-1635		
5-D(4)	New Site Requests – SDSU – Post-Graduate Nurse Educator Certificate	1261; 1636-1640		
5-D(5)	New Site Requests – USD – American Indian Education Graduate Certificate	1261; 1641-1645		
5-E(1)	Agreements on Academic Cooperation – Black Hills State University	1261; 1646-1655		
5-E(2)	Agreements on Academic Cooperation – Northern State University	1261-1262; 1656-1661		
5-E(3)	Agreements on Academic Cooperation – SD School of Mines and Technology			
5-F(1)	University			
5-F(2)	Articulation Agreements – University of South Dakota	1262; 1762-1767		
5-G	Memorandum of Understanding – SDSU & Crazy Horse Memorial Foundation	1262; 1768-1775		
5-H	Program Inactivation and Termination Requests – SDSU & USD	1262; 1776-1792		
5-I	USD Naming Request – Gallagher Center for Experiential Learning & Education Abroad	1262-1263; 1793-1797		
Rudget e	and Finance			
5-J	BOR Policy 5:26 – Bond Compliance and Management Revisions (Second Reading)	1263; 1798-1836		
5-K	BOR Policy 6:6 – Maintenance and Repair Revisions (Second Reading)	1263; 1837-1849		
5-L	REMOVED			
5-M	ADRDL Title Transfer Resolution	1263; 1850-1851		
PLANNING, GOVERNANCE, AND RESOURCE DEVELOPMENT				
6-A	Report of the Executive Director/Interim Actions	1263; 1852-1868		
6-B	Reports on Individual Regent Activities	1263		
6-C	Reports from Individual Presidents and Superintendents	1264		
6-D	Legislative Letters of Intent	1264; 1869-1873		
6-E	Lean Methodology Overview	1274; 1874		
0-15	Lean Memodelogy Overview	12/7, 10/7		

6-F	DIOSNTD / EDSCaD Project Overview	1274-1275; 1875-1876
6-G	BIOSNTR / EPSCoR Project Overview Research Park Reports / USD Discovery District Annual	1274-1273, 1873-1870
6-H	Meeting Amendments to the By-Laws (Second Reading)	1264; 1881-1890
6-I	Appointment of Board Committees	1264-1265
Acadam	is and Student Affairs	
7-A	ic and Student Affairs Center for the Prevention of Child Maltreatment Update	1275-1276; 1891-1911
7-B	Intent to Plan Request – SDSMT – MS in Green Chemistry	1265; 1912-1931
7-C(1)	Dual Credit In-District Delivery Approvals – NSU & Brandon Valley	1265-1266; 1932-1935
7-C(2)	Dual Credit In-District Delivery Approvals – USD & Harrisburg High School	1266; 1936-1940
7-C(3)	Dual Credit In-District Delivery Approvals – USD & Lincoln High School	1266; 1941-1945
7-C(4)	Dual Credit In-District Delivery Approvals – USD & Tea Area High School	1266-1267; 1946-1950
7-D(1)	Routine Informational Items – Discipline Council Reports	1267; 1951-1969
7-D(2)	Routine Informational Items – Program Review Reports – DSU, SDSMT, SDSU & USD	1267; 1970-1971
7-E	Free Speech Policy Revisions – BOR Policies 1:32 & 3:18 and Proposed BOR Policy 6:13:1 (First Reading)	1267-1268; 1972-1986
Budget :	and Finance	
8-A	BHSU Solar Project	1268; 1987-1991
8-B	BHSU Energy Performance Contract	1268-1269; 1992-1993
8-C	NSU Regional Sports Complex Facility Design Plan	1269; 1994-2019
8-D	USD Wellness Center Addition Preliminary Facility Statement	1270; 2020-2023
8-E	South Dakota Building Authority Refinancing Series 2009 & 2011 Bonds	1270; 2024-2025
8-F	REED 100G Network	1271; 2026-2028
8-G(1)	BOR Policy Revisions – BOR Policy 3:6 – Housing and Meal Plans (First Reading)	1271; 2029-2034
8-G(2)	BOR Policy Revisions – BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (First Reading)	1271; 2035-2042
8-G(3)	BOR Policy Revisions – BOR Policy 6:12 – Bomb Threats (First Reading)	1271-1272; 2043-2045
8-G(4)	BOR Policy Revisions – BOR Policy 5:15 – Athletics (First Reading)	1272; 2046-2050
8-G(5)	BOR Policy Revisions – BOR Non-Faculty Exempt Employment Policy Revisions (First Reading)	1272; 2051-2067
8-H(1)	Routine Informational Items – Capital Project List	1273; 2068-2072

8-H(2)	Routine Informational Items – Building Committee	1273; 2073
	Report	
8-H(3)	Routine Informational Items – FY18 University	1273; 2074-2075
	Scholarships Report	
8-H(4)	Routine Informational Items – Reduced Tuition Annual	1276; 2076-2082
	Report	
8-I	SDSU Football Stadium Financials	1276-1278; 2083-2089
		,
ADJOURN		1278

# BOARD OF REGENTS MINUTES OF THE MEETING June 26-27, 2019

The South Dakota Board of Regents met on June 26-27, 2019 at South Dakota State University in Brooking, South Dakota with the following members present:

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

The following member was not at the meeting:

Lucas Lund, Regent

Also present during all or part of the meeting were Dr. Paul B. Beran, Board of Regents Executive Director and CEO; Nathan Lukkes, Board of Regents General Counsel; Michele Anderson, Internal Auditor; Kayla Bastian, Director of Human Resources; Monte Kramer, System Vice President of Finance & Administration; Dave Hansen, System Chief Information Officer; Janelle Toman, Director of Communications; Leah Ahartz, Budget Manager; Mary Ellen Garret, Accounting Manager; Molly Weisgram; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Kathy Johnson, Acting BHSU President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; Lois Flagstad, Randy Culver, BHSU; Jim Moran, Jim Jacobsen, Amy Crissinger, Dick Hanson, DSU; Veronica Paulson, Jeremy Reed, Joelle Lien, NSU; Heather Forney, SDSM&T; Tracy Greene, Kristi Tornquist, Teresa Hall, Mary Kay Helling, Adam Hoppe, Daniel Scholl, Ally Manson, Corey Berscheit, Nick Lorang, Linda Schumacher, Matthew Vukorich, Melissa Granum, Jennifer Novotny, Karyn Weber, Doug Wermedal, Connie Johnson, Mary Gengler, Bill Gengler, Destiny Jaranby, Brianna Renaas, Nadifa Mahamed, Jane Dunn, Jill Thorngren, John Killefer, Charlene Wolf-Hall, Dwarika Bhattarai, Brakriti Sharma, Sen Subngmanign, BlBerdanier, Lynn Sergeant, Nadine Gjerde, Michaela Willis, Jane Mort, Dennis Hedge, SDSU; Kim Grieve, Bruce Kelley, Kurt Hackemer, Beth Freeburg, Amber Hulse, Mary Nettleman, Carmen Simone, USD; Rich Naser, USD Discovery District; Dwaine Chapel, Research Park - SDSU; Carrie Sanderson, Center for Protection from Child Maltreatment (USD); Taneeza Islam, SD Voices for Peace; Armand Alacbay, The American Council of Trustees and Alumni; David Randall, National Association of Scholars; RyAnne Blau, SDBOR Student Federation; Representative Sue Peterson; Representative Jon Hansen; Carson Zubke, USD Student Government Association; Dr. Dale Droge, DSU Faculty Senate; Senator Susan Wismer Justin Bentaas, Sioux Falls Chamber of Commerce; Jennifer Anderson, SDSU Faculty Senate; Representative Fred Deutsch; Dr. Jack Walters, DSU Faculty Member; Trevor Gunlicks; Cole Christian; Senator VJ Smith; Naomi Ludeman Smith, Training Consultant; Brittni Skipper, BFM; Jeff Mehlhaff, LRC; and other members of the Regental system and public.

#### WEDNESDAY, JUNE 26, 2019

#### **BOARD WORK**

Regent Schieffer declared a quorum present and called the meeting to order at 9:50 a.m.

# 1-A Approval of the Agenda

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

#### 1-B Declaration of Conflicts

Regent Morgan will abstain from voting on item 8-C NSU Regional Sports Complex Facility Design Plan given his role on the Daktronics Board and their involvement with the video displays authorized in the item.

# 1-C Approval of the Minutes – Meeting on May 14, 2019

IT WAS MOVED by Regent Morgan, seconded by Regent Mickelson, to approve the minutes of the meeting on May 14, 2019. Motion passed.

#### 1-D Rolling Calendar

IT WAS MOVED by Regent Bastian, seconded by Regent Mickelson, to approve the 2020 Board meeting dates and locations as shown on Attachment I of the agenda item. Motion passed.

A copy of the Rolling Calendar can be found on pages <u>1282</u> to <u>1286</u> of the official minutes.

#### 1-E Welcome and Presentation by SDSU President Barry Dunn

SDSU President Barry Dunn welcomed the audience to SDSU and shared information about Imagine 2023, the new SDSU strategic plan. He described the Wokini Initiative and shared information about other supports for American Indian students. Last he provided an update on current construction projects on campus and shared academic achievements of the institution and its students.

#### 1-F Student Federation Report

RyAnne Blau, Student Federation Chair, provided a Student Federation report and explained that the Student Federation has determined the dates for Students in Higher Education Days (SHED) during the 2020 Legislative Session. She explained that SHED will host a Capitol Rotunda event on February 10, 2020.

The Student Federation Report can be found on pages <u>1287</u> to <u>1291</u> of the official minutes.

# 1-G Student Organization Awards – SDSU

Dr. Michaela Willis, SDSU Vice President for Student Affairs, presented the Student Organization Awards for SDSU. The Award for Academic Excellence for 2018 was presented to Plant Science Graduate Student Association (PSGSA). The Award for Community Service was presented to Phi Upsilon Omicron – National Honor Society and Consume Sciences (Phi Chapter). The Award for Organization Leadership was presented to Armed Forces Association.

A copy of the SDSU Student Organization Awards can be found on pages <u>1292</u> to <u>1293</u> of the official minutes.

#### 2. Intellectual Diversity Public Conversation

Regent Schieffer explained that the purpose of the Intellectual Diversity hearing is to solicit assistance in gathering the best means of achieving the intent of the new legislative requirements developed during the 2019 Legislative Session regarding intellectual diversity. Specifically the new legislative requirements obligate the Board of Regents to "prepare ... a[n annual] report that: (1) Sets forth all the actions taken by each institution to promote and ensure intellectual diversity and the free exchange of ideas; and (2) Describes any events or occurrences that impeded intellectual diversity and the free exchange of ideas."

He said invitations were sent to legislators, South Dakota Chamber of Commerce members, public university representatives, special interest groups and national associations asking them to participate in the public intellectual diversity conversation in person or through written commentary. As a result, several individuals and groups provided written commentary as included in the Board agenda and others accepted the invitation to speak.

The following people addressed the Board:

#### • Representative Sue Peterson

As prime sponsor of House Bill 1087, Representative Peterson explained that she and other legislators submitted written commentary as requested. She reiterated the high points of the letter. She said the legislative intent is to ensure that the pursuit of truth is foremost in our students' education at South Dakota campuses. The primary component of education is the classroom, so she wants to ensure that ideas can rise and fall on their own merit in the classroom. Regarding baseline assessments, she believes the public universities should do surveys of faculty and students. Additionally, a comprehensive review of all courses, their syllabi, required reading, etc., may be warranted to ensure intellectual diversity in the classroom. She said that ensuring a healthy balance is important and action is needed to counter any one sided balance that may exist. She said this should include the BOR implementing hiring practices to make sure that there are a variety of ideological viewpoints from faculty. Additionally she said there should be a renewed focus on civics, constitutional heritage, and US history. She felt programs that support American Indian students on campus were helpful, but diversity office programming is not useful in promoting intellectual diversity. She thought instead an Office of Public Policy Education or an ombudsman would be useful. Additionally, Representative Peterson said the BOR

should enact policies to put intellectual diversity on the same footing as other activities promoting diversity. Moving to metrics, she suggested the BOR develop a list of professors that bring countering views.

#### • Representative Jon Hansen

Representative Hansen said he is proud of the South Dakota universities but felt that they have followed a disturbing national trend. He said nationally voices have been silenced and speech quelled. He said the intent of HB1087 is to ensure the pursuit of truth. He said public universities should teach the facts and then focus on teaching students how to think, not what to think. He described a personal situation while at the University of South Dakota Law School, which dealt with student funds not being distributed to a Christian student group. He said universities themselves speak when they allow distribution of funds to certain groups but not others. He said the university hosted a drag show but when a simple request was made to the medical school to advertise an event to gather and pray with medical students, the school would not advertise. He said students fear repercussion from their faculty to exercise their ideas. To allow students to be educated in a place where truth can prevail, institutions should not install safe spaces. He said there should not be discrimination on use of space nor should there be a culture of fear that chills students' speech. Instead institutions should instill good judgment, reason, and content of character in their students.

Regent Thares asked Representative Peterson if she had data that showed the "one sided views" of the public universities that she referenced in her written commentary. Representative Peterson said they have not done a scientific study to prove this and much of the research is based on national statistics. He said South Dakota research would be helpful.

Regent Schieffer said some of the things outlined in Representative Peterson's written comments were included in the original bill but were ultimately taken out. He said as before he is cautious considering the public dollars involved at the universities and is fearful of an unfunded mandate. He said when going through the list of what an Office of Public Policy Events would do, the budget for such work could be staggering.

Representative Peterson said that implementing the legislative requirements would likely include budgeting for them. She felt some of the budget directed to the diversity offices could likely be redirected.

Regent Schieffer asked Representative Peterson about her suggestion to consider ideological belief systems in hiring processes. Representative Peterson clarified that faculty members' bodies of work should be considered, rather than specific questions asked in the hiring process.

Referencing written testimony submitted in advance of the meeting, Regent Schieffer noted that comments submitted suggested a difference between intellectual diversity vs. diversity and inclusion. He said in some cases they are grouped together as compatible and even complementary and at other times they are considered by others as incompatible or inconsistent and even antithetical. He observed that both could be managed to a single policy objective, and perhaps more efficiently if they were managed together, and then asked why dismantling the diversity and

inclusion work at the universities and building up the Office of Public Policy Events would solve the problem. He asked if it would be a wrongheaded direction in her view to implement the intellectual diversity piece of this within the current diversity offices. Representative Peterson said if it could be implemented in a way that eliminates political agendas and the "social justice warrior" type approach it could work.

Regent Schieffer asked Dr. Beran to follow-up on the situations at the medical school and law school described by Representative Hansen and report back to both Representative Hansen and the Board of Regents.

• Armand Alacbay, The American Council of Trustees and Alumni Armand Alacbay commended the Board for having this conversation at this level. He said it is long overdue. He said this is much more about fulfilling a legislative mandate than it is about fulfilling the Board members' fiduciary responsibility. He said education is the process of finding better, truer ways of understanding something. He described suggested ways to create a baseline and consider changes that may need to be made, such as conducting a campus climate survey much like that which was done by the Colorado Board of Regents. He also suggested that the Board conduct a self-assessment much like entitled "10 Questions College Trustees Must Ask".

#### • David Randall, National Association of Scholars

David Randall offered four suggestions. He strongly recommended the Board establish an Office of Public Policy Events (OPPE). This office would promote and generate speaking events with opposing views, video record these events, and then collect and measure the data for intellectual diversity. Additionally, the OPPE would develop intellectual diversity rubrics for the educational curriculum. He recommend that the BOR replace the social studies general education requirement and replace it with credit hours in US history and US government as well as require a civics test. He said the National Association of Scholars would endorse the idea that the Board give preference to certain minors of study. Last they recommend that the public universities should define and limit the scope of the diversity, equity and inclusion offices on campuses.

#### • Taneeza Islam, South Dakota Voices for Peace

Taneeza Islam described the work of South Dakota Voices for Peace. She said she is not an expert on measurables, instead she is an expert on immigration law and the education on Islamophobia. She provided a case study from Northern State University on September 18, 2018 that showed the negativity of hate speech. This invited speaker spoke against Muslims. Taneeza asked what the parameters are of intellectual diversity. She asked if the universities have the ability to keep those targeted by hate speech safe. She asked if the legislation being discussed is a smoke screen for right wing ideology. She noted that protected categories are defined by law. Furthermore, she said statistics show that the Sioux Falls school district is increasing in diversity so felt that the diversity offices at the universities should be bolstered and enhanced to support students and as well as to foster intellectual diversity.

 Allyson Monson, SDSU Student Association President / Corey Berscheit, SDSU Student Association Vice President
 Allyson Monson and Corey Berscheit outlined the reporting avenues for students to utilize in the case of any violations of intellectual diversity. They described how student organizations promote a wide breadth of ideas at SDSU.

#### • Dale Droge, DSU Faculty Senate President

Dr. Droge said in the 27 years he has been teaching at DSU he is not aware of a single event that would fall under an infringement of intellectual diversity as defined by law. He said when he was a student in the 1970's he was privileged to take a few English classes. He had no idea what this professor's ideology and only later learned that this faculty member was the advisor for a very conservative student group. He said faculty are professionals and do not try to indoctrinate students. He said if faculty are abusing their privilege, it should be taken seriously. However, it should be done fairly and a single complaint should not receive all the attention. It should be done with due process. He said over monitoring could have a very chilling effect because sensitive issues may be avoided. He said he disagreed with all four points of his colleague from the National Association of Scholars made. He said he feels tracking speakers is appropriate and doable.

Regent Morgan asked how many speakers come to campus arranged through the student organizations versus the administration. Allyson Monson explained that the student organizations invite the majority of speakers. She said all of that is public information on a public calendar.

In response to a question by Regent Schieffer, David Randall from NAS said there isn't a huge problem in South Dakota but he anticipates that South Dakota may encounter the national trend in the next five to 10 years.

Regent Schieffer asked David Randall if he felt the findings from USD's "Hawaiian Day" controversy, which showed there was not a free speech violation, were incorrect. David Randall said there was a chilling effect. Regent Schieffer agreed but said that the chilling effect was not on the part of the administration. Instead he said this took the form of a media campaign to promote a political issue. He said students are in the middle of this and we need to take it very seriously.

In response to an invitation to comment, Armand Alacbay said the issue is very much a national trend, especially self-censorship, which is a type of issue that doesn't manifest in a very apparent way. That's why a baseline assessment is helpful to make as part of a regular assessment. Regent Schieffer asked him to provide names of objective organizations that could provide this type of survey that could provide price quotes for the system. Armand Alacbay mentioned Heterodoxy Academy.

Regent Schieffer said the situation Taneeza Islam described is the definition of free speech. Taneeza Islam said her question is who has the burden of ensuring intellectual diversity. Is it the institution? Does the law require the institutions to more proactively generate the counter opinion for speakers, whether invited or not?

David Randall, National Association of Scholars, said the student-centered and citizen-centered approaches are not divided. Students need to be trained to be intellectually diverse citizens.

Dr. Droge, DSU Faculty Senate President, said he is concerned about a top down versus a bottom up approach. No one from the top should be saying "this is what you need". He is concerned about a speaker's bureau designating what students hear.

Allyson Monson, SDSU Student Association President, said from the student perspective, if speaker selection isn't happening organically (students inviting speakers), it would be a loss as these debates to determine speakers are very enriching in themselves.

In response to a question by Regent Roberts, most Regental presidents indicated that they already conduct campus climate surveys.

Regent Bastian asked how much a diversion away from diversity, equity and inclusion would hurt accreditation efforts. Additionally, how friendly would South Dakota appear to students and faculty if we were to steer away from these efforts?

David Randall, National Association of Scholars, said that accreditation requirements would need to be considered but he would recommend an explicit request through federal delegation to the Federal Department of Education to describe their stance on this. He said no institution to date has had funding taken away due to this issue, but it has not been challenged either.

- Carson Zubke, USD Student Government Association President Carson Zubke said the student association's responsibility is to listen to student concerns and enhance the student experience. He said students have circulated a letter in support of the positive impact of the diversity offices at the institutions. He said USD's SGA is committed to bringing a broad range of speakers and ideas to campus. He provided examples of the different speakers invited in the previous year. Additionally, he noted that students are less and less participating in surveys as they value personalized communication in this day and age of technology.
- RyAnne Blau, SDBOR Student Federation Chair RyAnne Blau explained the work of the Student Federation and said she wanted to clarify the general reporting procedure. She said the students' budgets total \$4.4 million and these are allocated to thousands of student organizations. She said the Student Federation said whatever they end up being reporting requirements and rules around invited guests need to be crystal clear. If these requirements are to be carried out by students they need to be understood by students.
- Senator Susan Wismer
  Senator Wismer said she finds pages 96 to 102 of the agenda item, which are a list of
  demands by GOP, to be embarrassing, presumptuous, disrespectful, and close minded. She
  said the legislators who provided that commentary had every right to do so, but they did
  not have the right to impose additional dictates. She said intellectual diversity is a two-way
  street and be careful for what you wish for. For instance, economics is a very conservative

field, if intellectual diversity were better enforced, it would require less main stream economic theory. She said this is an assault on public higher education, and urged the Board not to give into their demands.

- Justin Bentaas, Sioux Falls Area Chamber of Commerce
  Justin Bentaas said Sioux Falls and the surrounding area have become increasingly diverse.
  At a recent Sioux Falls school district, by the year 2020 40% of students will be of ethnic minorities. Sioux Falls appreciates the institutions' efforts to explore and incorporate cultural and diversity training as it will benefit the diverse workforce in the future. The Sioux Falls Chamber of Commerce applauds the universities' diversity efforts.
- Jennifer Anderson, SDSU Faculty Senate Representative Dr. Anderson said the SDSU Faculty Senate is committed to providing the highest quality of education and well-roundedness of students. All faculty at SDSU take their responsibility to provide well-rounded education very seriously. This includes exposure to several different ideas without the imposition of their personal ideas. The effort of diversity training is critical to cultural sensitivity in the workplace. When we curtail students their ability to interact in a diverse world, we are curtailing the economic wellbeing of South Dakota. Conversely, when we encourage our students to becoming culturally sensitive, we are encouraging the economic wellbeing of South Dakota.

Regent Schieffer referenced the letter by Dow Chemical and said he was very troubled to read that although Dow admires SDSM&T the company no longer interviews SDSM&T students because they are not diverse enough per Dow's corporate standards.

Jason Bentaas, Sioux Falls Chamber, said Sioux Falls employers are certainly wanting students who can interact with many culturally diverse individuals.

Dr. Anderson, SDSU Faculty Senate, said students felt very able to express their opinions in her class and she explicitly says students can describe any opinion at all as long and they can explain why they have that opinion. She said students have anonymous ways to address concerns that faculty members are trying to push their beliefs through student reviews of faculty members.

Carson Zubke, USD Student Association, said students are on campus to get an education and a part of education is collecting information and advice. He said USD is good at sharing advice when asked but it is clearly just advice and absolutely not a mandate.

# • Representative Fred Deutsch

Representative Deutsch suggested that as the Board decides how to proceed to consider adding to mission, vision and diversity statements the inclusion of intellectual diversity and evaluate how this new law impacts the mission, vision and diversity statements. For instance, he quoted the medical school's mission statement. He said he doesn't understand the medical schools' emphasis on diversity in gender.

Regent Schieffer asked Dr. Beran to follow up Representative Deutsch on his question regarding the medical school.

• Jack Walters, Professor of Management at DSU

Dr. Walters opened by sharing praise for the work that the Board of Regents has done in recent years to well position South Dakota. He said some of the proposals considered today, what he considers short term political pressures, could attack funding and exacerbate the larger pressures South Dakota higher education already faces. This could harm educational opportunities for all students and weaken the state's investment in higher education.

#### • Trevor Gunlicks, Recent SDSU Graduate

Trevor Gunlicks self-identified as conservative and said he has found himself self-censoring as he knows that his ideology would ruffle feathers. He said he is a strong proponent of diversity and has learned a lot at SDSU, but he doesn't feel SDSU is a very intellectually diverse place.

• Cole Christian, Current SDSU Student

Cole Christian explained his belief that his recent English 201 course was focused on political ideology and seemed heavily weighted on one political perspective.

#### Senator VJ Smith

Senator Smith said he voted in the affirmative for HB1087 because Representative Stalzer assured the group that he and the BOR worked together on the legislation. He is uncomfortable that the sponsors of the bill have made this something different than what they promised. He said there are several legislators that do not believe this effort should go into the classroom.

 Naomi Ludeman Smith, Retired Administrator (Intercultural Studies) and Training Consultant

Naomi Ludeman Smith said she is currently being sought after to teach intercultural competency and sensitivity training. She explained that she appreciates this forum as it is diverse in itself. She invited the group to explore the definitions of diversity and multiculturalism and the intersection of diversity and intercultural sensitivity. In the field of intercultural competency and sensitivity, she said we need to slow down our judgements and question the assumptions we have (often assumptions called biases). Slow down the assumptions that we have behind definitions behind curriculums and how they were designed. From her experience on curriculum development groups, she said social justice being built into the curriculum is likely not done with a certain political agenda in mind. Instead, it is likely included for its valuing of civil education.

# 3. Executive Session to 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

IT WAS MOVED by Regent Morgan, seconded by Regent Mickelson, that the Board dissolve into executive session at 1:00 p.m. on Wednesday, June 26, 2019, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, marketing or pricing strategies by a board of a business owned by the state when public discussion may be

harmful to the competitive position of the business, and to consult with legal counsel; that it recess from executive session at 2:30 p.m.; reconvene in executive session at 12:30 p.m. on Thursday, June 27, 2019, to continue to discuss the earlier referenced matters; that it rise from executive session at 2:30 p.m. to resume the regular order of business; and that it report its deliberations while in executive session. Motion passed.

# 4. FY21 Informal Budget Hearings

SDSU/CES/AES: President Barry Dunn reviewed the budget priorities for South Dakota State University, SDSU Extension, and the Agricultural Experiment Station. These included Bioprocessing, Rural Veterinary Medical Education, Teaching and Learning STEM Innovation Lab, and Extension Broadband and Rural Technology program.

USD/Law School/SSOM: President Sheila Gestring reviewed the budget priorities for the University of South Dakota, the USD School of Law, and the Sanford School of Medicine. She said the Dakota's Promise Scholarship program is top priority but since this is already a system request, she described the importance of a new Health Sciences building.

SDSBVI & SDSD: Superintendent Marje Kaiser reviewed the budget priorities of the South Dakota School for the Blind and Visually Impaired and the South Dakota School for the Deaf. She explained that SDSBVI is asking for a base increase to support access technology that allows blind and visually impaired students to access online curriculum. She is not asking for anything for the South Dakota School for the Deaf as it is unclear of its needs considering the upcoming location change.

SDSM&T: President Jim Rankin reviewed the budget priorities for South Dakota School of Mines and Technology. These included a new Mineral Industries building and the purchase of the current Ascent Building to expand research space.

DSU: President José-Marie Griffiths and Stacy Krusemark, VP of Business and Administrative Services, reviewed budget priorities for Dakota State University, including the Cyber Cync Incubator and Entrepreneurial Center (CCIEC) and Student Success.

NSU: President Tim Downs reviewed the budget priority for Northern State University. The request is focused on Native American student success.

BHSU: Acting President Kathy Johnson reviewed budget priorities for Black Hills State University, which included a Sustainability Research Center and a Rural K-12 Improvement Research-Practice Partnership.

Board Deliberations/Round Table Discussion: Regents asked the presidents and superintendent questions about their offered budget priorities.

System Priorities: SDBOR Executive Director Dr. Paul Beran and Dr. Monte Kramer reviewed budget priorities for the BOR system, which included the Dakota's Promise Scholarship program and General Fund Maintenance and Repair.

Regent Schieffer asked if we have comparative data for how surrounding states construct buildings and how they fund maintenance and repair. Dr. Kramer said he sent a survey to SHEEOs and only got four responses out of over 50. He also called surrounding states and queried them. He said we have a good story to tell because someone had the foresight to dedicate a portion of tuition money to buildings. Additionally, the state has committed to contributing to maintenance and repair, where as other states have a considerable maintenance and repair backlog. He said the good news for other state systems is that their states are paying for new buildings. In further discussion, Regent Schieffer said he wants to know what surrounding states are spending on maintenance and repair, who is funding it, and what percentage of the replacement value the states are funding for maintenance and repair.

#### **CONSENT AGENDA**

IT WAS MOVED by Regent Thares, seconded by Regent Roberts, to approve consent agenda items 5-A through 5-M. Motion passed.

#### **Academic and Student Affairs**

#### 5-A (1) New Program Request – BHSU – Minor in Exercise Science

Authorize BHSU to offer a minor in Exercise Science, including authorization to offer the program at BHSU-Rapid City, as presented.

A copy of the New Program Request – BHSU – Minor in Exercise Science can be found on pages 1471 to 1477 of the official minutes.

#### 5-A (2) New Program Request – NSU – Minor in Art History

Authorize NSU to offer a minor in Art History, as presented.

A copy of the New Program Request – NSU – Minor in Art History can be found on pages <u>1478</u> to <u>1486</u> of the official minutes.

#### 5-A (3) New Program Request – SDSU – MS in Interdisciplinary Studies

Authorize SDSU to offer a MS in Interdisciplinary Studies, including online authorization, as presented.

A copy of the New Program Request – SDSU – MS in Interdisciplinary Studies can be found on pages 1487 to 1501 of the official minutes.

# 5-A (4) New Program Request – SDSU – Minor in Bioprocessing Sciences

Authorize SDSU to offer a minor in Bioprocessing Sciences, as presented.

A copy of the New Program Request – SDSU – Minor in Bioprocessing Sciences can be found on pages <u>1502</u> to <u>1512</u> of the official minutes.

# 5-A (5) New Program Request – SDSU – Minor in Sustainable Local Foods

Authorize SDSU to offer a minor in Sustainable Local Foods, as presented.

A copy of the New Program Request – SDSU – Minor in Sustainable Local Foods can be found on pages 1513 to 1522 of the official minutes.

# 5-A (6) New Program Request – USD – Minor in Neuroscience

Authorize USD to offer a minor in Neuroscience, as presented.

A copy of the New Program Request – USD – Minor in Neuroscience can be found on pages  $\underline{1523}$  to  $\underline{1528}$  of the official minutes.

# 5-A (7) New Program Request – USD – BS in Neuroscience (with specializations in Cognitive Neuroscience -&- Molecular and Cellular Neuroscience)

Authorize USD to offer a BS in Neuroscience with specializations in Cognitive Neuroscience and Molecular and Cellular Neuroscience, as presented.

A copy of the New Program Request - USD - BS in Neuroscience (with specializations in Cognitive Neuroscience -&- Molecular and Cellular Neuroscience) can be found on pages  $\underline{1529}$  to  $\underline{1553}$  of the official minutes.

# <u>5-B (1) New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU, USD – Graduate Mathematics -&- Advanced Graduate Mathematics</u>

Authorize BHSU, DSU, NSU, SDSM&T, SDSU, and USD offer a Certificate in Graduate Mathematics and a Certificate in Advanced Graduate Mathematic, including online, as presented.

A copy of the New Certificate Requests – BHSU, DSU, NSU, SDSMT, SDSU, USD – Graduate Mathematics -&- Advanced Graduate Mathematics can be found on pages <u>1554</u> to <u>1586</u> of the official minutes.

# 5-B (2) New Certificate Request – BHSU – Adventure Education

Authorize BHSU to offer a certificate in Adventure Education, as presented.

A copy of the New Certificate Request – BHSU – Adventure Education can be found on pages 1587 to 1593 of the official minutes.

# 5-B (3) New Certificate Request – SDSU – Bioprocessing Sciences

Authorize SDSU to offer a certificate in Bioprocessing Sciences, as presented.

A copy of the New Certificate Request – SDSU – Bioprocessing Sciences can be found on pages <u>1594</u> to <u>1601</u> of the official minutes.

# <u>5-C (1) New Specialization Request – SDSU – Agricultural Economics Specialization (BS in Economics)</u>

Authorize SDSU to offer a specialization in Agricultural Economics in the BS in Economics, as presented.

A copy of the New Specialization Request – SDSU – Agricultural Economics Specialization (BS in Economics) can be found on pages <u>1602</u> to <u>1608</u> of the official minutes.

# <u>5-C (2) New Specialization Request - SDSU - Rangeland Ecology and Management Specialization (BS in Ecology and Environmental Science)</u>

Authorize SDSU to offer a specialization in Rangeland Ecology and Management in the BS in Ecology and Environmental Science, as presented.

A copy of the New Specialization Request – SDSU – Rangeland Ecology and Management Specialization (BS in Ecology and Environmental Science) can be found on pages <u>1609</u> to <u>1615</u> of the official minutes.

# 5-C (3) New Specialization Request – SDSU – Geography Specialization (PhD in Geospatial Science & Engineering)

Authorize SDSU to offer a specialization in Geography in the PhD in Geospatial Science & Engineering, as presented.

A copy of the New Specialization Request – SDSU – Geography Specialization (PhD in Geospatial Science & Engineering) can be found on pages <u>1616</u> to <u>1620</u> of the official minutes.

# 5-D (1) New Site Request – SDSU – Management Foundations Graduate Certificate

Approve SDSU's new site proposal to offer the graduate certificate in Management Foundations through online delivery.

A copy of the New Site Request – SDSU – Management Foundations Graduate Certificate can be found on pages <u>1621</u> to <u>1625</u> of the official minutes.

# 5-D (2) New Site Request – SDSU – Post-Graduate Clinical Nurse Leader Certificate

Approve SDSU's new site proposal to offer the Post-Graduate Clinical Nurse Leader Certificate through online delivery.

A copy of the New Site Request – SDSU – Post-Graduate Clinical Nurse Leader Certificate can be found on pages <u>1626</u> to <u>1630</u> of the official minutes.

#### 5-D (3) New Site Request – SDSU – Post-Graduate Family Nurse Practitioner Certificate

Approve SDSU's new site proposal to offer the Post-Graduate Family Nurse Practitioner Certificate in Sioux Falls and Rapid City.

A copy of the New Site Request – SDSU – Post-Graduate Family Nurse Practitioner Certificate can be found on pages <u>1631</u> to <u>1635</u> of the official minutes.

# 5-D (4) New Site Request – SDSU – Post-Graduate Nurse Educator Certificate

Approve SDSU's new site proposal to offer the Post-Graduate Nurse Educator Certificate through online delivery.

A copy of the New Site Request – SDSU – Post-Graduate Nurse Educator Certificate can be found on pages <u>1636</u> to <u>1640</u> of the official minutes.

#### 5-D (5) New Site Request – USD – American Indian Education Graduate Certificate

Approve USD's new site proposal to offer the graduate certificate in American Indian Education through online delivery.

A copy of the New Site Request – USD – American Indian Education Graduate Certificate can be found on pages **1641** to **1645** of the official minutes.

#### 5-E (1) Agreements on Academic Cooperation – Black Hills State University

Approve the agreement on academic cooperation between Black Hills State University and Language and Cultural Encounters, Seville, Spain.

A copy of the Agreements on Academic Cooperation – Black Hills State University can be found on pages <u>1646</u> to <u>1655</u> of the official minutes.

#### 5-E (2) Agreements on Academic Cooperation – Northern State University

Approve the agreement on academic cooperation between Northern State University and Capital Normal University, China.

A copy of the Agreements on Academic Cooperation – Northern State University can be found on pages <u>1656</u> to <u>1661</u> of the official minutes.

# 5-E (3) Agreements on Academic Cooperation – SD School of Mines and Technology

Approve the agreement on academic cooperation between the South Dakota School of Mines and Technology and Technische Universitat, Bergakademie, Freiberg.

A copy of the Agreements on Academic Cooperation – SD School of Mines and Technology can be found on pages  $\underline{1662}$  to  $\underline{1666}$  of the official minutes.

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

Approve the articulation agreements between South Dakota State University and 1) Mitchell Technical Institute, and 2) Wester Dakota Technical Institute, as presented.

A copy of the Articulation Agreements – South Dakota State University can be found on pages 1667 to 1761 of the official minutes.

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

Approve the articulation agreement between the University of South Dakota and Southeast Technical Institute, as presented.

A copy of the Articulation Agreements – University of South Dakota can be found on pages <u>1762</u> to <u>1767</u> of the official minutes.

#### 5-G Memorandum of Understanding – SDSU & Crazy Horse Memorial Foundation

Approve the Memorandum of Understanding between South Dakota State University and the Crazy Horse Memorial Foundation, as presented.

A copy of Memorandum of Understanding – SDSU & Crazy Horse Memorial Foundation can be found on pages <u>1768</u> to <u>1775</u> of the official minutes.

# 5-H Program Inactivation and Termination Requests – SDSU & USD

Approve SDSU and USD's respective program inactivation and termination requests, as presented.

A copy of Program Inactivation and Termination Requests – SDSU & USD can be found on pages <u>1776</u> to <u>1792</u> of the official minutes.

#### 5-I USD Naming Request – Gallagher Center for Experiential Learning & Education

Approve the request from the University of South Dakota to rename the Center for Academic & Global Engagement as the "Gallagher Center for Experiential Learning & Education Abroad."

A copy of USD Naming Request – Gallagher Center for Experiential Learning & Education can be found on pages <u>1793</u> to <u>1797</u> of the official minutes.

#### **Budget and Finance**

# 5-J BOR Policy 5:26 – Bond Compliance and Management Revisions (Second Reading)

Approve the second and final reading of the revisions made to BOR Policy 5:26 – Bond Compliance and Management.

A copy of the BOR Policy 5:26 – Bond Compliance and Management Revisions (Second Reading) can be found on pages <u>1798</u> to <u>1836</u> of the official minutes.

# 5-K BOR Policy 6:6 – Maintenance and Repair Revisions (Second Reading)

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

A copy of the BOR Policy 6:26 – Maintenance and Repair Revisions (Second Reading) can be found on pages <u>1837</u> to <u>1849</u> of the official minutes.

# 5-L - REMOVED

# 5-M ADRDL Title Transfer Resolution

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

A copy of the ADRDL Title Transfer Resolution can be found on pages <u>1850</u> to <u>1851</u> of the official minutes.

# PLANNING, GOVERNANCE, AND RESOURCE DEVELOPMENT

#### 6-A Report of the Executive Director/Interim Actions

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, explained that there will be a West River Nursing Education meeting with the CEO of Regional Health. Additionally, he expressed his appreciation for the work done with the Community College for Sioux Falls.

A copy of the Report of the Executive Director can be found on pages <u>1852</u> to <u>1868</u> of the official minutes.

#### 6-B Reports on Individual Regent Activities

No reports by individual regents.

# 6-C Reports from Individual Presidents and Superintendents

President Gestring introduced Dean Neil Fulton as the new dean of the law school.

# **6-D Legislative Letters of Intent**

Dr. Monte Kramer, System Vice President of Finance & Administration, explained the four Letters of Intent relating to the Board of Regents, one of which was drafted by the Appropriations Committee behind closed doors following the discussion pertaining to the transition from the University Center – Sioux Falls to the Community College in Sioux Falls. Leadership from USD, BHSU and the Board office have met with LRC staff to discuss the University Center report and proposed budget unit. Board office staff are now trying to meet with legislative leadership to explain the difficulties with establishing separate budget units for the Centers.

The letter allowing the utility realignment did not have a sponsor as it was drafted by the Board office. Dr. Kramer presented the letter to the committee and it was unanimously approved.

A copy of the Legislative Letters of Intent can be found on pages <u>1869</u> to <u>1873</u> of the official minutes.

<u>6-E Lean Methodology Overview</u> – Moved to Thursday, June 27

**6-F BIOSNTR / EPSCoR Project Overview** – Moved to Thursday, June 27

<u>6-G Research Park Reports / USD Discovery District Annual Meeting</u> – Moved to Thursday, June 27

#### 6-H Amendments to the By-Laws (Second Reading)

Nathan Lukkes, Board of Regents General Counsel, stated that as noted at the April Board meeting, changes to the By-Laws of the Board were requested to streamline the committee structure and to allow for the effective and efficient administration of Board business. The have been no changes to the proposed By-Laws since the first reading in April.

IT WAS MOVED by Regent Schaefer, seconded by Regent Mickelson, to approve the second and final reading of the proposed revisions to the By-Laws, as set forth in Attachment I. Motion passed.

A copy of the Amendments to the By-Laws (Second Reading) can be found on pages <u>1881</u> to <u>1890</u> of the official minutes.

#### **6-I Appointment of Board Committees**

Regent Schieffer appointed the following regents to the standing Board committees:

Budget and Finance Committee Regent Mickelson, Chair Regent Roberts Regent Morgan

Academic and Student Affairs

Regent Wink, Chair Regent Bastian Regent Lund

**Audit Committee** 

Regent Thares, Chair Regent Schaefer Regent Lucas Lund

# **ACADEMIC AND STUDENT AFFAIRS**

7-A Center for the Prevention of Child Maltreatment Update – Moved to Thursday, June 27

# 7-B Intent to Plan Request – SDSMT – MS in Green Chemistry

Dr. Jay Perry, System Vice President for Academic Affairs, stated that the South Dakota School of Mines & Technology (SDSMT) requests permission to plan a Master of Science (MS) in Green Chemistry. This program would focus on development of new chemical processes and products to address pressing needs pertaining to the synthesis of green chemicals and polymers, efficient waste treatment, materials for green electric power generation and storage, environmentally benign processes, and green microbiology. This program would tie into the BS in Chemistry currently offered at SDSMT. Program graduates should be well positioned for green jobs (e.g., jobs related to energy conservation, alternative energy sources, pollution reduction, recycling, etc.), which are in high demand nationally. In addition, South Dakota ranks as a leading state in terms of green power generation and consumption.

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to authorize SDSMT to develop a program proposal for an MS in Green Chemistry, as presented. Motion passed.

A copy of the Intent to Plan Request – SDSMT – MS in Green Chemistry Center can be found on pages <u>1912</u> to <u>1931</u> of the official minutes.

#### 7-C (1) Dual Credit In-District Delivery Approvals – NSU & Brandon Valley

Dr. Jay Perry, System Vice President for Academic Affairs, stated that Northern State University (NSU) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Brandon Valley School District. The MOU presented between the Board and the Brandon Valley School District complies with established guidelines for In-District Delivery. NSU worked with UC-SF as the primary institution designated by AAC Guideline 7.1 and received permission to work with the Brandon Valley School District.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to approve 1) the MOU between the Board of Regents and the Brandon Valley School District, and 2) the course requests as

presented for the 2019-2020 academic year for in-district delivery of High School Dual Credit courses. Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – NSU & Brandon Valley can be found on pages 1932 to 1935 of the official minutes.

# 7-C (2) Dual Credit In-District Delivery Approvals – USD & Harrisburg High School

Dr. Jay Perry, System Vice President for Academic Affairs, stated that the University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Harrisburg School District. The MOU presented between the Board and Harrisburg High School complies with established guidelines for In-District Delivery.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve 1) the MOU between the Board of Regents and the Harrisburg High School, and 2) the course requests as presented for the 2019-2020 academic year for in-district delivery of High School Dual Credit courses. Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – USD & Harrisburg High School can be found on pages <u>1936</u> to <u>1940</u> of the official minutes.

#### 7-C (3) Dual Credit In-District Delivery Approvals – USD & Lincoln High School

Dr. Jay Perry, System Vice President for Academic Affairs, stated that the University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to Lincoln High School within the Sioux Falls School District. The MOU presented between the Board and Lincoln High School complies with established guidelines for In-District Delivery.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve 1) the MOU between the Board of Regents and Lincoln High School, and 2) the course request as presented for the 2019-2020 academic year for in-district delivery of High School Dual Credit courses. Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – USD & Lincoln High School can be found on pages 1941 to 1945 of the official minutes.

# 7-C (4) Dual Credit In-District Delivery Approvals – USD & Tea Area High School

Dr. Jay Perry, System Vice President for Academic Affairs, stated that the University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Tea Area School District. The MOU presented between the Board and Tea Area High School complies with established guidelines for In-District Delivery.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to approve 1) the MOU between the Board of Regents and the Tea Area High School, and 2) the course requests as presented for

the 2019-2020 academic year for in-district delivery of High School Dual Credit courses. Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – USD & Tea Area High School can be found on pages <u>1946</u> to <u>1950</u> of the official minutes.

#### 7-D (1) Routine Informational Items – Discipline Council Reports

Dr. Jay Perry, System Vice President for Academic Affairs, explained that in 1997 the Board of Regents formed a set of discipline councils to allow for stronger coordination among faculty across common discipline areas within the Regental system. Operating as sub-committees of the Academic Affairs Council (AAC), the discipline councils engage to ensure common and consistent approaches in the delivery of curriculum, assessment of student learning, and services. Currently, ten active discipline councils continue to meet routinely to discuss common system institutional issues. The reports presented summarize their activities over the 2018-19 academic year.

A copy of the Discipline Council Reports can be found on pages <u>1951</u> to <u>1969</u> of the official minutes.

# 7-D (2) Routine Informational Items – Program Review Reports – DSU, SDSMT, SDSU & USD

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

A copy of the Program Review Reports – DSU, SDSMT, SDSU & USD can be found on pages 1970 to 1971 of the official minutes.

# 7-E Free Speech Policy Revisions – BOR Policies 1:32 & 3:18 and Proposed BOR Policy 6:13:1 (First Reading)

Nathan Lukkes, Board of Regents General Counsel, stated that during its December 2018 meeting the Board approved changes to BOR Policies 1:17, 3:3, 3:4, 3:18, 4:21, 6:13, and 7:1, all of which touched on first amendment issues in one respect or another. HB1087 was subsequently passed during the 2019 Legislative Session, which addressed a number of issues germane to various BOR policies. Consequently, the proposed changes to BOR Policies 1:32 and 3:18, which include the addition of a new policy (6:13:1), have been made to incorporate the relevant text from HB1087, providing further clarity to the campuses on the various first amendment related issues.

Regent Bastian asked whether the institutions were involved in the drafting of BOR Policy 6:13.1. General Counsel Lukkes said the general counsels from USD and SDSU were involved in the drafting of the policy. The policy has been reviewed by the Student Affairs Council and as a result there will likely be a few minor changes between the first and second reading.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to approve the first reading of the proposed revisions to BOR Policies 1:31 and 3:18 and proposed BOR Policy 6:13:1. Motion passed.

A copy of the Free Speech Policy Revisions – BOR Policies 1:32 & 3:18 and Proposed BOR Policy 6:13:1 (First Reading) can be found on pages **1972** to **1986** of the official minutes.

#### **BUDGET AND FINANCE**

#### **8-A BHSU Solar Project**

Randy Culver, BHSU Associate Vice President of Facilities and Sustainability, explained BHSU's proposal to install 797KW solar array on the rooftops of four academic buildings. The new solar project is estimated to cost \$1,132,166 that will be paid for with state utility savings over the 14.4-year payback period. The operational savings is estimated at \$500 per year and the utility savings is estimated to be \$78,976 annually. The State is considering the possibility of a 0% financing loan from state energy funds. Much like a performance contract, the energy savings from the production of solar panels will be used to pay the capital lease. Once the capital lease is paid off, the savings will revert to the State of South Dakota. A Memorandum of Agreement between BHSU and the Bureau of Finance & Management is being drafted that would formalize the use of utility savings.

Regent Thares asked about the cited 14 year payback and the life cycle of the solar panels. Randy Culver indicated that there is strong assurance that the panels are have a life cycle to last at least 30 years and even then they will produce energy even if it isn't the latest technology.

Regent Roberts clarified that this project will not move forward if the MOU with the Bureau of Finance and Management does not go forward. Dr. Kramer explained that this MOU declares that cost savings will go back to the campus for payback rather than back into the state coffers. There is strong support from the State Engineer for this project.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve the solar panel project and authorize the executive director to finalize and approve the MOU with the Bureau of Finance and Management. Motion passed.

A copy of the BHSU Solar Project can be found on pages <u>1987</u> to <u>1991</u> of the official minutes.

#### **8-B BHSU Energy Performance Contract**

Randy Culver, BHSU Associate Vice President of Facilities and Sustainability, explained BHSU's energy savings projects that include updating LED lighting, rezoning air handlers, modifying operation of chilled water pumps, sequencing exhaust fans to match occupancy needs, balancing the chiller water system, repairing or replacing steam traps, and replacing domestic plumbing

fixtures at both BHSU and BHSU-Rapid City. The projects must garner enough energy savings for the total project cost to be paid back within 15 years.

A critical piece of the financing structure is to retain the general fund utility savings resulting from these projects. Those general funds will pay the annual lease cost for academic buildings. A memorandum of understanding regarding the utility savings will be needed. Once the project is paid off, the energy savings will be returned to the State of South Dakota. Currently, general fund utility savings are reverted to the State; the universities are not allowed to keep those savings. Although this funding policy creates a disincentive to the universities to complete energy efficiency projects, BHSU has historically made it a priority to manage utility costs and save energy resulting in an accumulation of hundreds of thousands of dollars in savings to the State. These projects will result in \$206,240 in utility savings each year, \$113,612 in savings to the State and another \$92,628 in savings to the Auxiliary System.

He said BHSU will be the first state entity to accomplish a guaranteed energy savings contract allowing others to learn from their experience and to possibly pursue energy savings for the State. The project is dependent on the state allowing the utility savings to pay the lease-purchase payments over the payback period.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the BHSU Energy Performance Contract at an estimated cost of \$3.4M to be paid for with energy savings over a 15-year period. Motion passed.

A copy of the BHSU Energy Performance Contract can be found on pages <u>1992</u> to <u>1993</u> of the official minutes.

#### 8-C NSU Regional Sports Complex Facility Design Plan

Veronica Paulson, NSU Vice President of Finance and Administration, reviewed the Facility Design Plan for the Regional Sports Complex at NSU. The estimated cost of the project and available funds guaranteed by the NSU Foundation is \$33,000,000. This is the third and final project to be funded with private gifts and grants generated through the Educational Impact Campaign (EIC). The EIC also provided \$6 million for the NSU Athletic and Recreation Fields and \$14,347,916 for the new School for the Blind and Visually Impaired. Construction will not begin until the full amount of pledges to fund the project is in place. Approval of the Regional Sports Complex Facility Design Plan completes the projects and the planning related to the fundraising campaign.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve the Facility Design Plan for NSU's Regional Sports Complex at \$33M to be funded with private donations guaranteed by the NSU Foundation. Motion passed, Regent Morgan abstained.

A copy of the NSU Regional Sports Complex Facility Design Plan can be found on pages <u>1994</u> to <u>2019</u> of the official minutes.

# 8-D USD Wellness Center Addition Preliminary Facility Statement

USD President Sheila Gestring presented the Preliminary Facility Statement for the USD Wellness Center Expansion project that includes an aquatic addition to the existing Wellness Center facility. This expansion is phase II or III of the original Wellness Center facility plan and would replace the existing swimming pool in the Dakota Dome. Approval of the Preliminary Facility Statement allows the campus to do appropriate planning and does not constitute approval of the project by the Board. The planning phase of the project is recommended.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to approve USD's Preliminary Facility Statement for the Wellness Center Expansion. Motion passed.

A copy of the USD Wellness Center Addition Preliminary Facility Statement can be found on pages <u>2020</u> to <u>2023</u> of the official minutes.

# 8-E South Dakota Building Authority (SDBA) Refinancing Series 2009 & 2011 Bonds

Dr. Monte Kramer, System Vice President of Finance & Administration, stated that in May of 2019, SDBA refinanced the Series 2009 and Series 2011 bonds. The Series 2009 bonds paid for the construction of the building at Black Hills State University – Rapid City. These bonds were eligible for an interest subsidy from the federal government as a part of the Build America Bonds (BAB) program. The Series 2011 bonds funded M&R projects at four campuses: SDSU, NSU, USD, and BHSU.

He said it is the BAB subsidy that makes this refinancing different from those that have been done in prior years. The BAB subsidy was transferred each year to BOR to offset the interest paid by BOR on its lease. When the Series 2009 bonds were refinanced, the BAB subsidy ceased to exist. The subsidy was not transferable to the Series 2019 bonds. However, the savings from the refinancing were substantial enough that it covered the value of the subsidy.

Per SDBA, the lease payments made to SDBA will not change for the 2009 and 2011 series bonds, similar to past practice on refinanced bonds. However, without the BAB subsidy credit, there would be an increase in overall debt cost. Instead of the BAB subsidy, SDBA will give the Board a credit each year equivalent to the BAB subsidy that would have been received from the federal government. By doing this, BOR will be held harmless and our annual debt service will remain the same as it has been.

He said the refinancing of both bonds netted the State of South Dakota a total savings of approximately \$1.97 million and that will be deposited with the State. This is in addition to the \$1.8 million in savings that SDBA will be using to offset the loss of the BAB subsidy.

A copy of the South Dakota Building Authority Refinancing Series 2009 & 2011 Bonds can be found on pages 2024 to 2025 of the official minutes.

# 8-F REED 100G Network Update

Dr. Monte Kramer, System Vice President of Finance & Administration, provided an update on the 100G REED Network. He explained that the investment in REED provides substantial benefits to our research efforts, the state, and the students attending our universities. The project is on budget. To date, \$2,069,197 has been spent. Estimated total costs at this point are \$2,590,196.36, down from the initial estimate of \$3.0M. The overall budget and funding sources will be reviewed when the project is complete to determine what will happen with any remaining dollars.

A copy of the REED 100G Network Update can be found on pages <u>2026</u> to <u>2028</u> of the official minutes.

#### 8-G (1) BOR Policy Revisions - BOR Policy 3:6 – Housing and Meal Plans (First Reading)

Dr. Monte Kramer, System Vice President of Finance & Administration, stated that BOR Policy 3:6 – Housing & Meal Plan is being reformatted into the new policy format. There are substantial changes to the policy layout in an attempt to clarify housing and meal requirements; however, there are no substantive changes in content.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve the first reading of the revisions made to BOR Policy 3:6 – Housing and Meal Plan. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 3:6 – Housing and Meal Plans (First Reading) can be found on pages 2029 to 2034 of the official minutes.

# <u>8-G (2) BOR Policy Revisions – BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition</u> (First Reading)

Dr. Monte Kramer, System Vice President of Finance & Administration, reviewed the proposed changes to BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition based on the Board's decisions to 1) offer on-campus courses taken by active-duty military personnel at a rate not to exceed the federal tuition assistance benefit (currently that rate is \$250 per credit hour); and 2) offer first-time freshmen or new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming the resident on-campus tuition rate. Both rates are effective beginning with the 2019 summer term and are available only at the undergraduate level.

IT WAS MOVED by Regent Roberts, seconded by Regent Bastian, to approve the first reading of BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition with the revisions shown in Attachment I of the agenda item. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 5:5:1 – Tuition & Fees: On-Campus Tuition (First Reading) can be found on pages 2035 to 2042 of the official minutes.

# 8-G (3) BOR Policy Revisions – BOR Policy 6:12 – Bomb Threats (First Reading)

Dr. Monte Kramer, System Vice President of Finance & Administration, stated the current policy on bomb threats is outdated given the many threats that institutions now deal with, and therefore,

is being updated to clarify campus authority and responsibility as well as updating the penalties for false threats.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve the first reading of the revisions to BOR Policy 6:12 – Bomb Threats as shown in Attachment I. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 6:12 – Bomb Threats (First Reading) can be found on pages <u>2043</u> to <u>2045</u> of the official minutes.

# 8-G (4) BOR Policy Revisions – BOR Policy 5:15 – Athletics (First Reading)

Kayla Bastian, System Director for Human Resources, explained that NCAA recommends that athletics policies address four key components: 1) Fiscal Responsibility; 2) Academic Integrity; 3) Student Athlete Welfare; and 4) Rules Compliance. In addition, it is imperative that the Board adopt an athletic philosophy statement to establish institutional control, and vest the responsibility of athletic program oversight in the institutional president. The proposed changes to the policy identify that the Board vests the responsibility and authority over university athletic programs in the President. Also, the proposed changes remove the requirement for an annual report comparing student athlete academic success to that of the general student population. Information may be brought forward to the Board, but eliminates the annual requirement for the twenty-five page report. No changes were made to the financial requirements noted in this policy.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to approve the first reading of revisions to BOR Policy 5:15. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 5:15 – Athletics (First Reading) can be found on pages <u>2046</u> to <u>2050</u> of the official minutes.

# <u>8- G (5) BOR Policy Revisions – BOR Non-Faculty Exempt Employment Policy Revisions (First Reading)</u>

Kayla Bastian, System Director of Human Resources, stated that the Board had expressed a desire to create BOR policies that are less complex, more user friendly, and easily understood by all stakeholders. To streamline the policy manual, a single policy, BOR Policy 4:4 – Non-Faculty Exempt (NFE) Employment Provisions, has been created. This single policy changes BOR Policy 4:1, and eliminates BOR Policies 4:8, 4:33, 4:44, and 4:46 as the provisions of those policies are now incorporated into the new BOR Policy 4:4. The item outlines the substantive changes in policy language.

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

A copy of the BOR Policy Revisions – BOR Non-Faculty Exempt Employment Policy Revisions (First Reading) can be found on pages <u>2051</u> to <u>2067</u> of the official minutes.

# 8-H (1) Routine Informational Items – Capital Project List

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed the June 2019 capital projects list. He said a new law that will go into effect July 1 requires building projects \$5 million or more to have a building committee project, which is a higher dollar amount than previously required. He said the system will need to have a discussion about what types of projects they consider "major" and which require building committees.

A copy of the Routine Informational Items – Capital Project List can be found on pages  $\underline{2068}$  to  $\underline{2072}$  of the official minutes.

# 8-H (2) Routine Informational Items – Building Committee Report

Dr. Monte Kramer, System Vice President of Finance and Administration, provided information on the actions taken by the building committees.

A copy of the Routine Informational Items – Building Committee Report can be found on page 2073 of the official minutes.

# 8-H (3) Routine Informational Items – FY18 University Scholarships Report

Dr. Monte Kramer, System Vice President of Finance and Administration, provided a brief overview of the FY18 University Scholarships Report.

A copy of the Routine Informational Items – FY18 University Scholarships Report can be found on pages 2074 to 2075 of the official minutes.

#### **Campus Community Forum**

The Board responded to questions from the campus community.

#### THURSDAY, JUNE 27, 2019

The Board reconvened at 7:15 a.m.

#### **Breakfast Meeting with Area Legislators**

Senator John Wiik (District 4), Senator V.J. Smith (District 7), Representative Hugh Bartels (District 5), Representative Tim Reed (District 7), Representative John Mills (District 4), and Representative Nancy York (District 5) met with board members to informally discuss priorities in the public university system. Topics included diversity, Dakota's Promise scholarship support, funding of maintenance and repair projects, and Lean principles.

# 6-E Lean Methodology Overview

Becky Degen, SDSU Director of Continuous Improvement, described the key elements of lean which are purpose, people and processes. She shared background on the development of SDSU's Office of Continuous Improvement which includes her position and a lean advisory committee composed of people from across campus. She discussed the core concepts training she conducted with the Legislature and described how the Legislature has adopted it for state government. She described the lean toolbox which includes (1) Standards, (2) Kaizen Events and then (3) Plan-Do-Check-Adjust-Repeat. She further described the elements of purpose, which is at the heart of everything; people, which includes training; and process, which describes what exists today and how it could exist in the future. She explained that SDSU is happy to help the Board of Regents however it works best.

In response to a question from Regent Morgan, Director Degen explained that there have been three cohorts of Lean Champions at SDSU thus far.

Regent Schieffer asked how Director Degen would approach a system-level project. Becky said there are several different ways to approach this, but you shouldn't let perfect get in the way of better. Sometimes you just have to pick a project and start.

Regent Morgan said we need to follow up with a smaller group to leverage the experience that SDSU has and then try to answer the question of how we might want to approach a system project. He suggested following up with meetings and figuring how next steps.

Director Degen described an important aspect of lean which is respect for people. She said when you go into a Kaizen event you need to go in with unbiased approach with no finger pointing. If there is an error with the process, you point to the process not the people. When we talk about improving we want to do it with respect for people.

A copy of the Lean Methodology Overview can be found on page <u>1874</u> of the official minutes.

#### 6-F BIOSNTR / EPSCoR Project Overview

Nathan Lukkes, Board of Regents General Counsel, described the background of the NSF EPSCoR in South Dakota. He explained that the current NSF EPSCoR Research Infrastructure Improvement (RII), Track I award, which totals \$20M and spans from FY15 – FY19, is centered on the BioSystems Networks / Translational Research (BioSNTR) project, led by Adam Hoppe (SDSU). BioSNTR is focused on bridging the gap between academia and industry to create a bio-economy in South Dakota through ipact science, via a distributed research initiative based on a systems biology approach and translational research model that advances biotechnology. BioSNTR was developed with funding from the NSF EPSCoR RII Track-1 award (approx. \$10.3M), in addition to a South Dakota Research Innovation Center award from the State of South Dakota (approx. 11.8M). BioSNTR is currently made up of roughly 40 academic researchers across the state, utilizing state-of-the-art imaging and bioinformatics.

Dr. Adam Hoppe, Principal Investigator of the BioSNTR, provided a presentation to the Board highlighting the accomplishments and successes of the BioSNTR over the last five years.

Regent Wink said this presentation demonstrated why research is so important for our state.

Regent Morgan noted that in FY18 total expenditures from grants and contracts is almost \$100 million, so regents really need to keep an eye on this. Research is really important for South Dakota.

A copy of the BIOSNTR / EPSCoR Project Overview can be found on pages <u>1875</u> to <u>1876</u> of the official minutes.

# 6-G Research Park Reports / USD Discovery District Annual Meeting

Nathan Lukkes, Board of Regents General Counsel, explained that the USD Discovery District and Research Park at SDSU will present to the Board to provide updates on the current status of operations at the two research parks.

He said this meeting will serve as the time and place for the USD Research Park, Inc. (dba USD Discovery District) annual meeting. The annual meeting is also the time and place for the Board to appoint directors to the Board of Directors of the USD Discovery District. He said three terms are set to expire in 2019, which are currently occupied by Russell Olson, Paul Hanson, and Kevin Schieffer, all of which are seeking reappointment for their second 3-year term. As such, there are three appointments pending before the Board at its meeting, which would become effective upon approval.

Dwaine Chapel, Executive Director of the SDSU Research Park, provided an update on the SDSU Research Park. In response to a question by Regent Schaefer, Dwaine gave comparisons of how other states fund their research parks. Dwaine said he appreciates the \$100,000 per Research Park that the state of South Dakota provides.

Rich Naser, president of the USD Discovery District, provided an update on the USD Discovery District. Per the request of Regent Morgan, Rich provided an overview of the funding for the buildings in the district.

IT WAS MOVED by Regent Schaefer, seconded by Regent Bastian, to reappoint Russell Olson, Paul Hanson, and Kevin Schieffer to serve three year terms on the Board of Directors of the USD Discovery District. Motion passed.

A copy of the Research Park Reports / USD Discovery District Annual Meeting can be found on pages <u>1877</u> to <u>1880</u> of the official minutes.

#### 7-A Center for the Prevention of Child Maltreatment Update

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 2018. Regent Roberts thanked Director Sanderson for her work.

Regent Wink asked if K-12 teachers are mandatory reporters. Director Sanderson said they are mandatory reporters but interestingly there is no required training on what this means. She said she hopes that will change as a result of the 2020 legislative session.

A copy of the Center for the Prevention of Child Maltreatment Update can be found on pages **1891** to **1911** of the official minutes.

#### 8-H (4) Routine Informational Items – Reduced Tuition Annual Report

The Board received a report that shows that various tuition reduction programs total of \$7,553,538 was waived for the 2019 academic year. The attachments provide in the agenda item show the breakdown by program, campus, number of students, and funding sources.

A copy of the Routine Informational Items – Reduced Tuition Annual Report can be found on pages <u>2076</u> to <u>2082</u> of the official minutes.

#### **8-I SDSU Football Stadium Financials**

Rob Kohrman, SDSU Vice President of Finance and Administration, provided an update on the SDSU Football Stadium. He explained that the revised financial report for the SDSU Football Stadium now reflects more accurate expenses and revenues and meets the 2% M&R requirement for enclosed space. The coverage ratios are very healthy and eliminating the reserve at 1.20 allows the dollars to be effectively used to support the facility.

Regent Roberts overviewed the four elements of the draft motion.

On the request of Regent Roberts, Dr. Monte Kramer, System Vice President of Finance and Administration, shared background on how the project was set up and why an initial reserve was set aside equivalent to one year of debt service. He said this is an outlier situation but was established because this project was unprecedented in the system. Regents discussed whether the reserve was still necessary and a majority determined the stadium would be self-sustaining after the proposed changes and it was not necessary; the compromise was .01 of the coverage ratio.

The matter having twice before come to the Board and referred back to SDSU, Regent Schieffer asked about the major differences between the past proposed modifications and this one. Dr.

Kramer described the changes to the original ratios and commitments and said there was a lot of debate about the coverage ratio and the Committee was comfortable with the proposed change. When Regent Schieffer clarified he was asking about changes to past modification proposals vs. the original commitments, VP Kohrman acknowledged that there were no material modifications.

Regent Schieffer reiterated his earlier suggestion for prior communication with and assent of legislative and executive offices to whom commitments were made based on the original formulas. He was disappointed the had not already happened, especially considering the original political sensitivity of this project as relates to maintenance and repair and stand-alone private sector support based on original ratio commitments. He noted these were very specific commitments made not just to the Board but to the Legislature when SDSU was concerned about getting legislative approval. This project was billed as self-sustaining based on commitments made not just to the Board but to other political branches. The Board should not change them without prior consultation and assent. President Dunn said he will reach out to the appropriations committee chairs and will report back in August at the Board meeting. Regent Schieffer said proformas make a difference and he believes the original pro forma – which he emphasized was prepared without the involvement of President Dunn or VP Kohrman but for which they were institutionally responsible – appeared intentionally and unrealistically optimistic, designed to get a project passed rather than represent reality. He said he will vote against it because of that and because he felt political commitments made to the Legislature should be explained and that modifications to those commitments should be supported by those institutions to whom they were made. He also expressed concern that the changes being made appeared to be subjective, calculated to get to redefined sustainability instead of based on a verifiable objective standard. The coverage ratio was decidedly less than market standard of 1.2, and the M&R adjustment is based on a new exception to M&R policy created just for this purpose.

Regent Thares said this proforma shows that the stadium is able to pay its bills, and we need to continue to monitor maintenance and repair shortfalls so it will be covered in coming years. The annual reporting requirement will ensure the oversight of this.

Regent Roberts said they had a long conversation about this in the Board's Budget and Finance committee and are comfortable with the proposed plan as stated in the motion.

IT WAS MOVED by Regent Roberts, seconded by Regent Mickelson, to approve that the following changes be made to the football stadium financial reporting requirements:

- 1. That the attached (Attachment I of the agenda item) updated financial projections be used going forward to provide a more accurate benchmark of the stadium's financial performance and a benchmark to set future goals against;
- 2. Revise the debt service requirement from the current threshold of an annual reserve equal to one year of debt service to a requirement of \$125,000 for every .01 of coverage ratio below the 1.2 goal effective with FY2020;
- 3. The annual investment for M&R be adjusted to reflect the 2% requirement on roofed facilities to ensure the project is in-line with the revised BOR M&R policy.
- 4. The SDSU stadium financial report be annually submitted to the full Board as an informational item.

Motion passed, 7 to 1.

A copy of the SDSU Football Stadium Pro forma can be found on pages **2083** to **2089** of the official minutes.

The Board dissolved into executive session at 11:15 a.m.

Executive Session to 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 – Jensen-Smith Board Room (Alumni Center)

The Board reconvened at 2:15 p.m.

Regent Morgan reported that the Board dissolved into Executive Session at 1:00 p.m. on Wednesday, June 26, 2019, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before recessing at 2:30 p.m. to resume the regular order of business.

He said the Board reconvened in Executive Session at 11:15 a.m. on Thursday, June 27, 2019, to continue discussing the earlier referenced matters before rising from Executive Session at 2:15 p.m. to resume the regular order of business.

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

A copy of the Secretary's Report can be found on pages <u>1279</u> to <u>1281</u> of the official minutes.

#### **ADJOURNMENT**

IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to adjourn the meeting. Motion passed. The meeting adjourned at 2:25 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 26, 2019</u>, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

#### Recommended Actions:

- 3-B.1 Approve the salary adjustments and appointments as outlined in Attachment I.
- 3-B.2 Approve the contract terms and appointment of Dr. Laurie Nichols as BHSU Interim President, effective July 1, 2019 at an annualized salary of \$250,000.
- 3-B.3 Adopt the recommendation of the executive director and deny SDSU Faculty Grievance No. 2019-1.
- 3-B.4 Approve the five year contract for Dawn Plitzuweit for the period of June 22, 2019 June 22, 2024, at an annualized salary of \$250,000.
- 3-B.5 Approve the five year contract for Leanne Williamson for the period of June 22, 2019 June 22, 2024, at an annualized salary of \$87,000.
- 3-B.6 Approve the five year contract for Robert Nielson for the period of June 22, 2019 June 22, 2024, at an annualized salary of \$295,000.
- 3-B.7 Approve the request to grant tenure to Dr. Mary Anne Krogh (SDSU) as a Professor.
- 3-B.8 Award three (3) years of prior service credit toward tenure and three (3) years of prior service credit toward promotion for Joseph Bottum (DSU); four (4) years of prior service credit toward tenure for Houssain Kettani (DSU); two (2) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Wendy Romero (DSU); two (2) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Douglas Raynie (SDSU); award three (3) years of prior service credit toward tenure and three (3) years of prior service credit toward promotion for Ann Tweedy (USD); and one (1) year of prior service credit toward promotion for Jessica Messersmith (USD).
- 3-B.9 Approve the request for a one (1) year extension of time for tenure consideration for Leah McCormack (USD).
- 3-B.10 Approve the leave request for Mark Geary (DSU) as presented.
- 3-B.11 Award an honorary Bachelor of Science degree in Agricultural Science to Jaci Hermstad (SDSU).

- 3-E Authorize the Executive Director to take the following action(s), as appropriate: (1) approve the final COHE Agreement for 2019 2022 with terms consistent with the directive(s) given by the Board; (2) declare impasse; (3) request conciliation/further investigation through DLR; (4) impose terms as permitted by South Dakota law; and/or (5) to take any other action deemed necessary and appropriate to effectuate the directive(s) of the Board.
- 3-G Approve both Piper Jaffrey & Co. and RBC Capital Markets as preferred vendors for bond underwriting services through FY25.
- 3-H-Approve a recommended timeline and provide authority for Dr. Beran to secure a contract with a search firm.

$\mathbb{A}$
Ξ
AC
$\exists$
Ē
Z
Ī

SOUTH DAKOTA STATE UNIVERSITY								
						Previous	Prevous	%
Name	Title	Effective Date	Job Change Reason	Rate Salary		Rate	Salary	Increase
Sydney Chapman	Asst. Director of Financial Aid	29-Apr-19	Change Salary Rate/Pay Grade	\$22.36 \$46,507.91		\$16.30	\$33,903.35	37.2%
Junwei Wang	Post Doc Research Associate 22-Mar-19		Change Salary Rate/Pay Grade	\$24.04	\$50,000.00	\$19.46	\$40,480.00	23.5%
APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR								
Name	Title		Effective Date	Salary		Institution		
Michael Wanous	Provost		1-Jul-19	\$170,000.00		Northern State University		
Lance Roberts	Interim VP for Academic Affairs and Provost		22-Jun-19	\$206,770.00		SD School of Mines & Technology		
Ralph Davis	Vice President for Research Affairs		22-Jun-19	\$217,500.00		SD School of Mines & Technology		
Jay Perry	Vice President for Academic Affairs		22-Jun-19	\$185,000.00		Board of Regents		

### SOUTH DAKOTA BOARD OF REGENTS

### **Board Work**

**AGENDA ITEM: 1 – D DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**Rolling Calendar** 

### CONTROLLING STATUTE, RULE, OR POLICY

Board of Regents' By-Laws, Section 5.0

### **BACKGROUND / DISCUSSION**

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

### IMPACT AND RECOMMENDATIONS

In addition to establishing the June 2020 Board of Regents' meeting dates and location as June 24-25, 2020 in Madison, this proposed calendar also does the following:

- 1. Establishes that all 2020 meetings (except the May and August meetings) are two day, one night events.
- 2. Makes the May 2020 meeting a teleconference.
- 3. Changes the host locations of the October and December Board meetings to SDSMT in Rapid City and SDSU in Brookings, respectively.

### **ATTACHMENTS**

Attachment I – Proposed calendar of 2020 dates and locations

Attachment II – Important dates to avoid

Attachment III – 2020 calendar

Attachment IV – Dates and locations for BOR meetings over the previous 10 years

\*

#### **DRAFT MOTION 20190626 1-D:**

I move to approve the proposed slate of Board of Regents meetings in 2020 as presented in Attachment I.

### 2020 Calendar

BOR ITEMS DUE (from campus)	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING	BOR INTERNAL POSTING	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	BOR APPROVAL DATE
March 2	March 5	March 10	March 17	March 19	March 24	April 1-2, 2020 (Wed-Thurs)	NSU, Aberdeen	March 31, 2019;
April 13	April 16	April 21	April 28	April 30	May 5	May 12, 2020 (Tues)	Teleconference	
May 26 (10 a.m.)	May 28	June 2	June 9	June 11	June 16	June 24-25, 2020 (Wed-Thurs)	DSU, Madison	
July 6	July 9	July 14	July 21	July 23	July 28	August 4-6, 2020 (Tues-Thurs)	Pierre	
Sept. 8 (10 a.m.)	Sept. 10	Sept. 15	Sept. 22	Sept. 24	Sept. 29	Oct. 7-8, 2020 (Wed-Thurs)	SDSMT, Rapid City	
Nov. 4	Nov. 10	Nov. 12	Nov. 19	Nov. 24	Dec. 1	Dec. 9-10, 2020 (Wed-Thurs)	SDSU, Brookings	

### DATES TO KEEP IN MIND 2020

January 1, Wednesday January 14, Tuesday January 20, Monday February 17, Monday March 9-13, Mon-Fri March 12, Thursday March 17, Tuesday March 30, Monday

March 30, Monday April 10, Friday

April 12, Sunday April 5-7, Sun-Tues May 4-8, Mon-Fri May 9, Saturday May 22, Friday

May 25, Monday July 4, Saturday July 31-Aug 9, Fri-Sun

September 7, Monday September 25-26, Fri-Sat

October 12, Monday
October 17, Saturday
October 23-24, Fri-Sat

November 11, Wednesday November 26, Thursday December 10-16, Thurs-Wed December 19, Saturday\* December 25, Friday New Year Holiday Observed

Session Begins

Martin Luther King Jr. Day

**President's Day**Spring Break

Last day of main run of session

St. Patrick's Day

Veto Day Good Friday

**Easter** 

National Conference on Trusteeship (AGB) (Wash, DC)

Finals Week at Campuses University Commencements SDSBVI Commencement

Memorial Day Independence Day

Sturgis Rally

**Labor Day**Buffalo Roundup

Native American Day

First day of Pheasant Hunting Season

Governor's Hunt

Veterans Day Thanksgiving

Finals Week at Campuses

University Commencement (SDSM&T, etc.)

Christmas

<sup>\*</sup>Winter commencement dates under development for applicable institutions.

JULY

**AUGUST** 

SEPTEMBER

**OCTOBER** 

NOVEMBER

DECEMBER

27 28 29 30 31

1 2 3 4 5

1 2 3

1 2 3 4 5

1 2 3 4

2020

### HOLIDAYS 2020 IN

**CHRISTMAS** Friday, December 25

#### **NEW YEAR'S DAY JANUARY** Wednesday, January 1 SMTWTFS SMTWTFS 1 2 3 4 M.L. KING JR. DAY 5 6 7 8 9 10 11 5 6 7 8 9 10 11 Monday, January 20 12 13 14 15 16 17 18 12 13 14 15 16 17 18 PRESIDENT'S DAY 19 20 21 22 23 24 25 19 20 21 22 23 24 25 Monday, February 17 26 27 28 29 30 31 26 27 28 29 30 31 ASH WEDNESDAY Wednesday, February 26 ST. PATRICK'S DAY **FEBRUARY** Tuesday, March 17 **PASSOVER** 2 3 4 5 6 7 8 2 3 4 5 6 7 8 Sundown, April 8 through April 16 9 10 11 12 13 14 15 9 10 11 12 13 14 15 16 17 18 19 20 21 22 16 17 18 19 20 21 22 GOOD FRIDAY 23 24 25 26 27 28 29 23 24 25 26 27 28 29 Friday, April 10 30 31 **EASTER** Sunday, April 12 MARCH MOTHER'S DAY 2 3 4 5 6 7 Sunday, May 10 8 9 10 11 12 13 14 6 7 8 9 10 11 12 15 16 17 18 19 20 21 13 14 15 16 17 18 19 MEMORIAL DAY 22 23 24 25 26 27 28 20 21 22 23 24 25 26 Monday, May 25 29 30 31 27 28 29 30 FATHER'S DAY Sunday, June 21 APRIL INDEPENDENCE DAY 1 2 3 4 Saturday, July 4 5 6 7 8 9 10 11 4 5 6 7 8 9 10 LABOR DAY 11 12 13 14 15 16 17 12 13 14 15 16 17 18 Monday, September 7 19 20 21 22 23 24 25 18 19 20 21 22 23 24 26 27 28 29 30 25 26 27 28 29 30 31 ROSH HASHANAH Sundown, Sept. 18 through Sept. 19 YOM KIPPUR MAY Sundown, Sept. 27 through Sept. 28 1 2 3 4 5 6 7 COLUMBUS DAY 8 9 10 11 12 13 14 3 4 5 6 7 8 9 Monday, October 12 10 11 12 13 14 15 16 15 16 17 18 19 20 21 22 23 24 25 26 27 28 17 18 19 20 21 22 23 **ELECTION DAY** 29 30 24 25 26 27 28 29 30 Tuesday, November 3 VETERANS DAY Wednesday, November 11 JUNE THANKSGIVING DAY 1 2 3 4 5 6 Thursday, November 26 7 8 9 10 11 12 13 6 7 8 9 10 11 12 13 14 15 16 17 18 19 14 15 16 17 18 19 20 HANUKKAH 20 21 22 23 24 25 26 21 22 23 24 25 26 27 Sundown, Dec. 10 through Dec. 18

28 29 30

YEAR

2020

2019

2018

2017

2016

2015

2014

2013

2012

2011

2010

January

25 – Pierre

March/April

3/31-4/2, NSU

3/27-29, BHSU

3/28-30, BHSU

3/31-4/2, USD

NSU/SDSBVI

3/31-4/1, NSU

3/31-4/1, SDSU

4/1-3, DSU

4/3-4, NSU

3/28-29,

3/30-4/1, SDSM&T

4/2-4, BHSU

May

14, Phone

8-10, USD

12, Phone

13, Phone

9-11, SDSU

10-12, SDSU

15-16, SDSU

16-17, SDSU

19-20, NSU

13-14, USD

June

25-27, SDSU

26-28, SDSU

27-29, NSU

28-30, DSU

9-11, DSU

10-12, USD

19-20, USD

28-29, DSU

29-30, DSU

24-25, SDSU

August

6-8, Pierre

7-9, Pierre

8-10, Pierre

2-4, Pierre

14-15, SF

8-9, Pierre

9-11, BHSU

11-13, BHSU

10-12, Pierre

12-14, Pierre

$\triangleright$
AIT
` <b>&gt;</b>
$\Box$
픨
⋚
ラ
4
7
_

October

1-3, DSU

3-5, DSU

4-6, NSU

6-8, NSU

7-9, NSU

9-10, BHSU

10-11, USD

12-13, USD

13-14, SDSMT

2-4, SDSMT

December

10-12, USD

4-6, NSU

5-7, SDSD

1-3, BHSU

2-4, SDSMT

4-5, SDSMT

12-13, BHSU

15-16 SDSMT

16-17 Pierre

6-8, USD



### South Dakota Student Federation

### Report to the Board of Regents

June 26, 2019 | South Dakota State University

President Scheiffer and Members of the Board of Regents,

As the Executive Director of the South Dakota Student Federation – the coalition of student governing bodies representing all public institution students in South Dakota, I respectfully submit our June report. I apologize for being unable to attend the meeting in Brookings, as I am currently interning in Washington, D.C. However, our Chair RyAnne Blau will be in attendance on behalf of Student Federation.

Below you will find progress reports from the Student Federation as a whole, as well as each of our member institutions. Progress reports from our member institutions' student governments are new this year — we thought it would be beneficial to use this medium to exhibit the substantive work done by students at each of the Regental schools. We are submitting our reports to BOR staff for publication on the website and to be included in meeting minutes, as well as distributing paper copies at BOR meetings.

We look forward to working with each of you throughout this year, and if you have any questions or concerns, feel free to reach out.

Rest

Josh Sorbe

**Executive Director** 

South Dakota Student Federation

josh.sorbe@coyotes.usd.edu

Attachments:

**Student Federation Progress Report** 

University Student Associations' Progress Reports

Open Forum Testimony: South Dakota Student Federation



### South Dakota Student Federation

### **Report to the Board of Regents**

June 26, 2019 | South Dakota State University

### **Student Federation Progress Report**

Contact: Executive Director Josh Sorbe & Chair RyAnne Blau

- Student for Higher Education Days 2020: Our request to reserve the Capitol Rotunda from 9-11 AM on February 10, 2020 for our lobbying event was approved. Please tentatively mark this date in your calendars we will be sending official invitations out during the fall semester.
- Board Meeting: Held our second Board of Directors meeting on June 9th via conference call.
  - Discussed the open forum at the SDBOR meeting re: intellectual diversity reporting, and coordinated talking points for the testimony Josh and RyAnne will deliver.
  - Spoke with special guest Dr. Beran re: intellectual diversity and its recent history at our institutions, and asked questions about the format of the June forum.
- Dakota's Promise Working Group: RyAnne currently represents SDSF on this group.
  - o Initial call is June 21st, will be in attendance.
- Website: Student Federation website has officially been updated to include this year's contact information. Feel free to reach out to our members if you have questions and for opportunities to collaborate!

### **University Student Associations' Progress Reports**

#### Black Hills State University

Contact: President Hannah Neumiller & Vice President Brittney Muske

- Presidential transition: President Jackson has been appointed the President of Humbolt State and Laurie Stenberg Nichols has been named the interim president for BHSU this next year. She was recently the University of Wyoming's President and has worked with the SD BOR before as a dean, provost, and vice president of academic affairs at SDSU and as an interim president at NSU before that. We're excited to meet with her and see what she brings to BH as we search for a permanent appointment.
- Solar panels: We are installing solar panels on at least one more of our dorm buildings over the summer.
- Main goal: start the school year by improving the number of students out in Spearfish by working with businesses and restaurants to increase student discounts and student nights to promote a stronger "college community" feel an initiative of President Jackson's.

#### Dakota State University

Contact: President Nathan Harmer & Vice President Lindsey Vogl

- The Senate is going through Final Proofs of our new logo.
- All construction looks to be on schedule and budget.
- Dr. James Moran has been named the interim Provost and Vice President for Academic Affairs at Dakota State University. He is currently the Vice President for Accreditation and Student Success Initiatives at the University of South Dakota.
- DSU's new website should be rolling out next month.



### South Dakota Student Federation

### Report to the Board of Regents

June 26, 2019 | South Dakota State University

### **Northern State University**

Contact: President <u>Harrison Bruns</u> & Vice President <u>Patrick Minihan</u>

- All of the construction on campus is on schedule. The regional science Center is due to be done in the fall as is the South Dakota School for the Blind and Visually Impaired. The SDSBVI will not have students in it however until December which will also be when the old SDSBVI will be torn down and construction on the new sports complex will begin.
- With the departure of Dr. LaFave our new provost, Dr. Michael Wanous, will start on July 1. Dr. Wanous joins us from Huntington University in Indiana, we are all excited for him to start.

### South Dakota School of Mines & Technology

Contact: President Tyler Kleinsasser & Vice President Tiati Thelen

- Laptop program coordinating with the university to look at potentially updating or phasing out the program in 2020-21.
- Library renovation coordinating with the university in preparation for renovation.
- Provost search coordinating with the university to define the position description and get it ready to post.

#### South Dakota State University

Contact: Vice President Corey Berscheit & Government Affairs Chair Hattie Seten

- Graduate School Dean resigned, and we are hoping to get that search underway soon.
- CampusLabs formerly used by academic affairs and now campus activities came back with pricing doubled for a new contract. We are opening an RFP and investigating in-house potential for options
- Transportation system: meetings between the university and city of Brookings are set to launch.
- Athletics memo is finalized. We are creating financial documents for athletics to report back to SA on spending of student dollars.
- We are beginning to use our GAF increase from the last BOR meeting in Spearfish to begin searching for another counselor. We will have a senate representative on that search committee.
- Working on having an entire senate conference call before the BOR meeting to discuss our testimony,
- We have been meeting to discuss live streaming our meetings in the future, and we are corresponding with university marketing to make this a reality.

### University of South Dakota

Contact: President Carson Zubke & Vice President Hannah Booth

- 350+ students participated in Girls' State in late May on campus
- 70+ students are on campus this summer for the Upward Bound program.
- All-State football was hosted on campus.
- Dome renovations are underway, and we are putting a team together to look at opportunities for student seating for the 2020 season.
- UCSF MOU complete the name is finalized to Community College for Sioux Falls.



To: South Dakota Board of Regents

c/o Molly Weisgram, Executive Assistant at the South Dakota Board of Regents

From: Josh Sorbe RyAnne Blau

Executive Director Chair

South Dakota Student Federation South Dakota Student Federation

Date: June 12, 2019

Re: Written Testimony on behalf of SDBOR Students – Intellectual Diversity

### South Dakota Board of Regents,

First, thank you for the opportunity to submit written comments when developing assessment tools of intellectual diversity at our state's public institutions. Intellectual diversity affects nearly every facet of a student's time at a post-secondary institution, and we are thankful for the chance to provide perspective on this matter from the lens of students.

We are testifying on behalf of the appx. 35,000 students of the South Dakota Regental system member institutions. South Dakota Student Federation is the governing body of all public university students in the state of South Dakota. Our board of directors comprises two student government elected officials from each of our member institutions, and our executive team is elected by a majority vote of our Board. We meet monthly to discuss any and all state issues affecting the quality of education of our students. During and outside of legislative session, we organize and lobby collectively for the betterment of our students, future workforce leaders, and the future of South Dakota. Our members have been affirmatively involved in the discussion of intellectual diversity in Pierre, and we are grateful for the continued seat at the table for this discussion. We have two areas of note:

### General reporting procedures:

While intellectual diversity has been a mutually agreed upon value, the way we can measure and assess the principle is multi-faceted. Our student associations collectively run budgets of \$4.4 million and fund 268 organizations' programming, events, and activities. Each of these organizations and their respective activities are unique, and no two events are alike. When our member student associations fund events, each has its own set of fiscal guidelines and/or a budget philosophy. Our funds are derived from student fees, so we seek to be responsible stewards of our constituents' dollars - especially given the increasingly burdensome cost-shift from the state to the student to pay for a higher education degree. Thus, we seek to objectively fund events that are cost-effective and reach a significant portion of the student population.



Any additional requirement to consider "intellectual diversity" as a means of funding events could pose additional budget barriers, administrative burden, and/or determinations of subjectivity on our student associations. The nature of student life means our membership turns over frequently, so a reporting procedure to ensure we are meeting new state codified law needs to be mutually created and understood in order to effectively transition new executive teams and senators and create a sustainable system.

### Invited guests

Depending on the specific definition, a university may have thousands of invited guests each year (i.e. admissions guests, classroom guest lecturers, organization guest speakers, sports fans, etc.) We ask the Board to determine: what constitutes an invited guest? Each of the organizations we fund may, and often does, hold public events and/or invite speakers for its membership. If a reporting procedure is established under a broad definition of what constitutes a guest, or if a reporting procedure poses significant administrative burden, students and student organizations would be discouraged from inviting speakers. This has the opposite effect of the goal of intellectual diversity goal: more speech, not less.

We thank you for the opportunity to testify, and are open for further questions or inquiries via email at josh.sorbe@coyotes.usd.edu.

Best.

Josh Sorbe

**Executive Director** 

South Dakota Student Federation

RyAnne Blau

Chair

South Dakota Student Federation

South Dakota Student Federation Board of Directors:

Black Hills State University: Hannah Neumiller & Brittney Muske

Dakota State University: Nathan Harmer & Lindsey Vogl Northern State University: Harrison Bruns & Patrick Minihan

South Dakota School of Mines & Technology: Tyler Kleinsasser & Tiati Thelen

South Dakota State University: Corey Berscheit & Hattie Seten University of South Dakota: Carson Zubke & Hannah Booth

### SOUTH DAKOTA BOARD OF REGENTS

### **Board Work**

**AGENDA ITEM: 1 – G DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**SDSU Student Organization Awards** 

### CONTROLLING STATUTE, RULE, OR POLICY

None

### **BACKGROUND / DISCUSSION**

At the March 2019 Board of Regents meeting, the Board approved recommendations offered by each institution for the 2018 student organization awards winners. The winners of these awards are announced at Board meetings throughout 2019. The SDSU Student Organization Awards will be presented at the June BOR meeting in Brookings. Information about the SDSU student organization award winners can be found below:

### SDSU Award for Academic Excellence: Plant Science Graduate Student Association (PSGSA)

The Plant Science Graduate Student Association (PSGSA) organizes different scientific events and departmental communication. All the graduate students in the Department of Agronomy, Horticulture and Plant Sciences are the members of PSGSA. Significant events and activities conducted by this organization in the last year include the "We Talk Science" Seminar series, Departmental Picnic in Fall, Oral and Poster Presentation Competition on the Research Days, 3-minute Thesis Competition, Faculties and students recognition event and Potluck.

### SDSU Award for Community Service: Phi Upsilon Omicron – National Honor Society and Consumer Sciences (Phi Chapter)

Phi Upsilon Omicron has three distinct objectives. These include: 1) to recognize and promote academic excellence; 2) to develop qualities of leadership by providing opportunities for service; and 3) to encourage life-long learning and commitment to advance family and consumer sciences and related areas. All members of Phi Chapter carry a 3.2 GPA at initiation and must earn two fundraising/community service participation points and two meeting participation points per semester to maintain active chapter membership. The Phi Chapter is actively engaged in a project to support students at the Flandreau Indian School in Flandreau, SD. Since some of the students at the Flandreau Indian School arrive homeless, the group is collecting books and home living supplies that

INFORMATIONAL ITEM

SDSU Student Organization Awards June 26-27, 2019 Page 2 of 2

will assist the students in feeling more at home in their academic surroundings. Every member of the chapter is highly motivated to see this project succeed, as it gives them the opportunity to make a positive impact in the state.

### SDSU Award for Organizational Leadership: Armed Forces Association

The purpose of the Armed Forces Association is to bring and assist military affiliated students, family and community members together to support promotion of whole health and wellness by providing meaningful experiences that facilitate comradery for Veterans and Service members. The following events are just a few of those supported and organized by Armed Forces Association: Annual Golf Tournament, Horses for Heroes, Veterans Retreat, Warriors week, Selecting Military families for Military Appreciation Football Series, Purple Heart dedication ceremony collaboration, Veterans Book Club, Resume Writing Workshop, Military Birthday Celebrations, Annual Veterans Retreat, and multiple community service events.

### IMPACT AND RECOMMENDATIONS

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

### **ATTACHMENTS**

None

### SOUTH DAKOTA BOARD OF REGENTS

### **Full Board**

REVISED AGENDA ITEM: 2 DATE: June 26-27, 2019

\*

#### **SUBJECT**

**Intellectual Diversity Public Conversation** 

### CONTROLLING STATUTE, RULE, OR POLICY

House Bill 1087, 2019 Legislative Session

### **BACKGROUND / DISCUSSION**

During the 2019 Legislative Session, new legislative requirements were developed that obligate the Board of Regents to "prepare ... a[n annual] report that: (1) Sets forth all the actions taken by each institution to promote and ensure intellectual diversity and the free exchange of ideas; and (2) Describes any events or occurrences that impeded intellectual diversity and the free exchange of ideas."

As a note, the state statute defines "Intellectual diversity" as "a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives."

#### IMPACT AND RECOMMENDATIONS

In order to develop the most effective and responsible means of fulfilling the new legislative requirements regarding intellectual diversity, the Board will host an intellectual diversity public conversation from 10:30 a.m. to 12:00 p.m. on Thursday, June 26. The purpose of this hearing is to solicit assistance in gathering the best means of achieving the intent of the new legislative requirements. Invitations were sent to legislators, South Dakota Chamber of Commerce members, public university representatives, special interest groups and national associations asking them to participate in the public intellectual diversity conversation in person or through written commentary.

As a result, several individuals and groups provided written commentary and accepted the invitation to speak. Regarding the public testimony, individuals were asked to limit their commentary to five minutes each and to structure their testimony with the following in mind:

a) One goal that must be reached is to develop some baseline assessment on the degree to which South Dakota public universities are or are not meeting the definition and

(Continued)

Intellectual Diversity Public Conversation June 26-27, 2019 Page 2 of 2

objective of intellectual diversity today. (For quick reference, the state statute defines "Intellectual diversity" as "a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives.")

- b) Effective ways to meet the definition and objective of intellectual diversity should be explored and discussed.
- c) Legitimate<sup>1</sup> and measurable metrics to help define progress in the future need to be developed, and in that regard, one purpose of the hearing will be to develop a defendable record of any areas requiring improvement.
- d) Testimony should focus primarily on creating measurable and specific assessments of intellectual diversity and how it can be expressed at South Dakota public universities.

#### **ATTACHMENTS**

Attachment I – Paulette Davidson, SD Chamber/Regional Health CEO

Attachment II – Stanley Kurtz, Ethics and Public Policy Center

Attachment III - Armand Alacbay, The American Council of Trustees and Alumni

Attachment IV – Mark Bauerlein, English Professor, Emory University

Attachment V – Peter Wood, National Association of Scholars

Attachment VI – Jenna Robinson, The James G. Martin Center for Academic Renewal

Attachment VII – Frederick M. Hess, American Enterprise Institute

Attachment VIII – Elizabeth Skarin, American Civil Liberties Union South Dakota

Attachment IX – Hannah Neumiller, BHSU Student Association

Attachment X – Josh Sorbe/RyAnne Blau, SDBOR Student Federation

Attachment XI – Sean Stevens, et al., Heterodoxy Academy

Attachment XII – Representative Sue Peterson, et al., SD Legislators

Attachment XIII – Allyson Monson, SDSU Student Association

Attachment XIV – Representative Scyller Borglum, SD Legislator

Attachment XV – South Dakota Governor Kristi Noem

Attachment XVI – Carson Zubke, USD Student Government Association

Attachment XVII – Representative Carl Perry, SD Legislator

Attachment XVIII – Rich Wells, Dow Chemical

Attachment XIX – David Owen, SD Chamber

<sup>&</sup>lt;sup>1</sup> Please note that SDCL 13-49-14 provides that "no person may be employed or dismissed by reason of any sectarian or political opinions held."



# THE IMPORTANCE OF CULTURAL COMPETENCY AND INTELLECTUAL DIVERSITY

**Regional** Health



Racial and ethnic minorities are projected to account for a majority of the U.S. population by 2043.

Source: U.S. Census Bureau, 2012.



Hospitals are working to ensure every patient receives high-quality care.



A focus on value and quality necessitate that hospitals improve patient outcomes.



Hospitals that focus on the unique needs of diverse populations will be well positioned for future success.

# THE IMPORTANCE OF CULTURAL COMPETENCY AND INTELLECTUAL DIVERSITY

Cultural competence in health care describes the ability to provide care to patients with diverse values, beliefs and behaviors, including tailoring health care delivery to meet patients' social, cultural and linguistic needs.

29



It is imperative that hospitals and health care systems understand not only the diverse patients and communities they serve but also the benefits of becoming a culturally competent organization.



# THE IMPORTANCE OF CULTURAL COMPETENCY AND INTELLECTUAL DIVERSITY

Intellectual diversity is an element of creativity whereby societies, organizations, teams and processes that have diverse thinkers are more likely to generate diverse ideas. The degree to which people think differently in a group.

- This can improve strategy and problem solving.
- Intellectual diversity occurs naturally within an environment that is open and free.



### **EXAMPLES OF INTELLECTUAL DIVERSITY**

### RECRUITING

Recruitment that is looking for interesting individuals as opposed to "like-minded" candidates. For example, standardized testing of applicants may reduce intellectual diversity.

### **FREE SPEECH**

Societies and institutions that are fully tolerant of unpopular opinions and criticism of authority.

### **EDUCATION**

Education systems that allow individuals to gravitate towards their strongest topics and method of learning.

### **CULTURE**

Societies and organizations that enshrine a tolerance for disagreement in their norms, habits, principle and customs.

ATTACHMENTI

### INTELLECTUAL DIVERSITY IN THE WORKPLACE

Inventive thinking in a team setting is fueled by a blend of talents, skills and traits that rarely all exist in a single person.



Such as; an ability to see problems through fresh eyes, a knack for understanding frustrated complaints or a flair for turning a creative idea into a profitable innovation.



This kind of intellectual diversity is more likely to be present when individuals on the team come from different disciplines, backgrounds and areas of expertise.

 $\infty$ 

### INTELLECTUAL DIVERSITY IN THE WORKPLACE

- The most productive and creative teams often exhibit characteristics that seem contradictory.
  - For example, a group needs both expertise in relevant subjects and fresh eyes that can see beyond the established ways of doing things.
  - Its members need the freedom to decide how to achieve goals while also having the discipline to work in alignment with the organization's strategy.



Intellectual diversity is foundation for successful organizations— it harnesses a wide range of opinions, perspectives, experiences and skills.

# Measuring intellectual diversity is complex and some might say impossible:

- One way to deal with this dilemma is to not simply fill a position but rather determine what your assets are and what is missing or lacking and then begin expanding on that.
- The basic problem is that most hiring managers are overwhelmed by this task and would rather stay within their own comfort zones, resulting in near similar hires having opted for the same hiring strategies and onboarding of new employees.
  - Stepping out of that hiring mindset to source and find intellectually diverse employees requires not only a little more effort, but naturally some "thinking outside the box".

### INTELLECTUAL DIVERSITY (RECRUITMENT/HIRING)

- Hiring intellectually diverse talent further helps tackle individual problems in a holistic, comprehensive way.
- Using a team with diverging cognitive perspectives provides a more thorough approach to achieving wellrounded, effective problem-solving solutions, possibly yielding a multi-faceted solution, one that might be unattainable if everyone on the team was like-minded.



In a recent survey, 62% of senior HR executives believed their organizations lacked experiential and intellectual diversity.

Adopting activities to enhance patients' access to culturally and linguistically appropriate services is essential for reducing disparities and reaching the ultimate goal of building a health care system that delivers the highest quality of care to every patient, regardless of race, ethnicity, culture or language.

1305

## CULTURALLY AND LINGUISTICALLY COMPETENT SERVICES SHOULD INCLUDE:

- Cultural competency training for caregivers
- Established protocols for serving LEP patients
- Interpreter services; translators
- A bilingual workforce
- Diverse community health educators
- The use of multilingual signage, etc.

Cultural competency has been shown to improve the knowledge and attitudes of health care professionals who care for racial, ethnic and linguistic minority patients.

ATTACHMENT I

- It is important to create a workforce that is as broad and diversified as the patient population that it serves.
- ➤ Health care leaders should recognize the benefits of diversity management, which include better marketing to consumers and the improved management of a multicultural workforce.

Societal benefits are also associated with increased workforce diversity.



For instance, it has been demonstrated that racial and ethnic concordance between patient and caregiver is likely to enhance communication and understanding, provide opportunities for building trust and improve adherence to the medical treatment plan.

ATTACHMENT I

- Increases mutual respect and understanding between patient and organization.
- Increases trust.
- Promotes inclusion of all community members.
- > Increases community participation and involvement in health issues and disparities.
- Assists patients and families in their care.
- Promotes patient and family responsibilities for health.



### **DIVERSITY HEALTH BENEFITS**

- Improves patient data collection.
- Increases preventive care by patients.
- Reduces care disparities in the patient population.
- Increases cost savings from a reduction in medical errors, number of treatments and legal costs.
- Reduces the number of missed medical visits.



### **DIVERSITY BUSINESS BENEFITS**

- Incorporates different perspectives, ideas and strategies into the decision-making process.
- Decreases barriers that slow progress.
- Moves toward meeting legal and regulatory guidelines.
- Improves efficiency of care services.
- Increases the market share of the organization.



### **PROVOKES THOUGHT**

### **ENHANCES CREATIVITY**

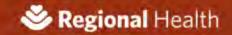
ENCOURAGES THE SEARCH FOR NOVEL INFORMATION AND PERSPECTIVES

LEADS TO BETTER DECISION MAKING AND PROBLEM SOLVING

PROMPTS THOUGHTFUL CONSIDERATION OF DIFFERING OPINIONS

HELPS PROMOTE UNDERSTANDING OF THE REASONING UNDERLYING OPPOSITIONAL ARGUMENTS

ENABLES AN ORGANIZATION TO BE MORE COMFORTABLE WITH THE UNCOMFORTABLE



# OPPORTUNITIES FOR STUDENTS AT REGIONAL HEALTH

**JOB SHADOWING** 

**INTERNSHIPS** 

**EXTERNSHIPS** 

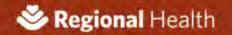
ADMINISTRATIVE FELLOWSHIP

**FELLOWSHIP** 









**Written Testimony** 

By

**Stanley Kurtz** 

Senior Fellow, Ethics and Public Policy Center, Washington, DC

For the Hearing on Intellectual Diversity in Higher Education

Held by the

**South Dakota Board of Regents** 

Αt

South Dakota State University, Brookings, SD

June 26, 2019

My name is Stanley Kurtz, and I am a senior fellow at the Ethics and Public Policy Center in Washington DC. For the past 19 years I've been writing on issues in K-12 and higher education for National Review Online, where I'm a contributing editor, and for various journals of policy and opinion, including *The Washington Post, The Wall Street Journal*, and *The Weekly Standard*. I hold a Ph.D. in social anthropology from Harvard University, and I have taught at Harvard University and the University of Chicago. I'm also a co-author of model campus free-speech legislation published by Arizona's Goldwater Institute. I've testified on education issues before state legislatures in Alabama, Florida, Georgia, Michigan, Oklahoma, and Wisconsin.

At the invitation of South Dakota Board of Regents President Kevin Schieffer, I am here submitting written testimony for the June 26, 2019 hearing on Intellectual Diversity in Higher Education at Brookings, South Dakota. My testimony focuses on a proposal I published in February 2019 for increasing intellectual diversity on college and university campuses. While the proposal takes the form of model state-level legislation, it can easily be adopted in its entirety by the South Dakota Board of

Regents. Since the model legislation is framed as a directive to a Board of Trustees, any state Board of Regents can simply carry out the plan of action outlined in the model legislation of its own accord.

The proposal, entitled "The Campus Intellectual Diversity Act," can be found at the following link:

https://www.nas.org/blogs/dicta/the campus intellectual diversity act

An explanation of the proposal, entitled "The Campus Intellectual Diversity Act: A Proposal," can be found at the following link:

https://www.nationalreview.com/corner/the-campus-intellectual-diversity-act-a-proposal/

The model legislation was published by the National Association of Scholars, whose enthusiastic endorsement of the proposal can be found at the following link:

https://www.nas.org/blogs/dicta/nas endorses the campus intellectual diversity act

The proposal consists of two core components: 1) Establishing an Office of Public Policy Events on every campus of the state university system; and 2) maintaining a thorough public record of all events organized by those offices, and all other similar events on campus.

The Office of Public Policy Events would be charged with organizing debates, group forums, and individual lectures featuring speakers who represent widely-held views on opposing sides of the most widely-discussed public policy issues of the day. Particular attention should be paid to inviting and hosting speakers who can ably articulate widely-held perspectives on public policy issues otherwise poorly represented on campus. These offices could be established, funded, and staffed "from scratch," or the responsibilities of Director of Public Policy Events for a given campus could be assigned to an existing administrative office. The proposal also directs the Office of Public Policy Events to report to particular offices within the university structure.

By following the proposal's requirements to maintain a public record of these events and their primary participants, particularly the name and institutional affiliation of the speaker or speakers, the

public will be able to determine whether the genuinely diverse set of viewpoints on major public policy issues has actually been presented. By following the requirements to preserve video versions of each event organized by an Office of Public Policy, the public would also find an invaluable resource for exploring our current public policy debates.

Indeed, were South Dakota to become an early adopter of this proposal, I believe the video records of the events would quickly gain national attention and establish the state as a pioneer on this issue. South Dakota could offer the nation a model of civil and substantive debate in an increasingly polarized environment.

As to measuring the effects of the proposal against a current baseline, the best way to do that would be to compile a list of public policy events held in recent years at South Dakota public university campuses. This will depend on the existence and preservation of event calendars for recent years. So, for example, event calendars could be searched to determine how many debates were held between proponents of opposing perspectives on key public policy controversies. Then the number and range of such debates could be compared to the debates arranged by newly established Offices of Public Policy Events. In all likelihood, there would be an enormous increase in the number and range of public policy debates after adoption of this proposal. Very few colleges and universities currently stage debates on key public policy issues. For more on this, see my discussion of the current dearth of campus public policy debates in the piece for National Review Online, "The Campus Intellectual Diversity Act: A Proposal." linked above.

If the South Dakota Board of Regents finds the brief sketch of the proposal in this testimony worth further exploration, I suggest that it consider the model legislation and my published explanation of it in greater detail (linked above). Should the Regents choose to implement this proposal, please know that I stand ready to help and consult in any way I can, including a visit to the state. I regret that I cannot be present in person for today's hearing, but I had previously scheduled travel outside of the

United States on June 26. In the future, however, I would be pleased to visit South Dakota to discuss the implementation of this proposal, should the Regents so request. I'm grateful to President Schieffer and the Board for the opportunity to submit this testimony.



#### **Board of Directors**

Edwin D. Williamson, Chairman George "Hank" Brown John D. Fonte Jane Fraser Robert T. Lewit Michael B. Poliakoff Terence P. Ross David Bruce Smith Sandra Stotsky Stephen Joel Trachtenberg Jody Wolfe

#### Senior Fellow Anne D. Neal

Council of Scholars George E. Andrews Pennsylvania State University Mark Bauerlein Emory University Marc Zvi Brettler Duke University William Cook SUNY-Geneseo Paul Davies College of William & Mary David C. Doughty, Jr. Christopher Newport University William Fagan University of Maryland Judith Farr Georgetown University Niall Ferguson Stanford University Sidney L. Gulick III University of Maryland

Robert "KC" Johnson CUNY-Brooklyn College Anatoly M. Khazanov University of Wisconsin Alan Charles Kors University of Pennsylvania Jon D. Levenson Harvard Divinity School Molly Levine Howard University George R. Lucas, Jr. U.S. Naval Academy Joyce Lee Malcolm George Mason University Matthew A. Malkan UCLAMichael Podgursky

University of Missouri
James A. Sellers
Pennsylvania State University

June 11, 2019

Dear Honorable Members of the South Dakota Board of Regents:

Thank you for the invitation to participate in the public hearing in Brookings on the 26<sup>th</sup>. As an independent organization committed to ensuring that trustees are empowered with the knowledge they need to be effective stewards of their institutions, the American Council of Trustees and Alumni (ACTA) stands ready to assist the South Dakota Board of Regents in any way we can.

In your request for public comment, you note that the board is "interested primarily in measurable and specific assessments of South Dakota Regental institutions relative to intellectual diversity," and, specifically, you recognize the need to develop "legitimate and measurable metrics" to help examine your member institutions. For over a decade, ACTA has produced numerous reports assessing public higher education in several states on issues including intellectual diversity.

Several of these reports highlighted disquieting problems in other states. For example, in a 2011 survey of undergraduates at the University of Maine, we found that 48.7% of students believed that their courses were presenting social or political issues "in an unfair and one-sided manner." A similar survey in Georgia found that 48.5% of undergraduates felt that there were courses on campus where "students feel they have to agree with the professor's views on the topic at hand in order to get a good grade." In Illinois, 87% of undergraduates did not know the procedure for lodging a complaint if they encountered social, political, or religious bias from one of their professors.

ACTA would be honored to assist the Board in designing a survey instrument that captures the comprehensive picture you are looking for. These assessments can function as powerful, system-wide diagnostic tools that would allow students and staff to voice their concerns anonymously.

The boards at the University of Colorado System and the University of Nebraska System have commissioned such studies in the past, and Johns Hopkins University and Cornell University have conducted similar surveys. I commend your attention to the attached resolution of the Regents of the University of Colorado, which recognizes:

"The Board of Regents can only determine if [the University's commitment to respecting diversity in all of its forms] is being

PROMOTING ACADEMIC FREEDOM AND EXCELLENCE

South Dakota Board of Regents June 11, 2019 Page 2

implemented and upheld through [its] campuses by seeking data to determine whether all members of the university community are respected and valued."

Additionally, the Board has specifically noted that any metric must be able "to help define progress in the future." Here, again, campus climate surveys can assist the Board, as regular reviews can serve as a way to measure the efficacy of new programs and initiatives designed to strengthen intellectual diversity on campus. Only once objective and specific measures are available to the board will informed action be possible.

ACTA has worked with several schools to develop their methodology and language for these surveys, and we would welcome the opportunity to assist your board, as well. Moreover, we also recommend that the Board consider requiring institutions to implement the Campus Expression Survey instrument developed by Heterodox Academy, which provides excellent quantitative data to help assess the extent to which the campus environment encourages (or discourages) self-censorship.

If assessment reveals areas requiring improvement, the Board can then look to initiatives created by its peer institutions. There are several examples of schools that have established programs designed to encourage intellectual diversity and the free exchange of ideas on campus.

For example, Purdue University reformed its orientation program to include sections which teach students how to handle objectionable materials, inflammatory speech, and even in-class disruptions, all while maintaining the University's commitments to civility and mutual respect. The University of Chicago's Dean of Students wrote a letter to incoming freshmen which outlined the school's fundamental principles, stating that "[d]iversity of opinion and background is a fundamental strength of our community. The members of our community must have the freedom to espouse and explore a wide range of ideas."

ACTA applauds the proactive effort that South Dakota is taking to ensure that college campuses remain a venue open to vibrant and free expression. We hope that it will serve as an example to the rest of the nation.

Respectfully,

**Armand Alachay** 

Vice President of Trustee & Government Affairs

Enclosure

BoardDocs® Pro Page 1 of 2

#### ATTACHMENT III 26



#### **CU Board of Regents Agenda Item**

#### **Agenda Item Details**

Jun 21, 2013 - Regular Board Meeting (June 20-21, 2013) Meeting

G. 2:30 p.m. BOARD OF REGENTS DISCUSSION AND POSSIBLE ACTION ITEMS, Chair Category

Michael Carrigan, presiding

2. Discussion and Possible Action Item: Call for an Evaluation on Diversity of Political, Subject

Geographic, Cultural, Intellectual, and Philosophical Perspectives (APPROVED WITH

FRIENDLY AMENDMENTS)

Type **ACTION** 

Action

Recommended RESOLVED the Regents of the University of Colorado call for an objective and nonpartisan evaluation by a professional, external survey company to assess the efficacy by which the University of Colorado campuses have implemented the principle that they "respect diversity in all of its forms, including diversity of political, geographic, cultural, intellectual, and philosophical perspectives" as well as diversity based on race, color, national origin, sex, age, disability, creed, religion, sexual orientation, and veteran status; and

> RESOLVED this survey shall collect and analyze data on the extent to which competing ideas, perspectives, and claims of truth are presented and the extent to which members of the university community feel safe and supported in exploring and articulating their beliefs and viewpoints; and

RESOLVED the Regents of the University of Colorado direct the President of the University of Colorado to commission a request for proposal by which qualified, nonpartisan firms may compete for the opportunity to conduct this survey; and

RESOLVED the chair and vice-chair of the Board of Regents appoint a search committee, with appropriate faculty representation, to review the proposals and select the firm that

will conduct the survey; and

RESOLVED the Regents of the University of Colorado shall direct the search process (Request for Proposals (RFP)) be conducted with the RFP responses received for the board's review at its September, 2013 meeting.

### RECOMMENDATION FROM:

Regent Jim Geddes and Regent Sue Sharkey.

#### STATEMENT OF INFORMATION:

The Regents of the University of Colorado have enacted Guiding Principles that require the University of Colorado to "respect diversity in all of its forms, including diversity of political, geographic, cultural, intellectual, and philosophical perspectives."

The Board of Regents condemns discrimination and harassment in all forms, believes that diversity is necessary to produce a well-educated student, and believes that discrimination against members of the faculty, staff, and students because of their political affiliations or philosophies is equally repugnant as other forms of discrimination.

The Board of Regents can only determine if this Guiding Principle is being implemented and upheld through the University of Colorado's campuses by seeking data to determine whether all members of the university community are respected and valued, including whether faculty members and students believe they are free to express their political beliefs and philosophies.

BoardDocs® Pro Page 2 of 2

#### ATTACHMENT III 27

The University of Colorado can only determine if this Guiding Principle is being implemented and upheld through the University of Colorado's campuses by seeking data to determine whether students believe they are receiving academic instruction that exposes them to diverse political philosophies and theories.

The American Council on Education, of which the University of Colorado is a member, declares in its Statement of Academic Rights and Responsibilities of June 23, 2005 that, "Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions. Any member of the campus community who believes he or she has been treated unfairly on academic matters must have access to a clear institutional process by which his or her grievance can be addressed."

#### PREVIOUS ACTION(S):

None.

#### SIGNATURE (S):

Professor Downs Statement to BoardDocs.pdf (45 KB)

05 Regent Sharkey Powerpoint Climate Survey.pdf (148 KB)

Transcript BOR June 20 2013 Political Affiliation-Political Philosophy - Final.pdf (249 KB)

#### **Motion & Voting**

RESOLVED the Regents of the University of Colorado call for an objective and non-partisan evaluation by a professional, external survey company to assess the efficacy by which the University of Colorado campuses have implemented the principle that they "respect diversity in all of its forms, including diversity of political, geographic, cultural, intellectual, and philosophical perspectives" as well as diversity based on race, color, national origin, sex, age, disability, creed, religion, sexual orientation, and veteran status; and RESOLVED this survey shall collect and analyze data on the extent to which competing ideas, perspectives, and claims of truth are presented and the extent to which members of the university community feel safe and supported in exploring and articulating their beliefs and viewpoints; and

RESOLVED the Regents of the University of Colorado direct the President of the University of Colorado to commission a request for proposal by which qualified, non-partisan firms may compete for the opportunity to conduct this survey; and

RESOLVED the chair and vice-chair of the Board of Regents appoint a search committee, with appropriate faculty representation, to review the proposals and select the firm that will conduct the survey; and RESOLVED the Regents of the University of Colorado shall direct the search process (Request for Proposals (RFP)) be conducted with the RFP responses received for the board's review at it's September, 2013 meeting.

Motion by Jim Geddes, second by Sue Sharkey.

Final Resolution: Motion adopted

Yes: Steve Bosley, Glen Gallegos, Jim Geddes, Irene Griego, Kyle Hybl, Steve Ludwig, Joe Neguse, Sue

Sharkey

Abstain: Michael Carrigan

The only official CU Board of Regents agenda is the agenda located online at www.boarddocs.com/co/cu/Board.nsf

Written Testimony

Βv

**Mark Bauerlein** 

**Emory University** 

For the Hearing on Intellectual Diversity in Higher Education

Held by the

**South Dakota Board of Regents** 

Αt

South Dakota State University, Brookings, SD

June 26, 2019

At the invitation of South Dakota Board of Regents President Kevin Schieffer, I am here submitting written testimony for the June 26, 2019 hearing on Intellectual Diversity in Higher Education at Brookings, South Dakota.

I am Professor of English at Emory University, where I have taught since 1989. I have also served as Director, Office of Research and Analysis, National Endowment for the Arts (2003-05); chairman of the English Commission for the College Board (to review AP English Language and Literature); advisor to Common Core; chairman of GRE Literature Exam Committee; board member of Core Knowledge Foundation and Classic Learning Test; and consultant to various education organizations, both public and private, on matters of curriculum and assessment. I have written or edited 11 books and published dozens of articles and reviews in scholarly journals and popular periodicals including *New York Times*, *Wall Street Journal, Washington Post, Weekly Standard, Commentary, First Things* (where I also serve as

Senior Editor), *Education Week*, and many others. For many years I was a weekly commentator at the *Chronicle of Higher Education*.

Let's get to the core issue that these hearings aim to address: the aggressive growth of liberal orthodoxy in higher education in recent years. I need not rehearse the many occasions of outright harassment and shutdown of conservative and libertarian speakers on campuses across the country, nor document the spread of speech codes, "safe spaces," trigger warnings, questions on course evaluations that ask students to report their teachers for any signs of discriminatory attitude, and the like. The evidence of rigid conformity is everywhere, and I do not believe that any honest person who works on campus will say that the atmosphere of coercion and threat have not increased in the last 20 years.

It is clear that the faculty and administrators are incapable of remedying the situation on their own.

Administrators don't want to create controversies, and professors don't want to upend their lives and interrupt their research and teaching. The South Dakota legislature has already determined that public action is needed. Now is the time to determine how to do it

Here is the truth you will not hear spoken out loud: everyone on campus is nervous. The English teacher who has taught *Huck Finn* for years is now uncertain because it has the N-word in it and may upset the incoming freshmen. The college president knows that a dozen angry undergraduates could bring nasty publicity to campus at any time even though they have no reasonable grounds for protest. Even the few individuals who wield the tools of intimidation claim to be anxious and "unsafe."

You are now engaged in devising ways of addressing the situation. The solution that is most popular today is to multiply behavioral codes and ban speakers and groups who challenge liberal orthodoxy, but

that has only made the problems worse. The disinvitation of a controversial speaker doesn't soothe tensions. It increases them.

What needs to happen is precisely what the proposal submitted by Stanley Kurtz outlines ("The Campus Intellectual Diversity Act"). The model lays out a way for colleges to alter the intellectual climate of the campus through events that expose students to dissenting but reasoned views on controversial issues. It does not interfere with the classroom or the curriculum. Instead, it creates a monitoring body that encourages a vibrant, open, and fully representative expression of sound opinion in our country today. Such an office will present to youths a wider range of views and inculcate a fundamental trait of American citizenship: the habit of responding to contrary opinions with better evidence and rhetoric, not censorship and disruption.

I predict the diversification of expression will have a tangible effect within two years of its creation. As students who are quick to take offense are exposed to alternative opinions, their illiberal reactions will diminish. Shoutdowns and disruptions won't work, so they will have to learn to deal with disagreement in a more democratic way. The expression of conservative outlooks will no longer appear outrageous. Positions that provoke leftist students and teachers (pro-life, "build the wall," etc.)—which happens because of insufficient exposure to them—will become a regular part of the campus scene. Tensions will go down.

Academics will not admit it in public, but they will thank you silently if you can facilitate the process.

Most of them believe in First Amendment protections. They don't hold to a Biblical conception of marriage, for instance, but they don't like to see a colleague who does hold to it become the object of an online mob. Right now, though, they don't believe the system supports them on this matter. If you

do adopt a version of the Campus Intellectual Diversity Act, and if colleges proceed to host events that present a broad range of opinions and disruptions don't happen, they will breathe a long sigh of relief.

# NATIONAL ASSOCIATION of SCHOLARS

May 31, 2019

Kevin V. Schieffer President South Dakota Board of Regents 306 E. Capital Ave, Ste. 200 Pierre, SD 57501

Dear President Schieffer,

I am delighted to learn that the South Dakota Board of Regents has begun to implement HB 1087, South Dakota's new law to promote free speech and intellectual diversity in the state's public university system. You have solicited public comment on how to fulfill the intent of the new legislative requirement, and in particular on "the need to develop (a) some baseline assessment on the degree to which South Dakota Regental institutions are or are not meeting that definition and objective today, (b) suggestions on how to do so more effectively (to the extent a shortcoming is defined), and (c) some legitimate and measurable metrics to help define progress in the future." I am aware of the Board of Regents' longstanding commitment to free speech and intellectual diversity, and we enthusiastically endorse your desire to find a practical means to fulfill the letter and the spirit of the new law. I write to provide detailed suggestions to achieve that goal.

I write as President of the National Association of Scholars (NAS). NAS is a network of scholars and citizens united by our commitment to academic freedom, disinterested scholarship, and excellence in higher education. As part of our mission, we support academic freedom and intellectual diversity throughout American higher education. We have thirty years of experience in providing support for the principles and the institutional practice of intellectual diversity.

#### I. **Principles of Intellectual Diversity**

Our programmatic suggestions below should embody these general principles:

- 1. Universities' campus culture should actively foster intellectual diversity.
- 2. Universities should minimize the number of regulations, offices, and individuals that can act as chokepoints to reduce intellectual diversity.

- 3. The primary mission of universities' public events programming should be to seek out intellectual diversity.
- 4. Universities should seek a diversity of viewpoints, not a diversity of any category of people.
- 5. Universities should embrace intellectual diversity as a guiding ideal, and not regard it as a requirement which they can satisfy with token efforts and lip service.

# II. The Campus Intellectual Diversity Act: The Office of Public Policy Events

We believe that the model state-level legislation "The Campus Intellectual Diversity Act," drafted by Stanley Kurtz, a Senior Fellow at the Ethics and Public Policy Center, provides an excellent model for providing the data necessary for legitimate and measurable metrics of intellectual diversity. (I attach to this letter a copy of The Campus Intellectual Diversity Act, Stanley Kurtz's explanation and defense of it, and the NAS's endorsement of this model.)

The keystone of Dr. Kurtz's proposal is the establishment of an Office of Public Policy Events on every campus of the state university system, which reports directly to either the University Office of Reporting and Analytics (the university office responsible for compiling and reporting the Integrated Postsecondary Education Data System, IPEDS, Graduation Rate Survey), or to the Office of General Counsel on that campus.

This Office of Public Policy Events will be responsible for:

- 1) Organizing intellectually diverse debates and lectures;
- 2) Seeking out speakers who articulate widely-held perspectives on public policy issues that are poorly represented on campus;
- 3) Providing maximum access to these events to campus members and the general public;
- 4) Maintaining a permanent, publicly accessible calendar of all sponsored events;
- 5) Providing this calendar annually to the public, the Governor, and the State Legislature;
- 6) Providing a publicly accessible video record of all sponsored events.

The guidelines laid out in the Campus Intellectual Diversity Act will not only provide the Board of Regents the material to develop its own metrics of intellectual diversity but also allow

<sup>&</sup>lt;sup>1</sup> Stanley Kurtz, "The Campus Intellectual Diversity Act," National Association of Scholars, February 12, 2019, <a href="https://www.nas.org/articles/the-campus intellectual diversity">https://www.nas.org/articles/the-campus intellectual diversity</a> act.

the public, the Governor, and the State Legislature to make their own informed judgments about the intellectual diversity in South Dakota's public universities.

# III. Intellectual Diversity Metrics

"Legitimate and measurable metrics" may not exist for intellectual diversity, since "intellectual diversity" is an imprecisely defined, qualitative concept. We also caution the Board against relying too heavily on metrics, which can only imperfectly proxy intellectual diversity.

With that caution in mind, we recommend these principles as useful for devising intellectual diversity metrics:

- 1) We recommend that the Office of Public Policy Events we have recommended above be responsible for gathering and publishing all intellectual diversity metrics.
- 2) We recommend that the Board of Regents consult Andy Stirling's Diversity Index, and the associated scholarly literature, as the Board frames its own metrics.<sup>2</sup> Any metric should incorporate Stirling's values of balance, disparity, parsimony, robustness, transparency, and variety.
- 3) Lisa George and Felix-Oberholzer Gee used keyword counts from transcripts to measure diversity in local television news.<sup>3</sup> We recommend a metric that uses the publicly accessible video record of all sponsored events provided for by the Campus Intellectual Diversity Act as material to make transcripts and keyword count analyses.
- 4) University offices and departments each possess their own institutional intellectual commitments, articulated by educational practices such as hiring practices, sponsored events, required courses, syllabus construction, and classroom environment. We recommend that the Board:
  - a. apply its intellectual diversity metrics to each component of the university;
  - b. publicize this data annually; and
  - c. publicly evaluate how well each office and department has performed on these intellectual diversity metrics.

<sup>&</sup>lt;sup>2</sup> Andy Stirling, "A General Framework for Analysing Diversity in Science, Technology and Society," *Journal of the Royal Society Interface* 4, 15 (2007), pp. 707-19, <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2373389/#">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2373389/#</a>.

<sup>&</sup>lt;sup>3</sup> Lisa M. George and Felix Oberholzer-Gee, "Diversity in Local Television News," *US Federal Communications Commission Quadrennial Review*, Washington, DC, July 2011, <a href="https://docs.fcc.gov/public/attachments/DOC-308602A1.pdf">https://docs.fcc.gov/public/attachments/DOC-308602A1.pdf</a>.

- 5) Intellectual diversity is distinct from, and generally opposed to, equity, diversity, and inclusion, as they are currently used in higher education. We recommend that the Board clearly distinguish intellectual diversity from these competing concepts. We also recommend that the Board ensure that their metrics only measure intellectual diversity, and not equity, diversity, or inclusion. In particular, the board should not use race, ethnicity, gender, sexual orientation, or other identity groups as proxies for intellectual diversity.
- 6) To avoid conflicts of interest, and to increase public confidence, we recommend the Board of Regents appoint a bipartisan commission, composed of figures who are not themselves employed in public education, to draft intellectual diversity metrics, identify the keywords and categories that these metrics will measure, and define all necessary concepts (such as *intellectual diversity* itself) for these metrics.

# IV. Civics and American History Requirements

Early versions of HB 1087 included the following two sections:

- 1) That the Board of Regents require students to take three credits of United States history and three credits of United States government as a condition of graduation; and
- 2) That the Board of Regents require students to correctly answer at least eighty-five percent of the questions on a civics test drawn from the same body of questions posed to applicants for naturalization.<sup>4</sup>

A letter to the Board of Regents from Senator Jim Stalzer and Representative Sue Peterson establishes the reason that these requirements were initially included in HB 1087: that a proper education in American history and government will teach students the factual and theoretical bases for valuing intellectual diversity.<sup>5</sup>

The NAS believes that Senator Stalzer and Representative Peterson were correct, and we recommend that the Board of Regents replace its Social Science General Education Requirement with these civics and American history requirements. We know that the Board of Regents does not merely want to do the minimum required of it by law to promote intellectual diversity, and we think that the voluntary enactment of these requirements would strongly

<sup>&</sup>lt;sup>4</sup> HB 1087, Versions of January 25, 2019 (<a href="https://sdlegislature.gov/docs/legsession/2019/Bills/HB1087P.pdf">https://sdlegislature.gov/docs/legsession/2019/Bills/HB1087P.pdf</a>) and February 7, 2019 (<a href="https://sdlegislature.gov/docs/legsession/2019/Bills/HB1087HED.pdf">https://sdlegislature.gov/docs/legsession/2019/Bills/HB1087HED.pdf</a>).

<sup>&</sup>lt;sup>5</sup> Jim Stalzer and Sue Petersen to Molly Weisgram, "RE: SD Board of Regents policies on free speech and intellectual diversity," October 5, 2018, <a href="https://www.sdbor.edu/administrative-offices/infogovtrelations/Documents/10.05.2018%20Sen.%20Stalzer%20and%20Rep.%20Peterson%20Letter.pdf">https://www.sdbor.edu/administrative-offices/infogovtrelations/Documents/10.05.2018%20Sen.%20Stalzer%20and%20Rep.%20Peterson%20Letter.pdf</a>.

argue to South Dakota's elected representatives that the university system is a trustworthy guardian of intellectual diversity, which needs relatively little oversight.

The state governments of Arkansas, California, Georgia, Missouri, Nevada, Texas, Utah, and Wyoming have all enacted similar American civics and history general education requirements. We recommend that the Board of Regents examine these state university systems to see how best to put such a requirement into practice.

## V. Intellectual Diversity Initiatives

The NAS recommends that the Board of Regents undertake several further intellectual diversity initiatives that respond to concerns expressed by South Dakota's elected representatives. All these initiatives will enhance intellectual diversity, and further establish to South Dakota's elected representatives that the university system is a trustworthy guardian of intellectual diversity, which needs relatively little oversight.

1) Programmatic Initiatives. Senate Majority Leader Kris Langer, House Majority Leader Lee Qualm, Representative Sue Peterson, and Senator Jim Stalzer asked the Board of Regents "Should the BOR consider advocating that South Dakota public universities offer minors in 'American Constitutional Heritage,' 'Conservative Political Thought,' 'The Great Books,' or 'The Heritage of Ancient Greece and Rome'? ... In general, can the BOR develop/advocate more minors similar to 'The Great Books'[?] ... Wouldn't such a reprioritization promote intellectual diversity?"

The NAS believes that creating such programs would indeed promote intellectual diversity, and we recommend that the Board of Regents take immediate steps to establish such programs in all public university campuses. We recommend the Board of Regents appoint a bipartisan commission, composed of figures who are not themselves employed in public education, to draft the mission statement and programmatic scope of such programs. We also recommend that the Board of Regents give these programs priority in its funding requests to the South Dakota Legislature.

2) Reduce the Diversity, Equity, and Inclusion Bureaucracy. Senate Majority Leader Kris Langer, House Majority Leader Lee Qualm, Representative Sue Peterson, and

<sup>&</sup>lt;sup>6</sup> Kris Langer, Lee Qualm, Sue Peterson, and Jim Stalzer to Paul B. Beran, "RE: SD Board of Regents policies on free speech and intellectual diversity," December 10, 2018, <a href="https://www.sdbor.edu/administrative-">https://www.sdbor.edu/administrative-</a>

 $<sup>\</sup>frac{offices/infogovtrelations/Documents/12.10.2018\%20Sen,\%20Stalzer\%20and\%20Langer\%20and\%20Rep.\%20Qualm\%20and\%20Peterson\%20Letter.pdf.$ 

Senator Jim Stalzer asked the Board of Regents about the possibility of reducing the size of the Diversity, Equity, and Inclusion bureaucracy.<sup>7</sup>

The NAS believes that reducing the size of these bureaucracies would also promote intellectual diversity, since these bureaucracies tend to be dominated by staff on the political left, and to promote events that are uniformly on the left, to the detriment of intellectual diversity.<sup>8</sup> We recommend that the Board of Regents undertake the following specific initiatives:

- i. Separate the Diversity, Equity, and Inclusion Bureaucracy from all Intellectual Diversity Programs: We recommend that the Board of Regents ensure that no members of the Diversity, Equity, and Inclusion bureaucracy be appointed to our proposed Office of Public Policy Events, or to any other office charged with promoting intellectual diversity.
- ii. **Define Key Words**: We recommend the Board of Regents appoint a bipartisan commission, composed of figures who are not themselves employed in public education, to define key words used by the Diversity, Equity, and Inclusion bureaucracy. These words should include not only *diversity*, *equity*, and *inclusion* themselves but also words such as *safety* and *harm*, which are frequently used to justify abrogating intellectual diversity.
- iii. **Define Missions**: We recommend the Board of Regents appoint a bipartisan commission, composed of figures who are not themselves employed in public education, to define the mission of the Diversity, Equity, and Inclusion bureaucracy, and to define the means these bureaucracies will be allowed to pursue their mission. We recommend that this commission be charged to define these missions and powers as narrowly as possible, and in ways that allow the bureaucracies to be subject to transparent public scrutiny.
- iv. Sunset the Diversity, Equity, and Inclusion Bureaucracy: We further recommend that the commission defining the mission of the Diversity, Equity, and Inclusion bureaucracy provide set, quantifiable targets for diversity, equity, and inclusion, and that the bureaucrats' mission be defined so that their jobs

<sup>&</sup>lt;sup>7</sup> Kris Langer, Lee Qualm, Sue Peterson, and Jim Stalzer to Paul B. Beran, "RE: SD Board of Regents policies on free speech and intellectual diversity," December 10, 2018, <a href="https://www.sdbor.edu/administrative-">https://www.sdbor.edu/administrative-</a>

 $<sup>\</sup>frac{offices/infogovtrelations/Documents/12.10.2018\%20Sen.\%20Stalzer\%20and\%20Langer\%20and\%20Rep.\%20Qualm\%20and\%20Peterson\%20Letter.pdf.$ 

<sup>&</sup>lt;sup>8</sup> Samuel J. Abrams, "Think Professors Are Liberal? Try School Administrators," *New York Times*, October 16, 2018, <a href="https://www.nytimes.com/2018/10/16/opinion/liberal-college-administrators.html">https://www.nytimes.com/2018/10/16/opinion/liberal-college-administrators.html</a>.

sunset—automatically disappear—when those targets are achieved. We additionally recommend that no diversity, equity, and inclusion position be funded that cannot be defined in terms of quantifiable targets.

- v. Strategic Plan to Eliminate the Diversity, Equity, and Inclusion Bureaucracy: We recommend that the Board of Regents draft a Strategic Plan that will provide a detailed schedule for the South Dakota public and elected representatives, outlining the stages by which they will eliminate the Diversity, Equity, and Inclusion bureaucracies in South Dakota public universities.
- 3) Foster Classroom Intellectual Diversity. Professors should foster intellectual diversity within their classrooms and seek to teach all sides of major controversies. We recommend that the Board of Regents undertake the following specific initiatives:
  - i. Intellectual Diversity Rubrics. The course approval process, approval of courses to satisfy general education requirements, student course evaluations, common reading programs, annual reviews, and the Office of Institutional Research, Planning & Assessment's evaluation of departments' strategic goals and student learning outcomes should all incorporate Intellectual Diversity rubrics.
  - ii. **Public Syllabi**. To allow the public to judge whether classes are intellectually diverse, an archive of all university syllabi should be posted publicly on the university's web site.
  - iii. **Micro-grants**. The university should fund micro-grants of *ca*. \$500 for professors who wish to revise their courses so that they teach all sides of major controversies.
  - iv. **Orientation**. Orientation for new students should include a session publicizing the university's legal and administrative commitments to intellectual diversity and inviting students to submit ideas for intellectually diverse events.
  - v. Annual Surveys. The Office of Public Policy Events should distribute, analyze, and publicize annual surveys of students and faculty on the climate of intellectual diversity. The Office of Public Policy Events should also survey faculty about whether they teach all sides of major controversies, analyze the data by discipline and topic, and provide their data to the legislature and the public.
  - vi. **Responsibility**. The Board of Regents should appoint a bipartisan commission, composed of figures who are not themselves employed in public education, to draft the regulations that put these initiatives into practice.
- 4) Limit Discretionary Power to Restrict Intellectual Diversity. Intellectual diversity ought to be the default in higher education. Administrators and faculty should have as

few discretionary powers possible to restrict intellectual diversity. For example, administrators should only be able to invoke "safety" to keep a speaker from campus in strictly defined circumstances, where "safety" is defined in strictly physical terms, and "rioters' vetoes" are not allowed to prevent speakers from appearing on campus. We recommend the Board of Regents appoint a bipartisan commission, composed of figures who are not themselves employed in public education, to examine all administrative regulations and powers, and draft revisions of all standard procedures so as to make intellectual diversity the default, and require set, rigorous procedures to justify any action that might restrict intellectual diversity.

- 5) Protect Intellectual Diversity in All Hiring, Promotion, and Funding Decisions. The Board of Regents should ensure that the hiring, firing, and promotion of all faculty and staff are made on the basis of merit and fitness for the job, with no regard for the candidates' ideological or political views. In addition, the organization and funding of events and student clubs should make no reference to the political or religious viewpoints of the invited speakers or the student organizations. The Board of Regents should undertake these specific policies:
  - i. Bar Ideological Litmus Tests in All Hiring Decisions. South Dakota public universities should not ask applicants to full-time or part-time faculty or staff positions to describe their ideological viewpoints, or to describe their commitments to diversity, social justice, sustainability, equality and inclusion, or other political or ideological issues. The Board of Regents should ban all such ideological questions in written applications, and in formal or informal verbal interviews.
  - ii. Bar Ideological Litmus Tests in All Promotion Decisions. Likewise, South Dakota public universities should not ask staff or faculty applicants for promotion or tenure to describe their ideological viewpoints, or to describe their commitments to diversity, social justice, sustainability, equality and inclusion, or other political or ideological issues. The Board of Regents should ban all such ideological questions in written applications, and in formal or informal verbal interviews.
  - iii. Bar Discriminatory Use of Campus Funding. In funding events (whether organized by faculty, staff or students) and in awarding student activity fees and other funding to student organizations, South Dakota public universities should not discriminate on the basis of political or religious viewpoints. In particular, the Board of Regents should prohibit public universities from denying to a religious student organization any right, benefit, or privilege that is generally afforded to other student organizations at the institution (including full access to the facilities of the institution, official recognition of the organization by the institution, and access to student activity fees), or otherwise discriminating against a religious student organization (including by charging security fees for

events) because of the religious beliefs, practices, speech, membership standards, or standards of conduct of the religious student organization.

- iv. Bar "All-Comers" Policies that Restrict the Rights of Religious Student Groups. In order to protect intellectual diversity, the Board of Regents should ensure that religious student organizations do not face discrimination. All religious student organizations should be permitted to adopt a statement of faith and code of conduct and require assent to these documents by leaders of their organizations. So-called "all-comers" policies abrogate these basic rights by requiring religious organizations to accept non-professing students as organization leaders.
- v. Bar Quotas and Limits for Student Organizations. Some universities have barred the formation of politically conservative student organizations, on the grounds that another conservative club currently exists—while simultaneously permitting multiple politically liberal student organizations. The Board of Regents should formally bar such discriminatory quotas and ensure that South Dakota students enjoy the right to form groups and practice intellectual diversity.
- vi. **Bar Security Fees on the Basis of the Content of Speech**. The Board of Regents should formally adopt a policy that bars public universities from charging student organizations security fees for events whose content the university deems "controversial" or otherwise requiring extra security. Requiring security fees on the basis of the potential reaction of protesters represents an unconstitutional heckler's veto, and reduces intellectual diversity.<sup>10</sup>

# VI. Summary

The NAS's strongest recommendation is that the Board of Regents use "The Campus Intellectual Diversity Act," as a model for regulations to provide the data necessary for legitimate and measurable metrics of intellectual diversity. Above all, the Board of Regents should establish an Office of Public Policy Events on each public university campus,

<sup>&</sup>lt;sup>9</sup> The University of California Berkeley, for example, barred the formation of a Young Americans for Liberty Club in 2017 on the grounds that it was "too similar" to the Cal Libertarians group. See Anthony Gockowski, "Conservative Group Sues Berkeley for Denying Club Status," *Campus Reform*, December 5, 2017, <a href="https://www.campusreform.org/?ID=10233">https://www.campusreform.org/?ID=10233</a>.

<sup>&</sup>lt;sup>10</sup> In Forsyth County v. Nationalist Movement (1992) the Supreme Court held that it is unconstitutional for public authorities to impose a fee for speaking based on the estimated costs of security. Forsyth County v. Nationalist Movement, Oyez, https://www.oyez.org/cases/1991/91-538.

responsible for sponsoring, organizing, and recording intellectually diverse events on campus, and also responsible for analyzing these events and providing intellectual diversity metrics to the Board of Regents, South Dakota's elected representatives, and the people of South Dakota.

We also recommend that the Board of Regents establish intellectual diversity metrics that incorporate balance, disparity, parsimony, robustness, transparency, and variety, and use the publicly accessible video record of all sponsored events provided for by the Campus Intellectual Diversity Act as the material with which to make transcripts and keyword count analyses. While it is not necessary to comply with state law, we strongly encourage the Board of Regents to increase intellectual diversity in the public university system by establishing new American civics and history general education requirements; establishing new academic programs that enhance intellectual diversity; reduce the size and mission of the diversity, equity, and inclusion bureaucracies; and make sure that no members of the diversity, equity, and inclusion bureaucracies be appointed to the Office of Public Policy Events, or to any other office charged with promoting intellectual diversity.

We also strongly recommend that the Board of Regents formally bar policies that effectively limit intellectual diversity, such as ideological litmus tests in hiring, promotion, and funding decisions, quotas on campus student organizations, and demands for security fees and other restrictions on campus events on the basis of their content.

We make these recommendations to the Board of Regents in full confidence that it seeks enthusiastically to infuse the spirit of intellectual diversity throughout South Dakota's public universities.

Yours sincerely,

AH C

Peter W. Wood

President

National Association of Scholars

# Appendix 1: The Campus Intellectual Diversity Act

Stanley Kurtz, "The Campus Intellectual Diversity Act," National Association of Scholars, February 12, 2019, <a href="https://www.nas.org/articles/the\_campus\_intellectual\_diversity\_act">https://www.nas.org/articles/the\_campus\_intellectual\_diversity\_act</a>.

WHEREAS, the advancement of knowledge that is the fundamental purpose of the university is crucially facilitated by the fearless sifting and winnowing of a wide diversity of views; and

WHEREAS, open discussion and debate of contested public policy issues from diverse perspectives provides essential preparation for mature citizenship and an informed exercise of the right to vote; now, therefore,

#### Be It Enacted:

#### Section 1.

The Board of Trustees of the state university system shall establish, fund, and staff an Office of Public Policy Events on every campus of the state university system, the responsibilities of which shall include, at least, the following:

- A. Organizing, publicizing, and staging debates, group forums, and individual lectures that address from multiple, divergent, and opposing perspectives an extensive range of public policy issues widely-discussed and debated in society at large.
- B. Inviting speakers who hold a wide diversity of perspectives, from within and outside the campus community, to participate in debates, group forums, and individual lectures, with particular attention to inviting participants from outside the institution who hold perspectives on widely debated public policy issues otherwise poorly represented on campus.
- C. Providing, where necessary, honoraria, travel, and lodging expenses to participants in debates, group forums, and individual lectures organized by the Office of Public Policy Events, from outside the campus community.
- D. Maintaining a permanent, publicly accessible, searchable, and up-to-date calendar in print and Internet-accessible formats listing all events sponsored by the Office of Public Policy Events, and all other debates, group forums, and individual lectures open to the entire campus community at a given institution within the state university system, that address public policy issues, itemizing the title of the event or lecture, the name and institutional affiliation of the speaker or speakers, and the office, institute, department, program, or organization, that sponsored the event, excluding those events sponsored by off-campus groups in rented facilities.
- E. Delivering a printed and a pdf-formatted copy of the previous academic year's annual public policy event calendar for all institutions in the state university system, arranged

chronologically for each individual institution within the state university system, to the public, the Governor, and the State Legislature by September 1 of each year, and preserving and making available to the public copies of all yearly event calendars in the libraries of the state university system.

F. Making publicly available a complete Internet-accessible video record of every debate, group forum, and individual lecture organized by the Office of Public Policy Events, mounting that video record on the Internet within ten in-session working days of the event in question, and maintaining that video record in a fully public, Internet-accessible form for at least five years following the date of the event. Videos records of every debate, group forum, and individual lecture organized by the Office of Public Policy Events at a given institution within the State University System should also be permanently preserved within, and made available to the public through, the library of that institution.

#### Section 2.

At its discretion, for any given campus of the State University System, the Board of Trustees of the State University System may assign the duties of the Office of Public Policy Events described in this Act to an existing administrative office, so long as an administrator in that office is designated as the Director of Public Policy Events for that campus. In such cases, the duties and reporting responsibilities of the Office of Public Policy Events described in this Act shall apply to the Director of Public Policy Events and the Director's staff.

#### Section 3.

The Office of Public Policy Events on any given campus of the State University System shall report directly to either the University Office of Reporting and Analytics (the university office responsible for compiling and reporting the Integrated Postsecondary Education Data System, IPEDS, Graduation Rate Survey), or to the Office of General Counsel on that campus.

#### Section 4.

All debates, group forums, and individual lectures organized by the Office of Public Policy Events at a given institution shall be open to all students, faculty, and staff at that institution, and, unless restricting attendance by persons unaffiliated with the university is necessary to achieve a compelling governmental interest, to the general public as well.

## Section 5. (Optional)

[If so desired, the legislature can authorize funding for Offices of Public Policy Events within the State University System. Otherwise, funding for these offices can be taken out of the existing university appropriation.]

#### Section 6.

While the legislature offers no specific directives on the number of events, the choice of individual event topics, or the particular viewpoints to be held by participants, each Office of Public Policy Events shall aspire to:

- A. Organize a substantial number of all three event-types: debates, group forums, and individual lectures.
- B. Obtain the participation of speakers who represent widely-held views on opposing sides of the most widely-discussed public policy issues of the day.
- C. Invite and host speakers who can ably articulate widely-held perspectives on public policy issues otherwise poorly represented on campus.

#### **Definitions:**

- 1. "Debate" is defined as an event at which two or more participants speak in favor of opposing approaches to the same public policy dispute, after which each participant is allotted time to address and rebut the position presented by the opposing speaker or speakers.
- 2. "Group Forum" is defined as an event at which two or more speakers address a public policy dispute from divergent or opposing perspectives, after which each participant is allotted time to address questions from the audience and to comment on their fellow speakers' positions, if they so choose.

# Appendix 2: Stanley Kurtz's Rationale for "The Campus Intellectual Diversity Act"

Stanley Kurtz, "The Campus Intellectual Diversity Act: A Proposal," *The National Review*, February 12, 2019, <a href="https://www.nationalreview.com/corner/the-campus-intellectual-diversity-act-a-proposal/">https://www.nationalreview.com/corner/the-campus-intellectual-diversity-act-a-proposal/</a>.

America's colleges and universities lack intellectual diversity. Knowledge advances through debate, yet our universities are dominated by an intellectual monoculture, while public-policy debates common to society at large are scarcely to be found in the halls of the academy.

This problem can be addressed in a way that respects academic freedom. Colleges help prepare students for citizenship, in part by exposing them to outside speakers, panel discussions, and debates that explore the public-policy disputes of the day. Action can be taken to ensure that our universities allow students to consider a wide range of perspectives on controversial public issues, without interfering with the classroom. This will not only advance knowledge; it will shore up our tenuous civil peace in an era when America's sense of shared nationhood is threatened by political polarization.

Alarming campus shout-downs of visiting speakers are part of a broader problem. The real targets of those shout-downs are not the speakers, who leave campus and go on with their own lives, but the faculty and students who remain. The shouters implicitly say, "If we can silence this visiting speaker, think what we can do to you if you get out of line." The result is a campus culture of self-censorship in which controversy is avoided and debate disappears. Shout-downs both reflect and reinforce the underlying intellectual monoculture. Restoring a culture of respectful discussion and debate will thus bolster civility, safeguard liberty, strengthen citizenship, and deepen knowledge.

The proposal I present here expands upon an idea first suggested by George La Noue, professor of Political Science and Public Policy at the University of Maryland, Baltimore County. La Noue develops this idea and presents the research behind it in his forthcoming book with Carolina Academic Press, Silenced Stages: The Loss of Academic Freedom and Campus Policy Debates.

While the model legislation I present here can be applied by state legislatures to public university systems, it is also perfectly possible for college or university trustees at public or private institutions to adopt this proposal on their own.

The idea is simple. Universities can be directed to establish an Office of Public Policy Events (or to assign its duties to an existing administrative office). The new office would have two key responsibilities. First, the office should arrange for debates, panel discussions, and individual lectures from a wide diversity of viewpoints on current public-policy disputes. Participants should be drawn from across the political spectrum, but the office should give particular

attention to inviting speakers who hold viewpoints otherwise poorly represented on campus. Second, the office should compile and make public a list not only of the events that it sponsors, but of all events related to public affairs on the campus as a whole. Any debate, policy forum, or individual speaking event open to the entire campus community should be included on the list, with the topic, event title, participants, affiliations, and sponsorship noted. The result will be a yearly event calendar from which the extent and breadth of public-affairs debate on campus will be evident to both the university community and the general public.

La Noue researched this issue by investigating on-campus policy debates, and forums where divergent viewpoints were presented, in 24 areas of national policy, including income inequality, LGBT issues, regulatory policy, U.S. role in the Middle East, criminal justice, electoral politics, and gun policies, among others. He accessed campus calendars for 2014 and 2015 in a stratified national sample of 97 universities and colleges and 28 law schools enrolling 991,802 students annually. La Noue concludes that: "For most students in American higher education, the opportunity to hear on-campus debates about important public policy issues does not exist." A few elite universities and law schools were somewhat better at sponsoring policy debates than the great majority of other schools, but although environmental and health policy were frequent topics, "immigration, abortion, government financing, international trade, speech, sexual assault, affirmative action, and even gun policies were almost never debated publicly on campus in 2014 and 2015."

Consider Middlebury College where, famously, Charles Murray was shouted down in 2017, and his faculty host, Allison Stanger, was assaulted. La Noue points out that, according to its 2014 and 2015 calendars, Middlebury sponsored no policy debates, only one forum with divergent policy viewpoints, and four forums that may or may not have included significant viewpoint diversity. This prompts La Noue to ask whether the Middlebury administration helped perpetuate the atmosphere of ideological homogeneity that contributed to the Murray fiasco.

La Noue's research focuses on debates, and forums that present divergent perspectives, rather than on individual speakers. We have good reason to suspect that there is little intellectual diversity in speaker invitations as well. From time to time the website *Campus Reform* publishes surveys of invited speakers for campuses that make records available. These reports show that conservative speakers on campus are greatly outnumbered by speakers on the Left. Requiring colleges and universities to keep a record of public-affairs related events would improve our ability to assess this issue, and would encourage universities to sponsor more debates, panels, and individual lectures from diverse perspectives.

This proposal raises a number of legitimate questions that I will address in turn: 1) Why should state legislatures take action on this issue? 2) Why add another administrative office when the growth of campus bureaucracy is already out of control? 3) Will this idea actually succeed in expanding intellectual diversity on campus, or will administrators, faculty, and students find a way to subvert its intent?

If the campus marketplace of ideas was functioning properly, legislative adoption of this proposal would be unnecessary. In that case, an intellectually diverse faculty committed to wideranging debate would already be inviting representatives from all sides of contested public-policy issues to campus. The reason nothing of the sort is happening is that a politically one-sided professorate is reluctant to expose students to competing perspectives. Nor will this situation change in the foreseeable future.

The tenure system ensures that a narrow status quo will continue, since the tenure process has been abused to create an unbreakable intellectual monopoly. The diversity of public views is no longer even fairly presented on campus, much less discussed. Self-censorship and timidity reign in place of fearlessness.

This is true for administrators as well as faculty. While administrators are as ideologically one-sided as faculty, other factors are at work in their case. According to La Noue, administrators have become risk averse. They prefer campus tranquility even at the cost of avoiding normal debate, and therefore hesitate to cross campus groups that seek to control permissible speech. Shout-downs have intimidated administrators who might otherwise have sponsored events promoting robust exchange of opinion.

With administrators and faculty averse to debate from across the political spectrum, it is up to trustees and legislators to step in. Certainly, college and university trustees could establish an office of Public Policy Events that would sponsor public policy debates and lectures from a wide range of perspectives and compile a public list of all such campus events. Indeed, at private universities, trustees are the only body that can adopt this proposal.

In the case of public universities, however, there are advantages to legislative action. Legislatures have greater independence from universities than trustees do, and are thus more likely to ensure that universities actually invite speakers and sponsor debates across the political spectrum. Legislatures exercise the power of the purse. If they authorize an office designed to broaden the range of campus speakers and public debates, yet the intellectual monoculture continues, reduction in university funding could result. Once the range of policy debate on campus is openly reported, the public will surely weigh in as well. In my view, the most likely path to reform is legislative action. After legislatively established Offices of Public Policy Events show success at public universities, the practice would likely spread to private colleges as well.

Conservatives rightly object to bureaucratic interference with the free market. Yet there is no free market of ideas in academia. On the contrary, tenure has been misused to consolidate the opposite, an intimidating and secure monopoly. Hence, an administrative office is a perfectly legitimate route to reform. Indeed, cases in which market mechanisms are specifically blocked are precisely where administrative action is required.

Moreover, this proposal does not require added bureaucratic personnel. The model bill allows trustees either to establish and staff an independent Office of Public Policy Events, or to assign its tasks to an existing administrative office. So, for example, trustees may create a dedicated

Office of Public Policy Events on a state's flagship campus, while assigning the same tasks to an existing Student Affairs office on other campuses. In some states, no new office may be established at all.

Will it work? Even if a legislature establishes an Office of Public Policy Events and charges it with staging debates, policy forums, and individual lectures from a wide range of perspectives — particularly those otherwise poorly represented on campus — won't administrators and faculty simply continue to construct one-sided events?

Administrators at public universities take their relationships with the legislatures that authorize their funding very seriously. Once they are responsible for compiling and publishing a detailed public record of campus-policy events, it will be difficult to keep them one-sided, particularly in the face of an explicit legislative directive to the contrary. The existence of an office (or individual administrator) specifically responsible for promoting intellectual diversity in campus speaking events will make it especially difficult to avoid administrative accountability.

The American people have every right to be concerned about campus intellectual diversity, especially at publicly funded universities that educate citizens with a vast diversity of views on politics and policy. Nothing suggested here interferes with the conduct of professors in the classroom. Exposing citizens to a wide range of views through debates, policy forums, and lectures is part and parcel of a university's mission, and a perfectly legitimate concern of the public and their elected representatives.

There is, in fact, a precedent of sorts for this proposal at the federal level. Many federal grants to colleges and universities require that recipients undertake "public outreach." In the case of federal grants to programs of "area studies" under Title VI of the Higher Education Act, for example, Congress requires programs of Middle Eastern Studies, Latin American Studies, African Studies, etc. receiving federal grants to organize public forums on cultural and policy issues in these regions. Those programs are open to the university community and to the public at large. In keeping with this precedent, debates, forums, and lectures organized by the Office of Public Policy Events should be open to the university community and to the public, and publicly available videos of these events should be mounted online and preserved in university libraries.

Releasing information on the range of such programs will encourage accountability to the public by way of enrollment. Campuses that excel at sponsoring open debate and discussion on issues of wide concern will likely be favored by parents and students. So the reform suggested here will actually encourage market accountability, yet without traversing academic freedom.

Administrators will find it difficult to object to an office that promotes debate and discussion from diverse perspectives. Nevertheless, at least some administrators will likely resist a proposal that could turn them into targets of protests by the very groups they fear to cross. When administrators themselves invite speakers who run afoul of current campus orthodoxies, they will be subject to the ire of the vocal minority on campus that looks askance at free speech and open debate. It will be helpful in such cases to be able to say that wide-ranging debate is now

mandated by state law. If administrators hold their ground and students come to tolerate and even relish honest debate and discussion of the issues that divide us, America will be on its way to a much-needed renaissance of freedom and civility.

Legislatures at their discretion can decide whether to include new funding for the administrative office in question or whether to instruct universities to finance the office out of existing funds. The new office will be more effective if it reports to one of the less-politicized divisions within the university administration, and this is provided for in the model bill.

Legislatures that adopt this proposal would be well-advised to consider adopting a companion campus free-speech bill based on the model published by Arizona's Goldwater Institute (which I co-authored). The Goldwater proposal is the only model campus free-speech legislation that deals with the problem of shout-downs, which it deters through an interlocking system of discipline, education, and oversight. Deterring shout-downs will be particularly important once the number of invitations to speakers out of tune with current campus orthodoxies rises. The Goldwater model also establishes policies on access to speaking events that maximizes the freedom of students and campus visitors to speak and listen.

I have authored model state-level legislation along the lines described here and posted it at the website of the National Association of Scholars (NAS). The proposed Campus Intellectual Diversity Act can be found at this link. George La Noue's research and recommendations, cited above, were first floated in the NAS's journal, *Academic Questions*. La Noue and I are both NAS members and the NAS has strongly endorsed the model Campus Intellectual Diversity Act.

The disappearance of intellectual diversity on America's college campuses is at the root of the campus free-speech crisis, and of America's increasingly frayed political culture. The Campus Intellectual Diversity Act can help to solve these problems, while still respecting the independence of professors in the classroom.

# Appendix 3: The National Association of Scholars' Endorsement of "The Campus Intellectual Diversity Act"

Peter Wood, "NAS Endorses the Campus Intellectual Diversity Act," National Association of Scholars, February 12, 2019, https://www.nas.org/articles/the campus intellectual diversity act.

The National Association of Scholars endorses the model state legislation titled, *The Campus Intellectual Diversity Act*.

This *Act* would advance the goal of improving higher education at public colleges and universities by encouraging well-formed and intelligent debate on important public policy issues. Such debate is needed to ensure that college students acquire a well-rounded understanding of the range of views that shape our state and national discussions on matters of which Americans at large disagree.

The main idea of the Act is to establish at public colleges and universities an Office of Public Policy Events that would stage debates on important issues that include speakers who hold divergent perspectives. The legislation would ensure the integrity of this step by requiring the office to make the schedule of debates public and to maintain an Internet-accessible video archive of the debates,

The National Association of Scholars' mission is to uphold the kind of "education that fosters intellectual freedom, searches for the truth, and promotes virtuous citizenship." *The Campus Intellectual Diversity Act* would contribute to all three of these goals. It would foster intellectual freedom by presenting students with alternatives that they can weigh for themselves and choose among. It would foster the search for the truth by putting the burden on proponents of every view to put forward their basic arguments and best evidence, and by exposing claims that rest on faulty evidence or mere assertion. And it would promote virtuous citizenship by teaching students how to listen, how to weigh competing claims about the public good, how to ask pertinent questions, and how to deliberate in an effort to discern the best answers.

For most of its history, American higher education embodied the spirit of *The Campus Intellectual Diversity Act*. Plainly this is no longer the case. Although many colleges and universities continue to claim that they are committed to academic and intellectual freedom, civil discourse, and debate on key public policy issues, these claims ring hollow. Shout-downs, disinvitations, and disparate treatment of groups associated with views that are unpopular on campus have caught the public eye. But even more telling are the *non*-invitations and other quiet ways in which proponents of unpopular views are kept out of campus discussions.

The NAS has documented these exclusionary practices in many of our studies, including George La Noue's "Promoting a Campus of Policy Debates" (*Academic Questions*, Winter 2017), Mitchell Langbert's "Homogenous: The Political Affiliations of Elite Liberal Arts College

Faculty" (Academic Questions, Summer 2018), and David Randall's Making Citizens (2017). Numerous studies published elsewhere have confirmed the picture that college faculties are overwhelmingly dominated by individuals who see themselves as "progressive" or "left of center." Some of these faculty members actively seek to prevent students from being exposed to view from elsewhere on the political spectrum, but many faculty members simply treat the exclusion of non-left views as the normal condition of campus life.

The Campus Intellectual Diversity Act is a major step towards overcoming these barriers to the expression of competing ideas on campus. The Act is model legislation intended for state legislatures. It can be modified as needed for the circumstances of particular states, but it strikes exactly where the need is greatest by creating a strong incentive for colleges and universities to "teach the controversies" by bringing proponents of opposing views together for civil exchange of views in a public forum.

The National Association of Scholars strongly endorses this concept and welcomes *The Campus Intellectual Diversity Act* as a signal contribution to American civic life.



June 7, 2019

Kevin V. Schieffer President South Dakota Board of Regents 306 E. Capital Ave, Ste. 200 Pierre, SD 57501

Dear President Schieffer.

I'm thrilled that South Dakota has adopted legislation protecting free speech and promoting intellectual diversity. Thank you for reaching out to the higher education public policy community for assistance in "gathering the best means of achieving the intent of the new legislative requirements."

I am writing as the president of the James G. Martin Center for Academic Renewal. The Martin Center has been a voice for excellence in higher education since 2003. As a private, educational nonprofit focused on public policy, the purpose of the Martin Center is to renew and fulfill the promise of higher education in North Carolina and across the country. We are dedicated to promoting knowledge over credentials, restoring genuine liberal learning, and ensuring that public investment in higher education provides value to students, taxpayers, and society.

Our suggestions for implementing HB 1087 are detailed below.

Baseline assessment on the degree to which South Dakota public universities are or are not providing "a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives."

In order to create a culture of free inquiry and open dialogue, and before universities can effectively take proactive steps, universities must first identify their written policies and practices that are destructive to freedom of expression on campus.

The most reliable extant measure of impediments to the provision of a free and open learning environment is the free speech rating system created by the Foundation for Individual Rights in Education (FIRE). FIRE monitors most public universities in the U.S. to determine whether they have unconstitutional speech policies that restrict the speech of students and faculty. All of the South Dakota institutions that FIRE rates fall short of providing an environment that completely protects the expressive rights of students.

1345

Jenna A. Robinson

George Leef Director of Editorial Content

Jay Schalin Director of Policy Analysis

Anthony Hennen Writer/Editor

Shannon Watkins Policy Associate

Ashley Campbell Operations Coordinator

Lynette Cornelius

#### **Board of Directors**

Arch T. Allen Retired, Allen, Moore & Rogers, LLP

J. Edgar Broyhill Broyhill Family Group

Virginia Foxx U.S. House of Representatives

John Hood John William Pope Foundation

James G. Martin Former N.C. Governor

Burley B. Mitchell, Jr. Retired Chief Justice of N.C.

David W. Riggs Charles Koch Foundation

Jane S. Shaw Former President, Martin Center

Robert L. Shibley Foundation for Individual Rights in Education

Garland S. Tucker, III Triangle Capital Corporation

#### Academic Advisory Board

Stephen Balch Alston Chase Alan Charles Kors John Moore Anne Neal John Shelton Reed Jack Sommer John E.R. Staddon Abigail Thernstrom Walter E. Williams Marty Zupan



The existence of Bias Response Teams is also hostile the open environment that HB 1087 seeks to create. In 2017, FIRE published a nationwide survey of 232 Bias Response Teams showing that many such teams call upon students to report each other and faculty for protected speech, including political speech. The existence of such teams is necessarily chilling to freedom of expression and open discourse. Identification of any Bias Response Teams in the South Dakota system is necessary to fully assess the degree to which South Dakota's public institutions are hostile to a range of ideological and political perspectives.

Each campus should also be examined to determine which (if any) proactive measures campuses have taken to create a heterodox learning environment. These metrics—including hosting campus debates and funding ideologically diverse student groups—are detailed below, since they should be used both pre- and post-reform.

Suggestions on how to better provide "a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives."

#### Each institution should:

- Create written policies that clearly and consistently protect the expressive rights of students and faculty. Rewrite or repeal policies that punish or discourage student speech;
- Cease the use of Bias Response Teams on campus;
- Include a session on the importance of free speech and civil discourse during freshman orientation so that students coming to campus learn the value of free expression and lively debate and come to expect it as an important aspect of academic life;
- Refrain, as an institution, from making statements on the public policy controversies of the day;
- Create a range of disciplinary sanctions for anyone under the jurisdiction of the institution who materially and substantially interferes with the free expression of others; and
- Encourage faculty, student groups, and campus centers and institutes to host debates and discussion panels featuring speakers with diverse viewpoints.

In addition, we concur with the suggestions of the National Association of Scholars in the sections entitled "Foster Classroom Intellectual Diversity," "Limit Discretionary Power to Restrict Intellectual Diversity," and "Protect Intellectual Diversity in All Hiring, Promotion, and Funding Decisions" in Peter Wood's May 31 letter on the topic of HB 1087.

#### Metrics to help define progress in the future

Each institution should be evaluated yearly using the following criteria:

- Does the institution have a useful, accessible campus calendar that lists relevant campus events (speakers, debates, etc.)?
- How many debates and/or panels featuring speakers with diverse viewpoints have been hosted by the campus?
- How many incidents of shout-downs or disinvitations have occurred on campus?
- If funds are provided to student groups, has that funding gone to groups with diverse viewpoints?
- Does the summer reading assignment (if applicable) appeal to students from various ideological perspectives?



Thank you again for the opportunity to comment on the implementation of HB 1087.

Respectfully,

Jenna A. Robinson, Ph.D.

President



June 12, 2019

#### To Whom It May Concern:

Colleges and universities are in the business of shaping public discourse. They help determine what knowledge is pursued, legitimize bodies of thought, provide a platform for cultural criticism, shape literary canons, develop policy agendas, and hold a privileged place in the public square. It is precisely because of this unique role of the university that special care should be taken to ensure that academic institutions are welcome to a diversity of opinion and a robust competition of ideas. The South Dakota legislature's commitment to these ideals with HB 1087 is commendable in light of the ever-narrowing window of intellectual diversity today.

In the past few years, the closing of the academic mind has become hard to ignore. When a Republican presidential candidate's name chalked on a sidewalk is cause for student protest, "bias response team" investigations, or even calls to the police, universities are clearly not embracing robust dialogue. When faculty are disciplined for critiquing university-sponsored anti-bias training, it's evident that only certain views are deemed permissible.

American society, politics, and culture would be healthier if colleges and universities enabled a robust dialogue that reflected competing views and values. Lamentably, that is decidedly not the case today — though it may be true that most universities have long fallen short on this score. Sixty years ago, for instance, history departments were dominated by scholars of military history and great men, with little room for scholars of social movements, race, or gender. Now, the situation has utterly flipped; the American Historical Association reports that, by 2015, classes on women and gender had become the most popular subfield in history, with offerings up almost 800% since 1975. Meanwhile, course listings in economic, intellectual, and diplomatic history were reduced by more than half.

Just as the academic monoculture of the 1950s was a problem, so is today's — and the problem is getting worse. In 1989, according to the Higher Education Research Institute at the University of California, Los Angeles, liberal faculty outnumbered conservative faculty by two to one. Twenty-five years later, that gap had expanded to a remarkable five to one. In the social sciences and the humanities — the fields where ideology matters most in determining the questions asked, research pursued, and topics deemed important — the disparity is starker still. In their 2016 book, Passing on the Right, professors Jon Shields and Joshua Dunn note that self-identified conservatives make up only about 10% of social-science faculty and perhaps half that share among humanities scholars. These disparities affect who gets hired at colleges and universities, who enjoys the platform provided by prestigious institutions, what gets researched, and what gets taught.

This decidedly ideological lean within the academy has raised questions about the ability of campuses to truly welcome and support free inquiry on important questions such as race relations, immigration, and social policy. A significant body of research suggests that the quality of scholarly work suffers when

researchers all think alike. Indeed, researchers, like anyone else, can fall prey to confirmation bias—and the more ideologically uniform a research environment, the greater the risk of that bias going unnoticed, being reinforced and tainting results. It is clear that there are real and practical consequences to the stifling of free inquiry and open debate on college campuses, but even more fundamentally, such limitations are incongruent with the mission of higher education as a whole.

In its suppression of ideological diversity, the academy has abandoned its core values of free inquiry in the service of ever-more-rigid political dogmas. President Harry Truman, that voice of an older, more sensible Left, made those values plain in his 1948 address to the American Association for the Advancement of Science, the speech credited with giving rise to the National Science Foundation:

"Continuous research by our best scientists is the key to American scientific leadership and true national security. This indispensable work may be made impossible by the creation of an atmosphere in which no man feels safe against the public airing of unfounded rumors, gossip, and vilification. Such an atmosphere is un-American. It is the climate of a totalitarian country in which scientists are expected to change their theories to match changes in the police state's propaganda line. . . . Now and in the years ahead, we need, more than anything else, the honest and uncompromising common sense of science. Science means a method of thought. That method is characterized by open-mindedness, honesty, perseverance, and, above all, by an unflinching passion for knowledge and truth."

South Dakota's HB 1087 makes a valiant effort toward achieving Truman's vision of robust intellectual debate that is under such duress in academia today. As the committee solicits feedback on this effort I am not sure that I feel comfortable attempting to prescribe specific remedies to the people of South Dakota from inside the Washington beltway. However, as a scholar this seems to be an appropriate time to emphasize how important a task it is to vigorously pursue intellectual freedom in our universities. Free inquiry and robust debate are the core values of the intellectual mission of higher education. It is a sad day when these values are being undermined by the very institutions designed to promote them. I support the South Dakota legislature in its attempt to refocus on intellectual freedom and counter the tyrannical orthodoxy that has taken hold of the academy.

Sincerely,

Frederick M. Hess

Director of Education Policy Studies

American Enterprise Institute



# Restoring free inquiry on campus

Frederick M. Hess, Grant Addison

March 22, 2018 11:03 am | National Affairs

In recent years, the foundational values of free speech and open inquiry have increasingly come under assault at the nation's colleges and universities. Every week, it seems, there is a story concerning campus speech codes being imposed, speakers being silenced, or faculty members being assailed for wrong-think. In response, some have proposed reforms intended to compel colleges and universities (public ones, at any rate) to honor academic freedom and free inquiry. Some critics have called for cutting off all public funds — including student aid — to institutions judged to limit protected speech.



# @andreeas via Twenty20

While the impulse is understandable, the problem is that such measures threaten to give public officials extraordinary power over colleges and students. One needn't possess much imagination to envision how quickly that kind of authority could go awry. The challenge, then, is to identify how policymakers might promote academic freedom and free inquiry in a manner consonant with the university's fundamental mission and independence.

One promising response is also straightforward. Colleges and universities are not just places of learning; they are also research enterprises. Indeed, in the years after World War II, the federal government began using the nation's universities as subcontractors — farming out big—dollar research in medicine, defense, energy, and more. Universities conducted the work, used the dollars to fund faculty and students, and collected overhead at hefty rates. This win—win relationship was always marked by concerns that federal funding could interfere with free inquiry. Historically, this resulted in measures designed to protect research from *federal* interference. Today, however, a new risk is posed by the myriad universities no longer invested in securing free inquiry. It is both reasonable and appropriate to insist that federal funds no longer support research at institutions that choose to circumscribe speech and thought. If this

stance winds up exerting a healthy influence in favor of open inquiry, so much the better.

### FEDERAL SUPPORT FOR RESEARCH

Colleges and universities constitute a crucial thread in America's civic fabric. In his 1818 plan for the University of Virginia, Thomas Jefferson recounted the "benefits & blessings" of higher education, on which "public prosperity, & individual happiness are so much to depend." Higher-education institutions train young minds and produce the research and knowledge that help sustain and enrich a free society.

That distinctive public purpose is why Washington disburses upward of \$150 billion each year in federal grants, student loans, work-study funding, and education tax benefits to support higher education. Like all institutions that receive federal funds, colleges and universities are required to adhere to copious policies, regulations, and guidelines. And while discussions about federal funding for higher education tend to focus on student aid and student loans, there is another, quite substantial, source of revenue that tends to fly under the radar.

Since World War II, the United States has consciously made higher education a pillar of the nation's approach to research and development. The National Science Foundation reports that Washington spent almost \$130 billion in fiscal year 2015 on R&D, nearly \$38 billion of which went to higher-education institutions. These funds include more than \$20 billion from the Department of Health and Human Services (including the National Institutes of Health); more than \$5 billion from the NSF; more than \$5 billion from the Department of Defense; and more than \$1 billion each from the Department of Energy, the National Aeronautics and Space Administration, and the Department of Agriculture. The American Association for the Advancement of Science calculates that federal dollars represent roughly 60% of all university-based R&D funding.

In spending these tens of billions, Washington is not seeking to support higher education's degree-granting and teaching; rather, it's engaging scholars at colleges and universities as subcontractors with the skills and capacity to conduct research that federal officials want done. Whether this involves bench

science, materials engineering, climate research, or analysis of Russian political behavior, these grants and contracts are funded with the expectation that the data and conclusions will be valid, reliable, trustworthy, and of some use.

This subcontracting relationship is why Washington pays colleges and universities hefty overhead rates on top of the actual costs of research. Such funds are intended to help these subcontractors pay necessary upkeep and related expenses. For instance, the base "indirect-cost" rate for NIH grants averages about 52%, so that a school awarded \$100,000 for grant-funded research will receive an additional \$52,000 to cover overhead costs. All told, about \$10 billion a year in federal funds — more than a quarter of all federal funding for university-based research — goes to these indirect-cost payments (for things like administrative salaries and building depreciation), atop the salaries of researchers and necessary research expenses. Because they help to pay for administrators, facilities, and institutional operations, taxpayer-funded research grants constitute some of the most sought-after dollars in higher education.

The size and nature of Washington's investment give it a clear stake in ensuring that colleges and universities that take federal research funds adhere to the tenets of responsible science — including the assurance that research questions, methods, and reporting will be guided by an inviolable commitment to free inquiry. It's important to highlight the crucial distinction here: between campuses as *self-regulated communities of teaching and learning* on the one hand, and as *places of research* on the other. The focus here is *solely* on the latter. If campuses choose to cater to cosseted enclaves of like-minded ideologues, that's undoubtedly a societal problem, but it's a question distinct from ensuring that research funded by American taxpayers is uninhibited by ideological or political constraints.

# A SHARED COMMITMENT TO FREE INQUIRY

Federal funds support university research because universities are deemed to be equipped — in terms of human capital, infrastructure, and environment — to conduct the necessary work. As an Institute for Humane Studies report aptly observes, "[H]igher education receives special financial and policy protections in exchange for providing society with a good that is distinctive to its mission: the pursuit of truth accompanied by the utmost freedom of speech and

inquiry." To be sure, the special relationship between the federal government and higher-education institutions has long been cherished by both parties, with a history that can be traced back at least to the Morrill Act of 1862.

Federal investment in and support of university research was catalyzed, however, by World War II. In 1941, President Franklin Roosevelt created the Office of Scientific Research and Development "for the purpose of assuring adequate provision for research on scientific and medical problems relating to the national defense." Led by Raytheon co–founder and MIT engineer Vannevar Bush, OSRD eschewed government–run laboratories in favor of contracting out its research and development efforts to private firms and to colleges and universities. By the end of World War II, OSRD had channeled contracts of at least \$1 million to some 50 universities.

Drawing on his wartime experience, Bush prepared a 1945 report for President Harry Truman that framed the postwar research relationship between Washington and higher education. Entitled "Science, The Endless Frontier," Bush's report stipulated the basic principles of governmental support for scientific research and education. He held it paramount that scholars must be unmolested in their research efforts. In the introduction to the report, Bush penned a section titled "Freedom of Inquiry Must Be Preserved," which asserted:

[C]olleges, universities, and research institutes are the centers of basic research. They are the wellsprings of knowledge and understanding. As long as they are vigorous and healthy and their scientists are free to pursue the truth wherever it may lead, there will be a flow of new scientific knowledge to those who can apply it to practical problems in Government, in industry, or elsewhere.... Scientific progress on a broad front results from the free play of free intellects, working on subjects of their own choice, in the manner dictated by their curiosity for exploration of the unknown. Freedom of inquiry must be preserved under any plan for Government support of science.

Bush was concerned, sensibly enough, about federal authorities impeding academic inquiry. The underlying understanding was that institutions would respect and defend "the free play of free intellects" and the freedom to "pursue the truth wherever it may lead." Inherent in this was the expectation that Washington would subsidize institutions *because* (and *only* as long as) they were repositories of such freedom.

Appreciation for untrammeled inquiry has deep roots. In 1220, Pope Honorius III entreated the then-fledgling University of Bologna to protect its "*libertas scolastica*" — its "scholastic freedom" — from external threats to its autonomy. Emblazoned upon the seal of the American Academy of Arts and Sciences — one of the oldest learned societies in the United States, founded by John Adams and James Bowdoin and formally established in 1780 by the Massachusetts legislature — is the motto "*Sub Libertate Florent*" (roughly, the arts and sciences "flourish in freedom").

In 1915, the American Association of University Professors — then headed by John Dewey — issued its famed "General Declaration of Principles," which proclaimed, "[T]he university cannot perform its [primary function] without accepting and enforcing to the fullest extent the principle of academic freedom." The AAUP continued, "[A]ny restriction upon [academic] freedom...is bound to react injuriously upon the efficiency and the *moral*e of the institution, and therefore ultimately upon the interests of the community" (emphasis in the original). A quarter–century later, the AAUP and Association of American Colleges restated those principles in the "1940 Statement of Principles on Academic Freedom and Tenure":

Institutions of higher education are conducted for the common good.... [And the] common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth.

The 1940 Statement has been endorsed by more than 250 professional associations and scholarly and education organizations. Following the tumult that roiled the nation's campuses in the 1960s and early 1970s, the 1974

Report of the Committee on Freedom of Expression at Yale — more prominently known as the "Woodward Report" — reaffirmed these principles:

The primary function of a university is to discover and disseminate knowledge by means of research and teaching. To fulfill this function a free interchange of ideas is necessary not only within its walls but with the world beyond as well. It follows that the university must do everything possible to ensure within it the fullest degree of intellectual freedom. The history of intellectual growth and discovery clearly demonstrates the need for unfettered freedom, the right to think the unthinkable, discuss the unmentionable, and challenge the unchallengeable.

The Woodward Report would become the model for colleges and universities across the nation. In 2005, the American Council on Education — the major coordinating body for the nation's higher-education institutions, representing nearly 1,800 college and university presidents and executives of related associations — joined with nearly 30 other higher-education organizations to issue the "Statement on Academic Rights and Responsibilities." It held, "Intellectual pluralism and academic freedom are central principles of American higher education." Further, "Colleges and universities should welcome intellectual pluralism and the free exchange of ideas.... Neither students nor faculty should be disadvantaged or evaluated on the basis of their political opinions."

More recently, in 2013, the Association of American Universities adopted a statement of academic principles in the same spirit (and drawing on a 1967 Supreme Court case), insisting,

Like freedom of speech or of the press, academic freedom is "of transcendent value to all of us and not merely to the teachers concerned."... [U]niversities play a vital role in the functioning of our democracy. Freedom of inquiry, exercised through academic freedom and supported by institutional autonomy, underpins that mission.

These principles were yet again enumerated in the 2015 Report of the Committee on Freedom of Expression at the University of Chicago. The report, often called the "Chicago Statement," argued,

[T]he University's fundamental commitment is to the principle that debate or deliberation may not be suppressed because the ideas put forth are thought by some or even by most members of the University community to be offensive, unwise, immoral, or wrongheaded. It is for the individual members of the University community, not for the University as an institution, to make those judgments for themselves, and to act on those judgments not by seeking to suppress speech, but by openly and vigorously contesting the ideas that they oppose.

As of January 2018, the Chicago Statement had been adopted or endorsed by 34 institutions and faculty bodies, including Princeton, Johns Hopkins, Columbia, and Georgetown.

## HIGHER EDUCATION'S RETREAT FROM FREE INQUIRY

Vannevar Bush feared in 1945 that the *government* might unduly restrict necessary freedoms in its oversight and management of contracted research. The possibility that many universities would themselves act as censors perhaps never occurred to him. Yet that is what has come to pass.

The academy today reflects a decided ideological lean. In some disciplines — such as the arts, humanities, or law — the tilt is overwhelming. On its own, this ideological imbalance is arguably problematic for robust debate around important questions regarding race relations, immigration, social policy, climate change, and more. After all, researchers, like anyone else, can fall prey to confirmation bias — and the more ideologically uniform a research environment, the greater the risk of that bias going unnoticed, being reinforced, and tainting results. Yet, individual colleges and universities are and should be free to set their own ideological compasses.

The salient issue here is what happens when that ideological homogeneity starts to yield formal policies and practices that stifle free inquiry. Speech codes, the heckler's veto, and attempts to discipline those expressing "improper" thoughts can stop certain questions from being asked and lines of research from being pursued, and they can make it less likely that suspect findings or methodologies will be thoroughly scrutinized.

As a team of social psychologists led by José Duarte explained in a 2015 study published in *Behavioral and Brain Sciences*, ideological and political uniformity "can undermine the validity of social psychological science via mechanisms such as the embedding of liberal values into research questions and methods, steering researchers away from important but politically unpalatable research topics, and producing conclusions that mischaracterize liberals and conservatives alike." Such phenomena raise questions about the rigor and reliability of federally funded research produced at institutions that fail to safeguard free inquiry or that proscribe certain words and questions.

Absent a principled commitment to free inquiry and expression, certain lines of thought can quickly become hazardous. Last May, Duke divinity professor Paul Griffiths resigned after facing administrative backlash and formal punishment for criticizing the intellectual rigor and ideological tolerance of university–sponsored anti–bias training. In December 2016, then–Johns Hopkins professor Trent Bertrand was barred from his classroom and suspended for telling an off–color joke in order to emphasize a point in his lecture. When campus policies governing speech and expression yield investigations or sanctions, they create a culture wherein certain lines of inquiry and research are almost inevitably foreclosed and others may escape rigorous examination.

The costs of challenging prevailing orthodoxy were strikingly illustrated by the experience of former UCLA environmental-health-sciences professor James Enstrom. Enstrom, a non-tenured member of the UCLA faculty for more than 35 years, was fired by the public institution in 2010 after he questioned the veracity of several climate studies used to justify the state's proposed diesel regulations. In 2008 and 2009, Enstrom had exposed faulty data in a California Air Resources Board study underlying the regulatory proposals, helped unearth the fraudulent credentials of the study's lead researcher, and documented that several members of the study's scientific review panel were serving without being properly nominated.

At least five of the nine panel members — one a prominent UCLA scientist — were removed after Enstrom's whistleblowing. As a result, UCLA repeatedly retaliated against Enstrom, depleting and redirecting his research funds without his knowledge or consent and then terminating his position due to "lack of funding." Enstrom later sued the university, earning vindication in 2015 when UCLA agreed to pay him \$140,000, grant him a title, and restore his access to university resources.

The threat to free inquiry is more systemic than a catalogue of one-off controversies might suggest. Limits on speech and expression have become ingrained in campus culture — largely due to the proliferation of campus policies intended to regulate conduct. In fact, official policies restricting free speech are held today by most colleges and universities: In a 2017 study, the Foundation for Individual Rights in Education (FIRE) reviewed 449 highereducation institutions — 345 public institutions and 104 private institutions — and found that an amazing 93% maintained policies that prohibit certain categories of constitutionally protected speech.

For example, Middlebury College's hopelessly broad "General Conduct Standards" stipulate that "[b]ehavior that violates common standards of decency, fails to comply with local laws or statutes, or demonstrates contempt for the generally accepted values of the intellectual community is prohibited." Such nonsensical language means that any view deemed to violate "generally accepted values" may be officially prohibited. (Of course, when guest speaker Charles Murray was shouted down in spring 2017 and his host, a Middlebury professor, assaulted, the ability to flexibly and asymmetrically apply such a policy was fully in evidence.)

Penn State University defines sexual harassment as encompassing any inappropriate "verbal" conduct (i.e., speech), while specifying under its "Gender-Based Harassment" policy that such conduct includes anything considered to exhibit "gender-stereotyping." (University employees "are required to report" all potential violations.) Policies like those at Middlebury and Penn State can intimidate and put at risk faculty pursuing work that — just for starters — fails to hew to contemporary academic conventions around topics like public morals, gender, or family structure.

Speech codes and so-called "civility" policies frequently run afoul of constitutional protections when challenged in court. They are often undone by concerns about vagueness and overbreadth — as in the 2010 case of *McCauley v. University of the Virgin Islands*, in which the Third Circuit Court of Appeals held that the university's policy prohibiting the infliction of "emotional distress" created a "blanket chilling" of protected speech. Such policies can lead researchers to self-censor or risk punishment for any expression deemed "disrespectful" or "uncivil." This serves to inevitably privilege certain questions and lines of inquiry, regardless of academic merit, and discourage and deter others.

Applied behavioral science has shown how research integrity can suffer when speech and inquiry are constrained — no matter how well-intentioned. Indeed, behavioral psychologist Lee Jussim and his co-authors have reported that "high moral purposes" can lead researchers to massage findings so that they align with deeply held convictions:

These practices can be used to advance a moral agenda by permitting researchers to interpret the data as supporting that agenda even when it does not. The [questionable interpretive practices] reviewed here include: blind spots (overlooking or ignoring data inconsistent with one's moral agenda), selective preference (accepting research supporting one's agenda at face value, but subjecting opposing research of comparable or greater quality to withering criticism), and phantom facts (making declarations or drawing implications without evidence).

Of course, if only privately supported research were at issue, that would be one thing. When it comes to research funded by federal taxpayers, however, it's imperative that recipients operate in institutions committed to open inquiry — where hypotheses can be generated and research questions pursued freely, regardless of the feathers they ruffle or feelings they hurt. Researchers cannot fear that the wrong topic, point of view, terminology, or conclusion will run afoul of university strictures or prevailing sentiments. Research universities in particular exist, in large part, to be places where scholars are free to pursue hard truths and generate new knowledge. If that's not the case, the research

will be unreliable and suspect. This suggests that taxpayers would be better off funding research elsewhere — somewhere their representatives can be confident that researchers can operate unmolested and unintimidated.

The sheer scope of federal research funding for institutions where basic tenets of free and open inquiry have been called into question is noteworthy. For instance, the table below documents that among the institutions that collected more than \$500 million in research funds from Uncle Sam in fiscal year 2015 were Johns Hopkins, the University of Michigan, the University of Washington, the University of Wisconsin–Madison, Stanford University, and Harvard University. In each case, federal research dollars accounted for half or more of all research funding at the institution. Yet, every single one of these universities has been flagged by FIRE as maintaining formal policies that restrict speech and inquiry.

How Much Major Universities Collect in Federal Research Funding

Rank	Institution	Federal R&D Funding (in millions)	Federal Share of all R&D	FIRE
	All institutions (640 total)	\$37,877	55%	
1	Johns Hopkins U.	\$1,993	86%	Red
2	U. Washington, Seattle	\$907	77%	Yellow
3	U. Michigan, Ann Arbor	\$735	54%	Red
4	Stanford U.	\$676	66%	Yellow
5	U. Pennsylvania	\$612	71%	Green
6	U. California, San Diego	\$603	55%	Yellow
7	Columbia U. in the City of New York	\$593	68%	Yellow
8	U. North Carolina, Chapel Hill	\$586	61%	Green
9	U. Pittsburgh, Pittsburgh	\$561	65%	Yellow
10	Duke U.	\$559	54%	Green
11	Georgia Institute of Technology	\$551	72%	Yellow
12	Harvard U.	\$545	54%	Red
13	U. California, San Francisco	\$535	48%	N/A
14	U. Wisconsin-Madison	\$533	50%	Yellow
15	Pennsylvania State U., University Park and Hershey Medical Center	\$513	65%	Red
16	U. California, Los Angeles	\$489	48%	Yellow
17	Massachusetts Institute of Technology	\$488	52%	Yellow
18	Yale U.	\$477	59%	Yellow
19	U. Minnesota, Twin Cities	\$476	54%	Yellow
20	Cornell U.	\$446	47%	Yellow
21	Ohio State U.	\$446	55%	Yellow
22	Washington U., Saint Louis	\$432	62%	Yellow
23	U. Southern California	\$421	61%	Yellow
24	Vanderbilt U.	\$402	62%	Yellow
25	Northwestern U.	\$393	60%	Yellow
26	U. Colorado Boulder	\$353	84%	Yellow
27	Emory U.	\$348	59%	Yellow
28	U. California, Berkeley	\$346	44%	Yellow
29	U. Texas, Austin	\$346	53%	Red
30	New York U.	\$345	57%	Red

(http://www.aei.org/wp-content/uploads/2018/03/How-Much-Major-Universities-Collect-in-Federal-Research-Funding-1.png)

Source: Numbers compiled from the National Science Foundation's Higher Education Research and Development Survey, Fiscal Year 2015 (dollars in millions); classifications retrieved from the Foundation for Individual Rights in Education's (FIRE) Spotlight Database, October 2017.

Indeed, of the 30 institutions that collected the most federal research support in fiscal year 2015, six — or fully 20% — had a "red-light" rating from FIRE, meaning that they maintain policies that "both clearly and substantially [restrict] freedom of speech." These six institutions received nearly \$4.5 billion that year, accounting for more than 11% of all federal research funds. Nearly 85% of the top 30 recipients of federal research aid earned a red-light or yellow-light rating from FIRE when it came to free speech and inquiry.

All told, 25 top colleges and universities with formal policies restricting constitutionally protected speech pocketed more than \$14 billion in federal research funding that year, or nearly 40% of all federal research and development funds disbursed to higher-education institutions.

## GOVERNING FEDERAL RESEARCH FUNDING

Put simply, taxpayer funds should not be subsidizing research at higher-education institutions where the conditions of free inquiry are compromised. This does *not* mean that the federal government should reduce its investment in research; it means that federal research funds should be directed to institutions that embrace the tenets of free and open inquiry or to other research entities with the requisite capabilities, commitments, and infrastructure.

The conviction that federal research funds should flow only to institutions that operate as places of unfettered inquiry is foundational to the legal regime that governs the research relationship between higher education and the federal government. For the most part, as previously noted, the primary fear has always related to *government* meddling; however, the clear expectation was that both Washington and the institutions receiving funds would honor this cornerstone. Here, Vannevar Bush's 1945 report again serves as the blueprint: In the section "Freedom of Inquiry Must Be Preserved," Bush explained, "[P] ublicly and privately supported colleges, universities, and research institutes are the centers of basic research.... *As long as* they are vigorous and healthy and their scientists are free to pursue the truth wherever it may lead, there will be a flow of new scientific knowledge.... Freedom of inquiry *must be preserved* under *any* plan for Government support of science" (emphasis added).

Likewise, in his address on the centennial anniversary of the American Association for the Advancement of Science in 1948 — a speech credited with giving birth to the National Science Foundation — President Truman spoke of the necessity of preserving open inquiry, unhampered by external influence. He observed, "[Scientists] want to work in an atmosphere free from suspicion, personal insult, or politically motivated attacks." Truman had a very different context from ours in mind, but his words continue to ring true: "[S]cientists very understandably are reluctant to work where they are subject 'to the possibility of smears that may ruin them professionally for life." (The scientists he quoted were concerned, at the time, about government attacks on their credibility.) He emphasized:

[R]esearch by our best scientists is the key to American scientific leadership and true national security. This indispensable work may be made impossible by the creation of an atmosphere in which no man feels safe against the public airing of unfounded rumors, gossip, and vilification.... Now and in the years ahead, we need, more than anything else, the honest and uncompromising common sense of science. Science means a method of thought. That method is characterized by open-mindedness, honesty, perseverance, and, above all, by an unflinching passion for knowledge and truth.

From the beginning, federal policymakers and officials were concerned with the nature of the relationship between the federal government and the research entities supported by public funds. As President Dwight Eisenhower wrote in his 1959 signing statement for Executive Order 10807, "It is the responsibility of the Federal Government to encourage in every appropriate way the scientific activities of non-Government institutions." In practice, this has meant adjusting federal guidelines when necessary.

When President Barack Obama took office in January 2009, some professional associations complained that there had been "abuses of science" committed under the George W. Bush administration, mostly relating to governmental interference in the conduct and dissemination of research. Consequently, in a 2009 presidential memorandum on "Scientific Integrity," Obama directed the head of the Office of Science and Technology Policy to require federal

department and agency heads to adopt plans and procedures ensuring scientific integrity. To that end, OSTP director John Holdren issued a memorandum in 2010 on the "Foundations of Scientific Integrity in Government," which specified that "[s]cientific progress depends upon honest investigation, open discussion, refined understanding, and a firm commitment to evidence." Campus speech codes and inquisitorial "bias" procedures would seem to run afoul of this sensible scientific–integrity directive.

This commitment to "honest investigation" and "open discussion" is today affirmed in federal grant–making agencies' standards. For instance, HHS issued its "Policies and Principles for Assuring Scientific Integrity" in 2011, stating that "scientific progress depends upon honest investigation, open discussion reflecting a balance of diverse scientific views, refined understanding, and a firm commitment to evidence." The scientific–integrity policy for the Department of Energy reads, "The cornerstone of the scientific integrity policy at DOE is that all scientists, engineers, or others supported by DOE are free and encouraged to share their scientific findings and views."

The Department of the Interior's "Code of Scientific and Scholarly Conduct," which applies to all grantees, stipulates, in part, "I will not intentionally hinder the scientific activities of others or engage in scientific misconduct." Grant recipients classified as "Decision Makers," including university administration and staff, are required to take this pledge: "I will do my best to support the scientific activities of others and will not engage in dishonesty, fraud, misrepresentation, coercive manipulation, censorship, or other misconduct that alters the content, veracity, or meaning, or that may affect the planning, conduct, reporting, or use of scientific activities." Similar commitments can be found at the Department of Agriculture, Consumer Product Safety Commission, Environmental Protection Agency, Fish and Wildlife Service, Food and Drug Administration, NASA, and National Oceanic and Atmospheric Administration, among others.

In other words, there is a firm, established basis for the government to insist that institutions engaging in federally funded research offer the strongest possible safeguards for free inquiry and expression. Yet, today, this presumption is not made manifest in grant applications or oversight. For example, while federal regulations explicitly define "research misconduct" as "fabrication, falsification, or plagiarism in proposing, performing, or reviewing

research, or in reporting research results," there is no such fixed interpretation when it comes to characterizing *responsible* research conduct. The NIH defines "responsible conduct of research," for instance, as "the practice of scientific investigation with integrity," involving the "application of established professional norms and ethical principles." The NIH's policy notice goes on to vaguely explain, "[I]t is well appreciated by all that responsible conduct, as opposed to misconduct, encompasses many other aspects of ethical behavior in the practice of scientific research" (emphasis added).

The National Academies of Sciences, Engineering, and Medicine have held that responsible conduct in scientific research includes researchers' ability "to question the decisions, practices, and processes around them." Institutions that receive federal funds pledge to provide high-quality research environments. For example, institutions receiving research funds from HHS are bound by the "General responsibilities for compliance" (listed in title 42, part 93 of the Code of Federal Regulations), which require such institutions to "[f] oster a research environment that promotes the responsible conduct of research." A campus climate featuring speech codes and the suppression of particular modes of thought arguably fails to meet that standard.

Today, Washington does not require institutions receiving federal research funds to offer any assurances regarding their commitment to free inquiry. Why? The standard presumption was that threats to free inquiry emanated from only one direction: government. It was long assumed that higher-education institutions and their denizens would, as a matter of course, be stalwart defenders of free inquiry. The notion that these institutions might themselves compromise free inquiry is relatively recent.

The appropriate response, then, is to make *explicit* what has long been *implicit* in the provision of federal research funding: Institutions are qualified to perform federally supported research only so long as they can demonstrate an institutional commitment to free inquiry. In short, given that grant recipients are required to ensure the "responsible conduct of research," and that scholarly organizations have long recognized that free inquiry is essential to academe's "established professional norms and ethical principles," it is time to make explicit and legally actionable an institution's commitment to free inquiry.

# WHAT WASHINGTON CAN DO

Higher-education institutions with formal policies that restrict, chill, or punish constitutionally protected speech should therefore be rendered ineligible for federal research funding. Further, all institutions receiving such funds should be contractually bound to commit to safeguarding free inquiry. Such an expectation is wholly appropriate for those tasked with managing federal research funds. As the government-wide "Federal Policy on Research Misconduct" explains, "Agencies and research institutions are partners who share responsibility for the research process. Federal agencies have ultimate oversight authority for Federally funded research." This proposed policy simply formalizes that which has long been assumed.

Put simply, in order to remain eligible to accept federal research funds, institutions of higher education should be held to the following three freeinquiry requirements. First, as a condition of eligibility, colleges and universities must offer assurance that they do not restrict constitutionally protected speech, engage in viewpoint discrimination, or constrain free inquiry. This means that institutions maintaining formal restrictions on constitutionally protected speech and expression would be ineligible for federal research funding. Second, as a contractual requirement, those institutions awarded a federal research grant or award must commit to safeguarding free inquiry to the best of their ability, and to appropriately addressing any policies or practices that serve to hinder free inquiry or scholarly independence. And third, institutions must formally acknowledge that, in accordance with federal policy, those found to be in violation of these commitments may be obliged to refund the balance of funds for ongoing federally funded research and be rendered ineligible for future research funding. Federal officials can implement these protections through legislation, presidential directive, or individual agency action.

The most straightforward tack is for Congress to pass language requiring that federal research funds flow only to higher-education institutions that provide assurance that they maintain no formal prohibitions on constitutionally protected speech. Perhaps the best way to do this is by drafting an analog to the "Solomon Amendment." In the 1990s, Congress enacted what's now known as the Solomon Amendment — named after the bill's sponsor, Gerald Solomon — which denied Department of Defense grants and contracts to any higher-education institution that was determined to have "an anti-ROTC policy." The

original law was later expanded to require additional access for military recruiters; in 2004, Congress expanded the categories of federal financial support that could be withheld, including research grants from additional agencies and departments.

After the Solomon Amendment was challenged by a coalition of law schools, the Supreme Court ruled unanimously in 2006 that the amendment was constitutional. Chief Justice John Roberts authored the 8–0 opinion in *Rumsfeld v. Forum for Academic and Institutional Rights, Inc.*, writing, "The Solomon Amendment neither limits what law schools may say nor requires them to say anything. Law schools remain free under the statute to express whatever views they may have on the military's congressionally mandated employment policy, all the while retaining eligibility for federal funds." Though the current proposal is different in key particulars, the Solomon Amendment provides a legislative template for Congress to condition the disbursement of federal research funds on institutions' commitment to safeguarding free inquiry. The proposed amendment is viewpoint neutral, respects the rule of law, and is readily institutionalized.

Much like the existing Solomon Amendment, the new provision would stipulate that higher–education institutions that maintain codes or policies restricting speech or expression will be ineligible for federal research funds, and that all recipient institutions must commit to protecting and upholding these rights. It should further specify that federal research funds may be withdrawn from any institution that violates its assurances. (Unlike the existing Solomon Amendment, however, for reasons discussed earlier, the penalty should apply only to research funds, not to all federal funding streams.)

A second tack, less permanent but easier to initiate than a legislative approach, is for the executive branch to issue an official memorandum or executive order directing the heads of federal research agencies to include the trio of free-speech stipulations in their grant contracts with higher-education institutions. This would amount to something of a "Solomon-lite," though these requirements would obviously be subject to modification by any future administration.

This second approach would be modeled on President Obama's 2009 memo on scientific integrity. Seeking to ensure that the executive branch was investing

in and utilizing only valid and reliable research and to engender public and professional confidence in the federal research enterprise, President Obama mandated an administration—wide clarification of existing language and practice, requiring federal agencies to modify their policies to better reflect the principles of scientific integrity. President Donald Trump should do likewise for free inquiry. Rather than breaking some radical new ground, mandating that taxpayer dollars for research be tied to institutional commitments to freedom of speech and academic freedom would be a both commonsensical and commonplace executive action.

A third approach would involve heads of individual cabinet departments and research agencies including provisions protecting free inquiry and speech in the contractual assurances they require from institutions seeking federal research funding. The directives would include the same three components mentioned above, but would be spelled out agency by agency, rather than government-wide. Again, such determinations could obviously be modified by future agency heads, and implementation would inevitably be more piecemeal across agencies, dampening the cultural shift.

Any of these approaches should require grant–receiving institutions to establish formal investigation and appeals processes for allegations of speech suppression or intellectual intimidation. In most cases, the best method would be for colleges and universities to employ the same internal machinery used to address questions of research misconduct. Under current federal policy, for example, research institutions bear the primary responsibility for the "prevention and detection of research misconduct and for the inquiry, investigation, and adjudication of research misconduct alleged to have occurred in association with their own institution." Federal grant–making agencies play an additional oversight role above them. This apparatus would simply task the existing entity with what should be part of its core mission anyway: safeguarding the spirit of free inquiry that's fundamental to the university's mission.

Whichever option is pursued, the mechanics of determining what constitutes an impermissible restriction — and the precise kind of process that should be used to identify violations — are obviously of grave import. While the particulars of how this is handled would need to be negotiated and are beyond our scope here, two basic principles should provide guidance. The first is that

institutions conducting federally funded research cannot restrict constitutionally protected speech, whether by speech codes, "civility" policies, or anything similar. The second is that these institutions may not investigate or discipline individuals for engaging in constitutionally protected speech or expression. This may well require many institutions to modify or abolish extant bias-response teams or bias-incident reporting systems.

# **DEFENDING FREE INQUIRY**

For those concerned about the state of higher education, there are two particular upsides to this proposal that merit notice. The first is that unofficial federal guidance on sexual harassment in the Obama years, issued using informal mechanisms like "Dear Colleague" letters, proved to have a catalytic effect on higher education. Colleges and universities are risk averse and enormously concerned about getting crosswise with Washington. The degree to which executive action in support of free and open inquiry may alter the calculus of campus leaders when it comes to speech codes and campus policies should not be underestimated.

The second is a related point, which is that most of the assaults on free inquiry have been spearheaded by faculty and students in the humanities and social sciences. At the same time, the vast bulk of federal research funds are garnered by faculty who work in the natural and applied sciences, whom surveys have shown to be much less ideologically uniform than their colleagues across campus. Science faculty have historically exhibited a tendency to steer clear of campus politics, however, enabling the most impassioned and ideological elements to have more influence on the shape of campus policy.

New federal guidance in this area has a chance to make free inquiry and free speech relevant to the broader scientific research community in a fashion that it has not been previously. The slumbering, silent middle on campus may awaken when accomplished researchers bringing in millions in "indirect" costs suddenly recognize that the ideological crusades of their colleagues may imperil their laboratories and research projects. Campus leaders who have found it easy to virtue signal by indulging students and faculty demanding constraints on speech will now have a fairer fight on their hands, and they will need to be worried about their biochemistry and engineering faculty departing for institutions eligible for federal funds.

This is not to suggest that other remedies, both political and otherwise, are not also necessary. But the simple act of insisting that colleges and universities abide by their own historic ideals could be a powerful lever for encouraging institutions to reclaim a foundational principle. It just may help nudge the balance of power on campus back toward those seeking the untrammeled pursuit of truth.

This article was found online at:

http://www.aei.org/publication/restoring-free-inquiry-on-campus/

June 12, 2019

Dr. Paul B. Beran Executive Director & CEO South Dakota Board of Regents Kevin V. Schieffer President South Dakota Board of Regents

Cc: Members of the Board of Regents

Submitted via e-mail to Molly Weisgram
Excutive Assistant to the Executive Director & CEO
Molly.Weisgram@sdbor.edu



AMERICAN CIVIL LIBERTIES UNION OF SOUTH DAKOTA P.O. BOX 1170 SIOUX FALLS, SD 57101 T/605.332.2508 F/605.332.5648 WWW.ACLUSD.ORG SOUTHDAKOTA@ACLU.ORG

# Re: Intellectual Diversity in Higher Education Hearing

Dear Dr. Beran, Mr. Schieffer, and Members of the South Dakota Board of Regents:

The American Civil Liberties Union of South Dakota (ACLU SD) writes on its own behalf to submit public comment regarding the Board of Regents' (Board) June 26 public hearing on intellectual diversity. The ACLU is a nationwide, nonprofit, nonpartisan organization dedicated to defending the principles of liberty and equality embodied in the Constitution and our nation's civil rights laws. The ACLU SD is a state chapter of the national ACLU that works in courts, the state legislature as well as local units of government, and in communities across South Dakota to advance civil rights and civil liberties for everyone in our state.

The fight for freedom of speech has been a bedrock of the ACLU's mission since the organization was founded in 1920, driven by the need to protect the constitutional rights of conscientious objectors and anti-war protestors. Our work quickly spread to combating censorship, securing the right to assembly, and promoting free speech in schools. We believe the First Amendment is the foundation of a vibrant democracy and, as the Board acknowledged in its adoption of Policy 1:32¹ ("Commitment to Freedom of Expression"), the Constitution provides robust protection for free speech, including protest, counter protest, and other expressive activity.

In addition to our organizational mission of defending freedom of speech, we are also an organization deeply committed to racial justice. At its best, this commitment shapes and contextualizes all of our work, including that on free speech. As such, we have engaged in a multitude of advocacy and policy efforts to further racial justice and have appeared both as direct counsel and amicus curiae in numerous racial justice cases both within South Dakota<sup>2</sup> and across the country.<sup>3</sup>

<sup>&</sup>lt;sup>1</sup> https://www.sdbor.edu/policy/Documents/1-32.pdf

<sup>&</sup>lt;sup>2</sup> https://www.aclu.org/cases/antoine-v-winner-school-district

We deeply appreciate your invitation to provide public comment on the important issues with which the Board is grappling surrounding its intellectual diversity policy and we commend the Board for making efforts to connect with South Dakotans from a variety of perspectives. We submit our comment today through the lenses of freedom of speech and racial justice.

## I. Background and context

As the Board has noted, last year it revised its free speech policies including a provision encouraging intellectual diversity. This was done in part after a discussion that arose in the 2018 South Dakota Legislative Session with the filing of Senate Bill 198.<sup>4</sup> After this legislation failed to pass, several legislators corresponded with the Board about free speech issues from July 2018 through January 2019.<sup>5</sup> Despite what we feel were earnest, good-faith efforts on the part of the Board to remedy legislator concerns, another piece of legislation was filed in the 2019 Legislative Session. That bill, House Bill 1087,<sup>6</sup> ultimately passed into law. Among other provisions, the enrolled legislation inserted a definition of intellectual diversity into state law and mandated that the Board "prepare and submit to the Governor and each member of the legislature a report that: (1) Sets forth all actions taken by each institution to promote and ensure intellectual diversity and the free exchange of ideas; and (2) Describes any events or occurrences that impeded intellectual diversity and the free exchange of ideas."

Our aim in this letter is to provide guidance that may be useful to the Board in its endeavor to develop effective ways to meet the definition and objective of intellectual diversity and to identify measurable metrics to track its progress. However, after our review of the correspondence between legislators and the Board there are several issues we feel must be explored. Therefore, we will dedicate a portion of this letter to addressing the context in which the correspondence and legislation has taken place and to identify some the legal and policy issues therein.

Before delving in to free speech issues that commonly arise in university settings and a discussion of diversity in a broad sense, we wish to note that we feel the underlying premise of this discussion suffers from serious flaws. After following legislative efforts in 2018 and 2019 and reviewing the correspondence between legislators and the Board we feel there has not been sufficient, verifiable evidence

AMERICAN CIVIL LIBERTIES UNION OF SOUTH DAKOTA P.O. BOX 1170 SIOUX FALLS, SD 57101 T/605.332.2508 F/605.332.5648 WWW.ACLUSD.ORG SOUTHDAKOTA@ACLU.ORG

<sup>&</sup>lt;sup>3</sup> Including Fisher v. University of Texas at Austin (Fisher II), 136 S. Ct. 2198 (2016), Fisher v. University of Texas at Austin (Fisher I), 570 U.S. 297 (2013), Gratz v. Bollinger, 539 U.S. 244 (2003), Grutter v. Bollinger, 539 U.S. 306 (2003), Adarand Constructors, Inc. v. Peña, 515 U.S. 200 (1995), City of Richmond v. J.A. Croson Co., 488 U.S. 469 (1989), and Regents of the University of California v. Bakke, 438 U.S. 265 (1978).

<sup>4</sup> https://sdlegislature.gov/Legislative Session/Bills/Bill.aspx?Bill=198&Session=2018

<sup>&</sup>lt;sup>5</sup> https://www.sdbor.edu/administrative-offices/infogovtrelations/Pages/Free-Speech-Intellectual-Diversity-Efforts.aspx

<sup>6</sup> https://sdlegislature.gov/Legislative\_Session/Bills/Bill.aspx?Bill=1087&Session=2019

<sup>&</sup>lt;sup>7</sup> https://sdlegislature.gov/docs/legsession/2019/Bills/HB1087ENR.pdf to be inserted into SDCL §13-53.

brought forth of either the infringement of First Amendment rights or a lack of intellectual diversity on South Dakota campuses. Instead, and through no fault of the Board's, the record is rife with assumptions, references to anonymous second-hand reports, and thinly-veiled opposition to the notion that racial, cultural, or other diversity efforts on campuses are important or worthwhile. Though this may not be relevant in a strictly practical sense – at this point the law has been passed and the Board has an obligation to fulfill that law's mandates – it does provide context to the overall discourse.

#### a. Free speech on campus

AMERICAN CIVIL LIBERTIES UNION OF SOUTH DAKOTA P.O. BOX 1170 SIOUX FALLS, SD 57101 T/605.332.2508 F/605.332.5648 WWW.ACLUSD.ORG SOUTHDAKOTA@ACLU.ORG Free speech on campus is critical to ensure space for the advancement, exploration, and sharing of ideas. Restrictions on speech by public colleges and universities may amount to government censorship and violate the Constitution. Such restrictions deprive students of their right to invite speech they wish to hear, debate speech with which they disagree, and protest speech they find bigoted or offensive. An open society – and true intellectual diversity – is founded on this principle of free speech.

As is often the case outside of a university setting as well as inside, how much value we place on the right to free speech is put to the severest test when the speaker is someone with whom we emphatically disagree. Speech that deeply offends our morality or is hostile to our way of life warrants the same constitutional protection as other speech because the right of free speech is indivisible: when we grant the government the power to suppress controversial ideas we are all subject to censorship by the state. This is true regardless of whether the speech at issue fits within our modern conception of a binary conservative/liberal framework or exists outside that narrow framing.

There are a certain number of free speech issues that regularly arise on college campuses, including the platform to speak (and the First Amendment's prohibition on viewpoint discrimination), speech that incites violence, harassment, discipline of students for speech or expressive activity, the very narrow categories of speech that the Constitution does not protect, and more. For the sake of brevity, we point you to a background on these issues available on the ACLU national website titled *Speech on Campus*.<sup>8</sup>

Fundamentally, we believe that the answer to the vilest speech – that which is racist, misogynistic, homophobic, transphobic, and the like – is not suppression. Instead, we believe that more speech, not less, is the answer most consistent with our constitutional values. To be clear, the First Amendment does not protect behavior on campus that crosses the line into targeted harassment or threats, or that creates a pervasively hostile environment for vulnerable students. But merely offensive or bigoted speech does not rise to that level, and determining when conduct crosses that line is a legal question that requires examination on a case-by-case basis. Restricting such speech may be attractive to college administrators as a quick fix to address campus tensions. But

<sup>8</sup> https://www.aclu.org/other/speech-campus

real social change comes from hard work to address the underlying causes of inequality and bigotry, not from purified discourse. The ACLU believes that instead of symbolic gestures to silence ugly viewpoints, colleges and universities as a whole must increase their efforts to recruit diverse faculty, students, and administrators; increase resources for student counseling; and raise awareness about bigotry and its history.

# b. Diversity makes South Dakota educational institutions stronger

In reviewing the correspondence between legislators and the Board over the past year some legislators expressed animus towards campus diversity efforts and offices, social justice, affirmative action, and more. We feel it is important to respond and we wish to articulate what we believe is the critical importance of campus diversity.

As Justice O'Connor stated in her opinion in the case of *Grutter v. Bollinger*, <sup>12</sup> "[i]n order to cultivate a set of leaders with legitimacy in the eyes of the citizenry, it is necessary that the path to leadership be visibly open to talented and qualified individuals of every race and ethnicity." As the ACLU stated in its brief in the case of *Students for Fair Admissions v. Harvard*, <sup>13</sup> the educational benefits of diversity carry beyond the classroom and beyond any individual student's experience. The Supreme Court has repeatedly emphasized the importance of education as "pivotal to 'sustaining our political

AMERICAN CIVIL LIBERTIES UNION OF SOUTH DAKOTA P.O. BOX 1170 SIOUX FALLS, SD 57101 T/605.332.2508 F/605.332.5648 WWW.ACLUSD.ORG SOUTHDAKOTA@ACLU.ORG

<sup>&</sup>lt;sup>9</sup> Examples include but are not limited to Qualm Letter, July 2018, page 3, question 9 (https://www.sdbor.edu/administrative-

offices/infogovtrelations/Documents/07.02.2018%20Rep.%20Qualm%20Letter.pdf); Stalzer/Peterson Letter, October 2018, page 3, question 7 ("In response to question 2 in the Qualm letter, some universities report that they include 'diversity offices' in the process of writing campus speech codes. Is this wise given the propensity of diversity offices to advance restrictions on free speech (as indicated by the response to question 7)?")( https://www.sdbor.edu/administrative-

offices/infogovtrelations/Documents/10.05.2018%20Sen.%20Stalzer%20and%20Rep.%20Peterson%20Let ter.pdf); *Id.* at page 5, question 13 ("Could not these funds [spent on diversity/inclusion/equity offices and affirmative action offices] be easily reallocated to boost funding for the programs discussed in questions 11, 12, and 15 in the Qualm letter?").

<sup>&</sup>lt;sup>10</sup> Qualm Letter, July 2018, page 4, question 13 ("Some South Dakota citizens have expressed concerns about the prominence and influence of members of Black Lives Matter at SDSU (both professors and students) and noted how BLM's efforts to pressure students and administrators has led to limitations on campus discourse."); *Id.* at page 4, question 16 ("Are courses which offer a counter point of view to 'social justice' and 'equity' courses offered at South Dakota universities? If so, please list them.")

<sup>&</sup>lt;sup>11</sup> Examples include but are not limited to Qualm/Langer Letter, Dec. 2018, page 5, question 14 (https://www.sdbor.edu/administrative-

offices/infogovtrelations/Documents/12.10.2018%20Sen.%20Stalzer%20 and %20 Langer%20 and %20 Rep. %20 Qualm%20 and %20 Peterson%20 Letter.pdf).

<sup>&</sup>lt;sup>12</sup> Grutter v. Bollinger, 539 U.S. 306 (2003).

<sup>&</sup>lt;sup>13</sup> https://www.aclum.org/en/cases/students-fair-admissions-v-harvard; for an excellent discussion of how racial diversity in a university setting leads to measurably better outcomes once students leave campus please see pages 9-17.

and cultural heritage' with a fundamental role in maintaining the fabric of society." Education, as the Court expressed in *Brown v. Board of Education*, "is the very foundation of good citizenship." Effective participation by members of all racial and ethnic groups in the civil life of our Nation" therefore depends acutely on effective participation in higher education. A diverse student body furthers these values in part by demonstrating to "[a]ll members of our heterogeneous society" that they can "have confidence in the openness and integrity" of a university.

We applaud the efforts of campuses across South Dakota to recognize the importance of diversity and the simple truth that identities are multifaceted. A diverse student body and faculty is one comprised of people of all races, cultures, religions, genders, sexual orientations, gender identities, and far more. We believe that these measures of diversity are neither the opponent to nor incompatible with intellectual diversity, and that multifaceted diversity is equally as important as exposing students to a wide array of intellectual thought, debate, argument, and discussion. Indeed, diverse faculty, staff, and student bodies lead to the vision of intellectual diversity that Board seeks to enhance.

AMERICAN CIVIL LIBERTIES UNION OF SOUTH DAKOTA P.O. BOX 1170 SIOUX FALLS, SD 57101 T/605.332.2508 F/605.332.5648 WWW.ACLUSD.ORG SOUTHDAKOTA@ACLU.ORG

## II. Areas of awareness in crafting intellectual diversity efforts and metrics

We acknowledge that the task in front of the Board today is not a small one. Identifying effective ways to meet the definition and objective of intellectual diversity<sup>18</sup> and to track and report those efforts under state law will require significant care. To that end, we are submitting our suggestions in the form of "areas of awareness"; our intent is that these areas of awareness will highlight potential concerns or considerations that could arise in this endeavor based on our expertise and scope of work as an organization. This is not to say that there are not important considerations for the Board that fall outside this scope – there almost certainly are – but rather to be clear that our approach comes from both a free speech and a racial justice perspective.

**Academic freedom:** South Dakota Board of Regents' Policy 1:11<sup>19</sup> guarantees academic freedom for faculty subject only to accepted standards of professional responsibility. As the policy states, academic freedom "includes the right to study, discuss, investigate, teach, and publish . . . [i]t includes the freedom to perform one's professional duties and to present differing and sometimes controversial points of view, free from reprisal." Ideally, any policy or measure of intellectual

<sup>&</sup>lt;sup>14</sup> Grutter, 539 U.S. at 331 (quoting Plyler v. Doe, 457 U.S. 202, 221 (1982)).

<sup>&</sup>lt;sup>15</sup> Brown v. Board of Education, 347 U.S. 483, 493 (1954).

<sup>&</sup>lt;sup>16</sup> Grutter, 539 U.S. at 331–32

<sup>&</sup>lt;sup>17</sup> *Id*. at 332

<sup>&</sup>lt;sup>18</sup> The definition of intellectual diversity was passed into law with HB 1087 (2019) and will be inserted into SDCL §13-53. It reads: "Intellectual diversity,' denotes a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives."

<sup>19</sup> https://www.sdbor.edu/policy/documents/1-11.pdf

diversity would hold a special reverence for academic freedom and an intentional consideration to avoid infringing upon that freedom. Such infringement could result in a chilling of speech for faculty and other academic staff whether in research or the classroom.

Chilled speech of faculty and students: It is of the utmost importance that the Board keep in mind the potential for an intellectual diversity policy to inadvertently lead to the chilling of free speech. The point of promoting intellectual diversity, in our view, is to encourage robust debate and an exchange of a variety of ideas. If the policy articulated does not emphatically promote the sharing of ideas and discussion regardless of the popularity or unpopularity of those ideas there is a risk that faculty, staff, and students may fear speaking out. A fear of potential Board, governmental, or legislative retaliation that leads to self-censorship would not only undercut intellectual diversity efforts but may also run afoul of the First Amendment.

**Viewpoint neutrality:** The First Amendment does not require the government to provide a platform to anyone, but it does prohibit the government from discriminating against speech on the basis of the speaker's viewpoint. For example, public colleges and universities have no obligation to fund student publications; however, the Supreme Court has held<sup>20</sup> that if a public university voluntarily provides these funds, it cannot selectively withhold them from particular student publications simply because they advocate a controversial point of view.

Of course, public colleges and universities are free to invite whomever they like to speak at commencement ceremonies or other events, just as students are free to protest speakers they find offensive. College administrators cannot, however, dictate which speakers students may invite to campus on their own initiative. If a college or university usually allows students to use campus resources (such as auditoriums) to entertain guests, the school cannot withdraw those resources simply because students have invited a controversial speaker to campus.

Over-monitoring: Actions that could lead to chilled speech include an over-monitoring of faculty, staff, and student discussion. We urge the Board to be aware of the potential for over-monitoring in search of measurable metrics and to critically assess whether the metrics they are seeking or the method of collection could cross a line into surveillance of discussion and research happening in classes, student groups, and across campus broadly.

Stigmatization of marginalized groups: Intellectual diversity is not antithetical to multifaceted diversity amongst faculty, staff, and students. Conceptualizing intellectual diversity as a more important or worthwhile aim than other diversity efforts should be firmly rejected in theory and practice. If presented as a false dichotomy or competing interests there is a significant risk that efforts could

AMERICAN CIVIL
LIBERTIES UNION OF
SOUTH DAKOTA
P.O. BOX 1170
SIOUX FALLS, SD 57101
T/605.332.2508
F/605.332.5648
WWW.ACLUSD.ORG
SOUTHDAKOTA@ACLU.ORG

<sup>&</sup>lt;sup>20</sup> Rosenberger v. University of Virginia, 515 U.S. 819 (1995).

further marginalize students or faculty who are racial, religious, or other minorities. Any rubric or policy that de-emphasizes the importance of multifaceted identity should be actively avoided.

### III. Conclusion

It is clear that the Board will have to consider many perspectives and potentialities with regard to its compliance with South Dakota's recently-passed law on intellectual diversity. What ultimately makes this task a difficult one is that intellectual diversity does not fit within a rigid points system and cannot be met with a check-the-box approach. It is not a binary which can be balanced by measuring two imagined sides. Instead, it's an all-encompassing and messy effort.

We believe that embracing true intellectual diversity is a worthwhile endeavor. A comprehensive approach to intellectual diversity necessarily includes the First Amendment rights of free speech and expression; of composing a faculty and student body that will challenge one another and create a robust exchange of ideas; and an embrace of the importance of multifaceted diversity on a grand scale. It is our hope that the Board continues to conduct business in a content and viewpoint neutral basis that best encourages academic freedom.

We thank you again for your sincere efforts to solicit the perspectives of a variety of South Dakotans. We also thank you for your time and consideration of this important matter and your ongoing commitment to public service. Should you have any questions or desire more information we would be happy to assist.

Sincerely,

Elizabeth A. Skarin, J.D. Policy Director ACLU of South Dakota eskarin@aclu.org

AMERICAN CIVIL LIBERTIES UNION OF SOUTH DAKOTA P.O. BOX 1170 SIOUX FALLS, SD 57101 T/605.332.2508 F/605.332.5648 WWW.ACLUSD.ORG SOUTHDAKOTA@ACLU.ORG



To: South Dakota Board of Regents

c/o Molly Weisgram, Executive Assistant at the South Dakota Board of Regents

From: Hannah Neumiller Brittney Muske
President Vice President

Black Hills State University Student Association

Date: June 12, 2019

Re: Written Testimony on behalf of BHSU Students – Intellectual Diversity

#### South Dakota Board of Regents,

Thank you for the opportunity to submit written comments to express our views regarding the development of assessment tools for intellectual diversity at our universities. Intellectual diversity affects every student in nearly every situation during their time at college and we are grateful for the chance to share our perspective. We are testifying on the behalf of the approx. 4,500 students attending Black Hills State University and have two areas of note:

#### 1. Reporting Procedures

At BHSU, each of the 90+ student organizations have a specific goal and role on campus that develops with each year. As students come and go, the yearly goals change with transitions in leadership and membership. The procedure created for the reporting system should be clear and concise for everyone involved in order to create a lasting and effective process across all organizations and institutions. Additionally, the definition and understanding of who constitutes as a guest speaker needs to be clearly defined to ensure that any and all groups and speakers are following the correct procedures.

#### 2. Freedom of Expression

Representing the students of Black Hills State University and as a student myself, I can confirm that there are no instances that I am aware of where a student, employee, or guest has felt that their freedoms were directly infringed upon. In the reporting process, the clarity of what does and does not need to be monitored and reported throughout the year is vital to its success. The process by which a report is filed should be clear and simple to limit any discrepancies between instances or institutions. Collaboration between institutions during this development process will ensure that the procedures adopted are clear, concise, and appropriate for each institution to properly complete.

We thank you for the opportunity to testify in this discussion. Sincerely,

Hannah Neumiller President Black Hills State University Student Association Brittney Muske Vice President



To: South Dakota Board of Regents

c/o Molly Weisgram, Executive Assistant at the South Dakota Board of Regents

From: Josh Sorbe RyAnne Blau

Executive Director Chair

South Dakota Student Federation South Dakota Student Federation

Date: June 12, 2019

Re: Written Testimony on behalf of SDBOR Students – Intellectual Diversity

### South Dakota Board of Regents,

First, thank you for the opportunity to submit written comments when developing assessment tools of intellectual diversity at our state's public institutions. Intellectual diversity affects nearly every facet of a student's time at a post-secondary institution, and we are thankful for the chance to provide perspective on this matter from the lens of students.

We are testifying on behalf of the appx. 35,000 students of the South Dakota Regental system member institutions. South Dakota Student Federation is the governing body of all public university students in the state of South Dakota. Our board of directors comprises two student government elected officials from each of our member institutions, and our executive team is elected by a majority vote of our Board. We meet monthly to discuss any and all state issues affecting the quality of education of our students. During and outside of legislative session, we organize and lobby collectively for the betterment of our students, future workforce leaders, and the future of South Dakota. Our members have been affirmatively involved in the discussion of intellectual diversity in Pierre, and we are grateful for the continued seat at the table for this discussion. We have two areas of note:

## General reporting procedures:

While intellectual diversity has been a mutually agreed upon value, the way we can measure and assess the principle is multi-faceted. Our student associations collectively run budgets of \$4.4 million and fund 268 organizations' programming, events, and activities. Each of these organizations and their respective activities are unique, and no two events are alike. When our member student associations fund events, each has its own set of fiscal guidelines and/or a budget philosophy. Our funds are derived from student fees, so we seek to be responsible stewards of our constituents' dollars - especially given the increasingly burdensome cost-shift from the state to the student to pay for a higher education degree. Thus, we seek to objectively fund events that are cost-effective and reach a significant portion of the student population.



Any additional requirement to consider "intellectual diversity" as a means of funding events could pose additional budget barriers, administrative burden, and/or determinations of subjectivity on our student associations. The nature of student life means our membership turns over frequently, so a reporting procedure to ensure we are meeting new state codified law needs to be mutually created and understood in order to effectively transition new executive teams and senators and create a sustainable system.

### Invited guests

Depending on the specific definition, a university may have thousands of invited guests each year (i.e. admissions guests, classroom guest lecturers, organization guest speakers, sports fans, etc.) We ask the Board to determine: what constitutes an invited guest? Each of the organizations we fund may, and often does, hold public events and/or invite speakers for its membership. If a reporting procedure is established under a broad definition of what constitutes a guest, or if a reporting procedure poses significant administrative burden, students and student organizations would be discouraged from inviting speakers. This has the opposite effect of the goal of intellectual diversity goal: more speech, not less.

We thank you for the opportunity to testify, and are open for further questions or inquiries via email at josh.sorbe@coyotes.usd.edu.

Best.

Josh Sorbe

**Executive Director** 

South Dakota Student Federation

RyAnne Blau

Chair

South Dakota Student Federation

South Dakota Student Federation Board of Directors:

Black Hills State University: Hannah Neumiller & Brittney Muske

Dakota State University: Nathan Harmer & Lindsey Vogl Northern State University: Harrison Bruns & Patrick Minihan

South Dakota School of Mines & Technology: Tyler Kleinsasser & Tiati Thelen

South Dakota State University: Corey Berscheit & Hattie Seten University of South Dakota: Carson Zubke & Hannah Booth



HeterodoxAcademy.org | @hdxacademy

June 15, 2019

Kevin V. Schieffer President South Dakota Board of Regents 306 E. Capital Ave. Ste. 200 Pierre, SD 57501

Dear President Schieffer.

The South Dakota Board of Regents has solicited public comment on how to fulfill the intent of the new legislative requirement, recently passed in South Dakota, to promote free speech and intellectual diversity at public colleges and universities. Specifically, the Board of Regents requested recommendations on how "to develop (a) some baseline assessment on the degree to which South Dakota Regental institutions are or are not meeting that definition and objective today. (b) suggestions on how to do so more effectively (to the extent a shortcoming is defined), and (c) some legitimate and measurable metrics to help define progress in the future." We write to provide detailed suggestions to achieve these goals, even though we disagree with the spirit of HB 1087 and the reporting requirements it intends to establish. We explain our disagreements below, then offer suggestions for measuring viewpoint diversity on campuses while also maintaining a high degree of university autonomy with regards to legislative oversight.

# 1. Summary

We have no doubt that open inquiry in higher education is currently threatened on several fronts. Faculty have abandoned pursuit of research on politically controversial topics; people from across the political spectrum have launched campaigns calling for scholars to be terminated from their positions because their work challenges a preferred narrative; ii and, many colleges have expanded administrative oversight and are actively encouraging people to resolve disputes through reporting, investigations, and academic reprisals rather than good-faith debate and discussion.

Many fields of study and educational institutions in the United States seem to lack sufficient viewpoint diversity. This is true both with respect to political, religious, and other ideological affiliations, and also vis-a-vis different geographic, socioeconomic, and racial/ethnic backgrounds. Many fields and departments also lack gender diversity.

Heterodox Academy (HxA) is a non-profit, non-partisan organization that is deeply concerned about the ways an absence of viewpoint diversity and intellectual or expressive freedom can undermine research and teaching. Its membership is comprised of thousands of faculty, administrators, and graduate students committed to promoting open inquiry, viewpoint diversity and constructive disagreement within institutions of higher learning. Most of the signatories are members of HxA's core team and are deeply immersed in research on these issues. We speak only for ourselves, not the other members of the organization or the organization more broadly. We appreciate the

concerns which seemed to motivate this legislation. Nevertheless, we are apprehensive about how HB 1087 is written, and how it may be implemented.

#### 2. Concerns About HB 1087

We strongly recommend to the South Dakota Board of Regents that university autonomy be maintained as much as possible when implementing HB 1087 for South Dakota's 11 public colleges and universities.

Every institution of higher learning has a unique history, internal dynamics, and external relationships — much like the communities in which they are embedded. They may have different missions, serve different constituencies, have different areas of excellence, and face different challenges. Given this diversity, top-down or one-size-fits-all approaches are typically ill-advised.

Indeed, the U.S. Supreme Court routinely gives deference to school officials to balance free speech considerations against the need to promote educational objectives and student safety. This is because "judges [or legislators] lack the on-the-ground expertise and experience of school administrators" required to make such decisions.

University faculty and administrators have unique training and expertise, putting them in the best position to determine how to promote the expressive freedom and intellectual diversity in harmony with their other institutional needs, responsibilities, and functions. Any legislation that takes this judgment away from intellectual communities threatens the ability of those communities to maintain order and advance pedagogical aims.

The expansion of administrative oversight occurring at many universities is already concerning; adding an additional layer of legislative oversight seems imprudent and will likely prove counterproductive.

Yet, although we disagree with the approach represented by HB 1087, it *is* the law in the state of South Dakota and will be implemented. Therefore, we would like to offer suggestions for how to effectively measure intellectual diversity on a given campus.

# 3. Measuring the Intellectual Climate on Campus

Intellectual diversity (or viewpoint diversity) occurs when members of a community approach problems and questions from a range of perspectives. An open, expressive climate exists when members of a community, regardless of their beliefs, perspectives, or other prior commitments, feel equally able to ask questions, share ideas, and otherwise participate in learning and knowledge production without risk of censure.

While intellectual diversity and an open, expressive climate are distinct issues, they are interrelated and best pursued in tandem. After all, absent a diversity of perspectives and priorities — and the contention or disagreement that arises therefrom — protections for freedom of speech, assembly, association, etc. are largely unnecessary (although the climate is still problematic). Conversely, in the absence of an open, expressive climate, differences in backgrounds, commitments or perspectives tend to be buried rather than utilized in the

service of knowledge production. That is, diversity and openness are mutually required for either to have value or substance.

Yet while these Ingredients are necessary for a healthy and dynamic intellectual community, they are also insufficient. After all, viewpoint diversity and openness are perfectly consistent with an environment where people are talking past one-another, or at one-another. Yet effectively producing and disseminating knowledge requires instead that we speak with one-another. and work collaboratively and iteratively to understand and address difficult problems. This requires institutional norms and culture based on mutual respect — and a commitment to *constructive* disagreement. These cultural components cannot be effectively legislated or imposed, but they can be measured.

An effective assessment of a campuses' intellectual climate would, therefore, require an evaluation of 1) whether or not a school's policies protect or undermine free expression, 2) how diverse the Intellectual community is, and 3) how free students and faculty from different groups feel to share their views or express disagreement.

The Foundation for Individual Rights in Education (FIRE) attempts to systematically track and evaluate schools on the basis of their formal policies towards free expression (corresponding to the first essential component above). Heterodox Academy has developed the Campus Expression Survey to help assess the other critical dimensions of a college or university's intellectual climate.

# 4. The Campus Expression Survey

Heterodox Academy has developed the Campus Expression Survey (CES) to assess how students perceive the expression climate on their campus and in the classroom. vii Provided to any instructor or administrator free of charge, the CES consists of a Core Module, the Experience on Campus Module, and the Viewpoint Diversity Module.

In the Core Module, students complete a baseline assessment asking if they are comfortable or reluctant expressing their views on a *non-controversial* topic. They are also asked if they are comfortable or reluctant expressing their views on *controversial topics* such as gender, politics, race, religion, and sexuality. Students respond to the following item, which is repeated for each controversial arena:

Think about being at your school in a class that was discussing a controversial issue about RACE. How comfortable or reluctant would you feel speaking up and giving your views on this topic.

Four answer options are offered:

- I would be very comfortable giving my views.
- I would be somewhat comfortable giving my views.
- I would be somewhat reluctant giving my views.
- I would very reluctant giving my views.

Students who report any reluctance expressing their views are then asked how concerned they are about a series of potential consequences of expressing their views. These include concerns about how the professor would react, how other students would react, being criticized on social media, and being accused of harassment or violating a campus code of conduct. This module provides universities with a way to measure how free students from different groups personally feel to share their views or express disagreement.

The Core Module of the CES provides faculty and administrators with a direct and fine-grained measure of *who* self-censors their views within the classroom, *which* controversial topics they self-censor their views on, and *why* they engage in self-censorship. Additionally, the items of the Core Module are easily modified by faculty and administrators, thus providing flexibility to assess localized concerns. For instance, a campus-specific controversy may occur, such as the controversy over Hawaiian Day at the University of South Dakota. The basic item format of the Core Module can easily be modified to assess the expression climate in regard to this campus-specific controversy:

Think about being at your school in a class that was discussing the controversy over <u>HAWAIIAN DAY</u>. How comfortable or reluctant would you feel speaking up and giving your views on this topic.

The Experience on Campus Module of the CES assesses student perceptions of how they are treated by others on campus on the basis of their sex or gender, their race or ethnicity, their religious views, their political beliefs, and their sexual orientation. Students are also asked about their perception of how different groups of students experience the classroom expression climate (e.g., LGBT students; liberal students; conservative students). This module provides a way for universities to measure student perceptions of how free students from different groups feel to share their views or express disagreement.

The Viewpoint Diversity Module asks students how often their college or university encourages them to consider a wide variety of viewpoints and perspectives. Students then are asked about their perception of how diverse the ideological viewpoints are on campus among their peers, the faculty, and the administration. This module measures student perceptions of how diverse the intellectual community on campus is.

Finally, a set of demographic questions make it possible to assess how diverse the respondents are — both in terms of demographics and beliefs.

Heterodox Academy, in collaboration with Qualtrics, has administered the CES online to three different national samples of college students.<sup>ix</sup> These samples were collected in June of 2018, October of 2018, and April of 2019. A number of consistent patterns are evident in these data:

- Roughly 70% of students report that their college or university frequently or very frequently encourages students to consider a wide variety of perspectives and viewpoints.
- Roughly 55% to 60% of students report that the climate on their campus prevents some people from saying things because others might find them offensive.

- A small percentage of students (8% to 10%) report reluctance expressing their views on a non-controversial topic.
- Roughly three times as many students report reluctance expressing views on controversial topics.
- Roughly 35% to 40% of students report they are reluctant to express their views on a controversial political issue.
- Reluctance expressing views on a controversial political issue is heightened among Asians, self-identified moderates and conservatives, and women. Among women, the reluctance is particularly heightened for self-identified conservatives.
- Roughly 25% to 30% of students report reluctance expressing views on the remaining controversial topics assessed.
- Among students reluctant to express their views, the primary concerns reported are about other students criticizing one's views as offensive, and about the professor criticizing one's views as offensive, assigning a lower grade, or declaring the views wrong.

We offer these results as examples of benchmark CES data. A university that administers the CES can compare their findings to our benchmark data and see how students on their campus compare to students nationally. Such comparisons can help universities identify how they are doing relative to other institutions in fostering intellectual diversity. These comparisons can also help identify the areas where CES-administering university is falling short of its goals and needs to make concerted efforts to improve.

Currently, the CES is designed to be administered to students. To fully assess the intellectual climate, it is prudent to measure the extent of that faculty self-censorship occurs in the classroom, in the research process, and in faculty meetings. We therefore intend to develop a Faculty CES, which would be populated by items relevant to the faculty experience (e.g., "Think about being in a department meeting in which colleagues were discussing the merits of MICROAGRESSION TRAINING. How comfortable or reluctant would you feel speaking up and giving your views on this topic?").

Beginning in September 2019 Heterodox Academy will partner with a select number of universities to develop additional metrics to measure the campus expression climate and determine if it is characterized by open inquiry, intellectual diversity, and constructive disagreement. At the same time, we will also develop and validate a number of applicable interventions that can be employed on campuses to foster a community characterized by open inquiry, intellectual diversity, and constructive disagreement. We would welcome the opportunity to work with faculty and administrators in the South Dakota system when developing these additional metrics and applied interventions.

Sincerely,

Sean T. Stevens, Ph.D. Director of Research Heterodox Academy

Debra Mashek, Ph.D. Executive Director Heterodox Academy Musa al-Gharbi Senior Fellow Heterodox Academy

Harrison M. Rosenthal J.D./Ph.D. Student University of Kansas School of Law, William Allen White School of Journalism and Mass Communications

Ilana Redstone Akresh, Ph.D. Faculty Fellow Heterodox Academy Jon Schaff, Ph.D. Professor of Political Science and Department Chair Northern State University

Chris Martin, Ph.D.
Postdoctoral Fellow
Wallace H. Coulter Department of
Biomedical Engineering
Georgia Institute of Technology

Jonathan Haidt Chairman of the Board Heterodox Academy

The Foundation for Individual Rights in Education (20117). "Bias response team: Report 2017." Retrieved from: <a href="https://www.thefire.org/research/publications/bias-response-team-report-2017/">https://www.thefire.org/research/publications/bias-response-team-report-2017/</a> on June 10, 2019.

Christian Legal Soc. Chapter of the Univ. of California, Hastings Coll. of the Law v. Martinez, 561 U.S. 661, 130 S. Ct. 2971, 2976, 177 L. Ed. 2d 838 (2010).

<sup>&</sup>lt;sup>1</sup> Sean T. Stevens, Lee Jussim, Stephanie M. Anglin, Richard Contrada, Cheryl A. Welch, Jennifer A. Labrecque, et al., (2017). "Political exclusion and discrimination in social psychology: Lived experiences and solutions." In: Jarret T. Crawford and Lee Jussim (Eds.) The Politics of Social Psychology. Abingdon, United Kingdom: Routledge.

ii Greg Lukianoff and Jonathan Haidt (2018). "The coddling of the American mind: How good intentions and bad ideas are setting up a generation for failure." New York, NY: Penguin Press.

iii Jeffrey Aaron Snyder and Amna Khalid. "The rise of 'bias response teams' on campus." The New Republic, March 30, 2016, <a href="https://newrepublic.com/article/132195/rise-bias-response-teams-campus">https://newrepublic.com/article/132195/rise-bias-response-teams-campus</a>.

iv Musa al-Gharbi, "Data on how ideological (under) representation on campus compares to (under) representation along the lines of race, gender, or sexuality." *Heterodox Academy*, March 29, 2018, <a href="https://heterodoxacademy.org/ideological-underrepresentation-compared-to-race-gender-sexuality/">https://heterodoxacademy.org/ideological-underrepresentation-compared-to-race-gender-sexuality/</a>.

<sup>&</sup>lt;sup>v</sup> See e.g., Bd. of Educ. of Hendrick Hudson Cent. Sch. Dist., Westchester Cty. v. Rowley, 458 U.S. 176, 102 S.Ct. 3034, 73 L. Ed. 2d 690 (1982); Hazelwood School Dist. v. Kuhlmeier, 484 U.S. 260, 273, 108 S.Ct. 562, 98 L.Ed.2d 592 (1988) (noting the "oft-expressed view that the education of the Nation's youth is primarily the responsibility of parents, teachers, and state and local school officials, and not of federal judges"); Healy v. James, 408 U.S. 169, S.Ct. 2338, 33 L.Ed.2d 266; and Tinker v. Des Moines Independent Community School Dist., 393 U.S. 503, 89 S.Ct. 733 (1969).

vi David *Christian Legal Soc. Chapter of the Univ. of California, Hastings Coll. of the Law v. Martinez*, 561 U.S. 661, 130 S. Ct. 2971, 2976, 177 L. Ed. 2d 838 (2010).

vii Sean T. Stevens, Paul Quirk, Lee Jussim, and Jonathan Haidt (2017). *The campus expression survey.* Manual available from Heterodox Academy, New York, NY: http://www.heterodoxacademy.org.

viii Trevor Mitchell and Jonathan Ellis (March 2, 2019). "USD president launches investigation into law schools 'Hawaiian Day' decision." *Sioux Falls Argus Leader.* 

ix Heterodox Academy's Campus Expression Survey has been administered to a national non-probability student panel three times. The Summer 2018 sample was collected between July 10 and July 16, 2018. A total of 873 college students were surveyed, 759 were enrolled at 4 year-colleges and universities. The remaining students were enrolled either at a community college (N = 76) or a for-profit college or university (N = 38). Data from the full sample is presented. The Fall 2018 sample was collected between October 8 and November 2, 2018. A total pf 1,347 college students were surveyed. All students surveyed were enrolled at a 4-year college or university. The Spring 2019 sample was collected between March 27 and May 9, 2019. A total of 1,357 college students were surveyed. All students surveyed were enrolled at a 4-year college or university. Because of the time frame, we compared students who were surveyed during final exam period (N = 1,330). Differences were minimal so data for all 1,357 respondents are presented. In all samples, data are weighted by census region, gender, and race/ethnicity.

June 12, 2019

Molly Weisgram Executive Assistant to the CEO South Dakota Board of Regents 306 E. Capital Ave. Suite 200 Pierre SD 57501

RE: June 26 Intellectual Diversity in Higher Education Hearing

Dear Molly,

In response to Board of Regents' President Kevin Schieffer's letter dated May 9, 2019, regarding Free Speech and Intellectual Diversity reports required by the statute that will take effect July 1, 2019, the undersigned bill sponsors wish to provide clarity and perspective relating to legislative intent as well as address your questions regarding measurement of the required intellectual diversity and free speech environment and activities on South Dakota campuses.

The legislative intent of HB 1087 and the corresponding state statute is to ensure that the pursuit of truth is foremost in students' education. The statute defines "intellectual diversity" as "a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives." A one-sided presentation does not serve the quest for truth. The legislation intends to make certain that universities in the regental system provide a complete and accurate presentation of subject matter in order that a healthy debate may occur and ideas may rise and fall on their own merit.

To assist in measuring the degree to which the public universities in South Dakota meet the letter and intent of the new statute, we will address the three requests outlined in Mr. Schieffer's letter including (a) baseline assessments, (b) methods for improvement and (c) legitimate and measurable metrics by which to measure compliance.

#### **Baseline Assessments**

- 1. Initial surveys of the ideological viewpoints of the faculty, and the administrators with responsibility for the intellectual climate on campuses, should form a baseline with which to measure progress toward intellectual diversity. The BOR should use subsequent follow up surveys to show improvements in intellectual diversity.
- 2. Results of a student survey evaluating the political climate on campus as well as the political bias of professors in the classroom and in coursework, similar to the study Politics in the Classroom commissioned by the American College of Trustees and Alumni, would provide another valuable baseline from which to begin to measure the degree of intellectual diversity on South Dakota university campuses.
- 3. A comprehensive review of all courses including but not limited to syllabi, required reading and other course materials, to determine the level of intellectual diversity of each course. Ongoing review of existing and new courses, as well as new coursework, and changes to course content will provide the basis for continued measurement.
- 4. Initial findings in the categories of the metrics recommended below will also provide baselines to evaluate the current climate on campuses, and future progress will be determined by comparison to the initial baselines.

#### Methods to Bring About Improvement

Research confirms that numerous disciplines are comprised of professors with a narrow ideological viewpoint or commitment to a political agenda. To ensure a healthy balance, action is needed to counter the one-sided views presented by a field populated with a skewed professorate. Board of Regents CEO Dr. Paul Beran has stated, "The Board has made it very clear that it wishes to promote intellectual diversity." To this end we recommend (including but not limited to) the following:

1. The BOR and each university must create hiring practices to ensure the composition of the faculty and administration reflects a broad range of ideological viewpoints. Hiring practices instituted by the lure of federal dollars for diversity offices and as outlined in current diversity reports must be substituted with policies that promote and ensure intellectual diversity.

- 2. In addition, as stated by Dr. Beran, the BOR and universities must "explore [and implement] seminars, lecture series, courses, programs or fellows options that further advance this effort on our campuses" and add minors in American Constitutional Heritage, Conservative Political Thought, The Great Books, and Western Civilization, and The Heritage of Greece and Rome.
- 3. Again, as supported by Dr. Beran, in order to reach intellectual diversity on campuses, the BOR should institute programs modeled after the University of Colorado's Visiting Fellows of Conservative Thought and Policy, Arizona State and University of Arizona's "Freedom Schools," and create chairs for the teaching of history and conservative thought.
- 4. Critical to re-balancing campus programming and curriculum offerings to ensure intellectual diversity is a renewed focus on American History and Civics including the Founding Fathers, American Constitutional Heritage, the Great Books and the like. As promised by USD President Sheila Gestring and SDSU President Barry Dunn, the universities will begin incorporating a requirement of 3 credits of American History and 3 credits of American Government into the general course requirements for graduation beginning Fall of 2020. Additional teaching staff hired for these courses must not be those of the prevalent political view on campus, but rather those who bring a conservative view in order to ensure a complete and accurate presentation of subject matter and move toward an environment of intellectual diversity.
- 5. A mechanism for ongoing student complaints regarding lack of intellectual diversity, as well as an end-of- course evaluation such as the Model Student Evaluation of Faculty provided by the American College of Trustees and Alumni is crucial to establishing and maintaining an intellectually diverse environment.
- 6. While beneficial programs for Native American students, and students of other diverse cultures should be preserved, the build-up of Diversity Offices which are used to promote social justice causes associated with the political left such as safe zone training, the biannual drag show, and social justice training, to name just a few, should be dismantled. General fund dollars currently used to fund these offices should be directed toward funding an Office of Public Policy Events as described by Stanley Kurtz or an Ombudsman as advocated by the American Council of Trustees and Alumni that has the responsibility for scheduling and arranging campus events, investigating concerns related to intellectual diversity and compiling a report annually of all events, sponsors, and concerns.

7. The BOR should enact policies to place intellectual diversity on the same footing as other aspects of diversity. In addition, policies such as Inclusive Excellence must be significantly revised to come into compliance with the new statute. Affirmative Action, Diversity and Inclusion statements must include intellectual diversity. For example, USD's "Diversity and Inclusiveness Statement" states:

Accordingly, gender, race/ethnicity, socio-economic status, sexual orientation, religion, disability, veteran's status, first-generation status, nationality, citizenship, age and other personal and social dimensions are respected and also highly-valued at USD, where we continue working to ensure that diversity and inclusiveness pervade every level of the university.

SDSU's "Affirmative Action Statement" states:

South Dakota State University is committed to affirmative action, equal opportunity and the diversity of its faculty, staff and students. Women, minorities, veterans, and people with disabilities are encouraged to apply.

The SDSU "Diversity Statement" (Diversity and Inclusion) states:

All people from all backgrounds have a right to be included as full members of the community in which they live and/or choose to associate with. This includes people of all ethnicities, faiths, sexual orientation, and lifestyles.

These statements omit intellectual diversity, which is essential to achieving USD's stated goal of "help(ing) to prepare all students for living and working in an increasingly complex and global society." Without intellectual diversity, students will not be prepared to live and work in an increasingly complex and global society. These "diversity and inclusiveness" statements and others like them on all campuses should be updated to explicitly include intellectual diversity.

#### <u>Legitimate and Measurable Metrics</u>

Measurable and specific assessments of South Dakota Regental institutions commitment to intellectual diversity could take more than one form and should include measures similar to the following:

1. The number and listing by title and department or college within the university, of professors (including associate and assistant professors, instructors and all other

teaching positions) hired within the reporting period of the last year, as well as the total number currently employed, who bring a divergent perspective to a field, e.g. hiring a conservative sociology professor.

- 2. The number and listing by title of administrators hired within the reporting period of the last year, as well as the total number currently employed, who bring a divergent perspective to their work ensuring that the intellectual climate on campuses includes intellectual diversity, e.g. a conservative chief diversity officer.
- 3. A listing and count of campus speakers, amount of money spent, funding source(s) and the number of campus speakers, categorized by social, cultural and political viewpoint, along with the name of the inviting organization.
- 4. The number and type of institutionally-sponsored events, and a listing thereof, related to the advancement of social, cultural and political viewpoints. For example, there are often sessions exploring "white privilege" offered. There is no evidence of any sessions providing a critique of "white privilege."
- 5. The count and listing of instances of change in diversity and inclusive excellence language in definitions, policies, training documents, etc., to include intellectual diversity.
- 6. The number and listing by course, and department or college within the university, of courses that have been reviewed to determine the level of intellectual diversity and the findings of those reviews; along with the number and listing as above of courses that have incorporated the appropriate materials, lectures, and other coursework to ensure a diversity of viewpoints are presented and appropriately discussed. Also included would be the number and listing of reviews of new courses as well as new coursework and changes to course content, to ensure intellectual diversity.
- 7. Faculty and Student follow up survey results, as described in the first section of this letter, will provide a basis for metrics to measure areas of improvement and a basis for ongoing evaluation of progress.
- 8. Metrics to measure the number and type of any event or occurrence that that impeded diversity, freedom of association, or the free exchange of ideas could include:

Number and type of attempt to block a speaker

Number and type of investigations into student organizations based on their speech Number and type of disciplinary actions resulting from above incidents.

#### Additional Feedback

In preparation for this hearing, we have also reviewed the Diversity Reports recently provided by the Board of Regents. We are greatly concerned with the content of these reports that describe the intent to continue to pursue a political agenda through the Diversity (and Inclusion) Offices, the Diversity and Community Offices and other programs on campuses. According to Dr. Beran, these offices and programs exist to provide education on cultural diversity and a welcoming environment for "minority" students. However, a large portion of the activity and funding goes toward very specific politically motivated social justice programs. The budgeted expenses for Diversity Offices and related programming for FY 2019 is \$5.9 million with 31.1 FTE.

Policy authorizing this programming was not approved by the legislature and it is our belief that the taxpayers of South Dakota would not approve of this type of activity being funded with tax dollars. As such, the legislature will be closely monitoring the reform of these offices and programs and scrutinizing their expenditures.

Reforms should provide requirements that 1.) add conservative and intellectually diverse leadership to Diversity Offices and programs, 2.) shift from politically driven activity to education about cultural diversity and the benefits to all citizens of the orderly assimilation of people of other nations seeking better life in America, 3.) our heritage of welcoming people of other cultures who come here legally and follow the law and 4.) the enrichment provided by diverse peoples coming together in our nation and becoming one (E Pluribus Unum.)

It is our hope that the Diversity Offices and related programming will make the proper shift. However, if the current trend continues and Diversity Offices are not reformed to include recommendations in this and the other letters mentioned below, the legislature may be forced to explore options such as Tennessee has adopted that remove funding for these offices all together.

#### Conclusion

The legislative intent of HB 1087, An Act to Promote Free Speech and Intellectual Diversity at Certain University Campuses, and the corresponding statute, is to ensure that the pursuit of truth is foremost in students' education. To that end, the legislature has provided the information contained in this letter, and also concurs with letters and testimony submitted by The American College of Trustees and Alumni, The American Enterprise Institute, The Claremont Institute, The Heterodox Academy, James G. Martin Center for Academic Renewal, and The National Association of Scholars.

#### Sincerely,

Representative Sue Peterson

Steven Haugaard, Speaker

Lee Qualm, House Maj. Leader

Senator Jim Stalzer

Brock Greenfield, Pres. Pro-Tem

Kris Langer, Senate Maj. Leader

Senator Ryan Maher



### **SOUTH DAKOTA STATE UNIVERSITY**

### Students' Association

To: South Dakota Board of Regents

From: Allyson Monson Corey Berscheit

Students' Association President Students' Association Vice President

South Dakota State University

South Dakota State University

Date: Wednesday, June 12, 2019

Re: Intellectual Diversity Hearing

South Dakota Board of Regents,

First, we would like to begin by thanking you for the opportunity to testify. This invitation demonstrates the Board's commitment to hearing the students' voices in all matters of higher education in our state.

We are testifying on behalf of more than 12,000 students of South Dakota State University. Our goal today is to bring their voices forward and aid in the Board's responsibility to prepare an annual report that "(1) Sets forth all the actions taken by each institution to promote and ensure intellectual diversity and free exchange of ideas; and (2) Describes any events or occurrences that impeded intellectual diversity and free exchange of ideas." To do this, Corey and I will first outline the reporting process South Dakota State University currently has for students to utilize in the case of any violations of intellectual diversity and showcase the free exchange of ideas we have seen this last year.

Currently, there are many avenues for students to report concerns related to intellectual diversity, including the Title IX office and Ombudsperson office. Contact information for both of these offices is easily accessible through our university website at SDState.edu. Contact information and procedures are outlined for students on the site's Concerns and Complaints page so they can connect with the correct office according to their concern. Every student also holds the right to report to any administrator concerning intellectual diversity. If students wish to remain anonymous, SDSU utilizes Lighthouse Reports as another method of reporting. This reporting mechanism has been our main focus in matters of intellectual diversity. Lighthouse Reports can be utilized through a toll-free hotline or an online form, both of which allow for anonymous submissions. Finally, our own student government, the SDSU Students' Association, provides a free legal aid to all SDSU students. Our legal aid can provide legal insight and advise in all legal practices including intellectual diversity. She is available weekly for appointments in person and by phone.

The free exchange of ideas on SDSU's campus is apparent when spending even a few days on campus. Walk through Main Street of our Student Union during the academic year and you will see dozens of student groups promoting their ideas and programs. These groups range widely in programmatic interests, political ideologies, religious backgrounds, and overall beliefs. But the reach and breadth of ideas goes farther than our student organizations. Our invited guest speakers and performers also provide a broad range of ideological diversity. Take, for example, April 15th of this year: SDSU's Turning Point USA chapter hosted Cabot Phillips, a conservative political activist and television personality known for his publication CampusReform.org, who delivered a speech entitled "Liberal Privilege on Campus." That same day, historian, author, and political commentator Doris Kearns Goodwin joined our campus for the Daschle Dialogues. In just one day, two speakers from two different ideologies visited SDSU, giving tremendous points of view from different perspectives to our students. Of course, this is just one day at State. There are countless other examples of how our university allows for a breadth of ideas to be freely shared.

We thank you once more for being invited to testify. If you have any further questions concerning the reporting process or intellectual diversity efforts at SDSU, please do not hesitate to contact myself at <a href="mailto:SDSU.SAPresident@sdstate.edu">SDSU.SAVicePresident@sdstate.edu</a> or Corey at <a href="mailto:SDSU.SAVicePresident@sdstate.edu">SDSU.SAVicePresident@sdstate.edu</a>.

Best.

9 7000

Allyson Monson
South Dakota State University
Students' Association President

way bowenit

Corey Berscheit South Dakota State University Students' Association Vice President From: Scyller Borglum
To: Weisgram, Molly
Subject: Letter for meeting

**Date:** Tuesday, June 18, 2019 9:12:01 AM

Good morning, Molly,

Good morning gentlemen and members of the Board of Regents, I wanted to submit my thoughts about the funding of the cultural and diversity offices for regental universities. While I understand the need and commitment to maintain an efficient bottom line, this decision would be short term savings with long-term consequences. The cultural and diversity offices on campus expose South Dakota students to a variety of people and opportunities outside of our great state. Not only that, but employers who can offer our students tremendous opportunities require that graduates have exposure to an understanding of different cultures. If we eliminate these offices across the campuses we will lose potential employers as we have seen with SD Mines losing Shell and Dow chemical. A broader concern would be the potential loss of accreditation for our universities as was seen with USD and SDSU. We want our students to enjoy a long-term investment in their degrees and diplomas. Let's look for other ways to positively affect the bottom line. Thank you, Representative Borglum

--

#### Rep. Scyller J. Borglum, Ph.D.

SD House District 32 605-519-0500 BorglumSD@gmail.com Scyller.Borglum@SDLegislature.gov http://studyhabits.net



#### -STATE OF SOUTH DAKOTA-

## OFFICE OF THE GOVERNOR

KRISTI L. NOEM | GOVERNOR

June 18, 2019

South Dakota Board of Regents 306 East Capitol Avenue, Suite 200 Pierre, SD 57501-2545

President Schieffer, Dr. Beran, and Board Members:

Thank you for gathering public comment and hosting a public hearing as the Board of Regents develops its strategy to implement the requirements of 2019's House Bill 1087.

I stand by my comments from this winter when the bill was discussed in legislative session. Students on our university campuses should learn about competing ideas and perspectives, not be limited to narrow viewpoints on influential topics from our history or in current events. They should be challenged to leave their comfort zones to gain insights on others' views and experiences. We should teach how to debate based on fact and readily facilitate discussions that include opposing, yet reasoned ideas. Every student and university employee deserves the benefit of rich conversations and resonant experiences through their campus involvement.

Our country is divided at a time when we need one another's support and respect. Through our education systems, we must teach our students to work together to solve problems and to think independently. Every student must have the opportunity to do so ethically and civilly, without fear of repercussion or discrimination. If we fail to do this, we fail to prepare our next generation to live, to work, and to lead in our globally connected, highly complex society.

The work before you is a high priority and one of historic importance in our country. I call on the Board of Regents to consider this new law carefully and respond to its intent fully. I look forward to your report by December 1<sup>st</sup>, including any impediments to progress in this work, and the actions you've taken to promote intellectual diversity on our university campuses.

Sincerely,

Kristi Noem

KN:mn



To: South Dakota Board of Regents

c/o Molly Weisgram

From: Carson Zubke

Student Body President University of South Dakota

Date: Wednesday, June 26<sup>th</sup>

Re: Comments on Annual BOR Reporting Standards Pursuant to HB 1087

Good morning, my name is Carson Zubke and I am a first-generation student at the University of South Dakota (USD) beginning my junior year studying Health Services Administration and Accounting. I serve in a variety of leadership positions on campus, most proudly as USD's student body president. I would like to thank the Board of Regents (BOR) and staff for your commitment to writing holistic policy and for your consideration of student testimony.

What is discussed at this hearing today will affect the lives of more than 35,000 students across the state along with a wide range of leaders in higher education. The South Dakota Student Federation has seen continued discussion around the concept of intellectual diversity and how it plays out on our campuses. At our meeting earlier this month, the board discussed new reporting requirements detailed in HB 1087 with Dr. Beran, Executive Director of the BOR. I am here to testify on behalf of more than 10,000 students enrolled at the University of South Dakota and hope I can help set the baseline for the current state of intellectual diversity on our campus.

As the flagship University in the state of South Dakota and our state's single public institution of higher education rooted in the liberal arts, it is our duty to provide a robust and well-rounded academic experience. We are committed to developing students into successful professionals and lifelong learners. My responsibility as student body president is to enhance the college experience. This is achieved by funding over 75 student organizations using more than \$315,000 through an annual budget process with an additional \$10,000 for one-time appropriations. A number of community partnerships and programming initiatives encourage students to explore different ideological and political perspectives. USD SGA also provides free legal aid services for students where the firm hosts office hours on campus, at the local Clay County courthouse, and is almost



always available by phone or email.

USD Student Government Association is a proud sponsor of student organizations and is committed to advocating for resources needed to bring a wide variety of ideas to campus and allow the free exchange of ideas. I would like to share an instance that happened this spring in the Muenster University Center (MUC), the central hub for student life on campus. In April a student group hosted Charlie Kirk, founder of Turning Point USA, an American non-profit conservative organization. In congruence with this event, the Center for Diversity and Community hosted the first Lavender Graduation less than 100 feet down the hall to celebrate graduating students and allies of the LGBTQ community. Students who attended either event will tell you the events went smoothly and provided a positive experience. However, this was not a one-time occurrence, only the most profound example in my mind. Almost any day of the week, you will find student organizations promoting their ideas and beliefs in the halls of the MUC.

Last fall SGA invited senators and representatives from the 6<sup>th</sup>, 13<sup>th</sup>, 16<sup>th</sup>, 17<sup>th</sup>, and 18<sup>th</sup> legislative districts of South Dakota to speak with our student senate during our weekly livestreamed meeting. These districts are assigned by the Student Federation to each of the regental universities in an effort to bridge communication between student bodies and legislators. Of the 15 invitations sent, 4 were honored. It is important to recognize that personal communication is an effective way of gauging campus cultures and attitudes. In a time where more of our lives are technologically focused, students are placing a higher value on personal or, at least, personalized communications. Survey administrators will often tell you that fewer students are participating in surveys on campus. In one case at USD, survey participation fell by ~10% the year we transitioned from paper forms to an online platform and the same survey has consistently decreased by ~5% participation each year following. In another case, 35% fewer students have completed the survey in only the last 4 years with the current year still open for responses. Surveys which have seen the slightest decreases are those that, historically, have had the lowest overall participation rates.

Promoting intellectual diversity is a mutually agreeable value. Student organizational funding allows student groups to host events that expose others to different perspectives. USD SGA would be willing to provide information regarding measures in place to ensure an unbiased and fair budgeting process. Schedules of major events may be found on the USD academic calendar. It



may be helpful to see information regarding annual legal aid case volume and visit types to gauge if students are experiencing violations of their freedom to expression which is not reported directly to University administration. Due to the nuanced nature of the topic, it is best to actively collaborate with institutions and their student body's regarding the current campus climate and to assess reporting standards if anything is brought to attention. It is important to remember that these issues must first be brought to light to be resolved.

On behalf of over 10,000 students enrolled at the University of South Dakota, thank you for the opportunity to testify. We are happy to answer questions as they arise at <u>SGA@coyotes.usd.edu</u>.

Best always,

Carson D. Zubke Student Body President University of South Dakota South Dakota Board of Regents,

Thank you for holding this hearing for us all to gain perspective on the concept of intellectual diversity. This conversation has the potential to impact the future landscape of higher education in South Dakota, in addition to the lives of over 35,000 current students enrolled at South Dakota regental institutions, as well as hundreds of thousands of alumni from the public universities across the state. The outcome of these discussions will serve as precedent to surrounding states in the pursuit of freedom of expression on college campuses.

Intellectual diversity is a respectable value and is critical to a fully functioning democracy. This letter is written on behalf of the undersigned individuals, past and present students of the University of South Dakota (USD), as a testament to our support of diversity offices at USD and their role in exposing students to different ideological and political perspectives, a goal congruent with the objective of HB 1087. Recent calls for the dismantling of diversity offices in the regental system will only serve to negatively impact the success of our students, and in turn, our state economy. Legislators cite concerns regarding Native American student graduation rates, and incorrectly present these concerns as a warranted argument for removing diversity offices. In posing this argument, the legislators are attempting to pit the success of one marginalized group against that of many additional campus populations served by diversity programming. Simply put, singling out Native American success rates is not only unfair, but is unrelated to the context of the original bill and this hearing. Further, Native Student success is far more dependent on factors such as affordability and access to resources on campus - factors that could be supported through initiatives like the Dakota's Promise needs-based fund that was defeated in the House last year 34-32. The removal of diversity offices, in conjunction

with the training, programming, and support they provide to students enrolled at our public institutions (including Native Student populations), is counterintuitive to the very ideal HB 1087 claims to pursue.

Additionally troubling is the legislature's apparent disregard for the undeniable presence and valuable role of diversity in the modern workforce. Employers in South Dakota and throughout the nation are seeking graduates who have the capacity to thrive within an increasingly diverse professional environment. Businesses are relying on our institutions to invest in the growth of their future employees. Denying students the opportunity to explore cultural *and* intellectual diversity, particularly in an area of the country where such opportunities are exceedingly rare, is to deny productive collaboration and the exposure to new ideas as a complement to one's academic pursuits - an opportunity that many South Dakota students simply would not otherwise enjoy. If we desire our graduates to be competitive in the workforce, we must support, rather than stifle, the sort of innovation, education, and exchange of meaningful dialogue promoted by diversity programming.

On behalf of the sixty-one signatories below, we urge this conversation to continue with the mutual understanding that intellectual diversity truly represents all perspectives. The continued support of diversity offices at South Dakota regental institutions further affirms the commitment to providing an encompassing and immersive educational experience.

#### Best regards,

Chesney Garnos Malachi Peterson Kayla Garett Maddie Butterfield Teagan McNary Erik Muckey Macy Halverson **Brett Ries** Amanda Quenemoen Amber Hulse Logan Johnson Abuk Jiel **Brent Olinger** Hannah Booth Gabriela Revolorio Sadie Swier Jacob Holmberg Michelle Novak

Libby Bullerdick Alissa Matt Madison Green Saeed Dabbour Isaac Armstead David Doss Elijah Reed Reggie Crawford Phillip Powell Kai Henry Blessed Vargas Morgan Matzen Mikaela Fischer Renee Gallagher Chris Skunk Sophia Lima
Roma Trivedi
Joe Vito Moubry
Ingrid Cho
Carson Zubke
Layani Makwinja
Mike Johnson
Michael Fredrick
Devalon Whitcomb
Karai Allen
Edmond Roberts
Megan Bartels
Iyankawin YellowHawk
Riley Paulson

Naivetya Patle Josh Sorbe Hailey Freidel Marcus Destin Katie Brust Carter Hoffer Jordan Somerville Korey Kilgore Darion Bolden Randy Baker Anna Andrews Joel Kaskinen Jamarian Davis Will Armstead From: <u>Carl Perry</u>
To: <u>Weisgram, Molly</u>

Cc: Al Novstrup; Drew Dennert; Peter Wood; sue.peterson@sdlegislature.gov

Subject: Invitation to Participate - June 26 Intellectual Diversity in Higher Education Hearing

**Date:** Wednesday, June 19, 2019 10:09:27 PM

#### Molly & Dr. Paul Beran,

I will not be able to attend the June 26 th Intellectual Diversity in Higher Education Hearing.

Here are some late remarks for your review. We worked on advancing free speech and intellectual

diversity in South Dakota's public universities. I along with many legislators voted March to enact HB 1087.

I communicated in writing with Peter Wood, the President of the National Association of Scholars (NAS),

3,000 scholars and citizens committed to intellectual freedom, impartial research on vital topics, and excellence

in higher education. NAS's Director of Research, David Randall, will testify in favor of these recommendations.

As elected representatives we see the need to keep pressing for intellectual diversity on campus, to make sure

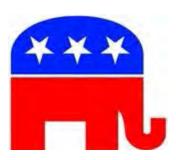
that the law gets traction and be put into practice. Simply, Universities' campus culture should foster intellectual

diversity and minimize regulations that reduce higher education issues with intellectual diversity.

#### Sorry this is late!

Carl Perry House of Representatives District 3 2722 Railroad Circle Aberdeen, SD 57401

Home: 605-262-0113 cperry91@abe.midco.net





The Dow Chemical Company 2301 N. Brazosport Blvd. Freeport, Texas 77541

June 19, 2019

To South Dakota Board of Regents,

Dow has been a successful company for over 120 years. However, in order for that success to continue at an acceptable pace, the company recognizes the need to enhance the diversity of its employee base. Quite frankly, it is the only way any company can continue to meet the needs of an ever-changing society. Simply put, diversity is an imperative at Dow.

For over 50 years Dow enjoyed a fruitful relationship with the South Dakota School of Mines and Technology. During that time, Dow successfully recruited and on-boarded hundreds of graduates into its ranks. A study conducted five years ago concluded that out of all the universities where Dow recruits for manufacturing engineers, SDSM&T was the fourth most successful. This study considered such things as job offer acceptance rate, retention, career success and diversity. SDSM&T would have been the number one school if the diversity scores were on par with competing schools. The success of its graduates was the reason why Dow continued to recruit at SDSM&T despite the low diversity numbers.

That all changed in 2017. Dow recognized that it needed to make a step change in how it approached diversity. That meant revisiting the recruiting process, increasing recruiting efforts at schools that offered a more diverse student body and no longer recruiting at low diversity universities. This resulted in SDSM&T being dropped from the list of schools where Dow recruits. This was extremely disappointing to all of the alumni employed by Dow. Although we continue to fight valiantly for keeping SDSM&T within Dow's recruiting mix, it has become clear that unless SDSM&T shows tangible improvements in graduate diversity, the half century plus relationship between Dow and SDSM&T is finished.

I encourage the Board Regents to do what is necessary to make a step change within the diversity population of South Dakota's universities. Doing so will be positive for the universities, the state of South Dakota and the companies, like Dow, who, in the past, have profited from graduates of these institutions.

DA WW

Rich Wells

Vice President Operations USGC Site Director Texas Operations SDSM&T Class of 1982



June 24, 2019

Dr. Paul Beran SD Board of Regen's 306 E Capitol Aven le #200 Pierre, SD 57501

Dear Dr. Beran:

The business comm unity of South Dakota looks to the universities and the technical institutes of the state to train and prepare a future workforce with the specific skills, the ability for critical thinking, problem solving and, perhaps most essentially, the aptitude to be fully engaged citizens in their communitie.

The South Dakota Chamber of Commerce observed but did not participate in the discussions regarding free expression of ideas and diversity of speech on Regent campuses during the 2019 legislative session. The concept of diversity has many components which complicate the task of creating a meaningful matrix for a discussion that has a common set of references.

As a first step, the South Dakota Chamber of Commerce and Industry will highlight two variables for discussing diversity: cultural diversity and political/philosophical diversity.

The world is a very liverse system and South Dakota has become increasingly diverse in its citizenship makeup and in its global trade. Today the population of the state is estimated to be

- 84% white
- 9% Native American
- 4% Hispanic Latino
- 2% black/Af ican American

A century ago, the 1920 census showed South Dakota as

- 98% white
- 2% Native A merican
- 0.1% black, African American (or as it was phrased at the time negro)
- Latino or As an races weren't even measured as separate races in South Dakota

Today, South Dakot i businesses export products and services to more than 100 countries and import from all over the world. It is essential that business leaders and citizens of South Dakota understand other cultures and beliefs in order to be successful at business here at home.

America is still a young country but one that has achieved astonishing growth and success in that PO Box 190 • 222 E. Capitol, Ste 15 short time. This experiment of representative democracy and open dialog

Pierre, South Dakota 57501-0190 PH. 605.224.6161 • 1.800.742.8112

with all voices being heard in the public square where ideas can be debated without recrimination has been important to the strength of the United States being a world leader.

Businesses in this e wironment need leaders that can think about many different concepts, understand that soli tions may come from ideas that seem foreign initially or may be extensions of traditional thoughts. It is an expectation of the university system in particular and other systems of education that students are encouraged to consider a wide range of ideas.

The strongest leade's for both communities and business will be individuals that appreciate this country's past successes, learn from its failures, have been taught about diverse ideas from throughout the world and have the capacity to relate to and learn from all of those experiences.

Respectfully,

David Owen President

Paid Oliver

#### SOUTH DAKOTA BOARD OF REGENTS

#### **FY21 Informal Budget Hearings**

AGENDA ITEM: 4 DATE: June 26-27, 2019

\*

#### **SUBJECT**

**FY21 Institutional and System 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 highest budget priorities. The presentations will be followed by the system priorities and a round table discussion.

#### IMPACT AND RECOMMENDATIONS

Time has been set aside at the end of the hearings for a round table discussion of the budget priorities presented by the campuses and special schools. This will give the Board an opportunity to discuss priorities and give direction on the development of the proposal for the FY21 budget request that will be approved at the August Board meeting.

FY21 Informal Budget Hearings	Wednesday, June 26, 2019
Introductions	2:45 – 3:00 pm
SDSU/CES/AES	3:00 – 3:15 pm
USD/Law School/SSOM	3:15 – 3:30 pm
SDSBVI & SDSD	3:30 – 3:40 pm
SDSM&T	3:40 – 3:50 pm
DSU	3:50 – 4:00 pm
NSU	4:00 – 4:10 pm
BHSU	4:10 – 4:20 pm
System Priorities	4:20 – 4:30 pm
Round Table Discussion	4:30 – 5:00 pm

#### **ATTACHMENTS**

Attachment I – FY21 Institution Informal Budget Briefing Attachment II – FY21 Institution Budget Priorities Summary

\*



# SOUTH DAKOTA STATE UNIVERSITY

# FY21 Informal Budget Request Narrative

South Dakota State University South Dakota Board of Regents June 10, 2019

The submission for the FY21 Informal Budget discussion includes priorities in the areas of research, workforce development, student success, as well as SDSU Extension.

**2,400,000** 15.0 FTE

#### RESEARCH DEVELOPMENT AND WORKFORCE DEVELOPMENT | PRIORITY #1

Base General Funds

One-time funds \$ 20,000,000

#### **BIOPROCESSING: 'THE NEXT BIG THING'**

#### Two universities, one approach

South Dakota State University, in collaboration with South Dakota School of Mines and Technology, requests \$2.4 million in base funds and \$20 million in one-time construction costs for South Dakota's "Next Big Thing." This idea incorporates bioprocessing faculty and research staff and a pilot plant that builds on a leadership position in biosciences. It also connects private partners with universities and students involved in the research function, links South Dakota leadership in high-yield precision farming to the state's commodity value chain, and creates new markets for agricultural commodities and their co-products.

This proposal requests 15 faculty and staff positions in related disciplines — 10 at SDSU and 5 at Mines. These new positions complement existing knowledge and create more capacity for research, development, and teaching along the commodity-manufactured product value chain.

The following sections describe an initiative kindled by state investment and fed by industry involvement that creates valuable products from agricultural commodities, optimizes the state's production of commodities, lessens environmental impacts and adds

private-sector jobs for residents and out-of-state students graduating from public universities.



Trains cross South Dakota every day, moving raw materials and finished products to in-state locations, national hubs and international markets. Trains become more efficient and cost-friendly when they run with additional cars linked in series. This bioprocessing initiative builds a stronger track and links more cars to South Dakota's economic train by developing new applications for agricultural resources, by utilizing those new applications to create new products that meet industry needs and by recruiting and retaining the talent needed to staff this promising industry.

#### **Bioprocessing foundation**

Bioprocessing, defined by Science magazine, is a field that includes methods and actions that use living cells or components to create a new product. Dozens of everyday products come from bioprocessing functions. Ethanol-enchanced gasoline is a fitting example.

South Dakota boasts competencies and market strengths that support a deeper foray into bioprocessing. This foundation includes ethanol research in the 1970s, the state's first ethanol plant in the late 1980s and new research into other markets for co-products such as distillers grains. Novita Nutrition and Prairie Aquatech — South Dakota startups built on bioprocessing principles — have converted corn and soybean co-products, respectively, into high-value nutritional products.

The South Dakota Corn Utilization Council has been a promoter of bioprocessing since its advocacy work for E-85 fuels 30 years ago. It has incentivized processors and retailers to develop and distribute new products from corn. The South Dakota Soybean Research and Promotion Council champions biodiesel as an alternative fuel in the transportation and utilities sectors.

Additionally, SDSU has been a regional center for the federal Sun Grant Initiative, authorized in the U.S. Farm Bills, starting in 2002. Sun Grant researchers are the national experts in bio-based energy technologies from farm chain to the consumer, diversifying energy security, working in agricultural communities, promoting environmentally responsible practices, and enabling further research between land-grant universities and federal agencies.





University research broadly supports bioprocessing innovations. For years SDSU researchers have looked at ways to transform plant-based material into fuels; recent advances have created aquaculture feed from soybeans. Similarly, Mines' research themes focus on sustainable environmental systems, clean energy sources, and bioconversion of materials into inputs for advanced manufacturing. The next generation of bioprocessing, while led by faculty and staff in Brookings and Rapid City under this proposal, will incorporate current practices from across the state and rely on contributions from producers, industry representatives, and manufacturers in every corner of South Dakota.

#### Bioprocessing and advanced manufacturing

South Dakota farmers produce \$4.6 billion in corn and soybean commodities, according to the U.S. Department of Agriculture's National Agricultural Statistics Service. Today, 15 processing plants provide more than 1 billion gallons of ethanol annually for domestic and international markets. Soybean oils are shipped by rail and ground transportation to customers in multiple sectors, and soybean coproducts are incorporated into feed plans for dairy cows, beef cattle, swine, and sheep.

South Dakotans are among the nation's leading adopters of sophisticated, high-yield precision agriculture techniques, optimizing outputs each growing season. Thanks to their efforts, approximately 20% of the state's gross product comes directly from agriculture. The state ranks sixth nationally in corn production, seventh in soybean production and seventh in wheat production.

Researchers have succeeded in using these grains a second time in the manufacturing process. South Dakota corn has been turned into ethanol for more than 30 years. The initial corn seed has value for farmers who grow the variety and the companies that sell it. Some of that corn is sold to ethanol processors and turned eventually into a liquid fuel. Dry distillers grains, a co-product of that process, has been turned into a protein meal for livestock, adding value to that industry and for end consumers.

Advanced manufacturing refers to specific outputs (or products) that are engineered and created using specialty inputs. Raven Industries, 3M and Falcon Plastics use resin products derived from petroleum-based oils. What if scientists, building from existing knowledge, can test and create new resins from corn or soybean oils that meet the needs of these large, international companies and have the qualities that make them biodegradable in two to five years within landfills? How does that change South Dakota?

The figurative economic train runs on two parallel tracks, just like today's visible rail lines. Precision agriculture, new technologies, and the state's farmers create one rail; the demand for new products generated through bioprocessing and advanced manufacturing becomes the second rail. South Dakota's economy is the train, and these new products are the additions to the value chain, linked like rail cars behind the engine that drives today's economy.

A manufacturing process described earlier connects corn to ethanol and livestock markets. Bioprocessing holds the promise to harvest more value from the kernel. Novita Nutrition, another South Dakota company, extracts the remaining oil from the dry distillers grain left from the ethanol process. The meal and oil co-products have additional nutrition value for the unique needs of individual animal industries.

The oil extracted in the extra step, however, can also become a new material available in the advanced manufacturing world. Through bioprocessing methods, these oils, derived from natural products, can be transformed into the resins and pellets needed by companies whose products depend on specialty compounds for advanced manufacturing with plastics. And because these resins and pellets start from grains, the manufactured products break down in landfills over the course of several months, not several generations.

Genomics, according to the National Institutes of Health, is the study of all genes (human or other living organism) and how those genes interact with each other and the environment. Genomics research allows scientists to map the genetic blueprints of organisms. It is possible to develop corn or soybean varieties, based on these findings, that yield the exact fatty acid profile for oils that meet specifications for the state's advanced manufacturers and their crucial inputs.

The hurdle today is that scientists have no facility and no readily available infrastructure to test these new discoveries and to scale them up from the lab in partnership with private industry. This initiative removes that obstacle. This one-time investment for a pilot plant and ongoing funding for new faculty can make bioprocessing and advanced manufacturing a South Dakota strength.

#### **Returns on investment**

The "Next Big Thing" in South Dakota starts from a position of strength — the state's agricultural and manufacturing sectors. It becomes a longer and stronger economic train by linking additional cars that include scientists and their discoveries, manufacturers and their processes, farmers and their crops, new products derived from collaborative work and suitable space to test that work.

SDSU and Mines request a one-time \$20 million investment toward a transformational bioprocessing pilot facility located strategically in the Research Park at SDSU to provide private partners the opportunities to work with students and faculty, and ongoing funds of \$2.4 million for operations and new expertise for research and teaching capacity.

The short-term returns on investment start with the infrastructure in place to build a bioprocessing and advanced manufacturing environment — or one side of the rail lines. The initial funds will generate research grants from federal and private sources. South Dakota Board of Regents' data show that university-affiliated research centers attract \$6.71 in grants and contracts for every dollar of state investment over the past 14 years. The research centers across the system have created 208 jobs during that time.

That data compares favorably to results from other states. Florida's public universities in 2016 generated \$7.64 in additional funding for every state dollar invested in research, according to the Orlando Sentinel. Penn State in 2018 reported \$662.5 million in research funding, helped by \$72 million in state funding — or \$9.17 from federal and private sources for every dollar from the state.

The longer-term returns include lasting economic benefits — jobs, infrastructure, tax receipts, and turnover dollars. Bioprocessing fits a sustainable and environmentally conscious lifestyle that allows South Dakota's leaders to protect crucial natural resources.



#### WORKFORCE DEVELOPMENT | PRIORITY #2

One-time funds \$275,000

## RURAL VETERINARY MEDICAL EDUCATION: A COLLABORATIVE PROGRAM WITH THE UNIVERSITY OF MINNESOTA

In December 2018, the SDBOR approved the agreement between SDSU and the University of Minnesota for a collaborative Rural Veterinary Medical Education program. A phased-in redirection of the tax revenues from the sale of animal endoparasiticides and ectoparasiticides was authorized in 2019 through the legislative process (SB43). This satisfied the funding requirement needed to sustain the new rural veterinary medical education program in the long term.

This request is for one-time funding needed in year two of a three-year transition period to bring the program online, after which the program will be fully funded by the redirected tax revenues as well as tuition generation.

This funding request for \$275,000 would be used to cover the salaries and benefits for a full-time director (\$143,529), a full-time administrative support position (\$84,671), and operating expenses (\$46,800) for supplies and other necessary expenditures.

This program will have many positive impacts. It will help address a shortage of veterinarians, will create additional opportunities for South Dakota students to pursue veterinary careers, will support a growing agriculture industry in the region and will address the concern of student debt in veterinary education.

Funds are requested to develop the capacity of the South Dakota State University Department of Veterinary and Biomedical Sciences to deliver the first two years of coursework toward a doctor of veterinary medicine degree program. Students will complete their third and fourth years of coursework at the University of Minnesota College of Veterinary Medicine in St. Paul, with the degrees conferred by the University of Minnesota. Cohorts of 20 students per year are projected.

Food animal veterinarians are a critical component to an adequate food supply and continued economic growth in animal agriculture in South Dakota and the United States. Over the past several years, all segments of the food animal industry have grown in South Dakota, including the beef, dairy, swine, and poultry sectors. This trend is predicted to continue, and the South Dakota Department of Agriculture is proactively recruiting animal agriculture to the state. Adequate availability of veterinary services is pivotal to maintaining animal and public health. South Dakota has critical economic interest in ensuring a supply of highly skilled veterinary expertise with a local knowledge base.

SDSU has the capacity to leverage its position as a leading educator of students in the agricultural sciences to help fulfill South Dakota's food animal veterinary professional workforce needs. By partnering with the University of Minnesota, SDSU will provide the first two years of veterinary education with the final two years of education delivered at Minnesota, also called a 2+2 veterinary program.



#### STUDENT SUCCESS | Priority #3

Base General Funds \$ 254,682 2.5 FTE

One-time Funds \$500,000

#### TEACHING AND LEARNING STEM INNOVATION LAB

#### What is the Goal?

South Dakota State University is partnering with local K-12 school districts and industry leaders to transform the K-16 learning system through implementing a model of teacher education and teacher professional development that better prepares students for career, college and life readiness.

The Teaching and Learning STEM Innovation Lab represents a project between SDSU, the Brookings Economic Development Corporation, several industry partners, the Brookings and surrounding area school districts, and community members. The Teaching and Learning STEM Innovation Lab will provide a space to experiment with new models of preservice and in-service teacher development that involve integrated, problem-based learning, hybrid instruction and inquiry learning in conjunction with community members and industry partners.

The Teaching and Learning STEM Innovation Lab is not intended to be a school but rather a research and design hub that empowers groups to work together creatively finding new ways to provide all students access to rigorous and relevant education for rural communities and industries, while modeling for new and existing teacher delivery systems that engage students. The local school district will continue to offer all high school credits that may be earned through courses taught in the lab.

Education does not occur in isolation. It is a dynamic system that



#### **Innovation Lab Concept**

both influences and is influenced by the many contexts in which it occurs. Regardless of where we take a snapshot in the system, it is easy to see the reciprocal influence that elements have on one another. For example, when universities prepare strong and innovative teacher education graduates, these future teachers successfully prepare the next generation of students who want to become teachers or engineers or health-care providers. Viewed from another angle, if high schools can prepare their graduates for success at the postsecondary level, schools and colleges can simply help advance this development to further prepare these students for success in the workforce. Unfortunately, current statistics indicate upward of 30% of freshmen in South Dakota institutions of higher education require remediation in mathematics and/or English. This is where higher education and K-12 can work together to disrupt this trend. It should also be noted that regardless of what occurs at the secondary or postsecondary levels, schools exist in communities and students live in families, all of which contribute in myriad ways to the education students receive. Industry is already impacting the education system based on workforce needs and market demand. By including industry, we can better prepare high school and college/

The Innovation Lab will implement systemwide change through a new model of teacher education, professional development, and student learning that reflects the first of its kind in the United States.

tech school graduates to be successful and contributing members of the workforce and their communities. In other words, we are

#### Inquiry- and Problem-based Learning

collaborating to help develop life readiness.

Well-prepared STEM teachers having both deep content knowledge and pedagogical skill mastery are a critical factor in improving student performance in the STEM disciplines. One method of teaching STEM that promotes curiosity, empowers teachers, and addresses the unique learning styles and backgrounds of individual students is that of Inquiry-based Learning. Inquiry Learning allows teachers to address state and national standards and student learning outcomes, but to do so in a way that speaks to the innate learning styles and curiosity of children and adolescents. Inquiry, combined with Problem-based Learning, promotes a system of "ecological education" wherein students learn through doing and through solving problems relevant to their communities. For example, students in farming communities might study problems and solutions related to weather, drought and sustainability. Students in more urban areas might study problems related to affordable housing. Regardless of scenario, grade level appropriate learning objectives

are achieved at mastery through applying the scientific method of inquiry to relevant and rigorous problems. Industry and community partners supply real-world problems and engage with students through internship and mentoring relationships and help provide authentic assessment of learning.

A hallmark of inquiry- and problem-based learning is integration. Mathematics, science, biology, and engineering, as well as English and art, can all be learned through studying and integrating pertinent issues. While we tend to teach subjects in discrete time periods and train our teacher education students to follow suit, it is rarely the case that math skills are used independently of science skills, and language arts skills are critical to conveying and communicating information, regardless of the problem at hand. An integrated approach to teaching based on inquiry- and problem-based learning encourages teachers to use their creative skills, engages students in critical problem-solving, and involves the community. While this is the wave of the present, not the future, and many teachers crave this kind of teaching opportunity, it can be daunting without pre-service training and ongoing professional development and support.

#### **Teacher Preparation and Professional Development**

In the Innovation Lab, teacher education students will have the opportunity to practice inquiry- and problem-based learning alongside professional teachers who will be mentoring teacher candidates and gaining professional development training in these methods. The lab will provide a hub for the 18 content areas across the university in which secondary education students are certified and will facilitate direct collaboration between teacher education faculty, content faculty, and K-12 teachers.

Teacher education students will learn how to develop learning environments that apply communication, critical thinking, and problem-solving skills, and integrate and teach core subjects such as math, science, and English through studying industry-provided problems. Certified educators will co-teach with education students and mentor them in pedagogy and classroom management while simultaneously immersing themselves in learning and teaching through inquiry and problem-based curricula. SDSU faculty will provide instruction in content areas and the methodology of Inquiry/Problem-based Learning [I/PBL].





The Innovation Lab will target systemic change at multiple levels.

- We can re-engage students (and teachers) using experiential, applied learning methods that require and enhance the 21st century skills of problem-solving, critical thinking, and communication.
- We can create instructional design and delivery systems that reach rural schools and communities and meet the needs of diverse learners in more urban areas.
- We can research, develop, and implement best practices to lead the way in addressing the ever-evolving challenges of our world.

#### Why is this Important to Higher Education and the State of South Dakota?

- STEM jobs are growing twice as fast as other jobs (over 10% year over year) and the vast majority of these jobs require some type of postsecondary education, and yet students are not prepared to succeed at the postsecondary level. (https://publicpolicy. wharton.upenn.edu/live/news/2188-building-americas-future-stem-education). This report calls for a "a holistic and multilateral approach at the K-12 level and at colleges and universities."
- In Brookings County alone, over 4,000 currently employed workers will reach retirement age in the next 10 years. Industry surveys and data procured from Economic Modeling Specialists International (EMSI) identify a looming, critical shortage of skilled and professional workers. Over 60% of Brookings County's replacement worker needs will require professional and skilled employees. Furthermore, as employers continue to implement alternate workforce solutions and technologies, greater demand will be created for employees with critical thinking, creative, problem-solving and innovation skills. Solving the workforce issues of our current employers, and accommodating new employers, is critical to South Dakota's economic sustainability.
- Much attention is currently focused on customized or personalized learning. The Bush Foundation named The Power and Possibility of Individualized Learning as its key education initiative. Districts throughout South Dakota (and across the nation) are experimenting with implementation of various customized learning initiatives, and some are partnering with industry to provide internships and apprentice experiences. What makes our proposal even more innovative is university involvement from preservice through professional development. We will target systemic change at multiple levels and will integrate both STEM and soft skills necessary for success in today's world. By incorporating this method into preservice training, we will graduate teacher candidates with experience and practice in implementing learning models of the future. By partnering with school districts and practicing teachers, we can provide ongoing professional development and education for teachers at all levels. And, by infusing our delivery with problem-based learning, we can truly be responsive to industry needs.

#### What is the Financial Structure of this Future Budget Item?

The budget request includes one-time funds for helping renovate an appropriate space for the Teaching and Learning STEM Innovation Lab, ongoing funds for clinical faculty who are trained and certified to instruct at the high school level and provide mentoring and supervision of college-level, teacher-education students, partial salary for a lab director, and funds to provide professional development summer institutes across the state for practicing teachers.

#### SDSU EXTENSION | RURAL PROSPERITY AND WORKFORCE DEVELOPMENT | PRIORITY #4

Base General Funds \$100,173 1.0 FTE

During the 2019 South Dakota Legislative Session, Governor Kristi Noem highlighted her intent to expand broadband access to rural sectors of South Dakota. This is a critical need to support workforce development and economic prosperity for the state's rural areas. While the installation of broadband technology infrastructure to rural places across South Dakota is one challenge, the ability to understand and strategically use the technology is another. To meet the latter challenge, SDSU aims for SDSU Extension to implement the *Extension Broadband and Rural Technology* program.

This outreach 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 two program components:

- Rural Online Initiative: Training modules that lead to a master remote work professional certificate. The certificate training will help individuals be more successful in three areas: remote employee, freelancer, and entrepreneur; and
- Digital Ambassadors: Youth/adult training to assist citizens in becoming more knowledgeable and comfortable in using technological programs.

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. (Emphasis added: https://www.usda.gov/sites/default/files/documents/rural-prosperity-report.pdf)

This base funding request includes salary for one field specialist who will develop and initiate the program with additional funds requested for development of the ROI certification component.



# ATTACHMENT I

# South Dakota State University FY21 Informal Budget Hearings Base and One-time Budget Priorities

	В	as	e Fundi	ng											
Description	Salaries		Benefits	Ĭ	Travel	ravel		Contractual Services		l Supplies		Capital Assets		Total	FTE
Bioprocessing: the 'Next Big Thing' (Agricultural Experiment Station)*	\$ 1,600,000	\$	400,000	\$	35,000	\$	165,000	\$ 1	100,000	\$ 1	.00,000	\$ 2,400,000	15.0		
Teaching and Learning Stem Innovation Lab															
Master's prepared clinical faculty	\$ 100,000	\$	35,000									\$ 135,000	2.0		
0.5 AY + Summer Salary for Innovation Lab Coordinator	\$ 41,619	\$	10,629									\$ 52,248	0.5		
3 cr. Teaching salary/benefits Education Faculty x 4 weeklong institutes	\$ 25,005											\$ 25,005			
3 cr. Teaching salary/benefits Discipline Area Faculty x 4 weeklong institutes	\$ 25,005											\$ 25,005			
Stipend for K12 teacher x 4 weeklong Academies	\$ 12,000											\$ 12,000			
Travel & Per Diem for offsite delivery x 3 instructors				\$	4,424							\$ 4,424			
Material and Supplies @\$250 x 4 Academies								\$	1,000			\$ 1,000			
Teaching and Learning Stem Innovation Lab Subtotal	\$ 203,629	\$	45,629	\$	4,424	\$	-	\$	1,000	\$	-	\$ 254,682	2.5		
Rural Technology Field Specialist (SDSU Extension)	\$ 65,000	\$	19,173	\$	3,500	\$	10,000	\$	-	\$	2,500	\$ 100,173	1.0		
Total Base Funding Request	\$ 1,868,629	\$	464,802	\$	42,924	\$	175,000	\$ 1	L01,000	\$ 1	.02,500	\$ 2,754,855	18.5		

One-Time Funding														
Description	:	Salaries	E	Benefits		Travel		ontractual Services	S	upplies	Capital Assets	Total	FTE	
Rural Veterinary Medical Education: A collaborative program with the University of Minnesota	\$	187,933	\$	40,267	\$	10,000	\$	10,000	\$	5,000	\$ 21,800	\$ 275,000	-	
Total One-Time Funding Request		\$187,933		\$40,267		\$10,000		\$10,000		\$5,000	\$21,800	\$275,000	0	0.0

<sup>\*</sup> Includes investment at SD School of Mines & Technology

# 14

# ATTACHMENT I

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

Capital Project Request	Funding sources								
Description	General	Federal	Private	Other (provide detail)		Total			
Bioprocessing: the 'Next Big Thing'	\$ 20,000,000					\$ 20,000,000			
Teaching and Learning Stem Innovation Lab	\$ 500,000					\$ 500,000			
Total Capital Project Funding Request	\$500,000	\$0	\$0	\$0		\$500,000			







UNIVERSITY OF SOUTH DAKOTA



Dakota's Promise can provide a gateway for students with financial need to access an education that can be transformational.
Dakota's Promise can fill the workforce need for advancing South Dakota's economic development initiatives.



# Dakota's Promise Scholarship Bridges Gap

The University of South Dakota's top priority is bridging the gap for South Dakota's students with financial need. The table below identifies needs-based aid programs of contiguous states in 2017–18:

State	Total Expenditures	Recipients	Expenditures per Recipient
lowa	\$50,589,944	11,605	\$4,359
Minnesota	\$185,542,507	81,023	\$2,290
Montana	\$400,232	0	\$0
Nebraska	\$16,889,748	12,928	\$1,306
North Dakota	\$11,063,299	6,586	\$1,680
South Dakota	\$225,382	301	\$749
Wyoming	\$0	0	\$0

Source: NASSGAP 48th Annual Survey, Table 10

The gap between the cost to attend and available federal aid and/or merit-based aid is growing. Currently, a South Dakota Opportunity Scholarshipeligible student with the highest financial need would have a gap of approximately \$4,400 between cost and financial aid. The University of South Dakota has been losing PELL eligible students. As the gap grows, enrollment has declined.

#### **Pell trends for USD**

Year	<b>Total Awarded</b>	<b>Total Recipients</b>
2016–2017	\$7,019,169	1,738
2015–2016	\$7,284,870	1,808
2014-2015	\$7,800,388	1,982
2013–2014	\$8,002,952	2,099
2012–2013	\$8,608,495	2,212

Source: Department of Education







# USD School of Law on the Rise

The University of South Dakota's School of Law has educated generations of South Dakota lawyers, among them 70 percent of the state's practicing bar. Graduates also include many of the leaders and innovators who sustain the region's legal and business infrastructure.

In FY19, South Dakota's legislature appropriated \$300,000 in ongoing state funding, which was matched by \$300,000 from USD, to support new technology, increase recruitment and career services efforts and strengthen USD's academic offerings to better serve its students and the state's workforce needs. These funds helped achieve tremendous results for the USD School of Law in FY19, including a:

- 30 percent increase in bar passage rate
- Record average LSAT score since 2010
- 22 percent increase in class size

The law school's future continues to look bright, with this year's incoming class surpassing last year's average LSAT score and average grade point average. For the second year in a row, the USD School of Law has offered 15 full-tuition scholarships to its most promising students, allowing it to successfully enroll high-achieving students who will serve as the backbone of South Dakota's future legal community.

In FY20, the law school will focus on its upcoming ABA accreditation site visit, with future priorities including development of endowed funds for scholarships, creation of an experiential classroom space, renovation of the law school building and exploration of new partnerships with Dakota State University in cyber law.

# Serving Rural South Dakota through Collaborative Health Sciences Practice

The USD School of Health Sciences requests \$10 million in one-time state funding to be combined with \$12 million in HEFF, private gifts and other funds for a 45,000 square-foot health sciences building on USD's campus in Vermillion.



Growing the healthcare workforce in rural South Dakota is a critical need that can only be accomplished by investing in the state's only interprofessional School of Health Sciences at the University of South Dakota.



USD's School of Health Sciences houses 11 of USD's fastest-growing majors. A new, integrated School of Health Sciences facility will educate future healthcare professionals in an interprofessional space and provide hands-on experiences in simulation, classroom and lab spaces that meet accreditation and regulatory standards. This, in turn, allows many programs to expand the class size to meet the workforce needs of South Dakota.

# **Meeting South Dakota's Needs**

Gov. Kristi Noem has identified investing in rural healthcare as one of her top priorities. As local healthcare providers focus on expanding access through a network of rural clinics and innovative telehealth technologies, South Dakota must focus on preparing qualified healthcare professionals who can take care of the physical and mental health needs of its citizens.





USD is an emerging leader in telehealth initiatives, including:

- Offering a telehealth course for addiction counseling and prevention as well as occupational therapy
- · Developing a teledentistry course for dental hygiene
- Spearheading a teleaudiology pilot program in nursing and communication sciences, in collaboration with the Department of Health Early Hearing Detection and Intervention program
- Piloting an Extension of Community Healthcare Outcomes (ECHO) program through grant funding to enhance professional development of the rural workforce using Zoom technology in collaboration with the University of New Mexico

Additionally, Gov. Noem's focus on mental health, particularly for South Dakota's Native American population, strongly aligns with USD's mission of serving the health needs of the public, especially those in rural, medically underserved and health care shortage areas.





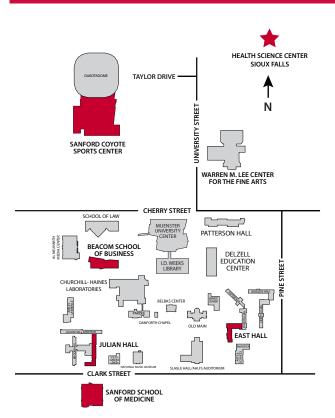


USD recognizes that the need for a qualified health and human services workforce in South Dakota is great—particularly in the fields of social work and mental health and in South Dakota's K–12 schools. USD is the only public university in South Dakota that offers bachelor's and master's degrees in social work, producing responsive, multitalented professionals who can address needs and emerging issues from individual services to policy to community development.

Additionally, a new School of Health Sciences building will also allow for growth in South Dakota's only dental hygiene program. The program is limited by space constraints, which requires each cohort to be limited to 32 students, though typically 65–75 qualified students apply each year. A 2015 report by the U.S. Department of Health and Human Services shows that South Dakota is projected to see a shortage of 43 FTE dental hygienists by 2025. By creating a contemporary space that accommodates more students, USD will be able to double enrollment in dental hygiene classes, thereby meeting the health needs of South Dakotans.

USD is uniquely positioned to expand its ability to supply a highly qualified health and human services workforce for local healthcare employers and services in South Dakota. A new building will support anticipated growth in demand for a health care workforce and provide a contemporary facility that strengthens the interprofessional collaboration focus of the School of Health Sciences.

A new, integrated School of Health
Sciences facility will educate future
healthcare professionals in an
interprofessional space and provide
hands-on experiences in simulation,
classroom and lab spaces that meet
accreditation and regulatory standards.







# Contemporary Space for Efficient and Collaborative Practice

The School of Health Sciences is currently housed in five different buildings on USD's campus in Vermillion, and one building at the Health Science Center in Sioux Falls. This fragmentation makes it difficult to create efficiencies or collaborative experiences.

Many of USD's health sciences programs, including nursing, physician assistant, social work, addiction studies and health sciences major, are currently housed in former 1950s dormitory Julian Hall, a relic of a bygone era with cramped facilities that previous consultants have agreed are wholly inadequate to modern educational needs. It would cost approximately \$18.5 million to bring Julian Hall and Julian Addition up to basic standards, including repairs such as roof replacement, asbestos abatement, foundation repairs, new windows, etc. These repairs would not convert the space to the type of space the School of Health Sciences needs to expand its program offerings and adequately meet South Dakota's workforce needs.

Conversely, USD projects it would cost approximately \$22 million to build a contemporary 45,000 square-foot health sciences building capable of recruiting and educating South Dakota's future healthcare professionals. By demolishing the outdated building and constructing a new facility, USD would reduce its footprint by more than 5,000 square feet, improving its overall space utilization

and reducing future costs in maintaining a space that supports USD's School of Health Sciences.

### We Are South Dakota Health

USD is home to exceptionally accomplished, professional faculty who provide a wide range of health and human service programs for undergraduate and graduate students. These students deserve a facility that enables them to learn in an interprofessional and collaborative space and that sets them up for success in South Dakota and beyond.

# STATEWIDE RESOURCES WITHIN THE SCHOOL OF HEALTH SCIENCES

- 1. The first Extension for Community
  Healthcare Outcomes (ECHO) for providing
  case-based learning to students on clinical
  rotations and clinicians in rural, medically
  underserved areas
- 2. The Center for the Prevention of Child Maltreatment, which is leading the charge to eliminate child sexual abuse and maltreatment in South Dakota

Health Sciences Budget Request: \$10 million one-time or annual debt service amount of \$735,818



# M&R Helps Us Remain Relevant - A Fine Arts Example

The College of Fine Arts completed a significant number of renovation and technology enhancement projects between FY17–FY19, including notable projects such as new Apple computers for graphic design classrooms,

new carpeting, restoration and refinishing of the ninefoot concert Steinway piano, upgraded wireless access, a new smart classroom and a new slurry machine for the sculpture program.

Projects that have been approved with FY20 M&R Funds include:

- 1. Replace section of roof
- 2. Gallery flooring replacement
- 3. Gallery lighting replacement
- 4. Repaint corridor walls
- 5. Replace corridor ceiling
- 6. Replace restroom hand dryers
- 7. Studio sink replacements
- 8. Photography sink replacement
- 9. Scene Shop sink replacement
- 10. Exterior door replacement

In FY21, USD has slated an overhaul of Colton Recital Hall, the Wayne S. Knutson Theatre and various sculpture studios.

# USD Addresses Affordability with New Efficiencies: A Few Notable Examples

### **Open Textbook Fellowship**

Approximately 2,000 undergraduate and graduate USD students are projected to use free or low-cost open textbooks through USD's new Open Textbook Fellowship program. This program, which encourages faculty members to use Open Educational Resources (OER), is expected to save students approximately \$150,000 over the course of the academic year.

# **USD Community College for Sioux Falls**

USD has launched a new college dedicated to workforce development. The USD Community College for Sioux Falls, which replaces USD's efforts in University Center-Sioux Falls, will address gaps in the educational pipeline, increase access to postsecondary education in Sioux Falls and correct recent financial challenges. By streamlining operations with USD's main campus while maintaining strong partnerships with South Dakota State University, Dakota State University and Southeast Technical Institute, the new college will reduce FTE by 6.5 and deliver \$196,977 in salary savings.

1429

### **Akademos**

USD has moved to a new online bookstore operated by Akademos, which will save students up to 60 percent off publisher list prices. Through the new online bookstore format, students can compare prices in real-time with an extensive list of book sellers, including some of the largest e-commerce sites in the world. The online bookstore will also offer a variety of low-cost textbook formats including new, used, eBooks and rentals.

# ATTACHMENT I

# Budget Hearings South Dakota Board of Regents

June 26, 2019

**Brookings, SD** 

# ATTACHMENT I

# SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED



SD School for the Blind and Visually Impaired

# ATTACHMENT I

# **Assistive Technology**

- Students need full access to curriculum and classroom materials.
  - 1) tactile systems for readers who use braille
  - 2) magnification systems for readers who need print enlarged
- Assistive technology is expensive but necessary.
- Most students will require more than one device. This will prepare them
  to be job ready and able to adapt to future technologies.
- We select technology appropriate for individual students on our campus and demonstrate its use to local public schools.
- Because the needs will be ongoing we are requesting base funding for technology. Each piece of assistive technology will be on a replacement cycle.



Handheld

**Device: \$1,195** 

Desktop System: \$2,500-\$3,000



**Lighted Magnifier: \$80-\$125** 

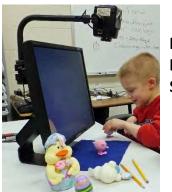


Simple Magnifier: \$10-\$15



Marine Stay and Para Stay and Stay and

TAP IT: \$10,000



Magnification Device: \$2,500



### AMERICA PROMISES EVERY CHILD AN EQUAL CHANCE TO SUCCEED

To **Keep the Promise** we must increase the annual per student allocation from \$269 to \$1,000. So why does it cost more to educate a student who is blind?

The chart below demonstrates the need.

Learning Tools for a 10th grade physics class	For a student who is sighted		For a student who is blind	
Writing/Printing Equipment	\$218.00	paper, pens, pencils, printer & paper	\$5,298.00	braillewriter/braille paper, braille embosser/tractor-feed braille paper
Physics Textbook	\$80.00	1 print volume	\$26,441.00	38 braille volumes
Calculator	\$135.00	graphing calculator	\$599.00	graphing calculator with speech
Portable Technology Aids	\$150.00	tablet	\$1,845.00	tablet with refreshable braille display
Laptop	\$1,000.00	laptop	\$2,000.00	laptop with screen reader software
	\$1,583.00		\$36,183.00	

TOTAL COST
FOR A STUDENT WHO IS
SIGHTED
for a 10th grade physics class

TOTAL COST FOR A STUDENT WHO IS BLIND for a 10th grade physics class





Braille textbook +transcription \$26,441

38 braille volumes make one copy of print physics textbook



Refreshable braille display in use with a talking graphing calculator



Laptop with screen reader software \$2,000

Laptop with screen reader software



Refreshable Braille: \$7,795

**Talking Graphing Calculator: \$600** 





Braille Embosser: \$10,000-

\$16,000

Notetaker: \$2,500-\$4,000



1435

Braillewriter: \$730-\$2,000





Preparing students to step forward with confidence and a vision of lifetime success



## Partners in educational success



# **Informal Budget Hearings**

South Dakota Board of Regents June 26, 2019

# South Dakota School for the Blind and Visually Impaired

# 1. Technology

Rational: It is imperative that students with vision loss have full access to classroom materials at all levels. The common technologies we purchase fall in two broad categories.

- 1) tactile systems for readers who use braille
- 2) magnification systems for readers who need print enlarged

More assistive technology is available today than ever before and while some mainstream products (notably Apple) have built-in features, most do not. Assistive technologies are often expensive but necessary if we are to appropriately serve students with vision loss.

Most students will require more than one device depending on the task they are completing. It is our job to show them what is available and teach them how to use it successfully in the classroom. This will prepare them to be job ready and able to adapt to future technologies.

We anticipate this funding would allow us to select technology appropriate for individual students on our campus (a requirement under IDEA) and be able to demonstrate its use to local public schools as well. We can help schools choose good quality and reasonably priced alternatives.

Because the needs will be ongoing, we are requesting base funding for technology. Each piece of assistive technology on a replacement cycle just as we do with our computers and iPad devices.









501 East Saint Jospeh Street Rapid City, SD 57701 president@sdsmt.edu sdsmt.edu

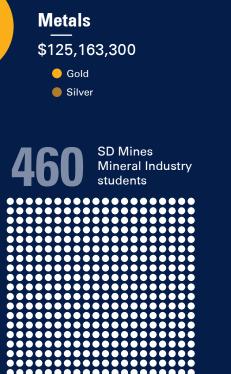
# MINERAL INDUSTRIES at Mines

Total value of products

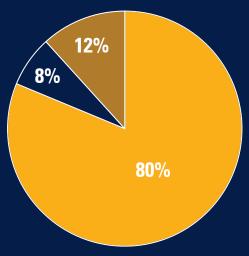
\$522,513,003\*







# \$33M New Building



- Proposed Tax Funding
  - Industry
  - O SD Mines

	\$33M Project		
Principal	\$27,000,000		
Interest	16,880,786		
Total Financed*	43,880,786*		
Industry Upfront Contribution	6,000,000		
Total Project Cost	49,880,786		
Proposed Tax Funding	\$40,130,786		
SD Mines M&R Funding	3,750,000		
Industry	6,000,000		
Funding Source	49,880,786		
Proposed Tax Funding	\$1,605,231		
SD Mines M&R Funding	150,000		
Annual Debt Service	1,755,231		

<sup>\* 25-</sup>year bond (includes principal & interest)

# Precious Metals and Energy Mineral Taxes

- South Dakota's 4.5% sales & use and 2% contractors' excise tax
- Applies to services and tangible personal property in the precious metal mining industry
- Combined \$10M generated in FY17 – an increase of 32% over FY16
- Strong industry support for use of funds for this purpose



# VISION

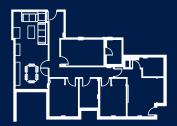
Mineral Industries play an important role in the economy of South Dakota. With its central and convenient location, SD Mines will be the hub of regional industrial, academic, and governmental collaboration related to mineral industries.



# ASCENT BUILDING BUDGET

Over the past 20 years, the university's research and development has focused on four major strength areas:

- Energy and the Environment
- Materials Manufacturing
- Underground Science and Engineering
- STEM Education



40,000 sq feet

Funding Source: Research Grants Overhead Revenue



\$5,500,000

Estimated annual payment: \$275,000 over the life of the 20-year bonds

SD Mines is nationally and internationally recognized for its outstanding education and research in several disciplines critical to national security, including:

Composite and Polymer Engineering

Advanced Materials Processing

Additive Manufacturing

Direct Write and Security Printing Technologies

Surface Engineering

**Corrosion Prevention** 

**Energetic Materials Manufacturing** 

Robotics and Manufacturing

Organization of Manufacturing Processes

Mining Engineering

Geology and Geological Engineering

Paleontology

Petroleum Engineering

Mineral Industry

Chemical and Bioprocessing Engineering

**Electrical and Computer Engineering** 

**Unmanned Aerial Vehicles** 

Civil and Environmental Engineering

**Transportation** 

Water Resources

Applied Biology and Ecology

Biomedical Engineering

Nanoscience and Nanoengineering

Advanced Microscopy

Novel Energy Storage Technologies

Computer Science, including Cyber Security

and Virtual Reality

# **NEW RESEARCH**

# **CHALLENGES**

- SD Mines is the lead institution in a new NSF-Track 1 research effort
- SD Mines is in a planning grant to establish a new Industry University Collaborative Research Center for development of a new generation of solid-state batteries

Cu	mulativ	e awards			\$13M
Ne	New awards				\$8.6M
Su	bmitted	proposa	ls		177
Ave	rage Rese	earch Expen	iditure per l	nvention Disc	closure
3000000					
2500000					
2000000		Our facul	RE IN	VENTIVE	
1500000			than the na	ational averaç	je
1000000					
500000	Н		П		н
0	2015		2016		2017
		■ SD Mi	nes US		

- The addition of new infrastructure and renovation of existing facilities has not followed the significant growth of R&D activities
- The fast growth and development of new advanced technologies for the Department of Defense and industry forced the university to rent additional space from outside entities causing:
  - o additional financial burden on the university budget
  - lack of integrity of university resources, with some rented space outside the campus
  - o inconvenience for students who must commute between the campus and these locations
- Lack of dedicated space for a student innovation center
- The current space for the Composite and Polymer Processing Laboratory, which house the Governor's Center on Bio-Nanocomposites and Advanced Manufacturing and Direct Write Laboratory, is in poor structural condition and very unsuitable for high-tech operations and expensive equipment.

# **MORE RESEARCH MEANS MORE GROWTH OPPORTUNITIES**

Promotes an innovate and research-driven culture that discovers knowledge and creates wide-ranging partnerships that benefit society through economic growth Allows pursuit of more research funding in both fundamental and applied research

Enables significant growth in graduate programs which will assist in obtaining a Doctoral Research University Carnegie classification

Provides more undergraduate research opportunities

		71117	icilivilli 1 5+
University Start-Ups	Faculty Start-Ups	Student Start-Ups	Alumni Start-Ups
CalxAqua, LLC C-Lock, Inc.	Controlled Systems Technologies, LLC Dakota Power, LLC	Dakota Scientific Software, Inc. Capella Resources,	A2L Technologies, Inc.  Dakota Legal
Nanofiber Separations	EMCC Lab, LLC	Inc. Endlas, LLC	Software  Daktronics, Inc.
VRC Metal Systems  NanoPareil	Innovative Materials & Processes, LLC	Navi Robotics, LLC	Dream Design International, Inc.
Trion Energy Solutions, Inc	Phase Technologies, LLC RESPEC	InTouch, LLC Life Excel	Property Meld
SecureMarking	SD Sports Buzz	Ammonyte	
New Tech Ceramics, LLC	TEPCO and Deep Geo Systems	Grade Gains Hutchinson Car Audio	



Mines students have taken first place for 5 consecutive years in the Governor's **Giant Vision Awards Business Competition** 



Christian Widener, Mines Associate Professor - South Dakota Governor's Office of **Economic Development** 2018 Entrepreneur of the Year - Chief Technology Officer and co-founder of **VRC Metal Systems** 

Tornado Aerodynamic Solutions



Nanopareil and VRC Metal Systems recognized among the "40 Best University Start-Ups of 2017"



501 East Saint Joseph Street Rapid City, SD 57701 president@sdsmt.edu sdsmt.edu



# BUDGET PRIORITY 1: The Cyber Cync Incubator and Entrepreneurial Center (CCIEC)

# OPPORTUNITY: EXPANDED ENTREPRENEURIAL AND WORKFORCE DEVELOPMENT INITIATIVES

The opening of the MadLabs facility in the Fall of 2019 will launch a new era of research and development for Dakota State University, the region and the state of South Dakota. The operation of R & D clusters in areas of strategic interest, e.g., digital forensics, IOT security, adaptive technologies and several others, open doors to new possibilities for expanded entrepreneurial and workforce development initiatives. Of particular interest are the opportunities for strong support of business start-ups and entrepreneurial activities. This proposal is one such effort.

### **OPPORTUNITY: NEW PARTNERS**

In the course of executing our most recent master academic plan, we have been able to forge good partnerships with companies across the United States in the area of computer and cyber sciences.



One such partnership is with the Northrop Grumman Corporation where through many discussions and meetings we have created the groundwork for a systematic relationship. This proposal seeks to build on our relationship and establish a functional extension of the research, development and entrepreneurial activity inherent in the MadLabs.

We are proposing the development of the DSU Cyber Cync Incubator and Entrepreneurial Center (CCIEC). This organization will be formed in solid partnership with the Northrop Grumman CIMS program and



bwtech@UMBC (University of Maryland Baltimore County). Making good use of the Heartland Tech Center, CCIEC will provide a tech-transfer, entrepreneurship and business start-up center. CCIEC will provide dedicated office and co-working facilities, support services, an entrepreneurs-in-residence program, advisory boards, strategy/business development services, product development, training & networking events, access to DSU and MadLabs resources, and industry partnerships via the Cync program.

### OPPORTUNITY: THREE-YEAR PILOT CENTER

We envision a multi-layer partnership with NSIN (National Security Innovation Network), the Northrop Grumman Cync, and state funding to provide operating support for a three-year pilot center. This center will reinforce relationships with SD EPSCOR and SD SBIR, will help us facilitate our CEO student group (business



plan competitions, for example), and form a fundamental relationship with the researchers and projects of the MadLabs. The entrepreneurs-in-residence program will model the successful effort at bwtech@UMBC and allow us to use the accumulated experience of DSU alumni, regional and local entrepreneurs, and successful business spin-off leaders in making the incubation experience at CCIEC.

# DELIVERABLES: ECONOMIC DEVELOPMENT, VISIBILITY, THOUGHT LEADERSHIP, CYBERSECURITY SOLUTIONS

We envision several specific project-related outcomes and deliverables from this partnership. For example, we anticipate an 18-month incubation term for individuals and organizations who join our partnership. Together, and with the assistance of Northrop Grumman advisors who have been involved with this sort of activity for nearly 10 years in Maryland, partners in the center will receive mentorship, partnership, collabo-

ration opportunities, oversight from experts in business development, milestone marking and business plan development. We see this proposal as a positive link to the MadLabs operation that will spur economic development, visibility, and thought leadership while promoting innovative cybersecurity ideas and solutions.

This proposal requests funds to leverage an initial commitment from Northrop Grumman (\$140,000 plus inkind services). It is anticipated that after three years, the Center would generate funds to continue operations indefinitely.



TOTAL ONE-TIME FUNDS REQUESTED: \$396,073; 1.0 FTE

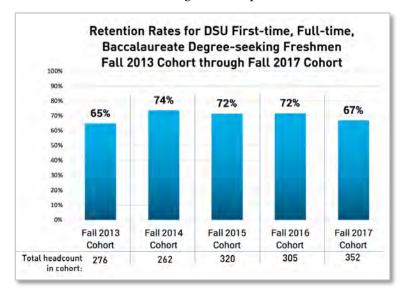


# **Budget Priority #2: Student Success at Dakota State University**

### **CONTEXT/PROBLEM TO BE SOLVED**

Dakota State University operates a Student Success Center providing services in tutoring (for both on-campus and distance students), in alcohol and other drug-related resources (national, South Dakota, and self-help resources). The university also has a program focused on students with Autism Spectrum Disorder (ASD) and other atypical learners. This program provides additional learning opportunities and mentoring for these students, so that they can gain the skills required to be successful both in college and independent adult life.

However, the university continues to be concerned about the number of students who are not achieving the success in their college program we believe they can, and especially those students who do not complete their degree programs. In other words, DSU considers it a strong priority to provide students a stronger portfolio of support services with the goal of improving persistence, retention, and completion rates for all DSU students.



### **SPECIFIC CHALLENGES**

Dakota State needs new funding to create a set of replicable intervention strategies

that directly mediate three challenging situations the university is experiencing:

### 1) PRESENT LIMITATIONS IN ON-CAMPUS RESIDENTIAL AND ACADEMIC PROGRAM SPACE

DSU continues to achieve strong growth in student enrollment, especially on-campus enrollment. However, this has resulted in a present situation of less-than-optimal residential and academic program space (specifically residence hall and classroom spaces). Crowded residential spaces create a more distracting environment for students and increases the organizational skills required to allocate adequate time to their academics, as well as challenges in finding physical locations where they can focus on their work. In order to accommodate more sections of classes in the same (limited) number of classroom spaces, students often have more dispersed class schedules or more concentrated (longer) classes less frequently, again requiring greater time management and organization skills from students.

### PROPOSAL COMPONENT 1

DSU is seeking to address these challenges with a new approach to student services specifically providing coordinated and integrated services to on-campus students to address the present on-campus challenging environment. This program will particularly focus on 1st to 2nd and 2nd to 3rd year retention, and time to completion. These are key metrics for improvement in persistence, retention, and completion to match our outstanding placement rate of 99 percent.



### 2) STRONG GROWTH IN ONLINE PROGRAM ENROLLMENT

Dakota State also continues to achieve consistent and strong growth in its online programs. The university has concerns for persistence, retention, and degree-completion of these students as well.

### PROPOSAL COMPONENT 2

DSU is seeking to increase and improve data gathering from and support for online students. Data are needed to specifically identify the challenges that online students experience that impact their ability to achieve success in their academic program. This information will then assist DSU in adapting and creating support models that address these challenges.

# 3) NEED FOR A GENERAL EDUCATION RUBRIC SUPPORTIVE OF STEM-BASED TECHNOLOGY-FOCUSED DEGREE PROGRAMS

DSU has matured into a university providing high-quality STEM-based technology-intensive academic programs. These demanding curricula require a more thoughtful, directed, sequenced, outcome-based general education rubric to replaces the "à la carte" version of general education currently in place. The ever-increasing knowledge and skill demands of the careers into which DSU graduates are moving requires careful course selection, sequencing, and scheduling. In many of DSU's academic programs, there is considerable material that must be covered to ensure that graduates are effectively prepared for their careers. This requires careful consideration of every course included in an academic program, including every general education course.

Students must be carefully guided into those general education courses that will assist them in gaining the knowledge and skills most required in their chosen field. It is in their general education classes that students acquire important thinking and reasoning skills, including creative thinking, critical thinking, reasoning, good question asking, logic, skeptical weighing of evidence, and insight. It is also in these courses that students gain a global perspective, including foreign languages, that are crucial tools to working with people of other cultures, imperative in today's global economy. Understandings of economics, law, and political systems are critical to becoming community leaders, able to make effective economic and legal decisions, as well as the informed citizens required in our democracy.

### PROPOSAL COMPONENT 3

The National Association of Colleges and employers, through a task force comprised of corporate representatives and educators, has identified a number of Career Readiness Competencies for college graduates. Three of these are directly pertinent to the DSU effort: Digital Technology, Professionalism/Work Ethic and Career Management.

A Ruffalo Noel Levitz survey of second year students found that student priorities in the second year included requesting assistance to 1) identify work experiences related to the major (79%), 2) define goals suited to the major and career interest (68%) and 3) explore advantages and disadvantages of personal career choice (67%). Addressing these student priorities within the curriculum and with additional academic support will increase student persistence, retention and completion.

The focus of DSU's general education rubric will be on 1) creating increased clarity of the relevance



of academic coursework to career opportunities, 2) assisting students in locating on and off campus relevant experiential learning experiences, 3) incorporating relevant technology-based learning experiences within a revised general education curriculum and 4) assessing the impact of our initiatives and interventions.

### PROPOSAL - THREE-YEAR PILOT PROJECT

DSU is requesting funding for a three-year pilot project which will build on our current Title III project (which seeks to link academic advising to gains in retention), with the foundation of our progress to date. The project will require some internal university reorganization, consultative help from regional and national experts on these issues, and three FTE staff persons over the three-year period. These are needed to provide leadership; build the internal intervention, data analytics and communication structures necessary to increase the confidence and abilities of our students and staff; coordinate with our DSU2025 strategic planning initiative; and will build synergy between groups on campus (faculty, staff and students) to operationalize the projects three strategic components.

### **OUTCOMES**

In addition to the specific components mentioned in conjunction with each of the three focus areas above, we are looking to create a replicable model for system colleague institutions. This will be a strong research-based data set on student success, which we will be able to integrate into our move to the Educational Advisory Board systems, and our participation in the Student Success Academy sponsored by the Higher Learning Commission.

### **SUSTAINABILITY**

This three-year pilot is an investment in students that, once operating, should be able to generate sufficient revenue to pay for itself. Increased persistence, retention and graduation rates will benefit students and create a more robust economic situation, both for the students and the university. The workforce needs of the state and region require that we do everything possible to ensure that every student reaches their full academic potential and graduates from Dakota State University are effectively prepared to take professional and leadership roles in the workforce and their communities.

TOTAL ONE-TIME FUNDS REQUESTED: \$634,638; 3.0 FTE

Northern State University **FY21 Budget Request** 



# Lehánl Wičhíčhağapi (The Prospering Ones)

Northern State University strives to meet the educational needs of Native American students in the state. As part of its American Indian Circle Program, NSU proposes the Lehánl Wičhíčhağapi (The Prospering Ones) initiative, a program that is innovative in the way it works with rural predominantly Native American communities to help their high school students envision and prepare for a successful college career in South Dakota.

The Lehánl Wičhíčhağapi initiative is based on research indicating that many barriers hindering Native American students from completing undergraduate degrees can be offset by high school programs that provide support and bridge integration into a college environment. Formal mentoring programs have provided significant increases in enrollment and retention of these students, as well as increasing their overall satisfaction with their educational experiences. The Lehánl Wičhíčhağapi initiative focuses on providing mentorship that, in addition to academic preparedness, strengthens students' cultural appreciation upon moving from home to college; promoting the concept that working towards a college degree while retaining tribal identity and commitments is part of the fundamental "connectedness" among students, families, and communities that is central to their lives.

NSU has identified the following primary areas of need:

### **BE CONNECTED:**

- Strong relationships with Native American schools and communities need to be established through regular and purposeful in-person outreach. This is important for all schools, but especially the most rural schools.
- Help students to envision the process of succeeding in high school and find ways to enhance life skills and emotional well-being, so that they may be better prepared to graduate from high school and prepare for college and/or the workforce.
- Strengthen community understanding related to the true value of a college education and opportunities that are created by earning a college degree.

### **MENTORING:**

 Develop and initiate a collaborative leadership mentoring program that aims to increase participants' success in high school and strengthen post-secondary preparedness. Additionally, this is a focused retention tool for NSU college students that have committed to acting as peer mentors.



• NSU staff will work with targeted high schools to provide help in those schools through academic, financial, and life skills workshops, test preparation, tutoring, mentoring, and other areas of need identified by the schools. These services will all be delivered at the high schools through partnerships with faculty, staff, students, and families.

### **ACADEMIC ADVISING:**

- On-campus academic advising capacity would increase in order to provide student-centered planning and experiences that help students sustain a strong cultural identity while learning to navigate the transition from high school to college life.
- Planned interaction between the students and NSU faculty and staff would build and foster a sense of community that contributes to the personal growth and academic success of high school students and NSU's Native American students.

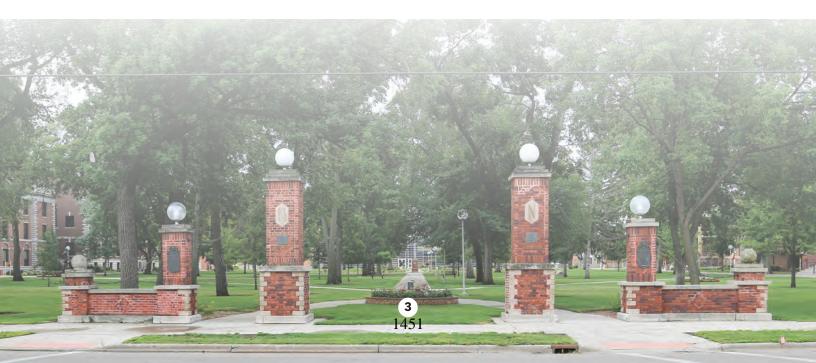
As a whole, the Lehánl Wičhíčhağapi (The Prospering Ones) initiative will greatly increase NSU's ability to build connections with Native American communities and their students to enhance college preparedness, streamline processes, provide necessary support, and ultimately increase the number of Native American students earning a college degree. It will also provide NSU with the means to reach out, connect and give back to our Native American schools and communities in South Dakota. The initiative's emphasis on developing trusting relationships through adult and peer mentoring, collaboration and development of successful programming will enhance high school education, improve graduation rates, and open the door to earning a college degree become a reality.

Total Budget Request = \$154,577

Salaries and Benefits = \$128,577

Operating Expenses = \$26,000

FTE = 2.0







FY21
BUDGET PROPOSAL

# BHSU SUSTAINABILITY RESEARCH CENTER

## **Request for Funding**

The mission of the BHSU Sustainability Research Center will be to activate students to solve local and worldwide problems with economically, environmentally, and socially sustainable solutions by studying sustainable practices and researching new sustainable solutions while congruently providing new sustainable opportunities to the Northern Hills community. The momentum built in the last few years has established BHSU as a leader in sustainability in the region. In this fast-paced field, a Center will bring opportunities to emerge as a national leader, recruiting talented faculty and driven students both locally and from afar.

Sustainability is important to BHSU, in part, because of our unique location. Situated in the Black Hills, our landscape draws people from all over the world to experience our environment. We have expertise in the multidisciplinary field of sustainability in our academic programs, related research, facilities operations, and out-of-classroom student engagement. We know that a sustainable Black Hills is our duty. Our strong foundation and expertise acting as a leader in the field puts us in position to grow this work through the creation of a Sustainability Research Center.

The Sustainability Research Center will provide a living laboratory across disciplines where students study and participate in the development of sustainable solutions for the university, cities, businesses, and other organizations. The research conducted by this institute will seek to answer questions imperative to the resiliency of western South Dakota and the Black Hills in particular.

Sustainability is at the heart of BHSU's culture as the institution works to educate in the Black Hills of South Dakota – an area sacred to our nation's history and culture. We strive to be at the cutting edge of sustainable practices.





## **Accomplishments**

- BHSU is a signatory of the American College and University Presidents Climate Commitment
- BHSU achieved a STARS Silver rating from the Association for the Advancement of Sustainability in Higher Education (AASHE)
- BHSU has completed 2 rooftop solar arrays totaling almost 140kW of renewable power for the residence halls
- The Hive and Buzz Shack on campus earned the Green Restaurants certification by providing efficient energy and water use, green cleaning, and purchasing local and eco-friendly products
- BHSU received the International Association of Physical Plant Administrators (APPA) Sustainability Award in 2014
- BHSU was awarded the Campus Sustainability Achievement Award from the Association for the Advancement of Sustainability in Higher Education (AASHE) in 2017
- BHSU's Master of Science in Sustainability program is the only fully online sustainability program in the western part of the U.S., graduating its first class of sustainability professionals in 2015
- BHSU is recognized as a Tree Campus USA by the Arbor Day Foundation
- The Black Hills Food Hub (BHFH), run by BHSU, bridges the gap between local farmers and area cafeterias to provide local healthy food to a large demographic that may not otherwise have access to it. Currently, the BHFH delivers food directly from 25 producers to 14 buyers including Mount Rushmore and Rapid City Regional Hospital
- BHSU hosted the creation of a cutting-edge Spearfish climate resiliency plan which is nearing completion.
   In addition to BHSU faculty and staff, the comprehensive planning process included local, regional, state, and federal officials as well as local professionals in the forestry, healthcare, tourism, and energy industries. In the face of increasing climate hazards, BHSU is being proactive to ensure Spearfish will continue to thrive in the midst of change
- Installation of an electric vehicle charger on campus and purchase of a completely electric Chevrolet Bolt will be used as a part of the BHSU fleet to meet our goal to reduce greenhouse gas emissions
- Two BHSU students researched renewable energy for campus Facilities Services to use biodiesel in lawn tractors, snow-clearing vehicles, and Facilities Services transportation. The program would create biofuel on campus from discarded vegetable oil and test its feasibility as an alternative fuel. The students' goals are to reduce the environmental impact of regular grounds maintenance and advance BHSU's zero waste and carbon neutrality goals
- Sustainability has become an important focus of our long-standing successful undergraduate research program. Students from life sciences, social sciences, liberal arts, and business work closely with our faculty to scientifically investigate topics related to the Black Hills ecosystem. Those faculty-student collaborations provide an exceptional real-world experience for our students
- Recent LED light upgrades have realized savings of over \$25,000 annually, which is enough energy to power 32 houses each year

## **Outcomes of the Center include:**

- A living laboratory for students to perform undergraduate research on emerging sustainable solutions impacting the Black Hills and State of South Dakota. Potential research topics include:
  - o Black Hills forest health in a warming climate
  - o Holistic land management in western South Dakota
  - o Methods of reducing irrigation in regional agriculture
  - o Effects of a strong local food culture on community health
- Creation of the Northern Black Hills Recycling Hub to provide recycling services to an area without available outlets
- Expand renewable energy opportunities on the campus and in the Northern Hills by partnering with the National Renewable Energy Lab on new and innovative research
- BHSU will become a zero waste campus by researching different models which may eventually be expanded to the community
- Creation of undergraduate and graduate research opportunities in the cutting-edge field of resiliency coinciding with the implementation of the BHSU Community Resiliency Plan
- Incubation of new ideas and businesses to serve the needs of the region and build the local economy
- Establishment of graduate research positions for students in the Master of Science in Sustainability program to research real-world issues affecting the Black Hills
- Creation of a sustainable employer network and sustainable career counseling as a resource for students
- Creation of an annual Black Hills Sustainability Symposium that brings area leaders to campus and increases BHSU student professional network
- Organize a farmer and rancher coalition focused on reversing the declining population of farmers and ranchers by collaborating on solutions such as innovative technologies and group purchasing
- Increase external grant dollars
- Increase recruitment of new student talent
- Prepare BHSU students for sustainability careers that span all disciplines
- Increase participation from all campus constituents on sustainability initiatives and practices through education and awareness

The Sustainability Research Center's impact will be wide-reaching by teaching critical tools to BHSU students who will become teachers, scientists, entrepreneurs, artists, writers, and more. Through the Sustainability Research Center, BHSU will lead in this innovative field. The Center will indefinitely expand the work of Black Hills State University and South Dakota in creating a socially, economically, and environmentally sustainable world.

# **Staffing**

The proposed BHSU Sustainability Research Center will house seven university faculty and staff working on research, student engagement, and community outreach. Staff will include a Director, Sustainability Research Advisor, Outreach Coordinator, Residence Life Sustainability Coordinator, Waste Management Coordinator, and two faculty advisors. The Center will provide 12 part-time research and internship positions for undergraduate and graduate students each fall, spring, and summer semester. It will continue the work of Spearfish Local and the Black Hills Food Hub and generate new ideas for our campus and greater community in the realm of healthy living, environmental research and design, and sustainable economies.



# Black Hills State University



# CHRISTIAN PEARCE

Christian Pearce, from St. Charles, Ill., is an Eco-Rep (Ecological Representative) at BHSU. Eco-Reps focus on teaching sustainable living practices using peer education techniques encouraging environmentally responsible behavior in their residence halls and on campus. Thanks to Christian and other sustainability-minded students, BHSU placed in the Top 5 nationally (ahead of Indiana University and Arizona State University) during Recyclemania Game Day Basketball an event held this spring during a basketball game to raise awareness and educate the community about waste reduction and recycling. Over 91% of the waste generated was diverted from a landfill.



"I'm super excited to be working with the Sustainability Office here at BH. When it comes to anything recycling and composting, I'm obsessed."



# ISAAC GRASSEL

Isaac Grassel, from Howard, SD, was an intern with the Black Hills Food Hub run by BHSU. Isaac helped to promote local food consumption by visiting local businesses and producers in the Northern Hills. Since 2017, the Food Hub has added a dozen buyers and a dozen producers. Participating active buyers include Xanterra (Mt. Rushmore Memorial) in Keystone, Holiday Inn in Spearfish, and Regional Health and Botticelli Ristorante in Rapid City. BHSU offers the Food Hub internship opportunity to students of all majors providing experience in local food efforts on campus and with agricultural partners. Gathering produce from farmers, hydroponic farmers, and meat suppliers, the Food Hub operates year round.

# RURAL K-12 IMPROVEMENT RESEARCH-PRACTICE PARTNERSHIP

# **Request for Funding**

Black Hills State University is requesting the opportunity to create the BHSU **Rural K-12 Improvement Research-Practice Partnership**, a program designed to provide more extensive support to rural K-12 teachers and students in partnership with BHSU teaching and research faculty and BHSU students (future classroom teachers). The time is right for BHSU to embrace our status as a leader in the field of teacher education and build upon the support BHSU provides educators across rural South Dakota.

Nationwide, K-12 educators in rural schools experience limited professional development options and opportunities to engage in collaborative university partnerships (Wallace, 2014). Within the state of South Dakota, rural populations are sparse, with towns often distantly located from one another, and without close proximity to universities.

In an attempt to provide greater opportunities of learning for rural K-12 students and educators between university students and faculty, research has shown that the establishment of Research-Practice Partnerships (RPP), "long-term, mutualistic collaborations between practitioners and researchers that are intentionally organized to investigate programs of practice and solutions for improving district outcomes" (Coburn, Peneul, and Geil, 2013, p. 2), hold potential for improving infrastructure in K-12 schools (Peurach, 2016). Further findings show that research-to-practice and practice-to-research models offer the means to provide two-way knowledge sharing channels (Wilcox and Zuckerman, 2019; Wilcox, Lawson, and Angelis, 2017). These channels can benefit and enhance university partnerships.





# Black Hills State University

# **Accomplishments**

Within the state, Black Hills State University is a leader in teacher education, most recently becoming the first university in South Dakota to receive the Council for the Accreditation of Educator Preparation (CAEP) accreditation. At the national level, Dean Sharman Adams serves on the elected Board of Governors of The Renaissance Group and as a nationally elected Executive Board member of the Teacher Education Council of State Colleges and Universities as the Region 6 Representative (ID, MT, ND, NE, SD, WY).

These recent accolades build upon the strong history of teacher education preparation at Black Hills State University, and the University's core values that have been embedded within BHSU's programs since its inception as a teachers college. Faculty place the utmost importance on both pre-service and continued in-service training of teachers in the State of South Dakota. These forms of training continue to provide South Dakota K-12 educators with nationally recognized pedagogical advancements and instructional materials across K-12. BHSU's sound support of the field of teacher education enables us to produce new teachers/BHSU education graduates each year, while also providing professional offerings to existing K-12 teachers. In doing so, BHSU has and continues to provide rural residents of South Dakota with exemplar educators that nurture and support South Dakotan children and provide their teachers with access to excellent instructional materials.

The BHSU teacher education program benefits South Dakota's educators, parents, and children in ways that have and continue to provide long-term multi-generational support to the state's residents. BHSU is well positioned to offer the proposed RPP that will provide benefits for the residents of the state.

As the largest university in western South Dakota, and recognized as an informational hub for the region, BHSU has expertise across multidisciplinary fields of teacher education within our academic programs, out-of-classroom field and internship placements, and faculty members' content area knowledge expertise. Our expertise in the field of education combined with our rural geographical location places us in an excellent position to house the creation of a Rural K-12 RPP for South Dakota.



#### **Outcomes of the Center include:**

- Establish of a Rural K-12 Improvement Research-Practice Partnership
- Strengthen SDBOR's higher education connection with rural K-12 students and educators
- Provide professional development opportunities to rural K-12 teachers to enhance their teaching
- Retain rural K-12 teachers
- Provide BHSU students hands-on research-to-practice and practice-to-research learning opportunities
- Increase the number of BHSU faculty to address high needs areas that exceed current capacity
- Develop a pathway for rural K-12 educators to engage in the RPP partnership, pursue degree-seeking learning opportunities, and engage in professional development workshops
- Increase recruitment of new BHSU students
- Prepare BHSU students for sustainable careers in K-12 education professions
- Increase student research engagement

The BHSU RPP impact will be far-reaching, by teaching critical pedagogical tools to BHSU students who will become K-12 teachers, administrators, and district personnel. Simultaneously, the reach of the RPP will traverse hundreds of miles across rural South Dakota school districts.



#### **Staffing**

BHSU proposes to create a Rural K-12 Improvement Research-Practice Partnership that is administratively housed alongside other administrative units within the College of Education and Behavioral Sciences (CEBS). The program will be led by a director, who is overseen by the Dean of CEBS. There will be a program assistant who will serve as office support staff. The proposal includes funding for three faculty members who will provide varied academic support across identified high needs areas – with each assigned to one or more of the following areas: Special Education and Behavioral Issues, Classroom Management, Technology, Diversity, Assessment, K-12 Curriculum and Instructional Support, and Literacy. BHSU personnel will reach out to rural school districts, in partnership, to provide collaborative learning environments that benefit our BHSU students and faculty, as well as our rural K-12 students and educators.

#### References

Coburn C. E., Penuel, W. R., & Geil, K. E. (2013). Research-practice partnerships: A strategy for leveraging research for educational improvement in school districts. New York: WT Grant Foundation. <a href="https://wtgrantfoundation.org/library/uploads/2015/10/Research-Practice-Partnerships-at-the-District-Level.pdf">https://wtgrantfoundation.org/library/uploads/2015/10/Research-Practice-Partnerships-at-the-District-Level.pdf</a>

Peurach, D. J. (2016). Innovating at the nexus of impact and improvement: Leading educational improvement networks. Educational Researcher, 45(7), 421-429. doi: 10.3102/0013189X16670898.

Wallace, T. (2014). A comparison of professional development practices in rural and urban high school. The Rural Educator, 35(2). <a href="http://epubs.library.msstate.edu/index.php/ruraleducator/article/view/125">http://epubs.library.msstate.edu/index.php/ruraleducator/article/view/125</a>.

Wilcox, K. C., & Zuckerman, S. J. (2019). Building will and capacity for improvement in a rural research-practice partnership. The Rural Educator, 40(1), 73-90. Retrieved from ruraleducator.info.





Computer Science Teacher Institute



BHSU Accounting Fair

# Black Hills State University



JOSIE DROBNY

Josie Drobny, BHSU student from Martin, SD, completed a paid internship through Sanford Research aimed at preventing alcohol-exposed pregnancies among teenage girls living in the Pine Ridge Reservation. She presented her research results at the Great Plains Sociology Conference in Aberdeen, where she earned first place in the research poster competition.

The Summer Undergraduate Research Experience (SURE) internship was offered through Sanford Health in Sioux Falls. Josie worked under the mentorship of Dr. Jessica Hanson, a leading expert on the prevention of alcohol-exposed pregnancies with preconceptional American Indian Women.



MAKENZIE SKOVLUND

Makenzie Skovlund, BHSU student from Sturgis, has accepted a position with the Meade County School District at Sturgis Elementary School. She will be building the first autism classroom in the district.

Prior to graduation, Makenzie was a program aide at an after school program in the local community. She was also able to balance a job as a paraprofessional at a school in Sturgis along with her coursework.



"It was awesome to be in Pine Ridge to see how programs like these are beneficial and to see first-hand that research is changing lives."



"I feel ready. Black Hills State really prepared me. The education program is wonderful. It's going to be hard to say goodbye to this chapter and have that new one on the horizon."

# Black Hills State University

## FY21 BASE AND ONE-TIME BUDGET PRIORITIES

Base Funding								
Description	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	Contractual <u>Services</u>	Supplies	Capital <u>Assets</u>	<u>Total</u>	FTE
Rural K-12 Improvement	\$275,000	\$1 <b>6</b> 2, <b>102</b>	\$40,000	\$25,000	\$9,500	\$10,000	\$5 <b>2</b> 1, <b>602</b>	5.0
Center for Sustainability	<u>\$355,200</u>	<u>\$95,571</u>	<u>\$25,000</u>	\$20,000	<u>\$14,500</u>	\$10,000	<u>\$520,271</u>	5.0
<b>Total Base Funding Request</b>	\$630,200	\$257,673	\$ <b>6</b> 5,000	\$45,000	\$24,000	\$20,000	\$1,041,873	10.0
One-Time Funding								
Description	<u>Salaries</u>	<u>Benefits</u>	<u>Travel</u>	Contractual Services	<u>Supplies</u>	Capital <u>Assets</u>	<u>Total</u>	FTE
Total One-Time Funding Request	\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.0



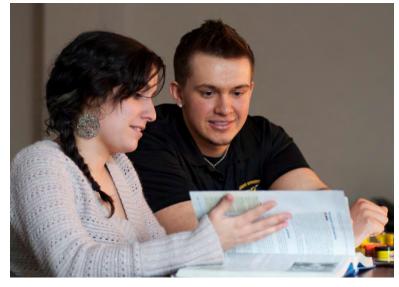


Goal – Create a needs based scholarship program that will close the gap between existing financial aid and family support to meet the cost of attendance for South Dakota students attending any university or technical school.

Access and affordability continue to be critical issues confronting higher education requiring states to make investments to ensure that academically accomplished students are afforded the opportunity to earn a college degree. When considering that approximately 66% of all new jobs over the next decade will require some form of post-secondary credential, the emphasis on improving higher education access and affordability will continue to be a critical concern for the United States and South Dakota. Even after

exhausting every existing aid option including employment, scholarships, family support, and federal aid, there is still an unmet need for many students. This "gap" may prevent a student from attending college or completing their degree.

In February 2018, the National College Access Network (NCAN) released an analysis of affordable four-year college options in every state and Puerto Rico based on IPEDS data. The NCAN definition of affordability is: "The average Pell Grant recipient should be able to cover the cost of attendance and have \$300 on hand to cover an emergency when using their combined federal grant aid, state grant aid, institutional grant aid, federal student loans,



Expected Family Contribution, and wages from reasonable work." For in-state students living on campus and working over the summer, South Dakota is one of only two states to have zero affordable four-year institutions (the other being Puerto Rico) under NCAN's definition. For those students, the affordability gap is estimated to be \$2,376.

South Dakota continues to remain near the bottom in state-funded scholarship and aid programs, while our students have the sixth most overall student debt in the country. Over the past few years, the Legislature has begun to address the issue of affordability by combining the Critical Teaching Needs and Need-Based Scholarship endowments into the Post-Secondary Scholarship program. This framework created a viable first step in focusing state dollars in areas of need for students around financial and workforce constraints; however, an endowment of just over \$5 million is capable of generating just over \$200,000 each year that would be devoted to students in these two programs. Table 1 below depicts a comparison of the need-based and merit-based aid provided by the states within the region.

Regional Merit & Need Based Scholarship Programs*					
State	Need Based	Merit			
lowa	\$50,720,000	\$2,957,000			
Minnesota	\$178,000,000	\$0			
Montana	\$5,025,000	\$1,350,000			
Nebraska	\$15,999,000	\$0			
North Dakota	\$10,627,000	\$0			
South Dakota	\$229.000	\$5.471.269			

<sup>\*</sup>Source: 44<sup>th</sup> Annual Survey Report on State-Sponsored Student Financial Aid: National Association of State Student Grant and Aid Programs

A workgroup has been created which will reinvent the Dakota's Promise Scholarship for the neediest of our South Dakota students, affording the opportunity for those students to go on to complete a 2- or 4-year degree. The proposal will likely include the following elements:

- ♣ Eligibility will include first-time, full-time students that are eligible for the full PELL Grant
- Minimum ACT requirements
- ♣ 30 credit hours per year
- Maintain a minimum GPA
- Proportional match or no match





## General Fund Maintenance and Repair

\$5,556,651 base funding

Goal – Grow funding dedicated to the maintenance and repair of Regental academic buildings to 2% of the total replacement value of those buildings.

# General Fund M&R \$3,980,682 base funding

During the 2019 Legislative session, \$3,746,133 was appropriated to the BOR general fund maintenance and repair (M&R) fund. This was 50% of the total need and put the system at 1.78% of replacement values in FY19. While the gap is smaller this year, the combination of new buildings and increased replacement values have contributed to a growing gap in funding needed to reach the goal of 2% of our academic buildings' replacement values.

The estimated BOR funding for FY21 M&R is as follows:

Fee / per credit hour	\$2.29
Projected Cr Hrs	565,688
	\$1,295,426
Critical Deferred M&R	\$1.18
Projected Cr Hrs	565,688
	\$667,512
FY20 HEFF M&R	\$15,784,961
Estimated Increase - 2.0%	\$315,699
FY21 HEFF M&R	\$16,100,661

The total amount needed to bring the system to 2% of current replacement values in FY21 is \$5.6M.

FY21 Request	
Replacement Values**	\$1,798,150,919
	2.00%
2% Replacement Value	\$35,963,018
FY21 HEFF M&R - Est.	(\$16,100,661)
M&R Fee & Critical Deferred M&R	(\$1,962,937)
General Fund Base	(\$12,342,769)
State Contribution Needed	\$5,556,651

Our M&R funding is currently at 1.78% for FY20. To get to 2% in FY21, we would need \$5,556,651. A request of \$1,600,719 would keep our M&R funding at approximately 1.78% of estimated FY21 replacement values.

<sup>\*\*</sup>Total estimate of academic building replacement values are based on the replacement values used in FY20 plus 3.0% construction cost inflation and 5-year phase-in of new buildings. University Centers and Special Schools are not included in replacement values. Estimated HEFF M&R Increase of 2%. M&R Fee & Critical Deferred M&R - \$3.47 per credit hour, projected credit hours of 565,688.

## FY21 Informal Budget Hearings Institution Budget Priorities

### **Base Funding**

					Contractual		Capital		
	<u>Description</u>	<u>Salaries</u>	<b>Benefits</b>	<u>Travel</u>	<u>Services</u>	<u>Supplies</u>	<u>Assets</u>	<u>Total</u>	<u>FTE</u>
BHSU	Rural K-12 Improvement	\$275,000	\$162,102	\$40,000	\$25,000	\$9,500	\$10,000	\$521,602	5.0
BHSU	Center for Sustainability	\$355,200	\$95,571	\$25,000	\$20,000	\$14,500	\$10,000	\$520,271	5.0
NSU	American Indian Circle Program	\$96,200	\$32,377	\$10,000	\$1,600	\$10,400	\$4,000	\$154,577	2.0
SDSBVI	Assistive Technology						\$20,000	\$20,000	0.0
SDSU	Teaching and Learning Stem Innovation Lab	\$203,629	\$45,629	\$4,424	\$0	\$1,000	\$0	\$254,682	2.5
SDSU - AES	Bioprocessing: the 'Next Big Thing'	\$1,600,000	\$400,000	\$35,000	\$165,000	\$100,000	\$100,000	\$2,400,000	15.0
SDSU - EXT	Rural Technology Field Specialist	\$65,000	\$19,173	\$3,500	\$10,000	\$0	\$2,500	\$100,173	1.0
	Total	\$2,595,029	\$754,852	\$117,924	\$221,600	\$135,400	\$146,500	\$3,971,305	30.5
14	Total Base Funding Request	\$2,595,029	\$754,852	\$117,924	\$221,600	\$135,400	\$146,500	\$3,971,305	30.5

### **One-Time Funding**

					Contractual		Capital		
	<u>Description</u>	<b>Salaries</b>	<b>Benefits</b>	<u>Travel</u>	<b>Services</b>	<b>Supplies</b>	<u>Assets</u>	<u>Total</u>	<u>FTE</u>
DSU	Cyber Cync Incubator and Entrepreneurial C	\$278,181	\$71,392	\$31,500	\$5,000	\$5,000	\$5,000	\$396,073	1.0
DSU	Student Success at DSU	\$432,726	\$156,912	\$30,000	\$7,500	\$7,500	\$0	\$634,638	3.0
SDSU	Rural Veterinary Medical Education	\$187,933	\$40,267	\$10,000	\$10,000	\$5,000	\$21,800	\$275,000	0.0
	Total	\$898,840	\$268,571	\$71,500	\$22,500	\$17,500	\$26,800	\$1,305,711	4.0
	_								<u> </u>
	Total One-Time Funding Request	\$898,840	\$268,571	\$71,500	\$22,500	\$17,500	\$26,800	\$1,305,711	4.0 🖽

# **FY21 Informal Budget Hearings Institution Budget Priorities**

### **Capital Project Requests**

### **Funding sources**

					<u>Other</u>	
	<b>Description</b>	<u>General</u>	<u>Federal</u>	<u>Private</u>	(provide detail)	<u>Total</u>
SDSM&T	Mineral Industries Building	\$40,130,786		\$6,000,000	\$3,750,000 (1)	\$49,880,786
SDSM&T	Ascent Incubator Building				\$5,500,000 (2)	\$5,500,000
USD	Health Sicence Building	\$10,000,000				\$10,000,000
SDSU	Teaching and Learning Stem Innovation Lab	\$500,000				\$500,000
SDSU - AES	Bioprocessing: the "Next Big Thing"	\$20,000,000				\$20,000,000
	Total Capital Project Funding Request	\$70,630,786	\$0	\$6,000,000	\$9,250,000	\$85,880,786

SDSSMT(1) Funding for the MI building is being requested in the form of annual bond payments of \$1,605,231 from the Precious Metals and Energy Mineral Tax. \$150,000 of SD Mines M&R funding will also be used for the life of the 25-year bonds. Total project cost of \$49,880,786 offset by \$6M in private donations.

SDSMT(2) Funding for the purchase of the Ascent Incubator Building will come in the form of grants overhead revenue. Estimated annual payments of \$275,000 will be made over the life of the 20-year bonds.

#### SOUTH DAKOTA BOARD OF REGENTS

## Academic and Student Affairs Consent

AGENDA ITEM: 5 – A (1) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Program: BHSU Minor in Exercise Science** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

#### **BACKGROUND / DISCUSSION**

Black Hills State University (BHSU) requests authorization to offer a Minor in Exercise Science. The minor would and expand opportunities for students interested in broadening their knowledge in the study and analysis of principles related to human movement. These students would benefit from learning anatomy, exercise physiology, biomechanics, and kinesiology, and better themselves and their own health. The Exercise Science minor would relate to a wide variety of professions, including: personal training, athletic training, exercise physiologist, cardiac rehab specialist, nutritionist, sports psychology, chiropractic, dentistry, physical therapy, occupation therapy, and physician assistant, among others.

The program requires the creation of three new courses.

BHSU requests authorization to offer the major on campus and at BHSU – Rapid City.

#### IMPACT AND RECOMMENDATION

BHSU does not request new resources to offer the minor. BHSU anticipates graduating five (5) students per year who have completed the minor after full implementation.

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Program Request Form: BHSU – Minor in Exercise Science

\*

#### **DRAFT MOTION 20190626 5-A(1):**

I move to authorize BHSU to offer a minor in Exercise Science, including authorization to offer the program at BHSU-Rapid City, as presented.



### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## New Baccalaureate Degree Minor

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

UNIVERSITY:	BHSU
TITLE OF PROPOSED MINOR:	<b>Exercise Science Minor</b>
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
<b>EXISTING RELATED MAJORS OR MINORS:</b>	none
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	31.0504
UNIVERSITY DEPARTMENT:	Exercise Science
UNIVERSITY DIVISION:	Behavioral Science

TT.					
Un	ivers	SILV	Ap	pro	val

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		enter a
1.	Do you have a major in this field (place an "X" in the appropriate box)	? ⊠ Yes	□ No

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

N/A

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

The purpose of the Exercise Science minor is to allow more students an opportunity to gain basic knowledge in health, fitness, and exercise prescription. The minor is ideal for anyone interested in broadening their knowledge in the study and analysis of principles related to human movement.

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

Students pursuing a minor in Exercise Science will have the benefit of learning Anatomy, Exercise Physiology, Biomechanics and Kinesiology in a way that will allow them to not only help others in their chosen professions but also offers them a great opportunity to better themselves and their own health which is vital for personal success beyond graduation.

- 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.
  - Exercise Science is a broad major/minor that could include a wide variety of professions including but not limited to Personal Training, Athletic Training, Exercise Physiologist, Cardiac Rehab Specialist, Nutritionist, Sports Psychology, Chiropractic, Dentistry, Physical Therapy, Occupational Therapy, and Physician Assistant. The following are examples of demand for some of our more common professions:
  - The demand for athletic trainers across all practice settings is increasing, and the Bureau of Labor Statistics estimates that the athletic training profession will grow 21% by 2022. (Bureau of Labor Statistics)
  - 2. Employment of fitness trainers and instructors is projected to grow 10 percent from 2016 to 2026, faster than the average for all occupations. As businesses, government, and insurance organizations continue to recognize the benefits of health and fitness programs for their employees, incentives to join gyms or other types of health clubs are expected to increase the need for fitness trainers and instructors. (Bureau of Labor Statistics)
  - 3. Employment of physical therapists is projected to grow 28 percent from 2016 to 2026, much faster than the average for all occupations. Demand for physical therapy will come from the aging baby boomers, who are not only staying active later in life, but are more susceptible to health conditions, such as strokes, that may require physical therapy. In addition, physical therapists will be needed to treat people with mobility issues stemming from chronic conditions, such as diabetes or obesity. (Bureau of Labor Statistics)
  - 4. Employment of chiropractors is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations. People across all age groups are increasingly becoming interested in integrative or complementary healthcare as a way to treat pain and to improve overall wellness. (Bureau of Labor Statistics)
  - 5. Employment of physician assistants is projected to grow 37 percent from 2016 to 2026, much faster than the average for all occupations. As demand for healthcare services grows, physician assistants will be needed to provide care to patients. (Bureau of Labor Statistics)

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

	Fiscal Years*				
	1 <sup>st</sup>	2 <sup>nd</sup>	3rd	4 <sup>th</sup>	
Estimates	FY 19	FY 20	FY 21	FY 22	
Students enrolled in the minor (fall)	5	10	15	20	
Completions by graduates	0	0	0	5	

<sup>\*</sup>Do not include current fiscal year.

We would like to start conservatively for those that have reached out and inquired that they would like to see the school offer an Exercise Science minor. As the program develops we expect word of mouth to assist us in growing the enrollment each year over the next several years. As the importance of health and wellness becomes more paramount in our country and the discussion continues to grow and be a strong part of social media, we anticipate this to be a very popular minor for students across campus interested in bettering themselves and others.

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

We have a major already in place however we have students regularly coming to us with interest in the field but are unable to complete the major. By adopting a minor those kids would get the basic knowledge in the field of Exercise Science to complement their primary degree. Currently we have all the fundamental classes recommended by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) and the American College of Sports Medicine (ACSM) for Exercise Science and our minor would be an extension of 18 of the most fundamental of those credits that we already offer. A review of the top 25 Exercise Science schools showed that our planned 18 credits of coursework is the foundation for all 25 schools researched.

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

#### A. Distribution of Credit Hours

[Exercise Science Minor]	Credit Hours	Percent
Requirements in minor	18	%
Electives in minor	0	%
To	tal 18	

#### B. Required Courses in the Minor

Prefix Number		Number Course Title (add or delete rows as needed)		New (yes, no)	
EXS	101	Introduction to Exercise Science	2	No	
EXS	250	Anatomy and Physiology	3	No	
EXS	250L	Anatomy and Physiology Lab	1	No	
EXS	350	Exercise Physiology	3	No	
EXS	350L	Exercise Physiology Lab	1	No	
EXS	353	Kinesiology	3	No	
EXS	353L	Kinesiology Lab	1	No	
EXS	454	Biomechanics	3	No	
EXS	454L	Biomechanics Lab	1	No	
		Subtotal	18		

Elective Courses in the Minor: List courses available as electives in the program. Indicate any proposed new courses added specifically for the minor. None.

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

- 1. Describe the underlying scientific foundation of physical activity.
  - Students will gain introductory knowledge in their Introduction class followed by the scientific foundation throughout their Kinesiology, Exercise Physiology, and Biomechanics classes.
- 2. Demonstrate knowledge of basic anatomy and physiology.
  - Our Anatomy and Physiology class will give students a foundation of knowledge with our Kinesiology, Biomechanics, and Exercise Physiology class putting this knowledge into practice.
- 3. Describe the relationship between physical activity participation and quality of life.
  - Our students will gain insight into this with case studies during their Introduction class and progress into more detail with the positive values in all organ systems that is presented to them primarily in their Exercise Physiology coursework.
- 4. Demonstrate knowledge of current physical activity guidelines and recommendations.
  - In all 18 credits but specifically in their 3 labs they will get hands on practice in performing and teaching basic exercise techniques.
- 5. Design physical activity programs for the public that promote health and improve quality of life.
  - During their upper level coursework they will have hands on practice that will allow them to take their scientific knowledge and be able to apply it to the general population in forming a basic exercise routine that is safe and improves the overall quality of life.

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

At the beginning of their didactic coursework interactive face to face lectures with question and answer type lecturing will be in place. Specifically in their Anatomy coursework they will use models and web based interactive activities in order to affectively learn the subject matter. In labs they will use a hands on approach to not only be competent in performing all techniques themselves but gain the ability to administer these techniques to their peers which will carry over to the community and general public.

#### 12. Delivery Location1

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 S	tart Date
On campus	Yes	Fall	2019

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	Rapid City (some classes available at both locations)	(2) (2) (2) (2) (3) (3) (4) (4) (4) (4) (4) (4) (4) (4) (4) (4

	Yes/No	If Yes, identify delivery methods <sup>2</sup>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? <sup>3</sup>

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

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

<sup>&</sup>lt;sup>1</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>2</sup> Delivery methods are defined in AAC Guideline 5.5.

<sup>&</sup>lt;sup>3</sup> This question responds to HLC definitions for distance delivery.

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

There will be nothing else needed from the university due to these classes already be offered for the Exercise Science major allowing for a smooth and easy transition into offering a minor.

- 15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).
  - ☐ YES,

    the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.
  - NO,
    the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.
- 16. Additional Information: Additional information is optional. Use this space to provide pertinent information not requested above. Limit the number and length of additional attachments. Identify all attachments with capital letters. Letters of support are not necessary and are rarely included with Board materials. The University may include responses to questions from the Board or the Executive Director as appendices to the original proposal where applicable. Delete this item if not used.

#### SOUTH DAKOTA BOARD OF REGENTS

## Academic and Student Affairs Consent

AGENDA ITEM: 5 – A (2) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Program: NSU Minor in Art History** 

#### CONTROLLING STATUTE, RULE, OR POLICY

**BOR Policy 2:23** – Program and Curriculum Approval

#### **BACKGROUND / DISCUSSION**

Northern State University (NSU) requests authorization to offer a Minor in Art History. The minor would meet the needs of students interested in Art Production, History, Curatorial Studies, Museum Studies, Aesthetics, and other artistic fields. The Art History minor will provide students with the foundational knowledge needed to pursue further study or an occupation in these fields. These fields are expected to grow in the coming years, both in South Dakota and nationally.

#### IMPACT AND RECOMMENDATION

NSU does not request new resources to offer the minor. NSU anticipates graduating five (5) students per year who have completed the minor after full implementation. The program will not require the creation new courses. NSU requests authorization to offer the major on campus.

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Program Request Form: NSU – Minor in Art History

\*

#### **DRAFT MOTION 20190626 5-A(2):**

I move to authorize NSU to offer a minor in Art History, as presented.



### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

### New Baccalaureate Degree Minor

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

UNIVERSITY:	Northern State University
TITLE OF PROPOSED MINOR:	Art History
DEGREE(S) IN WHICH MINOR MAY BE	Any baccalaureate degree
EARNED:	
<b>EXISTING RELATED MAJORS OR MINORS:</b>	Studio Art, Digital Media, Art
	<b>Education, History, Public History</b>
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	500703
UNIVERSITY DEPARTMENT:	Art Department
UNIVERSITY DIVISION:	School of Fine Arts

#### **University Approval**

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

Joelle Latien		
President of the University or Designee	19 Date	
1. Do you have a major in this field (place an "X" in the appropriate box)?	O Yes	X No

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

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

This proposed minor is related to the mission and purpose of NSU by better preparing students in the fields of art production, history, technical writing, and archival studies through a curriculum of engaged learning and high standards of academic rigor. In addition, the statutory mission of NSU in SDCL 13-59-1 and BOR approved mission and curriculum in Policy 1:10:6 authorize NSU to provide undergraduate programming in arts and sciences, business, education, and fine arts.

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

The Art History Minor is an interdisciplinary minor that provides students with the knowledge and professional standards required for occupations in art production, curating, archiving, conservation, technical writing, and other museum and gallery staff positions. The Art History minor will also better prepare students for future graduate study in these same areas. This minor will provide supplemental opportunities for students interested in related fields, such as Studio Art, Graphic Design, Digital Design, and History, to gain a solid foundation in the understanding of art history, theory, and practice.

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

An Art History minor meets the needs of students interested in Art Production, History, Curatorial Studies, Museum Studies, Aesthetics, and other artistic fields. The Art History minor will provide students with the foundational knowledge needed to pursue further study or an occupation in these fields.

The study of Art History offers a tremendous opportunity to cultivate the skills and competencies that lie at the core of a good liberal arts education, including critical reading, writing, and speaking. To these skills, it adds a particular attention to critical looking. Critical looking builds skills in interpreting and analyzing how visual and physical qualities are used to communicate. The Art History Minor utilizes an interdisciplinary approach that incorporates other fields such as social history, aesthetics, economics, politics, and anthropology. Examining the history behind artworks allows students to understand the shifts in social, political, and economic stages that inform each artwork, as well as gain rich insights into various world cultures.

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.

This projected growth both in SD and nationally covers a wide variety of possible jobs according to the U.S. Bureau of Labor Statistics Occupational Outlook Handbook, primarily: Artists and Related Workers, Curators, Museum Technicians and Conservators, Technical Writers, Archivists, Historians, and other Museum workers.

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

#### From the South Dakota Department of Labor<sup>1</sup>

#### Artists and Related Workers, All Other

Job Outlook: Employment of Artists and Related Workers, All Other is projected to grow 6.67 percent from 2016 to 2026.

#### Graphic Designers

Job Outlook: Employment of Graphic Designers is projected to grow 3.14 percent from 2016 to 2026.

#### Technical Writers

Job Outlook: Employment of Technical Writers is projected to grow 12.87 percent from 2016 to 2026.

#### **Curators**

Job Outlook: Employment of Curators is projected to grow 11.76 percent from 2016 to 2026.

#### Museum Technicians and Conservators

Job Outlook: Employment of Museum Technicians and Conservators is projected to grow 10.14 percent from 2016 to 2026.

#### From the US Bureau of Labor Statistics<sup>2</sup>

#### Archivists, Curators, and Museum Workers

Job Outlook: Employment of archivists is projected to grow 14 percent from 2016 to 2026, faster than the average for all occupations. Employment of curators is projected to grow 14 percent from 2016 to 2026, faster than the average for all occupations. Employment of museum technicians and conservators is projected to grow 12 percent from 2016 to 2026, faster than the average for all occupations.

#### Historians

Job Outlook: Employment of historians is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations.

#### Craft and Fine Artists

Job Outlook: Overall employment of craft and fine artists is projected to grow 6 percent from 2016 to 2026, about as fast as the average for all occupations.

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

https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?enc=L3Rx1LKHF+xq6eiD/TQsJf1J6NIGYkKlkbSZg/3r9D4=

<sup>&</sup>lt;sup>2</sup> https://www.bls.gov/ooh/

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

year).

		Fiscal Years*		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 2020	FY2021	FY 2022	FY 2023
Students enrolled in the minor (fall)	3	4	5	6
Completions by graduates	0	3	4	5

<sup>\*</sup>Do not include current fiscal year.

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

The only other SD BOR School that currently offers an Art History Minor is USD. The proposed NSU Art History minor will closely mirror the structure used at USD (6 required credits and 12 electives).<sup>3</sup> Although, the structure of the minor will be similar, the curriculum will be unique and incorporate many courses not found in the USD Art History minor. Also, the NSU minor takes advantage of NSU strengths in faculty and course offerings and works well with History and other majors at NSU.

This minor will adhere to the National Association of Schools of Art and Design's (NASAD) advisory statements on undergraduate minors in art and design including:

- 1. Minors require 15–24 semester hours and involve a range of art and design studies from areas such as studio, analysis, and history. The usual goal is to raise the level of overall proficiency in art/design and to provide a comprehensive overview of the discipline. Requirements in at least two of the three areas previously mentioned are the norm. However, minors in art and design may be designed especially to be integrated with other liberal arts or pre-professional curricula. Whatever the curricular objective, balances between comprehensiveness and focus must be maintained to ensure program integrity.<sup>4</sup>
- 2. As overall curriculum offerings and policies are planned, NASAD encourages continued attention to the potentials for art and design inherent in strong minors programs. The minors option provides tremendous opportunities to develop art/design knowledge and skills at a basic collegiate level among large numbers of educated citizens. Evolving economic, demographic, and technological conditions provide increased incentive for creativity and leadership in the development and operation of art/design minors programs.<sup>5</sup>

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

<sup>&</sup>lt;sup>3</sup> "Program: Art History Minor - The University of South Dakota - Acalog ACMSTM," accessed February 8, 2019, <a href="http://catalog.usd.edu/preview-program.php?catoid=25&poid=3953.">http://catalog.usd.edu/preview-program.php?catoid=25&poid=3953.</a>

<sup>&</sup>lt;sup>4</sup> "AD-Handbook-2017-2018.pdf." Accessed February 8, 2019. https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf. 221.

<sup>&</sup>lt;sup>5</sup> "AD-Handbook-2017-2018.pdf." Accessed February 8, 2019. https://nasad.arts-accredit.org/wp-content/uploads/sites/3/2017/12/AD-Handbook-2017-2018.pdf. 222.

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

#### A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	6	33.3%
Electives in minor	12	66.6%
Total	18	100%

### **B.** Required Courses in the Minor

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
ARTH	311	History of World Art III	3	no
ARTH	416	Art Theory and Criticism	3	no
		Subtotal	6	

 $<sup>^{8}</sup>$  This question responds to HLC definitions for distance delivery.

3

3

3

3

no

no

no

no

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

Prefix	Number	Course Title	Credit	New		
		(add or delete rows as needed)	Hours	(yes, no)		
Take 2 ARTH courses (6 credits)						
ARTH	100	Art Appreciation 3		no		
ARTH	100	Art Appreciation (Honors)	3	no		
ARTH	211	History of World Art I	3	no		
ARTH	212	History of World Art II	3	no		
ARTH	312	History of Graphic Design	3	no		
ARTH	250	Art and Ethics	3	no		
Take 2 add	Take 2 additional courses (6 credits)					
ARTM	450	Introduction to Arts Management	3	no		
HIST	240	Introduction to Public History and Cultural Resources		no		
HIST	481	Material Culture Studies	3	no		

Subtotal 12

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

Museums and Archives

Literature of the Ancient World

Contemporary Rhetoric

Professional, Technical, and Grant Writing

The learning outcomes for this minor are consistent with the requirements listed on page 98-99 of the NASAD Handbook 2017-2018 including:

- 1. Gain a basic understanding of the nature of professional work in their [minor]. Examples are: organizational structures and working patterns; artistic, intellectual, economic, technological, and political contexts; and development potential.
- 2. Acquire the skills necessary to assist in the development and advancement of their careers, normally including the development of competencies in communication, presentation, business, and leadership skills necessary to engage in professional practice in their major field.
- 3. Practice synthesis of a broad range of art/design knowledge and skills, particularly through learning activities that involve a minimum of faculty guidance, where the emphasis is on evaluation at completion.

## 11. What instructional approaches and technologies will instructors use to teach courses in the minor? This refers to the instructional technologies and approaches used to teach courses and

\_

HIST

**ENGL** 

**ENGL** 

**ENGL** 

483

413

480

305

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

*NOT the technology applications and approaches expected of students.* 

As the minor is not creating new classes, we will use existing resources to complete this task. Courses are currently taught through lecture, guided discussion, and student-led presentations.

#### 12. Delivery Location<sup>6</sup>

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

	Yes/No	Intended Start Date
On campus	yes	Fall 2020

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

Yes/No	If Yes, identify delivery methods <sup>7</sup>	Intended Start Date
no		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? 8

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery</b>	no		
(online/other distance			
delivery methods)			

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

\_

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

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

As all courses currently exist and are taught in a scheduled rotation at NSU, no new costs are expected with approval of the minor.

15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

YES.

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

#### ⊠ NO.

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

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

#### SOUTH DAKOTA BOARD OF REGENTS

## Academic and Student Affairs Consent

AGENDA ITEM: 5 – A (3) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Program: SDSU MS in Interdisciplinary Studies** 

#### 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 Master of Science (MS) in Interdisciplinary Studies. The proposed program is innovative, flexible, and will be a highly individualized graduate program designed to meet students' academic and professional goals. The program will be intentionally structured to meet the specific needs of instructors and two- and four-year postsecondary schools, particularly tribal colleges and universities. The Interdisciplinary Studies program will allow students to design a program of study tailored to their own needs and interests, and will require students take graduate-level coursework in at least two—or potentially three—disciplines. When students earn graduate credits in multiple areas of study, they can meet the HLC requirements to teach postsecondary courses in that discipline. The plan of study for each student will be approved by the student's advisors and the Graduate School. The intent to plan was approved at the <a href="December 2018">December 2018</a> Board meeting.

The program will not require the creation of any new courses.

The Executive Director waived the requirement for an external review of the proposed new graduate program under BOR Policy 2:1 as the program consists entirely of existing curriculum.

#### IMPACT AND RECOMMENDATION

SDSU does not anticipate needing additional resources to offer this program. SDSU anticipates graduating four (4) per year after full implementation. SDSU requests authorization to offer the program on campus and online.

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Program Request Form: SDSU – MS in Interdisciplinary Studies

\*

#### **DRAFT MOTION 20190626 5-A(3):**

I move to authorize SDSU to offer a MS in Interdisciplinary Studies, including online authorization, as presented.



## SOUTH DAKOTA BOARD OF REGENTS

#### **ACADEMIC AFFAIRS FORMS**

### New Graduate Degree Program

UNIVERSITY:	SDSU
PROPOSED GRADUATE PROGRAM:	Interdisciplinary Studies
<b>EXISTING OR NEW MAJOR(S):</b>	Existing
DEGREE:	Master of Science (M.S.)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	24.0101
SPECIALIZATIONS:1	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	12/5/2018
UNIVERSITY DEPARTMENT:	Graduate School
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.

Bany H. Dunn	
	5/13/2019
President of the University	Date

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

South Dakota State University (SDSU) requests authorization for the M.S. in Interdisciplinary Studies. The proposed Interdisciplinary Studies program is an innovative, flexible, and highly individualized graduate program designed to meet students' academic and professional goals. The M.S. in Interdisciplinary Studies will share many features with similar programs nationwide. However, it will be structured intentionally to meet the specific needs of instructors at two- and four-year postsecondary schools, particularly tribal colleges and universities. The program gives students the opportunity to design a program of study tailored to their own needs and interests. This program will require students to take graduate-level coursework in at least two and possibly three disciplines, in accordance with a plan of study approved by the student's advisor and the Graduate School.

The University does not request new state resources. New course development is not anticipated; however, SDSU plans to offer a number of existing courses in the online format.

<sup>&</sup>lt;sup>1</sup> 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.

Currently, over 140 graduate courses are offered online not including Great Plains Interactive Distance Education Alliance (Great Plains IDEA) consortium courses. USDA-NIFA grant funding will provide support to develop online versions of existing classes in targeted disciplines.

## 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?<sup>2</sup>

The statutory mission of South Dakota State University is 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 M.S. in Interdisciplinary Studies advances the University's goals by providing students a graduate program with a flexible curriculum. Students pursuing this master's degree will draw upon disciplines across the University. In line with SDSU's Imagine 2023 goals, this program will meet the needs of diverse students and market demands, as well as increase the number of programs utilizing distance delivery methods. Additionally, the M.S. in Interdisciplinary Studies would directly reinforce the goal of optimizing institutional efforts to support tribal communities and other underserved populations.

Goal 1 of the South Dakota Board of Regents Strategic Plan (Student Success) lists as an action step to "expand collaborations with Tribal Colleges." While the Interdisciplinary Studies degree will naturally attract students from elsewhere, its primary purpose is to address a demonstrated need for faculty and staff at TCUs.

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

Two regional accrediting agencies for institutions of higher education require no fewer than 18 graduate credit hours in the teaching discipline for all instructors of undergraduate coursework. The Higher Learning Commission (HLC) recently clarified Assumed Practice B.2 (Faculty Roles and Qualifications) and the associated white paper<sup>3</sup> states that faculty members teaching in a baccalaureate program must have completed a minimum of 18 credit hours of graduate coursework in their discipline of instruction. Some scope exists for faculty members to establish their qualifications by means of tested experience instead. It also states that a master's degree in education does not by itself qualify a faculty member to teach a particular discipline at the baccalaureate level. These standards for faculty qualifications also apply to courses that are transferable to four-year institutions even if they are taught in high schools (dual credit) or two-year schools. Additionally, the Southern Association of Colleges and Schools-Commission on Colleges has a similar rule where 18 credit hours are required to teach

<sup>2</sup> 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.

<sup>&</sup>lt;sup>3</sup> Determining Qualified Faculty Through HLC's Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Reviewers. http://download.hlcommission.org/FacultyGuidelines 2016 OPB.pdf

courses that are applied toward a bachelor's degree.<sup>4</sup> Together, HLC and SACS-COC accredit no fewer than 1,700 institutions in 30 states, thus we anticipate a potentially large demand for this program.

These accreditation standards place a burden on faculty members at many institutions, but especially those at tribal colleges and universities (TCUs). South Dakota houses three TCUs: Oglala Lakota College, Sinte Gleska University, and Sisseton Wahpeton College. A fourth, Sitting Bull College, serves the Standing Rock reservation, which straddles North and South Dakota. Collectively, these institutions offer 91 baccalaureate programs; faculty members teaching in these programs are among those most directly affected by the "18-credit hour" rule.

Nationally, a large proportion of faculty members at TCUs lack the proper credentials required by regional accreditors. According to the American Indian Higher Education Council (AIHEC), faculty credentials for the 2015-2016 academic year were as follows: <sup>5</sup>

Table 1. Faculty Credential	Percentage of Faculty
No Degree – Expert in Field	7%
Associate's Degree	5%
Bachelor's Degree	23%
Master's Degree	50%
Doctoral Degree	13%
Other	2%

These data show that approximately 35% of faculty members at TCUs possess a bachelor's degree or less as their highest earned degree. This figure understates the true need for credentials because many of the master's-qualified faculty members hold degrees in education, leadership, or other fields outside their discipline of instruction.

The M.S. in Interdisciplinary Studies will serve this population by allowing students to complete graduate coursework in their discipline(s) of instruction while also achieving a master's degree. Postsecondary instructors who teach two different disciplines, a common practice at many institutions, can become properly-credentialed in each, which would not be possible in the context of a traditional discipline-specific graduate program. The interdisciplinary framework is therefore uniquely suited for meeting the needs of this segment of the educational labor force. The University will also market this program to those who already have a Master's degree, but need discipline specific courses to address accreditation requirements.

While the primary target market for this program comprises faculty members at South Dakota TCUs, the college believes that a broader regional and national market for this degree exists as well. SDSU intends to market this program to TCUs nationally, along with instructors at other postsecondary institutions and high school teachers who teach or wish to teach dual credit courses. The Bureau of Labor Statistics predicts that employment opportunities for postsecondary teachers will grow by 13% from 2014 to 2024, significantly faster than the labor market average of 7%. Given this rate of growth and the demands placed on faculty

<sup>&</sup>lt;sup>4</sup> SACS-COC Faculty Credentials Standard 6.2.a <a href="http://sacscoc.org/pdf/081705/faculty%20credentials.pdf">http://sacscoc.org/pdf/081705/faculty%20credentials.pdf</a>

<sup>&</sup>lt;sup>5</sup> AIHEC. (2018). Unpublished raw data.

<sup>&</sup>lt;sup>6</sup> http://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm

South Dakota State University
New Graduate Degree Program: M.S. in Interdisciplinary Studies

qualifications by HLC and other accrediting bodies, the college expects that the proposed master's degree will attract a national audience.

#### 4. How will the proposed program benefit students?

Students from the target population (under-credentialed postsecondary instructors) will strengthen and/or preserve their employability as their institutions comply with regional accreditation guidelines.

#### **Program Proposal Rationale:**

#### A. If a new degree is proposed, what is the rationale<sup>7</sup>

This is not a new degree.

#### **B.** What is the rationale for the curriculum?

SDSU will offer a 35 credit option, so that students will be able to complete credits in at least two or more distinct disciplines. The program will allow students to take up to 12 credits in each of two disciplines or 9 credits in each of three disciplines, so that they can be properly-credentialed to teach at regionally-accredited colleges and universities. The program includes a flexible plan that does not require a research methods course for the coursework-only option.

SDSU's program will be tailored toward addressing a particular need among postsecondary educators. The SDSU program will also focus primarily on areas where the University has graduate level expertise.

Each plan of study is developed individually according to the student's interests. The requirements of the M.S. in Interdisciplinary Studies program are as follows:

- 1. Course work must be selected from two (2) or three (3) distinct academic areas, excluding pedagogy. If two academic areas are selected, the student must complete no fewer than twelve (12) credit hours in each area and no less than one (1) credit hour of capstone experience. If three academic areas are selected, the student must complete no fewer than nine (9) credit hours and no less than one (1) credit hour of capstone experience. An "academic area" is defined by courses taught under the same prefix (e.g. BIOL, MICRO, NRM, PE, OM etc.). As per standard protocol, the Graduate School will approve all exceptions to the Plan of Study on a case-by-case basis.
- 2. Master's programs require completion of a capstone component. The capstone component must be developed by the student, approved by program officials, and conducted under the supervision of no fewer than two graduate faculty. We anticipate much of the need of this student clientele will be centered on education, thus we have prepared a series of courses centered on pedagogy and related areas which can serve as a capstone component. See Table A for a brief list of graduate courses which emphasize pedagogy.

<sup>&</sup>lt;sup>7</sup> "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.

- 3. Option C students (course-work only) must complete no fewer than 35 graduate credits. Option B students (research paper, non-thesis) must complete no fewer than 32 graduate credits.
- 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?

There are not any national standards or accrediting agencies for this program.

#### D. Summary of the degree program:

Table 2. M.S. in Interdisciplinary Studies - Option B	Credit Hours	Percent
Academic Area "1" §	12	38%
Academic Area "2"	12	38%
Capstone	1	3%
Electives	7	22%
Total Required for the Degree Total	32	

<sup>§&</sup>quot;Academic areas" are areas of distinct academic interest which are each taught within a single prefix. Exceptions to this definition will be made on case-by-case basis

Table 3. M.S. in Interdisciplinary Studies - Option B	Credit Hours	Percent
Academic Area "1" §	9	28%
Academic Area "2"	9	28%
Academic Area "3"	9	28%
Capstone	1	3%
Electives	4	13%
Total Required for the Degree Total	32	

Table 4. M.S. in Interdisciplinary Studies - Option C	<b>Credit Hours</b>	Percent
Academic Area "1"	12	34%
Academic Area "2"	12	34%
Capstone	1	3%
Electives	10	29%
Total Required for the Degree Total	35	

Table 5. M.S. in Interdisciplinary Studies - Option C	Credit Hours	Percent
Academic Area "1"	9	26%
Academic Area "2"	9	26%
Academic Area "3"	9	26%
Capstone	1	3%
Electives	7	20%
Total Required for the Degree Total	35	

South Dakota State University New Graduate Degree Program: M.S. in Interdisciplinary Studies

#### **Required Courses**

Due to the necessity to adapt course offerings to the needs of the student, specific required courses are not requested. To do so would add unnecessary credits to the Plan of Study. However, the student is required to take 9 or 12 credits within a prefix, depending upon whether the students wishes to study three or two academic areas, respectively.

#### **Elective Courses**

Elective courses of four to 10 credit hours are available depending upon which of the research/design paper or course work only options are chosen. Additionally, the choice of either the two or three academic area options will affect the number of elective credit hours available. Elective credits are necessary, as some students may choose an expanded capstone experience; for example, some students may desire more than one credit in pedagogy instruction for their capstone experience. See Table A for choices of pedagogy courses.

#### 5. Student Outcomes and Demonstration of Individual Achievement

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

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

#### Students will:

- demonstrate an understanding of the relationship between the various disciplines incorporated into their plan of study;
- identify and apply relevant theoretical frameworks;
- have fundamental knowledge of their disciplines and specific knowledge of their particular area of study;
- demonstrate mastery of subject matter on their plan of study

Students who undertake a project will be able to:

- develop a plan for the project or develop a plan for a scholarly or creative work;
- locate, retrieve and utilize appropriate information;
- read, understand, and critically review the primary literature or previous creative works:
- utilize appropriate methodologies to conduct an applied study, implement a project, or utilize appropriate skills to produce a creative work;
- analyze results using qualitative or quantitative techniques when appropriate;
- compare their results to previous studies when appropriate;
- explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- communicate the originality of, as well as the independent thinking and rationale for their work, in oral or written format.

Students who undertake the course completion option will be able to:

- undertake scholarly or creative work as demonstrated in specific class assignments;
- locate, retrieve and utilize appropriate information;

South Dakota State University
New Graduate Degree Program: M.S. in Interdisciplinary Studies

- read, understand, and critically review the primary literature or previous creative works;
- analyze results using qualitative or quantitative techniques when appropriate;
- compare their results to previous studies when appropriate;
- explain the contribution of their work to the broader field of existing knowledge or to previously created works; and
- communicate the originality of, as well as the independent thinking and rationale for their work, in written or oral format.

Due to the range of courses and disciplines that may be selected for the M.S. in Interdisciplinary Studies, a curriculum map aligning the SLO's has not been attached as Appendix A.

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 in interdisciplinary studies. There may be discipline specific instruments based on the selected student's plan of study.

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 through traditional assessment of assigning grades within a course. Mastery will be demonstrated by written tests, written papers, oral presentations, and other projects required within these courses. SDSU policy requires students complete graduate programs with no less than a 3.0 grade point average of courses included on the Plan of Study. Furthermore, a capstone experience, designed for each student individually, is required where the student must demonstrate an integrated understanding of the disciplinary coursework. Students will be allowed to re-take courses per Board of Regents policy.

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

Standard outcome-oriented techniques will be used for instruction including lecture, videos, and project-based instruction. The SDBOR learning management system, Desire2Learn, will be used for most, if not all, courses.

7. 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?

<sup>&</sup>lt;sup>8</sup> 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?

<sup>&</sup>lt;sup>9</sup> 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.

This degree program was developed in response to conversations with the First Americans Land-Grant Consortium (FALCON), American Indian College Fund, SD tribal college leaders, and others who want to see options increased for non-traditional and underrepresented groups, particularly in Indian Country, who need both an advanced degree and credits meeting federal accreditation requirements to teach in higher education institutions.

8. 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.

Nearly all students will be new to the University, as this is a unique program to specifically assist university and college instructors who are likely not enrolled in a graduate program. A small number of students have been identified who are currently taking courses for the explicit purpose to become qualified to teach at institutions of higher education. Most of these students are not enrolled in an academic program but may desire this program. Few, if any students, will switch out of existing programs into this program. Through the first five years, SDSU expects to enroll at least 2 students from TCUs and 2 additional students (e.g. instructors at non-TCU institutions, high school dual credit teachers, etc.) per year. It is expected that this level of enrollment will be sustained after the first five years because of the national demand for credentialing will not diminish. This estimate is based on discussions with academic leaders at SD TCUs, presentations by participants at the annual meeting of the First Americans Land-Grant Consortium (FALCON), and the data on current faculty credentials provided by AIHEC described in item (2).

As the demand for scientists with experience in interdisciplinary or transdisciplinary research and learning environments expands, a small number of existing or new on-campus students may use this program to design a Master's degree that addresses specific career opportunities, i.e. spatial analysis and public health; sociology and communications studies students interested in social media.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	2	3	4	5
Students from other university programs	2	1	1	1
Continuing students	0	2	3	4
=Total students in the program (fall)	4	6	8	10
Program credit hours (major courses)**	24	36	45	66
Graduates***	0	0	1	4

<sup>\*</sup>Do not include current fiscal year.

<sup>\*\*</sup>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.

<sup>\*\*\*</sup> These estimates are based on students attending SDSU as part-time students.

9. 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.

Not available.

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

None.

# 11. Delivery Location<sup>10</sup>

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	2019-2020 Academic Year

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

	Yes/No	If Yes, identify delivery methods <sup>11</sup>	Intended Start Date
<b>Distance Delivery</b>	Yes	Online	2019-2020
(online/other distance			Academic Year
delivery methods)			

SDSU plans to provide this degree program nearly entirely online; for a few courses limited amounts of on-campus activities may be required. Faculty members at higher education institutions are usually place-bound and may be located great distances away from the Brookings campus. Online delivery is therefore necessary for SDSU to reach its primary audience. The proposed program will not detract from the USD offerings online as, in most cases, SDSU is targeting different disciplines. SDSU's program will be structured intentionally to meet the specific needs of instructors at two- and four-year postsecondary schools, particularly tribal colleges and universities. However, face-to-face courses will be allowed to meet degree requirements.

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)? <sup>12</sup>

Yes/No	If Yes, identify delivery methods	Intended Start Date

 $<sup>^{10}</sup>$  The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>11</sup> Delivery methods are defined in AAC Guideline 5.5.

<sup>12</sup> This question responds to HLC definitions for distance delivery.

South Dakota State University New Graduate Degree Program: M.S. in Interdisciplinary Studies

Distance Delivery	No	
(online/other distance		
delivery methods)		

100% of the M.S. in Interdisciplinary Studies will be offered online.

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

The University does not request new state resources. The M.S. in Interdisciplinary Studies will draw nearly entirely upon existing courses in units that already offer graduate degrees, and therefore can be offered at minimal cost. SDSU was recently awarded a USDA-NIFA higher education challenge grant, which helps fund the development of additional online graduate courses in core subject areas. SDSU plans to sustain these efforts by seeking external funding to continue to expand graduate-level coursework in high-demand disciplines among postsecondary instructors. SDSU faculty can also apply for Wokini funds or USDA Higher Education Challenge funds to increase offerings and expand the program.

13. 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.

The requirement for an outside reviewer was waived for this request.

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

Yes No

Explanation (if applicable):

The M.S. in Interdisciplinary Studies program will not be supported from program fees. Existing course fees would be billed if applicable.

15.	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,

South Dakota State University New Graduate Degree Program: M.S. in Interdisciplinary Studies

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.

### 16. Additional Information:

### **Admission Requirements**

University-level admission requirements will apply. Students will apply using the online application form and pay the \$35 fee. All successful applicants must have completed a bachelor's degree as verified by original transcripts or equivalent. Also for students whose first language is not English, 71 internet-based TOEFL or 5.5 IELTS scores are required. Additionally, it will be recommended that applicants submit a personal statement indicating their interdisciplinary interests and how they see the degree addressing their personal and career goals.

# Appendix A Example Plans of Study

# Summary of Requirements - Option B: Research/Design Paper with Two Academic Areas

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		Academic Area 1		
ENGL	538	English Victorian Literature	3	No
ENGL	560	Contemporary American Literature	3	No
ENGL	705	Seminar in Teaching Composition	3	No
ENGL	742	Seminar in American Indian Literature	3	No
		Academic Area 2		
MCOM	653	Mass Communication Teaching Methods	3	No
MCOM	705	Intro to Master of Mass Communication	3	No
MCOM	710	Cross-Platform Storytelling	3	No
MCOM	787	Research Methods	3	No
		Electives		
SPCM	510	Organizational Communication	3	No
SPCM	540	Health Communication	3	No
SPCM	592	Topics	1	No
		Capstone		
SPCM	788	Research Paper/Project	1	No
		Total	32	

# Summary of Requirements – Option C: Coursework only with Three Academic Areas

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		Academic Area 1		
MCOM	653	Mass Communication Teaching Methods	3	No
MCOM	705	Intro to Master of Mass Communication	3	No
MCOM	710	Cross-Platform Storytelling	3	No
		Academic Area 2		
SPCM	510	Organizational Communication	3	No
SPCM	541	Health Communication Campaigns	3	No
SPCM	591	Independent Study	3	No
		Academic Area 3		
ENGL	560	Contemporary American Literature	3	No
ENGL	583	Advanced Creative Writing	3	No
ENGL	705	Seminar in Teaching Composition	3	No

ACHMENT	$\mathbf{I}$ 1	14
---------	----------------	----

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		Electives		
ENGL	723	Seminar in English Literature to 1660	3	No
ENGL	742	Seminar in American Indian Literature	3	No
		Capstone		
ENGL	792	Topics	3	No
		Subtotal	36	

Course Number –		arses which would satisfy the Capstone Requirement (non-exhaustive)		Delivery
Name	Cr Hr	Description	Department	Mode
Chem 777 Action Research in the Secondary Classroom	2	This course will engage science instructors in processes used to assess the efficacy of using specific strategies for teaching in the classroom. The methodology for conducting educational research in the classroom will be the initial focus. One outcome of the course will be the inception of a project that could be implemented by the science instructor to investigate the use of a new teaching strategy in the classroom.	Chemistry and Biochemistry	online
Chem 778 Chemistry Teaching Strategies	3	This course will focus on pedagogical and curricular strategies and the educational research which supports using these methods. The incorporation of pedagogical methods into science classrooms as modifications for or enhancement of traditional instruction will be the goal for participants. Additionally the development of integrated curricula which use a multiple content areas will be discussed. Pedagogical and curricular strategies developed during the course will be peer-evaluated and tested in individual classrooms.	Chemistry and Biochemistry	online
Chem 788 Research Problems in the Chemistry Classroom	1-2	This capstone course will involve the application of the project conceived of during CHEM 616. Students will be expected to design, implement and the assess the outcomes of the project in their classroom. Results from this works will be summarized and defended in an oral exam format.	Chemistry and Biochemistry	Online/ Face to Face
EDER 711 Educational Assessment	3	Examines the theory and principles of educational assessment.	Teaching, Learning & Leadership	online
EDFN 750 Educational Technology	3	This course provides an advanced grounding in the educational uses of computing and communications technology. It includes integration of technology into the classroom, distance education, multimedia production, and school management systems.	Teaching, Learning & Leadership	online
EDFN 745 Effective Teaching: Theory In Practice	3	Approaches instruction from the perspective of Effective Teaching Research integrated with a focus on thinking skills. Students study various instructional models, focus on selection and implementation of appropriate strategies and consider other classroom issues related to effective teaching.	Teaching, Learning & Leadership	online
ESPY 740 Advanced Educational Psychology	3	A study of theories. The goal of the course is for each student to gain insight into their own beliefs about how learning occurs.	Teaching, Learning & Leadership	online
SPCM 700 Instructional Methods in Communication	3	Problems and issues in teaching the basic communication course, development of communication courses, and issues relevant to communication education	School of Communication and Journalism	Face to Face
MCOM 653 Mass Communication Teaching Methods	1-4	Techniques, materials and resources for teaching mass communication in the classroom and supervising student media. For secondary School or college instructors and publication advisors.	School of Communication and Journalism	online

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – A (4) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Program: SDSU Minor in Bioprocessing Sciences** 

## 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 Bioprocessing Sciences. The minor would provide students with knowledge and skills that supplement their major field of study to serve the large bioprocessing industries in South Dakota and the region. Students will gain a general understanding of principles and development of skills in bioprocessing technologies such as fermentation, bioseparation, and energy transfer as well as principles of quality control, operational efficiency, safety, and project management.

The program will not require the creation new courses, as it utilizes existing courses from agriculture, natural sciences, and engineering programs.

SDSU requests authorization to offer the minor on campus.

### IMPACT AND RECOMMENDATION

SDSU does not request new resources to offer the minor. SDSU anticipates graduating five (5) students per year who have completed the minor after full implementation.

Board office staff recommends approval of the program.

### **ATTACHMENTS**

Attachment I – New Program Request Form: SDSU – Minor in Bioprocessing Sciences

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

### DRAFT MOTION 20190626 5-A(4):

I move to authorize SDSU to offer a minor in Bioprocessing Sciences, as presented.



# SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	<b>Bioprocessing Sciences</b>
DEGREE(S) IN WHICH MINOR MAY BE	Any
EARNED:	
<b>EXISTING RELATED MAJORS OR MINORS:</b>	None
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	14.4501
UNIVERSITY DEPARTMENT:	College of Agriculture, Food and
	<b>Environmental Sciences</b>
UNIVERSITY DIVISION:	College of Agriculture, Food and
	<b>Environmental Sciences</b>

### **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	
		5/13/2019
	President of the University	Date
1.	Do you have a major in this field?	
	·	
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.

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Bioprocessing Sciences. Bioprocessing is a broad term encompassing the research, development, manufacturing, and commercialization of products prepared from or used by biological systems, including food, feed, fuels, and biopharmaceuticals, as well as remediation of environmental waste. The minor in Bioprocessing Sciences will provide students with knowledge and skills that supplement their major field of study to serve the large bioprocessing industries in South Dakota and the region. The minor will support SDSU's mission of providing engaging instruction that contributes to workforce development in South Dakota and the region.

The Bioprocessing Sciences Minor supports the mission of SDSU as provided in SDCL 13-58-1: *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, aviation, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine. Bioprocessing industries are expanding in South Dakota, and a skilled labor force is required to support the development and manufacturing of bio-based products, such as biofuels, soy-based food products, and feed for farm-based aquaculture.

SDSU does not request new state resources.

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

The proposed minor is intended to provide students with a general understanding of principles and development of skills in bioprocessing technologies such as fermentation, bioseparation, and energy transfer. Principles of quality control, operational efficiency, safety, and project management are also important components of the minor. Students will learn how to apply these principles and technologies in commercial product bio-based manufacturing and environmental services.

This is an interdisciplinary minor that utilizes existing courses from agriculture, natural sciences, and engineering. It supports workforce development in manufacturing industries, such as renewable fuels and food/drink products, and in environmental services, such as waste remediation and management.

# 4. How will the proposed minor benefit students? What are the majors/degree programs from which students would likely enroll in the minor?

Several majors at SDSU in agriculture, natural sciences, and engineering, require students to take one or more courses with content related to bioprocessing. However, these students might not be aware of complementary course offerings in other disciplines or the breadth of outstanding career opportunities in the bioprocessing industries. The minor in Bioprocessing Sciences will provide students in these majors with additional coursework to better prepare them for a career related to bioprocessing, and will bring to their attention career opportunities that they otherwise might not have considered. The additional credential will make students more competitive in the job marketplace.

The minor is expected to have particular appeal to students majoring in Agricultural and Biosystems Engineering, Agricultural Systems Technology, Biotechnology, Dairy Manufacturing, Food Science, Mechanical Engineering, Microbiology, and Operations Management.

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.

Bioprocessing technologies are used in a variety of industries ranging from renewable fuels, food and drink products, pharma- and nutraceuticals, and environmental remediation of wastes. This minor will combine courses from several disciplines to enhance the student's knowledge of these technologies and provide hands-on experiences with their applications,

thus helping to prepare students for career opportunities in the bioprocessing industries. The SD Department of Labor has projected strong growth (12.1 to 14.8%) in industry employment for the period 2016 to 2026 in the areas of professional, scientific and technical services; chemical manufacturing; and waste management and remediation services. Students majoring in disciplines related to agriculture, engineering, and other STEM areas are particularly encouraged to work towards a minor in Bioprocessing Sciences to enhance their preparation and employability for a career related to bioprocessing.

Bioprocessing is integral to several large industries in South Dakota and the region. South Dakota and the neighboring states of Minnesota, Iowa, and Nebraska account for four of the top six states in the U.S. for ethanol production capacity.<sup>2</sup> Additionally, bio-based processing significantly enhances the value of and demand for some of the most economically important commodities produced in South Dakota, including corn and soybeans.

Future employees and their employers in the bioprocessing industries will benefit from this certificate. Students will have an enhanced skill-set that combines basic knowledge of how bioprocessing technologies work and how to apply them in the commercial manufacturing of bio-based products. Students completing the minor will have a clearer understanding of how their chosen major can fill workforce needs in the bioprocessing industries.

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

The estimates below are based on approximately 5% of the students majoring in Agricultural and Biosystems Engineering, Agricultural Systems Technology, and Microbiology and 2.5% of the students majoring in Biotechnology, Dairy Manufacturing, Food Science, Mechanical Engineering, and Operations Management will enroll in the minor.

	Fiscal Years*					
	1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup>					
Estimates	FY 20 FY 21 FY 22 F					
Students enrolled in the minor (fall)	10	15	20	25		
Completions by graduates	0	0	3	5		

<sup>\*</sup>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.

There is no existing academic program in the state designed specifically to address the workforce needs of the bioprocessing industries. SDSU offers courses in several departments with relevant content, but there is limited depth of bioprocessing content in any given major, and there is no structure or obvious academic pathway that helps students identify an appropriate set of courses for career preparation in bioprocessing. The proposed minor is designed to provide a pathway for students from several majors to significantly enhance their preparation to enter the bioprocessing workforce. The proposed minor is comprised of courses

<sup>&</sup>lt;sup>1</sup> SD Dept. of Labor & Regulation (2018). 2017 Annual Workforce Report. Available at <a href="https://dlr.sd.gov/lmic/menu\_publications.aspx">https://dlr.sd.gov/lmic/menu\_publications.aspx</a>

<sup>&</sup>lt;sup>2</sup> US Energy Information Administration. (June, 2017). *Today in Energy*. Available at: <a href="https://www.eia.gov/todayinenergy/detail.php?id=31832">https://www.eia.gov/todayinenergy/detail.php?id=31832</a>.

selected from programs in the Departments of Agricultural and Biosystems Engineering, Biology and Microbiology, Construction and Operations Management, Dairy and Food Science, Health and Nutritional Sciences, and Mechanical Engineering. Students completing the minor will gain well-rounded knowledge of several aspects of the bioprocessing industries to complement their fields of study and strengthen their employability.

There is not a national accrediting body or educational organization.

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

### A. Distribution of Credit Hours

<b>Bioprocessing Sciences Minor</b>	<b>Credit Hours</b>	Percent
Requirements in minor	14-15	72%
Electives	3-4	28%
Total	18	100%

## **B.** Required Courses in the Minor

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
MICR	231-231L	General Microbiology and Lab (4)	4	No
OR				
MICR	233-233L	Introductory Microbiology and Lab (4)		
ABE	444-444L	Unit Operations of Biological Materials	3	No
		Processing and Lab		
ABE	343-343L	Engineering Properties of Biological Materials	3	No
OR		and Lab (3)		
ME	311	Thermodynamics I (3)		
OR				
ME	314	Thermodynamics (3)		
AST	443-443L	Food Processing and Engineering	3	No
OR		Fundamentals (3)		
FS	351-351L	Principles of Food Processing (3)		
OR				
ME	416	Renewable Energy Systems (3)		
OR				
MICR	450	Applications of Microbiology and		
		Biotechnology (3)		
ABE	411	Design Project III (2)	1-2	No
	or			
XXX	494	Internship		
	or			
XXX	498	Undergraduate Research		
		Subtotal	14-15	

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 <u>3-4</u> credits from the following list:

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
GE	425	Occupational Safety/Health Management	3	No
MICR	311-311L	Food Microbiology and Lab	4	No
MICR	332	Microbial Physiology	2	No
MICR	332L	Microbial Physiology Lab	2	No
MNET	231-231L	Manufacturing Processes I and Lab	3	No
NUTR	426-426L	Production of Wine Beer Spirits and Lab	3	No
OM	240	Decision Making Processes in Management	3	No
OM	425	Production Operations/Management <sup>3</sup>	3	No

# D. List any prerequisites for the courses above.

The following courses include prerequisite requirements:

Course Title	Prerequisite
FS 351-351L Principles of Food Processing	FS 251 + CHEM 106 [SGR #6] or CHEM 114
	[SGR #6]
ME 311 Thermodynamics I	PHYS 211 [SGR #6] + EM 215
ME 314 Thermodynamics	PHYS 211 [SGR #6] + MATH 125 [SGR #5]
ME 416 Renewable Energy Systems	ME 311, ME 314, or PHYS 341
MICR 231-231L General Microbiology & Lab	CHEM 106 [SGR #6] or CHEM 112 [SGR #6]
MICR 233-233L Introductory Microbiology &	BIOL 151 [SGR #6] + 6 credits of CHEM [SGR
Lab	#6]
MICR 311-311L Food Microbiology & Lab	MICR 231 [SGR #6] or MICR 233
MICR 332 Microbial Physiology	MICR 231 [SGR #6] or MICR 233
MICR 450 Applications of Microbiology and	MICR 231 [SGR #6] or MICR 233
Biotechnology	
NUTR 426-426L Production of Wine, Beer and	Registration Restriction - Participants must be 21
Spirits and Lab	years of age or older to enroll
OM 240 Decision Making Processes in	MATH 121 [SGR #5]
Management	
OM 425 Production & Operations Management	STAT 281 [SGR #5] or STAT 381

E. Minors typically consist of 18 credit hours, including prerequisite courses. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. If the minor includes more than 18 credit hours (including prerequisites), provide justification below.

The minor consists of existing courses. Several of the courses have prerequisites; however, the prerequisites in question are typically taken during students' general education coursework and will have little effect on the students pursuing the minor. In addition, the elective courses align closely to the program requirements for the primary audience. It is likely those electives would be completed by students in majors in which they would already be taking the prerequisites. These majors include Agricultural and Biosystems

<sup>&</sup>lt;sup>3</sup> Minor course modification will revise OM 425 Production and Operations Management to remove MNET 367-367L Production Strategy & Lab as prerequisite effective fall 2019.

Engineering, Agricultural Systems Technology, Biotechnology, Dairy Manufacturing, Food Science, Mechanical Engineering, Microbiology, and Operations Management.

All students in the minor will have to complete ABE 444-444L and the experiential learning requirement (ABE 411 or XXX 494 or XXX 498) which do not require prerequisites. It is anticipated all students pursuing the minor are expected to be from majors for which the prerequisites for either MICR 231-231L or MICR 233-233L are already required. Either of these lower-level MICR courses fulfills the prerequisite requirement for all higher level MICR courses in the minor.

Other requirements for the minor have course alternatives to meet the program learning outcomes such that most students can choose a course for which the prerequisite requirement will have been met by other requirements in their respective major.

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

Students completing the minor in Bioprocessing Sciences will be able to:

- Understand how cells or cellular components of biomaterials can be grown to produce commercial quantities of desired raw products (upstream bioprocessing).
- Understand and use biomass separation techniques to extract desired product from cell debris (downstream bioprocessing).
- Apply bioprocessing principles (e.g., fermentation, heat, mass, and energy transfer) to manufacturing of renewable energy and commercial bioproducts or to management of environmental waste.
- Apply principles of quality control, operations efficiency, project management, and safety to manufacturing of bio-based products.
- Demonstrate understanding and applications of operational protocol used in a bioprocessing discipline.
- Demonstrate a working knowledge of one or more industries that utilize bioprocessing technologies.

The attached curriculum map (Appendix A) shows where students achieve these outcomes in the curriculum.

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

The coursework associated with this minor is delivered in a face to face learning environment with considerable hands-on class laboratory experiences. The experiential learning requirement consisting of either an internship (XXX 494), undergraduate research (XXX 498), or design project (ABE 411) will give students an opportunity to integrate knowledge and laboratory skills from other classes in the minor into applied production and/or processing of biomaterials.

# 11. Delivery Location<sup>4</sup>

-

<sup>&</sup>lt;sup>4</sup> 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	2019-2020 Academic Year

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

_	Yes/No	If Yes, identify delivery methods <sup>5</sup>	Intended Start Date
<b>Distance Delivery</b>	No		
(online/other distance			
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)? <sup>6</sup>

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

The courses in the Bioprocessing Minor are not available online at SDSU.

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.

All courses are currently being taught. SDSU does not require any additional resources to offer this minor.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

<sup>&</sup>lt;sup>5</sup> Delivery methods are defined in AAC Guideline 5.5.

<sup>&</sup>lt;sup>6</sup> This question responds to HLC definitions for distance delivery.

## $\square$ 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.

Appendix A
Minor in Bioprocessing Sciences – Student Learning Outcomes

	Required	Required	Must Comp	lete One of Th	ese Courses	Must Complete One of These Course		urses	
	MICR	ABE 444/L	ABE 343/L	ME 311	ME 314	FS 351/L	AST 443/L	ME 416	MICR 450
	231/L or								
	MICR								
<b>Student Outcomes</b>	233/L								
1. Understand how cells or cellular components of	X								X
biomaterials can be grown to produce commercial									
quantities of desired raw products (upstream									
bioprocessing).									
2. Understand and use biomass separation techniques	X	X	X						X
to extract desired product from cell debris									
(downstream bioprocessing).									
3. Apply bioprocessing principles (e.g., fermentation,		X	X	X	X	X	X	X	X
heat, mass, and energy transfer) to manufacturing of									
renewable energy and commercial bioproducts or to									
management of environmental waste.									
4. Apply principles of quality control, operations						X	X		
efficiency, project management, and safety to									
manufacturing of bio-based products.									
5. Demonstrate understanding and applications of		X					X	X	
operational protocol used in a bioprocessing									
discipline.									
6. Demonstrate a working knowledge of one or more						X	X	X	X
industries that utilize bioprocessing technologies.									

# Appendix A (continued) Minor in Bioprocessing Sciences – Student Learning Outcomes

	Must Complete One of These Courses			Electives					
<b>Student Outcomes</b>	ABE 411	XXX 494	XXX 498	GE 425	MICR 311-311L	MICR 332-332L	MNET 231-231L	NUTR 426-426L	OM 425
1. Understand how cells or cellular components of						X			
biomaterials can be grown to produce commercial									
quantities of desired raw products (upstream									
bioprocessing).									
2. Understand and use biomass separation techniques to extract desired product from cell debris (downstream bioprocessing).						X		X	
3. Apply bioprocessing principles (e.g., fermentation, heat, mass, and energy transfer) to manufacturing of renewable energy and commercial bioproducts or to management of environmental waste.	X	X	X		X		X	X	
4. Apply principles of quality control, operations efficiency, project management, and safety to manufacturing of biobased products.		X	X	X	X		X	X	X
5. Demonstrate understanding and applications of operational protocol used in a bioprocessing discipline.	X	X	X					X	
6. Demonstrate a working knowledge of one or more industries that utilize bioprocessing technologies.	X	X	X					X	

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – A (5) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Program: SDSU Minor in Sustainable Local Foods** 

## 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 Sustainable Local Foods. The minor focus on coursework for small-scale vegetable-crop food production systems and health benefits tied to the choice of consumption of healthier foods. The program would equip students in any major to understand the benefits of locally produced food, while allowing students to explore the fundamental ecological, nutritional, and social forces that influence the long-term viability of today's small-scale food production systems. It is anticipated that students majoring in Horticulture, Nutrition and Dietetics, and Agronomy would be most interested in this minor. The need for locally-sourced foods is seeing a growing demand, and graduates with this minor can contribute to local economics and sustainable food sources in South Dakota and the region.

#### IMPACT AND RECOMMENDATION

SDSU does not request new resources to offer the minor. SDSU anticipates graduating twenty (20) students per year who have completed the minor after full implementation. The program will not require the creation new courses. SDSU requests authorization to offer the minor on campus.

Board office staff recommends approval of the program.

### **ATTACHMENTS**

Attachment I – New Program Request Form: SDSU – Minor in Sustainable Local Foods

\*

### **DRAFT MOTION 20190626 5-A(5):**

I move to authorize SDSU to offer a minor in Sustainable Local Foods, as presented.



# SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Sustainable Local Foods
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Sustainability Minor, Horticulture (B.S. & Minor), Nutrition & Dietetics (B.S.), Nutrition Minor
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	30.3301
UNIVERSITY DEPARTMENT:	Agronomy, Horticulture & Plant Science
UNIVERSITY DIVISION:	College of Agriculture, Food & Environmental 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.

	Bany H. Dunn	
		5/13/2019
	President of the University	Date
1	D 1 ' ' (1 ' 6' 110	
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.

South Dakota State University (SDSU) requests authorization to offer a minor in Sustainable Local Foods. The Sustainable Local Foods Minor is proposed as a collaboration between the Departments of Agronomy, Horticulture and Plant Science and Health and Nutritional Sciences. The Department of Agronomy, Horticulture and Plant Science has a B.S. degree in Horticulture and the Department of Health and Nutritional Sciences has a B.S. degree in Nutrition and Dietetics. Academic training from both departments through this minor will strengthen the graduate's ability to explore the health impacts of consuming locally produced fruits and vegetables coupled with life-long healthy food choices and knowledge of human dietary needs.

This minor will provide evidenced-based information on healthful food choices and sustainable food production. There is much misinformation in the popular press and even in some of the professional literature on sustainable practices in food production. The proposed minor will enable students to critically evaluate many health claims tied to locally produced foods and understand the merits of sustainable fruit and vegetable production practices. The focus of this new minor is in support of the SDSU mission to provide rich academic experiences through inspired and student-centered programs. This minor will provide knowledge in food production, food safety, and health and nutrition.

SDSU does not request new state resources.

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

The Sustainable Local Foods Minor is designed to foster active learning of small-scale vegetable-crop food production systems and health benefits tied to the choice of consumption of healthier foods. It is designed to equip students in any major to understand the process of growing, harvesting, storage, preparation, and perceived nutritional benefits of locally produced food. Students will explore the fundamental ecological, nutritional, and social forces that influence the long-term viability of today's small-scale food production systems.

The Department of Agronomy, Horticulture and Plant Science and the Department of Nutrition and Dietetics will foster and nurture an experiential learning-center environment where students learn that community access to wholesome, seasonal, and locally-grown fruits and vegetables link directly to wellness, sense of place, and environmental sustainability.

Today's U.S. Agriculture system produces unprecedented quantities of food. However, millions of people lack access to an adequate food supply creating issues of food insecurity throughout the U.S. including South Dakota.<sup>2</sup> This minor is intended for all students with an interest in expanding their knowledge of sustainable ways to produce food and deliver nutrients to improve human health and livelihoods.

# 4. How will the proposed minor benefit students? What are the majors/degree programs from which students would likely enroll in the minor?

Food sustainability is linked to rapidly growing career opportunities in production agriculture, business, education, and government. Key areas of potential employment for college graduates include food production, food safety, environmental sciences, restaurant and food services, public health organizations, and technology development. Though the outlook of each career path will vary, 'sustainability' careers are growing rapidly.<sup>3</sup> Sustainability is a burgeoning industry that is growing as technology advances and the world's natural resources are expended. The Sustainable Local Foods Minor will provide students with pertinent knowledge and skills that complement their major and prepare them for opportunities to support and meet current and future healthful food production and human

<sup>&</sup>lt;sup>1</sup> Locally produced vegetables and fruits.

<sup>&</sup>lt;sup>2</sup> Household Food Security in the United States in 2017, 2018. United States Department of Agriculture—Economic Research Service. Economic Research Report Number 256.

 $<sup>^3</sup>$  https://www.mckinsey.com/business-functions/sustainability-and-resource-productivity/our-insights/sustainabilitys-strategic-worth-mckinsey-global-survey-results

health needs. Students will be better prepared to develop sustainable food production type businesses.

This minor is available to all students, those enrolled in the Horticulture, Nutrition and Dietetics, and Agronomy disciplines may be most interested.

# 5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.

In a world committed to feeding a population of 9.77 billion<sup>4</sup> people by 2050, today's agriculturalists face daunting challenges and risks to produce ample supplies of nutritious food without destroying Earth's natural resources and ecosystems. Integrating the knowledge of food production, human health, and environmental sustainability will enhance the skills of SDSU graduates in agronomy, horticulture, and health & nutritional sciences and other related fields and enable them to contribute to feeding a growing global population. Graduates with the Sustainable Local Foods Minor will also contribute to thriving local economies and sustainable livelihoods—throughout South Dakota and the region.

Large corporations such as Walmart, and Costco and large food chains such as Whole Foods have overwhelming success in accessing locally-grown and organically-grown vegetables and animal protein to meet the rapidly growing demand for known-sourced products. Restaurants have added locally grown vegetables and meat to their menu. Urban centers, large and small, are promoting farmers markets as a means of connecting local entrepreneurs to customers. Each of these distribution systems must access trained employees and sources to support their high-value food products.

A U.S. Department of Agriculture report to Congress provides evidence of a growing trend in both the production and consumption of locally-produced food in the U.S. The report concluded that local and regional food sales in the U.S. totaled \$6.1 billion in 2012, an increase from \$4.8 billion reported in 2008. Moreover, local, state and federal agencies are hiring employees to address the growing food security and insecurity issues. Employment opportunities for college graduates who have expertise in food, agriculture, renewable natural resources, or the environment will increase 5% between 2015 and 2020. The United States Department of Agriculture projects 57,900 annual openings for graduates with bachelor's or higher degrees in those areas.<sup>7</sup>

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

The estimates below were developed based on past enrollment figures in new minors and their four-year progression, along with discussions with faculty and administrators regarding interest in the proposed minor.

<sup>&</sup>lt;sup>4</sup> United Nations, Department of Economic and Social Affairs, Population Division. 2017. World Population Prospects: The 2017 Revision. New York: United Nations.

<sup>&</sup>lt;sup>5</sup> Report to Congress: Trends in U.S. Local and Regional Food Systems. 2015. United States Department of Agriculture— Economic Research Service. Administrative Publication Number 068.

<sup>&</sup>lt;sup>6</sup> Report to Congress: Trends in U.S. Local and Regional Food Systems. 2015. United States Department of Agriculture—Economic Research Service. Administrative Publication Number 068.

<sup>&</sup>lt;sup>7</sup> Employment Opportunities for College Graduates in Food, Agriculture, Renewable Natural Resources, and the Environment. 2015. United States Department of Agriculture. https://www.purdue.edu/usda/employment/

		Fiscal Years*			
	1st 2nd 3rd 2				
Estimates	FY 20	FY 21	FY 22	FY 23	
Students enrolled in the minor (fall)	10	20	35	40	
Completions by graduates	0	5	15	20	

<sup>\*</sup>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.

This curriculum is available to all SDSU students and is especially appropriate for students majoring in Horticulture or Nutrition and Dietetics majors. This minor is designed to prepare graduates with basic understanding of horticultural principles and practices, including pest management. These graduates will gain a fundamental understanding of the scope, activities, and processes in the field of local food production practices and be lifelong learners. The curriculum will also be suitable for Horticulture graduates, who will gain considerable knowledge in crop management and production technologies of greenhouse, nursery, fruit, or vegetable crops, and can utilize this minor to add an extra value to their college education. Student who complete the minor will be able to have a basic understanding in food, nutrition, wellness, and management and will be able to promote health and wellness programs, as they communicate with public health agencies, foodservice, food retailers, and food production industries.

This curriculum is designed to provide a balanced knowledge in both areas of Horticulture and Nutrition and Dietetics. Graduates selecting this minor will complement the fundamental knowledge they obtain in their majors. Graduates will be aware of aspects that are harmful to productive ecosystems and will also be aware of aspects that cause deterioration in the quality of food products and will consider practices that elevate the healthiness of produced foods in farm and storage facilities.

The Sustainable Local Foods Minor is unique. Although a Sustainability major and two Sustainability minors exist in the SD regental system, none are focused on food. The current SDSU Sustainability minor prepares graduates to help their employers conserve resources (energy, water, dollars) and improve efficiency. The USD Sustainability major and minor similarly focus on ecological studies of the landscape. The Sustainable Local Foods Minor focuses on the production of healthful foods and increasing awareness of human health needs.

Other academic institutions within the land-grant system also offer minors in food sustainability or sustainability including Michigan State University, Montana State University, and Iowa State University.

Michigan State University Food Minor <sup>8</sup>	Montana State University Sustainable Food Systems Option <sup>9</sup>	Iowa State University Sustainability Minor <sup>10</sup>
	<b>Relevant Courses</b>	
Exercise, Nutrition and Weight Control	Basic Human Nutrition	Agriculture, Food and Natural Global Resource Systems
Exercise, Nutrition and Weight Control	Contemporary Consumer Issues	Community Ecology
Food in American Culture	Culinary Marketing: Farm to Table	Ecosystem Ecology
Local Food Producers	Cropping Systems and Sustainable Agriculture	Plants and People
Much Depends on Dinner	Field Crop Production	Sustainable Communities
Nutrition and Evolution	Food System Resilience, Vulnerability and Transformation	Sustainable and Environmental Horticulture Systems
The Anthropology of Food	Market Gardening	The US Food System
What's Food Got to Do with It?	Vegetable Production	Urban Revitalization

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

# A. Distribution of Credit Hours

Sustainable Local Foods Minor	<b>Credit Hours</b>	Percent
Requirements in minor	11	61%
Electives in minor	7	39%
Total	18	100%

# **B.** Required Courses in the Minor

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
HO/PS	111-111L	Introduction to Horticulture and Lab	3	No
НО	434	Local Food Production	2	No
NUTR	111	Food, People and the Environment	3	No
NUTR	221	Survey of Nutrition (3)	3	No
OR				
NUTR	315	Human Nutrition (3)		
		Subtotal	11	

<sup>8</sup> https://sites.lsa.umich.edu/sustainablefoodsystems/academic-programs/minor/

<sup>9</sup> http://catalog.montana.edu/undergraduate/education-health-human-development/sustainable-food-bioenergysystems/sustainable-food-systems-option/

http://catalog.iastate.edu/interdisciplinaryprograms/minor/sustainability/#curriculumtext

# 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 a minimum of 7 credits from the list below.

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
FS	101	Introduction to Food Science	3	No
НО	105	Insects and Society	3	No
НО	329	Horticultural Pests	3	No
НО	411	Fruit Crop Systems	1	No
HO/PS	413-413L	Greenhouse and High Tunnel Mgmt.	3	No
		and Lab		
НО	435	Local Food Production, Harvest and	2	No
		Storage		
НО	444	Vegetable Crop Systems	1	No
НО	447	Organic Plant Production	3	No
NUTR	141-141L	Food Principles and Laboratory	4	No

### D. List any prerequisites for the courses above.

Students will be able to complete NUTR 315 Human Nutrition (3 cr.) once they complete prerequisite courses CHEM 106 and CHEM 108 or CHEM 112 and CHEM 114. The requirements for the Sustainable Local Foods Minor will allow students to select either NUTR 221 (no prerequisites) or NUTR 315.

E. Minors typically consist of 18 credit hours, including prerequisite courses. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. If the minor includes more than 18 credit hours (including prerequisites), provide justification below.

NUTR 315 has a prerequisite of 8 credits of chemistry. It is anticipated that only students who have already completed NUTR 315 will choose this course as the nutrition course. Other students more than likely will choose NUTR 221 Survey of Nutrition.

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

Upon completion of the Sustainable Local Foods Minor, students will be able to:

- 1. articulate the impact of different types of fruit and vegetable production systems on the concept of sustainability.
- 2. recognize that modern food production systems are highly complex in terms of meeting the global demand for food and are driven by many economic, social, and environmental factors.
- 3. describe how the local production of fruits and vegetables can support local economies and address issues of food insecurity and human health at the same time.
- 4. experience hands-on activities of planning, growing, storage, preparation, and marketing of food crops.
- 5. explain the basics of nutrient needs of humans.

> The attached curriculum map (Appendix A) shows where students achieve these outcomes in the curriculum.

# 10. What instructional approaches and technologies will instructors use to teach courses in the minor?

Information will be delivered through lectures and experiential laboratories. Experiential labs will provide hands on learning in the field (Local Foods Education Center), high tunnel, greenhouse, and food preparation labs. Students will explore the ways in which plant production systems apply to the real-world environment of plant growth and development in South Dakota's short growing season.

# 11. Delivery Location<sup>11</sup>

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	2019-2020 Academic Year

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

	Yes/No	If Yes, identify delivery methods <sup>12</sup>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? 13

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

33% of the Sustainable Local Foods 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.

`	т			
N	J	٦1	n	e

<sup>&</sup>lt;sup>11</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>12</sup> Delivery methods are defined in AAC Guideline 5.5.

<sup>&</sup>lt;sup>13</sup> This question responds to HLC definitions for distance 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 minor.

All courses are currently being taught. SDSU does not require any additional resources to offer this minor.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).

 $\square$  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.

Appendix A **Sustainable Local Foods Minor – Student Learning Outcomes** 

	*HO/PS	*NITR	*NUTR 221 or NUTR				NUTR			HO/PS			
Individual Student Outcomes	111-111L	111	315	*HO 434	FS 101	HO 105	141-141L	HO 329	HO 411	413-413L	HO 435	HO 444	HO 447
Students will be able to articulate the	Х	X		X				X	X	Х	X	X	X
impact of different types of fruit and													
vegetable production systems on the													
concept of sustainability.  Students will be able to recognize that				37	37			7/	v			77	v
modern food production systems are				X	X	X		X	X	X		X	X
highly complex in terms of meeting													
the global demand for food and are													
driven by many economic, social, and													
environmental factors.													
Students will be able to describe how		X								X	X	X	
the local production of fruits and													
vegetables can support local economies and address issues of food													
insecurity and human health at the													
same time.													
Students will be able to experience				X			X		X	Х		X	X
hands-on activities of planning,													
growing, storage, preparation, and													
marketing of food crops.													
Students will be able to explain the			X										
basics of nutrient needs of humans. *required courses													Lļ
required courses													
													;
													•

<sup>\*</sup>required courses

### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – A (6) DATE: June 26-27, 2019

\*

### **SUBJECT**

**New Program: USD Minor in Neuroscience** 

## CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

### **BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests authorization to offer a Minor in Neuroscience. The minor is proposed in conjunction with the proposed Bachelor Science in Neuroscience major. This program would provide essential background in neuroscience for students majoring in other disciplines, including Biology, Medical Biology, Psychology, Chemistry, and Health Sciences, among others. USD cites evidence of need for academic programs in neuroscience in the state and region based on various Bureau of Labor Statistics and South Dakota Department of Labor and Regulations reports and estimates.

The minor requires the creation of two new courses.

USD requests authorization to offer the major on campus.

### IMPACT AND RECOMMENDATION

USD does not request new resources to offer this minor. USD anticipates graduating ten (10) students per year who have completed the minor after full implementation.

Board office staff recommends approval of the program.

### **ATTACHMENTS**

Attachment I – New Program Request Form: USD – Minor in Neuroscience

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

# **DRAFT MOTION 20190626 5-A(6):**

I move to authorize USD to offer a minor in Neuroscience, as presented.



## SOUTH DAKOTA BOARD OF REGENTS

## **ACADEMIC AFFAIRS FORMS**

# New Baccalaureate Degree Minor

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED MINOR:	Neuroscience
DEGREE(S) IN WHICH MINOR MAY BE	B.S., B.A., B.B.A., B.F.A., B.S.N.,
EARNED:	<b>B.S.Ed.</b> , <b>B.M.</b> , <b>B.M.A</b> .
<b>EXISTING RELATED MAJORS OR MINORS:</b>	Psychology, Biology
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	26.1501
UNIVERSITY DEPARTMENT:	Psychology
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.	Do you have a major in this field?	⊠ Yes	$\square$

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

The program proposal for the new major accompanies this request.

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

In conjunction with the proposed new Bachelor of Science in Neuroscience, the College of Arts & Sciences proposed a new interdisciplinary minor in Neuroscience. This program would provide essential background in neuroscience for students majoring in other disciplines, including Biology, Medical Biology, Psychology, Chemistry, Health Sciences, among others.

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

A transcripted minor in Neuroscience will provide students with evidence of a basic grounding in the core knowledge areas of neuroscience, including the cellular and molecular function of neurons, basic neuroanatomy, behavior and cognition, sensory and motor systems, and the development and plasticity of the nervous system. This background will complement existing majors in related disciplines and will provide graduates with up-to-date understanding of the foundation concepts in neuroscience.

# 5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.

There is a clear need for academic programs in neuroscience in the state and region, based on the demand for graduate study, workforce need, and anticipated growth. The Bureau of Labor Statistics reports that growth in the national job outlook for medical scientists for 2016-2026

will be 13% (Faster than average) and that the median annual salary in 2017 was \$82,090.1 The South Dakota Department of Labor and Regulations estimates a projected growth in employment by 2024 for Medical and Clinical Laboratory Technicians of 12.7%, and of Medical Scientists, Except Epidemiologists of 14%, both of which indicate strong demand for employees with training in interdisciplinary neuroscience.<sup>2</sup>

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

This conservative estimate is based on recent enrollments in several core courses, including BIOL 430 Neurobiology, BIOL 432 Behavioral Neuroscience, and PSYC 301 Sensation and Perception, substantial attention to the growing discipline, and the success of similar programs at other institutions.

		Fiscal Years*				
	1 <sup>st</sup>	1 <sup>st</sup> 2 <sup>nd</sup> 3 <sup>rd</sup> 4 <sup>th</sup>				
Estimates	FY 20	FY 21	FY 22	FY 23		
Students enrolled in the minor (fall)	5	10	15	20		
Completions by graduates		3	7	10		

<sup>\*</sup>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.

A working group of faculty from Basic Biomedical Sciences, Biology, and Psychology collaborated on the development of the curriculum, which was created after identifying existing courses and research strengths at USD, consulting with colleagues at USD and at other institutions, and researching programs at other institutions. The group also consulted several recent articles on undergraduate education in neuroscience from the Journal of Undergraduate Neuroscience Education (JUNE), including the following:

Kerchner, M., Hardwick, J.C., & Thornton, J.E. (2012). Identifying and using "core competencies" to help design and assess undergraduate neuroscience curricula. Journal of Undergraduate Neuroscience Education, 11(1), A27-A37.

Pinard-Welyczko, K.M., Garrison, A.C.S., Ramos, R.L., & Carter, B.S. (2017). Characterizing the undergraduate neuroscience major in the U.S.: an examination of course requirements and institution-program associations. Journal of Undergraduate Neuroscience Education, 16(1):A60-A67.

Wiertelak, E.P. & Julio J. Ramirez, J.J. (2008). Undergraduate neuroscience education: blueprints for the 21st century. Journal of Undergraduate Neuroscience Education, 6(2):A34-A39

Based on extensive research and consultation, and the development of core competencies specific to this program, this proposal draws upon existing courses and research opportunities available at USD to meet the learning outcomes identified in #10, below.

<sup>1 &</sup>quot;Medical Scientists," Bureau of Labor Statistics, Occupational Outlook Handbook, "https://www.bls.gov/ooh/lifephysical-and-social-science/medical-scientists.htm
<sup>2</sup> "Employment Projections by Occupation," South Dakota Department of Labor & Regulation,

http://dlr.sd.gov/lmic/menu projections occupation.aspx

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

The proposed minor exceeds the typical 18 credit total due to the inclusion of lab-required courses and the inclusion of prerequisite courses in Biology and Psychology required to enroll in core neuroscience courses. Since these prerequisite courses (BIOL 151/L and 153/L and PSYC 101) also fulfill System General Education Requirements in Natural Science and Social Sciences, however, these requirements should not result in excessive credits toward each student's total requirement for graduation.

## A. Distribution of Credit Hours

Neuroscience Minor	Credit Hours	Percent
Requirements in minor	17	83%
Electives in minor	3-4	17%
Total	20-21	

## **B.** Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PSYC	101	General Psychology	3	No
BIOL	151	General Biology I	4	No
BIOL	151L	General Biology I Laboratory	0	No
BIOL	153	General Biology II	4	No
BIOL	153L	General Biology II Laboratory	0	No
BIOL/PSYC	150	Exploring Neuroscience	3	Yes
BIOL	430	Neurobiology	3	No
		Subtotal	17	

Students majoring Biology, Medical Biology, or Psychology may not double-count major and minor requirements, but may substitute elective courses for the above requirements, for a minimum of  $\underline{18}$  credits for the minor.

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

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
BIOL	426	Endocrinology	3	No
BIOL	432	Behavioral Neuroscience	3	No
BIOL	445	Cellular Neuroscience	3	Yes
PSYC	301	Sensation and Perception	3	No
PSYC	301L	Sensation and Perception Laboratory	1	No
PSYC	302	Principles of Learning and Memory	3	No
PSYC	302L	Principles of Learning and Memory	1	No
		Laboratory		
PSYC	406	Cognitive Psychology	3	No
PSYC	413	Evolutionary Psychology	3	No

Subtotal 3-4
--------------

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

Students will demonstrate the following discipline-specific core competencies related to interdisciplinary study of neuroscience:

- Understanding of basic neuroanatomy.
- Familiarity with neuroanatomy's relationships with behavior, cognition, sensation, perception, and motor systems.
- Understanding of issues and problems in contemporary neuroscience.

Students will achieve these outcomes through successful completion of the curriculum.

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

Laboratory experience and research projects will be closely integrated with lectures, seminars, and discussion-based coursework. Teamwork, problem-solving, and written and oral presentations are central components of the curriculum.

# 12. Delivery Location<sup>3</sup>

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 Do	ate
On campus	Yes	Fall	2019

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

	Yes/No	If Yes, identify delivery methods <sup>4</sup>	Intended Start Date
<b>Distance Delivery</b>	No		
(online/other distance			
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)? <sup>5</sup>

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

<sup>&</sup>lt;sup>3</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>4</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>5</sup> This question responds to HLC definitions for distance delivery.

- 13. Does the University request any exceptions to any Board policy for this minor? Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None." None
- 14. Cost, Budget, and Resources: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Address off-campus or distance delivery separately.

No additional costs are associated with the implementation of this minor program.

- 15. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement (place an "X" in the appropriate box).
  - ∑ YES,
     the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

     ☐ NO,

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

#### SOUTH DAKOTA BOARD OF REGENTS

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

AGENDA ITEM: 5 – A (7) DATE: June 26-27, 2019

\*

#### **SUBJECT**

New Program: USD BS in Neuroscience with specializations in Cognitive Neuroscience and Molecular and Cellular Neuroscience

### 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 Bachelor of Science in Neuroscience with specializations in Cognitive Neuroscience and Molecular and Cellular Neuroscience. This program would prepare students for a number of professional pathways, including graduate study in behavior neuroscience, clinical neuroscience, biomedical science, or clinical neuropsychology; professional study in medicine, physical therapy, and law; careers in pharmaceutical and biomedical industries; and careers in science writing and communication. Neuroscience is one of the largest scientific fields in the US and is still growing. USD cites evidence of a clear need for academic programs in neuroscience in the state and region, based on various Bureau of Labor Statistics and South Dakota Department of Labor and Regulations reports and estimates.

The program requires the creation of five new courses.

USD requests authorization to offer the major on campus.

### IMPACT AND RECOMMENDATION

USD will not hire any additional faculty or staff for this program, but does anticipate some extra costs based on new courses and the addition of new sections are necessitated by increased enrollments. USD also budgeted for additional equipment, supply, and maintenance costs to support laboratory needs associated with the program. USD anticipates graduating ten (10) students per year after full implementation.

Board office staff recommends approval of the program.

### **ATTACHMENTS**

Attachment I – New Program Request Form: USD – BS in Neuroscience

Attachment II – New Specialization Request Form: USD – Cognitive Neuroscience

Attachment III - New Specialization Request Form: USD - Molecular and Cellular Neuroscience

\*

## **DRAFT MOTION 20190626 5-A(7):**

I move to authorize USD to offer a BS in Neuroscience with specializations in Cognitive Neuroscience and Molecular and Cellular Neuroscience, as presented.



# SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

# New Undergraduate Degree Program

UNIVERSITY:	University of South Dakota
MAJOR:	Neuroscience
<b>EXISTING OR NEW MAJOR(S):</b>	New
DEGREE:	Bachelor of Science
<b>EXISTING OR NEW DEGREE(S):</b>	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2019
PROPOSED CIP CODE:	26.1501
SPECIALIZATIONS:1	Cognitive Neuroscience and Molecular and Cellular Neuroscience
IS A SPECIALIZATION REQUIRED (Y/N):	Yes
DATE OF INTENT TO PLAN APPROVAL:	April 3, 2019
UNIVERSITY DEPARTMENT:	Psychology
UNIVERSITY DIVISION:	Arts & Sciences

### **University Approval**

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

President of the University	Date	

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

The University of South Dakota proposes a Bachelor of Science degree in neuroscience, which will utilize current courses and faculty from the Departments of Psychology and Biology and the Division of Basic Biomedical Sciences. The development of a neuroscience major/minor aligns with existing strengths at USD. USD's Center for Brain and Behavior Research (CBBRe) currently includes over 60 faculty across five colleges and 17 departments. The Center has successfully grown the neurobehavioral research enterprise at USD in terms of external funding to individual and teams of faculty as well as equipment and research infrastructure both at the main campus and at the Yankton and Sioux Falls clinical campuses. This will also provide opportunities for student-driven research. Neurobehavioral research by USD undergraduates is already supported by a grant from the NIH, the Summer Program for Undergraduate Research in Addiction (SPURA).

Neuroscience is one of the largest scientific fields in the US and is still growing. Membership in the Society for Neuroscience currently exceeds 37,000 and there are also over 115,000 members in the American Psychological Society. The state of South Dakota is conspicuous in not having a formal neuroscience major at this time. Such majors exist not only at the large research universities in the region (e.g., University of Nebraska-Lincoln, University of Iowa), but also at a number of smaller public and private institutions, including Creighton, Drake, Grinnell, and the University of Nebraska-Omaha. Developing an undergraduate neuroscience major was a strong

<sup>&</sup>lt;sup>1</sup> 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.

recommendation made by both the 2013 review of USD by the Berkeley Research Group and by the CBBRe External Advisory Committee. Such a major would also have a positive impact on existing graduate programs in Biology and Basic Biomedical Sciences where there are neuroscience specializations, as well as in Psychology, Counseling and Psychology in Education, Chemistry, and Biomedical Engineering. Finally, such a program would be unique within the SDBOR system. From an efficiency standpoint, USD is well positioned to offer this program without requiring additional resources, and the establishment of this program will enable initiatives to seek further external funding for related programming and research.

# 2. 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?<sup>2</sup>

The statutory mission of the University of South Dakota is provided in SDCL 13-57-1:

Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement: The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1).

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the liberal arts university for the State of South Dakota and as the location of the state's only medical school. As such, USD is ideally suited to offer an interdisciplinary program in neuroscience, which draws upon the disciplinary strengths of existing academic expertise in Psychology, Biology, Basic Biomedical Sciences, and other programs, as well as the research and laboratory opportunities afforded by the faculty in these programs.

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

Floh Thiels, program director at the National Science Foundation and an adjunct associate professor of neurobiology at the University of Pittsburgh School of Medicine, has proposed that with the growth in neuroscience, the training of neuroscientists must adapt to changing demands and needs. More than 50% of Neuroscience PhDs work outside of traditional academic settings, and with this growth in demand comes a need for a multidisciplinary, team-based learning, broader

<sup>&</sup>lt;sup>2</sup> 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.

training, greater awareness of ethical research practices, and collaborative research opportunities.<sup>3</sup> In addition to students choosing to pursue graduate study in neuroscience or related disciplines, an increasing number of students with undergraduate degrees in neuroscience are in demand for careers in industry, academic and public-sector laboratories, and positions requiring an understanding of neuroscience. An undergraduate major in neuroscience at USD will help prepare students not only for graduate study in the field, but also will provide them with the interpersonal, critical-thinking skills required for a changing workplace.

At their 2017 meeting, the CBBRe external advisory committee stated as follows:

A neuroscience major for undergraduates deserves serious consideration. It not only provides a mechanism for bringing together faculty with different research approaches, but also can serve as a faculty recruitment tool and a boost to undergraduate enrollment. Many universities across North America have successfully established an undergraduate neuroscience major within the last 10 years, and CBBRe faculty members already offer many of the courses needed to begin the process. A viable undergraduate major could also help with graduate training by offering opportunities for teaching assistantships.

There is a clear need for an interdisciplinary program in neuroscience in the state and region, based on the demand for graduate study, workforce need, and anticipated growth. The Bureau of Labor Statistics reports that growth in the national job outlook for medical scientists for 2016-2026 will be 13% (Faster than average) and that the median annual salary in 2017 was \$82,090.4 The South Dakota Department of Labor and Regulations estimates a projected growth in employment by 2024 for "Medical and Clinical Laboratory Technicians" of 12.7%, and for "Medical Scientists, Except Epidemiologists" of 14%, both of which indicate strong demand for employees with training in programs such as the proposed B.S. in interdisciplinary neuroscience.<sup>5</sup>

## 4. How will the proposed program benefit students?

As part of a broad-based, liberal arts curriculum, degrees in neuroscience will prepare students for a number of professional pathways, including graduate study in behavioral neuroscience, clinical neuroscience, biomedical sciences, or clinical neuropsychology; professional study in medicine, physical therapy, and law; careers in the pharmaceutical and biomedical industries; and careers in science writing and communication. By requiring students to choose either the cognitive specialization or the molecular and cellular specializing, the program will ensure that students focus on one of the two major subfields in neuroscience and tailor their undergraduate curriculum to specific paths for careers and/or graduate study.

## 5. Program Proposal Rationale:

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

No new degree is proposed. The major will be offered within the existing Bachelor of Science degree.

#### B. What is the rationale for the curriculum?

<sup>3</sup> "Adjusting Neuroscience Training to Meet New Demands," Society for Neuroscience, Webcast, n/d. http://neuronline.sfn.org/Articles/Program-Development/2017/Adjusting-Neuroscience-Training-to-Meet-New-

4 "Medical Scientists," Bureau of Labor Statistics, Occupational Outlook Handbook, "https://www.bls.gov/ooh/lifephysical-and-social-science/medical-scientists.htm

5 "Employment Projections by Occupation," South Dakota Department of Labor & Regulation,

http://dlr.sd.gov/lmic/menu projections occupation.aspx

A working group of faculty from Basic Biomedical Sciences, Biology, and Psychology collaborated on the development of the curriculum, which was created after identifying existing courses and research strengths at USD, consulting with colleagues at USD and at other institutions, and researching programs at other institutions (including the University of Montana, Creighton University, Drake University, Grinnell College, Macalester College, the University of St. Thomas, Bowling Green State University, Colorado State University, Central Michigan University, St. Louis University, the University of Minnesota, the University of Iowa, the University of Nebraska-Lincoln and the University of Nebraska-Omaha). The group also consulted several recent articles on undergraduate education in neuroscience from the Journal of Undergraduate Neuroscience Education (JUNE), including the following:

Kerchner, M., Hardwick, J.C., & Thornton, J.E. (2012). Identifying and using "core competencies" to help design and assess undergraduate neuroscience curricula. *Journal of Undergraduate Neuroscience Education*, 11(1), A27-A37.

Pinard-Welyczko, K.M., Garrison, A.C.S., Ramos, R.L., & Carter, B.S. (2017). Characterizing the undergraduate neuroscience major in the U.S.: an examination of course requirements and institution-program associations. *Journal of Undergraduate Neuroscience Education*, 16(1):A60-A67.

Wiertelak, E.P. & Julio J. Ramirez, J.J. (2008). Undergraduate neuroscience education: blueprints for the 21st century. *Journal of Undergraduate Neuroscience Education*, 6(2):A34-A39

Based on extensive research and consultation, and the development of core competencies specific to this program, this proposal draws upon existing courses and research opportunities available at USD, as well as several new courses, to meet the learning outcomes associated with the core competencies identified below.

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

According to Pinard-Welyczko, Garrison, Ramos, and Carter (cited above), "the average undergraduate neuroscience major requires 3 chemistry, 3 biology, 3 laboratory, 2-3 neuroscience, 1 physics, 1 math, and 2 psychology courses, suggesting that most neuroscience programs emphasize the natural sciences over the social sciences". At the same time, programs offered at research universities, such as those at Colorado State University, the University of Montana, and Ohio State University, offer specializations that allow students to focus more closely on specific disciplinary topics within the larger field. The University of Montana, which is an institution similar in size and mission to USD, offers two specializations similar to this proposal. The working group that developed this curriculum consulted these and other programs, both in the region and nationwide, as well as information provided by the Society for Neuroscience (SFN) to help determine current national standards for undergraduate curricula in neuroscience.

<sup>&</sup>lt;sup>6</sup> Pinard-Welyczko, Garrison, Ramos, and Carter A60.

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

Neuroscience	<b>Credit Hours</b>	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	28-29 (-9)*		17%
Major Requirements	23-24		19%
Major Electives	9		8%
Subtotal, Program Requirements		51-53	44%
Free Electives		39-41	31%
Degree Total <sup>7</sup>		120	100%

<sup>\* 9</sup> credits of required support coursework applies toward System General Education requirements.

## Required Support Courses Outside the Major

(Not general education or institutional graduation requirements)

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
PSYC	101	General Psychology	3	No
BIOL	151	General Biology I	4	No
BIOL	151L	General Biology I Laboratory	0	No
BIOL	153	General Biology II	4	No
BIOL	153L	General Biology II Laboratory	0	No
BIOL	280	Inquiry and Analysis in Biology	1	No
BIOL	280L	Inquiry and Analysis in Biology Laboratory	1	No
				_
One of th	e following:			
BIOL	420	Introduction to Biostatistics & Computational	3	No
		Biology		
BIOL	420L	Introduction to Biostatistics & Computational	0	No
		Biology Laboratory		
OR				
PSYC	371	Statistics in Psychological Research	3	No
One of th	e following s			
CHEM	112	General Chemistry I	3	No
CHEM	112L	General Chemistry I Laboratory	1	No
CHEM	114	General Chemistry II	3	No
CHEM	114L	General Chemistry II Laboratory	1	No
OR				
CHEM	112	General Chemistry I	3	No
CHEM	112L	General Chemistry I Laboratory	1	No

<sup>&</sup>lt;sup>7</sup> 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.

CHEM	116	Honors Principles of Chemistry	3	No
CHEM	116L	Honors Principles of Chemistry Laboratory	1	No
One of th	e following:			
PHYS	111	Introduction to Physics I	3	No
PHYS	111L	Introduction to Physics I Laboratory	1	No
OR				
PHYS	211	University Physics I	4	No
PHYS	211L	University Physics I Laboratory	1	No
		Subtotal	28-29	

Note: The above supporting coursework will complete the Interdisciplinary Science Minor or may be applied toward another minor or second major.

**Major Requirements** 

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
BIOL/PSYC	150	Exploring Neuroscience	3	Yes
PSYC	301	Sensation and Perception	3	No
PSYC	301L	Sensation and Perception Laboratory	1	No
BIOL	430	Neurobiology	3	No
NSCI	400	Seminar	1	Yes
NSCI	489	Neurobehavioral Research Techniques	3	Yes
		Subtotal	14	

In addition, students must choose one of the following specializations.

Additional Requirements for the Cognitive Specialization

Additional Requirements for the Cognitive Specialization						
Prefix	Number	Course Title	Credit	New		
		(add or delete rows as needed)	Hours	(yes, no)		
PSYC	302	Principles of Learning and Memory	3	No		
PSYC	302L	Principles of Learning and Memory	1	No		
		Laboratory				
PSYC	406	Cognitive Psychology	3	No		
PSYC	413	Evolutionary Psychology	3	No		
		Subtotal	10			

Additional Requirements for the Molecular and Cellular Specialization

raditional requirements for the profession and Schalar Specialization					
Prefix	Number	Course Title	Credit	New	
		(add or delete rows as needed)	Hours	(yes, no)	
BIOL	426	Endocrinology	3	No	
BIOL	432	Behavioral Neuroscience	3	No	
BIOL	445	Cellular Neuroscience	3	Yes	
		Subtotal	9		

## **Major Electives:**

Choose 9 credits from among the following courses:

Prefix	Num	Course Title	Credit	New
	ber	(add or delete rows as needed)	Hours	(yes, no)
BIOL	402/L	Animal Behavior	3	No
BIOL	426	Endocrinology*	3	No
BIOL	432	Behavioral Neuroscience*	3	No
BIOL	441	Histology	3	No
BIOL	443	Cell Biology	3	No
BIOL	445	Cellular Neuroscience*	3	Yes
CHEM	310/L	Fundamental Organic Chemistry	4/1	No
CHEM	326/L	Organic Chemistry I with Laboratory	4/1	No
CHEM	330	Structure and Function of Biomolecules	3	No
DCOM	221	Introduction to Audiology	3	No
DCOM	224	Speech Science	3	No
PSYC	302	Principles of Learning and Memory*	3	No
PSYC	302L	Principles of Learning and Memory Laboratory*	1	No
PSYC	406	Cognitive Psychology*	3	No
PSYC	408	Psycholinguistics	3	No
PSYC	411	Physiological Psychology	3	No
PSYC	413	Evolutionary Psychology*	3	No
PSYC	423	Research in Aging	3	No
PSYC	433	Psychology of Human Performance	3	No
PSYC	438	Psychoacoustics	3	No
		Subtotal	9	

<sup>\*</sup> Course may be taken as an elective if not completed for the specialization.

#### 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 knowledge and competencies specific to the program must relate to the proposed assessments in B and C below.

Based on the comprehensive review of existing neuroscience programs and on surveys of faculty in the field, as identified in Kercher et al. (2012), students will demonstrate the following discipline-specific core competencies related to interdisciplinary study of neuroscience:

- Understanding the cellular and molecular function of neurons.
- Understanding of basic neuroanatomy.
- Understanding of behavior and cognition, as they relate to neuroscience.
- Understanding of sensory and motor systems, as they relate to neuroscience.
- Understanding the development and plasticity of the nervous system.

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

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

Learning

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

N/A

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?

Students will demonstrate mastery through successful completion of the curriculum. Student learning will be assessed through both direct and indirect measures at every level of the curriculum. The capstone course will require student to demonstrate master of the core competencies assessed throughout the curriculum.

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.

Laboratory experience and research projects will be closely integrated with lectures, seminars, and discussion-based coursework. Teamwork, problem-solving, and written and oral presentations are central components of the curriculum.

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, the university did not engage consultants for the development of the curriculum, although input on the development of the program involved the 2013 review of USD by the Berkeley Research Group and consultation with the CBBRe External Advisory Committee. The curriculum was designed by a working group of faculty from the departments of Basic Biomedical Sciences, Biology, and Psychology in collaboration with the Office of the Dean of the College of Arts & Sciences.

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).

<sup>&</sup>lt;sup>8</sup> 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?

<sup>&</sup>lt;sup>9</sup> 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.

Although some students may be redirected from existing majors, particularly Biology, Medical Biology, and Psychology, the majority of students are expected to be new to the university. Given the options that are available nationwide and in neighboring states, we expect a significant number of students to enroll who would not otherwise consider USD or another SDBOR institution. Providing an interdisciplinary neuroscience option will help retain South Dakota high school graduates and will offer a strong recruiting tool for talented students from across the nation and the world. The courses included in this program currently have the capacity for additional students, and substantial growth of this program would provide resources for growth, if needed.

The enrollment for the major is estimated at 8 in the first year, divided between existing USD students and incoming first-year students. With addition of 20 students per year, once USD's Admissions Office is able to fully promote this program to potential incoming students, we anticipate the annual number of graduates to reach at least 10 per year after four years. This conservative estimate is based on recent enrollments in several representative courses, including BIOL 430 Neurobiology, BIOL 432 Behavioral Neuroscience, and PSYC 301 Sensation and Perception, substantial attention to the growing discipline, and the success of similar programs at other institutions. For example, the neuroscience program at the University of Montana (a university close in size to USD), was launched in the 2015-16 academic year and now includes approximately 80 majors, and, Dr. Sarah Certel of Montana's Center for Structural and Functional Neuroscience expects their major to include over 100 students by spring 2019. Likewise, the University of Iowa, with a first-year enrollment approximately 4 times larger than USD, enrolled 72 students in the first year of their Neuroscience major, which further aligns with our anticipated first-year enrollment. Colleagues at other research universities have confirmed the demand for undergraduate neuroscience programs. Dr. Jeff Edwards, Associate Director of the Neuroscience Center at Brigham Young University, stated that "BYU has approximately 500 Neuroscience majors. The major attracts high quality students and has definitely been a benefit for our graduate programs since some of those neuroscience majors matriculate to our graduate neurosciencerelated departments." Dr. Catherine S. Woolley, William Deering Chair in Biological Sciences and Professor of Neurobiology and Neurology at Northwestern University likewise indicated, "The Neuroscience major at Northwestern has been phenomenally popular. The program began in Sept 2015 and we will graduate ~117 students in June 2019. We currently have 359 declared Neuroscience majors, which makes Neuroscience the 4th or 5th largest major in the Weinberg College of Arts & Sciences." In this context, the projected number of majors for this program is extremely conservative, and USD anticipates long-term demand for the program to exceed expectations for the first few years. USD's Center for Brain and Behavior Research and the departments of Biology and Psychology are prepared to advertise and recruit for the program, both on-campus and at regional events including those sponsored by Sanford Research and the Washington Pavilion.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	3	15	15	15
Students from other university programs	5	5	5	5
Continuing students		6	20	30
=Total students in the program (fall)	8	26	40	50
Program credit hours (major courses)**	120	390	600	750
Graduates	0	2	5	10

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 currently no central accreditation organization for undergraduate programs in neuroscience.

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<sup>10</sup>

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2019

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

	Yes/No	If Yes, methods <sup>11</sup>	identify	delivery	Intended Start Date
<b>Distance</b> Deliver	y No				
(online/other distan	ee				
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		
(online/other	distance			
delivery meth	ods)			

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

<sup>\*</sup>Do not include current fiscal year.

<sup>\*\*</sup>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.

<sup>&</sup>lt;sup>10</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>11</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>12</sup> This question responds to HLC definitions for distance delivery.

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.

No additional faculty or staff are required for this program. Current faculty and staff have the expertise and qualifications, as well as the workload capacity, required to develop and teach all required coursework. Moreover, all existing courses in the program currently have sufficient capacity for additional students. The attached budget includes estimated teaching costs associated with new courses in the program, as well additional sections in required, elective, and supporting coursework that may be necessitated by increased enrollment. The FY19 salaries of six faculty members in the departments of Basic Biomedical Sciences, Psychology, and Biology who will regularly teach new courses and sections associated with this program were averaged. Some additional equipment, supply, and maintenance costs are also included to support laboratory needs associated with the program. As enrollment increases, additional faculty and materials may be required, but it is anticipated that tuition revenue would support any such needs.

	iated v	with the program. As enrollment increases, additional faculty and materials may be at it is anticipated that tuition revenue would support any such needs.
		niversity requesting or intending to request permission for a new fee or to attach ing fee to the program (place an "X" in the appropriate box)? If yes, explain.
	□ Yes	⊠ No
Explanat	ion (if	applicable):
d	egree	ourse Approval: New courses required to implement the new undergraduate program may receive approval in conjunction with program approval or receive al separately. Please check the appropriate statement:
	$\boxtimes$	
		YES,
		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.
		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
		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.

## University of South Dakota Proposal for B.S. in Neuroscience

## Appendix A

#### Individual Student Outcomes and Program Courses

	Pro	gram Cou	ses that A	ddress the	Outcomes							
Individual Student Outcome	BIOL PSYC 150"	PSYC 301/L**	PSYC 411s	BIOL 430*	NSCI 400*	NSCI 489**	PSYC 302/L	PSYC 406	PSYC 413	BIOL 426	BIOL 432	BIOL 445
Understanding the cellular and molecular function of neurons.					X	x				x		N.
Understanding of basic neuroanatomy.	X			X	×	x	- 1	-			X	
Understanding of behavior and cognition, as they relate to neuroscience.			x		x	x	x	x	x		x	
Understanding of sensory and motor systems, as they relate to neuroscience		x			x	X	Ť			X		1
Understanding the development and plasticity of the nervous system.				x	Х	x	x		х		x	

Individual Student Outcome	BIOL 402/L	BIOL 441.L	BIOL 443	CHEM 310/L	CHEM 326/L	CHEM 330	DCOM 221	DCOM 224	PSYC 408	PSYC 423	PSYC 433	PSYC 438
Understanding the cellular and molecular function of neurons.			x	x	x	x					7-1	107
Understanding of basic neuroanatomy.	X	X					X	X-	, = - 1			-
Understanding of behavior and cognition, as they relate to neuroscience.	x						11	1.11	x	x	×	x
Understanding of sensory and motor systems, as they relate to neuroscience.							X	x	x	x	x	X
Understanding the development and plasticity of the nervous system.		x		E				1 =			-	12

Appendix A Outcomes

ATTACHMENTI

## Appendix B Budget & Resources

## University of South Dakota, B.S. in Neuroscience

1. Assumptions		1st	2nd	3rd	4th
Headcount & hours from proposal		FY20	FY21	FY22	FY23
Fall headcount (see table in proposal)		8	26	40	50
Program FY or hrs. On-Campus		120	390	600	750
Program FY or hrs, Off-Campus	- 0	0	0	0	0
Faculty, Regular FTE	See p. 3	0.50	0.50	0.75	0.75
Faculty Salary & Benefits, average	See p. 3	\$125,097	\$125,097	\$125,097	\$125,097
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470
2. Budget					
Salary & Benefits					
Faculty, Regular		\$62,549	\$62,549	\$93,823	\$93,823
Faculty, Adjunct (rate x number of cour	ses)	\$0	\$0	\$0	\$0
Other FTE		\$0	<u>\$0</u>	<u>\$0</u>	\$0
S&B Subtot	al	\$62,549	\$62,549	\$93,823	\$93,823
Operating Expenses					
Travel		SO	SO	\$0	SO
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$1,000	\$5,000	\$5,000
Capital equipment		\$0	\$5,000	\$1,000	\$1,000
OE Subtot	ai	so	\$6,000	\$6,000	\$6,000
Tot	al	\$62,549	\$68,549	\$99,823	\$99,823
3. Program Resources					
Off-campus support tuition/hr, HEFF ne	t UG	\$399.05	\$399.05	\$399.05	\$399.05
Off-campus tuition revenu	ie hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF ne	t UG	\$219.79	\$219.79	\$219.79	\$219.79
On-campus tuition revenu	ie hrs x amt	\$26,375	\$85,718	\$131,874	\$164,842
Program fee, per er hr (if any)	\$0.00	\$0	SO	\$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	SO	\$0	\$0
Total Resource	es	\$26,375	\$85,718	\$131,874	\$164,842

Appendix B Budget 1+4 3/8/2019, 2:11 PM

ATTACHMENTI

Appendix B Budget & Resources

University of South Dakota, B.S. in Neuroscience

Resources Over (Under) Budget

(\$36,174)

\$17,169

\$32,051

\$65,019

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

Appendix B Budget 2 : 4 3/8/2019, 2:11 PM

ATTACHMENT I

#### Appendix B Budget & Resources

#### University of South Dakota, B.S. in Neuroscience

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$102,000	\$0
University's variable benefits rate (see	below)	0.1434	0.1434
Variable benefits	-	\$14,627	\$0
Health insurance/FTE, FY18	0	\$8,470	\$8,470
Average S&B		\$125,097	\$8,470

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

The FY 19 salaries of six members of the departments of Basic Biomedical Sciences, Psychology, and Biology were averaged. These are the faculty who will regularly teach new courses and sections associated with this program.

0 courses per year to be taught by adjuncts at	\$0,000 per course.
Explain other [for example, CSA or exempt]	salary & benefits. Enter amount above.
N/A	Sum y & veneral proper amount above.

With increased enrollment, addional lab equipment and materials will be needed.

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

N/A

Appendix B Budget 3 - 4 3/6/2019, 10:13 AM

ATTACHMENT I

#### Appendix B Budget & Resources

## University of South Dakota, B.S. in Neuroscience

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

Off-Campus Tuition, HEFF & Net	FY 19 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 I to use the UG or GR net amount for your university.

On-Campus Tuition, HEFF & Net	FY 19 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	Average of the
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

University	FY19	
BHSU	14,64% Change the benefits rate cell in	n 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%	

Appendix B Budget 4-4 3/6/2019, 10:13 AM



## SOUTH DAKOTA BOARD OF REGENTS

# ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED SPECIALIZATION:	Cognitive Neuroscience
NAME OF DEGREE PROGRAM IN WHICH	B.S., Neuroscience
SPECIALIZATION IS OFFERED:	
INTENDED DATE OF IMPLEMENTATION:	8/26/2019
PROPOSED CIP CODE:	26.1501
UNIVERSITY DEPARTMENT:	Psychology
UNIVERSITY DIVISION:	Arts & Sciences

## **University Approval**

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

	Eliz	abeth M. Freeburg	g	<u>_</u>	4/1/19
	Institutio		Date		
	President or Chief				
1.	Level of the Specializ	ation:			
	Baccalaureate	⊠ Master's	□ Doctoral		

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

The University of South Dakota is proposing a Bachelor of Science degree in neuroscience interdisciplinary program which will utilize current courses and faculty from the Departments of Psychology and Biology and the Division of Basic Biomedical Sciences. The development of a neuroscience major/minor aligns with existing strengths at USD. USD's Center for Brain and Behavior Research (CBBRe) currently includes over 60 faculty across five colleges and 17 departments. The Center has successfully grown the neurobehavioral research enterprise at USD in terms of external funding to individual and teams of faculty as well as equipment and research infrastructure both at the main campus and at the Yankton and Sioux Falls clinical campuses. This will also provide opportunities for student-driven research. Neurobehavioral research by USD undergraduates is already supported by a grant from the NIH, the Summer Program for Undergraduate Research in Addiction (SPURA).

Cognitive neuroscience involves significant connection with cognitive psychology, and focuses on the neural bases of mental processes and behaviors. Providing a specialization in this area will allow students with a particular interest in cognitive neuroscience to focus on specific coursework in preparation for graduate study or careers in this area.

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

There is a clear need for neuroscience training in the state and region, based on the demand for graduate study, workforce need, and anticipated growth. The Bureau of Labor Statistics reports that growth in the national job outlook for medical scientists for 2016-2026 will be 13% (Faster than average) and that the median annual salary in 2017 was \$82,090.2 The South Dakota Department of Labor and Regulations estimates a projected growth in employment by 2024 for Medical and Clinical Laboratory Technicians of 12.7%, and of Medical Scientists, Except Epidemiologists of 14%, both of which indicate strong demand for employees with training in programs such as the proposed B.S. in interdisciplinary neuroscience.<sup>3</sup> Moreover, the ability to pursue a specialization in cognitive neuroscience will allow students to pursue more specific career and educational opportunities related to their academic interests and strengths.

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

## **Required Support Courses Outside the Major**

(Not general education or institutional graduation requirements)

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
PSYC	101	General Psychology	3	No
BIOL	151	General Biology I	4	No
BIOL	151L	General Biology I Laboratory	0	No
BIOL	153	General Biology II	4	No
BIOL	153L	General Biology II Laboratory	0	No
BIOL	280	Inquiry and Analysis in Biology	1	No
BIOL	280L	Inquiry and Analysis in Biology Laboratory	1	No
One of th	e following:			
BIOL	420	Introduction to Biostatistics & Computational	3	No
		Biology		
BIOL	420L	Introduction to Biostatistics & Computational	0	No
		Biology Laboratory		
OR				
PSYC	371	Statistics in Psychological Research	3	No
One of th	e following s	sequences:		
CHEM	112	General Chemistry I	3	No
CHEM	112L	General Chemistry I Laboratory	1	No
CHEM	114	General Chemistry II	3	No
CHEM	114L	General Chemistry II Laboratory	1	No
OR				

<sup>&</sup>lt;sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>&</sup>lt;sup>2</sup> "Medical Scientists," Bureau of Labor Statistics, Occupational Outlook Handbook, "https://www.bls.gov/ooh/lifephysical-and-social-science/medical-scientists.htm

<sup>3</sup> "Employment Projections by Occupation," South Dakota Department of Labor & Regulation,

http://dlr.sd.gov/lmic/menu projections occupation.aspx

CHEM	112	General Chemistry I	3	No
CHEM	112L	General Chemistry I Laboratory	1	No
CHEM	116	Honors Principles of Chemistry	3	No
CHEM	116L	Honors Principles of Chemistry Laboratory	1	No
One of th	e following:			
PHYS	111	Introduction to Physics I	3	No
PHYS	111L	Introduction to Physics I Laboratory	1	No
OR				
PHYS	211	University Physics I	4	No
PHYS	211L	University Physics I Laboratory	1	No
		Subtotal	28-29	

Note: The above supporting coursework will complete the Interdisciplinary Science Minor or may be applied toward another minor or second major.

**Major Requirements** 

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL/PSYC	150	Exploring Neuroscience	3	Yes
PSYC	301	Sensation and Perception	3	No
PSYC	301L	Sensation and Perception Laboratory	1	No
BIOL	430	Neurobiology	3	No
NSCI	400	Seminar	1	Yes
NSCI	489	Neurobehavioral Research Techniques	3	Yes
	•	Subtotal	14	

Additional Requirements for the Cognitive Specialization

Prefix	Number	Course Title	Credit Hours	New (yes, no)
<b>PSYC</b>	302	Principles of Learning and Memory	<mark>3</mark>	No No
<b>PSYC</b>	302L	Principles of Learning and Memory Laboratory	1	No
<b>PSYC</b>	<mark>406</mark>	Cognitive Psychology	3	No
<b>PSYC</b>	413	Evolutionary Psychology	<mark>3</mark>	No
	_	Subtotal	10	

## **Major Electives:**

Choose 9 credits from among the following courses:

Prefix	Num	Course Title	Credit	New
	ber		Hours	(yes, no)
BIOL	402/L	Animal Behavior	3	No
BIOL	425	Cellular Physiology	3	No
BIOL	426	Endocrinology	3	No
BIOL	432	Behavioral Neuroscience	3	No
BIOL	441	Histology	3	No
BIOL	443	Cell Biology	3	No
BIOL	445	Cellular Neuroscience	3	Yes
CHEM	310/L	Fundamental Organic Chemistry	4/1	No

CHEM	326/L	Organic Chemistry I with Laboratory	4/1	No
CHEM	330	Structure and Function of Biomolecules	3	No
DCOM	221	Introduction to Audiology	3	No
DCOM	224	Speech Science	3	No
PSYC	408	Psycholinguistics	3	No
PSYC	411	Physiological Psychology	3	No
PSYC	423	Research in Aging	3	No
PSYC	433	Psychology of Human Performance	3	No
PSYC	438	Psychoacoustics	3	No
		Subtotal	9	

Total number of hours required for completion of specialization	19
Total number of hours required for completion of major	42-43
Total number of hours required for completion of degree	120

## 5. Delivery Location<sup>4</sup>

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 Do	ate
On campus	Yes	Fall	2019

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

		Yes/No	If Yes, identify delivery methods <sup>5</sup>	Intended Start Date
Distance	<b>Delivery</b>	No		
(online/other	distance			
delivery meth	ods)			

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

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

<sup>&</sup>lt;sup>4</sup> The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>5</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>6</sup> This question responds to HLC definitions for distance delivery.



## SOUTH DAKOTA BOARD OF REGENTS

# ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED SPECIALIZATION:	Molecular and Cellular
	Neuroscience
NAME OF DEGREE PROGRAM IN WHICH	B.S., Neuroscience
SPECIALIZATION IS OFFERED:	
INTENDED DATE OF IMPLEMENTATION:	8/26/2019
PROPOSED CIP CODE:	26.1501
UNIVERSITY DEPARTMENT:	Psychology
UNIVERSITY DIVISION:	Arts & Sciences

#### **University Approval**

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

Elizabeth M. Freeburg			4/1/19	
Institutional Approval Si	gnature		Date	
President or Chief Acade	mic Officer of the	University		
1. Level of the Specializ	ation:			

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

The University of South Dakota is proposing a Bachelor of Science degree in neuroscience interdisciplinary program which will utilize current courses and faculty from the Departments of Psychology and Biology and the Division of Basic Biomedical Sciences. The development of a neuroscience major/minor aligns with existing strengths at USD. USD's Center for Brain and Behavior Research (CBBRe) currently includes over 60 faculty across five colleges and 17 departments. The Center has successfully grown the neurobehavioral research enterprise at USD in terms of external funding to individual and teams of faculty as well as equipment and research infrastructure both at the main campus and at the Yankton and Sioux Falls clinical campuses. This will also provide opportunities for student-driven research. Neurobehavioral research by USD undergraduates is already supported by a grant from the NIH, the Summer Program for Undergraduate Research in Addiction (SPURA).

Molecular and cellular neuroscience involves significant connection with biology and physiology, and focuses on the mechanisms that control construction and maintenance of molecular and cellular circuits. Providing a specialization in this area will allow students with a particular interest in molecular and cellular neuroscience to focus on specific coursework in preparation for graduate study or careers in this area.

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

There is a clear need for neuroscience training in the state and region, based on the demand for graduate study, workforce need, and anticipated growth. The Bureau of Labor Statistics reports that growth in the national job outlook for medical scientists for 2016-2026 will be 13% (Faster than average) and that the median annual salary in 2017 was \$82,090.2 The South Dakota Department of Labor and Regulations estimates a projected growth in employment by 2024 for Medical and Clinical Laboratory Technicians of 12.7%, and of Medical Scientists, Except Epidemiologists of 14%, both of which indicate strong demand for employees with training in programs such as the proposed B.S. in interdisciplinary neuroscience.<sup>3</sup> Moreover, the ability to pursue a specialization in molecular and cellular neuroscience will allow students to pursue more specific career and educational opportunities related to their academic interests and strengths.

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

## **Required Support Courses Outside the Major**

(Not general education or institutional graduation requirements)

Prefix	Number	Course Title	Credit	New
			Hours	(yes, no)
PSYC	101	General Psychology	3	No
BIOL	151	General Biology I	4	No
BIOL	151L	General Biology I Laboratory	0	No
BIOL	153	General Biology II	4	No
BIOL	153L	General Biology II Laboratory	0	No
BIOL	280	Inquiry and Analysis in Biology	1	No
BIOL	280L	Inquiry and Analysis in Biology Laboratory	1	No
One of tl	ne following:			
BIOL	420	Introduction to Biostatistics & Computational	3	No
		Biology		
BIOL	420L	Introduction to Biostatistics & Computational	0	No
		Biology Laboratory		
OR				
PSYC	371	Statistics in Psychological Research	3	No
l				
One of the	ne following	sequences:		
CHEM	112	General Chemistry I	3	No
CHEM	112L	General Chemistry I Laboratory	1	No
CHEM	114	General Chemistry II 3		No
CHEM	114L	General Chemistry II Laboratory 1		
OR				

<sup>&</sup>lt;sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>&</sup>lt;sup>2</sup> "Medical Scientists," Bureau of Labor Statistics, Occupational Outlook Handbook, "https://www.bls.gov/ooh/lifephysical-and-social-science/medical-scientists.htm

<sup>3</sup> "Employment Projections by Occupation," South Dakota Department of Labor & Regulation,

http://dlr.sd.gov/lmic/menu projections occupation.aspx

CHEM	112	General Chemistry I	3	No
CHEM	112L	General Chemistry I Laboratory	1	No
CHEM	116	Honors Principles of Chemistry	3	No
CHEM	116L	Honors Principles of Chemistry Laboratory	1	No
One of th	e following:			
PHYS	111	Introduction to Physics I	3	No
PHYS	111L	Introduction to Physics I Laboratory	1	No
OR				
PHYS	211	University Physics I	4	No
PHYS	211L	University Physics I Laboratory	1	No
		Subtotal	28-29	

Note: The above supporting coursework will complete the Interdisciplinary Science Minor or may be applied toward another minor or second major.

**Major Requirements** 

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
BIOL/PSYC	150	Exploring Neuroscience	3	Yes
PSYC	301	Sensation and Perception	3	No
PSYC	301L	Sensation and Perception Laboratory	1	No
BIOL	430	Neurobiology	3	No
NSCI	400	Seminar	1	Yes
NSCI	489	Neurobehavioral Research Techniques	3	Yes
		Subtotal	14	

Additional Requirements for the Molecular and Cellular Specialization

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
<b>BIOL</b>	<mark>426</mark>	Endocrinology	3	No
BIOL	432	Behavioral Neuroscience	3	No
<b>BIOL</b>	445	Cellular Neuroscience	3	Yes
		Subtotal	9	

## **Major Electives:**

Choose 9 credits from among the following courses:

Prefix	Num	Course Title	Credit	New
	ber	(add or delete rows as needed)	Hours	(yes, no)
BIOL	402/L	Animal Behavior	3	No
BIOL	425	Cellular Physiology	3	No
BIOL	441	Histology	3	No
BIOL	443	Cell Biology	3	No
CHEM	310/L	Fundamental Organic Chemistry	4/1	No
CHEM	326/L	Organic Chemistry I with Laboratory	4/1	No
CHEM	330	Structure and Function of Biomolecules	3	No
DCOM	221	Introduction to Audiology	3	No
DCOM	224	Speech Science	3	No

PSYC	408	Psycholinguistics	3	No
PSYC	302	Principles of Learning and Memory	3	No
PSYC	302L	Principles of Learning and Memory Laboratory	1	No
PSYC	406	Cognitive Psychology	3	No
PSYC	411	Physiological Psychology	3	No
PSYC	413	Evolutionary Psychology	3	No
PSYC	423	Research in Aging	3	No
PSYC	433	Psychology of Human Performance	3	No
PSYC	438	Psychoacoustics	3	No
		Subtotal	9	

Total number of hours required for completion of specialization	18
Total number of hours required for completion of major	42-43
Total number of hours required for completion of degree	120

## 5. Delivery Location<sup>4</sup>

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 Do	ate
On campus	Yes	Fall	2019

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

		Yes/No	If Yes, identify delivery methods <sup>5</sup>	Intended Start Date
Distance	Delivery	No		
(online/other	distance			
delivery metho	ods)			

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

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

<sup>&</sup>lt;sup>4</sup> The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>5</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>6</sup> This question responds to HLC definitions for distance delivery.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (1) DATE: June 26-27, 2019

\*

#### **SUBJECT**

New Certificates: BHSU, DSU, NSU, SDSM&T, SDSU, and USD Certificate in Graduate Mathematics and Certificate in Advanced Graduate Mathematics

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

## **BACKGROUND / DISCUSSION**

All six public universities are requesting authorization to offer certificates in Graduate Mathematics and Advanced Graduate Mathematics. Each certificate consists of nine credit hours. The target audience for the certificate includes teachers already holding a master's degree who want the appropriate credentials to teach concurrent and dual credit math courses (an area with a demonstrated shortage within the state). The Higher Learning Commission (HLC), the institutional accrediting body for universities in South Dakota, has issued qualifications for concurrent and dual credit instructors. These qualifications include holding a master's degree and eighteen (18) graduate level content credits in the area taught. Completion of both certificates and a non-mathematics master's degree would provide graduates with the needed credentials.

The proposal also includes an agreement between the institutions on how to administer the certificate programs.

#### IMPACT AND RECOMMENDATION

All six institutions would have authorization to offer the certificates, including authorization to offer them online. No new resources are required to offer the certificates.

Board office staff recommends approval of the certificates.

#### **ATTACHMENTS**

Attachment I – New Certificate Request Form: BHSU, DSU, NSU, SDSM&T, SDSU, and USD Certificate in Graduate Mathematics and Certificate in Advanced Graduate Mathematics

\*

#### **DRAFT MOTION 20190626 5-B(1):**

I move to authorize BHSU, DSU, NSU, SDSM&T, SDSU, and USD offer a Certificate in Graduate Mathematics and a Certificate in Advanced Graduate Mathematic, including online, as presented.



## SOUTH DAKOTA BOARD OF REGENTS

## **ACADEMIC AFFAIRS FORMS**

## New Certificate

UNIVERSITY:	BHSU, DSU, NSU, SDSM&T, SDSU, USD
TITLE OF PROPOSED CERTIFICATE:	<b>Graduate Mathematics Certificate</b>
INTENDED DATE OF IMPLEMENTATION:	8/26/2019
PROPOSED CIP CODE:	27.0101
UNIVERSITY DEPARTMENT:	BHSU:
	DSU: DMATH
	NSU:
	SDMS&T:
	SDSU: SGRMT
	USD: UMTH
UNIVERSITY DIVISION:	BHSU:
	DSU: College of Arts and Sciences
	NSU:
	SDMS&T:
	SDSU: Graduate School
	USD: College of Arts and Sciences

## **University Approval**

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

Institutional Approval Signature President or Chief Academic Officer, Black Hills State University	Date
Institutional Approval Signature President or Chief Academic Officer, Dakota State University	Date
Institutional Approval Signature President or Chief Academic Officer, Northern State University	Date
Institutional Approval Signature  President or Chief Academic Officer, South Dakota School of Mines  & Technology	Date
Institutional Approval Signature  President or Chief Academic Officer, South Dakota State University	Date
Institutional Approval Signature President or Chief Academic Officer, University of South Dakota	Date

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

Ondergraduate Certificate   Graduate Certificate   graduate Certificate	Undergraduate Certificate		Graduate Certificate	$\times$
---	---------------------------	--	----------------------	----------

## 2. What is the nature/purpose of the proposed certificate?

Dakota State University in collaboration with all of the Universities in the SD BOR system is proposing teaching six graduate math content courses online to high school mathematics teachers (as well as to others capable of completing graduate math courses) that currently hold a masters degree or are enrolled in a masters degree program so they can become concurrent dual credit instructors and earn a Graduate Math Certificate and an Advanced Graduate Math Certificate.

The goal is to increase the number of high school teachers that can serve as concurrent dual credit instructors and decrease the number of high school students taking online classes, in particular online college algebra classes. The first three graduate math courses proposed in this request will earn the student a Graduate Mathematics Certificate.

The HLC Guidelines (<a href="http://download.hlcommission.org/FacultyGuidelines\_2016\_OPB.pdf">http://download.hlcommission.org/FacultyGuidelines\_2016\_OPB.pdf</a>) specifically address the qualifications of dual credit instructors ("Determining Minimally Qualified Faculty in the Context of Dual Credit"). Dual credit instructors are expected to meet the same faculty qualifications as university instructors. Those expectations include a Masters Degree and at least 18 graduate content credits in mathematics using the credentials criteria. To meet these guidelines participants would need to complete both the Graduate Math Certificate and the Advanced Graduate Math Certificate to earn the 18 graduate math content credits.

There are several programs across the country that have been created in an effort to provide a mechanism for high school teachers to earn the credentials necessary to meet the HLC guidelines to be concurrent dual credit instructors. Below are a few examples, but there are many more that come up in an internet search.

Indiana University East (<a href="http://www.iue.edu/nsm/math/graduate-certificate-mathematics.php">http://www.iue.edu/nsm/math/graduate-certificate-mathematics.php</a>) offers a program titled "Online Graduate Certificate in Mathematics." The following is the program description from the webpage linked above.

"The Graduate Certificate in Mathematics offers graduate level education in mathematics. The program is intended for students who wish to prepare for admission to graduate studies at another institution, or for holders of a Masters degree in a discipline other than mathematics, who teach mathematics classes at the community college level. The program is also open to high school teachers who wish to obtain the qualification to teach Advanced Placement courses."

The goal of the proposed program is very similar in nature which is to provide credentials to program completers to be concurrent dual credit mathematics teachers.

In addition to requiring a total of six classes (18 credit hours), they also require students to complete one course from the areas of analysis, algebra, topology/geometry, applications and probability-statistics.

There are other programs which are similar in nature and below is a list of a few of these programs with links to their programs.

Indiana University Wesleyan - <a href="https://www.indwes.edu/adult-graduate/programs/graduate-certificate-math/requirements">https://www.indwes.edu/adult-graduate/programs/graduate-certificate-math/requirements</a>

George Washington University - <a href="https://math.columbian.gwu.edu/graduate-certificate-mathematics">https://math.columbian.gwu.edu/graduate-certificate-mathematics</a>

Villanova University - <a href="https://www1.villanova.edu/villanova/artsci/mathematics/academic-programs/certificate.html">https://www1.villanova.edu/villanova/artsci/mathematics/academic-programs/certificate.html</a>

Texas Tech University - <a href="https://www.depts.ttu.edu/elearning/certificate/mathematics/">https://www.depts.ttu.edu/elearning/certificate/mathematics/</a>

The common theme for these certificate programs is bluntly stated on the Texas Tech certificate page: "The Graduate Certificate in Mathematics is an online 18-hour certificate designed for anyone with a master's or doctoral degree who wants to increase mastery of mathematics, particularly in-service teachers who desire to teach dual credit in high school or teach at a junior college."

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>1</sup>

There are very few math teachers that have 18 graduate credit hours of math content courses and a master's degree. As a result, students that take Dual Credit classes in mathematics either go to a state university, take them online or for some have a university faculty member go to their school. Most SD students either take Dual Credit courses online or they don't participate in the Dual Credit program offered to South Dakota High School students. This program would enhance the credentials of program completers which would as a result increase the education opportunities afforded to their students. This is a workforce development proposal.

While the Department of Education changes have created a larger pool of teachers that are certified to teach high school mathematics courses, it has not enhanced the pool of high school teachers that have the credentials to be concurrent dual credit instructors so their high school students can earn college credit from courses offered within the high school. That is, more teachers can become endorsed in the state of South Dakota to teach high school mathematics (any teacher that passes the middle school math praxis exam is endorsed to teach lower level high school mathematics), however there are very few high school mathematics teachers that have both a master's degree and 18 graduate math content credits which is an HLC guideline for being a dual credit instructor. Although DSU has been contacted by several schools interested in offering a concurrent dual credit college algebra course, we have yet to be contacted by a high school that has a high school math teacher with 18 graduate credit hours of math content coursework. This is a workforce development proposal.

In the August 1, 2014, a blog from the Association of School Boards of South Dakota (<a href="http://asbsd.org/index.php/plenty-of-concern/">http://asbsd.org/index.php/plenty-of-concern/</a>) titled "Plenty of Concern over Teacher Shortages" it was reported that 29 of the 62 spring mathematics teaching jobs in the state were still vacant on

<sup>&</sup>lt;sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

May 28<sup>th</sup>. Mathematics is identified as a discipline in 2016-2017 having teacher shortages per information from DOE, SD, <a href="http://doe.sd.gov/oatq/shortageareas.aspx">https://doe.sd.gov/oatq/shortageareas.aspx</a>. The June 18, 2014 blog post (<a href="http://asbsd.org/index.php/positions-tough-to-fill/">http://asbsd.org/index.php/positions-tough-to-fill/</a>) reported that "75 percent of superintendents responding to the survey believed the teaching applicant pool was inadequate."

In recent years there have been certification rule modifications which has created a larger pool of teachers that are certified to teach high school mathematics. The first of those rule changes allowed secondary math education majors to take the middle school Math Praxis exam and the most recent changes removed the Praxis exam altogether for applicants with a content major in mathematics.

This is a program that would enhance the qualifications of the participating high school mathematics teachers.

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

The Graduate Mathematics Certificate and the Advance Graduate Mathematics Certificate are programs (each has 9 graduate math credits) designed for current high school mathematics teachers that are either enrolled in or have completed a master's degree that would like to become concurrent dual credit math instructors and need the 18 credit hours of gradate math content to meet HLC guidelines.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form 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):<sup>2</sup>

To earn the graduate math certificate and the advanced graduate math certificate, a student would need to complete 18 graduate credit hours in mathematics meeting the HLC guidelines for being a dual credit math instructor (provided the student already has a master's degree). The only requirements in the program are that all courses used to meet the certificate requirements are math or stat prefixed courses and that there is at least one analytic and one abstract course in the collection of three courses (nine credits). Also, one course from a non-SDBOR University may be substituted. Note, all courses must be math or stat content courses so that students who complete the introductory graduate math certificate and the advanced graduate math certificate meet the HLC guidelines to be dual credit instructors. Courses cannot be used to fulfill the requirements of both the Graduate Math Certificate and the Advanced Graduate Math Certificate.

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
Abstract	Componen	t: choose one of the following		
MATH	513	Abstract Algebra I	2	No
MATH	514	Abstract Algebra II	3	No
MATH	536	Number Theory and Cryptography		No

<sup>&</sup>lt;sup>2</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

1558

Prefix Number		Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
MATH	IATH 537 Cryptography and Codes			No
MATH 561 Geometry				No
MATH	713	Advanced Algebra I		No
MATH	714	Advanced Algebra II		No
MATH	716	Theory: Algebraic Structures	•	No
Analytic	Componen	t: choose one of the following		
MATH	523	Advanced Calculus I		No
MATH	524	Advanced Calculus II		No
MATH	571	Numerical Analysis		No
MATH	·			No
MATH	MATH 625 Advanced Calculus		3	No
MATH	MATH 721 Complex Variables			No
MATH	H 723 Real Variables I			No
MATH 724 Real Variables II			]	No
MATH	741	Measure and Probability		No
MATH	751	Applied Functional Analysis		No
Graduate Math Elective:				
•		Content course 500 level or higher not used as ed Mathematics course for this Certificate.	3	No
		Subtotal	9	

These graduate math courses are taught by SDBOR Universities and will enhance the content knowledge of participating teachers and give them experience using abstract knowledge in real world scenarios.

## 6. Student Outcome and Demonstration of Individual Achievement.<sup>3</sup>

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

#### **Individual Student Outcomes:**

Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.

Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.

*Inquiry Analysis:* Research current mathematical practices/theorems and communicate findings.

- **B.** Complete Appendix A Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.
- 7. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire certificate at any off-campus location (e.g., UC Sioux Falls, Capital

<sup>&</sup>lt;sup>3</sup> Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire certificate through distance technology (e.g., as an online program)?<sup>4</sup>

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
			Click here
Off-campus	No		to enter a
			date.

	Yes/No If Yes, identify delivery methods		Intended Start Date
<b>Distance Delivery</b>	Yes	018 Internet Synchronous	8/15/2019

8. 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.

Note – the HLC requirement to be a dual credit instructor is to have a master's degree and if the masters degree is not in the content area then the instructor must have 18 graduate content credits in the discipline being taught which is why we have requested two 9-credit graduate mathematics certificates.

<sup>&</sup>lt;sup>4</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

## 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.

## **Individual Student Outcomes and Program Courses**

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Abstract Component	Analytic Component	Elective
Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.		X	X
Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.	X	X	X
<i>Inquiry Analysis:</i> Research current mathematical practices/theorems and communicate findings.	X	X	X

## South Dakota Board of Regents Collaborative Graduate Math Certificates Administration Guidelines

## 1. Collaborative Purpose

The ability to offer Graduate Certificates in Mathematics (Graduate Math Certificate and Advanced Graduate Math Certificate) for students in South Dakota is of critical interest to the South Dakota Board of Regents (SDBOR). As a result, the SDBOR has established a framework within both policy and guidelines to encourage institutions to identify collaborative opportunities that will allow for the sharing of faculty resources, expertise and infrastructure to improve efficiencies and reduce unnecessary duplication. Specifically Academic Programs - Certificates<sup>5</sup> and Section Size<sup>6</sup> policies and guidelines have created exemptions to foster an environment for faculty across institutions to collaborate on common programs. Within this context, the purpose of the Collaborative Certificates in Mathematics is to provide a framework for the common delivery of graduate math courses for the graduate math certificates (both face-to-face and via distance) by Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines, South Dakota State University, and the University of South Dakota.

## 2. Partners & Institutional Leads

- 2.1. Participating Institutions: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines, South Dakota State University, and the University of South Dakota.
- 2.2. Each participating institution will identify a designated institutional representative appointed by the Chief Academic Affairs Officer who will be responsible for coordinating activities with other partner institutions pursuant to the terms of this agreement.
- 2.3. Changes to the agreement may be made from time-to-time and must be agreed upon by the majority of designated institutional representatives.

#### 3. Common Learning Outcomes

- 3.1. Aligned with the purpose of graduate programs, 2A of Policy 2:29 Definition of Credits and Institutional Requirements, the graduate certificates in mathematics learning outcomes focus on "an in-depth study of the major field that relies upon interactions both in and out of the classroom and is not just a collection of courses" which "ensures that the student develops a mentoring relationship with the faculty" of the program.
  - 3.1.1. The participating institutions in the collaborative will assess a common set of learning outcomes to ensure greater coordination across the courses delivered to students in the graduate math certificates. The designated learning outcomes include:
    - 3.1.1.1. Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.
    - 3.1.1.2. Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.
    - 3.1.1.3. Inquiry Analysis: Research current mathematical practices/theorems and communicate findings.
  - 3.1.2. Participating institutions shall have the flexibility to identify and assess additional learning outcomes that align with institutional priorities, but deviations from the three learning outcomes outlined in 3.1.1 of this agreement must be approved by the majority of the participating members of the consortium.

#### 3.2. Assessment Strategies

-

<sup>&</sup>lt;sup>5</sup> Section 1 of the New Certificate Program Guidelines establishes that certificate programs can "include courses offered collaboratively with another Regental university."

<sup>&</sup>lt;sup>6</sup> Section 2.6 of current AAC Section Size Guidelines established that "Collaborative courses with a selected instructional method code that result from a shared program agreement among Regental institutions shall be excluded."

- 3.2.1. Participating institutions agree to develop similar types of assessments for each course component in the certificate programs.
- 3.2.2. The Math Discipline Council will create and maintain rubrics for the Critical Thinking and Inquiry Analysis learning outcomes that faculty are encouraged to use when evaluating assessments aligned to these outcomes.
- 3.2.3. Review of the rubrics for Critical Thinking and Inquiry Analysis will be a standing agenda item for the MDC and any modifications to the rubrics must be approved by the MDC.
- 3.2.4. The Math Discipline Council will require that all courses that satisfy at least one of the three course components of each graduate math certificate program has a written project that requires students to research a topic and that the rubric maintained by the MDC for inquiry analysis is used to evaluate these written projects.
- 3.3. Participating institutions agree that program completers that have also earned a masters degree have met the requirements to be concurrent dual credit mathematics instructors thus providing "pathways to further education and employment" which is part of section 2 of the South Dakota Board of Regents Certificate Guidelines.

## 4. Curriculum

- 4.1. A common curriculum will be used by participating institutions for the graduate math certificate and the advanced graduate math certificate. Curriculum modifications to the graduate math certificates must originate and be approved by the Math Discipline Council before moving through the traditional curriculum cycle.
- 4.2. The curriculum in the Graduate Math Certificate and the Advanced Graduate Math Certificate shall include:
  - 4.2.1. An abstract graduate math course.
  - 4.2.2. An analytic graduate math course.
  - 4.2.3. A graduate math elective course.
- 4.3. Faculty advisors and program administrators have the authority to substitute an appropriate graduate mathematics and/or graduate statistics courses for any of the courses in the graduate math certificate and the advanced graduate math certificate from an accredited university.
- 4.4. At least two of the three courses required to earn the graduate math certificate and the advanced graduate math certificate must be taken in the SD BOR Regental system. No course can be used to satisfy the course requirements for the graduate math certificate and the advanced graduate math certificate.
- 4.5. Students can earn the Advanced Graduate Math Certificate only if they have previously earned the Graduate Math Certificate.
- 4.6. Shared Curriculum Matrix
  - 4.6.1. Beginning with the Fall 2019 term a five year shared curriculum matrix will be developed by the institutional leads which will identify the graduate math courses being offered by participating institutions (see appendix B).
  - 4.6.2. The rotation will include the delivery of courses offered during the Fall, Spring and Summer terms. Each participating institution will offer graduate math courses in the rotation and the rotation will ensure that students may successfully complete the certification requirements online in a timely fashion.

#### 5. Textbook & Instructional Resources

- 5.1. Consistent with <u>BOR Policy 1:11 Academic Freedom and Responsibility</u> Institutional faculty are given academic freedom to select textbook and instructional materials they deem appropriate for the upper division coursework delivered through the consortium.
- 5.2. Online graduate math courses will go through the SD BOR quality matters review for online courses and meet the criteria contained in the South Dakota Online QA Rubric.
- 5.3. Online courses supporting the graduate math certificates will have a course site in D2L that will be used to deliver course materials and post student grades.

## 6. Funding Model

- 6.1. Tuition revenue generated by the institution offering the course will remain with that institution.
- 6.2. Students pursuing the completion of the graduate math certificates at a main campus location, will be assessed the off-campus rate.
- 6.3. Students not enrolled in coursework at a main campus location will be assessed the established off-campus rate approved by the SDBOR.

## Appendix A

#### **Graduate Math Certificate**

## 9 graduate math credits

## **Required Courses (6 hours):**

## **Abstract Component:** 3 credit hours.

The following courses taught in the BOR system meet this requirement

MATH 513

**MATH 514** 

**MATH 536** 

**MATH 537** 

MATH 561

**MATH 713** 

**MATH 714** 

**MATH 716** 

## **Analytic Component:** 3 credit hours.

The following courses taught in the BOR system meet this requirement

**MATH 523** 

**MATH 524** 

**MATH 571** 

**MATH 622** 

**MATH 625** 

MATH 721

**MATH 723** 

MATH 724

**MATH 741** 

**MATH 751** 

## **Elective Requirements (3 hours):**

Any MATH or STAT content course 500 level or higher not used as the Abstract or Applied Mathematics course for this Certificate.

#### **Advanced Graduate Math Certificate:**

## 9 graduate math credits

## **Required Courses (6 hours):**

## **Abstract Component:** 3 credit hours.

The following courses taught in the BOR system meet this requirement

**MATH 513** 

**MATH 514** 

**MATH 536** 

**MATH 537** 

**MATH 561** 

MATH 713

**MATH 714** 

**MATH 716** 

## **Analytic Component:** 3 credit hours.

The following courses taught in the BOR system meet this requirement

**MATH 523** 

**MATH 524** 

**MATH 571** 

**MATH 622** 

**MATH 625** 

**MATH 721** 

**MATH 723** 

**MATH 724** 

**MATH 741** 

**MATH 751** 

#### **Elective Requirements (3 hours):**

Any MATH or STAT content course 500 level or higher not used as the Abstract or Applied Mathematics course for this Certificate.

The Advanced Graduate Math Certificate can be earned only if the student has already earned the Graduate Math Certificate and no course used to meet the requirements in the Graduate Math Certificate can be used to meet the requirements in the Advanced Graduate Math Certificate.

## Appendix B

## **Graduate Math Certificate Learning Outcomes**

Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.

Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.

Inquiry Analysis: Research current mathematical practices/theorems and communicate findings.

# Appendix C

## **Approved Course Rotation for Online & On-Campus Courses**

#### **Fall Semesters:**

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
DITALL					
BHSU					
DSU	MATH 561(online)	MATH 513(online)	MATH 561(online)	MATH 513(online)	MATH 561(online)
	MATH 537(online)				
NSU	MATH 512(on campus*)			MATH 512(on campus*)	
SDSMT					
SDSU	MATH 571 (on campus)				
	MATH 625 (on campus)				
	STAT 601 (online)				
USD	MATH 513(on campus*)				
	MATH 524(on campus*)	MATH 713(on campus*)	MATH 524(on campus*)	MATH 713(on campus*)	MATH 524(on campus*)
	MATH 723(on campus*)		MATH 723(on campus*)		MATH 3(on campus*)

# **Spring Semesters:**

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
BHSU			MATH 523(online)	MATH 513(online)	MATH 523(online)
DSU	MATH 536(online)	MATH 536(online)	MATH 536(online)	MATH 536(online)	MATH 536(online)
NSU			MATH 512(on campus*)		
SDSMT					
SDSU	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)
USD	MATH 523(on campus*) MATH 571(on campus*)	MATH 514(on campus*) MATH 523(on campus*) MATH 721(on campus*) MATH 724(on campus*)	MATH 714(on campus*) MATH 523(on campus*) MATH 571(on campus*)	MATH 514(on campus*) MATH 523(on campus*) MATH 721(on campus*) MATH 724(on campus*)	MATH 714(on campus*) MATH 523(on campus*) MATH 571(on campus*)

# 15/0

# ATTACHMENT I

## **Summer Sessions:**

	Summer 19	Summer 20	Summer 21	Summer 22	Summer 23
BHSU					
DSU			MATH 622 (online)		MATH 622 (online)
NSU					
SDSMT					
SDSU	STAT 541 (online) STAT 600 (online)	STAT 541 (online) STAT 600 (online) MATH 523 (online)	STAT 541 (online) STAT 600 (online)	STAT 541 (online) STAT 600 (online) MATH 523 (online)	STAT 541 (online) STAT 600 (online)
USD					

Note that at least two courses meeting the algebra component, two courses meeting the analysis component and at least two additional courses are currently in the online rotation ensuring the opportunity for timely completion of both certificates. Additional classes added to the table will add flexibility for students.

<sup>\*</sup>Can be taught through DDN for students unable to come to the on campus section.



## SOUTH DAKOTA BOARD OF REGENTS

#### **ACADEMIC AFFAIRS FORMS**

# **New Certificate**

UNIVERSITY:	BHSU, DSU, NSU, SDSM&T, SDSU, USD
TITLE OF PROPOSED CERTIFICATE:	Advanced Graduate Mathematics
	Certificate
INTENDED DATE OF IMPLEMENTATION:	8/26/2019
PROPOSED CIP CODE:	27.0101
UNIVERSITY DEPARTMENT:	BHSU:
	DSU: DMATH
	NSU:
	SDMS&T:
	SDSU: SGRMT
	USD: UMTH
UNIVERSITY DIVISION:	BHSU:
	DSU: College of Arts and Sciences
	NSU:
	SDMS&T:
	SDSU: Graduate School
	USD: College of Arts and Sciences

## **University Approval**

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

Institutional Approval Signature	Date
President or Chief Academic Officer, Black Hills State University	
Institutional Approval Signature	Date
President or Chief Academic Officer, Dakota State University	
Institutional Approval Signature	Date
President or Chief Academic Officer, Northern State University	Dute
Institutional Approval Signature	Date
President or Chief Academic Officer, South Dakota School of Mines	
and Technology	
Institutional Approval Signature	Date
President or Chief Academic Officer, South Dakota State University	
Institutional Approval Signature	Date
President or Chief Academic Officer, University of South Dakota	

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

Undergraduate Certificate		Graduate Certificate	$\times$
---------------------------	--	----------------------	----------

#### 2. What is the nature/purpose of the proposed certificate?

Dakota State University in collaboration with all of the Universities in the SD BOR system is proposing teaching six graduate math content courses online to high school mathematics teachers (as well as to others capable of completing graduate math courses) that currently hold a master's degree or are enrolled in a master's degree program and have already completed three graduate math or stat content courses. The target audience of students includes those that have earned the graduate stat certificate through SDSU or the Graduate Math Certificate at a SD BOR institution so they can become concurrent dual credit instructors and earn an Advanced Graduate Math Certificate. The goal is to increase the number of high school teachers that can serve as concurrent dual credit instructors and decrease the number of high school students taking online classes, in particular online college algebra classes.

The HLC Guidelines (<a href="http://download.hlcommission.org/FacultyGuidelines">http://download.hlcommission.org/FacultyGuidelines</a> 2016 OPB.pdf) specifically address the qualifications of dual credit instructors ("Determining Minimally Qualified Faculty in the Context of Dual Credit"). Dual credit instructors are expected to meet the same faculty qualifications as university instructors. Those expectations include a Masters Degree and at least 18 graduate content credits in mathematics using the credentials criteria. To meet these guidelines participants would need to complete both the Graduate Math Certificate and the Advanced Graduate Math Certificate to earn the 18 graduate math content credits.

The HLC requirement to be a concurrent dual credit instructor is to have a master's degree and if the master's degree is not in the content area then the instructor must have 18 graduate content credits in the discipline being taught which is why we have requested two 9 credit graduate mathematics certificates

There are several programs across the country that have been created in an effort to provide a mechanism for high school teachers to earn the credentials necessary to meet the HLC guidelines to be concurrent dual credit instructors. Below are a few examples, but there are many more that come up in an internet search.

Indiana University East (<a href="http://www.iue.edu/nsm/math/graduate-certificate-mathematics.php">http://www.iue.edu/nsm/math/graduate-certificate-mathematics.php</a>) offers a program titled "Online Graduate Certificate in Mathematics." The following is the program description from the webpage linked above.

"The Graduate Certificate in Mathematics offers graduate level education in mathematics. The program is intended for students who wish to prepare for admission to graduate studies at another institution, or for holders of a Masters degree in a discipline other than mathematics, who teach mathematics classes at the community college level. The program is also open to high school teachers who wish to obtain the qualification to teach Advanced Placement courses."

The goal of the proposed program is very similar in nature which is to provide credentials to program completers to be concurrent dual credit mathematics teachers.

In addition to requiring a total of six classes (18 credit hours), they also require students to complete one course from the areas of analysis, algebra, topology/geometry, applications and probability-statistics.

There are other programs which are similar in nature and below is a list of a few of these programs with links to their programs.

Indiana University Wesleyan - <a href="https://www.indwes.edu/adult-graduate/programs/graduate-certificate-math/requirements">https://www.indwes.edu/adult-graduate/programs/graduate-certificate-math/requirements</a>

George Washington University - <a href="https://math.columbian.gwu.edu/graduate-certificate-mathematics">https://math.columbian.gwu.edu/graduate-certificate-mathematics</a>

Villanova University - <a href="https://www1.villanova.edu/villanova/artsci/mathematics/academic-programs/certificate.html">https://www1.villanova.edu/villanova/artsci/mathematics/academic-programs/certificate.html</a>

Texas Tech University - <a href="https://www.depts.ttu.edu/elearning/certificate/mathematics/">https://www.depts.ttu.edu/elearning/certificate/mathematics/</a>

The common theme for these certificate programs is bluntly stated on the Texas Tech certificate page: "The Graduate Certificate in Mathematics is an online 18-hour certificate designed for anyone with a master's or doctoral degree who wants to increase mastery of mathematics, particularly in-service teachers who desire to teach dual credit in high school or teach at a junior college."

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>1</sup>

There are very few math teachers that have 18 graduate credit hours of math content courses and a master's degree. As a result, students that take Dual Credit classes in mathematics either go to a state university, take them online or for some have a university faculty member go to their school. Most SD students either take Dual Credit courses online or they don't participate in the Dual Credit program offered to South Dakota High School students. This program would enhance the credentials of program completers which would as a result increase the education opportunities afforded to their students. This is a workforce development proposal.

While the Department of Education changes have created a larger pool of teachers that are certified to teach high school mathematics courses, it has not enhanced the pool of high school teachers that have the credentials to be concurrent dual credit instructors so their high school students can earn college credit from courses offered within the high school. That is, more teachers can become endorsed in the state of South Dakota to teach high school mathematics (any teacher that passes the middle school math praxis exam is endorsed to teach lower level high school mathematics), however there are very few high school mathematics teachers that have both a master's degree and 18 graduate math content credits which is an HLC guideline for being a dual credit instructor. Although DSU has been contacted by several schools interested in offering a concurrent dual credit college algebra course, we have yet to be contacted by a high

<sup>&</sup>lt;sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

school that has a high school math teacher with 18 graduate credit hours of math content coursework. This is a workforce development proposal.

In the August 1, 2014, a blog from the Association of School Boards of South Dakota (<a href="http://asbsd.org/index.php/plenty-of-concern/">http://asbsd.org/index.php/plenty-of-concern/</a>) titled "Plenty of Concern over Teacher Shortages" it was reported that 29 of the 62 spring mathematics teaching jobs in the state were still vacant on May 28th. Mathematics is identified as a discipline in 2016-2017 having teacher shortages per information from DOE, SD, <a href="https://doe.sd.gov/oatq/shortageareas.aspx">https://doe.sd.gov/oatq/shortageareas.aspx</a>. The June 18, 2014 blog post (<a href="http://asbsd.org/index.php/positions-tough-to-fill/">https://asbsd.org/index.php/positions-tough-to-fill/</a>) reported that "75 percent of superintendents responding to the survey believed the teaching applicant pool was inadequate."

In recent years there have been certification rule modifications which has created a larger pool of teachers that are certified to teach high school mathematics. The first of those rule changes allowed secondary math education majors to take the middle school Math Praxis exam and the most recent changes removed the Praxis exam altogether for applicants with a content major in mathematics.

This is a program that would enhance the qualifications of the participating high school mathematics teachers.

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

The Advanced Graduate Mathematics Certificate is a program designed for current high school mathematics teachers who are either enrolled in or have completed a master's degree, are interested in getting credentials to teach concurrent dual credit math courses, and have already completed nine credit hours of graduate Mathematics courses through the Graduate Mathematics Certificate or another avenue (for example the SDSU Statistics Graduate Certificate) in order to meet HLC requirements. The 18 credit sequence of the Graduate Mathematics Certificate and Advanced Graduate Mathematics Certificate would allow them to do that.

# 5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):<sup>2</sup>

To earn the graduate math certificate and the advanced graduate math certificate, a student would need to complete 18 graduate credit hours in mathematics meeting the HLC guidelines for being a dual credit math instructor (provided the student already has a master's degree). The only requirements in the program are that all courses used to meet the certificate requirements are math or stat prefixed courses and that there is at least one analytic and one abstract course in the collection of three courses (nine credits). Also, one course from a non-SDBOR University may be substituted. Note, all courses must be math or stat content courses so that students who complete the introductory graduate math certificate and the advanced graduate math certificate meet the HLC guidelines to be dual credit instructors. Courses cannot be used to fulfill the requirements of both the Graduate Math Certificate and the Advanced Graduate Math Certificate.

1574

<sup>&</sup>lt;sup>2</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
Abstract	Componen	t: choose one of the following		
MATH	513	Abstract Algebra I		No
MATH	514	Abstract Algebra II		No
MATH	536	Number Theory and Cryptography		No
MATH	537	Cryptography and Codes	3	No
MATH	561	Geometry		No
MATH	713	Advanced Algebra I		No
MATH	714	Advanced Algebra II		No
MATH	716	Theory: Algebraic Structures		No
Analytic (	Componen	t: choose one of the following		
MATH	523	Advanced Calculus I		No
MATH	524	Advanced Calculus II		No
MATH	571	Numerical Analysis		No
MATH	622	Difference Equations		No
MATH	625	Advanced Calculus	3	No
MATH	721	Complex Variables		No
MATH	723	Real Variables I		No
MATH	724	Real Variables II		No
MATH	741	Measure and Probability		No
MATH	751	Applied Functional Analysis		No
Graduate	Math Elec	etive:		
		Content course 500 level or higher not used as ed Mathematics course for this Certificate.	3	No
		Subtotal	9	

These courses will improve the content knowledge of participants in areas that are relevant to the teaching of high school mathematics. In particular, Algebra and Geometry are core courses in the High School mathematics curriculum.

#### 6. Student Outcome and Demonstration of Individual Achievement. <sup>3</sup>

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

#### **Individual Student Outcomes:**

Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.

Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.

Inquiry Analysis: Research current mathematical practices/theorems and communicate findings.

<sup>3</sup> Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

- **B.** Complete Appendix A Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.
- 7. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire certificate at any off-campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or intends to seek authorization to deliver the entire certificate through distance technology (e.g., as an online program)?<sup>4</sup>

	Yes/No	If Yes, list location(s), including the physical address	Intended Start Date
Off-campus	No		Click here to enter a date.

	Yes/No	If Yes, identify delivery methods	Intended
			Start Date
<b>Distance Delivery</b>	Yes	018 Internet Synchronous	8/15/2019

8. 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.

Note – the HLC requirement to be a dual credit instructor is to have a master's degree and if the masters degree is not in the content area then the instructor must have 18 graduate content credits in the discipline being taught which is why we have requested two 9-credit graduate mathematics certificates.

<sup>&</sup>lt;sup>4</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

#### 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.

#### **Individual Student Outcomes and Program Courses**

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (\*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Abstract Component	Analytic Component	Elective
Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.	X	X	X
Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.	X	X	X
<i>Inquiry Analysis:</i> Research current mathematical practices/theorems and communicate findings.	X	X	X

# South Dakota Board of Regents Collaborative Graduate Math Certificates Administration Guidelines

#### 1. Collaborative Purpose

The ability to offer Graduate Certificates in Mathematics (Graduate Math Certificate and Advanced Graduate Math Certificate) for students in South Dakota is of critical interest to the South Dakota Board of Regents (SDBOR). As a result, the SDBOR has established a framework within both policy and guidelines to encourage institutions to identify collaborative opportunities that will allow for the sharing of faculty resources, expertise and infrastructure to improve efficiencies and reduce unnecessary duplication. Specifically Academic Programs - Certificates<sup>5</sup> and Section Size<sup>6</sup> policies and guidelines have created exemptions to foster an environment for faculty across institutions to collaborate on common programs. Within this context, the purpose of the Collaborative Certificates in Mathematics is to provide a framework for the common delivery of graduate math courses for the graduate math certificates (both face-to-face and via distance) by Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines, South Dakota State University, and the University of South Dakota.

#### 2. Partners & Institutional Leads

- 2.1. Participating Institutions: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines, South Dakota State University, and the University of South Dakota.
- 2.2. Each participating institution will identify a designated institutional representative appointed by the Chief Academic Affairs Officer who will be responsible for coordinating activities with other partner institutions pursuant to the terms of this agreement.
- 2.3. Changes to the agreement may be made from time-to-time and must be agreed upon by the majority of designated institutional representatives.

#### 3. Common Learning Outcomes

- 3.1. Aligned with the purpose of graduate programs, 2A of Policy 2:29 Definition of Credits and Institutional Requirements, the graduate certificates in mathematics learning outcomes focus on "an in-depth study of the major field that relies upon interactions both in and out of the classroom and is not just a collection of courses" which "ensures that the student develops a mentoring relationship with the faculty" of the program.
  - 3.1.1. The participating institutions in the collaborative will assess a common set of learning outcomes to ensure greater coordination across the courses delivered to students in the graduate math certificates. The designated learning outcomes include:
    - 3.1.1.1. Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.
    - 3.1.1.2. Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.
    - 3.1.1.3. *Inquiry Analysis:* Research current mathematical practices/theorems and communicate findings.
  - 3.1.2. Participating institutions shall have the flexibility to identify and assess additional learning outcomes that align with institutional priorities, but deviations from the three learning outcomes outlined in 3.1.1 of this agreement must be approved by the majority of the participating members of the consortium.

#### 3.2. Assessment Strategies

\_

<sup>&</sup>lt;sup>5</sup> Section 1 of the New Certificate Program Guidelines establishes that certificate programs can "include courses offered collaboratively with another Regental university."

<sup>&</sup>lt;sup>6</sup> Section 2.6 of current AAC Section Size Guidelines established that "Collaborative courses with a selected instructional method code that result from a shared program agreement among Regental institutions shall be excluded."

- 3.2.1. Participating institutions agree to develop similar types of assessments for each course component in the certificate programs.
- 3.2.2. The Math Discipline Council will create and maintain rubrics for the Critical Thinking and Inquiry Analysis learning outcomes that faculty are encouraged to use when evaluating assessments aligned to these outcomes.
- 3.2.3. Review of the rubrics for Critical Thinking and Inquiry Analysis will be a standing agenda item for the MDC and any modifications to the rubrics must be approved by the MDC.
- 3.2.4. The Math Discipline Council will require that all courses that satisfy at least one of the three course components of each graduate math certificate program has a written project that requires students to research a topic and that the rubric maintained by the MDC for inquiry analysis is used to evaluate these written projects.
- 3.3. Participating institutions agree that program completers that have also earned a masters degree have met the requirements to be concurrent dual credit mathematics instructors thus providing "pathways to further education and employment" which is part of section 2 of the South Dakota Board of Regents <u>Certificate Guidelines</u>.

#### 4. Curriculum

- 4.1. A common curriculum will be used by participating institutions for the graduate math certificate and the advanced graduate math certificate. Curriculum modifications to the graduate math certificates must originate and be approved by the Math Discipline Council before moving through the traditional curriculum cycle.
- 4.2. The curriculum in the Graduate Math Certificate and the Advanced Graduate Math Certificate shall include:
  - 4.2.1. An abstract graduate math course.
  - 4.2.2. An analytic graduate math course.
  - 4.2.3. A graduate math elective course.
- 4.3. Faculty advisors and program administrators have the authority to substitute an appropriate graduate mathematics and/or graduate statistics courses for any of the courses in the graduate math certificate and the advanced graduate math certificate from an accredited university.
- 4.4. At least two of the three courses required to earn the graduate math certificate and the advanced graduate math certificate must be taken in the SD BOR Regental system. No course can be used to satisfy the course requirements for the graduate math certificate and the advanced graduate math certificate.
- 4.5. Students can earn the Advanced Graduate Math Certificate only if they have previously earned the Graduate Math Certificate.
- 4.6. Shared Curriculum Matrix
  - 4.6.1. Beginning with the Fall 2019 term a five year shared curriculum matrix will be developed by the institutional leads which will identify the graduate math courses being offered by participating institutions (see appendix B).
  - 4.6.2. The rotation will include the delivery of courses offered during the Fall, Spring and Summer terms. Each participating institution will offer graduate math courses in the rotation and the rotation will ensure that students may successfully complete the certification requirements online in a timely fashion.

#### 5. Textbook & Instructional Resources

- 5.1. Consistent with <u>BOR Policy 1:11 Academic Freedom and Responsibility</u> Institutional faculty are given academic freedom to select textbook and instructional materials they deem appropriate for the upper division coursework delivered through the consortium.
- 5.2. Online graduate math courses will go through the SD BOR quality matters review for online courses and meet the criteria contained in the <a href="South Dakota Online QA Rubric">South Dakota Online QA Rubric</a>.
- 5.3. Online courses supporting the graduate math certificates will have a course site in D2L that will be used to deliver course materials and post student grades.

#### 6. Funding Model

- 6.1. Tuition revenue generated by the institution offering the course will remain with that institution.
- 6.2. Students pursuing the completion of the graduate math certificates at a main campus location, will be assessed the off-campus rate.
- 6.3. Students not enrolled in coursework at a main campus location will be assessed the established off-campus rate approved by the SDBOR.

#### Appendix A

#### **Graduate Math Certificate**

#### 9 graduate math credits

#### **Required Courses (6 hours):**

#### **Abstract Component:** 3 credit hours.

The following courses taught in the BOR system meet this requirement

**MATH 513** 

**MATH 514** 

**MATH 536** 

**MATH 537** 

**MATH 561** 

**MATH 713** 

**MATH 714** 

**MATH 716** 

#### Analytic Component: 3 credit hours.

The following courses taught in the BOR system meet this requirement

**MATH 523** 

**MATH 524** 

MATH 571

**MATH 622** 

**MATH 625** 

**MATH 721** 

**MATH 723** 

**MATH 724** 

**MATH 741** 

**MATH 751** 

#### **Elective Requirements (3 hours):**

Any MATH or STAT content course 500 level or higher not used as the Abstract or Applied Mathematics course for this Certificate.

#### **Advanced Graduate Math Certificate:**

#### 9 graduate math credits

#### **Required Courses (6 hours):**

#### **Abstract Component:** 3 credit hours.

The following courses taught in the BOR system meet this requirement

MATH 513

**MATH 514** 

**MATH 536** 

**MATH 537** 

**MATH 561** 

MATH 713

**MATH 714** 

**MATH 716** 

#### **Analytic Component:** 3 credit hours.

The following courses taught in the BOR system meet this requirement

**MATH 523** 

**MATH 524** 

MATH 571

**MATH 622** 

MATH 625

MATH 721

**MATH 723** 

**MATH 724** 

MATH 741

MATH 751

#### **Elective Requirements (3 hours):**

Any MATH or STAT content course 500 level or higher not used as the Abstract or Applied Mathematics course for this Certificate.

The Advanced Graduate Math Certificate can be earned only if the student has already earned the Graduate Math Certificate and no course used to meet the requirements in the Graduate Math Certificate can be used to meet the requirements in the Advanced Graduate Math Certificate.

## Appendix B

## **Graduate Math Certificate Learning Outcomes**

Content Knowledge: Demonstrate depth and breadth of content knowledge in a core area of mathematics.

Critical Thinking: Read, analyze, write and present mathematical arguments with clarity.

Inquiry Analysis: Research current mathematical practices/theorems and communicate findings.

# Appendix C

## **Approved Course Rotation for Online & On-Campus Courses**

#### **Fall Semesters:**

	Fall 19	Fall 20	Fall 21	Fall 22	Fall 23
BHSU					
DSU	MATH 561(online)	MATH 513(online)	MATH 561(online)	MATH 513(online)	MATH 561(online)
DSC	MATH 537(online)				
NSU	MATH 512(on campus*)			MATH 512(on campus*)	
SDSMT					
SDSU	MATH 571 (on campus)				
	MATH 625 (on campus)				
	STAT 601 (online)				
USD	MATH 513(on campus*)				
	MATH 524(on campus*)	MATH 713(on campus*)	MATH 524(on campus*)	MATH 713(on campus*)	MATH 524(on campus*)
	MATH 723(on campus*)	• • •	MATH 723(on campus*)		MATH 3(on campus*)

# **Spring Semesters:**

	Spring 19	Spring 20	Spring 21	Spring 22	Spring 23
BHSU			MATH 523(online)	MATH 513(online)	MATH 523(online)
DSU	MATH 536(online)	MATH 536(online)	MATH 536(online)	MATH 536(online)	MATH 536(online)
NSU			MATH 512(on campus*)		
SDSMT					
SDSU	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)	MATH 741 (on campus) STAT 602 (online)
USD	MATH 523(on campus*) MATH 571(on campus*)	MATH 514(on campus*) MATH 523(on campus*) MATH 721(on campus*) MATH 724(on campus*)	MATH 714(on campus*) MATH 523(on campus*) MATH 571(on campus*)	MATH 514(on campus*) MATH 523(on campus*) MATH 721(on campus*) MATH 724(on campus*)	MATH 714(on campus*) MATH 523(on campus*) MATH 571(on campus*)

# 1586

# ATTACHMENT II

#### **Summer Sessions:**

	Summer 19	Summer 20	Summer 21	Summer 22	Summer 23
BHSU					
DSU			MATH 622 (online)		MATH 622 (online)
NSU					
SDSMT					
SDSU	STAT 541 (online) STAT 600 (online)	STAT 541 (online) STAT 600 (online) MATH 523 (online)	STAT 541 (online) STAT 600 (online)	STAT 541 (online) STAT 600 (online) MATH 523 (online)	STAT 541 (online) STAT 600 (online)
USD					

Note that at least two courses meeting the algebra component, two courses meeting the analysis component and at least two additional courses are currently in the online rotation ensuring the opportunity for timely completion of both certificates. Additional classes added to the table will add flexibility for students.

<sup>\*</sup>Can be taught through DDN for students unable to come to the on campus section.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (2) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Certificate: BHSU Certificate in Adventure Education** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

#### **BACKGROUND / DISCUSSION**

Black Hills State University (BHSU) requests authorization to offer a certificate in Adventure Education. The certificate will prepare students to be outdoor professionals who can plan and deliver quality education experiences. Graduates with the certificate will promote connection to and understanding of the natural world and manage risk according to professional standards. Outdoor recreation opportunities continue to grow within South Dakota leading to increased opportunities and need for qualified outdoor leaders. The intended audience for this certificate includes those employed in/at area programs and camps, Tourism and Hospitality, Psychology, Sociology, Human Services, and Exercise Science majors wishing to enhance their skills in outdoor adventure sport and programming.

There are no new courses required for this certificate.

BHSU requests authorization to offer the certificate on-campus.

#### IMPACT AND RECOMMENDATION

BHSU does not request additional resources to offer this certificate. The certificate will require the completion of twelve (12) credit hours.

Board office staff recommends approval of the certificates.

#### **ATTACHMENTS**

Attachment I – New Certificate Request Form: BHSU – Certificate in Adventure Education

\*

#### DRAFT MOTION 20190626 5-B(2):

I move to authorize BHSU to offer a certificate in Adventure Education, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## New Certificate

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

UNIVERSITY:	BHSU	
TITLE OF PROPOSED CERTIFICATE:	Adventure Education	
INTENDED DATE OF IMPLEMENTATION:	Fall 2019	
PROPOSED CIP CODE:	31.0601 Outdoor Education	
UNIVERSITY DEPARTMENT:	School of Behavioral Sciences	
UNIVERSITY DIVISION:	College of Education & Behavioral 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.

Clift/here genter a
Date

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

Undergraduate Certificate ⊠	Graduate Certificate
-----------------------------	----------------------

2. What is the nature/purpose of the proposed certificate?

To prepare students to be critically aware outdoor professionals who can plan and deliver quality educational experiences that promote connection to and understanding of the natural world, are inclusive of diverse populations, and manage risk according to professional standards.

- 3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential. It is the responsibility of a public university to prepare students for employment and contribute to their communities. It is also a responsibility to promote "best practices" in the field.
  - a. Benefits to students: Increased awareness of paid opportunities for outdoor leaders and expectations for professional outdoor leadership practice. Development of knowledge, skills, and abilities required for effective programming that manages risk appropriately. This certificate can stand alone or be combined with programs to enhance post-graduate employability.
  - b. Benefits to workforce: As the service and experience economy continues to expand, there are increasing needs for qualified outdoor leaders. Recreation alone generated \$586 million in South Dakota in 2017, as documented by the S.D. Department of Tourism's annual report. Further, the annual Outdoor Industry Participation Report documents increases in the outdoor recreation sector. One specific sector is the indoor climbing industry, which is experiencing phenomenal growth and needs qualified staff. BHSU can help "raise the bar" through preparing future leaders in this field so that adventure programs can maximize their effectiveness.

In the United States, the following areas of adventure programming are in a growth phase: tourism, 'guiding', university outdoor orientation programs, and adventure therapy. Additionally, current research emphasizes a demand for outdoor education programs that produce transferable skills such as leadership, facilitation, experiential teaching, risk management, interpersonal skills, 'resiliency', life-long fitness, and conservation behaviors.<sup>2</sup> On average, areas of adventure programming that are in decline include: university outdoor recreation programs (climbing walls, trips programs—areas that BHSU currently incorporates and needs to expand upon in order to meet changing trends), K-12 residential and day outdoor programs, and corporate teambuilding programs.

BHSU's proposed 12-credit certificate in Adventure Education would benefit specific occupations in Adventure Therapy (especially combined with Psychology, Sociology, or Human Services), Adventure Tourism and Recreation Management (as combined with Business), and Wellness/Fitness Occupations (as combined with Exercise Science, Health, or Physical Education).

The Adventure Education Certificate is proposed to meet the needs of students and community members in South Dakota who desire to develop competencies and meet legal standard of care requirements for certain types of programs. According to the online *Climbing Business Journal*<sup>3</sup>, in 1986, there were 86 open indoor climbing gyms in North America and 0 in South Dakota. In 2019, there were 609 open climbing gyms in the U.S., with 2 recently opened or planned in Spearfish and Rapid City, SD (https://rapidcityjournal.com/news/local/new-

<sup>&</sup>lt;sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>2</sup> Priest, G. & Gass, M. (2018). Trends and Issues. In *Effective leadership in adventure programming* (3<sup>rd</sup> ed., pp. 359-391). Champaign, IL: Human Kinetics

<sup>&</sup>lt;sup>3</sup> http://www.climbingbusinessjournal.com/

<u>climbing-gym-opens-in-rapid-city/article\_2dc709d8-d50e-5de7-b08f-405d35a360fb.html</u>). This does not include climbing facilities at universities, camps, and fitness centers.

Data collected on graduates from the BHSU interdisciplinary Outdoor Education program reveal S.D. job placement in Game, Fish, and Parks education programs, 4-H youth extension programs, non-profit environmental education programs, non-profit eco-therapy programs, youth camp programs, municipal recreation programs, hunting and guiding programs, ski industry positions, and programs for at-risk youth. Through the proposed Adventure Education certificate, the following S.D. agencies and businesses would benefit further from hiring graduates who possess competencies in adventure education as applied to:

- Adventure tourism businesses: such as zip lines, "escape rooms," guiding and outfitting businesses (hunting, fishing, boating, etc.).
- Recreation and fitness programs: including wellness centers, municipal parks and recreation programs.
- Emerging programs in the "experience economy": such as supported multiday bike treks and river trips.
- Therapy programs
- Programs for youth-at-risk.
- K-12 physical education programs who seek to incorporate more adventure activities into their curriculum.
- After-school programs, camps, 4-H programs, scouting, Boys and Girls Clubs, and other youth development programs.

# 4. 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 audiences for the Adventure Education certificate program are three-fold:

First, all courses required for the certificate are part of the interdisciplinary Outdoor Education program (interpretation, environmental education, adventure education, and environmental science).

Second, the Adventure Education certificate would be used to provide BHSU students with additional competencies that enhance other degree granting programs, including but not limited to programs for students who do not want the conservation education portion of the degree. This may include Tourism and Hospitality Business Management majors who wish to work in for-profit guide services and eco-tourism programs; Psychology, Sociology, or Human Services majors who wish to enhance qualifications and employability in the growing field of adventure therapy; and Exercise Science, Health, or Physical Education majors who wish to enhance their skills in outdoor adventure sport and programming skills as they apply to Wellness/Fitness occupations.

Third, the proposed Adventure Education Certificate can also serve students as a standalone certificate. With full-time positions trending toward management and training obtained from degrees such as those listed above, front-line jobs for outdoor program leaders and teachers are increasingly filled by volunteers or seasonal employees. These positions may include in-service adventure educators from area camps, outdoor programs, and tourism programs who wish to enhance their competency by obtaining the Adventure Education certificate.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):<sup>4</sup>

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
PE	100 or	Qualifying Outdoor Technical Skill Courses, typically 1 credit	3	No
OE	292	each (BHSU Offers: Backpacking, Basic Archery Instructor Trainer, Beginning Rock Climbing, Intermediate Rock Climbing, Climbing Wall Instructor, Canoeing, Challenge Course, Cross Country Skiing, Fly Fishing, Orienteering, SCUBA)		
OE	492	S/T Wilderness First Responder	3	No
RECR	242	Outdoor Skills	3	No
RECR	420	Organization & Management of Outdoor Programs	3	No
****		Subtotal	12	

6. Student Outcomes and Demonstration of Individual Achievement.5

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

#### **Foundations**

1. Adventure Education Foundations: Students explain the history, scope, and key theory of outdoor leadership and adventure programming.

#### **Technical Skills**

- Outdoor Technical Activity Skills: Students demonstrate proficiency in particular activities, develop experience-based competency, and obtain professional certifications.
- Safety and Risk Management Skills: Students recognize risk and apply risk management strategies at the individual leader and program management levels.
- 4. Environmental Stewardship Skills: Students demonstrate environmental literacy and a knowledge of protected areas management.
- 5. Teaching and Facilitation Skills: Students demonstrate effective teaching and facilitation skills for different audiences and settings.
- 6. Program Management Skills: Students demonstrate planning, organizational, and program management skills.

#### **Interpersonal Skills**

7. Leadership Skills: Students practice effective communication, flexible leadership, professional ethics, problem solving, decision making and collaboration, and develop experience-based judgement.

Adapted from the <u>Standards for Accreditation for Adventure Programs (2017)</u>, and <u>Core</u> Competencies for Adventure <u>Leaders as outlined by Priest and Gass (2018)</u>.

<sup>5</sup> Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

<sup>&</sup>lt;sup>4</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

B. Complete Appendix A - Outcomes using the system form. Outcomes discussed below

should be the same as those in Appendix A.

	Pro	ogram Courses that		
Individual Student Outcome	PE 100 or OE 292 Outdoor Technical Skills Courses	RECR 242 Outdoor Skills	OE 492 Wilderness First Responder	RECR 420 Organization & Management of Outdoor Programs
<ol> <li>Adventure Education Foundations: Students explain the history, scope, and key theory in outdoor leadership and adventure programming.</li> </ol>	Intro	Master		
<ol> <li>Outdoor Technical Activity Skills: Students demonstrate proficiency in particular activities, develop experience-based competency, and obtain professional certifications.</li> </ol>	Master	Master	Master	
Safety and Risk Management Skills: Students recognize risk and apply risk management strategies at the individual leader and program management levels.	Intro	Master	Intro	Intro
Environmental Stewardship Skills: Students demonstrate environmental literacy and a knowledge of protected areas management.		Master		
<ol> <li>Teaching and Facilitation Skills: Students demonstrate effective teaching and facilitation skills for different audiences and settings.</li> </ol>	Intro	Master		
Program Management Skills: Students demonstrate planning, organizational, and program management skills.	Intro	Practice		Master
<ol> <li>Leadership Skills: Students practice effective communication, flexible leadership, professional ethics, problem solving, decision making and collaboration, and develop experience-based judgement.</li> </ol>	Intro	Master	Intro	

### 7. Delivery Location.6

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

	Yes/No	Intended Start Date		
On campus	Yes	Fall	2019	

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

	Yes/No	If Yes, identify delivery methods <sup>7</sup>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

<sup>&</sup>lt;sup>6</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>7</sup> 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)? 8

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

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – B (3) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Certificate: SDSU Certificate in Bioprocessing Sciences** 

#### 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 Certificate in Bioprocessing Sciences. The certificate would provide students with a value-added credential that supplements major fields of study such as agriculture, engineering, and natural sciences, by enhancing their professional skill set to serve the large bioprocessing industries of South Dakota and the region. Students will learn about processing technologies such as fermentation, bioseparation, and energy transfer as well as quality control, operational efficiency, safety, and project management.

The program will not require the creation new courses, as it utilizes existing courses from agriculture, natural sciences, and engineering programs.

SDSU requests authorization to offer the certificate on campus.

#### IMPACT AND RECOMMENDATION

SDSU does not request new resources to offer the minor. SDSU currently offers fifteen (15) undergraduate certificates.

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Certificate Request Form: SDSU – Certificate in Bioprocessing Sciences

\*

#### DRAFT MOTION 20190626 5-B(3):

I move to authorize SDSU to offer a certificate in Bioprocessing Sciences, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## **New Certificate**

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	<b>Bioprocessing Sciences</b>
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	14.4501
UNIVERSITY DEPARTMENT:	College of Agriculture, Food and
	<b>Environmental Sciences</b>
UNIVERSITY DIVISION:	College of Agriculture, Food and
	<b>Environmental Sciences</b>

#### **University Approval**

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

Bary H. Durn	5/12/2010
Institutional Approval Signature	
11	Date
President or Chief Academic Officer of the University	
1. Is this a graduate-level certificate or undergraduate-level ce	ertificate?
Undergraduate Certificate ⊠ Graduate Certificate	

### 2. What is the nature/purpose of the proposed certificate?

The Certificate in Bioprocessing Sciences will provide students with a value-added credential that supplements their major field of study by enhancing their professional skill set to serve the large bioprocessing industries in South Dakota and the region. Bioprocessing is a broad term encompassing the research, development, manufacturing, and commercialization of products prepared from or used by biological systems, including food, feed, fuels, and biopharmaceuticals, as well as remediation of environmental waste. The certificate will support SDSU's mission of providing engaging instruction that contributes to workforce development in South Dakota and the region.

The Bioprocessing Sciences Certificate supports the mission of SDSU as provided in SDCL 13-58-1: 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, aviation, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine. Bioprocessing industries are expanding in South

Dakota, and a skilled labor force is required to support the development and manufacturing of bio-based products, such as biofuels, soy-based food products, and feed for farm-based aquaculture.

SDSU does not request new state resources for the proposed certificate.

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

Bioprocessing technologies are used in a variety of industries ranging from renewable fuels, food and drink products, pharma- and nutraceuticals, and environmental remediation of wastes. This certificate will combine courses from several disciplines to enhance the student's knowledge of these technologies and provide hands-on experiences with their applications, thus helping to prepare students for career opportunities in the bioprocessing industries. The SD Department of Labor has projected strong growth (12.1 to 14.8%) in industry employment for the period 2016 to 2026 in the areas of professional, scientific and technical services; chemical manufacturing; and waste management and remediation services. Students majoring in disciplines related to agriculture, engineering, and other STEM areas are particularly encouraged to work towards a Certificate in Bioprocessing Sciences to enhance their preparation and employability for a career related to bioprocessing.

Bioprocessing is integral to several large industries in South Dakota and the region. South Dakota and the neighboring states of Minnesota, Iowa, and Nebraska account for four of the top six states in the U.S. for ethanol production capacity.<sup>2</sup> Additionally, bio-based processing significantly enhances the value of and demand for some of the most economically important commodities produced in South Dakota, including corn and soybeans.

Future employees and their employers in the bioprocessing industries will benefit from this certificate. Students will have an enhanced skill-set that combines basic knowledge of how bioprocessing technologies work and how to apply them in the commercial manufacturing of biobased products. Students completing the certificate will have a clearer understanding of how their chosen major can fill workforce needs in the bioprocessing industries.

#### 4. Who is the intended audience for the certificate program?

A. Is the intent of certificate best described as a stand-alone credential option for students not seeking additional credentials (i.e., bachelor's or master's degree), a value-added credential that supplements a student's major field of study, or a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If all the credits in the certificate apply to program requirements in any associate, bachelor's, or graduate program, please list them.

The certificate is intended to serve as a value-added credential that will supplement the bachelor's degree of several majors in agriculture, engineering, and natural sciences.

<sup>&</sup>lt;sup>1</sup> SD Dept. of Labor & Regulation (2018). *2017 Annual Workforce Report.* Available at <a href="https://dlr.sd.gov/lmic/menu">https://dlr.sd.gov/lmic/menu</a> publications.aspx

<sup>&</sup>lt;sup>2</sup> US Energy Information Administration. (June, 2017). *Today in Energy*. Available at: <a href="https://www.eia.gov/todayinenergy/detail.php?id=31832">https://www.eia.gov/todayinenergy/detail.php?id=31832</a>.

The intended audience includes students who wish to pursue careers related to one of the bioprocessing industries. Students majoring in several disciplines at SDSU already take some relevant coursework, but might be unaware of complementary courses offered in other disciplines and unaware of career opportunities related to bioprocessing. This certificate provides a pathway for students to supplement major coursework with courses from other disciplines into a formal credential that will prepare them to enter the bioprocessing workforce.

# B. What are the majors/degree programs from which students would likely enroll in the certificate program?

Students majoring in Agricultural and Biosystems Engineering, Agricultural Systems Technology, Biotechnology, Dairy Manufacturing, Food Science, Mechanical Engineering, Microbiology, and Operations Management are the primary target audience. Students with one of these majors supplemented by the Bioprocessing Sciences Certificate will have a competitive advantage in the bioprocessing job marketplace.

# 5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):<sup>3</sup>

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
MICR	231-231L	General Microbiology and Lab (4)	4	No
OR				
MICR	233-233L	Introductory Microbiology and Lab (4)		
Select two	o or more of t	C		
ABE	343-343L	Engineering Properties of Biological Materials and	3	No
		Lab		
ABE	444-444L	Unit Operations of Biological Materials Processing	4	No
		and Lab		
AST	443-443L	Food Processing and Engineering Fundamentals	3	No
ME	311	Thermodynamics I (3)	3	No
OR				
ME	314	Thermodynamics (3)		
ME	416	Renewable Energy Systems	3	No
MICR	450	Applications of Microbiology and Biotechnology	3	No
OM	240	Decision Making Processes in Management	3	No
Select fro	m the followi	ng to total 12 credits.		
ABE	411*	Design Project III	2	No
GE	425	Occupational Safety and Health Management	3	No
MICR	311-311L	Food Microbiology and Lab	4	No
MICR	332	Microbial Physiology	2	No
MICR	332L	Microbial Physiology Lab	2	No
MNET	231-231L	Manufacturing Processes I and Lab	3	No

<sup>&</sup>lt;sup>3</sup> Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NUTR	426-426L	Production of Wine, Beer and Spirits and Lab	3	No
OM	425	Production Operations and Management <sup>4</sup>	3	No
XXX	494*	Internship	1-2	No
XXX	498*	Undergraduate Research	1-2	No
	e relevant to bin coordinator.	ioprocessing and approved by		
		Total Dagwinsmant	12	

Total Requirement | 12

#### A. List any prerequisites for the courses above.

The following courses include prerequisite requirements:

Course Title	Prerequisite
ME 311 Thermodynamics I	PHYS 211 [SGR #6] + EM 215
ME 314 Thermodynamics	PHYS 211 [SGR #6] + MATH 125 [SGR #5]
ME 416 Renewable Energy Systems	ME 311, ME 314, or PHYS 341
MICR 231-231L General Microbiology & Lab	CHEM 106 [SGR #6] or CHEM 112 [SGR #6]
MICR 233-233L Introductory Microbiology &	BIOL 151 [SGR #6] + 6 credits of CHEM [SGR
Lab	#6]
MICR 311-311L Food Microbiology & Lab	MICR 231 [SGR #6] or MICR 233
MICR 332 Microbial Physiology	MICR 231 [SGR #6] or MICR 233
MICR 450 Applications of Microbiology and	MICR 231 [SGR #6] or MICR 233
Biotechnology	
NUTR 426-426L Production of Wine, Beer and	Registration Restriction - Participants must be 21
Spirits and Lab	years of age or older to enroll
OM 240 Decision Making Processes in	MATH 121 [SGR #5]
Management	
OM 425 Production & Operations Management	STAT 281 [SGR #5] or STAT 381

B. Certificate programs are typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion (including prerequisites). If the certificate includes new courses or more than 12 credit hours (including prerequisites), provide justification below.

The certificate consists of existing courses. Several of the courses have prerequisites; however, the prerequisites in question are typically taken during students' general education coursework and will have little effect on the students pursuing the certificate. In addition, the elective courses align closely to the program requirements for the primary audience. It is likely those electives would be completed by students in majors in which they would already be taking the prerequisites.

#### 6. Student Outcome and Demonstration of Individual Achievement.<sup>5</sup>

<sup>&</sup>lt;sup>4</sup> Minor course modification will revise OM 425 Production and Operations Management to remove MNET 367-367L Production Strategy & Lab as prerequisite effective fall 2019.

<sup>&</sup>lt;sup>5</sup> 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 program will be able to:

- Understand how cells or cellular components of biomaterials can be grown to produce commercial quantities of desired raw products (upstream bioprocessing).
- Understand and use biomass separation techniques to extract desired product from cell debris (downstream bioprocessing).
- Apply bioprocessing principles (e.g., fermentation, heat, mass, and energy transfer) to manufacturing of renewable energy and commercial bioproducts or to management of environmental waste.
- Apply principles of quality control, operations efficiency, project management, and safety to manufacturing of bio-based products.
- **B.** Complete Appendix A Outcomes using the system form. *Outcomes discussed below should be the same as those in Appendix A.*

See Appendix A.

#### 7. Delivery Location.<sup>6</sup>

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	2019-2020 Academic Year

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

	Yes/No	If Yes, identify delivery methods <sup>7</sup>	Intended Start Date
<b>Distance Delivery</b>	No		
(online/other distance			
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 on-line program)?  $^8$ 

<sup>&</sup>lt;sup>6</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>7</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

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

The courses in the Bioprocessing Sciences Certificate are not available online.

8. 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 certificate. Address offcampus or distance delivery separately.

The courses for the certificate all currently exist at SDSU. New resources are not requested.

Appendix A
Certificate in Bioprocessing Sciences – Student Learning Outcomes

	Required			Must comp	olete two of the	se courses		
	MICR	ABE 343/L	ABE 444/L	AST 443/L	ME 311 or	ME 416	MICR 450	OM 240
	231/L or				ME 314			
	MICR							
Student Outcomes	233/L							
1. Understand how cells or cellular components of								
biomaterials can be grown to produce commercial	X						X	
quantities of desired raw products (upstream								
bioprocessing).								
2. Understand and use biomass separation techniques								
to extract desired product from cell debris	X	X	X				X	
(downstream bioprocessing).								
3. Apply bioprocessing principles (e.g., fermentation,								
heat, mass, and energy transfer) to manufacturing of		X	X	X	X	X	X	
renewable energy and commercial bioproducts or to								
management of environmental waste.								
4. Apply principles of quality control, operations								
efficiency, project management, and safety to	X			X				X
manufacturing of bio-based products.								

				Elec	tives			
	ABE 411	GE 425	MICR	MICR	MNET	NUTR	OM 425	XXX 494
Student Outcomes			311/L	332/L	231/L	426/L		or 498
1. Understand how cells or cellular components can								
be grown to produce commercial quantities of desired				X				
raw products (upstream bioprocessing).								
2. Apply biomass separation techniques to extract								
desired product from cell debris (downstream	X			X		X		X
bioprocessing).								
3. Apply bioprocessing principles (e.g., fermentation,								
heat, mass, and energy transfer) to manufacturing of	X		X		X	X		X
renewable energy and commercial bioproducts or to								
management of environmental waste.								
4. Apply principles of quality control, operations		X						
efficiency, project management, and safety to	X		X		X	X	X	X
manufacturing of bio-based products.								

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM:** 5 – C (1) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

New Specialization: SDSU Specialization in Agricultural Economics in the B.S. in Economics

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

#### **BACKGROUND / DISCUSSION**

South Dakota State University (SDSU) requests authorization to offer an Agricultural Economics Specialization in the B.S. in Economics. This specialization coincides with the termination of the B.S. in Agricultural and Resource Economics. Agricultural economics is an applied field of economics concerned with the application of economic theory in optimizing the production and distribution of food, biofuel, and fiber. Skilled agricultural economists are in high demand, and are able to get jobs in a variety of fields, including agricultural marketing and commodity trading, farm and ranch management, agricultural finance, environmental economics, real estate, statistical analysis, and international agricultural trade, among others.

#### IMPACT AND RECOMMENDATION

The specialization does not require the creation of new courses or additional resources.

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Specialization Request Form: SDSU – Specialization in Agricultural Economics in the BS in Economics

\*

#### **DRAFT MOTION 20190626 5-C(1):**

I move to authorize SDSU to offer a specialization in Agricultural Economics in the BS in Economics, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# **New Specialization**

	1
UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Agricultural Economics
NAME OF DEGREE PROGRAM IN WHICH	Economics (B.S.)
SPECIALIZATION IS OFFERED:	
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	01.0103
UNIVERSITY DEPARTMENT:	Ness School of Management &
	Economics
UNIVERSITY DIVISION:	Agriculture, Food & Environmental
	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.

Bany H. Dunn		
1		5/13/2019
Institutional Approval Signature		Date
President or Chief Academic Officer of the University		
1. Level of the Specialization:		
Baccalaureate ⊠ Master's	□ Doctoral □	

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

South Dakota State University (SDSU) requests authorization to offer an Agricultural Economics Specialization in the B.S. of Economics. SDSU currently offers a B.S. in Agricultural and Resource Economics. The major will be terminated with approval of this new specialization. The Economics (B.S.) - Agricultural Economics Specialization will be offered through the College of Agriculture, Food and Environmental Sciences.

Agricultural economics is an applied field of economics concerned with the application of economic theory in optimizing the production and distribution of food, biofuel and fiber. The Agricultural Economics Specialization will share the same core courses as the Economics major (2 semesters of accounting, 4 semesters of economic theory, 4 semesters of quantitative courses, a policy course, and a capstone) that will prepare the students to think critically, analyze data, and address policy issues on a local, regional, national, and global scale. The strong analytical foundation of the Economics major is in high demand in today's technical job market. Combining the agricultural economics specialization with the economics core courses

will allow students to choose electives in agricultural economics and production agriculture courses (through College of Food, Ag and Environmental Sciences college requirements) to apply those quantitative, analytical skills to South Dakota's number one industry.

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.<sup>1</sup>

Agriculture is South Dakota's number one industry, contributing \$25.6 billion, or more than 30% of South Dakota's total economy in 2012. In addition, production agriculture and agrelated industries accounted for 1 in every 5 jobs.<sup>2</sup> In addition to the importance of agriculture in the economy, consumers are ever increasingly concerned with where their food comes from and how it was produced. They are concerned with the sustainable development of our resources. Economics is the study of the allocation of our scarce resources, and agricultural economists are uniquely positioned to contribute to our economy. Agricultural economists apply theories and principles of economics to better understand and optimize agricultural markets.

Agricultural economists get job in a variety of fields, including but not limited to agricultural marketing and commodity trading, farm and ranch management, agricultural finance, environmental economics, real estate, statistical analysis, and international agricultural trade. Agricultural economists influence policy related to food, agriculture, environment, development, and trade.

Agricultural economists get jobs. US labor statistics show that from 2008 to 2011 the field of agriculture consistently added new jobs – during that same period total employment in the US fell by 3.5 percent. Further evidence to support the power of an agricultural degree comes from a recent comprehensive study using data from more than 34 million Americans on the economic value of their college degrees. It is important that Economics majors are able to specialize in this growing field.

In 2011, using an analysis of 2010 census data available through the American Community Survey, the Georgetown Center on Education and the Workforce released a report titled What's It Worth? The Economic Value of College Majors, which ranked Agricultural Economics as 8th in employability out of the 171 majors that the study analyzed. The report showed that the value of an Agricultural Economics degree lies in nearly guaranteed job security as the field has one of the lowest rates of unemployment in America with only 1.3 percent of students who studied in the major unemployed after finishing their degree.<sup>3</sup> Employer demand for agricultural economics graduates is not predicted to decrease.<sup>4</sup>

the-secretary/publications/pdf/2014.south.dakota.ag.economic.contribution.study.pdf

<sup>&</sup>lt;sup>3</sup> Department of Agricultural, Environmental, and Development Economics, the Ohio State University (2014). "What's the Value of an Agricultural Economics Degree?"

<sup>&</sup>lt;sup>4</sup> "Designing agricultural economics and agribusiness undergraduate programs" Jeff Gillespie and Marie Bampasidou. Journal of Agricultural & Applied Economics 50(3):1-30 April 2018

Agricultural economists have among the highest median earnings among agriculture majors. In 2017, the U.S. Bureau of Labor Statistics (BLS) reported that economists, including agricultural economists, made a median annual salary of \$102,490. The BLS projected that employment of economists would increase by 6% from 2016 to 2026, which was about average for all occupations.<sup>5</sup>

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

Economics (B.S.) – Agricultural Economics Specialization	Credit Hours	Credit Hours	Percent
System General Education Requirements	31-32		
Subtotal, Degree Requirements		31-32	26-27%
College of Agriculture, Food & Environmental Sciences		8	7%
Requirements			
Major Requirements	32		
Economics – Agricultural Economics Specialization	15		
Requirements			
Required Support Courses	6		
Subtotal, Program Requirements		53	44%
General Electives		27-28	22-23%
Degree Total <sup>6</sup>		120	100%

**System General Education Requirements** 

				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
		Student Choice (SGR #3)	3	No
		Student Choice (SGR #3)	3	No
		Student Choice (SGR #4)	3	No
		Student Choice (SGR #4)	3	No
MATH	121-121L	Survey of Calculus (SGR #5) (5)	4-5	No
or				
MATH	123	Calculus I (SGR #5) (4)		
		Student Choice (SGR #6)	3	No
		Student Choice (SGR #6)	3	No
		Subtotal	31-32	

<sup>5</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Economists, on the Internet at https://www.bls.gov/ooh/life-physical-and-social-science/economists.htm (visited February 19, 2019).

<sup>&</sup>lt;sup>6</sup> 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.

College of Agriculture, Food and 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 11 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.		
		*System General Education Requirements		
		and/or major coursework may satisfy some or all		
		of the above requirements. Please review major		
		requirements and the Group 1 list to determine if		
		additional courses are required.		
		Select from Group 1 courses	5	No
ABS	203	Global Food Systems	3	No
AGEC	354	Agricultural Marketing & Prices (3)		No
		(Major Requirement)		
•		C 1 4 1 1 1	0	

Subtotal\* 8

**Major Requirements** 

				Credit	New
Prefix	Number	Course Title	Hours	(yes, no)	
ACCT	210	Principles of Accounting I		3	No
ACCT	211	Principles of Accounting II		3	No
ECON	119	First Year Seminar		1	No
ECON	201	Principles of Microeconomics		3	No
ECON	202	Principles of Macroeconomics		3	No
ECON	301	Intermediate Microeconomics		3	No
ECON	302	Intermediate Macroeconomics		3	No
ECON	319	Seminar with Industry Leaders		1	No
ECON	423	Intro to Econometrics	Intro to Econometrics		No
ECON	428	Mathematical Economics		3	No
ECON	485	Economics Capstone		3	Yes
		Choose <u>one</u> of the following:		3	No
		AGEC 479 Agricultural Policy (3)			
		ECON 413 Macroeconomic Policy (3)			
		ECON 433 Public Finance (3)			
			Subtotal	32	

**Economics – Agricultural Economics Specialization Requirements** 

Prefix	Number	Course Title	Credit Hours	New (yes, no)
<b>AGEC</b>	<mark>354</mark>	Agricultural Marketing & Prices	<mark>3</mark>	No.
		Electives in AGEC (300-level or higher)	<mark>6</mark>	No
		Electives in AGEC, ECON or FIN (300-level or higher)	6	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Subtotal	15	

**Supporting Coursework** 

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	379	Technical Communication	3	No
STAT	281	Introduction to Statistics	3	No
		Subtotal	6	

Total number of hours required for completion of specialization	15
Total number of hours required for completion of major	53
Total number of hours required for completion of degree	120

#### **Academic Requirements**

If a student chooses to double major in two majors offered through the Economics Department (Economics, Agricultural Business, Business Economics and Entrepreneurial Studies), the second major needs to have at least 18 credits that are distinct from the first major.

### 5. Delivery Location<sup>7</sup>

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	2019-2020 Academic Year

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

	Yes/No	If Yes, identify delivery methods <sup>8</sup>	Intended Start Date
<b>Distance Delivery</b>	No		
(online/other distance			
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 on-line program)? 9

<sup>&</sup>lt;sup>7</sup> The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>8</sup> Delivery methods are defined in AAC Guideline 5.5.

<sup>&</sup>lt;sup>9</sup> This question responds to HLC definitions for distance delivery.

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery</b>	Yes	018 - Internet Synchronous	2019-2020 Academic
(online/other distance		-	Year
delivery methods)			

85% of the courses for the Economics major/Agricultural Economics Specialization are currently available online and are predominantly only offered online during the summer.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM:** 5 – C (2) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

New Specialization: SDSU Specialization in Rangeland Ecology and Management in the B.S. in Ecology and Environmental Science

#### 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 Rangeland Ecology and Management Specialization in the B.S. in Ecology and Environmental Science. The current B.S. in Rangeland Ecology and Management will be terminated with approval of this new specialization. Rangeland Ecology and Management is an applied field of ecology concerned with the application of rangeland management practices for the preservation and enhancement of ecosystem goods and services offered on working rangelands. This specialization is in high demand in today's natural resource management job market.

#### IMPACT AND RECOMMENDATION

The specialization does not require the creation of new courses or additional resources.

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Specialization Request Form: SDSU – Specialization in Rangeland Ecology and Management in the BS in Ecology and Environmental Science

\*

### DRAFT MOTION 20190626 5-C(2):

I move to authorize SDSU to offer a specialization in Rangeland Ecology and Management in the BS in Ecology and Environmental Science, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# **New Specialization**

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Rangeland Ecology and Management
NAME OF DEGREE PROGRAM IN WHICH	<b>Ecology and Environmental Science</b>
SPECIALIZATION IS OFFERED:	(B.S.)
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	03.0104
UNIVERSITY DEPARTMENT:	Natural Resource Management
UNIVERSITY DIVISION:	Agriculture, Food & Environmental
	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.

Bany H. Dunn	
	5/13/2019
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	
1. Level of the Specialization:	
Baccalaureate ⊠ Master's □ Doctoral □	

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

South Dakota State University (SDSU) requests authorization to offer a Rangeland Ecology and Management Specialization in the B.S. of Ecology and Environmental Science. SDSU currently offers a B.S. in Rangeland Ecology and Management. The major will be terminated with approval of this new specialization. The Ecology and Environmental Science (B.S.) – Rangeland Ecology and Management Specialization will be offered through the College of Agriculture, Food and Environmental Sciences.

Rangeland Ecology and Management is an applied field of ecology concerned with the application of rangeland management practices for the preservation and enhancement of ecosystem goods and services offered on working rangelands. The Rangeland Ecology and Management Specialization will share the same core courses as the Ecology and Environmental Science major core requirements (48-49 credits) and System General Education Requirements (SGR) with exceptions under SGR Goal #3. The core will prepare the students to think critically, analyze data, and address ecology and environmental issues on a local and regional scale. The strong foundation of the Rangeland Ecology and Management

Specialization is in high demand in today's natural resource management job market. Combining the Rangeland Ecology and Management Specialization with the Ecology and Environmental Science core courses will prepare students for a more diverse job potential and strengthen the enrollment numbers in this field.

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.<sup>1</sup>

Rangelands provide a myriad of ecosystem goods and services which benefit society. Most notably is forage for livestock production, habitat for wildlife, water recharge of wetlands, lakes, rivers, and streams, soil stabilization, carbon sequestration, and open space for aesthetic value. The U.S. has approximately 770 million acres of rangeland, 130 million acres of pastureland, and 39 million acres of hayland.<sup>2</sup> These lands, for the most part, are unsuitable for crop production because of steep slopes, poor soils, and low rainfall (especially western US).

South Dakota State University offers an accredited (by the Society for Range Management) Rangeland Ecology and Management Program. Currently there are 12 accredited programs in the US and 41 institutions offering degrees or classes in rangeland management. Moving the degree program to a specialization will not negatively impact SDSU's accredited Rangeland Ecology and Management program.

US estimates of the total number of students graduating with a degree in Rangeland Ecology and Management are less than 200/year. Students graduating with the degree credentials qualify for a rangeland management specialist federal series (GS-0454) with the US Department of Interior Bureau of Land Management, US Department of Agriculture Forest Service, US Department of Agriculture Natural Resources Conservation Service, and US Department of Interior Bureau of Indian Affairs. According to the US Department of Labor Bureau of Labor Statistics (2019), the number of conservation scientist jobs in the US was 34,600, will grow at 6% (2016-2026), and had a median pay of \$61,120/year in 2017. In addition to the federal positions, there are state and local government entities, nongovernmental organizations, and consulting companies that higher students with Rangeland Ecology and Management degree credentials that widen the job field.

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

<sup>&</sup>lt;sup>1</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>&</sup>lt;sup>2</sup> USDA-FS. 2018. About Rangeland Management. USDA Forest Service. Available online at: <a href="https://www.fs.fed.us/rangeland-management/aboutus/index.shtml">https://www.fs.fed.us/rangeland-management/aboutus/index.shtml</a>. Accessed March 5, 2019.

<sup>&</sup>lt;sup>3</sup> USDA-NRCS. 2003. National Range and Pasture Handbook. Chapter 2. Available online at: https://www.nrcs.usda.gov/Internet/FSE\_DOCUMENTS/stelprdb1043059.pdf. Accessed March 5, 2019.

<sup>&</sup>lt;sup>4</sup> SRM. 2019. Universities and Colleges. Available online at: <a href="http://rangelands.org/srm-academic-resources/universities-colleges/">http://rangelands.org/srm-academic-resources/universities-colleges/</a>. Accessed March 5, 2019.

<sup>&</sup>lt;sup>5</sup> RSEC. 2019. Range Science Education Council Rangeland Programs Database. Available online at: https://rangesec.org/. Accessed March 5, 2019.

<sup>&</sup>lt;sup>6</sup> US Department of Labor. 2019. Occupational Outlook Handbook: Conservation Scientists and Foresters. Bureau of Labor Statistics. Available online at: <a href="https://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm">https://www.bls.gov/ooh/life-physical-and-social-science/conservation-scientists.htm</a>. Accessed March 5, 2019.

Ecology and Environmental Science (B.S.) – Rangeland Ecology and Management Specialization	Credit Hours	Credit Hours	Percent
System General Education Requirements	32		
Subtotal, Degree Requirements		32	27%
College of Agriculture, Food & Environmental Sciences		0	0%
Requirements*			
Major Requirements	38-40		
Ecology and Environmental Science – Rangeland Ecology	16		
and Management Specialization Requirements			
Required Support Courses	22		
Subtotal, Program Requirements		76-78	63-65%
General Electives		10-12	8-10%
Degree Total <sup>7</sup>		120	100%

<sup>\*</sup>These credits are counted in the major requirements, specialization requirements, and supporting courses.

**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
SOC	100	Introduction to Sociology (3) (SGR #3)	3	No
OR				
SOC	150	Social Problems (3) (SGR #3)		
OR				
SOC	240	The Sociology of Rural Life (3) (SGR #3)		
		Student Choice (SGR #4)	3	No
		Student Choice (SGR #4)	3	No
MATH	114	College Algebra (SGR #5) (or higher)	3	No
BIOL	151-151L	General Biology I and Lab (SGR #6)	4	No
CHEM	106-106L	Chemistry Survey and Lab (4) (SGR #6)	4	No
OR				
CHEM	112-112L	General Chemistry I and Lab (4) (SGR #6)		
		Subtotal	32	

College of Agriculture, Food and Environmental Sciences Requirements

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		Students who wish to complete a Bachelor of		No
		Science in Agriculture, Food and Environmental		
		Sciences must complete a minimum of 11 credits		
		from the approved list of Group 1 courses. Some		
		departments require specific courses from the		

-

<sup>&</sup>lt;sup>2</sup>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.

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		list, whereas others leave the selection entirely to		
		the student and the advisor.		
		*System General Education Requirements		
		and/or major coursework may satisfy some or all		
		of the above requirements. Please review major		
		requirements and the Group 1 list to determine if		
		additional courses are required.		
ABS	475-475L	Integrated Natural Resource Management and	ı	No
		Lab (Major Requirement)		
NRM	282-282L	Natural Resource Statistics and Lab (Major	-	No
		Requirement)		
PS	213-213L	Soils and Lab (Major Requirement)	-	No
RANG	205	Introduction to Range Management (Major	-	No
		Requirement)		
<u>,                                    </u>	•	Subtotal*	-	

**Major Requirements** 

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
ABS	475-475L	Integrated Natural Resource Management and	3	No
		Lab		
BIOL	153-153L	General Biology II and Lab (4) (SGR #6)	3-4	No
OR				
BOT	201-201L	General Botany and Lab (3) (SGR #6)		
OR				
NRM	200-200L	Animal Diversity and Lab (3)		
CHEM	108-108L	Organic and Biochemistry and Lab (5) (SGR #6)	4-5	No
OR				
CHEM	114-114L	General Chemistry II and Lab (4) (SGR #6)		
EES	425-425L	Disturbance and Restoration Ecology and Lab	3	No
EES	491	Independent Study (1)	1	No
OR				
EES	494	Internship (1)		
OR				
EES	496	Field Experience (1)		
OR				
EES	498	Undergraduate Research (1)		
GEOG	372-372L	Introduction to GIS and Lab	3	No
NRM	119	Orientation to Natural Resource Management	2	No
NRM	230	Natural Resource Management Techniques	3	No
NRM	282-282L	Natural Resource Statistics and Lab	3	No
NRM	300	Laws and Policies in NRM	3	No
NRM	311	Principles of Ecology	3	No
NRM	311L	Principles of Ecology Lab	1	No
PHYS	101-101L	Survey of Physics and Lab (4) (SGR #6)	4	No
OR				

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PHYS	111-111L	Introduction to Physics I and Lab (4) (SGR #6)		
PS	213-213L	Soils and Lab	3	No
		Subtotal	38-40	

Ecology and Environmental Science – Rangeland Ecology and Management Specialization

Requirements

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
<b>RANG</b>	<mark>205</mark>	Introduction to Range Management	<mark>3</mark>	No No
<b>RANG</b>	210-210L	Range Plant Identification and Lab	<mark>2</mark>	No.
<b>RANG</b>	<mark>215</mark>	Intro to Int. Ranch Management	<mark>3</mark>	No.
<b>RANG</b>	374-374L	Habitat Conservation and Management	<mark>3</mark>	No No
<b>RANG</b>	<mark>400</mark>	Range Judging (take up to 2 credits	2	No No
<b>RANG</b>	425-425L	Range Assessment and Monitoring and Lab	<mark>3</mark>	No No
		Q 1 1	1.0	

Subtotal 16

**Supporting Coursework** 

			Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
<mark>AS</mark>	101-101L	Introduction Animal Science and Lab	<mark>4</mark>	No No
<mark>AS</mark>	218	Survey of Nutrition	<mark>3</mark>	No No
<b>BOT</b>	301-301L	Plant Systematics	3	No.
<b>PRAG</b>	410-410L	Soil Geography and Land Use Interpretation and	3	No
OR OR		Lab (3)		
<b>PS</b>	<mark>462</mark>	Environmental Soil Management and Lab (3)		
<b>RANG</b>	<mark>321</mark>	Wildland Ecosystems (3)	3	No
OR OR				
<b>RANG</b>	<mark>421</mark>	Grassland Fire Ecology (3)		
		Resource Management Coursework	<mark>6</mark>	
		Select 6 credits from the following list:		
<b>AGEC</b>	<b>271</b>	Farm and Ranch Management (3)		No No
<b>BOT</b>	303-303L	Forest Ecology and Management and Lab (3)		No No
<b>PS</b>	313-313L	Forage Crop and Pasture Management (3)		No No
WL	<mark>220</mark>	Intro Wildlife and Fisheries Management (3)		No

Subtotal 22

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

120

## 5. Delivery Location<sup>8</sup>

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

.

<sup>&</sup>lt;sup>8</sup> The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

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	2019-2020 Academic Year

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

	Yes/No	If Yes, identify delivery methods <sup>9</sup>	Intended Start Date
<b>Distance Delivery</b>	No		
(online/other distance			
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 on-line program)?  $^{10}$ 

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

<sup>&</sup>lt;sup>9</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

This question responds to HLC definitions for distance delivery.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM:** 5 – C (3) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

New Specialization: SDSU Specialization in Geography in the PhD in Geospatial Science & Engineering

#### 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 Geography Specialization in the PhD in Geospatial Science & Engineering. The Geography specialization in this program prepares graduate students for careers in a wide range of geospatial information research and applications. In addition to postsecondary teaching and scholarship options, a graduate in this specialization can find employment opportunities in advanced technical and leadership roles in federal, state and local agencies and firms, as well as private employers engaged in remote sensing and other geospatial technologies. In addition, the creation of this specialization will result in the termination of the existing Remote Sensing Engineering Specialization within the same program.

#### IMPACT AND RECOMMENDATION

The specialization does not require the creation of new courses or additional resources.

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Specialization Request Form: SDSU – Specialization in Geography in the PhD in Geospatial Science & Engineering

\*

#### **DRAFT MOTION 20190626 5-C(3):**

I move to authorize SDSU to offer a specialization in Geography in the PhD in Geospatial Science & Engineering, as presented.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# **New Specialization**

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Geography
NAME OF DEGREE PROGRAM IN WHICH	Geospatial Science & Engineering
SPECIALIZATION IS OFFERED:	(Ph.D.)
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	45.0702
UNIVERSITY DEPARTMENT:	Geography
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.

Bany H. Dunn	
	5/13/2019
Institutional Approval Signature	Date
President or Chief Academic Officer of the Univer-	sity
1. Level of the Specialization:	
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 Geography for the Ph.D. in Geospatial Science & Engineering. This request is in response to students' needs, market demands, and an ever-changing society. Geography is a discipline that lies at the intersection of the natural, social, and technological sciences, which means that it has tools and ideas, which can be applied to today's complex problems. For these reasons, geographers are comfortable working with scientists in other disciplines. Among the relevant problems that geographers are helping to solve include environmental, urban, and economic sustainability, social and environmental consequences of climate disruption, the preservation of biological diversity, impacts of globalization and migration, and food security, to name a few. To better position itself to help solve these problems, the discipline has focused on interdisciplinary collaboration and specialization, bridging skills between social and physical scientists, and partnerships with appropriate stakeholders in private industry and government.

<sup>&</sup>lt;sup>1</sup> National Research Council of the National Academies. 2010. *Understanding the Changing Planet: Strategic Directions for the Geographical Sciences*. Washington DC: The National Academies Press.

Thus, they require the knowledge of physical geography, human geography and/other disciplines to be fully implemented. All these, however, are facilitated through the use of geospatial techniques, which has been a major push in the discipline. These include Geographic Information Systems (GIS), remote sensing, cartography, global positioning systems (GPS), spatial statistics, and the use of other technologies, such as Unmanned Aerial Vehicles (UAVs) (a.k.a. drones). It is this push that links geospatial techniques and analyses with natural and social sciences to help solve relevant problems facing the world today, which is an internal force in the evolution of the discipline of geography. The Geography specialization prepares graduate students for careers in a wide range of geospatial information research and applications. A student completing this specialization will be prepared to take on environmental and social issues and problems with ability to apply advanced technical and leadership roles in federal, state and local agencies and firms employing GIS, remote sensing, and other geospatial technologies.

# 3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.<sup>2</sup>

Many projections from government agencies and market research firms alike point toward the need for trained geographers in the rapidly growing geospatial technology industry as well as growth in GIS-related 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.<sup>3</sup> Likewise, P&S Market Research estimates a compound annual growth rate of 10.1 percent from 2017 to 2023 for the global GIS market.<sup>4</sup>

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.<sup>5</sup>

In the last five years, many state agencies have incorporated geospatial technologies and have created new positions for geographers, geospatial analysts, technicians, programmers and managers. Some South Dakota agencies that employ persons with GIS training include the Department of Game, Fish and Parks, Department of Transportation, 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 geographers with GIS knowledge. Increasingly, there is a demand for geography professionals in private industry within South Dakota. Surveying and engineering firms

<sup>2</sup> For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

<sup>3</sup> Employment and Training Administration, U.S. Department of Labor, *High Growth Industry Profile: Geospatial Technology*, on the internet <a href="https://www.doleta.gov/brg/indprof/geospatial\_profile.cfm">https://www.doleta.gov/brg/indprof/geospatial\_profile.cfm</a> (visited *February 2, 2018*).

<sup>4</sup> P&S Marketing Research, on the internet at <a href="https://www.psmarketresearch.com/press-release/global-geographic-information-system-market">https://www.psmarketresearch.com/press-release/global-geographic-information-system-market</a> (visited *February 2, 2018*).

<sup>&</sup>lt;sup>5</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook, 2017-18 Edition*, on the Internet at <a href="https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm">https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm</a> (visited *February 2, 2018*).

throughout the state routinely hire geography professionals. EROS Data Center employs persons with remote sensing skills. A specialization in Geography in the Ph.D. in Geospatial Science & Engineering will provide advanced training for individuals working in public and private industries throughout the state of South Dakota, the region and the United States. The South Dakota Department of Labor & Regulation<sup>6</sup> and Bureau of Labor Statistics (BLS)<sup>7</sup> predict employment growth in many of these occupations.

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

The student, major advisor and Advisory Committee select the specific emphasis area in Geospatial

Science & Engineering

	e Eligineeri		Credit	New
Prefix	Number	Course Title	Hours	(yes, no)
		60 Credit Plan		
GEOG	710	Evolution of Geographic Thought	3	No
GSE	740	Introduction to Geospatial Science and Engineering	3	No
GSE	790	Seminar in Geospatial Science and Engineering (1 cr.)	3	No
GSE	898	Dissertation Coursework	36	No
		Specialization Coursework	<mark>6</mark>	No
		Supporting Electives (Students should consult their	9	No
		advisors to identify courses suitable for their area of		
		interest.)		
		90 Credit Plan		
GEOG	710	Evolution of Geographic Thought	3	No
GSE	740	Introduction to Geospatial Science and Engineering	3	No
GSE	790	Seminar in Geospatial Science and Engineering (1 cr.)	3	No
GSE	898	Dissertation Coursework	36	No
		Specialization Coursework	<mark>6</mark>	No
		Supporting Electives (Students should consult their	39	No
		advisors to identify courses suitable for their area of		
		interest.)		

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

6 60/90 60/90

### 5. Delivery Location<sup>8</sup>

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)?

<sup>6</sup> South Dakota Department of Labor and Regulations, *Employment Projections by Occupation*, on the internet at: <a href="https://www.southdakotaworks.org">https://www.southdakotaworks.org</a> (visited *February 2, 2018*).

<sup>7</sup> Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, 2017-18 Edition, on the Internet at <a href="https://www.bls.gov/ooh">https://www.bls.gov/ooh</a> (visited February 2, 2018).

<sup>&</sup>lt;sup>8</sup> The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On campus	Yes	2019-2020 Academic Year

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

	Yes/No	If Yes, identify delivery methods <sup>9</sup>	Intended Start Date
Distance Delivery	No		
(online/other distance			
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 on-line program)?  $^{10}$ 

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

<sup>&</sup>lt;sup>9</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>10</sup> This question responds to HLC definitions for distance delivery.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (1) DATE: June 26-27, 2019

\*

#### **SUBJECT**

New Site: SDSU Graduate Certificate in Management Foundations

### 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 graduate certificate in Management Foundations through online delivery. The certificate in Management Foundations is designed with flexibility for working professionals who wish to supplement their graduate degree with an additional credential. This certificate has been a popular add-on credential for students in the Master of Engineering program, which is an online program. Therefore, SDSU believes offering this certificate via distance delivery would be appropriate.

#### IMPACT AND RECOMMENDATION

SDSU currently offers eight graduate certificates online. SDSU does not request any new resources. SDSU anticipates graduating an additional nineteen (19) students per year after full implementation of the online program.

Board office staff recommends approval to offer the program online.

### **ATTACHMENTS**

Attachment I – New Site Request Form: SDSU Graduate Certificate in Management Foundations.

\*

#### **DRAFT MOTION 20190626\_5-D(1):**

I move to approve SDSU's new site proposal to offer the graduate certificate in Management Foundations through online delivery.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Management Foundations
	Certificate
NEW SITE(S): <sup>1</sup>	Online
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
CIP CODE:	15.1501
UNIVERSITY DEPARTMENT:	Construction & Operations
	Management
UNIVERSITY DIVISION:	Graduate School

#### **University Approval**

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

Bary H. Dunn	
	5/13/2019
President of the University	Date

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

South Dakota State University (SDSU) requests authorization to offer the graduate certificate in Management Foundations online. The certificate in Management Foundations is designed with flexibility to the meet the needs of working professionals who want to supplement their graduate degree with an additional credential. The Management Foundations Certificate has been a popular add-on credential for graduate students in the Master of Engineering (M.Eng.). The M.Eng. was approved for online delivery at inception and it is appropriate to provide an option to earn this certificate via distance delivery as well.

The University does not request new state resources or new student fees to support online delivery.

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

<sup>&</sup>lt;sup>1</sup> If the request is for a new physical location, include an address for the location. Delivery methods are defined in <u>AAC Guideline 5.5</u>.

Yes. The University of South Dakota offers online certificates in Business Analytics and Operations & Supply Chain Management. Both certificates have some similarity in course requirements but are focused on business quantitative methods or supply chains. The Management Foundations certificate differs as it has a focus on technical organizational structures as it requires courses in project management and managing/leading in technical organizations. SDSU seeks authorization to offer the Management Foundations certificate online to serve constituents in technical organizations.

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.

The online certificate is expected to attract three to twelve students per year. Students will either be new to the university or current SDSU students who want to complete the certificate online. Some graduate students may elect to earn the certificate as a stand-alone credential. Others may choose to earn this certificate and go on for the Master of Engineering program. Students and professionals like the flexibility of online programs that allow them to continue to live and work anywhere. It is not expected that the online certificate will have much impact on the enrollments in face-to-face, on-campus courses.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	3	6	10	12
Students from other university programs	5	8	10	10
=Total students in the program at the site	8	14	20	22
Program credit hours (major courses)**	96	168	240	264
Graduates	7	12	17	19

<sup>\*</sup>Do not include current fiscal year.

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

Delivering the Management Foundations Certificate online is not expected to negatively impact enrollment in SDSU's face-to-face, on-campus courses or enrollment in other regental institutions. The additional site will provide a pathway for working professionals to obtain critical need skills.

The existing USD certificates fill a distinct niche that does not compete with the Management Foundations certificate.

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.

<sup>\*\*</sup>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: Management Foundations Certificate - Online

			Credit hours	
		Credit hours	currently available	
		currently available	from other	
		from this	universities	Credit hours new
Management Foundations Certificate	Credit hours	university online	available online	to this university
Required Coursework	12	12	0	0
Total, Requirements of the Certificate	12	12	0	0

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

#### Core requirements:

Prefix & #	Title	Credit Hours
GE 685	Management and Leadership in Technical Organizations	3
GE/OM 569	Project Management	3
OM 650	Manufacturing Systems Management	3
or ME/OM 767	Decision Theory	
or ME 760	Quality Control	
OM 660	Operations Management	3
	Total Cradit House Dogwing	1 12

Total Credit Hours Required 12

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

The Department of Construction and Operations Management has offered all courses in the certificate online or hybrid as requirements or electives in existing programs authorized for distance delivery. Arrangements for exam proctoring, access to library resources, and advisement have been successful.

An academic advisor will be assigned to those distance students in the certificate. They will connect with the students using e-mail, phone, Zoom, and numerous other technologies as they communicate. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources online and on campus. Finally, online tutoring support is available through Smarthinking (Pearson Education) and student services such as disability services accommodations will be available to students upon request.

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

- Students can contact librarians for research assistance. The Librarian provides on-line research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have on-line access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.
- 7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

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 University does not request new state resources or new student fees to support online delivery. The certificate consists of existing courses. All courses have been offered online or hybrid mode in the past two years except OM 650 which is being offered summer 2019 online.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (2) DATE: June 26-27, 2019

\*

#### **SUBJECT**

New Site: SDSU Post-Graduate Clinical Nurse Leader Certificate

#### 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 post-graduate Clinical Nurse Leader certificate through online delivery. The Post-Graduate Clinical Nurse Leader certificate program prepares graduates to apply micro and macro system theories to demonstrate CNL competencies required to oversee the care coordination of a distinct group of patients or direct patient care in complex situations. Individuals who have earned a Master's in Nursing degree from SDSU or any other appropriately accredited nursing program are eligible to apply for the certificate program. Offering the certificate online ensure flexible student accessibility, as graduate nursing students are employed at least half time and may live across the country.

#### IMPACT AND RECOMMENDATION

SDSU does not currently offer any post-graduate certificates online, though one has been approved for the upcoming academic year. SDSU does not request any new resources. SDSU anticipates graduating an additional three (3) students per year after full implementation of the online program.

Board office staff recommends approval to offer the program online.

#### **ATTACHMENTS**

Attachment I – New Site Request Form: SDSU Post-Graduate Clinical Nurse Leader Certificate

\*

### **DRAFT MOTION 20190626 5-D(2):**

I move to approve SDSU's new site proposal to offer the Post-Graduate Clinical Nurse Leader Certificate through online delivery.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Post-Graduate Clinical Nurse
	Leader Certificate
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
CIP CODE:	51.3801
UNIVERSITY DEPARTMENT:	Graduate Nursing
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.



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 Post-Graduate Clinical Nurse Leader (CNL) Certificate online. The Post-Graduate Clinical Nurse Leader certificate program prepares graduates to apply micro and macro system theories to demonstrate CNL competencies required to oversee the care coordination of a distinct group of patients or direct patient care in complex situations. The CNL utilizes evidence-based practice to ensure that patients benefit from the latest innovations in care delivery, and functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners. Individuals who have earned a Master's in Nursing degree from SDSU or any other CCNE or NLNAC accredited nursing program are eligible to apply for the Post-Graduate Clinical Nurse Leader Certificate program.

The plan of study consists of online courses from the well-established Master of Science in Nursing – Clinical Nurse Leader Specialization program, i.e., courses delivered entirely using the institutional delivery method code 018 (Internet Synchronous). This delivery method ensures flexible student accessibility given that graduate nursing students are employed at least half time and live in locations across the state, region and nation.

The master's in nursing CNL specialization was implemented in 2004 to meet the advanced clinical management needs at hospital institutions. The practice partners at SDSU College of

https://www.aacnnursing.org/CNL/About/FAQs

South Dakota State University New Site Request: Post-Graduate Clinical Nurse Leader Certificate

Nursing continue to support this role; nationally the care transformation resulting from the CNL role is highlighted.<sup>2</sup>

SDSU's *Imagine 2023* strategic plan<sup>3</sup> has identified numerous goals and strategies that support delivery of an online certificate. The certificate 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.

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

No other Regental university offers a similar program.

2. 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).

SDSU anticipates students enrolling in the Post-Graduate Clinical Nurse Leader Certificate may have been College of Nursing undergraduates or MS students, however, some may be entirely new to the University. As seen in the table below, the certificate is expected to attract 2-3 students per year through online delivery. Certificate students join currently enrolled master's in nursing students in sequential coursework. The certificate is intended for individuals already in the workforce to receive new training to enhance their advanced nursing role in the institutional setting.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	2	2	3	3
Students from other university programs	0	0	0	0
=Total students in the program at the site	2	4	5	6
Program credit hours (major courses)**	6	28	31	42
Graduates		2	2	3

<sup>\*</sup>Do not include current fiscal year.

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

<sup>\*\*</sup>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.

<sup>&</sup>lt;sup>2</sup> https://www.healthleadersmedia.com/nursing/new-clinical-nurse-leader-role-benefits-patient-care-and-quality

<sup>&</sup>lt;sup>3</sup> https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

No negative impact is expected.

4. 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.

Post-Graduate Clinical Nurse Leader Certificate	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours new to this university
Required Courses	14	14	0	0
Total, Degree with Proposed Major	14	14	0	0

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

#### Core requirements:

Prefix & #	Title	Credit Hours
<b>NURS 645</b>	Clinical Nurse Leader I- Improvement Science: A Microsystem	5
	Approach	
<b>NURS 646</b>	Clinical Nurse Leader II-Clinical Immersion and Capstone	6
	Project	
<b>NURS 860</b>	Healthcare Operations and Financial Management for Nurse	3
	Managers	
	Total Credit Hours Required	14

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

The College of Nursing (CON) employs a full-time Assistant Director of Nursing Student Services, Graduate Nursing who serves as connection and advising contact for the distance students. Additionally, a faculty member is designated as the Clinical Nurse Leader Specialization Coordinator offering yet another layer of support and advisement for distance students. Connection methods such as CON polycom or D2L Zoom offer the synchronous face to face meetings as needed.

6. 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 Master of Science in Nursing program is accredited every 10 years by the Collegiate Commission on Colleges of Nursing (CCNE). The next visit is 2021 at which time all College of Nursing programs, i.e., undergraduate and graduate, will be reviewed. The Post-Graduate Clinical Nurse Leader Certificate is not required to be part of the CCNE review.

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

No.

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

No additional resources are needed to deliver this certificate. Tuition revenue generated from online tuition will be self-support tuition and will adequately fund the program. The courses offered in the Post-Graduate Certificate are also utilized in the M.S. in Nursing – Clinical Nurse Leader Specialization.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (3) DATE: June 26-27, 2019

\*

#### **SUBJECT**

New Site: SDSU Post-Graduate Family Nurse Practitioner Certificate

### 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 post-graduate Family Nurse Practitioner certificate at the Rapid City and Sioux Falls sites. The Post-Graduate Family Nurse Practitioner certificate program prepares graduates to deliver evidence-based direct patient care at an advanced practice level to individuals across the lifespan in primary care settings. Graduates are eligible for certification examinations in Family Nurse Practitioner from either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP).

#### IMPACT AND RECOMMENDATION

SDSU does not currently offer any post-graduate certificates online, though one has been approved for the upcoming academic year. SDSU does not request any new resources. SDSU anticipates graduating an additional three (3) students per year after full implementation of the online program.

Board office staff recommends approval to offer the program at the Rapid City and Sioux Falls sites.

#### **ATTACHMENTS**

Attachment I – New Site Request Form: SDSU Post-Graduate Family Nurse Practitioner Certificate

\*

### **DRAFT MOTION 20190626 5-D(3):**

I move to approve SDSU's new site proposal to offer the Post-Graduate Family Nurse Practitioner Certificate in Sioux Falls and Rapid City.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Post-Graduate Family Nurse
	<b>Practitioner Certificate</b>
NEW SITE(S):	Rapid City <sup>1</sup> , Sioux Falls <sup>2</sup>
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
CIP CODE:	51.3805
UNIVERSITY DEPARTMENT:	Graduate Nursing
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.



# 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 Post-Graduate Family Nurse Practitioner (FNP) Certificate at the Rapid City and Sioux Falls sites for the College of Nursing Graduate Nursing programs. The Post-Graduate FNP certificate program prepares graduates to deliver evidence-based direct patient care at an advanced practice level to individuals across the lifespan in primary care settings. Graduates are eligible to write certification examinations in Family Nurse Practitioner from either the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP).

Individuals who have earned a Master's in Nursing degree from SDSU or any other CCNE or NLNAC accredited nursing program are eligible to apply for the Post-Graduate FNP certificate program. The plan of study consists of hybrid courses from the well-established Master of Science in Nursing - Family Nurse Practitioner Specialization program which currently has enrollment in Brookings, Sioux Falls and Rapid City sites. The Rapid City site is a prominently located building on Mount Rushmore Road and has two state of the art exam rooms and lecture hall. The Sioux Falls site is part of the STI Sioux Falls campus which includes lab and classroom facilities.

<sup>2</sup> 2300 Career Avenue, Suite 260, Sioux Falls, SD 57107

<sup>1 1220</sup> Mount Rushmore Road, Rapid City, SD, 57701

The need for advanced practice registered nurses is well documented.<sup>3</sup> In South Dakota the need for increased health care access and quality is met with a workforce including APRNs. This certificate provides a streamlined path for nurses with a previous master's degree to obtain specialized education to qualify as an advanced practice registered nurse (APRN) primary care provider.

SDSU will not require additional resources.

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

No other Regental university offers a similar program.

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).

SDSU anticipates students enrolling in the Post-Graduate FNP certificate may have been College of Nursing undergraduates or MS students, however, some may be entirely new to the University. As seen in the table below, the certificate is expected to attract 1-4 students per year, per site. Certificate students join currently enrolled master's and DNP nursing students in sequential coursework. The certificate is intended for individuals already in the workforce to receive specialized training to provide advanced practice primary care across the lifespan.

	Fiscal Years*							
	1	st	2	nd	3	rd	4	th
Estimates	FY	20	FY	21	FY	22	FY	23
	RC	SF	RC	SF	RC	SF	RC	SF
Students new to the university	1	1	2	2	3	3	4	4
Students from other university programs	0	0	0	0	0	0	0	0
=Total students in the program at the site	1	1	2	2	4	4	6	6
Program credit hours (major courses)**	11	11	36	36	48	48	66	66
Graduates	0	0	1	1	2	2	3	3

<sup>\*</sup>Do not include current fiscal year.

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

No negative impact is expected.

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

.

<sup>\*\*</sup>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.

 $<sup>{\</sup>footnotesize \begin{array}{c} 3\\ \underline{ \text{https://www.nursingworld.org/practice-policy/workforce/what-is-nursing/apm/} \end{array}}$ 

New Site Request: Post-Graduate Family Nurse Practitioner Certificate

#### attach any associated new course request forms.

				Credit hours	
		Credit hours	Credit hours	currently	
		currently	currently	available	
		available	available	from other	
		from this	from this	universities	Credit hours
Post-Graduate Family nurse practitioner		university in	university in	available	new to this
Certificate	Credit hours	Rapid City	Sioux Falls	online	university
Required Courses	26	26	26	0	0
Total, Degree with Proposed Major	26	26	26	0	0

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

The College of Nursing has processed a minor modification for the Post-Graduate FNP Certificate effective for the 2019-2020 academic year. Revision of the sequence of the Family Nurse Practitioner (FNP) practicum courses streamlines the plan of study to avoid a semester gap in clinical learning. The revised sequence requires creation of a new course, NURS 768, placed between two existing courses NURS 765 and NURS 771, thus requiring a revision of course titles for congruent sequencing, as well as the deletion of current NURS 777 course. The College recommended the following curriculum changes within the Post-Graduate FNP Certificate:

#### Core requirements:

Prefix & #	Title	Credit Hours
NURS 765	FNP Integration: Practicum I	7
<b>NURS 768</b>	FNP Integration: Practicum II	4
<b>NURS 771</b>	FNP Integration: Practicum III	7
<b>NURS 776</b>	FNP integration: Practicum IV	8
	Total Credit Hours Required	<del></del>

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

The College of Nursing (CON) employs a full-time Assistant Director of Nursing Student Services, Graduate Nursing who serves as connection and advising contact for the distance students. Additionally, a faculty member is designated as the Family nurse practitioner Specialization Coordinator offering yet another layer of support and advisement for distance students. Connection methods such as CON polycom or D2L Zoom offer the synchronous face to face meetings as needed.

## 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 Master of Science in Nursing program is accredited every 10 years by the Collegiate Commission on Colleges of Nursing (CCNE). The next visit is 2021 at which time all College of Nursing programs, i.e., undergraduate and graduate, will be reviewed, including the Post Graduate FNP certificate.

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

No.

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

No additional resources are needed to deliver this certificate. Tuition revenue generated from online tuition will be self-support tuition and will adequately fund the program. The courses offered in the Post-Graduate Certificate are also utilized in the M.S. in Nursing – Family Nurse Practitioner Specialization.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (4) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**New Site: SDSU Post-Graduate Nurse Educator Certificate** 

#### 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 post-graduate Nurse Educator certificate through online delivery. The Post-Graduate Nurse Educator certificate program prepares graduates to utilize theories of teaching and learning in a variety of settings with an emphasis on nursing education. Graduates demonstrate the ability to plan, implement, and evaluate nursing education programs. Individuals who have earned a Master's in Nursing degree from SDSU or any other appropriately accredited nursing program are eligible to apply for the certificate program. Graduates may be eligible to earn National Certification as a Certified Nurse Educator. Offering the certificate online ensures flexible student accessibility, as graduate nursing students are employed at least half time and may live across the country.

#### IMPACT AND RECOMMENDATION

SDSU does not currently offer any post-graduate certificates online, though one has been approved for the upcoming academic year. SDSU does not request any new resources. SDSU anticipates graduating an additional four (4) students per year after full implementation of the online program.

Board office staff recommends approval to offer the program online.

#### **ATTACHMENTS**

Attachment I – New Site Request Form: SDSU Post-Graduate Nurse Educator Certificate

\*

#### **DRAFT MOTION 20190626 5-D(4):**

I move to approve SDSU's new site proposal to offer the Post-Graduate Nurse Educator Certificate through online delivery.



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

## New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Post-Graduate Nurse Educator
	Certificate
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
CIP CODE:	51.3817
UNIVERSITY DEPARTMENT:	Graduate Nursing
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.

Bany H. Dunn	
	5/13/2019
President of the University	Date

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

South Dakota State University (SDSU) requests authorization to offer the Post-Graduate Nurse Educator Certificate online. The Post-Graduate Nurse Educator certificate program prepares graduates to utilize theories of teaching and learning in a variety of settings with emphasis on nursing education. Graduates demonstrates the ability to plan, implement, and evaluate nursing education programs. Individuals who have earned a Master's in Nursing degree from SDSU or any other CCNE or NLNAC accredited nursing program are eligible to apply for the Post-Graduate Nurse Educator Certificate program. Additionally, graduates may be eligible to earn National Certification as a Certified Nurse Educator.

The plan of study consists of online courses from the well-established Master of Science in Nursing - Nurse Educator Specialization program, i.e., courses delivered entirely using the institutional delivery method code 018 (Internet Synchronous). This delivery method ensures flexible student accessibility given that graduate nursing students are employed at least half time and live in locations across the state, region and nation.

Faculty shortages and the related limiting effect on nursing program enrollment<sup>1</sup> underscore the need for streamlined pathways for achieving qualification as a nursing educator. The ongoing

<sup>&</sup>lt;sup>1</sup> https://www.aacnnursing.org/News-Information/Fact-Sheets/Nursing-Faculty-Shortage

South Dakota State University
New Site Request: Post-Graduate Nurse Educator Certificate

need for nurse faculty will extend well into the next decade as the profession is currently experiencing a surge in retirement. In South Dakota and the surrounding region, the need for nurse educators exists at both undergraduate and graduate levels.

SDSU's *Imagine 2023* strategic plan<sup>2</sup> has identified numerous goals and strategies that support delivery of an online certificate. The certificate 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.

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

No other Regental university offers a similar program.

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).

SDSU anticipates students enrolling in the Post-Graduate Nurse Educator Certificate may have been College of Nursing undergraduates or MS students, however, some may be entirely new to the University. As seen in the table below, the certificate is expected to attract 2-4 students per year through online delivery. Certificate students join currently enrolled master's in nursing students in sequential coursework. The certificate is intended for individuals already in the workforce to receive new or updated training. As an example, a SDSU Clinical Nurse Leader graduate has returned for the nurse educator certificate at the request of his employer who has added teaching components to the job description.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	2	3	4	4
Students from other university programs	0	0	0	0
=Total students in the program at the site	0	5	7	8
Program credit hours (major courses)**	22	39	53	56
Graduates		2	3	4

<sup>\*</sup>Do not include current fiscal year.

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

No negative impact is expected.

<sup>\*\*</sup>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.

<sup>&</sup>lt;sup>2</sup> https://www.sdstate.edu/imagine-2023-aspire-discover-achieve

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.

Post Chaduata Nunsa Educatan Cartificata	Cradit hours	Credit hours currently available from this university	Credit hours currently available from other universities available	Credit hours new to this
Post-Graduate Nurse Educator Certificate	Credit hours	online	online	university
Required Courses	14	14	0	0
Total, Degree with Proposed Major	14	14	0	0

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

The College of Nursing has processed a minor modification for the Post-Graduate Nurse Educator Certificate effective for the 2019-2020 academic year. Revisions to the certificate are necessary to stay current with national trends in teaching and learning, including instruction in active learning teaching strategies, evidence-based assessment and evaluation of students, the use of technology to engage students, national simulation guidelines, and standards for online teaching. Additionally, the proposed changes will assist students in meeting the competencies required for national certification as a nurse educator. The National League for Nursing (NLN) provides the certified nurse educator (CNE) examination and outlines eight competencies. A recent change made by the NLN allows students who graduate with a master's degree or post-graduate credentials with a focus on nursing education to immediately be eligible for the CNE examination instead of requiring two years of teaching experience. While not required, it is highly encouraged for graduates to become certified as nurse educators and the proposed changes to the nurse educator curriculum will ensure they are prepared for certification immediately following graduation.

The College recommended the following curriculum changes within the Post-Graduate Nurse Educator Certificate:

- Revised the course titles for NURS 710 Curriculum Development in Nursing (3 cr.) to Curriculum Development and Program Evaluation in Nursing and NURS 720 Technology-Based Instruction for Nurse Educators (3 cr.) to Teaching and Learning Methodologies in Nursing to more accurately reflect updated course content.
- Added new course NURS 721 Assessment and Evaluation in Nursing Education (3 cr.). NURS 721 will strengthen the certificate content to equip graduates for the breadth of the nurse educator role in practice and academic settings. The Nurse Educator curriculum currently does not have a course specific to the assessment and evaluation of clinical and academic program content including a focus on evidence-based trends, alternate methods, and outcomes analysis. The proposed new course is directly aligned with NLN Competency 3.
- Revised the course title and course description for *NURS 778 Nurse Educator Practicum* (1-5 cr.) to *Nurse Educator Didactic/Practicum*. The modification will reflect updated content.

Delete NURS 795 Practicum in Advanced Health Concepts for Nurse Educators (3 cr.): These credits will be absorbed in the revised NURS 778 Nurse Educator Didactic/Practicum to minimize redundancy currently present in the plan of study.

#### Core requirements:

Prefix & #	Title	Credit Hours
NURS 710	Curriculum Development and Program Evaluation in	3
	Nursing	
<b>NURS 720</b>	Teaching and Learning Methodologies in Nursing	3
<b>NURS 721</b>	Assessment and Evaluation in Nursing Education	3
<b>NURS 778</b>	Nurse Educator Didactic/Practicum	5
	Total Credit Hours Required	14

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

The College of Nursing (CON) employs a full-time Assistant Director of Nursing Student Services, Graduate Nursing who serves as connection and advising contact for the distance students. Additionally, a faculty member is designated as the Nurse Educator Specialization Coordinator offering yet another layer of support and advisement for distance students. Connection methods such as CON polycom or D2L Zoom offer the synchronous face to face meetings as needed.

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 Master of Science in Nursing program is accredited every 10 years by the Collegiate Commission on Colleges of Nursing (CCNE). The next visit is 2021 at which time all College of Nursing programs, i.e., undergraduate and graduate, will be reviewed. The Post-Graduate Nurse Educator Certificate is not required to be part of the CCNE review.

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.

No additional resources are needed to deliver this certificate. Tuition revenue generated from online tuition will be self-support tuition and will adequately fund the program. The courses offered in the Post-Graduate Certificate are also utilized in the M.S. in Nursing – Nurse Educator Specialization.

#### SOUTH DAKOTA BOARD OF REGENTS

## Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (5) DATE: June 26-27, 2019

\*

#### **SUBJECT**

New Site: USD Graduate Certificate in American Indian Education

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BOR Policy 2:12 – Distance Education

#### **BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests authorization to offer the graduate certificate in American Indian Education through online delivery. USD offers the only American Indian Education Graduate Certificate in the system. Offering the certificate online would serve educators and practitioners working with and within Native American communities. The certificate offers coursework providing the learner with an understanding of Native American culture, best practices, and culturally responsive strategies.

#### IMPACT AND RECOMMENDATION

USD currently offers fourteen (14) graduate certificates online. USD does not request any new resources. USD anticipates graduating an additional fourteen (14) students per year after full implementation of the online program.

Board office staff recommends approval to offer the program online.

#### **ATTACHMENTS**

Attachment I – New Site Request Form: USD Graduate Certificate in American Indian Education

\*

#### **DRAFT MOTION 20190626 5-D(5):**

I move to approve USD's new site proposal to offer the graduate certificate in American Indian Education through online delivery.



#### SOUTH DAKOTA BOARD OF REGENTS

# ACADEMIC AFFAIRS FORMS New Site Request

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	American Indian Education
	<b>Graduate Certificate</b>
	[U.CERTG.AIE]
NEW SITE(S): <sup>1</sup>	Online
INTENDED DATE OF IMPLEMENTATION:	Summer 2019
CIP CODE:	13.0203
UNIVERSITY DEPARTMENT:	<b>Curriculum and Instruction</b>
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	Date

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

Adding an online delivery format provides greater flexibility for working professionals pursuing a graduate certificate in rural areas. Teachers, administrators, and others working in areas that serve Native Americans can more easily access the courses through distance delivery. Because they are often in very rural areas, it is not feasible for them to drive long distances to campus for coursework.

USD is in a unique position to serve educators and practitioners working with and within Native American communities. Research suggests that educators and practitioners need to be culturally responsive to the students they are working with. Very few programs across the country offer graduate coursework in Indian Education, despite the fact that Native American communities are spread across the U.S. This graduate certificare offers coursework that helps the learner understand Native American culture, best practices, and culturally responsive strategies. Offering this certificate in an online format would allow us to reach a much larger pool of potential students who are interested in advancing their knowledge base in this area. This certificate would also appeal to graduate students who are focusing studies in other areas but would like additional knowledge regarding working with Native American populations.

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.

USD is the only Regental University to offer the American Indian Education Graduate Certificate.

Program Forms: New Site Request Form (Last Rev5/2017) 1642

<sup>&</sup>lt;sup>1</sup> If the request is for a new physical location, include an address for the location. Delivery methods are defined in AAC Guideline 5.5.

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.

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	6	8	10	12
Students from other university programs	2	3	4	5
=Total students in the program at the site	8	11	14	17
Program credit hours (major courses)**	48	66	84	102
Graduates		8	11	14

<sup>\*</sup>Do not include current fiscal year.

- 4. What is the perceived impact of this request on existing programs in the Regental system? This certificate will not detract from, but rather add to existing programs in the regental system. There is no comparable graduate certificate in the regental system. Thus, we would not be drawing students from other programs. In addition to serving as an enhancement to graduate education for other programs, as either an additional certificate or an elective credit, this certificate program serves as a feeder program for our master's degrees in Curriculem and Instruction.
- 5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.

[Insert Degree/Program and Title]	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements					
Subtotal, Degree Requirements					
Required Support Courses					
Certificate Requirements	12	12	0	0	0
Major Electives or Minor					
Subtotal, Requirements of the Proposed Major					
Free Electives					
Total, Degree with Proposed Major					

<sup>\*</sup>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.

<sup>\*\*</sup>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.

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

Student services will be provided by the Division of Curriculem and Instruction as well as Academic Affairs. Services will be similar to those provided for other online programs. Curriculum and Instruction has been offering online coursework for over 10 years and is accustomed to working with students from a distance. We also have available the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

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

There is no body that is specialized in accrediting this certificate.

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

No exemptions are requested for delivery at the new site.

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

The American Indian Education Graduate Certificate is offered on-campus at USD. Offering it online requires no additional costs.

#### 10. Additional Information:

# CERTIFICATE REQUEST Supporting Justification for On-Campus Review

G	ary Cheeseman		
Request Originator		Signature	Date
Li	isa Newland		
D	epartment Chair	Signature	Date
So	chool/College Dean	Signature	Date
1.	Is the certificate progra Commission?	am being offered solely at a location(s) appro	oved by the Higher Learning
	⊠ Yes	□ No	
2.	Is the certificate progra	am Title IV (financial aid) eligible?  ⊠ No	
3.	Are the courses in the	certificate program credit bearing?	
	☐ Yes	⊠ No	
4.		ogram consist of 50% or more of new courses. the certificate is NOT a subset of courses finate document]  No	
5.	-	ogram have appropriate and completed appronues of committees, etc.) and external sources (i.e.	•
6.	Add any additional cor	mments that will aid in the evaluation of this	request.

#### SOUTH DAKOTA BOARD OF REGENTS

### Academic and Student Affairs Consent

**AGENDA ITEM:** 5 – E (1) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

**Agreements on Academic Cooperation – BHSU** 

#### 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, Black Hills State University seeks approval to enter into an agreement on academic cooperation with Language and Cultural Encounters (LCE) in Seville, Spain

#### IMPACT AND RECOMMENDATION

This agreement allows for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, BHSU students participating in an LCE program will pay all program fees directly to LCE. Each student participant will complete a program agreement between the student and LCE prior to LCE committing to accept the student, and the student committee to payment of program fees to LCE. LCE agrees to provide or assist in organizing room and board with host families, rented housing, internships, volunteer work/community service work, sociocultural activities, and other excursions/trips for participating students.

Board staff recommend approval.

#### **ATTACHMENTS**

Attachment I – Agreement on Academic Cooperation: BHSU & Language and Cultural Encounters, Seville, Spain

\*

#### **DRAFT MOTION 20190626 5-E(1):**

I move to approve the agreement on academic cooperation between Black Hills State University and Language and Cultural Encounters, Seville, Spain.





# Memorandum of Understanding Memorandum of Agreement for Academic Cooperation Between

Language and Cultural Encounters, Seville, Spain, & Black Hills State University, Spearfish, South Dakota, U.S.A.

Language and Cultural Encounters (hereafter referred to as "LCE") and Black Hills State University (hereafter referred to as "BHSU") enter into this agreement to facilitate students from BHSU to enroll in the Study Abroad program offered through University of Seville in cooperation with LCE.

#### 1. Definitions

- a. For the purposes of this agreement, "home" institution shall refer to BHSU, and "host" institution shall refer to LCE.
- Semester or academic year shall normally refer to the period relevant to the host institution.
- c. For the purposes of this agreement, "Faculty" shall represent the appropriate academic entity at the respective institutions.
- d. For the purposes of this agreement, "Black Hills State University" or "BHSU" shall represent all BHSU campuses.

#### 2. Purpose of the Agreement

- a. 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.
- b. The purpose of BHSU enrolling each student through LCE into University of Seville's Study Abroad program is to enable BHSU students to enroll in subjects at the host institution for credit, which will be applied towards their degree at their home institution.
- c. In the spirit and in recognition of the importance of international collaboration this agreement provides a foundation for establishing deeper relationships between the institutions that may lead to but do not bind either institution to take part in, among other activities, the exchange of students, faculty, or staff and the development of collaborative research between the institutions.

#### 3. Responsibilities of Host Institution

LCE, company with Tax Identification Number (NIF) B 90077231, registered in the Trade Registry of Seville, under No. C101410821132 and with address in this city at Calle Valparaíso 9, Bloque C, 1º B, undertakes the commitment to provide, both directly and through intermediation, services to the home institution as described below, all of which are negotiated in an individual and personalized manner with the home institution.

- a. Services provided directly by LCE to the home institution and its students:
  - i. Preparation of a personalized program. Through LCE, BHSU will enroll its students in the semester-long or yearlong "Study Abroad" program offered through LCE at the University of Seville. Additionally, through LCE, BHSU will enroll its students in summer programs offered through LCE at the Universidad de Cádiz, which comprises normal LCE arrival services, two three-week language courses, and one weekend-long cultural excursion led by LCE.

Upon consultation between LCE and BHSU, BHSU students may enroll in other academic programs offered by LCE, not specified above, upon prior agreement between the institutions. These programs may include custom (faculty-led) programs developed and agreed upon between LCE and BHSU on a case-by-case basis.

- ii. Guidance for the selection of the academic program. LCE will help BHSU students to select the courses that are best adapted to their needs.
- iii. Assistance with the academic procedures with the home university and the host university. LCE provides technical and administrative assistance with these procedures and, insofar as possible, will make every effort to resolve any incidents that may arise.
- iv. Assistance during the process of obtaining or renewing the visa. LCE will carry out all the necessary procedures within the limits of its responsibility in order to facilitate the obtaining or renewal of the visa.
- v. Guidance before arrival regarding the conditions of the stay and life in the host city. The client will receive information about life in Spain and in the host city through e-mails and newsletters. LCE will try to adjust the housing and activities according to the preferences expressed by the client.
- vi. Airport reception and transfer to housing. LCE will welcome the clients upon arrival in Seville at the airport or train station and will take care of transportation to the housing, helping them to settle in to the accommodation.
- vii. Host family program. Living with a family is important for true immersion in Spanish life. The LCE team chooses the families very carefully and works to ensure that everything contributes to creating an enriching experience for the student and the host family. The client's homestay regime includes half board,

as well as laundry service once a week, free access to internet and a set of keys.

- viii. Assistance in academic matters. Tutoring. LCE will give guidance on academic issues, as well as supervision and monitoring to obtain the best possible academic achievement.
  - ix. Local staff for consultation and assistance in case of incidents. Through various channels, LCE establishes communication in order to respond to any wish or need which the student may have. The communication networks are established before the trip begins and their reinforcement throughout the stay is a systematic process to optimize the benefits of the learning experience. Each program has a student assistant (program coordinator) who is always available when help is needed.
  - x. Risk management and crisis response. LCE will monitor students for health and safety for the duration of the program for which LCE is responsible. In cases of student emergencies, LCE will ensure students receive immediate care and attention, and will maintain direct oversight of the situation until its resolution. LCE will immediately notify BHSU, and BHSU will likewise notify LCE of any student crisis or emergency, which may include incidents of hospitalization, family emergency at home, difficulties with local host family, behavioral concerns, commission to in and/or outpatient psychiatry services, arrest, or victimization in a crime. This list is not exclusive, and LCE and BHSU agree to cooperate on ensuring the health and safety of student participants through mutual and regular communication.
  - xi. Programs for language and cultural immersion. The LCE programs are designed for quick and deep immersion in Spanish society, language and culture, always from a non-touristic point of view, designed to promote intercultural understanding. The activities will be agreed upon by BHSU and LCE, and, if for reasons beyond the control of LCE, some might not be possible, other similar ones will be provided.
- xii. Personalized cultural guidance. LCE will offer the client a personalized cultural guide with proposals for cultural and leisure activities depending on the preferences mentioned in the questionnaire given for this purpose.
- xiii. Sociocultural activities. LCE will organize the following activities for the client:
  - a) Orientation sessions. The LCE team will have informative sessions so that the client can get to know the neighborhood, the city and the center of studies. These will last between 120 and 180 minutes.
  - b) Visits to monuments or places of special relevance. These will last between 60 and 120 minutes. Entrance fees are included.
  - Cultural routes. These will last between 120 and 180 minutes. Entrance fees are included.
  - d) Various Activities. There is a possibility of doing activities according to the student's interests (culture, gastronomy, sports, etc.) with or

without a guide or LCE staff member.

- xiv. Excursions and trips. The excursions and trips will include an academic-cultural guide, transportation and entrance fees to museums and other sites. If the trip lasts more than a day, it will also include food and lodging,
- xv. Language and cultural exchanges. There will be several sessions supervised by a teacher from the LCE team. Each session will have a specific focus so that the exchange can be more productive.
- xvi. Guidance regarding internships. LCE offers advice to the client for carrying out internships with companies that collaborate with LCE and where further experience and formation can be acquired.
- xvii. Guidance regarding volunteer work and/or community service. This program facilitates insertion into one or more local communities where enriching activities can be carried out and where the client can get to know more about the local society and at the same time practice the language in various communicative contexts. For this, LCE provides an advisory service for the different options available to the client.
- b. Intermediated services provided directly by LCE to the home institution and its students:
  - Insurance. LCE offers the client the possibility of managing and contracting the necessary insurance policies on their behalf in order to minimize risks during their stay.
  - ii. Academic program. LCE will carry out the necessary procedures for contracting the academic program on behalf of the client.
  - iii. Academic certification. LCE will carry out the necessary procedures to obtain the academic certification from the educational institution selected.
  - iv. Room and board with families. On behalf the client, LCE will arrange for room and board according to the terms and preferences agreed upon with the client. Also, within the scope of its liability, LCE will mediate a solution to any conflict that might arise between the client and the providers of the room and board, organizing alternative housing if that selected is not providing the services required in the contract. The housing agreement must include the room and board contracted, laundry and cleaning of the room once a week, free access to internet and a set of keys.
  - v. Rented housing. If required, LCE will organize rented housing on behalf of the student in accordance with their requirements.
  - vi. Internships. On behalf of the client, LCE will negotiate internships which are offered by collaborating companies.

- vii. Volunteer work and/or community service. On behalf of the client, LCE will arrange for volunteer work and/or community service with institutions or NGOs from our portfolio of collaborators.
- viii. External sociocultural activities. Upon request from the client, LCE will contract sociocultural activities offered by other providers.
- ix. Other excursions and trips. Upon request from the client, LCE will organize excursions and/or trips.

#### 4. Responsibilities of Home Institution

- a. Marketing and Outreach
  - Student Recruitment. BHSU will undertake and manage outreach efforts on its campus to recruit students to participate in this program.
  - ii. Marketing Materials. BHSU will request marketing information and materials from LCE each year to assist in its campus-based recruitment efforts. BHSU will bear the cost for printing materials produced by BHSU, and LCE may elect to provide BHSU printed materials as it wishes. BHSU agrees to distribute as deemed appropriate any materials provided by LCE.
  - iii. Joint Marketing Initiatives. Opportunities may arise for BHSU and LCE to jointly promote the program to BHSU students. This may include webinar or internetbased outreach activities, on-campus study abroad fairs or information sessions, or similar activities. BHSU and LCE will work together on a case-by-case basis to mutually agree to participate in these joint activities at they arise.

#### b. Screening, Selection and Nomination of Students

- Screening Students. BHSU will specify criteria for students to participate in the program, and, through an established application procedure, will ensure students meet all criteria prior to being accepted to participate in the program.
- ii. Selection of Students. Upon receiving a completed application from a student, BHSU will review the application to ensure the applicant satisfies all specified criteria and demonstrates the required maturity and academic preparedness to undertake participation in the program.
- iii. Nomination of Students. After reviewing student applications and determining applicants meet the criteria for participation in the program, BHSU will provide to LCE the student's full name, date of birth, academic year and program of study, and any other relevant information required by LCE to enroll the student in the program.

- c. Pre-departure Preparation and Orientations
  - i. Assistance with LCE intake prior to departure. BHSU will advise and guide students who have been accepted to participate in the program in completing all materials required by LCE. BHSU will ensure LCE receives all student materials in a timely manner and by specified deadlines.
  - ii. Visa guidance. In conjunction with LCE, BHSU will advise and guide students through the visa process, including preparation of the visa application, assistance making any required in-person meetings, and liaising with the Spanish consulate, as necessary. BHSU will also make available its resources relates to the Spanish consulate and visa services sector to the students and to LCE, as necessary.
  - iii. Pre-departure orientation. All BHSU students participating in the program will be required to attend a pre-departure orientation at BHSU prior to departure. The pre-departure orientation will cover topics related to culture shock and adjustment, expectations of the program and of BHSU during the student's participation, and health and safety, among others.
- d. Support during and after the program.
  - BHSU will support students while abroad. In conjunction with LCE, BHSU will offer continued support to its students participating in the program during their time abroad.
  - ii. BHSU will support students upon return. After students complete the program, BHSU will continue to support students as they return to campus, including working with LCE to ensure timely receipt and processing of the foreign transcript and conversion of grades and credits at BHSU.
- e. Provision of financial aid, academic credit, and risk management and insurance.
  - i. BHSU will offer financial aid to qualified students participating in the program. BHSU will advise and guide students through the process of obtaining and applying federal financial aid toward the cost of participating in the program. All students must abide by BHSU's Financial Aid Office policies and procedures in accordance with Title IV and other applicable regulations. Qualification for financial aid is solely the responsibility of BHSU, and determinations of qualification and level of aid made by the BHSU Financial Aid Office are the sole responsibility of that office and the student.
  - ii. Provision of academic credit. All BHSU students participating in the program will receive credit for their participation in the program at BHSU. The credits will apply toward a student's degree when deemed appropriate. BHSU will assist students prior to departure to determine course equivalencies to ensure students receive appropriate academic credit at BHSU.

iii. BHSU will manage risk and enroll students in CISI study abroad insurance. Pursuant to the BOR policy on student health insurance (3:14), BHSU will enroll all students participating in the program into the required study abroad insurance prior to departure. Additionally, BHSU will work in conjunction with LCE to ensure the health and safety of all student participants during their participation in the official LCE program. In cases of emergency, BHSU will work concurrently with LCE to address the emergency and communicate with insurance, emergency contacts, university administrators, legal counsel, and other entities as necessary. BHSU will manage release of information with third parties besides LCE in accordance with federal laws and regulation, including the Federal Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPPA) based on campus policies and legal counsel, where necessary.

#### 5. Guarantee of services

Given the nature of the contracted services, if, due to absence, incapacity or non-compliance of the direct providers of the same, a service is not received, an agreement will be reached with the client for a substitute service of a similar nature and cost.

For the intermediary services, LCE is only liable for the intermediation, and therefore does not assume any liability with the client for incorrect action by the provider of the services, except where the damages suffered by the client are due to this intermediation service.

#### 6. Price and form of payment

BHSU students participating in an LCE program will pay all program fees directly to LCE. Each student participant will complete a program agreement between the student and LCE prior to LCE committing to accept the student, and the student committing to payment of program fees to LCE. Upon completion of the agreement, the student will be subject to all payment and withdrawal policies set forth by LCE. LCE will hold BHSU harmless for student payments and in cases where there is payment dispute between the student and LCE.

Students will make the payment for the contacted services in the following way:

- Upon contracting the services.
- Prior to the beginning of the services.

Non-payment of the contracted services in any of the installments will result in the cancellation of the contract, releasing LCE from any obligations derived from the same. Furthermore, LCE will withhold all money received as compensation for the expenses incurred by preparation for the provision of services, as well as for compensation for unilateral termination of the client's commitment. All of this is without prejudice to the client's duty to compensate any other damages caused to the service provider by the unilateral cancelation.

#### 7. Consent for the processing of personal data

The personal data provided by clients in the contract and contained in the documentation which, when applicable, accompanies the same, will be processed by **LANGUAGE AND CULTURAL ENCOUNTERS, S.L**, located at Calle Valparaíso 9, Bloque C, 1º B, 41003 Seville, with

the purpose of providing the services contemplated in this contract. The data will be transferred to the service providers contemplated herein in order to facilitate the provision of the same. Clients may exercise their rights to access, rectify, cancel and oppose the data through the company at the above-mentioned address by means of a written request accompanied by a copy of their ID card. This information is given in compliance with the current regulations for protection of personal data.

#### 8. Notices

- a. Any notice or other communication under this Agreement shall be given in writing and delivered by hand, mail or electronically.
- b. The principles at each institution agree specific details of cooperation necessary to implement this agreement must be negotiated with each other.
- c. The address for any such notice is as follows:

Language and Cultural Encounters, S.L. Black Hills State University

Name: Marcos Crespo Name: Dr. Chris Crawford

Position: Director, Language and Cultural Encounters

Position Title: Provost and Vice President for

Academic Affairs

#### 17. Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of	Signed on behalf of
Language and Cultural Encounters	Black Hills State University
by	by
	Sourch
Marcos Crespo	Dr. Tom Jackson, Jr.
Director	President
Date:	Date: 5-1-19

#### SOUTH DAKOTA BOARD OF REGENTS

### Academic and Student Affairs Consent

**AGENDA ITEM:** 5 – E (2) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

Agreements on Academic Cooperation - NSU

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

#### **BACKGROUND / DISCUSSION**

Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, Northern State University seeks approval to renew an existing agreement on academic cooperation with Capital Normal University in China.

#### IMPACT AND RECOMMENDATION

The original agreement was approved by the Board during the October 2005 meeting, with the previous renewal approved by the Board at the June 2013 meeting.

Regarding student exchange, each institution agrees to accept and enroll exchange students on a non-degree basis. Exchange students will pay tuition at their come campus, however exchange students will be responsible for all fees and expenses required by the host institution. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs, and any fees associated with takin courses at the host institution. This agreement would be valid for a period of five years.

Board staff recommend approval.

#### **ATTACHMENTS**

Attachment I – Agreement on Academic Cooperation: NSU & Capital Normal University, China

\*

#### **DRAFT MOTION 20190626 5-E(2):**

I move to approve the agreement on academic cooperation between Northern State University and Capital Normal University, China.

# Memorandum of Understanding between Northern State University, USA and Capital Normal University, China

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

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

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

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

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

This Agreement is drawn in both English and Chinese and either copy has the same validity.

Signed on behalf of Northern State University

Dr. Timothy Downs

President

Northern State University

USA

Date: 04 /16/1

Signed on behalf of

Capital Normal University

Dr. Meng Fanhua

President

Capital Normal University

China

Date: 2019.3.29

# AGREEMENT ON ACADEMIC COOPERATION BETWEEN NORTHERN STATE UNIVERSITY AND CAPITAL NORMAL UNIVERSITY

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

- The purpose of this Agreement is to develop academic and educational cooperation and promote mutual understanding between the two universities.
- Both universities agree to develop the following collaborative activities in academic areas of mutual interest, on the basis of equality and reciprocity.
  - a. Exchange of faculty members, researchers, and administrative staff
  - b. Exchange of students
  - c. Implementation of collaborative research projects
  - d. Implementation of lectures and symposia
  - e. Exchange of academic information and materials
  - f. Promotion of other academic cooperation on which both parties have agreed
- 3 The development and implementation of specific activities based on this Agreement will be separately negotiated and agreed on between the faculties, schools or institutes, which are to carry out the specific activities. Both universities agree to carry out these activities in accordance with the laws and regulations of the respective countries.
- It is understood that the implementation of any of the types of cooperation stated in Clause 2 shall depend upon the availability of resources and financial support at the universities concerned.
- 5 Should any collaborative research activities conducted under this Agreement have any potential for developing intellectual property, both universities shall seek an equitable and fair understanding as to ownership and other property interests that may arise.
- 6 This Agreement may be amended or modified by a written agreement signed by the representatives of both universities.
- 7 This Agreement is valid for a period of five (5) years from the signature date of the representatives of both universities below. This Agreement may be renewed after being reviewed and renegotiated by both universities.
- 8 This Agreement may, at any time during its period of validity, be terminated by either university upon prior written notice to the other party made at least six (6) months prior to the termination date.
- 9 This Agreement shall be executed in English in two (2) copies; each university shall retain one copy.

# STUDENT EXCHANGE AGREEMENT BETWEEN

#### NORTHERN STATE UNIVERSITY

AND

#### CAPITAL NORMAL UNIVERSITY

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

#### 1. Duration of Stay

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

#### 2. Numbers of Exchange Students

Each institution will work with the host institution on acceptance. The institutions undertake to balance the numbers of students from each institution over the term of the Agreement. With the agreement of the host institution the number of student exchanges in a particular year may change where it is necessary to "balance" the numbers of exchange students. Note: 2 students for one semester stay is equivalent to 1 student for a full academic year stay.

#### 3. Status of Exchange Students

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

#### 4. Acceptance Procedures

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

#### 5. Study Program

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

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

#### 7. Tuition, Fees and Expenses:

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

- Round-trip airfare
- Mandatory university room or housing
- · Mandatory meal plan as stipulated by university regulations
- Required South Dakota regental approved medical insurance
- Exchange Program fee
- · Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with targeted courses at the host institution and required support fees. (example business disciple, music and theatre materials and supplies, lab science fees)

#### 8. Government Requirements

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

#### 9. Financial Responsibility

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

#### 10. Program Administration

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

#### 11. Conditions for Collaboration

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

### 12. Commencement and Duration of the Agreement

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

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

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

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

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

For Northern State University

Dr. Timothy Doyvns

President

Northern State University

USA

Date: 04/16/19

For Capital Normal University

Dr. Meng Fanhua

President

Capital Normal University

China

Date: 2019.3.29

#### SOUTH DAKOTA BOARD OF REGENTS

### Academic and Student Affairs Consent

**AGENDA ITEM:** 5 – E (3) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

**Agreements on Academic Cooperation – SDSMT** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

#### **BACKGROUND / DISCUSSION**

Board of Regents Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota School of Mines and Technology seeks approval to renew an existing agreement on academic cooperation with Technische Universitat, Bergakademie, Freiberg (TU-B) in Germany.

#### IMPACT AND RECOMMENDATION

The South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, each institution agrees to accept and enroll exchange students on a 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 recommend approval.

#### **ATTACHMENTS**

Attachment I – Agreement on Academic Cooperation: SDSMT & Technische Universitat, Bergakademie, Freiberg

\*

#### **DRAFT MOTION 20190626 5-E(3):**

I move to approve the agreement on academic cooperation between the South Dakota School of Mines and Technology and Technische Universitat, Bergakademie, Freiberg.

#### **EXCHANGE AGREEMENT**

#### **BETWEEN**

# TECHNSCHE UNIVERSITAT, BERGAKADEMIE, FREIBERG, SAXONY, GERMANY AND

# SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY RAPID CITY, SOUTH DAKOTA, USA

The Technische Universitat, Bergakademie, Freiberg (hereafter referred to as "TU-B") 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 TU-B 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 TU-B students each year who are relieved of any payments of tuition and fees to SDSM&T is limited to one over parity. All other TU-B 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 TU-B.

#### 5. Selection and Enrollment of Students

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

- i) have completed at least one year of study at their home institution (University-specific programs, such as research, may have additional requirements);
- ii) are enrolled at their home and host institution for the full period of the exchange;
- iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;
- iv) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program;
- v) are proficient in the language of instruction at the host university. For TU-B students, SDSM&T will accept in lieu of the TOEFL or IELTS examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency. SDSM&T students who plan to take courses held in German Language at TU-B are advised to show proof of language skills of at least level B 1 or better. For SDSM&T students, TU-B will accept in lieu of an official language examination a favorable recommendation from a professor who is qualified to determine the student's LANGUAGE proficiency.

TU-B will endeavor to send completed applications for their students to the International Offices of SDSM&T at least twelve (12) weeks before the beginning of the entry semester.

SDSM&T students are requested to send their application by May 31 (for start in October) resp. by November 30 (for start in April). 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 TU-B except as cited in the following paragraphs. In addition, participants of TU-B will pay tuition and fees at TU-B, if so required. Participating students of TU-B are relieved of any payments of tuition and fees to SDSM&T except as cited in the following paragraphs.
- ii) Students attending SDSM&T in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate room and board fees, and possibly the TabletPC lease fee. (Some courses require use of the TabletPC.) They will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing student receives a similar waiver of academic fees. Students who enroll in an off-campus course will pay all off-campus tuition and program delivery fees associated with the course.
- iii) Students attending TU-B on exchange agreements will pay the student semester fee/general activities/social fees required (if any) by TU-B.
- iv) All living expenses shall be borne by the students of both institutions.
- v) The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

#### 7. Financial Responsibilities of Exchange Students

- i) Exchange students will be financially responsible for:
  - travel to and from the host institution
  - books, stationery, etc.
  - travel documentation, visas, etc.
  - accommodation and living expenses
  - personal travel within the host country
  - nominal fee for official transcripts and/or Statement of Results
  - health coverage relevant to the exchange institution and country
    - SDSM&T has student insurance that is mandated through our governing Board of Regents, so students coming to SDSM&T must plan to purchase this insurance.
    - TU-B has student insurance that is mandated through the Federal Government, so students coming to TU-B must plan to purchase this insurance
- ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

#### 8. Accommodation

- i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.
- ii) Accommodations for short term programs will be determined on an individual basis.

#### 9. Exchange Student Families

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student. (Please note that SDSM&T does not have accommodations on campus for married students with families.)

#### 10. Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

#### 11. Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

#### 12. Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

#### 13. Notices

- i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, sent by pre-paid post or facsimiled transmission.
- ii) The address for any such notices is as follows:

#### Technische Universität Bergakademie Freiberg

Name: Fr. Ingrid Lange

Position Title: Director, International Center/

International Office Address: Akademiestr.6 09596 Freiberg, GERMANY Telephone: +49 3731 39 2625 Facsimile: +49 3731 39 3659

e-mail: <a href="mailto:ingrid.lange@iuz.tu-freiberg.de">ingrid.lange@iuz.tu-freiberg.de</a>

#### **South Dakota School of Mines and Technology**

Name: Ms. Susan Aadland

Position Title: Director, Ivanhoe International

Center

Address: 501 East Saint Joseph Street Rapid City, SD 57701-3995, USA Telephone: +1-605-394-6884 Facsimile: +1-605-394-6883 e-mail: international@sdsmt.edu

#### 14. Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of	Signed on behalf of South Dakota School of Mines and Technology		
Technische Universitat, Bergakademie Freiberg			
by	by		
Klaus-Dieter Barbknecht	James M. Rankin		
Rector	President		
Date:	Date:		

#### SOUTH DAKOTA BOARD OF REGENTS

### Academic and Student Affairs Consent

AGENDA ITEM: 5 – F (1) DATE: June 26-27, 2019

\*

#### **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 Wind Turbine Technology at Mitchell Technical Institute (MTI) can apply credit toward the Bachelor of Science degree in Operations Management at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Accounting at Western Dakota Technical Institute (WDT) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Business Economics at SDSU.

(Continued)

#### **DRAFT MOTION 20190626 5-F(1):**

I move to approve the articulation agreements between South Dakota State University and 1) Mitchell Technical Institute, and 2) Wester Dakota Technical Institute, as presented.

- Students who have completed coursework in the Associate of Applied Sciences degree in Accounting at Western Dakota Technical Institute (WDT) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Entrepreneurial Studies at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Accounting at Western Dakota Technical Institute (WDT) 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 Accounting at Western Dakota Technical Institute (WDT) 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 Business and Technology at Western Dakota Technical Institute (WDT) 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 Business – Business and Technology at Western Dakota Technical Institute (WDT) 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 Business – Business and Technology at Western Dakota Technical Institute (WDT) 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 Criminal Justice with an emphasis in Law Enforcement at Western Dakota Technical Institute (WDT) 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 Criminal Justice with an emphasis in Law Enforcement at Western Dakota Technical Institute (WDT) 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 Criminal Justice with an emphasis in Law Enforcement at Western Dakota Technical Institute (WDT) 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 Criminal Justice at Western Dakota Technical Institute (WDT) 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 Criminal Justice at Western Dakota Technical Institute (WDT) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.

Articulation Agreements – SDSU June 26-27, 2019 Page 3 of 3

- Students who have completed coursework in the Associate of Applied Sciences degree in Criminal Justice at Western Dakota Technical Institute (WDT) 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 Criminal Justice with an emphasis in Law Enforcement at Western Dakota Technical Institute (WDT) 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 Library Technician at Western Dakota Technical Institute (WDT) can apply credit toward the Bachelor of Arts degree in English at SDSU.
- Students who have completed coursework in the Associate of Applied Sciences degree in Library Technician at Western Dakota Technical Institute (WDT) 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 Library Technician at Western Dakota Technical Institute (WDT) 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 Library Technician at Western Dakota Technical Institute (WDT) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Sociology at SDSU.

Board staff recommend approval.

#### **ATTACHMENTS**

Attachment I – SDSU Articulation Agreements

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
MITCHELL TECHNICAL INSTITUTE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Wind Turbine Technology
Associate of Applied Sciences Degree Program
Towards the

Operations Management Program Bachelor of Science Degree Program

#### I. Parties

The parties to this agreement are Mitchell Technical Institute (MTI) 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 complimentary nature of the institutions' programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide MTI students who have completed the A.A.S. degree in Wind Turbine Technology an opportunity to earn a Bachelor of Science degree with a major in Operations Management with an emphasis in Electronics at SDSU.

#### III. Academic Program

Graduation Requirements for the BS-OM degree at SDSU:

<b>Total Credits Required:</b>	120
Block Transfer credits from MTI WTT	32
General Education (SGR) credits:	30
Operations Management requirements:	58

A. Upon successful completion of the major requirements specified in III.B. below, SDSU will accept **32 technical course credits** from the A.A.S. degree in Wind Turbine Technology for students majoring in Operations Management – Electronics emphasis. Students must successfully complete the A.A.S. degree prior to transferring to SDSU for the block transfer course credits to be accepted. *General Education coursework is in addition to the 32 technical course credits*. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Operations Management are outlined below.

#### Major Requirements: 25 credits

- 1. CM 130, Management Tools & Analysis (3 credits)
- 2. GE 425, Occupational Safety & Health Management (3 credits)
- 3. MNET 367/L, Production Strategy & Lab (3 credits)
- 4. MNET 460, Manufacturing Cost Analysis (3 credits)
- 5. OM 240, Decision Making Processes in Management (3 credits)
- 6. OM 462, Quality Management (3 credits)
- 7. OM 425, Production/Operations Management OR OM 465, Quality Control Applications (3 credits)
- 8. OM 469, Project Management (2 credits)
- 9. OM 471, Capstone Experience (2 credits)

#### Required Support Courses: 31 credits

- 1. ACCT 210, Principles of Accounting I (3 credits)
- 2. ACCT 211, Principles of Accounting II (3 credits)
- 3. BADM 360, Organization & Management (3 credits)
- 4. CSC 325, Management Information Systems (3 credits)
- 5. FIN 310, Business Finance (3 credits)
- 6. GE 231, Technology Society & Ethics (3 credits)
- 7. HRM 460, Human Resource Management OR LEAD 435 Organizational Leadership & Team Development (3 credits)
- 8. MATH 121/L, Survey of Calculus & Lab (5 credits)
- 9. OM 494, Internship (2 credits)
- 10. STAT 281, Introduction to Statistics (3 credits)

The general education coursework to meet South Dakota Regental Systems General Education Requirements (SGR) must also be completed as outlined below. *This coursework may be taken at MTI 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 PHYS 111/111L, Introduction to Physics I & Lab (SGR 6) (4 credits)
- 7. Must include PHYS 113/113L, Introduction to Physics II & Lab (SGR 6) (4 credits) [2 credits count toward OM major applied to the block transfer]
- 8. The remaining nine (9) credits must meet SGR 3 Social Sciences/Diversity (3 credits) and SGR 4 Humanities and Arts/Diversity (6 credits) requirements and be selected from the approved list of courses.

Total number of credits at SDSU: 88 Transfer credits from MTI: 32\* Total credits required: 120

\*Transferable general education courses can be completed at MTI to a maximum of 60 transferrable credits.

#### Additional requirement:

1. Students transferring from Mitchell Technical Institute 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 Mitchell Technical Institute. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

#### VI. Effective Date of Agreement

This agreement will go into effect at the start of the Fall 2019 semester term at MTI and SDSU. The agreement applies to students who graduated from MTI in 2005 and subsequent years.

VII. Acceptance of Agreement		
For South Dakota State University:		
	Date:	
Dean, Jerome J. Lohr College of Engineering		
	Date:	
Provost and Vice President for Academic Affairs		
For Mitchell Technical Institute:		
	Date:	
President, Mitchell Technical Institute		

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Accounting

Towards the

Business Economics Major

Bachelor of Science Degree

Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Accounting an opportunity to earn a Bachelor of Science or Bachelor of 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 42 technical course credits from the A.A.S. degree in Accounting. Additional transferable system general education credits may be earned at WDT and may be transferred 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 Bachelor of 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 WDT 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 (19-20 credits</u> from classes on the approved lists in the SDSU Bulletin).

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of foreign language courses)
- 3. SGR Goal #5: Mathematics: MATH 121-121L or MATH 123 (4-5 Credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

### College of Arts, Humanities and Social Sciences Degree Requirements (3-9 credits) Bachelor of Science Degree (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 lab
- 2. A minor, second major, teaching specialization: *Satisfied in full by completion of the A.A.S. degree from WDT.*
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### **Bachelor of Arts Degree** (3-9 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 WDT.*
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major Requirements (46 credits)

- 1. BADM 101 Survey of Business (3 credits)
- 2. BADM 485 Business and Financial Decisions in a Global Economy (3 credits) (Capstone)
- 3. BLAW 350 Legal Environment of Business (3 credits)
- 4. DSCI 424 Operations Research or ECON 423 Introduction to Econometrics (3 credits)
- 5. ECON 201 Principles of Microeconomics (3 credits)
- 6. ECON 301 Intermediate Microeconomics or ECON 431- Managerial Economics (3 credits)
- 7. ECON 302 Intermediate Macroeconomics or ECON 330 Money and Banking (3 credits)
- 8. ECON 319 Seminar with Industry Leaders (1 credit)
- 9. FIN 310 Business Finance (3 credits)
- 10. HRM 460 Human Resource Management (3 credits)
- 11. MGMT/CSC 325 Management Information Systems (3 credits)

- 12. MGMT 360 Organization and Management (3 credits)
- 13. MKTG 370 Marketing (3 credits)
- 14. Upper-division Electives in ACCT, BADM, BLAW, ECON, FIN, HRM, MGMT, MKTG; and/or DSCI 424 or DSCI/ECON 453 (9 credits)

# Major Supporting Coursework Requirements (6 credits)

- 1. ENGL 379 Technical Communication (3 credits)
- 2. STAT 281 Introduction to Statistics (3 credits)

Program or General Electives (0-4 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 78 Total number of technical credits from WDT: 42

Total minimum credits required: 120

#### Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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.

#### ٧. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

# **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 Western Dakota Tech	
	Date:
President Western Dakota Tech	Date

#### **APPENDIX A**

#### PLAN OF STUDY FOR

# Associate of Applied Science in Accounting to enroll in SDSU's Bachelor's Degree in Business **Economics**

### 70-73 CREDITS AAS DEGREE IN ACCOUNTING

- 21 credits in general education
- o 49-51 credits in technical education

# **General Education Requirements**

- CIS 105 Microcomputer Software Applications I (3 credits)
- ECON 202 Principles Of Macroeconomics Online (3 credits)
- ENGL 101 Composition (3 credits)
- MATH 101 Intermediate Algebra (3 credits)
- MATH 112 Business Mathematics (3 credits)
- PSYC 101 General Psychology (3 credits)
- SPCM 101 Fundamentals Of Speech (3 credits)

### Total 21

### **Technical Requirements**

- ACCT 120 Principles Of Accounting I (3 Credits)
- ACCT 121 Principles Of Accounting Ii (3 Credits)
- ACCT 212 Intermediate Accounting I (4 Credits)
- ACCT 213 Intermediate Accounting Ii (4 Credits)
- ACCT 215 Payroll Accounting (3 Credits)
- ACCT 218 Tax Accounting I (3 Credits)
- ACCT 223 Managerial Accounting (3 Credits)
- ACCT 227 Excel For Accounting (3 Credits)
- ACCT 228 Quickbooks Accounting (3 Credits)
- ACCT 230 Topics And Issues In Accounting (3 Credits)
- BUS 140 Business Law (3 Credits)
- BUS 141 Written Communications For Business (3 Credits)
- BUS 210 Supervisory Management (3 Credits)
- BUS 224 Personal Finance (3 Credits)
- BUS 228 Personal Investments (3 Credits)
- Credits From The Following
  - o ACCT 281 Ethics In Accounting And Business (2 Credits) Or
  - o ACCT 290 Internship (2-3 Credits)
  - ACCT 285 Optional Internship (0-1 Credits)

# Total 49-50-51

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the Associate of Applied Sciences Degree Program in Accounting

> Towards the **Entrepreneurial Studies Major Bachelor of Science Degree Bachelor of Arts Degree**

Between Western Dakota Tech and South Dakota State University

#### I. **Parties**

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Accounting an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Entrepreneurial Studies at SDSU.

#### III. **Academic Program**

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 39 technical course credits from the A.A.S. degree in Accounting. Additional transferable system general education credits may be earned at WDT and may be transferred 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 Bachelor of Arts degree with a major in Entrepreneurial 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 WDT 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.

System General Education Requirements SGRs (19-20 credits from classes on the approved lists in the SDSU Bulletin).

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of foreign language courses)
- 3. SGR Goal #5: Mathematics: MATH 121-121L or MATH 123 (4-5 Credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

# College of Arts, Humanities and Social Sciences Degree Requirements (3-9 credits) **Bachelor of Science Degree** (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 lab
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

# **Bachelor of Arts Degree** (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major Requirements (49 credits)

- 1. BADM 101 Survey of Business (3 credits)
- 2. BLAW 350 Legal Environment of Business (3 credits)
- 3. DSCI 424 Operations Research or ECON 423 Introduction to Econometrics (3 credits)
- 4. ECON 201 Principles of Microeconomics (3 credits)
- 5. ECON 301 Intermediate Microeconomics or ECON 431- Managerial Economics (3 credits)
- 6. ECON 302 Intermediate Macroeconomics or ECON 330 Money and Banking (3 credits)
- 7. ECON 319 Seminar with Industry Leaders (1 credit)
- 8. ENTR 236 Innovation and Creativity (3 credits)
- 9. ENTR 237 Entrepreneurship Development (3 credits)
- 10. ENTR 338 New Venture Creation (3 credits)
- 11. ENTR 410 Financing Innovative Ideas (3 credits)
- 12. ENTR 488 Entrepreneurial Studies Capstone Credits: 3 (Capstone)
- 13. FIN 310 Business Finance (3 credits)

- 14. HRM 460 Human Resource Management (3 credits)
- 15. MGMT/CSC 325 Management Information Systems (3 credits)
- 16. MGMT 360 Organization and Management (3 credits)
- 17. MKTG 370 Marketing (3 credits)

# Major Supporting Coursework Requirements (6 credits)

- 1. ENGL 379 Technical Communication (3 credits)
- 2. STAT 281 Introduction to Statistics (3 credits)

Program or General Electives (0-4 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 81 Total number of technical credits from WDT: 39

Total minimum credits required: 120

#### Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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.

#### ٧. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

#### VII. **Acceptance of Agreement**

For South Dakota State University	
Dean, College of Arts, Humanities and Social Sciences	Date:
bean, conege of Arts, Frantamiles and social sciences	
Provost and Vice President for Academic Affairs	_Date:
For Western Dakota Tech	
President, Western Dakota Tech	Date:

#### **APPENDIX A**

#### **PLAN OF STUDY FOR**

# Associate of Applied Science in Accounting to enroll in SDSU's Bachelor of Science or Bachelor of Arts Degree in Entrepreneurial Studies

### 70-73 CREDITS AAS DEGREE IN ACCOUNTING

- 21 credits in general education
- o 49-51 credits in technical education

# **General Education Requirements**

- CIS 105 Microcomputer Software Applications I (3 credits)
- ECON 202 Principles Of Macroeconomics Online (3 credits)
- ENGL 101 Composition (3 credits)
- MATH 101 Intermediate Algebra (3 credits)
- MATH 112 Business Mathematics (3 credits)
- PSYC 101 General Psychology (3 credits)
- SPCM 101 Fundamentals Of Speech (3 credits)

### Total 21

### **Technical Requirements**

- ACCT 120 Principles Of Accounting I (3 Credits)
- ACCT 121 Principles Of Accounting Ii (3 Credits)
- ACCT 212 Intermediate Accounting I (4 Credits)
- ACCT 213 Intermediate Accounting Ii (4 Credits)
- ACCT 215 Payroll Accounting (3 Credits)
- ACCT 218 Tax Accounting I (3 Credits)
- ACCT 223 Managerial Accounting (3 Credits)
- ACCT 227 Excel For Accounting (3 Credits)
- ACCT 228 Quickbooks Accounting (3 Credits)
- ACCT 230 Topics And Issues In Accounting (3 Credits)
- BUS 140 Business Law (3 Credits)
- BUS 141 Written Communications For Business (3 Credits)
- BUS 210 Supervisory Management (3 Credits)
- BUS 224 Personal Finance (3 Credits)
- BUS 228 Personal Investments (3 Credits)
- Credits From The Following
  - o ACCT 281 Ethics In Accounting And Business (2 Credits) Or
  - o ACCT 290 Internship (2-3 Credits)
  - ACCT 285 Optional Internship (0-1 Credits)

# Total 49-50-51

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Accounting

# Towards the General Studies Major Bachelor of General Studies Degree Program

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Accounting 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 51 technical course credits from the A.A.S. degree in Accounting. Additional transferable system general education credits may be earned at WDT and may be transferred 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 WDT 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 credits</u> from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of modern foreign language courses)
- 3. SGR Goal #5: Mathematics (3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

# Major Requirements (48 credits)

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
  - a. 20 academic credits must be upper division
  - b. 15 credits from the technical block may be used to satisfy one of the three focus areas within the major electives

<u>Program or General Electives (0-3credits):</u> if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 69
Total number of technical credits from WDT: 51

Total minimum credits required: 120

### Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### **APPENDIX A**

#### **PLAN OF STUDY FOR**

# Associate of Applied Science in Accounting to enroll in SDSU's Bachelor of Arts in General Studies

#### 70-73 CREDITS AAS DEGREE IN ACCOUNTING

- o 21 credits in general education
- o 49-51 credits in technical education

## **General Education Requirements**

- CIS 105 Microcomputer Software Applications I (3 credits)
- ECON 202 Principles Of Macroeconomics Online (3 credits)
- ENGL 101 Composition (3 credits)
- MATH 101 Intermediate Algebra (3 credits)
- MATH 112 Business Mathematics (3 credits)
- PSYC 101 General Psychology (3 credits)
- SPCM 101 Fundamentals Of Speech (3 credits)

### Total 21

### **Technical Requirements**

- ACCT 120 Principles Of Accounting I (3 Credits)
- ACCT 121 Principles Of Accounting Ii (3 Credits)
- ACCT 212 Intermediate Accounting I (4 Credits)
- ACCT 213 Intermediate Accounting Ii (4 Credits)
- ACCT 215 Payroll Accounting (3 Credits)
- ACCT 218 Tax Accounting I (3 Credits)
- ACCT 223 Managerial Accounting (3 Credits)
- ACCT 227 Excel For Accounting (3 Credits)
- ACCT 228 Quickbooks Accounting (3 Credits)
- ACCT 230 Topics And Issues In Accounting (3 Credits)
- BUS 140 Business Law (3 Credits)
- BUS 141 Written Communications For Business (3 Credits)
- BUS 210 Supervisory Management (3 Credits)
- BUS 224 Personal Finance (3 Credits)
- BUS 228 Personal Investments (3 Credits)
- Credits From The Following
  - o ACCT 281 Ethics In Accounting And Business (2 Credits) Or
  - o ACCT 290 Internship (2-3 Credits)
  - o ACCT 285 Optional Internship (0-1 Credits)

#### Total 49-50-51

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Accounting

Towards the
Interdisciplinary Studies Major
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Accounting an opportunity to earn a Bachelor of Science Degree or a 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 51 technical course credits from the A.A.S. degree in Accounting. Additional transferable system general education credits may be earned at WDT and may be transferred 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 or a Bachelor of 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 WDT 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.

System General Education Requirements SGRs (18 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of modern 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 Degree Requirements (3-9 credits) **Bachelor of Science Degree** (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 lab
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

# **Bachelor of Science Degree** (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major Requirements (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 [up to 15 credits from the technical block may count toward Plan of study] (33 credits)

Program or General Electives (0-5 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 69 Total number of technical credits from WDT: 51 Total minimum credits required: 120

# Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

#### VII. **Acceptance of Agreement**

For South Dakota State University		
Dean, College of Arts, Humanities and Social	Date: al Sciences	
	Date:	
Provost and Vice President for Academic Af	fairs	
For Western Dakota Tech		
Dusidant Western Dalesta Task	Date:	
President, Western Dakota Tech		

#### **APPENDIX A**

#### PLAN OF STUDY FOR

# Associate of Applied Science in Accounting to enroll in SDSU's Bachelor of Science degree or **Bachelor of Arts degree in Interdisciplinary Studies**

### 70-73 CREDITS AAS DEGREE IN ACCOUNTING

- 21 credits in general education
- o 49-51 credits in technical education

# **General Education Requirements**

- CIS 105 Microcomputer Software Applications I (3 credits)
- ECON 202 Principles Of Macroeconomics Online (3 credits)
- ENGL 101 Composition (3 credits)
- MATH 101 Intermediate Algebra (3 credits)
- MATH 112 Business Mathematics (3 credits)
- PSYC 101 General Psychology (3 credits)
- SPCM 101 Fundamentals Of Speech (3 credits)

#### Total 21

#### **Technical Requirements**

- ACCT 120 Principles Of Accounting I (3 Credits)
- ACCT 121 Principles Of Accounting Ii (3 Credits)
- ACCT 212 Intermediate Accounting I (4 Credits)
- ACCT 213 Intermediate Accounting Ii (4 Credits)
- ACCT 215 Payroll Accounting (3 Credits)
- ACCT 218 Tax Accounting I (3 Credits)
- ACCT 223 Managerial Accounting (3 Credits)
- ACCT 227 Excel For Accounting (3 Credits)
- ACCT 228 Quickbooks Accounting (3 Credits)
- ACCT 230 Topics And Issues In Accounting (3 Credits)
- BUS 140 Business Law (3 Credits)
- BUS 141 Written Communications For Business (3 Credits)
- BUS 210 Supervisory Management (3 Credits)
- BUS 224 Personal Finance (3 Credits)
- BUS 228 Personal Investments (3 Credits)
- Credits From The Following
  - o ACCT 281 Ethics In Accounting And Business (2 Credits) Or
  - o ACCT 290 Internship (2-3 Credits)
  - ACCT 285 Optional Internship (0-1 Credits)

# Total 49-50-51

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Business – Business and Technology

Towards the
Advertising Major
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Business Business and Technology an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Advertising at SDSU.

# III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below in III.B, SDSU will accept 48 technical course credits from the A.A.S. degree in Business Business and Technology. Additional transferable system general education credits may be earned at WDT and may be transferred 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 a Bachelor of 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 101 Composition I and ENGL 201 Composition II (6 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of modern 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 Degree Requirements (3-9 credits) **Bachelor of Science Degree** (7 credits)

- 1. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)
- 2. 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 lab
- 3. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from WDT.

# Bachelor of Arts Degree (3-9 credits)

- 1. AHSS 111 Introduction to Global Citizenship and Diversity (3 credits)
- 2. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
- 3. A minor or second major or teaching specialization: Satisfied in full by completion of the A.A.S. degree from WDT.

### Major Requirements (38 credits)

- 1. ADV 370 Advertising Principles (3 credits)
- 2. ADV 371-371L Advertising Copy and Layout 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. MKTG 370 Marketing (3 credits)
- 11. MCOM 394 Internship or MCOM 494 Internship (3 credits)
- 12. MCOM 416- Mass Media in Society or ADV 476 Global and Multicultural Advertising (3 credits)
- 13. MCOM 430 Media Law (3 credits)

<u>Program or General Electives (0-10 credits):</u> if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72
Total number of technical credits from WDT: 48

Total minimum credits required: 120

# <u>Additional Requirements:</u>

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. At least 33 credits for the bachelor's 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

# **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 Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

# Associate of Applied Science in Business – Business and Technology to enroll in SDSU's **Bachelor's Degree in Advertising**

#### 63 CREDITS AAS DEGREE IN BUSINESS - BUSINESS AND TECHNOLOGY

- 15 credits in general education
- 48 credits in technical education.

### **GENERAL EDUCATION REQUIREMENTS 15 Credits**

- CIS 105 Microcomputer Software Applications I (3 credits)
- ECON 202 Principles Of Macroeconomics Online (3 credits)
- MATH 112 Business Mathematics (3 credits)
- PSYC 101 General Psychology (3 credits)
- SPCM 101 Fundamentals Of Speech (3 credits)

#### **Technical Requirements Total 48 Credits**

- ACCT 120 Principles Of Accounting I (3 credits)
- ACCT 228 Quickbooks Accounting (3 credits)
- BUS 120 Principles Of Marketing (3 credits)
- BUS 140 Business Law (3 credits)
- BUS 141 Written Communications For Business (3 credits)
- BUS 158 Web Design For Business (3 credits)
- BUS 162 Project Management (3 credits)
- BUS 166 Digital Image Design For Business (3 credits)
- BUS 205 Social Media Marketing (3 credits)
- BUS 210 Supervisory Management (3 credits)
- BUS 215 Search Engine Marketing (3 credits)
- BUS 218 Design Essentials (3 credits)
- BUS 224 Personal Finance (3 credits)
- BUS 233 Small Business Entrepreneurship (3 credits)
- BUS 241 Advanced Computer Applications For Business (3 credits)
- BUS 291 Internship (3 credits) Or BUS 228 Personal Investments (3 credits)

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Business – Business and Technology

# Towards the General Studies Major Bachelor of General Studies BGS Degree Program

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Business Business and Technology 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 48 technical course credits from the A.A.S. degree in Business Business and Technology. Additional transferable system general education credits may be earned at WDT and may be transferred 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 101 Composition I and ENGL 201 Composition II (6 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of foreign language courses)
- 3. SGR Goal #5: Mathematics (3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

# Major Requirements (48 credits)

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
  - a. 20 academic credits must be upper division
  - b. 15 credits from the technical block may be used to satisfy one of the three focus areas within the major electives

Program or General Electives (0-3 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72 Total number of technical credits from WDT: 48

Total minimum credits required: 120

#### <u>Additional Requirements:</u>

- Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

# **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	Datc
For Western Dakota Tech	
TOT Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### **APPENDIX A**

#### PLAN OF STUDY FOR

# Associate of Applied Science in Business – Business and Technology to enroll in SDSU's Bachelor of General Studies Degree with a major in General Studies

### 63 CREDITS AAS DEGREE IN BUSINESS - BUSINESS AND TECHNOLOGY

- o 15 credits in general education
- 48 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 Credits**

- CIS 105 Microcomputer Software Applications I (3 credits)
- ECON 202 Principles Of Macroeconomics Online (3 credits)
- MATH 112 Business Mathematics\* (3 credits)
- PSYC 101 General Psychology (3 credits)
- SPCM 101 Fundamentals Of Speech (3 credits)

#### **Technical Requirements Total 48 Credits**

- ACCT 120 Principles Of Accounting I (3 credits)
- ACCT 228 Quickbooks Accounting (3 credits)
- BUS 120 Principles Of Marketing (3 credits)
- BUS 140 Business Law (3 credits)
- BUS 141 Written Communications For Business (3 credits)
- BUS 158 Web Design For Business (3 credits)
- BUS 162 Project Management (3 credits)
- BUS 166 Digital Image Design For Business (3 credits)
- BUS 205 Social Media Marketing (3 credits)
- BUS 210 Supervisory Management (3 credits)
- BUS 215 Search Engine Marketing (3 credits)
- BUS 218 Design Essentials (3 credits)
- BUS 224 Personal Finance (3 credits)
- BUS 233 Small Business Entrepreneurship (3 credits)
- BUS 241 Advanced Computer Applications For Business (3 credits)
- BUS 291 Internship (3 credits) Or BUS 228 Personal Investments (3 credits)

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Business – Business and Technology

Towards the
Interdisciplinary Studies Major
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Business Business and Technology 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 48 technical course credits from the A.A.S. degree in Business Business and Technology. Additional transferable system general education credits may be earned at WDT and may be transferred 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 Bachelor of 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 WDT 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 the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 101 Composition I and ENGL 201 Composition II (6 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of modern 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 (3-9 credits): Bachelor of Arts requirements (3-9 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 lab
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

# **Bachelor of Science requirements** (7 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major Requirements (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 [up to 15 credits from the technical block may count toward Plan of study] (33 credits)

<u>Program or General Electives (0-5 credits):</u> if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72 Total number of technical credits from WDT: 48

Total minimum credits required: 120

#### Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
	Date:
President Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

Associate of Applied Science in Business – Business and Technology to enroll in SDSU's Bachelor of Science or Bachelor of Arts degree with a major in Interdisciplinary Studies

### 63 CREDITS AAS DEGREE IN BUSINESS - BUSINESS AND TECHNOLOGY

- o 15 credits in general education
- 48 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 Credits**

- CIS 105 Microcomputer Software Applications I (3 credits)
- ECON 202 Principles Of Macroeconomics Online (3 credits)
- MATH 112 Business Mathematics (3 credits)
- PSYC 101 General Psychology (3 credits)
- SPCM 101 Fundamentals Of Speech (3 credits)

#### **Technical Requirements Total 48 Credits**

- ACCT 120 Principles Of Accounting I (3 credits)
- ACCT 228 Quickbooks Accounting (3 credits)
- BUS 120 Principles Of Marketing (3 credits)
- BUS 140 Business Law (3 credits)
- BUS 141 Written Communications For Business (3 credits)
- BUS 158 Web Design For Business (3 credits)
- BUS 162 Project Management (3 credits)
- BUS 166 Digital Image Design For Business (3 credits)
- BUS 205 Social Media Marketing (3 credits)
- BUS 210 Supervisory Management (3 credits)
- BUS 215 Search Engine Marketing (3 credits)
- BUS 218 Design Essentials (3 credits)
- BUS 224 Personal Finance (3 credits)
- BUS 233 Small Business Entrepreneurship (3 credits)
- BUS 241 Advanced Computer Applications For Business (3 credits)
- BUS 291 Internship (3 credits) Or BUS 228 Personal Investments (3 credits)

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Criminal Justice with an emphasis in Law Enforcement
Towards the

# General Studies Major Bachelor of General Studies BGS Degree Program

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Criminal Justice, with a Law Enforcement Emphasis, 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 48 technical course credits from the A.A.S. degree in Criminal Justice with a law enforcement emphasis. Additional transferable system general education credits may be earned at WDT and may be transferred 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 WDT 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 201 Composition II (3 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: 48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
  - a. 20 academic credits must be upper division
  - b. 15 technical credits from transfer block will be applied to the major

<u>Program or General Electives (3 credits):</u> if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72
Total number of technical credits from WDT: 48

Total minimum credits required: 120

# **Additional Requirements:**

- 1. Students transferring from Western Dakota Tech 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
Parish at Markey Balata Tark	Date:
President, Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

## Associate of Applied Science in Criminal Justice with a Law enforcement emphasis at Western Dakota Tech to enroll in SDSU's Bachelor of General Studies

#### 63 CREDITS AAS DEGREE CRIMINAL JUSTICE WITH A LAW ENFORCEMENT EMPHASIS

## GENERAL EDUCATION REQUIREMENTS 15 HOURS Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction to Sociology (3 credits)

#### Suggested

MATH 102, College Algebra (3 credits)

#### CRIMINAL JUSTICE MAJOR, LAW ENFORMENCE EMPHASIS 48 HOURS

- CJUS 115, Constitutional Law For Law Enforcement (3 credits)
- CJUS 119, Criminal Law And Procedures (3 credits)
- CJUS 121, Criminal Investigations (4 credits)
- CJUS 124, Juvenile Methods (3 credits)
- CJUS 200, Community Corrections (3 credits)
- CJUS 201, Introduction To Criminal Justice (3 credits)
- CJUS 205, Criminal Justice Forensics (3 credits)
- CJUS 210, Contemporary Security Practices (3 credits)
- CJUS 215, Ethics In Criminal Justice (3 credits)
- CJUS 220, Terrorism And Counterterrorism (3 credits)
- CJUS 225, Domestic Violence (3 credits)
- CJUS 275, Law Enforcement Academy (14 credits)

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Criminal Justice with an Emphasis in Law Enforcement

Towards the
Interdisciplinary Studies Major
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Criminal Justice with an Emphasis in Law Enforcement an opportunity to earn a Bachelor of Science degree 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 48 technical course credits from the A.A.S. degree in Criminal Justice with an Emphasis in Law Enforcement. Additional transferable system general education credits may be earned at WDT and may be transferred 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 or Bachelor of 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 WDT 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 the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or 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 (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### **Bachelor of Arts Degree Requirements 3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major Requirements (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 [up to 15 credits from the technical block may count toward Plan of study] (33 credits)

<u>Program or General Electives (0-5 credits):</u> if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72
Total number of technical credits from WDT: 48

Total minimum credits required: 120

### Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Sci	iences	
	Date:	
Provost and Vice President for Academic Affairs	<u></u> S	_
For Western Dakota Tech		
	Date:	
President, Western Dakota Tech		

#### **APPENDIX A**

#### PLAN OF STUDY FOR

Associate of Applied Science in Criminal Justice with a Law enforcement emphasis at Western Dakota Tech to enroll in SDSU's Bachelor of Science or Bachelor of Arts in Interdisciplinary Studies program

63 CREDITS AAS DEGREE CRIMINAL JUSTICE WITH A LAW ENFORCEMENT EMPHASIS

## **GENERAL EDUCATION REQUIREMENTS 15 HOURS** Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction to Sociology (3 credits)

#### Suggested

MATH 102, College Algebra (3 credits)

#### CRIMINAL JUSTICE MAJOR, LAW ENFORMENCE EMPHASIS 48 HOURS

- CJUS 115, Constitutional Law For Law Enforcement (3 credits)
- CJUS 119, Criminal Law And Procedures (3 credits)
- CJUS 121, Criminal Investigations (4 credits)
- CJUS 124, Juvenile Methods (3 credits)
- CJUS 200, Community Corrections (3 credits)
- CJUS 201, Introduction To Criminal Justice (3 credits)
- CJUS 205, Criminal Justice Forensics (3 credits)
- CJUS 210, Contemporary Security Practices (3 credits)
- CJUS 215, Ethics In Criminal Justice (3 credits)
- CJUS 220, Terrorism And Counterterrorism (3 credits)
- CJUS 225, Domestic Violence (3 credits)
- CJUS 275, Law Enforcement Academy (14 credits)

Agreement with Respect to Applying the

Associate of Applied Sciences Degree Program in Criminal Justice with an emphasis in Law Enforcement

Towards the
Political Science
Bachelor of Science Degree
Bachelor Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Criminal Justice with an emphasis in Law Enforcement 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 48 technical course credits from the A.A.S. degree in Criminal Justice with an emphasis in Law Enforcement. Additional transferable system general education credits may be earned at WDT and may be transferred 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 Bachelor of Arts degree with a major in Political Science 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or 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 (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### **Bachelor of Arts Degree Requirements 3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major 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)
- 5. POLS Electives (6 credits)
- 6. 300-400 Level Non-American POLS course (3 credits)
- 7. 300-400 Level Political Science courses (15 credits) A maximum of 6 credits may be selected from the following:
  - GEOG 372/L Introduction to GIS and Lab (3 credits)
  - GEOG 459 Political Geography (3 credits)
  - ECON 423 Introduction to Econometrics (3 credits)
  - ECON 433 Public Finance (3 credits)
  - PHIL 423 Political Philosophy (3 credits)

Program or General Electives (0-12 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72 Total number of technical credits from WDT: 48

Total minimum credits required: 120

#### Additional Requirements:

- Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale).
- 2. At least 33 credits 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.

#### ٧. **Modifications**

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### **APPENDIX A**

#### PLAN OF STUDY FOR

Associate of Applied Science in Criminal Justice with an emphasis in Law Enforcement at Western Dakota Tech to enroll in SDSU's Bachelor of Science or Bachelor of Arts degree in **Political Science** 

#### 63 CREDITS AAS DEGREE CRIMINAL JUSTICE WITH A LAW ENFORCEMENT EMPHASIS

## **GENERAL EDUCATION REQUIREMENTS 15 HOURS** Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction to Sociology (3 credits)

#### Suggested

MATH 102, College Algebra (3 credits)

#### CRIMINAL JUSTICE MAJOR, LAW ENFORMENCE EMPHASIS 48 HOURS

- CJUS 115, Constitutional Law For Law Enforcement (3 credits)
- CJUS 119, Criminal Law And Procedures (3 credits)
- CJUS 121, Criminal Investigations (4 credits)
- CJUS 124, Juvenile Methods (3 credits)
- CJUS 200, Community Corrections (3 credits)
- CJUS 201, Introduction To Criminal Justice (3 credits)
- CJUS 205, Criminal Justice Forensics (3 credits)
- CJUS 210, Contemporary Security Practices (3 credits)
- CJUS 215, Ethics In Criminal Justice (3 credits)
- CJUS 220, Terrorism And Counterterrorism (3 credits)
- CJUS 225, Domestic Violence (3 credits)
- CJUS 275, Law Enforcement Academy (14 credits)

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Criminal Justice

# Towards the General Studies Major Bachelor of General Studies BGS Degree Program

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Criminal Justice 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 49 technical course credits from the A.A.S. degree in Criminal Justice. Additional transferable system general education credits may be earned at WDT and may be transferred 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in a sequence of foreign language courses)
- 4. SGR Goal #5: Mathematics (3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

#### Major Requirements: 48 credits

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
  - a. 20 academic credits must be upper division
  - b. 15 technical credits from transfer block will be applied to the major

Total minimum number of credits at SDSU: 71 Total number of technical credits from WDT: 49

Total minimum credits required: 120

#### **Additional Requirements:**

- Students transferring from Western Dakota Tech 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

## Associate of Applied Science in Criminal Justice at Western Dakota Tech to enroll in SDSU's Bachelor of General Studies

#### 64 CREDITS AAS DEGREE IN CRIMINAL JUSTICE

## GENERAL EDUCATION REQUIREMENTS 15 HOURS

#### Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction to Sociology (3 credits)

#### Suggested

MATH 102, College Algebra (3 credits)

#### CRIMINAL JUSTICE MAJOR, 49 HOURS

- CJUS 115, Constitutional Law For Law Enforcement (3 credits)
- CJUS 119, Criminal Law And Procedures (3 credits)
- CJUS 121, Criminal Investigations (4 credits)
- CJUS 124, Juvenile Methods (3 credits)
- CJUS 200, Community Corrections (3 credits)
- CJUS 201, Introduction To Criminal Justice (3 credits)
- CJUS 205, Criminal Justice Forensics (3 credits)
- CJUS 210, Contemporary Security Practices (3 credits)
- CJUS 215, Ethics In Criminal Justice (3 credits)
- CJUS 220, Terrorism And Counterterrorism (3 credits)
- CJUS 225, Domestic Violence (3 credits)
- CJUS 229, Corrections (3 credits)
- CJUS 230, Agency Organization And Management (3 credits)
- CJUS 235, Criminology (3 credits)
- CJUS 240, Court Systems And Practices (3 credits)
- CJUS 245, Law Enforcement Operations and Procedures or INT 299, Internship (3 credits)

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Criminal Justice

Towards the
Interdisciplinary Studies Major
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Criminal Justice 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 49 technical course credits from the A.A.S. degree in Criminal Justice. Additional transferable system general education credits may be earned at WDT and may be transferred 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 Bachelor of 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or 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 (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### **Bachelor of Arts Degree Requirements 3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major Requirements (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 [up to 15 credits from the technical block may count toward Plan of study] (33 credits)

Program or General Electives (0-4 credits)-: if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 71 Total number of technical credits from WDT: 49 Total minimum credits required: 120

#### Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
Date:	
President, Western Dakota Tech	

#### PLAN OF STUDY FOR

## Associate of Applied Science in Criminal Justice to enroll in SDSU's Bachelor of Science or **Bachelor of Arts degree in Interdisciplinary Studies**

#### 63 CREDITS AAS DEGREE CRIMINAL JUSTICE

- o 15 credits in general education
- o 49 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 HOURS**

#### Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction to Sociology (3 credits)

#### Suggested

MATH 102, College Algebra (3 credits)

#### CRIMINAL JUSTICE MAJOR, 49 HOURS

- CJUS 115, Constitutional Law For Law Enforcement (3 credits)
- CJUS 119, Criminal Law And Procedures (3 credits)
- CJUS 121, Criminal Investigations (4 credits)
- CJUS 124, Juvenile Methods (3 credits)
- CJUS 200, Community Corrections (3 credits)
- CJUS 201, Introduction To Criminal Justice (3 credits)
- CJUS 205, Criminal Justice Forensics (3 credits)
- CJUS 210, Contemporary Security Practices (3 credits)
- CJUS 215, Ethics In Criminal Justice (3 credits)
- CJUS 220, Terrorism And Counterterrorism (3 credits)
- CJUS 225, Domestic Violence (3 credits)
- CJUS 229, Corrections (3 credits)
- CJUS 230, Agency Organization And Management (3 credits)
- CJUS 235, Criminology (3 credits)
- CJUS 240, Court Systems And Practices (3 credits)
- CJUS 245, Law Enforcement Operations and Procedures or INT 299, Internship (3 credits)

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Criminal Justice

Towards the
Political Science
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Criminal Justice an opportunity to earn a Bachelor of Science or Bachelor of 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 49 technical course credits from the A.A.S. degree in Criminal Justice. Additional transferable system general education credits may be earned at WDT and may be transferred 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 Bachelor of Bachelor of Arts degree with a major in Political Science 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or 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 (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### **Bachelor of Arts Degree Requirements 3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major 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)
- 5. POLS Electives (6 credits)
- 6. 300-400 Level Non-American POLS course (3 credits)
- 7. 300-400 Level Political Science courses (15 credits) A maximum of 6 credits may be selected from the following:
  - GEOG 372/L Introduction to GIS and Lab (3 credits)
  - GEOG 459 Political Geography (3 credits)
  - ECON 423 Introduction to Econometrics (3 credits)
  - ECON 433 Public Finance (3 credits)
  - PHIL 423 Political Philosophy (3 credits)

<u>Program or General Electives (0-11 credits):</u> if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 71 Total number of technical credits from WDT: 49

Total minimum credits required: 120

#### Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale).
- 2. At least 33 credits 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

## Associate of Applied Science in Criminal Justice at Western Dakota Tech to enroll in SDSU's Bachelor of Science or Bachelor of Arts degree in Political Science

#### 64 CREDITS AAS DEGREE IN CRIMINAL JUSTICE

## **GENERAL EDUCATION REQUIREMENTS 15 HOURS**

#### Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction to Sociology (3 credits)

#### Suggested

MATH 102, College Algebra (3 credits)

#### CRIMINAL JUSTICE MAJOR, 49 HOURS

- CJUS 115, Constitutional Law For Law Enforcement (3 credits)
- CJUS 119, Criminal Law And Procedures (3 credits)
- CJUS 121, Criminal Investigations (4 credits)
- CJUS 124, Juvenile Methods (3 credits)
- CJUS 200, Community Corrections (3 credits)
- CJUS 201, Introduction To Criminal Justice (3 credits)
- CJUS 205, Criminal Justice Forensics (3 credits)
- CJUS 210, Contemporary Security Practices (3 credits)
- CJUS 215, Ethics In Criminal Justice (3 credits)
- CJUS 220, Terrorism And Counterterrorism (3 credits)
- CJUS 225, Domestic Violence (3 credits)
- CJUS 229, Corrections (3 credits)
- CJUS 230, Agency Organization And Management (3 credits)
- CJUS 235, Criminology (3 credits)
- CJUS 240, Court Systems And Practices (3 credits)
- CJUS 245, Law Enforcement Operations and Procedures or INT 299, Internship (3 credits)

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Criminal Justice
Towards the

Sociology Major
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Criminal Justice, an opportunity to earn a Bachelor of Science Degree 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 49 technical course credits from the A.A.S. degree in Criminal Justice. Additional transferable system general education credits may be earned at WDT and may be transferred 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 or Bachelor of 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or 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 (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### **Bachelor of Arts Degree Requirements 3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major 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)
- SOC/ANTH Electives (18 credits)
- 7. Students must earn a C or better in all major classes and maintain at least a 2.2 GPA in the major.

Program or General Electives (10-13 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 71 Total number of technical credits from WDT: 49

Total minimum credits required: 120

#### <u>Additional Requirements:</u>

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale).
- 2. At least 33 credits 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.

#### ٧. **Modifications**

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

#### VII. **Acceptance of Agreement**

For South Dakota State University	
Dean, College of Arts, Humanities and Social Sciences	_Date:
	_Date:
Provost and Vice President for Academic Affairs	
For Western Dakota Tech	
President, Western Dakota Tech	_Date:

#### **APPENDIX A**

#### PLAN OF STUDY FOR

## Associate of Applied Science in Criminal Justice at Western Dakota Tech to enroll in SDSU's Bachelor of Science or Bachelor of Arts degree in Sociology

#### 64 CREDITS AAS DEGREE IN CRIMINAL JUSTICE

- o 15 credits in general education
- 49 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 HOURS**

#### Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction to Sociology (3 credits)

#### Suggested

MATH 102, College Algebra (3 credits)

#### CRIMINAL JUSTICE MAJOR, 49 HOURS

- CJUS 115, Constitutional Law For Law Enforcement (3 credits)
- CJUS 119, Criminal Law And Procedures (3 credits)
- CJUS 121, Criminal Investigations (4 credits)
- CJUS 124, Juvenile Methods (3 credits)
- CJUS 200, Community Corrections (3 credits)
- CJUS 201, Introduction To Criminal Justice (3 credits)
- CJUS 205, Criminal Justice Forensics (3 credits)
- CJUS 210, Contemporary Security Practices (3 credits)
- CJUS 215, Ethics In Criminal Justice (3 credits)
- CJUS 220, Terrorism And Counterterrorism (3 credits)
- CJUS 225, Domestic Violence (3 credits)
- CJUS 229, Corrections (3 credits)
- CJUS 230, Agency Organization And Management (3 credits)
- CJUS 235, Criminology (3 credits)
- CJUS 240, Court Systems And Practices (3 credits)
- CJUS 245, Law Enforcement Operations and Procedures or INT 299, Internship (3 credits)

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Library Technician

Towards the
English Major
Bachelor of Arts Degree Program

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Library Technician an opportunity to earn a Bachelor of Arts degree with a major in English at SDSU.

#### III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 42 technical course credits from the A.A.S. degree in Library Technician. Additional transferable system general education credits may be earned at WDT and may be transferred 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 Arts degree with a major in English 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 WDT 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.

System General Education Requirements SGRs (18 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #2: Oral Communication (3 credits)
- 2. SGR Goal #4: Humanities and Arts/Diversity (at least 6 credits in a modern foreign language sequence)
- 3. SGR Goal #5: Mathematics (3 credits)
- 4. SGR Goal #6: Natural Sciences (6 credits)

#### College of Arts, Humanities & Social Sciences Requirements (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

## English Major Requirements (51 credits)

- 1. ENGL 151 Introduction to English Studies, (3 credits)
- 2. ENGL 221 British Literature I, (3 credits)
- 3. ENGL 222 British Literature II, (3 credits)
- ENGL 241 American Literature I, (3 credits)
- 5. ENGL 242 American Literature II, (3 credits)
- 6. ENGL 284 Introduction to Criticism, (3 credits) [SGR#2]
- 7. ENGL 479 Capstone Course and Writing in the Discipline, (3 credits)
- 8. ENGL Electives (6 credits)
- 9. Select two 300 level literature courses, (6 credits)
  - ENGL 330 Shakespeare
  - ENGL 343 Selected Authors
  - ENGL 363 Literary Genres
- 10. Select one 400 level literature course, (3 credits)
  - ENGL 445 American Indian Literature
  - ENGL 447 American Indian Literature of the Present
  - ENGL 492 Topics
- 11. Select one writing course, (3 credits)
  - ENGL 379 Technical Communication
  - ENGL 483 Advanced Creative Writing
  - ENGL 492 Topics
- 12. Select one linguistics course, (3 credits)

#### 13. Supporting Coursework (6 credits)

HIST 111 - World Civilizations I and HIST 112 - World Civilizations II Or HIST 121 - Western Civilization I and HIST 122 - Western Civilization II

Program or General Electives (0-6): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 78 Total number of technical credits from WDT: 42

Total minimum credits required: 120

#### Additional Requirements:

- 1. Students transferring from Western Dakota Tech 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.

#### Modifications V.

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech		
	Date:	
President, Western Dakota Tech		

#### APPENDIX A

#### PLAN OF STUDY FOR

## Associate of Applied Science in Library Technician to enroll in SDSU's Bachelor of Arts in **English**

#### 63 CREDITS AAS DEGREE IN LIBRARY TECHNICIAN

- 15 credits in general education
- o 48 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 HOURS**

#### Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ECON 202, Principles Of Macroeconomics or SOC 100, Introduction To Sociology (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher or 3 MATH 112, Business Math (3 credits)
- PSYC 101, General Psychology or 3 PSYC 103, Human Relations In The Workplace (3) credits)

#### Suggested

- MATH 102, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- ECON 202 or SOC 100 (3 credits)

#### LIBRARY TECHNICIAN MAJOR 48 HOURS

- BUS 120, Principles Of Marketing (3 credits)
- BUS 158, Web Design For Business (3 credits)
- BUS 210, Supervisory Management (3 credits)
- BUS 218, Design Essentials (3 credits)
- LIBR 100, Introduction To Library Services (3 credits)
- LIBR 102, Introduction To Library Circulation And Customer Service (3 credits)
- LIBR 104, Public Services For Library Technicians (3 credits)
- LIBR 122, Children's And Young Adult Literature (3 credits)
- LIBR 125, Library Outreach For Diverse Populations (3 credits)
- LIBR 200, Intro to Technical Services: Acquisitions, Serials, and Processing (3 credits)
- LIBR 202, Content Creation And Mobile Library Services (3 credits)
- LIBR 204, Selection And Access Resources (3 credits)
- LIBR 220, Introduction To Cataloging And Classification (3 credits)
- LIBR 222, Reference Resource (3 credits)
- LIBR 224, Technology Information Resources And Online Social Networking (3 credits)
- LIBR 299, Internship or BUS 241, Advanced Computer Applications For Business (3 credits)

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Library Technician

# Towards the General Studies Major Bachelor of General Studies Degree Program

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Library Technician an opportunity to earn a Bachelor of Science degree with a major in General Studies.

#### 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 Library Technician. Additional transferable system general education credits may be earned at WDT and may be transferred 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of foreign language courses)
- 4. SGR Goal #5: Mathematics (3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

# Major Requirements (48 credits)

- 1. GS 490, Capstone (3 credits)
- 2. Major electives (45 credits)
  - a. 20 academic credits must be upper division
  - b. 15 credits from the technical block may be used to satisfy one of the three focus areas within the major electives

Program or General Electives (0-3 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72 Total number of technical credits from WDT: 48

Total minimum credits required: 120

# Additional Requirements:

- 1. Students transferring from Western Dakota Tech 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

# Associate of Applied Science in Library Technician to enroll in SDSU's Bachelor of General Studies

### 63 CREDITS AAS DEGREE IN LIBRARY TECHNICIAN

- 15 credits in general education
- o 48 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 HOURS**

# Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ECON 202, Principles Of Macroeconomics or SOC 100, Introduction To Sociology (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher or 3 MATH 112, Business Math (3 credits)
- PSYC 101, General Psychology or 3 PSYC 103, Human Relations In The Workplace (3) credits)

#### Suggested

- MATH 102, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- ECON 202 or SOC 100 (3 credits)

### LIBRARY TECHNICIAN MAJOR 48 HOURS

- BUS 120, Principles Of Marketing (3 credits)
- BUS 158, Web Design For Business (3 credits)
- BUS 210, Supervisory Management (3 credits)
- BUS 218, Design Essentials (3 credits)
- LIBR 100, Introduction To Library Services (3 credits)
- LIBR 102, Introduction To Library Circulation And Customer Service (3 credits)
- LIBR 104, Public Services For Library Technicians (3 credits)
- LIBR 122, Children's And Young Adult Literature (3 credits)
- LIBR 125, Library Outreach For Diverse Populations (3 credits)
- LIBR 200, Intro to Technical Services: Acquisitions, Serials, and Processing (3 credits)
- LIBR 202, Content Creation And Mobile Library Services (3 credits)
- LIBR 204, Selection And Access Resources (3 credits)
- LIBR 220, Introduction To Cataloging And Classification (3 credits)
- LIBR 222, Reference Resource (3 credits)
- LIBR 224, Technology Information Resources And Online Social Networking (3 credits)
- LIBR 299, Internship or BUS 241, Advanced Computer Applications For Business (3 credits)

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Library Technician

Towards the
Interdisciplinary Studies Major
Bachelor of Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Library Technician an opportunity to earn a Bachelor of Science degree or a 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 48 technical course credits from the A.A.S. degree in Library Technician. Additional transferable system general education credits may be earned at WDT and may be transferred 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 or a Bachelor of 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of foreign language courses)
- 4. SGR Goal #5: Mathematics (3 credits)
- 5. SGR Goal #6: Natural Sciences (6 credits)

# College of Arts, Humanities and Social Science Requirements (3-9 credits):

# **Bachelor of Arts Degree Requirements 3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (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 lab
- 2. A minor, second major, teaching specialization: Satisfied in full by completion of the A.A.S. degree from WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major Requirements (41 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 [up to 15 credits from the technical block may count toward Plan of study] (31 credits)

Program or General Electives (0-7): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72 Total number of technical credits from WDT: 48

Total minimum credits required: 120

# Additional Requirements:

- 1. Students transferring from Western Dakota Tech must have a cumulative GPA of "C" (2.0 on a 4.0 scale) and no course grade below a "C" (2.0 on a 4.0 scale).
- 2. 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

#### VII. Acceptance of Agreement

For South Dakota State University	
Doon Callege of Arts Humanities and Social Sciences	_Date:
Dean, College of Arts, Humanities and Social Sciences	
	_Date:
Provost and Vice President for Academic Affairs	
For Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

# Associate of Applied Science in Library Technician to enroll in SDSU's Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies

### 63 CREDITS AAS DEGREE IN LIBRARY TECHNICIAN

- o 15 credits in general education
- o 48 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 HOURS**

# Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ECON 202, Principles Of Macroeconomics or SOC 100, Introduction To Sociology (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher or 3 MATH 112, Business Math (3 credits)
- PSYC 101, General Psychology or 3 PSYC 103, Human Relations In The Workplace (3 credits)

#### Suggested

- MATH 102, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- ECON 202 or SOC 100 (3 credits)

#### LIBRARY TECHNICIAN MAJOR 48 HOURS

- BUS 120, Principles Of Marketing (3 credits)
- BUS 158, Web Design For Business (3 credits)
- BUS 210, Supervisory Management (3 credits)
- BUS 218, Design Essentials (3 credits)
- LIBR 100, Introduction To Library Services (3 credits)
- LIBR 102, Introduction To Library Circulation And Customer Service (3 credits)
- LIBR 104, Public Services For Library Technicians (3 credits)
- LIBR 122, Children's And Young Adult Literature (3 credits)
- LIBR 125, Library Outreach For Diverse Populations (3 credits)
- LIBR 200, Intro to Technical Services: Acquisitions, Serials, and Processing (3 credits)
- LIBR 202, Content Creation And Mobile Library Services (3 credits)
- LIBR 204, Selection And Access Resources (3 credits)
- LIBR 220, Introduction To Cataloging And Classification (3 credits)
- LIBR 222, Reference Resource (3 credits)
- LIBR 224, Technology Information Resources And Online Social Networking (3 credits)
- LIBR 299, Internship or BUS 241, Advanced Computer Applications For Business (3 credits)

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
Associate of Applied Sciences Degree Program in
Library Technician

Towards the
Sociology Major
Bachelor Science Degree
Bachelor of Arts Degree

Between
Western Dakota Tech
and
South Dakota State University

#### I. Parties

The parties to this agreement are Western Dakota Tech (WDT) 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 WDT students who have completed the A.A.S. degree in Library Technician an opportunity to earn a Bachelor of Science degree or a 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 51 technical course credits from the A.A.S. degree in Library Technician. Additional transferable system general education credits may be earned at WDT and may be transferred to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- A. Requirements to be completed at SDSU to earn a Bachelor of Science degree or a Bachelor of 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 WDT 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.

System General Education Requirements SGRs (21 credits from classes on the approved lists in the SDSU Bulletin.

- 1. SGR Goal #1: Written Communication ENGL 201 Composition II (3 credits)
- 2. SGR Goal #2: Oral Communication (3 credits)
- 3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of 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 (3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

### **Bachelor of Arts Degree Requirements 3-9 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 WDT.
- 3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

#### Major 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 credits)

Program or General Electives (0-18): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 72 Total number of technical credits from WDT: 48

Total minimum credits required: 120

# Additional Requirements:

- 1. Students transferring from Western Dakota Tech 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 Western Dakota Tech 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 WDT and SDSU. The agreement applies to students who graduated from WDT 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 Western Dakota Tech	
	Date:
President, Western Dakota Tech	

#### APPENDIX A

#### PLAN OF STUDY FOR

# Associate of Applied Science in Library Technician to enroll in SDSU's Bachelor of Science degree or Bachelor of Arts degree in Sociology

### 63 CREDITS AAS DEGREE IN LIBRARY TECHNICIAN

- o 15 credits in general education
- 48 credits in technical education

#### **GENERAL EDUCATION REQUIREMENTS 15 HOURS**

# Required

- CIS 105, Microcomputer Software Applications I (3 credits)
- ECON 202, Principles Of Macroeconomics or SOC 100, Introduction To Sociology (3 credits)
- ENGL 101, Composition (3 credits)
- MATH 100, Elementary Algebra or higher or 3 MATH 112, Business Math (3 credits)
- PSYC 101, General Psychology or 3 PSYC 103, Human Relations In The Workplace (3 credits)

#### Suggested

- MATH 102, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- SOC 100, Introduction To Sociology (3 credits)

#### LIBRARY TECHNICIAN MAJOR 48 HOURS

- BUS 120, Principles Of Marketing (3 credits)
- BUS 158, Web Design For Business (3 credits)
- BUS 210, Supervisory Management (3 credits)
- BUS 218, Design Essentials (3 credits)
- LIBR 100, Introduction To Library Services (3 credits)
- LIBR 102, Introduction To Library Circulation And Customer Service (3 credits)
- LIBR 104, Public Services For Library Technicians (3 credits)
- LIBR 122, Children's And Young Adult Literature (3 credits)
- LIBR 125, Library Outreach For Diverse Populations (3 credits)
- LIBR 200, Intro to Technical Services: Acquisitions, Serials, and Processing (3 credits)
- LIBR 202, Content Creation And Mobile Library Services (3 credits)
- LIBR 204, Selection And Access Resources (3 credits)
- LIBR 220, Introduction To Cataloging And Classification (3 credits)
- LIBR 222, Reference Resource (3 credits)
- LIBR 224, Technology Information Resources And Online Social Networking (3 credits)
- LIBR 299, Internship or BUS 241, Advanced Computer Applications For Business (3 credits)

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 5 – F (2) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**Articulation Agreements – USD** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:27 – Program to Program Articulation Agreements

### **BACKGROUND / DISCUSSION**

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

#### IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreement:

• Students who have completed coursework in the Associate of Applied Sciences degree in Graphic Media Design Technology at Southeast Technical Institute (STI) can apply credit toward the Bachelor of Fine Arts degree in Art with a specialization in Graphic Design at USD.

Board staff recommend approval.

### **ATTACHMENTS**

Attachment I – USD Articulation Agreement with STI

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

#### **DRAFT MOTION 20190626 5-F(2):**

I move to approve the articulation agreement between the University of South Dakota and Southeast Technical Institute, as presented.

#### PROGRAM TO PROGRAM ARTICULATION AGREEMENT

# THE UNIVERSITY OF SOUTH DAKOTA (USD) and SOUTEAST TECHNICAL INSTITUTE (STI)

Agreement with Respect to Applying the

# **GRAPHIC MEDIA DESIGN TECHNOLOGY**

# Associate of Applied Sciences Degree Program at STI

Towards the

# Art with a specialization in Graphic Design Bachelor of Fine Arts Program at USD

#### I. Parties

The parties to this agreement are The University of South Dakota (USD) and Southeast Technical Institute (STI).

# II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students;
- D. provide STI students who have completed the AAS degree in Graphic Design an opportunity to earn a Bachelor of Fine Arts degree in Art with a specialization in Graphic Design.

# III. Academic Program

Graduation Requirements for the BFA Art: Graphic Design at USD	
Art Major Requirements:	54
General Education Credits (21 from STI and 9 from USD):	30
Transfer block credits from STI AAS: Graphic Design:	36
Total credits required:	120

A. Requirements to be completed at USD for the BFA Art: Graphic Design major are reflected in the catalog website:

http://catalog.usd.edu/preview\_program.php?catoid=25&poid=3951

Art Studio Core	
ART 231 Painting	3
ART 241 Sculpture	3
ART 251 Ceramics	3
ART 281 Printmaking	3
Art History	
ARTH 211 History of World Art I	3
ARTH 212 History of World Art II	3
ARTH 3xx Mid-Level Art History	3
ARTH 4xx Advanced Art History	3
ARTH 416 Art Theory and Criticism	3
Studio Specialization Graphic Design	
ARTD 215 Typography	3
ARTD 315 Brand Identity	3
ARTD 405 Package Design	3
ARTD 425 Digital & Web Design II	3
ARTD 455 Publication Design	3
Elective	12
Total credits	54

**B.** The general education coursework to meet Regental System General Education Requirements must also be completed as outlined below. This coursework may be taken at STI if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AAS in Graphic Design are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.

**General Education Course Requirements** 

General Education Requirements		STI Coursework (Must meet Regental System requirements)	Additional General Education courses needed
Written Communication and Literacy Skills	6	ENGL 101T Composition	3 credit Advanced Composition
Oral Communication	3	SPCM 101T Fundamentals of Speech	
Social Sciences	6	SOC 150 T Social Problems PSYC 101T General Psychology	
Humanities and Fine Arts	6	Media 140 Digital Photography ENGL 242 American Literature I	
Mathematics	3	MATH 102T College Algebra	
Natural Sciences	6		2 Science Courses plus lab
Total General Education Credit Hours	30	21 (completed at STI)	9 (completed at USD)

# IV. Forward Articulation (completing the AAS in Graphic Design at STI and transferring to USD to complete the Bachelor of Fine Arts in Art: Graphic Design)

**A.** Upon successful completion of the requirements of the AAS in Graphic Design, students may transfer to USD to complete the BFA Art: Graphic Design. At that time, USD will accept a block of up to 36 technical course credits from the AAS degree in Graphic Design from STI. Students must successfully complete the AAS in Graphic Design from STI prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 36 specialization course block credits will be accepted.

MEDIA 102 Mac Seminar	1	ART 100 First Year Seminar
MEDIA 115 Digital Imaging	3	ARTD 205 Digital Design
MEDIA 117 Design Fundamentals I	3	ART 121 Design I
MEDIA 118 Grids and Layout	3	ART 111 Drawing I
MEDIA 125	3	ARTD 325 Digital and Web Design I
MEDIA 127	3	ART 122 Design II
MEDIA 140	3	ART 260 Digital Photography
MEDIA 235	3	ART 212 Drawing IV
MEDIA 238	3	ART 211 Drawing III
MEDIA 247	3	ARTD 465 Portfolio Design
MEDIA 248	2	ART 487 Professional Practice Capstone
DMP 241 3D	3	ART 123 Design 3D
DMP 250	3	ARTD 415 Information Design
<b>Total Technical Transfer Credits</b>	36	

- **B.** Students will complete the requirements for the BFA Art: Graphic Design major and any other general education or free elective requirements that remain unsatisfied.
- C. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

# V. Additional requirements

Students transferring coursework from STI must have a cumulative GPA of 2.0 on a 4.0 scale.

# VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

# VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Technical Institute.

#### VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

# **IX.** Effective Date of Agreement:

The agreement applies to students who graduated from STI in Spring 2019 or later. This agreement updated in 2019 is in effect upon approval of all parties.

X.

# **University of South Dakota**

	Date:	
Larry Schou Dean, College of Fine Arts University of South Dakota		
	Date:	
Sheila Gestring President		
University of South Dakota		
Southeast Technical Institute		
	Date:	
Benjamin Valdez Vice President of Academic Affairs Southeast Technical Institute		
	Date:	
Robert J. Griggs President		

Southeast Technical Institute

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM: 5 – G DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

Memorandum of Understanding - SDSU & Crazy Horse Memorial Foundation

# CONTROLLING STATUTE, RULE, OR POLICY

None

### **BACKGROUND / DISCUSSION**

South Dakota State University (SDSU) is requesting to enter into an agreement with the Crazy Horse Memorial Foundation (CHMF). This agreement involves the development and operational implementation of a signature fall-semester, undergraduate, academic certificate program in leadership and sustainability delivered at The Indian University of North America® at Crazy Horse Memorial. Together, CHMF and SDSU will develop a 15-credit-hour leadership and sustainability program taught through the subject matter of "Native Approaches to Earth and Community Sustainability", titled MAKA, which means Mother Earth in Lakota. The program will include existing coursework at SDSU and culminate in a credit-bearing academic certificate transcripted by SDSU. Overarching program themes of leadership, healing, and health will be embedded into curricular and co-curricular activities. The program's objective is to validate, empower, and inspire students towards college graduation and success in life. Course credits are transferable to any accredited college or university if accepted by the institution, and the program's seamless applicability to each student's program of study will vary, contingent on the student's degree and university.

# IMPACT AND RECOMMENDATION

The development and offering of this program is intended to improve Native American student recruitment, retention, and success in higher education. It will be delivered to college-level, second-semester freshman through senior-level students using a study-abroad model. The distinctive program will be offered at CHMF's Indian University of North America in the Black Hills of South Dakota. The Black Hills will serve as a natural laboratory for case studies.

(Continued)

# **DRAFT MOTION 20190626 5-G:**

I move to approve the Memorandum of Understanding between South Dakota State University and the Crazy Horse Memorial Foundation, as presented.

MOU – SDSU & CHMF June 26-27, 2019 Page 2 of 2

If approved, this MOU will be evaluated annually by representatives of SDSU and CHMF at the conclusion of each fall semester and shall include an evaluation of this MOU to determine if any revisions are needed for the following year.

Board staff recommends approval.

# **ATTACHMENTS**

Attachment I – MOU: SDSU & Crazy Horse Memorial Foundation

Memorandum of Understanding
Between
Crazy Horse Memorial Foundation (CHMF)
And
South Dakota State University (SDSU)
May 2019

Crazy Horse Memorial Foundation®
The Indian University of North America®
12151 Avenue of the Chiefs
Crazy Horse, South Dakota 57730-8900
Laurie.Becvar@crazyhorse.org

South Dakota State University Provost's Office Morrill Hall Brookings, SD 57707 Dennis.Hedge@sdstate.edu

This Memorandum of Understanding (MOU) represents the original agreement between South Dakota State University (SDSU), a public, land-grant university under the control and management of the South Dakota Board of Regents (SDBOR), Brookings, South Dakota, and Crazy Horse Memorial Foundation, Inc. (CHMF), Crazy Horse, South Dakota.

This agreement outlines the development and operational implementation of a signature fall-semester, undergraduate, academic certificate program in leadership and sustainability delivered at The Indian University of North America® at Crazy Horse Memorial. Together, CHMF and SDSU will develop a 15-credit-hour leadership and sustainability program taught through the subject matter of "Native Approaches to Earth and Community Sustainability", titled MAKA, which means *Mother Earth* in Lakota. The program will include existing coursework at SDSU and culminate in a credit-bearing academic certificate transcripted by SDSU. Overarching program themes of leadership, healing, and health will be embedded into curricular and co-curricular activities. The program's objective is to validate, empower, and inspire students towards college graduation and success in life. Course credits are transferable to any accredited college or university if accepted by the institution, and the program's seamless applicability to each student's program of study will vary, contingent on the student's degree and university.

The development and offering of this program is intended to improve Native American student recruitment, retention, and success in higher education. It will be delivered to college-level, second-semester freshman through senior-level students using a study-abroad model. The distinctive program will be offered at CHMF's Indian University of North America in the Black Hills of South Dakota. The Black Hills will serve as a natural laboratory for case studies.

#### **CHMF** agrees to:

- 1. Fund the following instructional and direct operational expenses in keeping with the approved budget plan prepared annually by CHMF and SDSU:
  - a. Student tuition for students accepted and enrolled in the program per SDBOR Policy 5:5:3 (externally-supported tuition rate).
  - b. Faculty salaries for faculty assigned to teach in the program each fall semester, from late August to early December. Assigned faculty will be collaboratively chosen by CHMF and the appropriate SDSU department head and dean. The faculty will be contracted through SDSU and CHMF will reimburse the faculty salaries.
  - c. Fleet expense for use of state vehicles.
  - d. Up to \$15,000 of advertising and recruitment costs annually.
  - e. Instructional expenses/ case study travel up to \$5,000 annually.
  - f. An onsite CHMF director of programs while the program is in session.
  - g. Onsite CHMF residence manager while the program is in session.
  - h. Onsite residential staff providing 24/7 oversight while the program is in session.
  - i. Onsite manager of academic success/academic advisor and academic success coaching for enrolled students beyond the program.
  - j. CHMF will provide food and lodging to faculty assigned to teach in the program.
  - k. CHMF will provide student lodging at a cost of thirty (\$30) per student, per day, or \$3150 per student for the fall semester. CHMF will subsidize 50% of each student's lodging costs. Each student will be charged the remaining \$1575 for lodging at The Indian University of North America facility.
  - I. A discounted rate of twenty (\$20) per student, per day will charged for food to include three meals per day. Each student will be charged \$2100 for food.
- 2. Prepare student handbooks unique to this program in tandem with SDSU.
- 3. Recruit students to the program, conduct interviews, and recommend 20-30 students each fall term, beginning fall 2020.
- 4. Organize, deliver, and supervise co-curricular activities in keeping with the learning objectives of the program.
- 5. Annually obtain the data for, draft the report of, and share with SDSU college persistence/college graduation and employment information on students who successfully completed the program, regardless of where they are pursuing degrees.
- 6. Provide, via the onsite administrative and residential staff, faculty orientation prior to the start of each fall semester.
- 7. Provide adequate instructional space for the program.
- 8. Operate the program in keeping with the terms of this MOU and within agreed upon budgets.
- 9. Comply with all applicable laws, rules, regulations, and policies of the state and federal governments, and the policies of the Higher Learning Commission, SDBOR, and SDSU.

#### SDSU agrees to:

1. Develop the 15-credit-hour program culminating in a credit-bearing certificate in partnership with CHMF.

- 2. Implement and maintain strong academic standards for the program.
- 3. Annually review academic plans and budgets for the program.
- 4. Name a main SDSU point-of-contact with whom CHMF will work to annually review the program.
- 5. Name a main SDSU Admissions contact to assist with recruitment and formally accept and enroll students in this program as SDSU credit-bearing students.
- 6. Seek input from CHMF on the selection of faculty and employ and/or appoint and credential qualified faculty to teach agreed upon courses required for the program. CHMF will directly pay or reimburse faculty costs per the terms of this MOU.
- 7. Arrange for state fleet vehicles to be used for the fall semester program with the understanding that state fleet vehicles can only be used for official state business as allowed per SDBOR Policy 5:13. CHMF staff are required to complete a volunteer form prior to driving state-owned vehicles.
- 8. Provide faculty appointments appropriate to academic credentials in accordance with SDSU policies and procedures for the following CHMF employees:
  - a. President/COO; Laurie Becvar.
  - b. Director of Programs, The Indian University of North America; John Little.
  - c. Academic Success Manager; Joshua Little.
- 9. Contribute \$15,000 annually towards recruitment activities.
- 10. Maintain a complete record of academic work completed by students and share this record with CHMF through its President/COO and Director of Programs.
- 11. Offer the 15-credit-hour program at the South Dakota Board of Regents' externally funded tuition rate. The externally funded tuition rate is subject to approval by the South Dakota Board of Regents as described by BOR Policy 2:13.
- 12. Operate the academic program within the agreed upon annual budgets.
- 13. Develop specialized student handbooks in tandem with CHMF.
- 14. Assist in annual research to accurately track college persistence and college graduation rates of successful program completers. Provide National Clearing House data through SDSU to CHMF researchers as needed.
- 15. Consult with CHMF on any planned grant proposals and/or research involving or related to the herein-described academic program.
- 16. Comply with the rules, regulations, and policies of the state and federal governments, and the policies of the Higher Learning Commission, SD Board of Regents, and South Dakota State University.
- 17. Comply with the rules, regulations, and policies of CHMF, except when in conflict with the laws, rules, regulations, and policies of the Higher Learning Commission, the SD Board of Regents, and South Dakota State University.

#### **Both SDSU and CHMF agree:**

SDSU and CHMF agree to that with respect to any claim or action arising out of the activities described or performed under this MOU, each, respectively, will remain responsible for any and all liabilities, claims, damages, charges and expenses incurred by reason of the negligent acts or omissions of its officers, agents, and employees. Nothing herein shall be construed as a waiver of immunity provided by

law. For purposes of this MOU, SDSU and CHMF are separate and independent legal entities, and are not related in any manner. Neither party shall have the authority to legally bind, incur any liability on behalf of, or direct the work of, the other party, their officers, agents, and employees.

Any notice or other communication required under this MOU shall be in writing communicated to the following points of contact:

For CHMF	For SDSU:
Laurie Becvar	Dennis Hedge
President/COO	Provost & VPAA
12151 Avenue of Chiefs	Box 2201, Morrill Hall 230
Custer, SD 57730	Brookings, SD 57007
Laurie.Becvar@crazyhorse.org	Dennis.Hedge@sdstate.edu
(605) 673-4681	(605)688-4173

SDSU as a state institution of higher education engages in research that is compatible, consistent, and beneficial to its academic role and mission. Therefore, significant results of research activities must be reasonably available for publication. The parties acknowledge that SDSU has the right to publish results in keeping with this MOU. The President/COO of CHMF must approve, in advance, any research to be conducted at or about CHMF and the program of The Indian University of North America and enrolled students during the term of this MOU and thereafter, CHMF shall have thirty (30) days to review and comment on any proposed publication resulting from work conducted in accord with this MOU. If CHMF finds errors of fact in the proposed publication, the two parties shall negotiate over the wording. If no MOU can be reached between the researcher and the CHMF President/COO, the CHMF President/COO will write a footnote, to be identified by its source pointing out these errors of fact, and the sourcenoted footnote will be included in the publication. CHMF has the right to approve the use of its corporate name and identity and that of The Indian University of North America in SDSU-approved publications and in research submitted for publication in accord with this MOU.

SDSU and CHMF agree not to discriminate or harass individuals on the basis of sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information, U.S. veteran status, or any other status that may become protected under U.S. and South Dakota law against discrimination.

SDSU and CHMF will comply with applicable Family Educational Rights and Privacy Act (FERPA) requirements and protection of Student Information. Confidential student records and information ("Student Information") includes hard copy, and any other format or medium, student education record information and personally identifiable information contained therein as defined by FERPA. CHMF shall not disclose Student Information except as permitted or required by the MOU, as required by law, or as otherwise authorized in writing by SDSU. CHMF agrees not to use Student Information for any purpose other than the purpose for which the disclosure was made. The parties shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted Student Information received from, or on behalf of students in this program. These measures will be extended

by Agreement to all subcontractors used by CHMF. CHMF shall report to SDSU any use or disclosure of Student Information not authorized by this MOU or in writing by SDSU. For purposes of this Agreement, SDSU shall designate CHMF as school officials with a legitimate educational interest in the Student Information of students participating in the program only to the extent expressly allowed above.

SDSU agrees that any propriety information supplied to it by CHMF during the course of research performed by SDSU will not be included in any published material without prior approval by the CHMF President/COO.

Beyond recruiting and general description of the program, CHMF and SDSU will not include each other's names in any advertising, sales promotion, or other publicity matter without the prior written approval of the authorized leader within each organization.

The program in the MOU will be evaluated annually by representatives of SDSU and CHMF at the conclusion of each fall semester and shall include an evaluation of this MOU to determine if any revisions are needed for the following year.

Unless written notification is provided by either of the parties by January 15, for the fall semester of the same calendar year, this MOU, unless terminated earlier for cause, will be automatically renewed to provide a continuous, contractual understanding, giving testament that both parties desire a long-term partnership in operating and developing the SDSU and CHMF partnership to expand academic programs to serve Native students and help them succeed in life. Any dispute resolution or litigation will take place within the State of South Dakota and will be governed by and subject to South Dakota law without regard to any principles of conflicts of law. This MOU, and any attachment thereto, may not be amended or assigned without the written consent of both parties, which writing shall be expressly identified as a part hereof. All other prior discussions, communications and representations concerning the subject matter of this MOU are superseded by the terms of this MOU, and except as specifically and expressly provided herein, this MOU constitutes the entire agreement with respect to the subject matter hereof. This MOU shall be construed as if drafted jointly by the parties and no presumption or burden of proof shall arise favoring or disfavoring any party by virtue of the authorship of any provision of this MOU.

Either of the parties may terminate this MOU upon sixty days' written notice of a breach of this MOU by the other party. The breaching party shall have fourteen (14) days from receipt of the written notice to cure any breach and provide proof of the cure to the nonbreaching party. If the breaching party does not cure the breach in the allotted time, the nonbreaching party is allowed to terminate as provided herein. Such termination shall not become effective with respect to enrolled students until they complete the program.

This MOU depends upon the continued availability of appropriated funds and expenditure authority from the South Dakota Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, this MOU will be terminated immediately by SDSU. Termination for any of these reasons is

not a default by SDSU nor does it give rise to a claim against the State of South Dakota, the SDBOR, or SDSU.

Acknowledged by and agreed to by on this da	te
Crazy Horse Memorial Foundation	South Dakota State University
Monique Ziolkowski, CEO	Dr. Barry Dunn, President
Jadwiga Ziolkowski, CEO	Dr. Dennis Hedge, Provost
Dr. Laurie Becvar, President/COO	

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM: 5 – H DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**Inactive Status and Program Termination Requests – SDSU & USD** 

# CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.12 – Programs on Inactive Status AAC Guideline 2.13 – Program Termination

### **BACKGROUND / DISCUSSION**

South Dakota State University has submitted a request asking that the following degree programs be terminated and/or inactivated (see Attachment I).

- Agricultural & Resource Economics (BS) Terminate

  SDSU has requested authorization to offer an Agricultural Economics Specialization
  in the B.S. of Economics. The B.S. in Agricultural and Resource Economics will be
  terminated with approval of the new specialization. The strong analytical foundation
  of the Economics major is in high demand in today's technical job market.
  Combining the agricultural economics specialization with the economics core
  courses will allow students to choose electives in agricultural economics and
  production agriculture courses (through College of Agriculture, Food and
  Environmental Sciences college requirements) to apply those quantitative, analytical
  skills to South Dakota's number one industry. This proposal is contingent upon
  approval of the Agricultural Economics Specialization for the B.S. in Economics.
- Geospatial Science & Engineering (PhD) Remote Sensing Engineering Specialization Terminate

  This change is part of streamlining the "remote sensing" specializations within the Geospatial Science & Engineering Ph.D. "Geography" will be removed from the Geospatial Science & Engineering (Ph.D.) Remote Sensing Geography Specialization and the Geospatial Science & Engineering (Ph.D.) Remote Sensing Engineering Specialization will be terminated. This way there is one "remote sensing" specialization that will be shared by Engineering and Geography.

(Continued)

# **DRAFT MOTION 20190626 5-H:**

I move to approve SDSU and USD's respective program inactivation and termination requests, as presented.

Inactivation/Termination
June 26-27, 2019
Page 2 of 3

- Geospatial Science & Engineering (PhD) Phasing out followed by Inactivation Students in the Geospatial Science and Engineering program will be required to select one of the two specializations. The S.PHD.GSEN (Colleague) and SPHD.GSEN (Banner) program codes would be changed to the phasing out status to prevent students from being admitted to the major without a specialization. Starting in academic year 2019-2020 students would be admitted to the Geography or Remote Sensing specializations. Students in prior catalog years will be allowed to graduate from the non-specialization bearing program code.
- Industrial/Organizational Psychology (MS) Terminate

  This program is being terminated as a cost-saving measure. It had a duplicated headcount enrollment of 11 students in 2018FA, 3 of which are completing the program this summer. The elimination of the M.S. in Industrial/Organizational Psychology will allow the college to eliminate two vacant faculty positions in the Department of Psychology.
- Rangeland Ecology and Management (BS) Terminate

  SDSU has requested authorization to offer a Rangeland Ecology and Management
  Specialization in the B.S. of Ecology and Environmental Science. The B.S. in
  Rangeland Ecology and Management will be terminated with approval of the new
  specialization. The Rangeland Ecology and Management Specialization will share the
  same core courses as the Ecology and Environmental Science major core
  requirements (48-49 credits) and System General Education Requirements (SGR)
  with exceptions under SGR Goal #3. The core will prepare the students to think
  critically, analyze data, and address ecology and environmental issues on a local and
  regional scale. The strong foundation of the Rangeland Ecology and Management
  Specialization is in high demand in today's natural resource management job market.
  Combining the Rangeland Ecology and Management Specialization with the Ecology
  and Environmental Science core courses will prepare students for a more diverse job
  potential and strengthen the enrollment numbers in this field.
- Sociology (BA/BS) Human Resources Specialization Terminate The Sociology (B.A./B.S.) Human Resources Specialization is being terminated as a cost-saving measure. It enrolls a relatively small number of students, with a duplicated headcount of only 22 students in 2018FA. Students who wish to major in Sociology and receive additional training in human resources can pursue the Human Resources minor offered by the Ness School of Management & Economics. (The curriculum of this minor will be reviewed to ensure currency and efficiency).
- Sociology (BA/BS) Human Services Specialization Terminate The Sociology (B.A./B.S.) - Human Services Specialization is being terminated as a cost-saving measure. It enrolls a relatively small number of students, with a duplicated headcount of only 15 students in 2018FA. Students who wish to major in Sociology and receive additional training in human services can pursue the Social & Human Services minor offered by the same unit. (The curriculum of this minor will be reviewed to ensure currency and efficiency).

Inactivation/Termination
June 26-27, 2019
Page 3 of 3

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

• English (MA) – Teaching English Speakers of Other Languages – Inactivate Enrollment in the TESOL program has been minimal over the course of the past five years with only three students. Following the departure of the faculty member qualified to teach TESOL courses, one student transferred to the School of Education, one student switched to the Literature specialization, and one student continued and will be finished by the end of the spring semester of 2019.

# IMPACT AND RECOMMENDATION

SDSU does not anticipate any cost savings, employee terminations or any other potential implications associated with inactivating/terminating their respective programs, with the exception of the following:

- Industrial/Organizational Psychology Termination

  Eliminating two tenure track faculty lines (both positions are currently vacant); cost savings will be applied to the college's operating margin
- Human Resources Specialization Termination
  Reduction in workload equal to approximately one faculty member, therefore the next
  vacant position in this department will not be refilled; cost savings will be applied to
  the college's operating margin
- Human Services Specialization Termination Reduction in workload equal to approximately one faculty member, therefore the next vacant position in this department will not be refilled; cost savings will be applied to the college's operating margin

USD does not anticipate any cost savings, employee terminations or any other potential implications associated with inactivating their respective program.

Board staff recommend approval.

# **ATTACHMENTS**

Attachment I – SDSU Program Termination Requests Attachment II – USD Program Termination Requests



# SOUTH DAKOTA BOARD OF REGENTS

# **ACADEMIC AFFAIRS FORMS**

# Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
<b>DEGREE(S) AND PROGRAM:</b>	Agricultural & Resource Economics (B.S.)
CIP CODE:	01.0103
UNIVERSITY DEPARTMENT:	Economics
UNIVERSITY DIVISION:	Agriculture, Food & Environmental 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.

	Bany H. Dunn 5/13/2019	
	President of the University Date	
1.	Program Degree Level: Associate □ Bachelor's ⊠ Master's □ Doctoral □	
2.	Category: Certificate □ Specialization □ Minor □ Major ⊠	
3.	The program action proposed is: Inactive Status □ Termination ⊠	
_	TEDMINIATION WITH ENDOLLED COUNTRIES	

#### 5. TERMINATION WITH ENROLLED STUDENTS

# a. Provide a justification for terminating the program:

SDSU has requested authorization to offer an Agricultural Economics Specialization in the B.S. of Economics. The B.S. in Agricultural and Resource Economics will be terminated with approval of the new specialization. The Economics (B.S.) - Agricultural Economics Specialization will be offered through the College of Agriculture, Food and Environmental Sciences. The Agricultural & Resource Economics major was reviewed during the Program Productivity Review in 2012 and 2018. The major was retained at that time due to critical need. The Agricultural Economics Specialization will share the same core courses as the Economics major (2 semesters of accounting, 4 semesters of economic theory, 4 semesters of quantitative courses, a policy course, and a capstone) that will prepare the students to think critically, analyze data, and address policy issues on a local, regional, national, and global scale. The strong analytical foundation of the Economics major is in high demand in today's technical job market. Combining the agricultural economics specialization with the economics core courses will allow students to choose electives in agricultural economics and production agriculture courses (through College of Agriculture, Food and Environmental Sciences college requirements) to apply those quantitative, analytical skills to South Dakota's number one industry.

This proposal's submission is contingent upon approval of the Agricultural Economics Specialization for the B.S. in Economics.

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

Current students will be allowed to graduate with the Agricultural & Resource Economics major.

c. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? May 2019

d. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? May 2019

e. What is the last term or date (day/month/year) by which a student can graduate from the program? May 2024

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

No anticipated cost savings as the program has significant duplication with other current programs.

g. What are the resulting employee terminations and other possible implications including impact on other programs? None



# SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

# Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
<b>DEGREE(S) AND PROGRAM:</b>	Geospatial Science & Engineering (Ph.D.) – Remote
	Sensing Engineering Specialization
CIP CODE:	03.0104
UNIVERSITY DEPARTMENT:	Geography
UNIVERSITY DIVISION:	Graduate School

# **University Approval**

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

	Bary H. Dunn	5/12/2010
President of the University		5/13/2019 Date
	1 restaura et due e da resery	2
1.	<b>Program Degree Level:</b> Associate □ Bachelor's □ Master's □	Doctoral ⊠
2.	Category: Certificate □ Specializations ⊠ Minor □ Major	
3.	<b>The program action proposed is:</b> Inactive Status □ Termination	$\boxtimes$

# 5. TERMINATION WITH ENROLLED STUDENTS

# A. Provide a justification for terminating the program:

This change is part of streamlining the "remote sensing" specializations within the Geospatial Science & Engineering Ph.D. "Geography" will be removed from the Geospatial Science & Engineering (Ph.D.) – Remote Sensing Geography Specialization and the Geospatial Science & Engineering (Ph.D.) – Remote Sensing Engineering Specialization will be terminated. This way there is one "remote sensing" specialization that will be shared by Engineering and Geography.

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

There is one student currently active in the Geospatial Science & Engineering (Ph.D.) – Remote Sensing Engineering Specialization. The student should complete the degree the in spring or fall 2019.

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)?

05/06/2019

- 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*)? 05/06/2019
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 05/06/2024
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings? None.
- G. What are the resulting employee terminations and other possible implications including impact on other programs? None.



# SOUTH DAKOTA BOARD OF REGENTS

# **ACADEMIC AFFAIRS FORMS**

# Program Code Phasing Out

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Ph.D. in Geospatial Science and Engineering
CIP CODE:	03.0104
UNIVERSITY DEPARTMENT:	Geography
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.

	Bany H. Dunn		
		5/13/2019	
	President of the University	Date	
1.	<b>Program Degree Level:</b> Associate □ Bachelor's □ Master's □	Doctoral ⊠	•
2.	Category: Program Code ⊠		

- 4. PROGRAM CODE PHASING OUT STATUS
  - A. Provide a justification for phasing out the program code:

3. The program action proposed is: Phasing out followed by inactivation  $\boxtimes$ 

Students in the Geospatial Science and Engineering program will be required to select one of the two specializations. The S.PHD.GSEN (Colleague) and SPHD.GSEN (Banner) program codes would be changed to the phasing out status to prevent students from being admitted to the major without a specialization. Starting in academic year 2019-2020 students would be admitted to the Geography or Remote Sensing specializations. Students in prior catalog years will be allowed to graduate from the non-specialization bearing program code.

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

Current students seeking the Ph.D. in Geospatial Science and Engineering will be allowed to continue in their current program of study.

C. 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*)?

5/6/2019 - Summer 2019.

D. What is the last term or date (day/month/year) by which a student can graduate from the program?

5/10/2026 - Summer 2026.



### **ACADEMIC AFFAIRS FORMS**

# Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
<b>DEGREE(S) AND PROGRAM:</b>	Industrial/Organizational Psychology (M.S.)
CIP CODE:	42.2804
UNIVERSITY DEPARTMENT:	Psychology
UNIVERSITY DIVISION:	Arts, Humanities & Social 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.

	Bany H. Dunn	
		5/9/2019
	President of the University	Date
1.	<b>Program Degree Level:</b> Associate □ Bachelor's □ Master's ⊠	Doctoral □
2.	Category:         Certificate □         Specialization □         Minor □         Major ☒	
3.	<b>The program action proposed is:</b> Inactive Status □ Termination	$\boxtimes$
_	TEDMINATION WITH ENDOLLED CTHRENTS	

#### 5. TERMINATION WITH ENROLLED STUDENTS

#### a. Provide a justification for terminating the program:

This program is being terminated as a cost-saving measure. It had a duplicated headcount enrollment of 11 students in 2018FA, 3 of which are completing the program this summer. The elimination of the M.S. in Industrial/Organizational Psychology will allow the college to eliminate two vacant faculty positions in the Department of Psychology.

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

The department will teach out the program for current students. It is retaining one existing faculty member who specializes in Industrial/Organizational Psychology, and this level of staffing is sufficient to deliver the courses needed for returning second-year students. Because this is a two-year program and the department will not admit additional students in the fall, SDSU expects only a one year teach-out phase.

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)? 5/3/2019

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*)? 5/3/2019

e. What is the last term or date (day/month/year) by which a student can graduate from the program?

5/9/2025

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

This program termination allows the college to eliminate two currently-vacant tenure track faculty lines. The resulting cost savings will be applied to the college's operating margin.

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

None. No existing employees will be terminated, and no other programs will be impacted.



### ACADEMIC AFFAIRS FORMS

# Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
<b>DEGREE(S) AND PROGRAM:</b>	Rangeland Ecology and Management (B.S.)
CIP CODE:	01.1106
UNIVERSITY DEPARTMENT:	Natural Resource Management
UNIVERSITY DIVISION:	Agriculture, Food & Environmental 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.

	Bany H. Dunn	
		5/13/2019
	President of the University	Date
1.	<b>Program Degree Level:</b> Associate □ Bachelor's ⊠ Master's □	Doctoral □
2.	Category:       Certificate □       Specialization □       Minor □       Major ☒	
3.	The program action proposed is: Inactive Status □ Termination	$\times$
5.	TERMINATION WITH ENROLLED STUDENTS	

#### a. Provide a justification for terminating the program:

SDSU has requested authorization to offer a Rangeland Ecology and Management Specialization in the B.S. of Ecology and Environmental Science. The B.S. in Rangeland Ecology and Management will be terminated with approval of the new specialization. The Ecology and Environmental Science (B.S.) – Rangeland Ecology and Management Specialization will be offered through the College of Agriculture, Food and Environmental Sciences. The enrollment of the Rangeland Ecology and Management major has been on a decline since 2005. Historically, the major had 15-30 majors per year. In light of the BOR requirements for a major to graduate 7/year or 35 in 5 years, SDSU requests termination of the major. The Rangeland Ecology and Management Specialization will share the same core courses as the Ecology and Environmental Science major core requirements (48-49 credits) and System General Education Requirements (SGR) with exceptions under SGR Goal #3. The core will prepare the students to think critically, analyze data, and address ecology and environmental issues on a local and regional scale. The strong foundation of the Rangeland Ecology and Management Specialization is in high demand in today's natural resource management job market. Combining the Rangeland Ecology and Management Specialization

with the Ecology and Environmental Science core courses will prepare students for a more diverse job potential and strengthen the enrollment numbers in this field.

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

Current students will be allowed to graduate with the Rangeland Ecology and Management major.

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

May 2019

d. What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? May 2019

e. What is the last term or date (day/month/year) by which a student can graduate from the program?

May 2024

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

No anticipated cost savings as the program has significant duplication with other current programs.

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

None



### ACADEMIC AFFAIRS FORMS

# Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
<b>DEGREE(S) AND PROGRAM:</b>	Sociology (B.A./B.S.) - Human Resources
	Specialization
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	Sociology & Rural Studies
UNIVERSITY DIVISION:	Arts, Humanities & Social 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.

	Bany H. Dunn 5/9/2019
	President of the University Date
1.	<b>Program Degree Level:</b> Associate □ Bachelor's ⊠ Master's □ Doctoral □
2.	Category: Certificate □ Specialization ⊠ Minor □ Major □
3.	The program action proposed is: Inactive Status □ Termination ⊠
5.	TERMINATION WITH ENROLLED STUDENTS

#### a. Provide a justification for terminating the program:

The Sociology (B.A./B.S.) - Human Resources Specialization is being terminated as a costsaving measure. It enrolls a relatively small number of students, with a duplicated headcount of only 22 students in 2018FA. Students who wish to major in Sociology and receive additional training in human resources can pursue the Human Resources minor offered by the Ness School of Management & Economics. (The curriculum of this minor will be reviewed to ensure currency and efficiency).

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

The department will notify students of the impending termination. Students will be shifted to the BA or BS in Sociology and enrolled in the HR minor wherever possible. The department and college will collaborate to identify appropriate program substitutions for returning students as courses are cycled off the annual schedule.

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)? 5/3/2019

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*)? 5/3/2019

e. What is the last term or date (day/month/year) by which a student can graduate from the program? 5/9/2025

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

The college expects that the elimination of the Human Resources and Human Services specializations will result in a reduction in course offerings corresponding approximately to the workload of one faculty member. The next vacant position in this department will not be refilled, with the cost savings used to improve the college's operating margin.

g. What are the resulting employee terminations and other possible implications including impact on other programs? None.



### **ACADEMIC AFFAIRS FORMS**

# Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
<b>DEGREE(S) AND PROGRAM:</b>	Sociology (B.A./B.S.) - Human Services
	Specialization
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	Sociology & Rural Studies
UNIVERSITY DIVISION:	Arts, Humanities & Social 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.

	Bany H. Dunn	
		5/9/2019
	President of the University	Date
1.	<b>Program Degree Level:</b> Associate □ Bachelor's ⊠ Master's □	Doctoral □
2.	Category:       Certificate □       Specialization □       Minor □       Major □	
3.	The program action proposed is: Inactive Status □ Termination	$\boxtimes$
5.	TERMINATION WITH ENROLLED STUDENTS	

#### . TERMINATION WITH ENRULLED STUDENTS

# a. Provide a justification for terminating the program:

The Sociology (B.A./B.S.) - Human Services Specialization is being terminated as a cost-saving measure. It enrolls a relatively small number of students, with a duplicated headcount of only 15 students in 2018FA. Students who wish to major in Sociology and receive additional training in human services can pursue the Social & Human Services minor offered by the same unit. (The curriculum of this minor will be reviewed to ensure currency and efficiency).

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

The department will notify students of the impending termination. Students will be shifted to the B.A. or B.S. in Sociology and enrolled in the Social & Human Services minor wherever possible. The department and college will collaborate to identify appropriate program substitutions for returning students as courses are cycled off the annual schedule.

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)?

5/3/2019

- 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*)? 5/3/2019
- e. What is the last term or date (day/month/year) by which a student can graduate from the program? 5/9/2025
- f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

The college expects that the elimination of the Human Resources and Human Services specializations will result in a reduction in course offerings corresponding approximately to the workload of one faculty member. The next vacant position in this department will not be refilled, with the cost savings used to improve the college's operating margin.

g. What are the resulting employee terminations and other possible implications including impact on other programs? None.



# **ACADEMIC AFFAIRS FORMS**

Program Termination or Placement on Inactive Status

UNIVERSITY:	University of South Dakota
<b>DEGREE(S) AND PROGRAM:</b>	English, M.ATeaching English Speakers of Other
	Languages [UMA.ENG-TES]
CIP CODE:	13.1401
UNIVERSITY DEPARTMENT:	English
UNIVERSITY DIVISION:	College of Arts and Sciences

#### **University Approval**

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

		President	t of the University			Date	
1.	Program Degree Associate	ee Level:	Bachelor's □	Master's	$\boxtimes$	Doctoral	
2.	Category: Certificate		Specialization	Minor		Major □	
3.	The program a	ction pro	posed is: <sup>1</sup> Inactive Status See question 4	⊠ See		Termination □  ions 5 and 6	
			see question 4	see	quesi	ions 3 ana 0	

#### 4. INACTIVE STATUS

# A. Provide a justification for inactivating the program:

Enrollment in the TESOL program has been minimal over the course of the past five years with only three students. Following the departure of the faculty member qualified to teach TESOL courses, one student transferred to the School of Education, one student switched to the Literature specialization, and one student continued and will be finished by the end of the spring semester of 2019.

Furthermore, the English department is unable to offer the single class within the department pertaining to the TESOL specialization, ENGL 509: Teaching English to Speakers of Other Languages.

- B. If there are current students in the program, what are the implications of placing the program on inactive status? Zero students will be impacted by placing the program on inactive status. The lone student currently enrolled in the TESOL program is in her final semester of coursework and will have fulfilled all of the required coursework, including ENGL 509.
- C. What is the last date (day/month/year) by which a student can graduate in the program: December 31, 2019.
- 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)? August 22, 2019.

<sup>&</sup>lt;sup>1</sup> 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.

1792

# Academic and Student Affairs Consent

**AGENDA ITEM: 5 – I DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**USD Naming Request - Gallagher Center for Experiential Learning & Education Abroad** 

#### CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 1:27</u> – Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors

#### **BACKGROUND / DISCUSSION**

The University of South Dakota ("USD") requests authorization to rename the Center for Academic & Global Engagement, located in I.D. Weeks Library Room 103, as the "Gallagher Center for Experiential Learning & Education Abroad," in recognition of the support and leadership of USD alumni and benefactors Tom and Nancy Gallagher, who co-chaired *Onward: The Campaign for South Dakota*, which was USD's successful comprehensive fundraising campaign, which raised more than \$270 million. The purpose of the Center is to serve as the campus hub for USD students interested in study away, service-learning, and research. The Center houses resources which support students who are seeking to enrich their academic experiences through service, study abroad, undergraduate research, and creative scholarship. The effective date of the proposed name would be October 1, 2019, with no end date noted.

In addition, through their previous endowed gift to establish the International Opportunity Fund, the Gallaghers have shown their passion for, and commitment to, helping students enrich their academic experience through international travel. The International Opportunity Fund provides travel assistance for undergraduate students to study abroad and has already impacted nearly five dozen students in just a few years.

Board Policy No. 1:27 states the pertinent standards:

(Continued)

#### **DRAFT MOTION 20190626 5-I:**

I move to approve the request from the University of South Dakota to rename the Center for Academic & Global Engagement as the "Gallagher Center for Experiential Learning & Education Abroad."

- 2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration shall be given to the following factors:
  - A. the significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
    - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.

. . .

v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.

. . .

- B. the urgency or need for the project or program, or continuing support for the program,
- C. the standing of the individual, family, or entity in the community or profession,
- D. the nature and duration of the relationship of the proposed honoree to the university.
- 3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
  - A. the proposed name will bring additional honor and distinction to the institution,
  - B. the recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
  - C. any philanthropic commitments connected with the naming can be realized.

#### IMPACT AND RECOMMENDATIONS

The naming request from USD meets the requirements of Board Policy 1:27, and therefore, Board staff recommends approval by the Board.

#### **ATTACHMENTS**

Attachment I – Naming Request Form



# South Dakota Board of Regents Naming Request Form

Request for Naming of Campus Facilities, Programmatic Units, or Funded Academic Honors

Date Request Submitted: May 28, 2019
Name of Institution: University of South Dakota
Current Name: Center for Academic & Global Engagement
Proposed Name: Gallagher Center for Experiential Learning & Education Abroad
Effective Date and Duration of Proposed Name: October 1, 2019. Duration is for the foreseeable future.
Location on Campus: I.D. Weeks Library, Room 103
Purpose of Facility, Space, or Program to be Named: The Center is the campus hub for USD students interested in study
away, service-learning, and research. It houses resources supporting students seeking to enrich their academic
experiences through service, study away, and undergraduate research & creative scholarship

#### Rationale for Proposed Name (Include in the space below, or attach documentation):

Tom Gallagher '76 and Nancy '77 (Cimpl) Gallagher have distinguished themselves as exceptional champions and benefactors of the University of South Dakota through years of volunteer service, leadership, and generosity. Over the past seven years, the Gallaghers co-chaired *Onward: The Campaign for South Dakota*, USD's successful comprehensive campaign totaling more than \$270 million. The leadership, commitment, and counsel the Gallaghers provided throughout the campaign was invaluable. The import of their commitment as campaign co-chairs cannot be understated, but only partially captures the scope of their volunteer service and its favorable impact on USD.

Through their generous endowed gift to establish the International Opportunity Fund, the Gallaghers have shown their passion for, and commitment to, helping students enrich their academic experience through international travel. The International Opportunity Fund provides travel assistance for undergraduate students to study abroad and has already impacted close to five dozen students in just a few short years.

In honor of the tremendous impact Tom and Nancy Gallagher have made at USD, and in recognition of their interest in international travel, it is recommended that the Center for Academic & Global Engagement be renamed to the Gallagher Center for Experiential Learning and Education Abroad.

osed naming request specified above. 5/29/2019	
Date	
5/29/2019	
Date	
	5/29/2019 Date

### **Campus Authorization of Naming Request**

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

- 1. When naming a facility or programmatic unity for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
  - a. Serving the university in an academic or administrative capacity with high distinction, or
  - b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

- 2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:
  - a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
    - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
    - ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
    - iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
    - iv. If a fund raising drive or a contractual agreement may involving naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
    - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.

D - --- Ci--- -- -- I I----

# ATTACHMENT I 5

- Corporate names may be used to designate individual rooms or suites of rooms, as well as
  endowed chairs and professorships. Plaques in public spaces within buildings may recognize the
  contributions of corporations. The size, design, and wording of plaques and other signs that
  acknowledge corporate generosity and express institutional appreciation should be modest in
  size and appropriate to the public university or school setting.
- b. the urgency or need for the project or program, or continuing support for the program,
- c. the standing of the individual, family, or entity in the community or profession,
- d. the nature and duration of the relationship of the proposed honoree to the university.

Sheila Gestring	5/29/2019
President/Superintendent Signature	Date

# Budget and Finance Consent

**AGENDA ITEM:** 5 – J **DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**BOR Policy 5:26 – Bond Compliance and Management Revisions (Second Reading)** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:26 – Bond Compliance and Management

#### **BACKGROUND/DISCUSSION**

The changes were made to BOR Policy 5:26 Bond Compliance and Management to put it into the new policy format. There were no major changes to this policy.

#### IMPACT AND RECOMMENDATIONS

The board office recommends that BOR Policy 5:26 be approved with the formatting and definition changes noted in Attachment I.

#### **ATTACHMENTS**

Attachment I – BOR Policy 5:26 Bond Compliance and Management.

\*

# **DRAFT MOTION 20190626 5-J:**

I move to approve the second and final reading of the revisions made to BOR Policy 5:26 – Bond Compliance and Management.

### **Policy Manual**

**SUBJECT:** \_Bond Compliance and Management

#### A. PURPOSE

To provide guidelines and procedures for the issuance and post-issuance compliance in connection with bond transactions.

#### **B. DEFINITIONS**

— Arbitrage and Arbitrage Rebate: Arbitrage generally is the earnings that an issuer will earn when it invests proceeds of the bonds in investments with a yield above the yield on the bonds. Generally, an issuer is required to make payments of any arbitrage it earns as a result of the investment to the US TreasuryIRS, which is known as "arbitrage rebate." There are certain exceptions to the payment of arbitrage rebate, including exceptions when certain spend-down targets are met.

#### 1.

- 2. Auxiliary System: On October 21, 2004, the Board established a combined system of housing and auxiliary facilities for all six universities to leverage the strength of the system for bonding purposes, this is referred to as the Auxiliary System.
- 3. **Board:** The Board means the governing body of the South Dakota Board of Regents.
- **4. Bond or Bonds:** A Series of housing and facilities system revenue bonds.
- 5. Electronic Municipal Market Access (EMMA): The Municipal Securities Rulemaking
  Board's (MSRB) Electronic Municipal Market Access system for municipal securities or
  any other electronic format or system prescribed by the MSRB.
- 6. Financial Obligation: A (a) debt obligation, (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, and existing or planned debt obligation; or (c) guarantee of (a) or (b); provided that "financial obligation" shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.
- 7. Official Statement: A document prepared by or on behalf of the South Dakota Board of Regents in connection with a new issue of municipal securities. An Official Statement is comparable to a prospectus for a corporate equity or debt offering.
- 8. Private Business Use: Any use of Board financed property by any person other than a

state or local government unit, including as a result of (i) ownership, (ii) actual beneficial use pursuant to a lease or a management service, incentive payment, research or output contract of (iii) any other similar arrangement, agreement or understanding, whether written or oral, except for use of bond-financed property on the same basis as the general public.

- 9. Remediation: The Internal Revenue Code ("Code") and Treasury Regulations (the "Regulations") prescribed self-help mechanisms that an issuer may use to remediate non-qualified bonds as a result of a violation of Private Business Use covenants.
- 10. Rule: SEC Rule 15c2-12 under the Securities Exchange Act of 1934, as amended.
  - SDBOR: South Dakota Board of Regents.
- 11. Undertakings: Agreement by SDBOR, as an issuer of municipal securities, with respect to such securities, to disseminate annual financial information, certain operating information and disclosures concerning certain events to the marketplace as provided for under the Rule.to maintain information concerning compliance with bond covenants, tax code, and other securities regulations.
- **1.12. Voluntary Closing Agreement Program:** Program used by issuers of bonds to voluntarily resolve violations of provisions of the Code and applicable Regulations.
- 2.13. Yield Restriction and Yield Reduction Payments: A requirement that an issuer not invest gross proceeds of the bond at a yield higher than the bond yield. Generally on a new money project bond financing, this takes effect after a 3-year temporary period where investing above bond yield is allowed. Yield reduction payments are a payment made to the US Treasury to for the earnings that exceeded the yield restriction.

# **C. POLICY**

The South Dakota Board of Regents (<u>SDBOR</u>the "Issuer") issues bonds (collectively, "Bonds") to finance and refinance capital projects\_ (each a "Project") for the Issuer.\_ <u>The bonds that are covered under this policy are issued on behalf of the South Dakota Board of Regents Auxiliary System. SDBOR has the right to issue these bonds pursuant to SDCL section 13-51A. This Bond Compliance and Management Policy (this "Policy") provides guidelines and procedures (the "Procedures") for issuance and post-issuance compliance in connection with Bond transactions. This Ppolicy is only for the benefit of the Issuer. No other person (including an owner of a Bbond) may rely on the Pprocedures included in this Ppolicy.</u>

# A.—1. Bonds Subject to this Policy

B. 1.1. Attached hereto as *Appendix A* is a list of <u>SDBOR's</u> the <u>Issuer's</u> outstanding Auxiliary System Bonds. SDBORThe <u>Issuer</u> will designate an individual as has

designated the Director of Finance as the Compliance Officer (the "Compliance Officer") who will update this list of the Auxiliary System's the Issuer's outstanding Bbonds whenever bBonds are issued and whenever an issue of Bbonds subject to this Ppolicy are is fully retired. If payments on the Bbonds are provided for by an escrow, such Bbonds should remain on the list for purposes of tax compliance for three years after the Bbonds are paid in full.

# 2. Facilities / Assets Subject to this Policy

- 2.1. A. Attached hereto as Appendix B-1 is a list of <u>auxiliary systemthe</u> facilities <u>or projects and assets</u> financed, <u>or refinanced in whole or in part or reimbursed</u> with proceeds of the <u>Bb</u>onds (<u>collectively</u>, the "<u>Projects</u>" and each, a "<u>Project</u>") and that are subject to <u>Ff</u>ederal tax restrictions. The <u>Ccompliance Oofficer should update these lists as appropriate.</u>
- 2.2. B. The Issuer and the Compliance Officer recognize that a list of Pprojects is necessary to track Pprivate Bbusiness Uuse (as defined below and in Appendix D) of Bbond-financed facilities. In order to simplify the maintenance of the list, the Ccompliance Oofficer may include entire buildings or other facilities even if only partially financed with Bbonds. The list for issue of Bonds should be completed within a reasonable period after the final allocation of Bond proceeds is made. In the case of refunding Bonds, the list of Projects should include the list of assets financed or refinanced by the refunded Bonds.
- 2.2.1. \_\_\_\_\_1) "Private Business Use" means any use of Bond-financed property by any person other than a state or local government unit, including as a result of (i) ownership, (ii) actual beneficial use pursuant to a lease or a management, service, incentive payment, research or output contract of (iii) any other similar arrangement, agreement or understanding, whether written or oral, except for use of Bond-financed property on the same basis as the general public. Private Business Use includes any formal or informal arrangement with any person other than a state or local governmental unit that conveys special legal entitlements to any portion of Bond-financed property that is available for use by the general public or that conveys to any person other than a state or local governmental unit any special economic benefit with respect to any portion of the Bond-financed property that is not available for use by the general public. Use by a natural person not engaged in any trade or business is not Private Business Use. Any use by the federal government or by a corporation is Private Business Use.
- 2.2.2. 2) Examples of common uses of Bond-financed property that may create Private Business Use include the following:
- a. Management contracts with private companies or individuals to manage all or a portion of a Bond-financed facility (e.g., a contract with a private company to manage a Bond-financed cafeteria, convention center, recreation center, etc.)

- b. A leave of space in a Bond-financed building to a non-governmental person (e.g., a lease of space in a Bond-financed building to Starbucks or McDonalds)
- c. Rental arrangements whereby individuals, non-profit organizations or private businesses rent space in a Bond-financed facility
- d. Research grant agreements.
- 2.2.3. 3) There are certain exceptions to Private Business Use. For example, a "qualified management contract" following certain guidelines set forth in Revenue Procedure 97-13 does not create Private Business Use. In addition, under appropriate circumstances, short term rentals and other uses of up to 50 days (or in some cases 100 days or 200 days) are permitted.

### -3. Assignment of Responsibility to Staff; Creation of Compliance Committee

- A. 3.1. SDBOR The Issuer designates the Compliance Oofficer as having responsibility to keep all records required to be kept by the SDBOR Issuer under this Ppolicy, to make all reports to the Board Issuer required by this Ppolicy, and to otherwise assure that all actions required of SDBOR the Issuer hereunder be taken in a timely manner. The Compliance Oofficer may further delegate certain tasks to other officers, employees or agents—of SDBOR the Issuer. Such delegation shall not relieve the Compliance Oofficer from responsibility to assure that all tasks assigned to the Compliance Oofficer hereunder are completed in a timely fashion.
- B. 3.2. The Board Issuer hereby establishes the Compliance Committee comprised of the Compliance Oofficer, the System Vice-President of Finance and Administration, and General Counsel to oversee compliance with the requirements of the Internal Revenue Code and U.S. Treasury Regulations and the federal securities laws relating to Board transactions, as well as to ensure adequacy of SDBOR's the Issuer's primary and secondary disclosure filings. The Board Issuer hereby delegates its responsibility to ensure such compliance to the Compliance Committee.

#### 4.\_\_General Bond Issuance Matters

- A. 4.1. Bond Documents: Covenants; Ongoing Requirements
  - 4.1.1. In connection with each Bbond transaction, the Ccompliance Ccommittee and Bbond Ccounsel shall cause a review of all of the Bbond documents to be made to determine (i) the ongoing covenants of SDBORthe Issuer in connection with the Bbonds (for example, maintenance of a rate covenant; maintenance of insurance on Project facilities, and compliance with restrictions on transfer or encumbrance of property); (ii) ongoing requirements for filings (for example, filings of financial statements) to be made with trustees, underwriters, rating agencies, bond insurers or other

parties, and the timing for, or the events that would trigger, such filings; and (iii) any other ongoing requirements as set forth in the **Bb**ond documents.

- 2. 4.1.2. If deemed necessary by the Compliance Oofficer, the Compliance Oofficer may work with Boond Counsel to develop a summary of a Boond transaction that includes the key components and ongoing requirements of the transaction, including in particular any unique post-issuance requirements (for example, any requirement for approval by a bond insurer), as well as a comparison of such requirements to those in existing documents. The Compliance Oofficer should endeavor to keep all Issuer covenants and requirements for new issues as consistent as possible with those in existing transactions, for ease of administration, as the Compliance Oofficer considers to be in the best interests of SDBORthe Issuer.
- 3. 4.1.3. As part of the annual review to be conducted as described below, the Compliance Committee shall annually determine or cause to be determined whether each issue of Bonds is in compliance with the covenants and other ongoing requirements applicable to such issue under the related Bond documents. The annual report shall state whether SDBOR the Issuer is in compliance with such covenants and ongoing requirements, and specify any actions to be taken to remedy any noncompliance.
- B. 4.2. Annual Review and Reporting
  - 4.2.1. Annual Review

The Compliance Committee shall not later than September August 1st of each year conduct an annual review with respect to the most recent full fiscal year of SDBOR the Issuer, which The annual review shall consist of the following:

- a.• Vverify that the Compliance Oofficer has all Uundertakings (defined below) and the tax records set forth in Part 6.7-G "Records to be Maintained;."
- b. Review each of the provisions of this Policy and assess general compliance with such provisions during the year;
  - e. \_\_\_\_Ceonduct the reviews required pursuant to Parts 4, 5, and 6; and



d.• Ceonsult with other staff, counsel, <u>SDBOR'sthe Issuer's</u> financial advisor and other appropriate professionals to (i) evaluate the effectiveness of this <u>Ppolicy</u> and (ii) solicit and consider recommendations for improvements to the <u>Ppolicy</u>.

### 2. 4.2.2. Annual Reporting

Upon completion of the annual review, the Compliance Committee shall prepare an annual written report and, except as otherwise provided below, shall present the matters set forth in such report to the BoardSouth Dakota Board of Regents (the "Governing Body") no later than DecemberSeptember 15<sup>th</sup> of each year. Such written report shall consist of the following:

- **a.** A statement as to whether all required records are in the possession of the Compliance Oofficer;
- **b.** A brief description of overall compliance with the provisions of this **P**policy;
- e. The reports required pursuant to Parts 4, 5, and 6; and
- •

d.o The results of the Ccompliance Ccommittee's consultation with other staff, counsel, the Issuer's financial advisor and other appropriate professionals to evaluate the effectiveness of this Ppolicy, including recommendations for improvements to this Ppolicy.

# **5.\_**—Securities Law Compliance

5.1.

A. <u>SDBORThe Issuer</u> has responsibility for the primary and secondary disclosure in connection with the <u>Bb</u>onds. <u>SDBORThe Issuer</u> is committed to ensuring that such disclosure is complete, accurate, and timely. All audited financial statements, annual reports, official statements, continuing disclosure filings, rating agency presentations, road shows and other information intended or reasonably expected to be viewed by investors, rating agencies or the public shall be prepared and disseminated on a timely basis <u>in compliance with</u> in compliance with the following,

which are collectively referred to as the "Disclosure Standards": (i) the anti-fraud provisions of federal and State of Illinois securities laws (i.e., the information shall not contain any untrue statement of material fact or omit to state a material fact necessary in order to make the statements made therein not misleading); (ii) the Issuer's continuing disclosure undertakings (the "Undertakings") and Bond documents; (iii) applicable standards, rules or guidance promulgated by the Securities and Exchange Commission (SEC); and—(iv) with respect to audited financial statements, the Governmental Accounting Standards Board (GASB) (or such other accounting principles as may be applicable to the Issuer in the future pursuant to applicable law).

#### B. 5.2. Official Statements

In <u>Bb</u>ond transactions where it is necessary to prepare an official statement, the Issuer shall adhere to the following disclosure procedures.

- 1. <u>5.2.1.</u> Preparation The <u>Compliance Committee</u> shall have the responsibility for causing preliminary (if needed) and final official statements, and any necessary supplements or amendments thereto (collectively, "Official Statements"), to be prepared.
- 2. 5.2.2. Review The Compliance Committee shall review, comment on and update Official Statements. The Compliance Committee shall be responsible for ensuring all information and data presented with regard to the SDBOR Issuer and the Pprojects being financed is complete, accurate, and current, in all material respects, including disclosures regarding legislative and regulatory matters applicable to the Issuer.

An Official Statement shall not be publicly disseminated until, in the opinion of the Ccompliance Oofficer (following consultation with the financial advisor, bond counsel and the other members of the Ccompliance Ccommittee), it is in compliance with the Odisclosure Scandards.

Although prior Official Statements may be used as a template in later transactions, each Official Statement shall be thoroughly reviewed by the Ccompliance Ccommittee to ensure all information is up-to-date and accurate in all material respects and does not omit important information that would be material to potential bondholders.

#### 5.2.2.1.

3. Governing Body Member Review – Each member of the

BoardGoverning Body should review a substantially final form of each Official Statement prior to its distribution to the public, with particular focus on the information regarding SDBORthe Issuer, and shall inform the Compliance Ooffice of any information the member believes is not complete or accurate or which has been omitted and should be included. The Compliance Committee may retain the assistance of professionals, including consultants, disclosure counsel, the financial advisor and the underwriter(s) in preparing and review Official Statements.

### Continuing Disclosure

If <u>SDBOR</u> the <u>Issuer</u> has entered into an <u>u</u>Undertaking in connection with an issuance of <u>b</u>Bonds, the Compliance Officer shall cause to be filed with the MSRB's Electronic Municipal Market Access system (EMMA):

- (i) all annual financial information (the "Annual Financial Information") and audited financial statements (the "Audited Financial Statements") described in the uUndertakings; and
- (ii) notices (the "Reportable Event Disclosures") of certain enumerated events listed in the <u>u</u>Undertakings and in Appendix C hereto (the "Reportable Events") in accordance with and at the times required by the Undertakings. In this regard, the <u>Board Issuer</u>, the Compliance Committee and the Compliance Officer shall adhere to the following procedures:

#### 5.3.1.

- 1. SDBOR's The Issuer's—Audited Financial Statements All Aaudited Ffinancial Sstatements of SDBORthe Issuer shall be prepared in accordance with GASB, shall be audited by a firm of independent auditors or the State of South Dakota's Department of Legislative Audit, and shall be approved by the Board Issuer prior to filing. SDBOR The Issuer will use its best efforts to ensure that the Aaudited Ffinancial Sstatements are filed in a timely manner.
- 2. 5.3.2. Reportable Event Filings As required by the RuleSEC's Rule 15e2-12, the CCe ompliance OOefficer shall monitor the Reportable Eevents, and shall cause Reportable Eevent Ddisclosures to be made as necessary and within the times required by the Uundertakings. The Ceompliance OOefficer shall consult with the CCe ompliance CCeommittee, the Efinancial Advisor, and Ceounsel to the extent he deems advisable in connection with each Reportable Eevent Ddisclosure.

No <u>Rreportable Eevent Ddisclosure filing shall be disseminated unless, in the opinion of the CCeompliance OOefficer, such filing complies with the</u>

**D**disclosure **S**standards.

5.3.3. Annual Determination of Reportable Events – As part of the annual review required pursuant to Part 4 (and in connection with each Bond issuance), the CCeompliance OOefficer shall cause a review to be made to determine all Rreportable Eevent filings made during the year, and whether a Rreportable Eevent occurred during the year for which appropriate disclosure was not made as required by the Uundertakings. If such an event occurred in the preceding year and appropriate disclosure was not made, or if the Aannual Ffinancial Iinformation or Aaudited Ffinancial Statements were not filed in a timely manner, the CCeompliance OOefficer shall cause a Rreportable Eevent Odisclosure, filing to be prepared and disseminated.

The <u>CCe</u>ompliance <u>OOe</u>fficer will include in the annual report, required pursuant to Part 4, a report on each <u>Rreportable Ee</u>vent <u>Dd</u>isclosure filed during the year.

As provided in Part 7 below, the <u>CCe</u>ompliance <u>OOe</u>fficer may obtain the assistance of the <u>Ff</u>inancial <u>Audvisor</u>, a <u>Ddissemination Augent or other professionals to compile, format and disseminate the information and materials necessary to comply with the Issuer's continuing disclosure responsibilities.</u>

#### 5.4.

D. Guidelines for Disclosures to the Investor Community

SDBOR The Issuer is committed to fair disclosure to the investor community in compliance with all applicable securities laws. The SEC has noted that the phrase "speaking to the market" refers to any disclosure by an issuer of municipal securities to the public that is reasonably expected to reach investors and the trading markets (whether or not such disclosure is published for the purpose of providing information to the securities markets). The Board Issuer understands that officials of SDBOR the Issuer speaking to the public, even if not for the purpose of releasing financial information to the public, could be deemed to be speaking to the market and therefore subjecting themselves and SDBOR the Issuer to securities laws violations if such officials make a material misrepresentation or omission in their statements to the public.

<u>SDBOR</u>The Issuer has established the following policy with respect to disclosure of material non-public information about the Issuer to anyone outside of the Issuer unless it is disclosed to the public at the same time. The only exception is to persons who have previously agreed in writing to maintain confidentiality, as described below.

1. <u>5.4.1.</u> "Material" information is information that a reasonable investor in the Issuer's <u>Bb</u>onds could consider import. Information is "non-public" if it has not been previously released in a way that is designed to reach the investing public, such as filing with EMMA.

Material non-public information can be communicated in many ways, such as:

- **a.** Releases of Aaudited Ffinancial Sstatements, including filing of Aannual Ffinancial Information or Rreportable Eevents Ddisclosures and voluntary notices of EMMA
- b.• Contacts with analysts covering the Issuer
- e. Analyst and investor visits
- **d.** Speeches, conferences, panel discussions and interviews with the media
- e. Responding to market rumors or news reports of events that could materially affect the financial condition of the Issuer.
- 2. 5.4.2. The Compliance Committee is responsible for determining the content and timing of any disclosure to the investing public and has primary responsibility for interpreting this Policy with respect to compliance with securities laws and for establishing and implementing procedures to ensure compliance of all communications by employees or officials of the Issuer with the Disclosure Standards.

# 5.4.3.

- 3. Only the following persons are authorized to disclose material non-public information or other general information relating to the financial condition of <a href="SDBOR">SDBOR</a> the Issuer to the investor community (including analysts, broker-dealers and individual and institutional bondholders):
  - Executive Director
  - Systems Vice-President of Finance and Administration

- Financial Compliance Officer Director of Finance
- General Counsel

Public statements made by other employees and officials of the Issuer are not intended to be, and shall not be, relied upon by members of the investor community. Attached as *Appendix ED* is a form of voluntary disclosure to be filed with EMMA and placed on the <u>SDBORIssuer's</u> website, advising the investor community of this policy.

- 4. <u>5.4.4.</u> The <u>Compliance Committee</u> has established the following guidelines for disclosure of material information:
  - **a.** Filing with EMMA, after approval by the Compliance Oofficer.
  - b.• Participation in speeches, conferences, panel discussions or media interviews where material non-public information may be disclosed must be reviewed and approved by the Compliance Oofficer in accordance with these guidelines.
  - e.• Visits by investors, analysts or other financial professionals must be cleared with the Compliance Oofficer, and statements made during these visits are covered by this Poolicy.
  - d.• SDBOR's The Issuer's policy is not to comment on rumors or speculation.

#### 5.4.5. —

5. The following people may receive material non-public information: the Issuer's attorneys, accountants, investment bankers, financial advisors and other entities that are subject to confidentiality agreements or are required to maintain confidentiality as a matter of professional responsibility. If an unauthorized disclosure occurs, immediately contact General Counsel.

#### 6. Tax Matters

A. <u>6.1.</u> Ensuring the tax exempt or tax advantaged status (the "*Tax Status*") of the <del>Bbonds is maintained after issuance requires a thorough and ongoing review of the</del>

use of the proceeds of the <u>Bb</u>onds, the investments purchased with such proceeds and the <u>Pprojects</u> and their uses, as well as continuing compliance with various requirements, all as provided in the <u>Cc</u>ode.

- B. 6.2. Federal tax law imposes restrictions related to investment and expenditure of Bbond proceeds and on the use of facilities financed with Bbonds. Compliance with these restrictions is often necessary to maintain the Ttax Sstatus of the Bbonds. In connection with each issue of tax-exempt Bbonds, SDBORthe Issuer has covenanted or will covenant not to take any action that would cause the interest on the Bbonds to become included in the gross income of the holders of the Bbonds for federal income tax purposes. In connection with each issue of tax-advantaged Bbonds, SDBORthe Issuer desires not to take any action that would result in the disallowance of any interest payment subsidy or tax credit to the holders of the tax-advantaged Bbonds (or to third parties).
- C. 6.3. These Pprocedures are being adopted by SDBORthe Issuer to assist itthe Issuer in fulfilling covenants to maintain the tax-exempt or tax-advantaged status of the Bbonds. These Pprocedures are not intended to diminish or augment those covenants. It is the intention of SDBORthe Issuer that itthe Issuer will comply with all applicable Federal tax law requirements and maintain sufficient records to demonstrate such compliance.
- D. 6.4. SDBOR The Issue is aware that the Internal Revenue Service (IRS) maintains an active force of revenue agents who examine bond issues for compliance. As a result of such examinations, the IRS may require payment of financial penalties or impose other sanctions to preserve the Ttax Sstatus of the Bbonds or may declare Bbonds to no longer be tax-exempt or tax-advantaged. Any such declaration could result in legal action against SDBOR the Issuer. To minimize the risk of such occurrence, these Pprocedures have been adopted to provide a framework for post-issuance compliance. SDBOR The Issuer is aware that the IRS may take adequate written procedures into account when entering into a settlement with SDBOR the Issuer and may settle matters on more favorable terms should such settlement be required.
- E. 6.5. Pre-Issuance Review and Analysis

Prior to the issuance of <u>Bb</u>onds after the date of the adoption of this <u>Pp</u>olicy, the <u>Cc</u>ompliance <u>Oc</u>fficer shall consult with <u>Bb</u>ond <u>Cc</u>ounsel regarding the facilities to be financed or refinanced, the actual and expected use of the <u>Pp</u>rojects, the requirements of the <u>Cc</u>ode and any specific tax issues identified by the <u>Cc</u>ompliance <u>Oc</u>fficer or <u>Bb</u>ond <u>Cc</u>ounsel. The <u>Cc</u>ompliance <u>Oc</u>fficer will work with <u>Bb</u>ond <u>Cc</u>ounsel to obtain necessary records and documentation, such as tax compliance

questionnaires, certificates and opinions of counsel and respect to the expected use of the Pprojects and the effect of such use on the Ttax Status of the proposed Bb onds.

# F. 6.6. Tax Agreements

In each <u>Bb</u>ond transaction, it is expected that the <u>Cc</u>ompliance <u>Oc</u>fficer shall execute, or review, a tax certificate and agreement which details the tax requirements relating to the <u>Bb</u>onds of that transaction. The <u>Cc</u>ompliance <u>Oc</u>fficer shall refer to and review such tax agreements regularly. Should the <u>Cc</u>ompliance <u>Oc</u>fficer not understand any portion of such tax agreements, the <u>Cc</u>ompliance <u>Oc</u>fficer will seek an explanation from counsel. Under certain circumstances, on the advice of counsel, tax agreements may be amended to clarify (or modify) the tax covenants contained therein. See Part 7 Miscellaneous, "Special Procedures for Special Cases" if no tax agreement is executed in connection with an issue of tax exempt or tax advantaged <u>Bb</u>onds.

#### G. 6.7. Records to be Maintained

In coordination with <u>SDBOR'sthe Issuer's</u> "records officer", the <u>Ccompliance</u> Officer shall cause to be maintained the following records for each issue of Bonds:

- 4. <u>6.7.1.</u> Closing Transcripts A complete closing transcript of all documents, certificates and legal opinions delivered in connection with the issuance of the <u>Bb</u>onds, as provided by <u>Bb</u>ond <u>Cc</u>ounsel at the time of closing.
- 2. <u>6.7.2.</u> Investments and Arbitrage Rebate All documents relating to the investment and disbursement of Bond proceeds:
  - <u>a.</u> <u>6.7.2.1.</u> Account statements showing the disbursements of all <u>Bb</u>ond proceeds, together with completed requisitions and supporting materials required by the <u>Bb</u>ond documents;
  - b. <u>6.7.2.2.</u> Account statements showing all investment activity of each account that holds <u>Bb</u>ond proceeds or amounts for the payment of debt service on <u>Bb</u>onds;
  - e. <u>6.7.2.3.</u> Copies of all requests for bids, bid responses, bidding agent or broker's certificates and other documentation to establish the acquisition at a fair market value of
    - (i) All investments of Bb ond proceeds and moneys for the payment of debt service, and

- (ii) Any swaps, options, or other financial derivatives entered into with respect to any **B**bonds;
- d. 6.7.2.4. Copies of any subscriptions for the purchase of U.S. Treasury Obligations of the State and Local Government Series (SLGS);
- e. 6.7.2.5. All calculations of yield restriction compliance; and
- f. 6.7.2.6. All calculations of arbitrage rebate liability that is or may become due with respect to any series of Bbonds (including calculations showing that no arbitrage rebate is due), together with, if applicable, account statements or cancelled checks showing the payment of any rebate amounts to the U.S. Treasury together with any applicable IRS Form 8038-T or Form 8038-R.
- 3. 6.7.3. Private Business Use – Copies of all significant contracts and agreements of SDBORthe Issuer, including any leases, management contracts, naming rights agreements, research agreements, concessions, or service contracts, with respect to the use of any property owned by SDBORthe Issuer and acquired or financed with the proceeds of Bbonds (excluding arm's length contracts covering 50 or fewer days; however, if not retained. Summaries of the terms of such contract shall be retained). The Compliance Officer shall cause such contracts to be reviewed either by staff of SDBOR the Issuer, Boond Counsel or an outside consultant (i) to determine if such contracts cause any Pprivate Bbusiness Uuse of such facilities, or (ii) if the Ccompliance Officer cannot reasonably determine whether such contract causes Pprivate Bbusiness Uuse. If any such contract is determined to cause Pprivate Bbusiness Uuse of a Pproject, the Compliance Officer should determine or cause to be determined for each year, the percentage of such facility so privately used. Such determination may be made in consultation with counsel or other consultants. Appendix D, "Private Business Use."
- 4. <u>6.7.4.</u> Actions under These Procedures The <u>Cc</u>ompliance <u>Oc</u>fficer shall retain all records, reports, memoranda and other documents and correspondence relating to these <u>Pprocedures</u> or actions taken under the <u>Pprocedures</u>.
- 5. 6.7.5. Correspondence with the Internal Revenue Service The

Compliance Oofficer shall retain all records of contact with the IRS, including filings, examinations, voluntary closing agreement requests or private letter rulings.

6. 6.7.6. Retention of Records for Three Years Past Final Payment – Notwithstanding any other policy of <u>SDBOR</u>the Issuer, each of the records described above shall be maintained for at least as long as the <u>Bb</u>onds relating to such records (including refunding <u>Bb</u>onds) are outstanding, plus three years, and for such longer period as may be required by any applicable law or regulation.

# H. 6.8. Arbitrage Compliance

6.8.1.

- The Ccompliance Oofficer shall be responsible for ensuring that payment is made to the U.S. Treasury of all arbitrage rebate installments and payments when due. The Ccompliance Oofficer shall engage such professional arbitrage rebate consultants as he shall deem necessary to prepare or assist in such computations. The Ccompliance Oofficer shall consult with Boond Ccounsel, the financial advisor and the arbitrage rebate consultant regarding which actions are necessary to comply with the arbitrage restrictions and arbitrage rebate requirements of the Ccode. Taking into account any applicable exemptions from the arbitrage rebate requirement for each issue of Boonds, the Ccompliance Oofficer shall cause computations to be made annually and as otherwise required, of the accrued arbitrage rebate amount with respect to each issue of Boonds.
- 2. 6.8.2. If and to the extent that any Bbond proceeds are or become subject to a yield restriction requirement, the Compliance Oofficer shall be responsible for investing such proceeds at not in excess of the permitted yield and for making any yield reduction payments to the U.S. Treasury as are necessary to maintain the Ttax Status of interest on the affected Bbonds. See Appendix D, "Arbitrage and Arbitrage Rebate" and "Yield Restriction and Yield Reduction Payments."
- **L.** <u>6.9.</u> Expenditure of Bond Proceeds
  - 1. <u>6.9.1.</u> Use of Bond Proceeds For each issue of <u>Bb</u>onds, the <u>Cc</u>ompliance <u>Oofficer</u> shall review all expenditures of <u>Bb</u>ond proceeds and the purpose for such expenditures, as and when such expenditures occur, to ensure that such expenditures comply with the tax requirements applicable to such issue of Bonds. <u>See Appendix D</u>, "<u>Gross Proceeds</u>."

- 2. <u>6.9.2.</u> Timing of Expenditures The Compliance Officer shall monitor the timing and amount of the expenditure of each issue of Bonds, as and when such expenditures occur, to comply (i) if applicable, with any exceptions from arbitrage rebate relating to such issue of Bonds and (ii) any other requirements relating to the expenditure of the proceeds of such issue of Bonds.
  - 6.9.3. Allocations of Bond Proceeds to Expenditures The Compliance Officer shall compile an allocation of all Bond proceeds and earnings thereon to particular expenditures. The Compliance Officer will only allocate expenditures to expenditures that meet all of the requirements of the application **B**bond documents. The Board Governing Body and the Compliance Officer understand that such allocations need not follow a direct tracing of **Bb**ond proceeds and may be changed up to 18 months after the date of the expenditure to which such proceeds were or will be allocated or, if later, the date the Pproject financed by the Bonds is placed in service. In no event may such reallocation be made after the date that is 60 days after the fifth anniversary of the issuance date of the Boonds, or 60 days after the retirement in full of all the Bonds of the issue, if earlier. Such allocations may include allocations to expenditures made prior to the issuance of the Boonds in accordance with the applicable reimbursement rules in the Regulations. At such time as the Compliance Officer determines that there will be no additional expenditures of Bond proceeds (other than proceeds in a debt service reserve fund, if any) and that SDBORthe Issuer will not or cannot reallocate such proceeds to expenditures because the time limits set forth above have expired, the Compliance Oofficer shall declare such allocation to be a final allocation of Boond proceeds to expenditures. The Compliance Oofficer shall maintain all such allocations of proceeds to expenditures, including any final allocations, with the records it must maintain.
- 6.9.4 Allocations of Equity to Projects Financed In Part By Bonds The compliance officer shall compile an allocation of funds derived from sources other than tax-advantaged bonds ("equity") allocated to expenditures that are part of the same project or same plan of finance as assets financed with the proceeds of the bonds (such project being defined as a "mixed project"). To the extent the equity is "qualified equity" of the project, in each one-year period, equity may be allocated to any private business use of the mixed project before bond proceeds are allocated to private business use of the mixed project. At such time the compliance officer determines there will be no more expenditures of a mixed project, the compliance officer shall make a final declaration of the mixed project that details the allocation of bond proceeds and qualified equity in the project, by amount and percentage. The compliance officer shall maintain all such allocations, including the final declaration of the project, with the records it must maintain. The compliance

officer recognizes that to the extent the project is a mixed project, the allocation of percentage of qualified equity in the project and percentage of bond proceeds funding the project will be used to determine whether in any one-year period, the equity in the mixed project is sufficient to cover all private business use of the mixed project in that year, or whether bond proceeds are allocated to private business use. The compliance officer shall consult with bond counsel or other advisors regarding the mixed use project allocation rules as necessary.

# J. <u>6.10.</u> Use of Projects

In order to maintain the <u>Ttax</u> <u>Ss</u>tatus of <u>Bb</u>onds, the <u>Cc</u>ompliance <u>Oc</u>fficer will monitor the use of any <u>Pproject</u> to comply with restrictions on use of a <u>Pproject</u> by persons other than <u>SDBORthe Issuer</u> as set forth in the tax agreements for the <u>Bb</u>onds. For example, the following is a list of typical restrictions. It is not comprehensive and the <u>Cc</u>ompliance <u>Oc</u>fficer should reference the tax agreements for a complete description of such restrictions.

- 1. 6.10.1. Users of a Pproject, other than state or local governmental units generally, shall not use more than 10% of the facilities financed by any one issue of Bbonds, on any basis other than the same basis as the general public. Any use of any portion of a Pproject by any person or entity other than the Issuer shall be discussed with Bbond Ccounsel.
- 2. 6.10.2. No portion of the Pproject shall be sold or otherwise disposed of or leased; no management contract, concession or contract for naming rights will be entered into relating to a Pproject; and no other "special legal entitlement" (i.e. preferential access to or use of a Pproject) relating to the Pproject shall be granted to an individual or entity (other than a state or local governmental unit), without prior review by Bbond Ccounsel to ensure that such action complies with the tax agreement applicable to such issue of Bbonds and will not affect their Ttax Sstatus.
- 3. <u>6.10.3.</u> Management Contracts relating to Pprojects should generally conform to the requirements of Rev. Proc. <u>201797</u>-13.
- 4. <u>6.10.4.</u> Research Contracts relating to Pprojects should generally conform to Rev. Proc. 2007-47.
- 5. 6.10.5. The Compliance Oofficer and SDBORthe Issuer recognize that

there are many situations under which Pprivate Bbusiness Uuse is permitted to exceed the limits described above without violating tax covenants. SDBORThe Issuer and the Ccompliance Oofficer may permit such Pprivate Bbusiness Uuse to exceed the 10% limit described above if permitted by all applicable tax agreements or Bbond Ccounsel provides advice that allows such use.

<u>System, educational, and administrative</u> facilities. As such, private business use of the <u>Pprojects</u> is generally determined by the terms of any contracts (including research contracts, leases, management contracts and food service contracts) entered into by the <u>institutionIssuer</u> for the use of all or a portion of the <u>Pprojects</u>. The <u>Ccompliance Oofficer</u> will work with <u>Bbond Ccounsel</u> to obtain necessary records and documentation demonstrating that the use of planned use of a <u>Pproject</u> complies with all applicable tax requirements. <u>See also "Records to be Maintained Private Business Use above and <u>Appendix D</u>, "Private Business Use."</u>

If the Compliance On fficer becomes aware of any use of Pprojects that could affect the Ttax Sstatus of Bonds, the Compliance On fficer will consult with counsel to determine any potential tax consequences for the Bonds.

SDBORThe Issuer and the Compliance Oofficer recognize that if private business use or non-qualified use of Pprojects exceeds the limits provided in the Boond documents, a remedial action may be required in accordance with the Code. In such event, the Compliance Oofficer shall prepare, or direct Boond Counsel to prepare, a memorandum describing any required remedial action and shall report to the Compliance Committee. See Appendix D, "Remediation."

#### 6.10.6.

- 6. Action on the Discovery of a Potential Violation
  - 6.10.6.1. Reallocation SDBORThe Issuer and the Compliance Oofficer recognize that, in limited circumstances, if there is a failure to spend Bond proceeds property, such bond proceeds can be allocated to qualified costs that may be financed with bond proceeds, provided that such reallocation occurs within specified time frames. If the Compliance Oofficer determines that a failure to spend Bond proceeds on qualified costs has occurred, the Compliance Oofficer will (with the aid of counsel or other consultant or staff of SDBORthe Issuer) determine if a reallocation of Bond proceeds is possible. If the Compliance Oofficer shall

prepare (or cause to be prepared) a document describing such reallocation and the effect of such reallocation. The lists of <u>Bb</u>ond-<u>Ff</u>inanced <u>Pp</u>roperty in *Appendix B-1* and *Appendix B-2* shall be revised, if necessary, as a result of such reallocations.

6.10.6.2. Remediation - SDBORThe Issuer b. Compliance Officer recognize that if, among other things, there is a failure to use Bond proceeds properly, a failure to spend all Bond proceeds, or a disposition of a Pproject or Pprivate Bousiness Use of a Pproject in excess of allowed limits, a remedial action may be required in accordance with the Ccode and the Rregulations. The Compliance Officer should (with the aid of counsel or other consultant or staff of SDBORthe Issuer) determine if such remedial actions are required and possible. The Compliance Oofficer should prepare or cause to be prepared a memorandum describing any such remedial action or proposed remedial action. memorandum should describe whether such remedial action will serve to cure any particular tax law violation. The memorandum should include a full description of such required actions of SDBORthe Issuer and the effect of such remedial action. A copy of any such memorandum shall be given by the Ccompliance Committee. The lists of Bond-Ffinanced Property in Appendix B-1 and Appendix B-2 shall be revised, if necessary, as a result of such remedial action.

6.10.6.3. Voluntary Closing Agreement Program SDBORThe Issuer recognizes that if Pprivate Business Uuse exceeds the limits provided in the Bond documents and remedial action is not undertaken (or is not possible) or if another violation of the covenants of SDBORthe Issuer necessary to maintain the Ttax Sstatus of Boonds occurs, then it may be necessary or advisable for SDBORthe Issuer to enter into a voluntary closing agreement with the Internal Revenue Service pursuant to the Tax Exempt Bonds Voluntary Closing Agreement Program described in Treasury Notice 2008-31 or any successor guidance (the "VCAP Program"). See Appendix D, "Voluntary Closing Agreement Program." The Ccompliance Officer shall (in consultation with counsel) determine if a voluntary closing agreement is appropriate.

The Compliance Oofficer shall prepare or cause to be prepared a memorandum describing any proposed application for a voluntary closing agreement and any proposed voluntary closing agreement. The memorandum shall describe whether the voluntary closing agreement will serve to cure any particular tax violation and the nature of such violation. If any actions are required by SDBORthe

c.

Issuer for such voluntary closing agreement application, the memorandum shall include a full description of such required actions. A copy of any such memorandum shall be provided to the Ccompliance Ccommittee.

Following the execution of any voluntary closing agreement, the Compliance Officer shall prepare a report describing the effect of such closing agreement. The lists of Bond-Ffinanced Pproperty in Appendix B-1 and Appendix B-2 may need to be revised as a result of such closing agreement and, if so, the Compliance Officer should so revise the lists.

- K. 6.11. Annual Tax Compliance Review 6.11.1.
  - As part of the Ccompliance Ccommittee's annual review to be completed as provided in Part 4.2, the Ccompliance Ccommittee shall conduct a review of the contracts and other records described above under the title "Records to be Maintained" to determine for each issue of Bbonds whether each issue of such Bbonds complies with the tax requirements applicable to such Bbonds (including restrictions on Pprivate Bbusiness Uuse and private loans) and with the other provisions of this Ppolicy.
  - 2. 6.11.2. To the extent that any violations or potential violations of tax requirements are discovered, the Compliance Committee shall make recommendations or take such other actions as the Compliance Committee shall reasonable deem necessary or appropriate to assure the timely correction of such violations or potential violations through remedial actions described in the Code or regulations, or in the VCAP Pprogram.
- L. <u>6.12.</u> Tax Compliance Reporting

The Compliance Committee's written report required pursuant to Part 4 shall set forth the results of the annual tax compliance review as provided above. The report shall address compliance with the requirements of this Part 6, any accrued arbitrage rebate liability of SDBORthe Issuer, and arbitrage rebate payments made to the U.S. Treasury and any other matters affecting the Ttax Sstatus of the Bbonds.

4. 6.12.1. Action on IRS Contract

6.12.1.1. Examination of Bonds – SDBORThe Issuer and the a. Compliance Oofficer recognize that the IRS or another regulatory entity may undertake an examination of Boonds. In the event that SDBORthe Issuer is notified of such an examination, SDBORthe Issuer shall as quickly as possibly notify the Compliance Officer, and the Compliance Oofficer shall promptly inform the Compliance Committee. The Compliance Committee should coordinate the defense of such examination and should determine if counsel should be hired and, if so, which counsel. Except to the extent that SDBORthe Issuer determines that another party should undertake a response, the Compliance Officer will be responsible for compiling answers to any information or document request that might be presented to the Issuer as a result of such examination. If an examination cannot be closed without a closing agreement, the Compliance Officer should use reasonable efforts to reach an acceptable closing agreement with such regulatory agency and to obtain all required Board Issuer approvals of such closing agreement.

Regardless of how an examination of the <u>Bb</u>onds is closed, the <u>Cc</u>ompliance <u>Oc</u>fficer should retain all communications with the IRS or other regulatory agency relating to such examination among the records kept under the <u>Pprocedures</u>. (Recordkeeping.)

#### 6.12.1.2.

b. Compliance Checks – The IRS and other regulatory agencies may conduct compliance checks from time to time. As part of such compliance check, the IRS or another regulatory agency may send questionnaires to <a href="SDBORthe-Issuer">SDBORthe-Issuer</a>. The <a href="Compliance Oofficer">Compliance Oofficer</a> may, if authorized, hire counsel to assist in the response to a compliance check. The <a href="Compliance Oofficer">Compliance Oofficer</a> should advise the <a href="Compliance Compliance Comp

# M. 6.13. Applicability of this Part 6 – Tax Matters

If, in consultation with <u>Bb</u>ond <u>Cc</u>ounsel, the <u>Cc</u>ompliance <u>Oc</u>fficer determines that any of the provisions of Part 6 shall not apply to a particular issue of <u>Bb</u>onds, the <u>Cc</u>ompliance <u>Oc</u>fficer shall document such determination and shall not be required to comply with such provision(s).

#### 7.\_\_Miscellaneous

# A. 7.1. Professionals

SDBORThe Issuer is a regular issuer of Bbonds. Accordingly, SDBORthe Issuer shall retain the regular services of nationally recognized bond counsel. SDBORThe Issuer shall also retain the services of a financial advisor in connection with each Bbond transaction. SDBORThe Issuer may also retain the services of other professionals, including special counsel, trustees, paying agents and escrow agents, on a transaction-by-transaction basis, as deemed necessary by the Ccompliance Oofficer. The selection of financial advisors, bond counsel and all other professionals shall be authorized and approved by the BoardIssuer.

The Compliance Committee and other SDBORIssuer officers and employees may utilize the services of such professionals in connection with the execution of any of their responsibilities under this Ppolicy.

# B. 7.2. Training

- 1. 7.2.1. The Compliance Officer and designated staff and the other members of the Compliance Committee shall participate in such continuing professional education courses and seminars in public finance, debt management and related topics as necessary or appropriate to ensure a sufficient level of knowledge and training for the effective administration of, and compliance with, this Ppolicy.
- 2. The Compliance Officer will provide copies of Bond documents and this Ppolicy to other staff members who may be responsible for taking actions described in the Bond documents and in particular to any person who is to be a successor Compliance Officer. The Compliance Officer will assist in the education of any successor Compliance Officer and the transition of the duties under this Ppolicy.
- 7.2.3. The Compliance Officer should undertake to maintain a reasonable level of knowledge concerning the rules related to tax-exempt and tax-advantaged bonds so that he or she may fulfill his or her duties hereunder. The Compliance Officer may consult with counsel, attend conferences and presentations of trade groups, read material posted on various websites, including the website of the Tax-Exempt Bond function of the IRS, and use other means to maintain such knowledge. Recognizing that the Compliance Officer may not be fully knowledgeable in this area, such officer may consult with in-house or outside counsel, consultants and experts to assist in exercising his or her duties under these Procedures. The Compliance

On ficer should coordinate appropriate training and education of other personnel of SDBORthe Issuer.

4. <u>7.2.4.</u> The Compliance Onfficer should review the Bond documents and these Pprocedures periodically to determine if there are portions that need further explanation and, if so, will attempt to obtain such explanation from counsel or other experts or consultants or staff.

# C. 7.3. Additional Records

The Compliance Oofficer shall cause to be maintained all records, in addition to those described in Part 6 above, necessary to demonstrate SDBOR's the Issuer's compliance with this Ppolicy.

# D. 7.4. Changes to the Policy

The Procedures contained herein may be revised and amended from time to time as the <u>BoardGoverning Body</u> and the <u>Cc</u>ompliance <u>Oo</u>fficer deem necessary to comply with the requirements of the <u>Cc</u>ode or the securities laws. The <u>BoardGoverning Body</u> and the <u>Cc</u>ompliance <u>Oo</u>fficer may, from time to time and upon the issuance of new <u>Bb</u>onds, contact counsel to determine whether the <u>Pprocedures contained herein adequately address the post-issuance responsibilities of <u>SDBORthe Issuer</u> as required by the <u>Cc</u>ode and the securities laws.</u>

# E. 7.5. Specific Procedures for Special Cases

The Procedures contained herein specifically address post-issuance compliance procedures with respect to tax-exempt governmental bonds issued for capital projects under Section 103 of the Code, Build America Bonds issued under Section 54AA of the Code and Recovery Zone Economic Development Bonds issued under Section 1400U-2 of the Code. The Board Governing Body and the Compliance Oofficer recognize that these Pprocedures may be inadequate for other types of tax-exempt obligations, tax-credit or direct pay obligations (other than Build America Bonds), for which additional procedures may be required. In addition, occasionally SDBORthe Issuer will enter into financing agreements or leases for equipment; the interest on which is intended to be tax-exempt but for which no tax certificate and agreement exists. In the event that SDBORthe Issuer enters into such equipment financings or issues private activity tax-exempt obligations, tax-exempt obligations funding a significant amount of working capital, tax-credit bonds, or direct pay bonds, or if the **Board Governing Body** receives an indication from counsel that additional procedures are required, or if SDBORthe Issuer enters into any derivative products, these Pprocedures should be revised to reflect any special rules and

requirements and post-issuance responsibilities applicable to such type of tax advantaged obligations and derivative products.

F. 7.6. Authorization and Expense

This Ppolicy is not intended to provide authorization to the Compliance On fficer to enter into contracts for service or to spend SDBORIssuer funds. To the extent that the compliance On fficer determines that such contracts or expenditures are desirable and are not otherwise authorized, the Compliance On fficer should obtain such authorization before entering into such contracts and spending such SDBORIssue funds.

# **FORMS / APPENDICES:**

Appendix A – List of Bonds

<u>Appendix B-1 – List of Bond-Financed Property</u>

<u>Appendix B-2 – List of Disposed Bond-Financed Property</u>

Appendix C – List of Reportable Events

Appendix D – Form of Statement Re: Disclosures to Investor Community Glossary of Tax Terms

Appendix E – Form of Annual ReportForm of Statement Re: Disclosures to Investor Community

1 10	nandiv		Corm	$\alpha f /$	\ nn1101	Da	nort
T	DCHUIA	1 1	UHH	$\sigma_{II}$	Milluai	170	port

# **SOURCE:**

BOR April 2014;

#### APPENDIX D

#### **GLOSSARY OF TAX TERMS**

# **Private Business Use**

"Private Business Use" means any use of Bond-financed property by any person other than a state or local government unit, including as a result of (i) ownership, (ii) actual or beneficial use pursuant to a lease or a management, service, incentive payment, research or output contract or (iii) any other similar arrangement, agreement or understanding, whether written or oral, except for use of Bond-financed property on the same basis as the general public. Private Business Use includes any formal or informal arrangement with any person other than a state or local governmental unit that conveys special legal entitlements to any portion of Bond-financed property that is available for use by the general public or that conveys to any person other than a state or local governmental unit any special economic benefit with respect to any portion of the Bond-financed property that is not available for use by the general public. Use by a natural person not engaged in any trade or business is not Private Business Use. Any use by the federal government or by a corporation is Private Business Use.

Examples of common uses of Bond-financed property that may create Private Business Use include the following:

- Management contracts with private companies or individuals to manage all or a portion of a Bond-financed facility (e.g., a contract with a private company to manage a Bond-financed cafeteria, convention center, recreation center, etc.)
- A lease of space in a Bond-financed facility to a non-governmental person (e.g., a lease of space in a Bond-financed building to Starbucks or McDonalds)
- Rental arrangements whereby individuals, non-profit organizations or private businesses rent space in a Bond-financed facility
- Research grant agreements.

There are certain exceptions to Private Business Use. For example, a "qualified management contract" following certain guidelines set forth in Revenue Procedure 97-13 does not create Private Business Use. In addition, under appropriate circumstances, short-term rentals and other uses of up to 50 days (or in some cases 100 days or 200 days) are permitted.

#### Arbitrage and Arbitrage Rebate

Arbitrage generally is the earnings that an issuer will earn when it invests proceeds of the Bonds in investments with a yield above the yield on the Bonds. Generally, an issuer is required to make payments of any arbitrage it earns as a result of the investment of the proceeds of the Bonds above the yield on the Bonds to the IRS, which is known as "arbitrage rebate." There are certain exceptions to the requirement to make arbitrage rebate payments to the IRS (e.g., small issuer exceptions, spending exceptions, bona fide debt service fund exceptions).

# <u>Yield Restriction and Yield Reduction Payments</u>

Yield restriction is the requirement that an issuer not invest Gross Proceeds (defined below) of the Bonds at a yield higher than Bond yield. Generally, in a capital project financing, an issuer will have a 3-year "temporary period" during which it can invest proceeds of the Bonds in its

project fund above the yield on the Bonds. After such time, moneys are yield restricted and cannot be invested above the yield on the Bonds (plus a de minimis percentage). Additionally, after the expiration of the temporary period, proceeds generally cannot be invested in federally guaranteed investments (including FDIC-insured accounts), other than certain de minimis amounts. If an issuer invests amount above the yield on the Bonds after the expiration of a temporary period, it may still be able to achieve yield compliance by making a yield reduction payment to the IRS, which is a rebate payment or any other amount paid to the United States in the same manner as rebate amounts are required to be paid or at such other time or in such manner as IRS may prescribe that will be treated as a reduction in Yield of an investment under the Regulations. Yield reduction payments may only be made in limited circumstances, and do not work for all investments above Bond yield.

#### Gross Proceeds

"Gross Proceeds" generally means (i) sale proceeds of the Bonds and investment earnings thereon and (ii) amounts reasonably expected to be used directly or indirectly to pay principal or interest on the Bonds. In addition, a pledged fund may also constitute gross proceeds. A pledge is any amount that is directly or indirectly pledged to pay the principal of or interest on the bonds. A pledge by the issuer must provide reasonable assurance that such moneys will be available to pay the debt service on the bonds even if the issuer has financial difficulties. Gross proceeds may also arise if Bonds are outstanding longer than reasonably necessary for their governmental purpose. Typically, Gross Proceeds will be contained in a project fund, escrow fund (if the Bond issue is a refunding issue), costs of issuance fund, bond fund and debt service reserve fund (if applicable).

If moneys or investments are pledged or otherwise set aside for payment of principal of or interest on the Bonds, any amounts are derived from the sale of any right that is part of the terms of a Bond or is otherwise associated with a Bond (e.g., a redemption right), or THE ISSUER or the City enters into any agreement to maintain certain levels of types of assets for the benefit of a holder of a bond or any credit enhancement with respect to the Bonds, such amounts may also constitute Gross Proceeds. Further, if any Bond-financed property is sold or otherwise disposed of any amounts received from such sale or other disposition may also constitute Gross Proceeds.

# Remediation

The Code prescribes three self-help mechanisms that an issuer may use to remediate non-qualified Bonds as a result of violation of Private Business Use covenants. These include redemption or defeasance of non-qualified bonds, alternative use of a facility (e.g., if a 501(e) (3) organization leases a Bond-financed municipal facility) or alternative use of disposition proceeds (e.g., if Bond-financed property is sold, the proceeds of the sale are used for other governmental purposes that would have qualified for tax-exempt financing). Prior to taking such remedial actions, the issuer must satisfy certain pre-conditions. In addition, remedial actions are only able to be taken within a specified time frame before or after the action causing Private Business Use.

# **Voluntary Closing Agreement Program**

Through the Voluntary Closing Agreement Program (VCAP), issuers of Bonds can voluntarily resolve violations of the Code and applicable Regulations (through closing agreements with the IRS). VCAP can be used when a remedial action (described under "Remediation") is unavailable or there is another violation of the Code or Regulations that cannot be fixed through self-help

mechanisms. The incentive for an issuer to go to VCAP is that, generally, a settlement in VCAP will be more favorable to the issuer than if the violation were discovered in an examinati

# APPENDIX A

# LIST OF BONDS

Name of Issue	DATE OF ISSUANCE	FINAL <u>Maturity Date</u>
Series 2006	December 6, 2006	April 1, 2026
Series 2007	December 19, 2007	October 1, 2028
Series 2008A	April 7, 2008	April 1, 2028
Series 2008B	November 4, 2008	April 1, 2028
Series 2011	November 17, 2011	April 1, 2036
Series 2013A	February 28, 2013	April 1, 2028
Series 2014A	January 9, 2014	April 1, 2039
Series 2014B	August 21, 2014	April 1, 2033
Series 2015	December 9, 2015	April 1, 2040
Series 2016	December 8, 2016	April 1, 2041
Series 2017	December 12, 2017	April 1, 2042

APPENDIX B-1

# LIST OF BOND-FINANCED PROPERTY FINANCED WITH

DESCRIPTION OF THE PROPERTY	LOCATION	FINANCED WITH	FACILITY COST	PAR OF BONDS	
Bordeaux Hall	BHSU	Series 2014A	\$11,449,113	\$7,900,000	
Heidepriem Hall	BHSU		\$1,423,871	N/A	
Wenona Cook Hall	BHSU		\$1,407,966	N/A	
Thomas Hall	BHSU		\$1,097,582	N/A	
University Apartments	BHSU		\$3,782,187	N/A	
Student Union	BHSU	Series 2007	\$18,287,079	\$8, <b>N50</b> ,000	N/A
	BHSU	Series 2014B		\$1,825,000	
Parking Facilities	BHSU	Series 2006	\$1,270,000	\$1,27/04,000	N/A
Emry Hall	DSU		\$571,377		
Higbie Hall	DSU		\$442,179		
Richardson Hall	DSU		\$640,159		
Student Union	DSU	Series 2015	\$7,899,883	\$4,600,000	
The Courtyard	DSU	Series 2015	\$7,000,000	\$6,320,000	
Zimmerman Hall	DSU		\$696,613		

Briscoe Hall	NSU		\$601,539	
Kramer Hall	NSU	Series 2008B	\$3,336,538	\$1,095,000
	NSU	Series 2017		\$915,000
McArthur-Welsh Hall	NSU		\$966,765	
Steele Hall	NSU	Series 2014B	\$2,686,528	\$3,770,000
Student Union	NSU	Series 2011	\$10,276,096	\$5,780,000
Wolves Memorial	NSU	Series 2016	\$6,741,902	\$6,785,000
Connolly Hall	SDSMT	Series 2017	\$5,635,313	\$3,612,500
Howard Peterson Hall	SDSMT	Series 2014B	\$5,286,117	\$4,795,000
Palmerton Hall	SDSMT	Series 2017	\$2,582,137	\$1,612,500
Placer Hall	SDSMT	Series 2017	\$10,791,112	\$9,750,000
Surbeck Student Center	SDSMT	Series 2014B	\$9,415,575	\$1,675,000
	SDSMT	Series 2008B		\$4,135,000
	SDSMT	Series 2017		\$1,740,000
Wellness Center	SDSMT	Series 2014A	\$8,537,675	\$6,820,000
Binnewies Hall	SDSU		\$4,072,313	
Brown Hall	SDSU	Series 2014A	\$12,092,000	\$6,285,000
Caldwell Hall	SDSU	Series 2014A	\$8,247,068	\$8,000,000

Hansen Hall	SDSU		\$3,628,656	
Jackrabbit Village	SDSU	Series 2009	\$19,195,000	\$15,253,000
Jackrabbit Grove	SDSU	Series 2011	\$41,511,000	\$44,900,000
Mathews Hall	SDSU		\$3,746,000	
Meadows North	SDSU		\$4,283,000	
Meadows South	SDSU		\$4,290,000	
Pierson Hall	SDSU		3,717,000	
Young Hall	SDSU		4,118,000	
SE Neighborhood	SDSU	Series 2017	\$20,500,000	\$16,275,000
Student Wellness Center	SDSU	Series 2006	\$23,642,000	\$6,074,000
		Series 2016		\$11,840,000
Larsen Commons	SDSU		\$2,765,000	
Student Union Building	SDSU	Series 2006	\$30,733,000	\$1,012,000
		Series 2011		\$7,000,000
		Series 2014A		\$4,356,000
		Series 2017		\$4,561,000
Parking Facilities	SDSU	Series 2011	\$6,000,000	\$2,000,000
		Series 2016		\$1,000,000

Parking Facilities (cont'd)	SDSU	Series 2017		2,051,000
Waneta Hall	SDSU		\$1,942,000	
Brookman Hall	USD		\$1,627,154	N/A
Burgess Hall	USD		\$2,079,044	N/A
Norton Hall	USD		\$3,095,512	N/A
Mickelson Hall	USD		\$3,617,350	N/A
Beede Hall	USD		\$3,617,350	N/A
Richardson Hall	USD		\$3,939,746	N/A
Olson Hall	USD		\$4,304,953	N/A
McFadden Hall	USD	Series 2013	\$3,104,003	\$2,685,000
Muenster University Center	USD	Series 2015	\$33,838,454	\$9,665,000
Student Wellness Center, & parking lot	USD	Series 2017	\$13,538,746	\$10,040,000
Coyote Village Housing, & parking lot	USD	Series 2017	\$25,604,182	\$22,450,000

# APPENDIX B-2

# LIST OF DISPOSED BOND-FINANCED PROPERTY

DESCRIPTION	OF	THE	FORMER	Date	OF	Manner	OF		PERSON	TO
PROPERTY			LOCATION	DISPOSAL		DISPOSAL		SALE PRICE	WHOM SOLD	
None								\$		

#### APPENDIX C

# LIST OF REPORTABLE EVENTS

- 1. Principal and interest payment delinquencies
- 2. Non-payment related defaults, if material\*
- 3. Unscheduled draws on debt service reserves reflecting financial difficulties
- 4. Unscheduled draws on credit enhancements reflecting financial difficulties
- 5. Substitution of credit or liquidity providers, or their failure to perform
- 6. Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material\* notices or determinations with respect to the tax status of the security, or other material\* events affecting the tax status of the security
- 7. Modifications to the rights of security holders, if material\*
- 8. Bond calls, if material\*, and tender offers
- 9. Defeasances
- 10. Release, substitution or sale of property securing repayment of the securities, if material\*
- 11. Rating changes
- 12. Bankruptcy, insolvency, receivership or similar event of the Issuer\*\*
- 13. The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material\*
- 14. Appointment of a successor or additional trustee or the change of name of a trustee, if material\*

<sup>\*</sup> As materiality is interpreted under the Securities Exchange Act of 1934, as amended.

<sup>\*\*</sup> This event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the Issuer in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the Issuer, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the Issuer.

#### APPENDIX D

# FORM OF STATEMENT RE: DISCLOSURES TO INVESTOR COMMUNITY

(To be filed with EMMA and posted on the Issuer's website)

### DESIGNATION OF AUTHORIZED SPOKESPERSONS FOR THE SOUTH DAKOTA BOARD OF REGENTS

The following persons are authorized by the South Dakota Board of Regents to communicate with the investor community (including analysts, broker-dealers and individual and institutional bondholders):

**Executive Director** 

System Vice-President for Finance and Administration

Financial Compliance OfficerGeneral Counsel

Our other employees or officers may from time to time make statements that are constitutionally protected political speech. Such statements are not intended to constitute communication to the investor community concerning the securities or the financial condition of the South Dakota Board of Regents.

Data	20
Date:	. 20 .

#### APPENDIX E

#### FORM OF ANNUAL REPORT

#### ANNUAL COMPLIANCE REPORT RE: BOND COMPLIANCE AND MANAGEMENT POLICY

To: The South Dakota Board of Regents

Pursuant to its responsibilities as set forth in the Bond Compliance and Management Policy (the "Policy") adopted by the South Dakota Board of Regents (the "Governing Body"), on \_\_\_\_\_\_\_, 201\_, the Compliance Committee has conducted the annual review required by the Policy and has prepared this report to determine whether the Bonds (as defined in the Policy) comply with covenants and other ongoing requirements applicable to each issue of Bonds. The following sets forth a summary demonstrating the Issuer's compliance with such covenants and requirements.

#### **RECORDS**

[The compliance officer has all of the records required under the policy.]

[The compliance officer is taking appropriate action to recover the records required under the policy.]

### TAX COMPLIANCE

- (a) Arbitrage Rebate Liability. At this time, SDBOR:
   [does not have any rebate liability to the U.S. Treasury.]
   [has a rebate liability of approximately \$\_\_\_\_\_\_ to the U.S. Treasury.]
   [is exempt from arbitrage rebate liability under the \_\_\_\_\_\_ exemption.]
- (b) Contract Review. The compliance committee has reviewed copies of all contracts and agreements of SDBOR, including any leases, with respect to the use of any property owned by the Issuer and acquired, constructed or otherwise financed or refinanced with the proceeds of the bonds and other records. At this time,

[each issue of the bonds complies]

[certain bonds may not comply]

with the federal tax requirements applicable to such issue, including restrictions on private business use and private loans.

[Specify any non-compliance.]

(c) IRS Examinations or Inquiries. The Internal Revenue Service (the "IRS") [has not] [has] commenced an examination of any issue of the bonds. The IRS [has not] [has] requested a response to a compliance check, questionnaire or other inquiry.

# CONTINUING DISCLOSURE

(a) The compliance committee has reviewed the agreements of SDBOR with respect to each issue of bonds to determine whether the annual financial information and audited financial statements were filed in a timely manner.

[All such information was filed within the times required by all undertakings.]

[The following information was not timely filed as required by the undertakings: [specify]].

(b) The compliance committee has conducted a review of all Reportable Event Disclosure made this year.

[No Reportable Event Disclosure has been required.]

[The following Reportable Event Disclosure was made in a timely manner: [specify]]

[The following Reportable Event(s) occurred and disclosure was not made in a timely manner, but has been remedied as follows: [specify]].

# OTHER COVENANTS AND REQUIREMENTS

[Except as described in this report, all] [All] issues of bonds are in compliance with all other covenants and other ongoing requirements applicable to each such issue under the related bond documents.

[SDBOR is currently not in compliance with the following covenants: [specify]].

Based upon the foregoing, the compliance committee:

[believes that no further action is necessary at this time.]

[recommends that the following remedial actions be taken: [specify]]

[recommends that the Board consult with outside independent professional counsel and, if necessary, seek correction of such failures, defaults, violations or potential violations through remedial actions described in the policy].

# COMPLIANCE WITH POLICY

[Except as described in this report, all] [All] issues of bonds are in compliance with all requirements of the policy applicable to each such issue.

[SDBOR is currently not in compliance with the following policy requirements: [specify]]. Based upon the foregoing, the compliance committee:

[believes that no further action is necessary at this time.]

[recommends that the following remedial actions be taken: [specify]]

[recommends that the Board consult with outside independent professional counsel and, if necessary, seek correction of such failures, defaults, violations or potential violations through remedial actions described in the policy].

### EFFECTIVENESS OF THE POLICY

The compliance committee has consulted with other staff, counsel, the financial advisor, and other professionals in order to evaluate the effectiveness of the policy. [State results of such consultation.]

The compliance committee has

[no recommendations for change in the policy.] [the following recommendations for improvements in the policy.]

DELIVERY OF THIS REPORT

This report will be entered into the records of the Board and made available to all members of the Board at the next regular meeting thereof.

Respectfully submitted this	_ day of	, 201	
	COMP	PLIANCE COMMITTEE	
	Ву _		
	Comp	pliance Officer	

Names and Titles of Members of the

**Compliance Committee:** 

[List]

# SOUTH DAKOTA BOARD OF REGENTS

# **Budget and Finance Consent**

**AGENDA ITEM:** 5 – **K DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**BOR Policy 6:6 – Maintenance and Repair Revisions (Second Reading)** 

# CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 5-14-6</u> – Planning and Supervisory Expenses Paid from Building Funds <u>SDCL 13-51-2</u> – Educational Facilities Fund Purposes/Appropriations

# **BACKGROUND/DISCUSSION**

Changes made to BOR Policy 6:6 – Maintenance and Repair include clarifications regarding the 2% goal and the basis on which the 2% is calculated, the HEFF annual allocation and how it is calculated, and how building replacement values are determined. The Business Affairs Council and the Council of Presidents and Superintendents reviewed the proposed changes in April 2019. Attachment I shows the updated policy.

# IMPACT AND RECOMMENDATIONS

The board office recommends that BOR Policy 6:6 – Maintenance and Repair be approved as shown in Attachment I.

#### **ATTACHMENTS**

Attachment I – BOR Policy 6:6 – Maintenance and Repair

\*

# **DRAFT MOTION 20190626 5-K:**

I move to approve the second and final reading of the revisions made to BOR Policy 6:6 – Maintenance and Repair as shown in Attachment I.

### SOUTH DAKOTA BOARD OF REGENTS

# **Policy Manual**

**SUBJECT:** Maintenance and Repair

NUMBER: 6:6

# A. PURPOSE

To provide guidance on what constitutes maintenance and repair and the process used to document and approve projects.

# **B. DEFINITIONS**

- 1. **Alteration**: Alterations change the internal arrangement or other physical characteristics of an existing facility so that it may be effectively used for its designated purposes. Examples are partitioning a classroom into offices or converting a room to laboratory use by installing laboratory benches and fume hoods.
- 2. Maintenance: Maintenance is the recurrent, day-to-day, periodic or scheduled work required to preserve or to restore a facility to such conditions that it can be effectively used for its designed purpose. It includes work done to prevent damage to a facility that would be more costly to restore once damage took place and includes work performed to ensure immediate and continued safe use of the facility. Maintenance includes normal operating expenses (OE) and planned preventative maintenance but for funding purposes will be projects over \$10,000.
- 3. Maintenance and Repair: Any project that involves Will include all alteration, maintenance, renovation or facility repair to an existing facility or infrastructure.projects. that cost less than \$1.5M.
- **4. Operating Expenses:** Operating Expense (OE) funds as they relate to maintenance and repair include the routine, recurrent, periodic or scheduled work required to preserve existing facilities. OE encompasses all activities related to the normal operations of an institution, including purchase of materials, utilities, janitorial services, etc. OE will include maintenance, repair, renovation, or alteration projects smaller than \$10,000.
- **5. Renovation:** Renovation is the total or partial upgrading of the facility to higher standards of quality or efficiency than originally existed. New installation of air conditioning, installation of grid ceilings with recessed fluorescent lighting to replace suspended incandescent lighting, and enclosing stairwells to comply with current fire safety codes are examples.
- 6. **Repair:** Repair is the restoration of a facility to such condition that it may be effectively utilized for its designated purpose. The repair is done by overhaul or replacement of major constituent parts that have deteriorated by action of the elements or usage. The

Maintenance and Repair
Page 1 of 12
6:6

deterioration has not been corrected through normal operations or maintenance. Replacing roofs, tuck pointing buildings, and replacing air conditioning compressors are examples of repairs. For the purpose of determining funding, repairs are beyond OE capability and normally consist of projects in excess of \$10,000.

# C. POLICY

# 1. Maintenance and Repair Categories

The following categories will be used to identify the types of maintenance and repair projects.

- 1.1. Public Health, Safety, and Compliance: Facilities should be maintained to comply with regulatory requirements required by OSHA, building codes, life safety codes, the Americans with Disabilities Act, and EPA requirements such as asbestos maintenance and abatement criteria.
- 1.2. Building Integrity: Building integrity includes the functional systems of the building, including but not limited to roofs, windows, foundations, primary and secondary structural systems, building envelope, safety systems, networking systems, heating systems, ventilating systems, air conditioningal systems, electrical systems, and plumbing systems. Failure to maintain these subsystems will cause increased maintenance and repair costs and increased deterioration of the facility. Failure to maintain these systems can also affect functional characteristics that limit occupant use and comfort.
- 1.3. Programmatic Suitability (school mission): Facilities should be configured or space adapted to meet the changing school mission and program requirements.
- 1.4. Energy and Utility Savings: Energy conservation projects are facility alterations intended to reduce either energy consumption or operating costs, or both, including insulation of the building or any structure associated with the building, window or door replacement, weather stripping, or modifications that reduce energy consumption, automated or computerized energy control system, replacement or modification to increase the energy efficiency of the lighting, heating, air conditioning, or ventilating systems, energy recovery or cogeneration systems, energy source conversions which provide either operational or energy cost savings, or both; and other energy or utility-related improvements in facilities, systems, or technology that improve energy or metering efficiency.
- 1.5. Campus Infrastructure: Campus infrastructure is the networked systems and structures needed for the overall operation and function of the campus physical plant. Campus infrastructure includes electrical substations and power distribution systems, water and fire protection supply systems, sanitary and storm waste water systems, central heating and cooling plants, steam and chilled water supply and return systems, utility tunnels, roads, parking facilities, pedestrian and bicycle pathways, <a href="landscaping">landscaping</a>, security lighting and emergency call systems, and telecommunications systems. Campus infrastructure serves zones and individual buildings; it does not include the systems within buildings.

Maintenance and Repair
Page 2 of 12
6:6

# 2. Maintenance and Repair Limitations

- A maintenance and repair project may exceed \$5.0M in cost, but will then be subject to the additional requirements for Policy 6.4.
- 2.2 HEFF revenue uses are limited according to SDCL § 13-51-2. Uses include the maintenance and repair of existing facilities. Funds can be spent to plan specific maintenance and repair projects, but institutional campus-wide planning or master planning should not be funded with HEFF. General funds dollars, M&R fee dollars, and Auxiliary System funds dedicated for maintenance and repair shall also be limited to planning projects and maintenance and repair of existing facilities. Furnishings, stand-alone technology and non-fixed equipment are not considered maintenance and repair and should not be purchased with maintenance and repair funding. Furnishings with a minimum useful life of 15 years can be purchased from the repair and replacement reserve (RRR) auxiliary account.

# 3. Office of State Engineer

The Bureau of Administration is granted authority over capital improvements, major repairs and remodeling in concert with State Building Committees (SDCL § 5-14-3), and for authorizing the procurement of public improvements for state agencies (SDCL § 5-18A-34). The Board recognizes the expertise that is provided by the Office of the State Engineer (OSE) in preparing, or causing to be prepared, preliminary plans, final plans, specifications, advertisements, notice and instructions to bidders, proposal forms, contract forms and all work incidental to securing bids and contracts, and the oversight and supervision of construction, repair, rebuilding, or alterations. The following guide shall be used in determining project administration:

- 3.1. OSE is not required to be involved in projects totaling less than \$50,000 (all costs and contracts included) unless requested by the institution. The institution shall ensure that all statutory requirements including applicable bid laws, technical professions law, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution.
  - 3.1.1. Projects can be constructed by institutional personnel or by contracts depending on the most cost-effective method to be determined by the institution. Institutions shall be reimbursed for their effort from the project funds for all direct costs including institutional labor, project coordination, construction materials, and architect/engineering work.
- 3.2. OSE shall manage all projects totaling \$50,000 or greater, except where a memorandum of agreement exists for special construction or where an institution receives authorization from OSE to manage the project. If authorization to manage the project is provided by OSE, the institution shall ensure that all statutory requirements including bid laws, technical professions laws, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution. As the request of OSE, the institution must provide a

complete set of these documents, including but not limited to the plans and specifications, bids received, contracts, and project costs. See SDCL §5-14-9.

# 4. Maintenance and Repair Funding

- 4.1. 2% Goal The Board has determined that investing 2% of the building values into maintenance and repair on an annual basis is the minimum necessary to provide facilities that are functional, safe, and capable of meeting contemporary educational standards. While the 2% is determined based on the replacement values of roofed facilities, the investment must cover the entire supporting infrastructure of the campus including electrical grids, cooling and heating plants, underground tunnels and utility systems, roads, sidewalks, and landscaping.
  - When determining the 2% need for unique facilities such as outdoor athletic complexes or open-air football stadiums, the replacement value of the roofed portion of the building will be used to determine the 2% funding need.
- 4.2. Sources Maintenance and repair funding comes from several sources. Revenues from the pesticide tax are provided for the Agricultural Experiment Station. Revenues from the special schools endowment are provided for the South Dakota School for the Deaf and the South Dakota School for the blind and Visually Impaired. Revenue facilities must provide sufficient resources to fund maintenance and repair needs. Higher Education Facilities Funds (HEFF), General funds and the Maintenance and Repair Fee provide support for academic facilities. Other projects are funded by various institutional funds or from funding identified through special legislation.

# 5. Maintenance and Repair Planning

10-Year M&R Planning – The institutions must submit a prioritized listing of all academic project covering a ten year period with their annual operating budget request document. The minimum estimated project cost shall be \$10,000, including A/E fees. Project titles should identify the building or facility and depict the nature of the project. The projects should be identified in the year that they are needed and not in the year the funding is anticipated. The listing should identify the projects as maintenance, repair, alteration, or renovation. Each project should also be placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other. Detailed descriptions and justifications should be available for the upcoming year's projects. two most current years on the list. The plan shall be updated each year with project costs projected using current year dollars.

# 6. **HEFF** Maintenance and Repair Allocation

6.1. Maintenance and Repair Allocation—General Fund Allocation—The Board office shall determine the campus allocation from General funds—HEFF based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs and the academic building gross square footage. The formula applies a 50%-50% averaging factor to the academic

- building square footage and replacement values to arrive at an equitable allocation of appropriated funds to each institution. The Centers are not included in the General funds allocation.
- 6.2 HEFF Allocation The Board office shall determine the campus allocation from HEFF based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs, academic building gross square footage, and HEFF revenues for each campus and Center. Each of the factors is weighted 331/3% to arrive at an equitable allocation of appropriated funds to each institution.
- 6.3. M&R Fee The maintenance and repair fee is retained on campus. The amount invested in maintenance and repair each year is determined using the per credit hour fee, that is a component of tuition, and the on-campus credit hour projection.
- 6.4. Replacement Values The original replacement values for the buildings will be determined by the Office of Risk Management and will align with the annual insurance values in most cases. Adjustments to the values will be determined using the annual Building Cost Index or other inflation adjustment as determined by the Office of Risk Management. Each year the institutions must update their square footage to reflect all buildings that are occupied and add new buildings. information and replacement values to determine the factors. The replacement values are recalculated each year based on the R.S. Means Building Cost Estimator or the values will be adjusted each year by the Building Cost Index Change. The replacement value and square footage for new academic buildings or additions will be added to the total replacement values and the total gross square footage of the institution's academic building at a rate of twenty percent each year until the full indexed value and square footage of the new building is included in the allocation model.
- 6.2. Annual M&R Project Approval After the HEFF allocation has been determined, the institutions shall have the opportunity to realign their priorities or to identify additional projects as necessary. A final list of projects that reconcile to the HEFF allocation will be submitted to the Board for approval. The institutions can realign funds between approved projects when necessary. Projects not on the approved list 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.
- 6.3. Planning and Design Each year the institutions can allocate maintenance and repair funds for the purpose of planning and designing projects. The institutions may expend the Planning and Design funds without Board approval to prepare cost estimates and to pay preliminary planning and design costs.
- 6.4. Project Fund Balances When a bid is accepted for an amount less than the estimated project cost, the remaining unobligated funds shall become available to the institution. These monies must be available to fund bid overruns on other projects,

emergency projects, and change orders on existing projects. If these monies are not available in sufficient amounts to provide funding for occasional bids that exceed the estimates, or for an authorized emergency project, one or more existing project(s) shall be deleted from the institution's maintenance and repair list.

# 7. General Funded, M&R Fee Funded, and Institutionally Funded, Projects Approval of Maintenance and Repair Projects

- 7.1. Annual M&R Project Approval All projects funded with <u>General</u> funds, <u>HEFF</u>, M&R Fee funds, <u>auxiliary</u> or institutional funds shall be submitted to the Board for approval. Annual project lists will be requested along with the allocations.
- 7.2. The institutions can realign funds between approved projects as necessary. Projects not on the approved list estimated to cost \$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. Project under \$50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.
- 7.3. Planning and Design The institutions can allocate maintenance and repair funds into a Each year up to 5% of the maintenance and repair funds shall be identified as a Planning and Design Account. Fund expenditures must be related to current or future maintenance and repair projects and not capital improvement projects. The institutions may expend the funds without Board approval to prepare cost estimates and to pay preliminary planning and design costs.
- 7.4. Project Fund Balances When a bid is accepted for an amount less than the estimated project cost, the remaining unobligated funds shall become available to the institution for other projects. These monies must be available to fund overruns on other projects, additional projects, emergency projects, and to fund change orders on existing projects. If these monies are not available in sufficient amounts to provide funding for occasional bids that exceed the estimates or for an authorized emergency project, one or more existing project(s) shall be deleted from the institution's maintenance and repair list.

### 8. Auxiliary System Building Maintenance and Repair

The auxiliary system encompasses all the facilities that are pledged under BOR bond covenants. The facilities include most resident halls, student unions, and wellness centers. Parking facilities and bookstores may also be included.

8.1. Residence Hall 2% Requirement – In order to provide a planned and adequate maintenance and repair program for all campus residence halls, expenditures equal to at least 2% of the replacement value for all residence halls must be expended on maintenance and repair projects each fiscal year. Expenditures may be averaged over a five—year period to obtain the minimum 2% expenditure level. When determining the base for the 2% calculation, new buildings and major renovations will be included in the calculation at a rate of twenty percent each year until the full value of the new building or major renovation is included in the model. For purposes of a major renovation, it will be any project that is more than 20% of the current building value.

Maintenance and repair consists of expenditures for maintenance, repair, alteration and renovation projects. Bond proceeds may be included in the 2% maintenance and repair calculation for a period not to exceed fifteen years to the extent the funds were used for maintenance and repair and not new space. On-going expenses for operations and maintenance and routine replacement of capital assets are not to be included in the 2% calculation.

8.2 Furnishings with a minimum useful life of 15 years can be purchased from the repair and replacement reserve (RRR) auxiliary account.

# 9. Special Schools and Agricultural Experiment Station Maintenance and Repair

Funds for maintenance of the facilities at the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired are provided from the special schools endowment. Funds for maintenance of the facilities at the Agricultural Experiment Station are provided from the revenues from the pesticide tax. All projects funded with other funds shall have Board approval.

These funds shall be allocated on an "urgency of need" basis. The executive director shall forward a recommended project list to the Board each fiscal year.

# 10. Maintenance and Repair Guidelines

- 10.1. Work Requests All projects involving the OSE require an OSE work request signed by the president, executive director, or designees. OSE work requests are required for all planning and design projects, studies, and testing that is done outside the scope of an approved project. Projects that are done in phases through OSE require a work request for each phase.
- 10.2. A/E Selection and Fee If authorization to manage the project is provided by OSE, the institutions may engage an Architect/Engineer or Consulting Engineering firm following state procurement regulations for engaging professional services (SDCL 5-18D-17 through 5-18D-22). The Office of the State Engineer shall informally advise upon any projects delegated to the institutions or formally carry out project planning and design at the request of the institution. The Office of the State Engineer shall formally carry out project planning for new construction or capital improvements (see Capital Improvements 6:4).

In order to achieve greater efficiencies, similar maintenance and repair project may be grouped into packages for design and bidding purposes. The A/E selection process used by OSE is based on the A/E expertise, past performance, geographic location, and the number of previous state contracts and shall be carried out in the manner described in SDCL § 5-14-3.

If hired by OSE, the design fee to be paid the Architect/Engineer shall be determined using accepted industry percentages applied to the total construction cost of the project; the design fee shall be based upon anticipated project scope. Total construction cost includes: planning, contracts, direct purchase of labor and material, and add alternates designed but not taken and accepted by the State. Deduct control orders shall not be considered in computing the total construction cost of the project.

Maintenance and Repair
Page 7 of 12
6:6

6:6

- 10.3. Institutional Control of Project of \$50,000 or More A work request must be submitted to OSE requesting institutional control of a project of \$50,000 or more. The work request should reflect the institution's intention to request such institutional control.
- 10.4. Award of Construction Projects Projects to be constructed all or in part by contract shall be awarded through the competitive bid process according to SDCL Chapters 5-18A, 5-18B, and 5-18D.

After a project has been bid, the OSE or institution shall review the bids and identify the lowest responsible bidder meeting the specifications of the project pursuant with SDCL § 5-18A-53. On projects handled by OSE, the OSE shall make a recommendation to the institution, indicating which bidder should receive the contract. The institution shall respond with a "funding letter" identifying the amount of funding available for the project. In most cases this shall be the contract amount plus a 5%-15% contingency pool, and including all other costs, such as A/E cost, OSE billings, testing, and related institutional costs, fees and assessments.

The designer of record shall compare the bids received and prepare a written tabulation and analysis of the bids and a recommendation on awarding contracts. The bids shall be accepted or rejected after evaluating the bids and the available funding. Projects shall ordinarily be rejected when the lowest construction bid (plus A/E fees) is determined to be out of line with estimated costs. On projects handled by OSE, the OSE shall notify the Board of Regents or the institution as appropriate if the determination is made to reject all bids. The institution should follow up with a letter responding to the recommendation. Batched or grouped projects may be accepted or rejected in the same manner.

10.5. Change Orders – Change orders are modifications or changes to the original plans, specifications or contract documents. Add-on change orders to construction contracts should not be approved for payment purposes until they are signed by the appropriate persons according to the Board of Regents operating procedures. Change order should only be requested for unforeseen conditions found during construction or design errors not identified in the design phase. Change orders may arise from a variety of legitimate causes, such as changing program requirements or unanticipated needs. Change orders may arise from unforeseen conditions discovered during construction-, design errors not incorporated into the contract documents, changing program requirements, unanticipated needs, and end user requests.

Change orders may not be used to change the project scope. Changing the scope of a project requires a new bid. SDCL § 5-18-B-19.

# 11. Emergency Projects

An emergency project is a project that is necessary in order to protect public health and safety or to save a building's integrity. The executive director may give approval to any emergency project in consultation with the Board President or his or her authorized representative so that it may proceed until formal Board approval is granted. Emergency approval may also be given by the executive director for projects where substantial cost savings can be realized if advertised and awarded before approval can be obtained at the next regularly scheduled Board meeting. The requesting institution must demonstrate why this substantial cost savings could

not be realized if approval were delayed until the next Board meeting. Emergency approval granted by the executive director is not the equivalent of an emergency per SDCL § 5-18A-9. Emergency award of a contract without advertising is only warranted when awaiting regular advertising for bids would seriously impair public services to be provided. Specific approval to proceed according to SDCL § 5-18A-9 must be requested from the Board General Counsel and approved by the executive director.

Funding for emergency projects will come from appropriate maintenance and repair pools at the institution requesting the emergency or from other institutional funds.

# 12. Approval and Authority

The following summary tables shows the shall be followed to assure proper authorization and approval of all maintenance and repair projects:

12.1. Institutional, HEFF, Maintenance and Repair Fee, Auxiliary System and General funded maintenance and repair approvals:

Project Funding	Project Approval	Work Request	Contract Authorization
\$10,000-\$49,999	Initial List Approved	No - Unless	Institution or OSE
\$10,000-\$49,999	by Board	Campus	HISTILLION OF OSE
	Changes Institution	Requests OSE	
	Changes - Institution	Involvement	
\$50,000 \$250,000	Initial List Approved	Voc	OSE
Ψ20,000 Ψ230,000	by Board	1 65	OSL
	Changes - Executive		
	Director		
O \$250,000	Initial List Approved	Vac	OSE
Over \$250,000	by Board	Yes	OSE
	Changes - Board		

Project Cost	Project Approval	Work Request	Contract Authorization
<u>\$10,000 -</u> <u>\$49,999</u>	Annual List Approved by Board Changes - Institution	Not needed unless campus requests OSE involvement	Institution or OSE
\$50,000 - \$250,000	Annual List Approved by Board Changes - Executive Director	Yes	OSE unless project is delegated to institution
Over \$250,000	Annual List Approved by Board Changes - Board	Yes	OSE unless project is delegated to institution

12.2. Special Legislation, SDBA Funded and Bonded Projects shall be handled according to the authorizing legislation.

# 13. OSE Operating Procedures

The following operating procedures shall be followed to ensure that the necessary approvals and signatures have been obtained on projects administered by OSE. This should include all projects of \$50,000 or more (unless OSE has given the institution control or a joint powers agreement is in place) and any project under \$50,000 where the institution desires OSE to handle it.

- 13.1. Routine HEFF (Higher Education Facilities Fund), Maintenance and Repair Fee, and **Institutional Funded Projects:** 
  - Work Request: An OSE work request must be signed by the president, executive director or designees.
  - The OSE should send their bid Bid Advertisements/Recommendations: advertisements and bid recommendations to the institutional contact person.
  - Contracts/Change Orders: The contracts and any change order should be sent to the institutional contact person. The President or his/her designee shall sign all contracts and change orders.
  - Vouchers: The vouchers should be sent to the fiscal contact person identified for each institution.
  - Correspondence: The institutional contact should he copied on correspondence.
- 13.2. Special Legislation Projects and Bonded Projects (Not South Dakota Building Authority):
  - Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board, or designees.
  - Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.
  - Contracts/Change Orders: The contracts and control orders should be routed to the institutional contact person for the president's signature, and the Board office for the executive director's signature, or designees.
  - Vouchers: The vouchers should be routed to the fiscal contact person at the institution for coding and final approval.
  - Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

# 13.3. SDBA Funded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board of Regents, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.

- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact person for the president's signature, the Board office for the executive director's signature, or designees.
- Vouchers: The vouchers should be routed to the SDBA for coding and approval.
- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

# 13.4. SDBA Bonded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution and the executive director of the Board of Regents, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents and the SDBA.
- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact persons for the president's signature, the Board office for the executive director's signature, and the SDBA for the executive secretary's signature and the president of the SDBA's signature, or designees.
- Vouchers: The vouchers should be routed to the SDBA for coding and approval.
- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on all correspondence.

# 14. Office of the State Engineer

The Office of the State Engineer shall assess a service charge on all projects. The charges shall be based upon all expenses incurred for plans, specifications and supervision of construction, including the actual and necessary expenses of the Bureau of Administration. (SDCL §§ 5-14-6).

# **FORMS/APPENDICES:**

None.

# **SOURCE:**

BOR December 1993; October 1996; October 1998; March 2003; March 2004; April 2007; December 2010; April 2013; March-April 2016; August 2017;\_\_\_\_\_\_.

# SOUTH DAKOTA BOARD OF REGENTS

# **Budget and Finance Consent**

**AGENDA ITEM: 5 – M DATE: June 26-27, 2019** 

\*

### **SUBJECT**

**ADRDL Title Transfer Resolution** 

# CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-2-11

SB40 from the 2019 Legislative Session

### **BACKGROUND/DISCUSSION**

The South Dakota Building Authority issued the South Dakota Building Authority Revenue Bonds, Series 2017A, a portion of the proceeds of which will be applied to fund the reconstruction, renovation, modernization, furnishing and equipping facilities and related infrastructure at the existing buildings known as the Animal Disease Research and Diagnostic Laboratory located at South Dakota State University, including replacing the outside skin of the two existing buildings, replacing the air handling system, renovating the labs, architecture, engineering and bonding services, all authorized by and pursuant to SB40 of the 2019 Session by the Legislature. To effectuate the aforementioned ADRDL renovation, SDSU now desires to complete the transaction authorized by the foregoing legislation.

# IMPACT AND RECOMMENDATION

SDSU requests the Board of Regents adopt the Resolution set forth in Attachment I requesting the Commissioner of School and Public Lands proceed with the real property transaction as stated in SB40 from the 2019 Legislative Session.

Staff recommends approval.

# **ATTACHMENTS**

Attachment I – Resolution Requesting Title Transfer and Preparation of Documents

\*

# **DRAFT MOTION 20190626 5-M:**

I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the real property transaction as stated therein.

# RESOLUTION

Resolution requesting the transfer of title to the Animal Disease Research and Diagnostic Laboratory building to the Animal Industry Board as authorized by SB 40 from the 2019 Legislative Session.

The South Dakota Board of Regents (hereinafter referred to as "BOR"), on behalf of South Dakota State University, pursuant to the authority vested in the BOR under SDCL § 5-2-11 and SB 40 from the 2019 Legislative Session hereby requests the Commissioner of School and Public Lands to take all lawful actions necessary and authorized to effectuate the transfer of title to the existing Animal Disease Research and Diagnostic Laboratory building, described therein, to the Animal Industry Board, in accordance with provisions thereof, and draw up all necessary documents and to forward them to the Governor to request their execution in order to complete the title transfer described therein. This resolution shall also serve to ratify, request and/or approve any and all documents, transactions and/or actions necessary to effectuate the transactions contemplated herein.

Dated this day of June, 2019
SOUTH DAKOTA BOARD OF REGENTS
By
Kevin V. Schieffer
President
Certification:
I have compared the foregoing with an action taken by the Board of Regents at its meeting conducted on the day of June, 2019, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.
Dated this day of June, 2019
SOUTH DAKOTA BOARD OF REGENTS
By
James Morgan

Secretary

#### SOUTH DAKOTA BOARD OF REGENTS

# Planning, Governance, and Resource Development

**AGENDA ITEM:** 6 – A **DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**Report of the Executive Director / Interim Actions** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:5 – Executive Director

**BOR Policy 2:23** – Program and Curriculum Approval

BOR Policy 5:4 – Purchasing

BOR Policy 6:6 – Maintenance and Repair

#### **BACKGROUND / DISCUSSION**

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

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

# IMPACT AND RECOMMENDATION

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

# **ATTACHMENTS**

Attachment I – Interim Actions of the Executive Director

\*

#### INFORMATIONAL ITEM

#### INTERIM ACTIONS OF THE EXECUTIVE DIRECTOR

# Maintenance and Repair Projects

(\$50,000 - \$250,000)

# **South Dakota State University**

**Feed Processing Unit** – **Central Feed Mill, Auger System Replacement & Grain Leg Replacement:** This project is to repair and replace the feet, conveyor legs, and conveyor heads as well as distribution leg repairs at the Feed Processing Unit. The legs enclosed belt conveyors distribute feed or grain and are built as parts and extensions of the building, extending from inside the building through the roof and outside the building. The grain or ground feed is distributed through this conveyor, auger, and tube network back into the building or to outside grain bins. This \$100,000 project is similar to an HVAC system but instead of distributing hot water or air, it is distributing feed or grain to feed animals and contribute toward research work in animal digestion and feed trials. Ag Experiment Station M&R fees will be used to fund this project.

# **UCSF Governance, Funding, and Operations Model**

Pursuant to the Board's authorization at the April meeting, the MOU regarding the University Center Sioux Falls' (UCSF) governance, funding, and operations was finalized on May 1, 2019, which included the renaming of the UCSF to the Community College for Sioux Falls (CCSF) (see Appendix A).

#### **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

# MEMORANDUM OF UNDERSTANDING UNIVERSITY CENTER SIOUX FALLS GOVERNANCE, FUNDING, AND OPERATIONS MODEL

# 1. HISTORICAL CONTEXT

In 1992, the Center for Public Higher Education was established and located in downtown Sioux Falls at the Bergeland Center for Seniors and the Bergeland Apartments. This organization was eventually renamed USD.SDSU.DSU at Sioux Falls.

In January 2001, USD.SDSU.DSU at Sioux Falls, later renamed USDSU, moved to the campus of Southeast Technical Institute (STI).

In 2005, the South Dakota Board of Regents established University Center Sioux Falls (UCSF) and began the relocation process from STI to the current site.

In March 2016, the Presidents of the University of South Dakota (USD), South Dakota State University (SDSU), and Dakota State University (DSU), along with the Executive Director of the South Dakota Board of Regents (SDBOR), agreed to a new Memorandum of Understanding (MOU) concerning the governance, funding and operations model for UCSF. This MOU was the result of an earlier directive from SDBOR and was developed following engagement of the Sioux Falls business community. The MOU was officially adopted by SDBOR in April 2016, with provisions for annual review and modification. This MOU established USD as the lead institution for UCSF.

In July 2017, a group of internal and external stakeholders worked with Future Works, a planning consultant, to establish renewed vision, values, and mission statements for UCSF. The resulting market and needs assessment suggested becoming more "community college like". A strategic business plan with recommendations for changes was developed based on this direction.

As the timeframe for MOU review has approached, SDBOR Executive Director & CEO and the Presidents of USD, SDSU, and DSU have engaged in several conversations regarding the Governance, Funding, and Operations of UCSF. Those discussions have set the stage for this revised MOU.

### 2. INTRODUCTION

By virtue of the authority granted by SDBOR in 2016, USD has served as the lead institution for UCSF for three years. An emphasis on granting transferable, yet workplace ready, associate of arts and associate of science degrees has led to a recognition that further governance, funding, and operations modifications are essential to the successful operation and full integration of the operation into the Greater Sioux Falls area. It must also establish a recognizable identity that is consistent with the mission. UCSF will be renamed the Community College for Sioux Falls (CCSF).

To be successful, CCSF needs to become more nimble and focused. It needs to be the umbrella organization for USD, SDSU, and DSU that functions much like a community college, with the ability to offer cohesive two-year programming, short term credit-based certificates, and noncredit workforce training opportunities in Sioux Falls. At the same time, the ability to continue offering baccalaureate and graduate-level educational opportunities onsite through multiple partner institutions is also critical for the future of CCSF. Each university – USD, SDSU and DSU – brings unique strengths and brand recognition onsite to students.

CCSF serves a powerful role in Sioux Falls. Providing on-ramps for site-bound students, many of whom are non-traditional working adults, is critical for the economy and the business community. Supporting the ambitions of new Americans, many of whom have arrived from non-English speaking countries, is another opportunity for service. Finally, building attainable pathways for local high school graduates who are not currently seeking postsecondary options is paramount for CCSF and central to its mission. Many of these potential students are first generation students who have never viewed themselves as college material. These student populations can be among the most vulnerable, often facing multiple barriers, and CCSF is in the best position to provide the services that are necessary for both student access and student success.

To ensure relevancy, continued advice and involvement of the Sioux Falls community with CCSF is invaluable. Today, Sioux Falls needs to feel ownership in CCSF and regional business leaders want more from higher education. To satisfy local needs, CCSF offers academic programming that targets local workforce needs. An emphasis on two-year degrees and viable 2+2 bachelor's degrees along with the availability of a competitive tuition model encourages initial enrollment. Seamless transfer opportunities from two-year to four-year programs supports completion. CCSF leadership works directly with the community to ensure engagement.

## 3. GOVERNANCE MODEL

Governance will be provided by the three participating institutions, but final decisions in regards to scheduling, budget, and oversight lie with USD as the lead institution in conjunction, where necessary, with the SDBOR Board and/or the Executive Director & CEO.

USD will create a new college within its academic structure – the USD Community College for Sioux Falls. A Vice President and Dean of the College will lead this unit and report directly to the USD President. This College will provide access to the Associate of Arts in General Studies (AAGS), the Associate of Science in Integrated Science (AS.ISCI), the Associate of Arts in Graphic and Web Design (AA.GWBD), the Bachelor of Science in Technical Leadership (BSTL), and the Bachelor of General Studies (BGS) through USD. In addition, it will serve Sioux Falls with credit-bearing certificates, noncredit workforce training, and lifelong learning opportunities through the existing Osher Lifelong Learning Institute (OLLI).

Guidance for OLLI will continue to be provided by the established OLLI Leadership Council. The Executive Director for OLLI will continue to report to Vice President and Dean of the College, as the program is fully integrated into CCSF.

An advisory council, composed of Sioux Falls business and community representatives and named the Joint Council, will replace the current Community Steering Board. This group will consist of an appropriate mix of representation from major Sioux Falls thought leaders who meet regularly with CCSF leadership. The Presidents of USD, DSU and SDSU and the BOR Executive Director/CEO will be included as members of the Joint Council.

The purposes of the Joint Council are:

- To ensure direct, regular communication between the community and the CCSF
- To advise on current workforce opportunities and operational matters at the CCSF
- To provide input on strategic planning and the future development of the CCSF
- To advocate within the broader community for the CCSF

This new structure will ensure responsive, decisive leadership and it will create an environment for collaboration and success in Sioux Falls. At the same time, it will allow Sioux Falls to identify as a public University community.

To measure success and ensure accountability, a communication strategy will be established. Within one month following the fall and spring term census dates, a report detailing onsite enrollment and financial impact will be prepared and sent to the Presidents of SDSU, DSU, USD, and the BOR Executive Director & CEO. In addition, within six weeks of fiscal year end, an annual report will also be prepared and disseminated. Details within the annual report will include enrollment data, trends, retention data, matriculation data, graduation and completion data, space utilization and institution-specific financials. The first report will be submitted by October 4, 2019.

## 4. COURSE, PROGRAM, AND DEGREE SELECTION AND DELIVERY

Course, program, and degree options will be established with a goal of effective and efficient content delivery that is responsive to the Sioux Falls business community and reflective of student demand. All new program and / or new site request proposals must be approved by SDBOR, regardless of proposing institution. To ensure relevance, the Joint Council will meet regularly with CCSF and provide feedback for further consideration. With this input, CCSF, with guidance from the USD President, will develop recommendations, which, in cases of USD programming, will then be considered through the normal USD curricular process before being presented to SDBOR. The same process for considering recommendations and exercising curricular processes will be followed at the other two participating institutions and administration, SDSU and DSU.

As established previously, USD will continue to determine the general education and general elective courses offered in Sioux Falls. Going forward, all lower division general education and general elective coursework offered in Sioux Falls will become the responsibility of USD CCSF. USD shall have the responsibility of identifying and eliminating duplicative course offerings whenever feasible. Through CCSF, USD will ensure students have access to adequate course offerings for timely degree completion. As an integral part of USD, all students participating in coursework through CCSF will receive appropriate student support.

Programs offered by DSU and SDSU in Sioux Falls will complement USD offerings and showcase the strengths of DSU and SDSU.

Degree offerings from DSU in Sioux Falls are to include:

- A.S. Health Information Technology
- A.S. Network and Security Administration
- A.S. Respiratory Care
- A.S. Software Development
- A.S. Web Development
- A.S. Business Management
- B.S. Cyber Operations
- B.S. Health Information Administration
- B.S. Respiratory Care
- B.S. Information Systems
- B.S. Computer Science

Minor in Health Information Management

- M.S. Cyber Defense
- M.S. Information Systems
- M.B.A. Business Administration/General Management

## Certificate offerings from DSU in Sioux Falls are to include:

Cybersecurity

Network Security Administration

Healthcare Coding

Software Development

## Degree offerings from SDSU in Sioux Falls are to include:

- A.S. Human Development and Family Studies
- A.S. Manufacturing Technology
- B.S. Human Development and Family Studies
- B.S. Nursing
- M.S. Nursing
- D.N.P. Nursing Practice
- Ph.D. Nursing

All entering undergraduate students at the CCSF will be required to enroll in an approved associate degree program or certificate program offered on-ground through USD, SDSU, or DSU. An approved program may have some on-line course opportunities, but the majority of hours of the major courses must be on-ground. Authorized DSU or SDSU programs will utilize general education core courses provided on sight by USD in order to satisfy the general education core requirements of their specialized degrees. This ensures time to completion is not impacted for students. Thus, students will begin an approved program that is affiliated with SDSU, DSU, or USD. Regardless of home institution, students will benefit from access to onsite student support services. For clarity, all undecided and exploratory students attending the CCSF shall be coded as USD students.

As stated above, the lower-division, program-specific, non-general education coursework that is necessary to support authorized DSU and SDSU programs at the associate level at the CCSF will be offered by the degree-granting institution along with on-site advising from the institution specific to the major.

Regardless of the university that is providing instruction, USD reserves the right to assign the location, classrooms, and scheduled class time for all courses offered at CCSF. USD will, however, make every effort to collaboratively work with SDSU and DSU on all the above issues to maximize opportunity for students.

Following completion of an authorized associate degree through USD, DSU or SDSU, or successful completion of an exploratory pre-program through USD, continuing students seeking a baccalaureate degree will enroll with the university offering the program and will have options to take coursework either onsite (in cases where the program is authorized for delivery in Sioux Falls), at their home campus, or online. The three institutions will have advisors available at CCSF as part of CCSF's advising center team to provide appropriate advising for their respective certificate, associate and bachelor's programs. USD will continue to offer student support services for all Sioux Falls students, regardless of degree level or university affiliation.

Provosts from DSU, SDSU and USD will work with CCSF Executive Director/Dean of USD CCSF to ensure curriculum within authorized programs at the UCSF is offered in an effective, efficient manner, with service in regard to scheduling and programs to be focused on non-residential student needs.

Each institution will market its specific, authorized programming in the Greater Sioux Falls Area under its own unique brand. Baccalaureate degrees authorized for delivery onsite at the CCSF will be marketed as completion degrees, building on the strong, consistent base provided by the authorized two-year programs. Appropriate limited variance to this approach can be agreed upon in consultation with the three Presidents and the BOR Executive Director & CEO who will have final authority to approve or disapprove variances. This joint marketing approach will demonstrate our commitment to collaboration within the Sioux Falls community and clearly describe available onsite pathways for students. The promotion of programs that are offered on a university campus and the marketing of online opportunities available through SDSU, DSU and USD remain unrestricted by this MOU, as does the wider promotion of the USD AAGS degree.

## 5. STUDENT SUPPORT SERVICES

USD CCSF will oversee operations of the Student Success Center in Sioux Falls based on the model recently established at CCSF. Strong communication between similar support centers at USD will be essential to ensure efficient and effective operation of the Student Success Center, providing valuable professional development for staff and streamlined support systems for students.

As a service to DSU and SDSU, many academic and student support services will be provided onsite by USD to all freshman and sophomore level students, regardless of home institution, without additional costs to the individual student or the home institution. Support services available to all students will include library services, writing center resources, tutoring, advising,

veteran services, disability or accommodative services, and access to the CCSF testing center. Students enrolled in associate degree programs with DSU and SDSU will have advisors on-site at appropriate times to advise those students not in an associate degree program through USD.

Home institutions will be responsible for providing access to counseling services for their students in Sioux Falls. Students will be expected to adhere to the Student Code of Conduct for the institution in which they are enrolled. In addition, all students who are taking classes on site in Sioux Falls will be expected to adhere to the USD Student Code of Conduct. Suspected violations will be reported to both USD and the home institution for further investigation, including enforcement and potential sanctions.

Information technology services will continue to be provided by USD. All students will have access to wireless internet services and standard classroom technology will be supported by USD. USD will control and manage the hardware and software available onsite, unless alternative arrangements are made and agreed to in writing by USD and the requesting institution. In addition, USD will continue to provide technology support resources, including access to a 24x7 remote Help Desk, an open hours walk-up Help Desk, access to an open computer lab, laptop checkout, personal computer support, wireless connectivity assistance, and event and classroom support.

USD CCSF, SDSU and DSU advisors will work with students to guide progression through chosen degree programs. In addition, SDSU and DSU may provide advising services on site for students considering future enrollment in authorized degree programs. This advising team will ensure students understand degree options available and will empower students to choose and pursue the most appropriate pathway for them. In addition, advisors will work closely with staff at USD, SDSU, and DSU to ensure smooth transitions into four-year programs offered at one of the home campuses of the partner institutions. Other options for students include participation in online programming or access to a wide array of additional programs through any regionally accredited institution. Once the student selects a desired pathway, he or she will be encouraged to connect with additional advising resources at the receiving institution, as appropriate.

## 6. DUAL CREDIT DELIVERY IN SIOUX FALLS REGION

CCSF will coordinate the in-district delivery of dual credit needs within the Sioux Falls region. This provides consistent service to local school districts. Districts currently assigned to UCSF, as listed in the Academic Affairs Guidelines – Section 7, will be assigned to CCSF. The CCSF Executive Director will work with the participating Regental universities and the BOR Executive Director or appropriate BOR staff to equitably distribute the opportunity to work with the various school districts among USD, SDSU, and DSU based on district need, university interest and specialization, and student opportunity.

These include:

Armour 21-1 Baltic 49-1 Brandon Valley 49-2 Bridgewater Emery 30-3 Canistota 43-1

Canton 41-1

Corsica Stickney 21-3

Dakota Christian School 21303

Dell Rapids 49-3

Ethan 17-1

Freeman 33-1

Freeman Academy 33304

Garretson 49-4

Hanson 30-1

Harrisburg 41-2

Lennox 41-4

Lutheran High School of Sioux Falls 49338

Marion 60-3

Parker 60-4

Parkston 33-3

Sioux Falls 49-5

Sioux Falls Catholic Schools 49303

Sioux Falls Christian School 49322

St. Mary's School Dell Rapids 49304

Tea Area 41-5

Tri Valley 49-6

West Central 49-7

White Lake 01-3

Memorandums of Understanding for the delivery of in-district dual credit in the above named school districts will include acknowledgment of CCSF review according to procedures established by the system Academic Affairs Council.

## 7. COORDINATION WITH TECHNICAL SCHOOLS IN SIOUX FALLS REGION

The CCSF Executive Director & Dean along with the Provosts from the three participating universities will coordinate the review of general education coursework at STI through existing processes.

## 8. FINANCIAL MODEL

Through its commitment to degree offerings in Sioux Falls, USD understands that it bears the entire financial risk of these operations. CCSF will become an integral part of the USD budget. Upon execution of this MOU, USD, SDSU and DSU will develop a five-year proforma that will layout financial goals and expectations.

USD will monitor and review policies and practices for space rental and usage at SDBOR facilities in Sioux Falls. Leases currently in place for state support and professional programs will be maintained and all individual leases will be reviewed on an annual basis. As a general practice, lessees will not sublease or charge other groups or individuals for access to rented facilities.

Future rental agreements will be negotiated for any program requesting to utilize space that would become solely dedicated for restricted usage outside of general CCSF assignment. Requests for dedicated space will be submitted directly to CCSF for consideration. Negotiated leases will be reviewed by USD and final approval authority rests with USD.

Partner universities shall be responsible for their own delivery costs, including the cost of any specialized equipment beyond setup of a standard smart classroom. Partner universities shall contribute 20% of gross revenues to cover overhead costs in Sioux Falls. This overhead contribution shall be in addition to any lease payments made by partner institutions for dedicated space. Overhead contributions will be utilized to partially offset the costs of facility maintenance and student support services.

Faculty teaching lower division general education coursework would fall under one of these following categories:

- Full-time instructors employed by USD
- Adjunct instructors hired directly by USD
- Qualified USD graduate students placed on teaching assistantships to instruct selected laboratory sections
- Full-time faculty members from DSU and SDSU loaned to USD on a limited parttime basis to teach lower division general education coursework will be paid on a prorated basis and payment shall be remitted directly to the loaning institution by USD.

Faculty will be administered, compensated and evaluated in accordance with established SDBOR and COHE policies.

The tuition rate for students enrolled in two year college on-ground courses at USD, SDSU, and DSU is currently \$275.40 per credit hour. This rate applies to resident and non-resident students. The approved rate is subject to review and adjustment on an annual basis by SDBOR. The intent is to keep costs competitive with the community college market. All exceptions allowing specific certificate and associate degree programs to charge the full off-campus rate and not the CCSF Associate Degree Program rate as provided under Section 6.2 of the previous MOU are null and void upon the adoption of this agreement.

State supported programs and graduate programs based at the CCSF will charge tuition levels in accordance with those established by SDBOR on an annual basis. Tuition rates for all other credit coursework offered in Sioux Falls will be at the approved off-campus rate.

## 9. **DISPUTE RESOLUTION**

SDBOR Executive Director/CEO maintains authority to resolve disputes arising from this MOU.

South Dakota Board of Regents

## **SIGNATURES**

Sheila K. Gestring	4/25/2019
Sheila K. Gestring, President University of South Dakota	Date
DocuSigned by: Bany & Moore	4/29/2019
Barry H. Dunn, President South Dakota State University	Date
Docusigned by: USE-Mane Griffiths	4/29/2019
José-Marie Griffiths, President Dakota State University	Date
Paul B. Beran DE014CD3010E463	5/1/2019
Paul B. Beran, Executive Director and CEO	Date



**Certificate Of Completion** 

Envelope Id: 401CA5E3370F423F9FBB7947317A7450

Subject: Please DocuSign: 2019-4-25-UC-SF MOU FINAL.docx

Source Envelope:

Document Pages: 9 Signatures: 4 Envelope Originator:

Certificate Pages: 5 Initials: 0 Niki Smidt AutoNav: Enabled 414 E. Clark St. Vermillion, SD 57069 Envelopeld Stamping: Enabled

Time Zone: (UTC-06:00) Central Time (US & Canada) Niki.Smidt@usd.edu

IP Address: 192.236.56.226

Sheila K. Gestring

Signature Adoption: Pre-selected Style

Using IP Address: 192.236.56.226

**Record Tracking** 

Status: Original Holder: Niki Smidt Location: DocuSign

4/25/2019 1:10:58 PM Niki.Smidt@usd.edu

Signer Events Signature **Timestamp** 

FB2E58746817489...

7F75333EF810452

José-Marie Griffiths

Using IP Address: 138.247.134.23

Signature Adoption: Pre-selected Style

Using IP Address: 64.33.73.115

FE84EAZADF6D424...

Paul B. Beran

D6014CD3010E463

Signed using mobile

Sheila K. Gestring president@usd.edu President University of South Dakota

Security Level: Email, Account Authentication

(None)

**Electronic Record and Signature Disclosure:** 

Accepted: 4/25/2019 3:16:13 PM ID: fb7df309-d8ef-4ab2-a332-66471ab70cc4

Barry Dunn barry.dunn@sdstate.edu

South Dakota State University Security Level: Email, Account Authentication

Signature Adoption: Uploaded Signature Image (None) Using IP Address: 137.216.89.165

**Electronic Record and Signature Disclosure:** 

Accepted: 4/25/2019 4:14:37 PM ID: 4e818581-e7b4-46ad-bfe2-9fb26c88d4e1

José-Marie Griffiths josemarie.griffiths@dsu.edu

Security Level: Email, Account Authentication

(None)

Signature Adoption: Pre-selected Style

**Electronic Record and Signature Disclosure:** 

Accepted: 4/29/2019 8:49:01 AM

ID: f8abfdb8-88b0-48f1-9c4c-7f5ac70b7f3e

Paul B. Beran paul.beran@sdbor.edu **Executive Director & CEO** 

Security Level: Email, Account Authentication

(None)

**Electronic Record and Signature Disclosure:** 

Accepted: 5/1/2019 10:40:51 PM ID: 69b3ba42-abb3-4a68-8a11-4d04dfb800d9 Sent: 4/25/2019 3:11:20 PM Viewed: 4/25/2019 3:16:13 PM Signed: 4/25/2019 3:18:50 PM

Freeform Signing

Status: Completed

Sent: 4/25/2019 3:18:51 PM Resent: 4/29/2019 8:41:44 AM Viewed: 4/25/2019 4:14:37 PM

Signed: 4/29/2019 8:44:22 AM

Freeform Signing

Sent: 4/29/2019 8:44:23 AM Viewed: 4/29/2019 8:49:01 AM Signed: 4/29/2019 2:32:36 PM

Freeform Signing

Sent: 4/29/2019 2:32:38 PM Resent: 5/1/2019 4:44:20 PM Viewed: 5/1/2019 10:40:51 PM Signed: 5/1/2019 10:42:13 PM

Freeform Signing

In Person Signer Events	Signature	Timestamp
Editor Delivery Events	Status	Timestamp
Agent Delivery Events	Status	Timestamp
Intermediary Delivery Events	Status	Timestamp
Certified Delivery Events	Status	Timestamp
Carbon Copy Events	Status	Timestamp
Carbon Copy Events  Darby Ganschow darby.ganschow@usd.edu Director of Auxiliary Services University of South Dakota Security Level: Email, Account Authentication	COPIED	<b>Timestamp</b> Sent: 4/25/2019 1:21:22 PM Resent: 4/25/2019 3:11:19 PM Viewed: 4/25/2019 3:25:20 PM

Notary Events	Signature	Timestamp		
Envelope Summary Events	Status	Timestamps		
Envelope Sent	Hashed/Encrypted	5/1/2019 4:44:20 PM		
Certified Delivered	Security Checked	5/1/2019 10:40:51 PM		
Signing Complete	Security Checked	5/1/2019 10:42:13 PM		
Completed	Security Checked	5/1/2019 10:42:13 PM		
Payment Events	Status	Timestamps		
Electronic Record and Signature Disclosure				

#### CONSUMER DISCLOSURE

From time to time, The University of South Dakota (we, us or Company) may be required by law to provide to you certain written notices or disclosures. Described below are the terms and conditions for providing to you such notices and disclosures electronically through your DocuSign, Inc. (DocuSign) Express user account. Please read the information below carefully and thoroughly, and if you can access this information electronically to your satisfaction and agree to these terms and conditions, please confirm your agreement by clicking the 'I agree' button at the bottom of this document.

## Getting paper copies

At any time, you may request from us a paper copy of any record provided or made available electronically to you by us. For such copies, as long as you are an authorized user of the DocuSign system you will have the ability to download and print any documents we send to you through your DocuSign user account for a limited period of time (usually 30 days) after such documents are first sent to you. After such time, if you wish for us to send you paper copies of any such documents from our office to you, you will be charged a \$0.00 per-page fee. You may request delivery of such paper copies from us by following the procedure described below.

## Withdrawing your consent

If you decide to receive notices and disclosures from us electronically, you may at any time change your mind and tell us that thereafter you want to receive required notices and disclosures only in paper format. How you must inform us of your decision to receive future notices and disclosure in paper format and withdraw your consent to receive notices and disclosures electronically is described below.

## Consequences of changing your mind

If you elect to receive required notices and disclosures only in paper format, it will slow the speed at which we can complete certain steps in transactions with you and delivering services to you because we will need first to send the required notices or disclosures to you in paper format, and then wait until we receive back from you your acknowledgment of your receipt of such paper notices or disclosures. To indicate to us that you are changing your mind, you must withdraw your consent using the DocuSign 'Withdraw Consent' form on the signing page of your DocuSign account. This will indicate to us that you have withdrawn your consent to receive required notices and disclosures electronically from us and you will no longer be able to use your DocuSign Express user account to receive required notices and consents electronically from us or to sign electronically documents from us.

## All notices and disclosures will be sent to you electronically

Unless you tell us otherwise in accordance with the procedures described herein, we will provide electronically to you through your DocuSign user account all required notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to you during the course of our relationship with you. To reduce the chance of you inadvertently not receiving any notice or disclosure, we prefer to provide all of the required notices and disclosures to you by the same method and to the same address that you have given us. Thus, you can receive all the disclosures and notices electronically or in paper format through the paper mail delivery system. If you do not agree with this process, please let us know as described below. Please also see the paragraph immediately above that describes the consequences of your electing not to receive delivery of the notices and disclosures electronically from us.

## **How to contact The University of South Dakota:**

You may contact us to let us know of your changes as to how we may contact you electronically, to request paper copies of certain information from us, and to withdraw your prior consent to receive notices and disclosures electronically as follows:

To contact us by email send messages to: darby.ganschow@usd.edu

## To advise The University of South Dakota of your new e-mail address

To let us know of a change in your e-mail address where we should send notices and disclosures electronically to you, you must send an email message to us at darby.ganschow@usd.edu and in the body of such request you must state: your previous e-mail address, your new e-mail address. We do not require any other information from you to change your email address.

In addition, you must notify DocuSign, Inc to arrange for your new email address to be reflected in your DocuSign account by following the process for changing e-mail in DocuSign.

## To request paper copies from The University of South Dakota

To request delivery from us of paper copies of the notices and disclosures previously provided by us to you electronically, you must send us an e-mail to darby.ganschow@usd.edu and in the body of such request you must state your e-mail address, full name, US Postal address, and telephone number. We will bill you for any fees at that time, if any.

## To withdraw your consent with The University of South Dakota

To inform us that you no longer want to receive future notices and disclosures in electronic format you may:

i. decline to sign a document from within your DocuSign account, and on the subsequent page, select the check-box indicating you wish to withdraw your consent, or you may; ii. send us an e-mail to darby.ganschow@usd.edu and in the body of such request you must state your e-mail, full name, IS Postal Address, telephone number, and account number. We do not need any other information from you to withdraw consent.. The consequences of your withdrawing consent for online documents will be that transactions may take a longer time to process..

#### Required hardware and software

required maray are und sort ware	
Operating Systems:	Windows2000? or WindowsXP?
Browsers (for SENDERS):	Internet Explorer 6.0? or above
Browsers (for SIGNERS):	Internet Explorer 6.0?, Mozilla FireFox 1.0,
	NetScape 7.2 (or above)
Email:	Access to a valid email account
Screen Resolution:	800 x 600 minimum
Enabled Security Settings:	
	•Allow per session cookies
	•Users accessing the internet behind a Proxy
	Server must enable HTTP 1.1 settings via
	proxy connection

<sup>\*\*</sup> These minimum requirements are subject to change. If these requirements change, we will provide you with an email message at the email address we have on file for you at that time providing you with the revised hardware and software requirements, at which time you will have the right to withdraw your consent.

## Acknowledging your access and consent to receive materials electronically

To confirm to us that you can access this information electronically, which will be similar to other electronic notices and disclosures that we will provide to you, please verify that you were able to read this electronic disclosure and that you also were able to print on paper or electronically save this page for your future reference and access or that you were able to e-mail this disclosure and consent to an address where you will be able to print on paper or save it for your future reference and access. Further, if you consent to receiving notices and disclosures exclusively in electronic format on the terms and conditions described above, please let us know by clicking the 'I agree' button below.

By checking the 'I Agree' box, I confirm that:

- I can access and read this Electronic CONSENT TO ELECTRONIC RECEIPT OF ELECTRONIC CONSUMER DISCLOSURES document; and
- I can print on paper the disclosure or save or send the disclosure to a place where I can print it, for future reference and access; and
- Until or unless I notify The University of South Dakota as described above, I consent to receive from exclusively through electronic means all notices, disclosures, authorizations, acknowledgements, and other documents that are required to be provided or made available to me by The University of South Dakota during the course of my relationship with you.

#### SOUTH DAKOTA BOARD OF REGENTS

## Planning, Governance and Resource Development

**AGENDA ITEM: 6 – D DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**Legislative Letters of Intent** 

## CONTROLLING STATUTE, RULE, OR POLICY

None

## **BACKGROUND / DISCUSSION**

During their meeting on May 22, 2019, the Interim Appropriations Committee approved four Letters of Intent dealing with the Board of Regents. The letters are attached.

The letter related to the university centers was added after the morning hearing where President Sheila Gestring, Dr. Carmen Simone, President Barry Dunn, and President Jose Marie Griffiths appeared before the Interim Joint Appropriations Committee to discuss the BOR plan to transition the University Center in Sioux Falls to a new college under the University of South Dakota. Following the discussion about the Community College in Sioux Falls, the Appropriations Committee held a closed door session and drafted the letter of intent.

The letter allowing the utility realignment did not have a sponsor as it was drafted by the Board office. Dr. Kramer presented the letter to the committee and it was unanimously approved.

## IMPACT AND RECOMMENDATIONS

Leadership from USD, BHSU and the Board office have already met with LRC staff to discuss the university center report and proposed budget unit. We are now trying to meet with legislative leadership to explain the difficulties with establishing separate budget units for the Centers.

## **ATTACHMENTS**

Attachment I – Four Letters of Intent

\*

## **INFORMATIONAL ITEM**

MAY 2 8 2019

## SD Board of Regents

REPRESENTATIVE STEVEN G. HAUGAARD, CHAIR | SENATOR BROCK L. GREENEIELD, VICE CHAIR JASON HANCOCK, DIRECTOR 1 SUE CICHOS, DEPUTY DIRECTOR 1 DOUG DECKER, CODE COUNSEL

500 EAST CAPITOL AVENUE, PIERRE, SD 57501 | 605-773-3251 | SDLEGISLATURE.GOV



Joint Committee on Appropriations SENATOR JOHN WIIK, CO-CHAIR REPRESENTATIVE CHRIS KARR, CO-CHAIR

May 22, 2019

Dr. Paul B. Beran, Executive Director **Board of Regents** 306 E. Capitol Ave., Suite 200 Pierre, SD 57501

## Letter of Intent Regarding Board of Regents Lean Implementation

Dear Dr. Beran:

This Letter of Intent sets forth a particular view held by the Joint Committee on Appropriations (JCA) in approving your appropriation in the 2019 Legislative session. As such, this Letter of Intent seeks to supplement that legislation with specific policy guidance as approved on May 22, 2019.

While the guidance does not have the direct force of statutory law, it rests solidly on a long-standing tradition of Legislative-Executive relationships in South Dakota and it will be used by the Joint Committee as one basis for the fiscal oversight of your agency and its continued funding.

It is the intent of the Committee to provide funding from the Legislative Priority Pilot Program Contingency Fund for the purpose of conducting a Lean audit of the Board of Regents Central Office. The objective of this audit is to create efficiencies between the universities and the central office by focusing on the key elements of purpose, people, and processes. In order for the JCA to proceed with this project, as per SDCL 4-8A-12, the Executive Board of the Legislature must approve by a majority vote the transfer and expenditure of these monies.

Thank you for your cooperation.

Senator John Wiik

Lead Co-Chair, Joint Committee on Appropriations

Representative Chris Karr

Co-Chair, Joint Committee on Appropriations

cc:

Marty Guindon, Auditor General

MAY 2 8 2019

SD Board of Regents

Representative Steven G. Haugaard, Chair | Senator Brock L. Greenfield, Vice Chair Jason Hancock, Director + Sue Cichos, Deputy Director | Doug Decker, Code Counsel.

500 East Capitol Avenue, Pierre, SD 57501 | 605-773-3251 | sdlegislature.gov

SOUTH DAKOTA
LEGISLATURE
LEGISLATIVE RESEARCH COUNCIL

Joint Committee on Appropriations SENATOR JOHN WIIK, CO-CHAIR REPRESENTATIVE CHRIS KARR, CO-CHAIR

May 22, 2019

Dr. Paul B. Beran, Executive Director Board of Regents 306 E. Capitol Ave., Suite 200 Pierre, SD 57501

Sheila Gestring, President University of South Dakota 414 E. Clark Street Vermillion, SD 57069 Interim President Black Hills State University 1200 University Blvd Spearfish, SD 57799

## **Letter of Intent Regarding University Center Operations**

Dear Dr. Beran, President Gestring, and BHSU Interim President.:

This Letter of Intent sets forth a particular view held by the Joint Committee on Appropriations (JCA) in approving your appropriation in the 2019 Legislative session. As such, this Letter of Intent seeks to supplement that legislation with specific policy guidance as approved on May 22, 2019.

While the guidance does not have the direct force of statutory law, it rests solidly on a long-standing tradition of Legislative-Executive relationships in South Dakota and it will be used by the Joint Committee as one basis for the fiscal oversight of your agency and its continued funding.

It is the intent of the JCA that the University of South Dakota and Blacks Hills State University each provide a written report by July 1, 2019 regarding the operations of the University Center administered by the University detailing the following items:

- Produce a new budget unit including actual and projected expenditures and FTEs;
- Provide the overhead rate for the different colleges within the University regarding the Responsibility Centered Management (RCM) model and explain how and why the overhead rate was derived;
- Provide an updated GOAC financial statement for the University Center incorporating an RCM model overhead rate for FY13-FY18;
- Provide detailed comparison of differences or duplication of degrees, classes, and programs of study between the state's four technical institutes and the University Center;
- Provide for two legislators to be on the advisory board as appointed by the co-chairs of the JCA; and

Define success and failure by providing goals, metrics, and a timeline outlining the next three
years of operations and an exit plan for what happens if failure to obtain the goals and metrics

Sénator John Wiik

Leag Co-Chair, Joint Committee on Appropriations

Representative Chris Karr

Co-Chair, Joint Committee on Appropriations

cc: Marty Guindon, Auditor General

## RECEIVED

MAY 2 8 2019

SD Board of Regents

Representative Steven G. Haugaard, Chair + Senator Brock E. Greenfield, Vice Chair Jason Hancock, Director + Sue Cichos, Deputy Director + Doug Decker, Code Counsel.

500 EAST CAPITOL AVENUE, PIERRE, SD 57501 | 605-773-3251 | SDLEGISLATURE.GOV



Joint Committee on Appropriations SENATOR JOHN WIIK, CO-CHAIR REPRESENTATIVE CHRIS KARR, CO-CHAIR

May 22, 2019

Dr. Paul B. Beran, Executive Director Board of Regents 306 E. Capitol Ave., Suite 200 Pierre, SD 57501

Letter of Intent Regarding Appropriations for Research Parks

Dear Dr. Beran:

This Letter of Intent sets forth a particular view held by the Joint Committee on Appropriations (JCA) in approving your appropriation in the 2019 Legislative session. As such, this Letter of Intent seeks to supplement that legislation with specific policy guidance as approved on May 22, 2019.

While the guidance does not have the direct force of statutory law, it rests solidly on a long-standing tradition of Legislative-Executive relationships in South Dakota and it will be used by the Joint Committee as one basis for the fiscal oversight of your agency and its continued funding.

SB191 provided \$300,000 in general fund appropriations for the ongoing operations of South Dakota's three research parks. It is the intent of the Joint Committee on Appropriations for fiscal year 2020 and each fiscal year thereafter that the South Dakota State University (SDSU) Research Park in Brookings, the University of South Dakota (USD) Discovery District in Sioux Falls, and the Ascent Innovation research park in Rapid City each receive \$100,000 to support research park operations. A 1-to-1 cash basis match must be provided for this funding. As part of this ongoing funding, the JCA requests a report be delivered no later than November 1 of each year, beginning November 1, 2019 outlining at a minimum the most recent activities of the research parks, capital investments and partners, list of tenants by occupied space and length of time at the research park, upcoming capital projects within the research park and at least one success story in the current year.

This letter of intent supersedes any previous letter of intent regarding research parks. Thank you for

your cooperation.

Senator John Wiik `

Lead Co-Chair, Joint Committee on Appropriations

Representative Chris Karr

Co-Chair, Joint Committee on Appropriations

cc: Marty Guindon, Auditor General

5

MAY 2 8 2019

## SD Board of Regents

Representative Steven G. Haugaard, Chair 1 Senator Brock L. Greenfield, Vice Chair Jason Hancock, Director 1 Sue Chicos, Deputy Director 1 Doug Decker, Code Counse.

500 East Capitol Avenue, Pierre, SD 57501 | 605-773-3251 | sdlegislature.gov



Joint Committee on Appropriations SENATOR JOHN WIIK, CO-CHAIR REPRESENTATIVE CHRIS KARR, CO-CHAIR

May 22, 2019

Dr. Paul B. Beran, Executive Director Board of Regents 306 E. Capitol Ave., Suite 200 Pierre, SD 57501

Letter of Intent Regarding the Realignment of General Funds for Utilities Among Universities Under Control of the Board of Regents

Dear Dr. Beran:

This Letter of Intent sets forth a particular view held by the Joint Committee on Appropriations (JCA) in approving your appropriation in the 2019 Legislative session. As such, this Letter of Intent seeks to supplement that legislation with specific policy guidance as approved on May 22, 2019.

While the guidance does not have the direct force of statutory law, it rests solidly on a long-standing tradition of Legislative-Executive relationships in South Dakota and it will be used by the Joint Committee as one basis for the fiscal oversight of your agency and its continued funding.

SB180 impacts utility appropriations for institutions under control of the Board of Regents. The amounts included in the legislation are estimates, based on systems overseen by the Bureau of Finance and Management. It is the intent of the Joint Committee on Appropriations that the institutions may realign the appropriated general fund utility dollars between the institutions as necessary to fully fund the utility costs for each institution, to the extent dollars are available. The institutions will prepare transfer documents and submit them to the Bureau of Finance and Management according to established procedures. The Joint Committee on Appropriations will continue to receive an electronic record of these transfers as they occur.

Thank you for your cooperation.

Senator John Wiik

Lead Co-Chair, Joint Committee on Appropriations

Representative Chris Karr

Co-Chair, Joint Committee on Appropriations

cc:

Marty Guindon, Auditor General

## SOUTH DAKOTA BOARD OF REGENTS

## Planning, Governance, and Resource Development

**AGENDA ITEM: 6 – E DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

Lean Methodology Overview

## CONTROLLING STATUTE, RULE, OR POLICY

None

## **BACKGROUND / DISCUSSION**

It is the intent of the Legislature's Joint Committee on Appropriations to provide funding from the Legislative Priority Pilot Program Contingency Fund for the purpose of conducting a Lean audit of the Board of Regents Central Office. The objective of the audit is to create efficiencies between the universities and the central office by focusing on the key elements of purpose, people, and processes.

## IMPACT AND RECOMMENDATIONS

Becky Degen, SDSU's Director of Continuous Improvement, will provide the Board and other system leaders an overview of Lean not only to prepare for the upcoming audit but also to describe how it could be more broadly utilized in the system as a methodology for continuous improvement.

## **ATTACHMENTS**

None

\*

## **INFORMATIONAL ITEM**

#### SOUTH DAKOTA BOARD OF REGENTS

## Planning, Governance, and Resource Development

**AGENDA ITEM: 6 – F DATE: June 26-27, 2019** 

\*

## **SUBJECT**

**BioSNTR / EPSCOR Project Overview** 

## CONTROLLING STATUTE, RULE, OR POLICY

N/A

## **BACKGROUND/DISCUSSION**

In 1980, the National Science Foundation (NSF) formed the Experimental Program to Stimulate Competitive Research (now called the *Established* Program to Stimulate Competitive Research "EPSCoR"). The EPSCoR program is designed to assist states to establish a self-sustaining academic research enterprise with the competitive capability that will contribute to the states' economic viability and development. Eligibility to participate in the NSF EPSCoR program is based on the jurisdiction's level of NSF research funding. South Dakota was recognized as an EPSCoR jurisdiction by NSF in 1987. There are currently 28 eligible NSF EPSCoR jurisdictions. SD EPSCoR's mission is to strengthen research and education in STEM across South Dakota to increase science literacy and drive science-based economic development. SD EPSCoR helps build South Dakota's research infrastructure and increases capacity to successfully compete for federal funding. Today many federal agencies have developed similar programs, including NASA, DOE, DoD, NIH, etc.

In 1986, the South Dakota Research Excellence: A Critical Hallmark (REACH) Committee was formed to serve as a liaison organization between South Dakota institutions of higher education, the NSF and other federal organizations, private science and/or engineering research organizations, state government and industrial and commercial interests. There are currently 35 voting members and 9 non-voting ex officio members on the REACH Committee, the names of which can be accessed <a href="here">here</a>. The current NSF EPSCoR Research Infrastructure Improvement (RII), Track I award, which totals \$20M and spans from FY15 – FY19, is centered on the BioSystems Networks / Translational Research (BioSNTR) project, led by Adam Hoppe (SDSU). BioSNTR is focused on bridging the gap between academia and industry to create a bio-economy in South Dakota through impact science, via a distributed research initiative based on a systems biology approach and translational research model that advances biotechnology.

(Continued)

INFORMATIONAL ITEM

BioSNTR / EPSCOR Project Overview June 26-27, 2019 Page 2 of 2

BioSNTR was developed with funding from the NSF EPSCoR RII Track-1 award (approx. \$10.3M), in addition to a South Dakota Research Innovation Center award from the State of South Dakota (approx. 11.8M). BioSNTR is currently made up of roughly 40 academic researchers across the state, utilizing state-of-the-art imaging and bioinformatics.

The RFP for the next NSF EPSCoR RII Track I award was released last year and the REACH Committee selected the SD Biofilm Science and Engineering Center (SDBSEC), led by Rob Winter (SDSMT), to serve as the science core for South Dakota's next proposal. The proposal was subsequently submitted in August and we are currently awaiting formal notification from NSF, which is anticipated to be forthcoming in the very near future.

## IMPACT AND RECOMMENDATIONS

Adam Hoppe, Principal Investigator of the BioSNTR, will provide a presentation to the Board highlighting the accomplishments and successes of the BioSNTR over the last five years.

## **ATTACHMENTS**

None

## SOUTH DAKOTA BOARD OF REGENTS

## Planning, Governance, and Resource Development

**AGENDA ITEM: 6 – G DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

Research Park Reports / USD Discovery District Annual Meeting

## CONTROLLING STATUTE, RULE, OR POLICY

None

## **BACKGROUND / DISCUSSION**

The USD Discovery District and Research Park at SDSU will present to the Board, providing updates on the current status of operations at the two parks.

The Board's June meeting will serve as the time and place for the USD Research Park, Inc. (dba USD Discovery District) annual meeting. The annual meeting is also the time and place for the Board to appoint directors to the Board of Directors of the USD Discovery District. The current makeup of the Board of Directors is set forth in Attachment I. There are three terms set to expire in 2019, which are currently occupied by Russell Olson, Paul Hanson, and Kevin Schieffer, all of which are seeking reappointment for their second 3-year term. As such, there are three appointments pending before the Board at its meeting, which would become effective upon approval.

#### IMPACT AND RECOMMENDATION

The Board of Directors passed the resolution set forth in Attachment II at its meeting on June 18, 2019, which recommends and requests the Member (BOR) take the following action:

Reappoint Russell Olson, Paul Hanson and Kevin Schieffer to serve three years terms on the Board of Directors of the USD Discovery District.

Staff recommends approval.

## **ATTACHMENTS**

Attachment I – USD Discovery District Board of Directors Attachment II – June 18, 2019 USD Discovery District Resolution

\*

## **DRAFT MOTION 20190626 6-G:**

I move to reappoint Russell Olson, Paul Hanson, and Kevin Schieffer to serve three year terms on the Board of Directors of the USD Discovery District.



## 2019 Board of Directors

## 3 Year Term – Expires 2021

Ryan Pidde, Mickelson & Compay Mayor Paul TenHaken, City of Sioux Falls Kim Patrick, Sanford Health

## 3 Year Term - Expires 2020

Bob Sutton, Vice President/Vice Chair, Avera Health Dr. Dave Kapaska, formerly Avera Health Deb Peters, SD Association of Healthcare Organizations

## 3 Year Term - Expires 2019

Russell Olson, Sec./Treas., Heartland Paul Hanson, Sanford USD Regent Kevin Schieffer, SD BOR

## **Ex-Officio, Voting**

Sheila Gestring, Chairman Dr. Paul Beran, SD BOR

## **Ex-Officio, Non-Voting**

USD Vice Pres. for Research, currently Mary Berry
USD Dean of Beacom School of Business, currently Venky Venkatachalam
USD GEAR Center Director, currently Dan Engebretson
Vice Pres. & Dean of USD Community College for Sioux Falls, currently Carmen Simone South Dakota Board of Regents General Counsel, currently Nathan Lukkes,

# RESOLUTION OF THE UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC. BOARD OF DIRECTORS

**WHEREAS**, the Board of Directors (the "Board") of the University of South Dakota Research Park, Inc. (the "Company") convened a special meeting on June 18, 2019;

**WHEREAS**, all members of the Board, entitled to notice of an annual meeting under the Company Bylaws, have waived all requirements of notice of the annual meeting;

**WHEREAS**, pursuant to the authority granted in the Bylaws, the Board must submit recommendations to the Member for the appointment of directors to staggered terms;

**WHEREAS**, the 1<sup>st</sup> 3-year terms of directors Russell Olson, Paul Hanson and Kevin Schieffer will expire in 2019;

**WHEREAS**, the Board approves and nominates the following directors for submission to the Member for final approval to serve their second terms:

- 1. Russell Olson to serve a 2<sup>nd</sup> 3-year term,
- 2. Paul Hanson to serve a 2<sup>nd</sup> 3-year term,
- 3. Kevin Schieffer to serve a 2<sup>nd</sup> 3-year term,

#### AND

**WHEREAS**, Article III of the Bylaws states that the Board of Directors may designate additional ex officio members to the Board without vote as needed and the Board hereby reappoints or appointments the following:

- 1. USD VP for Research—currently Mary Berry,
- 2. Director of the USD GEAR Center—Currently Dan Engebretson,
- 3. General Counsel for the South Dakota Board of Regents—currently Nathan Lukkes,
- 4. Dean of the University of South Dakota School of Business—currently Dr. Venky Venkatachalam,
- 5. Vice President & Dean of the USD Community College for Sioux Falls—currently Carmen Simone, and
- 6. President and CEO of the Sioux Falls Development Foundation currently Bob Mundt,

#### **AND**

**WHEREAS**, the Board appoints the following directors to the Executive Committee for the subsequent year:

- 1. Sheila Gestring,
- 2. Bob Sutton,
- 3. Russell Olson, and
- 4. Paul Beran.

#### **AND**

WHEREAS, the Board reaffirms and reappoints the following officers of the Corporation for the subsequent year:

- 1. Rich Naser President,
- 2. Bob Sutton Vice President/Vice Chair, and
- 3. Russell Olson Secretary/Treasurer

AND

WHEREAS, the Board reaffirms and ratifies all other decisions and actions of the Board for the preceding year.

<b>NOW, THEREFORE</b> , the foregoing resolution was adopted by the Board of Directors on June 1
19 by a vote of
Date:
ATTEST:
UNIVERSITY OF SOUTH DAKOTA RESEARCH PARK, INC., Secretary

#### SOUTH DAKOTA BOARD OF REGENTS

## Planning, Governance, and Resource Development

**AGENDA ITEM: 6 – H DATE: June 26-27, 2019** 

\*

## **SUBJECT**

Amendments to the By-Laws (Second Reading)

## CONTROLLING STATUTE, RULE, OR POLICY

By-Laws of the South Dakota Board of Regents

## **BACKGROUND/DISCUSSION**

As noted at the April Board meeting, changes to the By-Laws of the Board were requested to streamline the committee structure and to allow for the effective and efficient administration of Board business. As a result, the revisions set forth in Attachment I to the By-Laws were drafted and approved for their first reading at the May Board meeting, with the major proposed changes outlined and described below.

## **Section 2.1 Officers**

The proposed language specifically authorizes the Board President to convene the Board Officers between regularly scheduled meetings of the Board to address urgent matters of importance to the Board.

## **Section 3.1 Standing Committees**

The revisions to this section eliminate the Committee on Planning, Governance, and Resource Development and the Athletics Committee. Additionally, new language is proposed that would explicitly allow for the chairperson of a Standing Committee to appoint additional non-regent members on an ad hoc basis if deemed necessary and appropriate to address specific topics of that Standing Committee. The flexibility to bring in additional perspectives/representatives for specific topics should address any issues resulting from the elimination of the aforementioned standing committees and the associated adjustments to the scope of the remaining committees.

## **Section 3.1.1 Committee on Academic and Student Affairs**

Topics under the jurisdiction of the Committee on Academic and Student Affairs are being revised to include Research and Grant Proposals, a topic that previously fell under the Committee on Planning, Governance, and Resource Development.

\*

## **DRAFT MOTION 20190626 6-H:**

I move to approve the second and final reading of the proposed revisions to the By-Laws, as set forth in Attachment I.

## **Section 3.1.2 Committee on Budget and Finance**

Topics under the jurisdiction of the Committee on Budget and Finance are being revised to include Foundations, Fund Raising/Gifts and Donations, Fiscal Integrity and Budget of Athletic Programs, Compliance by Athletic Programs, Personnel Contracts of Athletics Programs, and All Aspects of Intercollegiate Athletics Programs, topics previously falling under the Athletics Committee.

## Section 3.1.3 Committee on Planning, Governance, and Resource Development

This section shall be removed from the By-Laws, as the Committee on Planning, Governance, and Resource Development will no longer exist under the proposed revisions to the By-Laws.

## **Section 4.0 Special Committees**

Clarifying language is proposed that states that Special Committees appointed by the Board may be appointed for such purpose(s) and duration as the Board deems appropriate. This section did not previously address the purpose or duration of Special Committees.

## Section 5.6 Agenda

The proposed changes revise the time frame that the Board office must receive all requests for items to be placed on Standing Committee and Board agendas, from fourteen working days prior to the meeting, to seven working days prior to the meeting. This change is intended to provide flexibility and to ensure we aren't inadvertently running afoul of the By-Laws. This change doesn't limit/prevent the Board office from establishing internal processes/timelines that are more restrictive (i.e., require receipt of items earlier than 7 working days prior).

## Section 7.0 Communications to the Board

This section is proposed to be eliminated from the By-Laws. It currently requires that all communications to the Board from non-regents, except in the case of Presidents, Superintendents, legal counsel or the Chief Financial Officer, must be submitted in writing to the Executive Director of the Board at least fifteen days prior to the Board meeting at which Board consideration is requested.

#### IMPACT AND RECOMMENDATIONS

Board staff recommends approval of the proposed amendments to the By-Laws.

#### **ATTACHMENTS**

Attachment I – Proposed Revisions to By-Laws of the South Dakota Board of Regents

## BY-LAWS OF THE SOUTH DAKOTA BOARD OF REGENTS

#### Article I. Name

Section 1.0 <u>Legal Name</u>. The legal name of the Board is the Board of Regents.

## Article II. Organization of the Board

- Section 2.0 <u>Membership</u>. The Board is composed of nine voting regents appointed by the Governor and confirmed by the senate. One of the nine regents shall be a student regent. The regents are subject to SDCL Chapter 13-49 regarding terms and qualifications.
- Section 2.1 Officers. The Board shall elect a President, Vice-President and Secretary at the first regularly scheduled meeting of the Board following the end of the annual Session of the South Dakota Legislature. The terms of the President, Vice-President and Secretary shall run through the end of first such regularly scheduled meeting of the Board in the following year. The President of the Board may convene the Officers between regularly scheduled meetings of the Board to address and provide direction on urgent matters of importance to the Board.
- Section 2.2 <u>Duties of the President</u>. The President shall preside at all meetings, appoint committees, and perform such other duties as authorized by statute, policy, agreement, or the By-Laws; delegated by the Board; or customarily placed upon the presiding officer of a deliberative body.
- Section 2.3 <u>Duties of the Vice-President</u>. The Vice-President shall assume the duties of President when ordered or when the President is absent or otherwise unable to serve.
- Section 2.4 <u>Duties of the Secretary</u>. The Secretary shall sign documents according to established practice and perform official duties as the Board may from time to time determine.
- Section 2.5 <u>Vacancies</u>. The Board shall fill a vacancy occurring in any of its offices at any regular or special meeting for the unexpired term of the office.

## **Article III. Standing Committees**

Section 3.0 Organization. Each regent shall be appointed to at least one Standing Committee at the first regularly scheduled meeting of the Board following the end of the annual Session of the South Dakota Legislature. The President of the Board shall designate a chairperson for each Standing Committee. The terms of each shall run through the end of the first regularly scheduled meeting of the Board following the end of the annual Session of the South Dakota Legislature in the following year. A majority of the Standing Committee members present and voting shall constitute a quorum for conducting business. The affirmative vote of a majority of the Standing Committee members shall be required to take action. The President of the Board shall serve as an ex-officio voting member of all Standing Committees. The President shall also have the authority to designate a regent from one Standing Committee to serve on another Standing Committee as required to conduct business.

Section 3.1 Standing Committees. The following Standing Committees are hereby authorized:

(1) Committee on Academic and Student Affairs, (2) Committee on Budget and Finance, and (3) Committee on Planning, Governance, and Resource Development, (4) Audit Committee, and (5) Athletics Committee. Except where indicated otherwise, each Standing Committee shall consist of no more than three regents (not counting the President who is an ex-officio voting member), who shall be appointed by the President of the Board, and shall report directly to the Board. When possible, the President shall make the Standing Committee appointments based upon the preference of each regent. The chairperson of each Standing Committee may appoint additional non-regent members, on an ad hoc basis, as necessary and appropriate to address specific topics within the jurisdiction of the Standing Committee.

Section 3.1.1 <u>Committee on Academic and Student Affairs</u>. The jurisdiction of the Committee on Academic and Student Affairs shall be as follows:

Accreditation
Articulation Activities
Enrollment
Financial Aid, Tuition Waiver and Scholarship
Faculty Rank, Tenure, and Promotions
Faculty/Staff Development Service Policies
Graduation Lists
Guidance and Counseling
Libraries
Program Review and Development
Reciprocity, Academic Compacts, Slot Programs
Student Relations
Research and Grant Proposals

## Section 3.1.2 <u>Committee on Budget and Finance</u>. The jurisdiction of the Committee on Budget and Finance shall be as follows:

Accounting

Athletics (reported through the Athletics Committee)

**Bonding** 

Budget

Civil Service/Exempt Personnel Activities

Facilities and Physical Plant

HEFF and School and Public Lands Fund

Inventory

Investments

Maintenance and Repair

**Payroll** 

Personnel Actions

**Purchasing and Printing** 

Salaries and Fringe Benefits

Travel and Contractual Review

Tuition

**Foundations** 

Fund Raising/Gifts and Donations

Fiscal Integrity and Budget of Athletic Programs

Compliance by Athletic Programs

Personnel Contracts of Athletics Programs

All Aspects of Intercollegiate Athletics Programs

## Section 3.1.3 <u>Audit Committee. The jurisdiction of the Audit Committee shall be as follows:</u>

Financial Oversight and Control

Financial Reporting

External and Internal Audit Functions and Reports

**Internal Controls** 

Compliance with Laws, Regulations, and Policies

All Functions of the Chief Financial Officer of the Institutions

The Audit Committee shall consist of five members appointed by the President (not counting the President who is an ex-officio voting member): three members shall be regents, and two members shall be non-regents who are permanent residents of the State of South Dakota. The non-regents shall be appointed for three-year terms.

<u>Committee on Planning, Governance, and Resource Development.</u> The jurisdiction of the Committee on Planning, Governance, and Resource Development shall be as follows:

#### **Foundations**

By-Laws Page 5 of 8 Fund Raising/Gifts and Donations Governance and Board Operations Public Information Research and Grant Proposals System and Institutional Planning

Section 3.1.4 <u>Audit Committee</u>. The jurisdiction of the Audit Committee shall be as follows:

Financial Oversight and Control
Financial Reporting
External and Internal Audit Functions and Reports
Internal Controls
Compliance with Laws, Regulations, and Policies
All Functions of the Chief Financial Officer of the Institutions

The Audit Committee shall consist of five members appointed by the President (not counting the President who is an ex-officio voting member): three members shall be regents, and two members shall be non-regents who are permanent residents of the State of South Dakota. The non-regents shall be appointed for three-year terms.

Section 3.1.5 <u>Athletics Committee</u>. The jurisdiction of the Athletics Committee shall be as follows

Fiscal Integrity and Budget of Athletic Programs
Compliance by Athletic Programs
Personnel Contracts of Athletics Programs
All Aspects of Intercollegiate Athletics Programs

The Athletics Committee shall provide recommendations to the Committee on Budget and Finance.

- Meetings. Standing Committee meetings may be held in conjunction with regular meetings of the Board. A special meeting of any Standing Committee may be called by the President of the Board, the Executive Director with the consent of the President of the Board, or the chairperson of the Standing Committee. Prior to a Standing Committee meeting or a Board meeting, the Standing Committee chairpersons and any other interested regents may be briefed on agenda items by staff.
- Section 3.3 <u>Action</u>. A Standing Committee may take one of the following actions on an agenda item before reporting back to the Board (or to the Committee on Budget and Finance in the case of the Athletics Committee):
  - (a) Recommend adoption

By-Laws Page 6 of 8

- (b) Recommend adoption with amendment(s)
- (c) Recommend against adoption
- (d) Forward without a recommendation
- (e) Recommend deferral to a date certain
- (f) Recommend re-referral to same committee for further study and/or hearings
- (g) Recommend referral to another committee with or without a recommendation
- (h) Receive for information purposes
- (i) Recommend adoption of a new policy or revision to a current policy
- (j) Recommend adoption of a new procedure or revision to a current procedure.

Standing Committees shall report back to the Board following each Standing Committee meeting.

## **Article IV. Special Committees**

- Section 4.0 <u>Special Committees</u>. The following Special Committees are hereby authorized by order of the Board: Search Committee. Additional Special Committees may be appointed from time to time by order of the Board <u>for such purpose(s)</u> and <u>duration as the Board deems appropriate</u>. Except where indicated otherwise, each Special Committee shall consist of no more than three regents (not counting the President who is an ex-officio voting member), who shall be appointed by the President of the Board, and shall report directly to the Board. The President of the Board shall serve as an ex-officio voting member of all Special Committees.
- Section 4.1 <u>Search Committee</u>. All nationwide search activities conducted by the Board shall be assigned a Search Committee.
- Section 4.1.1 <u>Organization</u>. The President of the Board shall appoint a Search Committee, the chairperson of the Search Committee, and any local or campus advisory committee that may supplement the Search Committee. The Executive Director shall serve as staff to the Search Committee.

Section 4.1.2

Action. The chairperson of the Search Committee or the President of the Board shall approve the position announcement prior to publication. The Search Committee shall determine appropriate materials to be submitted by the candidates for position vacancies. The screening process shall be conducted by the Search Committee. The Search Committee may share the application materials with any local or campus advisory committee appointed by the President of the Board as the Search Committee deems appropriate. The Search Committee will contact references and conduct meetings to select semifinalists. From this group, approximately three to five finalists will be selected by the Search Committee. The Search Committee may provide input and a recommendation to the Board regarding the applicants. The Board shall ultimately make any hiring decision.

## Article V. Meetings of the Board

- Section 5.0 <u>Regular Meetings</u>. An annual schedule of meetings shall be prepared in advance by the Board.
- Section 5.1 <u>Special Meetings</u>. Special meetings of the Board will be held on the call of the President or by joint request of a majority of the regents, with due and reasonable notice always being given.
- Section 5.2 <u>Public Meetings</u>. Regular and special meetings of the Board shall be appropriately noticed and open to the media and the public in accordance with SDCL <u>Chapter</u>§ 1-25, except by vote of the Board for discussion of those matters which are permitted under South Dakota statutes to be discussed in <u>an</u> executive <u>or closed sessionmeeting</u>.
- Section 5.3 Quorum. A majority of the regents shall constitute a quorum for the transaction of business, except as otherwise provided in these By-Laws.
- Section 5.4 <u>Parliamentary Procedure</u>. On questions of parliamentary procedure, Robert's Rules of Order, Revised, shall prevail.
- Section 5.5 Official Action. The affirmative vote of a majority of the regents shall be required to take official action. Official action by the Board shall be in the form of (1) By-Laws or Board Policy Actions, (2) Special Resolutions, and (3) Ordinary Business. All By-Laws or Board policy actions, special resolutions, and ordinary business have equal validity. In case of conflict, the one passed last shall prevail.
- Section 5.5.1 <u>Final Action on Board Policy</u>. Any proposed Board policy adoptions and revisions (including By-Laws) may not be finally passed until they have official action at two separate Board meetings. However, the Board may waive this requirement by unanimous consent of the regents voting on the proposed Board policy adoption or revision.

By-Laws Page 8 of 8

- Section 5.6 Agenda. The Board office must receive all requests for items to be placed on a Standing Committee or the Board agenda no later than fourteen\_seven\_working days prior to the meeting. Any request must be in writing and accompanied by the necessary background information. Failure to comply with the requirements of this section may cause the Standing Committee or the Board to defer the proposed agenda item until the Standing Committee or the Board has sufficient time to review the item. Approval by two-thirds of the members shall be required to add an item to the agenda of the Standing Committee or the Board if the Board office did not receive the item at least seven working days prior to the meeting. The By-Laws shall govern the placement of items on the agendas of appropriate Standing Committees by jurisdiction or the Board. The regular order of business at all Board meetings shall be:
  - (a) Approval of agenda
  - (b) Approval of minutes of preceding meetings
  - (c) Standing Committees' consideration of agenda items as a whole Board, or reports thereof
    - (1) Committee on Planning, Governance, and Resource Development
    - (1) Committee on Academic and Student Affairs
    - (2) Committee on Budget and Finance
    - (3) Audit Committee (as necessary)

Approval by two-thirds of the regents shall be required to add an item to the agenda of the Board.

## **Article VI. Employees**

Section 6.0 <u>Executive Director</u>. The Board shall employ an Executive Director, who shall perform such duties as are delegated by the Board. The salary of the Executive Director shall be set by the Board. The Executive Director shall be responsible for the employment and termination of additional staff in accordance with the personnel policies of the Board.

#### **Article VII. Communications**

Section 7.0 Communications to the Board. All communications to the Board from non-regents, except in the case of the Presidents or Superintendents of the institutions or from legal counsel or the Chief Fiscal Officer where required as a matter of professional responsibility, shall be submitted in writing to the Executive Director of the Board at least fifteen days prior to the Board meeting at which Board consideration is requested.

Section 7.0 Communications by the Board. The President of the Board is the only regent authorized to make official pronouncements for the Board, and then as instructed

By-Laws Page 9 of 8 by the Board. The Executive Director of the Board is authorized to speak for the Board and the state system of higher education with respect to any policy matters that have received the approval of the Board, and on administrative matters which have been entrusted to the Executive Director by law or by the Board. The President or Superintendent of each institution, as chief executive officer of his/her respective institution, is responsible for all releases and information issued from his/her institution.

#### Article VIII. Indemnification

- Section 8.0 <u>Indemnification</u>. If any claim or action is instituted against the Board or any of its regents, officers, or employees arising out of an act or omission occurring in the exercise of official duties or responsibilities as a regent or an officer of the Board, or within the scope of the employment, the Board may request authorization from the Attorney General for any one or more of the following:
  - (a) Indemnification of such regent, officer, or employee for the court costs incurred in the defense of such claim or action;
  - (b) Payment to, or indemnification of, such regent, officer, or employee for the reasonable attorney fees incurred by virtue of such claim or action;
  - (c) Payment to, or indemnification of, such regent, officer, or employee for a judgment based upon such claim or action; or
  - (d) Payment to, or indemnification of, such regent, officer, or employee for a compromise or settlement of such claim or action.
- Section 8.1 <u>Limitations</u>. Indemnification is subject to the limitations and exceptions in SDCL Chapter 3-19.

## Article IX. Amendments

Section 9.0 <u>Amendments</u>. These By-Laws may be amended or repealed, consistent with Section 5.5.1, at any regular or special meeting of the Board, by a majority vote of the regents, provided that proper notice of any proposed amendments shall be deemed to have been given to each regent and to the Executive Director if included in the normal agenda distribution given before the meeting at which they are to be proposed.

SOURCE: BOR October 2015; BOR October 2016; BOR October 2017; BOR December 2017; BOR June 2019

By-Laws Page 10 of 8

#### SOUTH DAKOTA BOARD OF REGENTS

## **Academic and Student Affairs**

**AGENDA ITEM: 7 – A DATE: June 26-27 2019** 

\*

#### **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 and December 2017 meetings.

## IMPACT AND RECOMMENDATION

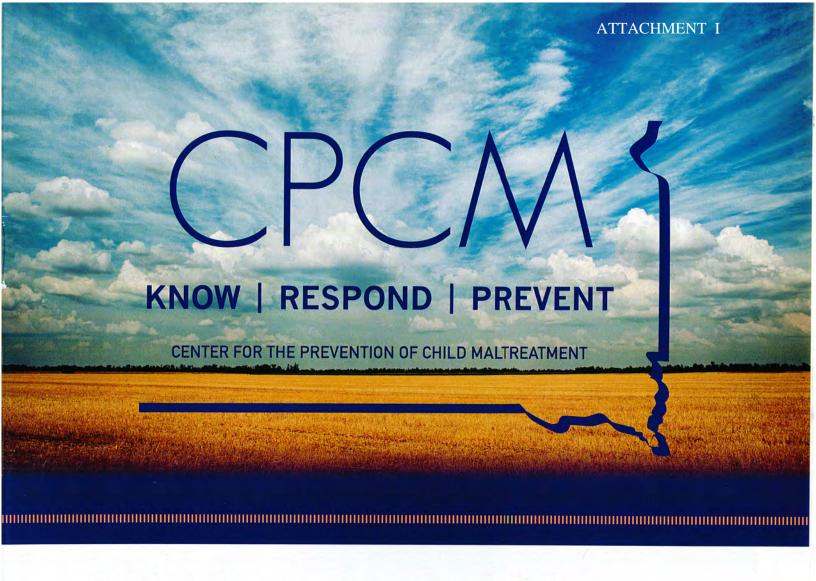
None

## **ATTACHMENTS**

Attachment I – Center for the Prevention of Child Maltreatment 2018 Annual Report

\*

## INFORMATIONAL ITEM



# 2018 ANNUAL REPORT

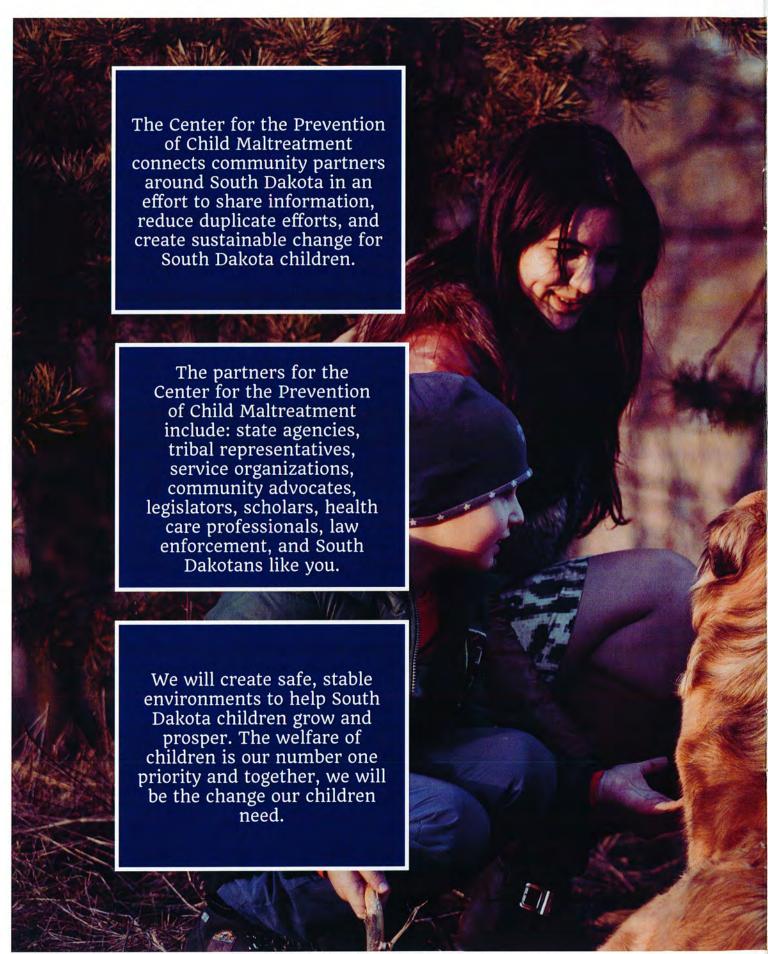
Center for the Prevention of Child Maltreatment

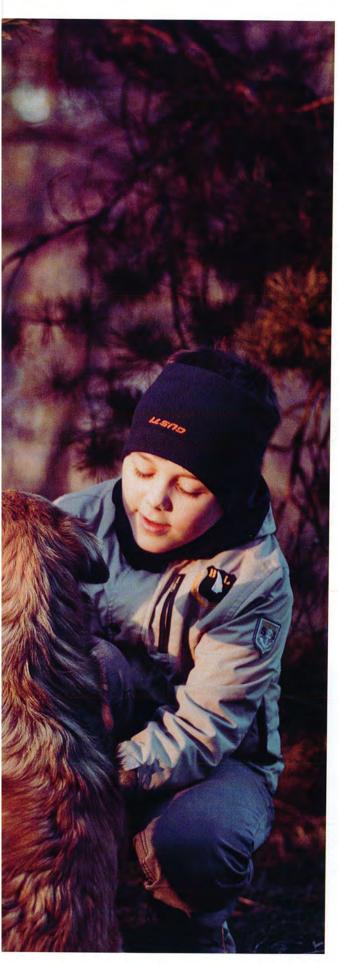
KNOW

Implement evidence-based best practices RESPOND

Support early intervention and healing **PREVENT** 

Create trauma informed communities





# TABLE OF CONTENTS

Director's Welcome	PAGE 4
Advisory Board	PAGE 5
2018 In Review Status of the 10-Year Plan	PAGE 6
<ul> <li>Goal A: Statistics &amp; Benchmarking</li> <li>Goal B: Public, Private &amp; Tribal Health</li> <li>Goal C: Mandatory Reporters</li> </ul>	
Goal D: Criminal Justice & Child Protect     Goal E: Public Awareness	ction Response
Goal F: Infrastructure	

In the Community ......PAGE 18

# WELCOME



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.

After two years of operation, the Center for the Prevention of Child Maltreatment (CPCM) stakeholders continue to created sustainable measures to help build infrastructure for state-wide projects operating under the CPCM 10-year plan. We are proud of the strides taken to ensure sustainability, keep up with our evolving environment, and to build partnerships across South Dakota.

The Annual Report serves as a reminder of the hard work exhibited throughout the state and offers opportunities for readers to learn about work performed through the CPCM movement. CPCM partner accomplishments include: the successful implementation of the ACEs and Resiliency program; the collaborative effort to host an educational conference; the award of a federal grant to support the development of a sexual assault nurse examiner program, the development of pediatric sexual assault kits and training for the administration for the kits; and a new CPCM website. The CPCM Advisory Board welcomed six new members and met quarterly. Several workgroups formed to support objectives and staff continued to gain knowledge in the appropriate response to child maltreatment issues in our state. The following pages outline in detail how South Dakota is coming together to create community change and to positively influence the culture surrounding the welfare of children.

CPCM efforts demonstrate the commitment of South Dakota stakeholders to work together. We are reevaluating program processes and are committed to breaking down the barrier of rurality. Together, we will continue to know, respond and prevent child maltreatment in South Dakota.

Respectfully,
Carrie G. Sanderson, Director
Center for the Prevention of Child Maltreatment

# CPCM TEAM

Carrie G. Sanderson, CPCM Director

Cassie Nagel, CPCM Office Manager

**Sharon Chontos**, Project Manager, Sage Project Consultants

Rachel Oelmann, Project Manager, Sage Project Consultants





Deb Soholt Senator - Chair South Dakota State Legislature

# Advisory Board

Alan Solano, Senator - Vice-chair South Dakota State Legislature

Nick Bratvold, Chapter Coordinator Child Advocacy Centers of South Dakota

Carole Cochran, Director South Dakota KIDS COUNT

Cameron Corey, Special Agent Division of Criminal Investigation

Daniele Dosch, Victim Specialist Federal Bureau of Investigation

Dr. Nancy Free, Medical Director Child's Voice at Sanford Health

Tifanie Petro, Advocacy and Prevention Program Director Children's Home Society

Krista Heeren-Graber, Executive Director South Dakota Network Against Family Violence & Sexual Assault

Barry Hillestad, Sheriff Day County

Colleen Winter, Director Division of Family & Community Health South Dakota Department of Health

Dr. Jay Perry, Assistant Vice President South Dakota Board of Regents

Wendy Kloeppner, State's Attorney Lake County

Teresa Nieto, Tribal Victim's Advocate Michelle Seten, County Victim's Advocate Kathy LaPlante, Instructor Department of Social Work University of South Dakota

Ann Larsen, Director Division of Educational Services and Support South Dakota Department of Education

Dr. Haifa Samra, Chair Department of Nursing University of South Dakota

Angela Lisburg, Coordinator Central South Dakota Child Assessment Center

Tatewin Means Oglala Sioux Tribe Representative

Sara Kelly, Director Court Improvement Program South Dakota Unified Judicial System

Brent Gromer, ICAC Commander Internet Crimes Against Children Task Force South Dakota Department of Criminal Investigation

Dr. Jill Thorngren, Dean College of Education and Human Sciences South Dakota State University

Virgena Wieseler, Director Division of Child Protection Services South Dakota Department of Social Services

Jolene Loetscher, Community Advocate

Shana Cerny, Community Advocate

Ashley Termansen, Community Advocate

Mary Beth Holzwarth, Community Advocate



The general purpose of CPCM is to support the provisions of health, safety and development services to children, and the promotion of parental and community responsibility for children throughout South Dakota. The advisory board is designed to establish the goals and purposes of, develop administrative policies for, to develop the work plan for, and to promote the augmentation of funding for CPCM.

> 1896 PAGE 5

# 2018 IN REVIEW



# GOAL A: STATISTICS & BENCHMARKING

## **VISION**

Create a singlepoint data agency
with management
of an integrated
database system to
effectively monitor
and ultimately
predict indicators
associated with child
sexual abuse in South
Dakota.

# **Court Improvement Program Partnership**

The SD Unified Judicial System, Court Improvement Program (CIP) sponsored a data grant to support initiatives under Goal A. Through grant funds, CPCM partners were able to perform a comprehensive assessment to determine the feasibility of an integrated database system that will link systems of care in South Dakota. This assessment will directly inform requirements for a potential integrated database system to be developed (adopted or adapted) in South Dakota.



Major deliverables from the assessment conducted between November 2017 and June 2018 included a gap analysis, national environmental scan of best practices, and proposed implementation strategy.

Carole Cochran, Director of South Dakota KIDS COUNT, was an integral player in completing the feasibility study. Cochran's leadership and knowledge of data in South Dakota provides essential expertise for data surrounding all projects in the 10-year plan.

# Eunice Kennedy Shriver National Institute of Child Health and Human Development Grant

Kari Oyen, Ph.D., NCSP, was awarded a grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development to participate in a summer training program which emphasized innovative techniques in researching child abuse and neglect, held at John Jay College in New York, NY.

Through this training, Oyen gained skills to increase informed public awareness about child maltreatment in South Dakota and to help build interdisciplinary partnerships in order to assist victims of child maltreatment thrive in school and in life.

Oyen assists CPCM with research regarding child abuse and neglect in South Dakota.



Kari A. Oyen, Ph.D., NCSP Assistant Professor of School Psychology, University of South Dakota

#### KEY ACCOMPLISHMENTS

- With the support of the Unified Judicial System, Court Improvement Program, CPCM completed
  a feasibility study and scan of current data collection methods within South Dakota. The
  feasibility study also addressed national best practices and innovative techniques to create
  unified data collection systems for response agencies.
- CPCM partners participated in educational opportunities to heighten knowledge of data collection amongst professionals in South Dakota.

# Reflections on the Study of Child Maltreatment

By: Kari A. Oyen, Ph.D., NCSP, Assistant Professor of School Psychology at the University of South Dakota

I was awarded the incredible opportunity to attend the National Institute of Health 2018 Summer Training Institute for Research on Child Abuse and Neglect. I was among fifteen early career scholars across the nation chosen with the intent to build a pipeline of researchers in the study of child maltreatment. Throughout the training, we were exposed to the top 21 researchers in the study of matters of child welfare, child maltreatment, as well as effective interventions to address this significant public health problem. I was surrounded by epidemiologists, pediatricians, social workers, occupational therapists, clinical psychologists, as well as a fellow school psychologist. This training taught me about methodology for analysis of the study of child maltreatment as well as gave me tools to help address this need for research to be conducted in rural settings.

When addressing issues of child maltreatment, my passion and drive is to determine both risk factors as well as protective factors that may lead to child maltreatment. By identifying and understanding what factors may increase the risk for a child to be maltreated as well as things that help mitigate risk and, in fact, help protect children from the impact of said risk factors, I hope to find pathways that individuals working with children can use to intervene early and try to effectively prevent child maltreatment in South Dakota before it starts. This work begins by uncovering layers of data to make sense of the landscape of risk in our rural setting.

"My goal as both a practitioner and professor is to ensure my work translates into real action that can make a difference for South Dakota children." - Dr. Kari A. Oyen -

Following the training, I am tasked with creating a research proposal to indicate how I will use what I have learned to address an issue in the arena of child maltreatment. I intend to partner with the Center for the Prevention of Child Maltreatment to find ways to use research to give light to child maltreatment in rural settings. Rural settings bring a host of both risk and protective factors that are almost non-existent in the literature (geographic isolation, lack of social service professionals, as well as close community ties).

By engaging in intentional and meaningful partnerships, my hope is that my research can inform best practices for practitioners that are working hard every day to protect our children. I look forward to the process of refining my research questions and crafting a proposal in hopes that this work can aid to end child maltreatment in South Dakota. I want to thank the Center for the Prevention of Child Maltreatment as well as the University of South Dakota for all of the support they have given to me to pursue this endeavor.



1898 PAGE 7

# 2018 IN REVIEW



# GOAL B: PUBLIC, PRIVATE & TRIBAL HEALTH

## **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.

#### South Dakota ACEs Master Trainers

The SD Department of Social Services, Children's Home Society of South Dakota, and CPCM collaborated to bring ACEs (Adverse Childhood Experiences) training to South Dakota professionals in an effort to develop ACEs Master Trainers. The first cohort of ACEs and Resiliency Fellows met January 24-25, 2018, in Rapid City, SD.

Twenty-six individuals from multiple sectors across the state were selected to participate in a training and learning community around building self-healing communities. Participants spent two days with Dr. Robert Anda, Laura Porter, and Kathy Adams learning about the impacts of trauma, the ACEs study, and how to support positive change within a community.

Over 4,000 South Dakotans received ACEs and Resiliency Training in 2018

A second cohort of 40 presenters completed training in October 2018.



# Measuring ACEs in South Dakota

The Behavioral Risk Factor Surveillance System (BRFSS) is the nation's premier system of health-related telephone surveys which collect state data about U.S. residents regarding their health-related risk behaviors, chronic health conditions, and use of preventive services. BRFSS data is collected nationwide by the Centers for Disease Control and Prevention (CDC).

Beginning in 2017, ACEs questions were asked of those in South Dakota contacted to complete a BRFSS questionnaire. In 2018, the same ACEs questions were asked of BRFSS respondents, providing a better snapshot of ACEs in South Dakota.

According to the CDC, adverse childhood experiences, both positive and negative, have a tremendous impact on future violence victimization and perpetration, and lifelong health and opportunity. As such, early experiences are an important public health issue.



of adults surveyed faced **at least one** adverse childhood experience before turning 18.



of adults surveyed faced five or more adverse childhood experience before turning 18.

1899

#### KEY ACCOMPLISHMENTS

- CPCM partners implemented the ACEs and Resiliency Fellowship and training program throughout South Dakota, training over 4,000 South Dakotans.
- CPCM partners finalized the development of pediatric sexual assault kits and held the first training on administration of the kits. Over 100 professionals received the training.
- The SD Department of Health and CPCM partners were awarded a federal grant to create a sexual assault nurse examiners program in South Dakota.

# Training to Use Pediatric Sexual Assault Kits

The SD Department of Health (SD DOH), medical professionals with Child's Voice at Sanford Health, and CPCM collaborated to design South Dakota's first pediatric sexual assault kits. SD DOH will distribute kits to all counties in South Dakota by early 2019. The SD DOH will continue to support the development of training materials to go along with the kits.

The kits were presented to attendees at the 18<sup>th</sup> Annual Community Response to Child Abuse Conference in October. CPCM partners, Angela Lisburg, FNP-C, MS, RN from the Central SD Child Assessment Center and Nancy Free, DO, Child's Voice, introduced the new kits to over 100 conference attendees.

Additional trainings will be provided throughout 2019 to educate individuals across the state regarding the kits. CPCM partners will collect data regarding usage and outcomes of all sexual assault examination kits administered in South Dakota.



Angela Lisburg, Central SD Child Assessment Center, was interviewed on KSFY news on October 5, 2018 regarding training for the kits.



# Increasing Access to Sexual Assault Nurse Examiners

The SD DOH received a Rural Sexual Assault, Domestic Violence, Dating Violence, and Stalking grant from the United States Department of Justice - Office on Violence Against Women (OVW). SD DOH, CPCM, Child's Voice at Sanford Health, and the SD Network Against Family Violence and Sexual Assault will partner to administer the grant. Currently, there are only 7 Sexual Assault Nurse Examiners (SANE) professionals in our state, leaving many sexual assault victims in the state's central and less populated areas with fewer resources. The grant is designed to increase the number of professionals in South Dakota who are trained as SANEs.

Key components of the 3-year grant include:

- Facilitation of annual clinical training and quarterly workshops for SANE nurses and law enforcement, specifically for those in rural SD counties.
- Facilitation and design of training content
- Creation of the Nursing Scholars Program
- · Creation and maintenance of an online learning collaborative for professionals.

1900

# 2018 IN REVIEW



# GOAL C: MANDATORY REPORTERS

## **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.

# **Mandatory Reporter Training Updates**

A comprehensive training for mandatory reporters is available on the SD Department of Social Services (SD DSS) website. Law enforcement agencies, school district personnel, and members of child response services have utilized the training. SD DSS continues to update and create training materials for citizens and professionals alike.



SD DSS presented *Mandatory Reporter Training 201* in October, 2018. *Mandatory Reporter Training 201* builds upon the basics taught in the SD DSS training video. A recording of *Mandatory Reporter Training 201* can be viewed on the CPCM website and is available upon request.

Although this training is designed for mandatory reporters, all members of the public can view the training. Anyone concerned about a child's safety and welfare is encouraged to report abuse and/or neglect.



#### KEY ACCOMPLISHMENTS

- The SD Department of Social Services continued to offer online mandatory reporter training and also sponsored *Mandatory Reporter Training 201*.
- The SD Board of Regents and CPCM partners created a curriculum workgroup to bring mandatory reporter training to all regental universities.
- The SD Department of Education and CPCM partners collaborated on a PK-12 / YSO workgroup
  to facilitate mandatory reporter training to school teachers and provide guidance on mandatory
  reporter policies for schools.

## **Curriculum Workgroup**

CPCM, with support from the SD Board of Regents, organized a workgroup to address the topics of mandatory reporting of child abuse and recognition of adverse childhood experiences within curriculum for all disciplines taught at regental schools. The workgroup has representatives from the University of South Dakota, South Dakota State University, Dakota State University, Northern State University, Black Hills State University, the SD Department of Education, and tribal representation. The workgroup meets throughout the year with the goal of implementing mandatory reporter training in regental schools in 2019.

# PK-12 / YSO Workgroup

The CPCM Advisory Board launched a task force designed to surround PK-12 schools and youth serving organizations (YSOs) with prevention and response efforts. To create trauma informed communities, professionals working with children and community members must have access to evidence-based practices and relevant data in order to operate with a common language and to build a trauma informed response system. We must surround each community's infrastructure, particularly schools (tribal, public, and private) and YSOs, with the tools and education necessary to know of, respond to, and prevent child maltreatment.



# 2018 IN REVIEW



# GOAL D: 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 Clinic One-Year Anniversary**

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 13 surrounding counties. The REACH team celebrated their one-year anniversary of serving families in Northeast South Dakota on August 21, 2018. Since opening in August of 2017, the REACH team has seen 147 patients.

The REACH team consists of private, public partnership between Child's Voice at Sanford Health, SD Division of Criminal Investigation, Watertown Police Department, SD Department of Social Services – Child Protection Services, Human Service Agency, Beacon Center and the Codington County State's Attorney's Office.



SD Attorney General Marty Jackley praised the work of the REACH Team, stating:

"The REACH team is providing a much needed voice to children who are victims of violent crime in Northeast South Dakota. The expertise this team brings allows us to assist and better protect our children, families and communities."

REACH Collaborative Partners Include:









# **Best Practices in Abuse and Neglect Cases**

The SD State Bar Continuing Legal Education (CLE) Committee hosted conferences in Sioux Falls and Rapid City, SD to discuss best legal practices in civil abuse and neglect cases. The Unified Judicial System, Court Improvement Committee (CIP) and CPCM worked with the Bar CLE committee to organize appropriate topics. The CLEs included the following presentations: Best Practices for Representing Parents and Guardians; Best Practices for Representing Children; The Role of CPS in Child Abuse and Neglect Cases; Pediatric Forensic Interviewer: Working with Traumatized Children in the Court Room; and a panel discussion on Best Practices. The collaboration demonstrates the importance of partnerships across the state.

#### **KEY ACCOMPLISHMENTS**

- · The REACH Team served over 147 patients in the first year of operation.
- CPCM partners helped collaborate to bring continuing legal education regarding civil abuse and neglect cases to South Dakota Bar members. CPCM partners also participated in updating the Green Book for responding to and handling abuse and neglect cases within the court system.

# CPCM Advisory Board Member Proposes Cultural Preservation Plans for Indian Child Welfare Act (ICWA) Cases



CPCM Advisory Board Member and University of South Dakota professor Kathy LaPlante, MSW, published an article titled "The Indian Child Welfare Act and Fostering Youth Cultural Identity" in the American Psychological Association Journal. The article proposed a method of impacting youth through implementation of an American Indian Unit Model to provide child protection services to American Indian children. LaPlante writes:

For those children identified as American Indian, compliance to the Indian Child Welfare Act is critical for legal reasons but significant for the cultural preservation of American Indian identity for youth. [...] The underlying intent of the Indian Child Welfare Act is preservation of cultural identity for American Indian children. The best way to achieve this is for the child to remain with their respective tribe, family or extended family to ensure a healthy sense of cultural identity is experienced and nurtured. However, reunification with the child's family does not always happen, for

many reasons, and that means that some children will have to remain in state foster care until emancipation. For these youth, cultural preservation plans need to be created. The plans could help ensure a strong cultural identity so the child can emerge into adulthood with a healthy sense of self that will provide a protective factor for the youth. The cultural plans would balance both cultural knowledge and mainstream life skills necessary for an American Indian youth and their successful transition to adulthood.

LaPlante teaches primarily in the areas of child welfare, Indian child welfare, and trauma informed social work practice with children and families. In recent years, she served as lead faculty to a National Child Welfare Workforce training grant to help prepare undergraduate social work students for child welfare work.



# Civil Legal Services Available

A new grant will allow the South Dakota Network Against Family Violence and Sexual Assault to provide a civil legal attorney and a paralegal to specifically work on civil cases resulting from child sexual abuse cases when the child or children are under the age of 12.



Together, we are The Network.

The South Dakota Network Against Family Violence and Sexual Assault

# **Green Book Updates**

In 2018, CIP worked to update the Green Book for South Dakota. The Green Book is the instruction manual used by professionals to navigate abuse and neglect cases within the court system. The collaborative update will help expedite child abuse and neglect cases in the court system and provide consistent representation throughout the state.

# 2018 IN REVIEW



# GOAL E: PUBLIC AWARENESS

## VISION

Develop self-healing communities through campaign materials to build a movement that ends child sexual abuse in South Dakota.

CPCM is partnering with communities around South Dakota to support ACE Trainers. The Sioux Empire United Way has funded a Community Impact Grant for CPCM to offer stipends to ACE Trainers in the Sioux Falls Area.

# **Enough Abuse Campaign**

Over a three year period, CPCM stakeholders identified strengths and weaknesses in South Dakota's response to child sexual assault and maltreatment. The stakeholders, including the SD Department of Health, SD Department of Education, SD Department of Social Services, SD Unified Judicial System, The Network, Child's Voice at Sanford Health, and others, formulated a 10-year strategic plan to address those findings. One strategy in the 10-year plan involves the investment in a prevention program targeting child sexual abuse. After researching national and international programs, the Enough Abuse campaign was chosen based on the program evaluation results, comprehensive modules targeting adults, teenagers, and children, and programmatic support from the national office.

The Enough Abuse campaign will pair with the ACEs and Resiliency program rolled out in South Dakota in the spring of 2018. The two statewide awareness campaigns will give victims a voice to immediately connect with appropriate services. Similar to the ACEs and Resiliency program, professionals and community members will be trained to deliver Enough Abuse presentations in several venues including but not limited to schools, youth serving organizations, parent organizations, churches, child care providers, and other audiences that serve children and youth. The training will include information on the impacts of child maltreatment and provide participants with the skills and resources needed to quickly identify victims and connect them with services that will help victims avoid further trauma and vulnerabilities.

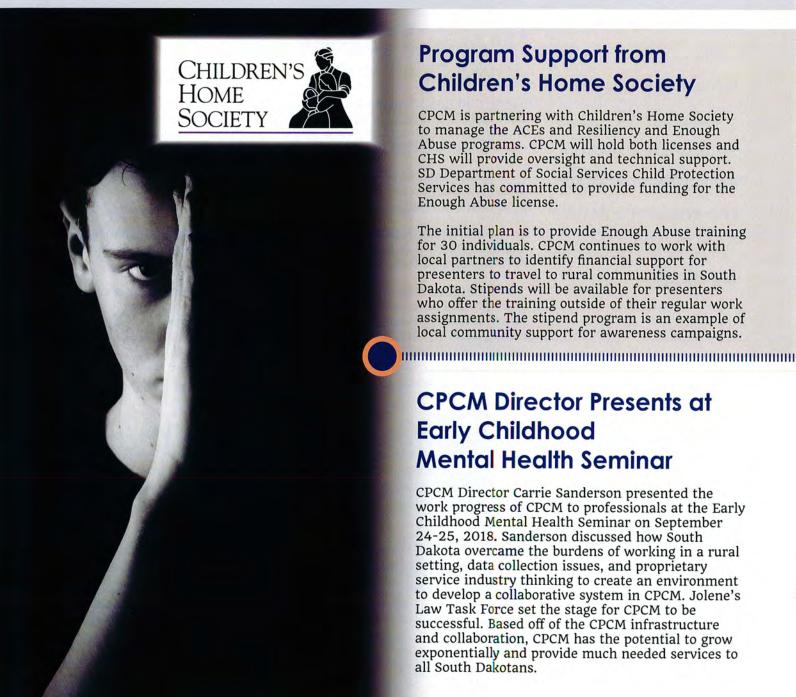


enough secrets. enough shame. enough hurt. enough confusion. enough denial. enough child sexual abuse

THE Enough Abuse Campaign

#### KEY ACCOMPLISHMENTS

- With the help of the SD Department of Social Services and the SD Department of Health, CPCM partners established funding for the Enough Abuse Campaign and initiated a roll-out of the campaign, to occur in the Spring of 2019. Enough Abuse Campaign complements the ACEs and Resiliency trainings occurring throughout South Dakota.
- CPCM staff presented at several conferences and hosted vendor booths educating community members and professionals on the work of CPCM stakeholders in South Dakota.



# **Program Support from** Children's Home Society

CPCM is partnering with Children's Home Society to manage the ACEs and Resiliency and Enough Abuse programs. CPCM will hold both licenses and CHS will provide oversight and technical support. SD Department of Social Services Child Protection Services has committed to provide funding for the Enough Abuse license.

The initial plan is to provide Enough Abuse training for 30 individuals. CPCM continues to work with local partners to identify financial support for presenters to travel to rural communities in South Dakota. Stipends will be available for presenters who offer the training outside of their regular work assignments. The stipend program is an example of local community support for awareness campaigns.

# **CPCM Director Presents at Early Childhood** Mental Health Seminar

CPCM Director Carrie Sanderson presented the work progress of CPCM to professionals at the Early Childhood Mental Health Seminar on September 24-25, 2018. Sanderson discussed how South Dakota overcame the burdens of working in a rural setting, data collection issues, and proprietary service industry thinking to create an environment to develop a collaborative system in CPCM. Jolene's Law Task Force set the stage for CPCM to be successful. Based off of the CPCM infrastructure and collaboration, CPCM has the potential to grow exponentially and provide much needed services to all South Dakotans.

1906 PAGE 15

# 2018 IN REVIEW



# GOAL F: INFRASTRUCTURE

## **VISION**

Create and sustain a network of statewide support and effort to move the goals of Jolene's Law Task Force forward.

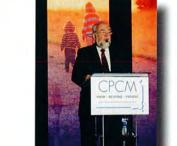
# 18<sup>th</sup> Annual Community Response to Child Abuse Conference - A Collaborative Effort

Nearly 600 South Dakota advocates, community members and health care, law enforcement and social work professionals gathered at the Sioux Falls Convention Center on October 4 and 5, 2018 for the two-day 18<sup>th</sup> Annual Community Response to Child Abuse Conference.

For the first time in 18 years, the conference was organized and hosted through a partnership between the Unified Judicial System (UJS) Court Improvement Program, Child's Voice at Sanford Health, and CPCM. The two-day, five-track convention included topics previously covered by the UJS's Children's Justice Conference. The 2018 theme, "Building Trauma Informed Communities," centered on fostering safe and stable environments to facilitate resilience for children and families.

The conference featured nearly two-dozen state and nationally known speakers and provided evidence-based training and networking opportunities for South Dakota professionals and advocates. The conference included five (5) breakout session options: Medical, Social Work, Criminal Justice/CPS, Education, as well as Prevention and Advocacy.

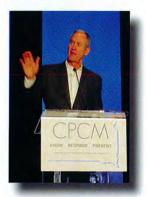




SD Supreme Court Chief Justice, David Gilbertson



Keynote Speaker Jim Tanner, Ph.D



SD Governor Dennis Daugaard



Keynote Speaker Olga Trujilo, JD

"You come from varied professions, but you all have a common denominator today and that is a concern for kids. You are the key players of the system, because most of you are boots on the ground."

- SD Supreme Court Chief Justice David Gilbertson -

#### **KEY ACCOMPLISHMENTS**

- · CPCM Advisory Board elected new members to fill community and victims' advocate roles.
- CPCM partners co-hosted the 18<sup>th</sup> Annual Community Response to Child Abuse Conference, which brought in over 600 attendees and included 26 professional speakers.
- CPCM updated marketing materials, including the CPCM logo and the CPCM website. The
  website now has the ability to support web-based learning videos.
- · Special Agent Cameron Corey was honored with the inaugural CPCM Outstanding Service Award.

# **CPCM Outstanding Service Award**

Division of Criminal Investigation Special Agent Cameron Corey received the 2018 Outstanding Service Award. CPCM Advisory Board Chair, Senator Deb Soholt, presented the award to Special Agent Corey in recognition of his relentless dedication and service to South Dakota in the effort to eradicate child maltreatment.

Corey is a Special Agent with the South Dakota Office of Attorney General in the Division of Criminal Investigation. Corey also serves as an adjunct professor at South Dakota State University, Lake Area Technical Institute, and the South Dakota Law Enforcement Training Academy. He continues to serve as an Advisory Board member to CPCM and is a member of the REACH team, serving children and families throughout Northeast South Dakota.



Senator Soholt presents Special Agent Corey with the Outstanding Service Award

### **CPCM Marketing Updates**

To provide better resources, support, and information to the public and collaborating partners, CPCM created a more robust website. The website features expanded content, additional resource links, and training videos. Many presentations from the Community Response to Child Abuse Conference are available to view on the CPCM website upon request.

A new CPCM logo was presented in 2018 to allow for consistent branding and marketing. The logo is royal blue, representing the official child abuse prevention color. The logo will be featured in media spots during 2019.





# Advisory Board Elects New Members

The CPCM Advisory Board held the first election of new board members. Three community advocates were selected from 17 applications. A tribal victims' advocate and a community victims' advocate were also selected. Advocate positions are selected for three year terms, with elections held during the annual Advisory Board meeting each spring. Additional new members replaced outgoing board members representing permanent agency positions on the CPCM Advisory Board.

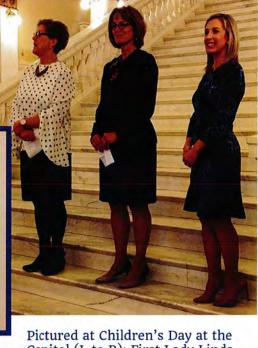
1908

# CPCM IN THE COMMUNITY

## Children's Day at the Capitol

More than 300 legislators, advocates, and citizens joined First Lady Linda Daugaard at the Capitol Rotunda on Wednesday, January 31, 2018, to celebrate Children's Day. The event highlighted the need for communities to be proative in preventing child abuse and promoting a safe home for children. CPCM and partners sponsored the event with the intent of educating legislators, lobbyists and the public on issues concerning child welfare in South Dakota.



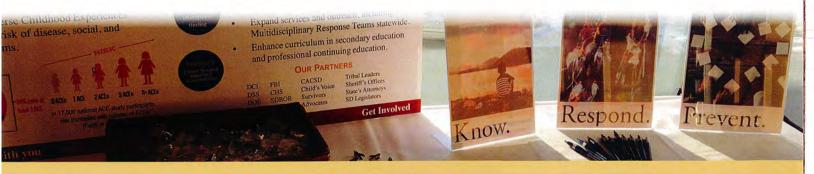


Pictured at Children's Day at the Capitol (L to R): First Lady Linda Daugaard, Senator Deb Soholt, CPCM Advisory Board Chair, and Jolene Loetscher, CPCM Advisory Board Member

### **CPCM Partners at Events and Conferences**

· 4th Annual Good Health and Community Wellness Symposium, GPTCHB, Rapid City, SD

- · Children's Bureau State Team Planning Meeting, Washington, DC.
- · Wear Blue Day April 11, 2018, state-wide in South Dakota
- 2018 National Association of Social Workers Conference, Sioux Falls, SD
- · 2018 South Dakota Special Education Conference, Sioux Falls, SD
- SD Partners in Health SD Department of Tribal Relations, Health and Social Services, Pierre, SD
- 3rd Annual Violence Intervention and Prevention Summit, Orlando, FL



















# STAKEHOLDERS AT WORK

CPCM offers sincere thanks to all stakeholders who support the efforts across the state. Many agencies, service organizations, and institutions provide financial and staffing support to projects taking shape in South Dakota. The support of stakeholders allows CPCM to succeed and move forward in the 10-year plan.

















KNOW

Implement evidence-based best practices RESPOND

Support early intervention and healing

**PREVENT** 

Create trauma informed communities

# CPCM

KNOW | RESPOND | PREVENT

CENTER FOR THE PREVENTION OF CHILD MALTREATMENT

USD Health Science Center, Room 364 1400 West 22<sup>nd</sup> St. Sioux Falls, SD 57105

Phone: (605) 357-1392 • CPCM@USD.EDU • www.sdcpcm.com







#### SOUTH DAKOTA BOARD OF REGENTS

#### **Academic and Student Affairs**

**AGENDA ITEM:** 7 – **B DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**Intent to Plan: SDSMT MS in Green Chemistry** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

#### **BACKGROUND / DISCUSSION**

South Dakota School of Mines & Technology (SDSMT) requests permission to plan a Master of Science (MS) in Green Chemistry. This program would focus on development of new chemical processes and products to address pressing needs pertaining to the synthesis of green chemicals and polymers, efficient waste treatment, materials for green electric power generation and storage, environmentally benign processes, and green microbiology. This program would tie into the BS in Chemistry currently offered at SDSMT. Program graduates should be well positioned for green jobs (e.g., jobs related to energy conservation, alternative energy sources, pollution reduction, recycling, etc.), which are in high demand nationally. In addition, South Dakota ranks as a leading state in terms of green power generation and consumption.

#### IMPACT AND RECOMMENDATION

The proposed program is within SDSMT's mission as presented in <u>BOR Policy 1:10:3</u> and <u>SDCL 13-60</u>, including authorization for graduate programs emphasizing science and engineering. There are currently no programs in the public university system in Green Chemistry; however, traditional Chemistry master's programs exist at USD and SDSU. SDSMT estimates graduating up to 10 students per year after full implementation.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

(Continued)

#### **DRAFT MOTION 20190626 7-B:**

I move to authorize SDSMT to develop a program proposal for an MS in Green Chemistry, as presented.

I2P: SDSMT MS in Green Chemistry

June 26-27, 2019 Page 2 of 2

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: SDSMT – MS in Green Chemistry



#### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

#### Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
<b>DEGREE(S) AND TITLE OF PROGRAM:</b>	MS in Green Chemistry
INTENDED DATE OF	Fall 2020
IMPLEMENTATION:	

#### **University Approval**

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

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

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

The proposed program in Green Chemistry (GC) will be an educational and research program in the broad new area of Green Chemistry. Green Chemistry research foci include development of new chemical processes and products to address pressing needs pertaining to the synthesis of green chemicals and polymers, efficient waste treatment, materials for green electric power generation and storage, environmentally benign processes, and green microbiology.

The proposed M.S. program rests on the American Chemical Society-certified BS program at SDSMT. The Department of Chemical and Applied Biological Sciences (CABS) already benefits from the expertise of and collaboration with faculty in civil engineering, chemical and biological engineering, materials engineering and science, and atmospheric sciences.

South Dakota is among the top US states in terms of green power generation and consumption based on green job market index[1]. South Dakota is among the states with the highest percentage of electricity generation from renewable resources, typically over 70%. In 2011, South Dakota became the first U.S. state to have at least 20% of its electricity generation come from wind power [2]. The proposed program will be the first of its kind in South Dakota and in Minnesota, North Dakota, Wyoming, and Montana. South Dakota has broad geographic capabilities to exploit sustainable energy sources while advancing economic development via green jobs, products, and

technologies. Agribusiness is a dominant economic sector of the state and ethanol producers, such as POET, could benefit from and support the proposed program.

The American Chemical Society (ACS) regards Green Chemistry [3] and Sustainable Energy [4] as inseparable aspects of green chemistry and considers green chemistry as a branch of science focused on major and fast growing concerns regarding anthropogenic impacts on sustainability of our planet. The ACS [5] strongly supports the efforts to minimize detrimental anthropogenic environmental impacts via eco-friendly chemical processes and sustainable energy solutions. This field is currently wide open for innovation, new ideas, and revolutionary progress.

The proposed program will retain top-level in-state students and attract regional, national and international students. Students will have a flexibility in choosing a thesis, non-thesis, or accelerated MS Green Chemistry option and have many collaborative research opportunities at SDSMT and within the SDBOR system.

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 US Bureau of Labor Statistics (BLS) [6] defines green jobs as those related to preserving or restoring the environment. Climate change, rising energy costs, hazardous wastes, energy security, and ensuring human health are the most urgent challenges. Categories of "green jobs" include (1) producing energy from renewable sources, (2) improving energy efficiency, (3) preventing and cleaning up pollution and greenhouse gases, and (4) conserving natural resources. Green goods and services are classified by the industry sector [6].

Clean and sustainable energy [7] in the form of wind, solar, and hydroelectric power comprised 18% of all U.S. electricity production in 2017 (up from 15% the prior year). In 2017, the solar industry alone employed nearly 100,000 U.S. workers (up 20% from 2015), and today the wind and solar industries [8] employ more than 300,000 Americans. State and local governments are rapidly tapping into this growing industry to develop their economies. Wherever corn and wheat fields dominate the landscape, local governments are sponsoring programs to build wind and solar farms next door to the traditional ones, convert agricultural waste into high-value organic products, and produce green energy fuels.

The BLS [6] classifies additional green jobs as shown in the table below, where the number and percent distribution of establishments in industries with green goods and services are classified by an industry sector.

Industry sector	Number of establishments	Percent distribution
Construction	820,700	38.1
Professional and business services	779,100	36.2
Other services (Repair and maintenance services, Professional organizations)	183,300	8.5
Natural resources and mining	88,700	4.1
Information	77,000	3.6
Manufacturing	77,700	3.6
Trade, transportation, and utilities	49,300	2.3
Public administration	42,100	2.0
Education and health services	26,400	1.2
All other sectors	10,400	0.5
Total	2,154,700	100.0

The BLS includes in green jobs workers who perform the following example activities:

- Developing processes to conserve energy or natural resources or to reduce pollution (e.g., a chemical engineer developing manufacturing processes to reduce harmful emissions);
- Planning, implementing, and monitoring processes related to renewable energy generation;
- Maintaining or installing equipment or infrastructure associated with renewable energy processes; and,
- Measuring and controlling outputs of energy-generation processes.

The ZipRecruiter Best Job Market Index [9] provides Metropolitan statistical areas (MSAs) to illustrate concentrations of renewable energy employment. Fig. 1 shows this index analysis of green-related employment opportunities combined with quality of life. One can observe a high concentration of green initiatives in bio-fuel and/or wind-energy rich areas. The Index also suggests opportunities to expand such activity across South Dakota.

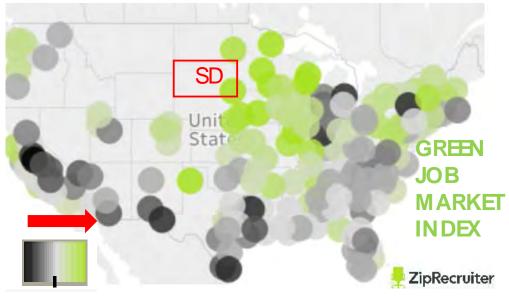


Fig. 1: Distribution of green jobs in the US and SD (2017) based on green job market index [9].

Renewable energy employment increased by nearly 18% between 2015 and 2016 according to the Department of Energy. Currently, 3.2 million Americans are employed in clean energy, 2.5 times

more than those employed in fossil fuel industry [10]. Solar jobs are growing 17 times faster than the U.S. economy. Wind capacity under construction or in advanced development grew 41% from 2016 to 2017 [11] according to the American Wind Energy Association (AWEA). Thirty percent of all in-state energy is produced largely by the thirteen wind energy projects\_underway in and around Sioux Falls [12]. Although South Dakota is a leader in wind energy production, it lags behind in large-scale solar production and green-energy research and development. As mentioned, the fields of green energy and green chemistry are currently wide open for innovation, new ideas, and revolutionary progress.

In this regard, a planning grant project at SDSMT "Center for Solid-State Green Electric Power Generation and Storage (CEPS)", recently awarded by the NSF Industry University Cooperative Research Center (IUCRC) program, would have a synergistic effect in regard to the proposed GC program at SDSMT. Based on the long-term partnerships between four universities (SDSMT, SDSU, USD, and NEU), industry, national laboratories, and state and federal institutions, the IUCRC CEPS will bring new students to GC program, provide their financial support, professional expertise, and green energy jobs placement at the corresponding industrial sites of the CEPS members.

The proposed program will provide expertise in areas needed for SD industry to expand and for researchers to secure a portion of the significant grant funds available in this field. A Green Chemistry MS program has a high potential to benefit state economic development. To the best of our knowledge, no state or regional peers have a similar program.

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

The proposed program will provide students with post-baccalaureate education, leading to an MS

degree in green chemistry. Relative to students with BS degrees in this area, MS degree will: (1) Increase the students' employment; (2) Increase the average salary at entry; and (3) Reduce the time to promotion.

At present, many undergraduate students indicate that they intend to pursue an equivalent MS degree out of state. The proposed green chemistry will be attractive to out-of-state students and international students as this field is growing rapidly and expertise in this area is in high demand.

The proposed program provides professional preparation for jobs in industry, national labs, and universities and/or careers in research and development and management.

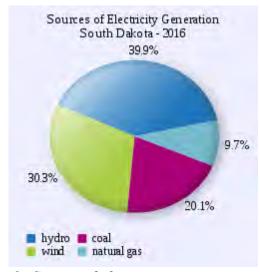


Fig. 2: Source of electricity generation in South Dakota (2016); Hydro and wind are the green energy resources [13].

Industry leaders as SAFT America, Dow Chemical, 3M, Tesla, and POET seek employees with the skills this program will impart. Most automotive companies, such as Ford, GM, Nissan, Toyota, and those developing solar energy systems will benefit from hiring MS GC graduates

from SDSMT. It is important to emphasize, that most of these companies will be involved in the NSF IUCRC CEPS project.

The success of comparable to GC programs in the US and around the world [14, 15] provides strong evidence that this program could be a game-changing opportunity for many prospective SD MS students and for the state economic development.

# 4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?<sup>1</sup>

The BOR Policy 1:10:3 provides the mission of South Dakota School of Mines and Technology as "that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering" and SDCL 13-60-1 states the school "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." The proposed program will support all components of the SD Mines mission by preparing leaders in chemistry, engineering, and science. It will advance knowledge and its application through support of faculty-led and externally supported research. It will serve the region, the state, and the nation by providing well-trained graduates to drive economic development in green science and technology.

The program will support the SDBOR Strategic plan in the following ways:

- Student Success by increasing the number of graduate degrees awarded and by attracting / retaining more non-resident students in South Dakota
- Academic Quality and Performance by creating a new graduate program for the state
- *SD state workforce development* by providing workers to support the existing green technologies and initiate development of new technologies in SD
- Research and Economic Development by increasing grant and contract expenditures and the number of graduates from STEM programs.

The topic of economic development merits requires further extrapolation. The trend of large corporations 'outsourcing' their R&D to research universities can be seen in the enormous sums being invested in or made available to researchers. The following is a small representative sample of the types of funding initiatives for which researchers in the proposed program could be competitive:

- Top Renewable Energy Financiers Reveal Pathway to \$1T (trillion) in U.S. Investment [16]
- Volkswagen invest \$100M in California solid-state battery startup QuantumScape Stanford University spinoff [17]
- Toyota, Nissan, Honda, Panasonic partner to develop solid-state batteries [18]
- Tesla: Working on green energy storage with solid-state batteries since 2011 [19]
- Fisker Emotion: Green thin-film technology in partnership with Tesla to radically improve battery technology [20]
- Ford Motor Company [21]:

<sup>&</sup>lt;sup>1</sup> 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.

- GM and Honda are partnering for all-solid-state battery development [22]
- Greentechmedia [23]
- In 2018 California's utility regulators approved a proposal from the Pacific Gas & Electric to build the two largest battery systems in the world in lieu of paying to keep existing gas plants online for grid reliability [24].
- 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?

The state of South Dakota ranks among the top US states for green power generation and ethanol production that are the components of Green Chemistry, which overarching goals, namely, more resource-efficient and inherently safer design of molecules, materials, products, and processes—can be pursued in a wide range of contexts. Currently, there are no MS programs similar to the proposed GC program at SDSMT. However, a few programs at SDSU, USD, and BHSU in sustainability offer specific topics that will be incorporated into the GC program (Table 1).

As a new, important, and most attractive branch of science, Green Chemistry addresses the growing needs of environmental sustainability and has its own specific topics and requirements: <a href="https://www.thoughtco.com/branches-of-chemistry-603910">https://www.thoughtco.com/branches-of-chemistry-603910</a>.

The cohesiveness of the proposed Green Chemistry program is defined by its major R&D goal focused on the processes and products that eliminate or reduce the use or release of hazardous substances. The MS Chemistry programs at USD or SDSU do not specifically address this goal, but rather consider traditional branches of chemistry with addition of courses that have some relevance to the Green Chemistry.

The focus on the aspects of Green Chemistry in the proposed program defines its cohesiveness and distinguishes it from the programs at USD or SDSU. However, some courses offered at USD or SDSU will be included as electives that will bring broader students' participation and awareness of the Green Chemistry challenges to both faculty and students within the state.

In the proposed Green Chemistry program, traditional classes such as inorganic, or physical chemistry, will be modified to include the most recent aspects of Green Chemistry. There are no such classes proposed at SDSU or USD. This unique program builds on the broad, technical foundation acquired through the industry-university programs. One of such initiatives, the "Center for green solid-state electric power generation and storage" (Director Dr. Smirnova, SDSMT) has been approved by the NSF IUCRC program and will bring into the state \$1.2 million or more per year starting later in 2019.

It is evident from the proposed curriculum, that Green Chemistry program includes a number of elective courses listed at USD or SDSU. Considering the interdisciplinary nature of Green Chemistry and its broad definition, this decision will support our vision of Green Chemistry as a state-wide program that will utilize the knowledge, capabilities, and resources at other universities. The elective courses from USD and SDSU included into the Green chemistry curriculum will

enhance students' knowledge and capabilities in choosing diverse professional backgrounds relevant to both traditional Green Chemistry areas as well as the cutting-edge Green Chemistry interdisciplinary fields.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.<sup>2</sup>

To the best of our knowledge, the public universities and programs in MI, WY, ND, and MT do not have GC programs at the same MS degree level. The Associate Degree and BS educational programs, and the schools/departments where the relevant classes are listed in these states are provided below.

Table 1: Relevant programs in MI, ND, MT, and WY

State	Institution	Program Title
Minnesota	Century	https://www.century.edu/programs/solar-and-renewable-energy
	college	Associate in Applied Science Degree in Solar and renewable energy
North	University	Sustainable Energy Concentration (B.S. in Chemical Engineering)
Dakota	of North	https://engineering.und.edu/chemical/undergraduate-
	Dakota	students/sustainable-energy-concentration.cfm
	University	Sustainable Energy Technology (Associate in applied science)
	of Montana	http://mc.umt.edu/acet/Academic_Programs/NRGY/default.php
Wyoming	University	http://www.uwyo.edu/registrar/university_catalog/chem.html
	Wyoming	http://www.uwyo.edu/ser/
	School of	
	Energy	

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

Students that apply to this program could be new (e.g. in-state, out-of-state, and international), or they could be the former BS graduates from CABS or any other SDSMT department or program.

We expect that the Green Chemistry program will bring more students to SDSMT and the SD public university system that otherwise would not be attracted to the state programs. This expectation is based on the rapid growth of green chemistry programs nationally and worldwide Supporting this assumption are the comments and requests coming from seniors in chemistry and applied biological sciences programs at SDSMT. Students are signaling their strong interest in this field of study and a willingness to continue education at SDSMT, if this program is approved.

Furthermore, our expectation is based on the knowledge of the fast growing research and development in this area and the corresponding market expansion (>17% Compound Annual Growth Rate).

<sup>&</sup>lt;sup>2</sup> This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

As a Director of a new governmental and international NSF IUCRC "Center for green solid-state electric power generation and storage" (CEPS), Dr. Smirnova is currently talking to many in-state and out-of-state industry representatives who express their interest in hiring students with this degree.

The synergistic effect from combining the proposed Green Chemistry educational program with the CEPS R@D mission of developing industry-university collaboration in Green Chemistry involving sustainable energy will establish a new direction in the SD economic development.

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 outreach program in Green Chemistry and the summer camps offered since 2013 at SDSMT grow yearly in popularity and attract students from across the US. https://www.sdsmt.edu/Academics/Departments/Chemistry-and-Applied-Biological-Sciences/Outreach/Green-Chemistry-Outreach-Program/.

The growing success of the outreach Green Chemistry program at SDSMT could be extrapolated to the MS in Green Chemistry. Success will be further ensured by the growing importance of green chemistry in high school curricula, as emphasized by the ACS [25]. Based on the importance of the Green Chemistry education and research at the state and national level, we envision that within the first 5 years the enrollment will grow to at least 20 students.

There is evidence that these numbers are realistic and can be provided in this GC program. For example, with growing SD greentech approach as a part of the NSF IUCRC Center program with involvement many in-state and out-of-state universities, agencies, and industries, these numbers will be easily achieved.

The program is designed to require 2 years for MS candidates to complete their education. Within the first 5 years, this will result in 2-3 to 10 students graduating from the program each year. With increased faculty size and research expenditures, the demand capacity for this degree could increase up to 50 students. However, this does not mean that additional faculty is needed to offer this program. The school has sufficient number of faculty that will be offering the required and elective courses listed in **Appendix D**.

We expect at least 5 students to enroll in Year 1. Thereafter, enrollment should increase steadily from the initial 5 to 20 after 3 to 4 years. As with other SDSMT programs, we anticipate at least 30% of enrollments to be international students.

The MS GC program (30 credits, Appendix C) will have a thesis and non-thesis option. The core courses (12 credits) will include four courses currently taught in CABS (Appendix D). They will be complemented by the new CABS courses or extra-departmental courses (Appendix D). The extra departmental courses will be chosen from the existing CEE and CBE courses and from the MES and AES programs.

Cross-listing of the required courses (Appendix D) will allow to avoid higher teaching load for the faculty in the CABS department.

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)?<sup>3</sup>

	Yes/No	Intended Start Date		
On campus	Yes	Fall	2019	

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

	Yes/No	If Yes, identify delivery methods <sup>4</sup>	Intended Start Date
<b>Distance Delivery</b>	Yes	SDSU, USD, and BHSU	Fall 2019
(online/other distance			
delivery methods)			

According to the AAC Guidelines 5.5 classification, for the proposed delivery method, we consider 025DDN Host/Send Site [26]. In this case, the instruction will be transmitted over the state's twoway video and two-way audio system using Dakota Digital Network and will include those oncampus sections in which the instructor and some of the students are physically present in the same room. This method is currently used to teach the courses that will be included in the GC program, for example CHEM 462/562 "Green chemistry and processes" and MES711 "Materials for energy generation and storage" that will be modified to 500-600 level. Since the proposed program is not a collaborative one, special arrangements will be made between SDSMT, USD, SDSU, and BHU to ensure a proper use of the identified distance delivery method.

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 <sup>5</sup>	No	Yes
Ask Board to seek new State resources <sup>6</sup>	Yes	Yes
Ask Board to approve a new or increased student fee	No	No

<sup>&</sup>lt;sup>3</sup> The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs offcampus and through distance delivery.

Delivery methods are defined in <u>AAC Guideline 5.5.</u>

<sup>&</sup>lt;sup>5</sup> If checking this box, please provide examples of the external funding sites identified

<sup>&</sup>lt;sup>6</sup> 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.

The examples of the kinds of external resources/sources that Mines would seek could include sponsoring professional exchange with other schools where similar programs are developed and scholarships for the students. We understand, that external funds would be looking at the 2020 legislative session and funding for 2021 (provided the Board is supportive). This aspect will involve some larger discussions, FYI.

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

The attached example and curriculum (Appendix A) provide information for the relevant PhD graduate program in Green Chemistry at Boston University. Appendix B provides an example of the related BS Minor program in Sustainable/Renewable Energy at SDSU.

We plan a flexible curriculum with both thesis and non-thesis options. Coursework will be primarily dictated by a student's interests and the faculty committee overseeing the degree. This type of program will allow students to combine the 500 core courses (12 credits) currently taught in CABS with additional elective courses and required course work (0-6 for a non-thesis and 6-12 for a thesis option).

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

Collaborative opportunities within the SDBOR system are very promising and will be sought out by SDSMT in developing and offering the proposed program.

Students and faculty at USD [27] and SDSU [28] would benefit from the proposed MS in Green Chemistry program through cross-listing of the existing courses (see the Table below), development of the new courses relevant to the proposed MS GS program at SDSMT, students' exchange, and broader funding opportunities.

For example, the Department of Chemistry & Biochemistry at SDSU offers Master of Science (MS) degrees in Chemistry, and an online Chemistry-Chemical Education specialization for high school teachers. SDSU also offers the PhD degree in either Chemistry (with a specialization in the Analytical Chemistry, Chemical Education, Environmental Chemistry, Organic Chemistry) or Biochemistry with a specialization in Biochemistry or Biophysical Chemistry [29]. Some of the courses can be cross-listed for MS GC program (Table SDSMT is committed to maximizing the benefits of the proposed program to the state through strong collaborations with SDBOR institutions. In this regard, the BHSU MS in Sustainability offered entirely online<sup>30</sup> or the PhD at USD in Sustainability will have additional possibilities in terms of hands-on experience, higher students' recruitment, and advanced professional knowledge while investigating a fast growing green job market. jobs placement.

**Table 1:** Programs and departments at SDSU <sup>[31]</sup>, BHU, and USD that would benefit from the proposed MS Green Chemistry program through collaborative opportunities.

Program or department	USD	SDSU	BHSU	Comments
Biological Sciences Program		X		
Department of Biology &		X		
Microbiology				
Department of Veterinary &		X		
Biomedical Sciences				
Department of Health & Nutritional		X		
Sciences				The most relevant elective
Department of Electrical		X		courses will be chosen for
Engineering & Computer				cross-listing from those
Science				taught in the departments
Department of Natural Resource		X		and within the Biological
Management				Science Program at SDSU,
Department of Chemistry and	X			USD, and BHSU
Biochemistry offers Bachelor of				
Science degrees in <u>chemistry</u> and				
biochemistry [32]				
Master of Science in Sustainability			X	
https://www.bhsu.edu/Academics/Graduate-				
Programs/Sustainability				

The following are examples of existing collaborations between SDSMT, USD, SDSU, and BHSU:

- MES 711 Graduate course "Materials and sustainable energy generation and storage" taught at SDSMT since 2016 involved students from SDSMT and USD (025DDN Host/Send Site delivery method)
- Discussions of the role of the participants (SDSMT, USD, SDSU, and WDT) in establishing a Center for Green Power Generation and Storage. Based on recommendation from the SDBOR and GOED (the letters of commitment are attached), the planning grant proposal has been submitted to the NSF IUCRC program.
- NASA EPSCoR project (2014-2018) "Lithium-ion batteries for NASA Space exploration" involved three SD universities: SDSMT (Smirnova-Science PI), SDSU, and USD.
  - Based on the NASA EPSCoR results, two DOD SBIR Phase I (base and option) proposals have been funded by DOD NAVAIR and successfully completed in 2016-2017 (Smirnova –PI at SDSMT)
  - The first in SD Green Chemistry and Sustainable Energy summer institute for science teachers from middle and high school launched at SDSMT in 2015 was sponsored by the SD Space Grant Consortium (NASA) and involved BHSU faculty
- The results from the DOD SBIR Phase I (base and option) have been further supported by the DOD NAVAIR division in Phase II (\$1M, 2018-2021, Smirnova- PI at SDSMT)
  - o Based on the results of the NASA and DOD projects 2 patent applications have been submitted and 8 articles were published (2 under revision) by the faculty from SDSMT, USD, and SDSU.

#### **Appendix A:** University of Massachusetts (Boston);

#### Chemistry department, PhD Green Track

https://www.umb.edu/academics/csm/chemistry/grad/phd in chemistry/cgc phd (Appendix A)

#### **COURSEWORK (Complete 60 credits)**

#### **CORE COURSES (Both core courses are required)**

CHEM 631 – Chemical Toxicology

CHEM 671 – Introduction to Green Chemistry

#### **ELECTIVE COURSES (Choose four from list.)**

CHEM 601 – Thermodynamics and Kinetics

CHEM 602 – Quantum Mechanics

CHEM 611 – Inorganic Synthesis and Analysis

CHEM 612 – Inorganic Structure and Reactivity

CHEM 621 – Synthetic Organic Chemistry

CHEM 622 – Physical Organic Chemistry

CHEM 631 – Chemical Toxicology

CHEM 641 – Chemistry and Biochemistry Education Research

CHEM 651 – Spectroscopic Identification of Organic Compounds

CHEM 654 – Biological Chemistry

CHEM 658 – Medicinal Chemistry

CHEM 661 – Analytical Instrumentation

CHEM 662 – Applied Chemometrics

CHEM 666 – Electrochemistry

CHEM 671 – Introduction to Green Chemistry

CHEM 680 – Physical Biochemistry

CHEM 681 – Medical Biochemistry

CHEM 687 – Topics in Chemistry

CHEM 688 – Topics in Physical Chemistry

CHEM 689 – Topics in Organic Chemistry

CHEM 690 – Topics in Inorganic Chemistry

CHEM 696 – Independent Study

CHEM 697 – Special Topics in Chemistry

#### **EXTRA-DEPARTMENTAL ELECTIVES**

Students may choose electives from external departments if they are relevant to their course of study and research. Students choose courses with the permission of the advisor and graduate program director.

#### **Biology Department**

BIOL 614 – Advanced Cell Chemistry

BIOL 678 – Protein Chemistry and Enzymology

BIOL 679 – Protein Chemistry and Enzymology Lecture

BIOL 685 – Biomedical Tracers

#### **Physics Department**

PHYSIC 601 – Electronic Instrumentation II: Digital

PHYSIC 612 – Electromagnetic Theory

PHYSIC 632 – Advanced Laser Optics (with lab)

PHYSIC 609 – Physics of Medical Imaging

PHYSIC 615 – Solid State Physics

PHYSIC 621 – Physics of Semiconductor Materials

#### **School for the Environment**

EEOS 611 – Applied Statistics

EEOS 640 – The Chemistry of Natural Waters

EEOS 710 – Environmental Biogeochemistry

EEOS 715 – Isotope Geochemistry

#### **SEMINAR COURSES (Enroll in seminar every semester.)**

CHEM 691 – Seminar I (fall)

CHEM 692 – Seminar II (spring)

#### **DISSERTATION RESEARCH (Complete 20 credits.)**

CHEM 899 - Dissertation Research

#### **Appendix B:** SDSU BS program in sustainable energy (Minor)

#### Requirements for Sustainable Energy Systems BS Minor: 18 Credits

- ME 311 Thermodynamics I Credits: 3
- or ME 314 Thermodynamics Credits: 3 or PHYS 341 - Thermodynamics (COM) Credits: 2
- ME 416-516 Renewable Energy Systems Credits: 3
- ME 478 Mechanical Systems Design I Credits: 2 <sup>1</sup>
- ME 479-479L Mechanical Systems Design II and Lab (COM) (AW) Credits: 2 1

#### Internship or Undergraduate Research/Scholarship Experience

The internship or Undergraduate Research/Scholarship experience must be a sustainable energy systems application approved by the Coordinator of the Minor. Credits: 2-3

- ABE 494 Internship Credits: 1-6
- EE 494 Internship Credits: 1-3
- ME 494 Internship Credits: 1-3
- PHYS 494 Internship Credits: 1-4
- ABE 498 Undergraduate Research/Scholarship Credits: 1-3
- EE 498 Undergraduate Research/Scholarship Credits: 1-3
- ME 498 Undergraduate Scholarship/Research Credits: 1-3
- PHYS 498 Undergraduate Research/Scholarship Credits: 1-12

#### Electives

- ABE 444-444L/544-544L Unit Operations of Biological Materials Processing and Lab Credits: 4
- ABE 555-555L Principles of Biological Separation Processing and Lab Credits: 3
- EE 430-430L Electromechanical Systems and Lab Credits: 4
- EE 434-434L Power Systems and Lab Credits: 3, 1
- EE 436-436L/536-536L Photovoltaic Systems Engineering and Lab Credits: 3, 1
- ME 410-510 Principles of HVAC Engineering Credits: 3
- ME 412-512 Internal Combustion Engines Credits: 3
- ME 413-513 Turbomachinery Credits: 3
- ME 414-514 Air Pollution Control Credits: 3
- ME 415 Heat Transfer Credits: 3
- ME 418-518 Design of Thermal Systems Credits: 3
- ME 431-531 Aerodynamics Credits: 3
- ME 439-439L/539-539L HVAC System Design and Lab Credits: 3
- NE 435 Introduction to Nuclear Engineering Credits: 3
- PHYS 331 Introduction to Modern Physics (COM) Credits: 3

#### **Appendix C:** Requirements for the MS Degree in Green Chemistry at SDSMT (30 credits)

#### 1. Master's Program Requirements:

http://ecatalog.sdsmt.edu/content.php?catoid=17&navoid=3659

#### 2. Thesis Option Requirements

- a) At least **30 combined credit hours** of coursework and research;
- b) At least 15 credit hours of graduate coursework approved by the program (500 level courses and above);
- c) At least 6 credit hours of thesis research and no more than 12 credit hours of thesis research:
- d) A thesis that conforms to standard American English style and usage;
- e) Successfully defending the thesis;
- f) Meeting or exceeding academic standards prescribed elsewhere in this catalog, including maintaining at least a 3.0 cumulative GPA, and
- g) Satisfaction of all departmental- or program-specific requirements.

h)

#### 3. Non-thesis Option Requirements

The minimum requirements for the non-thesis Master's degree option are:

- a) At least 30 credit hours of coursework,
- b) At least 20 credit hours of graduate level coursework approved by the program (500 and above),
- c) A maximum of 6 credits of non-thesis research project,
- d) Maintaining at least a 3.0 cumulative GPA.
- e) Satisfaction of all departmental- or program-specific requirements.

#### 4. Accelerated MS Option Requirements

The accelerated master's program enables a student to complete both the BS and MS degrees in as little as 5 years. Up to 12 credits applied toward the BS program may be used to satisfy graduate credit requirements. See individual programs for the number of credits allowed by the program. Additional restrictions apply; please see section GEP IV.2. Accelerated Master's Programs for further information.

## **Appendix D:** Master of Science in Green Chemistry (MS GC) Degree Program (CABS Department)- 30 credits

## http://ecatalog.sdsmt.edu/content.php?catoid=17&navoid=3795

### **Core MS GC courses (12 credits)**

- 1. CHEM 462/562 Green Chemistry and Processes. (Filipova) 3 credits; Prerequisites: CHEM 326 Organic Chemistry I and Calculus II CALC 125 MATH 125, CHEM 326
- 2. CHEM 582 Environmental Chemistry (Heglund), 3 credits; CHEM 316 or CHEM 328
- 3. CHEM 552 Inorganic Chemistry (Smirnova) 3 credits Prerequisites: CHEM 352 and CHEM 328
- 4. CHEM 5XX/6XX Physical Chemistry (Zhu, to be developed, agreed) 3 credits Prerequisites: Calculus II CALC 125.
- 5. CHEM XXX TEACHING EXPERIENCE: All students must acquire at least one semester of teaching experience (1 credit/semester) in one of the advanced chemistry 300-400 labs (Organic CHEM 326L, CHEM 328L, Inorganic CHEM 452L, Analytical CHEM 332L, and Biochemistry I CHEM 464L) subject to approval by the graduate program director -1 credit

### Elective MS GC courses in CABS (optional, to be developed)

- 1. CHE 5XX/6XX Topics in Green chemistry: Energy generation and storage, 3 credits (Smirnova, based on current MES 711)
- 2. CHE 5XX/6XX Organic Chemistry (TBD, new faculty) 3 credits
- 3. CHE 5XX/6XX Analytical Chemistry (Heglund to be developed) 3 credits
- 4. CHE 5XX/6XX Topics in Green chemistry: Biomass and lignin reforming (Smirnova) 3 credits
- 5. CHE 5XX/6XX Topics in Green chemistry: Biodegradable polymers (Filipova) 3 credits
- 6. CHE 5XX/6XX Topics in Green chemistry: Green microbiology based on Molecular cell
- 7. BIOL 446-546 Green Microbiology/Molecular Cell Biology (Gilley, to be developed) 3 credits

### **Extra-departmental elective MS GC courses**

### **Civil and Environmental Engineering**

- 1. CEE 525 Sustainable engineering (Benning) 3 credits; Prerequisites: Junior standing
- 2. CEE 492/692 Topics: Solid and hazardous waste management (Gadhamshetty) 3 credits Prerequisites: None

### **Chemical and Biological Engineering**

- 1. CBE 741 Microbial and enzymatic processing (Sani, 3 credits) **Prerequisites:** BIOL 341, BIOL 331 or permission of instructor.
- 2. CBE 585 Renewable and sustainable energy (Shende, 3 credits) **Prerequisites:** Junior standing or permission of instructor.

### **Biology**

- 1. BIOL 580 Bioinformatics (Sani) 3 credits **Prerequisites:** BIOL 331, BIOL 341, or BIOL 371;
  - CHEM 564; or permission of instructor.
- 2. BIOL 506 Global Environmental Change Prerequisites: CHEM 112, PHYS 111 or PHYS 113 or PHYS 211/211A or PHYS 213/213-A and BIOL 311, or permission of instructor.

### **Biomedical Engineering**

1. BME 601 Biomaterials No Prerequisites; This course is cross listed with MET 601.

### **Atmospheric and Environmental Sciences**

- 1. Air quality Prerequisites: Prerequisites: MATH 125, and CHEM 106 or CHEM 112.
- 2. AES 406/506 Global Environmental Change; Prerequisites: CHEM 112, PHYS 111 or PHYS 113 or PHYS 211/211A or PHYS 213/213-A and BIOL 311 or permission of instructor.
- 3. AES 612 Atmospheric Chemistry Prerequisites: Graduate standing
- 4. AES 612 Atmospheric Chemistry Prerequisites: Graduate standing

### **Electrical and Computer Engineering**

1. Electrical system design Prerequisites: Graduate standing

# **Appendix E:** Definition of Green Chemistry and mainstream Green Chemistry technologies

https://www.sdsmt.edu/Academics/Events-and-Outreach/Summer-Camps/Camp----Green-Chemistry/

**Green Chemistry** is an area of chemistry focused on designing products and processes that minimize the use and generation of hazardous substances. GC approaches chemistry from perspective of environmental protection and eco-friendly environment. GC strategies shift our dependence on fossil fuels to alternative energy sources presenting safer and cleaner sustainable energy capabilities.

The principles of GC concepts:

- Design of processes to maximize the amount of raw material that ends up in the product
- Use of renewable material feedstocks and renewable energy sources
- Use of safe, environmentally benign substances, including solvents, whenever possible
- Design of energy efficient processes
- Minimization of waste, which is viewed as the ideal form of waste management.

**Sustainable energy**, as a part of Green Chemistry concept, is defined as energy that is consumed at insignificant rates compared to its supply and with manageable collateral effects, especially environmental effects.

A common definition of sustainable energy, as a part of Green Chemistry, is related to energy systems that serve the needs of the present without compromising the ability of future generations to meet their energy needs and keep sustainability of the environment.

Based on <u>REN21</u>'s 2017 report, renewables contributed 19.3% to humans' <u>global energy consumption</u> and 24.5% to their generation of electricity in 2015 and 2016, respectively. This energy consumption is divided as 8.9%

coming from <u>traditional biomass</u>, 4.2% as heat energy (modern biomass, geothermal and solar heat), 3.9% hydroelectricity and 2.2% is electricity from wind, solar, geothermal, and <u>biomass</u>.

Worldwide investments in renewable technologies amounted to more than **US\$286 billion** in 2015, with countries such as <u>China</u> and the <u>United States</u> heavily investing in wind, hydro, solar and biofuels. Globally, there are an estimated **7.7million jobs** associated with the renewable energy industries, with <u>solar photovoltaics</u> being the largest renewable employer. As of 2015 worldwide, more than half of all new electricity capacity installed was renewable. This number steadily increases each year.

### Appendix F: SD companies that will be involved to support MS GC students

- a) POET https://poet.com/
- b) DARCEO: http://darceo.com/
- c) VRC Metals: <a href="https://vrcmetalsystems.com/">https://vrcmetalsystems.com/</a>
- d) Endlas: <a href="https://www.endlas.com/">https://www.endlas.com/</a>
- e) Raven: https://ravenind.com/
- f) NanoCoatings Inc.: https://americannanocoatings.com/nci-testing/
- g) Black Hills Energy: http://www.blackhillsenergy.com/

Mainstream technologies 1 Wind power 2 Hydropower 3 Solar energy 4 Geothermal energy 5 Bio energy 6 Energy storage Market and industry trends 1 Growth of renewables 2 Economic trends 3 Hydroelectricity 4 Wind power development 6 Photovoltaic development 7 Photovoltaic power stations 8 Biofuel development 9 Geothermal development 10 Developing countries 11 Industry and policy trends 12 100% renewable energy

### References

- <sup>1</sup> https://www.eia.gov/energyexplained/?page=us energy home
- <sup>2</sup> https://en.wikipedia.org/wiki/Renewable\_energy\_in\_South\_Dakota
- <sup>3</sup> ACS Green Chemistry Institute®: https://www.acs.org/content/acs/en/greenchemistry.html
- <sup>4</sup> 2018 ACS Summer School on Green Chemistry and Sustainable Energy:

https://www.acs.org/content/acs/en/greenchemistry/students-

educators/summerschool.html?\_ga=2.203738128.1680235069.1539469669-557364927.1539469669

- https://www.acs.org/content/acs/en/membership-and-networks/td/divisions-by-class.html
- 6 https://www.bls.gov/green/
- <sup>7</sup> http://fortune.com/2018/02/18/renewable-energy-us-power-mix/
- <sup>8</sup> https://www.usnews.com/news/at-the-edge/articles/2017-03-15/clean-energy-is-seeing-explosive-job-growth-dont-let-budget-kill-it
- https://www.ziprecruiter.com/blog/where-the-most-green-energy-jobs-are-cropping-up-in-2018/
- 10 https://www.greenbiz.com/article/green-jobs-are-still-mostly-promising
- 11 http://awea.files.cms-

plus.com/FileDownloads/pdfs/2Q%202017%20AWEA%20Market%20Report%20Public%20Version.pdf <sup>12</sup> http://puc.sd.gov/energy/Wind/project.aspx

- <sup>13</sup> https://en.wikipedia.org/wiki/Renewable\_energy\_in\_South\_Dakota
- <sup>14</sup> Center for Green Chemistry and Green Engineering at Yale: <a href="https://greenchemistry.yale.edu/about">https://greenchemistry.yale.edu/about</a>
- <sup>15</sup> PhD in Sustainable Chemistry at the <u>Universidade de Aveiro, Portugal: http://phdsusche.itqb.unl.pt/</u>
- <sup>16</sup> https://www.forbes.com/sites/energyinnovation/2018/07/11/top-renewable-energy-financiers-reveal-pathway-to-1-trillion-in-u-s-investment/#520fdb4434b0
- <sup>17</sup> https://www.greentechmedia.com/articles/read/wv-quantumscape-investment
- <sup>18</sup> https://chargedevs.com/newswire/toyota-nissan-honda-panasonic-partner-to-develop-solid-state-batteries/
- <sup>19</sup> https://arstechnica.com/science/2011/08/new-solid-state-compound-beats-old-school-lithium-ion-batteries/
- <sup>20</sup> <u>https://cleantechnica.com/2018/08/19/solid-state-battery-production-will-begin-soon-claims-henrik-fisker/</u>
- <sup>21</sup> https://cleantechnica.com/2018/01/30/ford-chief-plans-post-lithium-ion-world-touts-hybrids-autonomous-vehicles/
- <sup>22</sup> https://electrek.co/2018/06/07/gm-honda-partner-next-gen-batteries-electric-vehicles/
- 23 https://www.greentechmedia.com/
- <sup>24</sup> https://www.greentechmedia.com/articles/read/pges-recording-breaking-battery-proposal-wins-loses#gs.zyLep0sD
- <sup>25</sup> https://www.acs.org/content/dam/acsorg/greenchemistry/education/resources/ccew-green-chemistry-discussion-questions.pdf

https://www.acs.org/content/dam/acsorg/about/governance/committees/training/acsapproved/degreeprogram/green-chemistry-in-the-curriculum-supplement.pdf

- <sup>26</sup> Academic affairs guidelines: AAC Guideline 5.5
- <sup>27</sup> https://www.usd.edu/-/media/files/graduate-school/student-handbooks/chemistry.ashx?la=en
- 28 http://catalog.sdstate.edu/preview\_entity.php?catoid=31&ent\_oid=1930&hl=Chemistry&returnto=search
- <sup>29</sup> https://www.usd.edu/-/media/files/graduate-school/student-handbooks/chemistry.ashx?la=en
- 30 https://www.bhsu.edu/Academics/Graduate-Programs/Sustainability
- 31 http://catalog.sdstate.edu/index.php?catoid=31
- 32 https:/

/www.sdstate.edu/chemistry-biochemistry/request-information-chemistry-and-biochemistry-programs

#### SOUTH DAKOTA BOARD OF REGENTS

### **Academic and Student Affairs**

**AGENDA ITEM:** 7 – C (1) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

**Dual Credit In-District Delivery Approvals: Brandon Valley School District** 

### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:5 – Transfer of Credit AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines

### **BACKGROUND / DISCUSSION**

Northern State University (NSU) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Brandon Valley School District.

The Board of Regents discussed partnerships with South Dakota School Districts for the in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. The Board further reviewed In-district Delivery models during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs. Following this discussion in August 2017, the Board received an update at the October 2017 meeting with new guideline language specific to the management of In-District Delivery.

The current slate of In-District Delivery requests can be found on the <u>Dual Credit In-District Delivery Requests/Approvals</u> webpage.

### IMPACT AND RECOMMENDATION

The attached MOU between the Board and the Brandon Valley School District complies with established guidelines for In-District Delivery. NSU worked with UC-SF as the primary institution designated by AAC Guideline 7.1 and received permission to work with the Brandon Valley School District.

Board office staff recommends approval of the MOU.

### **ATTACHMENTS**

Attachment I – MOU Between SDBOR and Brandon Valley School District Attachment II – NSU Request: POLS & SPCM Courses at Brandon Valley High School

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

### **DRAFT MOTION 20190626 7-C(1):**

I move to approve 1) the MOU between the Board of Regents and the Brandon Valley School District, and 2) the course requests as presented for the 2019-2020 academic year for in-district delivery of High School Dual Credit courses.

#### MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/Brandon Valley High School/District (March 28, 2019)

#### 1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Brandon Valley High School/District. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

### 2. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Brandon Valley High School/District. The South Dakota Board of Regents designates Northern State University as the institution providing instruction under this MOU.

#### 3. Responsibilities

#### 3.1 Authority

- **3.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- **3.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- **3.1.3** Brandon Valley High School/District accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

### 3.2 Development and coordination of course offerings

- 3.2.1 Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- **3.2.2** Brandon Valley High School/District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

### 3.3 Scheduling and delivery of courses

- **3.3.1** The calendar and schedule for courses will align with the university calendar for each semester.
- 3.3.2 Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
- **3.3.3** All courses will be taught by university personnel, to be approved by Northern State University for each course.

#### 3.4 Enrollment

3.4.1 The Northern State University will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Brandon Valley High School/District. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Brandon Valley High School/District shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

3.4.2

#### 3.5 Tuition and course materials

- 3.5.1 Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Brandon Valley High School/District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- **3.5.2** Brandon Valley High School/District or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

#### 3.6 Registration and advising

- **3.6.1** Northern State University staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- **3.6.2** All students enrolled in Northern State University courses will be assigned an advisor to manage all questions, issues and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.
- 3.6.3 Course registration processes will follow regental system and university requirements and procedures, and Northern State University staff will process registrations and assist students as needed.
- 3.6.4 Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- 3.6.5 Northern State University staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:  Brandon Valley High School/District	4/8/19 Date
South Dakota Board of Regents	Date





May 15, 2019

South Dakota Board of Regents 306 East Capitol Ave Suite 200 Pierre SD 57501

Subj: REQUEST TO OFFER HIGH SCHOOL DUAL CREDIT IN-DISTRICT DELIVERY MODEL AT BRANDON VALLEY HIGH SCHOOL

Ref: (a) May 14, 2019 BOR Agenda Item: 4-C(1)

(b) Brandon Valley High School Request for HSDC In-District Delivery to NSU

Per references (a) and (b), Northern State University request approval of Memorandum of Understanding South Dakota Board of Regents/Brandon Valley School District. Upon approval, Northern will offer the courses listed below during the 2019/2020 academic year.

POLS 100 fall 2019 Monday – Thursday, 1407 – 1453, August 21, 2019 – January 9, 2020 SPCM 101 spring 2020 Monday – Thursday, 1407 – 1453 January 13 – May 21.

Sincerely,

Ronald E. Brownie

Director, Online & Continuing Education

#### SOUTH DAKOTA BOARD OF REGENTS

### **Academic and Student Affairs**

AGENDA ITEM: 7 – C (2) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**Dual Credit In-District Delivery Approvals: Harrisburg School District** 

### CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:5</u> – Transfer of Credit AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines

### **BACKGROUND / DISCUSSION**

The University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Harrisburg School District.

The Board of Regents discussed partnerships with South Dakota School Districts for the in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. The Board further reviewed In-district Delivery models during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs. Following this discussion in August 2017, the Board received an update at the October 2017 meeting with new guideline language specific to the management of In-District Delivery.

The current slate of In-District Delivery requests can be found on the <u>Dual Credit In-District Delivery Requests/Approvals</u> webpage.

#### IMPACT AND RECOMMENDATION

The attached MOU between the Board and Harrisburg High School complies with established guidelines for In-District Delivery.

Board office staff recommends approval of the MOU.

#### **ATTACHMENTS**

Attachment I – MOU Between SDBOR and Harrisburg High School Attachment II – USD Request: MATH & SPCM Courses at Harrisburg High School

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

### **DRAFT MOTION 20190626 7-C(2):**

I move to approve 1) the MOU between the Board of Regents and the Harrisburg High School, and 2) the course requests as presented for the 2019-2020 academic year for indistrict delivery of High School Dual Credit courses.

#### MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/Harrisburg High School (May 2019)

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Harrisburg High School. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

#### 1. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Harrisburg High School. The South Dakota Board of Regents designates University of South Dakota as the institution providing instruction under this MOU.

#### 2. Responsibilities

#### 2.1 Authority

- **2.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- **2.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- **2.1.3** Harrisburg High School accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

### 2.2 Development and coordination of course offerings

- **2.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- **2.2.2** Harrisburg High School will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

### 2.3 Scheduling and delivery of courses

- **2.3.1** The calendar and schedule for courses will align with the university calendar for each semester.
- 2.3.2 Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
- **2.3.3** All courses will be taught by university personnel, to be approved by University of South Dakota for each course.

#### 2.4 Enrollment

2.4.1 The University of South Dakota will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Harrisburg High School. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Harrisburg High School shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

#### 2.5 Tuition and course materials

- **2.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Harrisburg High School responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- **2.5.2** Harrisburg High School or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

### 2.6 Registration and advising

- **2.6.1** University of South Dakota staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- **2.6.2** All students enrolled in University of South Dakota courses will be assigned an advisor to manage all questions, issues and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.
- **2.6.3** Course registration processes will follow regental system and university requirements and procedures, and University of South Dakota staff will process registrations and assist students as needed.
- **2.6.4** Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- **2.6.5** University of South Dakota staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:		
Harrisburg High School	Date	
South Dakota Board of Regents	Date	



**DATE:** May 1, 2019

**TO:** Jay Perry, Interim System Vice President for Academic Affairs, SDBOR

**FROM:** Kurt Hackemer, Provost and Vice President for Academic Affairs

**SUBJECT:** Harrisburg High School In-District Course Offerings

University of South Dakota has received a request from the Harrisburg School District to deliver an in-district course for the 2019-2020 academic year. This requires that a new MOU be created between the Harrisburg School District and the South Dakota Board of Regents. The MOU agreement is included with this request. The request is to offer MATH 114 and SPCM 101 during the 2019-2020 academic year. These courses are currently dual-credit offerings. We request approval of the attached MOU to offer this course to the Harrisburg School District during the 2019-2020 academic year.

Thank you for your consideration. If you need further information, please let me know.

**ATTACHMENT** 



### **MEMORANDUM**

TO: Jay Perry, SD BOR Interim Vice President for Academic Affairs

FROM: Carmen M. Simone, University Center Sioux Falls Executive Director

**DATE:** May 9, 2019

RE: Support for Harrisburg High School In-District Course Offerings

On Wednesday, April 17, 2019, University Center Sioux Falls (UCSF) staff – including Aaron Anthony, Jennifer Schelske and me – met with representatives from Harrisburg High School to discuss potential in-district course offerings for the 2019-2020 academic year. During the conversation, we received requests to coordinate sections of both MATH 114 and SPCM 101.

In the past, the University of South Dakota (USD) has been responsible for the delivery of SPCM 101 and, when contacted, USD agreed to continue this practice. Harrisburg District officials requested that current MATH 114 instructor Angie Keith be retained to teach onsite, as they are particularly impressed with her. This faculty member recently transferred from Dakota State University to USD following the recent transition of general education coursework in mathematics from Dakota State University to USD. Given this, the request to utilize Ms. Keith for this course section was made to USD. It was agreed that USD could support continuance.

UCSF is supportive of the request by USD to provide in-district dual credit coursework at Harrisburg High School. Thank you for your consideration. If you need further information, please do not hesitate to contact me at your convenience.















#### SOUTH DAKOTA BOARD OF REGENTS

### **Academic and Student Affairs**

AGENDA ITEM: 7 – C (3) DATE: June 26-27, 2019

\*

### **SUBJECT**

**Dual Credit In-District Delivery Approvals: Sioux Falls School District** 

### CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:5</u> – Transfer of Credit AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines

### **BACKGROUND / DISCUSSION**

The University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to Lincoln High School within the Sioux Falls School District.

The Board of Regents discussed partnerships with South Dakota School Districts for the in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. The Board further reviewed In-district Delivery models during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs. Following this discussion in August 2017, the Board received an update at the October 2017 meeting with new guideline language specific to the management of In-District Delivery.

The current slate of In-District Delivery requests can be found on the <u>Dual Credit In-District Delivery Requests/Approvals</u> webpage.

### IMPACT AND RECOMMENDATION

The attached MOU between the Board and Lincoln High School complies with established guidelines for In-District Delivery.

Board office staff recommends approval of the MOU.

### **ATTACHMENTS**

Attachment I – MOU Between SDBOR and Lincoln High School Attachment II – USD Request: MATH 114 Course at Lincoln High School

\*

### **DRAFT MOTION 20190626 7-C(3):**

I move to approve 1) the MOU between the Board of Regents and the Lincoln High School, and 2) the course request as presented for the 2019-2020 academic year for in-district delivery of High School Dual Credit courses.

#### MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/Lincoln High School (May 2019)

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Lincoln High School. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

#### 1. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Lincoln High School. The South Dakota Board of Regents designates University of South Dakota as the institution providing instruction under this MOU.

### 2. Responsibilities

#### 2.1 Authority

- **2.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- **2.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- **2.1.3** Lincoln High School accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

#### 2.2 Development and coordination of course offerings

- **2.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- **2.2.2** Lincoln High School will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

#### 2.3 Scheduling and delivery of courses

- **2.3.1** The calendar and schedule for courses will align with the university calendar for each semester
- 2.3.2 Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
- **2.3.3** All courses will be taught by university personnel, to be approved by University of South Dakota for each course.

#### 2.4 Enrollment

2.4.1 The University of South Dakota will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Lincoln High School. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Lincoln High School shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

#### 2.5 Tuition and course materials

- **2.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Lincoln High School responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- **2.5.2** Lincoln High School or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

### 2.6 Registration and advising

- **2.6.1** University of South Dakota staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- **2.6.2** All students enrolled in University of South Dakota courses will be assigned an advisor to manage all questions, issues and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.
- **2.6.3** Course registration processes will follow regental system and university requirements and procedures, and University of South Dakota staff will process registrations and assist students as needed.
- **2.6.4** Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- **2.6.5** University of South Dakota staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:		
Lincoln High School	Date	
South Dakota Board of Regents	Date	



**DATE:** May 1, 2019

**TO:** Jay Perry, Interim System Vice President for Academic Affairs, SDBOR

**FROM:** Kurt Hackemer, Provost and Vice President for Academic Affairs

**SUBJECT:** Lincoln High School In-District Course Offerings

University of South Dakota has received a request from the Sioux Falls School District to deliver an in-district course for the 2019-2020 academic year. This requires that a new MOU be created between the Sioux Falls School District and the South Dakota Board of Regents. The MOU agreement is included with this request. The request is to offer MATH 114 during the 2019-2020 academic year. This course is currently a dual-credit offering. We request approval of the attached MOU to offer this course to the Sioux Falls School District during the 2019-2020 academic year.

Thank you for your consideration. If you need further information, please let me know.

**ATTACHMENT** 



### **MEMORANDUM**

TO:

Jay Perry, SD BOR Interim Vice President for Academic Affairs

FROM:

Carmen M. Simone, University Center Sioux Falls Executive Director

DATE:

May 9, 2019

RE:

Support for Sioux Falls School District In-District Course Offerings

On Thursday, April 11, 2019, University Center Sioux Falls (UCSF) staff met with representatives from the Sioux Falls School District (SFSD) to discuss potential in-district course offerings for the 2019-2020 academic year. This was the third such meeting held during the spring term with SFSD, and it was the most productive by far. During the conversation, we received a request to provide one section of MATH 114 at Lincoln High School.

The District requested utilization of a former adjunct instructor with whom they are familiar. Because USD is organizing coverage of general education mathematics course sections at UCSF, this request was forwarded to them. USD agreed to provide this section.

UCSF is supportive of the request by USD to provide in-district dual credit coursework at Lincoln High School. Thank you for your consideration. If you need further information, please do not hesitate to contact me at your convenience.













#### SOUTH DAKOTA BOARD OF REGENTS

### **Academic and Student Affairs**

AGENDA ITEM: 7 – C (4) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**Dual Credit In-District Delivery Approvals: Tea Area High School** 

### CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:5</u> – Transfer of Credit AAC Guideline 7.1 – Dual / Concurrent Credit Administration Guidelines

### **BACKGROUND / DISCUSSION**

The University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Tea Area School District.

The Board of Regents discussed partnerships with South Dakota School Districts for the in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. The Board further reviewed In-district Delivery models during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs. Following this discussion in August 2017, the Board received an update at the October 2017 meeting with new guideline language specific to the management of In-District Delivery.

The current slate of In-District Delivery requests can be found on the <u>Dual Credit In-District Delivery Requests/Approvals</u> webpage.

#### IMPACT AND RECOMMENDATION

The attached MOU between the Board and Tea Area High School complies with established guidelines for In-District Delivery.

Board office staff recommends approval of the MOU.

#### **ATTACHMENTS**

Attachment I – MOU Between SDBOR and Tea Area High School Attachment II – USD Request: MATH & ENGL Courses at Tea Area High School

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

### **DRAFT MOTION 20190626 7-C(4):**

I move to approve 1) the MOU between the Board of Regents and the Tea Area High School, and 2) the course requests as presented for the 2019-2020 academic year for indistrict delivery of High School Dual Credit courses.

#### MEMORANDUM OF UNDERSTANDING

South Dakota Board of Regents/Tea Area High School (May 2019)

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Tea Area High School. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites.

#### 1. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Tea Area High School. The South Dakota Board of Regents designates University of South Dakota as the institution providing instruction under this MOU.

### 2. Responsibilities

#### 2.1 Authority

- **2.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- **2.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- **2.1.3** Tea Area High School accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

#### 2.2 Development and coordination of course offerings

- **2.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- **2.2.2** Tea Area High School will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

#### 2.3 Scheduling and delivery of courses

- **2.3.1** The calendar and schedule for courses will align with the university calendar for each semester
- 2.3.2 Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
- **2.3.3** All courses will be taught by university personnel, to be approved by University of South Dakota for each course.

#### 2.4 Enrollment

2.4.1 The University of South Dakota will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Tea Area High School. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Tea Area High School shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

#### 2.5 Tuition and course materials

- **2.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Tea Area High School responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- **2.5.2** Tea Area High School or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

### 2.6 Registration and advising

- **2.6.1** University of South Dakota staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- **2.6.2** All students enrolled in University of South Dakota courses will be assigned an advisor to manage all questions, issues and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.
- **2.6.3** Course registration processes will follow regental system and university requirements and procedures, and University of South Dakota staff will process registrations and assist students as needed.
- **2.6.4** Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- **2.6.5** University of South Dakota staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:		
Tea Area High School	Date	
South Dakota Board of Regents	Date	



**DATE:** May 1, 2019

**TO:** Jay Perry, Interim System Vice President for Academic Affairs, SDBOR

FROM: Kurt Hackemer, Provost and Vice President for Academic Affairs

**SUBJECT:** Tea Area High School In-District Course Offerings

University of South Dakota has received a request from the Tea Area School District to deliver an in-district course for the 2019-2020 academic year. This requires that a new MOU be created between the Tea Area School District and the South Dakota Board of Regents. The MOU agreement is included with this request. The request is to offer MATH 114, MATH 115, and ENGL 101 during the 2019-2020 academic year. These courses are currently dual-credit offerings. We request approval of the attached MOU to offer this course to the Tea Area School District during the 2019-2020 academic year.

Thank you for your consideration. If you need further information, please let me know.

**ATTACHMENT** 



#### **MEMORANDUM**

TO:

Jay Perry, SD BOR Interim Vice President for Academic Affairs

FROM:

Carmen M. Simone, University Center Sioux Falls Executive Directo

DATE:

May 9, 2019

RE:

Support for Tea Area School District In-District Course Offerings

On Tuesday, April 23, 2019, University Center Sioux Falls (UCSF) staff met with representatives from Tea Area School District to discuss potential in-district course offerings for the 2019-2020 academic year. During the conversation, we received requests to coordinate sections of MATH 114, MATH 115 and ENGL 101.

In the past, the University of South Dakota (USD) has been responsible for the in-district delivery of ENGL 101 and, when contacted, USD agreed to consider continuing this practice. Consistent with delivery of mathematics courses onsite, the request to offer mathematics in Tea was forwarded to USD. Sufficient instructional resources exist to fulfill this request.

UCSF is supportive of the request by USD to provide in-district dual credit coursework at Tea Area School District. Thank you for your consideration. If you need further information, please do not hesitate to contact me at your convenience.















#### SOUTH DAKOTA BOARD OF REGENTS

### **Academic and Student Affairs**

**AGENDA ITEM:** 7 – D (1) **DATE:** June 26-27, 2019

\*

#### **SUBJECT**

Discipline Council Reports: 2018-2019 Academic Year

### CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 1:7:8</u> – Discipline Councils AAC Guideline 6.4 – Discipline Council Guidelines

### **BACKGROUND / DISCUSSION**

In 1997 the Board of Regents formed a set of discipline councils to allow for stronger coordination among faculty across common discipline areas within the Regental system. Operating as sub-committees of the Academic Affairs Council (AAC), the discipline councils engage to ensure common and consistent approaches in the delivery of curriculum, assessment of student learning, and services. Currently, ten active discipline councils continue to meet routinely to discuss common system institutional issues.

The Social Sciences discipline council has not submitted a report for the 2018-19 academic year and therefore is not included in this item.

### IMPACT AND RECOMMENDATION

Discipline councils specifically tied to an SGR continue serve a critical role in the assessment of General Education. These faculty members work with institutional assessment administrators, and other internal constituents to communicate necessary information regarding system assessment processes.

#### **ATTACHMENTS**

Attachment I – Communication Discipline Council Report

Attachment II – Education Discipline Council Report

Attachment III - English Discipline Council Report

Attachment IV – Fine Arts & Humanities Discipline Council Report

Attachment V – General Education Discipline Council Report

Attachment VI – HPER Discipline Council Report

Attachment VII - Library Discipline Council Report

Attachment VIII – Mathematics Discipline Council Report

Attachment IX – Natural Science Discipline Council Report

\*

### **INFORMATIONAL ITEM**

Academic Ye	ar: <u>2018-2019</u>	
Discipline Co	uncil: SGR 2 Oral Communicati	on
Leadership:	Chair: Josh Westwick	
	Vice Chair:	
If you	have recommendations to make for C	ouncil leadership next year, please list the names below
	Chair:	
	Vice Chair:	
	e remaining Campus Representatives	
, <del></del>	an Clark onya Pagel	
2) <u>St</u>	ısan Conover	8)
3) <u></u> 4) Liz	z Sills	
<sub>5)</sub> Jill	l Tyler	
6) Ta	isha Dannenbring	
February 2 March 28,	es and Type (e.g. October 10, face to face 8, 2019 (Face to face - Pierre) 2019 (conference call) 9 (conference call)	e in Chamberlain; conference call):
	Council Activities this year:	
system rub learning ou	ric to be used for Assessment of G	ormed recently. They developed and finalized a seneral Education, and updated the student I recommendations for artifacts to be used in

## ATTACHMENT I 3

Response to Initiatives for Council Consideration Suggested by the Executive Director:		
Other Council Activ	vities:	
Recommendations	for AAC Consideration:	
Suggestions for Co	uncil Work Plan for Upcoming Year:	
The DC will cont upcoming asses	inue to meet and work through logistics on artifact submission for the sment cycle.	

Membership: 20 w/Crystal

## **SDBOR Discipline Council Annual Report**

Academic Ye	ar: 2018-19	
Discipline Co	uncil: Education	
Leadership:	Chair: Dr. Crystal Pauli	
	Vice Chair: ?? (Not sure we had	one.)
If you	have recommendations to make for Co	uncil leadership next year, please list the names below
	Chair:	
	Vice Chair:	
Names of the	e remaining Campus Representatives o	n this Council:
1) <u>Dr</u>	. Jill Thorngren - Dean, SDSU	7) J.Kampmann, J. Trenhaile, L. Venhuizen - SDSU
2) <u>Dr</u>	. Sharman Adams - Dean, BHSU	8) R. Custer, M. Nelson, B. Silva - BHSU
3) Dr	r. Elvira Allison - Dean, NSU	9) C. Knecht, G. Francom, A. Hinze - NSU
4) Dr	. Donald Easton-Brooks - Dean, USD	10) K. Harms, S. Rawstern - DSU
5) Dr	r. Robin Wiebers - USD	Dr. Jay Perry, BOR & Kathy Reidy - DOE

**Meeting Dates and Type** (e.g. October 10, face to face in Chamberlain; conference call):

October 18 - University Center
December 3 - Conference Call
January 16 - Conference Call
March 13 - Conference Call
April 11 - F2F Cedar Shore (Postponed due to blizzard)
May 15 - Conference Call

### **Overview of Council Activities this year:**

6) Dr. Karen Kindle - USD

The Education Discipline Council (EDC) began the year with Dr. Turman naming Dr. Pauli as chair and holding an organizational meeting (conference call) for all discipline chairs to outline expectations for the councils. EDC met October 18 at the University Center for what would be the only face-to-face meeting. (Weather caused the spring f2f meeting to be postponed and ultimately moved to a conference call due to schedules and need to finalize the year). EDC convened five times during the academic year and worked on issues surrounding student mental health, discipline fees, Praxis exams, records retention, involvement with the Center for the Prevention of Child Maltreatment, program efficiencies, CAEP accreditation, teacher certification updates, NCTQ participation, Industrial Arts Education discussion, Oceti Sakowin Essential Understandings discussion, and engaged regularly with the SD Department of Education on rules revision and other updates.

### Response to Initiatives for Council Consideration Suggested by the Executive Director:

Before his departure, Dr. Turman suggested the Education Discipline Council work on the following items for the 2018-19 academic year:

- 1. Student Mental Health Issues Each unit identified key points to check program progression, discussed the key role of advisors, and compared ideas, resources, and practices.
- 2. Discipline Fees Discussion held and various ideas shared, but this will be carried over as our discussion did not bring anything to fruition before the deadline for fee proposals (December).
- 3. Praxis Exams Testing requirements compared and no real issues exist. All students must pass the Praxis content exams either prior to first semester of the year long residency or during that semester. All students must pass the Praxis PLT or PPAT in order to complete their programs, graduate, and be recommended for certification.
- 4. Efficiencies
- a. Shared courses Extensive discussion held on sharing when we could and examples were provided when that already occurs or when it might occur in the future. It was decided the secondary methods courses were not appropriate to share because of when they are placed in programs and the varied expectations for each university.
- b. Online Education Resources (Vital Source, etc.) Discussion on this topic was held at the university level for several of the teacher education institutions; EDC is waiting to hear how each campus proceeds before determining how it might fit into teacher education and how we might impact decisions.

#### Other Council Activities:

- 1. Fall meeting was held in conjunction with SDACTE in an effort to cut down on time & travel. The overlap tends to be about 15 of the 18 campus reps involved with both groups,
- 2. Records Retention (follow-up item from Spring 2018) Discussion on time-frame, using ImageNow, and Banner capabilities
- 3. Center for the Prevention of Child Maltreatment: Dr. Trenhaile is chairing the curriculum work group with Drs. Adams and Pauli serving as well. A baseline survey given to faculty & teacher ed students to determine awareness and understanding of issues surrounding mandatory reporting. Final discussion on May 14 included working to collaborate on a shared minor or certificate program among the five teacher education programs.
- 4. CAEP Accreditation (specifically, Advanced Program Reporting): No standards for advanced programs when some institutions went through reviews; CAEP clarified new process.
- 5. SD Department of Education Admin. Rules & Certification Presentations: DOE presented updates and shared information on changes in teacher certification rules and processes
- 6. Industrial Arts Education ongoing discussion on issues brought forward by Dr. Perry
- 7. Oceti Sakowin Essential Understandings discussion at final meeting on issues brought forward by Dr. Perry. Each institution will forward Dr. Perry syllabi from INED 211, 411, 511 and another other courses that might demonstrate awareness of the standards.
- 7. NCTQ: EDC institutions were originally not going to participate in the NCTQ request per BOR approval, but NCTQ invoked the Freedom of Information Act thus forcing participation.

#### **Recommendations for AAC Consideration:**

- 1. Provide opportunity for teacher education programs to engage in collaborative work to develop a CAST minor and/or certificate to best prepare candidates to work with children who have experienced childhood trauma.
- 2. Support work on identifying and sharing the Oceti Sakowin Essential Understandings activities taking place in INED 211, 411, 511, and other teacher education courses.
- 3. Support work to clarify the Career & Technical Education certification requirements, especially how it pertains to programs such as business education and computer education.

### Suggestions for Council Work Plan for Upcoming Year:

- 1. CAEP accreditation policies, procedures, expectations, and cost.
- 2. Industrial Arts Education determine need, identify partners, develop curriculum/programs
- 3. Oceti Sakowin Essential Understandings identify stellar projects to bring awareness and understanding to teacher candidates.
- 4. Involvement in Center for the Prevention of Child Maltreatment survey results, collaborative for a minor or certificate program.
- 5. Student Mental Health Issues next steps? Disposition Surveys, discipline specific support groups.
- 6. Efficiencies specifically with sharing courses in low enrolled programs.

Academic Ye	ar: 2018-2019	
Discipline Co	uncil: English Discipline Council	
Leadership:	Chair: Elizabeth Haller (NSU)	
	Vice Chair:	
If you	have recommendations to make for Counc	il leadership next year, please list the names below
	Chair: Darlene Farabee (USD)	
	Vice Chair: Elizabeth Haller (NSU)	
	e remaining Campus Representatives on the	
,	sbeth Benkert-Rasmussen (NSU)	7) Paul Baggett (SDSU)
/	nristy Tidwell (SDSMT)	8) Paul Formisano (USD)
3) <u>Er</u>	ica Haugtvedt (SDSMT)	9) Darlene Farabee (USD)
4) <u>Jo</u>	hn Nelson (DSU)	<sub>10)</sub> Amy Fuqua (BHSU)
5) St	acey Berry (DSU)	11) David Cremean (BHSU)
6) Mi	ichael Keller (SDSU)	12) Dennis Hedge (SDSU)(AAC Liaison)
	es and Type (e.g. October 10, face to face in C	hamberlain; conference call):
-It was agreed upo -Resolved the follo ENGL 210 – prerec ENGL 212 – prerec ENGL 221 – prerec ENGL 222 – prerec ENGL 241 – prerec ENGL 242 – prerec ENGL 449 – prerec ENGL 484 – prerec -ENGL 212, 221, 2	wing uncommon course prerequisites: quisite ENGL 101 quisite ENGL 284 422, 241, 242, and 484 will also include the proviso "or permission of	cademic year with Darlene Farabee taking on the role for 2019-2020.  department". Because it is not currently possible to enter this language in enters their semester offerings in Banner, they may place language in the

### Response to Initiatives for Council Consideration Suggested by the Executive Director:

SAT ERW and English Placement

- It was proposed that if a student has a borderline ERW score, assessment and testing coordinators should administer the ACCUPLACER placement assessment to determine appropriate placement.
- The proposal was agreed to by the EDC with the following provision: there will be wording placed within the policy that indicates a student's challenge to an ACCUPLACER score of a non-borderline range will require the re-testing fee of \$18 while a student's challenge to a borderline range will not require the re-testing fee. Specific range scores will be provided within the policy.

challenge to a borderline range will not require the re-testing fee. Specific range scores will be provided within the policy.  - The revised policy will be circulated to the EDC for final email approval (this did not occur during the 2018-2019 academic year).
System Assessment Report -revise rubric prior to next assessment cycle
Other Council Activities:
N/A
December and attions for AAC Consideration.
Recommendations for AAC Consideration:
N/A
Suggestions for Council Work Plan for Upcoming Year:
System Assessment Report
-review and revise the rubric prior to the next assessment cycle -establishing institutional norming sessions (per AAC recommendation)
(per / tro recommendation)

Academic Yea	r: <u>2019</u>	
Discipline Cou	ncil: Fine Arts - Humanities	
Leadership:	Chair: Jonathan Nero/Jason Daniel	S
	Vice Chair: Alan Montgomery	
If you l	have recommendations to make for Council	l leadership next year, please list the names below
•	Chair: Jason Daniels	
	Vice Chair:	
	remaining Campus Representatives on that Gibson	is Council: 7) Molly Rozum, Rob Turner
2) <u>Vin</u>	cent King	8) David Reynolds, Angela McKillip
3) Jo	e Ren	9) Christi Garst-Santos, Nicole Flyn
4) Will	iam Wieland,Sara Christensen-Blair	<sub>10)</sub> Joelle Lien, Kurt Hackemer
5) Hale	y Armstrong, Matthew Whitehead, Allison Gilmore	11) Kurt Kemper
6) Mic	chael Hook, David Holdhusen	Ginny Lewis, Art Marmorstein
Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):  February 28, 2019 - Face to face - Pierre March 28, 2019 - conference call May 6, 2019 - conference call		
The main a	council Activities this year:  ctivities of this council include revision on the council include revision of the council inclu	of student learning outcomes and olementation of the system assessment

Response to Initiatives for Council Consideration Suggested by the Executive Director:		
Other Council Activities:		
Recommendations for AAC Consideration:		
The council will be bringing updated student learning outcomes and rubric to the May 22, 2019 AAC meeting.		
Suggestions for Council Work Plan for Upcoming Year:		
The council will work through the upcoming process of collection of artifacts for the upcoming assessment cycle of SGR 4. One item for discussion will also be a recommendation by AAC to engage in local norming sessions using the system rubric.		

Academic Yea	ar: <u>2019</u>	
Discipline Cou	uncil: General Education	
Leadership:	Chair: Tasha Dannenbring	
	Vice Chair:	
If you	have recommendations to make for Council	leadership next year, please list the names below.
	Chair: Jill Tyler	
	Vice Chair:	
	remaining Campus Representatives on thi	
/	ıra Colmenero-Chilberg	7) Kate Alley
2) Ch	ris Hahn	8) Kurt Cogswell
3) <u>Ric</u>	ch Avery	9) Michael Keller
	le Droge	10) Rob Turner
	risty Tidwell	11) Jill Tyler
6) <u>Fra</u>	ank Van Nys	12)
January 23 April 2, 201 May 7, 201	9	amberlain; conference call):
Overview of 0	Council Activities this year:	
Review of S Discussion Discussion courses.	General Education Course proposals.  Bystem Assessment Report.  of System Assessment Process.  of General Education purpose, goals, a  new SGR 2 and 4 rubrics.	nd decision making process for new

Response to Initiatives for Council Consideration Suggested by the Executive Director:			
Other Council Activities:			
December of the AAC Considerations			
Recommendations for AAC Consideration:			
The General Education Council will be recommending to AAC that additional documentation regarding the zero - sum calculation be added to new course proposal form.			
Suggestions for Council Work Plan for Upcoming Year:			
Review of procedural summit issues (what is working, what needs to be modified, how can we make it better).			
Review timing of modifications to the rubrics and cover sheets in preparation for upcoming artifact collection.			

Academic Year: 2018-19	
Discipline Council: Health, Physical Education	n, & Recreation
Leadership: Chair: Scott Staiger - DSU	
Vice Chair:	
Chair: Betsy Silva - BHSU (nex	
Names of the remaining Campus Representative  1) Betsy Silva - BHSU  Christine Ahmed - BHSU  3) Scott Klungseth - DSU  Tom Orr - NSU  Eric Glenn - SDSMT  5) Tracy Nelson - SDSU  Meeting Dates and Type (e.g. October 10, face to fee	Suzanne Williams - USD  Robin Ammon - USD  Judy Dittman - AAC Liaison  11)  12)
	n conjunction with the SD SHAPE conference)
Overview of Council Activities this year:	
Discussed at fall meeting:  a. Class changes at SDSU (Tracy)  b. Discipline fees (Kendra)  c. Common course pre-requisites (Scott d. Student mental health & ADA (Scott S)  e. CAEP ELED cert rules  Aligned common course pre-requisites.	,

N/A			
ther Council A	tivities:		
We aligned c	mmon course pre-requisites across th	e universities.	
ecommendatio	ns for AAC Consideration:		
uggestions for	Council Work Plan for Upcoming Year:		
Discussion of	virtual student teaching observations		

# **SDBOR Discipline Council Annual Report**

Academic Yea	ar: <u>2018-2019</u>	
Discipline Co	uncil: Library	
Leadership:	Chair: Scott Ahola	
	Vice Chair:	
If you	have recommendations to make for C	Council leadership next year, please list the names below
	Chair:	
	Vice Chair:	
	e remaining Campus Representatives n Daily, USD	
/	isti Tornquist, SDSU	7) 8)
/	bbert Russell, NSU	9)
	itty Andersen, SDSM&T	10)
	n Brue Enright, DSU	
- /	ic Young, USD Law	_ 12)
		re in Chamberlain; conference call): -16-2019, 2-20-2019, 4-17-2019, 5-15-2019
Overview of	Council Activities this year:	
Initiated an RFI pr		oked at two products: Scopus (Elsevier) and Web of Science (Clarivate),
Initiated discussio	ns on a governance model for the DLSD (Digital Librar	y of South Dakota).
Began exploring a	authentication issues and solutions to improve patron a	ccess to library resources.
	dget including transition from operations at BHSU.	
Continued the Re	gental Database Consortium partnership with other libr	aries in SD.

# Response to Initiatives for Council Consideration Suggested by the Executive Director: N/A **Other Council Activities:** N/A **Recommendations for AAC Consideration:** N/A **Suggestions for Council Work Plan for Upcoming Year:** Continue working on the budget for both RLC and DLSD. Finalize the DLSD Governance document.

Analyze possible frameworks for including additional DLSD partners.

# **SDBOR Discipline Council Annual Report**

Academic Year: 2018/19	
Discipline Council: Mathematics	
Leadership: Chair: Kurt Cogswell	
Vice Chair: NSU representative	
If you have recommendations to make for Cou	ncil leadership next year, please list the names below.
Chair: NSU representive	
Vice Chair: BHSU representative	
Names of the remaining Campus Representatives on	this Council:
1) Dan Swenson (BHSU)	7) Daluss Siewert (BHSU)
2) Jeffrey Palmer (DSU)	Richard Avery (DSU)
3) Stacy Trentham (NSU)	Ricardo Rojas (NSU)
Travis Kowalski (SDSMT)	10) Don Teets (SDSMT)
Donna Flint (SDSU)	Tasha Dannenbring (BOR)
Catalin Georgescu (USD)	Dan Van Peursem (USD)
Meeting Dates and Type (e.g. October 10, face to face in October 17, 2018, conference call October 30, 2018, face to face in Oacoma November 2, 2018, conference call Several rounds of email exchanges	n Chamberlain; conference call):

# **Overview of Council Activities this year:**

- 1. Begin implementation of the Regental Mathematics Pathways Initiative
- 2. Propose funding for Mathematics Pathways Success Initiative
- 3. Review/revise SGR#5 (Math) goals
- 4. Review/revise SGR#5 (Math) General Education Assessment rubric
- 5. Review/revise MATH and STAT common course descriptions
- 6. Review/revise MATH and STAT common course prerequisites
- 7. Develop and propose system-level primarily online Graduate Mathematics Certificates
- 8. Consider ALEKS as alternative to Accuplacer mathematics placement tests

# Response to Initiatives for Council Consideration Suggested by the Executive Director:

1. Implementation was begun.	Pathways were	assigned to	programs,	advisor	training	was i	initiated
integration into New Student Or	ientation proces	sses was init	iated.				

- 2. Funding was proposed and approved, though not through the proposed funding mechanism.
- 3. Revised goals have been submitted for system approval.
- 4. Revised rubric has been created and approved.
- 5. Revised common course descriptions have been submitted for approval.
- 6. Revised common course prerequisites have been submitted for approval.
- 7. New program curriculum forms are being prepared for submission
- 8. Initial investigations have begun

ner Council Activities:
commendations for AAC Consideration:
s indicated above, several proposals have been submitted for AAC and system approval.
ggestions for Council Work Plan for Upcoming Year:
ontinue to consider alternatives to Accuplacer mathematics placement tests

# **SDBOR Discipline Council Annual Report**

Academic Year: $\frac{2}{2}$	.019	
Discipline Council	Natural Science Discipline Co	puncil
Leadership: Cha	<sub>nir:</sub> Madhav Nepal -SDSU	
Vic	e Chair:	
If you have	recommendations to make for Counc	cil leadership next year, please list the names below
Cha	iir:	
Vic	e Chair:	
Names of the rem	aining Campus Representatives on t	his Council:
1) Abby Do	omagall -BHSU	7) Zhengtao Zhu-SDMT
<sub>2)</sub> Shane	Sarver-BHSU	8) Hao Fong-SDMT
3) Jim Ma	aloney-DSU	<sub>9)</sub> Judy Vondruska-SDSU
<sub>4)</sub> Dale D	roge-DSU	10) Karen Koster-USD
<sub>5)</sub> Jon Mi	tchell-NSU	Brennan Jordan-USD
<sub>6)</sub> Jodie I	Ramsay-NSU	Demitris Kouris-SDMT-AAC liason

Meeting Dates and Type (e.g. October 10, face to face in Chamberlain; conference call):

The Discipline Council met on the following dates.

1/23/2019 (Conference Call): Uncommon prerequisites of common courses 1/30/2019 (Conference Call): Uncommon prerequisites of common courses 2/06/2019 (Conference Call): Uncommon prerequisites of common courses 2/13/2019 (Conference Call): Uncommon prerequisites of common courses

3/13/2019 (ZOOM): Variation in topical coverage of some NS common courses across the six institutions.

# Overview of Council Activities this year:

Natural Science Discipline Council is a new discipline council announced on October 12, 2018 although ad-hoc council with the same members were active in FY2018 and drafted the SGR#6 student learning outcomes and proficiency criteria (assessment rubric). In 2019, through multiple email communications and conference calls, we made the following recommendations on the prerequisites of 16 Natural Science courses (that had uncommon prerequisites across the campuses

On January 13, 2019, NSDC was tasked to discuss and resolve uncommon prerequisites of 16 common courses in Natural Sciences. We met four times on the aforementioned dates and made the following recommendations

Courses: NSDC recommendations on pre-requisite; (s); advising recommendation(s)

BIOL 153 (General Biology II), No per-requisite; Topical coverage for further discussion.

BIOL 221 (Human Anatomy): No pre-requisite; Topical coverage for further discussion.

BIOL 221 (Human Anatomy): No pre-requisite; Individual institution may choose to evaluate student preparedness or waiver through advising/ other means.

BIOL/BIOT 301 (Plant Systematics); BIOL 153 or BIOL 213

BIOL 325 (Physiology); (BIOL 151 or BIOL 153 or BIOL 271) + (CHEM 112 or CHEM 106); Individual institution may choose to evaluate student preparedness or waiver through advising /other means.

BIOL/BIOL 355 (Mammalogy and Lab); BIOL 151 or BIOL 153; Institutions differ in topical coverage. NSDC should discuss further.

BIOL/BIOL 373 (Evolution); BIOL 151 or BIOL 153; Institutions differ in topical coverage. NSDC should discuss further.

BIOL/BIOL 373 (Evolution); BIOL 151 or BIOL 153; Institutions differ in topical coverage. NSDC should discuss further.

BIOL/BIOL 373 (Evolution); BIOL 151 or BIOL 153 or BIOL 151 or BIOL 153 or BIOL 154 or BIOL 153 or BIOL 154 or BIOL 153 or BIOL 154 or BIOL 155 or BIOL 1

CHEM 452 (Environmental Chemistry); CHEM 326 or CHEM 332 or CHEM 352 or CHEM 442 CHEM 482 (Environmental Chemistry); CHEM 114 or CHEM 127 or CHEM 326; Upper level prerequisite can be recommended through advising/other means.

# Response to Initiatives for Council Consideration Suggested by the Executive Director:

NA (This was our first year after the Discipline Council was established)			

### Other Council Activities:

- 1. At our last meeting, we began discussing topical coverage of general biology (BIOL151) across the institutions. The variation might adversely affect the student transfer processes. This discussion will resume next academic year.
- 2. We also discussed the concerns about some dual credit courses. We will resume this conversation and forward potential recommendations next academic year.

### **Recommendations for AAC Consideration:**

Efforts on reinforcing common course guidelines are appreciated, so continue pursuing this path.			

### **Suggestions for Council Work Plan for Upcoming Year:**

- 1.NSDC should continue evaluating all SGR#6 courses and their topical coverage across the institutions. The evaluation should also expand to other natural science courses including those offered in junior years, as the contents covered in these courses may have implications in student transfer processes.
- 2. Elect Vice Chair at the first meeting in Fall 2019.
- 3. Elect Chair at the last meeting of the academic year.

# **Academic and Student Affairs**

**AGENDA ITEM:** 7 – D (2) **DATE:** June 26-27, 2019

\*

### **SUBJECT**

Program Review Reports – DSU, SDSMT, SDSU & USD

# 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 <u>Institutional Program Reports</u> webpage.

# Dakota State University

- Biology (BS)
- English for New Media (BS)
- Education Technology (MS)
- Exercise Science (BS)

(Continued)

INFORMATIONAL ITEM

# South Dakota School of Mines and Technology

- ABET Accreditation Review
  - o BS in Chemical Engineering
  - o BS in Civil Engineering
  - o BS in Computer Engineering
  - o BS in Electrical Engineering
  - o BS in Geological Engineering
  - o BS in Industrial Engineering and Engineering Management
  - o BS in Mechanical Engineering
  - o BS in Metallurgical Engineering
  - o BS in Mining Engineering
- Computational Sciences and Robotics (MS)
- Electrical Engineering (MS)

# South Dakota State University

- Agronomy, Horticulture, & Precision Agriculture
- Aviation Education
- Chemistry and Biochemistry
- Consumer Affairs
- Natural Resource Management
- School of Communication and Journalism
- Sport and Recreation Management

# The University of South Dakota

- Communications and Sciences Disorders SLP Audiology
- Kinesiology & Sport Management
- Modern Languages & Linguistics

### **ATTACHMENTS**

None

# **Academic and Student Affairs**

AGENDA ITEM: 7 – E **DATE:** June 26-27, 2019

### **SUBJECT**

Free Speech Policy Revisions – BOR Policies 1:32 & 3:18 and Proposed BOR Policy 6:13:1 (First Reading)

# CONTROLLING STATUTE, RULE, OR POLICY

U.S. Constitution Amendment I

SD Constitution Art. VI § 5 – Freedom of speech

SDCL § 3-6C-19 – Freedom of Speech of Officers and Employees

HB1087 (2019 Legislative Session) - An Act to promote free speech and intellectual diversity at certain institutions of higher education

### **BACKGROUND / DISCUSSION**

During its December 2018 meeting the Board approved changes to BOR Policies 1:17, 3:3, 3:4, 3:18, 4:21, 6:13, and 7:1, all of which touched on first amendment issues in one respect or another. HB1087 was subsequently passed during the 2019 Legislative Session, which addressed a number of issues germane to various BOR policies. Consequently, the proposed changes to the attached policies, which include the addition of a new policy, have been made to incorporate the relevant text from HB1087, providing further clarity to the campuses on the various first amendment related issues.

The specific policy changes are summarized below:

BOR Policy 1:32 – The proposed amendment incorporates the definition of intellectual diversity used in HB1087 and the annual reporting required thereby, stating that each institution will provide a report to the Executive Director, on or before November 1st of each year, on institutional activities germane to the policy, including (i) all actions taken by the institution to promote and ensure intellectual diversity and the free exchange of ideas, and (ii) a description of any events or incidents that impeded intellectual diversity and the free exchange of ideas.

(Continued) \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

**DRAFT MOTION 20190626 7-E:** 

I move to approve the first reading of the proposed revisions to BOR Policies 1:31 and 3:18 and proposed BOR Policy 6:13:1.

Free Speech Policy Revisions June 26-27, 2019 Page 2 of 2

**BOR Policy 3:18** – The proposed changes incorporate clear language from the legislation which prohibits various forms of discrimination against student organizations based on their ideological, political or religious viewpoints.

BOR Policy 6:13:1 – This proposed policy addresses the use of institutional facilities and grounds for expressive activity by students, employees, and their invited guests. This policy is an offshoot of BOR Policy 6:13, which addresses use of institutional facilities and grounds by private parties. The intent of this policy is to provide a clear framework pertaining to the expressive activity of the "campus community" on institutional grounds. Currently, BOR Policy is silent on this topic, which has resulted in uncertainty with respect to the treatment of these individuals in comparison to that prescribed for private parties. The proposed policy provides clear guidance on covered/prohibited activity, the parameters within which the campuses are to operate/further regulate, enforcement, and the process for addressing appeals.

### IMPACT AND RECOMMENDATIONS

The changes to BOR Policies 1:32 and 3:18, and addition of BOR Policy 6:13:1, have been proposed to better align with the verbiage contained in HB1087 and to provide greater clarity for institutional leadership as they manage freedom of speech issues on their campuses.

Staff recommends approval, subject to any additional clarifications or changes deemed appropriate by the Board.

### **ATTACHMENTS**

Attachment I – BOR Policy 1:32 Commitment to Freedom of Expression
Attachment II – BOR Policy 3:18 Recognition and Funding of Student Organizations
Attachment III – Proposed BOR Policy 6:13:1 Use of Institutional Facilities and Grounds for Expressive Activity by Students, Employees, and their Guests

# **Policy Manual**

**SUBJECT:** Commitment to Freedom of Expression

**NUMBER:** 1:32

# A. PURPOSE

To express the Board's commitment to the principles of expression protected by the First Amendment to the U.S. Constitution

# **B.** <u>DEFINITIONS</u>

1. <u>Intellectual diversity:</u> Intellectual diversity denotes a learning environment that exposes students to and encourages exploration of a variety of ideological and political perspectives.

# C. POLICY

The Board and its institutions have a long history of commitment to the principles of free expression and encourage the timely and rational discussion of topics whereby the ethical and intellectual development of the student body and general welfare of the public may be promoted.

Freedom of expression includes the right to discuss and present scholarly opinions and conclusions on all matters both in and outside the classroom without Board or institutional discipline or restraint. This freedom includes the right to speak and write as a member of the institutional communities governed by the Board or as a private citizen on matters of public concern. The Board and its institutions are committed to these principles and provide all members of their community the latitude to explore ideas and to speak, write, listen, challenge, and learn. Except insofar as limitations on that freedom are necessary to the functioning of the institution, the Board fully respects and supports the freedom of all members of the institutions' community to discuss any problem or issue that presents itself.

The ideas of different members of the institutions' community will often and quite naturally conflict, and some individual's ideas will even conflict with the institutions' values and principles. But it is not the proper role of the Board or the institutions to attempt to shield individuals from viewpoints they find unwelcome, disagreeable, or even deeply offensive. To be clear, the Board greatly values and is responsible for upholding a culture of civility at its institutions. All members of the institutions' community share in the responsibility for maintaining a climate of mutual respect. Such a climate is essential to First Amendment principles of academic freedom and freedom in learning, as both principles rely on the

discursive order and restraint from disruption that civility demands of each of us. Yet, while the manner in which ideas are conveyed may be uncivil and disrespectful, ideas, themselves, are not. In other words, concerns about civility and mutual respect can never be used as a justification for closing off discussion of ideas, however offensive or disagreeable those ideas may be to some members of our institutions' community.

The freedom to debate and discuss the merits of competing ideas does not, of course, mean that individuals may say whatever, whenever, and wherever they wish. The institutions may restrict expression that violates the law, that falsely defames a specific individual, that constitutes a genuine threat or harassment, that unjustifiably invades privacy or confidentiality interests, or that is otherwise directly incompatible with the functioning of the institution, including any limited public or nonpublic forum it creates. In addition, the institution may reasonably regulate the time, place, and manner of expression to ensure that it does not disrupt the ordinary activities of the institution. But these are narrow exceptions to the general principle of freedom of expression, and it is vitally important that these exceptions never be used in a manner that is inconsistent with the Board's commitment to a free and open discussion of ideas.

It is the Board's fundamental commitment to the principle that viewpoints may not be suppressed because the ideas put forth are thought by some or even by most members of the institutions' community to be offensive, unwise, immoral, or wrong-headed. Controversial speech and robust debate are expected and valued at the institutions. The right to engage in such expression is one of the rights protected by the United States Constitution. Indeed, encouraging intellectual diversity in faculty and fostering the ability of members of the institutions' community to engage in such debate and deliberation in an effective and responsible manner is an essential part of the institutions' educational missions.

As a corollary to the Board's commitment to protect free expression, and as suggested by the above discourse on civility, members of the institutions' community must also act in conformity with the responsibilities of free expression. Although members of the institutions' community are free to criticize and contest the views expressed on campus, and to criticize and contest speakers who are invited to express their views on campus, they may not obstruct or otherwise interfere with the conduct of the institutions or the freedom of others to express views they reject or even loathe. To this end, the Board and the institutions have a responsibility not only to promote a lively and fearless freedom of debate and deliberation, but also to protect that freedom when others attempt to restrict it.

Accordingly, the Board will adopt and interpret policies consistent with this commitment and institutions will ensure their policies and procedures uphold the commitment contained herein and within the policies adopted by the Board setting forth reasonable time, place, and manner restrictions.

This policy shall not be interpreted in any manner to: (i) mandate new funding by institutions to ensure its enforcement, (ii) limit the authority and responsibility of faculty to maintain pedagogical order in the classroom, or (iii) abridge the rights provided in BOR Policy 1:11.

On or before November 1<sup>st</sup> of each year, each institution shall provide a report to the Executive Director on institutional activities germane to this policy, which shall include: (i) all actions taken by the institution to promote and ensure intellectual diversity and the free exchange of ideas, and (ii) a description of any events or incidents that impeded intellectual diversity and the free exchange of ideas.

# **FORMS / APPENDICES:**

None

# **SOURCE:**

(RR, 12:02, 1977); BOR March 1993; BOR December 2018.

# **Policy Manual**

**SUBJECT:** Recognition and Funding of Student Organizations

**NUMBER: 3:18** 

# A. PURPOSE

To establish policy regarding the recognition of student organizations on campus and the provision of funding thereto.

# **B.** <u>DEFINITIONS</u>

None

# C. POLICY

# 1. Recognition of Student Organizations

1.1. Each institution will develop and publish criteria for recognition of student organizations. These recognition criteria will require student organizations to operate under a formal set of articles that define the powers of the organization and describe how those powers may be exercised, just as articles of incorporation or constitutions define the powers of commercial, nonprofit or governmental entities and describe how these powers may be exercised. Each institution will establish rules for budgeting, custody, expenditure and audit of organization funds, and the recognition criteria will require that recognized student organizations abide by such rules. No such rules or criteria may discriminate against any student or student organization based on the content or viewpoint of their expressive activity.

Such criteria will require student organizations to operate in a nondiscriminatory manner as provided in Board Policy No. 1:18. In compliance with Board Policy No. 1:18(5) institutions will recognize two limited exceptions to the general requirement that organizations not restrict membership or participation on the basis of race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information, military service membership or veteran's status. Consistently with rights guaranteed under state and federal constitutions, Board Policy No. 1:18(5) accommodates the distinctive characteristics of intimate associations or expressive associations. In keeping with these guarantees, an institution may not prohibit an ideological, political or religious student organization from requiring its leaders or members of the organization affirm and adhere to the organization's sincerely held beliefs, comply with the organization's standards of conduct, or further the organization's mission or purpose, as defined by the organization.

- 1.1.1. Intimate associations involve distinctively personal aspects of life. Factors that suggest that an organization should be treated as intimate association include: (a) the relative smallness of the organization; (b) a high degree of selectivity in choosing and maintaining members of the organization; (c) the personal nature of the organization's purpose; and (d) the exclusion of nonmembers from the central activities of the organization.
  - 1.1.1. A student organization that operates a residential facility for its membership would illustrate the kind of organization that might be classified as an intimate association, at least insofar as relates to limiting membership on the basis of gender.
- 1.1.2. Expressive associations are created for specific expressive purposes, and they would be significantly inhibited in advocating their desired viewpoints if they could not restrict their membership based on race, color, creed, religion, national origin, ancestry, citizenship, gender, transgender, sexual orientation, age, disability, genetic information or military service membership or veteran's status.
  - 1.1.2.1. A student organization dedicated to the practice of a particular religious faith would illustrate the kind of organization that might be classified as an expressive association, at least insofar as relates to limiting membership on the basis of adherence to the tenants of that faith.
- 1.1.3. Exceptions from the nondiscrimination policy will be made only to the extent necessary to accommodate the particular circumstance that warrants an exception; the overarching purpose of supporting student organization activities is to prepare students to act as citizens and leaders of a republican form of government, which by its nature permits discrimination against none.
  - 1.1.3.1. By way of illustration, but not limitation, a student organization operating a residential facility for its membership may be allowed to limit membership on the basis of gender, but not on the basis of religion; a student organization dedicated to the practice of a particular religious faith may be allowed to limit membership on the basis of religion, but, absent any contrary doctrine of faith, not on the basis of gender.
- 1.1.4. Each institution will establish a process that student groups may follow to secure recognition as student organizations. The chief executive officer of the institution will designate an administrator who will be responsible for determining whether a group of students satisfies the criteria for recognition as a student organization. Institutions with student government organizations may request that such organizations review applications for recognition as student organizations and make recommendations to the designated administrator whether a particular group of students satisfies the institutional criteria for recognition.

# 2. Funding of Student Organizations

In order to reduce the economic barriers to forming and operating student organizations or to accessing means of communication, institutions may grant subsidies, pursuant to this section, from funds apportioned from the general activity fee. Only recognized student organizations may receive disbursements from the find to finance the organizations' general operational expenses and to subsidize cultural, social, recreational and informational activities and events sponsored by the organizations.

<u>Funding allocated to student organizations shall be distributed in a nondiscriminatory manner in accordance with applicable state and federal authority, and Funding shall be allocated consistent with the institution's interests as outlined herein; provided that</u>

- 2.1. No student organization will be eligible for fee subsidies:
  - 2.1.1. If the funding is prohibited by Article 6, § 3 of the SD Constitution because it will be used for sectarian ceremonies or exercises;
  - 2.1.2. If the funding is prohibited by SDCL § 12-27-20 because it will be used for the promotion or opposition of particular candidates for public office or ballot issues in elections, or financing off-campus lobbying or political activities of non-students;
  - 2.1.3. If the organization operates a residential facility for its membership or otherwise generates income from commercial activities for the personal use and benefit of members or on behalf of for-profit entities; or
  - 2.1.4. If the organization generates income for the personal use and benefit of the sponsoring organization members or on behalf of for-profit entities.

This section does not prohibit a student governance body, recognized by the institution, whose leadership is popularly elected by the students, from using funding to communicate its position on behalf of all students, either through lobbying efforts before legislative bodies.

- **3.** Procedures for Requesting Funding and Allocating Funds
  - 3.1. Each institution will develop and publish instructions outlining the procedure that recognized student organizations may use to request funding from the general activity fee levied pursuant to Board Policy No. 5:5:4(1)(B).
  - 3.2. The chief executive officer of the institution will designate an administrator who will be responsible for determining how funds will be allocated. Institutions with student government organizations may request that such organizations review applications for funding and make recommendations to the designated administrator.
  - 3.3. Each institution will develop standards to guide the review of funding requests submitted by recognized student organizations. Subject to the limitations stated herein, these standards will require that decisions be made on grounds unrelated to the exercise by students through the organization of their rights to free expression, to the free exercise of religion, to the freedom of association or to the freedom to petition government. Such rights-neutral mechanisms may include, without limitation, random selection from among student proposals or prioritization based upon frequency of funding or other objective factors unrelated to the exercise of protected rights.

# **FORMS / APPENDICES:**

None

# **SOURCE:**

BOR October 1994; BOR October 1996; BOR December 2000; BOR April 2013; BOR December 2018.

# **Policy Manual**

**SUBJECT:** Use of Institutional Facilities and Grounds for Expressive Activity by Students, Employees, and their Guests

**NUMBER:** 6:13:1

# A. PURPOSE

To promote and facilitate free expression while allowing the institution to ensure such activities do not interfere with the institution's mission and operations or with the rights of others.

### **B. DEFINITIONS**

- 1. Coercion is the inducement of another to perform some act under circumstances which deprives them of their exercise of free will, such as force, threats, attempts to intimidate or badger a person into viewing, listening to, or accepting a copy of communication; or persistently requesting or demanding the attention of a person after that person has attempted to walk away or has clearly refused to attend to the speaker's communication.
- 2. **Demonstration** is any process of showing an individual or group cause by speech, example, group action or other form of public explanation.
- 3. **Debate** is a discussion involving different viewpoints in which different sides of an issue are advocated or presented by differing speakers.
- 4. **Expressive activity** is any lawful noncommercial verbal or written means by which one person communicates ideas to another, and includes peaceful assembly, protests, debate, demonstrations, speeches, distribution of literature, the carrying of signs, and the circulation of petitions.
- 5. **Prohibited Conduct** is any conduct violating state or federal law, regulation, or policy, including but not limited to coercion, speech unprotected by the United States or South Dakota Constitution, unlawful conduct under state or federal law, rule, or policy, including but not limited to Board or institutional policies.
- 6. **Institution** means Black Hills State University, Black Hills State University Rapid City, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, University Center Sioux Falls, and University of South Dakota.
- 7. Large-scale events are defined as (i) events that are expected to attract 50 or more

people or (ii) events that request the use of amplified sound. Such events include invited speakers, marches, parades, protests, and demonstrations.

# C. POLICY

# 1. Policy Statement

The South Dakota Board of Regents recognizes and supports the educational institutions as marketplaces of ideas. The primary function of the institutions is to discover and disseminate knowledge by means of research and teaching. The Board supports the right of students, employees, and their guests to speak in public and to demonstrate for or against actions and opinions with which they agree or disagree. Freedom of expression is vital to the shared goal of the pursuit of knowledge. Such freedom comes with a responsibility to welcome and promote this freedom for all, even in disagreement or opposition. In doing so, however, students, employees, and their guests must comply with this and other Board policies, and institutional policies.

### 2. General Guidelines

- 2.1 The Board and its institutions are committed to providing an educational, research, and service environment that is conducive to the development of each individual. As a public entity, the Board and its institutions provide both formal and informal forums for the expression of ideas and opinions as long as it is done within the context of federal and state law and Board and institutional policies, and does not impede pedestrian and/or vehicular traffic, disturb or interfere with normal academic, administrative or student activities, or involve prohibited conduct.
- 2.2 Because institutional facilities and grounds are tax-exempt public facilities and grounds, they are not generally available for use for commercial purposes, subject to the specific exception set forth in Board Policy 3:7 and 6:13.

### 3. Outdoor Areas

- 3.1 To facilitate robust debate and the free exchange of ideas, the outdoor areas within the boundaries of the institution, unless otherwise properly restricted, constitute a designated public forum for the benefit of students, employees, and their guests to engage in expressive activity. This use may be without prior permission from the institution so long as:
  - 3.1.1 The area has not been previously reserved or scheduled for a particular function:
  - 3.1.2 No sound amplification is used;
  - 3.1.3 Participants do not violate any Board or institutional policy or engage in prohibited conduct; and

- 3.1.4 The General Guidelines outlined in Section C.2 are followed.
- 3.2 Nothing in this section 3 shall be interpreted as limiting the right of a student's free expression elsewhere on campus, in keeping with the nature of the forum designated by the institution in which the expressive activity occurs and the implementation of Board Policy 6:13, so long as the expressive activities or related conduct do not violate any other applicable Board or institutional policy or constitute prohibited conduct.
- 3.3. An institution may not designate any outdoor area within its boundaries as a free speech zone or otherwise restrict the expressive activities of students, employees and their guests to particular outdoor areas within its boundaries in a manner that is inconsistent with this policy.

# 4. Institutional Obligations

- 4.1 Each institution shall designate and publicize:
  - 4.1.1 the institutional office(s) for scheduling and coordinating large scale events;
  - 4.1.2 the contact information for the person or office to which appeals of this or related institutional policies are submitted, who shall not be the person or office that schedules and coordinates large scale events;
  - 4.1.3 a form, whether physical or electronic, for reserving facilities or grounds; and
  - 4.1.4 the grounds for granting or denying a reservation in keeping with Board Policy 6:13(C)(2.5).
- 4.2 An institution may maintain and enforce additional lawful reasonable time, place, and manner restrictions on the use of outdoor areas within the institutional boundaries, so long as any such restrictions are clear, narrowly tailored in the service of a significant institutional interest, published, content-neutral, viewpoint-neutral, and provide alternate means of engaging in the expressive activity. Any such restrictions shall allow students and employees to spontaneously and contemporaneously assemble in outdoor areas within the boundaries of the institution, unless otherwise properly restricted, as long as their conduct is not unlawful and does not materially and substantially disrupt the functioning of the institution.

# 5. Guidelines for Expressive Activity by Students and Student Organizations

5.1 A student's right of freedom of expression at the institution includes organized demonstrations or events. At the same time, the institution has long recognized that this right does not include the right to engage in conduct that disrupts the institution's operations, infringes other students' freedom in learning, interferes with the academic freedom of faculty, endangers the safety of others, or constitutes prohibited conduct.

--DRAFT--

- 5.2 The institution shall require any student or student organization planning a large-scale event to contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.
- 5.3 The Institution may require the requesting party to provide a parade route, hire security, ensure egress to facilities, or take other steps to maintain the safety of the campus; however, any such requirement(s) must be based on definite and objective criteria that are not content-based. All participants must follow all Board and institutional policies and applicable law.
- 5.4 Access to, and use of, facilities and grounds at institutions shall be equally available to all student organizations, regardless of the ideological, political, or religious beliefs of the organization.

# 6. Guidelines for Expressive Activity by Guests

- 6.1 Guests of students and employees may engage in expressive activity in outdoor areas in conformity with all applicable policies and in a manner that does not constitute prohibited conduct, or they may seek to reserve select campus facilities pursuant to Board Policy 6:13.
- 6.2 Hosts of guests who are planning a large-scale event must contact the designated institutional office in advance of the large scale event. A representative of the designated institutional office will work with the requesting person to either meet the request or find a reasonable alternate time and location.

### 7. Enforcement

- 7.1 Students' and employees' guests found violating Board or institutional policies, including this policy, will be subject to immediate removal from the institutional grounds, without prior warning, by appropriate institutional agents or officials and may be subject to appropriate legal action.
- 7.2 Students and/or student organizations violating this policy will be subject to disciplinary action pursuant to the Student Code of Conduct.
- 7.3 Employees violating this policy will be subject to disciplinary action pursuant to applicable Board Policy.

# 8. Appeals

Individuals who believe that the institution violated this policy may obtain a review as follows:

- 8.2 The appeal must be presented on the approved form.
- 8.3 The completed written appeal must be presented within five (5) working days after the violation occurred.
- 8.4 The appeal shall state specifically facts that, if proven, would demonstrate:
- 8.4.1 that the denial was based upon an incorrect assessment of material fact or
- 8.4.2 that it involved a misinterpretation, misapplication or violation of the requirements of Board or institutional policy.

Mere conclusions, general allegations and speculative statements cannot establish a factual ground for the claim that Board or institutional policy has been misinterpreted, misapplied or violated.

- 8.5 The designated institutional office will respond to such appeals via email within two (2) working days after their receipt by the institution. Should the institutional office deny the appeal, it shall provide in its response a copy of the reservation and the procedure for appealing the decision to the institutional chief executive officer.
- 8.6 If the individual remains dissatisfied, they may appeal to the institutional chief executive officer by filing a written appeal on the same approved form within five (5) working days after the institution issued its response.
- 8.6.1 The institutional chief executive officer shall have five (5) working days after receipt of such an appeal to conduct such an investigation as may be warranted under the circumstances and to issue a written decision addressing the concerns raised by the individual, determining whether denial was proper and, if the appeal is denied, informing the individual of the discretionary appeal to the Board of Regents.
- 8.7 After exhausting institutional appeals, the individual may appeal the determination of the institutional chief executive officer by submitting a written appeal to the Executive Director of the Board within ten (10) working days from the effective date of the institutional chief executive officer decision. Such an appeal shall include the completed reservation form, the denial, the appeals and decisions exchanged at the institutional level, and the required appeal form.
- 8.7.1 The Executive Director of the Board shall have ten (10) working days after receipt of such an appeal to review the appeal and its documentation and to determine whether to attempt to mediate a resolution. Within five (5) working days thereafter, the Executive Director shall either issue a preliminary recommendation or refer the matter to a hearing examiner to

determine whether the matter presents contested issues of material fact warranting a hearing or whether denial was proper as a matter of law.

- 8.7.2 If the Executive Director issues a preliminary recommendation that would deny the individual relief, the individual shall be allowed ten (10) working days from the transmission or deposit in the mail of the Executive Director's written response to provide reasons why that response should not become final.
- 8.7.3 If the Executive Director appoints a hearing examiner using the contested case proceedings pursuant to SDCL ch. 1-26, the hearing examiner shall contact the institution and the individual within ten (10) working days from the date of appointment to schedule any necessary exchanges of authorities, hearings or evidentiary hearings.
  - 8.7.3.2 The hearing examiner will make a recommendation to the Board which will take the form of findings, conclusions and an order of disposition and will be issued within fifteen working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the institution and to the private party. The recommendation must be based solely on the record, pertinent institutional and Board policies, this agreement and the law of the land.
- 8.7.4 The Board will make a final decision based upon the recommendation of the hearing examiner or the Executive Director where a matter is to be resolved as a matter of law. In addition, it may review the record pertinent to the issues and may hear testimony from individuals as it deems appropriate. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received not less than ten working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the hearing examiner or the Executive Director, the Board will provide the institution and the private party with the reasons for rejecting or modifying the recommendation.
- 8.7 Appeals from the decision of the Board are governed by SDCL ch 1-26.

# **FORMS / APPENDICES:**

None

### **SOURCE:**

# **Budget and Finance**

**AGENDA ITEM: 8 – A DATE: June 26-27, 2019** 

\*

### **SUBJECT**

**BHSU Solar Project** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5-23 - Agreements and Contracts

### **BACKGROUND/DISCUSSION**

Black Hills State University first brought a proposal for solar panels to the Board in December 2016. At that time, BHSU was investigating the idea and wanted the Board to be aware of the project. The Board was supportive of the project, but also raised concerns about the length of the contract (30 years) and the potential changes in technology. BHSU has been investigating and researching solar projects for the last three years, and with a smaller project in place, now believes they are ready to move forward with a state-supported project. The proposed project has approximately a 15-year payback period that reduces the risks previously identified.

Black Hills State University has a strong commitment to sustainability initiatives including reducing their carbon footprint, becoming a net zero waste campus, reducing energy consumption, educating students on sustainable practices, providing undergraduate research opportunities, supporting local food initiatives, leading community resiliency, and becoming a 100% renewable energy campus.

Sustainability is an issue that is gaining momentum and the attention of students nationwide. Princeton Review's 2018 College Hopes & Worries survey shows that 63% of the 11,000 college applicants and parents interviewed find value in knowing about a university's commitment to sustainability and that it influences enrollment decisions in a positive manner.

BHSU is proposing to install a 797 kilowatt (KW) solar array on the rooftops of four academic buildings including the Donald E. Young Center, Johnson Life Sciences Laboratory, the Library Learning Center, and Facilities Services. This will add to the current 137 KW array on the roofs of two residence halls, Bordeaux and Thomas, making

(Continued)

### **DRAFT MOTION 20190626 8-A:**

I move to approve the solar panel project and authorize the executive director to finalize and approve the MOU with the Bureau of Finance and Management.

the campus 66 KW short of one megawatt of solar power. The panels on the residence halls cost \$277,897 and are expected to save \$22,000 per year for a 12.6-year payback. These arrays became operational during FY19. Once the cost of the panels is covered, the utility savings remains in the auxiliary system to support the residence halls. With both projects, solar power will offset approximately 10% of BHSU's annual electrical consumption.

The new solar project is estimated to cost \$1,132,166, but will not be finalized until it is bid. When considering operational savings of \$500 per year and annual utility savings of \$78,976 there is a simple payback of 14.4 years. The cost of the project will be paid for with state utility savings over the 14.4-year payback period.

BHSU currently pays \$0.03 per kilowatt hour to Western Area Power Administration (WAPA). Six months out of the year, BHSU exceeds its allocation from WAPA and then buys power from Black Hills Energy (BHE) at a rate of \$0.12 per kilowatt hour. The solar power will primarily replace the power bought from BHE.

The following table provides a comparison of the total savings for the project over a 40-year life span using different utility escalation rates. The panels could easily last 50 years, which would increase the savings. Annual operations and maintenance expenses and planned inverter replacement in years 16 and 31 are included in the net savings to the State. The first option assumes no utility rate increases for either WAPA or Black Hills Energy over the 40-year cash flow. The other option includes a 2% increase in the Black Hills Energy rate, but no escalation in the WAPA rate. Both models are conservative and realistic.

	No Utility Rate Increase	2% Utility Rate Increase
Project Cost	\$1,132,166	\$1,132,166
Lifetime Savings	\$2,710,961	\$4,093,685
Net Savings to State	\$1,738,202	\$3,210,602
Payback Period	14.52 years	12.97 years

A request for proposals was issued by BHSU to obtain a competitive capital lease proposal to consider financing the project. The State is also considering the possibility of a 0% financing loan from state energy funds. Much like a performance contract, the energy savings from the production of solar panels will be used to pay the capital lease. The Bureau of Administration, including the energy manager from the Office of the State Engineer, and the Bureau of Finance and Management have been fully engaged as this project has progressed. The Bureau of Finance & Management has given preliminary approval for BHSU to keep the electrical savings each year to make the payment. Staff are reviewing the proposal in more detail before a final authorization will be given. Once the capital

BHSU Solar Project June 26-27, 2019 Page 3 of 3

lease is paid off, the savings will revert to the State of South Dakota. Attachment I provides a draft MOU between BHSU and the Bureau of Finance & Management formalizing the use of utility savings to make the lease payment on the panels. Obviously, the retention of utility savings is critical to the success of this financing model.

The solar array is tentatively scheduled for a summer 2019 installation.

### IMPACT AND RECOMMENDATIONS

Authorizing the project will allow BHSU to move forward with a bid for the solar panels. Again, the work at BHSU will provide a template for others and provide some insight into future solar projects.

The project has a payback of approximately 15 years and, following that, the savings will benefit the State. The board office recommends approval of the solar project.

Current Board policy only requires equipment leases exceeding \$100,000 per year to have Board approval. Because of the unique nature of this project and the necessary long-term memorandum of understanding with the Bureau of Administration, the Board is being asked to approve the project.

# **ATTACHMENTS**

Attachment I - Bureau of Finance and Management Draft MOU

# MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made and entered into by and between Black Hills State University (University) and the Bureau of Finance and Management (BFM).

### RECITALS

WHEREAS, University is allocated through the State budgeting process funds for the purchase of electrical power;

WHEREAS, University intends to purchase a solar panel system which will generate electrical power to the University and reduce the amount of electrical power the University will be required to purchase from outside sources including WAPA and Black Hills Energy supplemental power(Solar Project);

WHEREAS, the Parties intend this MOU to memorialize their agreement that University will be allowed to use State of South Dakota General Fund utility allocation funds it saves on the purchase of electrical power (Energy Savings) to pay for the cost of the Solar Project.

NOW THEREFORE, Party to this MOU agree as follows:

- If the University goes forward with the Solar Project, it shall calculate the Net Energy Savings attributable to the solar system.
  - A. "Energy Savings" shall be calculated by multiplying the amount of electricity generated by the solar project times the cost of a comparable quantity of electricity if the same had been purchased by the University from its regular outside sources.
  - B. "Net Energy Savings" shall be the amount of energy savings remaining after subtracting all costs of operating and maintaining the Solar Project.

- 2. Any Net Energy Savings shall be retained by the University for repayment of the capital costs of purchasing the Solar Project, whether pursuant to a lease/purchase program or an outright finance to purchase and the maintenance/operation of the Solar Project.
- 3. If, after payment of any lease/purchase payment for the Solar Project and current maintenance and operation costs, there remains additional Net Energy Savings, University shall be allowed to apply such additional funds to the outstanding loan or lease/purchase balance.
- 4. This MOU shall remain in effect until University shall have paid for the cost of acquiring and implementing the Solar Project.
- 5. Once the cost of implementing and installing the Solar Project and after payment of current maintenance and operational costs have been paid, any Net Energy Savings shall revert to BFM on behalf of the State of South Dakota.

Dated this _	_ day of	, 2019.
--------------	----------	---------

# **Budget and Finance**

**AGENDA ITEM: 8 – B DATE: June 26-27, 2019** 

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

### **SUBJECT**

**BHSU Energy Performance Contract** 

### CONTROLLING STATUTE, RULE, OR POLICY

Chapter 1-33B - Guaranteed Energy Savings Contracts BOR Policy 5:3 - Agreements and Contracts

### **BACKGROUND/DISCUSSION**

South Dakota had an energy performance contract statute on the books since the early 1990's that was never utilized by a state agency. Board staff pursued the updating of the statute language with the Daugaard administration such that the law would align with industry practice. In 2016, the entire chapter was updated making performance contracting possible within the university system and the State. BHSU has aggressively pursued performance contracting as another avenue to minimize energy consumption and save the State money.

The new Guaranteed Energy Savings Contracts statute provides for energy saving projects to be financed with the utility savings realized from those projects. The projects must garner enough energy savings for the total project cost to be paid back within 15 years. Black Hills State University is the first university to pursue this option and as such has been working with the Board of Regents Office, the Office of the State Engineer, the Bureau of Finance & Management, and the Bureau of Administration to establish policies and procedures that any South Dakota governmental entity may follow in the future.

BHSU contracted with Unesco, an energy service company (ESCO) to complete an energy audit, which has identified \$3.4 million of cumulative energy savings, including operational savings, over the 15-year period. The proposal includes such projects as updating LED lighting, rezoning air handlers, modifying operation of chilled water pumps, sequencing exhaust fans to match occupancy needs, balancing the chilled water system, repairing or replacing steam traps, and replacing domestic plumbing fixtures at both BHSU and BHSU-Rapid City.

(Continued)

### **DRAFT MOTION 20190626 8-B:**

I move to approve the BHSU Energy Performance Contract at an estimated cost of \$3.4M to be paid for with energy savings over a 15-year period.

A critical piece of the financing structure is to retain the general fund utility savings resulting from these projects. Those general funds will pay the annual lease cost for academic buildings. A memorandum of understanding regarding the utility savings will be needed. Once the project is paid off, the energy savings will be returned to the State of South Dakota. Currently, general fund utility savings are reverted to the State; the universities are not allowed to keep those savings. Although this funding policy creates a disincentive to the universities to complete energy efficiency projects, BHSU has historically made it a priority to manage utility costs and save energy resulting in an accumulation of hundreds of thousands of dollars in savings to the State. This new SDCL allows those savings to be reinvested at BHSU to advance further energy efficiency projects. The portion of the costs related to the residence halls will be paid from residence hall funds. After the project is paid off in 15 years, the annual savings remains in the auxiliary system.

Per SDCL, the ESCO must perform measurement and verification of the energy savings for a three-year period. If those savings are not realized, the ESCO is responsible to cover the shortfall in the annual lease payment.

These projects will result in \$206,240 in utility savings each year, \$113,612 in savings to the State and another \$92,628 in savings to the Auxiliary System, which are broken down below:

<u>Utility</u>	<u>Savings</u>	Compares to	<u>% Savings</u>
Electricity	2,185,436 kWh	210 households	23%
Natural Gas	9,956 MBtu	60 households	22%
Water	2,769,066 gallons	84 people	24%

BHSU has issued a request for proposal (RFP) for capital lease financing for this project. The project is expected to begin in the summer of 2019 and be completed by the end of the calendar year.

### IMPACT AND RECOMMENDATIONS

BHSU will be the first state entity to accomplish a guaranteed energy savings contract allowing others to learn from their experience and to possibly pursue energy savings for the State. The project is dependent on the state allowing the utility savings to pay the lease-purchase payments over the payback period.

Current Board policy requires equipment leases exceeding \$100,000 per year to have Board approval. The annual lease cost for this project is estimated at \$206,240 per year without financing costs. Because of the unique nature of this project and the necessary long-term memorandum of understanding with the Bureau of Administration, the Board is being asked to approve the project.

### **ATTACHMENTS**

None

# **Budget and Finance**

**AGENDA ITEM: 8 – C DATE: June 26-27, 2019** 

\*

### **SUBJECT**

**NSU Regional Sports Complex Facility Design Plan** 

### 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

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

Northern State University requests approval of this Facility Design Plan for the construction of a Regional Sports Complex with a projected cost of \$33 million. The Board approved NSU's <u>Preliminary Facility Statement</u> for the new Complex in October 2017, and approved NSU's <u>Facility Program Plan</u> in December 2018. The project received approval from the South Dakota Legislature during the 2019 session in HB1037.

The construction manager for the project is the team of McCown Gordon Construction and Quest Construction with consultation provided by Kansas Turf. The information and drawings included in this Facility Design Plan are provided by CO-OP Architecture with consultant information from DLR Group, Helms & Associates, Mettler Sichmeller Engineering, and Confluence. The Construction Manager will present the Guaranteed Maximum Price to the building committee for their approval in August of 2019.

The Regional Sports Complex is the third and final project of the Educational Impact Campaign. The first project of the campaign, the Athletic and Recreation Fields, was completed in November 2018. The second project of the campaign, the new South Dakota School for the Blind and Visually Impaired, is currently under construction and is scheduled to be completed in November 2019.

(Continued)

# **DRAFT MOTION 20190626 8-C:**

I move to approve the Facility Design Plan for NSU's Regional Sports Complex at \$33M to be funded with private donations guaranteed by the NSU Foundation.

NSU Regional Sports Complex FDP June 26-27, 2019 Page 2 of 3

# **Facility Description**

The new Regional Sports Complex will be located immediately south of the Barnett Center on the former site of the South Dakota School for the Blind and Visually Impaired. The facility will include a new football stadium with a seating capacity of 3,569 and a perimeter berm to accommodate overflow seating. Included in the multi-level grandstand are various bench and chair-back seating types, a primary concourse, restrooms, concessions, suites, press rooms, coaches' boxes, A/V rooms, storage, ticketing, and other amenities. A softball field will be adjacent to the football facility and provide seating for 254, dugouts, bullpens, press/suite room, and has a restroom/concession facility that can be shared with the football stadium. Both the football and softball playing fields are synthetic turf and will accommodate practice and games as well as other education and entertainment needs for the university and surrounding communities.

Parking will be available immediately west of the complex to accommodate tailgating. Additional on-campus parking will be available in nearby university parking lots. All parking areas will be used throughout the year by students and to accommodate guests attending other campus events.

A two-story addition to the south side of the Barnett Center and on the north end of the new football stadium will include space for new football locker rooms on the lower level with various amenities such as laundry, equipment storage, restrooms, and facility storage. A multi-purpose event space and club room will look out over the new football field from the second level of this Barnett Center addition. The event space will provide a superior game day experience and it will also be used year-round for a variety of campus and community events and activities.

The new football stadium structure is currently designed using steel and concrete with steel stud infill walls. The primary exterior building materials include cast concrete, block, and metal panel. Significant storefront glazing will be used at the suites, press and event/club space. The north south configuration and all of the facility is designed to meet NCAA playing requirements. The ability to combine this new facility with the existing Barnett Center – particularly the event space, locker rooms, restrooms, and ticketing booths – creates a cohesive sports complex that is convenient, cost effective and maximizes the space available.

### Cost and Funding

The estimated cost of the project and available funds guaranteed by the Foundation is \$33,000,000. This is the third and final project to be funded with private gifts and grants generated through the Educational Impact Campaign (EIC). The EIC also provided \$6 million for the NSU Athletic and Recreation Fields and \$14,347,916 for the new School for the Blind and Visually Impaired. Construction will not begin until the full amount of pledges to fund the project is in place.

# **Estimated Project Costs**

Construction Costs	\$	25,982,197
Professional Fees		1,933,125
Testing		125,000
Geotechnical Report		12,780
Survey/Appraisal/Legal		27,014
OSE		95,000
Commissioning		95,000
Furniture/Fixtures/Equipme	ent	2,624,758
Site Utilities – City of Abe	rdeen	114,567
Owner Contingency		1,990,559
<b>Total Project Cost</b>		\$33,000,000

# IMPACT AND RECOMMENDATIONS

The outdoor complex and practice fields were the first phase of the planning related to the Educational Impact Campaign; the replacement of the School for the Blind and Visually Impaired building was the second piece. Approval of the Regional Sports Complex Facility Design Plan completes the projects and the planning related to the fundraising campaign.

Approval of the facility included the expectation that the operating costs and the maintenance and repair be funded from net operating revenues. The revenue and expense financial projections and actual performance for the facility will be provided to the Board annually. There is no cost to the State beyond utilities to support the operations. Given that the facility is funded with private dollars and operating revenues are projected to cover the necessary costs, approval of the final design plan is recommended.

The facilities will be major improvements to the NSU campus that should boost recruitment and the overall student and athlete experience. The Aberdeen community will also benefit from a first-class facility with appropriate amenities by attracting more fans and enhancing the overall game-day events and experience.

### **ATTACHMENTS**

Attachment I – NSU Regional Sports Complex Facility Design Plan Attachment II – NSU Regional Sports Complex Facility Site Map

# Northern State University Regional Sports Complex Facility Design Plan

Northern State University requests approval of the Facility Design Plan for the construction of the NSU Regional Sports Complex with a projected cost of \$33 million. The Preliminary Facility Statement was approved by the Board of Regents in October 2017 and the Facility Program Plan was approved in December of 2018. The project received approval from the South Dakota Legislature during the 2019 session in HB1037.

The Construction Manager for the project is the team of McCownGordon Construction and Quest Construction with consultation provided by Kansas Turf. The information and drawings included in this Facility Design Plan are provided by CO-OP Architecture with consultant information from DLR Group, Helms & Associates, Mettler Sichmeller Engineering, and Confluence. The Construction Manager will present the Guaranteed Maximum Price to the Building Committee for their approval in August of 2019.

# A. Architectural, Mechanical and Electrical Schematic Design

The new Regional Sports Complex will be located immediately south of the Barnett Center on the current site of the South Dakota School for the Blind and Visually Impaired. The facility will include a new football stadium with a seating capacity of 3,569 and a perimeter berm to accommodate overflow seating. Included in the multi-level grandstand are various bench and chair-back seating types, a primary concourse, restrooms, concessions, suites, press rooms, coaches' boxes, A/V rooms, storage, ticketing, and other amenities. A softball field will be adjacent to the football facility and provide seating for 254, dugouts, bullpens, press/suite room, and has a restroom/concession facility that can be shared with the football stadium. Both the football and softball playing fields are synthetic turf and will accommodate practice and games as well as other education and entertainment needs for the university and surrounding community.

Parking will be available immediately west of the complex to accommodate tailgating. Additional on-campus parking will be available in nearby University parking lots. All parking areas will be used throughout the year by students and to accommodate guests attending other campus events.

A two-story addition to the south side of the Barnett Center and on the north end of the new football stadium will include space for new football locker rooms on the lower level with various amenities such as laundry, equipment storage, restrooms, and facility storage. A multi-purpose event space and club room will look out over the new football field from the second level of this Barnett Center addition. The event space will provide a superior game day experience and it will also be used year-round for a variety of campus and community events and activities.

The new football stadium structure is currently designed using steel and concrete with steel stud infill walls. The primary exterior building materials include cast concrete, block, and

metal panel. Significant storefront glazing will be used at the suites, press and event/club space. The north south configuration and all of the facility is designed to meet NCAA playing requirements. The ability to combine this new facility with the existing Barnett Center – particularly the event space and locker rooms, restrooms, and ticketing booths, creates a cohesive sports complex that is convenient, cost effective and maximizes the space available.

A LEED exemption has been granted for this project based on South Dakota Codified Law 5-14-34(1) which allows the Office of the State Engineer to grant a waiver if the building will have minimal human occupancy. The building design meets criteria 1 of **Administrative Rule 10:09:03:01 Terms and conditions for granting waivers** which states that high performance building standard certification may be waived if "twenty or fewer persons will permanently occupy the building in a 24 hour period." Although the project has received this exemption from LEED certification, energy efficient materials and systems will still be incorporated into the facility design.

# Barnett Center Addition – Mechanical/Electrical/Plumbing Systems

### **HVAC SYSTEM:**

Air Handling Units (AHU's) will provide the morning warmup heat, all cooling, and all ventilation requirements of the facility by supplying air to variable air volume boxes (VAV's) with hot water reheat coils. The AHU's shall utilize hot water heat during the heating season or refrigeration DX cooling during the cooling season (an exterior ground mounted air cooled condensing unit to sit on the west side) and shall incorporate a supply fan section with Variable Frequency Device (VFD), an air blender, full economizer (free outside air cooling during hot water heating season) from a stationary intake louver, and a separate return fan section with VFD providing full relief through a stationary relief louver. Demand controlled ventilation will monitor the space carbon dioxide levels and adjust the outside fresh air damper to maintain proper fresh air levels for the occupancy at the time, thus providing energy savings during the occupancy periods lower than peak design.

### Individual Zone Control

Each individual temperature control zones would have a VAV box located above accessible ceilings. If a zone calls for cooling the VAV box damper opens up and allows the 55-62 degree air to enter the zone from the air handler satisfying its cooling requirements. If the zone is calling for heat, the VAV box damper opens up to its heating position and the reheat coil is used to heat the air to satisfy the zone's heating requirements. When there is no call for heating or cooling, the VAV provides for proper ventilation air.

Supplemental cabinet unit heaters will be utilized to offset infiltration in high traffic locations with exterior doors (for example vestibules). Supplemental radiation heat will be utilized to serve areas needing additional heat such as spaces with lots of glass to the exterior or restrooms with exterior wall exposure.

# Hot Water Hydronic Heating System

The hydronic piping will consist of an insulated, two-pipe hydronic hot water heating loop that will use circulating pumps to circulate heating water to AHU's, VAV's, CUH's, and low profile finned tube radiation.

### Heat Injection

Heat will be injected into the hot water heating loop as needed by using a new steam to heating water heat exchanger located in the mechanical room of the new addition. Tie-in's will be made to the existing low pressure steam supply & low pressure steam condensate return piping in the southwest corner of the Existing Barnett Center/Wach's Arena and be extended into the new addition mechanical room. A steam condensate receiving tank system will be required in the new mechanical room of the new addition to lift the steam condensate to the proposed tie-in location.

# Ventilation Systems

Separate power roof ventilators or inline exhaust fans will be utilized to provide exhaust in restrooms, locker room, and storage areas. Proper separation from new intakes & existing intakes of existing Barnett Center/Wach's Arena AHU's will be necessary.

# Temperature Controls

The temperature control system shall be an extension of one of the existing control systems. All equipment shall be controlled and monitored by the existing color graphic operator's workstation for owner's designated personnel to change schedules and setpoints.

### PLUMBING SYSTEMS:

The plumbing system shall consist of the following:

# Plumbing Fixtures

Wall hung photo-eye operated flush valve toilets will be provided. Metering faucets will be utilized for public lavatories. Tiled showers are planned for locker room areas.

Exterior hydrants will be located at optimal locations.

# Domestic Water Piping & Insulation

A tie-in will be made to the existing domestic water meter fit riser in the northwest corner of the existing Barnett Center and a separate domestic cold water feed be extended into serve new addition. All mains & branch piping will be Type "L" copper consistent to the existing Barnett Center.

All mains & branch piping above grade shall be insulated with fiberglass and a sealed vapor barrier.

# Domestic Hot Water System

Natural gas fired, high efficiency domestic hot water heaters located in the new addition mechanical room will heat domestic water to 140F and distribute 120F water to the domestic hot water system with a thermostatic mixing valve. A domestic hot water recirculation system will be used to ensure that the building occupants don't have to wait for hot water.

Another option being explored is to provide domestic hot water by utilizing steam from the central heating plan with a domestic hot water heat exchanger and possible domestic hot water storage tank. This option would eliminate the need for the two dedicated natural gas fired domestic hot water heaters.

# Sanitary Waste/Venting

All sanitary waste and venting shall be PVC piping.

For all new plumbing vents through the roof, proper separation will be required to all new fresh air intakes & also the existing fresh air intakes of existing Barnett Center/Wach's Arena AHU's.

# Natural Gas Piping for Natural Gas-Fired Domestic Hot Water Heaters

A tie-in will be made to the existing natural gas meter fit in the northwest corner of the Barnett Center.

All natural gas piping shall be schedule 40 black pipe with isolation valves and pressure reducing valves as necessary.

# Cooling Condensate Drainage

All condensate drain piping from the AHU's & fan coils and shall be Type "L" Copper.

#### Storm Drainage

All storm drainage shall be PVC piping encased in insulation. Primary & overflow roof drains to be provided for all flat roof areas piped down to below grade to the city storm sewer.

# FIRE SPRINKLER SYSTEM:

A complete fire sprinkler system will be installed meeting NFPA, local codes, & the fire marshal's requirements. An extension of the existing fire sprinkler system is planned.

#### LIGHTING SYSTEM:

#### Interior Building Lighting

In areas with acoustical ceiling tiles, economical LED flat panels and recessed can lighting will be utilized. In open/exposed areas linear hanging or pendant fixtures will be utilized. All lighting will be LED.

#### Life Safety

Exit and emergency lighting will be placed according to life safety codes.

#### **Controls**

NSU maintenance prefers minimal occupancy sensors so dimmers and/or standard switching will mostly be utilized unless an occupancy sensor makes sense based on the location. No lighting control panel will be added.

#### Exterior Lighting

No parking lot lighting will be added. Building lighting will be minimal/as needed.

#### SPECIAL SYSTEMS:

Fire Alarm: A fire alarm will be added onto the existing system in the Barnett Center.

Sound System, A/V System: The system itself is provided and installed by NSU. Rough-in provisions will be made for these systems. Rough-ins consist of conduits, boxes, and data openings as coordinated with the owner's A/V representative.

Door Access and Camera System: The system itself is provided and installed by NSU. However, rough-in provisions will be made. Rough-ins consist of conduits, boxes, and CAT6 cable (or other) as coordinated with the owner's IT representative.

#### DATA CABLING:

The data system will be installed by a BICSI certified installer. CAT6 cabling will be used throughout the addition. No new data room is anticipated for the addition and all cabling will be run to existing data closets. Horizontal cabling will be in Electrical Metal Tubing (EMT) raceway where exposed, free-air above accessible ceilings.

## **POWER SYSTEM:**

The existing Barnett Center 480V system has capacity to add another panel to serve the loads in the addition. A step-down transformer will be added along with a distribution panel to provide the addition with 120/208V.

All electrical devices (switches, outlets) will be commercial grade. All wiring will be in accordance with the National Electrical Code and the South Dakota State Electrical Commission Wiring Bulletin.

# Football & Softball Stadiums - Mechanical/Electrical/Plumbing Systems

## **HVAC SYSTEM:**

Air Handling Unit(s) (AHU's) will provide the morning warmup heat, all cooling, and all ventilation requirements of the facility by supplying air to variable air volume boxes (VAV's) with hot water reheat coils. The AHU's shall utilize hot water heat during the heating season or chilled water cooling during the cooling season (air cooled chiller to ground mounted in a shared enclosure with transformer/gas meter fit, etc.) and shall incorporate a supply fan section with VFD, an air blender, full economizer (free outside air cooling during hot water heating season) from a stationary intake louver, and a separate return fan section with VFD providing full relief through a stationary relief louver. Demand controlled ventilation will monitor the space carbon dioxide levels and adjust the outside fresh air damper to maintain proper fresh air levels for the occupancy at the time, thus providing energy savings during the occupancy periods lower than peak design.

#### Individual Zone Control

Each individual zone will have a VAV box located above the accessible ceilings. If a zone calls for cooling the VAV box damper opens up and allows the 55-62 degree air to enter the zone from the air handler satisfying its cooling requirements. If the zone is calling for heat, the VAV box damper opens up to its heating position and the reheat coil is used to heat the air to satisfy the

zone's heating requirements. When there is no call for heating or cooling, the VAV provides for proper ventilation air.

Common areas such as corridors, vestibules, mechanical, etc. would have two-pipe fan coil units. Supplemental cabinet unit heaters will be utilized to offset infiltration in high traffic locations with exterior doors for example vestibules, stairwells. Supplemental radiation heat will be utilized to serve restrooms with exterior wall exposure or areas needing additional heat such as spaces with lots of glass to the exterior.

# Hydronic System

The hydronic piping systems will consist of insulated two-pipe hydronic water system (circulating heating water supply & return in the heating season, or chilled water supply & return in the cooling season; with automatic changeover from heating to cooling and vice versa at a certain outside air temperature (adjustable)). The hydronic loop piping will consist of an insulated, two-pipe hydronic loop that will use circulating pumps to circulate water to AHU's, VAV's, CUH's, and low profile finned tube radiation.

# Heat Injection

If the outside air temperature falls below the setpoint, the two-pipe hydronic system will be switched over to heating (hot water heat). Heating will be enabled and heat will be injected into the heating water supply & return piping system using high efficiency, natural gas fired boilers. Heating water will not be available when the air temperature is above a set temperature (adjustable) and the system has been switched to chilled water.

# Heat Rejection

If the outside air temperature rises above the setpoint, the two-pipe hydronic system will be switched over to cooling (chilled water). Heat will be rejected from the AHU's and fan coils into the chilled water supply & return piping system using a ground mounted air-cooled chiller. Cooling chilled water will not be available when the air temperature drops below a set temperature (adjustable) and will be provided by the economizer of the AHU's.

# Ventilation Systems

Separate power roof ventilators or inline exhaust fans will be utilized to provide exhaust in restrooms, locker rooms, and storage areas. Proper separation from fresh air intakes will be necessary.

# Temperature Control System

The temperature control system shall be an extension of either of the existing control systems. All equipment shall be controlled and monitored by the existing color graphic operator's workstation for owner's designated personnel to change schedules and setpoints.

# Softball Stadium (Suite/Press Area, FB Stadium Shared Concessions/Restrooms)

#### Suite/Press Area

This area will include a sidewall packaged vertical unit with electric heat to meet the heating, cooling, and ventilation requirements for the space. These units will each require a small closet to

house the unit and each have a single louver to the exterior thus requiring no exterior or roof mounted condensing units.

#### Concessions

This area will include a sidewall packaged vertical unit with electric heat to meet the heating, cooling, and ventilation requirements for the space. This unit will require a small separate closet to house the unit with a single louver to the exterior thus requiring no exterior or roof mounted condensing unit.

#### Restrooms Area

This area will include a sidewall packaged vertical unit with electric heat to meet the heating, cooling, and ventilation requirements for the space. This unit will require a small separate closet to house the unit with a single louver to the exterior thus requiring no exterior or roof mounted condensing unit. The ventilation system will utilize an energy recovery ventilator that will supply semi-conditioned outside air to the sidewall packaged vertical unit. The energy recovery unit will transfer energy from the exhaust air stream to the outside air, then distributing it within the building.

# Temperature Controls

The temperature control system shall be an extension of either of the existing control systems. All equipment shall be controlled and monitored by the existing color graphic operator's workstation for owner's designated personnel to change schedules and setpoints.

# **PLUMBING SYSTEMS:**

The plumbing system shall consist of the following:

# Plumbing Fixtures

Wall hung photo-eye operated flush valve toilets will be provided. Metering faucets will be utilized for public lavatories. Tiled showers are planned for locker room areas.

Exterior hydrants will be located at optimal locations of all desired floors.

# Domestic Water Piping & Insulation

To prevent pitting, scaling, or corrosion below & above ground domestic cold, hot, and recirculating hot water piping & fittings shall be Uponor Pex A with a twenty-five year warranty. The exception will be all piping with in the mechanical room at the water meter fit. All mains & branch piping above grade shall be insulated with fiberglass and a sealed vapor barrier.

#### **Football Stadium**

A dedicated domestic cold water service & meter fit is planned for the new facility.

# Softball Stadium (Suite/Press Area, Shared Concessions/Restrooms)

A dedicated domestic cold water service & meter fit is planned for the shared concessions/restroom facility. No plumbing is planned for the suite/press area at this time.

# Domestic Hot Water System

#### **Football Stadium**

Two natural gas fired, high efficiency domestic hot water heaters located in the new mechanical room will heat domestic water to 140F and distribute 120F water to the domestic hot water system with a thermostatic mixing valve. A domestic hot water recirculation system will be used to ensure that the building occupants don't have to wait for hot water.

# Softball Stadium (Suite/Press Area, FB Stadium Shared Concessions/Restrooms)

One new high efficiency domestic hot water heater located in a mechanical room will heat domestic water to 140F and distribute 120F water to the domestic hot water system with a thermostatic mixing valve. No plumbing is planned for the suite/press area at this time.

# Sanitary Waste/Venting

All sanitary waste and venting shall be PVC piping.

For all new plumbing vents through the roof, proper separation will be required to all new fresh air intakes & also the existing fresh air intakes of existing Barnett Center/Wach's Arena AHU's.

#### Natural Gas Piping

All natural gas piping shall be schedule 40 black pipe with isolation valves and pressure reducing valves as necessary.

#### **Football Stadium**

A new natural gas service & meter fit will provide natural gas necessary to serve high efficiency hot water boilers, infrared radiant heaters, and domestic hot water heaters.

# Softball Stadium (Suite/Press Area, Shared Concessions/Restrooms)

No natural gas is planned for the softball stadium (suite/press area, football stadium shared concessions/restrooms) at this time.

# Cooling Condensate Drainage

All condensate drain piping from the AHU's and fan coils shall be Type "L" Copper.

# Storm Drainage

All storm drainage shall be PVC piping encased in insulation. Primary and overflow roof drains to be provided for all flat roof areas piped down to below grade to the city storm sewer.

#### FIRE SPRINKLER SYSTEMS:

# **Football Stadium**

A complete fire sprinkler system will be installed meeting NFPA, local codes, and the fire marshal's requirements.

# Softball Stadium (Suite/Press Area, Shared Concessions/Restrooms)

No fire sprinkler system is planned for these facilities.

#### LIGHTING SYSTEM:

# Interior Building Lighting

In areas with acoustical ceiling tiles, economical LED flat panels and can lighting will be utilized. In open/exposed areas linear hanging or pendant fixtures will need to be used. There will be some architectural and accent lighting as the plan develops. All lighting will be LED fixtures.

Exit and emergency lighting will be placed according to life safety codes.

As needed dimmers, occupancy, vacancy, or daylight sensors will be utilized. The possibility exists to use a lighting control panel depending on the usage of the space.

# Exterior Lighting

Nighttime friendly LED fixtures will be utilized to help mitigate light pollution. Building & parking lot lighting will be controlled through the campus Johnson Controls system and any security lighting shall be operated by photocell control, on at dusk, off at dawn.

# Exterior Athletic Lighting

The sports lighting will be a Musco system with LED fixtures (including the option to dim) designed to meet the NCAA Division standards. The primary goals would include:

- Guaranteed Light Levels: Selection of appropriate light levels impact the safety of the players and the enjoyment of spectators. Therefore light levels are guaranteed to not drop below specified target values for a period of 25 years.
- Environmental Light Control: It is the primary goal of this project to minimize spill light to adjoining properties and glare to the players, spectators and neighbors. The LED design should provide better control than a good HID design.
- Life-Cycle Cost: In order to reduce the operating budget, the preferred lighting system shall be energy efficient and cost effective to operate. All maintenance costs shall be eliminated for the duration of the warranty.
- Control and Monitoring: To allow for optimized use of labor resources and avoid unneeded operation of the facility, customer requires a remote on/off control system for the lighting system. Fields should be proactively monitored to detect luminaire outages over a 25-year life cycle. All communication and monitoring costs for 25-year period shall be included in the bid.

#### SPECIAL SYSTEMS:

Fire Alarm: Because the building is over 6,000 square feet a fire alarm system shall be installed to meet the present code requirements. A fully addressable system will be used. Pathways shall be installed in EMT. The fire alarm system shall be able to communicate back to the campus physical plant with a hard-wired connection.

Sound System, A/V System: At a minimum rough-in provisions will be made for these systems.

Door Access and Camera System: The system itself is provided and installed by NSU. However, rough-in provisions will be made. Rough-ins consist of conduits, boxes, and CAT6 cable (or other) as coordinated with the owner's IT representative.

#### DATA CABLING:

The data system will be installed by a BICSI certified installer. CAT6 cabling will be used throughout the building. Panduit network racks with cable management will be utilized. The data and phone systems will be connected to the campus system using fiber optic cable. Horizontal cabling will be in EMT raceway where exposed, free-air above accessible ceilings.

#### **POWER SYSTEM:**

The existing campus high voltage electrical system will be extended to the new building location. A new high voltage switching section will be added to the existing distribution substation. A transformer will be placed to provide 480/277V three phase power to the main electrical service. 480V will be used for field lighting. A step-down transformer will be added to provide the building with 120/208V.

All electrical devices (switches, outlets) will be commercial grade. All wiring will be in accordance with the National Electrical Code and the South Dakota State Electrical Commission Wiring Bulletin.

# **Utilities**

The electric power will be from NSU's electric distribution system. NSU receives a WAPA allocation and supplemental power is purchased through the State of South Dakota contract with Heartland. Natural gas will be provided by Northwestern Energy along with the steam from NSU's Central Boiler Plant. Estimated utility costs are \$48,000 to \$60,000 per year.

# Sports Field Design Concept

The football field will be designed and constructed in the same manner as the football and soccer practice fields that were completed in the summer of 2018. The intent is for the new football field surface to perform and play in a manner that is consistent with the football practice field. The proposed softball field will have a similar subgrade preparation but will have shorter turf heights with thatch zone.

#### **Football Field**

- A. Football Field Turf: Turf will be equal to the new practice fields. Provide a dual fiber synthetic turf with a minimum 52 ounces/SY and 2.25-inch height.
- B. Turf Infill: Provide 70% cryogenic crumb rubber at 4-5 lbs. per SF and 30% clean round sand at 3 lbs. per SF.
- C. Football Field Section: Two options are being considered. One option includes a minimum of 9" depth of treated compacted sub-grade with 18-inch depth of low volume change (LVC) sand material, with geotextile fabric, and 6-inch depth of clean crushed granite drainage aggregate and sub drain system. The other option includes compacted sub-grade with 10-inch depth of low volume change (LVC) sand material, with geotextile fabric, and 6-inch depth of clean crushed granite drainage aggregate and sub drain system.
- D. Football Field Slope: Field will be crowned with a 0.060% cross slopes.
- E. Football Field Striping: The NCAA regulation field will have turf colors, center field logo, text, and field striping like the practice field.
- F. Drainage: Storm water will be collected below the clean drainage aggregate in an HDPE panel drain system and collected in a 12" dual wall HDPE pipe system for both fields and extended to the existing storm drains in the area.
- G. Football Sports Equipment:
  - i. Install regulation NCAA adjustable football goals with 30-feet uprights.
  - ii. Field goal ball net system (60-feet height by 40-feet wide) with 6" posts behind goals.
  - iii. Field grooming equipment.
- H. Power/Communications at Field: Provide electrical and communication cable service to the inside of the field walls for power to field equipment along the sidelines.
- I. Water at Field: Potable water for players will also be extended water hydrants mounted in the field wall at two locations at approximately the 30-yard lines on both sides.
- J. Field Wash-Down: Provide six 1-inch quick couplers in valve boxes in the field equally spaced along the field sidelines to facilitate entire field wash down using 100-feet length hoses.

#### Softball Field

- A. Softball Field Turf: Outfield turf to be 1-3/4-inch height with thatch zone at 80 ounces per SY face weight. Infield and warning track turf to be 1-1/2-inch height with thatch zone at 72 ounces per SY face weight.
- B. Turf Infill: Install clean round sand and crumb rubber at rates recommended by manufacturer.
- C. Field Logos: Provide larger NSU Wolf logo in outfield and smaller NSU logo behind home plate.

- D. Softball Field Slope: Infield surface will have conical grades from the pitching mound and sloped at 0.50 percent away from the infield area. The outfield will slope at 0.60 percent from the infield to the outfield fence. Sub-drains will be connected to the site's storm drain system.
- E. Softball Field Section: Provide compacted sub-base per the geotechnical report. Assume a minimum of 9" depth of treated compacted sub-grade with 18-inch depth of low volume change (LVC) sand material, with geotextile fabric, and 6-inch depth of clean crushed granite drainage aggregate and sub drain system.
- F. Softball Field Striping: The NCAA regulation field will have turf colors, center field logo, text, and field striping like the practice field.
- G. Softball Sports Equipment:
  - i. NCAA regulation bases, pitching rubber and home plate.
  - ii. Foul poles (30' height).
  - iii. Top rail padding for outfield fence and dugout fencing.
  - iv. Aluminum post and netting for batting cages (2-cages).
  - v. Dugout benches, bat rack, and equipment storage.
- H. Batting cages: Provide two batting cage systems (15-feet by 55-feet) over synthetic turf on the home side.
- I. Bullpen: Provide warm-up bullpen for a minimum of two pitching positions over synthetic turf on the home and visitor's side.
- J. Backstop Net System: Provide delegated design system for 35-feet height netted backstop with powder-coated 6-inch posts. Include lower knee wall pad and framing system. Backstop to extend to the dugouts.
- K. Fencing: Provide black powder-coated PVC fencing in 4-feet and 6-feet heights per drawings.
- L. Power at Field: Provide electrical service to each bullpen, dugout, and batting cage for field equipment power. Verify with electrical for circuits and power requirements.
- M. Water at Field: Potable water for players will also be extended water hydrants at each dugout.

Field Wash-Down: Provide four 1-inch quick couplers in valve boxes in the field equally spaced along the field sidelines to facilitate entire field wash down using 100-feet length hoses.

# B. Changes from Facility Program Plan

There have been no major changes to the design included in the Facility Program Plan approved in December of 2018.

# C. Impact to existing campus-wide heating, cooling and electrical systems

The existing central heating plant will supply heat for the Barnett Center addition and possibly domestic hot water. Boilers in the central heating plant were replaced in 2018 and have the capacity for this increase in demand. The addition will be cooled using the same type of cooling units currently used in the Barnett Center. Both the football stadium and softball stadium will have stand-alone heating and cooling systems. The existing campus electrical loop has the capacity to absorb the increase in demand resulting from this project.

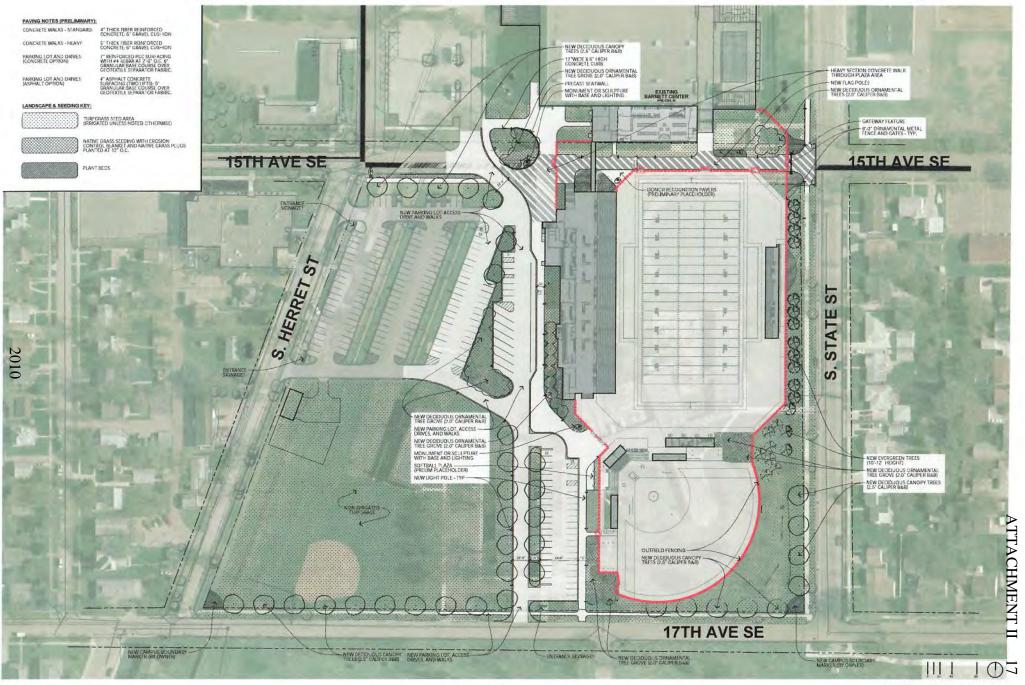
# D. Changes from the cost estimates for operational or M&R expenses

There have been no significant changes to estimated operating costs or M&R costs from those provided in the Facility Program Plan.

# E. Estimated project costs

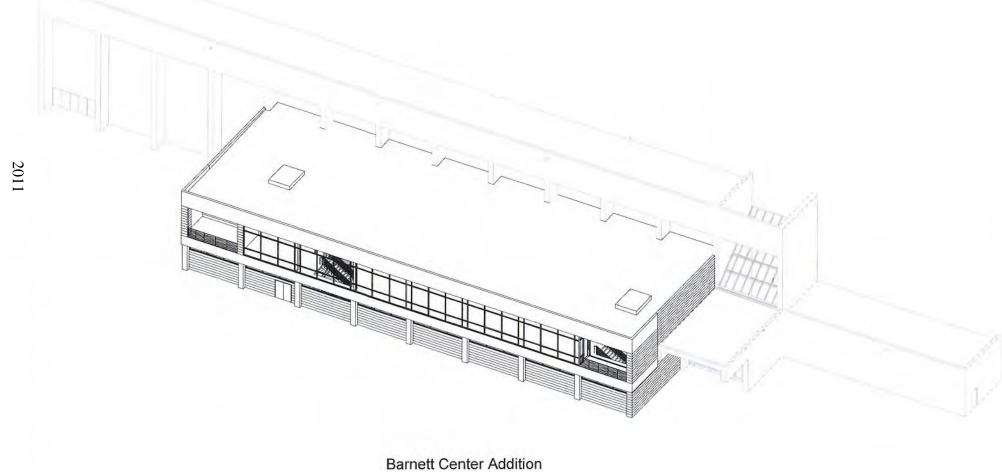
The total estimated project cost is \$33 million. This is the third and final project to be funded with private gifts and grants generated through the Educational Impact Campaign (EIC). The EIC also provided \$6 million for the NSU Athletic and Recreation Fields and \$14,347,916 for the new School for the Blind and Visually Impaired.

<b>Estimated Project Costs</b>			
Construction Costs	\$	25,982,197	
Professional Fees		1,933,125	
Testing		125,000	
Geotechnical Report		12,780	
Survey/Appraisal/Legal Fees		27,014	
OSE		95,000	
Commissioning		95,000	
Furniture/Fixtures/Equipment		2,624,758	
Site Utilities - City of Aberdeen		114,567	
Owner Contingency		1,990,559	
Total Project Cost	\$	33,000,000	

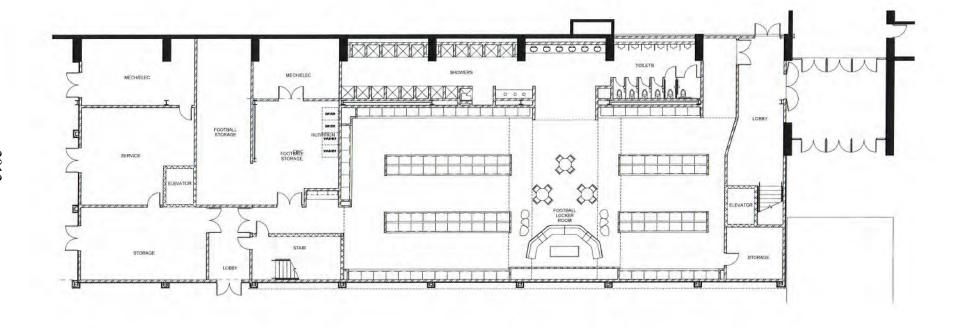




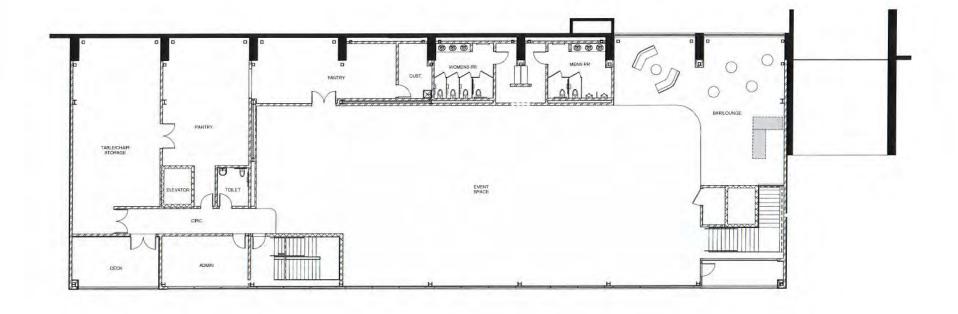
18



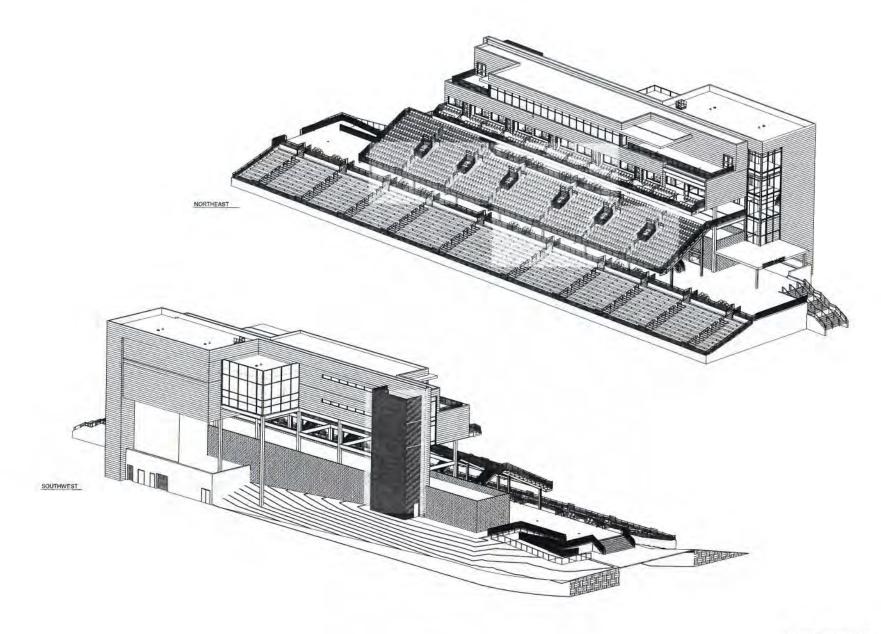
view from the southeast



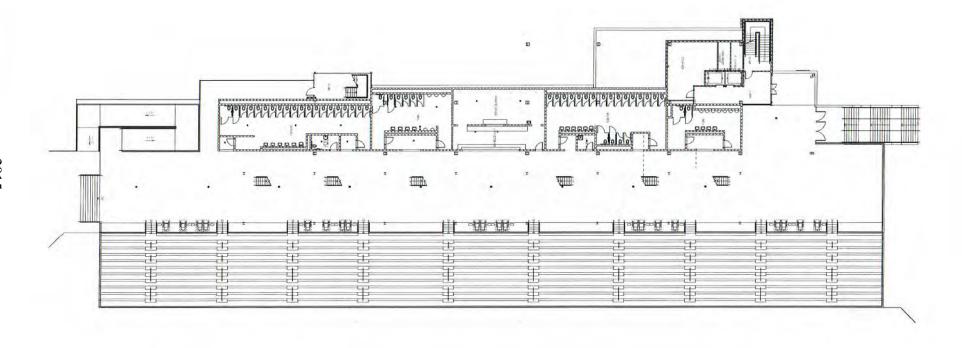
Barnett Center Addition Lower Level



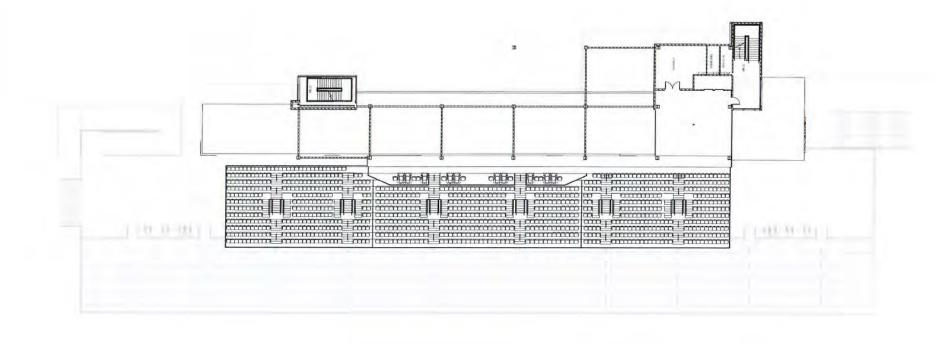
Barnett Center Addition Upper Level



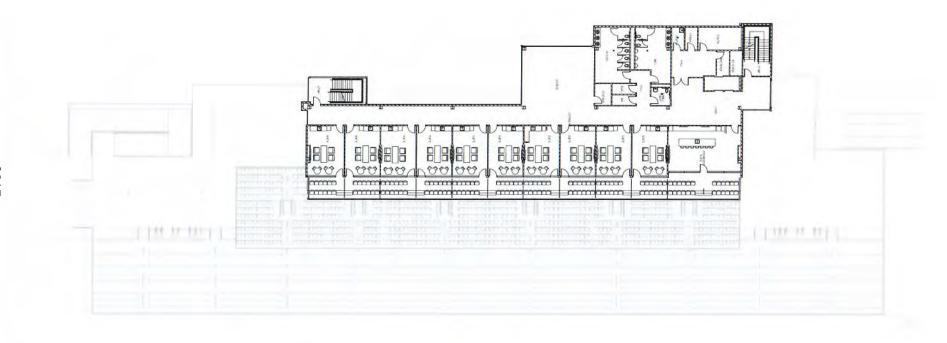
REGIONAL SPORTS COMPLEX NORTHERN STATE UNIVERSITY



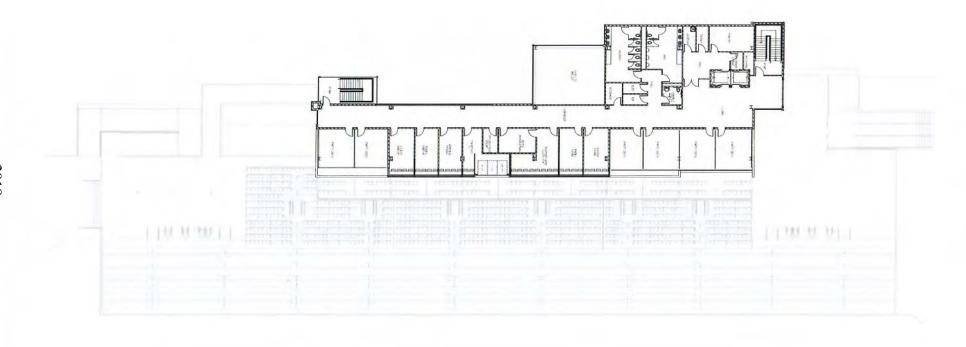
Football Stadium Concourse Level



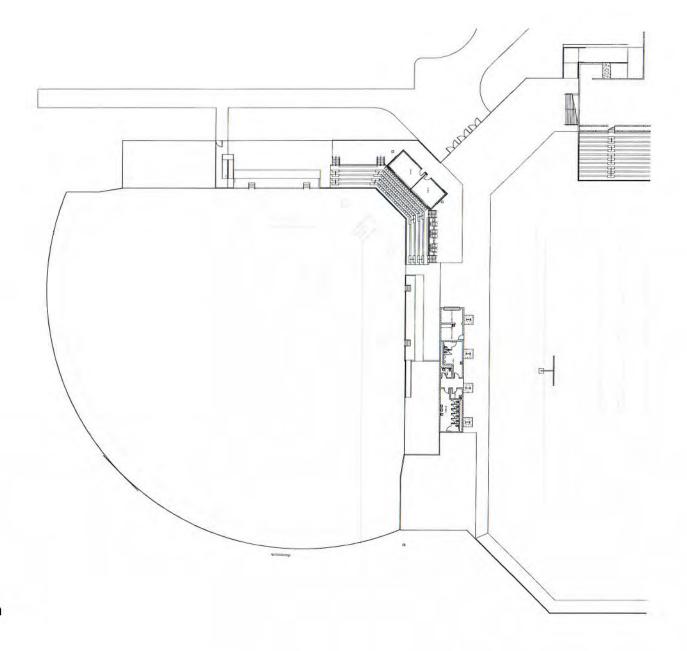
Football Stadium Loge Level



Football Stadium Premium Level



Football Stadium Press Level



Softball Stadium

# **Budget and Finance**

**AGENDA ITEM: 8 – D DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**USD Wellness Center Expansion Preliminary Facility Statement** 

# 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

SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

**BOR Policy 6:4** – Capital Improvements

BOR Policy 6:6 – Maintenance and Repair

#### **BACKGROUND / DISCUSSION**

The University of South Dakota requests approval of its Preliminary Facility Statement to plan an aquatic addition to the existing Wellness Center facility. This expansion is phase 2 of 3 of the original Wellness Center facility plan and would replace the existing swimming pool in the Dakota Dome.

The addition will include an Olympic size swimming pool and the ideal design would include moveable bulkheads, diving boards, scoreboards and timing system, starting boards, sound system, and storage/training space for the swimming and diving teams. It will also include additional locker rooms for the swimming and diving teams, office spaces, storage spaces for Wellness Center, and associated plumbing, mechanical, and electrical systems. The best design is an Olympic size swimming pool which would accommodate both men's and women's swimming and diving teams, along with the women's triathlon team to practice in unison, and provide additional time for students and the general public access to the pool.

The proposed funding sources are auxiliary system, private and local funds.

(Continued)

#### **DRAFT MOTION 20190626 8-D:**

I move to approve USD's Preliminary Facility Statement for the Wellness Center Expansion.

USD Wellness Center Expansion PFS June 26-27, 2019 Page 2 of 2

Additional details of this project can be found in USD's attached Preliminary Facility Statement. If approved, the Board president should appoint a building committee representative to oversee the development of the project plan and cost estimates.

#### IMPACT AND RECOMMENDATIONS

According to USD, the constituents served by this facility will be the entire USD campus community consisting of students, athletes, faculty, staff, and the local community. The focus of this project is to provide an improved indoor swimming facility for recreation, athletic events, lessons, and other water sport activities. Because the pool will replace the current pool in the Dakota Dome and will become the pool used for men's and women's swimming and diving, and triathlon athletic teams, it will support athletics as well as general wellness use.

Funding sources and amounts will be determined through the study process. USD currently has the highest GAF in the system at \$54.50 per credit, \$5.65 per credit more than the next highest school. Increasing the fee may be a concern and the support of students should be determined at a point when costs and sources are available.

Approval of the Preliminary Facility Statement allows the campus to do appropriate planning and does not constitute approval of the project by the Board. The planning phase of the project is recommended.

#### **ATTACHMENTS**

Attachment I – USD Wellness Center Expansion PFS

# PRELIMINARY FACILITY STATEMENT

Wellness Center Expansion

#### THE UNIVERSITY OF SOUTH DAKOTA

#### a. General Programmatic needs to be addressed:

The University of South Dakota's Wellness Center is a 56,195 square foot facility completed in 2011. Today, it supports students, faculty, staff, and the community. It provides a place for exercise and fitness as well as indoor recreation.

The proposed project is phase 2 of a 3 phase plan noted in the original Wellness Center facility program plan approved by the board. Phase 2 would add a significant addition to the facility to house a new indoor pool, locker rooms, storage spaces, and training spaces. The addition to the Wellness Center would provide a state-of-the-art facility for our students, faculty, staff, and community.

The existing pool is housed in the DakotaDome. The existing facility is too small to allow for adequate availability for student athletes & non-athletes both, doesn't provide adequate lighting or ventilation, and has limited locker facilities for non-athletes. The mechanical systems are old and antiquated and are in need of replacement.

#### b. Analysis of the student body or constituents to be served:

The constituents served by this facility will be the entire USD Campus Community consisting of students, faculty, staff, and the local community. The focus of this project is to provide an improved indoor swimming facility for students, student athletes, faculty, staff, and the community to utilize a pool for recreation, athletic events, lessons, and other water sport activities.

Annual swipes for entry into the Wellness Center are up from 209,822 in 2011/2012 to 246,626 in 2018/2019, an increase of 36,804 annual visits or a 17.5% increase since the first full year the facility was in operation. This reinforces the increase in demand and use of the facility.

Inquiries for additional open/lap swimming time, as well as more flexibility in the hours available for open/lap swim are requested by students to the Wellness Center staff. During the academic year, open/lap swim is only available either early in the morning or after 8:30 pm due to the other scheduled pool activities. In addition, students have inquired about aquatic fitness classes, however these are not currently offered due to the limited available pool hours.

#### c. Additional Services To be Offered:

The addition will include an Olympic size swimming pool and the ideal design would include moveable bulkheads, diving boards, scoreboards and timing system, starting boards, sound system, and storage/training space for the swimming and diving teams. It will also include additional locker rooms for the swimming and diving teams, office spaces, storage spaces for Wellness Center, and associated plumbing, mechanical, and electrical systems. The best design is an Olympic size swimming pool which would accommodate both men's and women's swimming and diving teams, along with the women's triathlon team to practice in unison, and provide additional time for students and the general public access to the pool.

#### d. Compliance with Master Plan:

The Wellness Center was designed to incorporate additional space to the south, east, and north sides of the building. This expansion will be the second phase of the original facility program plan, which included additional phases for a water phase, as well as another phase for additional weight and gym space. The addition would provide better access to students and athletes to the use of the pool and would provide more opportunities for additional intramural aquatic sports. This project will address the issues identified in the infrastructure study on the existing DakotaDome pool, conducted by Davis Design in 2014.

### e. Analysis of needs assessment based on the Facilities Utilization Report:

The existing pool within the DakotaDome is 25 meters by 6 lanes and is inadequate to meet the needs of the 5 athletic teams, men's & women's swimming, men's & women's diving, and triathlon, as well as faculty, staff, students and members. The small pool size requires the athletic teams to have 4 separate practices each day. This in turn limits the amount of time that students, faculty, staff, and the community can use the pool. The existing pool is in constant repairs/maintenance and requires the pool to be shut down frequently for these repairs/maintenance.

#### f. Location:

North Campus, bordered by University Street on the West, Hwy 50 Bypass to the North, and Plum Street to the East.

#### g. Relocation of old space, if any:

The existing pool within the DakotaDome will be taken offline after new pool is built and that space will be utilized for enhancement of Olympic sport spaces such as providing a locker room for triathlon.

# h. Proposed funding source/sources:

The proposed funding sources are auxiliary system, private and local funds. Funding sources and amounts will be determined through the study process.

# i. Budget for development of a Facility Program Plan:

The budget for development of a Facility Program Plan is \$100,000.

# **Budget and Finance**

**AGENDA ITEM: 8 – E DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

SDBA Refinancing Series 2009 and 2011 Bonds

# CONTROLLING STATUTE, RULE, OR POLICY

SCL 5-12-23

#### **BACKGROUND / DISCUSSION**

The South Dakota Building Authority (SDBA) issues bonds on behalf of the South Dakota Board of Regents (BOR). The proceeds from these bonds are used to build new facilities and fund M&R activities on our campuses. While the bonds are not in the name of BOR, there does exist a lease between SDBA and BOR for the term of the bond. BOR's lease payment matches SDBA's bond debt service with a service fee added to the lease payment for SDBA's management of the bond and building insurance.

SDBA has the right to refinance these bonds whenever it is fiscally advantageous to the State of South Dakota. Historically, SDBA and BOR do not amend the existing lease to reflect the new refinanced bond terms. Any savings from the refinancing are currently refunded to the State of South Dakota.

In May of 2019, SDBA refinanced the Series 2009 and Series 2011 bonds. The Series 2009 bonds paid for the construction of the building at Black Hills State University – Rapid City. These bonds were eligible for an interest subsidy from the federal government as a part of the Build America Bonds (BAB) program. The Series 2011 bonds funded M&R projects at four campuses: SDSU, NSU, USD, and BHSU. This refinancing is unique because of the BAB subsidy and, therefore, is being shared with the Board.

It is the BAB subsidy that makes this refinancing different from those that have been done in prior years. The BAB subsidy was transferred each year to BOR to offset the interest paid by BOR on its lease. When the Series 2009 bonds were refinanced, the BAB subsidy ceased to exist. The subsidy was not transferable to the Series 2019 bonds. However, the savings from the refinancing were substantial enough that it covered the value of the subsidy.

(Continued)

INFORMATIONAL ITEM

SDBA Refinancing Series 2009 and 2011 Bonds June 26-27, 2019 Page 2 of 2

Per SDBA, the lease payments made to SDBA will not change for the 2009 and 2011 series bonds, similar to past practice on refinanced bonds. However, without the BAB subsidy credit, there would be an increase in overall debt cost. Instead of the BAB subsidy, SDBA will give the Board a credit each year equivalent to the BAB subsidy that would have been received from the federal government. By doing this, BOR will be held harmless and our annual debt service will remain the same as it has been.

#### IMPACT AND RECOMMENDATIONS

The refinancing of both bonds netted the State of South Dakota a total savings of approximately \$1.97 million and that will be deposited with the state. This is in addition to the \$1.8 million in savings that SDBA will be using to offset the loss of the BAB subsidy.

#### **ATTACHMENTS**

None

# **Budget and Finance**

**AGENDA ITEM: 8 – F DATE: June 26-27, 2019** 

\*

#### **SUBJECT**

**REED 100G Network Update** 

# CONTROLLING STATUTE, RULE, OR POLICY

None

#### **BACKGROUND / DISCUSSION**

The REED 100G north/south path was fully funded through the collective efforts of DSU, SDSU, USD, the Great Plains Education Foundation, the Governor's Office of Economic Development and the Regent's Research and Development Innovation Grants Pool.

The Bureau of Information and Telecommunications (BIT) and SDN have completed installations at all sites on the north-south path in South Dakota including DSU, NSU, SDSU, USD and UC-SF. Connections to the 100G backbone to the campus infrastructure have been completed at SDSU, UC-SF, and USD.

The equipment for Great Plains Network (GPN) was installed in December 2018. The estimate for this installation was \$110K. After further discussion and equipment exchanges with other members, the installation was accomplished for \$36K. Testing to GPN was successfully completed by BIT, the University of Nebraska at Lincoln (UNL) and GPN for the first 100G link between Sioux Falls and Kansas City in December 2018. The second 100G link has also been installed and tested. This is a transient link between Aberdeen and Omaha for backup use by UNL in exchange for a 100G path from Omaha to GPN in Kansas City.

North Dakota State University has now received funding for their upgrade to 100G for their network. South Dakota's budget to continue north from Aberdeen to Fargo and then east to Minneapolis is \$521K. Northern Lights will be installing a router in Fargo capable of multiple 100G connections to manage the connections to University of Minnesota at no additional cost to either North Dakota or South Dakota.

	(Continued)
*******************	*********

**INFORMATIONAL ITEM** 

REED 100G Network Update June 26-27, 2019 Page 2 of 2

> North Dakota and South Dakota currently share maintenance costs for the connection between Aberdeen and Fargo. It is anticipated that these costs will continue without increase.

> Discussions with BOREAS consortium (IA, MN and WI) regarding an affiliate membership for North Dakota and South Dakota continue. These would be 'no fee' memberships.

#### IMPACT AND RECOMMENDATIONS

The investment in REED provides substantial benefits to our research efforts, the state and the students attending our universities. The project is on budget. To date, \$2,069,197 has been spent. Estimated total costs at this point are \$2,590,196.36, down from the initial estimate of \$3.0M. The overall budget and funding sources will be reviewed when the project is complete to determine what will happen with any remaining dollars.

#### **ATTACHMENT**

Attachment I – REED Network Upgrade Condition Statement

# REED Network Upgrade **Condition Statement** 5/31/2019

	Commitments	<b>Funding Received</b>
Project Funding		_
Institutional Funding (DSU, SDSU, USD)	\$1,500,000.00	\$1,500,000.00
Governor's Office of Economic Development Future Fund	\$500,000.00	\$500,000.00
Research & Development Funding Pools FY19 & FY20	\$500,000.00	\$250,000.00
Great Plains Education Fund	\$500,000.00	\$0.00
Total Project Funding	\$3,000,000.00	\$2,250,000.00
Implementation Costs	Commitments	Exp-to-Date Total
High Point Networks LLC backbone hardware		\$1,065,527.36
South Dakota Network LLC (SDN) wavelength service - one-ti	me charge	\$991,669.00
Great Plains Network Subscription		\$12,000.00
Aberdeen/Fargo/Minneapolis Connection	\$521,000.00	
Total Implementation Commitments & Expenditures	\$521,000.00	\$2,069,196.36
Total Project Funding Commitments		\$3,000,000.00
Total Project Expenditures-To-Date		\$2,069,196.36
Outstanding Commitments		\$521,000.00
Balance of Project Funds		\$409,803.64
Unobligated Funds		\$409,803.64

# **Budget and Finance**

AGENDA ITEM: 8 – G (1) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**BOR Policy 3:6 – Housing & Meal Plan (First Reading)** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3:6 – Housing and Meal Plan

# **BACKGROUND/DISCUSSION**

BOR Policy 3:6 Housing & Meal Plan is being reformatted into the new policy format. There are substantial changes to the policy layout in an attempt to clarify housing and meal requirements with no substantive changes. The policy was reviewed by the Student Affairs Council and the Business Affairs Council.

#### IMPACT AND RECOMMENDATIONS

The board office recommends that BOR Policy 3:6 be approved with the formatting and definition changes noted in Attachment I.

# **ATTACHMENTS**

Attachment I – BOR Policy 3:6 Housing and Meal Plan

\*

# **DRAFT MOTION 20190626 8-G(1):**

I move to approve the first reading of the revisions made to BOR Policy 3:6 – Housing and Meal Plan.

# **Policy Manual**

**SUBJECT:** Housing & Meal Plans Requirements

**NUMBER: 3:6** 

# A. PURPOSE

To establish the expectations of student participation in institutional housing and meal plans as well as to set up a framework for conduct and safety requirements in the residence facilities.

#### **B. DEFINITIONS**

1. Student: All persons taking courses from the institution, both full-time and part-time, enrolled in undergraduate, graduate, professional or special topic courses, whether credit-bearing or not.

## C. POLICY

# 1. Student Housing - General Requirement

1.1. Live On-Campus Requirement During the first two years from the time they were or would have been graduated from high school, all unmarried students who enroll in six credit hours or more are required to enter into a housing agreement and designated meal plan for the specific living environment with the institution unless special permission to room or dine elsewhere is received from the institution. Permission ordinarily shall be granted to students with dependent children, to students who reside full time during the academic year with parents or legal guardians, or students enrolled primarily at off campus locations. Students who have enrolled for twelve or more credits for four (4) semesters may be exempted from this agreement at the discretion of the institution. Institutions may also grant exemptions for students when residence hall occupancy exceeds manageable capacity.

Students who are enrolled at a university for a minimum of six (6) on-campus credits are required to live in on-campus housing during the first two (2) years following their high school graduation. Institutions may grant waiver exceptions to the housing requirement based on the waiver exceptions. room elsewhere.

#### 1.2. Waiver Exceptions

Waiver exceptions to the housing requirement will ordinarily be granted:

- To students who are married
- To students with dependent children who reside with them

- To students who reside full-time during the academic year at the primary residence of the parent(s) or legal guardian(s) within a designated radius determined by each institution
- To students living in Greek housing who have met campus housing release requirements
- To students who are non-degree seeking
- When residence hall occupancy exceeds manageable capacity
- At the discretion of the institution, after considering the individualized circumstances and determining that the circumstances merit a waiver

## 2. Meal Plan Requirement

# 2.1. Meal Plan Requirement

All students living in on-campus housing are required to have a meal plan. Institutions may grant waiver exceptions to dine elsewhere.

## 2.2. Waiver Exceptions

2.2.1. Waiver exceptions to the meal plan requirement may be granted at the discretion of the institution, after considering the individualized circumstances and determining that the circumstances merit a waiver.

# 3. Process for Requesting Waiver from the Housing Requirement, Meal Plan Requirement, or Both

Each institution shall create a process through which students can request a waiver from the housing requirement, meal plan requirement, or both.

# 4. Disclosure Requirements

4.1. Disclosure of Criminal History, Including Sex Offender Status

Each student, student's spouse, dependents or household members, who reside in a housing facility operated by the institution shall disclose on the application form the following:

- Whether he or she is required to register as a sex offender pursuant to law
- Whether he or she has a criminal history of a felony offense that includes a conviction, guilty plea, no contest plea, or suspended imposition of sentence that has not been discharged
  - o For each felony offense, provide details identifying any jurisdiction, date of the offense, circumstances of the offense, the sentence or parole conditions and other facts or circumstance that he or she believes to be relevant
  - Disclosure is not required if the felony offense resulted in adjudication as a delinquent child or as a child in need of supervision

#### 5. Criminal History Resulting in the Loss of Privilege to Live in Institutional Housing

The following typically result in the loss of an individual's privilege to live in institutional housing:

- 5.1. No person who is required by law to register as a sex offender may reside in any housing facility operated by the institution
- 5.2. When a person has been found to have committed a felony offense involving use or sale of illegal drugs or involvement in a crime of violence which did or could have resulted in injury to a person
- 5.3. When a person has been found to have committed a felony offense where the circumstances of the offense otherwise reasonably suggest that placement within a housing facility operated by the institution may place the individual into settings that are similar to those in which the original offense occurred

# 6. Denial of Institutional Housing

The director of housing of each institution may deny an applicant for institutional housing. The denial notice shall identify the process to request a review of the determination.

# 7. Review of Denial to Reside in Institutional Housing Facilities

Any person, other than a registered sex offender, who has been denied residence in a housing facility operated by the institution may request a review of the determination by the Senior Student Affairs Officer or their designee and shall be provided an opportunity to submit such writings as the person deems necessary and helpful to explain why the institution should permit the person to reside in one of its housing facilities.

# 8. Residence Hall Rooms and Apartments Private Places

The students' individual residence hall rooms and individual apartments constitute private places to which the general public does not have an unrestricted access right.

# 9. Institution Carries No Liability for Personal Effects

The institution shall not carry insurance covering loss or damage to those students' personal effects and does not assume responsibility for such loss or damage. As such, it is suggested that students purchase renter's insurance to cover their personal belongings.

# 10. Alternative Housing During Official Institutional Breaks

Housing office staff shall make reasonable efforts to assist students who are unable to leave the campus during official institutional vacations to locate housing alternatives.

- The institution shall not carry insurance covering loss or damage to those students' personal effects and does not assume responsibility for such loss or damage.
- 1.1. Each student, together with the student's spouse, dependants or household members, who applies, or who is required to apply, to reside in a housing facility operated by the institution shall disclose on the application form whether the student or spouse or any dependant or household member is required to register as a sex offender pursuant to law or whether any such person has a criminal history that includes a conviction, guilty plea, no contest plea or suspended imposition of sentence that has not been

discharged involving a felony offense, together with details identifying the jurisdiction, date of the offense, circumstances of the offense, the sentence or parole conditions and other facts or circumstance that the student believes to be relevant. Students, spouses, dependants or household members are not required to respond to the felony question if their only felony offenses resulted in adjudication as a delinquent child or as a child in need of supervision. Notwithstanding any other provision of this policy to the contrary, except for persons already residing in institutional housing facilities before July 1, 2006,

- 2.0.0. Where the application process reports a felony offense involving use or sale of illegal drugs or involvement in a crime of violence which did or could have resulted in injury to a person, the individual may not reside in any housing facility operated by the institution;
- 3.0.0. Where the circumstances of the offense otherwise reasonably suggest that placement within a housing facility operated by the institution may place the individual into settings that are similar to those in which the original offense occurred, the institution may deny the individual the privilege of residing in any of its housing facilities; and
- 4.0.0. No person who is required by law to register as a sex offender may reside in any housing facility operated by the institution.
- 5.0.0. Any person, other than a registered sex offender, who has been denied residence in a housing facility operated by the institution may request a review of the determination and shall be provided an opportunity to submit such writings as the person deems necessary and helpful to explain why the institution should permit the person to reside in one of its housing facilities.
- 6.0. For purposes of this chapter, the students' individual residence hall rooms and individual apartments constitute private places to which the general public does not have an unrestricted access right.
- 7.0. Housing office staff shall assist students who are unable to leave the campus during official institutional vacations to locate housing alternatives.
- 8.0.1.1. The institution shall not carry insurance covering loss or damage to those students' personal effects and does not assume responsibility for such loss or damage.

# 9.11. Conduct Regulations Expectations

Subject to Regental review, tThe institutions shall establish and publish institutional conduct or behavior regulations that ensure responsible and orderly campus life and promote the general welfare.

- 11.1. Alleged violations of these regulations shall be processed through the established institutional disciplinary procedures.
- 10.0.Residence hall governments shall approve any modifications made to their institution's hall visitation plans, which may include further restrictions.

# **12.** Residence Hall Security

Each institution shall develop and implement residence hall security policy statements that are designed to provide the reasonable security of residents and institutional property. Institutional security measures must include the following:

- 10.2.12.1. Signage that designates that residence halls are for the exclusive use of residents and their guests.
- 10.3.12.2. Designation of public and restricted areas and access regulations related thereto.
- 10.4.12.3. Planned educational programs aimed at education of residents regarding their security responsibilities.
- 10.5.12.4. One or more of the following security monitoring measures during all hours when access to public areas is unrestricted:
  - 10.5.1. Locked entryways to restricted areas;
  - 10.5.2. Staff or mechanical monitoring of public entryways;
  - 10.5.3.● A consistently applied and enforced escort policy.
- 10.6.12.5. Other measures deemed necessary and appropriate by the President of each institution.

# **FORMS / APPENDICES:**

None

#### **SOURCE:**

RR, 12:04, 1977; BOR, June 1978, P.807, amended September 1979; BOR April 1987; BOR March 1993; BOR December 1995; BOR May 2006; BOR December 2010;

# **Budget and Finance**

AGENDA ITEM: 8 – G (2) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition (First Reading)** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5-5-1 Tuition and Fees: On-Campus Tuition

#### **BACKGROUND / DISCUSSION**

Substantive changes to BOR Policy 5-5-1 — Tuition and Fees: On-Campus Tuition addresses two Board's decisions: 1) to offer active duty military personnel taking oncampus courses at a rate not to exceed the federal tuition assistance benefit (currently that rate is \$250 per credit hour); and 2) to offer first time freshmen or new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming the resident oncampus tuition rate. Both rates are effective beginning with the 2019 summer term and are available only at the undergraduate level.

# IMPACT AND RECOMMENDATIONS

The policy has been reviewed by the appropriate councils and recommended for approval of the proposed revisions.

#### **ATTACHMENTS**

Attachment I – BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition

\*

# DRAFT MOTION 20190626 8-G(2):

I move to approve the first reading of BOR Policy 5-5-1 – Tuition and Fees: On-Campus Tuition with the revisions shown in Attachment I.

# **Policy Manual**

**SUBJECT:** Tuition and Fees: On-Campus Tuition

**NUMBER:** 5:5:1

#### A. PURPOSE

To establish the tuition structure used for on-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

#### **B.** <u>DEFINITIONS</u>

- 1. Active Duty Military Personnel: A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5 and Title 32 of the Department of Defense Instruction 1205.18.
- 2. Higher Education Facilities Fund (HEFF): Represents 11.5% of all tuition collected and can be used for maintenance and repair of academic facilities, building new facilities, and paying rent on specific facilities as authorized in §13-53-15 and §13-53-15.3 and §13-51-2.
- **23. On-Campus Tuition:** The charge, whether per credit hour, per semester, or annual, that is assessed to students taking courses delivered on campus for the support of instruction and administrative costs.

#### C. POLICY

#### 1. On-Campus Tuition

All courses taught on campus will be at the Board approved on-campus tuition rate except for remedial courses.

- 1.1 Standard On-Campus Tuition Rates: The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. The on-campus tuition rates are per credit hour rates for the following classifications of students:
  - Undergraduate resident
  - Undergraduate nonresident
  - Graduate resident
  - Graduate nonresident
- 1.2. The on-campus tuition rates are per semester for the following classifications of students:

- Law school resident
- Law school nonresident
- Pharmacy resident
- Pharmacy nonresident
- 1.3. The on-campus tuition rates are per annual rates for the following classifications of students:
  - Medical school resident
  - Medical school nonresident

#### 2. Tuition Allocations

- 2.1. All on-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the higher education facilities fund with the exception of the first \$875,000 of Medical School tuition which shall be deposited 100% into the system tuition fund (SDCL 13-53-15).
- 2.2. Salary Competitiveness: Salary competitiveness is a component of tuition. The proceeds shall be used to enhance faculty and non-faculty exempt salaries. The Board will identify the per credit hour rate annually that is committed to the enhancement of salaries as part of the annual tuition and fee setting process.
- 2.3. Institutional Maintenance and Repair: The campuses are required to allocate a portion of each on-campus credit hour to maintenance and repair. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The Board will identify the per credit hour rate that is to be committed to maintenance and repair as part of the annual tuition and fee setting process.
- 2.4. Critical Maintenance and Repair: The critical deferred maintenance bonds are supported by revenue from each on-campus tuition credit. The critical deferred maintenance funds are deposited centrally. The Board will identify the per credit hour rate that is to be committed to the critical maintenance and repair bonds as part of the annual tuition and fee setting process.
- 2.5. Technology Funds: The Board has identified a portion of each on-campus credit hour that is to be dedicated to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund. The Board will identify the per credit hour rate that is to be committed to these technology investments.

#### 3. Board Approved Reduced Tuition Programs

A university may request that the Board approve the use of reduced nonresident tuition rates to support enrollment strategies. A university may also request that the Board set differential tuition rates if necessary to maintain or increase the enrollment of selected types of students.

3.1. Persons 65 Years of Age or Older: The tuition for resident students sixty-five (65) years of age or older during the calendar year enrolled shall be 55% of the cost of resident tuition.

- 3.2. Graduate Fellows and Assistants: 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%. (Policy 5:17).
- 3.3. Reserve Officer Training Corps Cadets: South Dakota residents who are junior and senior students and who are contracted senior Reserve Officer Training Corps (ROTC) cadets shall be charged 50% of the undergraduate resident tuition rate established by the Board of Regents for not more than four semesters. (BOR, May 1989, pp. 531 and 533).

A senior cadet is eligible for the special tuition rate as long as he or she:

- remains a resident of South Dakota throughout each semester he or she has applied for benefits;
- has met all the contract eligibility requirements for Senior ROTC and has signed the contract for the programs;
- maintains satisfactory academic progress as defined by the United States Army or Air Force Cadet Command;
- is not receiving a ROTC scholarship and is not a member of the simultaneous membership program.
- 3.4. North Dakota Residents Attending Northern State University: First-time freshmen and new transfer students from North Dakota enrolled beginning with the summer 2004 term at Northern State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- 3.54. Military Science Courses: Military Science courses offered to military science students shall be offered without payment of tuition. All other required fees shall apply.
- 3.65. Western Regional Graduate Program (WRGP): Students from the WICHE states can participate in designated WRGP graduate programs at in-state tuition rates. Institutions shall submit to the Board the designated graduate programs participating in the WRGP as part of the Board's annual tuition and fee setting process. The Board's approval of tuition and fees shall include the list of WRGP programs authorized to offer in-state tuition rates to students from WICHE states.
- 3.7. Wyoming Residents Attending Black Hills State University: First-time freshmen and new transfer students from Wyoming enrolled beginning with the summer 2013 term at Black Hills State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- 3.8. Iowa Residents Attending Dakota State University, Northern State University, South Dakota State University, and the University of South Dakota: First-time freshmen and new transfer students from Iowa enrolled at DSU, NSU, SDSU or USD beginning with the summer 2016 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- 3.96. Western Undergraduate Exchange Tuition Rate for Residents of WICHE States: Undergraduate residents of WICHE states are eligible to attend any of the SD universities at 150% of the resident on-campus tuition rate. Students attending SDSM&T who are new freshmen and first-time transfers starting the summer of 2016 shall be charged the Western Undergraduate Exchange (WUE) tuition rate for

- undergraduate courses. The states included are: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.
- 3.107. Children of Alumni: Effective Summer 2015, non-resident undergraduate freshmen students or first-time transfers attending the same university from which one of their parents or legal guardian received a degree can attend at the resident oncampus tuition rate. Eligibility criteria approved by the Board differ between institutions and are available from each university.
- 3.8. Active Duty Military Personnel: The undergraduate on-campus tuition rate assessed to active duty military personnel may not exceed the federal tuition assistance benefit for active duty military. In addition, active duty military personnel will not be charged mandatory or discipline fees.
- 3.9. South Dakota Advantage Program: Effective Summer 2019, first time freshmen or new transfer students from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming shall be assessed the resident on-campus tuition rate. This reduced tuition rate is available only at the undergraduate level.
  - 3.9.1. The following undergraduate students previously awarded resident tuition will retain resident rates, within the system:
  - Colorado students attending BHSU or SDSM&T beginning with the summer of 2018;
  - Iowa students attending DSU, NSU, SDSU, or USD beginning with the summer of 2016;
  - Montana student attending BHSU beginning summer of 2018;
  - Nebraska student attending DSU, NSU, SDSM&T, SDSU, or USD beginning with the summer of 2018
  - North Dakota students attending NSU beginning with the summer of 2004;
  - Wyoming students attending BHSU beginning with the summer of 2013.

#### 4. Tuition and Fee Reductions and Waivers Established by the Legislature

The Legislature has established several tuition and fee reductions and waivers for the benefit of specific groups of South Dakota residents. The information in this policy on the legislated reductions and waivers contains only excerpts from the South Dakota Codified Laws and is not intended to provide the necessary detail to administer the programs. Normal fees should be assess unless specifically waived. SDCL must be referenced for specific guidelines and eligibility criteria. Current information about eligibility requirements is provided in SDCL and shall be available from the Executive Director's office.

4.1. Employees of the State of South Dakota (SDCL §3-20): Employees of the state who meet the following requirements and who are admitted to the university may be eligible for a 50% tuition reduction for state support undergraduate and graduate courses up to a maximum of six credit hours per semester. An employee of the state is eligible for tuition reduction as long as he or she:

- is continuously employed by the state for a period of one year in a benefit eligible position;
- is a bona fide resident of the state;
- maintains an academic grade of 2.0 or better;
- maintains an academic rating of competent or better in the most recent merit appraisal or is otherwise certified as competent by the immediate supervisor; and
- is a benefit-eligible employee.

Registration in any course at the reduced tuition rate shall be limited to space available, as determined by the President or designee; after all of the full-time or full tuition paying student have registered. The Board of Regents shall maintain an annual record of the number of participants and the tuition dollar value of such participation.

- 4.2. Members of the South Dakota National Guard (SDCL §33-6-5): Any member of the South Dakota National Guard can qualify for a reduced tuition benefit by meeting the following qualifications in SDCL §33-6-7:
  - Be a member of the South Dakota Army National Guard Unit or Air National Guard Unit throughout each semester or vocational program for which the member applies for benefits;
  - Have satisfactorily completed required initial basic training;
  - Have satisfactorily performed duty upon return from basic training, including a minimum ninety percent attendance on scheduled drill dates and at annual training with the member's parent unit;
  - Maintain satisfactory academic progress; and
  - Provide proper notice to the institution at the time of registration for the term in which the benefits are sought.
- 4.3. Veterans and Others Who Performed War Service (SDCL §13-55-2): 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 or more than four academic years of free tuition. Residence at the time of entry into military service or active war service shall not affect eligibility for this entitlement. Eligibility is limited to persons who reside in this state and who:
  - are veterans or others as defined in SDCL §33-17-2;
  - are qualified for resident tuition;
  - comply with all the requirements for admission;
  - are not entitled to have such tuition paid by the United States or are entitled to receive in part from the United States for education and training allowance and in part the expenses of his or her subsistence, tuition, fees, supplies, books and equipment per SDCL §13-15-4.

- 4.4. Children and Spouses of National Guardsmen Disabled or Deceased in Line of Duty (SDCL §13-55-10): 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 member of the South Dakota National Guard, 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 student.
- 4.5. Visually Impaired Persons (SDCL § 13-55-11 through 13-55-13): Residents of South Dakota who are visually impaired and who are eligible for admission may pursue any course of student 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.
  - A person shall be deemed to be visually impaired if he or she cannot, with use of correcting glasses, see sufficiently to perform ordinary activities for which eyesight is essential. The impairment shall be certified according to SDCL §13-55-11.1.
- 4.6. Children of Residents Who Died During Service in Armed Forces (SDCL §1355-6 through 13-55-9): Certain children of residents who died while in the service of the armed forces of the United States are entitled to free tuition and to any course or courses of study without the payment of any charges or costs, therefore:
  - 4.6.1. Eligibility is limited to South Dakota residents under the age of twenty-five years.
  - 4.6.2. The deceased parent, mother or father, must have been a veteran as defined in SDCL § 33-17-1, must have been a bona fide resident of South Dakota for at least six months immediately prior to entry into active services, and must have died from any cause while in the service of the armed forces of the United States.
- 4.7. Dependents of Prisoners or Missing in Action (SDCL §13-55-9): Dependents of prisoners of war or persons missing in action, upon being admitted to a university, 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 student, for so long as he or she is eligible.
- 4.8. Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors may pursue any undergraduate or graduate course upon payment of 50% of tuition and 100% of required fees.

Eligibility is limited to teachers and vocational instructors who:

- are bona fide residents of South Dakota;
- are employed by an accredited school as a teacher as defined in Title 13;
- are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;
- are certified as eligible for this program by the school district or private school by which they are employed; and

• maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying student have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

- 4.9. Survivors of Certain Fire Fighters, Certified Law Enforcement Officers and Emergency Medical Technicians (SDCL §13-55-22): 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.
- 4.10. Reciprocity Tuition Rate for Minnesota Residents (SDCL §13-53B): Minnesota residents hall be charged the rate established in the tuition reciprocity agreement between the South Dakota Board of Regents and the Minnesota Higher Education Coordinating Board. (See Policy 1:16 Interstate Tuition Agreements.)
- 4.11. Resident Tuition for Rehabilitation Services Clients: All nonresidents who are receiving tuition support from the South Dakota Division of Rehabilitation Services are entitled to pay tuition at resident rates.

#### 5. Reduced Tuition Program Limitation

A student is only eligible to participate in one reduced tuition program at any point in time. The student will be assigned the appropriate student type that provides the student with the greatest reduced tuition benefit.

#### **FORMS / APPENDICES:**

None

#### **SOURCE:**

BOR October 2014; BOR August 2006; BOR June 2011; BOR April 2013; BOR March 2016; BOR December 2016; BOR June 2017; BOR March 2018,

### **Budget and Finance**

AGENDA ITEM: 8 – G (3) DATE: June 26-27, 2019

\*

#### **SUBJECT**

**BOR Policy 6:12 – Bomb Threats (First Reading)** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:12 – Bomb Threats

#### **BACKGROUND / DISCUSSION**

BOR Policy 6:12 – Bomb Threats is one of the final finance policies that is being reviewed and put into the new format. The current policy focusing on bomb threats is outdated given the many threats that institutions now deal with, and therefore, is being updated to clarify campus authority and responsibility as well as updating the penalties for false threats.

#### IMPACT AND RECOMMENDATIONS

The Business Affairs Council and the Council of Presidents and Superintendents have reviewed the policy revisions and support the suggested changes. Attachment I shows the policy in the new format along with the proposed revisions.

#### **ATTACHMENTS**

Attachment I – BOR Policy 6:12 – Bomb Threats

\*

#### **DRAFT MOTION 20190626 8-G(3):**

I move to approve the first reading of the revisions to BOR Policy 6:12 – Bomb Threats as shown in Attachment I.

# **Policy Manual**

SUBJECT: Bomb Threats Emergency Response

**NUMBER:** 6:12

#### A. PURPOSE

To ensure all BOR institutions have plans and procedure in place to respond to emergency situations.

#### **B. DEFINITIONS**

None

# C. POLICY

#### 1. Campus Authority

All of the institutions shall have a-documented emergency procedures in place addressing actions and responsibilities of campus personnel during natural or human threats and potential disasters. on file in the available to the Board of Regents Office. The plans should be reviewed annually with appropriate training conducted with all affected staff along with table-top exercises conducted annually. —The policy shall identify those individuals who have the authority to make necessary, permitted or mandated actions. There shall be an indication of persons who have such authority in the absence of those holding primary authority. The Board Office shall be notified as soon as possible.

1.1. Presidents and superintendents shall have the responsibility and authority to make appropriate adjustments to the academic calendars as well as campus operations in the event that bomb threats occur of an emergency. See policy 4:40 Emergency Closings. The Board Office shall be notified as soon as possible.

#### 2. False Reports

Persons who make false threats bomb reports with the intent to deceive, mislead or misinform others concerning the placing or planting of explosive devices, chemicals, or other dangerous substances may, on the first offense, be found guilty of a Class 61 felony misdemeanor, which could lead to incarceration for two one-years and up to a a \$41,000 fine. A second offense is a Class 5 felony which could lead to incarceration for five years and a \$5,000 fine. Restitution for any expenses incurred as a result of the false report is also mandated under statute.

Bomb Threats
Page 1 of 2
6:12

2. Presidents and superintendents shall have the responsibility and authority to make appropriate adjustments to the academic calendars as well as campus operations in the event that bomb threats occur.
3. Board Authority

The Board of Regents may authorize expenditure of a reward for information leading directly to the arrest and conviction of any person(s) making bomb threatsfalse threats to a Regental institution.

# **FORMS / APPENDICES:**

None

SOURCE:
BOR, June 1992;

#### **Budget and Finance**

AGENDA ITEM: 8 - G(4)**DATE:** June 26-27, 2019

#### **SUBJECT**

**Revision to BOR Policy 5:15 – Athletics (First Reading)** 

#### CONTROLLING STATUTE, RULE, OR POLICY

**BOR POLICY 5:15 - ATHLETICS** 

#### **BACKGROUND / DISCUSSION**

The Board's Athletic Committee met in February 2018 and discussed the desire review the Board policy on athletics. The NCAA recommends that athletics policies should address four key components, 1) Fiscal Responsibility, 2) Academic Integrity, 3) Student Athlete Welfare, and 4) Rules compliance. In addition, it is imperative that the Board adopts an athletic philosophy statement to establish institutional control, and vest the responsibility of athletic program oversight in the institutional President. In the event an institution is found to have a violation from their division (NCAA/NAIA), it is imperative that the institution and Board can show that there is a presidential control statement.

Following the athletic committee meeting, former Executive Director Dr. Rush, Regents Morgan and Schaefer, and Presidents Dunn and Abbott met with the commissioner of the summit league, Tom Douple and an NCAA representative, David Schnase, to discuss the role of the Board's athletic committee. Mr. Schnase provided the Board office with a policy from the University of Wisconsin Board of Regents, stating that it was one of the best models for the statement of principles in a system athletic policy.

Attachment I is BOR Policy 5:15 with the proposed statement of principles to be discussed today. The additions to this policy largely follow the model of the University of Wisconsin policy. The policy changes clearly identify that the Board vests the responsibility and authority over university athletic programs in the President, including budget oversight of athletics. In addition, the changes emphasize the importance of student athlete well-being, promotes fair and equitable treatment, and underscores the importance of academics for student athletes.

The proposed changes to Section C(2) remove the requirement for an annual report comparing student athlete academic success to that of the general student population. This report has historically shown that student athletes are high performing students, and there have been no issues identified in academic performance. This change still allows information to be brought forward to the board as needed, but eliminates the annual

(Continued)

#### DRAFT MOTION 20190626 8-G(4):

I move to approve the first reading of revisions to BOR Policy 5:15.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Revision to BOR Policy 5:15 – Athletics (First Reading) June 26-27, 2019 Page 2 of 2

requirement for the twenty-five page report. BAC created a subcommittee to review the financial requirements in this policy and determined no changes were needed in Section 2. This has been reviewed by BAC and COPS.

#### IMPACT AND RECOMMENDATIONS

This is a first reading of the proposed changes to BOR Policy 5:15. The board staff recommendation is to approve the first reading of BOR Policy 5:15, the second reading will occur at the August meeting.

#### **ATTACHMENTS**

Attachment I – BOR Policy 5:15 Proposed Revisions

# **Policy Manual**

**SUBJECT:** Athletics

**NUMBER:** 5:15

\_\_\_\_\_

#### A. PURPOSE

To establish the principles and philosophies of the SD Board of Regents (the Board) on intercollegiate athletics, including fiscal responsibility, academic integrity, student athlete well-being and compliance with Board policies, conference and division rules.

Subject to the requirements of state and federal law and Board policy, institutions which participate in intercollegiate athletic competition shall abide by the rules and regulations promulgated by the appropriate national governing association and all regional subdivisions or conferences of which the institutions are members.

### **B. DEFINITIONS**

- Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota.
- **2. Annual Athletic Report**: An annual statement of income and expenses for athletics at each University.

#### C. POLICY

The Board is committed to the philosophy of firm institutional control of athletics, to the academic and financial integrity of athletic programs, and to the accountability of athletic departments to the mission, values and goals of the SD Board of Regents and its institutions.

#### 1. Board Statement of Athletic Principles

- 1.1. The educational values, practices and mission of the SD Board of Regents and its individual Institutions determine the standards by which intercollegiate athletics programs are conducted.
- 1.2. The responsibility and authority for the administration of the athletics department, including policies, personnel, and financial management are vested in the President of the Institution.
- 1.3. The student athlete's well-being, health, and safety are the top priority of the athletic administration.
- 1.4. The Board regards the student athlete primarily as a student, with academic qualifications, individual rights, personal interests, and aspirations similar to those of all

Athletics Page 3 of 3

- students. Student athletes shall be provided with the same academic experience as their classmates.
- 1.5. The Board is committed to providing every student athlete with fair and equitable treatment.
- 1.6. The admission of student athletes will be based on their demonstration of promise to be successful in a course of study leading to an academic degree, and that judgment will be made by individuals in the institutional admissions department. The student athlete must meet the Board's admissions criteria, in addition to the eligibility requirements set by the appropriate athletic division.
- 1.7. Continuing eligibility to compete in intercollegiate athletics will be based on the student's ability to meet the academic standards as established by the Board, and set forth by the appropriate athletic division.
- 1.8. All funds raised and spent in connection with intercollegiate athletics programs will be reported through the Annual Athletic Report; the athletics department budget will be developed and monitored in accordance with the Institution's budgeting procedures.
- 1.9. All athletics-related income from non-university sources for coaches and athletics administrators will be reviewed and approved by the President of the Institution. In cases where the income involves the university's functions, facilities or name, contracts will be negotiated with the Institution.
- 1.10. As required by the appropriate athletic division's compliance rules, the Institution will complete academic and fiscal audits. The Institution will correct any deficiencies and will manage athletic programs in a manner worthy of this distinction.

#### 2. Athletic Program Requirements

- 2.1. Institutions must have approval of the Board before changing athletic conferences or divisions.
- 2.2. All costs for intercollegiate athletics shall be met from the following fund sources:
  - A. Student general activity fee revenue;
  - B. State general fund resources;
  - Ends generated directly by athletic programs, including, without limitation, gate receipts, guarantees, concessions, advertising, institutional fundraising, product endorsements, broadcast licenses, athletic mark royalties;
  - D. Commissions and other athletic business related income;
  - E. Funds transferred from the institutional foundation to support athletic programs;
  - \_\_Institutional overhead charged back to campus operations.

2.3. Athletic scholarships may be funded from athletic gate receipts, athletic sponsorships, athletic broadcasting agreements, athletic guarantees, athletic commissions, advertising revenue, facility rentals, extra-curricular concession profits, vending

Athletics
Page 4 of 3
5:15

profits, business related profits with the exception of the Auxiliary System, trademark royalties, camp profits, ticket sales and donations.

2.3.

- 2.4. Athletic scholarships may not be funded by reducing either the number of academic scholarships or amounts, or the inflation adjusted gross sum provided by the Institution's foundation for academic scholarships, below the levels in effect at the time an institution Institution changes divisions or conferences.
- 2.5. Athletic scholarships will not be awarded to any student who does not meet the standard admission requirements of the <u>I</u>institution—<u>:</u>scholarships may not be awarded to a student admitted by the <u>I</u>institution under an exception policy.
- 2.6. At the end of each fiscal year, the Annual Athletic Report shall be provided to the Executive Director/CEO.

— Institutions will provide annually to the Board of Regents information on their athletic programs that will include:

- A. Comparisons by sports of participating athletes, scholarship athletes, and the student population on admissions by exception, ACT sub-test scores in math and English for entering students, proficiency exam passage on initial attempt, GPA, and graduation rates.
- B. At the end of each fiscal year an income and expense statement for athletics shall be provided to the Executive Director.

# **FORMS / APPENDICES:**

None

### **SOURCE:**

BOR, April 1992; December 2002; June 2004, March 2006; March/April 2010; December 2012; August 2019.-

Athletics 5:15

#### **Budget and Finance**

AGENDA ITEM: 8 – G(5) DATE: June 26 – 27, 2019

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

#### **SUBJECT**

**BOR Non-Faculty Exempt Employment Policy Revisions (First Reading)** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 4:1 – General Personnel Policy

BOR Policy 4:8 - General Non-Faculty (NFE) Grievance Procedure

BOR Policy 4:33 – Reduction in Force – Non-Faculty Exempt Employees

<u>BOR Policy 4:44 – Administrators, Professional and Student Employees (NFE) Code of Conduct/Misconduct</u>

BOR Policy 4:46 – Professional and Administrative Employee (NFE) Compensation Administration

#### **BACKGROUND / DISCUSSION**

In recent years, the Board has expressed a desire to create BOR policies that are less complex, more user friendly, and easily understood by all stakeholders. To streamline the policy manual, this proposed change would create BOR Policy 4:4 as the single policy related to non-faculty exempt (NFE) employment provisions. This requires a modification to BOR Policy 4:1, and elimination of BOR Policies 4:8, 4:33, 4:44, and 4:46 as the provisions of those policies would now be placed into the new BOR Policy 4:4.

Through the review of the policies, there were a limited number of substantive changes proposed, however, the language has been scaled down to remove unnecessary language. The substantive changes to each policy are outlined below:

#### **BOR Policy 4:1 – General Personnel Policy**

The provisions of BOR Policy 4:1 pertaining to NFE employees are outlined in Sections C(1) and C(2) of the new policy, and can also be found in Attachment II.

- 1. More specifically defines which employees receive annual employment contracts.
- 2. Specifically addresses that contracts may be non-renewed without cause and that non-renewal is not an action which can be grieved.

(Co	ntinued)
*************************	*****

#### DRAFT MOTION 20190626 8-G(5):

I move to approve the first reading of BOR Policy 4:4 and the proposed revisions to BOR Policy 4:1.

BOR Non-Faculty Exempt Employment Policy Revisions (First Reading) June 26-27, 2019 Page 2 of 3

#### **BOR Policy 4:46 – NFE Compensation Administration**

The provisions of BOR Policy 4:46 are outlined in Section 3 of the new policy. Substantive changes are outlined below:

- 1. Language change to align with new policy revision in BOR Policies 1:5 and 1:6 related to delegation of authority.
- 2. Added specific language which states that when an NFE employee teaches a course as an overload that the work related to that course instruction needs to be completed outside of the scope of their regular position.

#### **BOR Policy 4:33 – NFE Compensation Administration**

Section 4 of the new policy includes the language from BOR Policy 4:33. Substantive changes are outlined below:

- 1. Updated the definition of a layoff to align with administrative rules.
- 2. Removed Section 5 relating to benefits as it is process related and the benefits related matters are handled through other state agencies.

#### **BOR Policy 4:44 – Code of Conduct**

Section 5 of the new policy includes language from BOR Policy 4:44. Substantive changes include:

- 1. Elimination of references to the board review and approval of disciplinary actions, this is not current practice and employees are given that opportunity through grievance processes.
- 2. Disciplinary actions outlined in Section 2 of the current policy include suspension with or without pay, but the policy contradicts itself in Section 3 and states that the institution can only suspend with pay, pending final action of the board. The language requiring the suspension with pay pending final action of the board has been removed in the new policy language.
- 3. Included a statement that disciplinary action, up to and including termination, could be taken for misconduct.
- 4. Minor changes to the definitions of misconduct to simplify and make less legalistic.

#### **BOR Policy 4:8 – Grievance Procedures**

Section 6 of the attached policy outlines the provisions from BOR Policy 4:8 relating to grievance procedures.

- 1. Limited the definition of grievance to only actions that directly affect the terms and conditions of employment for the individual employee.
- 2. Section 4 in the current policy mirrors the administrative procedures act so removed that section and replaced with a reference to the appropriate statute.

#### IMPACT AND RECOMMENDATIONS

The Board staff recommends approving the first reading of BOR Policy 4:4, and the

BOR Non-Faculty Exempt Employment Policy Revisions (First Reading) June 26-27, 2019
Page 3 of 3

proposed revisions to BOR Policy 4:1. When BOR Policy 4:4 is approved by the Board there will be a motion for the board to eliminate BOR Policies 4:8, 4:33, 4:44, and 4:46.

### **ATTACHMENTS**

Attachment I – Proposed BOR Policy 4:4 - Non-Faculty Exempt Employment Provisions Attachment II – Proposed Revisions to BOR Policy 4:1

# **Policy Manual**

**SUBJECT:** Non-Faculty Exempt Employment Provisions

**NUMBER: 4:4** 

#### A. PURPOSE

To define the process and provisions relating to the appointment, employment, conduct expectations, compensation practices, and grievance procedures for Non-Faculty Exempt (NFE) employees. This policy supersedes all other BOR policies relating to NFE employees.

#### **B. DEFINITIONS**

- 1. Executive Director: The chief executive officer of the SD Board of Regents.
- 2. Grievance: An alleged misinterpretation, misapplication or violation of a specific term or provision of Board policy, or other agreements, contracts, policies, rules, regulations or statutes that directly affect terms and conditions of employment for the individual employee.
- 3. 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.
- **4. Internal Equity Adjustment:** A salary adjustment to reduce or eliminate an internal pay rate disparity within an Institution or defined Institutional department.
- 5. Market Equity Adjustment: A salary adjustment to reduce or eliminate an external pay rate disparity using recognized market data and peer groups.
- 6. Non-Faculty Exempt (NFE): Employees who are exempt from the Civil Service Act by virtue of their administrative and professional functions.
- 7. Performance Adjustment: A salary adjustment made in recognition of work performance that meets or exceeds performance standards documented through an established review process.
- 8. President: The chief executive officer of a South Dakota Board of Regents University.
- 9. Student Employee: Student employees, including teaching and research fellows, are exempt from the Civil Service System. Student employees are considered temporary employees and not eligible for benefits unless meeting the requirements under the Affordable Care Act.
- **10. Superintendent:** The chief executive officer of a South Dakota Board of Regents Special School.

11. Working Day: Monday through Friday, except for holidays and other times when the Institution's administrative offices are closed.

#### C. POLICY

#### 1. Appointment

All NFE Institutional personnel will be employed upon the approval of the President, Superintendent, or Executive Director. BOR Policies 1:5 and 1:6 outline when Board approval is required for appointment.

- 1.1. If an Institution wishes to hire a candidate who was previously terminated for cause, or who resigned in lieu of termination, the President or their delegate, and the Office of the Executive Director shall be advised of the circumstances surrounding the termination. The President, Superintendent, or Executive Director will approve or deny the rehire based upon legitimate business and position related reasons.
- 1.2. If an Institution appoints a candidate who is employed by another Institution, the Institutions shall share position related information with the requesting academic or human resource office, and the appointing authority will consider that legitimate business and position related information in the hiring process prior to appointment.

# 2. Employment Contracts

- 2.1. Upon appointment of a benefit-eligible employee, the University or Special School will issue an employment contract, which may be renewed annually at the discretion of the University President or Superintendent.
- 2.2. NFE employment contracts shall not be more than one year in length, unless otherwise specified in, and issued pursuant to, BOR Policy 4:49.
- 2.3. During a valid contract term, NFE employees may be reassigned for non-discriminatory purposes without cause to any position, so long as the salary is not decreased during the term of the current contract.
- 2.4. NFE Employment contracts may be non-renewed without cause by providing written notice of the non-renewal to the NFE employee prior to the expiration of the current contract term.
- 2.5. An NFE employment 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.
- 2.6. NFE employment contracts may be terminated for cause, or as a part of a reduction in force in conformity with this policy and applicable law.

#### 3. Compensation Administration

- 3.1. All compensation adjustments that meet the criteria identified in BOR Policy 1:5(5) and 1:6(4) require Board approval.
- 3.2. Compensation upon Hire or Transfer
  - 3.2.1. Compensation for employees at hire or transfer will be set comparative to the market value of the position as well as the internal equity of the Institution.

Policy Title
Page 2 of 8

X:XX

3.2.2. Institutional hiring authorities shall consult with human resources on compensation decisions at hire or transfer, and the Institution shall consider the position requirements, institutional priorities and the candidate's education, experience, skills, and abilities.

#### 3.3. Annual Salary Adjustments

Decisions concerning annual salary policy adjustments will be made in accordance with legislative process and BOR policies. The President, Superintendent or Executive Director determines the Institutional priorities and establish guidelines for salary allocations.

- 3.3.1. Administrators responsible for making individual salary recommendations will follow approved guidelines:
  - 3.3.1.1. The Legislature will identify the salary pool and the Board will approve a total salary policy pool for which Institutions can distribute based on market, performance or institutional priorities.
  - 3.3.1.2. The President, Superintendent or Executive Director can apply institutional priorities to a specific department or area of concentration so long as it is a portion of the total salary policy pool.
  - 3.3.1.3. Administrator recommendations will be reviewed by the appropriate Vice President and/or President.
  - 3.3.1.4. All annual salary policy for benefit eligible employees must be applied through the HRFIS system, those meeting the criteria for Board approval in BOR Policy 1:5 or 1:6 must be report to the Board for approval at its regularly scheduled meeting in May.

#### 3.4. Other Base Salary Adjustments

- 3.4.1. Additional Duty Pay: An increase, permanent or temporary, to base salary not exceeding ten percent (10%) may be granted based on a documented additional workload;
- 3.4.2. Duties and Responsibilities Changes: An increase based upon significant change in the duties, scope and responsibility of a position as documented in an approved position description.
  - 3.4.2.1. The adjustment shall be consistent with previous institutional priority decisions of the Institution and must be made in light of internal equity.
- 3.4.3. Internal Equity Adjustment: An increase to base salary to reduce or eliminate documented institutional internal salary disparities that are found after an analyses of position duties, individual qualifications, experience, longevity, work performance or institutional priorities.
- 3.4.4. Market Adjustment: An increase to base salary to reduce or eliminate a documented external salary inequity.
- 3.5. Instruction of Academic Courses

- 3.5.1. An NFE employee may be allowed to instruct an undergraduate or graduate course with the appropriate approval process at the Institution.
- 3.5.2. Compensation for the instructional work should be comparable to the rates provided to temporary faculty for comparable instruction.
- 3.5.3. If the instructional workload is assigned as an overload, the work related to course instruction should be completed outside of the scope of the employee's regular position.

#### 4. Reduction in Force

- 4.1. An Institution may lay off or reduce the percent time of an NFE employee during a current contract term for the following reasons:
  - 4.1.1. Legislative action;
  - 4.1.2. Loss of grant, contract or other funding;
  - 4.1.3. Governor's executive order; or
  - 4.1.4. Reorganization. An Institution may only use this as a means to lay off an employee for such occasions as privatization, the movement of a function to another state agency, the elimination of an organizational function, the consolidation of departments or functions, or a reduction in a program's activities.

#### 4.2. Layoff Notification

- 4.2.1. An employee shall be given a minimum of fourteen (14) calendar day's written notice prior to the effective date of the layoff or reduction in percent time. The notice shall include:
  - 4.2.1.1. The effective date and reason(s) for the layoff;
  - 4.2.1.2. Information concerning the right to appeal;
  - 4.2.1.3. The timeline in which the employee may present reasons in writing why the layoff should not take place;
  - 4.2.1.4. Notice is effective the day of deposit in the mail of a certified notice, the date electronically sent, or the date personally delivered to the employee.
- 4.2.2. A copy of the layoff notification should be forwarded to the system human resources officer at the time the action is taken.

# 4.3. Priorities for Layoff

- 4.3.1. When more than one NFE employee exists in any classification, department, or geographic location designated for a reduction in force, the following criteria will be used to identify the employee(s) who will be laid off or have reduced hours:
  - 4.3.1.1. Performance;
  - 4.3.1.2. Longevity with the Institution and employment status;
  - 4.3.1.3. Special knowledge, skills, abilities and potential of the employee;

- 4.3.1.4. Type and mixture of funding for position and fund status;
- 4.3.1.5. Future needs of the department;
- 4.3.1.6. Geographic location.

#### 4.4. Benefits

4.4.1. Any accrued and vested leave will be paid in accordance with South Dakota administrative rules and statues.

#### 5. Code of Conduct

Employees are expected to maintain an effective, orderly, safe and efficient work environment.

#### 5.1. Professional Conduct/Misconduct Defined

- 5.1.1. Disciplinary action, up to and including termination, may be taken, upon notice and a right to respond, for conduct within or outside the scope of employment. Disciplinary action may be taken for just cause, including, but not limited to the reasons listed below:
  - 5.1.1.1. The employee has violated any Board of Regents or institutional policy;
  - 5.1.1.2. The employee violated a confidentiality agreement, non-disclosure agreement, policy, regulation, or law;
  - 5.1.1.3. The employee disrupts the efficiency or morale of the department;
  - 5.1.1.4. The employee is careless or negligent with the money or other property of the state or property belonging to any person receiving services from the state or has stolen or attempted to steal money or property of the state or property belonging to any person receiving services from the state;
  - 5.1.1.5. The employee has failed to maintain a satisfactory attendance record based on the established working hours or has had unreported or unauthorized absences;
  - 5.1.1.6. The employee has made a false or misleading statement or intentionally omitted relevant information during the application and selection process;
  - 5.1.1.7. The employee has intentionally falsified a state record or document;
  - 5.1.1.8. The employee has violated statutes or standard work rules established for the safe, efficient, or effective operation of the campus;
  - 5.1.1.9. A failure to correct deficiencies in performance;
  - 5.1.1.10. A-breach of recognized published standards of professional ethics for the employee's profession;
  - 5.1.1.11.Conviction of any felony or the conviction of a misdemeanor involving immoral actions;
  - 5.1.1.12. The unlawful or unauthorized manufacture, distribution, dispensing, possession or use of alcohol or controlled substances while on duty or while on premises owned and controlled by the Board of Regents or used

by the Board of Regents for educational, research, service or other official functions.

- 5.1.1.13. Insubordination,
- 5.1.1.14. The use of alcohol, marijuana, or other controlled substances, which significantly impairs performance of duties.
- 5.1.1.15. Theft of state owned or controlled property.
- 5.1.1.16.Intentionally and wrongfully counseling, inciting, or participating in a prohibited student or employee activity.
- 5.1.1.17. Any substantial or irremediable impairment of the ability of a staff employee to perform assigned duties.

#### 5.2. Termination of Faculty Appointment

If an NFE employee holds faculty rank, and/or tenure, then the appropriate faculty termination procedures shall be applied.

#### **6.** Grievance Procedures

The grievance procedure provides a just and equitable method for resolution of grievances that affect the terms and conditions of employment.

#### 6.1. General Provisions

- 6.1.1. Grievance procedures are available to NFE employees.
- 6.1.2. No offer of settlement of a grievance by either party shall be admissible as evidence in later grievance proceedings or elsewhere.
- 6.1.3. No settlement of a grievance shall constitute a binding precedent in the settlement of similar grievances.
- 6.1.4. If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed withdrawn.
  - 6.1.4.1. The parties to any grievance may, by mutual written agreement, waive the time limits provided herein.
- 6.1.5. If the administration fails to act in time, the grievant may proceed to the next review level by filing the grievance with the appropriate official and within the timeframe required under Section 6.2 and any subsequently issued decision on the matter at the bypassed level will be void.
- 6.1.6. The Board, administration, or supervisors shall not retaliate against any non-faculty exempt employee for filing or participating in a grievance.
- 6.1.7. Employees who voluntarily terminate their employment shall have their grievances under this policy immediately withdrawn and shall not benefit by any later settlement of an individual or group grievance.
- 6.1.8. Grievance records shall not be maintained in the individual's personnel files, but shall be maintained in a separate file.

Policy Title
Page 6 of 8

X:XX

- 6.1.9.1. Notice will be effective on the date postmarked by the Postal Service, on the date delivered by hand or on the date sent electronically, provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.
- 6.1.10. Grievances will be filed with the lowest administrative level having the authority to dispose of the grievance. If the office of the President, Executive Director or Vice President represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed at Step 2, Step 3 or Step 4 as applicable.
- 6.1.11. Throughout the grievance process, the grievant shall include copies of the original grievance and all responses and decisions from prior steps, if any.

#### 6.2. Grievance Procedures

- 6.2.1. Step One Grievance to Immediate Supervisor
  - 6.2.1.1. An employee may file a grievance in writing with the immediate supervisor within fourteen (14) calendar days of the date on which the grievant knew, or should have known, of the action or condition which occasioned the grievance.
  - 6.2.1.2. The supervisor, upon receipt of the grievance, will investigate and provide a response to the grievant within seven (7) calendar days.
  - 6.2.1.3. If the employee is not satisfied with the response, the employee has seven (7) calendar days to proceed to the next step.
- 6.2.2. Step Two Grievance to Vice President
  - 6.2.2.1. The employee may submit, in writing, a grievance of decision of the supervisor to the appropriate Vice President of the institution.
  - 6.2.2.2. A written response shall be delivered to the employee within fourteen (14) calendar days following receipt.
- 6.2.3. Step 3 Grievance to President, Superintendent or Executive Director
  - 6.2.3.1. The employee may grieve, in writing, the decision from step two to the President, Superintendent or Executive Director.
  - 6.2.3.2. The President, Superintendent or Executive Director shall investigate the matter, personally or through an appointed designee or panel.
  - 6.2.3.3. A written response shall be delivered to the grievant within fourteen (14) calendar days following receipt.
    - 6.2.3.3.1. A copy of the decision shall be provided to the employee, supervisor, Vice President, and President, Superintendent or

Executive Director as applicable, and shall include a statement of findings and conclusions supporting the decision.

- 6.2.3.4. If the employee is dissatisfied with the response rendered, the employee has seven (7) calendar days following receipt to proceed to step four.
- 6.2.4. Step 4 Grievance to the Board
  - 6.2.4.1. The employee may grieve the decision of the President to the Board.
  - 6.2.4.2. The Executive Director may attempt to achieve an informal resolution of the grievance. If the Executive Director elects not to pursue informal resolution, or if informal resolution cannot be secured, the Executive Director shall select a hearing examiner.
  - 6.2.4.3. The hearing examiner shall hold investigative hearings with all parties involved in the grievance and prepare proposed findings of fact and conclusions of law for the Board's consideration.
  - 6.2.4.4. The Board's decision shall be issued to the employee within ten (10) calendar days from the date the grievance is considered by the Board. If the Board fails to respond within the specified time period, or if the employee is not satisfied with the decision, the employee may grieve in accordance with South Dakota Codified Law Chapter 1-26

41	•	N	Q	ı	N	1	S	/	۸	٠l	p	P	И	'N	Л	n	L	•	٦	ч	١(	9	٠
٠,		,	•	ч	v	ı١	. 7	,	$\overline{}$	N				<i>4</i> L 1	₹ 1	.,	•	•		и,	1		۰.

None.

**SOURCE:** 

August 2019.

# **Policy Manual**

**SUBJECT:** General Terms & Appointments

NUMBER: 4:1

#### 1. Preamble

#### A. PURPOSE

To establish the general terms and appointment provisions for Civil Service Act employees and Faculty of the Board of Regents. Unless specified otherwise, this chapter applies to all Board of Regents personnel. 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**

None.

#### C. POLICY

#### 1. Types of Employment Classification

- **A.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.
- Non Faculty Exempt: Administrative or professional employees are exempt from the State Civil Service System by virtue of their administrative and professional functions. Academic administrators may have both administrative and faculty assignments. Questions involving the administrative duties of academic administrators will be resolved under those policies and procedures that apply generally to administrators. Questions involving the faculty assignments of academic administrators will be resolved pursuant to those policies that apply to non-unit faculty members.

Student Employees: Student employees, including teaching and research fellows, are exempt from the Civil Service System. Student employees are considered temporary employees and not eligible for benefits.

#### 1.2. Faculty:

- 1.2.1. Non-Unit: 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. 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 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.

- **B.**2.1. 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.
- C.2.2. The provisions of this Policy Manual, the institutional Policy Manual, the appointment notice, and applicable law become part of the terms and conditions of Any understanding, promise, term, condition or every appointment contract. representation not thereby contained or included in the contract is of no effect.

#### **D.3.** Faculty Appointment and Contract Evaluation

E.3.1. 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.

- F.3.2. 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.
- G.3.3. 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).
  - 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.
    - **L**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.
    - To give effect to this professional courtesy, the parties agree that a **J.**3.3.1.2. 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.
    - The right to review created hereunder shall not be interpreted to **K.**3.3.1.3. 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.

- 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.
  - The Board recognizes that research faculty members who have **M.**3.3.2.1. 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.
  - To give effect to this professional courtesy, the parties agree that a N-3.3.2.2. 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 The review provided hereunder will not constitute a hearing panel. 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.
  - The right to review created hereunder shall not be interpreted to **Q.**3.3.2.3. 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.

- 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.
- 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.
- R.3.3.5. 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. 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.
- **T.**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.
  - U.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.

#### **Budget and Finance**

AGENDA ITEM: 8 – H (1) DATE: June 26-27, 2019

\*

#### **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

SDCL 5-14-3 – Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution

**BOR Policy 6:4** – Capital Improvements

#### **BACKGROUND / DISCUSSION**

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

- 1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
- 2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
- 3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
- 4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.

(Co	ontinued)
************************	*****

#### INFORMATIONAL ITEM

Capital Projects List June 26-27, 2019 Page 2 of 2

- 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 2019 Capital Projects List

# **South Dakota Board of Regents Capital Improvement Projects - June 2019**

			Legislative	Fund	Legislative /	Most Recent	Current Project	Projected Completion	
CADEMIC F.	Facility Name	Ten-Year Plan	Action / YR	Type	Approved Amount	Board Action	Status	Date	Rep.
	ACILITIES tate University								
	E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012	2022 HEFF Bonds Private	\$3,000,000 \$1,500,000 \$4,500,000	May-12 Facility Stmt	Planning	2022	Bastian
	Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State	University								
	Event Center					Dec-16 Facility Stmt	Planning		Schaefer
	Madison Cyberlabs (MadLabs)		HB1057-2018	Private	\$18,000,596	May-17 Design Plan	Construction GMP Approved	Sept-2019	Schaefer
Northern Sta	te 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	Construction	2019	Morgan
	Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Design Dec-18 Program Plan	Design	2021	Thares
South Dalrot	a School of Mines and Technology								
2070	Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R 2015 HEFF Bonds	\$519,000 \$6,040,000 \$6,559,000	Apr-15 Design Plan	Final Inspection Waiting on LEED	2018	Sutton
70	Mineral Industries Bulding			Private/State	Ψ0,557,000	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		Sutton
South Dakot	a State University								
	American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 \$500,000 \$4,500,000	Jun-18 Design Plan	Construction	2020	Schaefer
	Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovation	ons	HB1080-2016	Livestock Disease Emergency	\$1,575,000	Oct-16	Construction	2020	Morgan
			SB172-2017	2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	\$6,000,000 <u>\$1,105,000</u>	Design Plan			
	Campanile Avenue - Utility Upgrades			HEFF M&R Parking & Traffic Revenue General Funds M&R	\$61,319,637 \$3,055,211 \$1,000,000 \$1,377,789	Apr-19 Program Plan	Design	2021	Morgan
	Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$5,433,000 \$1,135,000 \$1,400,000 \$2,535,000	May-18 Facility Stmt	A/E Selection	2020	NA Exempted

**Facility Name** 

Harding Hall - Renovation & Addition

Current

Project

Status

Final Inspection

Projected

Date

2018

**Completion Committee** 

Building

Rep.

Morgan

# South Dakota Board of Regents Capital Improvement Projects - June 2019

Legislative

Action / YR

SB10 - 2016

Ten-Year Plan

Fund

Type

HEFF M&R

Tuition

Legislative /

Approved Amount

\$3,300,000

\$5,000,000

\$8,300,000

**Most Recent** 

**Board Action** 

May-17

Design Plan

HEFF M&R \$3,000,000 Facility Stmt \$15,000,000  Business and Athletic	i.				\$8,300,000					
Signature   Sign	l	Lincoln Hall - Renovation			Private	\$12,000,000	Aug-17	Planning		Bastian
Business and Arbibotic   Business and Arbibo	ł				HEFF M&R	\$3,000,000	Facility Stmt			
Doctor Sports Support Facility   S81 5-12018   Doctor   Doctor   Doctor   Program Plan   Program Plan   Doctor   Program Plan   Doctor   Program Plan   Doctor   Doctor   Program Plan   Doctor   Docto	L					\$15,000,000				
Profession Agricultural Center   Program Plant   Program Plant Science Research Support Facility   Plant   Program Plant Science Research Support Facility   Plant   Program Plant Science Research Support Facility   Plant Science Research Science Research Science Research Science										
Performing Arts Center-Theater & Music Education Addition	i	Outdoor Sports Support Facility		SB 51-2018	Income	\$600,000		A/E Selection	2020	Not Assign
HBI016-2016   HBI016-2016   Forus   SQ-33-807   Revised   Sq-33-	_									
Local   S.6042.000   Funding   Fun		Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan					Final Inspection	2019	Morgan
Plant Science Research Support Facility				HB1016-2016			*			
Plant Science Research Support Facility   S827-2915   Local   \$2,000,000   Design Plan   Design Plan   S2,000,000   S2,000,000,000   S2,000,000	İ				Local		Funding)			
Caract   Private   Priva	<u> </u>									
Private   \$500,000   \$4,500,0	l	Plant Science Research Support Facility		SB27-2015	Local	\$2,400,000	Mar-16	Final Inspection	2017	Morgan
Raven Precision Agricultural Center					Grant	\$1,600,000	Design Plan			
Raven Precision Agricultural Center	ļ				Private	\$500,000				
General Funds   \$2,000,000   Design Plan   Private   \$16,000,000   \$20,000,000   \$20,000,000   \$20,000,000   \$32,000,000   \$40,000,000,000   \$40,000,000   \$40,000,000   \$40,000,000   \$40,000,000	Ĺ					\$4,500,000				
General Funds   S2,000,000   Design Plan	[	Raven Precision Agricultural Center		HB1264-2018	Local	\$7,500,000	Dec-18	Design	2021	Morgan
2019 State Bonds	i				General Funds	\$2,000,000	Design Plan			
Pugsley Center - Renovation	i				Private	\$16,600,000				
Private   St.2,000,000	i				2019 State Bonds	\$20,000,000				
Private   SL2,000,000	İ									
HEFF M&R   \$1,000,000   Facility Start	r	Pugsley Center - Renovation			Private		Aug-17	Planning		Mickelso
South Dakota Art Museum Addition and Renovation   Private   Private   Dec-15   Planning   Private   Priv	y of S	6,								
South Dakota Art Muscum Addition and Renovation	ļ				TIETT WEEK		raemy bank			
Stanley Marshall Center - Additions & Renovations   SB18-2017   Private   S15,000,000   May-17   Final Inspection   2018   Design Plan	ŀ	South Dakota Art Museum Addition and Renovation			Private	\$10,000,000	Dec-15	Planning		Morga
Stanley Marshall Center - Additions & Renovations   SB18-2017   Private   S15,000,000   May-17   Docign Plan	İ	South Dakota Art Museum Addition and Renovation			Tilvate			1 iaining		Worgan
Utility Tunnel (North), Steam/Condensate Infrastructure   FY12 10 Yr Plan   HB1051-2012   2014 HEFF Bonds   S7,000,000   May-17   Construction   2019	-	Stanley Marshall Center - Additions & Renovations		SB18 2017	Privata	\$15,000,000		Final Inspection	2018	Roberts
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)   FY12 10 Yr Plan (Repair and Modernization)   HBI051-2012   2014 HEFF Bonds (General Fund Mark S 110,281,500   Design Plan (General Fund Mark S 110,241,27   Local Funds S 500,000   (revised) (FY12 10 Yr Plan Plan Plan Plan Plan Plan Plan Plan		Stanicy Warshan Center - Additions & Renovations		3B10-2017	Filvate	\$15,000,000	•	I mai inspection	2018	Robert
HEFF M&R   \$1,024,127   \$1,02	_	Litility Tunnal (North) Stoom/Condonasts Infrastructure	EV12 10 Vr Plon	HD1051 2012	2014 HEEF Dands	\$7,000,000		Construction	2010	Schaefe
Control   Fund   Control	İ		F112 IO 11 Flaii	ПБ1031-2012			•	Construction	2019	Schaere
Local Funds   S50,000   (revised)   S18,455,627	ı	(Repair and Modernization)					Design Plan			
S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,627     S18,455,620     8,455,620     S18,455,620							( · n			
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer   FY12 10 Yr Plan   HB1051-2012   2027 HEFF Bonds   \$5,000,000   Har-16   Phased Project   2028	i				Local Funds		(revised)			
HEFF M&R   \$5,043,000   Program Plan   Design & Construction	-		EV12 10 V DI	HD1051 2012	2027 HEEE D 1	·	N 16	DI ID:	2020	6.1.6
South Dakota		Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012				3	2028	Schaefe
North Commons Renovation	l				HEFF M&R		Program Plan	Design & Construction		
North Commons Renovation	L.					\$10,043,000				
North Commons Renovation		S. d. D.L.								
Program Plan	1 2									
Dakota Dome Renovation	ł	North Commons Renovation			HEFF M&R	\$2,973,155		Final Inspection	2019	Adams
Local   \$6,419,602   Program Plan	L									
HEFF M&R   \$5,400,398   \$26,320,000     National Music Museum   HB1065-2018   Private   \$9,095,000   Dec-17   Construction   2020     HEFF M&R   \$1,500,000   Program Plan   \$10,595,000     a School for the Blind & Visually Impaired   Private   \$9,095,000   Program Plan   \$10,595,000   Program Plan   Private   \$10,595,000   Program Plan   \$10,595,000   Program Plan   Private   Private   Pr	ļ	Dakota Dome Renovation		HB1060-2018	Private	\$14,500,000	Dec-17	Construction	2020	Schieffe
\$26,320,000  National Music Museum HB1065-2018 Private \$9,095,000 Dec-17 Construction 2020  HEFF M&R \$1,500,000 Program Plan \$10,595,000  School for the Blind & Visually Impaired					Local	\$6,419,602	Program Plan			
National Music Museum HB1065-2018 Private \$9,095,000 Dec-17 Construction 2020 HEFF M&R \$1,500,000 Program Plan \$10,595,000  a School for the Blind & Visually Impaired					HEFF M&R	\$5,400,398				
HEFF M&R \$1,500,000 Program Plan \$10,595,000  a School for the Blind & Visually Impaired						\$26,320,000				
\$10,595,000 a School for the Blind & Visually Impaired	ľ	National Music Museum		HB1065-2018	Private	\$9,095,000	Dec-17	Construction	2020	Schieffe
\$10,595,000  a School for the Blind & Visually Impaired	l				HEFF M&R	\$1,500,000	Program Plan			
	İ						Č			
	٠									
New School HB1071-2018 Private \$11,847,916 Aug-18 Construction 2019	a	School for the Blind & Visually Impaired								
	[	New School		HB1071-2018	Private	\$11.847.916	Aug-18	Construction	2019	Thares
GOED \$5,000,000 Facility Design	i									
\$14,347.916 Plan	i				GOLD					

### **South Dakota Board of Regents Capital Improvement Projects - June 2019**

	Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
	FACILITIES								
Black Hill	ls State University								
	University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
Dakota St	tate <u>University</u>								
	New Residence Hall & Student Life Facility			Auxiliary Bonds Private	TBD TBD	May-18 Program Plan	Design	2021	Mickelson
Northern	State University								
	Great Plains East and Great Plains West			Private Aramark Local	\$22,725,000 \$150,000 <u>\$11,000</u> \$22,886,000	Feb-17 Design Plan	Final Inspection	2018	Thares
South Dal	kota School of Mines and Technology								
	Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
South Dal	kota State University								
2072	Southeast Neighborhood Apartments			2018 Auxiliary Bonds Res Life Parking & Traffic Revenues Private (Aramark)		Aug-18 Design Plan (Revised) Program Plan	Construction	2019	Roberts
	Student Wellness Center Addition			2016 Auxiliary Bonds GAF	\$12,400,000 \$2,000,000 \$14,400,000	Dec-16 Design Plan	Final Inspection	2018	Morgan

### Roard Action

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- Desig
- 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**

AGENDA ITEM: 8 – H (2) DATE: June 26-27, 2019

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

### **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 June 12, 2019, the building committee for the Northern State University Regional Sports Facility, represented by Regent Thares, approved the Facility Design Plan with an estimated total project cost of \$33 million.

On June 17, 2019, the building committee for the South Dakota State University Raven Precision Agriculture Center, represented by Regent Morgan, approved the Guaranteed Maximum Price of \$36,940,235 with an estimated total project cost of \$41,600,000.

### IMPACT AND RECOMMENDATIONS

None

### **ATTACHMENTS**

None

\*

### **INFORMATIONAL ITEM**

### **Budget and Finance**

AGENDA ITEM: 8 – H (3) DATE: June 26-27, 2019

\*

### **SUBJECT**

**FY18 University Scholarships Report** 

### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 3:15.6

### **BACKGROUND / DISCUSSION**

BOR Policy 3:15.6 requires the Board Office to track and report on university fund sources that are used for scholarships. These general university scholarships may be funded from advertising revenue, facility rentals, extra-curricular concession profits, vending profits, business related profits with the exception of the Auxiliary System, trademark royalties, camp profits, ticket sales, late payment fees, tuition remission, and donations. In addition to the general scholarships, the universities award housing scholarships that cover up to 50% of the current double occupancy rate. The campuses however must make the Auxiliary System whole. Universities may use general activity fees (GAF) and tuition funds to cover the scholarship costs.

### IMPACT AND RECOMMENDATIONS

Attachment I is a listing of the fund sources and amounts used by each of the campuses to fund their institutional scholarships.

### **ATTACHMENTS**

Attachment I – Institutional Funds Used for Scholarships

\*

# ATTACHMENT I

### South Dakota Board of Regents Institutional Funds Used for Scholarships FY18

USD	
Athletic Revenue	\$1,659,651
NCAA and Summitt League	\$518,140
Tuition	\$363,629
GAF	\$325,533
Fundraising	\$225,482
Rental Income (Athletic Facilities)	\$140,093
Corporate	\$50,779
Music Camp Fees	\$47,150
Concession	\$46,032
Vending	\$42,132
Other Aux Business Income	\$39,000
Camp Profits	\$28,991
Dept Fundraising	\$100
_	\$3,486,712

SDSU	
Tuition Remission	\$1,550,700
NCAA and Summitt League	\$1,256,784
Late Payment Fees	\$499,108
Bookstore	\$350,000
Vending and Laundry	\$267,925
Logo Licensing	\$202,225
Summer Theatre	\$72,450
GAF	\$50,850
Dept Fundraising	\$42,131
Late Payment Fees	\$24,000
Dairy Plant Sales	\$9,125
Dept Revenue	\$500
	\$4,325,798

SDSMT	
Tuition	\$18,660
NSU	
Vending	\$41,500
Tuition	\$35,490
	\$76,990
BHSU	
Late Payment Fee	\$135,417
Donations	\$30,000
Vending	\$19,420
BHRC Rent	\$6,650
	\$191,487

DSU	
GAF	\$30,638
Late Payment Fee	\$18,500
Athletic Revenue	\$10,453
Rental Income	\$1,750
Program Revenue	\$1,000
	\$62,341

### **Budget and Finance**

AGENDA ITEM: 8 – H (4) DATE: June 26-27, 2019

\*

### **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
SDCL 13-55-6	Free Education of Children of Residents Who Died During Service in
	the Armed Forces
SDCL 13-55-10	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
SDCL 13-55-22	Free Tuition for Survivors of Certain Firefighters, Certified Law
	Enforcement Officers and Emergency Medical Technicians
SDCL 13-55-24	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 2019 academic school year (summer 2018, fall 2019, and spring 2019).

### **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) 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

Reduced Tuition Annual Report June 26-27, 2019 Page 2 of 4

- ♦ Reserve Officer Training Corps Cadets (ROTC): 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.
- ♦ <u>Western Regional Graduate Program (WRG)</u>: 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 (CA)</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.
- ♦ Colorado Residents Attending Black Hills State University or South Dakota School of Mines or Technology (ISCO). First-time freshmen and new transfer students from Colorado enrolled at BHSU or SDSM&T (for students meeting high-achieving criteria established by SDSM&T) beginning with the summer 2018 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- ♦ <u>Iowa Residents Attending Dakota State University</u>, Northern State University, <u>South Dakota State University</u>, or the <u>University of South Dakota (IAIS)</u>: First-time freshmen and new transfer students from Iowa enrolled at DSU, NSU, SDSU or USD beginning with the summer 2016 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- ♦ Montana Residents Attending Black Hills State University (ISMT): First-time freshmen and new transfer students from Montana enrolled at BHSU beginning with the summer 2018 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- Nebraska Residents Attending Dakota State University, South Dakota School of Mines and Technology, South Dakota State University, or the University of South Dakota (ISNE): First-time freshmen and new transfer students from Nebraska enrolled at DSU, SDSM&T, SDSU, and USD beginning with the summer 2018 term shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.
- North Dakota Residents Attending Northern State University (NSUND): First-time freshmen and new transfer students from North Dakota enrolled beginning with the summer 2004 term at Northern State University shall be assessed the resident tuition rate. This reduced rate is available only at the undergraduate level.

Reduced Tuition Annual Report June 26-27, 2019 Page 3 of 4

♦ Wyoming Residents Attending Black Hills State University (WY): First-time freshmen and new transfer students from Wyoming enrolled beginning with the summer 2013 term at Black Hills State University 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.
- <u>Medical Technicians (SDCL § 13-55-22) (SFP)</u>: 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.
- ♦ Certain Elementary and Secondary Teachers and Vocational Instructors (SDCL § 13-55-24) (TC): 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

Reduced Tuition Annual Report June 26-27, 2019 Page 4 of 4

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.

### IMPACT AND RECOMMENDATIONS

The Board waived an estimated total of \$609,401 in tuition for National Guard members. When added to the \$6,944,137 for all other programs, the total tuition waived was \$7,553,538 for the 2019 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 2019 – Estimate of Tuition, Fees and Housing Collected

Attachment II – On-Campus Tuition Reduced Tuition Programs for Academic Year 2019 - Estimate of System Tuition Waived

## ATTACHMENT I

### South Dakota Board of Regents On-Campus Reduced Tuition Programs for Academic Year 2019 Estimate of Tuition, Fees and Housing Collected

N	um	hor	
ΙN	uIII	Der	

			Tuition	of	Credit		General	Room &	
Reduced Tuition Program	Level	Institution	Rate	Students	Hours	Tuition	Activity Fee	Board	Total Revenue
CA-Univ Child of Alum	Undergrad	BHSU	\$254.20	18	232	\$58,974	\$8,561	\$34,163	\$101,698
CA-Univ Child of Alum	Undergrad	DSU, NSU	\$243.30	18	239	\$58,149	\$9,506	\$51,123	\$118,778
CA-Univ Child of Alum	Undergrad	SDSM&T	\$249.70	54	751	\$187,525	\$36,386	\$142,091	\$366,002
CA-Univ Child of Alum	Undergrad	SDSU, USD	\$248.35	648	8,545	\$2,122,151	\$390,050	\$1,123,711	\$3,635,912
DDD-Dependent Dead/Disabled SDNG	Undergrad	NSU,SDSU,USD	\$0.00	9	109	\$0	\$5,300	\$22,833	\$28,133
IAIS-Iowa Resident	Undergrad	DSU,NSU	\$243.30	139	1,769	\$430,398	\$70,324	\$388,076	\$888,798
IAIS-Iowa Resident	Undergrad	SDSU, USD	\$248.35	2,471	31,431	\$7,805,889	\$1,543,812	\$6,029,797	\$15,379,498
ISCO-Colorado Resident	Undergrad	BHSU	\$254.20	44	590	\$149,978	\$21,771	\$148,743	\$320,492
ISCO-Colorado Resident	Undergrad	SDSM&T	\$249.70	66	955	\$238,464	\$46,270	\$254,252	\$538,986
ISMT-Montana Resident	Undergrad	BHSU	\$254.20	19	215	\$54,653	\$7,934	\$56,042	\$118,629
ISNE-Nebraska Resident	Undergrad	DSU,NSU	\$243.30	10	132	\$32,116	\$5,273	\$36,506	\$73,895
ISNE-Nebraska Resident	Undergrad	SDSM&T	\$249.70	84	1,169	\$291,899	\$56,638	\$291,557	\$640,094
ISNE-Nebraska Resident	Undergrad	SDSU,USD	\$248.35	418	5,736	\$1,424,536	\$282,887	\$1,494,741	\$3,202,164
NSUND-North Dakota NSU Student	Undergrad	NSU	\$243.30	160	2,147	\$522,365	\$85,773	\$369,413	\$977,551
QV-Qualified Veteran Undergrad	Undergrad	BHSU, DSU,SDSM&T,SDSU,USD	\$0.00	33	283	\$0	\$12,448	\$10,362	\$22,810
ROT-ROTC Undergrad Resident Rate	Undergrad	SDSU	\$124.15	3	42	\$5,214	\$1,838	\$0	\$7,052
SC-Senior Citizen	Undergrad	BHSU	\$139.80	2	17	\$2,377	\$627	\$0	\$3,004
SC-Senior Citizen	Undergrad	DSU,NSU	\$133.85	4	1	\$134	\$40	\$0	\$174
SC-Senior Citizen	Undergrad	SDSU, USD	\$136.60	4	10	\$1,366	\$497	\$0	\$1,863
SC-Senior Citizen	Graduate	SDSM&T	\$178.70	3	21	\$3,753	\$1,017	\$0	\$4,770
SC-Senior Citizen	Graduate	SDSU,USD	\$179.35	5	17	\$3,049	\$833	\$0	\$3,882
SDE-Resident SD Employee	Undergrad	BHSU	\$127.10	13	27	\$3,432	\$996	\$0	\$4,428
SDE-Resident SD Employee	Undergrad	DSU,NSU	\$121.65	9	33	\$4,014	\$1,315	\$0	\$5,329
SDE-Resident SD Employee	Undergrad	SDSM&T	\$124.85	2	12	\$1,498	\$581	\$0	\$2,079
SDE-Resident SD Employee	Undergrad	SDSU,USD	\$124.15	32	124	\$15,395	\$6,039	\$0	\$21,434
SDE-Resident SD Employee	Graduate	DSU,NSU	\$159.70	11	49	\$7,825	\$1,954	\$0	\$9,779
SDE-Resident SD Employee	Graduate	SDSM&T	\$162.45	6	18	\$2,924	\$872	\$0	\$3,796
SDE-Resident SD Employee	Graduate	SDSU,USD	\$163.00	153	714	\$116,382	\$36,019	\$0	\$152,401
TC-Resident Teacher Certificate	Undergrad	BHSU	\$127.10	10	3	\$381	\$111	\$0	\$492
TC-Resident Teacher Certificate	Undergrad	DSU,NSU	\$121.65	2	4	\$487	\$160	\$0	\$647
TC-Resident Teacher Certificate	Graduate	DSU,NSU	\$159.70	13	12	\$1,916	\$479	\$0	\$2,395
TC-Resident Teacher Certificate	Graduate	SDSM&T	\$162.45	1	3	\$487	\$145	\$0	\$632
TC-Resident Teacher Certificate	Graduate	SDSU,USD	\$163.00	57	192	\$31,296	\$9,667	\$0	\$40,963
VH-Visually Handicapped	Undergrad	BHSU,DSU,NSU	\$0.00	12	158	\$0	\$0	\$20,186	\$20,186
VH-Visually Handicapped	Graduate	USD	\$0.00	2	14	\$0	\$0	\$0	\$0
WRG-Western Regional Graduate Prog	Graduate	SDSM&T	\$324.85	14	53	\$17,217	\$2,568	\$3,871	\$23,656
WRG-Western Regional Graduate Prog	Graduate	SDSU, USD	\$326.05	4	20	\$6,521	\$875	\$0	\$7,396
WY-Wyoming Student	Undergrad	BHSU	\$254.20	460	5,096	\$1,295,403	\$188,042	\$478,127	\$1,961,572

### 1807

## ATTACHMENT II

### South Dakota Board of Regents On-Campus Reduced Tuition Programs for Academic Year 2019 Estimate of System Tuition Waived

			Number of	Credit	Per Cr Hour	Tuition Total	Per Cr Hour	<b>Tuition Total</b>	Tuition
Program			Students	Hours	Regular Cost	Regular Cost	Reduced Cost	Reduced Cost	Waived
Board Approved									
CA-Univ Child of Alum	Undergrad	BHSU	18	232	\$355.70	\$82,522	\$254.20	\$58,974	\$23,548
CA-Univ Child of Alum	Undergrad	DSU,NSU	18	239	\$342.40	\$81,834	\$243.30	\$58,149	\$23,685
CA-Univ Child of Alum	Undergrad	SDSM&T	54	751	\$391.10	\$293,716	\$249.70	\$187,525	\$106,191
CA-Univ Child of Alum	Undergrad	SDSU, USD	648	8,545	\$360.50	\$3,080,473	\$248.35	\$2,122,151	\$958,322
IAIS-Iowa Resident	Undergrad	DSU,NSU	139	1,769	\$342.40	\$605,706	\$243.30	\$430,398	\$175,308
IAIS-Iowa Resident	Undergrad	SDSU, USD	2,471	31,431	\$360.50	\$11,330,876	\$248.35	\$7,805,889	\$3,524,987
ISCO-Colorado Resident	Undergrad	BHSU	44	590	\$355.70	\$209,863	\$254.20	\$149,978	\$59,885
ISCO-Colorado Resident	Undergrad	SDSM&T	66	955	\$391.10	\$373,501	\$249.70	\$238,464	\$135,037
ISMT-Montana Resident	Undergrad	BHSU	19	215	\$355.70	\$76,476	\$254.20	\$54,653	\$21,823
ISNE-Nebraska Resident	Undergrad	DSU,NSU	10	132	\$342.40	\$45,197	\$243.30	\$32,116	\$13,081
ISNE-Nebraska Resident	Undergrad	SDSM&T	84	1,169	\$391.10	\$457,196	\$249.70	\$291,899	\$165,297
ISNE-Nebraska Resident	Undergrad	SDSU,USD	418	5,736	\$360.50	\$2,067,828	\$248.35	\$1,424,536	\$643,292
NSUND-North Dakota NSU Student	Undergrad	NSU	160	2,147	\$342.40	\$735,133	\$243.30	\$522,365	\$212,768
ROT-ROTC Undergrad Resident Rate	Undergrad	SDSU	3	42	\$248.35	\$10,431	\$124.15	\$5,214	\$5,217
SC-Senior Citizen	Undergrad	BHSU	2	17	\$254.20	\$4,321	\$139.80	\$2,377	\$1,944
SC-Senior Citizen	Undergrad	DSU,NSU	4	1	\$243.30	\$243	\$133.85	\$134	\$109
SC-Senior Citizen	Undergrad	SDSU,USD	4	10	\$248.35	\$2,484	\$136.60	\$1,366	\$1,118
SC-Senior Citizen	Graduate	SDSM&T	3	21	\$324.85	\$6,822	\$178.70	\$3,753	\$3,069
SC-Senior Citizen	Graduate	SDSU,USD	5	17	\$326.05	\$5,543	\$179.35	\$3,049	\$2,494
WRG-Western Regional Graduate Prog	Graduate	SDSM&T	14	53	\$652.00	\$34,556	\$324.85	\$17,217	\$17,339
WRG-Western Regional Graduate Prog	Graduate	SDSU, USD	4	20	\$626.85	\$12,537	\$326.05	\$6,521	\$6,016
WY-Wyoming Student	Undergrad	BHSU	460	5,096	\$355.70	\$1,812,647	\$254.20	\$1,295,403	\$517,244

			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
Legislative Approved									
DDD-Dependent Dead/Disabled SDNG	Undergrad	NSU	2	27	\$243.30	\$6,569	\$0.00	\$0	\$6,569
DDD-Dependent Dead/Disabled SDNG	Undergrad	SDSU,USD	7	82	\$248.35	\$20,365	\$0.00	\$0	\$20,365
QV-Qualified Veteran Undergrad	Undergrad	BHSU	6	28	\$254.20	\$7,118	\$0.00	\$0	\$7,118
QV-Qualified Veteran Undergrad	Undergrad	DSU	7	96	\$243.30	\$23,357	\$0.00	\$0	\$23,357
QV-Qualified Veteran Undergrad	Undergrad	SDSM&T	3	24	\$249.70	\$5,993	\$0.00	\$0	\$5,993
QV-Qualified Veteran Undergrad	Undergrad	SDSU, USD	17	135	\$248.35	\$33,527	\$0.00	\$0	\$33,527
SDE-Resident SD Employee	Undergrad	BHSU	13	27	\$254.20	\$6,863	\$127.10	\$3,432	\$3,431
SDE-Resident SD Employee	Undergrad	DSU,NSU	9	33	\$243.30	\$8,029	\$121.65	\$4,014	\$4,015
SDE-Resident SD Employee	Undergrad	SDSM&T	2	12	\$249.70	\$2,996	\$124.85	\$1,498	\$1,498
SDE-Resident SD Employee	Undergrad	SDSU,USD	32	124	\$248.35	\$30,795	\$124.15	\$15,395	\$15,400
SDE-Resident SD Employee	Graduate	DSU,NSU	11	49	\$319.40	\$15,651	\$159.70	\$7,825	\$7,826
SDE-Resident SD Employee	Graduate	SDSM&T	6	18	\$324.85	\$5,847	\$162.45	\$2,924	\$2,923
SDE-Resident SD Employee	Graduate	SDSU,USD	153	714	\$326.05	\$232,800	\$163.00	\$116,382	\$116,418
TC-Resident Teacher Certificate	Undergrad	BHSU	10	3	\$254.20	\$763	\$127.10	\$381	\$382
TC-Resident Teacher Certificate	Undergrad	DSU,NSU	2	4	\$243.30	\$973	\$121.65	\$487	\$486
TC-Resident Teacher Certificate	Graduate	DSU,NSU	13	12	\$319.40	\$3,833	\$159.70	\$1,916	\$1,917
TC-Resident Teacher Certificate	Graduate	SDSM&T	1	3	\$324.85	\$975	\$162.45	\$487	\$488
TC-Resident Teacher Certificate	Graduate	SDSU,USD	57	192	\$326.05	\$62,602	\$163.00	\$31,296	\$31,306
VH-Visually Handicapped	Undergrad	BHSU	1	6	\$254.20	\$1,525	\$0.00	\$0	\$1,525
VH-Visually Handicapped	Undergrad	DSU, NSU	7	98	\$243.30	\$23,843	\$0.00	\$0	\$23,843
VH-Visually Handicapped	Undergrad	SDSU	4	54	\$248.35	\$13,411	\$0.00	\$0	\$13,411
VH-Visually Handicapped	Graduate	USD	2	14	\$326.05	\$4,565	\$0.00	\$0	\$4,565
Sub Total of Board and Legislative Approved Prog	rams		5,013	60,943		\$21,842,305		\$14,898,168	\$6,944,137
Natioinal Guard Programs	Undergrad		406						\$582,160
	Graduate		15						\$27,241
Total Amount Waived									\$7,553,538

<sup>(1)</sup> The Board waived a total or a portion of the USF and GAF for Army National Guard members

### **Budget and Finance**

**AGENDA ITEM: 8 – I DATE: June 26-27, 2019** 

\*

### **SUBJECT**

**SDSU Football Stadium Financials** 

### CONTROLLING STATUTE, RULE, OR POLICY

None

### **BACKGROUND / DISCUSSION**

At the December 4-5, 2013 Board of Regents meeting, the BOR approved the SDSU stadium project and the authorizing legislation was approved in 2014. The December 2013 BOR agenda item included a stadium financial outlook based on the information available in 2013 (Attachment II.)

The stadium is currently operating in its third fiscal year. While the original financial projections were based on assumptions, there is now much more accurate information available. Based on the actual revenue and expenditures over the last two fiscal years, this agenda item provides an updated financial outlook for use in monitoring the financial performance of the stadium.

Changes proposed in the updated financial schedules include updating the debt service, revenue, expenditures, and maintenance and repair needs. When the pro forma was developed in 2013, the bonds had not yet been issued and, as a result, interest rates were estimated. Upon issuance, the bond interest rates were very favorable; with the annual

(Continued)

### **DRAFT MOTION 20190626 8-I:**

I move that the following changes be made to the football stadium financial reporting requirements:

- 1. That the attached (Attachment I) updated financial projections be used going forward to provide a more accurate benchmark of the stadium's financial performance and a benchmark to set future goals against;
- 2. Revise the debt service requirement from the current threshold of an annual reserve equal to one year of debt service to a requirement of \$125,000 for every .01 of coverage ratio below the 1.2 goal effective with FY2020;
- 3. The annual investment for M&R be adjusted to reflect the 2% requirement on roofed facilities to ensure the project is in-line with the revised BOR M&R policy.
- 4. The SDSU stadium financial report be annually submitted to the full Board as an informational item.

SDSU Football Stadium Financials June 26-27, 2019 Page 2 of 3

debt service approximately \$300,000 less than projected. As a result, the university has not needed to apply "Premium Seating Stadium Gifts" to the pro forma as was originally projected in 2013.

Other proposed changes include increasing revenue projections for general ticket sales and including a sixth game ticket sales in each year going forward. The revenue from these games is expected to exceed original projections. Demand game revenue has been lower than the original pro forma projected and has been adjusted accordingly. Based on experience, the revenue for premium seating has been lower than projected. This is a result of remaining premium seating inventory yet to be sold. The original financial schedules had the premium seating being nearly sold out very early in the pro forma. SDSU continues to sell additional premium seats every year. As a result, the growth in premium seating revenue is phased in over a longer period in the proposed pro forma. While growth in premium seats is extended in the proposed pro forma, many of the current premium seats are on 10-year contracts, which provides a very solid financial base going forward. Other items within the financials have variances from the original, both positive (interest income) and negative (ticket sales from other events and other revenue) as can be seen in Attachment I.

Some expenses have also been reduced, due to internal sharing of staff. Instead of dedicated staff specifically for the stadium, custodial and security, for example, the stadium reimburses the other departments for the stadium's share of these expenditures. These expenditures are captured on the General and Admin. Line. This allows SDSU to adjust workload for the stadium more efficiently than having full-time personnel dedicated solely to the stadium. Additionally, other costs specifically event insurance and advertising expenses have not been required.

It is recommended to revise the debt service requirement from the current threshold of an annual reserve equal to one year of debt service to a requirement of \$125,000 for every .01 of coverage ratio below the 1.2 coverage ratio effective with FY 2020. The reserve is not needed as long as the coverage ratio is at or above 1.2. The threshold of 1.2 is what was recommended in the original December 2013 Board resolution;

"An important indicator of the viability of the financial plan is the debtservice coverage ratio of 1.2. This ratio is used as the threshold for all BOR auxiliary revenue-based capital projects such as residence halls. The debt-service coverage ratio is the ratio of cash available for debt servicing to interest and principal payments. It is a common benchmark that measures the ability to produce enough cash to cover debt payments. The higher this ratio, the more robust the financial plan. In commercial real estate finance, the debt-service coverage ratio is the primary measure used to determine if a project will be able to sustain its debt, based on cash flow. A ratio of 1.0 or greater, in theory, means the financial plan for the project generates sufficient cash flow to pay its debt obligations. Financial markets typically judge a ratio of 1.2 or greater to represent a viable financial plan. The viability of the financial plan is judged against this SDSU Football Stadium Financials June 26-27, 2019 Page 3 of 3

indicator."

The updated financial schedule also shows the phasing in of the annual maintenance and repair needs reflecting a 2% investment on the roofed stadium facility. This revision is the result of the changes in the proposed revised BOR policy on M&R calculations. Previously, system-wide, the 2% calculation for M&R has not been applied to open air structures and this provides additional justification for the change in the SDSU calculation. The original M&R calculation was based on the total value of the facility. In addition, going forward, SDSU will not utilize any M&R reserve funds for capital improvements in the stadium. Also, as the debt service reserve is phased out based on the improved coverage ratio, the funds are committed to meet the 2% M&R requirement.

In summary, this proposed updated pro forma adjusts projections based on additional knowledge gained over the last five years, with two of those years providing actual revenue and expense data.

### IMPACT AND RECOMMENDATIONS

The revised financial report now reflects more accurate expenses and revenues and meets the 2% M&R requirement. The coverage ratios are very healthy and eliminating the reserve at 1.20 allows the dollars to be effectively used to support the facility.

### **ATTACHMENTS**

Attachment I – Revised SDSU Financial Information Attachment II – Original Pro Forma

		FY 2017	FY 2018								
Ref		Actuals	Actuals	FY 2019	FY 2020	FY 2021	FY 2022	FY 2023	FY 2024	FY 2025	FY 2026
	OPERATING REVENUES										
1	Ticket Sales - SDSU Football	\$447	\$489	\$501	\$541	\$541	\$541	\$581	\$581	\$581	\$62
2	Ticket Sales - SDSU Football (Sixth Game)	\$141	\$107	\$107	\$116	\$116	\$116	\$124	\$124	\$124	\$13
3	Ticket Sales SDSU Football- Demand Games	\$712	\$832	\$771	\$874	\$810	\$917	\$850	\$963	\$893	\$1,01
4	Facility Fee (\$2/ticket sold)	\$83	\$105	\$105	\$105	\$105	\$105	\$105	\$105	\$105	\$10
5	Premium Seating Leases	\$2,169	\$1,883	\$1,901	\$1,925	\$1,964	\$2,003	\$2,043	\$2,084	\$2,125	\$2,16
6	Premium Seating Stadium Gifts	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$(
7	Advertising & Sponsorship	\$0	\$268	\$275	\$283	\$292	\$300	\$310	\$319	\$328	\$33
7a	Interest Revenue	\$201	\$31	\$26	\$13	\$13	\$0	\$0	\$0	\$0	\$(
8	Ticket Sales - Other Events	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$(
9	Gross Concessions	\$217	\$98	\$103	\$108	\$113	\$119	\$125	\$131	\$138	\$14!
10	Net Catering	\$44	\$45	\$47	\$50	\$52	\$55	\$57	\$60	\$63	\$60
11	Net Novelties	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$(
12	Gross Game Day Parking	\$29	\$30	\$31	\$32	\$33	\$34	\$35	\$36	\$37	\$38
13	Other Revenue	\$47	\$40	\$55	\$58	\$61	\$64	\$67	\$70	\$74	\$7
13a	Transfer to meet M&R Requirement	\$0	\$0		\$200	\$385	\$440	\$230	\$80	\$130	\$(
14	Total Revenue	\$4,090	\$3,928	\$3,922	\$4,304	\$4,483	\$4,693	\$4,527	\$4,554	\$4,598	\$4,70
15											
16											
	Existing Football Ticket Sales	(\$649)	(\$662)	(\$675)	(\$689)	(\$702)	(\$717)	(\$731)	(\$745)	(\$760)	(\$776
	Existing Football Concessions	(\$40)	(\$41)	(\$42)	(\$42)	(\$43)	(\$44)	(\$45)	(\$46)	(\$47)	(\$48
	Existing Football Event Parking	(\$38)	(\$39)	(\$40)	(\$40)	(\$41)	(\$42)	(\$43)	(\$44)	(\$45)	(\$45
19a	Additional Transfer to Athletic Operations	(\$280)	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
20 21	TOTAL REVENUES	\$3,083	\$3,186	\$3,166	\$3,532	\$3,696	\$3,891	\$3,708	\$3,718	\$3,747	\$3,834
	OPERATING EXPENDITURES										
23	Salary - Permanent Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
24	Benefits - Permanent Staff	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
25	General & Administrative	\$29	\$110	\$111	\$112	\$113	\$114	\$116	\$117	\$118	\$119
26		\$48	\$58	\$60	\$62	\$63	\$65	\$67	\$69	\$71	\$73
27	Annual Facility Operating Costs	\$19	\$20	\$21	\$21	\$22	\$23	\$23	\$24	\$25	\$25
28	Event Insurance	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Advertising	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	Miscellaneous	\$23	\$28	\$28	\$29	\$29	\$29	\$29	\$30	\$30	\$30
	Gameday Expenses	\$57	\$64	\$66	\$68	\$70	\$72	\$74	\$76	\$79	\$81
	Insurance/Service Fee (3% Bldg Authority)	\$78	\$78	\$77	\$77	\$70	\$77	\$74	\$70	\$77	\$77
	Total Operating Expenses		\$358					\$387			\$406
33 34	Total Operating expenses	\$254	<b>Ş</b> 558	\$363	\$368	\$374	\$380	Ş38/	\$393	\$400	\$406
35											
36	•										
	Facility Related Expenses	1.		<u> </u>	<u> </u>			<u> </u>			
	Annual Debt Service	\$2,514	\$2,510	\$2,511	\$2,511	\$2,513	\$2,514	\$2,511	\$2,512		\$2,514
	Stadium Capital Expenditures	\$142	\$244	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	M&R Contribution	\$0 \$0	\$0 \$0	\$287	\$448	\$609	\$777 \$210	\$793	\$809	\$825	\$858
	M&R Additional Contribution Additional Debt Service Reserve	\$0 \$0	\$0 \$0	\$0 \$0	\$200 \$0	\$200 \$0	\$210 \$0	\$0 \$0	\$0 \$0	\$0 \$0	\$0 \$0
	Total Facility Related Expenses	\$2,656	\$2,754	\$2,798	\$3,159		\$3,501	\$3,304	\$3,321	<u> </u>	\$3,372
	TOTAL EXPENDITURES	\$2,910	\$3,112	\$3,161	\$3,527	\$3,696	\$3,881	\$3,691	\$3,714		\$3,778
,,,		72,320	7-,	70,202	+0,027	72,000	70,001	70,001	7-,, 2-4	+5,,55	+3,,,,
42	Total Revenue over Expense	\$173	\$74	\$5	\$5	\$0	\$9	\$17	\$4	\$8	\$56
43	Ending Cash Balance	\$173	\$247	\$252	\$257	\$257	\$266	\$284	\$288	\$296	\$352
						•					
44	Debt Service Coverage Ratio	1.13	1.13	1.12	1.26	1.32	1.40	1.32	1.32	1.33	1.36

Notes (a	nd assumptions)
Ref	
	\$25 ticket with no volume increase from FY18, but price increases of \$2 after years 3,6, and 9 (similar assumptions to original pro forma)
2	\$25 ticket with no volume increase from FY18, but price increases of \$2 after years 3,6, and 9 (similar assumptions to original pro forma)
3	5% total growth (for either price or volume) from FY17 & FY18 actuals depending on opponent for 2nd demand game (USD or NDSU)
4	Flat with FY18
5	2% annual growth
6	Stadium gifts were not needed as annual debt service was lower than expected due to favorable interest rates
7	2-3% annual increase (similar assumption to original pro forma)
7a	FY17 & FY18 were interest from bond proceeds during construction, FY19 forward is interest from Debt Service Reserve Balance
8	This revenue has been rolled into other revenue
9	5% annual growth on actuals (similar to original pro forma), spike in FY17 was due to concert
10	5% annual growth on actuals (similar to original pro forma)
11	This revenue has been rolled into other revenue
12	3% annual growth on FY18 actuals
	Rentals (club room,), as well as any other revenue. In FY18 Student Affairs will begin renting kitchen space permanently.
	As the debt service reserve is reduced, some dollars will be transferred to fund M&R requirement
17-19	Matches original pro forma commitment to football operations
	No additional staff dedicated to the stadium
	Includes custodial and other general expenses, inflated at 1% annually
	3% annual inflation from FY18 actuals
	1% annual inflation from FY18 actuals
31	3% annual inflation from FY18 actuals
	SDBA 3% of Debt Service
38a	One-time stadium technology upgrade in FY17 and West Tower improvement in FY 18 funded with M&R Reserve Dollars
	Effective FY 2019, no M&R Reserve dollars will be used for Stadium capital inmprovment projects.
	M&R plan to increase annual M&R to \$858k at FY26
	Additional M&R transfer
	Line 20 minus Line 41
45	(Line 20 minus line 33) divided by Line 38

### $SDSU\ Football\ Stadium\ Incremental\ Financial\ Projection\ (in\ \$000's)$

### \$36M bonds (4.55% over 25 years with first two year's interest capitalized)

### Athletic Department Current Budget Incremental Funding

Ref		2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
	Operating Revenue										
1	Ticket Sales - SDSU Football	\$410	\$410	\$443	\$443	\$443	\$476	\$476	\$476	\$509	\$509
	Ticket Sales - SDSU Football (Sixth										
2	Game)	\$137		\$148	\$148		\$159	\$159		\$170	\$170
	Ticket Sales SDSU Football-										
3	Demand Games	\$1,193	\$1,193	\$1,299	\$1,299	\$1,299	\$1,405	\$1,405	\$1,405	\$1,511	\$1,511
4	Facility Fee (\$2/ticket sold)	97	86	97	97	86	97	97	86	97	97
5	Premium Seating Leases	2,251	2,296	2,342	2,389	2,437	2,485	2,535	2,586	2,637	2,690
6	Premium Seating Stadium Gifts	400	400	400	400	400	400				
7	Advertising & Sponsorship	43	268	275	281	289	296	303	311	318	326
8	Ticket Sales - Other Events	53	55	58	60	63	64	66	68	69	71
							-				
9	Gross Concessions	115	100	128	136	120	150	156	135	168	174
10	Net Catering	35	39	43	46	50	51	52	54	55	56
11	Net Novelties	3	3	3	3	3	3	4	4	4	4
12	Gross Game Day Parking	58	59	73	67	68	84	77	78	95	85
13	Other Revenue	77	81	87	91	97	102	103	104	105	107
							-		-		
14	Total Revenue	5,072	4,990	5,396	5,460	5,355	5,772	5,433	5,307	5,738	5,800
15		- , - , -	,	- /	- ,	- ,	- , , , -	- ,	- , ,	- ,/	- ,- * *
	Resources Designated for non										
16	football Athletic Operating Expenses										
17	Existing Football Ticket Sales	(649)	(662)	(675)	(689)	(702)	(717)	(731)	(745)	(760)	(776)
18	Existing Football Concessions	(40)	(41)	(42)	(42)	(43)	(44)	(45)	(46)	(47)	(48)
19	Existing Football Event Parking	(38)	(39)	(40)	(40)	(41)	(42)	(43)	(44)	(45)	(45)
20	Net Resources Available to Stadium	4,345	4,248	4,640	4,688	4,568	4,970	4,614	4,472	4,887	4,931
21	Net Resources Available to Stadium	7,575	7,270	4,040	7,000	7,500	4,270	4,014	7,772	7,007	7,731
22	Operating Expense										
23	Salary - Permanent Staff	\$80	\$82	\$84	\$86	\$88	\$91	\$93	\$95	\$97	\$100
24	Benefits - Permanent Staff	26	27	27	28	29	29	30	31	32	32
25	General & Administrative	68	70	71	73	75	77	79	81	83	85
26	Utilities  Utilities	160	164	168	172	177	181	186	190	195	200
20	Annual Maintenance & Repairs	100	104	100	1/2	1//	101	160	190	193	200
27	(M&R)	12	32	52	190	197	204	210	217	224	232
28	Event Insurance	20	21	21	22	22	23	23	24	24	25
29	Advertising	36	40	41	42	43	44	45	47	48	49
30	Miscellaneous	20	21	21	22	22	23	23	24	24	25
31	Gameday Expenses	128	109	138	145	127	156	161	137	169	174
31	Insurance/Service Fee (3% Bldg	120	109	138	143	127	130	101	137	109	1/4
32	Authority)	84	84	84	84	84	84	84	84	84	84
33	Total Operating Expenses	634	650	707	864	864	912	934	930	980	1,006
	Total Operating Expenses	034	030	707	804	804	912	934	930	960	1,000
34	Excess of Operating Rev Over										
35	Operating Exp	3,711	3,598	3,933	3,824	3,704	4,058	3,680	3,542	3,907	3,925
36	Орегания Ехр	3,/11	3,370	3,733	3,024	3,704	7,036	3,000	3,342	3,707	3,743
37	Annual Debt Service	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813	2,813
38	Annual Deut Service	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013	2,013
39	Coverage Petie	1 22	1 20	1.40	1.26	1 22	1 44	1 21	1.26	1.20	1.40
40	Coverage Ratio	1.32	1.28	1.40	1.36	1.32	1.44	1.31	1.26	1.39	1.40
40	Evenes of On Boy Oran On Error 1					-					
41	Excess of Op Rev Over Op Exp and	000	705	1 120	1.011	901	1 245	077	720	1.004	1 112
41	Debt Service M&B Requirement (Box BOR 61617)	898	785	1,120	1,011	891	1,245	867	729	1,094	1,112
42	M&R Requirement (Per BOR 6:6:7)	208	428	662	909	1,171	1,206	1,242	1,279	1,317	1,357
43	Duringted Associated A. P.										
1.1	Projected Avg Interest Earnings on		1.7	1.7	17	1.7	1.7	1.7	1.7	1.7	1.7
44	Res Balance		17	17	17	17	17	17	17	17	17
45		· · · · · · · · · · · · · · · · · · ·	257	155	110	(2.52)		(2.50)	(500)	(205)	(222)
46	Amount Above (Below) Requirement	690	374	475	119	(263)	56	(358)	(533)	(207)	(228)
47											
	Cumulative Above M&R										
48	Requirement	690	1,064	1,539	1,658	1,395	1,451	1,093	560	353	125

See Assumptions and Footnotes on next page.

### **Assumptions:**

\$36M Debt Financed (annual debt service reduce \$78,000 for each \$1M reduction in financing) \$2 Facility Fee on Non-Premium Tickets Sold

Non-Premium Ticket Sales at \$25 game x 3 x 5,470 per game (non-demand games) \$2 Increase Yrs 3, 6, 9 Non-Premium Ticket Sales at \$45 game x 2 x 13,251 per game (demand games) \$4 increase Yrs 3, 6, 9 Total Non-Premium ticket sales for 5 games = 42,912 = 8,583 average

Premium Seating assumes 100% of Community and Executive Suites and 85% of Loge and Club seats in year 1

Sixth game (non-demand) added in years 1, 3, 4, 6, 7, 9, 10 - Concessions, Parking revenues and Game Day Expenses also adjusted

Repairs and Maintenance assumes annual maintenance only - major M&R from RRR reserves

Facility cost assumed to increase by 3% each year for calculation of M&R requirement

### Footnotes:

- #1 \$25 Ticket no volume increase; \$2 ticket Yr 3,6,9
- #2 Non-demand game
- #3 \$45 Ticket no volume increase; \$4 ticket Yr 3,6,9
- #4 On non-premium ticket sales
- #5 2% annual growth
- #6 \$2.4 M from Foundation seating agreements
- #7 Growth 10% initial, then 2-3% increase
- #8 HS events, concert, Growth 2-5%
- #9 Growth 4-7% thru Yr 5, then 4%
- #10 Growth 7-11% thru Yr 5, then 2-4%
- #12 Growth 1-3% with periodic rate increase
- #13 Club room and other rentals by non-university groups
- #23 2-3% inflation
- #24 3-4% inflation
- #25 1-3% inflation
- #26 2-3% inflation
- #27 Annual Maint Only Major M&R from Reserves
- #29 11% Yr 2, then 2-4% inflation
- #31 2-6% inflation
- #32 SDBA 3% of Debt Service
- #35 Line 20 minus Line 33
- #39 Line 35 divided by Line 37
- #41 Line 35 minus Line 37
- #42 5 Year Phase In to 2% \$52M Total Cost
- #44 Assuming Investment Council 3.3% Average Rate
- #46 Line 41 minus Line 42 plus Line 44

The South Dakota Board of Regents adjourned its regular business meeting on June 27, 2019 and will meet again for its annual retreat and regular meeting on August 7-8, 2019 in Pierre.

I, Dr. Paul Beran, Executive Director and CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on June 26-27, 2019.

Dr. Paul B. Beran

Executive Director & CEO

South Dakota Board of Regents

Jel & Burn