BOARD OF REGENTS
MINUTES OF THE MEETING
March 29-30, 2022

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Budget and Finance

BOARD OF REGENTS
MINUTES OF THE MEETING
March 29-30, 2022

The South Dakota Board of Regents convened at 10:00 a.m. Mountain Time on March 29, 2022, at Black Hills State University in Spearfish, South Dakota, with the following members present:

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

Note: Jeff Partridge is on a temporary Leave of Absence from the Board of Regents.

Also present during all or part of the meeting were Dr. Brian Maher, Board of Regents Executive Director and CEO; Nathan Lukkes, Board of Regents Chief of Staff; Dr. Janice Minder, System Vice President for Academic Policy and Planning; Heather Forney, System Vice President of Finance & Administration; Kayla Bastian, Director of Human Resources; Janelle Toman, Director of Communications; Molly Weisgram; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU President; Jim Rankin, SDSM&T President; Dr. Neal Schnoor, NSU President; Sheila Gestring, USD President; Kim Wadsworth, SDSD Superintendent; Dan Trefz, SDSBVI Superintendent; and other members of the Regental system and public and media.

TUESDAY, MARCH 29, 2022

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

1-A Approval of the Agenda

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

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on December 8-9, 2021; January 13,2022; January 20, 2022; January 27, 2022; February 11, 2022; February 17, 2022; February 24, 2022; March 3, 2022; March 11, 2022.

IT WAS MOVED by Regent Venhuizen, seconded by Regent Rave, to approve the minutes of the Board of Regents meetings on December 8-9, 2021; January 13, 2022; January 20, 2022; January 27, 2022; February 11, 2022; February 17, 2022; February 24, 2022; March 3, 2022; March 11, 2022. Motion passed.

1-D Election of Officers

IT WAS MOVED by Regent Brown, seconded by Regent Wink, to elect the following slate of officers effective March 31, 2022: Pam Roberts as President; Jim Thares as Vice President; and Tony Venhuizen as Secretary. Motion passed.

1-E Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Thares, seconded by Regent Rave, that the Board dissolve into executive session at 10:05 a.m. on Tuesday, March 29, 2022, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, that it rise from Executive Session at 5:00 p.m., and reconvene in public session at 9:00 a.m. on Wednesday, March 30, to resume the regular order of business and report its deliberations while in executive session, and take any action it deems prudent as a result thereof. Motion passed.

The Board dissolved into executive session.

WEDNESDAY, MARCH 30, 2022

Breakfast Meeting with Area Legislators

Representative Dean Wink (District 29) and Representative Scott Odenbach (District 31) met with Board members to informally discuss priorities in the public university system.

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

4-A Report and Actions of Executive Session

Regent Thares reported that the Board dissolved into Executive Session at 10:05 a.m. on Tuesday, March 29th, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from executive session at 5:00 p.m.

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

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

A copy of the Secretary's Report can be found on pages **23** to **26** of the official minutes.

4-B (1) Resolution of Recognition – Regent Barb Stork

Regent Bastian read a resolution of recognition in honor of Regent Barb Stork's service to the South Dakota Board of Regents.

IT WAS MOVED by Regent Thares, seconded by Regent Roberts, to recognize Barb Stork for her service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolution of Recognition for Regent Barb Stork can be found on pages **27** to **28** of the official minutes.

4-B (2) Resolution of Recognition – Dr. Janelle Toman

Dr. Brian Maher, Board of Regents Executive Director & CEO, read a resolution of recognition in honor of Dr. Janelle Toman's service to the South Dakota Board of Regents.

IT WAS MOVED by Regent Venhuizen, seconded by Regent Roberts, to approve the resolution of recognition for Dr. Janelle Toman to recognize her service to South Dakota's system of public higher education. Motion passed.

A copy of the Resolution of Recognition for Dr. Janelle Toman can be found on pages **29** to **30** of the official minutes.

4-C Welcome and Presentation by BHSU President Laurie Nichols

BHSU President Laurie Nichols welcomed the Board and other attendees to Black Hills State University and shared latest updates from BHSU.

4-D BHSU Student Organizational Awards

Dr. Pam Carriveau, BHSU Provost, presented the BHSU student organization award winners for 2021. The Jacket Investment Club accepted the award for academic excellence. The Art Club accepted the award for community service. The Swarm Days Committee accepted the award for organizational leadership.

A copy of the BHSU Student Organization Awards can be found on pages **31** to **32** of the official minutes.

4-E Report from Individual Presidents and Superintendents

No reports.

4-F Report on Individual Regent Activities

No reports.

4-G Report from the Student Federation

Carson Sehr, Student Federation Executive Director, provided an update on behalf of the Student Federation. He described the Federation's efforts during Students in Higher Education Days (SHED) this legislative session, and he explained that the Student Federation will be voting on its new Executive Director on April 6. He thanked the Board and legislature for their support for not raising student tuition. He also expressed appreciation to the Board on behalf of the Student Federation for hearing student voices in their consideration of alcohol sales at university sporting events. Finally, he read a resolution to honor former student leader Dennis John "DJ" Crawley-Smith who recently passed away from brain cancer. He shared condolences to his family and called for a moment of silence.

4-H Report of the Executive Director

Dr. Brian Maher, Board of Regents Executive Director & CEO, recognized the phenomenal activities of the universities, including the recent competitiveness of their basketball programs, and touched upon successes of the legislative session.

4-I 2022 Legislative Overview

Dr. Janelle Toman, Director of Communications, provided an overview of the 2022 South Dakota Legislative Session. She said the 2022 legislative session will be remembered for its historic support of the public higher education system (roughly $288 million from all fund sources), the addition of base general funds to support all Board of Regents employees' salaries, and elimination of the self-support tuition rate.

A copy of the 2022 Legislative Overview can be found on pages **33** to **36** of the official minutes.

4-J SDBOR Strategic Plan

Dr. Brian Maher, Board of Regents Executive Director & CEO, explained that when he began his position as Executive Director, there was a need to begin work on a new strategic plan. However, Senate Bill 55 Task Force was just commencing, and it was decided to let that work conclude before the updated strategic plan would be developed. He invited Dr. Janice Minder to provide the highlights of that now proposed plan.

Dr. Janice Minder, System Vice President of Academic Policy & Planning, said the Senate Bill 55 (SB55) Task Force involved several stakeholders to develop recommendations for the state's higher education system. Additionally, to develop and finalize the next proposed strategic plan, outreach sessions on final task force recommendations were held as were multiple meetings and discussions with the Council of Presidents and Superintendents, Academic Affairs Council, Business Affairs Council, and Student Affairs Council.

She provided an overview of the plan's overarching goals, which include Governance; Access and Affordability; Academic Excellence, Student Outcomes and Educational Attainment; Workforce and Economic Development; and Finance Health and Competitiveness.

Regent Rave recognized the accomplishments of Dr. Maher, the Board office staff, and the university system for its work during the SB55 Task Force, the recent legislative session, and the strategic plan.

Regent Venhuizen said the vision and support of the Governor and legislature should be recognized as well; there has been a huge infusion of one-time money to the Board of Regents system over the last few years. He also said the change of a required self-support rate at the universities centers will make a major difference in how the system can serve students going forward.

Regent Wink said the proposed SDBOR Strategic Plan is incredible and whole-heartedly endorses it. She said she can see how each university can make tits own individual connections to the plan and contribute to its success.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the 2022-2027 Strategic Plan, as presented in Attachment I. Motion passed.

A copy of the SDBOR Strategic Plan can be found on pages **37** to **62** of the official minutes.

Public Comment Period

Regent Bastian invited public comments from both in-person and remote attendees.

There were no public comments.

CONSENT AGENDA

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

Academic and Student Affairs – Consent

6-A Student Organization Award Winners for 2021

Accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

A copy of the Student Organization Award Winners for 2021 can be found on pages **64** to **65** of the official minutes.

6-B Program Start Date Change – USD – DNAP in Nurse Anesthesia Practice

Approve USD's request to move the start date of the DNAP program to Spring 2023, as presented in Attachment I.

A copy of the Program Start Date Change – USD – DNAP in Nurse Anesthesia Practice can be found on pages **66** to **67** of the official minutes.

6-C Academic Calendars Update and Revisions to BOR Policies 2:6 and 4:31 – Addition of Juneteenth Holiday (First and Final Reading)

Move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final readings of the proposed revisions to BOR policy 2:6 and 4:31; and approve the updated academic calendars for 2022-23 through 2026-27, as presented.

A copy of the Academic Calendars Update and Revisions to BOR Policies 2:6 and 4:31 – Addition of Juneteenth Holiday (First and Final Reading) can be found on pages **68** to **81** of the official minutes.

6-D (1) SB55 Recommended Policy Revisions (Second Reading) (BOR Policy 2:23 – New Programs, Curriculum Modification, Inactivation and Termination (New Policy)

Approve the second and final reading of the proposed new BOR Policy 2:23, as presented.

A copy of the SB55 Recommended Policy Revisions (Second Reading) (BOR Policy 2:23 – New Programs, Curriculum Modification, Inactivation and Termination (New Policy) can be found on pages **82** to **93** of the official minutes.

6-D (2) SB55 Recommended Policy Revisions (Second Reading) BOR Policy 2:34 – Academic Program Evaluation (New Policy)

Approve the second and final reading of the proposed new BOR Policy 2:34, as presented.

A copy of the SB55 Recommended Policy Revisions (Second Reading) BOR Policy 2:34 – Academic Program Evaluation (New Policy) can be found on pages **94** to **105** of the official minutes.

6-D (3) SB55 Recommended Policy Revisions (Second Reading) BOR Policy 2:35 – Course Enrollment Management (New Policy)

Approve the second and final reading of the proposed new BOR Policy 2:35, as presented.

A copy of the SB55 Recommended Policy Revisions (Second Reading) BOR Policy 2:35 – Course Enrollment Management (New Policy) can be found on pages **106** to **115** of the official minutes.

6-D (4) SB55 Recommended Policy Revisions (Second Reading) Repeal BOR Policy 2:21 – Summer Term

Approve the second and final reading to repeal BOR Policy 2:21 – Summer Term, as presented.

A copy of the SB55 Recommended Policy Revisions (Second Reading) Repeal BOR Policy 2:21 – Summer Term can be found on pages **116** to **117** of the official minutes.

6-D (5) SB55 Recommended Policy Revisions (Second Reading) Revisions to BOR Policy 5:17 – Instructional Funding

Approve the second and final reading of the proposed revisions to BOR Policy 5:17, as presented.

A copy of the SB55 Recommended Policy Revisions (Second Reading) Revisions to BOR Policy 5:17 – Instructional Funding can be found pages **118** to **121** of the official minutes.

6-E (1) Intent to Plan Requests – NSU – AS in Digital Entrepreneurship

Authorize NSU to develop a program proposal for an AS in Digital Entrepreneurship, as presented.

A copy of the Intent to Plan Requests – NSU – AS in Digital Entrepreneurship can be found on pages **122** to **131** of the official minutes.

6-E (2) Intent to Plan Requests – USD – BS in Music – Specialization in Music Technology and Industry

Authorize USD to develop a program proposal for an BS in Music, with a specialization in Music Technology & Industry, as presented.

A copy of the Intent to Plan Requests – USD – BS in Music – Specialization in Music Technology and Industry can be found on pages **132** to **160** of the official minutes.

6-F (1) New Program Requests – BHSU – BS in Communication and Media

Authorize BHSU to offer a BS in Communication and Media, as presented.

A copy of the New Program Requests – BHSU – BS in Communication and Media can be found on pages **161** to **178** of the official minutes.

6-F (2) New Program Requests – DSU – AS in Business Analytics

Authorize DSU to offer an AS in Business Analytics, as presented.

A copy of the New Program Requests – DSU – AS in Business Analytics can be found on pages **179** to **188** of the official minutes.

6-F (3) New Program Requests – DSU – AS in Project Management

Authorize DSU to offer an AS in Project Management, as presented.

A copy of the New Program Requests – DSU – AS in Project Management can be found on pages **189** to **197** of the official minutes.

6-F (4) New Program Requests – SDSU – Minor in Production & Service of Wine, Beer, and Spirits

Authorize SDSU to offer a minor in Production and Service of Wine, Beer and Spirits, as presented.

A copy of the New Program Requests – SDSU – Minor in Production & Service of Wine, Beer, and Spirits can be found on pages **198** to **206** of the official minutes.

6-G (1) New Certificate Requests – NSU – English as a New Language (Graduate)

Authorize NSU to offer a graduate certificate in English as a New Language, as presented.

A copy of New Certificate Requests – NSU – English as a New Language (Graduate) can be found on pages **207** to **215** of the official minutes.

6-G (2) New Certificate Requests – SDSU – Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner (Graduate)

Authorize SDSU to offer a graduate certificate in Post-Graduate Adult- Gerontology Acute Care Nurse Practitioner, as presented.

A copy of New Certificate Requests – SDSU – Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner (Graduate) can be found on pages **216** to **230** of the official minutes.

6-G (3) New Certificate Requests – SDSU – Production & Service of Wine, Beer, and Spirits (Undergrad)

Authorize SDSU to offer a graduate certificate in Production and Service of Wine, Beer and Spirits, as presented.

A copy of New Certificate Requests – SDSU – Production & Service of Wine, Beer, and Spirits (Undergrad) can be found on pages **231** to **237** of the official minutes.

6-G (4) New Certificate Requests – USD – Bioinformatics (Graduate)

Authorize USD to offer a graduate certificate in Bioinformatics, as presented.

A copy of New Certificate Requests – USD – Bioinformatics (Graduate) can be found on pages **238** to **245** of the official minutes.

6-H New Specialization Requests – DSU – Artificial Intelligence

Authorize DSU to offer a specialization in Artificial Intelligence within the MS in Computer Science, as presented.

A copy of New Specialization Requests – DSU – Artificial Intelligence can be found on pages **246** to **252** of the official minutes.

6-I (1) New Site Requests – SDSU – Family Nurse Practitioner Specialization – DNP in Nursing (online)

Approve SDSU's new site proposal to offer the Family Nurse Practitioner specialization within the D.N.P. in Nursing online.

A copy of New Site Requests – SDSU – Family Nurse Practitioner Specialization – DNP in Nursing (online) can be found on pages **253** to **258** of the official minutes.

6-I (2) New Site Requests – SDSU – DNP in Nursing (online)

Approve SDSU's new site proposal to offer the D.N.P. in Nursing online.

A copy of New Site Requests – SDSU – DNP in Nursing (online) can be found on pages **259** to **263** of the official minutes.

6-I (3) New Site Requests – SDSU – Post-Graduate Family Nurse Practitioner Certificate (online)

Approve SDSU's new site proposal to offer the Post-Graduate Family Nurse Practitioner certificate online.

A copy of New Site Requests – SDSU – Post-Graduate Family Nurse Practitioner Certificate (online) can be found on pages **264** to **268** of the official minutes.

6-I (4) New Site Requests – SDSU – MS in Economics (online)

Approve SDSU's new site proposal to offer the MS in Economics online.

A copy of New Site Requests – SDSU – MS in Economics (online) can be found on pages **269** to **274** of the official minutes.

6-I (5) New Site Requests – USD – Curriculum Director Specialization – MA in Educational Administration and Leadership (online)

Approve USD's new site proposal to offer the Curriculum Director specialization within the MA in Educational Administration and Leadership online.

A copy of New Site Requests – USD – Curriculum Director Specialization – MA in Educational Administration and Leadership (online) can be found on pages **275** to **279** of the official minutes.

6-J Inactive Status and Program Termination Requests – BHSU, NSU & SDSU

Approve BHSU's request to inactivate the specialization in Tourism and Hospitality Management within the BS in Business Administration; NSU's requests to terminate the specializations in Fine Art and Graphic Design within the BA in Art degree; and SDSU's request to terminate the graduate certificate in Transdisciplinary Obesity Prevention, as presented.

A copy of the Inactive Status and Program Termination Requests – BHSU, NSU & SDSU can be found on pages **280** to **292** of the official minutes.

6-K Affiliation Agreement – NSU – Evangelical Lutheran Good Samaritan Society

Approve the affiliation agreement between Northern State University and the Evangelical Lutheran Good Samaritan Society.

A copy of the Affiliation Agreement – NSU – Evangelical Lutheran Good Samaritan Society can be found on pages **293** to **302** of the official minutes.

6-L Honors Law Opportunity Program – NSU Agreement with USD Knudson School of Law

Approve the Memorandum of Understanding between the University of South Dakota and Northern State University, as presented.

A copy of the Honors Law Opportunity Program – NSU Agreement with USD Knudson School of Law can be found on pages **303** to **305** of the official minutes.

6-M (1) Articulation Agreements – Dakota State University

Approve Dakota State University's articulation agreement with College of DuPage, as presented in Attachment I.

A copy of the Articulation Agreements – Dakota State University can be found on pages **306** to **311** of the official minutes.

6-M (2) Articulation Agreements – University of South Dakota

Approve the University of South Dakota's articulation agreement with Southeast Technical College, as presented in Attachment I.

A copy of the Articulation Agreements – University of South Dakota can be found on pages **312** to **318** of the official minutes.

6-N (1) Agreements on Academic Cooperation – Northern State University

Approve Northern State University's agreement on academic cooperation with Hankuk University of Foreign Studies, as presented.

A copy of the Agreements on Academic Cooperation – Northern State University can be found on pages **319** to **324** of the official minutes.

6-N (2) Agreements on Academic Cooperation – South Dakota State University

Approve South Dakota State University's agreement on academic cooperation with 1) Centre D'Etudes Franco- Américain de Management, 2) the Indian Institute of Technology Ropar 3) CEPA Foundation and the European Study Center, 4) University of Auckland, and 5) Federal University of ABC-UFABC, as presented.

A copy of the Agreements on Academic Cooperation – South Dakota State University can be found on pages **325** to **358** of the official minutes.

Budget and Finance – Consent

6-O M&R Projects

Approve the requested maintenance and repair projects as described in the agenda item.
A copy of the M&R Projects can be found on pages **359** to **360** of the official minutes.

6-P BOR Policy 1:6 Revisions – Appointment, Authority, and Responsibilities of Presidents and Superintendents (Second and Final Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 1:6, as outlined in Attachment I.

A copy of the BOR Policy 1:6 Revisions – Appointment, Authority, and Responsibilities of Presidents and Superintendents (Second and Final Reading) can be found on pages **361** to **369** of the official minutes.

6-Q BOR Policy 2:14 Repeal – Campus Organizational Structure (Second and Final Reading)

Approve the second and final reading to repeal BOR Policy 2:14, as outlined in Attachment I.

A copy of the BOR Policy 2:14 Repeal – Campus Organizational Structure (Second and Final Reading) can be found on pages **370** to **371** of the official minutes.

Routine Informational Items – No Board Action Necessary

6-R Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **372** to **375** of the official minutes.

6-S Capital Projects List

A copy of the Capital Projects List can be found on pages **376** to **380** of the official minutes.

6-T Building Committee Report

A copy of the Building Committee Report can be found on page **381** of the official minutes.

6-U FY21 Annual Comprehensive Financial Review (ACFR) Audit Review

A copy of the FY21 Annual Comprehensive Financial Review (ACFR) Audit Review can be found on pages **382** to **384** of the official minutes.

6-V Residence Hall Occupancy Report for Fall 2021/Spring 2022

A copy of the Residence Hall Occupancy Report for Fall 2021/Spring 2022 can be found on pages **385** to **395** of the official minutes.

6-W BHSU FY21 NCAA Agreed Upon Procedures Report

A copy of the BHSU FY21 NCAA Agreed Upon Procedures Report can be found on pages **396** to **403** of the official minutes.

6-X 2021-2022 Regional Tuition Survey

A copy of the 2021-2022 Regional Tuition Survey can be found on pages **404** to **406** of the official minutes.

BUDGET AND FINANCE

7-A Alcohol Sales

Nathan Lukkes, Board of Regents Chief of Staff, explained that at the December 2021 Board meeting student leadership urged the Board to consider expanding its alcohol sales policy to allow the sale of alcohol to any person of legal age within the permitted event, such as sporting or performing arts events.

He explained that SDCL § 35-2-6.1 currently allows periodic alcohol sales on-campus for such events, as authorized by the Board of Regents, and BOR Policy 6:14 provides the parameters under which an institution may allow alcohol sales pursuant to SDCL § 35-2-6.1. BOR Policy 6:14 limits any sales at a student athletic event occurring at institutional facilities to "specially designated box seats or loge areas to which access is controlled and limited to such patrons, and may not include the sale of alcoholic beverages in any other areas (including without limitation general admission areas)."

He acknowledged that several NCAA Division I schools are selling alcohol at athletic events, with the trend increasing. In the event the Board is inclined to consider expanding BOR Policy 6:14 to permit the sale of alcohol in general admission areas at athletic events, he said changes to the policy would be drafted (consistent with the Board's discussion/direction) and brought back to the Board for consideration at a future meeting.

Regent Bastian said this is not a sea change as alcohol sales are already permitted on the university campuses. Because other universities are doing this across the country, he would be willing to entertain a proposed policy change.

Regent Thares agreed and asked Chief of Staff Lukkes to bring forth a proposed policy change to a future meeting for discussion.

A copy of the Alcohol Sales can be found on pages **407** to **420** of the official minutes.

7-B FY23 On-Campus Tuition and Mandatory Fees

Heather Forney, System Vice President of Finance & Administration, explained that Mandatory Tuition and Fees include tuition, the general activity fee, and the laptop fee for Dakota State University (DSU) and South Dakota School of Mines and Technology (SDSMT). Discipline fees, along with housing and food service, are not included in the calculation of the mandatory cost since they are not assessed to all students.

She said the 2022 South Dakota Legislative Session concluded with legislators increasing base funding for the Board of Regents by $8,614,767 to freeze tuition at FY22 rates by covering the estimated 6% salary policy costs for tuition-funded employees. Therefore, tuition and mandatory fees will remain at the FY22 rate because of this support. Additionally, because HB1024 was passed during the 2022 legislative session which repealed the off-campus rate requirement for the centers, the university centers in Sioux Falls and Rapid City will no longer be required to charge the off-campus tuition rate beginning with the 2022-2023 academic year. As a result, the on-campus rates listed in the agenda item will also apply to courses taken in-person at those locations. provided an overview of cost drivers for Board of Regents tuition and fees.

IT WAS MOVED by Regent Thares, seconded by Regent Brown, to approve the FY23 On-Campus Tuition and Mandatory Fees as presented in Attachment I. Motion passed.

A copy of the FY23 On-Campus Tuition and Mandatory Fees can be found on pages **421** to **432** of the official minutes.

7-C FY23 Off-Campus Tuition

Heather Forney, System Vice President of Finance & Administration, explained that the off-campus tuition rates will be held flat commensurate with the on-campus tuition, due to additional general funds being allocated to cover the salary policy recommendation of 6%.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve the FY23 Off-Campus Tuition Rates as presented in Attachment I. Motion passed.

A copy of the FY23 Off-Campus Tuition can be found on pages **433** to **435** of the official minutes.

7-D FY23 System, Discipline, Delivery, and Vehicle Registration Fees

Heather Forney, System Vice President of Finance & Administration, explained that the System, Special Discipline, Delivery, and Vehicle Registration fees will remain flat for FY23 with a few minor exceptions.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve the FY23 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in Attachment I. Motion passed.

A copy of the FY23 System, Discipline, Delivery, and Vehicle Registration Fees can be found on pages **436** to **446** of the official minutes.

7-E FY23 Housing and Food Service Rates

Heather Forney, System Vice President of Finance & Administration, explained that the meal plan rates outlined in the agenda item reflect the new contract with Sodexo for food operations and any related institutional administrative costs. When including the tuition and mandatory fee rates, the decrease to the total weighted average cost is $8. The impact to students within the system will range from a decrease of ($108.00) to an increase of $40.00 per year. The proposed housing rates for FY23 allow the universities to address the inflationary increase on operating expenses, the 2% maintenance and repair requirement, and funding adjustments to salary policy and employee healthcare costs.

Regent Thares recognized that decreases to housing and food service rates can be connected to Senate Bill 55 Task Force recommendations.

Regent Venhuizen said this decrease, along with the freeze on tuition and fees, is a real impact to our competitiveness in the region.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve of the FY23 Housing and Food Service Plan rates as presented in Attachments I & II of the revised agenda item. Motion passed.

A copy of the FY23 Housing and Food Service Rates can be found on pages **447** to **453** of the official minutes.

7-F FY23 Graduate Assistant Stipends

Heather Forney, System Vice President of Finance & Administration, explained that the Board has traditionally increased the minimum amount of the graduate assistant stipends by the rate of increase in resident graduate tuition. The increase is rounded to the nearest dollar. Since there was no increase in tuition for FY23, there will be no addition to the stipend amount.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve of the BHSU and NSU FY23 minimum graduate assistant stipends in the amount of $3,921 per semester and $980 per four-week session; and USD FY23 minimum graduate assistant stipends in the amount of $4,067 per semester and $1,016 per four-week session. Motion passed.

A copy of the FY23 Graduate Assistant Stipends can be found on pages **454** to **455** of the official minutes.

7-G FY23 Special Schools Nonresident Tuition

Heather Forney, System Vice President of Finance & Administration, explained that the current tuition rate at SDSBVI is $38,147 for instructional costs and $15,419 for residential care. She recommended that the inflationary increase to cover salary policy, CPI on operating expenses, and adjustments to health benefit cost per benefit-eligible employee be applied to the FY22 rates to set the FY23 rates.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve the FY23 nonresident instructional tuition rate to be $38,910 and the residence cost to be set at $15,727 for the School for the Blind and Visually Impaired. Motion passed.

A copy of the FY23 Special Schools Nonresident Tuition can be found on page **456** of the official minutes.

7-H FY23 General Bill Summary

Heather Forney, System Vice President of Finance & Administration, explained that the 2022 legislative session concluded with the passage of the FY23 General Bill HB1340. She said the Board of Regents received an overall general fund base increase of $11,596,778 or 4.92% of which $8,614,767 was included to freeze tuition at FY22 rates by covering the estimated 6% salary policy costs for tuition-funded employees. The $11.6 million general fund base increase does not yet include the 6% salary policy for generally funded employees, as those amounts are appropriated to a statewide pool that has yet to be allocated.

She provided a summary of the general fund base changes and explained that the FY23 budget had an additional $1,068,000 and 13.0 FTE in federal funds expenditure authority and a total reduction of ($13,468,723) and (60.0 FTE) in other funds expenditure authority. These changes resulted in a 1.20% increase in federal funds spending authority, a decrease of (2.63%) in other funds authority, and a system decrease of (42.0) FTE or a (0.82%) decrease.

A copy of the FY23 General Bill Summary can be found on pages **457** to **460** of the official minutes.

7-I FY22 General Bill Amendments

Heather Forney, System Vice President of Finance & Administration, explained that with increased state revenues and continued COVID stimulus dollars, the legislators were able to grant several one-time appropriations in SB60. The Board received general fund support for a couple of new initiatives including $209,080 in start-up funds for the new BHSU Ellsworth Air Force Base contract and $175,000 for a WICHE Psychology residency program at USD. The legislators also approved an additional $37.37 million in federal expenditure authority for the American Rescue Plan stimulus bill that was passed by the federal government in March 2021. The South Dakota Opportunity Scholarship was decreased by $300,000, while post-secondary scholarship authority was increased by $18,500 to allow the spending down of cash remaining in other funds, and lastly general fund utility allocations were increased by $409,606 because of revised utility cost projections.

A copy of the FY22 General Bill Amendments can be found on pages **461** to **462** of the official minutes.

7-J FY22 Special Appropriations

Heather Forney, System Vice President of Finance & Administration, explained that the Board received $61,626,285 in general funds, $37,500,000 federal funds authority, and $166,429,644 in other funds authority which totaled to $265,555,929 in special appropriations. Of the $266 million, nearly 87% was building related. She provided a list of the approved appropriations bills.

A copy of the FY22 Special Appropriations can be found on pages **463** to **464** of the official minutes.

7-K DSU Athletics Event Center Facility Design Plan

Stacy Krusemark, DSU Vice President of Finance & Administration, explained that Dakota State University (DSU) requests approval of the Facility Design Plan for the construction of a new Athletics Event Center. The Board approved DSU's Preliminary Facility Statement for the new Center in December 2016. In April of 2017, the Building Committee selected the design team of JLG Architects. The Facility Program Plan was approved October 7, 2021.

This project would enable DSU to develop plans for an on-campus facility that will provide a new Event Center and adjoining fields for competition, practice, academic space, and support space. The facilities would also allow for growth in academic programs, such as biomechanics and an Institute on Human Performance and Aging. This project is the first phase of a larger scale Athletics Masterplan. The goal of the DSU Athletics Masterplan is to create a state-of-the-art sports campus for both men's and women's sports with new and renovated facilities to advance Trojan sports and foster recruitment of topflight athletes, coaches, and staff. The athletics district will include a football stadium with both indoor and outdoor suites, an interactive hall-of-fame, team lockers, and training facilities. A future phase would include a multi-purpose/competition Arena and an indoor sports training complex with a 300-meter track. The masterplan also includes a softball field, baseball field, soccer field, and various training facilities. The planning of this project aims at creating adjacencies in the design to share hospitality, support, and training spaces between the existing Memorial Fieldhouse, indoor and outdoor track, football stadium, and future Arena.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve the Facility Design Plan for DSU's Athletics Event Center with construction cost estimates of $33,000,000 using private donations. Motion passed.

A copy of DSU Athletics Event Center Facility Design Plan can be found on pages **465** to **475** of the official minutes.

7-L DSU Land Acquisition

Nathan Lukkes, Board of Regents Chief of Staff, explained that Dakota State University (DSU) requests Board of Regents' authorization to acquire real estate in Lake County. The acquisition was approved by the 2022 Legislature in HB1021, which contained an emergency clause, and was signed by the Governor on March 9, 2022. The proposed acquisition will allow DSU to proceed with Phase 1 of the DSU Athletics Events Center as authorized by HB1021 and detailed in the DSU Athletics Events Center Facility Design Plan.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve the acquisition of the real estate located in Lake County, as presented, which was authorized by House Bill 1021 during the 2022 Legislative Session. Motion passed.

A copy of the DSU Land Acquisition can be found on pages **476** to **477** of the official minutes.

7-M SDSU Berg Agricultural Hall Revised Facility Design Plan

Barry Mielke, SDSU Associate Vice President for Facilities, explained that South Dakota State University (SDSU) seeks approval of a revised Facility Design Plan for the renovation of the 1st and 2nd floors of Berg Agricultural Hall. The project scope has been reduced to match the funding available to the project. Per BOR Policy 6:4, since the project scope has been changed, it is necessary to resubmit the Facility Design Plan for approval of the project.

The Precision Agriculture Center Preliminary Facility Statement was approved by the Board of Regents in August 2015. A Revised Preliminary Facility Statement was approved by the Board of Regents in December 2016. The Facility Program Plan was approved by the Board of Regents in October 2017. This separated the Precision Agriculture Center project into two components: a new facility and renovations to Berg Agricultural Hall. The Facility Design Plan for renovation of the 1st and 2nd floors of Berg Agricultural Hall was approved in December of 2020.

Funding authority for this project exists through approval of the Raven Precision Agriculture Center (HB 1264 – 2018 legislative session). Spending authority of $55,000,000 was approved. The funding appropriated for the project was $46,100,000 which allowed for construction of the new building, the Raven Precision Agriculture Center. The remaining funding authority in HB1264 is $11,125,000 and provides for the renovation of the 1st and 2nd floors of Berg Agricultural Hall.

A primary goal of the project is to provide modern classroom and laboratory space as well as assist in developing a workforce of agronomists and engineers. This goal remains and is the continued focus of the project. With additional funding, the project will proceed with all bid alternatives to complete the entire scope of the project at an estimated project cost of $9,467,899.

IT WAS MOVED by Regent Thares, seconded by Regent Roberts, to approve SDSU's Revised Facility Design Plan for renovation of the 1st and 2nd floors of Berg Agricultural Hall at a cost not to exceed $9,550,315. Motion passed.

A copy of the SDSU Berg Agricultural Hall Revised Facility Design Plan can be found on pages **478** to **489** of the official minutes.

7-N SDSU South Dakota Art Museum Preliminary Facility Statement

Barry Mielke, SDSU Associate Vice President for Facilities, explained that South Dakota State University (SDSU) requests approval of this Preliminary Facility Statement for planning of a new South Dakota Art Museum. A Preliminary Facility Statement for the study of an expansion to the current building was submitted and approved by the Board of Regents in 2015. Upon completion

of the study, it was determined necessary to investigate the option for a new facility to accommodate the future of the South Dakota Art Museum. Since 2015, additional studies (including five state-wide focus groups conducted this fall), continued growth in collections, and a demand for more engagement activities have revealed that a new facility is needed to better meet the institution's vision to serve South Dakota's people as the State's premier visual art resource, and the center for art education, enrichment, and engagement through art.

A new facility would provide the university and state-wide community with a more thoughtful, inviting, active place for the exploration of visual art and preservation of South Dakota's artistic heritage. Further, the new facility would enhance opportunities for learning and scholarship and increase tourism, positioning the Museum as the destination art museum for the region. Engagement and education opportunities would increase through updated classroom space for regularly scheduled SDSU classes, as well as multipurpose spaces for learning during K-12 student field trips, public workshops and classes, artist-in-residence studios, community events, and more. Multipurpose spaces would also offer opportunities for earned revenue through rentals for business meetings, weddings, and other celebrations.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve SDSU's Preliminary Facility Statement for the planning of a new South Dakota Art Museum. A building committee representative should be appointed to oversee this project. Motion passed.

A copy of the SDSU South Dakota Art Museum Preliminary Facility Statement can be found on pages **490** to **496** of the official minutes.

7-O USD Wellness Center Facility Design Plan

Jessica Preister, USD Assistant Vice President of Finance Affairs, explained that the University of South Dakota (USD) requests approval of the Facility Design Plan for the expansion of its Wellness Center at an estimated cost of $27.76 million. The Facility Program Plan for the expansion was approved by the Board at its October 2021 meeting.

The addition to the Wellness Center is phase two of a three phase expansion which would add approximately 47,000 gross square feet to the south side of the existing building. The expansion would include a new indoor competition pool, an activity pool for wellness and recreation activities, a hot tub, steam room, expanded locker rooms, athletic locker rooms, offices, meeting rooms, new restrooms, storage spaces, seating for approximately 500 people, and new mechanical spaces for the new square footage. The overall project cost estimate is $27,760,412.

Regent Venhuizen made a general comment on building projects. He said it would be wise to undertake a review of the building committee process to make it more efficient.

Heather Forney, System Vice President of Finance & Administration, responded by saying this review has been undertaken and she expects policy revisions to be forthcoming.

IT WAS MOVED by Regent Thares, seconded by Regent Rave, to approve USD's Wellness Center Expansion Facility Design Plan with a total estimated price of $27,760,412, utilizing a combination of private donations, and Auxiliary, Bond, and Local funds. Motion passed.

A copy of the USD Wellness Center Facility Design Plan can be found on pages **497** to **504** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

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

Dr. Janice Minder, System Vice President of Academic Policy & Planning, explained that after evaluating BOR Policy 2:23 regarding the process for new program requests, the BOR academic staff determined that enhancing BOR Policy 2:1 (External Review of Proposed Graduate Programs) was the appropriate next step as it connects directly to BOR Policy 2:23. She provided a summary of proposed changes. Furthermore, due to the direct connection of these two policies, she recommended reassigning a new policy number to 2:1 and effectively relabeling it 2:23:1; thus, placing the two related policies next to one another for ease of reference.

IT WAS MOVED by Regent Wink, seconded by Regent Brown, to approve the first reading of the proposed revisions to BOR Policy 2:1, as presented. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 2:1 – External Review of Proposed Graduate Programs (First Reading) can be found on pages **505** to **510** of the official minutes.

8-A (2) BOR Policy Revisions – BOR Policy 2:33 – Student Academic Misconduct (First Reading)

Holly Farris, Board of Regents Assistant Legal Counsel, explained that a review of BOR Policy 2:33 was requested by AAC members in November 2021. Reasons for the review and requested changes to the policy were that the policy was too restrictive and prevented initial conversations with students until a student conduct report was filed. The proposed changes to BOR Policy 2:33 provide more flexibility for faculty by allowing initial communication between faculty and students in the event of suspected academic misconduct, while continuing to provide due process for the student throughout the handling of any allegations. She said the proposed changes preserve the due process rights of the student while also providing flexibility for faculty classroom management and remain consistent with BOR Policy 3:4 (Student Code of Conduct).

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the first reading of the proposed revisions to BOR Policy 2:33, as presented. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 2:33 – Student Academic Misconduct (First Reading) can be found on pages **511** to **515** of the official minutes.

8-A (3) BOR Policy Revisions – BOR Policy 3:23 – Student-Athlete Serious Misconduct (New Policy) (First & Final Reading)

Nathan Lukkes, Board of Regents Chief of Staff, explained that the NCAA issued a revised Policy on Campus Sexual Violence on April 27, 2021. Commencing the 2022-2023 academic year, this policy requires students participating in athletics (incoming, current, and transfer student-athletes) to annually disclose whether they have engaged in conduct that resulted in discipline through a Title IX or sexual misconduct proceedings or in a criminal conviction for sexual, interpersonal, or other acts of violence (collectively, "serious misconduct"), with student-athletes in violation of the policy ineligible for athletic-related financial aid, competition, practice, etc.

As campus personnel were working to develop the appropriate local processes and protocols to comply with the new requirements, it was determined a BOR policy on the topic was prudent to ensure consistency and uniformity in application across the system. The draft policy set forth in Attachment I (Student-Athlete Serious Misconduct) establishes a standard process to address the compliance requirements, including two sample forms as appendices for use in obtaining the necessary disclosures by student-athletes on each campus, while also providing the appropriate level of flexibility for each institution to implement and carryout the requirements in a way that works on their campus. Given the associated timelines and attestations required of the institutions from the NCAA, this policy is coming forward for first and final approval. The new policy would be placed at the end of the student affairs section, numbered as BOR Policy 3:23.

He explained that the proposed policy will provide the necessary guidance and parameters for the institutions to effectively implement the new NCAA requirements pertaining to student-athlete serious misconduct for the 2022-2023 academic year.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the new BOR Policy 3:23 – Student-Athlete Serious Misconduct, as shown in Attachment I. Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 3:23 – Student-Athlete Serious Misconduct (New Policy) (First & Final Reading) can be found on pages **516** to **522** of the official minutes.

8-B New Program Requests – USD – BBA in Supply Chain Management

Dr. Rebecca Hoey, System Associate Vice President of Academic Affairs, explained that the University of South Dakota (USD) requests permission to offer a BBA program in Supply Chain Management.

Dr. Beth Freeburg, USD Associate Vice President of Academic Affairs, explained that USD currently offers a BBA in Operational Analytics, which has a curriculum that focuses on both analytics and operations. Students and employers looking for degree programs in Supply Chain Management, however, found that the program did not have sufficient coverage of those topics. Therefore, USDE would like to split the current program into the BBA in Business Analytics and the proposed BBA in Supply Chain Management.

She said graduates of the program will be able to work in the supply chain management field, having learned the interactions between the flows of data, material, currency, people, and equipment comprising the supply chain. The program will teach the skills needed in South Dakota to improve supply-chain decisions, deliver value for customers, and increase employer profitability.

USD requests authorization to offer the program both on campus and online. USD does not request new state resources. While a new faculty line is proposed, USD has allocated for this within its existing budget. One new course will be required for the new program, focusing on Supply Chain Analytics. USD anticipates 20 enrolled students and six graduates within four years, noting that students are not admitted to their majors within the Beacom School of Business until they have completed their pre-business core curriculum. Students will not officially enter the program until late in their second year or early in their third year.

Regent Rave said this is an example of how our public universities are being nimble to fill voids in the marketplace.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to authorize USD to offer a BBA in Supply Chain Management, as presented.

A copy of the New Program Requests – USD – BBA in Supply Chain Management can be found on pages **523** to **549** of the official minutes.

ADJOURNMENT

Regent Roberts recognized the leadership of Regent Bastian as president of the Board of Regents over the last several years.

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

The meeting adjourned at 11:15 a.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on <u>Tuesday, March 29, 2022</u>, in accordance with SDCL § 1-25-2 to discuss matters authorized therein. Following executive session, on March 30th, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL § 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

2-H – Approve the SDSMT naming request as presented.

2-I – Award three (3) years of prior service credit toward tenure and three (3) years of prior service credit toward promotion for Patti Brooks (DSU).

2-J – Approve the leave request for Justin Ramsey (BHSU), Denise Turner (BHSU), Venkata R. Gadhamshetty (SDSMT), Christine Garst-Santos (SDSU), Deepthi Kolady (SDSU), Prentiss Clark (USD), Kyle Brouwer (USD), Bernie Wone (USD), Julia Hellwege (USD) and Gabrielle Strouse (USD), as presented.

2-K – Award an honorary Doctor of Humane Letters to Dale Lamphere (BHSU); and an honorary Doctor of Public Service to Mr. William "Billy" Mills (SDSMT) Mr. Don Barnett (SDSMT), Mr. Dan Ryhus (SDSU), and Ms. Beverly Warne (SDSU).

2-L – Authorize the General Counsel to proceed with the legal matter(s) within the parameters discussed.

2-M – Approve the waiver of sabbatical repayment as requested by SDSMT.

2-N – Approve the employment contract for USD men's basketball coach, Eric Peterson.

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

2-P – Authorize the Executive Director to issue a determination on SDSU Grievance No. 2022-01 consistent with the Board's direction.

BLACK HILLS STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Cassie Maser	HR Coordinator	3/22/2022	Reclassification	$56,200.00	$44,871.00	25.2%

DAKOTA STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Lisa Fox	Health Link Program Manager	3/22/2022	Reclassification	$48,000.00	$40,876.00	17.4%

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Heidi Sieverding	Resarch Scientist III	4/22/2022	Reclassification	$77,000.00	$61,605.00	25.0%

SOUTH DAKOTA STATE UNIVERSITY						
Name	**Title**	**Effective date**	**Job Change Reason**	**Requested Salary**	**Previous Salary**	**% Increase**
Christian Smith	**Assistant FB Coach**	**1/22/2022**	**Salary Adjustment - Retention**	**$80,000.00**	**$67,922.00**	**17.8%**
Kirsten Linke	**Asst. Dir. International Students**	**3/22/2022**	**Reclassification**	**$52,190.00**	**$47,445.00**	**10.0%**
Kendall Rohrbach	**Director of Card & Parking Serv.**	**3/22/2022**	**Reclassification**	**$83,067.00**	**$72,611.00**	**14.4%**
Jessica Huyck	**Asst. to VP& Legal Affairs Spec.**	**3/22/2022**	**Permanent Additional Duties**	**$59,464.00**	**$54,059.00**	**10.0%**
Christina Plemmons	**Assistant Academic Dean CES**	**3/22/2022**	**Permanent Additional Duties**	**$125,000.00**	**$112,281.00**	**11.3%**
Kacie Richard	**Director of Finance and Budget**	**3/22/2022**	**Equity Adjustment**	**$96,141.00**	**$87,401.00**	**10.0%**
Carey Kilmer	**Director of Extended Studies**	**3/22/2022**	**Reclassification**	**$74,529.00**	**$67,754.00**	**10.0%**
Jody Owen	**Sr. Director of Student Success Center & Opportunity Centers**	**4/22/2022**	**Permanent Additional Duties**	**$90,000.00**	**$78,397.00**	**14.8%**
Amber Healy	**Director - University Store & Surplus Property Operations**	**3/22/2022**	**Reclassification**	**$75,289.00**	**$65,469.00**	**15.0%**
Amy Jones	**Director- Campus Maintenance**	**3/22/2022**	**Market/Internal Equity**	**$94,037.00**	**$84,797.00**	**10.9%**
David Law	**Director - Project Management & Engineering**	**3/22/2022**	**Market/Internal Equity**	**$95,000.00**	**$85,161.00**	**11.6%**
Jennifer Kindt	**Director - Facility Business Operations**	**3/22/2022**	**Market/Internal Equity**	**$80,000.00**	**$72,750.00**	**10.0%**

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR				
NAME	**TITLE**	**EFFECTIVE DATE**	**SALARY**	**INSTITUTION**
Jay Perry	Vice President, USD Sioux Falls	1/22/2022	$185,000.00	USD

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ATTACHMENT I

Julie Kriech	Vice President for Finance & Administration	4/1/2022	$185,000.00	USD
Nate Davis	Director of Athletics	4/18/2022	$135,000.00	NSU
Angela Bechtold	Outreach Consultant	8/2/2022	$53,690.00	SDSD
Katherine Magera	Outreach Consultant	8/2/2022	$47,775.00	SDSD

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AGENDA ITEM: 4 – B (1)
DATE: March 29-30, 2022
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SUBJECT
> **Resolution of Recognition – Regent Barb Stork**

CONTROLLING STATUTE, RULE, OR POLICY
> None

BACKGROUND / DISCUSSION
> Regent Barb Stork served the people of the state of South Dakota for two-and-one-half years, from July 2019 to January 2022, as a member of the South Dakota Board of Regents.

IMPACT AND RECOMMENDATION
> The South Dakota Board of Regents wishes to recognize Regent Barb Stork for her outstanding service to the higher education system in South Dakota.

ATTACHMENTS
> Attachment I – Special Resolution: Regent Barb Stork

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DRAFT MOTION 20220329_4-D.1:
> I move to recognize Barb Stork for her service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Barb Stork served the people of the state of South Dakota for two-and-one-half years, from July 2019 to January 2022, before her retirement from the South Dakota Board of Regents; and

WHEREAS, Regent Stork served with distinction on the Senate Bill 55 Task Force, a state-appointed task force charged with studying the operations and functions of higher education institutions under the Regents' control; and

WHEREAS, Regent Stork chaired the infrastructure/ancillary subcommittee of the Senate Bill 55 Task Force, where she led a review of functions outside the core missions of the public university system, including an examination of the system's central office, its university centers, and various cost-savings measures; and

WHEREAS, as a result of her leadership on the task force, the Board of Regents announced it would move to a single, system-wide food service provider for the six public universities to increase efficiency and cost savings; and
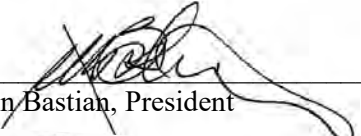
WHEREAS, during her time on the Board, Regent Stork took an active and involved role to ensure that South Dakota's public resources were invested wisely to achieve the academic, research, and service missions of the system;

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Regent Barb Stork for her service; and
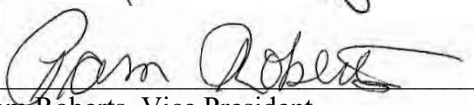
BE IT FURTHER RESOLVED, that that Regent Barb Stork be thanked for her contributions and dedication to the betterment of students' higher education, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Regent Stork.

Adopted this 30th day of March, 2022.
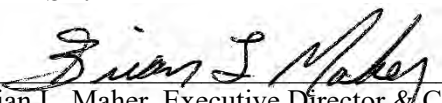
SOUTH DAKOTA BOARD OF REGENTS

_____
John Bastian, President

_____
Pam Roberts, Vice President

_____
Jim Thares, Secretary

ATTEST:

_____
Brian L. Maher, Executive Director & CEO
South Dakota Board of Regents   **Special Resolution Number 02-2022**

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SUBJECT

    Resolution of Recognition – Dr. Janelle Toman

CONTROLLING STATUTE, RULE, OR POLICY

    None

BACKGROUND / DISCUSSION

    Dr. Janelle Toman will retire in April 2022 after dedicating 20 years of outstanding service to the higher education system in South Dakota as the Director of Communications for the Board of Regents' central office.

IMPACT AND RECOMMENDATION

    Dr. Maher recommends approval of the resolution of recognition to recognize and express appreciation to Dr. Toman for her dedication and contributions.

ATTACHMENTS

    Attachment I – Special Resolution: Dr. Janelle Toman

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DRAFT MOTION 20220329_4-B.2

    I move to approve the resolution of recognition for Dr. Janelle Toman to recognize her service to South Dakota's system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Dr. Janelle Toman served the people of the state of South Dakota for three decades, first as Press Secretary for Governor George S. Mickelson and Governor Walter Dale Miller from 1992 to 1995, as Director of Policy and Accountability for the Department of Education from 1995 to 2002, and as Director of Communications of the Board of Regents from 2002 to 2022.

WHEREAS, Dr. Toman in addition to her duties as Director of Communications for the Board of Regents, helped fulfill the need for higher education in central South Dakota by serving as the Executive Director of Capital University Center from 2014 to 2017.

WHEREAS, Dr. Toman crafted numerous news releases and presentations while continuously working with media to ensure that messages on higher education were delivered in a way that were heard and understood.

WHEREAS, Dr. Toman masterfully informed and guided regents, staff, and university administrators through 19 legislative sessions; and

WHEREAS, Dr. Toman continuously aided and amazed leadership with her instant recall for dates and reasons behind policy changes and decisions both in the South Dakota higher education system and state government.

WHEREAS, Dr. Toman exemplified integrity and steadfast dedication to the improvement of South Dakota's system of public higher education and its constituent institutions;

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents, its staff, and campus administrators to applaud and recognize Dr. Janelle Toman for her dedicated service, leadership, and professionalism; and

BE IT FURTHER RESOLVED, that Dr. Janelle Toman be thanked for her outstanding contributions and dedication to higher education and to South Dakota, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Dr. Toman.

Adopted this 30th day of March, 2022.
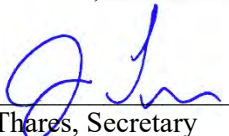
SOUTH DAKOTA BOARD OF REGENTS

_____
John Bastian, President

_____
Pam Roberts, Vice President

_____
Jim Thares, Secretary

ATTEST:

_____
Brian L. Maher, Executive Director & CEO
South Dakota Board of Regents

Special Resolution Number 03-2022

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SUBJECT
    BHSU Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY
    None

BACKGROUND / DISCUSSION
    At the March 2022 Board of Regents meeting, the Board is anticipated to approve the recommendations offered by each institution for the 2021 student organization award winners. The winners of these awards are announced at Board meetings throughout 2021.

    The BHSU Student Organization Awards will be presented at the March 2022 Board meeting in Spearfish. Information about the BHSU student organization award winners can be found below:

    BHSU Award for Academic Excellence: Jacket Investment Club
    The goals and purpose of the Jacket Investment Club are to provide information to students so that they can begin investing at the most basic levels through the management of a real-world portfolio. In addition to presentations on real-world tactics, situations, and concepts, club members are provided the opportunity to participate in a Stock Market Game coordinated on the BHSU campus by a business faculty member. This game allows students to invest in a mock portfolio and compete against other students from across the state. The club also partnered with other student organization to host a Professional Development Workshop for all students on campus. The event focused on personal finance, self-marketing, and job interviews.

    BHSU Award for Community Service: Art Club
    The Art Club is a community of artists and people who are interested in art at BHSU. From collaborative and individual art activities or service projects for the community, the Art Club creates an outlet for its members to have fun while promoting the visual arts. The group's goals for the year were to cultivate creativity by having workshops to learn new mediums as well as to host sale events to prove to students that their art can be sold. The club took on several larger services projects as well, including creating a mural in the Hive dining room.

(Continued)

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INFORMATIONAL ITEM

<u>BHSU Award for Organizational Leadership: Swarm Days Committee</u>
The purpose of the Swarm Days Committee is to provide fun-filled and memorable homecoming week experiences in the fall semester as well as a week of festive activities in the spring semester. It strives to create positive memories for all students as well as foster loyalty in future alumni. As the campus began to return to normal after the first year of COVID-19, the Swarm Days Committee recognized its importance in supporting campus traditions and providing meaningful experiences, which helped returning students recover their sense of community.

IMPACT AND RECOMMENDATIONS

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

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 4 – I
DATE: March 29-30, 2022

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SUBJECT
    2022 Legislative Overview

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 1:5, Section C.2 (2.9)

BACKGROUND / DISCUSSION
    The 2022 South Dakota Legislature ended with Veto Day on March 28, 2022. This agenda item provides a brief, high-level review of major legislative activity in the session just concluded.

IMPACT AND RECOMMENDATIONS
    The 2022 legislative session will be remembered for its historic support of the public higher education system (roughly $288 million from all fund sources), the addition of base general funds to support all Board of Regents employees' salaries, and elimination of the self-support tuition rate.

ATTACHMENTS
    Attachment I – 2022 Legislative Summary

****
INFORMATIONAL ITEM

2022 Legislative Summary

✓ *94 bills tracked (54 priority and 40 other bills of interest)*

Session Highlights

❖ <u>Historic support for public higher education</u> – **Action by the South Dakota Legislature and Gov. Kristi Noem resulted in significant investments in the public universities and special schools. State employee salary policy was set at a 6.0% increase, effective July 1, 2022. The regents' system also stands to benefit from special appropriations bills that increased funding support in these broad categories:**

- **General funds: $61,626,285**
- **Federal (American Rescue Plan Act) funds: $60,150,000**
  *(*includes $22,650,000 for BOR's share of water, wastewater and storm water projects)*
- **Other funds authority: $166,429,644**

❖ <u>Salary policy base general funds</u> – **The state historically covers less than half of the salary and benefit package for employees in the public university system. That means tuition, fees, and student charges are raised internally to cover the rest of the obligation. This year the Legislature agreed to an additional $8.6 million in base general funds to support all BOR salaries.**

❖ <u>Self-support tuition rates</u> – **Self-support tuition originated as special rates charged to non-traditional students who did not attend classes on campus. As student course-taking preferences evolved, the off-campus centers in Sioux Falls and Rapid City were no longer market competitive. Action taken in the 2021 (*Senate Bill 27*) and 2022 legislative sessions (*House Bill 1024*) now gives the Board of Regents flexibility to set rates off-campus and online. This will increase the Board of Regents' ability to utilize the off-campus locations more fully. It also supports initiatives to produce more graduates for high-demand health care fields in the Rapid City and Sioux Falls areas.**

Bills Passed - Introduced on behalf of the Board of Regents

- **HB1021 – DSU athletics event center ($28,047,000 other fund expenditure authority)**
- **HB1022 – SDSU basketball arena remodel ($53,168,000 other fund expenditure authority)**
- **HB1023 – SDSU demolition of Wecota Annex ($800,000 other fund expenditure authority)**
- **HB1024 – Repeal self-support tuition rates**
- **SB42 – USD wellness center addition ($25M other fund expenditure authority)**
- **SB43 – Health sciences addition at BHSU-Rapid City ($8M in American Rescue Plan Act Capital Projects funds, $7,114,644 other fund expenditure authority)**
- **SB44 – NSU Lincoln Hall ($29.5M in American Rescue Plan Act Capital Projects funds)**

Bills Passed - Board Priority or Supported Initiatives

- **SB54 – DSU cyber program expansion ($30M general funds)**
- **SB130 – DSU Applied Research Lab ($50M other fund expenditure authority)**
- **HB1210 – USD Discovery District biomedical facility ($15M general funds)**
- **SB97 – South Dakota Mines incubator building acquisition ($5.25M general funds, $2M other fund expenditure authority)**
- **HB1137 – SDSU high performance computing and data storage for system use ($1,935,993 general funds)**
- **HB1092 – SDSU & DSU CyberAg partnership initiative ($1.25M general funds)**
- **SB50 – Water, wastewater, and storm water projects (BOR's share is $22.65M in American Rescue Plan Act funds)**

Bills Passed - Other Appropriated Projects

- **SB84 – SDSU Cottonwood Field Station multi-purpose facility ($6M general funds)**

- **HB1209 – USD National Music Museum ($2M general funds)**

- **SB132 – BHSU multi-media lab equipment ($112,500 general funds)**

- **SB133 – BHSU education lab upgrade ($77,792 general funds)**

- **SB161 – Matching funds for NASA grant to tribal institutions ($300,000 other fund expenditure authority)**

Bills Passed – Other Topics

- **SB154 – Revise South Dakota Freedom Scholarship criteria**

- **HB1012 – Protect students and employees at higher education institutions from divisive concepts**

- **SB46 – Protect fairness in women's sports**

Bills Passed – General Budget Bills

- **HB1340 – General Bill for Fiscal Year 2023**

- **SB60 – Revise General Appropriations Act for Fiscal Year 2022**

SOUTH DAKOTA BOARD OF REGENTS

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SUBJECT
    SDBOR Strategic Plan

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 1:0 – South Dakota's Unified System of Higher Education
    BOR Policy 1:1 – General Authority, Powers, and Purpose of the Board
    BOR Policy 1:2 – System Mission Statement
    SDBOR 2014-2020 Strategic Plan
    Senate Bill 55 Task Force Recommendations

BACKGROUND / DISCUSSION
    At its October 2014 meeting, the Board of Regents adopted the SDBOR 2014-2020 Strategic Plan. This formal plan provided a blueprint for advancing the university system's major priorities. The plan identified four priority areas: student success, academic quality and performance, research and economic development, and affordability and accountability.

    As the 2014-2020 strategic plan was concluding, board staff prepared to update the plans for the system. This preparation included work with stakeholders through the Senate Bill 55 (SB55) Task Force and its recommendations. As the task force finished, outreach sessions were scheduled at each of the six universities. These outreach sessions were utilized to update the campuses and special schools on the progress and recommendations of the task force.

    Additionally, multiple meetings and discussions were held with the Council of Presidents and Superintendents, Academic Affairs Council, Business Affairs Council, and Student Affairs Council. The proposed SDBOR Strategic Plan (Attachment I) culminated from those meetings and SB55 Task Force's recommendations. Within the plan, there are five overarching goals identified, including:

- Governance
- Access and Affordability
- Academic Excellence, Student Outcomes and Educational Attainment
- Workforce and Economic Development
- Financial Health and Competitiveness

(Continued)
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DRAFT MOTION 20220329_4-J:
    I move to approve the 2022-2027 Strategic Plan, as presented in Attachment I.

The plan outlines those goals and strategies with tightly coupled initiatives that can be measured. Over the past several months, this newly proposed plan has been vetted by several stakeholders allowing time to provide input and to recommend changes as appropriate.

IMPACT AND RECOMMENDATION
Dr. Maher recommends approval of the 2022-2027 SDBOR Strategic Plan.

ATTACHMENTS
Attachment I – Strategic Plan

Strategic Plan
2022 - 2027

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"Upon the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people may be engaged in."
-President Abraham Lincoln

Prepared by: Dr. Brian L. Maher 01/15/2022

A Message from the Executive Director

After the 2020 South Dakota Legislature passed Senate Bill 55 into law, a 20-member task force of legislative, business, and education leaders took its charge to heart. From October 2020 to June 2021, the task force engaged in a detailed study of operations and functions of higher education under the Board of Regents' authority.

As the task force work progressed, it became clear that a new strategic plan must guide the Board of Regents' direction going forward. The final task force report and recommendations, along with numerous internal and external discussions, have greatly informed and shaped the new strategic plan found on the following pages.

This new plan sets out strategies, objectives, and outcomes that establish a strong foundation for our South Dakota public universities. The work now underway includes developing new performance metrics that will tightly couple to the plan, serving as indicators of progress.

As we proceed, we must be mindful of external factors that affect the work we do, such as state and regional demographic trends. In December 2020, the Western Interstate Commission for Higher Education (WICHE) updated its projections of high school graduates nationally through the year 2037. Key findings from this study will shape how South Dakota public universities react and respond in the future:

- Nationally, the number of high school graduates is expected to peak in the mid-2020s before entering a period of modest decline through the end of the projections in 2037.
- COVID-19 introduces significant uncertainty into the projections.
- Increased diversification of the graduating classes is a projected trend.
- Significant state and regional variation are important features of these projections.

After the Senate Bill 55 Task Force completed its work, the Board of Regents took its recommendations to the campuses and their local communities. We held stakeholder outreach sessions and presented to state policymakers, executive branch agencies, and their staff. With continued examination and dialogue, we expect many of these ideas to positively influence Board of Regents' policy and actions long term.

This strategic plan is a tool to help us understand our past successes or failures, while we develop new ideas for a stronger public university system of the future. It creates structure for a continuing, robust dialogue. Moreover, it serves as a tactical plan to turn strategy into action, delivering South Dakota a well-educated workforce and engaged citizens.

Brian L. Maher

Brian L. Maher

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Educational Impact to South Dakota

The Board of Regents governs the six public universities and the two special schools. It works to advance the state of South Dakota through teaching, research, and service.

South Dakota's public universities include:
- Black Hills State University
- Dakota State University
- Northern State University
- South Dakota School of Mines and Technology
- South Dakota State University
- The University of South Dakota

South Dakota's special schools include:
- South Dakota School for the Deaf
- South Dakota School for the Blind and Visually Impaired

Public post-secondary education has a direct annual impact on the state of South Dakota. A recent Economic Impact Study of South Dakota's public universities resulted in the following findings[i]:

- **34,520 students served**
- **10,000 employees within the Regental system**
- **12,354 generated jobs**
- **550,000 volunteer hours valued at $3.8 million**
- **Education drives lower unemployment rates**
- **$2.1 billion combined economic impact**

Public post-secondary education is critical for the state of South Dakota. Improving upon the quality of education, student success, and degree attainment--as outlined in this strategic plan--will only make the state stronger.

[i] SDBOR Economic Impact Study (2021)

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Mission Statement

The Board of Regents' mission is to provide an excellent, efficient, accessible, equitable, and affordable public university and special schools system that improves South Dakota's overall educational attainment and research productivity, while enriching the intellectual, economic, civic, social, and cultural life of the state, its residents, and its communities.

Vision Statement

The public university and special schools' system will educate more individuals to higher levels to enhance state workforce development and will move more research into viable businesses to support state economic development.

Challenges and Opportunities

The Board of Regents' mission and vision begin to set the stage for the strategic plan. In order to identify accurate goals, the following challenges and opportunities are considered to create necessary change.

- High school graduates "will peak" modestly and *then decline by the mid-2020s.* As a result, competition for high school graduates in the region will increase, enhancing the need to enroll more non-traditional student populations, underserved populations as well as non-resident student populations.[i]

- Attracting and retaining non-resident students will be even more important in reducing workforce shortages and will require creative tuition and fee pricing policies.

- Creating opportunities for additional academic delivery models that offer enhanced educational quality will be critical for additional enrollments and an important strategy for affordability.

- Strategic investments in higher education's physical/technical infrastructure will be necessary to allow South Dakota to compete in the modern economy.

- Recruiting and retaining qualified faculty and staff will be essential due to shifts in workforce demographics and economic drivers.

- Workforce shortages will increase as skilled job growth exceeds the growth of available skilled workers.

- Increasing awareness and advocating on behalf of post-secondary education will be critical for student enrollment, recruiting and retaining talent.

- Engaging in discussions on brain drain and impact to the South Dakota workforce will be critical.

[i] WICHE Report (2020). Knocking at the college door: Projections of high school graduates. https://knocking.wiche.edu/wp-content/uploads/sites/10/2020/12/Knocking-pdf-for-website.pdf

Strategic Focus

This strategic plan will begin in 2022 and conclude at the end of 2027. The strategic tenets and goals include: <u>Governance</u>, <u>Access and Affordability</u>, <u>Academic Excellence, Student Success and Educational Attainment</u>, <u>Workforce and Economic Development</u>, and <u>Financial Health and Competitiveness</u>.

> Goal 1: Governance
> Goal 2: Access and Affordability
> Goal 3: Academic Excellence, Student Success and Educational Attainment
> Goal 4: Workforce and Economic Development
> Goal 5: Financial Health and Competitiveness

To align system priorities in a meaningful way, the following foundational statements will be incorporated in the development of goals, priorities, objectives, and outcomes.

- South Dakota's workforce will add approximately 32,000 new jobs by 2030; of those, 38% will require a *need for bachelor's and more advanced degrees*[i].

- South Dakota's population *will need to be more highly-educated*[ii].

- South Dakota will require advanced levels of education to support the *knowledge-based economy*.

- South Dakotans will need *increased access* to continuing education opportunities to upgrade their credentials while remaining in the workforce.

- South Dakota will strive to work toward programming that will meet the need of the workforce, while *partnering with business and industry using high impact practices* to prepare our students for gainful employment.

- The South Dakota *economy will benefit from significant increases in university and associated research-derived commercialization* activities.

- South Dakota will be a *recognized national leader* in the use of system information technology to enhance its educational, economic, social, scientific, and political development.

[i] Emsi Report (2021). Degree and Workforce Gap Analysis.
[ii] Emsi Report (2021).

- -

Priorities, Objectives, Actions, Measurements Defined

The strategic focus of this strategic plan drives the goals as outlined in the next several pages. To achieve success, the goals each have a priority, objective(s), action(s), and a performance measurement. The regental staff will develop additional tactics to successfully operationalize. The terms used are defined as:

- <u>Strategic Priority</u> : the strategic initiative identified to achieve part or all of the goals.

- <u>Objective</u>: the measurable unit of the strategy in meeting the project or functional area identified in the strategic priority.

- <u>Actions</u>: the steps the Regents and their staff will implement to achieve the objectives.

- <u>Performance Measures</u>: the measurement (qualitative or quantitative) that will be employed to evaluate the success of the actions used to achieve the Strategic Priority.

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PLAN GOALS

Governance

Goal 1:

The Board of Regents shall **govern** the six public universities and two special schools to engage, advocate and ensure stewardship in post-secondary public education policy, resource utilization and overall Regental effectiveness.

Access and Affordability

Goal 2:

The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. **Access** *to affordable* education is the cornerstones to ensuring South Dakotans attend a public post-secondary institution.

Academic Excellence
Student Outcomes
Educational Attainment

Goal 3:

South Dakota public universities and special schools shall focus on **student success** while providing a quality educational experience.

Workforce Development
Economic Development

Goal 4:

South Dakota public universities shall create academic programming that responds to the changing educational and **workforce skills** needed to meet the demands through 2030; promote strategic engagement and investment designed to enhance and drive the state's long-term economy.

Financial Health
Competitiveness

Goal 5:

South Dakota public universities and special schools shall continue to seek means for improving the **financial health,** efficiency and effectiveness, and overall **competitiveness** for the South Dakota public universities and special schools in the delivery of educational services.

Goal 1: Governance

The Board of Regents shall govern the six public universities and two special schools to engage, advocate and ensure stewardship in post-secondary public education policy, resource utilization, and overall Regental effectiveness. To further this goal, the Board of Regents will encourage continuous improvement in planning and governance, stewardship, procedures and policies, and administrative processes that enable stakeholders to achieve shared strategic goals.

To ensure that the Regental system continues to enhance programming, compete nationally, and ensure financial stewardship, the Board of Regents supports the need to reinvest in updating mission statements, advocacy, and continuous improvement on behalf of the academic and administrative functions.

**AUG 2022
DEC 2023**

Mission

Step 1 - Discover definitions, defining characteristics. Report to the Board August 2022 BOR Meeting.

Step 2 - Research and identify common shared interests, unique qualities by campus. Report to the Board August 2023 Meeting.

Step 3 - Develop recommendations on enrollment strategies connected to tuition and fees. Report to the Board December 2023 BOR Meeting.

Step 4 - Engage an outreach campaign to the public on the unique missions for the campuses.

**JAN 2022
DEC 2024**

Communication Campaign

Step 1 - Rebrand the Board of Regents Logo. Report to the Board at its March 2022 BOR Meeting.

Step 2 - Enhance website. Report to the Board at its May and August 2022 BOR Meeting.

Step 3 - Develop and deploy enhanced dashboards, Fact Book by December 2022.

Step 4 - Establish annual goals for outreach to stakeholders.

**JAN 2022
DEC 2027**

Continuous Improvement (LEAN)

Step 1 - Identify two Lean process improvements annually or 10 within the five-year period.   Report to Board through a communication from the Executive Director.

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Goal 1: Governance Strategic Priorities

Mission Review and Revision

Objective: Develop a new Mission Framework over the next 24 months to be completed by December 2023.

Actions:
- Evaluate current BOR mission statements with stakeholders;
- Recommend revisions to increase strategic advantage of each university, and
- Report recommendations to the BOR over three Regental meetings.

Performance Measures:
- Complete Definitions and Characteristics by August 2022 BOR Meeting.
- Complete shared and unique qualities by August 2023 BOR Meeting.
- Complete BOR Policy by December 2023 BOR Meeting.

Educate/Advocate/Communicate

Objective: Improve upon and expand advocacy for public higher education over the next 36-48 months (January 2022 - December 2025).

Actions:
- Rebrand and redevelop website;
- Expand tools, medium, and approaches; and
- Develop an awareness campaign.

Performance Measures:
- The rebrand should be completed within six months and approved by March 2022.
- Website development completed by August 2022.
- Dashboards, Fact Book enhancements by December 2022.
- Annual goals will be defined for campaigns.

Continuous Improvement Review

Objective: Implement two Lean continuous improvement projects annually or a total of 10 over the next five years.

Actions:
- Identify two functional areas annually for a continuous improvement review.
- Create a team to assess the functional workflow and project.
- Implement the identified Lean process for increased efficiency and effectiveness.

Performance Measures:
- Annual goals to be established by the Executive Director as they relate to each Lean Project.
- A summary will be provided to the Board of Regents annually at its August BOR Meeting.

Rationale

Mission: During the SB55 Task Force, both the Academic and Administrative Committees recommended a review of the campus missions. The Board of Regents governs a unified higher education system in which its six universities each contribute in distinct ways. The academic recommendation was that the new mission framework should define the curriculum emphases of each institution to effectively regulate unnecessary academic program duplication and aid informed decision-making on low enrolled programs as requested within SB 55. In addition, having a unique institutional mission has further benefits. Revised mission statements should establish substantive differentiation in the service each university fulfills within the broader system mission to the state in academic programming, geographic areas served, and scope of research investments.

Educate/Advocate/Communicate: During the SB55 Task Force, the overall committee consensus was to increase advocacy around the value of higher education. The final report suggested the Board of Regents should broaden relationships with state officials, legislators, congressional representatives, workforce/industry leaders, K-12 community, technical colleges, public university home communities, and the public. The task force noted the importance of relationship building with these constituencies to achieve appropriate recognition for higher education's contributions to the state and equitable funding for each institution.

Continuous Improvement: Working together with the task force, the legislature and the universities, one of the goals incorporates continuous improvement through lean processes, and effective utilization of resources. During the BOR 2021 outreach sessions, SB55 committee dialogue, Regental meetings, and other means of communication, the Board of Regents identified that collaboration of programming, information technology solutions, policy and practices would further strengthen the system through effectiveness and efficiency. Therefore, utilizing a Lean process will further promote this collaboration.

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Goal 2: Access and Affordability

The Regental system is the largest public post-secondary education system in South Dakota. This system offers both undergraduate and graduate education. Access to affordable education is the cornerstone to ensuring South Dakotans who desire to attend a public post-secondary institution can. The Board of Regents must prepare pathways for enrollment efforts to ensure this strategic plan and the strategies identified within it are successful.

Pathways selected to achieve this strategic goal include the following: access through a competitive tuition and fee model; education on the state-wide needs-based scholarship and FAFSA completion initiatives; strategic enrollment initiatives to attract traditional high school students, adult learners, and graduate students; and a policy review and recommendation to facilitate seamless transfer into a Regental university. Partnerships will be essential for success around seamless transfer. Together efforts focusing on traditional students, underserved populations, non-traditional populations, and transfer students will be a critical building block to ensuring that every qualified South Dakotan can access public post-secondary education.

JAN 2022 DEC 2023

FAFSA Completion Intiative

Step 1 - Develop and implement a software platform for FAFSA reporting, January 2022
Step 2 - Implement a pilot with participating high schools, January 2022-May 2022.

Step 3 - Implement a state-wide project with participating high schools for FAFSA Completion Awareness, September 2022.

Step 4 - Report to the Board regularly on status of initiatives.

JAN 2022 DEC 2027

Enrollment Initiative

Step 1 - Create think-tanks for strategic enrollment strategies.

Step 2 - Work with South Dakota high schools partnering on the value of post-secondary education, dual enrollment campaigns, and other collaborative initiatives.

Step 3 - Review statistics annually and initiate tactics to enhance the goal outlined in the plan.

Step 4 - Report to the Board regularly on status of initiatives.

JAN 2022 DEC 2027

Transfer Initiative

Step 1 - Revise policies on transfer initiatives, December 2022.

Step 2 - Create state-wide partnerships for transfer opportunities.

Step 3 - Review statistics annually and initiate tactics to enhance the goal of 5% growth.

Step 4 - Report to the Board regularly on status of initiatives.

JAN 2022 DEC 2024

Tuition and Fees

Step 1 - Analyze new tuition and fee models, August 2024.

Step 2 - Engage in a system-wide collaboration on Open Educational Resources (OER) options.

Step 3 - Report to the Board regularly on status of initiatives.

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Goal 2: Access and Affordability - Enrollment Initiatives Strategic Priorities (Part 1)

FAFSA Completion Initiatives

Objective: Increase FAFSA applications throughout the state of South Dakota by 5% annually.

Actions:
- Review the FAFSA Tracker and establish goals annually.

- Partner with the SD Department of Education, SD Educational Access Foundation, high schools, and Mapping Your Future.

- Implement the FAFSA Completion Portal state-wide.

Performance Measures:
- Measure total numbers of the prior year FAFSA Application to the current FAFSA Application period.

- Utilize the FAFSA Tracker with Mapping Your Future.

Student Enrollment

Objective: Increase SD high school enrollments by 5% over the established baseline.

Actions:
- Create initiatives to further develop and promote strategic enrollment campaigns, think-tanks, practices, and policies.

- Review percentage change annually and identify tasks to further promote accomplishment of the enrollment goals.

- Initiate creative pathways increase awareness/value of post-secondary education.

Performance Measures:
- Measurement should be completed annually and at the end of the five years for the cumulative total goal.

- Annual outcomes will be measured throughout the period to evaluate the overall five-year goal and tasks assigned.

Seamless Transfer Initiative

Objective: Increase transfer enrollment by 5% through improved access to bachelor's degree programs for students with earned credits from technical and community colleges.

Actions:
- Revise transfer policies and guidelines to be more student-centered.

- Evaluate outcomes each year and reassess the policies and guidelines. Make changes as necessary to facilitate objectives.

- Identify strategic partnership opportunities with the Board of Technical Education to improve traditional transfer and reverse transfer in South Dakota.

Performance Measures:
- Measure transfer enrollments as of Fall Census and Spring Census annually.

- Measure total count at the end of the five-year period.

Rationale

FAFSA: In the 2020 South Dakota Legislature, a bill was supported and passed for a new needs-based scholarship. This is a critical step toward meeting the financial needs of South Dakotans. The Board of Regents received funding to develop and implement a FAFSA Completion Portal and educational campaign. The overall goals of these grants were to develop the technology, increase awareness of FAFSA, and create partnerships with selected school districts to implement a pilot for the FAFSA Completion Portal. The FAFSA Completion Portal will provide local school districts with the data tools necessary to document students that have or have not completed their FAFSA.

Student Enrollment: Given that the state of South Dakota passed the Freedom Scholarship and private funding of the FIRST Premier Scholarships, there is momentum to increase access to prospective students from low-income families. In addition, with the FAFSA Portal and communication campaign, South Dakota will have tools to assist in growing enrollments from the traditional high school student population. While this initiative will focus on the traditional population special focus should also go toward increasing enrollments from student populations who don't typically attended a South Dakota post-secondary institution. This includes underserved traditional student populations, and those traditional student populations that would otherwise attend out-of-state colleges and universities.

Seamless Transfer: The Board of Regents must revise policies on transfer to create clear, efficient, student-centered pathways that honor prior successful college coursework and allow flexibility for students who wish to complete a bachelor's degree. Current policies, particularly those surrounding in-state technical college credits, should be simplified and revised. The 2020 agreement on articulated general education between the Board of Technical Education and Board of Regents should be reflected in policy and used as a model for future collaboration. Articulation agreements must be reviewed, revised, and renewed to improve seamless transfer. Additionally, options should be available for those who complete an associate degree but wish to pursue a different major or attend a different Regental university than the one articulated.

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Goal 2: Access and Affordability - Cost of Attendance Strategic Priorities (Part 2)

Tuition and Fee Cost Model

Objective: Analyze new tuition and fee model(s) based on a competitive market comparison, student access, student demographic, and population needs by Fall of 2024.

Actions:
- Evaluate current BOR tuition and fee structure with stakeholders.
- Recommend revisions to increase strategic enrollment impact to the Tuition and Fee model.
- Report recommendations to the BOR.

Performance Measures:
- Review a Tuition and Fee proposal by August 2022 with BOR.
- Review Recommendation to implement new Policy by April 2023.

Cost Reduction Course Content

Objective: Engage in a system-wide collaboration and grant opportunity for funding to incorporate open educational resources/content (OER).

Actions:
- Create a system coalition for OER content including faculty, library and bookstore stakeholders.
- Explore ideas to engage faculty momentum in OER adoption.
- Research and apply for OER grant opportunities.

Performance Measures:
- Meet quarterly with coalition.
- Document grant opportunity received for OER annually and over the five-year period.
- Tasks assigned will be measured throughout the period to evaluates accomplishment of the five-year goal.

Rationale

Tuition and Fees: The Board of Regents aspires to be regionally competitive and to ensure tuition and fees are not creating undue obstacles for students. The Average Net Price, according to the National Center for Education Statistics, is defined as the "average yearly price charged to first-time, full-time undergraduate students receiving student aid at an institution after deducting student aid" this is the "sticker price" which provides students and families on the cost of attendance[i].

By working to keep tuition, fees, and other expenses as low as possible, the university system advances several important goals, such as improving college access for students of all income levels, reducing the long-term debt of student loan borrowers, and helping South Dakota's institutions compete for both in-state and out-of-state students. Combined, these goals are of tremendous importance to the state's long-term economic prosperity.

Open Educational Resources: Open Educational Resources (OER) provides a mechanism to assist in reducing the cost of attendance for students by reducing the overall costs of course content. This is particularly of interest to students looking for more affordable course content.   Engaging faculty and students will create a pathway to support toward OER materials.

[i] National Center for Education Statistics. Average institutional net price FAQs. https://nces.ed.gov/ipeds/report-your-data/faq-average-net-price

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Comprehensive Regional Colleges

Black Hills State University

Pictured to the left and nestled in the beautiful Black Hills of South Dakota, BHSU has an emphasis on teacher education, science, business, and humanities.

Economic Impact:
- $135.9 Million Impact
- 1,019 Jobs
- $6.2 Million Taxes

Student Statistics:
- 3,858 Students
- 616 Graduates Annually
- 74.2% Local SD Students
- 21% First Generation

Academic Statistics:
- 56 Undergraduate Programs
- 7 Graduate Programs
- 24 Certificate Programs

- -

Northern State University

Pictured below, NSU is one of the comprehensive regional campuses with an emphasis on teacher education, business and the arts and sciences.

Economic Impact:
- $180.7 Million Impact
- 1,008 Jobs
- $6.8 Million Taxes

Student Statistics:
- 3,427 Students
- 374 Graduates Annually
- 78% Local SD Students
- 35% First Generation

Academic Statistics:
- 55 Undergraduate Programs
- 9 Graduate Programs
- 23 Certificate Programs

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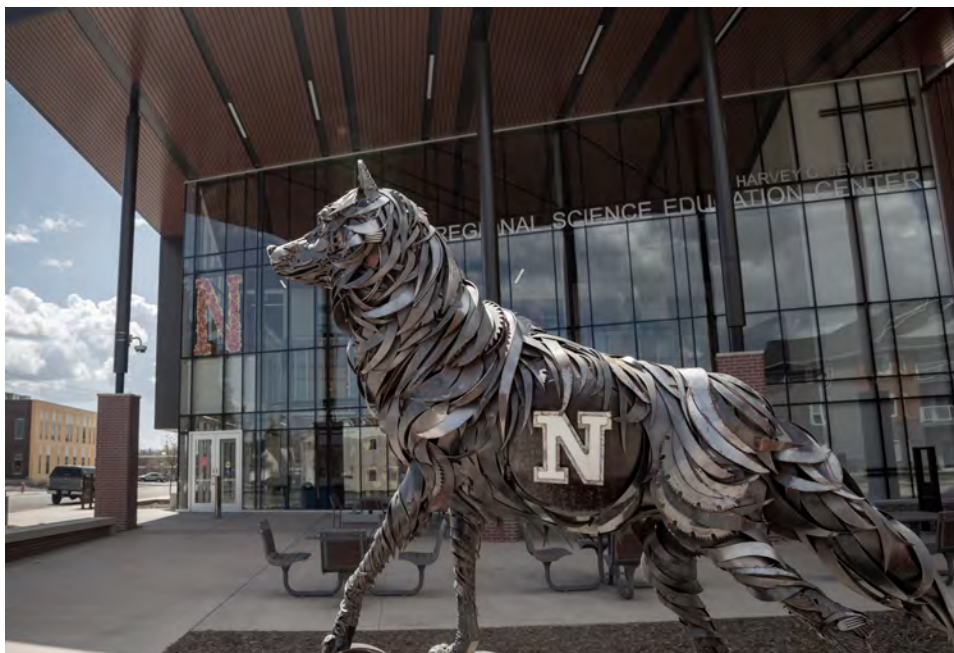
Goal 3:

Academic Excellence, Student Outcomes, Educational Attainment

Successful student outcomes will be facilitated when student learning outcomes, academic curriculum, and assessments are aligned to nationally recognized standards. National standards can be measured by understanding accreditation for higher education institutions. The Regental universities are accredited through the Higher Learning Commission (individually) and academic programs may have additional specialized accreditation. Specialized accreditation is highly desired to ensure that graduates of highly technical and professional fields meet outcomes required by the university, the state, and industry.

Student success includes academic success such as retention and grade point average, it also includes financial stability and social well-being. A balanced experienced helps to ensure students succeed in their educational attainment goals, which is essential to the Board of Regents. Universities employ many strategies locally to include advising, pathways, mentoring, co-curricular activities, etc. The system office can particularly assist in areas around student mental health and financial aid needs-based campaigns. The result of these strategies supports degree completion.

In the spring of 2021, the Board of Regents conferred 4,723 undergraduate degrees and 1,644 graduate degrees. The average undergraduate four-year completion rate for students monitored through their home campus in FY21 was 35.6%; the national average was 40.6%. The system average four-year undergraduate completion rate for a student starting at one Regental university and completing at another was 37%. When comparing undergraduate completion rates to that of the United States average, SD lags approximately 3% behind. Improving the completion rate is particularly urgent, as the projected need in South Dakota workers with a bachelor's degree or higher is anticipated to be 38% higher by 2030.

**JAN 2022
DEC 2027**

Academic Excellence

Step 1 - Prioritize new program proposals requiring specialized accreditation.

Step 2 - Prioritize new program proposals with high-impact practices and workforce alignment.

Step 3 - Decrease the number of low productivity programs improving resources for high-demand programs.

Step 4 - Report to the Board at its December BOR Meeting.

**JAN 2022
DEC 2027**

Student Outcomes

Step 1 - Increase advocacy around student mental health.

Step 2 - Increase visibility of support for extended mental health services.

Step 3 - Foster solutions for advising, co-curricular support, student planning, and academic support models.

Step 4 - Initiate collaborative partnerships for STEM pathways.

Step 5 - Report to the Board at its December BOR Meeting.

**JAN 2022
DEC 2027**

Educational Attainment

Step 1 - Increase completion at home campus through advising, curriculum scheduling, expending modalities, etc.

Step 2 - Increase completion within Regental system through seamless transfer, targeted campaigns and communications.

Step 3 - Report to the Board at its June BOR Meeting.

Goal 3: Academic Excellence
Strategic Priorities (Part 1)

Sustainable Academic Portfolio	Sustainable Academic Portfolio	Sustainable Academic Portfolio
Objective: Increase by 10% accredited programs (highly technical and professional fields).	**Objective:** Increase the percentage of program proposals containing High Impact Practices from 60% to 70% at the undergraduate level.	**Objective:** Enhance resources for mission critical and high demand programs.

Sustainable Academic Portfolio

Objective: Increase by 10% accredited programs (highly technical and professional fields).

Actions:
- Prioritize new program proposals that require specialized accreditation, and support existing programs to seek specialized accreditation where possible.

- Review each year's percentage change and identify tasks associated to further promote accomplishment of the strategy.

Performance Measures:
Government Operations and Audit Committee (GOAC): Academic Success - Professional Licensure and Academic Quality through Accreditation Reporting.

Sustainable Academic Portfolio

Objective: Increase the percentage of program proposals containing High Impact Practices from 60% to 70% at the undergraduate level.

Actions:
- Require new program proposals to identify high impact practices that will be used in new programs, and prioritize the approval of new programs that robustly implement high impact practices.

- Review each year's percentage change and identify tasks associated to further promote accomplishment of the strategy.

Performance Measures:
Government Operations and Audit Committee (GOAC): Academic Success - High Impact Proposals Reporting.

Sustainable Academic Portfolio

Objective: Enhance resources for mission critical and high demand programs.

Actions:
- Implement new policy and reporting to measure productivity.

- Review each year's percentage change and identify tasks associated to further promote accomplishment of the strategy.

Performance Measures:
Internal measurement (new policy will need time to operationalize results).

Rationale

Academic Portfolio: University accreditation is critical to ensure students receive a quality educational experience. Accreditation is a peer-driven, self-regulatory quality assurance[i] process. To support increased rigor applied to programming and new program creation, the desire to increase the number of programs with specialized accreditation will be a priority. Students who graduate from a university with specialized accreditation often gain eligibility for licensure exams, and specialized accreditation enhances the reputation of the university.

The SB55 Committee on Academics identified the need to not only streamline the workflow of programming, but also to ensure university academic portfolios contain vital programs that prepare students. High impact practices (HIP)[ii],[iii] are research-based instructional strategies that foster student engagement, enhance learning, and nurture skills like critical thinking, problem-solving and decision-making. Examples of HIP include: first-year seminars, learning communities, writing-intensive courses, service learning, internships, capstone projects, undergraduate research, collaborative assignments, etc. As programming is tightly coupled to the Board of Regents Workforce and Economic Development Goal, having programming and curriculum designed to meet the needs for the workforce will further facilitate meeting those objectives.

SB55 Committee on Academics also recommended a change in how the system manages low enrolled programs by recommending policies for new program evaluation procedures[iv]. The new policy that was recommended will move toward best practices and an evaluation cycle.

[i] Higher Learning Commission. Guiding Values. Retrieved from https://www.hlcommission.org/Publications/guiding-values.html
[ii] Kuh, George D., and O'Donnell, Ken (2013). Ensuring quality & taking high-impact practices to scale. Association of American Colleges & Universities: Washington, DC. Retrieved from https://www.aacu.org/sites/default/files/files/LEAP/HIP_tables.pdf.
[iii] Kuh, George D. (2008). High-Impact Practices: What They Are, Who Has Access to Them, and Why They Matter. Association of American Colleges and Universities, 14(3), 28-29).
[iv] South Dakota Board of Regents (2021). Senate Bill 55 Task Force Recommended Policy Revision: BOR Policy 2:34 Academic Program Evaluation (New Policy) (First Reading). Retrieved from https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/6_D2_BOR1021.pdf

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Goal 3: Student Outcomes Strategic Priorities (Part 2)

Student Academic Success

Objective: Increase advocacy around academic support initiatives to further engage students in their academic success.

Actions:
- Foster solutions for advising, co-curricular support, student planning, and academic support models.
- Initiate collaborative partnerships for STEM pathways.

Performance Measures:
- Measure success in solutions achieved through academic support models.
- Measure retention of full-time, first-time students from Fall to Fall.

Student Well-Being

Objective: Increase advocacy around student mental health.

Actions:
- Explore funding initiatives for student mental health.
- Increase visibility of support for available mental health services.

Performance Measures:
- Measure the number of advocacy meetings held or attended by BOR staff or representatives.
- Measure funding allocation awarding if provided through grants, federal funding, state funding, etc. if available.

Rationale

Student Academic Success and Well-Being: SB55 Committee on Administration recommended that the university system should work with the State of South Dakota for additional American Rescue Plan Act (ARPA) funding to implement supplemental Student Tele-Mental Health for the students of the Regental system (BHSU, DSU, NSU, SDSMT, SDSU and USD)[i].

With the onset of the pandemic (COVID-19), the need for student mental health services has increased. In addition, there is a need to educate faculty and staff on the signs of mental health needs. Prior to COVID-19, a New York Times article stated that over 60% of students reported having "overwhelming anxiety"[ii]. Inside Higher Education provided that a quarter of those surveyed during the COVID-19 crisis had considered suicide[iii].

When researching student mental health needs, it was found that the University of Georgia System[iv] had implemented a supplemental package as they navigated the COVID-19 pandemic. With the findings in the research and the fact that other systems have pursued additional mental health funding, the SB55 Committee on Administration recommended that SDBOR work to create a temporary tele-mental health package for students providing telehealth and additional mental health awareness and education.

In addition to providing student support services, the Board of Regents will pursue academic support initiatives to facilitate student success including student planning, academic support, completion strategies, retention, transfer, etc.

[i] South Dakota Board of Regents (2020). Final Senate Bill 55 Task Force Report and Recommendations. https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/3_I_BOR1021.pdf
[ii] Wolverton, Brad (2019). As students struggle with stress and depression, colleges act as counselors. New York Times. Retrieved from https://www.nytimes.com/2019/02/21/education/learning/mental-health-counseling-on-campus.html
[iii] Anderson, Greta (2020). Mental health needs rise with pandemic. Inside Higher Education. Retrieved from https://www.insidehighered.com/news/2020/09/11/students-great-need-mental-health-support-during-pandemic.
[iv] University System of Georgia (2020). USG significantly expands access to student mental health support services. Retrieved from https://www.usg.edu/news/release/usg_significantly_expands_access_to_student_mental_health_support_services

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Goal 3: Educational Attainment Strategic Priorities (Part 3)

Completion by Cohort (Home University)

Objective:
- Increase the percentage of students who complete their undergraduate program within four-years from 35.6% to 40.6% at the home (cohort) campus.
- Increase the percentage of students who complete their undergraduate program within six-years from 55.4% to 60.4% at the home (cohort) campus.
- Expand the type of instructional methodologies/ modalities to meet the demand of students.

Actions:
- Utilize the system advising and academic affairs team to consider policies and guidelines on student success models.
- Review academic course rotations, course enrollment, and section offering to determine if they meet all student population needs (traditional and non-traditional student populations).
- Understand new modalities and programming to further promote working professionals/adult learners' completion goals.
- Recommend changes as needed to meet objectives.

Performance Measures:
- Government Operations and Audit Committee (GOAC) Reporting

Completion by Regental System (Transferability)

Objective:
- Increase the percentage of students who complete their undergraduate program within four-years from 37% to 42% within the system.
- Increase the percentage of students who complete their undergraduate program within six-years from 59% to 64% within the system.
- Initiate a review to ensure seamless internal Regental student transfers from home campus to another within the system.
- Increase completion for students who attended a Regental university but stopped out prior to degree attainment.

Actions:
- Evaluate system and university policies on transfer; expand collaborative programs between system universities; and ensure common courses are used where possible.
- Work closely with leadership at the universities to identify South Dakota students who have earned credits from a Regental university but no degree.
- Implement a communication campaign for stopped-out students to achieve educational attainment.

Performance Measures:
- Government Operations and Audit Committee (GOAC) Reporting

Rationale

Educational Attainment: The SB55 Committee on Academics recommended that the Regental system implement a new policy and practice around course enrollment management[i]. The need to incorporate a more holistic policy on course rotation, academic capacity, and enrollment is essential for a quality experience. It is a priority to manage the rotation to ensure students can graduate in four years. Effective planning can be measured through completion statistics. While students may stop-out for various reasons, trying to promote completion in four-years leads to positive student outcomes and their educational attainment.

Our goal is to support degree attainment by our Regental students within their cohort/home campus where possible. When students stop-out or determine to transfer to another Regental university, the goal shall including a seamless transfer within in the Regental system.

Where students do not complete within six years, a review will be conducted to identify the following options for those students within the Regental system: seamless transfer from one to another university for completion, review of credit hours for completion at the associate degree, or identify another pathway for completion.

[i] South Dakota Board of Regents (2021). Senate Bill 55 Task Force Recommended Policy Revision: BOR Policy 2:35 Course Enrollment Management (New Policy) (First Reading). https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/6_D3_BOR1021.pdf

Goal 4:
Workforce and Economic Development

Public post-secondary higher education serves as a critical pipeline for the workforce locally in South Dakota as well as nationally and globally. Being recognized as a leader through effective academic programming, aligning students to the workforce, and realizing competencies and outcomes for students shall be paramount to the Board of Regents. That is why every South Dakota public university shall create academic programming that responds to the changing educational and workforce skills needed to meet the demands through 2030 and ensure engagement designed to enhance the state's long-term economy.

Another economic driver for South Dakota includes research and development. For the Regental system in FY19, there was over $168 million in research impact with over 974 jobs supported and sustained.

JAN 2022
DEC 2027

Workforce Alignment

Step 1 - Align new or enhanced undergraduate programs to the South Dakota and national workforce.

Step 2 - Utilize the Degree and Workforce Gap Analysis and national research while working with business and industry.

Step 3 - Place a special emphasis on STEM, Teacher Education, Nursing and Healthcare, and Business undergraduate completion.

JAN 2022
DEC 2024

Business and Industry Partnerships

Step 1 - Increase advocacy with local and regional business and industry.

Step 2 - Increase academic programming and strategic partnerships with business and industry.

Step 3 - Establish annual goals for outreach to stakeholders.

JAN 2022
DEC 2027

Student Placement Opportunities

Step 1 - Work with state-wide coalition to decrease the loss of South Dakota graduates.

Step 2 - Increase awareness of placement needs, and opportunities within South Dakota for graduates.

JAN 2022
DEC 2027

Research and Development

Step 1 - Increase advocacy across the state of South Dakota to increase public/private partnerships.

Step 2 - Promote strategic investments in critical need areas to fuel South Dakota's knowledge based economy.

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Goal 4: Academic Strategic Priorities (Part 1)

Workforce Alignment

Objective:
- Align new or enhanced undergraduate programming to the South Dakota and national workforce needs utilizing the Degree and Workforce Gap Analysis, national research, and working with regional private partners.
- Focus on increasing STEM graduates to 32.8%, Teacher Education graduates to 11.3%, Nursing graduates to 13%, Healthcare to 9.5% and Business to 11.9%.

Actions:
- Initiate and implement a policy, practice that monitors new program requests.
- Identify a goal with market demand data to support a percentage increase toward workforce initiatives.
- Conduct a Gap Analysis every 3-5 years

Performance Measures:
- Government Operations and Audit Committee (GOAC) Performance Measures - STEM, Nursing, Healthcare, and Business Reporting

Establish Partnerships

Objective: Increase advocacy for workforce needs through a partnership with local and regional businesses and industries. Increase partnerships with the state of South Dakota (DOE, DLR, BOTE, Governor's Office).
- Increase academic programming and strategic partnerships to include innovative internships, tuition assistance, academic program support/sponsorship, instructional support, scholarships, sponsored research including graduate assistantships, etc.

Actions:
- Implement outreach campaigns to establish networks for workforce engagement toward advocacy.
- Complete an updated Gap Analysis within 3-5 years.
- Identify goals to better connect academic programming with business and industry need.

Performance Measures:
- Completion of quarterly meetings with state government stakeholders.
- Regional business stakeholder meetings held semi-annually.
- Gap Analysis completed by 2025.

Student Placement Opportunities

Objective: Increase the number of graduates remaining in South Dakota:
- increasing statewide and regional placement opportunities for student graduates here in South Dakota, and
- engaging in an awareness campaign on the needs for South Dakota and increasing opportunities to continue in South Dakota.

Actions:
- Identify additional strategies with South Dakota business and industry for internships, on-boarding careers, and financial incentives that lead to employment (highly technical and professional fields).
- Work with campuses on education campaigns on opportunities such as career ladders, induction and mentoring programs, salary enhancement, etc.
- Implement a statewide coalition on graduate retention in South Dakota.

Performance Measures:
- Coalition created by the end of June 2022.
- Communication campaign materials by end of 2022.
- Outreach meetings four times a year with various stakeholders beginning January 2023 annually through 2027.

Rationale

Workforce Alignment: SB55 Committee on Academics recommended that the Board of Regents use the data provided in the program gap analysis to inform decisions on academic program duplication within the system (i.e., academic programs offered at more than one institution). Specifically, according to the SB55 recommendation, "the information provided in the academic program gap analysis should become a central variable in decisions on proposals for new academic programs....and...identify high demand occupations and related academic fields"[i]. By implementing the gap analysis, the academic programming will be more tightly coupled to the South Dakota workforce needs. Universities shall also review their regional and national market workforce needs. Universities may utilize student demand in addition to the gap analysis.

Partnerships: SB55 recommended that the Board of Regents pursue discussions with multiple stakeholders regarding workforce initiatives. Specifically[ii], "The program demand gap analysis should be shared with other stakeholders to aid in promoting workforce development within the state. This includes but is not limited to the state legislature, state agencies, Governor's Office of Economic Development, and regional workforce organizations. Moreover, the Board of Regents should consider partnership with the state technical colleges on future editions of the program demand gap analysis to produce an integrated and comprehensive view of public higher education's relationship to the state workforce". With this recommendation, the Board of Regents has shared with multiple stakeholders the Degree and Workforce Gap Analysis and has started to collaborate with state agencies on partnerships. The next viable step is to foster partnerships with local business and industry. This report is only valid for a short period of time, and the SB55 Committee on Academics supported this be updated every three to five years.

Student Placement: SB55 recommended that the Board of Regents pursue discussions with multiple stakeholders regarding workforce initiatives. The goal to educational attainment should also include pathways to onboarding of careers. By partnering with a workforce coalition there may be additional synergies that can be pursued.

[i] South Dakota Board of Regents (2020). Final Senate Bill 55 Task Force Report and Recommendations. https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/3_I_BOR1021.pdf
[ii] South Dakota Board of Regents (2020). Final Senate Bill 55 Task Force Report and Recommendations. https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/3_I_BOR1021.pdf

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Goal 4: Research
Strategic Priorities (Part 2)

Research and Development

Objective:
- Increase advocacy across the state of South Dakota to increase public/private partnerships in research-based efforts.

- Promote strategic investment(s) in critical research and development areas to fuel South Dakota's knowledge-based economy.

Actions:
- Identify research/business think-tanks.

- Support the universities through an educational campaign for private/public partnerships.

- Deploy resources to support investment in research and development areas with strategic opportunity for South Dakota.

Performance Measures:
- Think-tank creation by December 2023.

- Conduct four meetings annually with different private and public entities on the value of research.

Rationale

Research and Development: The Council of Presidents and Superintendents and the Board of Regents support the need to increase economic development through the pursuit of research. SD Mines, SDSU and USD are heavily engaged in research activity. DSU is also currently pursuing contracting opportunities that have engaged it in the economic engine of research. By actively participating in the conversation of research and the impact to South Dakota awareness, advocacy will bring forth change. According to the SDBOR Economic Impact Study (2021), research has already transformed SD by the receipt of $86.2 million in federal awards, $17.4 million in state awards, $3.2 million in private awards, and $6.8 million in other awards.[i]

[i] South Dakota Board of Regents (2021). Economic Impact Study. https://www.sdbor.edu/mediapubs/publications/EconomicImpact21_w.pdf

Specialty Universities

South Dakota Mines

Pictured above, SD Mines is an engineering and science focused university.

Economic Impact:
- $131.4 Million Impact
- 916 Jobs
- $4.3 Million Taxes

Student Statistics:
- 2,529 Students
- 548 Graduates Annually
- 44.4% Local SD Students

Academic Statistics:
- 22 Undergraduate Programs
- 25 Graduate Programs
- 12 Certificate Programs

- -

Dakota State University

Pictured below, DSU is a technology focused university.

Economic Impact:
- $127.4 Million Impact
- 908 Jobs
- $5.7 Million Taxes

Student Statistics:
- 3,268 Students
- 436 Graduates Annually
- 65.4% Local SD Students
- 40.7% First Generation

Academic Statistics:
- 38 Undergraduate Programs
- 10 Graduate Programs
- 29 Certificate Programs

Economic Impact Study

SDBOR
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Goal 5:
Financial Health, Competitiveness

The affordability and fiscal health of a public post-secondary institution balance on a number of factors, including student debt, administrative and academic services, information and technological advancements, information security, and economic competitiveness. Therefore, maximizing resources across the Regental system is essential not only for students and employees but also for the entire state of South Dakota. To meet its many demands, the Regents will strive to ensure the universities maintain a healthy Composite Financial Index per university accreditation guidelines, that the tuition and fee structure is competitive, and that advancements in technology are managed to ensure 'student-centered system' principles are held.

Therefore, South Dakota public universities and special schools shall continue to seek means for improving the financial health, efficiency and effectiveness, and overall competitiveness for the South Dakota public universities and special schools in the delivery of educational services.

JAN 2022
DEC 2027

Financial Health

✓ Step 1 - Analyze the Composite Financial Indicator, annually.

Step 2 - Analyze the Auxiliary Systems Coverage Ratio, annually.

Step 3 - Report to the Board through the Executive Director during meetings, reporting, and communications on strategy outcomes.

JAN 2022
DEC 2027

Competitive Average Net Price

Step 1 - Increase the position of the Regental system to that of its regional competitors.

Step 2 - Work toward a competitive tuition and fee model and implement strategies to reduce the default rate by students.

Step 3 - Report to the Board through the Executive Director during meetings, reporting, and communications on strategy outcomes.

JAN 2022
DEC 2023

Technological Advancements

Step 1 - Implement a system Regental policy on interoperability.

Step 2 - Implement an operational Lean process for requisition of technology.

Step 3 - Report to the Board through the Executive Director during meetings, reporting, and communications on strategy outcomes.

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Goal 5: Financial Health/Competitiveness Strategic Priorities

Financial Health

Objective:
- The Regental universities shall have a Composite Financial Index (CFI) at or above 3.0 annually.
- The Regental universities shall have an Auxiliary Systems Coverage Ratio greater than 1.2 annually.
- The Regental universities and system office will implement strategies to increase maintenance and repair awareness of system needs.

Actions:
- The System VP of Finance and Administration will measure the financial health of a university sharing with the Board of Regents during its regular meetings.
- Recommend actions for resolution with a campus if the rating is below satisfactory.
- Increase outreach to stakeholders on maintenance and repair.

Performance Measures:
- Government Operations and Audit Committee (GOAC): Financial Health and Competitiveness – Auxiliary Systems Coverage Ratio Reporting.

Competitive Average Net Price

Objective:
- Increase SDBOR competitiveness by analyzing and implementing strategies to increase regional competitiveness (move from seventh to fifth in the regional marketplace).
- Decrease the average default rate for federal student loans to less than 5.2% over the next five-year period, ending in 2027.

Actions:
- Review the regional marketplace to determine competitiveness of the surrounding tuition and fee costs annually.
- Update the Fact Book with the annual costs of tuition and fees in comparison with the surrounding states.
- Recommend changes to practice as warranted from regional review of the tuition and fee comparisons.
- Work in coordination with goal 4, partner on placement opportunities for SDBOR graduates.

Performance Measures:
- Government Operations and Audit Committee (GOAC): Financial Health and Competitiveness – Average Net Price
- Government Operations and Audit Committee (GOAC): Financial Health and Competitiveness – Reduction Student Debt

Technological Advancements

Objective: Increase system leveraging of technological advancements by:
- implementing a governance policy, and
- utilizing the Lean improvement process to implement a requisition practice.

Actions:
- Implement a governance policy on interoperability of technology.
- Implement an operational process and practice for software and technical solutions shared across the system.

Performance Measures:
- Complete policy by December 2023.
- Complete Lean implementation of the operational process by July 2023.

Rationale

Financial Health: The Composite Financial Index (CFI) reflects a picture of the financial health of the institution at a point in time. The Higher Learning Commission (HLC) uses a standard set of ratios as part of accreditation reviews as well as for on-going oversight. The CFI is built with the values of its four component ratios: Primary Reserve, Net Operating Revenue, Return on Net Assets, and Viability Ratio. Once each of the four ratios are calculated, further weighting is conducted to measure the relative strength of the score and its importance in the composite score. The CFI combines the four core ratios identified above into a single score. The combination, using a prescribed weighting plan, allows a weakness or strength in one ratio to be offset by another ratio result. This ratio provides the financial health outlook for each campus and is monitored by the Board of Regents. In addition, the Auxiliary Systems Coverage ratio is required by bonding to be above 1.2. Therefore, as this is a requirement, it is essential to be evaluated annually.

Average Net Price: The Board of Regents aspires to be regionally competitive to ensure tuition and fees are not creating undue obstacles. The Average Net Price, according to the National Center for Education Statistics, is defined as the "average yearly price charged to first-time, full-time undergraduate students receiving student aid at an institution after deducting student aid" …this is the "sticker price" which provides students and families the cost of attendance[i]. By working to keep tuition, fees, and other expenses as low as possible, the university system advances several important goals, such as improving college access for students of all income levels, reducing the long-term debt of student loan borrowers, and helping South Dakota's institutions compete for both in-state and out-of-state students. Combined, these goals are of tremendous importance to the state's long-term economic prosperity.

Technological Advancements: The SB55 Committee on Administration recommended all technological solutions, where appropriate, shall be managed centrally[ii]. The Board of Regents at its June 2020 meeting further communicated the role of system technological solutions. The Board of Regents approved and further substantiated the need to foster system tools with its approval of the Enterprise Resource Planning (ERP) solution.

[i] National Center for Education Statistics. Average institutional net price FAQs. https://nces.ed.gov/ipeds/report-your-data/faq-average-net-price
[ii] South Dakota Board of Regents (2021). Senate Bill 55 Task Force Recommended Policy Revision: BOR Policy 2:23 New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination Management (New Policy) (First Reading). https://www.sdbor.edu/the-board/agendaitems/2014AgendaItems/2021%20Agenda%20Items/October21/6_D1_BOR1021.pdf

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Conclusions

This plan summarizes some of the work that the Board of Regents will focus on over the next few of years. This document is a compilation of work from the Board of Regents, Senate Bill 55 Task Force, discussions during system outreach meetings, topics of consideration by academic and finance leadership as well as presidential feedback.

"Our public universities are working as one to serve the education and workforce needs of South Dakota. Our regental system serves the distinctive needs of our students and demands of industry while being careful stewards of the state's dollars."

Dr. Brian L. Maher
Executive Director & CEO
SD Board of Regents

Guide

This document serves as a guideline and directional charge for the Board of Regents. The Board will continue down the path of researching and implementing appropriate recommendations from Senate Bill 55 Task Force, the needs identified by the Regents and the Council of Presidents and Superintendents, feedback from the students and employees, and working cooperatively with stakeholders throughout the state of South Dakota. This document may change and grow with continual feedback.

Employee Excellence

The Board will continue to breathe life into this document to strategize on the future of higher education in South Dakota. The employees (staff, faculty, and administration) of this system continue to drive excellence, strive to foster student engagement, and deliver a top-notch educational system. These great attributes endure to push this educational university and special school system toward continued national levels.

Student Engagement

Students engaged through their South Dakota Student Federation continue to provide feedback and will be another mechanism for which communication channels flow. Students may work directly through their campus on any of the strategies and goals outlined. Student feedback via the presidents should flow to the executive director at the Board of Regents.

Research Universities

The University of South Dakota

Pictured above, USD has the only state medical and law school.

Economic Impact:
- $487.9 Million Impact
- 3,368 Jobs
- $18.7 Million Taxes

Student Statistics:
- 9,920 Students
- 2,145 Graduates Annually
- 97.6% Local SD Students
- 12.6% First Generation

Academic Statistics:
- 97 Undergraduate Programs
- 82 Graduate Programs
- 50 Certificate Programs

Research Universities

South Dakota State University

Pictured below, SDSU is the land grant university.

Economic Impact:
- $936.3 Million Impact
- 4,848 Jobs
- $29.3 Million Taxes

Student Statistics:
- 11,518 Students
- 2,596 Graduates Annually
- 56.3% Local SD Students
- 18.7% First Generation

Academic Statistics:
- 118 Undergraduate Programs
- 94 Graduate Programs
- 35 Certificate Programs

Economic Impact Study

SDBOR
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www.sdbor.edu

306 E Capitol Ave
Suite 200
Pierre, SD 57501
Main Phone 605-773-3455

Academic and Student Affairs
Consent

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AGENDA ITEM: 6 – A
DATE: March 29-30, 2022

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SUBJECT
   Student Organization Award Winners for 2021

CONTROLLING STATUTE, RULE, OR POLICY
   None

BACKGROUND / DISCUSSION
   Each year, the Board of Regents approves the previous year's Student Organization Award winners. The nominations advanced to the Board are chosen by each institution in the categories of Academic Excellence, Community Service, and Organizational Leadership. Once approved, the Board presents these awards at its meetings throughout the year.

Award for Academic Excellence

The purpose of this award is to recognize student organizations for outstanding contributions to the academic environment of their university or the academic performance of students. The following organizations have been chosen:

BHSU	Jacket Investment Club
DSU	Phi Beta Lambda Business Club
NSU	Speech and Debate (Forensics)
SDSM&T	Society of Physics Students
SDSU	Student College of Clinical Pharmacy
USD	Radiology Association/Seldinger Society (USD Sanford School of Medicine)

Award for Community Service

The purpose of this award is to recognize student organizations for community service external to the campus. When student groups engage in community service, they help to establish good relationships between the institution and the community, they provide

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(Continued)

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DRAFT MOTION 20220329_6-A:
   I move to accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

necessary help to non-profit organizations, they develop the leadership skills of their members, and they instill an appreciation for service in our students. The following organizations have been chosen:

BHSU	Art Club
DSU	Photography Club
NSU	Honors Club
SDSM&T	Circle K International
SDSU	University Program Council
USD	Student Enhancing Resources for Vermillion Enrichment

Award for Organizational Leadership

The purpose of this award is to recognize student organizations for outstanding activities that provide effective student or community leadership. The following organizations have been chosen:

BHSU	Swarm Days Committee
DSU	The Alliance
NSU	Native American Student Association
SDSM&T	Mine Rescue
SDSU	Chi Omega
USD	Alternative Week of Off-Campus Learning

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

Academic and Student Affairs
Consent

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SUBJECT

    Program Start Date Change – USD – DNAP in Nurse Anesthesia Program

CONTROLLING STATUTE, RULE, OR POLICY

    BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

    The University of South Dakota (USD) is requesting to move the start date of the DNAP in Nurse Anesthesia Practice degree program to Spring 2023 after consultation with program accreditors.

    The DNAP program was approved by the Board in August 2021 with the intended implementation date originally slated for Summer 2023.

IMPACT AND RECOMMENDATION

    Board staff recommends approval.

ATTACHMENTS

    Attachment I – Request Letter from USD

****

DRAFT MOTION 20220329_6-B:

    I move to approve USD's request to move the start date of the DNAP program to Spring 2023, as presented in Attachment I.

UNIVERSITY OF
SOUTH DAKOTA

January 6, 2022

Dr. Janice Minder
System Vice President for Academic Policy and Planning
South Dakota Board of Regents
306 East Capitol Avenue
Pierre, SD 57501

RE: Request to move start date of DNAP in Nurse Anesthesia Practice program to Spring 2023

Dear Dr. Minder,

After consultation with the program accreditors, Council on Accreditation of Nurse Anesthesia Educational programs (COA), and looking at efficiencies of existing course rotation, it would be in the best interest of the DNAP in Nurse Anesthesia Practice program to begin in Spring 2023. This is one semester prior to the approved program request. Students entering the program will take NURS 773, CRNA 843, and CRNA 844 in the spring 2023 semester. The NURS 773 course is already offered in conjunction with the Doctor of Nursing Practice-Organizational and Systems Leadership program and would allow us to create greater efficiencies in course rotation in the two programs moving forward.

Thank you for your consideration and support of this request. If you have questions, please let me know.

Sincerely,

Kurt Hackemer
Provost and Vice President for Academic Affairs
The University of South Dakota

cc: Haifa AbouSamra, Dean, School of Health Sciences

OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS
414 East Clark Street • Vermillion, SD 57069 • 605-677-6497 • 605-677-6651 fax • www.usd.edu

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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT

Academic Calendars Update and Revisions to BOR Policies 2:6 and 4:31 – Addition of Juneteenth Holiday (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:6 – Academic Calendars
BOR Policy 4:31 – Holidays
SDCL § 1-5-1 – Holidays Enumerated
House Bill 1025

BACKGROUND / DISCUSSION

House Bill 1025 from the 2022 legislative session added the Juneteenth holiday to SDCL § 1-5-1. The addition of this new federal holiday to SD Codified Law requires that Board Policies 4:31 (Holidays) and BOR Policy 2:6 (Academic Calendars) be updated to reflect the newly adopted Juneteenth holiday for employees and the student academic calendar. HB 1025 did not have an emergency clause; however, the way the statute is worded currently requires that state employees are granted federal holidays. Thus, Juneteenth will be observed again in June 2022. The statutory change was simplified to provide clarity and consistency with how other federal holidays are listed in SDCL § 1-5-1.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:6
Attachment II – Proposed Revisions to BOR Policy 4:31
Attachment III – Updated Academic Calendars 2021-22 through 2026-27

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DRAFT MOTION 20220329_6-C:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final readings of the proposed revisions to BOR policy 2:6 and 4:31; and approve the updated academic calendars for 2021-22 through 2026-27, as presented

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Academic Calendars

NUMBER: 2:6

1. Academic Terms Defined

Each institution shall operate a fall, spring, and summer term. Fall and spring shall be operated on a semester basis. Summer term begins the first day after spring semester ends and continues through the last day before fall semester begins. Fall term begins with the first day of classes and continues through the last day of finals established in the Board approved academic calendar. Spring term begins with the first day of classes and continues through the last day of finals established in the Board approved academic calendar.

Classes during the summer term typically will begin after the processing days in May and end prior to the processing days in August.

Classes may be offered during the inter-term period between the last day of finals in the fall semester and the first day of classes in the spring semester. Classes beginning during this period will be transcripted with spring semester classes and will be included as academic standing is determined at the end of the semester.

Classes may be scheduled during the processing days after spring term in May, after summer term in August, and in the inter-term between fall and spring semesters under the conditions specified below.

1. Summer term courses scheduled to begin in or to begin and complete during the processing dates in May must be approved by the university Provost/Vice President for Academic Affairs or designee.

2. With permission of the university Provost/Vice President for Academic Affairs or designee, only the following courses may be scheduled during the processing dates in August: x94, x95, x96, x97, study abroad, and courses associated with programs designed to help students complete remedial course requirements prior to the beginning of the fall term.

3. Courses scheduled to begin or to begin and complete during the inter-term dates in December/January must be approved by the university Provost/Vice President for Academic Affairs or designee. Additional approval by the Provost/Vice President for Academic Affairs/designee and by the Director of Financial Aid will be needed if financial aid is to be provided for students enrolled in these courses although in general courses offered during this inter-term will not be eligible for financial aid.

A semester shall consist of a minimum of fifteen (15) weeks. The number of class days in a given semester shall be inclusive of those days set aside for registration, new student orientation concurrent with registration, assessment/performance testing and final

examinations but exclusive of holidays and days set aside for new student orientation prior to registration. New student orientation may be concurrent with or prior to registration.

Academic guidelines require that all courses offered for credit must involve a minimum of fifteen contact hours over three instructional days for each credit hour awarded.

Courses offered by distance education should have equivalent standards, rigor, student outcomes, substance and assignments as courses offered by face-to-face means. Distance education courses may be scheduled on a semester basis and require that students complete learning experiences on a particular timeline (i.e. each week). Also, distance education courses may be offered asynchronously to allow students maximum flexibility in participation. Asynchronous courses may or may not necessarily be offered on a semester basis. The required length for a distance education course is determined by course expectations and scheduling. The student will conclude the course upon completion of course requirements. Typically, a one credit hour course lasting for a semester equates to 45 hours of effort by the student.

The academic term for correspondence courses is defined as follows:

1. The start date of a correspondence course is the date the student registers for the course or the start date of the standard term (Fall/Spring/Summer).

2. The length of a correspondence course based on the start date may be one of the following:

    a. 175 calendar days (approximately 6 months)

    b. 350 calendar days (approximately 12 months)

    c. a standard term (Fall/Spring/Summer)

3. The Vice President for Academic Affairs may grant an extension of up to 60 days upon student request.

The academic term for asynchronous Internet courses is defined as follows:

1. The start date of an asynchronous Internet course is the date the student registers for the course or the start date of the standard term (Fall/Spring/Summer).

2. The length of an asynchronous Internet course based on the start date may be one of the following:

    a. a standard term (Fall/Spring/Summer)

    b. a flexible schedule other than a standard term (Fall/Spring/Summer)

2. Academic Calendar

Institutions of higher education, under control of the Board of Regents, shall operate on a common academic calendar with common periods during the summer term and the fall and spring semesters at each institution when classes are not in session. The medical and law schools are excluded from the common academic calendar. Academic calendars shall be designed a minimum of two (2) years in advance with annual extensions recommended to the Executive Director by the Council of Presidents and Superintendents no later than the May meeting.

3. Holidays

The schedule of holidays for the institutions of higher education is listed in 4 below. Classes shall not be scheduled to meet on holidays.

1. Class and lab schedule preceding multiple day holidays

   No classes or labs will begin from the originating campus at or later than 5:00 PM on the day preceding a multiple day holiday.

2. Class and lab schedule preceding single day holidays

   The Friday and Saturday class or lab schedules that precede or follow the single Monday holidays will not be changed.

4. Holiday Schedule for Higher Education Institutions

New Year's Day	January 1*
Martin Luther King Jr. Day	Third Monday in January
Presidents' Day	Third Monday in February
Memorial Day	Last Monday in May
Juneteenth	June 19*
Independence Day	July 4*
Labor Day	First Monday in September
Native Americans' Day	Second Monday in October
Veterans' Day	November 11*
Thanksgiving Day	Fourth Thursday in November
Christmas Day	December 25*

*If January 1, June 19, July 4, November 11, or December 25 fall on a Sunday, the Monday following shall be observed as the holiday; if they fall on a Saturday, Friday is the holiday. (BR July, 1971, P. 366) (§ 1-5-1 1991)

5. Drop and Add Period

The drop/add period is the time period during which students may adjust their academic schedule for the term without financial or academic consequences. The last day of the drop/add period for a course is designated as the census date for that course and is the official date for enrollment reporting. The end of the drop and add period for standard and non-standard courses offered in a semester shall be the date the first 10 percent of the term ends or the day following the first class meeting, whichever is later. When calculating 10% of the term, breaks of five or more days are not included when counting the total number of days but Saturdays, Sundays, and holidays are. Student registrations can only be added to courses after the end of the drop and add period by approval of the chief academic officer of the university.

6. Census Date

The census date is the official date for enrollment reporting for a course. The official date for enrollment reporting, or census date, for standard courses shall be the date the first 10 percent of the term ends.

For any non-standard course, the census date must be calculated for the course based on the number of calendar meeting days for the course.

Refer to BOR policy 5:7 for information on refunds.

7. **Mid Term Date**

The Mid Term Date is determined by counting the number of class days from the beginning of a term and dividing by 2 and rounding up when the number of class days in a term is an odd number. The Mid Term Date is the last day of the first half of the term.

8. **Date for a Grade of W**

Undergraduate and graduate students who drop a course, or withdraw from the System, shall receive a grade of "W" if that action occurs anytime between the day after the census day for that course and the day that corresponds with the completion of 70 percent of the class days for that course. Likewise, a student who withdraws from the system during that time period also shall receive grades of "W" for all the courses in which he/she is registered. (**Exception**: a student who completely withdraws from the Regental system from the first day of a class(es) until the census date of the class(es) will also have a pseudo course of WD 101 (Undergraduate) or WD 801 (graduate) with a "W" grade entered on their Transcript.) (Refer to policy 5:7.2)

For standard classes, the last day to receive a grade of "W" is determined by calculating 70 percent of the class meeting days in the term, counting from the first day of classes in the term and rounding up if the calculation produces a fractional value greater than or equal to 0.5.

For any non-standard course, the last day to receive a grade of "W" is based on the number of class meeting days for the course, using the method described above.

A notation of the date of withdrawal will be included on the student's transcript if he/she withdraws from the system. (Refer to policy 5:7.2)

Students may not drop a course or withdraw from the System after the time period specified above. (Refer to policy 5:7.2)

9. **Date for a Grade of Satisfactory/Unsatisfactory**

Undergraduate and graduate students may choose the Satisfactory/Unsatisfactory grade option within the Drop and Add Period as specified in 2:6.5 above.

10. **Date for an Audit Grade**

Undergraduate and graduate students may choose to audit a class within the Drop and Add Period as specified in 2:6.5 above.

11. **Date for Submission of Mid Term Deficient Academic Progress Report**

Instructors will submit a deficient academic progress report for undergraduate students no later than five working days after the Mid Term Date for Fall and Spring terms. Deficient academic progress reports will be made available to undergraduate students no later than eight working days after the Mid Term Date for Fall and Spring terms.

12. Date for Submission of Term Grades

Instructors will submit all grades no later than three working days after the last day of final examinations for the term.

13. Date for Entry of Term Grades

The Registrar's Office at each university will enter and verify grades no later than eight working days after the last day of final examinations for the term.

SOURCE:

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Holidays

NUMBER: 4:31

A. PURPOSE

To identify the federal holidays that are observed by the Board of Regents for eligible employees.

B. DEFINITIONS

None.

C. POLICY

1. State employees are granted the following holidays:

New Year's Day ....January 1
Martin Luther King, Jr. Day................................. Third Monday in January
Presidents' Day.. Third Monday in February
Memorial Day ....Last Monday in May
Juneteenth ....June 19*
Independence Day ....July 4
Labor Day.. First Monday in September
Native Americans' Day....................................Second Monday in October
Veterans' Day.. November 11*
Thanksgiving Day .... Fourth Thursday in November
Christmas Day...December 25

If June 19, July 4, November 11, December 25, or January 1 fall on a Sunday, the Monday following shall be observed as the holiday; if they fall on a Saturday, Friday is a holiday. (BR July 1971, page 366) (SDCL § 1-5-1, 1974)

*The observance of Veterans' Day and Juneteenth for SDSD and SDSBVI may be moved when the Board adopts the academic calendar for the special schools each year.

ATTACHMENT II   8

FORMS / APPENDICES:

None

SOURCE:

BOR July 1971; BOR August 1971; BOR December 1993; BOR December 1998; BOR March 2022.

Holidays   4:31

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2021-2022 Academic Calendar

August						2021
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January						2022
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June						2022
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September						2021
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February						2022
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July						2022
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October						2021
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March						2022
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August						2022
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November						2021
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April						2022
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December						2021
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May						2022
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76 class days   **77 class days**

Weekends - Classes may be scheduled when designated on the syllabus at the beginning of the term or in the Course catalog at the point of registration.

State Holiday - Recognized federal/state holidays where no class or course assignments are scheduled.

Class Day - Dates within the academic term that align with traditional course delivery.

Final Exam Period - Dates designated for the delivery of final examination or completion of course assignments to conclude the term.

Non-class Days - Designated dates where no class or course assignments are to be scheduled.

NOTE: Classes will be held on Tuesday evening preceding the Thursday Thanksgiving holiday.

2022-2023 Academic Calendar

August						2022
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June						2023
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February						2023
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July						2023
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October						2022
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March						2023
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November						2022
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April						2023
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December						2022
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May						2023
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2023-2024 Academic Calendar

August   2023

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September   2023

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October   2023

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November   2023

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December   2023

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February   2024

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March   2024

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April   2024

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June   2024

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July   2024

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August   2024

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Non-class Days - Designated dates where no class or course assignments are to be scheduled.

NOTE: Classes will be held on Tuesday evening preceding the Thursday Thanksgiving holiday.

2024-2025 Academic Calendar

August 2024
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October 2024
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November 2024
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December 2024
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January 2025
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February 2025
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March 2025
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April 2025
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May 2025
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June 2025
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July 2025
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August 2025
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	4	5	6	7	8	
	11	12	13	14	15	
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	25	26	27	28	29	

76 class days   **77 class days**

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2025-2026 Academic Calendar

August 2025

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February 2026

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76 class days   **77 class days**

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August 2026

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February 2027

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March 2027

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May 2027

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June 2027

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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – D (1)
DATE: March 29-30, 2022

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SUBJECT

Senate Bill 55 Task Force Recommended Policy Revisions: BOR Policy 2:23 – New Programs, Program Modifications, Curricular Requests, and Inactivation / Termination (New Policy) (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:1 – General Authority, Powers and Purpose of the Board
BOR Policy 1:2 – System Mission Statement
BOR Policy 2:23 – Program and Curriculum Process
AAC Guideline 2.9 – New Undergraduate Degree or Major
BOR Policy 2:1 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION

History:

Senate Bill 55 Task Force (SB55[1]) was created to review the following:

1. The possible combining of administration at all levels of operation within an institution;
2. The possible combining of operations and functions across multiple institutions;
3. The possible combining of the administration of programs across multiple institutions;
4. A review of the duplication of program offerings;
5. A review of the academic majors with low enrollments and low numbers of graduates;
6. A review of functions outside the core missions of teaching, learning, and research;
7. A review of the operations and functions provided as an efficiency through the central office of the Board of Regents;
8. A review of the viability of the university centers; and

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[1] SD Legislature, 2020 Senate Bill 55, https://sdlegislature.gov/Session/Bill/11827/69874, Retrieved August 31, 2021.

(Continued)

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DRAFT MOTION 20220329_6-D(1):

I move to approve the second and final reading of the proposed new BOR Policy 2:23, as presented.

9. Any other possible cost-effective measures the task force determines are worthy of examination.

The SB55 Task Force was separated into three subcommittees: Academic, Administration and Infrastructure. The SB55 Academic Subcommittee was charged with reviewing Program Review, Duplication of Programs, and Course Enrollment. This subcommittee began its work in October of 2020 and finalized its recommendations at the June 2021 SB55 Task Force meeting held in Brookings, South Dakota.

SB55 Task Force Recommendations:

The recommendations from the task force were provided to the Regental system's academic leadership (AAC), student leadership (SAC/Enrollment Management), finance and administration leadership (BAC), Council of Presidents (COPS), and various other stakeholders throughout the Regental system. The Board of Regents reviewed the recommendations at its August Retreat.

Specifically related to New Program Requests, the SB55 Task Force recommended that:

- The Board of Regents use the data provided in the degree and workforce gap analysis to inform decisions on academic program duplication within the system (i.e., academic programs offered at more than one institution).

- The degree and workforce gap analysis should be used by the Board of Regents and state universities to identify high demand occupations and related academic fields that may require expansion or development to meet anticipated workforce needs.

- The Board of Regents should explore additional opportunities for collaboration between institutions in the delivery of online coursework.

- The Board of Regents should review new programs as part of the overall program productivity evaluations (see proposed BOR Policy 2:34).

Outcome:

The Board of Regents academic staff in collaboration with the Academic Affairs Council (AAC) has developed a revised BOR Policy 2:23 (see Attachment I). The draft revisions consider other external Regental policies, academic policies, and various research tools.

The draft policy in Attachment I is designed to move all curriculum planning into one succinct policy. Therefore, the draft policy should be reviewed as a new policy that will *completely replace* the current policy. No strikethrough language is included as the changes are substantial.

The summary of changes to this policy include:

1. Purpose: The additions to this section reinforce the idea that the standards, processes, and procedures are established to promote the critical components of programming, including academic quality, student success, strategic impact, internal and external evaluation (demand), etc. (Page 5)

2. <u>Definitions:</u> This section incorporates common definitions from the newly proposed policies: BOR Policy 2:23, BOR Policy 2:34 and BOR Policy 2:35. (Pages 5-7)

3. <u>Policy Statements</u>: The statements represent the objectives and expectations of the policy. (Page 7-8)

4. <u>New Program Request, Timeline and Policy</u>: This section attempts to identify workflow, i.e. who is involved and the timeline associated with their actions.

   The major recommended change in this section moves the *Intent to Plan* review and approval to the BOR Executive Director rather than the Board of Regents. If approved, the Full Proposal Application will be submitted to Board of Regents. (Pages 8-9)

5. <u>Academic Certificates, Specialization and Minors</u>: This section remains the same with the addition of who owns it and when (timeline) the process occurs. (Page 9-11)

6. <u>Curriculum Requests/Modifications</u>: This policy section is a carryover of the current 2:23 policy. (Pages 11-12)

7. <u>Program and Curriculum Inactivation/Termination</u>: This outlines the associated AAC Guidelines. (Page 12)

IMPACT AND RECOMMENDATION

Academic programming and curricular offerings are essential aspects of that which the Board of Regents governs. This governance is in direct coordination with the university stakeholders (e.g., Faculty, Academic Leadership, etc.). Programming is initiated at the university level and those curricula are tightly coupled to the Higher Learning Commission accreditation; the governing board maintains the governance of BOR policies and procedures for programs and curriculum.

This is the second reading of the proposed new draft of this policy. A few minor revisions have been made since the first reading at the October 2021 Board meeting and are highlighted yellow within Attachment I.

The timeline for the activity related to this draft policy, guidelines, forms, communication, and technology platform is as follows:

- Draft BOR Policy 2:23 Second and Final Reading – March 2022
- AAC Guideline Revisions – May 2022
- Enrollment and Budget Projections – August 2022
- Automation of Workflow/Technology – September 2022
- New Process – Effective September 2022

The Board of Regents academic staff supports the recommendations of the SB55 Task Force and recommends approval of the new draft of Policy 2:23 as presented.

ATTACHMENTS

Attachment I – Draft of New BOR Policy 2:23

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: New Programs, Program Modifications, Curricular Requests, and
Inactivation/Termination

NUMBER: 2:23

A. **PURPOSE**

The purpose of this policy is to establish standards, processes, and procedures by which academic curricula and programs receive approval and modification. This policy is designed to ensure all programming and curriculum are of the highest quality, facilitate student success, increase workforce and strategic alignment, and mitigate duplication.

> **Commented [MJK1]:** This references the recommendation on Program Review and Evaluation – found in BOR Policy 2:34 Proposed Policy
>
> Strategic Impact
> Academic Quality
> Student Success
> Financial Health
> Internal/External
>
> The objective is to ensure those core elements flow through all academic programming policies.

B. **DEFINITIONS**

1. Board of Regents: Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

2. Institution: Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.

> **Commented [MJK2]:** Updating Definitions to ensure they mirror definitions included in both policy and AAC guidelines.

3. Program and Curriculum Terminology:

   3.1. Academic Program: This is defined as undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees approved and offered at each of the Regental institutions.

   3.2. Academic Certificate: A program comprised of undergraduate, graduate, medical or law credit hours typically centered upon a focused area of study. The coursework required may be embedded within the degree, or it may be independent of a degree.

   3.3. Accelerated Graduate Program: An accelerated graduate program is a graduate program at a Regental institution that allows a student to count specific courses for undergraduate and graduate credit simultaneously.

   3.4. Undergraduate Degree: A student's primary area of study at the associate or bachelor's level:

   2.3.1. Associate Degree: A program comprised of undergraduate credit hours, typically with a combination of focused area of study (major) courses and general education courses. The program conforms to the commonly accepted minimum program length of 60 credit hours.

2.3.2. <u>Bachelor's Degree:</u> A program comprised of undergraduate credit hours, typically with a combination of focused area of study (major) courses and general education courses. The program conforms to the commonly accepted minimum program length of 120 credit hours.

3.5. <u>Graduate Degree:</u> A student's primary area of study at the master's, specialist's or doctoral level:

2.4.1. <u>Master's Degree:</u> A program comprised of advanced study and course work beyond the bachelor's degree, typically in academic fields or professional fields.

2.4.2. <u>Specialist's Degree:</u> A program which requires a minimum of 60 credit hours beyond a baccalaureate degree or a minimum of 30 credit hours beyond a master's degree.

2.4.3. <u>Doctoral Degree:</u> The program is the highest academic qualification and is typically in research fields or professional fields.

3.6. <u>Specialization:</u> A designated plan of study within an existing degree program or major, typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. Specializations may attach to only one major. Associate degree programs shall not have specializations. Completion of the academic specialization shall be indicated on the student's academic transcript.

3.7. <u>Minor:</u> A designated plan of student enabling a student to make broad but limited inquiry into a discipline or field of study beyond the major. Minors are only awarded in conjunction with completion of a degree program and the awarding of a bachelor's degree. Completion of the minor shall be indicated on the student's academic transcript.

3.8. <u>Emphasis:</u> An emphasis is a concentration within a major accomplished by individual student choices within a plan of study. For example, within a major on adult health the student may focus on the older adult. An emphasis is not a separate program. A catalog may describe an emphasis but not detail it as a specific plan of study. Emphasis shall not print on the transcript.

3.9. <u>Transcript:</u> A transcript is documentation of a student's permanent academic record.

4. Program Actions:

4.1. <u>Intent to Plan:</u> A preliminary request to plan a new undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degree program.

4.2. <u>Full Proposal – Degree:</u> A proposal requesting authorization to implement a new undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degree program.

4.3. <u>Full Proposal – Academic Certificate/Specialization/Minor:</u> A proposal requesting authorization to implement a new academic certificate, specialization, or minor.

4.4. <u>Inactive:</u> 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.

4.5. <u>Minor Program Modification:</u> Changes to courses (additions, revisions, or deletions) that do not change the nature of the program, distribution of courses in the program, or total credit hours required for the program.

4.6. <u>Substantive Program Modification:</u> Changes to total credits (required in discipline, supportive courses, elective courses, or required for the program), program name, existing specialization, CIP code, or other similar changes.

4.7. <u>Teach-Out:</u> A program designated as inactive that is determined for program closure, is placed in Teach-Out. During the Teach-Out stage, a comprehensive plan (in compliance with regional accreditation requirements) will be developed by the university to ensure all students are guided through options to complete or transfer to another program and appropriate options for all human, facility, and fiscal resources are identified.

4.8. <u>Program Closure:</u> A planned termination of a program.

C. **POLICY STATEMENTS**

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

2. Approval of an intent to plan does not overwrite the Full Proposal process and does not guarantee approval of the Full Proposal.

3. The Board of Regents will receive the Full Proposal and act on that proposal.

4. If the Board of Regents approve the Full Proposal and the university is seeking accreditation, this approval allows the university to proceed toward accreditation.

5. Approval of a new program does not indicate that the SDBOR or the university have identified the program as a funding priority.

6. The Board of Regents approves academic programs that are recorded on a transcript, including specializations, certificates, undergraduate minors, undergraduate degrees and majors, graduate degrees, and location of study.

7. The Board of Regents encourages academic departments and colleges to be innovative and to explore creative programming intended to meet the workforce demands and that serve the academic disciplines, students, and the state of South Dakota.

8. The Board of Regents discourages duplication of programs except in cases where regional or state workforce demand provides strong rational for additional offerings. The university requesting the program must provide justification within the full proposal. The Regents may not approve given the duplication of programming.

9. All program requests should consider the academic program request with these critical elements: Strategic Impact, Academic Quality, Student Success, Financial Health and Internal and External Market Evaluation.

> **Commented [MJK3]:** This references SB55 recommendations on Duplication of Programs.

> **Commented [MJK4]:** This references the recommendation on Program Review and Evaluation – found in BOR Policy 2:34 Proposed Policy
>
> Strategic Impact
> Academic Quality
> Student Success
> Financial Health
> Internal/External
>
> The objective is to ensure those core elements flow through all academic programming policies.

10. Academic certificates, specializations and minors are designed to support the system workforce, increase student skills, address student demand for a particular area of study, and facilitate student viability in an area of interest.

11. Accelerated Graduate Programs: Accelerated graduate programs accepting thirteen (13) total credit hours up to a maximum of twenty-five (25) total transfer credit hours require formal approval by the Board of Regents (See Academic Affairs Guideline Form 2.20).

12. A program may only be in an inactive status for a maximum of five years before final action must be taken to re-open or close (Program Closure). The exception will be if a program is identified for program closure due to program productivity per BOR Policy 2:34.

13. All program actions must comply with the university accrediting body, and program accreditation body (for those with special accreditation).

D. **NEW PROGRAM REQUEST TIMELINE AND OVERVIEW**

1. **New Program**

    1.1. Initial Program Exploration: Each university will define the internal process through which new programs are requested. If the internal university process approves the request, then the university shall proceed to the Intent to Plan step.

    1.2. Intent to Plan:

        1.2.1. Step 1: Intent to Plan: The university will complete the intent to plan form. The BOR Executive Director (or designee) will review the plan and act upon that intent to plan. The intent to plan if approved will move to the next step.

        1.2.2. Step 2: Intent to Plan: The approved intent to plan form shall move to the Academic Affairs Council (AAC). The universities shall provide this intent to plan to the appropriate faculty and academic leadership for feedback. AAC will provide appropriate feedback, strategic consultation and collaboration.

            1.2.2.1. Timeline: The university has 24 months following the review by AAC to proceed to submit the Full Proposal. If a Full Proposal is not received by this deadline, it will be inactivated.

            1.2.2.2. Exemption to Intent to Plan: An Intent to Plan is not required for associate degree programs that meet the following criteria and align with the institutional mission:

                1.2.2.2.1. The program is a two-year equivalent of an existing bachelor's degree program currently approved at the university, or

                1.2.2.2.2. The program proposal has 80% of the curriculum common with an existing bachelor's degree program currently approved for the university, or

                1.2.2.2.3. The program is stackable to two or more bachelor's degree programs approved for the university, or

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Commented [MJK5]: This policy has changed to outline all academic degree programs (undergraduate or graduate).

Commented [MJK6]: A recommendation to send this exploration directly to the Executive Director and BOR Academic Staff due to the exploration of the program. This allows the university to work through an initial outline as the Full Proposal will have the full details.

A report will be provided to Committee A and the Full Board.

Commented [MJK7]: This was in the previous policy. No changes.

1.2.2.2.4. The BOR Executive Director determines the program will have an immediate impact on an emerging critical workforce shortage area in South Dakota as documented by the university.

1.2.3. Step 3: BOR academic leadership will provide a report to BOR Committee A regarding all intent to plan requests submitted. A report to the full Board of Regents will be placed under Routine Informational Items.

> **Commented [MJK8]:** Committee A will be updated during their regular meetings and via a report.

1.3. Full Program Proposal:

1.3.1. Step 1: Full Program Proposal: The full proposal application shall go to the BOR academic affairs staff who will review the submission to ensure it is complete, comprehensive, and within the university mission. The full proposals will include feedback from university academic leadership, faculty, enrollment management and finance and administration.

> **Commented [MJK9]:** This is a new process implemented to align the enrollment projections and budget projects for new programming. These projections will part of the New Program Review in BOR Policy 2:34.

1.3.2. Step 2: Full Program Proposal: The full proposal application will move to AAC. AAC will provide appropriate insights, recommendations, and feedback to the university. If a proposed program duplicates another university program, AAC can request that the proposal be held for additional consideration at a future meeting.

1.3.3. Step 3: Full Program Proposal: If AAC recommended additional review, the university will submit back to AAC an updated version of the application proposal. Upon agreement, the proposal shall move to a final review by the university President.

1.3.4. Step 4: Full Program Proposal: Required graduate external review process (BOR Policy 2:1) unless waived by the BOR Executive Director (or designee) shall be processed.

1.3.5. Step 5: Full Program Proposal: At the next appropriate Council of Presidents (COPS) meeting, BOR academic leadership will provide the full proposal application as a part of the Board of Regents Agenda review. If there are concerns, a President may request a discussion.

1.3.6. Step 6: Full Program Proposal: BOR academic leadership will submit to BOR as an agenda item for consideration during their next meeting. During the BOR meeting, the university may be asked to provide additional information or respond to questions about the proposal.

1.3.7. Step 7: Full Program Proposal: The BOR will act upon the full proposal application. If denied, there is no further action. If approved, the BOR academic affairs staff will complete the necessary technical processing for the program to launch.

2. New Academic Certificates, Specializations, and Minors

> **Commented [MJK10]:** No substantive changes were made to this section.

The process to request a new academic certificate, specialization, and/or minor shall be governed by Academic Affairs Guidelines.

2.1. Initial Academic Certificate/Specialization/Minor Exploration: Each university will define the internal process through which new academic certificates, specializations, and minors are requested. If the internal university process approves the request, then the university shall proceed to the Full Proposal step.

2.1.1. Certifications

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. A certificate may include either undergraduate and/or graduate/professional courses and include courses offered collaboratively with another Regental university. Completion of a certificate appears on student transcripts. Certificates typically serve one of three purposes: serving as a standalone education credential option for students not seeking additional credentials (i.e., bachelor's or master's degree), serving as a ==value-added== credential that supplements a student's major field of study, or serving as a stackable credential with credits that apply to a ==higher-level== credential (i.e., associate, bachelor's, or master's degree).

Standalone certificates typically address areas of high workforce demand or a specialized body of knowledge. Such certificates require well-defined learning outcomes that provide clear pathways to further education and employment. Proposals for new certificates must identify one or more of these three purposes as justification for authorization of the credential. Certificate programs are typically a subset of the curriculum offered in degree programs and include previously approved courses. Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. Proposals to establish new certificates as well as proposals to modify existing certificates must recognize and address this limit. In rare cases, unique circumstances or standards for licensure will allow a certificate to be approved for more than twelve (12) credit hours.

2.1.2. Specializations

Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. A specialization may attach to only one major. Associate degree programs shall not have specializations. While are no minimum or maximum number of credits exists for a specialization, universities should align credit hours with current university and system policies and guidelines on academic majors and minors.

2.1.3. Minors

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including

prerequisite courses. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit.

The majority of Regental system academic programs require one hundred and twenty (120) credits to graduate; minors exceeding the eighteen (18) credit hour thresholds significantly hinder students' ability to graduate in one hundred and twenty (120) credit hours. In rare cases, unique circumstances or standards for licensure will state requirements leading to academic minors approved for more than eighteen (18) credit hours.

Per BOR policy 2-29, degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major. A minimum of 50% of the minor program must be completed at the institution granting the degree.

2.2. Full Proposal:

2.2.1. Full Program Proposal is submitted to BOR academic affairs staff who will review the submission to ensure it is complete and comprehensive.

2.2.2. Full Program Proposal is submitted to AAC by the university and reviewed. AAC will provide appropriate insights, recommendations, and feedback to the university. AAC can request that the proposal be held for additional consideration at a future meeting.

2.2.3. Full Program Proposal is updated based on feedback from AAC. university President conducts final review of proposal.

2.2.4. Full Program Proposal is submitted to Council of Presidents (COPS) by the university and reviewed.

2.2.5. Full Program Proposal is submitted to BOR as a consent agenda item for their next meeting.

2.2.6. If approved, the BOR academic affairs staff will complete the necessary technical processing for the academic certificate, specialization, or minor to launch.

E. NEW CURRICULUM REQUESTS, MODIFICATIONS, AND INACTIVATION TIMELINE AND OVERVIEW

1. New Curriculum Approval

1.1. The process to offer an existing common course, general education course, an authority to offer, request to create a new unique course, request a new prefix, request permission to seek accreditation, request to create a new cross-listed course, and request to create a new common course shall be governed by Academic Affairs Guidelines.

> **Commented [MJK11]:** This section documents where to find the AAC Guidelines.

1.2. Common Course Catalog: It is the expectation of the BOR to maintain the common course catalog, which is designed to facilitate ease of student transfer and collaborative programming across institutions.

1.3. General Education: All changes to general education must comply with BOR Policy 2.7, 2.11, 2.26, and 2.31, and Academic Affairs Guidelines section 8.

2. Curriculum Modifications

2.1. Minor Course Modification: The minor course modification process shall be governed by Academic Affairs Guidelines

2.2. Substantive Course Modification: The substantive course modification process for Common Courses and Unique Courses shall be governed by Academic Affairs Guidelines.

3. Curriculum Inactivation

The process to inactivate a course shall be governed by Academic Affairs Guidelines.

F. PROGRAM MODIFICATION TIMELINE AND OVERVIEW

1. Minor Modification

The minor program modification process shall be governed by Academic Affairs Guidelines.

2. Substantive Modification

The substantive program modifications process shall be governed by Academic Affairs Guidelines.

3. Program Revisions

Any revisions to a currently approved academic program exempted from the intent to plan and full proposal will be reported and approved by the Regents during a regularly scheduled meeting. Exemption from the full program request is very limited and must be approved by the Executive Director. AAC Guidelines outline information regarding the process to be followed by the institutions.

G. PROGRAM MORATORIUM AND SUNSET TIMELINE AND OVERVIEW

1. Inactivation/Termination

1.1. Program Inactivation: The process to inactivate a program shall be governed by Academic Affairs Guidelines.

1.2. Program Termination: The process to terminate a program shall be governed by Academic Affairs Guidelines.

1.3. Site Termination: The process to terminate a site shall be governed by Academic Affairs Guidelines.

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FORMS / APPENDICES:

AAC Form 2.20 – Accelerated Graduate Program Request

Definition References:

> Higher Learning Commission Policy Book
>
> National Center for Education Statistics - Glossary
>
> U.S. Department of Education – Structure of U.S. Education

SOURCE:

BOR May 1993; BOR January 2002; BOR December 2003; BOR August 2005; BOR March 2017; BOR December 2018; BOR March 2022.

SOUTH DAKOTA BOARD OF REGENTS

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

****

SUBJECT
Senate Bill 55 Task Force Recommended Policy Revisions: BOR Policy 2:34 – Academic Program Evaluation (New Policy) (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 1:0 – South Dakota Unified System of Higher Education
BOR Policy 2:23 – Program and Curriculum Process
AAC Guideline 4.1 – Program Productivity Review Guidelines
AAC Guideline 4.2 – Institutional Program Review Guidelines

BACKGROUND / DISCUSSION

<u>History:</u>

The Senate Bill 55 Task Force (SB55[1]) was created to review the following:

1. The possible combining of administration at all levels of operation within an institution;
2. The possible combining of operations and functions across multiple institutions;
3. The possible combining of the administration of programs across multiple institutions;
4. A review of the duplication of program offerings;
5. A review of the academic majors with low enrollments and low numbers of graduates;
6. A review of functions outside the core missions of teaching, learning, and research;
7. A review of the operations and functions provided as an efficiency through the central office of the Board of Regents;
8. A review of the viability of the university centers; and
9. Any other possible cost-effective measures the task force determines are worthy of examination.

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[1] SD Legislature, 2020 Senate Bill 55, https://sdlegislature.gov/Session/Bill/11827/69874, Retrieved August 31, 2021.

(Continued)

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DRAFT MOTION 20220329_6-D(2):
I move to approve the second and final reading of the proposed new BOR Policy 2:34, as presented.

The SB55 Task Force was separated into three subcommittees: Academic, Administration and Infrastructure. The SB55 Academic Subcommittee was charged with reviewing Program Review, Duplication of Programs, and Course Enrollment. This subcommittee began its work in October of 2020 and finalized its recommendations at the June 2021 task force meeting held in Brookings, South Dakota.

SB55 Task Force Recommendations:

The recommendations from the task force were provided to academic leadership (AAC), finance and administration leadership (BAC), Council of Presidents (COPS), and various other stakeholders throughout the Regental system. The Board of Regents reviewed the recommendations at its August Retreat.

The SB55 Academic Subcommittee arrived at its common recommendations after review of several articles, research on best practices, and evaluation of data within the Regental system. One of its recommendations, which was incorporated into the full task force report, focuses on program productivity. The recommendation is outlined below:

> The Task Force recommends the Board of Regents revise policies related to "program productivity," the common name given to the existing system policy addressing academic programs with a low number of graduates. The revised policies should include new metrics analyzing whether failure to meet enrollment or graduation requirements results in the program as retained, terminated, consolidated, or other outcomes. The new metrics and policies should also include information that better reflects the actual cost of offering the program, program alignment with strategic plans and state workforce needs, alignment with the new academic program approval process, consideration of academic quality, and options for input from faculty and students. The Task Force further recommends that the central office work with the Board of Regents to standardize and define the quantitative data provided in support of the new program productivity metrics.

In addition to this task force recommendation, guiding principles were also provided to BOR academic senior staff by the SB55 Academic Subcommittee including:

- Adopt recommendations for best practices (utilizing the EAB research document, "Right-Sizing the Program Portfolio");

- Implement annual program review;

- Determine secondary set of metrics which may justify continuation of a flagged program if termination/inactivation is not feasible/practical;

- Implement data governance, including data standards, data mining and program reporting, so all campuses have standards for program review;

- Provide faculty and students an opportunity to provide input on programs that are flagged for low productivity;

- Set a specific timeline for follow-up review that requires that a program (a) reaches productivity benchmarks, or (b) is terminated/inactivated; and

- Align new program proposal and approval processes with Program Productivity Policy and Guidelines.

Outcome:

The Board of Regents academic staff in cooperation with the Academic Affairs Council (AAC) developed a new BOR Policy 2:34 shown in Attachment I. The revisions were drafted while considering other external Regental policies, academic policies, and various research tools. In addition, Dr. Minder requested additional feedback from staff at USD, DSU and SDSMT to further critique the attached draft policy.

The purpose of this new policy is twofold:

1. To establish a process providing optimal solutions for evidence-based metrics in academic program evaluation and review, and

2. To incorporate a review process encompassing

   - program outlays,
   - enrollment pressures,
   - strategies for interventions, and
   - financial health.

The summary of changes to this policy includes the following:

1. <u>Purpose</u>: The additions to this section reinforce the idea that the standards, processes, and procedures are established to promote the critical components of programming, including academic quality, student success, strategic impact, internal and external evaluation (demand), etc. An important consideration of this policy is that it combines all program review into one policy, practice, and process. (Page 5)

2. <u>Definitions:</u> This section incorporates common definitions from the newly proposed policies: BOR Policy 2:23, BOR Policy 2:34 and BOR Policy 2:35. (Pages 5-6)

3. <u>Policy Statements:</u> The statements represent the objectives and expectations of the policy. (Pages 6-7)

4. <u>Process and Timeline:</u> This section identifies the workflow and timeline associated with that action. (Pages 7-11)

5. <u>New Program Review</u>: This section outlines the review of newly approved programs. (Page 12)

Note, in the applicable sections, the attached policy incorporates comments to help the Board recognize the direct connection to the SB55 recommendations.

IMPACT AND RECOMMENDATION

Academic programming and curricular offerings are essential aspects of that which the Board of Regents governs. The newly attached draft BOR Policy is designed to review the viability of programs and identify important considerations for program success. This may

mean resource allocation, realigning the program, collaboration within the campus or within the system, termination, etc. This policy creates process for ongoing review and evaluation of programs (annually, three-year cycle and a six-year cycle versus the seven-year review as outlined in current policy).

This new policy will incorporate the Degree and Workforce Gap Analysis, student outcomes, academic quality, financial health, and internal/external demands. The Board of Regents academic staff supports the recommendations of SB55 and recommends approval of this new policy.

The timeline for the activity related to this draft policy, guidelines, forms, communication, and technology platform is as follows:

- Draft BOR Policy 2:34 Second and Final Reading – March 2022 BOR Meeting
- AAC Guideline Revisions – May 2022
- Metrics – Data Analytics – August 2022
- Automation of Workflow/Technology – September 2022
- Policy and Reviews – Effective September 2022

This is the second reading of the new proposed policy. A few minor revisions have been made since the first reading at the October 2021 Board meeting and are highlighted yellow within Attachment I.

ATTACHMENTS

Attachment I – Draft of New BOR Policy 2:34

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Board of Regents Academic Program Evaluation and Review

NUMBER: 2:34

A. PURPOSE

This policy establishes a consistent, system-wide, evidence-based evaluation process for all new and established academic programs to ensure their effectiveness. The process is designed to review and reveal academic program strengths and opportunities for improvement through examination of strategic impact, academic quality, student success, and financial health.

B. DEFINITIONS

1. **Academic Program:** This is defined as undergraduate (associate or bachelor) and graduate/professional (master, specialist, doctorate) degrees approved and offered at each of the Regental institutions.

2. **Board of Regents:** Defined as the constitutional body responsible for governing the Unified System of Public Higher Education in South Dakota, which encompasses its supervision, coordination, management, and regulation. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

3. **Institution:** Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.

4. **Program Actions:**

   - **Watchlist:** A program appearing on the Program Productivity report and allowed to remain active will be placed on an annual report created by BOR and provided to the University.

   - **Moratorium:** Temporary suspension (up to two years) of student admission to or declared major in an academic program that is being re-evaluated pursuant to this policy.

   - **Teach-Out:** A program in Moratorium that is determined for program closure, is placed in Teach-Out. During the Teach-Out stage, a comprehensive plan (in compliance with regional accreditation requirements) will be developed by the University to ensure all students are guided through options to complete or transfer to another program and appropriate options for all human, facility, and fiscal resources are identified.

   - **Program Closure:** A planned termination of a program.

Commented [MJK1]: BOR Template

This policy will replace the current policy BOR 2:23 section 4-5
https://www.sdbor.edu/policy/Documents/2-23.pdf

Internal website to be used to store all data for this process.

All reports processed that are used will have security configured.

Metrics will be created and documented in the AAC Guidelines.

A SDBOR reporting system will be utilized.

Commented [MJK2]: This is directly from the recommendations from SB55 to incorporate metrics.

i)adopt EAB recommendations for best practices (see EAB document, "Right-Sizing the Program Portfolio")

iii)determine secondary set of metrics which may justify continuation of a flagged program if termination/inactivation is not feasible/practical

Commented [MJK3]: SB55 Recommendation implement annual program review using a prescribed initial set of metrics (to be determined), including data from Banner Workload, which will flag low-producing programs/majors

5. **Program Evaluation and Review:**

- **Annual Health Analytics/Evaluation:** University examination of program performance based on a set of common metrics: enrollment, student success, instructional activity, faculty, and revenue/expense.

- **Year-Three (3) Mid-Cycle Analytics/Evaluation:** University examination of program performance based on a set of common metrics: enrollment, student success, instructional activity, faculty, and revenue/expense.

- **Year-Six (6) Comprehensive Program Review:** University extensive analytical and reflective peer review process that analyzes program status and effectiveness to identify strengths, opportunities for improvement, and priorities for the future.

- **Program Accreditation Review:** Accreditation review process completed by programs where standards are determined by specialized accrediting bodies related to a profession. The University may use a program accreditation review to satisfy the requirements for the Year-Six (6) Comprehensive Review.

- **Program Productivity Review:** Board of Regents program productivity review analyzing programs that fail to meet the established criteria thresholds.

- **New Program Review:** Board of Regents evidence-based program review conducted annually beginning in year two and will go through year six for new BOR-approved programs (BOR Policy 2:23) to facilitate new program growth, enrollment discussions, and budget projections.

- **Ad hoc Program Review:** University unplanned, expedited review process in response to significant extenuating circumstances as deemed appropriate by the University President.

6. **Review Mechanics:**

- **External Review:** A review conducted by individuals outside the University. An external review process appropriate for the program will be established by the University and shall include individuals with the appropriate qualifications and expertise for the review, as deemed appropriate by the University and/or program accreditation requirements.

- **Internal Review:** A review conducted by individuals from within the University. An internal review process appropriate for the program will be established by the University.

- **Quantitative Review:** The assembly of the appropriate quantitative data utilized for the Program Review and Evaluation.

- **Qualitative Review:** The assembly of the appropriate qualitative data and responses utilized for the Mid-Cycle and Comprehensive Reviews will be completed by the University.

Commented [MJK4]: This is a metric-based report only to engage communication through a reporting tool on the progress of the program based on the projections identified.

Data will be shared based on program benchmark projections with actuals annually with the Board of Regents Committee A.

SB55 recommendation
vii) align new program proposal and approval processes with Program Productivity Policy and Guidelines.

Commented [MJK5]: A SDBOR reporting system will be utilized.

C. POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

2. The Board of Regents governs the process and policy for Program Productivity Review and policy for all other program evaluations and reviews.

3. The University manages the process for the Annual, Year-Three (3) Mid-Cycle and Year-Six (6) Comprehensive evaluation and review. University leadership will utilize the corresponding review process outlined with key elements as provided in AAC Guidelines.

4. University leadership will establish a master evaluation schedule (see AAC Guidelines).

5. A Regental reporting solution shall manage all the required quantitative data elements.

6. A Regental technology solution shall be the repository for all Annual, Year-Three (3) Mid-Cycle, Program Productivity, and Year-Six (6) Comprehensive Reviews (to include Program Specialized Accreditation Reviews) in accordance with State of South Dakota Bureau of Administration Records Retention and Destruction Schedule.

7. Quantitative elements for evaluation shall include at a minimum: Enrollment, Student Success, Academic and Instructional Activity, Revenue and Expenditure, Course Management, Workforce Analysis, Degree Gap Analysis, etc.

8. Qualitative elements (Year-Six (6) Comprehensive) shall include: University Mission/Alignment, Strategic Impact, Academic Quality, Emerging Industry/Industry Trends, Student Success, Strategic Partnerships and Collaboration, Impact and Value, and Contributions to the Public Good

9. The University shall integrate program review results into its planning and budget processes.

10. The Provost/Chief Academic Officer of the University can recommend a Moratorium, Teach-Out, or Program Closure if the program does not meet established criteria thresholds, using the appropriate University and institutional accrediting body guidelines and processes.

11. Action Plans will include timelines assigned for enhancement, augmentation of a program as well as the outcome if plan is not realized (reduce or closure). Ongoing monitoring, of results and action plans, is performed as needed at the University.

12. A report summary of the program reviews completed are submitted annually to the Board of Regents. The online form can be found in AAC Guidelines.

D. PROCESS AND TIMELINE

1. **Annual Heath Analytics/Evaluation**

    The evaluation is conducted by the University annually. This Annual Health Analytics/Evaluation includes quantitative data provided to the University. Universities shall utilize the data to review and work toward program success. See AAC Guidelines for additional information.

> **Commented [MJK6]:** These elements will be utilized for all the program reviews. End-result, the goal is to streamline from multiple processes and utilize one quantitative report for all program reports. The intense qualitative report will be part of the external review (every six-years).

2. **Year-Three (3) Mid-Cycle Analytics/Evaluation**

The evaluation is conducted by the University on a three-year cycle. See AAC Guidelines for additional information. This Mid-Cycle Analytics/Evaluation includes quantitative data provided to the University. Trends of the program shall be reviewed. The University will provide additional summary findings appropriate for the program. This review may prompt additional research into program success and needs to further enhance the program.

Programs that utilize a Program Accreditation Review cycle, the year-three mid-cycle review will be adjusted to fit the specific individual accreditor's timeline.

3. **Year-Six Comprehensive Program Review/Program Accreditation Review**

3.1   These reviews are conducted by the University on a six (6)-year schedule by program (or based on schedule for accreditation requirements).

3.2   This Year-Six Comprehensive Program Review includes quantitative data provided to the University. Additionally, the University completes a self-study (utilizing the template from AAC Guidelines) that adds robust qualitative data to the quantitative data. Campuses may include additional campus generated quantitative data. The self-study is reviewed through an Internal Review and/or External Review process. See AAC Guidelines for additional information.

3.3   The Program Accreditation Review will follow the accrediting body requirements regarding the program review and processing timeline. All reviews will be submitted to the Board of Regents as outlined in AAC Guidelines. The campus will be required to review all the Board of Regents quantitative data in coordination with the program accreditation if not incorporated.

4. **Program Productivity Review**

4.1.   This review is conducted by the Board of Regents (BOR).

4.2.   The Program Productivity Review shall be aligned with the Year-Three (3) Mid-Cycle Health Analytics/Evaluation cycle.

4.3.   The BOR shall use a common set of metrics to flag a program for review at the University.

4.4.   Degrees conferred shall be the primary metric that flags a program for review. A program that does not meet the minimum criteria threshold of degrees conferred shall then have the Student Headcount Enrollment and Financial Viability criteria metrics reviewed. AAC Guidelines outlines more information on the program productivity procedure.

4.4   Program Productivity Metrics

4.4.1   Primary Data - Degrees Conferred: Degrees Conferred is the primary data point utilized to flag a program for review. The following are the minimum criteria thresholds:

4.4.1.1   Associate Degree: Five (5) graduates a year or twenty-five (25) during the five (5)-year reporting period.

4.4.1.2 Bachelor's Degree: Seven (7) graduates a year or thirty-five (35) during the five (5)-year reporting period.

4.4.1.3 Master's Degree: Four (4) graduates a year or twenty (20) during the five (5)-year reporting period.

4.4.1.4 Professional, Terminal, and Doctoral Degree: One (1) graduate a year or five (5) during the five (5)-year reporting period.

4.4.2 Secondary Data – Student Headcount Enrollment: Student Headcount Enrollment over a three (3)-year average is the secondary flag. The following are the minimum criteria thresholds:

4.4.2.1 Associate Degree – Three (3)-year average of a minimum of fifteen (15) enrollments

4.4.2.2 Bachelor's Degree – Three (3)-year average of a minimum of twenty-five (25) enrollments

4.4.2.3 Master's Degree – Three (3)-year average of a minimum of fifteen (15) enrollments

4.4.2.4 Professional, Terminal, and Doctoral Degree – Three (3)-year average of a minimum of seven (7) enrollments

4.4.3 Secondary Data – Financial Viability: A Financial Viability formula will be managed by the BOR. The formula utilizes a three (3)-year average for the metrics. ~~The formula is specific to each University in order provide an impartial way to account for the uniqueness of each University, the populations they serve, and their role and mission.~~ Each University has access to the reporting data utilized in their formula for management needs. BOR reserves the right to determine if similar programs will be combined or evaluated individually in this formula. The reporting will include:

- Faculty Average Salaries and Benefits

- Number of Sections

- Section Enrollments

- Student Generated Hours

- Total Revenue – Tuition and Fees

- Total Expenditures (Total Compensation, Overhead Expense)

- Net Income

- Total Reallocation of Resources from Grants or Other Funding

4.5 Exempt Program Request

AAC Guidelines provide a mechanism for the University to request that a program be exempted from the low-productivity designation if it meets certain criteria. If a program is designated as an exempt program, the program will be flagged in the Student

Information System and be re-evaluated every three (3) years to ensure that it meets the exemption criteria.

The criteria for exemption are:

- Meets a demonstrated workforce or service need of the state or geographical region served by the institution, including any projected future needs of the state or region – through GAP analysis.

- Demonstrates an increase in student demand through a pattern of increasing enrollment of majors.

- Demonstrates productivity in the receipt of external grants and contracts related to the program,

- Includes collaborative programs approved for exemption, or

- Supports underrepresented student or community groups.

4.6   Flagged Program Reporting

    4.6.1   Flagged programs will require a program review as defined in AAC Guidelines and in accordance with this policy.

    4.6.2   Programs flagged shall require the University to develop a plan and implement an action plan.

    4.6.3   Programs that are recommended to remain active will be placed on a watchlist until such time that it is re-evaluated.

> **Commented [MJK7]:** SB55 Recommendation ii)implement annual program review using a prescribed initial set of metrics (to be determined), including data from Banner Workload, which will flag low-producing programs/majors

    4.6.4   The University shall submit the action plan to the Board of Regents

4.7   Flagged Program Actions

The University will be required to identify an appropriate action for the program. Actions include:

    4.7.1   Program Closure

    4.7.2   Moratorium

    4.7.3   Retain with further review (option limited to once per program); required action plan to meet established thresholds and will be on a watchlist

    4.7.4   Investment/Realignment/Augmentation Plan; required action plan to meet established thresholds and will be on a watchlist

        4.7.4.1   Internal program redesign within the department

        4.7.4.2   Internal program redesign within the University but outside the department

        4.7.4.3   External program redesign with other BOR University

4.8   University Flagged Program Action

    4.8.1   Retaining, Realigned or Augmented Programs

4.8.1.1 When the University selects to retain or realign/augment a program, an action plan is created by the University including established program performance metrics and timeline for them to be met to ensure program viability.

4.8.1.2 The action plan will be submitted to the BOR for review and approval at a BOR meeting.

4.8.1.3 If the BOR approves the action plan, the program will be placed on a watchlist.

4.8.1.4 In the event the program does not meet the metrics within the timeline established in the action plan, the program will be scheduled for Program Closure.

4.8.1.5 BOR Committee A will review all the recommendations and metrics around the recommendations annually during the review period.

4.8.2 Moratorium and Closure

4.8.2.1 The University will need to propose a plan in accordance with their accrediting body which may include a Teach-Out.

4.8.2.2 A timeline will be submitted to the BOR.

4.9 BOR Flagged Program Analysis

4.9.1 At a BOR meeting, an analysis of the program will be provided to assist in identifying the following: financial health and viability analysis, student success analysis, academic quality analysis, and strategic analysis.

4.9.2 Following that review and analysis, BOR may ~~Sunset~~ close a program due to the program productivity analysis.

4.9.3 The circumstances for Program Closure may include but are not limited to: Educational Needs, Strategic Realignment, Resource Allocation, Budgetary Constraints, Decline in Demand, and Academic Quality Concerns.

4.10 BOR Flagged Program Closure

4.10.1 The University will, upon notification of Program Closure, notify all stakeholders (students, prospective students, faculty, staff, internal University, accreditors, etc.).

4.10.2 The University shall develop a teach-out plan pursuant to federal regulations and University accreditation guidelines.

4.10.3 The University will provide, at the next BOR Meeting, the Program Termination Form outlined in AAC Guidelines. This form documents the formal plan to close the program, including the complete Program Closure timeline.

4.10.4 The University shall adhere to all University accreditation guidelines and or program specialized accreditation guidelines/requirements.

4.10.5 The University shall provide communication and advising on additional resources for completion of the program of study to all affected students.

4.10.6 The University shall complete and implement planning for faculty and staff associated with the program closure following BOR Policy 4:23 and BOR Policy 4:24.

E. BOR ACADEMIC AFFAIRS OFFICE: NEW PROGRAM REVIEW

After the BOR approves a new program, the BOR academic affairs staff shall conduct an annual review of data identified in AAC Guidelines, comparing results to the benchmarks identified in the new program proposal.

The BOR academic affairs staff shall review following data:

- Market demand data (gap analysis)
- Alignment of the revenue/expense projections
- Personnel service costs associated with the new program
- Expected growth in enrollments projections
- Migration patterns for student enrollment
- Partnership between finance, enrollment management and academic affairs with respect to their program launch planning.

The BOR academic affairs staff shall provide the new program review results to the Provost/Chief Academic Officer of the University. The University may provide a response to the review and may include relevant and compelling to the review.

On an annual basis, the BOR academic affairs staff shall provide the Board of Regents and Committee A with a summary report combining the BOR academic affairs data review and University's additional information.

The new program shall have six years to meet the criteria thresholds of program productivity. In the event the new program does do not meet the thresholds identified, the BOR shall initiate a formal program productivity review process.

FORMS / APPENDICES:

AAC Form 2.13 – Program Termination or Placement on Inactive Status Form

AAC Form 4.2 – Institutional Program Review Report to the Board of Regents Form

BOR – Records Retention and Destruction Schedule

SOURCE:

BOR March 2022.

Commented [MJK8]: SB5 Recommendation align new program proposal and approval processes with Program Productivity Policy and Guidelines.

v)set a specific timeline for follow-up review that requires that a program (a) reaches productivity benchmarks, or (b) is terminated/inactivated.

Commented [MJK9]: SB55 Recommendation align new program proposal and approval processes with Program Productivity Policy and Guidelines.

This also provides the Regents a regular update on the status of new programs.

Six-years was identified to bring into alignment with the Program Review cycle.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
> **Senate Bill 55 Task Force Recommended Policy Revisions:**
> **BOR Policy 2:35 – Course Enrollment Management (New Policy) (Second Reading)**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 1:0 – South Dakota Unified System of Higher Education
> BOR Policy 5:17 – Instructional Funding [Section 4]
> AAC Guideline 5.7 – Section Size Administration Guidelines

BACKGROUND / DISCUSSION

> **History:**

> The Senate Bill 55 Task Force (SB55[1]) was created to review the following:

> 1. The possible combining of administration at all levels of operation within an institution;
> 2. The possible combining of operations and functions across multiple institutions;
> 3. The possible combining of the administration of programs across multiple institutions;
> 4. A review of the duplication of program offerings;
> 5. A review of the academic majors with low enrollments and low numbers of graduates;
> 6. A review of functions outside the core missions of teaching, learning, and research;
> 7. A review of the operations and functions provided as an efficiency through the central office of the Board of Regents;
> 8. A review of the viability of the university centers; and
> 9. Any other possible cost-effective measures the task force determines are worthy of examination.

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[1] SD Legislature, 2020 Senate Bill 55, https://sdlegislature.gov/Session/Bill/11827/69874, Retrieved August 31, 2021.

(Continued)

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DRAFT MOTION 20220329_6-D(3):
> I move to approve the second and final reading of the proposed new BOR Policy 2:35, as presented.

The SB 55 Task Force was separated into three subcommittees: Academic, Administration, and Infrastructure. The SB55 Academic Subcommittee was charged with reviewing Program Review, Duplication of Programs, and Course Enrollment. This subcommittee began its work in October 2020 and finalized its recommendations at the June 2021 SB55 Task Force meeting in Brookings, South Dakota.

SB55 Task Force Recommendations:

The recommendations from the task force were provided to academic leadership (AAC), finance and administration leadership (BAC), Council of Presidents (COPS), and various other stakeholders throughout the Regental system. The Board of Regents reviewed the recommendations at its August Retreat.

The SB55 Academic Subcommittee arrived at its recommendations after review of several articles, research on best practices, and evaluation of data within the Regental system. One of its recommendations, which was incorporated into the full task force report, focuses on low enrolled section/section size. This recommendation is outlined below:

1. Eliminate "instructional method" references from system policies and related instructional method exceptions to minimum course section enrollment policies.

2. Place the responsibility for managing compliance with minimum course section enrollment policies on the institutions and establish incentives for compliance.

3. Establish policies allowing a maximum of eighteen (18) percent of an institution's course sections to have enrollments below the minimum enrollment requirements.

4. Standardize the process for institutions creating new course sections where individual instruction is a component (i.e., some institutions combine all such students into one course section while others enroll each student in a separate course section). This will result in more accurate tracking of policy compliance.

5. Establish a process to document allowances for a limited number of low enrolled sections when required to ensure students have access to coursework required for degree completion.

6. Establish policies governing low enrolled course sections offered during summer or non-standard academic terms that ensure financial viability for institutions offering the course.

Outcome:

The Board of Regents academic staff in cooperation with the Academic Affairs Council (AAC) developed a new BOR Policy 2:35 shown in Attachment I. The revisions were drafted while considering other Regental policies, academic policies, and various research tools.

The proposed policy (see Attachment I) includes the following sections:

- Purpose: This is a preamble to the policy outlining the new criteria outlined by the SB55 committee. (Page 5)

- Definitions: Definitions have been inserted to further clarify the intent of this policy. (Pages 5-6)

- Policy Statements: The statements represent the objectives and expectations of the policy. (Pages 6-7)

- Course Enrollment Management: This section of the policy aims to clarify overall enrollment policy requirements for Undergraduate (Fall/Spring Term), Graduate (Fall/Spring), and Summer Term. The goal of this policy is to clarify a threshold for which a minimum percentage of enrollments in section size that will be allowed per level (UG/GR, including Law/Medical). (Pages 7-8)

  - Undergraduate section threshold will be 18% (i.e., no more than 18% of the total sections can fall below 10 students enrolled).

  - Lower division graduate threshold will be 25% (i.e., no more than 25% of the total sections can fall below 7 students enrolled).

  - Upper division graduate threshold will be 50% for regional comprehensive and 75% for specialty and research-intensive campuses (i.e., no more than 50/75% of the total sections can fall below 4 students enrolled).

- Course Section Management: This section of the policy aims to clarify overall section management processes. (Pages 8-9)

- Summer Academic Term: This section provides direction on the funding mechanism for the Summer Academic Term. (Page 9)

- Reporting Management: This section provides reporting guidelines. (Pages 9-10)

- Non-Compliance: This section provides the policy guidelines on non-compliance. (Page 10)

IMPACT AND RECOMMENDATION

Academic programming and curricular offerings are essential aspects of that which the Board of Regents governs. The newly attached BOR Policy is designed to respond to enrollment management including low enrolled sections. The need to manage section size includes the need to manage enrollment overall, including section enrollment, course/section rotation, and academic class capacity.

The changes to this policy require changes to existing BOR Policies 2:21 and 5:17, and these will be addressed in meeting agenda items 6-D(4) and 6-D(5). Essentially, though, this policy as shown in Attachment I will replace both policies. The objective to streamline one policy will be to ensure that course enrollment is monitored by understanding section size, scheduling or rotation of sections, academic class capacity, and canceling of sections. All course enrollment methodologies are tightly coupled academic functions. Maximizing

the strategies necessary for advising and continual enrollment management will mark success for the campus.

The timeline for the activity related to this draft policy, guidelines, forms, communication, and technology platform is as follows:

- Draft BOR Policy 2:35 Second and Final Reading – March 2022
- AAC Guideline Revisions – May 2022
- Metrics – Data Analytics – August 2022
- Pilot Go-Live – Fall 2022-Spring 2023
- Reporting on Pilot Board of Regents – December 2022, August 2023

This is the second reading of the proposed new draft of this policy. No additional revisions have been made since the first reading at the October 2021 Board meeting.

ATTACHMENTS
Attachment I – Draft of New BOR Policy 2:35

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Course Enrollment Management Policy

NUMBER: 2:35

A. PURPOSE

The University system plans course scheduling according to projected enrollment and seeks to optimize faculty resources throughout the course offerings. The Course Enrollment Management Policy serves to provide direction with respect to the course schedule. Courses should be scheduled to ensure maximum enrollment and student accessibility. Course enrollment looks to coordinate section size by understanding class capacity, section enrollment and the course rotation scheduling.

This policy applies to all courses and academic units during the academic year (fall/spring and summer). Each university while managing section size should take into consideration careful planning, informed by enrollment histories and course rotations.

B. DEFINITIONS

1. **Census Enrollment**: The number of students enrolled as of the census date within the academic calendar.

2. **Census Enrollment Reporting Date**: The date identified for reporting to the Board of Regents as outlined in BOR Policy 2:24.

3. **Classroom Capacity**: The maximum physical seating capacity a section may need due to academic quality, academic activity and needs of the section.

4. **Collaborative Sections:** Where two or more sections exist and are at more than one campus. Students enroll at their home campus section and the section is combined with another host campus (i.e., DSU Home Campus and SDSU Host Campus collaborating across sections).

5. **Course**: A course has a unique subject and course number which can be a common system course or unique university course (e.g., ENGL 101 [Subject English, Number 101]).

6. **Cross-Listed Sections:** Where two or more course sections exist for student registration; yet, the sections are taught as one by the same instructor.

7. **Home Campus:** A student's primary campus based on their program of study and admissions to the campus.

8. **Host Campus:** A campus that a student could attend secondarily to their home campus for courses not taught by the home campus.

Commented [MJK1]: This policy reflects the work on SB55 as it relates to Low Enrolled Sections. This policy encompasses: Course Rotation, Maximum Capacity and Course Enrollments.

SB55 Recommendation:
This policy looks now at every section within the higher education system. There are no instructional methods for which can be exempted.

SB55
    i)eliminate the instructional type of methodology from guidelines
    ii)remove rules and exceptions, moving the responsibility to manage to the campus;
    iii)document an allowance or methodology for retention of low enrolled sections;

---

9. **Multi-Section Courses**: Where many sections of a course exist at different times, locations, and instructional methods (i.e., English 101 CRN 82139 Face-to-Face, 82140 Online, and 82141 Hybrid).

10. **Reduced Capacity**: When a classroom has a reduced capacity due to outside variables (e.g., pandemic).

11. **Section:** A specific offering of a course in a term which is assigned into one or more sections. The section has a unique number assigned that denotes the day, time, location, and instructor teaching the course (e.g., ENGL 101 CRN 82139, MWF 9:00-9:50 AM, Building Administration Room 100). This section is available and viewable for registration by students.

12. **Section Enrollment**: The number of students enrolled in a section.

13. **Section Rotation**: The planned schedule outlining when course selections will be offered to students. Not all courses are delivered every term and may be scheduled as needed. Typically, the section rotation ensuring students graduate within the expected timeframe to the degree they are seeking (e.g., four-year, two-year, etc.).

14. **Section Enrollment Grouping**: A group of sections categorized by enrollment size.

15. **Student Credit Hours (SCH)**: The number of enrolled students multiplied by the credit hours per section.

C. **POLICY STATEMENTS**

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

2. The Board of Regents governs the policy for Course Enrollment Management.

3. The university manages the process on course enrollment management.

4. This policy applies to all undergraduate, graduate, and professional courses that are assigned workload during the fall and spring semesters.

5. The summer academic term will be managed separately by the university with a financial model to ensure financial health. This model will be provided to the Board of Regents Academic staff.

6. The Board of Regents will manage the reporting tool and data metrics for the universities.

7. Managing course enrollment includes the addition of course sections, cancelation of course sections, course rotation scheduling, and classroom capacity by the university.

8. The Board of Regents will establish section size grouping for which the university must manage section enrollment and report section enrollment.

   - Undergraduate Section Size Grouping include (Course Numbers 0-499): 1, 2-9, 10-19, 20-29, 30-39, 40-49, 50-99, and 99+.

   - Lower Division Graduate Section Size Grouping (Course Numbers 500-699) include: 1, 2-6, 7-12, 13-19, 20-39, and 40+.

- Upper Division Graduate Section Size Grouping (Course Numbers 700+) include: 1, 2-3, 4-7, 8-15, 16-39, and 40+.

9. There will be no section exceptions to the enrollment management policy.

10. The university will review their section enrollment data and section offerings to remain within the thresholds identified in BOR Policy 2:35 Section D.

D. COURSE SECTION ENROLLMENT

1. Undergraduate Fall/Spring Academic Term Section Enrollment

The undergraduate groupings include various section sizes. The policy of the Board of Regents requires that the total percentage of sections for course enrollments of less than 10 (groups 1, 2-9) must remain at or less than 18% of total sections for that university.

Commented [MJK2]: A review was conducted over the last five years and on average 20% was found as the constant variable. SB55 committee recommends going to 18% to show efficiency goal.

Section Enrollment Grouping

- Enrollment 1 Student
- Enrollment 2-9 Students   *Maximum of 18% of all Sections
- Enrollment 10-19 Students
- Enrollment 20-29 Students
- Enrollment 30-39 Students
- Enrollment 40-49 Students
- Enrollment 50-99 Students
- Enrollment greater than 99 Students   *Minimum of 82% of all Sections

2. Graduate Fall/Spring Academic Term Section Enrollment

The graduate groupings include various section sizes based upon lower and upper division course work.

2.1. Lower Division Graduate Courses (500-699):

The total percentage of sections for course enrollments of less than 7 (1, 2-6) must remain at or less than 25% of total sections for that university.

Commented [MJK3]: A review was conducted over the last five years and on average 20% was found as the constant variable.

Section Enrollment Grouping

- Enrollment 1 Student
- Enrollment 2-6 Students   *Maximum of 25% of all Sections
- Enrollment 7-12 Students
- Enrollment 13-19 Students
- Enrollment 20-39 Students
- Enrollment greater than 40 Students   *Minimum of 75% of all Sections

2.2.   Upper Division Graduate Courses (700+):

2.2.1   Regional Institutions:

The total percentage of sections for course enrollments that are less than four (4) must remain at or less than 50% of total sections for that university.

2.2.2   Specialty Institutions:

The total percentage of sections for course enrollments that are less than four (4) must remain at or less than 75% of total sections for that university.

2.2.3   Research Institutions:

The total percentage of sections for course enrollments that are less than four (4) must remain at or less than 75% of total sections for that university.

E. COURSE SECTION MANAGEMENT

To manage this policy, university academic leadership should evaluate the distribution of sections by size with the distribution of students.   There may be a need to evaluate section needs and growth or reduction of sections.

Special attention should be focused on sections, student generated hours, trends within the term or over terms, as well as the rotation scheduling. There may be a need to collaborate within the university or within the system to reduce low-enrolled sections or increase access to sections.

See AAC Guidelines for additional guidance.

1. Adding Sections

It may be critical to add additional sections based on enrollment in the program(s). The university should review enrollment trends and the section rotation to determine the need to add sections.

2. Canceling Sections

Universities may need to cancel sections in order to adhere to enrollment percentages identified in section BOR Policy 2:35 Section D (Course Section Enrollment). The key to course enrollment management at the university will be to determine which low enrollment courses to retain to ensure students are able to graduate on time.

In addition to cancelation, the university should work with other host campuses to collaborate and collapse low enrolled sections. Care should be taken to ensure students can enroll in alternative sections.

Commented [MJK4]: SB55 Recommendation on System Course Collaboration if we need to cancel a section.

3. Section Capacity Management

Universities should evaluate their section and classroom capacity to determine if the sections/rooms are appropriately scheduled for the academic need. The course enrollment management report should be utilized during the term to review and at the end of each academic Fall/Spring. Trends can be reviewed to determine if updating section and enrollment capacity will assist in normalizing section enrollments.

Commented [MJK5]: Will be in the Reporting Tool

4. **Section Rotation Scheduling**

Universities should evaluate their section rotation to determine if the sections are appropriately scheduled. Typically, courses/sections are scheduled to meet the expected timeframe to complete the program of study. The section rotation reporting should be utilized to determine if updating the section rotation will assist in normalizing section enrollments.

5. **Section Monitoring**

Academic leadership should monitor enrollment trends to determine if any sections are canceled repeatedly. If such sections are identified, academic leadership should work with the academic programs to reduce the frequency with which those courses are offered, to modify or suspend programs where this is chronic low enrollment, and/or to reduce the number of sections offered to match the demand more accurately for the course.

Enrollment patterns in all programs will be periodically reviewed by the Provost's Office as part of ongoing program review procedures. A program that finds it necessary to regularly schedule and offer low enrollment courses may have insufficient demand for the program.

F. **SUMMER ACADEMIC TERM**

This policy applies to all students taking courses during the summer academic term. Summer shall be separate and distinct from fall and spring because of the funding nature. Therefore, each university will manage their summer term to ensure the section offerings meet the university guidelines. Universities will review their section enrollment data and section offerings to reduce sections that do not meet the thresholds identified by the university. AAC Guidelines will provide additional information on summer term.

G. **REPORTING MANAGEMENT**

1. **Reporting/Dashboard Solution**

An online dashboard will be provided for each university managed by the Board of Regents.

This dashboard will provide a view of live section enrollment across the entire term by section enrollment grouping. The grouping will include all sections, with no exceptions. Cross-listed sections will be incorporated into the group with the combined enrollments.

Universities will be able to evaluate the following:

- Sections by section enrollment grouping

- Enrollments

- Generated student credit hours (SCH)

- Maximum capacity

- Average section size

Trend data shall be available from prior academic terms and or academic years (fall/spring). Summer will be excluded from reporting in the academic year.

See AAC Guidelines for additional guidance.

2. Annual Reporting

An annual report shall be provided to the Board of Regents at their June BOR meeting by BOR Academic Staff.   This report will provide a summary of the enrollment trends for the academic year (fall/spring) and outline success of meeting the thresholds identified in BOR Policy 2:35 Section D.

H. NON-COMPLIANCE

Universities out of compliance with this policy will not receive approval for future new academic program proposals under BOR Policy 2:23 until compliance is attained.   See AAC Guideline for additional guidance on policy.

FORMS / APPENDICES:

None

SOURCE:

BOR March 2022.

Course Enrollment Management Policy   2:35

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – D (4)
DATE: March 29-30, 2022

****

SUBJECT
> **Senate Bill 55 Recommended Policy Revisions: Repeal BOR Policy 2:21 – Summer Term (Second Reading)**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2:21 – Summer Term

BACKGROUND / DISCUSSION
> Coinciding with the proposed new BOR Policy 2:35 Enrollment Course Management found in BOR Agenda Item 6-D(3), it is recommended that BOR Policy 2:21 Summer Term be repealed. The objective of moving this policy language to BOR Policy 2:35 is to ensure that all aspects of course enrollment, including summer term, is in one policy location.

IMPACT AND RECOMMENDATION
> The Board of Regents academic staff supports the recommendation to repeal this policy.
>
> This recommendation has been shared with the Business Affairs Council, the Academic Affairs Council, and the Council of Presidents during their meetings to ensure communication of both the new proposed BOR Policy 2:35 and the recommended repeal of BOR Policy 2:21.
>
> This is the second reading of the proposed changes to this policy. No revisions have been made since the first reading at the October 2021 Board meeting.

ATTACHMENTS
> Attachment I – Repeal BOR Policy 2:21

****

DRAFT MOTION 20220329_6-D(4):
> I move to approve the second and final reading to repeal BOR Policy 2:21 – Summer Term, as presented.

~~SOUTH DAKOTA BOARD OF REGENTS~~

~~Policy Manual~~

~~SUBJECT:~~ ~~Summer Term~~

~~NUMBER:~~ ~~2:21~~

~~As the third term in the academic year, the summer term serves many students who were enrolled in the spring term or who shall be enrolled in the fall term as well as many students, such as elementary and secondary teachers, who complete entire academic programs exclusively through summer term enrollments. Except as specifically noted, all Board policies apply to the summer term as well as the spring and fall terms. Although tuition and compensation rates become consistent across all three terms as of the summer of 1993 for all campuses except BHSU and the Summer of 1996 for BHSU, tuition and compensation rates may continue to differ between state and self-support courses. This is a transition policy designed to respond to legislative concerns and integrate the Summer Term into the academic year.~~

1. **~~Faculty Compensation~~**

   A. ~~Direct state support instructional compensation for faculty unit members shall be at the system negotiated rate.~~

   B. ~~Maximum state support summer term compensation for nine-month contract faculty unit members teaching courses during the summer term shall not exceed the negotiated limit.~~

   C. ~~Scheduled sections may be canceled due to low enrollment unless the campus has made a commitment to offer all courses required to complete a program.~~

2. **~~Tuition and Fees~~**

   A. ~~All Board approved general and special fees shall be collected.~~

   B. ~~State support tuition shall be charged for courses offered under state funding. This includes courses where faculty members are on more than nine-month state funded contracts or a nine-month state funded contract that includes the summer term.~~

~~SOURCE: BOR, April 1992; BOR, December 1992~~

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
Senate Bill 55 Recommended Policy Revisions: BOR Policy 5:17 – Instructional Funding (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:17 – Instructional Funding

BACKGROUND / DISCUSSION
Coinciding with the proposed new BOR Policy 2:35 Enrollment Course Management found in BOR Agenda Item 6-D(3), it is being recommended that that policy language regarding section size in BOR Policy 5:17 Instructional Funding be relocated to the proposed new BOR Policy 2:35.

The objective of moving this policy language to BOR Policy 2:35 is to ensure that all aspects of course enrollment is located within one policy. The goal is to monitor course enrollment management holistically, including section size, scheduling or rotation of sections, academic class capacity, and overall adding/canceling of sections.

All course enrollment methodologies are tightly coupled with academic functions. Maximizing the strategies necessary for advising and continual enrollment management will mark success for the campus and facilitate both student success and academic quality.

IMPACT AND RECOMMENDATION
The Board of Regents academic staff supports the recommendations to remove section size from BOR Policy 5:17 and move all course enrollment management to one policy.

This policy recommendation has been shared with the Business Affairs Council, the Academic Affairs Council, and the Council of Presidents during their meetings to ensure communication of both the new proposed BOR Policy 2:35 and the revisions to BOR Policy 5:17.

This is the second reading of the proposed changes to this policy. No revisions have been made since the first reading at the October 2021 Board meeting.

ATTACHMENTS
Attachment I – Proposed Revisions to BOR Policy 5:17

****

DRAFT MOTION 20220329_6-D(5):
I move to approve the second and final reading of the proposed revisions to BOR Policy 5:17, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Instructional Funding

NUMBER: 5:17

A. PURPOSE

To regulate the instructional funding models within the Regental System.

B. DEFINITIONS

1. **On-Campus Courses:** Courses delivered at a main campus location or off-campus with state-support (i.e., Nursing).

2. **Off-Campus Courses:** Courses delivered at off-campus delivery sites, via distance, or classified as developmental/remedial.

3. **Correspondence Courses:** A course in which students receive lessons and assignments in the mail or by e-mail and returns the completed assignments in order to receive a grade.

4. ~~**Independent Study Courses:** A course in which a student completes an individualized plan managed by a supervising faculty member in conjunction with the student's goals.~~

~~5.~~4.**Remedial Courses:** Courses delivered either on- or off-campus to students requiring additional assistance in the areas of English, Reading, or Mathematics in an effort to achieve expected competencies in these core academic skill areas.

~~6.~~5.**Study Tours:** An extended trip to a foreign or domestic location for the purpose of earning academic credit.

~~7.~~6.**Activity, Music, and Theatre Camps:** A camp which focuses on a particular activity, including, but not limited to, music or theatre.

~~8.~~7.**Special Courses:** Courses including audited courses, internet courses, Independent Study Courses, Correspondence courses, or Externally Supported courses.

~~9.~~8.**Workshops and Institutes:** A very intense, rigorous academic experience focusing on a specific, narrowly tailored topic of current interested and professional relevance.

10. ~~**Selected Instructional Types:** Instructional types which are subject to the 10/7/4 rule for course enrollment, including: Discussion/Recitation; Seminar; Large Ensemble; Laboratory and Alternate Laboratory; Physical Education Activity; and Lecture Courses.~~

11. ~~**Unselected Instructional Types:** Instructional types which are exempt from the 10/7/4 rule for course enrollment, including: Studio; Small Group; Small Group Ensemble; Competency-based, Self-paced Study; Clinical Laboratory; Clinical Experience; Independent Study; Design/Research; Private Instruction; Restricted PE Activity; Tracking; Internship/Practicum; Thesis; Thesis/Research Sustaining; and Workshop.~~

C. POLICY

1. On-Campus Courses

Except as provided in Section 2 below, courses offered on-campus shall be offered at the current on-campus tuition rate established by Board Policy Number 5:5.

2. Off-Campus Courses

2.1. Off-Campus Courses: Courses offered off-campus shall be offered at the current off-campus tuition rate established by Board Policy Number 5:5 unless state funding has been specifically authorized by the Board. Board authorization for off-campus state-funded courses is addressed in Policy Number 5:18.

    2.1.1. Correspondence Courses/Independent Study Through Correspondence

        2.1.1.1. All correspondence courses are considered off-campus courses for instructional funding purposes. They are off-campus regardless of the location of the student or the student's enrollment in any other courses.

2.2. Remedial Courses: Remedial courses at all institutions shall be offered at the current off-campus tuition rates established by the Board.

2.3. Study Tours: Academic credit to be earned wholly or partially through participation in a foreign or domestic study tour shall be offered at the current off-campus tuition rates established by the Board.

2.4. Activity, Music, and Theatre Camps: Academic credit to be awarded as a result of participation in an activity, music, or drama camp shall be offered at the current off-campus tuition rates established by the Board.

2.5. Special Courses, Workshops, and Institutes: Academic credit to be awarded as a result of participation in special courses, workshops or institutes approved by the Executive Director may be offered at the current off-campus tuition rates as established by the Board of Regents. These special offerings would include only those courses and activities not identified or offered as part of the regular institutional curriculum.

3. Exceptions

3.1. The Board may approve exceptions to the instructional funding policy as it deems appropriate. Requests for exceptions shall be presented to the Board at a regularly scheduled meeting in advance of the term for which the exception is sought.

3.2. A list of approved exceptions shall be maintained in the Regents' Office and provided to the Board annually.

4. Small Section Limitation

4.1. All on- and off-campus sections with a "selected" instructional method type may not be offered for each of the degree levels referenced below:

    4.1.1. Undergraduate (100, 200, 300 or 400 level course) and dual listed undergraduate/graduate section with fewer than ten (10) students;

4.1.2. ~~Entry-level graduate (500 or 600 level courses) section with fewer than seven (7) students; or~~

4.1.3. ~~Upper-level graduate (700 or 800 level courses) sections with fewer than four (4) students may be offered.~~

4.2. ~~Any exceptions to this policy must be authorized by the institutional President and justified to the Board each semester. Collaborative courses with a selected instructional method code that result from a shared program agreement among Regental or partner institutions shall be excluded. Off-campus courses shall be excluded if the institution has negotiated a reduction in faculty workload or salary.~~

4.3. ~~Exception limits are determined annually based on Fall and Spring term offerings, and under no circumstances shall the annual exception limit exceed the prescribed limits for each institution type.~~

4.3.1. ~~Research Intensive Institutions at four (4) percent.~~

- ~~South Dakota School of Mines & Technology~~
- ~~South Dakota State University~~
- ~~University of South Dakota~~

4.3.2. ~~Master's Comprehensive Institutions at five (5) percent.~~

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

4.4. ~~Selected instructional types include: Discussion/Recitation; Seminar; Large Ensemble; Laboratory and Alternate Laboratory; Physical Education Activity; and Lecture Courses.~~

4.5. ~~Unselected instructional types include: Studio; Small Group; Small Group Ensemble; Competency-based, Self-paced Study; Clinical Laboratory; Clinical Experience; Independent Study; Design/Research; Private Instruction; Restricted PE Activity; Tracking; Internship/Practicum; Thesis; Thesis/Research Sustaining and Workshop.~~

FORMS / APPENDICES:

None

SOURCE:

BOR April 1992; BOR December 1992; BOR December 1993; BOR August 1995; BOR December 1995; BOR March 1996; BOR August 1996; BOR June 1997; BOR October 1997; BOR June 1998; BOR August 2000; BOR December 2010; BOR October 2011; BOR May 2016; BOR December 2016; BOR March 2018; January 2020 (Clerical).

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT

Intent to Plan Request – NSU – AS in Digital Entrepreneurship

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to develop a proposal to offer an AS in Digital Entrepreneurship. The program will prepare students to enter the digital economy within two years and is built on a set of courses that stacks into NSU's Bachelor of Science in Management Information Systems. The AS in Digital Entrepreneurship prepares students to create new business ventures or transform existing businesses through development of novel digital technologies or the innovative application or such technologies. Students will develop a base understanding of information systems and applied computer science, along with a sequence of courses in entrepreneurship and digital marketing. NSU is partnering with the Aberdeen Development Corporation are partnering through an intensive process with the Center on Rural Innovation (CORI) to shape and build a digital economy ecosystem in Aberdeen, which was chosen as one of five CORI communities for 2021-22.

NSU intends to offer the AS in Digital Entrepreneurship on campus and online.

IMPACT AND RECOMMENDATION

NSU is not requesting new state resources but instead will reallocate existing resources. NSU also intends to request an increased student fee along with the new program proposal.

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 20220329_6-E(1):

I move to authorize NSU to develop a program proposal for an AS in Digital Entrepreneurship, as presented.

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: NSU – AS in Digital Entrepreneurship

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 full proposal request for a new program. The 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 Academic Officer through the proper process. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director, System Academic Officer or designee. This form is meant to capture critical elements for stakeholders to review prior to a full proposal.

UNIVERSITY:	NSU
DEGREE(S) AND TITLE OF PROGRAM:	**Associate of Science in Digital Entrepreneurship**
INTENDED DATE OF FULL PROPOSAL:	**Spring 2022**
PLANNED 6-DIGIT CIP CODE:	**11.0401**
COLLEGE/DEPARTMENT:	**College of Professional Studies/School of Business/Dept. of Management, Marketing and Management Information Systems**

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

- The individual preparing this request has read BOR Policy 2:23 and AAC Guideline 2.4.3 which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director, System Academic Officer, or designee

University Approval

To 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 and system policy.

~~Michael Wanous~~	2/2/2022
President (or Designee) of the University	Date

***Note:** This submission should <u>be no longer than 5-6</u> pages. The full Board Proposal will require a full accounting of the budget and enrollment projections and additional information not included in the Intent to Plan.*

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

PURPOSE/PROGRAM SUMMARY:

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

Northern State University's Associate of Science in Digital Entrepreneurship prepares students to enter the digital economy ecosystem within 2 years and is built on a set of courses that stacks into Northern's Bachelor of Science in Management Information Systems. Digital Entrepreneurship prepares students to "create new business ventures or transform existing businesses through development of novel digital technologies or the innovative application of such technologies."[1] The AS in Digital Entrepreneurship includes 24 credits in general education, a 2 credit first year seminar, and 34 credits in business entrepreneurship, marketing, and information systems. Students will develop a base understanding of information systems and applied computer science along with a sequence of courses in entrepreneurship and digital marketing, preparing them to develop new digital business ventures and create and implement innovative technologies to grow existing businesses.

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

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

STRATEGIC IMPACT:

2. 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?
Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

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

Board of Regents Strategic Plan – Under Development.

Under SDCL 13-59-1, Northern State University is charged by the Board of Regents with "promoting excellence in teaching and learning; supporting research, scholarly and creative activities; and providing service to the state of South Dakota, the region, and beyond."[2] Northern is offering the Associate of Science in Digital Entrepreneurship to develop a workforce pipeline with strong tech skills, which directly supports the state of South Dakota and the Aberdeen region's commitment to the Center on Rural Innovation (CORI) initiative to develop a digital economy ecosystem. SDCL 13-59-1 specifically authorizes

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[1] Hattingh, M., M. Matthee, H. Smuts, I. Pappas, Y. Dwivedi, and M. Mantymaki, 2020. The Characteristics of Digital Entrepreneurship and Digital Transformation: A Systematic Literature Review. Responsible Design, Implementation, and Use of Information and Communication Technology.
https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7134220/
[2] South Dakota Board of Regents Policy Manual. Northern State University Mission Statement.
https://www.sdbor.edu/policy/documents/1-10-6.pdf

Northern to provide "preprofessional, one-year and two-year terminal and junior college programs."[3] To that end, Northern is proposing a two-year terminal program that can be stacked to a Bachelor of Science in Management Information Systems.

In addition to Northern State University's statutory mission, the South Dakota Board of Regents (SDBOR) confirms Northern's authority to offer curriculum in Information Systems in Policy 1:10:6: "Undergraduate Major Level Curriculum Business, Education, Entrepreneurship, Exercise Science, Fine and Performing Arts, General Studies, Humanities, Information Systems (in accordance with SDCL 13-59-2.2),Liberal Arts, Mathematics, Physical/Biological/Environmental Sciences, Social Sciences, and Sport Media and Administration."[4]

3.   How does this program connect to the Campus Strategic Plan and Mission of the Campus?

Northern State University envisions itself as a regional, comprehensive, public liberal arts university with an operational Mission developed through collaborative, campus-wide efforts including students, faculty, staff, alumni and community members and approved by Faculty Senate, Executive Leadership Team, Civil Service Association, and Student Government Association. to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts, professional education and E-learning for their future endeavors, while also enriching the local and regional community."[5]

Northern State University's strategic plan encompasses 5 themes, including distinctive learning that focuses on developing experimental, innovative, interdisciplinary, and relevant programs. One of Northern's Strategic Priorities and Actions is to "build sustainable collaborative public/private partnerships to advance academic, cultural, health, recreational, and economic opportunities that serve the public good and produce value for NSU, Aberdeen, and the region."[6] Partnering with the Aberdeen Development Corporation, Northern State University is developing new curriculum to advance the region's Digital Workforce Development and Support driver.

4.   Are there any institutional priorities that this program will facilitate in meeting?

Northern's first institutional priority is building "a growth strategy to expand student access, success and educational attainment to increase students' socioeconomic mobility while serving the public good."[7] Northern's AS in Digital Entrepreneurship advances efforts at growing enrollment by offering an accessible entry-point to information systems and computer programming while encouraging and requiring experiential learning in Aberdeen's' digital economy. Students who may have avoided college all together to set off as entrepreneurs will be well-served through Northern's 2-year program that prepares them to engage with and grow the digital economy as entrepreneurs and members of the digital workforce.

The Aberdeen Development Corporation and Northern State University are working together through an intensive process with the Center on Rural Innovation (CORI) to shape and build a digital economy ecosystem in Aberdeen. Matt Dunne, Executive Director of the Center on Rural Innovation (CORI),

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[3] SDCL 13-59-1. https://sdlegislature.gov/Statutes/Codified_Laws/2043065

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

[5] Northern State University Mission and Strategic Planning. https://www.northern.edu/mission-and-strategic-planning

[6] Northern State University Mission and Strategic Planning. https://www.northern.edu/mission-and-strategic-planning

[7] Northern State University Mission and Strategic Planning. https://www.northern.edu/mission-and-strategic-planning

founded CORI in 2017 after a successful career in Google and other technology companies. CORI's mission is to close the gap between America's rural workforce and digital economy jobs. Currently, 15% of the population of the United States lives in rural communities, but only 5% of the country's digital economy jobs are in rural areas.

Through analysis of current economic conditions and availability of higher education and potential for technical training, CORI selects 5 to 8 rural communities each year to work through an intensive assessment of the community around 5 direct drivers of the digital economy ecosystem:
- scalable tech, entrepreneur support, and incubation
- access to capital
- inclusive tech culture building
- access to digital jobs
- digital workforce development and support

Dunne and CORI selected Aberdeen as one of 5 CORI communities for 2021-2022, along with communities in Massachusetts, Kansas, Arizona, and Wisconsin. In late August, a core team, including Mike Bockorny, the CEO of the Aberdeen Development Corporation, and Dr. Erin Fouberg, Dr. Hannah Walters, and Blake Day from Northern State University, began working 8 to 10 hours a week with CORI to conduct a deep assessment of these 5 digital economy direct drivers. In late October 2021, CORI leaders presented an assessment of the current state and priorities of the Digital Economy Ecosystem of Aberdeen.

CORI found that Aberdeen has a strong culture of entrepreneurship, widespread access to broadband, and a growing and relatively young population. According to CORI's assessment, Aberdeen is geographically well-positioned to become a regional technology hub. On the Digital Workforce Development and Support driver, CORI scored Aberdeen as Stage 1, finding that while the community has a strong pipeline coming out of Northern, **the existing pipeline does not have strong enough focus on tech skills**.

Developing a AS in Digital Entrepreneurship and stacking it with the existing BS in Management Information Systems will help draw more students to both degree programs and close the gap in tech skills in the workforce pipeline graduating from Northern. By preparing graduates to thrive in Aberdeen's growing digital economy ecosystem, Northern will help move Aberdeen from Stage 1 in the Digital Workforce Development and Support driver to Stage 3.

Graduates of Northern's AS in Digital Entrepreneurship program may contribute to Aberdeen's digital economy through full time employment, and they may choose either immediately or over time to pursue the additional 60 credits needed to earn their BS in Management Information Systems.

ACADEMIC QUALITY:

5. 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 or deliver the entire program through distance technology (e.g., as an on-line program)?
Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

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

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Choose an item.		Choose an item. Choose an item.
	Yes/No	If Yes, identify delivery methods Delivery methods are defined in *AAC Guideline 5.5*.	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Internet, Online	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions: SDSU offers an AS in Data Science, which focuses on using data to solve problems, not on digital entrepreneurship. Dakota State University offers online AS degrees in Network and Security Administration, Software Development, and Web Development, but not in digital entrepreneurship. University of South Dakota offers no online AS degrees in anything technology related.	

6. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. *All that is needed is the printout or URL link to the program (inserted below); be sure to include the campus, college, department, etc.*

The AS in Digital Entrepreneurship includes 24 credits in general education, a 2 credit first year seminar, and 34 credits in information systems and entrepreneurship. Students will develop a base understanding of information systems and applied computer science along with a sequence of courses in entrepreneurship and digital marketing.

Northern State University is building the curriculum for the AS Digital Entrepreneurship in light of the needs of the digital economy workforce, the courses offered at Northern, and to make the program stackable into the BS in Management Information Systems. The program includes courses foundational to the digital economy in information systems and computer science along with a suite of courses in entrepreneurship and business and will be program housed in the School of Business at Northern.
Sample curriculum:
https://catalog.nocccd.edu/fullerton-college/degrees-certificates/computer-information-systems/computer-information-systems-associate-science-degree/

7. Will the proposed program pursue accreditation or certifications? Yes, how will this guide and assist in the academic quality of the program? No, why?

Not at this time. The AS in Digital Entrepreneurship will not be part of the Northern's ACBSP accreditation. The program does stack into Northern's BS in Management Information Systems, which follows IS2020 Competency Model for Undergraduate Programs in Information Systems based on the model curriculum design, published by the Association for Computing Machinery (ACM), "the world's largest educational and scientific computing society."

STUDENT SUCCESS

8. How would the proposed program benefit students? *No more than 250 words.*

Students will benefit from earning an AS degree that prepares them to contribute to a growing digital economy ecosystem. The students who earn this degree will be prepared to contribute to the region's growing digital economy ecosystem. Once employed, graduates may invest in earning a BS in Management Information Systems. Some companies may choose to assist students with tuition as part of the company's efforts toward workforce development. Research in human relations demonstrates that employees with clear career paths and whose companies invest in their development contribute more.[8]

FINANCIAL HEALTH

9. What are the university's plans for obtaining the resources needed to implement the program? *Indicate "yes" or "no" in the columns below.*

	Development/Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources *If checking this box, please provide examples of the external funding identified below.*	No	No
Ask Board to seek new State resources *Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.*	No	No
Ask Board to approve a new or increased student fee	Yes	Yes

10. Financial Budget – provide a summary of how the campus will work toward identifying true costs and revenue for this program. Library, Facilities, Faculty, Administrative Costs, etc.? Has the department completed a Financial Sensitivity Analysis? See template attached.

Northern's Management Information Systems Discipline fee will likely increase from Northern's current rate of $47.70, at a rate agreed approved by the BOR

Northern is well-positioned in terms of staffing to offer the AS and BS. The BS program has, in the past, had inconsistency in faculty and inattention to updating course content. Northern's faculty in Management Information Systems have long-standing connection to Northern and have qualifications to deliver the courses and degrees.

Northern has space in existing courses to accommodate an expanded number of students in the new Associate of Science program. Northern will continually assess enrollments in the courses and program and will only add an additional faculty line when necessary to meet demand. Should Northern need to add a faculty line, the number of students in both the AS and revamped BS will offset the cost of the additional faculty line.

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[8] Society for Human Resources Management (SHRM). Developing Employee Career Paths and Ladders. https://www.shrm.org/resourcesandtools/tools-and-samples/toolkits/pages/developingemployeecareerpathsandladders.aspx

The new AS and the existing BS in Management Information Systems are housed in the School of Business and will be part of a larger campus-wide initiative to drive innovation in Aberdeen's digital economy ecosystem.

EXTERNAL/INTERNAL:

11. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? *Please cite any sources in a footnote. Short summary of findings will be appropriate on the intent to plan, a full description and use of data can be inserted in the Full Proposal.*

Market Demand:

- Is employer demand apparent in target geographic market?
Employer demand will grow as the efforts toward developing a digital economy ecosystem in the Aberdeen region expand.

- What is the expected growth rate of prospective students' target industry or occupation?
Between 9 and 13%. See below.

- What salaries can program graduates expect to earn in our target market?
Graduates of Northern's AS in Digital Entrepreneurship can gain positions as:
  - Computer Support Specialists $55,510 per year with a 9% projected growth rate between 2020-2030. [9]
  - Web Developers and Digital Designers $77,200 per year with a 13% projected growth rate between 2020-2030.

Student Demand:

- Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university? This item can initially be summarized for the intent to plan and must be fully developed in the final program request.

  Students enrolling in Northern's AS in Digital Entrepreneurship are expected to be new to the University. The program serves both students looking for a flexible, online program and students looking for an on-campus, face to face experience. Marketing will be primarily to students looking for a residential experience. To best serve workforce development in Aberdeen's digital economy ecosystem, the program needs to also be offered fully online. All courses in the program are already offered fully online.

- What strategies will the campus deploy with the Enrollment Management Team to recruit students? This item can initially be summarized for the intent to plan and must be fully developed in the final program request.

  Northern's Enrollment Management Council (EMC) collaborates across campus and works with Admissions and Communications and Marketing to develop marketing materials and pipelines for students into the programs.

12. Do any related programs exist at other public universities in South Dakota? Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities? *A*

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[9] U.S. Bureau of Labor Statistics. https://www.bls.gov/ooh/computer-and-information-technology/computer-support-specialists.htm

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

No BOR institution offers an associate degree that prepares students to contribute to the digital economy ecosystem and to spark innovation within the economy.

The closest associate degrees in the BOR system include:
- South Dakota State University offers an AS in Data Science, which focuses on using data to solve problems, not on digital entrepreneurship.
- Dakota State University offers online AS degrees in Network and Security Administration, Software Development, and Web Development, but not in digital entrepreneurship.
- University of South Dakota offers no online AS degrees in anything technology related.

13. **Additional Information:** *Additional information is optional. Use this space to provide information not specifically requested above. This should not be more than 250 words.*

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
>   Intent to Plan Request – USD – BS in Music – Specialization in Music Technology and Industry

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

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

>   USD intends to offer the proposed program on campus and online.

IMPACT AND RECOMMENDATION
>   USD is not requesting new state resources but will reallocate existing resources. USD expects that most students in the proposed program will be new to the university and anticipates enrolling seven students in the program by the fifth year of the program.

>   Board office staff recommends approval of the intent to plan with the following conditions:

>   1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

(Continued)

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DRAFT MOTION 20220329_6-E(2):
>   I move to authorize USD to develop a program proposal for an BS in Music, with a specialization in Music Technology & Industry, as presented.

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: USD – BS in Music – Specialization in Music Technology & Industry

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Intent to Plan for a New Program

UNIVERSITY:	USD
DEGREE(S) AND TITLE OF PROGRAM:	Music, BS with a specialization in Music Technology and Industry
INTENDED DATE OF IMPLEMENTATION:	Fall 2023

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

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

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

_____   _____
President of the University   Date

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

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

The Music BS with Music Technology and Industry specialization program will prepare students to be successful professionals in the fields of music technology and music industry, including digital marketing, computer user support specialists. These fields are listed within the Music, General (CIP code 50.0901), and include web developers and digital interface designers, music directors and composers, audio and video technicians, and sound engineering technicians. Students will receive a solid foundation in music, music technology, music industry, and the liberal arts as they prepare for a career in fields like sound recording, music production, electronic music, and design.

Curriculum in the music technology and industry program reflects the need for a blend of music and technology in today's professional world. Students will develop skills in every aspect of music technology from product development to digital marketing to studio recording to commercial music. They will develop an understanding of musical styles that range from classical to contemporary music. The major is suitable for students with a variety of academic and musical backgrounds. Students will develop musical knowledge and the ability to use a variety of technical and digital tools. They will also develop problem-solving, troubleshooting and communication skills.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)? *Please cite any sources in a footnote.*

EMSI data from the SDBOR Program Demand Gap Analysis Report indicate a need for this program. Table 3.1 within the EMSI report lists programs with a significant gap or surplus. The data for Music, General (CIP code 50.0901) indicate an annual gap between openings and completions of 27[1]. Many of the categories within this CIP Code rely implicitly or explicitly on technological knowledge[2]. These categories include web developers and digital interface designers, music directors and composers, audio and video technicians, and sound engineering technicians. EMSI data indicate that fields related to music technology are projected to grow. For example, the category "Performing Arts, Spectator Sports & Related Industries" is projected to grow by 18.8% by 2030[3] and the category "Music Directors & Composers," for example is expected to grow by 14% by 2030[4].

Statewide South Dakota Employment Projections by Industry[5] indicate that long-term employment projections are expected to increase in areas where a music technology degree would be viable, including the following (parenthesized number is the NAICS Code):
- Museums, Historical Sites, and Similar Institutions (712): 20.6% projected growth
- Performing Arts, Spectator Sports, and Related Industries (711): 12.6% projected growth
- Sporting Goods, Hobby, Book, and Music Stores (451): 10.8% projected growth
- Motion Picture and Sound Recording Industries (512): 5.6% projected growth
- Amusement, Gambling, and Recreation Industries (713): 5.2% projected growth
- Religious, Grantmaking, Civic, Professional, and Similar Organizations (813): 2.4% projected growth

Statewide South Dakota Employment Projections by Occupation[6] indicate that long-term employment projections are expected to increase in areas where a music technology degree would be viable, including the following (parenthesized number is the SOC Code):
- Audio and Visual Equipment Technicians (27-4011): 16.9% projected growth
- Web Developers (15-1134): 13.7% projected growth
- Advertising, Marketing, Promotions, Public Relations, and Sales Managers (11-2000): 10.5% projected growth
- Meeting, Convention and Event Planners (13-1121): 9.5% projected growth
- Religious Workers (21-2000): 7.9% projected growth
- Entertainers and Performers, Sports and Related Workers (27-2000): 6.5% projected growth

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[1] SDBOR Program Demand Gap Analysis Report, p. 40
[2] SDBOR Program Demand Gap Analysis Report: Supporting Appendices, p 74 (p. 153 of .pdf)
[3] SDBOR Program Demand Gap Analysis Report: Supporting Appendices, p. 12 (p. 91 of .pdf)
[4] SDBOR Program Demand Gap Analysis Report: Supporting Appendices, p. 106 (p. 185 of .pdf)
[5] SD Department of Labor Market Information (https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx)
[6] SD Department of Labor Market Information ((https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx)

- Arts, Design, Entertainment, Sports, and Media Occupations (27-0000): 3.5% projected growth
- Media and Communication Workers (27-3000): 2.6% projected growth

The US Bureau of Labor Statistics [7] data indicate that national long-term employment projections are expected to increase in areas where a music technology degree would be viable, including the following:
- Broadcast, Sound, and Video Technicians (21% projected growth)[8]
- Film and Video Editors and Camera Operators (29% projected growth)[9]
- Art Directors (11% projected growth)[10]
- Music Directors and Composers (6% projected growth)[11]

The explosion in streaming services and digital entertainment experienced during the past 10 years and magnified by COVID have indicated that long-term forecasts for growth are indeed valid.[12]

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

> On the music production side of the major, we currently employ one production manager and two production techs, all of which need education/experience in the areas that you described.   Currently, if we were to replace one of these positions we know we would have to hire from outside the state or hire and train them up ourselves, as we have always done.   It is difficult to find people with the education and/or experience that we need in South Dakota. . . . . It seems to me the field of production, commercialization and technology is a fast growing and constantly changing in tech development.   I would only expect further growth and demand in these areas.   I personally feel that our region is already behind. . . . I support any effort to increase regional music, video, and lighting techs and the businesses that go with it.[13]

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

3. How would the proposed program benefit students?

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

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[7] https://www.bls.gov/ooh/arts-and-design/home.htm
[8] https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm
[9] https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm
[10] https://www.bls.gov/ooh/arts-and-design/art-directors.htm
[11] https://www.bls.gov/ooh/entertainment-and-sports/music-directors-and-composers.htm
[12] See, for example https://www.grandviewresearch.com/industry-analysis/music-streaming-market
[13] Letter is attached as Appendix B.

enable students to learn the vocabulary, principles, and skills necessary to perform the work of a music technology and industry professional.

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

Salaries for careers associated with areas where a music technology degree would be viable include the following, based on the US Bureau of Labor Statistics data, 2020 median pay:[14]
- Broadcast, Sound, and Video Technicians: $50,000[15]
- Film and Video Editors and Camera Operators: $61,900[16]
- Art Directors: $97,270[17]
- Music Directors and Composers: $52,250[18]

EMSI data indicate salaries within the region of SD, IA, MN, and NE are as follows for career areas within the CIP code for "Music Technology":[19]
- Audio and Video Technicians: $21.54/hr
- Music Directors and Composers: $22.15/hr
- Sound Engineering Technicians: $26.40/hr

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

4. **How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?**
   Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

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

   Board of Regents Strategic Plan 2014-2020

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

   The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the

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[14] https://www.bls.gov/ooh/arts-and-design/home.htm
[15] https://www.bls.gov/ooh/media-and-communication/broadcast-and-sound-engineering-technicians.htm
[16] https://www.bls.gov/ooh/media-and-communication/film-and-video-editors-and-camera-operators.htm
[17] https://www.bls.gov/ooh/arts-and-design/art-directors.htm
[18] https://www.bls.gov/ooh/entertainment-and-sports/music-directors-and-composers.htm
[19] EMSI Music Technology Program Overview, see Appendix C.

*liberal arts and sciences, and **professional education** in business, education, **fine arts**, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)*

USD is South Dakota's flagship institution for Fine Arts. It is the only regental university that offers the Bachelor and Master of Music Degrees. The Music BS with Music Technology and Industry specialization degree will further enhance the professional offerings in music and better prepare graduates for careers that utilize the ever-expanding world of technology. This program is important as the Fine Arts continue to evolve and USD strives to provide its students with an outstanding, cutting edge education in the Fine Arts disciplines.

5. **Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?** *A list of existing system programs are available through the university websites and the RIS Reporting: Academic Reports Database. If there are no related programs within the Regental system, enter "None."*

    There are no similar programs at any public universities in South Dakota.

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*
    This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

	Institution	Program Title
Minnesota	None	
North Dakota	None	
Montana	Montana State University	Bachelor of Arts in Music Technology
Wyoming	None	

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

    Students entering this program are expected to be new to the university. It is possible that students currently seeking a music degree may opt to transfer into this program, but that is likely to be limited to a small number.

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.

	Fiscal Years*				
	1st	2nd	3rd	4th	5th
Estimates	FY 24	FY 25	FY 26	FY 27	FY28
New Students in the Program	2	3	5	5	7
Graduates	0	0	2	5	7

It is estimated that beyond five years, the program would continue to graduate between five and eight students each year. Methodology is based on qualitative data indicating an interest in this program (3-4 inquiries each semester without actually offering the degree) and on newly developed articulation agreements with regional community colleges, including Western Iowa Technical Institute, Northeast Community College (NE), and Northwest Community College (WY). Further articulation agreements with Iowa Western Community College, Kirkwood Community College, Southeast Community College (NE) are planned to increase opportunities for enrollment in this program.

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

Institution	Degree	CIP Code	Completions				
			AY20	AY19	AY18	AY17	AY16
University of Northern Iowa	BA Music Technology	50.0913	1	1	2	1	1
Montana State University	BA Music Technology	50.0901	8	14	17	13	19
Central Missouri State	BM Music Technology	50.0901	18	13	10	13	8
Indiana University Purdue University Indianapolis	BS Music Technology	50.0913	8	7	3	6	11

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

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

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

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2023**

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online	**Fall 2023**
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

10. **What are the university's plans for obtaining the resources needed to implement the program?** *Indicate "yes" or "no" in the columns below.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources *If checking this box, please provide examples of the external funding identified below.*	No	No
Ask Board to seek new State resources *Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.*	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion.* **Identify the college or university and explain why the selected program is a model for the program under development**.

See Appendix A

The University of Northern Iowa was chosen as a model for the University of South Dakota's Bachelor of Science with a concentration in Music Technology for several factors. First, it is a respected program that provides its music students with a similar experience to what USD offers. Second, UNI is a similarly sized regional institution that is often used in comparison models with the University of South Dakota. It is also the only institution in our region which offers a degree in Music Technology. Finally, Northern Iowa was chosen because they offer their program in Music Technology as a liberal arts degree instead of the more specialized professional degree. This is the experience that the University of South Dakota is looking to provide for its students in this program.

12. Additional Information:

Please see Appendix B for letters of support from regional businesses indicating the need for this new degree.

Please see Appendix C for the EMSI Music Technology Program Overview.

Appendix A: Proposed Curriculum Example University of Northern Iowa

Music: Music Technology (Track 5), B.A.

Music: Music Technology (Track 5), B.A.

Course	Title	Hour
Freshman		
Fall		
MUS APPL 1467 (540:P46)	Piano Proficiency	0
MUS APPL 1470 (540:047)	Group Piano	0
MUS THEO 1110 (580:011)	Theory I	2
MUS THEO 1150 (580:015)	Aural Training I	1
MUS THEO 1250 (580:025)	Sight-Singing I	1
MUS HIST 1010 (590:001)	History of Music I: Antiquity Through Renaissance	2
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
Liberal Arts Core		6
	Hours	**15**
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
Liberal Arts Core		6
University Electives		2
MUS APPL 1467 (540:P46)	Piano Proficiency	0
MUS APPL 1470 (540:047)	Group Piano	0
MUS THEO 1120 (580:012)	Theory II	2
MUS THEO 1160 (580:016)	Aural Training II	1
MUS THEO 1260 (580:026)	Sight-Singing II	1
	Hours	**15**
Sophomore		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
Liberal Arts Core		6
MUS THEO 2130 (580:013)	Theory III	2
MUS THEO 2170 (580:017)	Aural Training III	1
MUS THEO 2270 (580:027)	Sight-Singing III	1
MUS HIST 1020 (590:002)	History of Music II: Baroque and Classical	3
	Hours	**16**
Spring		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
Liberal Arts Core		4
MUS THEO 2140 (580:014)	Theory IV	2
University Electives		3
MUS HIST 1030 (590:003)	History of Music III: Romantic, Twentieth, and Twenty-First Centuries	3
MUS THEO 1300 (580:030)	Topics in Music Composition (must take Electronic)	2
	Hours	**17**
Junior		
Fall		
MUS ENS Large Ensemble		1
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		

Course	Title	Hour
Liberal Arts Core		9
MUS THEO 3220/5220 (580:122g)	Music and Technology	4
	Hours	**16**
Spring		
MUS APPL Applied Music		2
MUS APPL 1086 Studies in Performance Seminar		
Liberal Arts Core		3
University Electives		3
Music Elective		1
MUS ENS Large Ensemble		1
COMM DM 3950	Advanced Applied Digital Media	1
MUS THEO 3230/5230 (580:123g)	Music Technology, Advanced	4
	Hours	**15**
Senior		
Fall		
MUS ENS Large Ensemble		1
Liberal Arts Core		6
University Electives		5
MUS ED 3020 (570:102)	Music Technology Internship	1
COMM DM 3950	Advanced Applied Digital Media	1
	Hours	**14**
Spring		
COMM DM 3950	Advanced Applied Digital Media	1
MUS ENS Large Ensemble		1
Music Elective		2
Liberal Arts Core Capstone		2
University Electives		5
MUS THEO 4900 (580:190)	Senior Project, Music Technology	0
MUS ED 3020 (570:102)	Music Technology Internship	1
	Hours	**12**
	Total Hours	**120**

Appendix B: Letters of Support for the Music Technology Degree from Regional Businesses

Bruce C. Kelley, Ph.D.
Dean, College of Fine Arts
Professor of Music
University of South Dakota

Dear Bruce,

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

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

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

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

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

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

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

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

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

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

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

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

Thank you for involving me in this discussion.

Sincerely,

Craig Baltzer
Executive Director
The Monument
Rapid City, SD

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Appendix C: EMSI Music Technology Program Overview

Program Overview
Music Technology

Emsi Q4 2021 Data Set

November 2021

South Dakota

Parameters

Programs:

Code	Description
50.0913	Music Technology

Regions:

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

Education Level: Any

Tuition Type: Tuition & Fees

Graduate Status: Undergraduate

Residency: In-State

Completions Year: 2020

Jobs Timeframe: 2020 - 2021

Job Postings Timeframe: Sep 2016 - Dec 2020

Program Overview

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

5 Completions

Completions by Institution

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

Regional Trends

		2012 Completions	2020 Completions	% Change
●	Distance Offered Programs	0	0	0.0%
■	Non-Distance Offered Programs	44	5	-88.6%
▲	All Programs	44	5	-88.6%
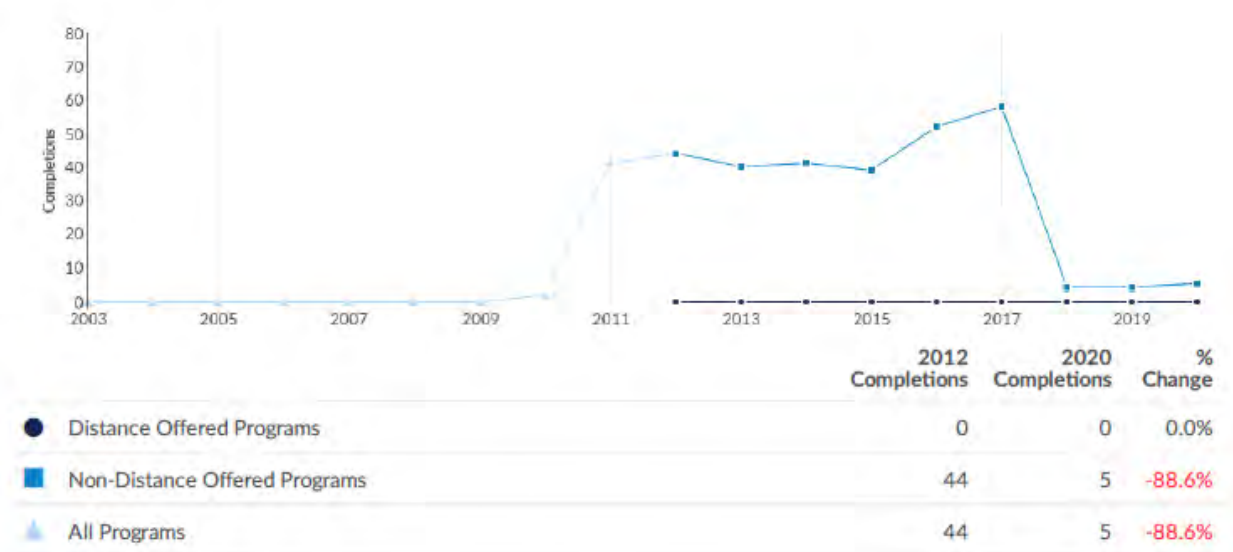
Regional Completions by Award Level

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

Similar Programs

27	1,960
Programs (2020)	Completions (2020)

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

Target Occupations

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

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

Growth

4,787	4,861	74	1.5%
2020 Jobs	2021 Jobs	Change (2020-2021)	% Change (2020-2021)
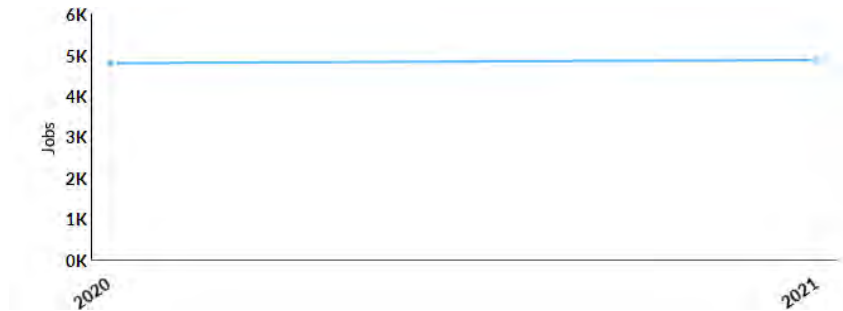
Occupation	2020 Jobs	2021 Jobs	Change	% Change
Music Directors and Composers (27-2041)	2,004	2,026	22	1%
Audio and Video Technicians (27-4011)	2,301	2,340	39	2%
Sound Engineering Technicians (27-4014)	482	495	13	3%

Percentile Earnings

$16.06/hr	$22.22/hr	$29.15/hr
25th Percentile Earnings	Median Earnings	75th Percentile Earnings
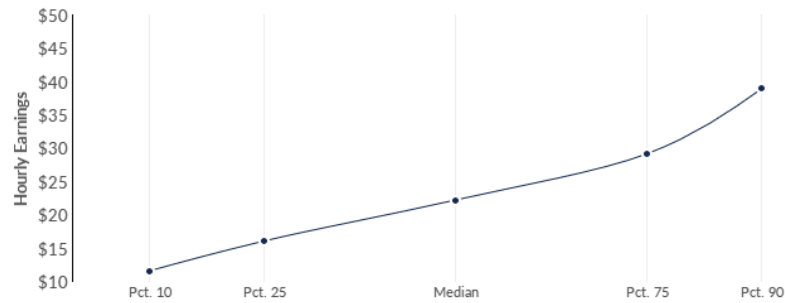
Occupation	25th Percentile Earnings	Median Earnings	75th Percentile Earnings
Music Directors and Composers (27-2041)	$15.57	$22.15	$30.00
Audio and Video Technicians (27-4011)	$15.88	$21.54	$27.81
Sound Engineering Technicians (27-4014)	$19.61	$26.40	$34.20

Job Postings Summary

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

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

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

Job Postings vs. Hires
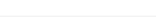
164	295
Avg. Monthly Postings (Sep 2016 - Dec 2020)	Avg. Monthly Hires (Sep 2016 - Dec 2020)

In an average month, there were 164 active job postings for *3 Occupations*, and 295 actually hired. This means there were approximately 2 hires for *3 Occupations* for every 1 unique job posting.
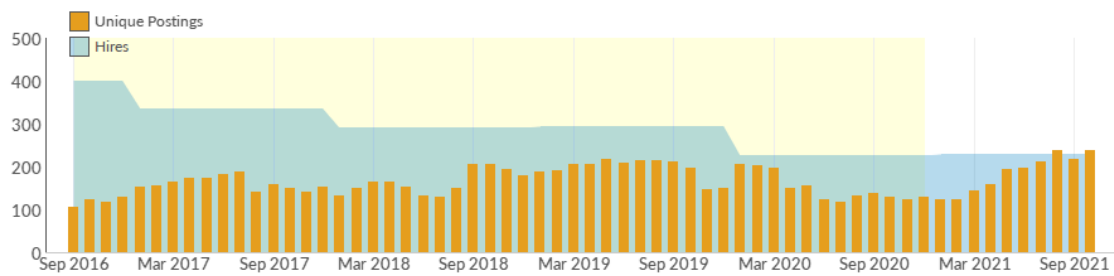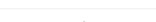
Occupation	Avg Monthly Postings (Sep 2016 - Dec 2020)	Avg Monthly Hires (Sep 2016 - Dec 2020)
Audio and Video Technicians	138	173
Music Directors and Composers	23	91
Sound Engineering Technicians	3	31

Top Companies Posting

Company	Total/Unique (Sep 2016 - Dec 2020)	Posting Intensity	Median Posting Duration
The Archdiocese of Saint Paul and Minneapolis	104 / 82	1 : 1	34 days
Psav	288 / 62	5 : 1	37 days
AVI Systems	102 / 38	3 : 1	31 days
Lawrence Livermore National Laboratory	132 / 37	4 : 1	21 days
Freeman	115 / 34	3 : 1	41 days
AVI-Spl, Inc.	129 / 33	4 : 1	54 days
Lake Mystic Hotel Casino	130 / 29	4 : 1	49 days
United States Department of the Army	35 / 28	1 : 1	141 days
University of Nebraska	66 / 28	2 : 1	36 days
Skc, Inc.	68 / 26	3 : 1	103 days

Top Posted Job Titles

Job Title	Total/Unique (Sep 2016 - Dec 2020)	Posting Intensity	Median Posting Duration
Audiovisual Technicians	1,550 / 439	4 : 1	32 days
Videographers	441 / 166	3 : 1	27 days
Audio Visual Managers	310 / 90	3 : 1	35 days
Audiovisual Specialists	330 / 79	4 : 1	34 days
Lighting Technicians	160 / 71	2 : 1	37 days
Installation Technicians	213 / 68	3 : 1	44 days
Video Production Specialists	187 / 53	4 : 1	28 days
Production Specialists	174 / 52	3 : 1	21 days
Choir Directors	99 / 50	2 : 1	20 days
Directors of Music Arts	69 / 45	2 : 1	46 days

The following provides insight into the supply and demand of relevant skills by comparing the frequency of skills present in job postings against skills present in today's workforce. Along with Emsi's job posting analytics, this comparison leverages Emsi's dataset of more than 100M online resumés and profiles. All resumés and profiles used in these comparisons have been updated within the last three years.

The skills associated with workforce profiles represent workers of all education and experience levels.

Top Hard Skills
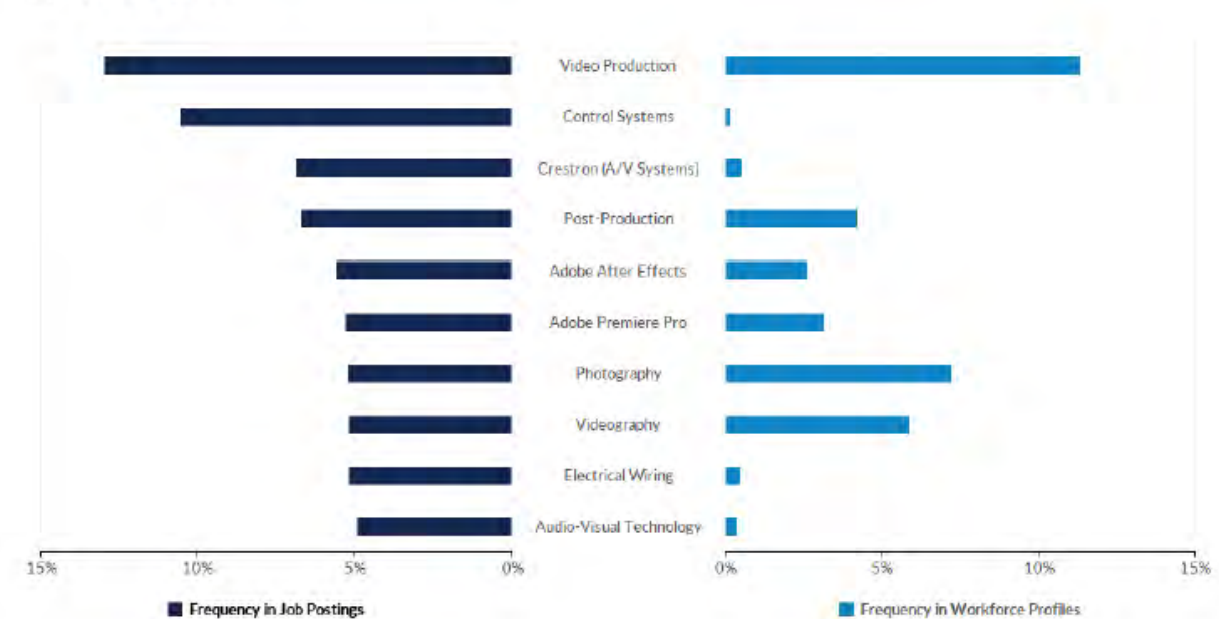
Top Hard Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Dec 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Video Production	13%	390 / 2,998	11%	385 / 3,385
Control Systems	11%	316 / 2,998	0%	6 / 3,385
Crestron (A/V Systems)	7%	206 / 2,998	1%	19 / 3,385
Post-Production	7%	200 / 2,998	4%	143 / 3,385
Adobe After Effects	6%	168 / 2,998	3%	89 / 3,385
Adobe Premiere Pro	5%	159 / 2,998	3%	107 / 3,385
Photography	5%	156 / 2,998	7%	246 / 3,385
Videography	5%	155 / 2,998	6%	199 / 3,385

Electrical Wiring	5%	155 / 2,998	0%	16 / 3,385
Audio-Visual Technology	5%	147 / 2,998	0%	13 / 3,385

AAC Form 2.4 – Intent to Plan for a New Program
(Last Revised 04/2021)

157
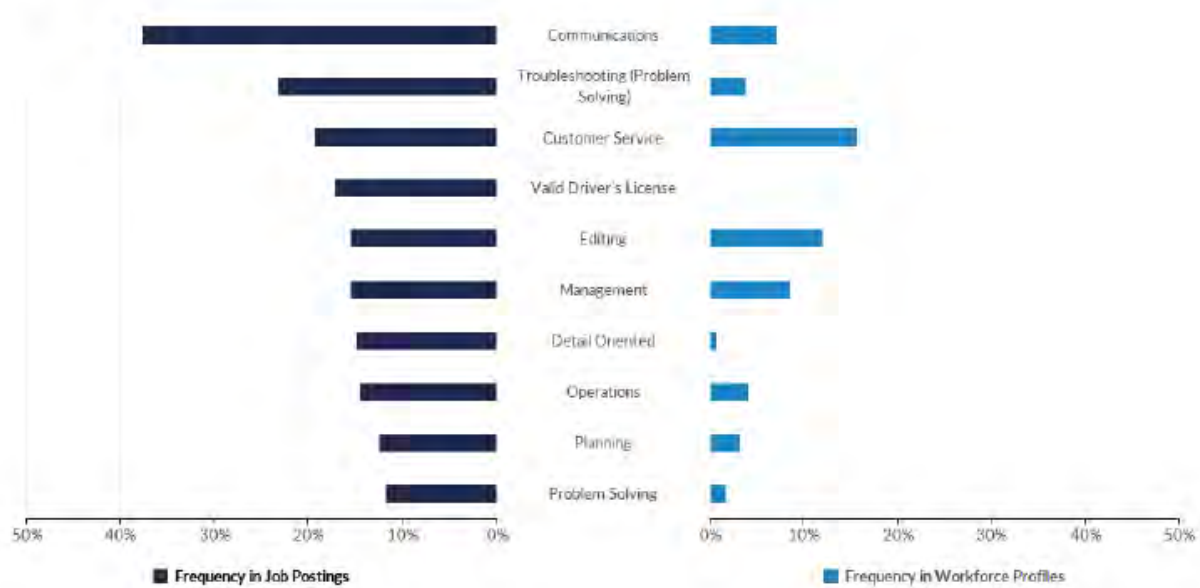
Top Common Skills

Top Common Skills

Skill	Frequency in Postings	Postings with Skill / Total Postings (Sep 2016 - Dec 2020)	Frequency in Profiles	Profiles with Skill / Total Profiles (2019 - 2021)
Communications	38%	1,129 / 2,998	7%	242 / 3,385
Troubleshooting (Problem Solving)	23%	698 / 2,998	4%	132 / 3,385
Customer Service	19%	576 / 2,998	16%	531 / 3,385
Valid Driver's License	17%	512 / 2,998	0%	0 / 3,385
Editing	15%	464 / 2,998	12%	408 / 3,385
Management	15%	463 / 2,998	9%	292 / 3,385
Detail Oriented	15%	445 / 2,998	1%	24 / 3,385
Operations	15%	435 / 2,998	4%	140 / 3,385
Planning	12%	374 / 2,998	3%	111 / 3,385
Problem Solving	12%	350 / 2,998	2%	60 / 3,385

Top Qualifications

Qualification	Postings with Qualification
AVIXA Certified Technology Specialist	194
Top Secret-Sensitive Compartmented Information (TS/SCI Clearance)	109
Security Clearance	96
Top Secret Clearance	76
Secret Clearance	39
IAT Level II Certification	24
CompTIA Security+	19
Commercial Driver's License (CDL)	16
Cisco Certified Network Associate	15
Microsoft Certified Professional	10

Appendix A - Data Sources and Calculations

Institution Data

The institution data in this report is taken directly from the national IPEDS database published by the U.S. Department of Education's National Center for Education Statistics.

Location Quotient

Location quotient (LQ) is a way of quantifying how concentrated a particular industry, cluster, occupation, or demographic group is in a region as compared to the nation. It can reveal what makes a particular region unique in comparison to the national average.

Occupation Data

Emsi occupation employment data are based on final Emsi industry data and final Emsi staffing patterns. Wage estimates are based on Occupational Employment Statistics (QCEW and Non-QCEW Employees classes of worker) and the American Community Survey (Self-Employed and Extended Proprietors). Occupational wage estimates are also affected by county-level Emsi earnings by industry.

Emsi Job Postings

Job postings are collected from various sources and processed/enriched to provide information such as standardized company name, occupation, skills, and geography.

State Data Sources

This report uses state data from the following agencies: Iowa Workforce Development; Minnesota Department of Employment and Economic Development; Nebraska Department of Labor, NEworks; South Dakota Department of Labor and Regulation

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – F (1)
DATE: March 29-30, 2022

****

SUBJECT
New Program Request – BHSU – BS in Communication and Media

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
AAC Guideline 2.4 – Intent to Plan for a New Program

BACKGROUND / DISCUSSION
Black Hills State University (BHSU) requests permission to offer a BS program in Communication and Media. This program will prepare students for careers in all areas of communication, including emerging and traditional forms of media. This new major will replace three current majors at BHSU: Communication Studies, Corporate Communication, and Mass Communications. The core of the program offers a foundation in oral, written, and visual communication across modalities, as well as an understanding of the cultural and ethical contexts of the field. Graduates will be prepared for work in journalism, social media, marketing, and other areas within the field.

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

IMPACT AND RECOMMENDATION
BHSU requests authorization to offer the program both on campus and online. There are no new courses required for the proposed program. BHSU does not request new state resources. BHSU anticipates 85 enrolled students and 15 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Program Request: BHSU – BS in Communication and Media

****
DRAFT MOTION 20220329_6-F(1):
I move to authorize BHSU to offer a BS in Communication and Media, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
MAJOR:	**Communication and Media**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	
EXISTING OR NEW DEGREE(S):	**Existing –B.S. degree**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2022**
PROPOSED CIP CODE:	**09.0199**
SPECIALIZATIONS: *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.*	**none**
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	**10/15/2021**
UNIVERSITY DEPARTMENT:	**School of Arts and Humanities**
BANNER DEPARTMENT CODE:	**BSAH**
UNIVERSITY DIVISION:	**College of Liberal Arts**
BANNER DIVISION CODE:	**6A**

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

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

University Approval

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

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

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

   Note: a waiver for the Intent to Plan was granted on approximately the date provided above.

   This program will prepare students for careers in all areas of communication, including emerging and traditional forms of media. This new, single major will take the place of BHSU's current majors in Communication Studies, Corporate Communication, and Mass Communications. The goal is to create efficiency and provide a unified, highly effective, applied program that will attract and retain students. Students will be required to earn a minor.

2. **How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?**
   Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

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

   Board of Regents Strategic Plan 2014-2020

   The proposed program meets a number of goals in the current BOR Strategic Plan:

   - Goal 1. It expands access by creating an innovative program "to attract and retain" students in and outside SD. Of particular note, student athletes from out of state are often interested in our communication programs. We are working with the athletics department as we create internships for this program to meet the needs of these students. Additionally, online options allow for recruitment out of state.
   - Goal 3. The program will be aligned closely with workforce needs. We are collaborating with local businesses with focuses on communication to develop curriculum at the course level.
   - Goal 4. This program eliminates the duplication that existed when we had three programs and many emphases in the field of communication.

   This program supports the university's mission statement because it will allow graduates to "make significant contributions to the work force and public engagement. It will do so by providing students with skills needed for employment in any area in which connections to the public are needed.

   Furthermore, the proposed program aligns with BHSU's current strategic plan, mainly goal #1: to "align degree programs with high priority, academic values including social responsibility, authentic learning, sustainability, diversity, critical thinking, and ethic behavior." The Communication and Media major combines applied learning in all areas of communication (including writing, visual, digital, and audio communication) with a broader context in classes that emphasize ethics and current social concerns in the media.

3. **Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but*

are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

Below is information taken verbatim from the US Bureau of Labor Statistics:

> Employment in media and communication occupations is projected to grow 14 percent from 2020 to 2030, faster than the average for all occupations, and will result in about 151,500 new jobs. Demand for media and communication occupations is expected to arise from the need to create, edit, translate, and disseminate information through a variety of different platforms.
>
> The median annual wage for media and communication workers (such as announcers, interpreters and translators, and technical writers) was $61,310 in May 2020, which was higher than the median annual wage for all occupations of $41,950.
>
> Media and communication equipment workers (such as broadcast and sound engineering technicians, film and video editors, and photographers) had a median annual wage of $50,870 in May 2020, higher than the median annual wage for all occupations in the economy.
>
> https://www.bls.gov/ooh/media-and-communication/home.htm

The curriculum is designed to prepare graduates to work in small organizations in which they must communicate with internal and external stakeholders. It would also prepare them—through internships and hands-on learning—to enter a job in a which more specific skills are needed, as in larger organizations.

As articulated in *US News and World Report, July 16, 2019*, "Common fields for a communications major to pursue include advertising, marketing, public relations, television, journalism, social media, graphic design, sales, event planning and translation.

Data related to the South Dakota labor market focus on specific jobs, and the proposed major would be related to many jobs in many settings. However, the related areas of management, marketing, and sales are listed as "hot jobs" in current projections for the state https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2020.pdf

4. How will the proposed program benefit students?

This program would provide preparation for students going into careers requiring broad skills in communication and media. The core of the program offers a foundation in oral, written, and visual communication across modalities as well as an understanding of the cultural and ethical contexts in the field. Graduates with this major would be prepared for work in journalism, social media, marketing, and other areas of the discipline where a broad variety of skills is needed.

5. Program Proposal Rationale:

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

This program will be an B.S. and not a new degree.

B. **What is the rationale for the curriculum?**

To provide a generalists program in the field of communication and media that has strong applied components. The proposed major combines three existing majors that will be terminated upon approval of this program.

The curriculum is designed to provide first a basic and then a more focused experience in all the major areas of communication in a business or public setting. Those preparing for work in this field must be able to write. They should be able to communicate through visual images (through classes in graphic design and photography). They should have an understanding of the every-changing technological tools of media. And, finally, they should have skills in interviewing as well as recording, using, and storing audio materials. With facility in these areas, our students will have the tools they need for their jobs. However, the program has two other essential components. The first is an understanding of the function of communication and of media in contemporary life. Courses listed under "cultural context" provide this background. The second is hands-on experience in the area or areas that are most interesting to the student. This focused work will occur in the media labs and internships. Besides providing invaluable, hands-on experience to all students, these applied courses will enable students to prepare for jobs in more specialized areas of the field according to their individual interests.

Our original objective—to create efficiency—also affected our rationale and, finally, our selection of courses. We cut courses from our existing majors in Mass Communication and Speech Communication that are often under-enrolled. Those courses will be eliminated from our rotation of courses unless they become critical to other program modifications, for example, in Business Administration.

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?*

Before creating the proposed curriculum, we conducted a study of similar programs at a variety of university and colleges, which showed that there are many kinds of majors within this field and curricula for programs in communication and media vary widely. Our study included several listed in the above-linked article in US News and World Report (The College of the Ozarks and High Point University) as well as programs in the South Dakota regental system, in Colorado, and in Wyoming.

There is no consensus on curriculum from among the institutions we studied. Most programs offer majors or emphases within the broad field of communication. Our smaller program needs to be less complex. Therefore, we have created our own curriculum to fit our specific needs while following the principles established by Accrediting Council on Education in Journalism and Mass Communication.

Our proposed program aligns with the values articulated in this statement from the ACEJMC's mission: "The Council embraces the value of a broad, multidisciplinary curriculum that nurtures critical thinking, analytic reasoning and problem-solving skills that are the essential foundation for journalism and mass communications education."

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

Communication & Media	Credit Hours	Credit Hours	Percent
System General Education Requirements	30	30	25%
Subtotal, Degree Requirements	30	30	25%
Required Support Courses (not included above)	0	0	0%
Major Requirements	15	15	13%
Major Electives	24	24	20%
Subtotal, Program Requirements	39	39	33%
Free Electives		51	42%
Degree Total		120	100%
Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.			

Major Requirements (core requirements)

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
ART	161	Graphic Communication	3	No
CMST	201	Interpersonal Communication	3	No
MCOM	210	Basic Media Writing	3	No
MCOM	458 or 459	Integrated Media Production Lab I or II	3	No
MCOM	494	Internship	3	No
		Subtotal	15	

Major Electives: List courses available as electives in the program. Indicate any proposed new courses added specifically for the major. *Note: historically these courses have strong enrollment.*

Courses without strong enrollment (none of which are included here) have been removed from our course rotation. The current schedule of offerings is provided below in parentheses.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Textual Communication: take one of the following		
MCOM	330	Writing for Digital Media (every fall)	3	No
ENGL	379	Technical Communication (every fall)	3	No
MCOM	317	Multi-media Reporting (even springs)	3	No
BADM	344	Managerial Communication (all semesters)	3	No
		Visual Communication: Take One		
ART	265	Basic Photography (all semesters)	3	No
ART	266	Photojournalism (all spring)	3	No
MCOM	331	Video Production (all spring)	3	No
ART	328	Advertising Media Communication (all fall)	3	No
		Digital Communication: Take One		
MCOM	220	Intro to Digital Media (all spring)	3	No
MCOM	235	Social Media Survey (odd spring)	3	No
MCOM	351	Web Design (all spring)	3	No
MCOM	458 or 459	Integrated Media Production Lab I or II (not redundant with course taken as part of the core) (all fall)	3	No
		Audio Communication and Performance: Take One		
MCOM	221	Audio Production (all fall)	3	No
CMST	222	Argumentation and Debate (all semesters)	3	No
CMST	215	Public Speaking (all)	3	No
THEA	131	Introduction to Acting (all)	3	No
CMST	434	Small Group Communication (even fall)	3	No
MCOM	305	Sports Broadcasting (even fall)	3	No
		Cultural Context: Take One		
MCOM	430	Media Law (odd spring)	3	No
MCOM	452	Mass Media Issues (odd fall)	3	No
MCOM	475	Public Relations (evenfall)	3	No
CMST	410	Organizational Communication (even fall)	3	No
		Take three additional courses from the above list and from any courses offered with the MCOM or CMST prefix.[1]	9	No
		Subtotal	24	

6. Student Outcomes and Demonstration of Individual Achievement

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

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[1] Electives have been chosen exclusively from courses already offered.

be specific to the program and not routinely expected of all university graduates, and must relate to the proposed assessments in B and C below. <u>Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.</u>

Individual Student Outcome	ART 161*	CMST 201*	MCOC 210*	MCOM 458/9*	MCOM 494*	ART 265, 266, 328; MCOM 331	MCOM 220, 235, 351, 458/459	MCOM 221, 305; CMST 222, 215, 434; THEA 131	MCOM 430, 452, 475; CMST 410
Demonstrate basic understanding of principles of visual design	x					x	x		
Demonstrate understanding of effective auditory communication		x						x	
Demonstrate ability to write news for various media			x	x					
Demonstrate understanding of issues related to use of major forms of emerging media							x		x
Articulate an understanding of the social, legal, political, and cultural ramifications of forms of communication.							x		x
Demonstrate the skill to create and assess work of professional quality suitable for the marketplace				x	x				
Demonstrate ability to work and communicate effectively with others in a work setting.		x		x	x				

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

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

There are not any appropriate national instruments for this program.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including

national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?

Annual assessment of the program will require a thorough assessment of the level of mastery of each graduating student. As appropriate to the discipline, mastery will be measured by an examination of each students' portfolio of work. This material will include graphic design, writing samples, audio samples and other materials relevant to the students' coursework. Currently our Mass Communication program follows this model, and the specific requirements for the portfolios will simply be adjusted to match the new coursework. While portfolios are created from work conducted in any previous coursework, they will be completed and given a preliminary assessment in the lab classes (MCOM 458 / 459). Students who do not submit completed portfolios by the deadline of the semester in which they graduate are not allowed to graduate. However, there is no direct consequence for upcoming graduates for sub-standard submissions provided they have provided appropriate materials. However, because portfolio materials were at least presented in draft state for coursework, the negative consequences for the student of poor work will be poor grades. For the program the consequence will be a reexamination of particular areas of instruction.

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.*

Instructional approaches and technologies will include but not be limited to the following:

- Lectures
- Small group discussion
- Individual assistance as needed
- Demonstrations of use of all equipment—for recording, designing, composing, and storing.
- Direct use of equipment for video production, audio production, design and layout.
- Hands-on work with campus media
- Internships—supported by faculty mentors
- Faculty assisted small group and team projects
- Presentations using relevant software
- Guidance on the use of research tools appropriate to the field

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

No professional consultants were employed. This program is based independent research of related programs at many universities and colleges—public and private, as well as flagship institutions and regional universities in South Dakota, the region, and the nation as a whole.

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

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 22	FY 23	FY 24	FY 25
Students new to the university	22	22	23	24
Students from other university programs	10	5	2	2
Continuing students	--	32	49	59
=Total students in the program (fall)	33	59	74	85
Program credit hours (major courses)**	322	575	722	829
Graduates	--	10	13	15

*Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

Notes:

1. The proposed program consolidates three existing programs: Mass Communications, Corporate Communications, and Communication Studies. Currently there are 67 students enrolled across these three programs. We project that at least some of these students would elect to change programs to become Communication and Media majors. The remaining students in those three majors would continue toward degree completion through a teach-out process. Those students would be taking the same classes as those listed in the proposed program, supplementing course enrollment and offsetting the cost of the proposed Communication and Media program.

2. Students from other university programs would be those who change majors (primarily from Mass Communications, Corporate Communications, or Communications Studies) because of the appeal of the new program.

3. The number of graduates assumes that no one will graduate under the 2022 catalogue. A few students who switch majors will graduate in FY 2023. It also assumes each class of students is roughly the same size and that 70% will graduate.

4. We believe these estimates are achievable based on the growth of our BFA programs, launched in 2017. Between 2020 and 2021, the BFA in graphic design increased from 38 to 43 students, in photography from 32 to 35, and in studio art from 18 to 25. The steady growth of those programs also depended on movement of students from existing programs as well as recruitment of first-year students. Our records show that on average 22 students in the incoming fall class major in Mass Communications, Corporate Communications, or

Communications Studies. Starting FY22 those incoming students will major in Communication and Media.

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.

No accreditation will be involved.

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

None

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

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

	Yes/No	*Intended Start Date*
On campus	Yes	Choose an item. **2022**

	Yes/No	*If Yes, list location(s)*	*Intended Start Date*
Off campus	No		Fall 2022
	Yes/No	***If Yes, identify delivery methods*** *Delivery methods are defined in* [*AAC Guideline 5.5*](#).	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	Yes	By D2L using both standard online classes and synchronous courses. Note: the Corporate Communication major, to be replaced by the proposed major, is approved for online delivery.	Choose an item. **2022**
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*	
Distance Delivery (online/other distance delivery methods)	Yes	By D2L using both standard online classes and asynchronous courses. Note: The Corporate Communication major, to be replaced by the proposed major, is approved for online delivery.	**Fall**	**2022**

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

This program will combine three existing majors and use existing faculty. Therefore, there are no, new costs or other resources required for this major.

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

☐   ☒
Yes   No

Explanation (if applicable):

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

☐   YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

☒   NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

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.*

Request to terminate existing program (contingent upon approval of this program) will accompany this document. The programs to terminate are as follows: Mass Communications, Speech Communication, and Corporate Communication. Corporate Communication is currently offered online.

Appendix B
Budget & Resources

Black Hills State University, B.S. in Communication and Media

1. Assumptions

		1st	2nd	3rd	4th
Headcount & hours from proposal		FY17	FY18	FY19	FY20
Fall headcount (see table in proposal)		33	59	74	85
Program FY cr hrs, On-Campus		215	383	481	553
Program FY cr hrs, Off-Campus		107	192	241	553
Faculty, Regular FTE	See p. 3	*2.00*	*2.00*	*2.00*	*2.00*
Faculty Salary & Benefits, average	See p. 3	$77,254	$77,254	$77,254	$77,254
Faculty, Adjunct - number of courses	See p. 3	2	2	2	2
Faculty, Adjunct - per course	See p. 3	$3,228	$3,228	$3,228	$3,228
Other FTE (see next page)	See p. 3	*0.00*	*0.00*	*0.00*	*0.00*
Other Salary & Benefits, average	See p. 3	$0	$0	$0	$0

2. Budget

	1st	2nd	3rd	4th
Salary & Benefits				
Faculty, Regular	$154,508	$154,508	$154,508	$154,508
Faculty, Adjunct (rate x number of courses)	$6,456	$6,456	$6,456	$6,456
Other FTE	$0	$0	$0	$0
S&B Subtotal	$160,964	$160,964	$160,964	$160,964
Operating Expenses				
Travel	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0
Supplies & materials	$45,000	$45,000	$45,000	$45,000
Capital equipment	$0	$0	$0	$0
OE Subtotal	$45,000	$45,000	$45,000	$45,000
Total	**$205,964**	**$205,964**	**$205,964**	**$205,964**

3. Program Resources

		1st	2nd	3rd	4th
Off-campus support tuition/hr, HEFF net	UG	$300.94	$300.94	$300.94	$300.94
Off-campus tuition revenue	hrs x amt	$32,201	$57,780	$72,527	$166,420
On-campus support tuition/hr, HEFF net	UG	$224.97	$224.97	$224.97	$224.97
On-campus tuition revenue	hrs x amt	$48,369	$86,164	$108,211	$124,408
Program fee, per cr hr (if any)	$0.00	$0	$0	$0	$0
Delivery fee, per cr hr (if any)	$0.00	$0	$0	$0	$0
University redirections		$0	$0	$0	$0
Community/Employers		$0	$0	$0	$0
Grants/Donations/Other		$0	$0	$0	$0
Total Resources		**$80,569**	**$143,944**	**$180,737**	**$290,828**

Appendix B
Budget & Resources

Black Hills State University, B.S. in Communication and Media

Resources Over (Under) Budget   **($125,395)**   **($62,020)**   **($25,227)**   **$84,864**

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

Appendix B
Budget & Resources

Black Hills State University, B.S. in Communication and Media

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		$60,000	$0
University's variable benefits rate	(see below)	0.1464	0.1464
Variable benefits		$8,784	$0
Health insurance/FTE, FY18		$8,470	$0
Average S&B		$77,254	$0

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

The FY22 salaries of 5 people in the Speech Communication and Mass Communication (proposed new name Communication & Media) department were averaged as $60,000.

Explain adjunct faculty costs used in table:

2 courses per year to be taught by adjuncts at $3,228 per course (at the master's degree rate). As we impliment the new program and therefore are able to cut some existing courses no longer required (and often low-enrolled), the cost for adjuncts will be modestly reduced even as the number of students increases.

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

There are no support staff for this program.

Summarize the operating expenses shown in the table:

The expenses listed are the combined budgets for the newspaper, radio, tv, and forensics team. The Mass Commu

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

The funds currently used to support Mass Communications and Speech Communications will now be used for C

Appendix B
Budget & Resources

<mark>Black Hills State University, B.S. in Communication and Media</mark>

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

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

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

On-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	Net	
UG Resident - DSU, NSU	$243.30	$27.98	**$215.32**	*Change cell on page 1*
UG Resident - SDSU, USD	$248.35	$28.56	**$219.79**	
UG Resident - BHSU	$254.20	$29.23	**$224.97**	*to point to your net*
UG Resident - SDSMT	$249.70	$28.72	**$220.98**	
GR Resident - DSU,NSU	$319.40	$36.73	**$282.67**	*Change cell on page 1*
GR Resident - SDSU, USD	$326.05	$37.50	**$288.55**	
GR Resident - BHSU	$328.20	$37.74	**$290.46**	*to point to your net*
GR Resident - SDSMT	$324.85	$37.36	**$287.49**	
UG Nonresident - DSU,NSU	$342.40	$39.38	**$303.02**	*Change cell on page 1*
UG Nonresident - BHSU	$355.70	$40.91	**$314.79**	*to point to your net*
UG Nonresident - SDSU, USD	$360.50	$41.46	**$319.04**	
UG Nonresident - SDSMT	$391.10	$44.98	**$346.12**	

	On-Campus Tuition, HEFF & Net	FY19 Rate	HEFF	Net	
x	GR Nonresident - DSU,NSU	$596.30	$68.57	**$527.73**	*Change cell on page 1*
x	GR Nonresident - BHSU	$612.40	$70.43	**$541.97**	*to point to your net*
x	GR Nonresident - SDSU, USD	$626.85	$72.09	**$554.76**	
x	GR Nonresident - SDSMT	$652.00	$74.98	**$577.02**	

UG Sioux Falls Associate Degree	$275.40	$31.67	**$243.73**	*Change cell on page 1*
				to point to your net

Variable Benefits Rates

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Program Request – DSU – AS in Business Analytics

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

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests permission to offer an AS program in Business Analytics. The proposed program will prepare students for entry level positions within the fast-growing field of Business Analytics and will teach students to apply data science and machine learning to solve business problems. Employment opportunities for students with this degree include data analyst associate, data conversion analyst, business analyst, marketing analyst, business intelligence analyst, business process analyst, operations, analyst, and others.

The proposed program will stack into the existing Business Analytics specialization within the BS in Computer Information Systems. Because of this, the intent to plan for this program was waived by the Executive Director, per AAC Guideline 2.4.

IMPACT AND RECOMMENDATION
DSU requests authorization to offer the program in Business Analytics both on campus and online. DSU does not request new state resources. No new courses will be necessary, as all courses are currently part of the Business Analytics specialization within the BS in Computer Information Systems. DSU anticipates 14 enrolled students and seven graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Program Request: DSU – AS in Business Analytics

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DRAFT MOTION 20220329_6-F(2):
I move to authorize DSU to offer an AS in Business Analytics, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
MAJOR:	
EXISTING OR NEW MAJOR(S):	**Business Analytics**
DEGREE:	
EXISTING OR NEW DEGREE(S):	**Associate of Science**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2022**
PROPOSED CIP CODE:	**11.0401**
SPECIALIZATIONS: *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.*	**None**
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	**College of Business and Info Systems**
BANNER DEPARTMENT CODE:	**DCBIS - 81**
UNIVERSITY DIVISION:	**Information Systems**
BANNER DIVISION CODE:	**DINF**

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

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

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

José-Marie Griffiths	11/4/2021
President of the University	Date

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

    Dakota State University (DSU) requests authorization to offer an Associate of Science (A.S.) in Business Analytics. Business Analytics is one of the fastest growing fields and there is a high demand for graduates who can apply data science and machine learning to solve business problems. DSU already has a Business Analytics Specialization in the B.S. degree in Computer Information Systems. This A.S. degree will prepare graduates for entry-level work in a variety of fields as well as provide transfer options to the baccalaureate program. Examples of entry level job opportunities includes data analyst associate, data conversion analyst, business analyst, marketing analyst, business intelligence analyst, business process analyst, operations analyst, and others. The curriculum for this degree has been designed to allow students who complete the 60 credits of coursework to seek immediate employment in the field or to use the degree towards completion of the baccalaureate degree in Computer Information Systems.

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

    Under SDCL 13-59, the primary purpose of Dakota State University at Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs.

    The most recent DSU Strategic Plan includes goals that are directly related to this program request:
    - Offer innovative and robust academic programs that link to our mission.
    - Infuse innovative technology in the delivery of academic programs.
    - Optimize undergraduate and graduate enrollments.

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

    - Grow undergraduate and graduate degrees awarded.
    - Increase the number of graduates from STEM programs.
    - Encourage campuses to increase recruitment and retention of undergraduate STEM majors.
    - Encourage development of academic programs and certificates that align with existing and future state workforce needs.

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

    Data analysts are asked to bring sense and direction to accumulated data in just about every form and for just about every end purpose. It is a key foundational position in all data and technology-related business functions, and one that is currently in tremendous demand. While the US Department of Labor does not provide employment statistics, other online sources provide the following estimates. The average salary for data analysts is

approximately $47,000 per year ranging from a low of $30,000 to a high of $59,000, according to PayScale.com. Bonuses, commissions and profit sharing can add up to an additional $4,000[1].

According to Statista.com, the global data analytics market was valued at $215 Billion USD in 2021[2]. More importantly, according to Deloitee, there is a significant data talent shortage[3].

4. How will the proposed program benefit students?

This associate degree provides individuals with broad topics that would be useful for any entry level position requiring business analytics skills in any business and/or industry. It will also allow them to continue seamlessly into the B.S. CIS with a specialization in Business Analytics.

5. Program Proposal Rationale:

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

Not applicable

B. What is the rationale for the curriculum?

Because this program is directly stackable into the BS degree without any courses not used elsewhere and already taught, there will be no new courses associated with this degree. It allows students to have these "milestones" accomplished on their academic road toward a future BS degree.

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

The proposed curriculum is in line with national curriculum recommendations per the expectations at DiscoverDataScience.org for the Data Science and Data Analytics Associate Programs[4]. The proposed curriculum also aligns well with studydatacience.org's expectations[5].

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[1] https://www.payscale.com/mypayscale.aspx?loggedIn (see Appendix A)
[2] https://www.statista.com/statistics/551501/worldwide-big-data-business-analytics-revenue/
[3] https://www2.deloitte.com/us/en/insights/industry/technology/data-analytics-skills-shortage.html
[4] https://www.discoverdatascience.org/programs/associate-in-data-science/
[5] https://studydatascience.org/degrees/associates/

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 04/2021)

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

AS in Business Analytics	Credit Hours	Credit Hours	Percent
System General Education Requirements	24*		
Subtotal, Degree Requirements		24	40%
Required Support Courses (not included above)	6		
Major Requirements	27		
Major Electives	3		
Subtotal, Program Requirements		36	60%
Free Electives		0	
Degree Total		60	100%

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

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

Prefix	Number	Course Title	Prerequisite	Credit Hours	New (yes, no)
BADM	220	Business Statistics	MATH 114	3	No
BADM	321	Business Statistics II	BADM 220	3	No
			Subtotal	6	

Major Requirements

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisite	Credit Hours	New (yes, no)
CSC	105	Introduction to Computers		3	No
CSC	150	Computer Science I	CSC 105	3	No
CIS	251	Business Applications Programming	CSC 150	3	No
CIS	325	Management Information Systems		3	No
CIS	368	Predictive Analytics	CIS 372 & BADM 220	3	No
CIS	372	Programming for Analytics	CSC 150	3	No
CIS	474	Business Intelligence and Big Data	CIS 251	3	No
CIS	484	Database Management Systems		3	No
		Choose three credits from the following four courses		3	
CIS	206	Advanced Applications		1	No
CIS	207	Advanced Applications: Spreadsheets		1	No
CIS	208	Advanced Applications: Database		1	No
CIS	210	QuickBooks I		1	No
			Subtotal	27	

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BADM or CIS or CSC		Any BADM, CIS or CSC course	3	No
		Subtotal	3	

6. Student Outcomes and Demonstration of Individual Achievement

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

Individual Student Outcome	Program Courses that Address the Outcomes					
	BADM 220	BADM 321	CSC 105/ 150	CIS (6,7, 8,10)	CIS 325	CIS 251
Use essential analytics tools to visualize, analyze, clean and work with data to support decisionmaking functions and evaluate results.			X	X		X
Draw accurate conclusions from data analyses of real-world problems with a business-focused mindset.	X	X			X	
Use supervised an unsupervised learning techniques on data to achieve tasks such as classification, regression, clustering, association and dimensionality reduction.						
Independently solve business problems using analytics						
Develop the ability to effectively extract insight from data and communicate the insights with stakeholders.						

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes			
	CIS 368	CIS 372	CIS 474	CIS 484
Use essential analytics tools to visualize, analyze, clean and work with data to support decisionmaking functions and evaluate results.	X	X	X	X
Draw accurate conclusions from data analyses of real-world problems with a business-focused mindset.	X	X	X	X
Use supervised an unsupervised learning techniques on data to achieve tasks such as classification, regression, clustering, association and dimensionality reduction.	X		X	
Independently solve business problems using analytics	X	X		
Develop the ability to effectively extract insight from data and communicate the insights with stakeholders.	X	X	X	X

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

No

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

Students will take the AS in Business Analytics major field assessment.

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

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

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

No

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

| | Fiscal Years* | | | |
	1st	2nd	3rd	4th
Estimates	FY 22	FY 23	FY 24	FY 25
Students new to the university	5	5	5	5
Students from other university programs				
Students off-campus or distance	2	2	2	2
Continuing students		7	7	7
=Total students in the program (fall)	7	14	14	14
Program credit hours (major courses)**	126	252	252	252
Graduates		7	7	7

*Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

The Bachelor's degree that this proposed major stacks into is Computer Information Systems (CIS). CIS has three specializations, one of which is Business Analytics. Of the three speciallizations the Business Analytics has the highest enrollments, currently at 28. The AS in Business Analtyics will stack directly into the Business Analytics specialization. Therefore, we anticipate at least 7 students will select this major.

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.

No

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."*

AAC guidelines indicate Associate of Science degrees can have up to sixteen (16) credits at the 300-400 level. This program has 4 courses at the 300 level and 2 courses at the 400 level. DSU is asking for an exception for the program.

12. Delivery Location

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

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

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

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

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

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

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

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

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

    ☐   ☒

   Yes   No

Explanation (if applicable):

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

   ☐   YES,
        the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

   ☒   NO,
        the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Appendix A

Proprietary website that requires credentials

Search reports

Add New Report

Remaining: 4 More info

Data Analyst, Sioux Falls
📅 2 years 📍 Sioux Falls
WHAT IF

✏ Edit 🖶 Print

Data Analyst
📍 Sioux Falls, SD 📅 2 years

Is Data Analyst your current job title? If so, get a detailed salary report and find your market worth »

The Market

Market Range ⓘ
$30k - $59k

10% $30k   MEDIAN $42k   90% $59k

Your Bonus

10% $238.81   MEDIAN $1k   90% $4k

Your bonus is lower than 100% of people like you
Why am I being paid more or less than other typical employees in the same role?

Your Market Worth Over Time
Compare what a typical Data Analyst in Sioux Falls with 2 years of experience is paid over time against national trends.

Your Market Worth ⓘ
$47k

5 Year Change
▲15%

$60k
$50k
$40k
$30k
$20k
$10k
$0
2016   2017   2018   2019   2020   2021

■ Sioux Falls   ■ United States

Pay By Experience Level, By Gender
Compare pay difference by years of experience and gender for a typical Data Analyst in Sioux Falls, SD. Learn more about the gender pay gap.

■ Male   ■ Female

$80k
$70k
$60k
$50k
$40k
$30k
$20k
$10k
$0
<1 Years   1-4 Years   5-9 Years   10-19 Years   20+ Years

Explore Skills That Impact Pay

You could make up to $4k more as a Data Analyst by learning one of these skills:

Python	$4,367	▲ 7%
Tableau Software	$2,841	▲ 5%
Data Analysis	$995	▲ 2%
SQL	$459	▲ 1%

Cost of Living

Easiest city on your wallet
Jacksonville, North Carolina
Median Salary: $74,369

Hardest city on your wallet
New York, New York
Median Salary: $62,023

See more cities

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> New Program Request – DSU – AS in Project Management

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 2:23 – Program and Curriculum Approval
> AAC Guideline 2.4 – Intent to Plan for a New Program

BACKGROUND / DISCUSSION
> Dakota State University (DSU) requests permission to offer an AS program in Project Management. The proposed program will prepare students for entry level positions with the ability to plan projects, estimate and schedule tasks, and provide the status of projects. The AS will cover broad topics related to project management, which will be useful in any business and/or industry, and particularly the information technology sector.
>
> The proposed program will stack into the existing Project Management specialization within the BS in Computer Information Systems. Because of this, the intent to plan for this program was waived by the Executive Director, per AAC Guideline 2.4.

IMPACT AND RECOMMENDATION
> DSU requests authorization to offer the program both on campus and online. DSU does not request new state resources. No new courses will be necessary, as all courses are currently part of the Project Management specialization within the BS in Computer Information Systems. DSU anticipates 15 enrolled students and seven graduates within four years.
>
> Board office staff recommends approval of the program.

ATTACHMENTS
> Attachment I – New Program Request: DSU – AS in Project Management

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DRAFT MOTION 20220329_6-F(3):
> I move to authorize DSU to offer an AS in Project Management, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
MAJOR:	
EXISTING OR NEW MAJOR(S):	**Project Management**
DEGREE:	
EXISTING OR NEW DEGREE(S):	**Associate of Science**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2022**
PROPOSED CIP CODE:	**11.0401**
SPECIALIZATIONS: *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.*	**None**
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	**College of Business and Info Systems**
BANNER DEPARTMENT CODE:	**DCBIS - 81**
UNIVERSITY DIVISION:	**Information Systems**
BANNER DIVISION CODE:	**DINF**

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

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

University Approval

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

José-Marie Griffiths	10/19/2021
President of the University	Date

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 04/2021)

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

   The proposed program focuses on project management. It will prepare graduates for entry level positions with the ability to plan projects, estimate and schedule tasks, and provide status.

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

   Under SDCL 13-59, the primary purpose of Dakota State University at Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs.

   The most recent DSU Strategic Plan includes goals that are directly related to this program request:
   - Offer innovative and robust academic programs that link to our mission.
   - Infuse innovative technology in the delivery of academic programs.
   - Optimize undergraduate and graduate enrollments.

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

   - Grow undergraduate and graduate degrees awarded.
   - Increase the number of graduates from STEM programs.
   - Encourage campuses to increase recruitment and retention of undergraduate STEM majors.
   - Encourage development of academic programs and certificates that align with existing and future state workforce needs.

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

   The Project Management Institute estimates a growth rate of 33% through 2027 for Project Managers. In 2017 there were 6.7 million project management jobs in the United States. By 2027, there are expected to be 8.8 million jobs in Project Management. It is projected that 213,000 jobs in project management will become available per year through 2027[1].

   Indeed.com shows over 200 current project management job openings in South Dakota[2].

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

   This associate degree provides individuals with broad topics that would be useful for any entry level position requiring project management skills in any business and/or industry and particularly in the information technology sector. In addition, a graduate with the AS in Project

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[1] https://www.pmi.org/-/media/pmi/documents/public/pdf/learning/job-growth-report.pdf?v=c304efd3-8c2a-48dc-9489-a945a8a07614&sc_lang_temp=en
[2] https://www.indeed.com/q-Project-Manager-l-South-Dakota-jobs.html?vjk=756bb05d0150cec3

Management is positioned to stack all the courses from this degree into the BS Computer Information Systems, Project Management specialization.

5. **Program Proposal Rationale:**

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

   Not applicable

   B. **What is the rationale for the curriculum?**

   Because this program is directly stackable into the BS degree without any courses not used elsewhere and already taught, there will be no new courses associated with this degree. It allows students to have these "milestones" accomplished on their academic road toward a future BS degree.

   The curriculum covers the core topics for a foundation in project management, with an emphasis on software and technology related projects. The courses also provide a range of project management subject matter suitable for taking the Project Management Institute's Certified Associate in Project Management (CAPM).

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

   The Project Management Institute is an internationally recognized project management certification organization. Our curriculum aligns well with their subject matter areas outlined for their certification exam[3],[4]. Our curriculum includes a few additional courses to prepare students for project management in a technical environment.

   The breakdown of exam topics across the thirteen chapters of the PMBOK Guide are as follows:

   1. Introduction to Project Management: 6%
   2. Project Environment: 6%
   3. Role of the Project Manager: 7%
   4. Project Integration: 9%
   5. Project Scope: 9%
   6. Project Schedule: 9%
   7. Project Cost: 8%
   8. Project Quality: 7%
   9. Project Resource: 8%
   10. Project Communication: 10%
   11. Project Risk: 8%
   12. Project Procurement: 4%
   13. Project Stakeholder: 9%

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[3] https://www.pmi.org/-/media/pmi/documents/public/pdf/certifications/certified-associate-project-management-handbook.pdf?v=cb3714b1-3344-4231-af2e-a131a536adce
[4] https://www.coursera.org/articles/capm-certification-guide

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

AS in Project Management	Credit Hours	Credit Hours	Percent
System General Education Requirements	24*		
Subtotal, Degree Requirements		24	40%
Required Support Courses (not included above)	3		
Major Requirements	30		
Major Electives	3		
Subtotal, Program Requirements		36	60%
Free Electives		0	
Degree Total	16	60	100%

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

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

Prefix	Number	Course Title	Prerequisite	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting		3	No
		Subtotal		3	

Major Requirements

Prefix	Number	Course Title	Prerequisite	Credit Hours	New (yes, no)
CSC	105	Introduction to Computers		3	No
CSC	150	Computer Science I	CSC 105	3	No
CSC	145	Cyber Security Fundamentals		3	No
CIS	251	Business Application Programming	CSC 150	3	No
CIS	325	Management Information Systems		3	No
CIS	332	Structured Systems Analysis and Design	CSC 150	3	No
CIS	338	Project Management		3	No
CIS	424	Agile Software Development	CIS 251	3	No
CIS	438	Advanced Project Management	CSC 338	3	No
Choose three credits from the following four courses				3	
CIS	206	Advanced Applications:		1	No
CIS	207	Advanced Applications: Spreadsheets		1	No
CIS	208	Advanced Applications: Database		1	No
CIS	210	QuickBooks I		1	No
		Subtotal		30	

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ACCT, BADM, CIS, ECON		Any ACCT, BADM, CIS or ECON course	3	No
		Subtotal	3	

*BADM 344 Business Communications is a recommended elective.

6. Student Outcomes and Demonstration of Individual Achievement

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

Individual Student Outcome (Same as in the text of the proposal)	CSC 105 / 150	CSC 145	CIS 20 (6,7, 8, 10)	CIS 251	CIS 325	CIS 332
Initiate systems projects with clear scope, requirements, and stakeholders	X	X		X	X	X
Plan complex projects using appropriate tools			X			X
Document project risk		X	X			
Manage project costs						
Select the appropriate management approach based on project circumstances					X	X
Exercise ethical project management						

Individual Student Outcome (Same as in the text of the proposal)	CIS 338	CIS 424	CIS 438	ACCT 210
Initiate projects with clear scope, requirements, and stakeholders	X	X		
Plan complex projects using appropriate tools	X	X	X	
Document project risk	X		X	
Manage project costs	X		X	X
Select the appropriate management approach based on project circumstances	X	X	X	
Exercise ethical project management	X		X	

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

Yes, Project Management Institute's (PMI) Certified Associate in Project Management. Student's will be prepared for and encouraged to take the exam, but there is a $300 charge payable to PMI for taking the exam, so it will not be required for the course.

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

Students will take the AS in Project Management major field assessment.

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

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

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

No

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

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	FY 22	FY 23	FY 24	FY 25
Students new to the university	5	5	5	5
Students from other university programs	0	0	0	0
Students off-campus or distance	2	2	2	2
Continuing students	0	7	7	7
=Total students in the program (fall)	7	14	14	14
Program credit hours (major courses)**	126	252	252	252
Graduates		7	7	7

*Do not include current fiscal year.

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

The Bachelor's degree that this proposed major stacks into is Computer Information Systems (CIS). CIS has three specializations, one of which is Project Management which has 22 students currently enrolled in that specialization. The AS in Project Management will stack directly into the Project Management specialization. We anticipate at least 7 students will select the Associate of Science degree.

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.**

    No

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

    No

12. **Delivery Location**

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

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

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

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

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

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

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

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

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

☐　　　☒
Yes　　No

Explanation (if applicable):

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

☐　YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

☒　NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Program Request – SDSU – Minor in Production and Service of Wine, Beer and Spirits

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 Production and Service of Wine, Beer, and Spirits. The minor will provide undergraduate students with the specific skills needed to safely produce, market, and serve fermented and distilled beverages. The minor is interdisciplinary in nature, including the areas of nutrition, hospitality management, human resource management, and marketing. The proposed minor will benefit students in several majors at SDSU, including Hospitality, Tourism, and Event Management, Nutrition and Dietetics, Horticulture, Entrepreneurial Studies, Microbiology, and Food Science.

In March 2020, House Bill 1080 passed, and allowed that a "postsecondary institution may produce up to two hundred gallons of distilled spirits, up to two hundred gallons of malt beverage, and up to two hundred gallons of wine each year, and securely store up to two hundred gallons of each at any given time, for purposes of research and offering bona fide educational courses instructing students in the production and serving of distilled spirits, malt beverage, or wine." Students must be 21 years of age or older to enroll in certain courses within the minor.

IMPACT AND RECOMMENDATION
SDSU plans to offer the minor in Production and Service of Wine, Beer, and Spirits on campus. SDSU does not request new state resources, and no new courses will be required. SDSU estimates 25 students enrolled and five graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Program Request: SDSU – Minor in Production and Service of Wine, Beer and Spirits

****

DRAFT MOTION 20220329_6-F(4):
I move to authorize SDSU to offer a minor in Production and Service of Wine, Beer and Spirits, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	**Production and Service of Wine, Beer and Spirits**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**Nutrition & Dietetics (B.S.); Hospitality, Tourism, & Event Management (B.S.); Horticulture (B.S.); Microbiology (B.S.); Food Science (B.S.)**
INTENDED DATE OF IMPLEMENTATION:	**2022-2023 Academic Year**
PROPOSED CIP CODE:	**52.0910**
UNIVERSITY DEPARTMENT:	**School of Health & Consumer Sciences**
BANNER DEPARTMENT CODE:	**SHCS**
UNIVERSITY DIVISION:	**College of Education & Human Sciences**
BANNER DIVISION CODE:	**3H**

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

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

University Approval

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

_____	10-27-21
President of the University	Date

1. **Do you have a major in this field?** ☐ Yes ☒ No

2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

    South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Production and Service of Wine, Beer and Spirits. The proposed minor will provide undergraduate students with the specific skills needed to safely produce, market, and serve fermented and distilled beverages. SDSU offers majors in Hospitality, Tourism, and Event

Management and Nutrition and Dietetics. A minor in the Production and Service of Wine, Beer, and Spirits will allow students in these majors to diversify their education and strengthen their post-graduate career opportunities. This minor will also benefit and appeal to students in areas such as Horticulture, Entrepreneurial Studies, Microbiology, and Food Science.

The Production and Service of Wine, Beer and Spirits 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.* The proposed minor will contribute to SDSU's mission of providing engaging student-centered instruction that contributes to the workforce development in South Dakota. The fermented beverage industry is a new one in South Dakota that is expanding and needs qualified employees with skills gained from this program.

In March 2020, House Bill 1081 passed and allowed that a "*postsecondary institution may produce up to two hundred gallons of distilled spirits, up to two hundred gallons of malt beverage, and up to two hundred gallons of wine each year, and securely store up to two hundred gallons of each at any given time, for purposes of research and offering bona fide educational courses instructing students in the production and serving of distilled spirits, malt beverage, or wine.*"[1]

SDSU does not request new state resources.

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

The proposed minor is intended to provide students with a general understanding and the skills in producing, marketing, and serving wine, beer, and spirits. This is an interdisciplinary minor that spans the areas of nutrition, hospitality management, human resource management, and marketing.

This minor provides students the science and techniques behind brewing and fermentation of different beverages, as well as rigorous procedures for the sanitation and safe handling/serving of alcoholic beverages. Students will learn how to appropriately develop flavors in distilled beverages and how to pair them appropriately with food. Marketing, management, and customer service are also components of this minor.

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

This minor provides students with a package of coursework that will make them more readily employable across numerous sectors including hospitality, tourism, nutrition, food service, and small business development. Students will have a demonstrable skills-set that can be marketed to prospective employers. The brewing, viticulture, and distilling industry is relatively new in South Dakota compared to other states. This minor will produce graduates with foundational skills, including the legal requirements to be employed in production, marketing, and/or service of the beverages or establish their own business in producing and/or serving the beverages.

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[1] https://mylrc.sdlegislature.gov/api/Documents/68333.pdf and https://www.sdlegislature.gov/Session/Bill/11526

The minor will appeal to students majoring in Hospitality, Tourism, and Event Management; Nutrition and Dietetics; Horticulture; Entrepreneurial Studies; Microbiology; and Food Science.

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

The United States wine, beer and distilled spirits industry provides major economic contributions to the US economy. Total alcoholic beverage sales in the United States amounted to approximately 252 billion U.S. dollars in 2019 (Figure 1).[2] Additionally, this proposed program supports the hospitality industry. Per the Emsi April 2021 South Dakota Board of Regents Program Demand Gap Analysis, the hospitality industry has a high demand and low supply of workforce.[3] This program will assist in providing trained personnel to meet industry needs.
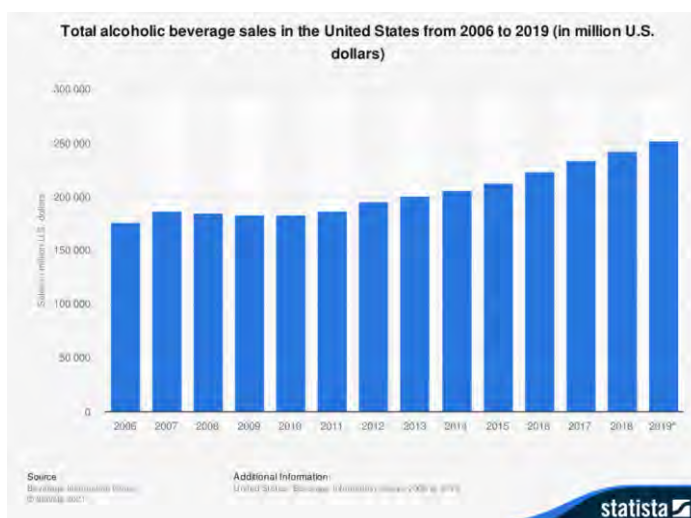
Figure 1. Total alcoholic beverage sales in the United States from 2006 to 2019.

The South Dakota wine, beer, and distillation industries while still in their infancy, are growing steadily and poised to make great contributions in the future. In 2011, SD had five craft breweries, this number grew to 33 in 2020[4]. South Dakota's wine industry is also growing. In 1996, South Dakota's first winery opened. The number of wineries had grown to 20[5].

Wine (viticulture) production and service coursework offerings are limited in the northern plains. South Central College in Mankato[6], Minnesota, Des Moines Area Community College, and Highland Community College offer certificates in viniculture and enology. There are also certificate programs offered at institutions in Arkansas, California, Colorado, New York, Pennsylvania, North Carolina, Ohio, Michigan, Missouri, and Washington. Individual coursework is also offered at offered at Iowa State University,[7] University of Minnesota,[8] and University of

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[2] https://www.statista.com/statistics/207936/us-total-alcoholic-beverages-sales-since-1990/
[3] Emsi April 2021 South Dakota Board of Regents Program Demand Gap Analysis: Economic Overview and Review of Academic Programs
[4] https://www.brewersassociation.org/statistics-and-data/state-craft-beer-stats/?state=SD
[5] http://www.americanwineryguide.com/regions/south-dakota-wineries/
[6] https://southcentral.edu/Award/aas3152.html
[7] http://catalog.iastate.edu/azcourses/hsp_m/
[8] https://onestop2.umn.edu/pcas/viewCatalogCourse.do?courseId=794871

Nebraska.[9] As this proposed minor program in wine, beer and distilled spirits combines these three areas, it would be unique in the region, while serving the needs of students and the wine/beer/distilled spirits industry.

This minor provides students with a package of coursework that will make them more readily employable in the brewing, wine production, distilled spirits industries. Students will have a demonstrable skills-set that includes knowledge on how to produce the products, experience in producing the beer and wine, knowledge on the specific ingredients and required quality for the products, knowledge on the specifics required to market and serve these beverages. Students will also have knowledge on how to pair the beverage with a specific food to ensure a proper consumer experience.

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

The estimates are developed based on 25% of the senior level students currently majoring in Hospitality, Tourism, and Event Management and Nutrition and Dietetics acquiring the minor. Also, it is anticipated to see a growth of 5 additional students per year from majors such as Food Science, Horticulture, Microbiology, Business Economics, and Entrepreneurial Studies.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	**FY 23**	**FY 24**	**FY 25**	**FY 26**
Students enrolled in the minor (fall)	10	15	20	25
Completions by graduates	0	0	3	5

*Do not include current fiscal year.

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

The proposed minor is comprised of courses selected from programs in the School of Health and Consumer Sciences, Ness School of Management and Economics, and Department of Agronomy, Horticulture and Plant Science. Through completion of the minor, students will gain a well-rounded knowledge of the brewing, wine production, and distilled spirits industries to complement their field of study.

There is not a national accrediting body or educational organization. The Viticulture and Enology program and Master Brewer's program offered by University of California-Davis[10,11,12] were used in planning. A national industry leader in the wine industry provided consultation and access to his viticulturists and production team to address necessary skill and knowledge requirements from that field. Additionally, we solicited information from local brewing industry leaders about the skills required for beer production.

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[9] https://viticulture.unl.edu
[10] https://www.ucdavis.edu/majors/viticulture-and-enology
[11] https://cpe.ucdavis.edu/certificate-program/online-master-brewers-certificate-program
[12] https://extension.ucdavis.edu/areas-study/winemaking/winemaking-certificate-program.

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

A. Distribution of Credit Hours

Production and Service of Wine, Beer and Spirits Minor	Credit Hours	Percent
Requirements in minor	13	68-72%
Electives in minor	5-6	28-32%
Total	18-19	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
HMGT	251	Foodservice Sanitation	None	1	No
HMGT or RECR	380 415	Foodservice Operations and Purchasing Management (3) Sport and Recreation Facility Management (3)	None None	3	No
HMGT	480-480L	Introduction to Wine, Beer and Spirits and Lab	Participants must be 21 years of age or older to enroll.	3	No
HMGT	482	Hospitality Marketing		3	No
NUTR	426-426L	Production of Wine Beer Spirits and Lab	Participants must be 21 years of age or older to enroll.	3	No
			Subtotal	13	

Students must be 21 years of age or older to complete NUTR 426-426L Production of Wine Beer Spirits and Lab and HMGT 480-480L Introduction to Wine, Beer and Spirits and Lab.

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 5-6 credits from the following list:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
BLAW	350	Legal Environment of Business	None	3	No
HMGT	361	Hospitality Industry Law	HGMT 171	3	No
HMGT	380	Foodservice Operations and Purchasing Management[13]	None	3	No
HO	411	Fruit Crop Systems (*may be repeated with different modules*)	None	1	No
HRM	460	Human Resource Management	BADM/MGMT 360 (3 cr.)	3	No
NUTR	141-141L	Food Principles and Lab	None	4	No
RECR	415	Sport and Recreation Facility Management[12]	None	3	No

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[13] Either HMGT 380 Foodservice Operations and Purchasing Management (3 cr.) or RECR 415 Sport and Recreation Facility Management (3 cr.) may be completed as an elective course if not selected in the required coursework.

The minor requires 18-19 credits unless the student selects HRM 460 Human Resource Management as one of the elective courses then the number of credits increases to 21-22. However, at SDSU, over 17 majors include BADM/MGMT 360 as part of the major or supporting requirements. This includes the Hospitality, Tourism, and Event Management; Nutrition and Dietetics; Horticulture; Business Economics; and Entrepreneurial Studies majors. The student who chooses HRM 460 for the elective will more than likely already have the prerequisite completed.

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

At the completion of the Production and Service of Wine, Beer and Spirits minor, students will be able to:

- Produce wine and beer.
- Describe how to produce distilled spirits.
- Demonstrate understanding of the role played by the component ingredients in wine, beer, and distilled spirits.
- Properly taste test wine and beer following applicable industry protocols.
- Understand and manage the responsible service and consumption of alcoholic beverages.
- Demonstrate understanding the management of the food operations that serve alcoholic beverages.
- Practice management principles and procedures related to the sale and service of alcoholic and specialty beverages.
- Implement marketing strategies including demographics, image development, advertising, sales promotion, public relations, administering and controlling a marketing plan.
- Become certified through the National Restaurant Association upon successful completion of the online ServSafe Food Protection Manager Certification Exam.

Individual Student Outcomes	BLAW 350	HMGT 251*	HMGT 361	HMGT 380*	HMGT 480-480L*	HMGT 482*	HO 411	HRM 460	NUTR 141	NUTR 426-426L*	RECR 415*
Students will be able to produce wine and beer.										X	
Students will be able to describe how to produce distilled spirits.										X	
Students will be able to demonstrate understanding of the role played by the component ingredients in wine, beer, and distilled spirits.							X			X	
Students will be able to properly taste test wine and beer following applicable industry protocol.						X					
Students will be able to understand and manage the responsible service and consumption of alcoholic beverages.					X	X					

Individual Student Outcomes	BLAW 350	HMGT 251*	HMGT 361	HMGT 380*	HMGT 480-480L*	HMGT 482*	HO 411	HRM 460	NUTR 141	NUTR 426-426L*	RECR 415*
Students will be able to demonstrate understanding the management of the food operations that serve alcoholic beverages.				X					X		
Students will be able to practice management principles and procedures related to the sale and service of alcoholic and specialty beverages.	X		X		X	X					
Students will be able to implement marketing strategies including demographics, image development, advertising, sales promotion, public relations, administering and controlling a marketing plan.				X				X			X
Students will be able to become certified through the National Restaurant Association upon successful completion of the online ServSafe Food Protection Manager Certification Exam.		X									

*Required coursework.

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 environment with some courses having a hands-on laboratory. Students must be 21 to complete NUTR 426-426L Production of Wine Beer Spirits and Lab and HMGT 480-480L Introduction to Wine, Beer and Spirits and Lab.

11. **Delivery Location**

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

	Yes/No	*Intended Start Date*
On campus	Yes	**2022-2023 Academic Year**

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

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

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

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

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

AAC Guideline 2.8 limits minors to eighteen credit hours unless valid reasons exist to exceed the limit. As noted in question 8.E if a student selects HRM 460 as one of the elective courses then the number of credits increases to 21-22.

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.**

☐ YES,
the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,
the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – G (1)
DATE: March 29-30, 2022

****

SUBJECT
New Graduate Certificate Request – NSU – English as a New Language

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

BACKGROUND / DISCUSSION
Northern State University (NSU) requests authorization to offer a graduate certificate in English as a New Language. The proposed certificate follows the requirements outlined by the South Dakota Department of Education to certify teachers in English as a New Language. Teachers in the field will be able to earn graduate credits while pursuing the coursework needed to specialize in a high-need area of education. K-12 schools are required to have at least one faculty member with ENL certification if they have one or more students who need ENL services.

NSU is requesting an exception to the 12-credit limit for graduate certificates, which is due to the requirements of the South Dakota Department of Education for the ENL endorsement.

IMPACT AND RECOMMENDATION
NSU plans to offer the certificate in English as a New Language on campus and online. NSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Certificate Request: NSU – English as a New Language (Graduate)

****

DRAFT MOTION 20220329_6-G(1):
I move to authorize NSU to offer a graduate certificate in English as a New Language, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

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

UNIVERSITY:	NSU
TITLE OF PROPOSED CERTIFICATE:	**Graduate Certificate in English as a New Language (ENL)**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2022**
PROPOSED CIP CODE:	**13.1401**
UNIVERSITY DEPARTMENT:	**Teacher Education**
BANNER DEPARTMENT CODE:	**NESE**
UNIVERSITY DIVISION:	**College of Professional Studies, Millicent Atkins School of Education**
BANNER DIVISION CODE:	**5E**

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

- The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

_____   2/2/2022
Institutional Approval Signature   Date
President or Chief Academic Officer of the University

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

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

    Undergraduate Certificate   ☐   Graduate Certificate   ☒

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

    The Graduate Certificate in Teaching English as a New Language (ENL) will directly benefit K-12 schools, which are required to have at least one faculty member with ENL certification if they have one or more students who need ENL services. The Graduate Certificate follows the requirements outlined by the SD Department of Education to certify teachers in English as a New Language. Teachers in the field will be able to earn graduate credits while pursuing the coursework needed to specialize in a high-need area of education. The graduate certificate in ENL and accompanying courses will also be open to non-teachers who are interested in pursuing knowledge to work with English Learners in any context.

3. **If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**
    Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.
BHSU:	*SDCL § 13-59*	*BOR Policy 1:10:4*
DSU:	*SDCL § 13-59*	*BOR Policy 1:10:5*
NSU:	*SDCL § 13-59*	*BOR Policy 1:10:6*
SDSMT:	*SDCL § 13-60*	*BOR Policy 1:10:3*
SDSU:	*SDCL § 13-58*	*BOR Policy 1:10:2*
USD:	*SDCL § 13-57*	*BOR Policy 1:10:1*

    Board of Regents Strategic Plan 2014-2020

    Board Policy 1:10:6 establishes the mission of NSU is in part "to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation." The English as a New Language Graduate Certificate meets and supports the NSU mission, primarily by providing additional preparation for teachers wanting to effectively serve English Learners (ELs) and help them be successful in the classroom.

4. **Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.** *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

    The South Dakota Board of Regents 2021 Program Gap Analysis (EMSI) study confirmed a workforce shortage of teachers. "School districts in South Dakota regularly report struggles to fill vacant teaching positions. According to an annual analysis done by the Board of Regents, 69% of education program graduates from South Dakota and 56% of all education program graduates are employed as teachers in the state one year after graduation. Not all students who graduate with a degree in education choose to work in that field. Moreover, attrition and

AAC Form 2.7 – New Certificate
(Last Revised 04/2021)

career changes are common; the same analysis notes that 26% of those who were employed as teachers one year after graduation were no longer working as teachers after five years."[1]

Northern's ENL Graduate Certificate helps South Dakota school districts that are required to meet the guidelines set by the South Dakota Department of Education (SDDOE). According to the SDDOE[2]:

- If Limited English Proficiency (LEP) is suspected, the school must identify and test the students.
- If there is at least one LEP student, the school must use a well thought out pedagogic approach based on sound educational practice and theory for each and every student.
- The school must provide sufficiently qualified human resources, bilingual material, and appropriate programs and methodologies which will ensure the learning of English and the curriculum to the same extent as native English speaking students.
- The school must evaluate the program to verify that it is providing effective instruction, similar to that of students without limitations in English.
- After the evaluation, schools should amend programs to correct any deficiencies in meeting the educational needs of LEP students.

Under the Every Child Succeeds Act (ESSA), states must annually assess the language proficiency of English Learners, provide reasonable accommodations for them on state assessments, and develop new accountability systems that include long-term goals and measures of progress for ELs. School districts must meet the needs of ELs including providing knowledgeable and prepared staff to facilitate their learning.

Preparing general education teachers to work with English Learners will benefit students and allow for enhanced collaboration among classroom teachers, ESL teachers, and families of English Learners. The South Dakota Department of Education has recognized Northern State University's ability to offer coursework for the English as a New Language Endorsement.

Northern's ENL Graduate Certificate will enhance any master's in Education and improve employability of current teachers as a stand-alone certificate. Graduates will increase their effectiveness as classroom teachers by being certified to teach English Learners or obtain a position as an English as a Second Language teacher. South Dakota and neighboring states have experienced, or are experiencing, an influx in English Learners in the classroom, and teachers with credentials in English as a New Language are in high demand.

According to research by the *Economic Policy Institute,* the national teacher shortage could reach 200,000 by 2025.[3] While there are dozens of reasons for this shortage, one in particular is because teachers feel overwhelmed with working to meet students' needs. Specialized training such as in working with students whose native language is not English may improve teachers' self-efficacy.

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[1] SDBOR Program Gap Analysis (EMSI). (2021) p. 3 (accessed October 13, 2021).
[2] South Dakota Department of Education English Language Acquisition https://doe.sd.gov/title/el.aspx (accessed December 10, 2020).
[3] Economic Policy Institute https://www.epi.org/publication/the-teacher-shortage-is-real-large-and-growing-and-worse-than-we-thought-the-first-report-in-the-perfect-storm-in-the-teacher-labor-market-series/ (accessed December 10, 2020).

In 2017-2018, there were more than 4.6 million English learners in school but only 78,000 teachers trained to address their needs. By 2025, an estimated 25% of students in public schools will be identified as English learners.[4] As the number of English learners continues to rise, so will the demand for highly qualified teachers to serve them."

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

Northern's online Graduate Certificate in ENL is marketable to students pursuing a MSEd in Teaching and Learning and those pursuing a MSEd in Educational Studies: Secondary Education, since both programs are aimed toward current and/or future educators. This program will also attract public and private school teachers seeking to earn graduate credit in a high-need area for purposes of continuing education and certification.

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

   The online Graduate Certificate in ENL will enable those who are currently seeking a graduate degree to enhance their credentials and marketability. Additionally, this certificate will allow those who already possess a bachelor's degree and teacher certification to become an ESL teacher or refine their skills as a classroom teacher to better serve English Learners.

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

   The online Graduate Certificate in ENL will serve graduate students as a value-added credential, particularly to students who are seeking professional development opportunities as current educators in P-12 education. Majors/programs that would most benefit from adding this certificate are Secondary Education, Elementary Education, and Special Education,

   C. **Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**
   Many of the courses required to complete the online ENL Graduate Certificate can also be applied to other graduate degrees at Northern State University, including the MSEd in Educational Studies: Individualized Interdisciplinary Studies. Students who complete the

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[4] National Center for Education Statistics, Digest for Education Statistics
https://nces.ed.gov/programs/digest/d17/tables/dt17_209.10.asp?current=yes (accessed December 10, 2020).

ENL Graduate Certificate can choose to take additional courses to complete the MSEd in Educational Studies: Individualized Interdisciplinary Studies.

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

The curriculum is consistent with South Dakota's standards for obtaining English as a New Language certification. The curriculum for Northern's ENL Graduate Certificate includes the same courses as the undergraduate ENL minor approved by the SDBOR earlier in 2021. The State of South Dakota requires that English as a New Language coursework must include courses from each Strand totaling 18 or more credits. The Strands are: 1) Linguistics; 2) Development of curriculum and instruction for new language acquisition; 3) Language and Culture; 4) Program Assessment; 5) Reading for students with limited English proficiency; 6) English as a New Language methodology; 7) Study in the developmental characteristics of k-12 learners. The courses that meet the Strands total 19 credits.

Under SDDOE requirements, a K-12 English as a New Language (ENL) endorsement requires 18 semester hours of coursework, to include linguistics, development of curriculum and instruction for new language acquisition, language and culture, program assessment, reading for students with limited English proficiency, and an English as a new language methodology course. No state test is required or available to validate this endorsement. To meet the SDDOE-required 18 credits without adding new courses or additional faculty, Northern's ENL Graduate Certificate is 19 credits, using only existing courses and current faculty.

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
LING	503	Introduction to Linguistics		3	No
EDFN	546	Curriculum and Instruction for New Language Acquisition		3	No
LING	535	Second Language Development	LING 503	3	No
EDER	515	Educational Assessment		2	No
EDFN	545	Methods of Teaching English and Academic Content to English Learners		3	No
EDFN	568	Literacy in the Content Area for English Learners		2	No
EPSY	528	Child and Adolescent Development		3	No
			Subtotal	19	

8. **Student Outcome and Demonstration of Individual Achievement.**
    Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes.

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

    Students earning the Graduate Certificate in ENL will demonstrate knowledge of the essential principles of linguistics, variables affecting second language acquisition, relevant teaching methodologies in the general education, special education, and English as a second language classroom, and essential principles of linguistics. Graduates will demonstrate competency in assessing the proficiency of English Learners and meeting the diverse needs of students.

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

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes						
	LING 503*	EDFN 545*	EDFN 546*	EDER 515*	EPSY 528*	EDFN 568*	LING 535*
Demonstrate understanding of language as a system, including phonology, morphology, syntax, pragmatics and semantics.	X		X			X	X
Apply principles of second language acquisition to decisions regarding curriculum and instruction			X			X	X
Analyze how cultural groups and individual cultural identities affect language learning and school achievement.					X		X
Utilize evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction.		X				X	
Employ a variety of performance-based assessment tools and techniques to inform instruction for in the classroom		X	X	X	X		
Evaluate the effectiveness of teaching materials, procedures, and curricula		X	X				

Know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing.		X				X	
Demonstrate the ability to build partnerships with colleagues and students' families, serve as community resources, and advocate for ELLs		X			X		X

9. Delivery Location.

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

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

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

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

	Yes/No	*If Yes, identify delivery methods* Delivery methods are defined in *AAC Guideline 5.5*.	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 internet asynchronous	**Fall 2022**
Does another BOR institution already have authorization to offer the program online?	Yes	**If yes, identify institutions:** According to a press release, University of South Dakota offers a graduate certificate in English Language Learners (ELL), but the program is not listed in the USD course catalog.	

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

	Yes/No	*If Yes, identify delivery methods*	*Intended Start Date*

Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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

NSU is requesting an exception to the 9-12 credit limit for graduate certificates because the actual coursework required to meet the English as a New Language Strands defined by the South Dakota Department of Education for the ENL endorsement is 18 credits. NSU is offering a 19 credit ENL graduate certificate because it is the most efficient and effective way for the University to do so – it enables Northern to use existing courses, faculty experts, and facilities. Northern will place more students in existing courses with seat availability instead of creating new courses.

The rationale for offering the ENL graduate certificate, despite its high number of credits, is transparency. Students will know exactly what courses they need to take to meet the endorsement requirements set by SD DOE. The graduate certificate will be listed on a student's transcript, which makes it easier for principals and superintendents to confirm the teacher is ENL qualified, and faculty and advisors in the department will work together to ensure the courses are offered in a clear sequence and rotation that enables students to complete the program in a timely manner.

Two current faculty members are qualified to teach all of the courses required in Northern's graduate certificate in ENL. In addition, the Linguistics courses are currently offered in the College of Arts and Sciences and have seats available; so, no additional faculty will be needed. The coursework for the graduate certificate is currently offered and the faculty, facilities, and instructional technology are sufficient.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT

New Graduate Certificate Request – SDSU – Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner. Many graduates from Family Nurse Practitioner programs work in acute settings but do not have an ideal background for this work, which can impact quality of care. The role of the adult-gerontology acute care nurse practitioner (AGACNP) is to provide advanced nursing care to adult, older adult, and elderly patients with acute, chronic, and critical conditions. AGACNP's work in many different clinical settings, including clinics, physicians' offices, hospitals, retirement homes, hospices, and private practices. Some of SDSU's clinical placement sites have recognized a need for this specialized training.

IMPACT AND RECOMMENDATION

SDSU plans to offer the certificate in Post-Graduate AGACNP online. SDSU does not request new state resources. Two new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request: SDSU – Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner (Graduate)

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DRAFT MOTION 20220329_6-G(2):

I move to authorize SDSU to offer a graduate certificate in Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	**Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner**
INTENDED DATE OF IMPLEMENTATION:	**2022-2023 Academic Year**
PROPOSED CIP CODE:	**51.3805**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**Nursing**
BANNER DIVISION CODE:	**3N**

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

- The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

_____	1/12/2022
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Is this a graduate-level certificate or undergraduate-level certificate?**

   Undergraduate Certificate ☐   Graduate Certificate ☒

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

   South Dakota State University (SDSU) requests authorization to offer the Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate. Nurse practitioner foci are important to quality of care. Many graduates from Family Nurse Practitioner programs work in acute settings, but do not have the ideal academic background for this work. The role of the adult-gerontology acute care nurse practitioner (AGACNP) is to provide advanced nursing care to adult, older adult and elderly patients with acute, chronic, and critical conditions. The term acute differentiates acute care nurse practitioners from primary care practitioners. Adult-gerontology acute care nurse practitioners work in many different clinical settings providing advanced nursing care to patients in critical conditions, with

chronic or episodic illnesses and/or with acute medical needs. These settings include but are not limited to clinics, physicians' offices, hospitals, retirement homes, hospices, and private practices. The addition of this post-graduate certificate will ensure greater preparation for tertiary care roles for nurse practitioners. Some of SDSU's clinical placement sites have recognized a need for this training.

This will add a track to SDSU's graduate Advanced Practice Nurse Practitioner (APRN) programs and will consist of online coursework only. According to the American Nurses Credentialing Center (ANCC), the following are requirements for sitting for the Adult-Gerontology Acute Care Nurse Practitioner Certification (AGACNP-BC®):[1]

– Hold a master's, post-graduate certificate, or DNP from an adult-gerontology acute care nurse practitioner program practitioner (AGACNP) program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC | National League for Nursing Accrediting Commission). A minimum of 500 faculty-supervised clinical hours must be included in the adult-gerontology acute care nurse practitioner program.
– Three separate, comprehensive graduate-level courses in:
  o Advanced physiology/pathophysiology, including general principles that apply across the life span,
  o Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches, and
  o Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.
– Content in:
  o Health promotion and/or maintenance
  o Differential diagnosis and disease management, including the use and prescription of pharmacologic and nonpharmacologic interventions

The program will allow graduates to sit for certification and ultimately provide acute care to adults, older adults, and elderly patients with acute, chronic, and critical conditions.

Successful completion of graduate level courses in Advanced Physical Assessment (lifespan), Advanced pathophysiology (lifespan), Advance Pharmacology/ Pharmacotherapeutics (lifespan) with a course grade of 3.0 or higher within the last 5 years is an admission requirement for the post-graduate certificate. (Refer to question #8 for admission requirements.) The post-graduate certificate is completed by students who already have completed a master's or Doctor of Nursing Practice degree, however, are seeking another credential. Students will have already completed courses in pathophysiology, pharmacology, and physical assessment.

3. **If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

SDSU is currently authorized to offer programs in Nursing (B.S.N., M.S., Ph.D., and D.N.P.).

The proposed Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner certificate supports the statutory mission of SDSU as provided in SDCL 13-58-1: *Designated as South*

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[1] https://www.nursingworld.org/our-certifications/adult-gerontology-acute-care-nurse-practitioner/

Dakota's Land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

The proposed certificate also supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:
Goal 1 - Student Success
– Increase total graduate degrees awarded.

Goal 2 - Academic Quality and Performance
– Continue to approve new graduate programs.
– Grow the number of students participating in experiential learning.
– Develop and grow high-quality and distinct academic programs to meet the needs of diverse students and market demands.

In addition, this graduate certificate aligns with the SDSU's Imagine 2023 strategic plan[2] by offering a student-centered education. Specifically, the certificate will contribute to the attainment of Strategic Goal 1 - Excellence through Transformative Education. This will be a distinct and high-quality academic program offered online designed to meet student and market demand.

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

Over 40% of South Dakota's nurse practitioners are employed in the ambulatory setting with roughly 28% employed in hospital settings. Most nurse practitioners in South Dakota are employed in the practice specialty areas of adult/family health (33%) with only 12% employed in acute care/critical care/trauma specialties. Additionally, South Dakota currently has over 1,400 licensed nurse practitioners with only 10.7% (n= 151) certified in adult/gerontology in either the acute or primary care.[3] With increasing shortages of physicians in the acute care setting, nurse practitioners who are specifically trained for the acute care setting may help meet this critical need[4]

Current nurse practitioners can seek the post-graduate certification program for Adult-Gerontology Acute Care Nurse Practitioner (AGACNP) if they are interested in receiving specialized training to care for adults, older adults, and elderly adults in the acute care setting. This additional training may help meet a critical need in the acute care setting while also enhancing the skill set and marketability of the nurse practitioner. Specialized certification as an AGACNP may be especially helpful as health care systems explore new models for delivery of care to meet critical patient and provider needs. Pathways for advanced practice roles align with national directives for supporting full scope of practice to meet healthcare delivery needs.

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[2] https://www.sdstate.edu/imagine-2023-aspire-discover-achieve
[3] South Dakota Center for Nursing Workforce (May 5, 2021). *South Dakota Nursing Workforce: 2021 Supply and Employment Characteristics.*
[4] Pittman, P., Leach, B., Everett, C., Han, X., McElroy, D. (2020). NP and PA privileging in acute care settings: Do scope of practice laws matter? *Medical Care Research and Review, 77*(2), 112-120. doi: https://doi.org/10.1177/1077558718760333

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

   The primary intended audience is master's or doctorally prepared family nurse practitioners who desire to expand their skill set.

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

      Yes. This certificate is designed as an additional professional certification for family nurse practitioners. Family nurse practitioners are academically prepared to care for patients in the primary care setting. Many family nurse practitioners in the rural setting will be required to be on-call to cover the emergency room and hospital. Many family nurse practitioners in the urban setting will also practice in specialty and acute care clinics. Due to the different skill sets, additional clinical and academic preparation is required to provide care outside the primary care clinic. The proposed plan of study will allow nurse practitioners to obtain an additional certification to meet this need.

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

      No.

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

      No.

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

   AAC Guideline 2.7 limits certificates to nine to twelve credit hours unless valid reasons exist to exceed the limit. The proposed certificate has a total of 15 credit hours based on the clinical practice specialization, certification, and licensure requirements. The proposed 15 credit hours are consistent with other programs across the country.

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New
NURS	738	AGACNP Integration: Practicum I		7 (3, 4)	Yes
NURS	739	AGACNP Integration: Practicum II	NURS 738	8 (3, 5)	Yes
			Subtotal	15	

8. **Student Outcome and Demonstration of Individual Achievement.**

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

        – Demonstrate skills and knowledge specific to the adult-gerontology acute care nurse practitioner (AGACNP) role.
        – Function in an acute care setting providing acute care to adults, older adults, and elderly patients with acute, chronic, and critical conditions.

    B. **Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.**

	Program Courses that Address the Outcomes	
Individual Student Outcome	NURS 738	NURS 739
Demonstrate skills and knowledge specific to the adult-gerontology acute care nurse practitioner (AGACNP) role.	X	X
Function in an acute care setting providing acute care to adults, older adults, and elderly patients with acute, chronic, and critical conditions.	X	X

9. **Delivery Location.**

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

	Yes/No	*Intended Start Date*
On campus	No	

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

	Yes/No	*If Yes, identify delivery methods* Delivery methods are defined in _AAC Guideline 5.5_.	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	018 Internet Synchronous 015 Internet Asynchronous	**2022-2023 Academic Year**
Does another BOR institution already have authorization to	No	**If yes, identify institutions:**	

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

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

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

100% of the Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate will be offered online.

10. Additional Information:

Additional Admission Requirements

GRE: Not required
TOEFL: Score of 81 Internet-based, OR
TOEFL Essentials: 8.5
IELTS: 6.5 total band
Duolingo: 110

In addition to meeting basic requirements for admission to the Graduate School, applicants for graduate study in nursing must have:

- Current licensure as a Registered Nurse and APRN in the United States or its' territories prior to enrollment in first graduate nursing course.
- Completed graduate level courses in Advanced Physical Assessment (Lifespan), Advanced Pathophysiology (Lifespan), Advanced Pharmacology / Pharmacotherapeutics (Lifespan) with a course grade of 3.0 within the last 5 years. A gap analysis review will be completed on the courses to determine if the courses meet the program requirements. Applicants should send the course syllabi for each course along with an unofficial transcript to Assistant Director of Nursing Student Services to initiate the review.
- Completed and verified application to the Graduate Nursing program via NursingCAS website.
- Interview assessment reviewed by graduate faculty.
- Completed Compliance requirements: Clear Background check, clear FBI rolled fingerprint, clear drug screen, Basic Life Support for Healthcare Providers, ACLS certification for FNP specialization, professional liability insurance, influenza vaccine, COVID-19 vaccine, and TB test.
- For applicants who completed their higher education within the United States:

- o Bachelor's degree in nursing from an ACEN or CCNE accredited program with a minimum cumulative preferred GPA of 3.0 or higher on a 4.0 point grading system.
  - o Master's degree in nursing (from an ACEN or CCNE accredited program) with a minimum cumulative preferred GPA of 3.0 or higher on a 4.0 point grading system.
- For applicants who completed their higher education outside the United States:
  - o A degree deemed equivalent (by the World Education Service) to a Bachelor's degree in nursing (within the United States Education System) with a minimum cumulative preferred GPA of 3.0 or higher on a 4.0 point grading system.
  - o A degree deemed equivalent (by the World Education Service) to a Master's degree in nursing (within the United States Education System) with a minimum cumulative preferred GPA of 3.0 or higher on a 4.0 point grading system.
- International students: prior to admission: eligible to practice nursing in your country of residence — and RN licensure in one of the 50 states in the United States. We suggest the same state in which you will fulfill your clinical/research requirements; RN licensure in state(s) where you will satisfy clinical requirements or conduct research, if applicable to your course of study.
- Meet the technical standards.

Enrollment Projections

SDSU has reviewed similar programs to determine enrollment projections. While there is not a lot of data about the numbers of students enrolled in similar programs, an enrolled projection of 6 is realistic for how many students our clinical partners would be able to accommodate for clinical placements. This enrollment is also comparative to SDSU College of Nursing's other specialized certificates (Psychiatric Mental Health Nurse Practitioner). Additionally, only about 11% of certified Family Nurse Practitioners are also certified as Adult-Gerontology Acute Care Nurse Practitioners, further justifying lower enrollment in the program. As need grows and as clinical placements expand, the College of Nursing will review their ability to increase enrollment.

Program Revenue

The revenue from the program is projected to exceed expenses (revenue of $13,734.34 annually). Expenses related to the development of this program are course development and delivery.

Total estimated **expenses** are shown in the following table:

Prefix	Number	Course Title	Credit Hours	Workload Units	Salary*	Benefits**	Total Expense
NURS	738	AGACNP Integration: Practicum I	7	7	$16,100.00	$1,336,14	$17,436.14
NURS	739	AGACNP Integration: Practicum II	8	8	$18,400.00	$1,527.02	$19,927.02
							$37,363.16

Base salary of $69,000
Benefits estimate of 8.299%

Total estimated **revenue** is shown in the following table:

Prefix	Number	Course Title	Credit Hours	Students	Tuition Revenue*	Discipline Fee Revenue**	Total Estimated Revenue
NURS	738	AGACNP Integration: Practicum I	7	6	$14,286.30	$9,559.20	$23,845.50
NURS	739	AGACNP Integration: Practicum II	8	6	$16,327.20	$10,924.80	$27,252.00
							$51,097.50

*Graduate - Resident Rate = $340.15
**Graduate Discipline Fee Rate = $227.60

Appendix A – New Course Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	College of Nursing	
Institution	**Division/Department**	
Dennis D. Hedge		1/3/2022
Institutional Approval Signature		**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
NURS 738	AGACNP Integration: Practicum I	7

Course Description

This course explores the role of the Adult-Gerontology Acute Care Nurse Practitioner. Emphasis is on content areas to advance competencies in the ethical, safe, collaborative, and evidence-based provision of care to adults, older adults, and elderly adults in the acute care settings.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

Admission to Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate.

Section 2. Review of Course

2.1. **Will this be a unique or common course?**

☒ **Unique Course**

Prefix & No.	Course Title	Credits
None		

Provide explanation of differences between proposed course and existing system catalog courses below:

No similar courses are currently offered in the system catalog. NURS 738 AGACNP Integration: Practicum I (7 cr. – 3 didactic, 4 clinical) is a core requirement for the Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate. Course content explores the role of the Adult-Gerontology Acute Care Nurse Practitioner and emphasizes the integration of content areas to advance competencies in the ethical, safe, collaborative, and evidence-based provision of care to adults, older adults, and elderly adults in the acute care settings. This course adds a specialty content focus applicable to the graduate certificate and allows current nurse practitioners to expand their scope of practice through the achievement of an additional certification.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: The certificate plan of study is sequential, online, and cohort based. Each course is offered once during the specified semester. Adjunct faculty will be utilized to assist with teaching workload during the first two years and then permanent faculty will be utilized to teach.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate

3.3. Proposed instructional method by university *(as defined by* [AAC Guideline 5.4](#)*)***:** S - Internship/ Practicum

3.4. Proposed delivery method by university *(as defined by* [AAC Guideline 5.5](#)*)***:** 015 - Internet Asynchronous; 018 - Internet Synchronous

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit? ☐Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.8. Will section enrollment be capped? ☒Yes, max per section: 6 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Nursing

4.2. Banner Department Code: SNUR

4.3. Proposed CIP Code: 51.3805

  Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Heidi Mennenga	Heidi Mennenga	11/9/2021
Request Originator	**Signature**	**Date**

Heidi Mennenga	Heidi Mennenga	11/9/2021
Department Chair	**Signature**	**Date**

Heidi Mennenga	Heidi Mennenga	11/9/2021
School/College Dean	**Signature**	**Date**

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
   The proposed course is a core requirement for the Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate. Course content explores the role of the Adult-Gerontology Acute Care Nurse Practitioner and emphasizes the integration of content areas to advance competencies in the ethical, safe, collaborative, and evidence-based provision of care to adults, older adults, and elderly adults in the acute care settings. This course adds a specialty content focus applicable to the proposed graduate certificate and allows current nurse practitioners to expand their scope of practice through the achievement of an additional certification.

2. Note whether this course is: ☒ Required ☐ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
   None

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
   N/A

5. Desired section size   6

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and
    degree(s).
    Anne Kvamme, DNP, ACNP-BC

7. Note whether adequate facilities are available and list any special equipment needed for the
    course.
    No special equipment is needed and adequate facilities are available.

8. Note whether adequate library and media support are available for the course.
    There is adequate library and media support available.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes   ☒ No

10. If this course may be offered for variable credit, explain how the amount of credit at each
    offering is to be determined.
    N/A

11. Add any additional comments that will aid in the evaluation of this request.
    The purpose of this program will be to provide a post-graduate certification program for
    Adult-Gerontology Acute Nurse Practitioner. This program will consist of online coursework
    only. Nurse practitioner practice in the population in which they are educated. Many
    graduates from Family Nurse Practitioner programs work in acute settings, but do not have
    the ideal educational preparation for this work with healthcare facilities needing to provide
    the training needed for their positions. The addition of this post-graduate certificate will
    ensure greater preparation for tertiary care roles for nurse practitioners. Some of our clinical
    placement sites have recognized a need for this training due to their patient populations and
    the need for additional training to have a well-prepared workforce. Graduates are prepared to
    sit for the Acute Care Nurse Practitioner Certification (AGACNP-BC™) certification exam
    through American Nurses Credentialing Center (ANCC). The acute care post-graduate
    certificate will not expand the number of providers in the workforce but will improve
    academic preparation of the workforce.

    This program aligns with the mission of the university through its engagement and
    innovation opportunities to meet the healthcare workforce needs for South Dakota and the
    Great Plains. This will add another option to our graduate Advanced Practice Nurse
    Practitioner (APRN) programs. Program benefits for students is to enhance their educational
    preparation by expanding on the family nurse practitioner certification to include care of the
    patient in acute care settings. There will be two new courses requested to ensure appropriate
    didactic and clinical preparation needed for the national certification exam.

    There are no other Adult-Gerontology Acute Nurse Practitioner specializations or graduate
    certificates in the Regental system.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	College of Nursing
Institution	**Division/Department**

Dennis D. Hedge	1/3/2022
Institutional Approval Signature	**Date**

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
NURS 739	AGACNP Integration: Practicum II	8

Course Description

This course continues to expand upon the role of the Adult-Gerontology Acute Care Nurse Practitioner. Emphasis is on content areas to advance competencies in the ethical, safe, collaborative, and evidence-based provision of care to adults, older adults, and elderly adults in the acute care settings.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
NURS 738	AGACNP Integration: Practicum I	Pre-Req

Registration Restrictions

Admission to Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate.

Section 2. Review of Course

2.2. **Will this be a unique or common course?**

☒ **Unique Course**

Prefix & No.	Course Title	Credits
None		

Provide explanation of differences between proposed course and existing system catalog courses below:

No similar courses are currently offered in the system catalog. NURS 739 AGACNP Integration: Practicum II (8 cr. – 3 didactic, 5 clinical) is the second course in the core requirements for the Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate. Course content continues to expand upon the role of the Adult-Gerontology Acute Care Nurse Practitioner and emphasizes the integration of content areas to advance competencies in the ethical, safe, collaborative, and evidence-based provision of care to adults, older adults, and elderly adults in the acute care settings. This course adds a specialty content focus applicable to the proposed graduate certificate and allows current nurse practitioners to expand their scope of practice through the achievement of an additional certification.

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: The certificate plan of study is sequential, online, and cohort based. Each course is offered once during the specified semester. Adjunct

faculty will be utilized to assist with teaching workload during the first two years and then permanent faculty will be utilized to teach.

3.12. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate

3.13. Proposed instructional method by university *(as defined by AAC Guideline 5.4)***:** S - Internship/ Practicum

3.14. Proposed delivery method by university *(as defined by AAC Guideline 5.5)***:** 015 - Internet Asynchronous; 018 - Internet Synchronous

3.15. Term change will be effective: Spring 2023

3.16. Can students repeat the course for additional credit? ☐Yes ☒ No

3.17. Will grade for this course be limited to S/U (pass/fail)? ☐Yes ☒ No

3.18. Will section enrollment be capped? ☒Yes, max per section: 6 ☐ No

3.19. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐Yes ☒ No

3.20. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department: Nursing

4.2. Banner Department Code: SNUR

4.3. Proposed CIP Code: 51.3805

Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST
Supporting Justification for On-Campus Review

Heidi Mennenga	Heidi Mennenga	11/9/2021
Request Originator	**Signature**	**Date**
Heidi Mennenga	Heidi Mennenga	11/9/2021
Department Chair	**Signature**	**Date**
Heidi Mennenga	Heidi Mennenga	11/9/2021
School/College Dean	**Signature**	**Date**

11. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
The proposed course is the second course in the core requirements for the Post-Graduate Adult-Gerontology Acute Care Nurse Practitioner Certificate. Course content continues to expand upon the role of the Adult-Gerontology Acute Care Nurse Practitioner and emphasizes the integration of content areas to advance competencies in the ethical, safe, collaborative, and evidence-based provision of care to adults, older adults, and elderly adults in the acute care settings. This course adds a specialty content focus applicable to the proposed graduate certificate and allows current nurse practitioners to expand their scope of practice through the achievement of an additional certification.

12. Note whether this course is: ☒ Required ☐ Elective

13. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None

14. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
    N/A

15. Desired section size   6

16. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
    Anne Kvamme, DNP, ACNP-BC

17. Note whether adequate facilities are available and list any special equipment needed for the course.
    No special equipment is needed and adequate facilities are available.

18. Note whether adequate library and media support are available for the course.
    There is adequate library and media support available.

19. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No

20. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
    N/A

11. Add any additional comments that will aid in the evaluation of this request.
    The purpose of this program will be to provide a post-graduate certification program for Adult-Gerontology Acute Nurse Practitioner. This program will consist of online coursework only. Nurse practitioner practice in the population in which they are educated. Many graduates from Family Nurse Practitioner programs work in acute settings, but do not have the ideal educational preparation for this work with healthcare facilities needing to provide the training needed for their positions. The addition of this post-graduate certificate will ensure greater preparation for tertiary care roles for nurse practitioners. Some of our clinical placement sites have recognized a need for this training due to their patient populations and the need for additional training to have a well-prepared workforce. Graduates are prepared to sit for the Acute Care Nurse Practitioner Certification (AGACNP-BC™) certification exam through American Nurses Credentialing Center (ANCC). The acute care post-graduate certificate will not expand the number of providers in the workforce but will improve academic preparation of the workforce.

    This program aligns with the mission of the university through its engagement and innovation opportunities to meet the healthcare workforce needs for South Dakota and the Great Plains. This will add another option to our graduate Advanced Practice Nurse Practitioner (APRN) programs. Program benefits for students is to enhance their educational preparation by expanding on the family nurse practitioner certification to include care of the patient in acute care settings. There will be two new courses requested to ensure appropriate didactic and clinical preparation needed for the national certification exam.

    There are no other Adult-Gerontology Acute Nurse Practitioner specializations or graduate certificates in the Regental system.

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – G (3)
DATE: March 29-30, 2022

****

SUBJECT
New Undergraduate Certificate Request – SDSU – Production and Service of Wine, Beer and Spirits

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

BACKGROUND / DISCUSSION
South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Production and Service of Wine, Beer, and Spirits. The certificate will provide students with the specific knowledge and skilled techniques needed for fermented drink production. Students will also learn sanitary measures required of fermented products, development of the specific types of products, and type and quality of ingredients to produce a product with specific taste and alcohol content that is acceptable to consumers. Additionally, the curriculum will also cover how to market and manage the sales of alcoholic beverages. The certificate can be used as a stand-alone credential, or may be stackable within majors at SDSU, including the B.S. degree in Hospitality, Tourism, and Event Management.

In March 2020, House Bill 1080 passed, and allowed that a "postsecondary institution may produce up to two hundred gallons of distilled spirits, up to two hundred gallons of malt beverage, and up to two hundred gallons of wine each year, and securely store up to two hundred gallons of each at any given time, for purposes of research and offering bona fide educational courses instructing students in the production and serving of distilled spirits, malt beverage, or wine." Students must be 21 years of age or older to enroll in certain courses within the certificate.

IMPACT AND RECOMMENDATION
SDSU plans to offer the certificate in Production and Service of Wine, Beer, and Spirits on campus. SDSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – New Certificate Request: SDSU – Production and Service of Wine, Beer and Spirits

****

DRAFT MOTION 20220329_6-G(3):
I move to authorize SDSU to offer an undergraduate certificate in Production and Service of Wine, Beer and Spirits, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED CERTIFICATE:	**Production and Service of Wine, Beer and Spirits**
INTENDED DATE OF IMPLEMENTATION:	**2022-2023 Academic Year**
PROPOSED CIP CODE:	**52.0910**
UNIVERSITY DEPARTMENT:	**School of Health & Consumer Sciences**
BANNER DEPARTMENT CODE:	**SHCS**
UNIVERSITY DIVISION:	**College of Education & Human Sciences**
BANNER DIVISION CODE:	**3H**

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

- The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

_____	10-27-21
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Is this a graduate-level certificate or undergraduate-level certificate?**
   Undergraduate Certificate ☒   Graduate Certificate ☐

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

   South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Production and Service of Wine, Beer and Spirits. The proposed certificate will provide students with the specific knowledge and skilled techniques needed for fermented beverage production. Although each of the beverages is fermented, they each have a technique that is specific to the beverage to produce the specific taste, color, odor, and alcohol content. The students will learn sanitary measures required of fermented products, development of the specific types of products, and type and quality of ingredients to produce a product with specific taste and alcohol content that is acceptable to consumers. Students will gain knowledge of the raw ingredients needed to produce each fermented beverage and the specific qualities of the raw ingredients. The certificate will also provide students with the knowledge of how to market and manage the sales of alcoholic beverages.

SDSU does not request new state resources.

3. **If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

The Production and Service of Wine, Beer and Spirits 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.* The proposed certificate will contribute to SDSU's mission of providing engaging student-centered instruction that contributes to the workforce development in South Dakota. The fermented beverage industry is relatively new in South Dakota and is expanding, and needs qualified employees with skills to produce these products.

In March 2020, House Bill 1081 passed and allowed that a "*postsecondary institution may produce up to two hundred gallons of distilled spirits, up to two hundred gallons of malt beverage, and up to two hundred gallons of wine each year, and securely store up to two hundred gallons of each at any given time, for purposes of research and offering bona fide educational courses instructing students in the production and serving of distilled spirits, malt beverage, or wine.*"[1]

4. **Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.** *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The United States wine, beer and distilled spirits industry provides major economic contributions to the US economy. Total alcoholic beverage sales in the United States amounted to approximately 252 billion U.S. dollars in 2019.[2]
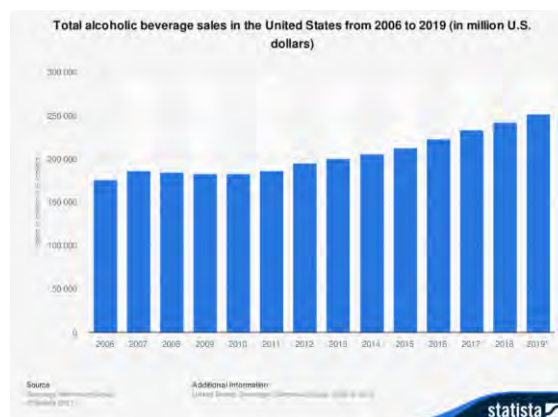
Figure 1. Total alcoholic beverage sales in the United States from 2006 to 2019.

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[1] https://mylrc.sdlegislature.gov/api/Documents/68333.pdf and https://www.sdlegislature.gov/Session/Bill/11526)
[2] https://www.statista.com/statistics/207936/us-total-alcoholic-beverages-sales-since-1990/

The South Dakota wine, beer, and distillation industries while still in their infancy, are growing steadily and poised to make great contributions in the future. In 2011, SD had five craft breweries and this number grew to 33 in 2020.[3] South Dakota's wine industry is also growing. In 1996, South Dakota's first winery opened. The number of wineries has grown to 20.[4]

SDSU proposes a certificate in wine, beer and distilled spirits production and service to fill a critical need for certified professionals in the fermented beverage industry. Consultation with national industry leaders in the wine industry indicated a high need/demand for coursework involving wine, beer, and distilled spirit production and service coupled with business practices. There is high and growing demand for this industry wide. Additionally, this proposed program supports the hospitality industry. Per the Emsi April 2021 South Dakota Board of Regents Program Demand Gap Analysis, the hospitality industry has a high demand and low supply of workforce.[5]

Wine production and service coursework offerings are limited in the northern plains. South Central College in Mankato [6], Minnesota, Des Moines Area Community College, and Highland Community College offer certificates in viticulture and enology. There are also certificate programs offered at institutions in Arkansas, California, Colorado, New York, Pennsylvania, North Carolina, Ohio, Michigan, Missouri, and Washington. Individual coursework is also offered at offered at Iowa State University Iowa,[7] University of Minnesota,[8] and University of Nebraska.[9] As this proposed certificate program in wine, beer and distilled spirits combines these three areas, it would be unique in the region, while serving the needs of students and the wine/beer/distilled spirits industry.

Future industry employees and prospective entrepreneurs in the fermented beverage industry will benefit from this certificate. Students will have a demonstrable skills-set that includes knowledge of how to produce the products, experience in producing beer and wine, knowledge of the specific ingredients and required quality for the products, and knowledge of the specifics required to market and serve these beverages. Students will also understand how to pair beverages with specific foods to ensure a proper consumer experience.

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

   The certificate will appeal to students majoring in Nutrition and Dietetics; Hospitality, Tourism, and Event Management; Horticulture; Entrepreneurial Studies; Business Economics; and Food Science. However, students of any number of majors are likely to have an interest in this opportunity.

6. **Certificate Design**
   A. **Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what**

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[3] https://www.brewersassociation.org/statistics-and-data/state-craft-beer-stats/?state=SD
[4] http://www.americanwineryguide.com/regions/south-dakota-wineries/
[5] Emsi April 2021 South Dakota Board of Regents Program Demand Gap Analysis: Economic Overview and Review of Academic Programs
[6] https://southcentral.edu/Award/aas3152.html
[7] http://catalog.iastate.edu/azcourses/hsp_m/
[8] https://onestop2.umn.edu/pcas/viewCatalogCourse.do?courseId=794871
[9] https://viticulture.unl.edu

areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

The certificate is designed to be either a stand-alone or value-added credential. As a stand-alone program the certificate will provide the graduate with knowledge and introductory skills to manage the requirements in the fermented beverage industry. Employers are desiring that employees have at least a basic knowledge of the requirements for this industry

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

Yes. The certificate is intended to supplement a student's major field of study. The certificate will appeal to students majoring in Nutrition and Dietetics; Hospitality, Tourism, and Event Management; Horticulture; Entrepreneurial Studies; Business Economics; and Food Science. However, students of any number of majors are likely to have an interest in this opportunity.

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

Yes. The Production and Service of Wine, Beer and Spirits Certificate may be a stackable credential. Students may apply credits to the Hospitality, Tourism, and Event Management (B.S.) degree and other majors.

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

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
HMGT	251	Foodservice Sanitation	None	1	No
HMGT	480-480L	Introduction to Wine, Beer and Spirits & Lab	Participants must be 21 years of age or older to enroll.	3	No
HMGT	482	Hospitality Marketing		3	No
NUTR	426-426L	Production of Wine Beer Spirits & Lab	Participants must be 21 years of age or older to enroll.	3	No
			Subtotal	10	

Students must be 21 years of age or older to complete NUTR 426-426L Production of Wine Beer Spirits and Lab and HMGT 480-480L Introduction to Wine, Beer and Spirits and Lab.

8. **Student Outcome and Demonstration of Individual Achievement.**

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

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

Students completing this certificate program will be able to:
- Produce wine and beer.
- Describe how to produce distilled spirits.
- Properly taste test wine and beer following applicable industry protocol.
- Understand and manage the responsible service and consumption of alcoholic beverages.
- Practice management principles and procedures related to the sale and service of alcoholic and specialty beverages.
- Implement marketing strategies including demographics, image development, advertising, sales promotion, public relations, administering and controlling a marketing plan.
- Become certified through the National Restaurant Association upon successful completion of the online ServSafe Food Protection Manager Certification Exam.

B. **Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.**

Individual Student Outcome	Program Courses that Address the Outcomes			
	HMGT 251	NUTR 480-480L	HMGT 482	NUTR 426-426L
Students will be able to produce wine and beer.				X
Students will be able to describe how to produce distilled spirits		X		X
Students will be able to properly taste test wine and beer following applicable industry protocol.		X		X
Students will be able to understand and manage the responsible service and consumption of alcoholic beverages.		X		X
Students will be able to practice management principles and procedures related to the sale and service of alcoholic and specialty beverages.		X		
Students will be able to implement marketing strategies including demographics, image development, advertising, sales promotion, public relations, administering and controlling a marketing plan.			X	
Students will become certified through the National Restaurant Association upon successful completion of the online ServSafe Food Protection Manager Certification Exam.	X			

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

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

	Yes/No	*Intended Start Date*
On campus	Yes	**2022-2023 Academic Year**

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

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Graduate Certificate Request – USD – Bioinformatics

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 graduate certificate in Bioinformatics. The proposed Bioinformatics certificate will focus on the use of AI tools for biomedical engineering and biology-related projects. It will leverage machine learning and data science tools/techniques for data analysis, decision-making, and data visualization by taking big data into account that are related to biomedical and healthcare informatics.

There are currently no bioinformatics certificates in the SDBOR system. USD offers an informatics specialization within their computer science graduate degree that will be removed pending approval of the Bioinformatics certificate. The certificate will be available to students across graduate programs at USD, but it will be targeted primarily toward students in the biology, biomedical engineering, and computer science graduate programs. Students in health-related programs would also benefit.

IMPACT AND RECOMMENDATION
USD plans to offer the proposed undergraduate certificate on campus and online. USD does not request state resources for the program. The certificate requires one new course.

Board staff recommends approval.

ATTACHMENTS
Attachment I – New Certificate Request: USD – Bioinformatics

****
DRAFT MOTION 20220329_6-G(4):
I move to authorize USD to offer a graduate certificate in Bioinformatics, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	**USD**
TITLE OF PROPOSED CERTIFICATE:	**Bioinformatics**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2022**
PROPOSED CIP CODE:	**26.1103**
UNIVERSITY DEPARTMENT:	**Arts and Science, General (UASG)**
BANNER DEPARTMENT CODE:	**UASG- A&S, General**
UNIVERSITY DIVISION:	**College of Arts & Sciences**
BANNER DIVISION CODE:	**2A**

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

- The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Elizabeth M. Freeburg	11/18/2021
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

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

   Undergraduate Certificate   ☐   Graduate Certificate   ☒

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

   The proposed bioinformatics (BIOINF) certificate focuses on the use of AI tools for biomedical engineering and biology-related projects. In other words, it aims to leverage machine learning and data science tools/techniques for data analysis, decision-making and data visualization by taking big data into account that are related to biomedical and healthcare informatics.

3. **If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**
    Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

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

    Board of Regents Strategic Plan 2014-2020

    The offering of this certificate is aligned to the institutional mission of educating students who are well-prepared for a global and complex world with classroom experience that is robust, experiential, and practical. Within the mission of the College of Arts and Sciences, this graduate certificate will support our mission of producing graduates who will solve the future's most pressing challenges. Bioinformatics is the use of computer technology to analyze and enhance understanding of complex biological and biomedical data. In a world where medical and biological science are unfolding in real time, persons with training in bioinformatics are necessary. A certificate in bioinformatics will allow our graduates to not only succeed in but be leaders in medical and biological science to solve the challenges of the future.

4. **Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.** *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

    At present, no SDBOR programs offer a bioinformatics certificate. Currently, there is an informatics specialization within the computer science graduate degree at USD. It is the intention that the informatics specialization within the MS in computer science at USD will be removed through a program modification. This request will be submitted pending approval of the new graduate certificate.

    This specialization and title are restrictive and not reflective of current nomenclature and program content. The proposed Bioinformatics certificate reflects current nomenclature and program content including up-to-date AI-related computing courses and data-related application courses from biomedical engineering and biology. The world is in an era of big data analytics; the bioinformatics certificate will prepare students to employ computational and mathematical models for biological data analysis, decision-making and visualization, and employment as bioinformatics data analyst.

    The need for professionals with training in bioinformatics is expected to increase across the next decade. According to the Bureau of Labor Statistics (BLS), employment of computer and information technology occupations is projected to grow 12% from 2018 to 2028, much faster than the average for all occupations[1], with these occupations being projected to add

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

about 546,200 new jobs during that time frame. Bioengineers, biomedical engineers, and biological scientists, professions that require knowledge of bioinformatics, fall within this occupation group.

The proposed bioinformatics certificate will be available to students across graduate programs at USD. Three programs of note, who have been involved in the planning of this certificate are biology, biomedical engineering, and computer science. Students in health-related programs would also benefit from this program as there is a strong need for Biological Data Analysts to interpret data, make decisions, and visualize output.

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

   Students enrolled in graduate programs in computer science, biomedical engineering, and biology are the initial targets. We expect to garner interest from health-related programs as well.

6. **Certificate Design**
   A. **Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**
      The proposed certificate could potentially be useful as a stand-alone education credential option for students not seeking additional credentials (undergrad or grad). Developing data scientists/analysts for biomedical and/or biological projects is the primary aim of the certificate.

   B. **Is the certificate a value added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**
      The proposed certificate program aims to bring a value-added credential to those students in graduate programs in biology, biomedical engineering, computer science, and health/medical.

   C. **Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.**
      Specific courses completed at part of the certificate program may contribute to the student's graduate degree in biology, biomedical engineering, and computer science.

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

curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

Prefix	Number	Course Title *(add or delete rows as needed)*	Prerequisites for Course *Include credits for prerequisites in subtotal below.*	Credit Hours	New (yes, no)
Category A: Computing (complete 6 credit hours)					
CSC	525	High Performance Computing	0	3	No
CSC	542	Math: Data Sci/Machine Learn	0	3	No
CSC	586	Data Mining	0	3	No
CSC	588	Pattern Recognition & Machine Learning	0	3	No
CSC	787	AI in medical imaging informatics	0	3	Yes
Category B: Application (6 credit hours)					
CPHD	718	Introduction to Bioinformatics	0	3	No
BME	718	Introduction to Bioinformatics	0	3	No
BIOL	520/L	Introduction to Biostatistics and Computational Biology	0	3	No
BIOL	575	Introduction to Molecular Biology	0	3	No
BIOL/BME/CPHD	5XX/6XX/7XX/8XX	Other graduate level courses (3cr hours) with bioinformatics and computational biology content, approved by the department chair of the student's home department, can be considered.	0	3	No
			Subtotal	12	

8. **Student Outcome and Demonstration of Individual Achievement.**
   Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes.

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

   - Utilize math for machine learning and data science to create their own AI tools.
   - Execute computing skills to analyze big data related to biomedical imaging informatics.
   - Implement data mining tools: data analysis, decision-making, visualization in high performance computing setup.
   - Analyze pattern recognition algorithms on big data, especially for biological data.
   - Leverage AI tools and/or technologies on biological data.

   B. **Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.** <u>*Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*</u>

Individual Student Outcome (Same as in the text of the proposal)	CSC 525	CSC 542	CSC 586	CSC 588	CSC 787	CPHD 718	BME 718	BIOL 520/L	BIOL 575
Program Courses that Address the Outcomes									
Utilize math for machine learning and data science to create their own AI tools.		X	X	X		X	X	X	
Execute computing skills to analyze big data that related to biomedical imaging informatics.	X		X	X	X				X
Implement data mining tools: data analysis, decision-making, visualization in high performance computing setup			X			X	X	X	X
Analyze pattern recognition algorithms on big data, especially for biological data.	X			X	X	X	X	X	X
Leverage AI tools and/or technologies on biological data.	X			X	x	X	X	X	X

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

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

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

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

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

	Yes/No	*If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015- Internet asynchronous 018- Internet synchronous	**Fall 2022**
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

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

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

NEW CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

Jessica Messersmith	*Jessica J Messersmith*	10/19/2021
Request Originator	**Signature**	**Date**

KC Santosh	*KC Santosh*	10/19/2021
Department Chair	**Signature**	**Date**

John Dudley	*John Dudley*	10/19/2021
School/College Dean	**Signature**	**Date**

1. Is the certificate program being offered solely at a location(s) approved by the Higher Learning Commission?

    ☒ Yes   ☐ No

2. Is the certificate program Title IV (***financial aid***) eligible?

    ☐ Yes   ☒ No

3. Are the courses in the certificate program credit bearing?

    ☒ Yes   ☐ No

4. Does the certificate program consist of 50% or more of new courses developed specifically for the requested program (i.e. the certificate is NOT a subset of courses from an existing degree program)? [*See item 5 on certificate document*]

    ☐ Yes   ☒ No

5. Does the certificate program have appropriate and completed approval from <u>internal sources (i.e. department, curriculum committees, etc</u>.) and external sources (i.e. the state coordinating board, etc.)?

    ☒ Yes   ☐ No

6. Add any additional comments that will aid in the evaluation of this request.
    NA

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Specialization Request – DSU – Specialization in Artificial Intelligence – MS in Computer Sciences

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

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer a specialization in Artificial Intelligence within the MS in Computer Science. The proposed Artificial Intelligence (AI) specialization is intended to give students a deep understanding of AI related algorithm design, analysis, and implementation. Topics include machine learning, intelligent agents, probabilistic reasoning, and decision making, and others. Coupled with a traditional computer science curriculum, the proposed program will prepare students to apply well researched and documented AI algorithms and methodologies to various fields. AI applications have a wide range of implementations, and students graduating with this degree will be able to work in a wide variety of industries in careers such as: machine learning engineer, data analyst, data scientist, AI/ML researcher, and software engineering

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

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Specialization Request: DSU – Artificial Intelligence – MS in Computer Sciences

****

DRAFT MOTION 20220329_6-H:
I move to authorize DSU to offer a specialization in Artificial Intelligence within the MS in Computer Science, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	**Artificial Intelligence**
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	**Computer Science, M.S.**
BANNER PROGRAM CODE:	DCSC
INTENDED DATE OF IMPLEMENTATION:	12/16/2021
PROPOSED CIP CODE:	11.0102
UNIVERSITY DEPARTMENT:	Computer Science
BANNER DEPARTMENT CODE:	DCSI
UNIVERSITY DIVISION:	**Beacom College of Computer and Cyber Science**
BANNER DIVISION CODE:	DCOC

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

- The individual preparing this request has read AAC Guideline 2.6, which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature	9/30/2021
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

1. **Level of the Specialization** (*place an "X" in the appropriate box*):

    Baccalaureate ☐   Master's ☒   Doctoral ☐

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

This specialization in artificial intelligence is intended to give students a deep understanding of A.I. related algorithm design, analysis, and implementation. Topics include machine learning, intelligent agents, probabilistic reasoning and decision making, among others.

3. **Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.** *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The purpose of this program is to provide students with the education and training needed to be successful in the many existing and emerging technical fields involving artificial intelligence. (AI) uses data and computational models to make decisions and predictions. AI applications have a wide range of implementations from: determining the best route for delivery trucks, predicting the probability of lung cancer from looking at chest x-rays, classifying weeds in video feeds as tractors drive through fields, giving inventory predictions for businesses, creating autonomous agents in games and movies that act realistically, or instructing a self-driving car to slow down as it approaches a crosswalk. Coupled with a traditional computer science curriculum, the proposed program will prepare graduate students to apply well researched and documented AI algorithms and methodologies to various fields like those mentioned.

In February of 2019, the White House released Executive Order 13859 announcing the American Artificial Intelligence Initiative [1]. Entailed in this document is a national strategy for promoting U.S. leadership in AI, where one of the key policies and practices included training an AI-ready workforce.

Regarding specific careers, job titles include (but aren't limited to): Machine Learning Engineer, Data Analyst, Data Scientist, AI/ML Researcher, and Software Engineer. These jobs provide different roles to help firms make scientific or data-driven decisions or automate tasks to reduce costs or scale products, create physical automated bots for a myriad of purposes, or provide research into new applications. These services pertain to nearly all industries. Consolidating all A.I. related jobs, there has been a steady increase in job-posting, while responses have slightly shrunk; indicating an increased demand while the current workforce is decreasing, leaving a gap to fill. AI job postings on the website Indeed.com saw its largest increase from 2016 to 2017 by 136.3%. In the following years, the spike leveled off, but the percentage of job postings continued to rise by 49.1% and 32% from the previous year in 2018 and 2019 respectively; making machine learning and deep learning engineers the most popular jobs posted that year. An incredible overall increase in the last few years. In contrast, the number of jobs searches only increased by 14% in the last year mentioned, leaving a large number of unfilled positions. Pay for these jobs averages from $97,850 for AI software engineers to $134,449 for machine learning engineers. [2]

In regard to South Dakota, the biggest player in the economy is agriculture. Research and deployment of AI software and robotics will be a key component to increasing crop and livestock production, as well as operational throughput to stay competitive in the regional and national

markets. Also, AI is used in many areas of medical research, which ties into the Sanford and Avera hospitals in the region.

The specialization also falls in line with Dakota State University's mission statement, which is to provide learning that integrates technology and innovation to develop graduates ready to contribute to local, national, and global prosperity.

It's important to note that many new jobs created for degrees such as this are new enough such that they are not listed on the South Dakota Department of Labor's (SDoL) website or the U.S. Bureau of Labor Statistics (BLS). These types of positions include Machine Learning Engineers, Data Scientists, and Applied AI Specialists mentioned earlier from the Indeed resource.

The following tables include positions that could potentially be filled by graduates with this degree. The first table represents the short-term growth projections from 2019 to 2021 by the SDoL [3].

						Average Annual Openings			
SOC Code	SOC Title	2019 Employment	2021 Employment	Numeric Change	Percent Change	Due to Exits	Due to Transfer	Annual Change	Total Opening
15-11-21	Computer Systems Analyst	817	849	32	3.9%	16	44	16	76
15-1132	Software Developers, Applications	1,072	1,145	73	6.8%	16	62	36	114
15-1134	Web Developer	478	500	22	4.6%	8	29	11	48
13-1081	Logisticians	141	143	2	1.4%	4	10	1	15
13-1111	Management Analysts	3,503	3,650	147	4.2%	111	226	74	411
13-1161	Market Research Analyst	1,013	1,074	61	6.0%	24	82	30	136

The numbers in this second table represent the statewide occupational projections from 2018 to 2028 [4].

						Average Annual Openings			
SOC Code	SOC Title	2018 Employment	2028 Employment	Numeric Change	Percent Change	Due to Exits	Due to Transfer	Annual Change	Total Opening
15-1121	Computer Systems Analysts	803	897	94	11.7%	16	45	9	70
15-1132	Software Developers, Applications	1,041	1,300	259	24.9%	16	66	26	108

15-1134	Web Developer	460	523	63	13.7%	8	29	6	43
13-1081	Logisticians	136	150	14	10.3%	3	10	1	14
13-1111	Management Analysts	3,334	3,762	428	12.8%	110	224	43	377
13-1161	Market Research Analyst	993	1,200	207	20.9%	26	86	21	133

On a national level, the long-term job increases include [5]:
*Employment in thousands.

SOC Code	SOC Title	2018 Employment	2028 Employment	Numeric Change	Percent Change	Occupational Openings, Annual Average
15-1121	Computer Systems Analysts	633.9	689.9	56.0	8.8%	53.4
15-1132	Software Developers, Applications	944.2	1,185.7	241.5	26.6%	99.2
15-1134	Web Developer	160.5	181.4	20.9	13.0%	15.1
13-1081	Logisticians	174.9	183.3	8.4	4.8%	17.9
13-1111	Management Analysts	876.3	994.6	118.3	13.5%	99.9
13-1161	Market Research Analyst	681.9	821.1	139.2	20.4%	90.7

[1] http://reports.weforum.org/future-of-jobs-2018/?doing_wp_cron=1596291222.6228919029235839843750

[2] https://www.indeed.com/lead/top-10-ai-jobs-salaries-cities

[3] https://dlr.sd.gov/lmic/documents/short_term_occupational_projections_statewide_2020_2022.pdf

[4] https://dlr.sd.gov/lmic/documents/occupational_projections_2018_2028_statewide_south_dakota.pdf

[5] https://data.bls.gov/projections/occupationProj

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

All MSCS students must take the five core courses listed in the table below. Those students who wish to pursue the A.I. specialization must then take CSC 502 and CSC 547, and then choose three specialization electives listed.

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
Required Courses			**15**	
CSC	705	Design and Analysis of Algorithms	3	No
CSC	710	Structure and Design of Programming Languages	3	No
CSC	718	Operating Systems and Parallel Programming	3	No
CSC	720	Theory of Computation	3	No
CSC	722	Machine Learning Fundamentals	3	No
Artificial Intelligence Specialization			**15**	
CSC	502	Mathematical Foundations of A.I.	3	No
CSC	547	Artificial Intelligence	3	No
Choose 9 credits from the following:			9	
CSC	578	Generative Deep Learning	3	No
CSC	579	Reinforcement Learning	3	No
CSC	723	Machine Learning for Cybersecurity	3	No
INFS	768	Predictive Analytics	3	No
INFS	772	Programming for Data Analytics	3	No
INFS	778	Deep Learning	3	No
INFS	784	Artificial Intelligence Applications	3	No
CSC/INFS/INFA	791/792	Approved Topics and Independent Study	3	No

Total number of hours required for completion of specialization	15
Total number of hours required for completion of major	30
Total number of hours required for completion of degree	30

5. Delivery Location

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

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

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall** Choose an item. **2022**

AAC Form 2.6 – New Specialization – Artificial Intelligence
(Last Revised 01/2021)

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

	Yes/No	*If Yes, identify delivery methods* *Delivery methods are defined in AAC Guideline 5.5.*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	Online	**Fall** Choose an item. **2022**

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT

New Site Request – SDSU Family Nurse Practitioner Specialization – D.N.P. in Nursing (Online)

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 approval to offer the Family Nurse Practitioner specialization within the D.N.P. in Nursing online. The request applies to both the B.S.N. to D.N.P. and Post Master's to D.N.P. options. The program was established in 2009 as a face-to-face program to prepare nurse practitioners. Currently, students attend one of two sites to participate in the lab portion of four classes in the plan of study with the remaining being completed online. Unfortunately, applications and enrollment have declined, in part due to competition in online delivery of nurse practitioner programs. Online delivery is needed to increase competitiveness of the program and to recruit place-bound students both from the region and nationally.

IMPACT AND RECOMMENDATION

SDSU anticipates six graduates annually for the first four years of the program for the Post Master's to D.N.P. option. For the B.S.N. to D.N.P. option, 70 enrollments each year are anticipated, with 70 graduates by year four. All courses are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: SDSU Family Nurse Practitioner Specialization – D.N.P. in Nursing

****

DRAFT MOTION 20220329_6-I(1):

I move to approve SDSU's new site proposal to offer the Family Nurse Practitioner specialization within the D.N.P. in Nursing online.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Nursing (D.N.P.) - Family Nurse Practitioner Specialization (B.S.N. to D.N.P. & Post Master's to D.N.P. options)**
NEW SITE(S):	**Online**
INTENDED DATE OF IMPLEMENTATION:	**2022-2023 Academic Year**
CIP CODE:	**51.3801**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**Nursing**
BANNER DIVISION CODE:	**3N**

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

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

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

_____   12/30/21
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 Nursing (D.N.P.) Family Nurse Practitioner Specialization (B.S.N. to D.N.P. and Post Master's to D.N.P. options) online. The program was established in 2009 as a face-to-face program to prepare nurse practitioners. Currently, students attend one of two sites to participate in the lab portion of four classes in the plan of study with the remaining being completed online. Unfortunately, applications and enrollment have declined in part due to competition in online delivery of nurse practitioner programs. Online delivery is needed to increase the competitiveness of the program with other online programs and to recruit place-bound students both from the region and nationally. Increasing numbers of universities across the nation are offering nursing practitioner programs online and leveraging advances in technology and online teaching innovations to offer the same curriculum as campus programs.

Most nurse practitioner students are employed part-time or full-time and are often place bound due to proximity to family or other resources. Delivering the program online, with asynchronous and synchronous courses, will allow flexibility so students can complete the program while continuing to maintain employment and complete learning activities/course content at times that are convenient for them. The online approach to delivery is aligned with SDSU's commitment to excellence and access to affordable education and consistent with the university's land grant mission.

The University does not request new state resources to deliver the program online.

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

   No.

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

   Students who enroll in the program will be new to the university. The online Nursing (D.N.P.) - Family Nurse Practitioner Specialization (B.S.N. to D.N.P. and Post Master's to D.N.P. options) is expected to attract an average of 76 new students per year.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 23	FY 24	FY 25	FY 26
Post Master's to D.N.P. Option				
Students new to the university	6	6	6	6
Students from other university programs	0	0	0	0
=Total students in the program at the site	6	12	18	18
Program credit hours (major courses)**	90	192	288	288
Graduates	0	0	6	6
B.S.N. to D.N.P. Option				
Students new to the university	70	70	70	70
Students from other university programs	0	0	0	0
=Total students in the program at the site	70	140	210	280
Program credit hours (major courses)**	1190	2730	4270	5460
Graduates	0	0	0	70

 *Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

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

   No impact on existing Regental programs is anticipated. Delivering the Nursing (DNP) Family Nurse Practitioner Specialization (B.S.N. to D.N.P. and Post Master's to D.N.P. options) online is expected to enhance enrollment of students.

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.

Nursing (D.N.P.) - Family Nurse Practitioner Specialization	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Post Master's to D.N.P. Option					
Core Requirements	69	69	0	69	0
Free Electives	0	0	0	0	0
Total, Degree with Proposed Major	69	69	0	69	0
B.S.N. to D.N.P. Option					
Core Requirements	78	78	0	78	0
Free Electives	0	0	0	0	0
Total, Degree with Proposed Major	78	78	0	78	0

Requirements for the Nursing (D.N.P.) - Family Nurse Practitioner Specialization

Post Master's to D.N.P. Option
* Students who have not previously completed either NURS 623, NURS 631, or PHA 645 OR equivalent coursework within the previous five years, will be required to complete those courses as part of this program option. All previous coursework will need to be evaluated for equivalency and approved by the Associate Dean for Graduate Nursing in order to be included on the student's Plan of Study.

- HSC 631 - Biostatistics I Credits: 3
- NURS 623 - Pathophysiology Across the Lifespan - Application to Advanced Practice Nursing Credits: 2-4 (4 credits required) *
- NURS 631 - Advanced Assessment Across the Lifespan Credits: 3 *
- NURS 631L - Advanced Assessment - Lifespan Clinical Laboratory Credits: 1 *
- NURS 750 - Transformational Leadership in Nursing Credits: 3
- NURS 765 - FNP Integration: Practicum I Credits: 7 (3, 4)
- NURS 768 - FNP Integration: Practicum II Credits: 4
- NURS 771 - FNP Integration: Practicum III Credits: 7 (3, 4)
- NURS 776 - FNP Integration: Practicum IV Credits: 8 (3, 5)
- NURS 780 - Clinical Genetics and Genomics: Advanced Concepts Credits: 1
- NURS 781 - Clinical Epidemiology: Advanced Concepts Credits: 1
- NURS 835 - Ethical Issues Influencing Practice and Research in Health Credits: 2
- NURS 850 - Philosophical and Theoretical Foundations for Evidence-Based Care Credits: 3
- NURS 855 - Translational Research in Health Care Credits: 3
- NURS 860 - Health Operations and Financial Management for Nurse Leaders Credits: 3
- NURS 875 - DNP Intensive Credits: 1-9 (3 credits required)
- NURS 880 - DNP Project (COM) Credits: 1-8 (8 credits required)

- PHA 645 - Pharmacotherapeutics Across the Lifespan: Application to Advanced Practice Credits: 2-4 (4 credits required) *
- PHA 738 - Health Informatics Credits: 1

Total Required Credits: 69 Credits

B.S.N. to D.N.P. Option
- HSC 631 - Biostatistics I Credits: 3
- NURS 615 - Foundations of Advanced Nursing Credits: 3
- NURS 623 - Pathophysiology Across the Lifespan - Application to Advanced Practice Nursing Credits: 2-4 (4 credits required)
- NURS 631 - Advanced Assessment Across the Lifespan Credits: 3
- NURS 631L - Advanced Assessment - Lifespan Clinical Laboratory Credits: 1
- NURS 670 - Health Policy, Legislation, Economics and Ethics Credits: 3
- NURS 750 - Transformational Leadership in Nursing Credits: 3
- NURS 760 - Advanced Concepts in Health Promotion and Disease Prevention Credits: 3
- NURS 765 - FNP Integration: Practicum I Credits: 7 (3, 4)
- NURS 768 - FNP Integration: Practicum II Credits: 4
- NURS 771 - FNP Integration: Practicum III Credits: 7 (3, 4)
- NURS 776 - FNP Integration: Practicum IV Credits: 8 (3, 5)
- NURS 780 - Clinical Genetics and Genomics: Advanced Concepts Credits: 1
- NURS 781 - Clinical Epidemiology: Advanced Concepts Credits: 1
- NURS 835 - Ethical Issues Influencing Practice and Research in Health Credits: 2
- NURS 850 - Philosophical and Theoretical Foundations for Evidence-Based Care Credits: 3
- NURS 855 - Translational Research in Health Care Credits: 3
- NURS 860 - Health Operations and Financial Management for Nurse Leaders Credits: 3
- NURS 875 - DNP Intensive Credits: 1-9 (3 credits required)
- NURS 880 - DNP Project (COM) Credits: 1-8 (8 credits required)
- PHA 645 - Pharmacotherapeutics Across the Lifespan: Application to Advanced Practice Credits: 2-4 (4 credits required)
- PHA 738 - Health Informatics Credits: 1

Total Required Credits: 78 Credits

For additional information, refer to the Graduate Nursing Department webpage.

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

A faculty member will serve as the academic and dissertation advisor to students. Students will only be accepted if there is an advisor available. Faculty-student communication will be conducted using e-mail, phone, Zoom, and other technologies facilitating long-distance communication.

Library support services will be available to students through a variety of means:
- Students can contact librarians for research assistance and online research guides that are available for enrolled students.

- Distance library services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, PubMed, and JSTOR.
- Students in the College of Nursing also have access to the Wegner Health Sciences Library at the University of South Dakota.

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 College of Nursing DNP program is accredited by the Collegiate Commission on Colleges of Nursing (CCNE). SDSU just completed the visit in early 2021 and are awaiting final documentation of approval.

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.**

The College of Nursing does not request new state resources to delivery of the Nursing (D.N.P.) - Family Nurse Practitioner Specialization (B.S.N. to D.N.P. and Post Master's to D.N.P. options) online. Self-support tuition generated from the offerings will adequately fund the program. Because all courses are already being delivered, a budget is not provided. No additional costs or resources are required. Courses will be taught by the faculty at the College of Nursing from all campus sites.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
   New Site Request – SDSU – D.N.P. in Nursing (Online)

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 approval to offer the D.N.P. in Nursing online. The program is open to registered nurses with a master's degree in nursing with certification as a CNP, CRNA, CNS, and CNM. The Doctor of Nursing Practice program was established in 2009 as a face-to-face program to prepare nurse practitioners. Currently, students attend one of two sites to participate in the lab portion of four classes in the plan of study with the remaining being completed online. Unfortunately, applications and enrollment have declined, in part due to competition in online delivery of nurse practitioner programs. Online delivery is needed to increase competitiveness of the program and to recruit place-bound students both from the region and nationally.

IMPACT AND RECOMMENDATION
   SDSU anticipates six graduates annually for the first four years of the program. The university requests no new resources.

   Board office staff recommends approval to offer the certificate online.

ATTACHMENTS
   Attachment I – New Site Request: SDSU D.N.P. in Nursing

****

DRAFT MOTION 20220329_6-I(2):
   I move to approve SDSU's new site proposal to offer the D.N.P. in Nursing online.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request
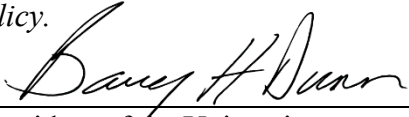
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Nursing (D.N.P.)** **(Post Master's to D.N.P. option)**
NEW SITE(S):	**Online**
INTENDED DATE OF IMPLEMENTATION:	**2022-2023 Academic Year**
CIP CODE:	**51.3801**
UNIVERSITY DEPARTMENT:	**Nursing**
BANNER DEPARTMENT CODE:	**SNUR**
UNIVERSITY DIVISION:	**Nursing**
BANNER DIVISION CODE:	**3N**

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

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

University Approval

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

(signature)	12/30/21
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 Nursing (D.N.P.) online. The program is open to registered nurses with a master's degree in nursing with certification as a CNP, CRNA, CNS, and CNM. The Doctor of Nursing Practice program was established in 2009 as a face-to-face program to prepare nurse practitioners. Currently, students attend one of two sites to participate in the lab portion of four classes in the plan of study with the remaining being completed online. Unfortunately, applications and enrollment have declined in part due to competition in online delivery of nurse practitioner programs. Online delivery is needed to increase the competitiveness of the program with other online programs and to recruit place-bound students both from the region and nationally. Increasing numbers of universities across the nation are offering nursing practitioner programs online and leveraging advances in technology and online teaching innovations to offer the same curriculum as campus programs.

Most nurse practitioner students are employed part-time or full-time and are often place bound due to proximity to family or other resources. Delivering the program online, with asynchronous and synchronous courses, will allow flexibility so students can complete the program while continuing to maintain employment and complete learning activities/course content at times that are convenient for them. The online approach to delivery is aligned with SDSU's commitment to excellence and access to affordable education and consistent with the university's land grant mission.

The University does not request new state resources to deliver the program online.

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

    No

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

    The program is open to registered nurses with a master's degree in nursing with certification as a CNP, CRNA, CNS, and CNM. Students who enroll in the program will be new to the university. The online Nursing (D.N.P.) is expected to attract an average of 6 students per year.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 23	FY 24	FY 25	FY 26
Students new to the university	6	6	6	6
Students from other university programs	0	0	0	0
=Total students in the program at the site	6	12	12	12
Program credit hours (major courses)**	54	156	156	156
Graduates	0	6	6	6

 *Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

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

    No impact on existing Regental programs is anticipated. Delivering the Nursing (D.N.P) is expected to enhance enrollment of students.

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.**

Nursing (D.N.P.)	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Post Master's to D.N.P. Option					
Core Requirements	31-36*	0	0	31-36*	0
Free Electives	0	0	0	0	0
Total, Degree with Proposed Major	31-36	0	0	31-36	0

*Students take 3-8 credits of NURS 875 DNP Intensive, depending on how many clinical hours they completed during their master's program.

Requirements for the Nursing (D.N.P.)

Post Master's to D.N.P. Option

For additional information, refer to the Graduate Nursing Department webpage.

- HSC 631 - Biostatistics I Credits: 3
- NURS 750 - Transformational Leadership in Nursing Credits: 3
- NURS 780 - Clinical Genetics and Genomics: Advanced Concepts Credits: 1
- NURS 781 - Clinical Epidemiology: Advanced Concepts Credits: 1
- NURS 835 - Ethical Issues Influencing Practice and Research in Health Credits: 2
- NURS 850 - Philosophical and Theoretical Foundations for Evidence-Based Care Credits: 3
- NURS 855 - Translational Research in Health Care Credits: 3
- NURS 860 - Health Operations and Financial Management for Nurse Leaders Credits: 3
- NURS 875 - DNP Intensive Credits: 1-9 (3-8 credits required)
- NURS 880 - DNP Project (COM) Credits: 1-8 (8 credits required)
- PHA 738 - Health Informatics Credits: 1

Total Required Credits: 31-36 Credits

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

A faculty member will serve as the academic and dissertation advisor to students. Students will only be accepted if there is an advisor available. Faculty-student communication will be conducted using e-mail, phone, Zoom, and other technologies facilitating long-distance communication.

Library support services will be available to students through a variety of means:
- Students can contact librarians for research assistance and online research guides that are available for enrolled students.
- Distance library services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, PubMed, and JSTOR.
- Students in the College of Nursing also have access to the Wegner Health Sciences Library at the University of South Dakota.

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 College of Nursing D.N.P. program is accredited by the Collegiate Commission on Colleges of Nursing (CCNE). SDSU just completed the visit in early 2021 and are awaiting final documentation of approval.

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.

The College of Nursing does not request new state resources to delivery of the Nursing (D.N.P.) Post Master's to D.N.P. option online. Self-support tuition generated from the offerings will adequately fund the program. Because all courses are already being delivered, a budget is not provided. No additional costs or resources are required. Courses will be taught by the faculty at the College of Nursing from all campus sites.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT

New Site Request – SDSU – Post-Graduate Family Nurse Practitioner Certificate (Online)

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 approval to offer the Post-Graduate Family Nurse Practitioner certificate online. The certificate was established as a face-to-face program to prepare nurse practitioners. Currently, students attend one of two sites to participate in the lab portion of four classes in the curriculum, with the remaining being completed online. Unfortunately, applications and enrollment have declined, in part due to competition in online delivery of nurse practitioner programs. Online delivery is needed to increase competitiveness of the program and to recruit place-bound students both from the region and nationally.

IMPACT AND RECOMMENDATION

SDSU anticipates six graduates annually for the first four years of the program. All the courses in the program are currently offered online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request: SDSU Post-Graduate Family Nurse Practitioner Certificate

****

DRAFT MOTION 20220329_6-I(3):

I move to approve SDSU's new site proposal to offer the Post-Graduate Family Nurse Practitioner certificate online.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request
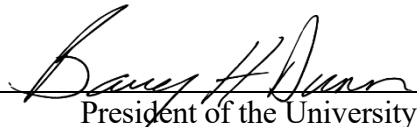
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Post-Graduate Family Nurse Practitioner Certificate**
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	**2022-2023 Academic Year**
CIP CODE:	51.3805
UNIVERSITY DEPARTMENT:	Nursing
BANNER DEPARTMENT CODE:	SNUR
UNIVERSITY DIVISION:	Nursing
BANNER DIVISION CODE:	3N

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

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

University Approval

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

_____	12/30/2021
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 Family Nurse Practitioner Certificate online. The certificate was established as a face-to-face program to prepare nurse practitioners. Currently, students attend one of two sites to participate in the lab portion of four classes in the plan of study with the remaining being completed online. Unfortunately, applications and enrollment have declined in part due to competition in online delivery of nurse practitioner programs. Online delivery is needed to increase the competitiveness of the program with other online programs and to recruit place-bound students both from the region and nationally. Increasing numbers of universities across the nation are offering nursing practitioner programs online and leveraging advances in technology and online teaching innovations to offer the same curriculum as campus programs.

   Most nurse practitioner students are employed part-time or full-time and are often place bound due to proximity to family or other resources. Delivering the program online, with asynchronous and synchronous courses, will allow flexibility so students can complete the

certificate while continuing to maintain employment and complete learning activities/course content at times that are convenient for them. The online approach to delivery is aligned with SDSU's commitment to excellence and access to affordable education and consistent with the university's land grant mission.

The University does not request new state resources to deliver the program online.

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

   No.

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

   Students who enroll in the program will be new to the university. The online Post-Graduate Family Nurse Practitioner Certificate is expected to attract an average of 6 students per year.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 23	FY 24	FY 25	FY 26
Students new to the university	6	6	6	6
Students from other university programs	0	0	0	0
=Total students in the program at the site	0	6	6	6
Program credit hours (major courses)**	54	156	156	156
Graduates	6	6	6	6

 *Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

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

   No impact on existing Regental programs is anticipated. Delivering the Post-Graduate Family Nurse Practitioner Certificate is expected to enhance enrollment of students.

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-Graduate Family Nurse Practitioner Certificate	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Requirements	26	26	0	26	0

Post-Graduate Family Nurse Practitioner Certificate	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
Total, Degree with Proposed Major	26	26	0	26	0

Requirements for the Post-Graduate Family Nurse Practitioner Certificate

- NURS 765 - FNP Integration: Practicum I Credits: 7 (3, 4)
- NURS 768 - FNP Integration: Practicum II Credits: 4
- NURS 771 - FNP Integration: Practicum III Credits: 7 (3, 4)
- NURS 776 - FNP Integration: Practicum IV Credits: 8 (3, 5)

Total Required Credits: 26

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

A faculty member will serve as the academic advisor to students. Students will only be accepted if there is an advisor available. Faculty-student communication will be conducted using e-mail, phone, Zoom, and other technologies facilitating long-distance communication.

Library support services will be available to students through a variety of means:
- Students can contact librarians for research assistance and online research guides that are available for enrolled students.
- Distance library services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, PubMed, and JSTOR.
- Students in the College of Nursing also have access to the Wegner Health Sciences Library at the University of South Dakota.

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 College of Nursing Post-Graduate Family Nurse Practitioner Certificate is accredited by the Collegiate Commission on Colleges of Nursing (CCNE). SDSU just completed the visit in early 2021 and are awaiting final documentation of approval.

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.

The College of Nursing does not request new state resources to delivery of the Post-Graduate Family Nurse Practitioner Certificate online. Self-support tuition generated from the offerings will adequately fund the program. Because all courses are already being delivered, a budget is not provided. No additional costs or resources are required. Courses will be taught by the faculty at the College of Nursing from all campus sites.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
> **New Site Request – SDSU – MS in Economics (Online)**

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 approval to offer the MS in Economics online. The MS in Economics offers a strong set of core courses in theoretical and applied economics and quantitative methods that prepares students for advanced studies in economics and finance, as well as for analytical professions in business and government. Offering the degree online will allow industry professionals to further their education in economics without disrupting their careers.

IMPACT AND RECOMMENDATION
> SDSU anticipates 15 online enrollments and seven graduates after four years of the program being online. The university requests no new resources.
>
> Board office staff recommends approval to offer the certificate online.

ATTACHMENTS
> Attachment I – New Site Request: SDSU – MS in Economics

****

DRAFT MOTION 20220329_6-I(4):
> I move to approve SDSU's new site proposal to offer the MS in Economics online.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Site Request
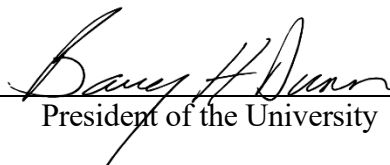
UNIVERSITY:	**SDSU**
DEGREE(S) AND PROGRAM:	**Economics (M.S.)**
NEW SITE(S):	**Online**
INTENDED DATE OF IMPLEMENTATION:	**2022-2023 Academic Year**
CIP CODE:	**45.0601**
UNIVERSITY DEPARTMENT:	**Ness School of Management & Economics**
BANNER DEPARTMENT CODE:	**SSME**
UNIVERSITY DIVISION:	**College of Arts, Humanities & Social Sciences**
BANNER DIVISION CODE:	**3S**

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

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

University Approval

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

(signature)	1/12/2022
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 requests authorization to deliver the M.S. in Economics online. The M.S. in Economics at SDSU offers a strong set of core courses in theoretical and applied economics and quantitative methods that prepares students for advanced studies in economics and finance as well as for analytical professions in business and government. SDSU requests authorization to deliver the program online to allow industry professionals to further their education in economics without disrupting their careers.

The M.S. in Economics provides the quantitative and analytical skills that business and policy analysts need. Quantitative skills allow analysts to make sensible business decisions based on relevant data. The advanced level of quantitative skills the M.S. in Economics offers would elevate workforce preparedness throughout the state. Although economics has historically been seen as a theoretical field, the reality of this perception is changing as economists are increasingly being turned to in order to provide the analytical skills needed to make business

decisions in the fields of finance, government, and related industries. According to Northeastern University "Some of the most in-demand economics-related careers include:

- Economist
- Securities Trader
- Financial Manager
- Business or Financial Lawyer
- Actuary
- Management Consultant
- Budget and Pricing Analyst

Typically, a relevant master's degree, such as a Master of Science in Economics, is a prerequisite to working in these roles. This degree is designed to provide students with a broad but profound understanding of economic theory, quantitative methods, and economic analysis that will guide their careers."[1]

The U.S. Bureau of Labor Statistics projects that jobs for individuals with an M.S. in Economics will grow nationally by 13 percent by the year 2030 (line 19-3011); this growth is well above the average of 7.7 percent across all jobs.[2] Meanwhile, according to data for South Dakota from the Federal Reserve Bank of St. Louis, the private sectors in the state that contribute the most to its economic activity are agriculture, forestry, fishing, and hunting; finance and insurance; health care and social assistance; manufacturing; real estate; and wholesale trade.[3] Employees in these sectors are some of those that stand to benefit most from the advanced analytical skills the M.S. in Economics provides.

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.**

SDSU is the only school in the BOR system authorized to offer a M.S. in Economics degree.

Although working professionals currently have the option to pursue an MBA online through the SDBOR system, the M.S. in Economics provides a different set of skills than an MBA does and targets a different audience. They are not perfect substitutes for each other. In particular, according to *College Consensus*, graduates with a M.S. in Economics "…tend to find roles in government as policy advisors and financial researchers as well as in corporations, the banking industry and the financial investment markets as these all have a common need for quantified prediction of the financial future, the bread and butter of the economist's work" whereas "The MBA provides a student a ready path into management and ultimately executive leadership and the ability to drop into most managers roles and perform at a basic level."[4] The thriving financial services industry, including community banks throughout South Dakota, stand to benefit greatly from the higher order skills offered to their employees by a M.S. in Economics. Providing the degree online will make it more accessible to working professionals in the financial services industry, including community banks, throughout the state.
The Emsi - SDBOR Program Demand Gap Analysis Report lists Banking & Financial Support

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[1] "MS in Economics vs Finance vs MBA: Which is Right for You? Northeastern University
https://www.northeastern.edu/graduate/blog/economics-vs-finance-vs-mba/
[2] U.S. Bureau of Labor Statistics https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm
[3] Federal Reserve Economic Data, Federal Reserve Bank of St. Louis https://alfred.stlouisfed.org/category?cid=27324
[4] "MBA VS MASTERS IN ECONOMICS" College Consensus
https://www.collegeconsensus.com/resources/graduate-school/graduate-school-faq/mba-vs-masters-in-economics/

Services in Table 3.5 as one of the "Top Master's Degree Level Programs at SDBOR Universities with a Gap".[5] Allowing online delivery of the M.S. in Economics online will help to alleviate this workforce need in South Dakota.

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

SDSU anticipates modest growth in the program with online delivery. Growth will come from working professionals in industry or the public sector who must enhance their skills without disrupting their careers. Given the advanced, specialized analytical nature of this graduate curriculum, it is not anticipated that students will be redirected from other programs.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 23	FY 24	FY 25	FY 26
Students new to the university	5	6	7	8
Students from other university programs	0	0	0	0
=Total students in the program at the site	5	11	13	15
Program credit hours (major courses)**	75	176	195	240
Graduates	-	5	6	7

 *Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

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

The Ness School anticipates little or no impact on existing programs in the Regental system. Offering the existing M.S. in Economics online will provide advanced-degree opportunities with higher order analytical skills to South Dakota working professionals without disrupting their careers.

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.**

No program modifications are being requested. The following delivery modes for the M.S. in Economics and its core courses are being requested to allow flexibility to meet industry professionals' needs. Some course sections may be offered face-to-face, while other sections may be offered in a hybrid format or online (synchronous or asynchronous), as demands dictate.

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[5] Emsi – South Dakota Board of Regents Program Demand Gap Analysis: Economic Overview and Review of Academic Programs. April 2021

M.S. in Economics	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university for online delivery
Core Requirements	8-11	0	0	0	8-11
Electives	19-24	19-24	6	19-24	0
Total, Degree with Proposed Major	30-32	19-24	6	19-24	8-11

Core Requirements

- DSCI 752 - Advanced Business Decision Science Credits: 3
  or ECON 705 - Econometrics Credits: 3
- ECON 704 - Advanced Microeconomics Credits: 3
  or ECON 751 - Advanced Managerial Economics Credits: 3

Select one of the following options:
- Option A - Thesis
  - ECON 798 - Thesis (COM) Credits: 1-7 (5 credits required)
  - Approved Electives Credits: 19
- Option B - Research/Design Paper
  - ECON 788 - Master's Research Problems/Projects (COM) Credits: 1-3 (2 credits required)
  - Approved Electives Credits: 24

Total Required Credits: 30 (Option A), 32 (Option B)

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

An academic advisor will be assigned to those distance students in the program. Advisors will communicate with these students using e-mail, phone, Zoom, and other such technologies. 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 would be available to students upon their request.

SDSU's Hilton M. Briggs library has long served students engaged in coursework away from campus, including students enrolled in online programs. Library support services will be available to students through a variety of means:
- Students can contact librarians for research assistance. The librarian provides online research guides and are 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 loans.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will have access to technical support provided by SDSU's Information Technology Services.

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

   The Ness School of Management and Economics is a member of and is seeking full accreditation from The Association to Advance Collegiate Schools of Business, also known as AACSB International. The M.S. in Economics is part of this accreditation effort. There will be no additional accreditation cost associated with online delivery. There will be no accreditation issues because all courses will be taught by the same instructional faculty members who teach the face-to-face courses; thus, SDSU will maintain its high academic standards across teaching modalities.

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

   None.

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

   The Ness School of Management and Economics is not requesting additional faculty or resources to deliver the M.S. in Economics program online. Sections of required courses will be shifted to online delivery. An adequate number of elective courses for degree completion are already offered online on a rotational basis. A budget is not provided as all courses are currently being taught. No additional resources are needed.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Site Request – USD – Curriculum Director Specialization – MA in Educational Administration and Leadership (Online)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:12 – Distance Education

BACKGROUND / DISCUSSION
The University of South Dakota (USD) requests approval to offer the Curriculum Director specialization within the MA in Education Administration and Leadership online. The MA and EdS in Educational Administration and Leadership are both offered online. Therefore, all specializations within the program must be online as well. This site request is correcting an oversight to ensure all specializations within the program are coded as online programs.

IMPACT AND RECOMMENDATION
USD anticipates eight graduates from the program within four years. All courses in the program are currently offered online. The university requests no new resources.

Board office staff recommends approval to offer the specialization online.

ATTACHMENTS
Attachment I – New Site Request: USD Curriculum Director Specialization – MA in Educational Administration and Leadership

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DRAFT MOTION 20220329_6-I(5):
I move to approve USD's new site proposal to offer the Curriculum Director specialization within the MA in Educational Administration and Leadership online.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	**Educational Administration and Leadership, MA with Curriculum Director specialization [UMA.EAL-CRR]**
NEW SITE(S): *Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.*	**015 Internet Asynchronous**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2021**
CIP CODE:	**13.0401**
UNIVERSITY DEPARTMENT:	**Educational Leadership [UEDL]**
UNIVERSITY DIVISION:	**School of Education [2E]**

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

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

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

_____   _____
President of the University   Date

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

   The M.A. and Ed.S. in Curriculum Management are both fully online programs. This means our MA Curriculum Director program must also be fully online.

2. **Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.**
   No.

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

No. All of our MA programs in our K-12 programs are already online, all the courses are online, so this is consistent with our programming and would not require any face-to-face sections to be built.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 21	FY 22	FY 23	FY 24
Students new to the university	2	2	2	2
Students from other university programs	0	0	0	0
=Total students in the program at the site	2	2	2	2
Program credit hours (major courses)**	32	32	32	32
Graduates	2	2	2	2

 *Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

4. **What is the perceived impact of this request on existing programs in the Regental system?**
   None. All of our MA programs in our K-12 programs are already online, all the courses are online, so this is consistent with our programming and would not require any face-to-face sections to be built.

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.**

   The M.A. and Ed.S. in Curriculum Management are both fully online programs. This means our MA Curriculum Director program must also be fully online.

Educational Administration and Leadership, MA Curriculum Director	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	See below, no changes to the graduate catalog	See below, no changes to the graduate catalog	0		0
Subtotal, Degree Requirements	See below, no changes to the graduate catalog	N/A	0		0
Required Support Courses	See below, no changes to the graduate catalog	27-36	0		0
Major Requirements	See below, no changes to the graduate catalog	24	0		0
Major Electives or Minor	See below, no changes to the graduate catalog	0-9	0		0

Subtotal, Requirements of the Proposed Major	See below, no changes to the graduate catalog	See below, no changes to the graduate catalog	0		0
Free Electives	See below, no changes to the graduate catalog	60 and N/A to free electives	0		0
Total, Degree with Proposed Major	60	60	0		0

Master of Arts, Curriculum Director, (non-thesis)

Major Area Coursework - 33 Credit Hours

- EDAD 701 - Educational Leadership (C) 3 cr
- EDAD 714 - Instructional Leadership 3 cr
- EDAD 716 - Curriculum Leadership 3 cr
- EDAD 720 - Special Education Law for School Administrators 3 cr
- EDAD 735 - School Law 3 cr
- EDAD 740 - School Community Relations 3 cr
- EDAD 794 - Internship / Field Experience (M.A.) (C) 1 to 8 cr **(3 hours required)**
-
- EDAD 710 - Principal and Equity Leadership 3 cr
- Or
- EDAD 742 - Leading School Improvement 3 cr

Supporting Area Coursework

- EDER 761 - Graduate Research & Design (C) 3 cr
- **Select from the courses below (6 credit hours required):**
- ELED 512 - Kindergarten Education (C) 3 cr
- ELED 713 - Advanced Curriculum & Practices in Early Childhood Education 3 cr
- ELED 773 - Research-Based Methods in Curriculum and Instruction 2-3 cr **(3 credit hours required, the department recommends 4 credit hours)**
- MLED 731 - Middle Level Education and Curriculum 3 cr
- SEED 741 - 7-12 Curriculum & Instruction (C) 3 cr

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 Educational Leadership. Services will be similar to those provided for other online programs. The Division of Educational Leadership has been offering online coursework for over 15 years and is accustomed to working with students from a distance. We also have available the expertise of faculty and support personnel in 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).**
   This program is not accredited by a specialized body – no costs will be added.

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.*

   No impact on cost, budget, or resources. All of our MA programs in our K-12 programs are already online, all the courses are online, so this is consistent with our programming and would not require any face-to-face sections to be built.

10. **Additional Information:** N/A

Academic and Student Affairs
Consent

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SUBJECT
   Inactive Status and Program Termination Requests – BHSU, NSU & SDSU

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

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

- Degree Program: Specialization in Tourism and Hospitality Management – BS in Business Administration
  Justification: Consistently low enrollment in recent years has resulted in the School of Business no longer supporting a full-time faculty position in Tourism and Hospitality Management (THM). Additional, THM is statistically the lowest paying business degree. BHSU would like to leave open the possibility or reactivating the program in University enrollments increase and the job market for THM improves.

   Northern State University (NSU) has submitted requests for the following programs to be terminated (see Attachment II).

- Degree Program: Specialization in Fine Art – BA in Art
  Justification: The art department curriculum offers a BFA degree in studio art; The BA in Art, Specialization in Fine Art is now redundant – it is no longer required for the art department mission and purposes.

(Continued)
****
DRAFT MOTION 20220329_6-J:
   I move to approve BHSU's request to inactivate the specialization in Tourism and Hospitality Management within the BS in Business Administration; NSU's requests to terminate the specializations in Fine Art and Graphic Design within the BA in Art degree; and SDSU's request to terminate the graduate certificate in Transdisciplinary Obesity Prevention, as presented.

- Degree Program: Specialization in Graphic Design – BA in Art
  Justification: The art department curriculum offers a BFA degree in digital media; The BA in Art, Specialization in Graphic Design is now redundant – it is no longer required for the art department mission and purposes.

South Dakota State University (SDSU) has submitted a request asking that the following program be terminated (see Attachment III).

- Degree Program: Graduate Certificate in Transdisciplinary Obesity Prevention
  Justification: The School of Health and Consumer Sciences requests to terminate the Transdisciplinary Obesity Prevention Certificate due to declining enrollment and streamlining curriculum. The graduate certificate in Transdisciplinary Obesity Prevention (TOP) began in fall 2011 with initial USDA funding and faculty expertise from SDSU and the University of Nebraska-Lincoln (UNL). Students obtained a TOP program certificate upon completion of the requirements for both the certificate and a master's or doctoral degree. Enrollment in the graduate certificate has fallen to seven students. The majority of students who have graduated with the Transdisciplinary Obesity Prevention Certificate were in the Nutrition and Exercise Science graduate program and the Nutrition and Dietetic Internship. The School of Health and Consumer Sciences has revised the Nutrition and Exercise Science graduate program and proposed a M.S. in Nutrition and Dietetics program to replace the Nutrition and Dietetic Internship. Courses for the certificate are no longer offered as often due to streamlining of coursework within the School's curriculum.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Program Termination Requests
Attachment II – NSU Program Termination Requests
Attachment III – SDSU Program Termination Request

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or
Placement on Inactive Status

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

UNIVERSITY:	BHSU
DEGREE(S) AND PROGRAM:	Business Administration – Specialization in Tourism and Hospitality Management
CIP CODE:	520201
UNIVERSITY DEPARTMENT:	School of Business
BANNER DEPARTMENT CODE:	BSCB
UNIVERSITY DIVISION:	College of Business and Natural Sciences
BANNER DIVISION CODE:	6B

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.

_____   2/2/22
President of the University   Date

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

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

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

   Certificate ☐   Specialization ☒   Minor ☐   Major ☐

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

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

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

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

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

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

Consistently low enrollment in recent years has resulted in the School of Business no longer supporting a full-time faculty position in THM. Additionally, THM is statistically the lowest paying business degree. We would like to leave open the possibility of re-evaluating the situation if University enrollments increase and the job market picture for THM improves.

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

Current students can finish the specialization through a combination of the following: THM courses that will continue to be taught for the 2-year THM degree in Rapid, THM internships, and substitutions of other business classes useful for a THM major. Students can also move into another business specialization with little or no added credits, as the THM specialization shares the same common core as other business specializations.

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

15/5/2026

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)?

15/1/2022

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

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

A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

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

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

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

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

6. **TERMINATION WITHOUT ENROLLED STUDENTS**

A. Provide a justification for terminating the program:

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

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

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

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or
Placement on Inactive Status

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

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	**B.A. in Art, Specialization in Fine Art**
CIP CODE:	**500701**
UNIVERSITY DEPARTMENT:	**Art**
BANNER DEPARTMENT CODE:	**NART**
UNIVERSITY DIVISION:	**School of Fine Arts**
BANNER DIVISION CODE:	**5F**

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.

_____   12/15/2021
President (or Designee) of the University   Date

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

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

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

   Certificate ☐   Specialization ☒   Minor ☒   Major ☐

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

   Inactive Status ☒   Termination ☒

---

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

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

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

See question 4   See questions 5 and 6

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

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

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

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

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

The art department curriculum offers a BFA degree in studio art; The BA in Art, Specialization in Fine Art is now redundant - it is no longer required for the art department mission and purposes.

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

- All students currently enrolled in the BA degree program will be able to complete their degree program studies. Students must graduate by December 31, 2026.
- Students also have the option of transferring to the BFA degree program.

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

May 6, 2022

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

May 6, 2022

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

December 31, 2026

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

Immediate (or potential) savings include:
- Reduced time requirements for administration – student advisement, degree program assessment and documentation required for national accreditation.
- Time savings will be reflected in greater administrative efficiencies for remaining degree programs.

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

- No staff or faculty members will be impacted by terminating this degree program. No course offerings will be impacted.
- The BA and BFA degree programs are nearly identical in terms of intent and purpose, sharing the same courses. The BFA allows students to earn more credit hours related to their degree and emphasis.

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

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

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

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

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	**B.A. in Art, Specialization in Graphic Design**
CIP CODE:	**500701**
UNIVERSITY DEPARTMENT:	**Art**
BANNER DEPARTMENT CODE:	**NART**
UNIVERSITY DIVISION:	**School of Fine Arts**
BANNER DIVISION CODE:	**5F**

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

Michael Wanous	12/15/2021
President (or Designee) of the University	Date

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

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

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

   Certificate ☐   Specialization ☒   Minor ☒   Major ☐

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

   Inactive Status ☐   Termination ☒

---

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

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

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

See question 4   See questions 5 and 6

4. **INACTIVE STATUS**

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

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

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

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

5. **TERMINATION WITH ENROLLED STUDENTS**

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

        The art department curriculum offers a BFA degree in digital media; The BA in Art, Specialization in Graphic Design is now redundant - it is no longer required for the art department mission and purposes.

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

        • All students currently enrolled in the BA degree program will be able to complete their degree program studies. Students must graduate by December 31, 2026.
        • Students also have the option of transferring to the BFA degree program.

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

        May 6, 2022

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

        May 6, 2022

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

        December 31, 2026.

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

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

Immediate (or potential) savings include:
- Reduced time requirements for administration – student advisement, degree program assessment and documentation required for national accreditation.
- Time savings will be reflected in greater administrative efficiencies for remaining degree programs.

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

- No staff or faculty members will be impacted by terminating this degree program. No course offerings will be impacted.
- The BA and BFA degree programs are nearly identical in terms of intent and purpose, sharing the same courses. The BFA allows students to earn more credit hours related to their degree and emphasis.

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

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

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

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

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Transdisciplinary Obesity Prevention Certificate [SCERTG.TCO]**
CIP CODE:	**19.0501**
UNIVERSITY DEPARTMENT:	**School of Health and Consumer Sciences**
BANNER DEPARTMENT CODE:	**SHCS**
UNIVERSITY DIVISION:	**Education and Human Sciences**
BANNER DIVISION CODE:	**SEHS**

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.

_____   10/27/2021
President of the University   Date

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

2. **Category:**[1] Certificate ☒   Specialization ☐   Minor ☐   Major ☐

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

5. **TERMINATION WITH ENROLLED STUDENTS**
   a. **Provide a justification for terminating the program:**
      The School of Health and Consumer Sciences requests to terminate the Transdisciplinary Obesity Prevention Certificate due to declining enrollment and streamlining curriculum. The graduate certificate in Transdisciplinary Obesity Prevention (TOP) began in fall 2011 with initial USDA funding and faculty expertise from SDSU and the University of Nebraska-Lincoln (UNL). Students obtained a TOP program certificate upon completion of the requirements for both the certificate and a master's or doctoral degree. Enrollment in the graduate certificate has fallen to seven students. The majority of students who have

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

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

graduated with the Transdisciplinary Obesity Prevention Certificate were in the Nutrition and Exercise Science graduate program and the Nutrition and Dietetic Internship. The School of Health and Consumer Sciences has revised the Nutrition and Exercise Science graduate program and proposed a M.S. in Nutrition and Dietetics program to replace the Nutrition and Dietetic Internship. Courses for the certificate are no longer offered as often due to streamlining of coursework within the School's curriculum.

b. **What is the plan for completion of the program by current students?**
Seven (7) students are enrolled in the Transdisciplinary Obesity Prevention graduate certificate. The School of Education and Consumer Sciences will teach out the courses to allow students to complete the certificate.

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)?**
Summer 2021.

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

Summer 2021. No additional students will be accepted into the program.

e. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
Spring 2027. Current students will be able to complete the program as planned. The School anticipates the majority of student will graduate by the end of summer 2022.

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

There are no cost savings to terminating the program.

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – K
DATE: March 29-30, 2022

****

SUBJECT
Affiliation Agreement – NSU – Evangelical Lutheran Good Samaritan Society

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
Northern State University (NSU) is requesting to enter into an affiliation agreement with the Evangelical Lutheran Good Samaritan Society, a North Dakota non-profit corporation.

IMPACT AND RECOMMENDATION
This agreement would allow NSU students to participate in educational experiences regarding the institution's Sociology program.

ATTACHMENTS
Attachment I – Affiliation Agreement: NSU & Evangelical Lutheran Good Samaritan Society

****

DRAFT MOTION 20220329_6-K:
I move to approve the affiliation agreement between Northern State University and the Evangelical Lutheran Good Samaritan Society.
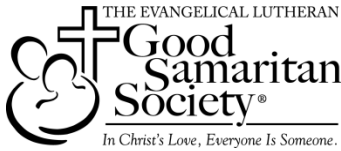
Affiliation Agreement Between
The Evangelical Lutheran Good Samaritan Society
and
Northern State University

THIS AGREEMENT is made effective January 20,2022, by and between The Evangelical

Lutheran Good Samaritan Society, a North Dakota non-profit corporation, (hereinafter the

"Society"), and Northern State University (hereinafter the "Institute").

Recitals

WHEREAS, the Society furnishes room, board, skilled nursing, and/or related services to residents in its facilities and clients of its related services (hereinafter Residents/Clients);

WHEREAS, the Society has the opportunity to provide a site for learning and Educational Experiences (Educational Experience) for Students of the Institute, which sites are identified on the attached Exhibit A; and

WHEREAS, Institute and Students desire to enter into a learning and/or Educational Experience for Students of the Practice and Discipline identified in Exhibit A (Educational Experience; and

WHEREAS, the Society and Institute share responsibility for creating and maintaining an appropriate learning environment.

NOW, THEREFORE, in consideration of the foregoing and of the mutual covenants contained herein, the parties agree as follows:

Article 1
Institute Covenants

1.1.   The Institute will supervise its Students during the Educational Experience at the Society. The Institute will provide Faculty to effectively implement and oversee the Educational Experience.

1.2.   The Institute Faculty will retain responsibility for planning, directing and evaluating the Students' learning experience.

1.3.   The Institute will provide appropriate orientation to Students and Faculty regarding the Society's policies and procedures, as well as all applicable federal, state and local laws.

1.4.   The Institute will provide the Society a description of the goals of the Educational Experience for the Society's approval prior to beginning the learning experience. Implementation of the approved goals will be accomplished by the Institute in cooperation with the Society's Administrator or designated representative.

1.5.   The Institute will provide the Society with a list of Students who are participating in the Educational Experience and the dates of each Student's participation in the program. The Institute recognizes the Society's right to limit the number of Students participating in Educational Experiences at the facility at any given time.

1.6.   The Institute will inform its Faculty and Students that they are encouraged to carry their own health insurance and are responsible for carrying their own professional liability insurance (if professional liability insurance is not provided by the Institute.)

1.7   The Institute will maintain a record of Students' health examinations and current immunizations and shall obtain Student permission to submit data regarding their health status to the Society. The Institute warrants that each Student and Faculty member participating in the Educational Experience has on record clinical documentation of the following consistent with all health service requirements for Society employees current as of the date(s) of participation in the Educational Experience, including, but not limited to: immunity to, or vaccination for, measles, mumps, rubella and varicella; negative TB status; and COVID-19 (including any variants) and seasonal flu vaccinations. Documentation of student and faculty health service requirements will be maintained by and at the Institute for the duration of Student and/or Faculty participation in the Educational Experience and shall be available to Society upon request.

In addition, Institute will inform students and faculty members that immunity to Hepatitis B and a current tetanus booster are recommended but not required and are not provided by Society. Institute shall inform Students and Faculty that they are not to participate in the care of patients if they have an active infection or a contagious illness.

1.8.   The Institute shall complete and maintain criminal background checks on all Students and Faculty participating in the Educational Experience. Each Student and Faculty shall provide such background check to the Society before participating in the Educational Experience.

1.9.   The Institute and Student agree that any and all records and resident information utilized during the Educational Experience are confidential and will not be disclosed. The Institute shall obtain each Student's and Faculty member's signature on Exhibit A, HIPAA Compliance and Confidentiality Disclosure of Patient Information, and submit the original to the Society prior to a Student and/or Faculty member being allowed to participate in the Educational Experience. Institute shall ensure Students and Faculty complete training on the electronic medical record used by the Facility, if applicable, prior to the respective Student or Faculty participating in the Educational Experience.

1.10.   The Institute shall provide information to Students and Faculty that they are not covered by Workman's Compensation for injuries received in the clinical setting and that Students and Faculty must assume expenses for their own medical care.

ARTICLE 2
SOCIETY COVENANTS

2.1.   The Society shall be responsible for the safety and quality of care provided to its Residents/Clients by the Students who are participating in the Educational Experience program at Society facilities, provided Students follow all applicable Society policies, procedures and federal, state and local laws.

2.2.   The Society assumes no responsibility for the cost of meals, uniforms, housing, parking or health care of Institute Faculty and Students who are participating in the Educational Experience. The Society will permit Institute Faculty and Students who are participating to use the cafeteria on the same basis as Society employees.

2.3.   When available, physical space such as conference rooms and classrooms of the Society may be used by Institute Students and Faculty who are participating in the Educational Experience.

2.4.   Society withholds the right to remove any Student or Faculty member from the Educational Experience if the Society determines participation is not in the best interest of the Society, Residents/Clients or the Student or Faculty member.

ARTICLE 3
STUDENT COVENANTS

3.1   Students shall be properly attired, at their own expense, before being allowed to participate in the Educational Experience.

3.2   Students will at all times wear an identification badge including their name and identifying the Student as a "Student of Northern State University (Institute)".

3.3   Students will be required as a condition of their participation in the Educational Experience, to submit results of a health examination to the Institute to verify that no health problems exist which would jeopardize Student or Resident/Client welfare. The health examination shall include an update of required immunizations, including, but not limited to, a Mantoux test, seasonal flu and COVID-19 (including any variants). The Institute shall provide such results to the Society upon request.

3.4   Students will be encouraged to carry their own health insurance.

3.5   Students will be responsible for carrying their own professional liability insurance if professional liability insurance is not provided by the Institute.

ARTICLE 4
MUTUAL COVENANTS

4.1.   Educational Experience Program Design. Institute and Society will be jointly responsible for communications necessary regarding the planning, development, implementation and evaluation of the Educational Experience regarding changes in policy, areas of mutual need or concern and evaluation of the Educational Experience.

4.2.   <u>Injury or Illness Notification and Treatment</u>. Any Institute Faculty or Student who is injured or becomes ill while at the Society shall immediately report the injury or illness to the Society.   The Society shall provide emergency care for Students in the event of emergencies occurring while Students are on duty, including exposure to an infectious or environmental hazard or other occupational injury. Exposure evaluation, treatment, and follow-up will follow procedures established for employees of the Society. Any hospital or medical costs arising from such injury or illness shall be the sole responsibility of the Faculty or Student who receives the treatment and not the Society or the Institute.

4.3.   <u>Government Requirements</u>.

   (a) <u>Nondiscrimination</u>. The Parties agree to comply with Title VII of the Civil Rights Act of 1964 and amendments thereto of Title VII of the Civil Rights Act of 1991, the Vietnam Era Veterans' Readjustment Assistance Act of 1974 (38 USC 4212) as amended, Section 503 of the Rehabilitation Act of 1973 as amended (29 USC Chapter 16 Section 793), Executive Order 11246 as amended and CFR 41 Chapter 60 including all those parts which pertain to Equal Employment Opportunity and the Office of Federal Contract Compliance Programs and Affirmative Action.   Parties furthermore represents and warrants that they are now, and will continue to be, in compliance with federal laws concerning Equal Employment Opportunity and any and all state or local laws regarding employment which are applicable in the state(s) and municipality(ies) in which services are furnished pursuant to this Agreement.

   (b) <u>Participation in government programs</u>. Parties represent and warrant that they are not now subject to exclusion from any federal or state health care program and that no basis for such exclusion currently exists. Parties agree to advise the other Party immediately, in writing, if any state or federal government agency notifies the Party that it is taking action to revoke the Party's participation in any federal or state health care program, or if the same or substantially similar services as those furnished under this Agreement are the subject of inquiry, investigation or adverse action by any governmental agency.

   (c) <u>Access to records</u>. Parties agree that Faculty and Students may require access to confidential records to complete the requirements of the Educational Experience.

   (d) <u>Notification of Employee Rights</u>. In the event this Agreement provides for goods and services worth over $10,000, Provider shall comply with 29 CFR part 471, Appendix A to Subpart A as applicable.

   (e) <u>E-Verify</u>. Provider shall comply with FAR 52.222-54, Employment Eligibility Verification, as applicable, and ensure all subcontractors of Provider comply as well.

4.4   <u>Conduct in General</u>. Students, Faculty and Institute agree to abide by applicable Society rules, regulations, policies and/or procedures, as well as the ethical standards of any applicable professional organization.

4.5   Compliance with Laws / Fraud and Abuse. The Parties will comply with all applicable federal and state laws, as well as applicable requirements of third party payers. Such parties represent that nothing contained in this Agreement is an offer, payment, solicitation or receipt of any remuneration in return for (i) the referral or an inducement of referral of any individual to any person for the furnishing or arranging for the furnishing of any item or service for which the payment may be made in whole or in part under government programs or (ii) purchasing, leasing or ordering of any goods, service or item for which payment may be made in whole or in part under government programs. Section 6032 of the Deficit Reduction Act of 2005 requires the Society to provide information on the Federal and applicable State False Claims Acts to its Contractors and Agents. Accordingly, there is information regarding these laws and Society policies intended to reduce and eliminate public health program fraud, waste and abuse on the Society's public web site at www.good-sam.com through the "Links" tab and then through the "Fraud and Abuse Prevention" tab.

4.6   Corporate Compliance Program. Institute, Students and Faculty acknowledge the existence of the Society's Corporate Compliance Program and will not knowingly act in contravention to it.

4.7   Liability. As permitted in accordance with applicable state law, and with respect to any claim or action arising out of the activities described or performed under this Agreement, the parties mutually agree that each will remain responsible for any and all liabilities, claims, damages, charges and expenses (collectively referred to as "liability") incurred by reason of the negligence or willful misconduct of its employees, governing board members, Students Faculty, agents or assigns arising from the activities under this Agreement; and that neither party shall by this Agreement transfer such liability to the other.

ARTICLE 5
TERM AND TERMINATION

5.1.   Initial Term; Renewal Terms. This Agreement shall be effective for an initial term of one (1) year commencing on the date first set forth above. This Agreement automatically shall renew for one-year terms thereafter unless notice of intent not to renew is given by either party no later than sixty (60) calendar days prior to the expiration of the initial term or any renewal term.

5.2.   Termination Without Cause. This Agreement may be terminated at any time by either party, without cause, upon sixty (60) days' written notice to the other party.

ARTICLE 6
MISCELLANEOUS PROVISIONS

6.1.   Relationship of the Parties. In making and performing this Agreement, the parties hereto act, and shall continue to act at all times while it is in effect, as independent contractors. Nothing contained in this Agreement shall be construed or implied to create a partnership or joint venture between the parties, nor shall either party be considered an agent or employee of the other party.

6.2.   Assignment. This Agreement and the rights and obligations of either party hereunder may not be assigned without the prior written consent of the other party, which consent shall not be unreasonably withheld and shall be attached to and made part of this Agreement.

6.3.   <u>Entire Agreement; Modification</u>. This Agreement, including each Addendum incorporated herein, embodies the entire understanding between the parties hereto relating to the subject matter hereof, and cannot be amended, altered, supplemented, modified, nor any provisions waived, except by a writing duly signed by the party(ies) affected.

6.4.   <u>Notices</u>. All notices, requests, demands and other communications hereunder shall be in writing and shall be deemed to have been duly given upon actual delivery or three (3) business days subsequent to their mailing, by certified mail with return receipt requested and postage prepaid, addressed as follows:

      (a) If to the Society, to: Good Samaritan Society
                                4800 West 57th Street
                                Sioux Falls, SD 57108

      (b) If to Institute, to: Northern State University
                                  ATTN: Student Affiliation Agreements
                                  1200 South Jay Street
                                  Aberdeen, SD 57401

6.5   <u>Governing Law</u>. Intentionally omitted.

6.6.   <u>Headings and Captions</u>. The headings and captions of the Articles and Sections of this Agreement are inserted for the convenience of reference only, and shall not constitute a part hereof.

6.7.   <u>Severability</u>. Each provision of this Agreement is intended to be severable. If any provision hereof is waived, illegal or invalid for any reason whatsoever, such event shall not affect the validity and enforceability of the remainder of this Agreement. The parties agree to attempt to achieve a comparable agreement to that expressed in any provision ruled illegal or invalid.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed effective as of the day and year first above written.
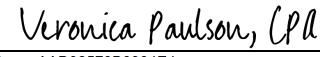
	Society		**Institute**
By:	*Philip Samuelson*	By:	*Veronica Paulson, CPA*
	Phil Samuelson		Veronica Paulson
Title:	Executive Director, Operations The Evangelical Lutheran Good Samaritan Society	Title:	Vice President for Finance and Administration Northern State University
Date:	2/3/2022 | 11:31 CST	Date:	2/3/2022 | 9:09 CST

**HIPAA (HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT)
COMPLIANCE AND CONFIDENTIALITY
AND DISCLOSURE OF PATIENT INFORMATION**

Student, Faculty and Institute acknowledge that they may have access to confidential protected health information ("PHI"), including, but not limited to, Resident/Client identifying information. Student, Faculty and Institute agree that they:

    (a)   will not use or further disclose PHI other than as permitted by this Agreement or required by law;

    (b)   will protect and safeguard from any oral and written disclosure all confidential information regardless of the type of media on which it is stored or acquired in any manner (e.g., paper, fiche, etc.) with which they may come into contact;

    (c)   use appropriate safeguards to prevent use or disclosure of PHI other than as permitted by this Agreement or required by law;

    (d)   will ensure that all of their Students and Faculty to which they provide PHI pursuant to the terms of this Agreement shall agree to all of the same restrictions and conditions to which Student, Faculty and Institute are bound;

    (e)   will report to Society any unauthorized use or disclosure immediately upon becoming aware of it;

    (f)   make available PHI in accordance with 45 CFR §164.524;

    (g)   make available PHI for amendment and incorporate any amendments to PHI in accordance with 45 CFR § 164.526;

    (h)   make available the information required to provide an accounting of disclosures in accordance with 45 CFR § 528;

    (i)   make their internal practices, books and records relating to the use and disclosure of PHI received from, or created or received by one party on behalf of the other available to the Secretary of Health and Human Services, governmental offices and agencies and the Society for the purposes of determining compliance with 45 CFR § 164.500-534;

    (j)   upon termination of this Agreement, for whatever reason, Society, Faculty and Institute will return or destroy all PHI, if feasible, received from, or created or received by them on behalf of the Society which they maintain in any form, and retain no copies of such information, or if such return or destruction is not feasible, to extend the precautions of this Agreement to the information and limit further uses and disclosures to those purposes that make the return or destruction of the information infeasible; and

(k)   will comply with all applicable laws and regulations, specifically including the private and security standards of the Health Insurance Portability and Accountability Act of 1996 and misuse of information found in and/or obtained from records may result in the termination of this Agreement and/or legal action. Unauthorized disclosure may give rise to irreparable injury to the patient or to the owner of such information and accordingly the patient or owner of such information may seek legal remedies against Student, Faculty and/or Institute.

Dated this   day of   , 20   .

Institute	**Student / Faculty**
By: _____	By: _____
Title: _____	Title: _____
Date: _____	Date: _____

EXHIBIT A

Educational Experiences/Institution Programs Covered Under this Agreement

Sociology Program

Good Samaritan Society Location

St. Vincent's – a Prospera Community
1021 North 26th Street
Bismarck, ND 58501

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> Honors Law Opportunity Program – NSU Agreement with USD Knudson School of Law

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
> The University of South Dakota (USD) Knudson School of Law is seeking to enter into a Memorandum of Understanding (MOU) with Northern State University (NSU).

IMPACT AND RECOMMENDATION
> The attached MOU would grant up to five students per year from the NSU Honors Program preferred admission to the USD Knudson School of Law through the Honors Law Opportunity Program. Pursuant to the provisions of this MOU, USD will waive the application fee for the students admitted under this agreement and provide a one-year scholarship of $2,500 to applicable students who obtain an LSAT score not less than 150.

> Board office staff recommends approval of the MOU.

ATTACHMENTS
> Attachment I – Memorandum of Understanding: USD & NSU

****

DRAFT MOTION 20220329_6-L:
> I move to approve the Memorandum of Understanding between the University of South Dakota and Northern State University, as presented.

USD Knudson School of Law/NSU Honors Law Opportunity Program

Memorandum of Understanding

I.   Parties

The parties to this agreement are the University of South Dakota Knudson School of Law (USD) and Northern State University (NSU).

II.   Purpose

The Purposes of this Agreement are to:

    A.   Agree to the conditions under which USD Knudson School of Law will grant preferred admission to students from the NSU Law Honors Opportunity Program.

    B.   Cooperate to increase the number of NSU graduates continuing in their studies at USD Knudson School of Law.

    C.   Provide greater opportunity to retain NSU students in education programs in the State of South Dakota, with particular focus on training future lawyers for practice within South Dakota.

III.   Understanding Between the Parties

A.   NSU agrees to:

    a.   Identify and recommend up to five students per year in the NSU Honors Program to receive preferred admission to USD Knudson School of Law through the Honors Law Opportunity Program. USD will grant those students admission upon:

        i.   Being a full-time student admitted to the NSU Honors Program and within 80 credits of graduation from NSU at the time of application;

        ii.   Have an ACT score (or SAT equivalent) not less than the 80th percentile;

        iii. Graduate *in honoribus* within five years of initial admission to NSU with a cumulative GPA not less than 3.5;

        iv.   Receive a grade of A or B on a final Honors thesis or project, including defense of a final thesis;

        v.   Complete an application to USD Knudson School of Law; and

        vi.   Complete the LSAT for statistical purposes prior to graduation.

    b.   Select and transmit the names of students selected for acceptance to USD Knudson School of Law.

B.   USD agrees to:

    a.   Grant admission of up to five students per year under this agreement who meet the eligibility requirements above; subject to any character and fitness issue which precludes their admission.

    b.   Waive the USD application fee for the students admitted under this agreement.

    c.   Use the LSAT score for students admitted under this agreement for statistical purposes only.

    d.   Provide a one year scholarship of $2500 to students admitted under this agreement who obtain and LSAT score not less than 150.

    e.   Provide information regarding law school to interested students.

C.   The parties mutually agree to:

    a.   Regularly engage in dialogue concerning advancing the interests of this partnership.

     b. Promote and acknowledge this partnership to students.

     c. Make adjustments mutually agreeable to the parties to better carry out the purposes of this endeavor.

VII. Amendment and Termination

This Memorandum of Understanding shall continue until the end of the 2023-2024 Academic Year, unless otherwise terminated prior to that date, or amended by mutual agreement of the parties. Either party may terminate this Memorandum of Understanding at any time without cause. Renewal of this Memorandum of Understanding is expected to be confirmed during the 2023-24 academic year.
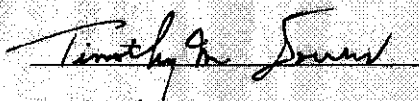
VIII. No Separate Liability or Third Party Beneficiary.

This MOU is not intended to form the basis of a cause of action at law or equity by any Party against any other Party for any actions or omissions of any personnel from any of the Parties. Similarly, this MOU is not intended to benefit any third party, and no provision of this MOU shall form the basis of any cause of action at law or equity by any third party.   Any such liability or responsibility is expressly denied by the Parties.

IX. Approval and Authorization.

Each Party warrants and represents by the execution of this MOU that it has been approved by its legal counsel as to form and legality, and that the execution, delivery and performance of this MOU by such party has been duly authorized.

IN WITNESS WHEREOF, the undersigned hereto have executed this MOU this **25** day of January, 2021.

Dr. Timothy M. Downs

President, Northern State University

Neil Fulton

Dean, University of South Dakota Knudson School of Law

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
Articulation Agreements – DSU

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION
BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION
To comply with BOR Policy 2:27, Dakota State University requests approval for the following articulation agreement:

- Students who have completed an Associate of Applied Science degree program at College of DuPage (COD) can apply credit toward a Bachelor of Science degree in the Network and Security Administration at DSU.

Board staff recommends approval.

ATTACHMENTS
Attachment I – DSU Articulation Agreement: College of DuPage

****

DRAFT MOTION 20220329_6-M(1):
I move to approve Dakota State University's articulation agreement with College of DuPage, as presented in Attachment I.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between the
DAKOTA STATE UNIVERSITY
and
College of DuPage

Agreement with Respect to Applying to the

Bachelor of Science in
Network and Security Administration

I.   **Parties**

The parties to this agreement are College of DuPage (COD) and Dakota State University (DSU).

II.   **Purpose**

The purpose of this agreement is to:
A.   Have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   Provide increased educational opportunities for students at COD who have completed Cybersecurity and Defense, AAS
C.   Extend and clarify educational opportunities for students;
D.   Provide COD students who have completed, or who are currently enrolled in, the Cybersecurity and Defense, AAS an opportunity to earn a Bachelor of Science Degree in Network and Security Administration at DSU.

III.   **Academic Program**

A.   Upon successful completion of the Cybersecurity and Defense, AAS Dakota State University will accept 64 credits from COD prior to transferring to Dakota State University. Students must meet all other Board of Regents policies and DSU admission and graduation requirements to receive a degree.
    a.   COD students take 15 credits at the General Education level and these courses will be equated on a course by course basis but are already included in the 64 credits transferred.
B.   Requirements to be completed at Dakota State University to earn a Bachelor of Science degree with a major in Network and Security Administration are outlined in Appendix A.

IV.   **Additional Requirements**

A.   Students must take the Exit Exam prior to graduation, as required of all students graduating with the BS.
B.   DSU will waive the admissions requirement that a student is to provide their high school transcript or GED with scores based on military admissions requirements.

January 25, 2022

C.	The DSU Admission Policies can be found here:
	https://catalog.dsu.edu/content.php?catoid=31&navoid=1481

**V.	Obligations**

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

**VI.	Modification**

This agreement may be modified from time to time by the South Dakota Board of Regents and COD.   Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

**VII.	Effective Date of Agreement**

Start date of the Fall 2022 Terms at COD and DSU.

January 25, 2022

VIII.   Acceptance of Agreement:

<u>For Dakota State University:</u>

_____ Date: _____
Dr. Richard Hansen
Interim Provost and VP of Academic Affairs

<u>For College of DuPage</u>:

_____ Date: _____
xxx
Academic VP

_____ Date: _____
xxx
President

Appendix A

College of Dupage Crosswalk to Dakota State University
Bachelor of Science in Network and Security Administration

DSU Course Number	Dakota State Course Title	Credits	COD Course Number	Course Title	Credits
CIS 484	Database Management Systems	3			
CSC 105	Introduction to Computers	3			
CSC 150	Computer Science I	3			
CSC 134 or CSC 145	Introduction to Cyber Operations Cyber Security Fundamentals	3	CIT 1640 CIT 2251 CIT 2640	Network Security Fundamentals Enterprise Network Security Ethical Hacking (Transfer for CSC 145)	3 3 3
CSC 163	Hardware, Virtualization & Data Communication	3	CIT 1710 CIT 2173	Introduction to Servers Virtualization: Install/Configure/Manage	3 3
CSC 234	Software Security	3			
CSC 250	Computer Science II	3			
CSC 285	Networking I	3	CIT 1121	Introduction to Networks	3
CSC 321	Information Security Management	3			
CSC 328	Operating Environments	3	CIT 1450	Intro to Linux/Unix Operating Systems	3
CSC 334	Web Development	3			
CSC 385	Networking II	3	CIT 1122 CIT 1123	Routing and Switching Essentials Scaling Networks, Security, & Automation	3 3
CSC 387	Routing and Switching	3			
CSC 388	Computer Forensics Fundamentals	3	CIT 2651	Computer Forensics I	3
CSC 407	Advanced Routing and Switching	5			
CSC 430	Windows Administration	3			
CSC 431	UNIX/Linux Administration	3			
CSC 436	Offensive Network Security	3			
CSC 437	Survey of Enterprise Systems	3			
CSC 438	Defensive Network Security	3			
CSC 439	Threat Hunting and Incident Response	3			
CIS 443	Scripting for Network Administration	3			
CSC 494 or CSC 498	Internship Undergraduate Research/Scholarship	3			
MATH 281	Introduction to Statistics	3			
	Electives	16	CIT 2510 CIT 2511	Advanced Server Administration Advanced Server Configuration COD Electives	3 3 10
ENGL 101	Composition I	3	ENGLI 1101	English Composition I	3
ENGL 201	Composition II	3			
	Oral Communication	3	SPEEC 1100 SPEEC 1120 SPEEC 1150	Fundamentals of Speech Communication Small-Group Communication Introduction to Business Communication	3

January 25, 2022

	Social Sciences	3		Social and Behavioral Sciences	3
	Social Sciences	3			
	Arts and Humanities	3		Humanities and Fine Arts	3
	Arts and Humanities	3			
	Mathematics	3		Mathematics	3
	Natural Sciences	3		Physical and Life Sciences	3
	Natural Sciences	3			
	Total DSU Credits	**120**		**Total COD Transfer Credits**	**64**

DSU Courses after AAS Transfer

CIS 484	Database Management Systems	3
CSC 105	Introduction to Computers	3
CSC 150	Computer Science I	3
CSC 234	Software Security	3
CSC 250	Computer Science II	3
CSC 321	Information Security Management	3
CSC 334	Web Development	3
CSC 387	Routing and Switching	3
CSC 407	Advanced Routing and Switching	3
CSC 430	Windows Administration	3
CSC 431	UNIX/Linux Administration	3
CSC 436	Offensive Network Security	3
CSC 437	Survey of Enterprise Systems	3
CSC 438	Defensive Network Security	3
CSC 439	Threat Hunting and Incident Response	3
CSC 443	Scripting for Network Administration	3
CSC 494 or CSC 498	Internship Undergraduate Research/Scholarship	3
	General Education Credits	12
COD AAS Degree Transfer Credits	**64**	
DSU Credits after COD AAS Degree	**63**	
	Total Credits	**127**

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – M (2)
DATE: March 29-30, 2022

****

SUBJECT
Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION
BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION
To comply with BOR Policy 2:27, the University of South Dakota (USD) requests approval for the following articulation agreement:

- Students who have completed applicable Associate of Applied Sciences degree programs at Southeast Technical College (STC) identified in Attachment I can apply credit toward a Bachelor of Science degree in Health Sciences at USD.

Board staff recommends approval.

ATTACHMENTS
Attachment I – USD Articulation Agreement: Southeast Technical College (STC)

****

DRAFT MOTION 20220329_6-M(2):
I move to approve the University of South Dakota's articulation agreement with Southeast Technical College, as presented in Attachment I.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
SOUTHEAST TECHNICAL COLLEGE (STC)

Agreement with Respect to Applying the
CARDIAC SONOGRAPHY (Formerly known as Cardiac Ultrasound Technology)
DIAGNOSTIC MEDICAL SONOGRPAHY
EARLY CHILDHOOD SPECIALIST
NEURODIAGNOSTIC TECHNOLOGY (Formerly known as Electroneurodiagnostic Technology)
HEALTHCARE LEADERSHIP
INVASIVE CARDIOVASCULAR TECHNOLOGY (Formerly known as Invasive Cardiac Technology)
LAW ENFORCEMENT SCIENCE
MEDICAL CODING
NUCLEAR MEDICINE TECHNOLOGY (Terminated July 26, 2019)
SURGICAL TECHNOLOGY
AND
VASCULAR SONOGRAPHY (Formerly known as Vascular Ultrasound Technology)

Associate of Applied Sciences Degree Programs at STC
Towards the
HEALTH SCIENCES
Bachelor of Science Degree Program at USD

I.   Parties

The parties to this agreement are The University of South Dakota (USD) and Southeast Technical College (STC).

II.   Purpose

The purpose of this agreement is to:
A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B. provide increased educational opportunities for students from South Dakota and the region;
C. extend and clarify educational opportunities for students;
D. provide STC students who have completed an AAS degree in Cardiac Sonography, Diagnostic Medical Sonography, Early Childhood Specialist, Electro neurodiagnostic Technology, Healthcare Leadership, Invasive Cardiovascular Technology, Law Enforcement Science, Medical Coding, Nuclear Medicine Technology, Surgical

Revised 2021

Technology, or Vascular Sonography an opportunity to earn a Bachelor of Science in Health Sciences degree.

E.   encourage students to graduate from both the AAS (STC) listed programs and Bachelor of Science with a major in Health Sciences (USD) program and work collaboratively on marketing and admissions guidance.

III.   Academic Program

Graduation Requirements for the BS in Health Sciences at USD

Health Science Major Requirements:	36
General Education Credits: (up to 19 credits transfer per SDBOR/TC agreement)	32
Transfer up to 52 block credits from STC AAS Degree:	52
Total credits required:	**120**

A. Requirements to be completed at USD for the B.S. in Health Sciences are reflected in the catalog website: http://catalog.usd.edu/index.php
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 STC if courses are delivered under the current General Education agreement with the Board of Regents. General education coursework will be transferred if the Regental System General Education transfer requirements are met. If all required General Education credits are completed at STC while successfully completing the Associate of Applied Sciences Health or Human Services program, a total of 71 credit hours may transfer. **General Education Course Requirements**

USD General Education Requirements		Credit Hours	Southeast Technical College Transferable General Education Course (Must Meet Regental System Requirements)	Credit Hours
SGR 1 **Written Communication and Literacy Skills (6 credits required)**	English 101 Composition	3	ENGL 101 Composition	3
	Approved SGR 1 Course	3		
SGR 2 **Oral Communication (3 credits required)**	Approved SGR 2 Course	3	CMST 101 Fundamentals of Speech	3
SGR 3 **Social Sciences (3 credits required; two disciplines)**	Approved SGR 3 Course; Discipline 1	3	SOC 150 Social Problems OR SOC 250 Courtship & Marriage	3
	Approved SGR 3 Course; Discipline 2	3	PSYC 101 General Psychology	3
SGR 4 **Humanities & Fine Arts (6 credits required; 3 Humanities & 3 Fine Arts**	Approved Humanities Course	3		
	Approved Fine Arts Course	3		
SGR 5 **Mathematics**	Approved SGR 5 Course	3	MATH 114 College Algebra OR MATH 120 Trigonometry	3
SGR 6 **Natural Sciences (6 credits required)**	PHGY 220/L Human Anatomy/Physiology I* PHGY 230/L Human Anatomy/Physiology I **OR** HSC 280/L Essentials of Human Anatomy & Physiology **AND** Approved SGR 6 Course	8	CHEM 106 Chemistry Survey with Lab	4
Total General Education Credits		**30-32**		**Up to 19**

*PHGY 220 Requires Chem 106 or higher as a prerequisite; Chem 106 or higher requires appropriate level math
The Health Sciences Major requires an anatomy and physiology sequence: either PHGY 220/230 OR HSC 280/281

Revised 2021

IV.   Pathway One: Reverse Articulation (completing years one and two at USD, years three and four at STC, and transferring STC credits back to USD for completion of degree)

A.   Students will complete the required B.S. in Health Sciences courses through the University of South Dakota during the first two years of their education. During the third year of their education and upon acceptance into the program at STC, students will enter one of the Associate of Applied Science programs listed above at STC and complete the requirements for the AAS at the end of the fourth year. Students are not guaranteed admission into AAS programs at STC.

B.   Upon successful completion of the requirements of the AAS degree, the student will transfer back to USD and apply for graduation. At that time, USD will accept a block of up to 52 technical course credits in transfer. In addition to the technical AAS degree course block credits, general education coursework that is equivalent to Regental courses will be transferable and accepted by USD.

C.   USD will waive the graduation requirement that 15 of the last 30 credits for the baccalaureate degree must be earned as institutional credit.

D.   Students must meet all other Board of Regents and university graduation requirements in order to receive a degree.

V.   Pathway Two: Forward Articulation (completing the AAS degree at STC and transferring to USD to complete the Bachelor of Science in Health Sciences)

A.   Upon successful completion of the requirements of the AAS degree students may transfer to USD to complete the BS in Health Sciences. At that time, USD will accept a block of up to 52 technical course credits from the AAS degree. Students must successfully complete the AAS degree from STC prior to transferring to USD for the technical course credits to be accepted. Transferable general education coursework in addition to up to 52 technical course block credits will be accepted.

B.   Students will complete the requirements for the B.S. in Health Sciences 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 in order to receive a degree.

VI.   Additional requirements

A.   All Board of Regents policies regarding instructor credentials must be met for general education courses to transfer.

B.   Students transferring coursework from STC must have a cumulative GPA of 2.0 on a 4.0 scale.

Revised 2021

VII.   Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VIII.   Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Technical College upon agreement by both parties.

IX.   Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the original agreement of January 24, 2005, which was updated in 2006 and again in 2020 between the Board of Technical Education, Southeast Technical College, and the South Dakota Board of Regents on behalf of Black Hills State University, Dakota State University, Northern State University, the South Dakota School of Mines and Technology, South Dakota State University and The University of South Dakota. This agreement shall be subject to all terms and conditions stated in the July 1, 2020 agreement.

X.   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.

XI.   Effective Date of Agreement:

The agreement applies to students who graduated from STC in 2000 or later. This agreement was updated in 2021 and is in effect upon approval of all parties.

Revised 2021

For University of South Dakota:

_____ Date: _____

Haifa Abou-Samra
Dean, School of Health Sciences
University of South Dakota

_____ Date: _____

Sheila K.Gestring
President
University of South Dakota

For Southeast Technical College:

_____ Date: _____

Benjamin A. Valdez
Vice President of Academic Affairs
Southeast Technical College

_____ Date: _____

Robert J. Griggs
President
Southeast Technical College

Revised 2021

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – N (1)
DATE: March 29-30, 2022

****

SUBJECT
   Agreements on Academic Cooperation – NSU

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
   BOR Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, Northern State University (NSU) seeks approval to enter into an agreement on academic cooperation with Hankuk University of Foreign Studies, Republic of Korea.

IMPACT AND RECOMMENDATION
   The agreement results in the opportunity for joint research, faculty collaboration, and student exchange. Regarding student exchange, students will pay tuition and fees to their home institution (with exceptions noted in Section 7 of the student exchange agreement). Students will be responsible for paying for their own housing, meals, travel, health insurance, and any other incidental costs.

   Board staff recommends approval.

ATTACHMENTS
   Attachment I – Agreement on Academic Cooperation: Hankuk University of Foreign Studies

****

DRAFT MOTION 20220329_6-N(1):
   I move to approve Northern State University's agreement on academic cooperation with Hankuk University of Foreign Studies, as presented.

Memorandum of Understanding between

Northern State University, USA

and

Hankuk University of Foreign Studies, Republic of Korea

Northern State University, Aberdeen, South Dakota, USA and Hankuk University of Foreign Studies, Seoul, Republic of Korea, 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.
2. 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.
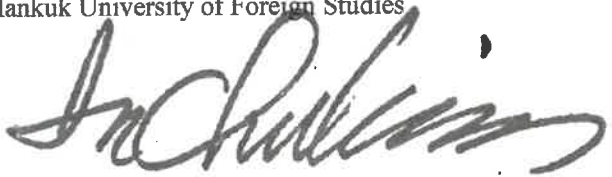
It is understood that the implementation of this Agreement will begin on the day it is signed by both parties and will continue thereafter for a period of five (5) years. It may be amended or modified by mutual written agreement by academic or administrative representatives of both parties and it may 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.

Signed on behalf of
Northern State University

Dr. Neal H. Schnoor
President
Northern State University
USA

Signed on behalf of
Hankuk University of Foreign Studies

Dr. In-Chul KIM
President
Hankuk University of Foreign Studies
Republic of Korea

Student Exchange Agreement
between
Northern State University and
Hankuk University of Foreign Studies

Northern State University and Hankuk University of Foreign Studies conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MoU) between Northern State University and Hankuk University of Foreign Studies.

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 may send and accept under this program up to 2 students for one full-year program. One student for one full-year will be admitted as the equivalent of two students for one semester each. (Or one student for one semester will be admitted as the equivalent of 2 students for summer program.) 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.

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.

6. **Academic Record and Accreditation**
   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. A list of required fees will be provided by the host institution each semester. In addition, all incoming exchange students to NSU 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
   - 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.

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 Affairs at Hankuk University of Foreign Studies.

11. **Indemnification**
    HUFS agrees to indemnify and hold the State of South Dakota, the System/University, its officers, agents, and employees, harmless from and against any and all actions, suits, damages, liability, or other proceedings that may arise as the result of performing services hereunder. This section does not require HUFS to be responsible for or defend against claims or damages arising solely from errors or omissions of the State of South Dakota, the System/University, its officers, agents, or employees as set forth by South Dakota Codified Law Ch. 3-21 and its related coverage documents.

12. Good Faith Resolution

The Parties agree that they shall endeavor to settle any dispute relating to this Agreement by negotiating with each other in good faith.

13. Continued Authorization

The Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for the intended 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, the Agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

14. 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. Neal H. Schnoor
President
Northern State University
USA

Date: 12·22·2021

For Hankuk University of Foreign Studies:

Dr. In Chul Kim
President
Hankuk University of Foreign Studies
Republic of Korea

Date: 12.27.2021

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
> **Agreements on Academic Cooperation – SDSU**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION
> BOR Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota State University (SDSU) seeks approval to enter into an agreement on academic cooperation with the following institutions:

> - Centre D'Etudes Franco-Américain de Management, France (CEFAM)
> - Indian Institute of Technology Ropar, India (IIT Ropair)
> - CEPA Foundation and the European Study Center, France (CEPA/ESC)
> - University of Auckland, New Zealand (UoA)
> - Federal University of ABC-UFABC, Brazil

IMPACT AND RECOMMENDATION
> These agreements will allow SDSU to expand their study abroad possibilities and send their students to more places.

> Board staff recommends approval.

ATTACHMENTS
> Attachment I – Agreement on Academic Cooperation: Centre D'Etudes Franco- Américain de Management

(Continued)

****

DRAFT MOTION 20220329_6-N(2):
> I move to approve South Dakota State University's agreement on academic cooperation with 1) Centre D'Etudes Franco- Américain de Management, 2) the Indian Institute of Technology Ropar 3) CEPA Foundation and the European Study Center, 4) University of Auckland, and 5) Federal University of ABC-UFABC, as presented.

Attachment II – Agreement on Academic Cooperation: Indian Institute of Technology Ropar

Attachment III – Agreement on Academic Cooperation: CEPA Foundation and the European Study Center, France

Attachment IV – Agreement on Academic Cooperation: University of Auckland, New Zealand

Attachment V – Agreement on Academic Cooperation: Federal University of ABC-UFABC

South Dakota State University

Office of International Affairs Support Document for

Affiliation Agreements with Education Abroad Partner Organizations or Universities

Reviewed and recommend approval.

[signature] 2-1-22

Proposed Agreement:

This is an Affiliation Agreement between **South Dakota State University** and

Centre D'Etudes Franco-Américain de Management (CEFAM)
Lyon, France
Dominique Bert, dbert@groupe-igs.fr

Date Proposed: 01/20/2022

Proposed by: Sally A Gillman, Ph.D.   sally.gillman@sdstate.edu
                  Director for Education Abroad   E-mail address

College/Department/Program: Office of International Affairs-Education Abroad

Information Supporting this Agreement

In establishing this agreement with CEFAM, we will forge a new working relationship that will allow the Education Abroad team in the Office of International Affairs to better serve South Dakota State University students with strong and well-vetted academic experiences in Business, Economics and Hospitality areas in Lyon, France. An SDBOR approved agreement with this organization will permit students to formally earn and transfer credits to SDSU after their education abroad experience.

The benefits of this agreement will include:

1. Adding this program to the Education Abroad portfolio of programs for Fall, Spring, and Summer.

2. Academically rigorous programs requiring a minimum GPA of 2.5.

3. The opportunity to transfer credit to SDSU.

4. The opportunity to use financial aid through SDSU to fund expenses.

6. The opportunity to be covered and managed with the SDBOR approved Cultural Insurance Services International (CISI) policy for medical and security evacuation.

7. The opportunity to offer a direct billing arrangements with CEFAM to SDSU students.

Additional information supporting this agreement:

Dr. Jon Stauff has a long-standing relationships with CEFAM and their Director, Dominque Bert. He has strong relationships with their staff and is supportive of this new opportunity to create an agreement. This new relationship will be a great benefit for SDSU's faculty members and students.

Sally A. Gillman
F3A52696F03149E...
_____
Signature of person supporting this agreement

Director for Education Abroad
Title

1/28/2022 | 16:03 CST

Date

The Office of International Affairs Recommendation:

[to be completed by Dr. Jon Stauff, Assistant Vice President, Office of International Affairs

The proposed agreement should

___X___ be pursued

_____ not be pursued

Jon Stauff
8217FA2F855D480...
_____
Jon W. Stauff, Ph.D.

Assistant Vice President
International Affairs
Title

1/28/2022 | 14:39 PST

Date

MEMORANDUM OF UNDERSTANDING

BETWEEN

South Dakota State University

AND

Centre D'Etudes Franco-Américain de Management

PREAMBLE

South Dakota State University, hereinafter referred to as "SDSU" and Centre d'Etudes Franco-Américain de Management hereinafter referred to as "CEFAM"

SEEKING to promote mutual cooperation in the area of education and wishing to expand the basis for friendly and cooperative educational and academic collaboration;

RECOGNIZING the mutual interests in the fields of student mobility, in particular short-term study abroad programs; and

RECOGNIZING the importance of the universities' role in the promotion of implementation, collaboration, equality, and increased contribution to the development of society;

NOW, THEREFORE, SDSU and CEFAM,

HEREBY do agree to enter into this Memorandum of Understanding on Cooperation between the two Institutions according to the terms and conditions set out in the articles following herein.

In this Memorandum, unless a contrary intention is expressed in the text, the words "The two institutions", 'Collaborating institutions', 'both universities', and 'the two universities' refer to SDSU and CEFAM 'The Memorandum' means this Memorandum.

ARTICLE 1

ELIGIBLE STUDENTS AND ACADEMIC REQUIREMENTS

CEFAM will welcome SDSU students who wish to spend a semester or summer term abroad in their Bachelor program.

SDSU students will be able to register for courses in the curriculum offered by CEFAM each semester as defined in the school catalog. The catalog will be provided as annex to this agreement. SDSU will be responsible for the approval of the course selection done by the students.

For each student, SDSU will provide CEFAM with the following documentation:

- Complete application form
- Copy of passport
- ID Picture
- Latest Transcript

- Student Personal Statement (1 page)

SDSU will appoint a program coordinator who will nominate candidates. Once their application and supporting documents have been received, CEFAM will confirm acceptance within 4 weeks' time with a formal acceptance letter.

ARTICLE 2

FUNDING, FINANCE, INVOICING:

A $1000 deposit is required per student to secure housing by November 15 for the spring semester, July 15 for the fall semester, and April 15 for the summer term.

CEFAM will invoice SDSU directly for tuition and fees. The balance will be due within the first month for semester long programs and upon arrival for the summer.

Tuition and fees are outlined in attached annex.

CUSTOMIZED SHORT-TERM STUDY ABROAD COLLABORATION

CEFAM can provide customized, faculty-led or faculty led blended experiences for SDSU. Additional short-term options can be determined on a case-by-case basis

ARTICLE 3

SUPPORT SERVICES FOR INCOMING STUDENTS

CEFAM will provide the following for incoming SDSU students:

Supporting letters for visa applications, as well as other services for students. Support for finding accommodation in Lyon either in a student residence, homestay, or shared apartment, and assistance in administrative procedures: visa, insurance, etc

MANAGEMENT AND ADMINISTRATION

4.1   Implementation, managing, and reporting on the progress concerning the collaboration shall be coordinated by:
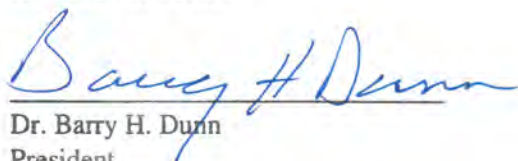
Sally A. Gillman, Ph.D.   Rachel Stowe
Director for Education Abroad   Director of International Enrollment
SDSU   CEFAM
Brookings, SD, USA   Lyon, France
Tel: 605-688-4122   Tel: +33 7 66 71 96 85
Email: sally.gillman@sdstate.edu   Email: rachel.stowe@cefam.fr

4.2   This Memorandum shall be valid for a period of five (5) years renewable for a further five (5) years unless either party gives notice of termination not later than six months prior to the expiry of the existing Memorandum.

4.3 After five years from the date of signing, a general assessment shall be made by a Committee to be appointed by the parties with equal representation.

4.4 Renewal of the agreement shall be affected through exchange of letter of intent within six months prior to the expiry of the existing Memorandum.

4.5 Any alteration of the Memorandum shall be agreed upon jointly by the two parties and submitted in accordance with the same procedure as the original Memorandum and shall be expressed in writing.

4.6 This Memorandum shall take effect upon ratification by signature by the Dean of CEFAM

4.7 This Memorandum is made in two equally authentic copies, i.e. one for each of the signing parties as follows.

On behalf of SDSU:

Dr. Barry H. Dunn
President
South Dakota State University
Morrill Hall 222
Brookings, SD 57007
USA

On behalf of CEFAM:

CEFAM
47, rue Sergent Michel Berthet
CP 606 - 69258 Lyon Cedex 09
Tél. 04 72 85 71 71 - Fax 04 72 85 71 99

Karine Chaux
Dean
CEFAM
47 rue Sergent Michel Berthet
CP 6006 – 69258 Lyon Cedex 09
France

Annex: Tuition and fees

Semester Program 2022 – 23 Academic Year:

Tuition up to 16 credits: Minimum 5 students	3392 €
University Fees	1360 €
Enrollment deposit	1000 €
Apartment with bathroom & Kitchen	3240 €
Housing in Host Family (includes some meals)	4520 €
Total if apartment	7992 €
Total if Host Family	9272 €
Optional internship placement fee	860 €

Summer Program, 2022:

Tuition up to 6 credits, Lodging in apartment:	4000 €

Reviewed and
recommend approval.

[signature]
2-1-22

South Dakota State University

Office of International Affairs

International Agreement Support Document

for

New or Renewal of International Agreement

Title of the Proposed Agreement:

This is an agreement between South Dakota State University and **Indian Institute of Technology Ropar (IIT Ropar)**

<u>Rupnagar (Punjab)</u>	<u>India</u>	<u>01/25/2022</u>
City:	Country:	Date Proposed:

Proposed by: <u>Saikat Basu, Ph.D.</u>
                        Faculty Member's Name

<u>Saikat.Basu@sdstate.edu</u>
E-mail address

College/Department/Program: **J. Lohr College of Engineering**

Description of Partner Institution: ☒ Public
                                                      ☐ Private (if Private, it the institution religiously based? ☐ Yes ☐ No

Number of Students attending Partner Institution:
Undergraduate Students ~ 2,037
Graduate Students   ~ 1,040

Degrees awarded at Partner Institution:
☐ B. A.   ☒ B. S.
☐ M. A.   ☒ M.S.
☒ Ph. D.   ☐ Other _____
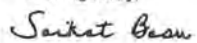
Scope of the work and future plans:

Indian Institute of Technology Ropar (IIT Ropar) is a public technical university located in Rupnagar, Punjab, India. It is one of the eight newer Indian Institutes of Technology established by the Ministry of Human Resource Development (MHRD), Government of India under The Institutes of Technology (Amendment) Act
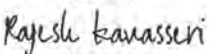
to expand the reach and enhance the quality of technical education in the country. This is a new relationship for South Dakota State that will focus initially on a research collaboration between professors in the area of mechanical engineering. As the relationship deepens, the two sides will work together to exchange faculty and PhD students in mechanical engineering (which may require an additional agreement), and there is an expectation that the relationship will expand beyond mechanical engineering in the J.J. Lohr College of Engineering to include the following academic disciplines: Agricultural and Biosystems Engineering, Civil and Environmental Engineering, Construction and Operations Management, Electrical Engineering and Computer Science, Mathematics and Statistics, and Mechanical Engineering.

Will this include Student Exchange? Not initially, but most likely in several years (at which time we will develop an addendum to this agreement or a second agreement).

Additional information supporting this agreement: IIT Ropar is one of the most prestigious institutions of higher education in India, connected to the rich traditions of the Indian Institute of Technology network. This relationship represents a victory for the J.J. Lohr College and SDSU as it work to achieve the research goals outlined in Imagine 2023.

Saikat Basu	Assistant Professor	1/25/2022 | 15:04 PST
3F95F65B9D994B0		
Signature of person supporting this agreement	**Title**	**Date**

My college supports this proposed International Agreement.

Rajesh kavasseri	JJ Lohr College of Engineering	1/26/2022 | 08:52 PST
D1D9F633EE9D4B3		
Signature of Dean	**Name of College**	**Date**
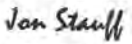
The Office of International Affairs Recommendation:
[to be completed by Dr. Jon Stauff, Assistant Vice President, Office of International Affairs

The proposed agreement should

__xx___ be pursued

_____ not be pursued

Summary of Rational for Decision/Approval: Prof. Basu and colleagues have developed a very thorough plan to collaborate in the coming years, providing SDSU with a new model of research collaboration and potentially student and faculty exchange. I celebrate their creativity and look forward to their future successes.

Jon Stauff	1/26/2022 | 08:53 PST
8217EA2F855D480	
Dr. Jon Stauff, Assistant Vice President	Date

AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY
AND
INDIAN INSTITUTE OR TECHNOLOGY ROPAR

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and the Indian Institute of Technology Ropar (IIT Ropar) agree to the following:

I. Scope of the Cooperation

Article 1.   The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate. The area of exchange shall cover academic disciplines to be determined and negotiated by both parties, and may specifically include Agricultural and Biosystems Engineering, Civil and Environmental Engineering, Construction and Operations Management, Electrical Engineering and Computer Science, Mathematics and Statistics, and Mechanical Engineering.

Article 2.   The institutions agree to exchange scientific and technical expertise, educational practices, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.

Article 3.   The institutions agree, as appropriate, to help faculty member of both parties conduct joint research projects.

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

II. Appointment of Coordinators

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

Article 6.   The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University	Indian Institute of Technology Ropar

PRIMARY CONTACT FOR AGREEMENT
Name: Sally A. Gillman, Ph.D.
Title: Director for Education Abroad
Office: Office of International Affairs
Mailing Address: Briggs Library, Suite 119
                Brookings, SD 57007
Email: sally.gillman@sdstate.edu
Telephone: 605-688-6094
Fax: 605-688-6540
	PRIMARY CONTACT FOR AGREEMENT
	Name: Prof. C.C. Reddy
	Title: Dean
	Office: International Relations and Alumni Affairs
	Mailing Address: Indian Institute of Technology
	                Ropar, Rupnagar, Punjab
	                140001 India
	Email: deanir@iitrpr.ac.in
	Telephone: +91-9417034192
	Fax:

ACADEMIC UNIT CONTACT Name: Rajesh Kavasseri, Ph.D. Title: Associate Dean for Research Office: Jerome J. Lohr College of Engineering Mailing Address: Crothers Engineering Hall 201(E) Brookings, SD 57007 Email: Rajesh.Kavasseri@sdstate.edu Telephone: 605-688-4371 Fax: 605-688-5878	ACADEMIC UNIT CONTACT Name: Title: Office: Mailing Address: Email: Telephone: Fax:

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

VI. Terms of Agreement

Article 8.   This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by giving written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.

Article 9.   Matters not provided in this agreement shall be decided by mutual agreement between the two institutions.   Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.

Article 10.   Modifications of this agreement shall be made in the form of a written addendum signed by both parties.

Article 11.   Nothing in the above agreement shall be construed as being legally binding.

Article 12.   This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure

authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

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

for South Dakota State University

Barry H. Dunn, President

02-02-2022

Date:

for Indian Institute of Technology Ropar

Prof. Rajeev Ahuja, Director

Date:

South Dakota State University

Office of International Affairs Support Document for

Affiliation Agreements with Education Abroad Partner Organizations or Universities

Reviewed and
Recommend approval.
RP Hed 21-22

Proposed Agreement:

This is an Affiliation Agreement between **South Dakota State University** and

CEPA Foundation Inc. and the European Study Center in France
Strasbourg, France
Uli Leibrecht, uli@cepa-abroad.org

Date Proposed: 01/22/2022

Proposed by: Sally A Gillman, Ph.D.   sally.gillman@sdstate.edu
                Director for Education Abroad   E-mail address

College/Department/Program: Office of International Affairs-Education Abroad

Information Supporting this Agreement

In establishing a new agreement CEPA, we will forge a new working relationship that will allow the Education Abroad team in the Office of International Affairs to better serve South Dakota State University students with strong and well-vetted academic experiences in multiple academic areas including our Jacks Start Abroad program for new freshman students in Strasbourg, France. An SDBOR approved agreement with this organization will permit students to formally earn and transfer credits to SDSU after their education abroad experience.

The benefits of this agreement will include:

1. Adding this program to the Education Abroad portfolio of programs for Fall, Spring, and Summer.

2. Academically rigorous programs requiring a minimum GPA of 2.5.

3. The opportunity to transfer credit to SDSU.

4. The opportunity to use financial aid through SDSU to fund expenses.

6. The opportunity to be covered and managed with the SDBOR approved Cultural Insurance Services International (CISI) policy for medical and security evacuation.

7. The opportunity to offer a direct billing arrangements with CEPA to SDSU students.

Additional information supporting this agreement:

Dr. Jon Stauff has a long-standing relationships with CEPA and with Director, Uli Leibrecht. Dr. Stauff has maintained strong relationships with their staff over many years and is supportive of this new opportunity to create an agreement. This new relationship will be a great benefit for SDSU's faculty members and students.

DocuSigned by:

Sally A. Gillman

F3A52698F03149E...

Signature of person supporting this agreement

Director for Education Abroad
Title

1/28/2022 | 16:00 CST

Date

The Office of International Affairs Recommendation:

[to be completed by Dr. Jon Stauff, Assistant Vice President, Office of International Affairs

The proposed agreement should

___X___ be pursued

_____ not be pursued

DocuSigned by:

Jon Stauff

8217FA2F855D480...

Jon W. Stauff, Ph.D.

Assistant Vice President
International Affairs
Title

1/28/2022 | 14:00 PST

Date

Affiliation Agreement

This agreement is made on January 27, 2022

by and between

CEPA Foundation Inc. and the European Study Center in France
(hereafter referred to as 'CEPA / ESC')

and

South Dakota State University

(hereafter referred to as the 'Affiliate').

This agreement is effective from the date signed by both parties and remains effective until either party decides to amend or cancel it. This agreement does not apply to any customized or group study abroad programs that are, in each case, subject to separate written agreements.

1. Purpose of the Affiliation Agreement:

I. To serve as a document of understanding between CEPA / ESC and the Affiliate regarding all or specific CEPA / ESC semester and summer study abroad programs open to individual students.

II. To provide continuity and familiarity between CEPA / ESC and the Affiliate with the sole purpose to best serve students and their educational goals.

III. To develop a cooperative and committed relationship between CEPA / ESC and the Affiliate with the intention of promoting and facilitating study abroad programs.

2. General Terms of the Affiliation Agreement

I. CEPA / ESC and the Affiliate agree to publicly associate their names by publishing this association in their publications, both electronic and printed.

II. The Affiliate is not obligated to refer a specific number of students to CEPA / ESC programs.

III. Fees will not be charged for this agreement.

IV. CEPA / ESC will not enter into any exclusive agreements.

V. CEPA / ESC can customize the terms of this agreement to meet the Affiliate's needs. This may include adapting academic courses and curriculum integration, meeting invoicing needs, or other arrangements.

3. Responsibilities of CEPA / ESC:

I. **Quality of Program**
CEPA / ESC is committed to a transparent process that reflects its continuing mission, dedication, and commitment to provide quality, affordable, and safe study abroad programs.

II. **General Program and Academic Information**
CEPA / ESC will provide the Affiliate with specific information regarding its study abroad programs, either in printed or electronic format. This information will also be accessible on the CEPA / ESC websites www.cepa-foundation.org and www.studyabroad-france.eu Program updates will be communicated to the Affiliate.

Affiliation Agreement

III.   **Grades and Credit Transfer**

Grading will be assigned by the faculty of the host university and grades will be issued directly to the students. Credit transfer will be handled directly by the host university and the student's home college/university. The student will receive an original transcript from the host university sent to the study abroad office for credits and grades to be added to the student's transcript. Transcripts for the European Study Center in Strasbourg, France are issued through one of our U.S. program partners, West Virginia University or University of the Incarnate Word.

IV.   **Affiliate Grant**

CEPA / ESC will provide an affiliate grant in the amount of $300 for each student who is admitted to a CEPA / ESC semester study abroad program and $150 for each student who is admitted to a CEPA / ESC summer study abroad program. The grant will be applied as a reduction to the program fee to offset the educational expenses associated with the study abroad program fees.

V.   **CEPA / ESC Fees and Scholarships**

All fees and scholarship information will be published on the CEPA / ESC websites www.cepa-foundation.org and www.studyabroad-france.eu
Special scholarships for certain CEPA / ESC programs will be made available to students from the Affiliate college/university.

VI.   **Services and Support**

CEPA / ESC provides general assistance with the following on its study abroad programs:
- Logistical arrangements (travel, housing, arrival, orientation, etc.)
- Class enrollment and academic components of the study abroad experience

VII.   **Health and Safety**

The safety and well-being of every program participant is of utmost importance at CEPA/ESC.
Our offices in Germany and France continually monitor European health authorities and will inform the Affiliate of current health precautions or emergency situations.

4. Responsibilities of the Affiliate

I.   **Admission to CEPA / ESC Program**

Affiliates will take an active role to advise, screen, and admit students according to CEPA / ESC and host campus application requirements, prerequisites, and deadlines. This is to be done in accordance with the Affiliate's own campus policies.

II.   **Credit Transfer, Payment, and Financial Aid Transfer**

The Affiliate will assist and advise its students regarding the CEPA / ESC requirements regarding payment schedule, financial aid process, and credit transfer.

Affiliation Agreement

III.   Promotion

When appropriate and possible, the Affiliate is expected to:

- Include CEPA / ESC in the Affiliate's published list of approved study abroad programs and providers.
- Ensure that students in the Affiliate's study abroad or international office can easily have access, both visually and physically, to CEPA / ESC study abroad promotional materials.
- The Affiliate's study abroad advisors and/or staff will encourage its students to attend a CEPA / ESC study abroad program whenever it is appropriate, depending on the student's educational, personal, and career goals.
- Study abroad advisors and/or staff from the Affiliate will assist with and supervise the screening and approval process of its students who wish to enroll in a CEPA / ESC study abroad program.
- The Affiliate will ensure that students studying abroad on a CEPA / ESC program are able to use their own financial aid toward payments.

IV.   Program Evaluation and Development

The Affiliate is asked to take an active role in the evaluation of services and development of curriculum for CEPA / ESC study abroad programs. CEPA / ESC will routinely provide student evaluations to the Affiliate and continually seek input from the Affiliate.

V.   Clery Act and Title IX

The Affiliate will include any reportable incidents in Clery Act and/or Title IX annual reports as appropriate.

CEPA Foundation Inc./ European Study Center

South Dakota State University

Harald Leibrecht, President   January 27, 2022

Barry H. Dunn, President   02-02-2022   Date

Please print name: **Barry H. Dunn, Ph.D.**

CEPA Foundation Inc.
Cultural and Educational Programs Abroad Foundation
Burgweg 24, Im Schloss, 74379 Ingersheim, Germany
Phone: +49 (0) 71 42 95 65 50
info@cepa-foundation.org
www.cepa-foundation.org

ESC Strasbourg, France
161, Rue Mélanie
67000 Strasbourg France
Phone: +33 (0) 36 83 34 165
info@studyabroad-france.eu
www.studyabroad-france.eu

The CEPA Foundation Inc. is a United States
non-profit 501(c)(3) public charity.

09:2022-01-19

Affiliation Agreement

Please provide the following information for the staff member who is the main contact for the CEPA/ESC regarding the student's transcript and advising:

First and last name	Dr. Sally Gillman
Job Title	Director for Education Abroad
Full mailing address	South Dakota State University Briggs Library 119 International Affairs-Box 2115 University Station Brookings, SD 57007 USA
Telephone number	605-688-6094
Email address	Sally.Gillman@SDSTATE.EDU

Would you like to receive the CEPA / CEPA Foundation monthly newsletter?

Please opt-in to the subscriber list: https://www.cepa-abroad.org/connect/

09:2022-01-19

South Dakota State University

Office of International Affairs Support Document for

Affiliation Agreements with Education Abroad Partner Organizations or Universities

Reviewed and recommend approval.

Proposed Agreement:

This is an Affiliation Agreement between **South Dakota State University** and

University of Auckland, Auckland, New Zealand
Sarah Sung, s.sung@auckland.ac.nz

Date Proposed: 01/10/2022

Proposed by: Sally A Gillman, Ph.D.   sally.gillman@sdstate.edu
                 Director for Education Abroad   E-mail address

College/Department/Program: Office of International Affairs-Education Abroad

Information Supporting this Agreement

In establishing this agreement with the University of Auckland will forge a new working relationship that will allow the Education Abroad team in the Office of International Affairs to better serve South Dakota State University students with strong and well-vetted academic experiences in multiple academic areas including having their support for the Jacks Start Abroad program for new freshman students in Auckland, NZ. An SDBOR approved agreement with this organization will permit students to formally earn and transfer credits to SDSU after their education abroad experience.

The benefits of this agreement will include:

1. Adding this program to the Education Abroad portfolio of programs for Fall, Spring, and Summer.

2. Academically rigorous programs requiring a minimum GPA of 2.5.

3. The opportunity to transfer credit to SDSU.

4. The opportunity to use financial aid through SDSU to fund expenses.

6. The opportunity to be covered and managed with the SDBOR approved Cultural Insurance Services International (CISI) policy for medical and security evacuation.

7. The opportunity to offer a direct billing arrangements with the University of Auckland to SDSU students.

Additional information supporting this agreement:

Dr. Sally A. Gillman established strong relationships with several faculty areas and the Director for the International Office at the University of Auckland in 2018. Dr. Jon Stauff supports this agreement and knows that SDSU will maintain a good working relationship with the University of Auckland and believes this agreement will benefit SDSU's faculty members and students.

DocuSigned by:

Sally A. Gillman

F3A52696F03149E...

Signature of person supporting this agreement

Director for Education Abroad   1/28/2022 | 16:07 CST

Title   Date

The Office of International Affairs Recommendation:

[to be completed by Dr. Jon Stauff, Assistant Vice President, Office of International Affairs

The proposed agreement should

___X___ be pursued

_____ not be pursued

DocuSigned by:

Jon Stauff

8217FA2F855D480...

Jon W. Stauff, Ph.D.

Assistant Vice President   1/28/2022 | 14:39 PST
International Affairs
Title   Date

STUDY ABROAD AGREEMENT

BETWEEN

THE UNIVERSITY OF AUCKLAND

AND

SOUTH DAKOTA STATE UNIVERSITY

South Dakota State University (**SDSU**) (**Institution**) and The University of Auckland (**UoA**) hereby agree to establish a co-operative study abroad programme (**Programme**) involving students from the Institution studying at UoA for a semester or a full academic year (**Students**) under the terms of this Agreement.

Programme

1.   Students participating in the Programme will remain registered at the Institution and enrol fulltime at UoA as non-regular students (i.e., students who do not seek to obtain a degree or other formal qualification from UoA). Students admitted to study at UoA under the Programme will come under the jurisdiction of UoA (while attending UoA) and be subject to the same academic and personal conduct rules as all UoA students.

2.   Students participating in the Programme shall be selected initially by the Institution and UoA shall make the final admission decision in each case.

3.   Students shall enrol in UoA courses which, in aggregate, total no less than 45 points and no more than 60 points per semester, unless approval has been granted by UoA to enrol in courses totalling more than 60 points.

4.   The institution is responsible for payment of all fees and costs, including tuition, insurance, accommodation and other co-curricular activities as agreed.

5.   The Institution will inform Students that they must:

   a)   meet all New Zealand immigration and visa requirements, including, where applicable, arrangements for their families and dependents; and
   b)   at all times keep UoA fully informed of their residential address, contact details and next of kin's contact details while attending the UoA.

6.   Each Student shall determine their study programme in consultation with academic advisors of both the Institution and UoA. Enrolment will be subject to the Students meeting the relevant course prerequisites and course availability.

7.   The Institution will advise Students of UoA's online application process and ensure all relevant admission materials have been submitted to UoA by the application deadlines. The application materials for each Student will comprise of the following:

   a)   Completed online application;
   b)   A copy of most recent academic transcript;
   c)   Certified copy of passport or birth certificate; and
   d)   Passport style photo;

8.   UoA will process each Student's application in accordance with its admissions policies.

9.   UoA agrees to assist each Student throughout the application and admissions process by providing:

   a)   appropriate information and advice on the enrolment and admissions process;
   b)   any prescribed forms or documents that are required to assist the Student to obtain the correct visa;
   c)   appropriate support and advisory services; and
   d)   up to date study programme and course information.

10.   UoA will provide the Institution with information regarding each Student's course registration and is responsible for sending an accurate, official copy of the Student's transcript to the student at the completion of each semester. Transcripts will not be released if there are outstanding fees owing by the Student.

11.   UoA shall ensure that Students:

   a)   have the opportunity to participate in appropriate orientation programmes; and
   b)   have access to appropriate information and advice to support their achievement, wellbeing and safety while attending UoA.

12.   The terms and conditions applicable to the payment of fees (and refunds) are set out in the enrolment contract between the Student and the UoA and in the relevant UoA policies which shall be made available to Students.

13.   Any financial aid awarded to Students by the Institution will continue to be administered by and remain the responsibility of the Institution.

Personal Information

14.   The parties acknowledge that the Programme requires the sharing of personal information about Students (**Personal Information**) between the Institution and the UoA.

15.   Each party must ensure that it has a lawful basis under applicable privacy laws to disclose the Personal Information to the other party.

16.   Each party must ensure that it has provided Students with clear notice that their Personal Information will be disclosed to the other party. Such notice may be provided to Students as part of each party's organisational privacy statements or in any other agreement or communication provided to Students.

17.   Where the UoA discloses any Personal Information to the Institution in connection with this Agreement, the Institution shall comply with the UoA's International Data Transfer Terms which are included in the Schedule to this Agreement. Subject to the preceding sentence, the parties must collect, store, use and disclose the Personal Information strictly in accordance with applicable privacy laws and the notices it has provided to the Exchange Student in its organisational privacy statements.

Intellectual Property

18.   This Agreement does not affect the parties' or the Students' ownership of any intellectual property and does not constitute or give rise to any transfer of ownership of any intellectual property.

Student Conduct

19. For the duration of the Programme, Students shall be subject to the rules, regulations, policies and procedures of UoA, and to the laws of New Zealand. Any breach of UoA's rules and regulations by a Student will be dealt with in accordance with the policies and procedures of UoA for the time being in force. The dismissal of any Student shall neither abrogate this Agreement nor the arrangements regarding other Students participating in the Programme.

Force Majeure

20. In this clause a "**Force Majeure Event**" shall mean circumstances beyond the reasonable control of a party including, but not limited to, acts of God, governmental actions, war or national emergency, acts of terrorism, protests, riot, civil commotion, fire, explosion, flood, epidemic, pandemic, lock-outs, strikes or other labour disputes (whether or not relating to either party's workforce).

21. Neither party will be liable to the other to the extent that it is unable to perform its obligations by reason of a Force Majeure Event, provided the party so unable to perform promptly notifies the other of the Force Majeure Event and its causes, following which the parties shall enter into discussions with a view to alleviating its effects or to agree reasonable alternative arrangements.

22. If a Force Majeure Event continues for more than 30 days, either party may terminate this Agreement by giving 30 days' notice to the other institution.

Dispute Resolution

23. Any dispute arising under or in connection with this Agreement which cannot be resolved by amicable discussions between the parties shall be jointly referred to the President of South Dakota State University (SDSU) and the Vice-Chancellor of UoA, or their nominees, for resolution. Where the dispute remains unresolved 30 days after such referral, the dispute may be submitted to such dispute resolution mechanism as may be agreed in writing between the parties.

Term and Termination

24. This Agreement shall come into force on the date of its signing by both parties and shall remain in force for a term of 5 years. The parties shall regularly review the Programme created under this Agreement and at least six (6) months prior to the expiry of this Agreement the parties will assess the desirability and feasibility of continuing the Programme under the present terms. Any renewal agreement that may result from this joint review shall be in writing and signed by both parties.

25. Either party may, without cause, terminate the Agreement on six (6) months' written notice to the other party.

26. The termination of this Agreement shall not affect the implementation or continuation of any Student's course of study at UoA approved under this Agreement prior to such termination, and the parties shall continue to fulfil their obligations under this Agreement until all such Students have completed their studies at UoA.

Governing Law

27. The parties agree that the laws of New Zealand will apply in relation to any matter concerning UoA's:

a) performance of its obligations in New Zealand in connection with the Programme; or

b) provision of educational services to the Students.

28. With respect to its performance in New Zealand, this Agreement shall be governed by laws in New Zealand. With respect to its performance in South Dakota, this Agreement shall be governed the laws of the USA.

General

29. A provision of this Agreement or a right created under it, may not be waived or varied except in writing, signed by the party or parties to be bound.

30. Nothing in this Agreement will be taken to constitute a party as an agent, partner or joint venturer of the other party nor is any party authorised to represent itself as acting, or to incur any obligation, on behalf of the other party.

31. This Agreement constitutes the entire agreement of the parties about its subject matter and supersedes all previous agreements, understandings and negotiations on that subject matter.

EXECUTED as an agreement

SIGNED for and on behalf of **THE UNIVERSITY OF AUCKLAND** by	)) _____ Signature
Ainslie Moore	Director, International
[Print Name]	) Position
	10/01/2022 Date

SIGNED for and on behalf of **SOUTH DAKOTA STATE UNIVERSITY** by	)) _____ Signature
Barry H. Dunn, President	
[Print Name]	) Position
	President, South Dakota State University
	02-02-2022 Date

SCHEDULE

UNIVERSITY OF AUCKLAND – INTERNATIONAL DATA TRANSFER TERMS
Version dated 10 February 2021

BACKGROUND

These International Data Transfer Terms (the **Terms**) apply when expressly incorporated by reference into an agreement between the University of Auckland (the **University**) and the Recipient (the **Agreement**). For the purposes of these Terms, the **'Recipient'** means the person, entity or organisation that is a party to the Agreement with the University. These Terms apply when the Recipient, in connection with the Agreement, receives personal information from the University, directly or indirectly (for example, personal information relating to students of the University), and uses that information for its own purposes (i.e., it is not acting as agent or data processor for the University).

These Terms form part of the Agreement in place between the University and the Recipient, and the Recipient agrees to be legally bound by them. If the Agreement terminates or expires, these Terms will continue to apply to any information sent by the University to the Recipient before termination or expiry.

The University is required to comply with the (New Zealand) Privacy Act 2020 (the **Act**) including the Information Privacy Principle 12 of the Act when disclosing personal information (as defined in the Act) to the Recipient, as a person or entity located outside New Zealand (and not otherwise subject to the Act).

These Terms set out the safeguards that will apply to the Recipient when receiving, using, storing and disclosing personal information received from the University. These Terms may be updated by the University from time to time. The Recipient agrees to comply with updated versions as notified to them by the University.

1. **SAFEGUARDS THE RECIPIENT MUST HAVE IN PLACE**

1.1 Limits on collection, use and disclosure: The Recipient must only collect, use and disclose the personal information as necessary to give effect to the purposes set out in the Agreement. In doing so, the Recipient must act in accordance with the scope of any relevant consents or approvals (e.g., ethics approval) or other limits on use advised by the University from time to time.

1.2 Security: In addition to any specific security requirements set out in the Agreement, the Recipient will protect the personal information by implementing and maintaining reasonable security safeguards against any loss, unauthorised access, use, modification or disclosure of the personal information.

1.3 Accuracy: The Recipient will take reasonable steps to ensure that the personal information is accurate, up to date, complete, relevant and not misleading before using it.

1.4 Deletion: Except to the extent that the Recipient is otherwise required by law to maintain the information, the Recipient will promptly and securely destroy or delete the personal information once it is no longer reasonably required by the Recipient for any use permitted under the Agreement.

1.5 Privacy Officer: The Recipient will appoint and maintain a person with responsibility for monitoring and ensuring the Recipient's compliance with these Terms.

1.6 Suspension: Without limiting any other remedy set out in these Terms or the Agreement, if the Recipient is in breach of the Agreement or these Terms, the University may suspend any further disclosure of personal information to the Recipient, until the Recipient has corrected the breach to the University's reasonable satisfaction.

2. **RECIPIENT SHARING INFORMATION WITH OTHERS**

2.1 Processing as agent of Recipient: Without limiting clause 1.1, if the Recipient discloses personal information to a third party solely for the purposes of processing that personal information as an agent for the Recipient, the Recipient must use all reasonable endeavours to prevent unauthorised use or disclosure of the transferred personal information. The Recipient will be treated as being in control of the personal information held by the third party for the purposes of the Agreement and these Terms.

2.2 Processing for own purposes: Without limiting clause 1.1, if the Recipient discloses personal information to a third party for the third party to use for its own purposes, the Recipient must ensure that the third party enters into a binding and enforceable agreement with the Recipient, imposing substantially the same obligations in respect of the transferred personal information on the third party as those imposed under these Terms. If the Recipient fails to ensure that the third party enters into such an agreement, then the Recipient will be treated as being in control of the personal information held by the third party for the purposes of the Agreement and these Terms. However, this clause does not apply to any disclosure required by law.

3. PRIVACY BREACHES

3.1 Notification: The Recipient will promptly notify the University as soon as the Recipient becomes aware of any actual or suspected privacy or security breach which may have impacted the personal information held by the Recipient in connection with the Agreement (a Privacy Breach).

3.2 Notification to Privacy Commissioner and affected individuals: Where the University considers, in its discretion, that the Privacy Breach should be notified to the Office of the Privacy Commissioner and/or affected individuals, then it may:

   (a)   require the Recipient to promptly make such notification(s) in accordance with the provisions of the Act. The form and content of those notifications will be subject to the University's prior written approval (acting reasonably); and/or

   (b)   itself make such notification(s) as it considers necessary.

3.3 The Recipient shall provide all assistance and information required by the University in connection with the Privacy Breach, including any obligation to notify the Office of the Privacy Commissioner and affected individuals of the breach as soon as practicable, and steps that may need to be taken to investigate, resolve and remedy the Privacy Breach.

4. ACCESS AND CORRECTION OF INFORMATION

Individual's right of access and correction: The Recipient agrees that each individual to which the personal information relates has a right to request access to, and to seek correction of, their personal information held by the Recipient. The Recipient must respond to and otherwise deal with those requests in accordance with the requirements of Part 4 of the Act.

5. COMPLIANCE WITH LAWS

5.1 Use or disclosure compelled by law: If the Recipient is required by a court or government agency under any law to disclose or use the transferred personal information in a way that would not otherwise be permitted by the Agreement or these Terms, then to the extent the law allows the Recipient must notify the University to give it the opportunity to contest that legal requirement (for example, by taking the matter to court). If the University is unable to successfully contest that legal requirement, then it may terminate the Agreement (and these Terms) on written notice to the Recipient.

5.2 Remedies and enforcement: The Recipient acknowledges that in accordance with the requirements for international transfer of personal information under the Act, clauses 1, 3 and 4 are also for the benefit of, and directly enforceable by, the University (on behalf of affected individuals) and/or each affected individual where that breach is an interference with privacy under the Act, and may entitle the affected individuals to the remedies stated under the Act (including an order restraining the breach and/or to remedy the breach).

South Dakota State University

Office of International Affairs

International Agreement Support Document

for

New or Renewal of International Agreement

*Reviewed and
recommend approval.
[signature] 2-1-22*

Title of the Proposed Agreement:

This is an agreement between South Dakota State University and Federal University of ABC - UFABC

São Paulo   Brazil   01/13/2022

City: Country: Date Proposed:

Proposed by: Reinaldo Tonkoski, Ph. D.   Reinaldo.Tonkoski @sdstate.edu
               Faculty Member's Name   E-mail address

College/Department/Program: College of Engineering, Electrical Engr & Computer Science

Description of Partner Institution: ☒ Public
                                        ☐ Private (if Private, it the institution religiously based? ☐ Yes ☐ No

Number of Students attending Partner Institution:
Undergraduate Students   ~14,900

Graduate Students   ~1520

Degrees awarded at Partner Institution:
☐ B. A.   ☒ B. S.
☐ M. A.   ☒ M.S.
☒ Ph. D.   ☐ Other _____

Scope of past work and future plans:

This is a new general agreement of academic cooperation between South Dakota State University and Federal University of ABC - UFABC. The partners want to exchange pedagogical materials regarding credits, courses, and engineering programs. The future plans include 2+2 degree collaborations in the Jerome J. Lohr College of Engineering and research collaboration in areas such as Energy Engineering; Information Engineering;

Instrumentation, Automations, and Robotics Engineering; Urban and Environmental Engineering; and Computer Science.

Will this include Student Exchange?　Yes, students from each institution will engage in short-term exchange, and an effort will be made to establish a enrollment funnel from UFABC to SDSU through the 2+2 initiatives.

Additional information supporting this agreement:

Name of the person supporting this agreement:　**Dr. Reinaldo Tonkoski**

Reinaldo Tonkoski
—4F0B9461321A48C—

Signature of person supporting this agreement	Associate Professor	1/13/2022	12:42 PST
	Title	**Date**

My college supports this proposed International Agreement.

Bruce Berdanier
—AE7AC74C64C74DF—

Signature of Dean	Lohr College of Engr	1/13/2022	12:44 PST
	Name of College	**Date**

The Office of International Affairs Recommendation:
[to be completed by Dr. Jon Stauff, Assistant Vice President, Office of International Affairs

The proposed agreement should

__X__ be pursued

_____ not be pursued

Summary of Rational for Decision/Approval:

Jon Stauff
—8217FA2F855D480—

Dr. Jon Stauff, Assistant Vice President	1/13/2022	16:14 PST
	Date

ACORDO DE COOPERAÇÃO	COOPERATION AGREEMENT

ACORDO DE COOPERAÇÃO
Entre a Universidade Federal do ABC (UFABC) e a *South Dakota State University*.

A Universidade Federal do ABC - UFABC, localizada na Avenida dos Estados, 5001, Bairro Santa Teresinha, CEP 09210-580, Santo André, São Paulo, Brasil, sob CNPJ nº. 07.722.779/0001-06, representada por seu Reitor, Professor Dácio Roberto Matheus, e a South Dakota State University, localizada em 1451 Stadium Rd, Brookings, SD 57007, Estados Unidos, representada pelo seu reitor, Barry H. Dunn, em reconhecimento de seus princípios e valores comuns de excelência acadêmica e responsabilidade social, ambas as instituições concordam em assinar o presente Acordo de Cooperação, processo UFABC número 23006.025117/2021-84, em conformidade com a legislação vigente em seus respectivos países e normas de direito internacional, mediante as cláusulas seguintes:

Cláusula 1 – Objeto

O presente Acordo de Cooperação tem como objetivo fundamental estabelecer uma cooperação acadêmica, científica e cultural entre as duas Instituições. Através de suas futuras ações de mobilidade e cooperação, ambas as instituições se esforçarão para construir uma parceria estratégica no futuro.

Cláusula 2 – Propósito

Com a finalidade de cumprir o objetivo previsto na cláusula anterior, ambas as instituições concordam em desenvolver atividades conjuntas visando prioritariamente:
a) Intercâmbio de estudantes, membros do corpo docente e do quadro técnico de nível

COOPERATION AGREEMENT
Between the *Universidade Federal do ABC (UFABC)* and the **South Dakota State University (SDSU)**.

The Federal University of ABC - UFABC, located at Avenida dos Estados, 5001, Bairro Santa Teresinha, ZIP CODE/CEP 09210-580, Santo André, São Paulo, Brazil, under CNPJ no. 07.722.779/0001-06, represented by its Rector, Professor Dácio Roberto Matheus, and the South Dakota State University, located at 1451 Stadium Rd, Brookings, SD 57007, United States, represented by its President, Barry H. Dunn, in recognition of their common principles and values of academic excellence and social responsibility both institutions agree to sign this Cooperation Agreement, UFABC process number 23006.025117/2021-84, in accordance with the legislation in their respective countries and international law, upon the terms below:

Clause 1 – Object

This Cooperation Agreement aims to establish an academic, scientific and cultural cooperation between the two institutions. Through their future actions of exchange and cooperation, both institutions endeavor to build a strategic partnership in the future.

Clause 2 – Purpose

In order to achieve the objective laid down in the preceding clause, both institutions agree to develop joint activities aiming primarily at:
a) Exchange of students, faculty members and graduated technical staff;
b) Technical-administrative, scientific and

superior;

b) Cooperação técnico-administrativa, científica e de pesquisa;

c) Intercâmbio de informações sobre o processo de implantação das instituições, incluindo aquelas sobre o projeto pedagógico e social;

d) Participação em seminários e reuniões acadêmicas, cursos e atividades de intercâmbio cultural internacionais;

e) Outras atividades consideradas de interesse mútuo.

Todas as atividades conjuntas serão objeto de acordos específicos separados a serem estabelecidos no futuro.

Cláusula 3 - Administração e Execução

Os Reitores da UFABC e da South Dakota State University, sempre que o entenderem, poderão nomear representantes de suas respectivas instituições e conferir-lhes poderes de assinatura e de execução dos atos que se celebrem ao abrigo do presente Acordo de Cooperação.

Cláusula 4 - Obrigações das partes

Com vista a estabelecer a cooperação proposta de forma eficaz, qualquer das partes, mediante prévia consulta, compromete-se em colocar à disposição da outra os meios necessários à realização das ações acordadas, respeitando as regras estabelecidas entre ambas e sem prejuízo do seu normal funcionamento.

Cláusula 5 – Designação de coordenadores

Cada instituição designará uma pessoa que atuará como coordenador deste acordo. O coordenador será responsável por manter, revisar e ou renovar o contrato, conforme o caso. Além disso, cada instituição deverá nomear pelo menos um contato acadêmico, a quem caberá a coordenação

research cooperation;

c) Exchange of information about the implantation process of the institutions, including information about the pedagogical and social project;

d) Participation in lectures and academic meetings, courses and international cultural exchange activities;

e) Other activities deemed as in mutual interest.

All joint activities shall be subject of following separate specific agreements to be agreed upon in the future.

Clause 3 - Administration and Enforcement

The Presidents of the UFABC and the South Dakota State University may designate representatives of their respective institutions and give them powers of signing and executing the acts and actions under this Cooperation Agreement.

Clause 4 – Obligations

In order to establish the proposed cooperation effectively, either part, after consultation, engages itself to make available for the other part the necessary means for the realization of the agreed actions, respecting the rules established between both, and without prejudice to its normal operation.

Clause 5 – Appointment of Coordinators

Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or and renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific

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dos aspectos específicos do convênio.

Os seguintes indivíduos em cada instituição serão responsáveis pela coordenação deste acordo:

South Dakota State University

CONTATO PRIMÁRIO DO ACORDO
Nome: Sally A. Gillman, Ph.D.
Cargo: Director for Education Abroad
Departamento: Office of International Affairs
Endereço: Briggs Library, Suite
            119
            Brookings, SD 57007
Email: sally.gillman@sdstate.edu
Telefone: 605-688-6094
Fax: 605-688-6540

CONTATO ACADÊMICO
Nome: Reinaldo Tonkoski, Ph.D.
Cargo: Associate Professor
Departamento: Engenharia Eletrica e Ciencias da Computacao
Endereço: 1250 8th St
Brookings, SD, USA 57007-2222

Email: reinaldo.tonkoski@sdstate.edu

Telefone: 605-688-6298
Fax: 605-688-4401

Universidade Federal do ABC

CONTATO PRIMÁRIO DO ACORDO
Nome: Dalmo Mandelli
Cargo: International Affairs Director
Departamento: International Affairs Office
Endereço: Avenida dos Estados, 5001
            Santo André, SP 09780-500
            Brazil

Email: rel.internacionais@ufabc.edu.br
Telefone: +55 11 33567221

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aspects of the agreement.

The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University

PRIMARY CONTACT FOR AGREEMENT
Name: Sally A. Gillman, Ph.D.
Title: Director for Education Abroad
Office: Office of International Affairs
Mailing Address: Briggs Library, Suite
            119
            Brookings, SD 57007
Email: sally.gillman@sdstate.edu
Telephone: 605-688-6094
Fax: 605-688-6540

ACADEMIC UNIT CONTACT
Name: Reinaldo Tonkoski, Ph.D.
Title: Associate Professor
Office: DEH 211
Mailing Address:
1250 8th St
Brookings, SD, USA 57007-2222

Email: reinaldo.tonkoski@sdstate.edu
Telephone: 605-688-6298
Fax: 605-688-4401

Universidade Federal do ABC

PRIMARY   CONTACT   FOR AGREEMENT
Name: Dalmo Mandelli
Title: International Affairs Director
Office: International Affairs Office
Mailing Address: Avenida dos Estados,
            5001
            Santo André, SP
            09780500 - Brazil

Email: rel.internacionais@ufabc.edu.br
Telephone: +55 11 33567221

ACADEMIC UNIT CONTACT

UFABC

CONTATO ACADÊMICO
Nome: Prof. Dr. Joel David Melo Trujillo
Cargo: Professor
Departamento: CECS - 947, Block B
Endereço: Avenida dos Estados, 5001
          Santo André, SP 09780-500
          Brazil

Email: joel.melo@ufabc.edu.br
Telefone: +55 11 4996-0145

Cláusula 6 - Resultados e Produtos

Todos os resultados e produtos desenvolvidos resultantes das ações empreendidas ao abrigo deste Acordo de Cooperação serão devidamente referenciados quanto à sua autoria e instituições participantes.

Cláusula 7 – Vigência

O prazo de vigência deste instrumento é de 5 (cinco) anos, a partir de 15 (quinze) dias de sua assinatura. O presente Acordo de Cooperação poderá ser rescindido por acordo entre as partes ou unilateralmente, por qualquer delas, desde que aquela que assim o desejar comunique à outra, por escrito, com antecedência de 60 (sessenta) dias
Em caso de rescisão ou denúncia do presente Acordo de Cooperação, as partes comprometem-se a cumprir e concluir as obrigações assumidas nos termos dos acordos celebrados ao seu abrigo.
As modificações deste acordo devem ser feitas na forma de um adendo por escrito e assinado por ambas as partes.
Nada no contrato acima deve ser interpretado como juridicamente vinculativo.
Este acordo depende da disponibilidade contínua de fundos apropriados e autoridade de despesas para este propósito da Legislatura do Estado de Dakota do Sul. Se, por qualquer razão, o Legislativo

Name: Prof. Dr. Joel David Melo Trujillo
Title: Professor
Office: CECS - 947, Block B
Mailing Address: Avenida dos Estados, 5001
Santo André, SP 09780-500
Brazil

Email: joel.melo@ufabc.edu.br
Telephone: +55 11 4996-0145

Clause 6 - Results and products

All results and products resulting from the actions undertaken under this Cooperation Agreement will be properly referenced as to its authorship and participating institutions.

Clause 7 – Term

This instrument is effective for a period of 5 (five) years, from 15 (fifteen) days of its complete signature. It may be terminated at any time by agreement of both parts or terminated by either part, by means of a registered letter sent to the other part, at least 60 (sixty) days in advance.
In case of termination or cancellation of this Cooperation Agreement, the parts will fulfill and conclude its obligations taken under this agreement and its auspices.
Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
Nothing in the above agreement shall be construed as being legally binding.
This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be

UFABC

deixar de se apropriar ou conceder autoridade para despesas ou se os fundos se tornarem indisponíveis por força de lei ou reduções de fundos federais, este acordo será rescindido pelo Estado. A rescisão por qualquer um desses motivos não é um inadimplemento do Estado nem dá origem a uma reclamação contra o Estado.

terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.

Cláusula 8 – Litígio

As partes signatárias comprometem-se a resolver entre si quaisquer dúvidas, lacunas ou dificuldades de interpretação que possam surgir na aplicação do presente Acordo de Cooperação.

Clause 8 – Dispute

The signatories undertake to solve among themselves any questions or difficulties of interpretation that may arise in implementing or executing this Cooperation Agreement.

Cláusula 9 – Publicidade

Será publicado no Diário Oficial da União um extrato do presente Acordo de Cooperação para fins de atendimento da publicidade inerente aos atos administrativos.

Clause 9 – Publicity

The summary of this agreement will be published at the Official Union Gazette (DOU) to attend the publicity inherent to administrative acts.

Este Acordo de Cooperação será emitido e assinado em português e inglês, em duas vias, cujo conteúdo de todas é idêntico.

This Cooperation Agreement will be issued and signed in Portuguese and English, in two copies, the contents of which are identical.

Santo André, ____ / ____ /

O Reitor da UFABC

Brookings, _SD_ / _57007_/
The President of South Dakota State University

_____
Dácio Roberto Matheus

Barry H. Dunn

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5 / 5

Budget and Finance
Consent

AGENDA ITEM: 6 – O
DATE: March 29-30, 2022

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SUBJECT
  Maintenance & Repair (M&R) Projects

CONTROLLING STATUTE, RULE, OR POLICY
  BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION
  According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list estimated to cost more than $250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over $250,000 to an approved project must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

  South Dakota State University requests approval of the following projects:
  Central Feed Mill – Auger System & Grain Leg Replacement: SDSU requests the use of $1,250,000 in local agricultural funds for the full design and construction for replacement of grain and feed auger system and replacement of a grain leg at the feed processing unit. Construction will be provided through the competitive bid proposals from manufacturers and installers of this specialized farm grain handling equipment, the lowest responsible bidder will provide installation.
  Stanley J. Marshall – Pool Filtration Replacement: SDSU requests the use of $96,140 in General Funds, $100,000 in fees, and $273,860 in local funds for full design and construction to replace and upgrade the pool filtration system in the Stanley J Marshall Center. The system will be upgraded to meet current operational requirements. A specialized engineering consultant would design the project. SDSU requests the delegation of the project to the University. The University has the necessary in-house expertise to manage the project and it can be completed in a more efficient manner for a project of this scope.

  The University of South Dakota requests approval of the following projects:
  CC-SF – Administration Building Renovations: USD is requesting approval of the use of $325,000 of HEFF funds to design and renovate spaces in the

****

DRAFT MOTION 20220329_6-O:
  I move to approve the requested maintenance and repair projects as described in this item.

Administration Building on the University of South Dakota's Sioux Falls campus. The renovation will include creating offices and renovating a classroom for Health Science programs that will be moving into the building. These renovations are required to move the following Health Science programs into the building: Master of Social Work, Master of Public Health, Center for Prevention of Child Maltreatment, Center for Rural Health, Nursing, and the Certified Registered Nurse Anesthetists programs.

Lee Medicine – 3rd Floor Renovations: USD is requesting approval of the use of $650,000 in local funds for the full design, cost estimate, and contract administration for the Lee Med Third Floor Renovation. The renovation will include demolition, new walls, finishes, flooring, ceiling, lighting, HVAC, plumbing, etc. USD will renovate the space to add a Class Lab, along with adjacent office space.

Sanford School of Medicine – Surgical Simulation Suite Renovation: USD is requesting approval to use $1,000,000 in local funds to renovate basement space at the Sanford School of Medicine and Health Sciences building in Sioux Fall to create additional learning space. The renovation will include a Surgical Simulation Lab, to be utilized by all Medical and Health Sciences programs along with a Nursing Simulation Suite. The Surgical Simulation Laboratory will be necessary to meet accreditation standards by the Council of Accreditation for Nurse Anesthesia programs. The Doctor of Nurse Anesthesia Practice (DNAP) degree program was approved at the August 2021 Board meeting.

IMPACT AND RECOMMENDATIONS

Staff recommends approval of these projects.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

<div align="right">

AGENDA ITEM: 6 – P
DATE: March 29-30, 2022

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SUBJECT
BOR Policy 1:6 Revisions – Appointment, Authority, and Responsibilities of Presidents and Superintendents (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 1:5 – Executive Director
BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents

BACKGROUND / DISCUSSION
This is the second reading of the proposed policy changes. No changes have been made since the first reading. The proposed changes are primarily to address the changes in organizational structures at the special schools.

Board staff is now proposing changes to Board of Regents Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents to delegate authority to the executive director on approval of appointments reporting directly to the superintendents.

The proposed changes will delegate authority to the executive director, or their delegate, for approval on the following employment actions:

1. The appointment of any employee who reports directly to the superintendent;

2. The appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable superintendent;

3. The establishment of any new position(s) reporting to the superintendent, with the approval obtained prior to the positon being recruited or filled.

This change will simplify the hiring processes for the special schools and would require the superintendents to get prior approval from the executive director, not the Board, when hiring direct reports.

****

DRAFT MOTION 20220329_6-P:
I move to approve the second and final reading of the proposed revisions to BOR Policy 1:6, as outlined in Attachment I.

In addition, Section 2.7 of the policy has been slightly modified to remove the annual requirement that the presidents report their organizational structures to the Board, and instead require that they present to the Board only when there are changes being requested.

Section 4 also has two minor adjustments. Section 4.2.4 is added for clarification purposes that the Board must approve any increase that results in a 5% or greater total permanent salary adjustment in a fiscal year. Section 4.2.5 was added to clarify that Board approval is required prior to establishing or recruiting any newly created position(s) that report directly to the president.

IMPACT AND RECOMMENDATION

The staff recommends that the Board approve the second and final reading of BOR Policy 1:6 as outlined in Attachment I.

ATTACHMENTS

Attachment I – Revisions to BOR Policy 1:6

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Appointment, Authority, and Responsibilities of Presidents and Superintendents

NUMBER: 1:6

A. PURPOSE

To address the appointment of a president or superintendent, and to define the primary responsibilities and the authority granted to a president or superintendent by the Board of Regents.

B. DEFINITIONS

1. **Executive Director**: The chief executive officer of the SD Board of Regents.

2. **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, and the University of South Dakota.

3. **President**: The chief executive officer of a SD Board of Regents higher education institution.

4. **Superintendent**: The chief executive officer of a SD Board of Regents Special School.

C. POLICY

1. **Appointment**

   The presidents and superintendents shall be appointed by the Board of Regents. The Board may conduct a nation-wide search by utilizing a search and screen committee consistent with Board bylaws. The president or superintendent shall serve on the basis of an employment contract. The presidents and superintendents shall report to the Board of Regents through the executive director.

2. **Responsibilities**

   The president or superintendent of each institution shall be responsible for the administration of the institution and the respective component entities. He or she shall have the following specific responsibilities:

   2.1. Maintain an effective communications link between the institution and the Board, the Executive Director, other System institutions, and all constituencies at the institutional level, including faculty, students, administrators, employees, alumni, and community.

   2.2. Provide academic leadership and promote academic excellence at the institution and formulate educational policies and academic standards consistent with Board policy.

2.3. Maintain institutional expenditures within the budgetary authorizations and limitations of the Board of Regents and the Legislature.

2.4. Recommend budget allocation and apportion funds within allocations.

2.5. Assign specific responsibility for coordinating institutional oversight of compliance with pertinent federal, state and Board constitutional rights and limitations, statutes, regulations and policies, including development of implementing institutional policy statements and practices, and including routine training and periodic compliance audits, and generally assure enforcement of policies of the Board of Regents, and the constitutions, statutes and regulations of the State of South Dakota and the United States of America.

2.6. Recommend for appointment, tenure, and dismissal all members of academic and non-academic staff in accordance with Board policy and procedures.

2.7. Determine the overall administrative organization and structure of organizational units of the institution and annually present any requested changes in organizational structure for Board approval. to the Board an outline of the structure noting any recommended changes.

2.8. Attend all Council of Presidents and Superintendents meetings unless excused by the Executive Director.

2.9. Attend all regular meetings of the Board unless excused by the Executive Director.

2.10. Perform such other duties as the Board may from time to time specify.

3. **Executive Powers**

The executive powers delegated through this section remain subject to such substantive or procedural limitations as may otherwise be established by law or policy. The presidents and superintendents shall have all powers necessary to carry out their executive responsibilities, including, but not limited to, the following:

3.1. Organize a structure of academic governance and provide for the establishment, review and assessment of curricula and instruction, of research and scholarly programs and of public service activities.

3.2. Provide for the governance of students and for the establishment of programs to address their educational, social, cultural and ethical development within available resources.

3.3. Establish regular or special consultative bodies as deemed useful or necessary.

3.4. Determine and manage institutional budgets.

3.5. Expend monies and enter into contracts.

3.6. Acquire, preserve, register, manage, lease, license or assign institutional properties, including intellectual properties, within the limits of state law and Board policy; and provide assurance of right or of title or make such similar undertakings as may be customarily incidental to the diligent management of such properties.

3.7.   Recommend the hiring, promotion and termination of employees to the Board, pursuant to Section C(4) of this policy.

3.8.   Assign, transfer, evaluate and discipline employees and investigate and adjust grievances.

3.9.   Participate on behalf of the institution in the activities of affiliated organizations.

3.10. Determine and present official institutional positions, policies and practices.

3.11. Preside at all general faculty meetings or delegate that function to another member of the administration or faculty.

4. **Delegation of Authority in Employment Actions**

Except where exclusively reserved, the Board delegates authority for personnel appointments, terminations, and compensation management to the presidents and superintendent as described below. In fulfilling this responsibility, the presidents and superintendents shall exercise their authority consistent with Board policies and procedures, the South Dakota Civil Service Act and its implementing regulations, and the collective bargaining agreement between the Board and the Council of Higher Education (for the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired). Notwithstanding this delegation, the Board retains full authority regarding personnel appointments, terminations, and compensation management consistent with the Board's constitutional duty to control the institutions under its governance. The provisions of Section C(4) of this policy will supersede any other inconsistent policy requirements in the Board of Regents policy manual relating to employment actions.

4.1.   Delegation to Presidents and Superintendents

Except as provided in Sections C (4.2) and C (4.3), the president or superintendent shall have the authority, subject to this section, to appoint, terminate, manage, supervise, control and determine compensation for the personnel of the institution.

4.2.   Authority Exclusively Reserved to the Board

Board approval is required for the following personnel actions:

4.2.1.   The initial appointment of any employee who reports directly to the president or superintendent;

4.2.2.   The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable president; or superintendent;

4.2.3.   The appointment of any coach or athletic director that has a term greater than one year;

4.2.4.   Any mid-year, permanent compensation adjustments that are five percent (5%), or greater, or that result in a total permanent compensation adjustment of 5% or greater in any fiscal year outside of the fiscal year salary policy processes, for benefit eligible non-faculty exempt employees and faculty members;

4.2.5. The establishment of any new position(s) reporting to the President, with the approval obtained prior to the position being recruited or filled;

4.2.5.4.2.6. Annual salary policy increases that are greater than the Board approved salary policy pool by five percent (5%), or more; and

4.2.6.4.2.7. Any employment action that requires Board action or approval pursuant to the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired collective bargaining agreement;

4.2.7.4.2.8. The awarding of promotion and tenure, approving prior service credit, sabbatical, faculty member improvement and career redirection leave;

4.2.8.4.2.9. Extending the maximum periods of time allowed for progress towards promotion to associate professor and the award of tenure;

4.2.9.4.2.10. Granting exceptions to minimum rank qualifications and promotion eligibility criteria; and

4.2.11. The granting of professional development leave for non-faculty exempt employees.

4.3. Delegation of Authority to the Executive Director and CEO

The Board delegates authority to the Executive Director and CEO, or their delegate, for the actions outlined below. Superintendents are required to seek approval for the following actions prior to initiating, offering or negotiating the personnel action:

4.3.1. The appointment of any employee who reports directly to the Superintendent;

4.3.2. The establishment of any new position(s) reporting to the Superintendent, with the approval obtained prior to the positon being recruited or filled; and

4.3.3. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable president or superintendent.

5. **Provisional Delegation of Authority in Matters Relating to Governance, Discipline and Grievances**

The South Dakota Supreme Court, in *Worzella v. Board of Regents of Education*, 77 S.D. 447, 93 N.W.2d 411 (S.D. 1958), held that the South Dakota Constitution limits the Board's power of delegation. The Board may only delegate provisional authority to its subordinates. The court has decided that the Board can neither authorize nor adopt policies that create procedural bars to Board consideration of a matter. Nor can the Board vest a delegatee with the power to prevent the Board from taking up a matter that it deems of public interest.

The court has also held that the legislature may limit the Board's power over certain aspects of certain employment relations. It upheld the Civil Service Act and the Public Employees' Unions Act as legitimate exercises of legislative power, notwithstanding the fact that the acts remove certain employment decisions from final Board action. *South Dakota Board of*

Regents v. Meister, 309 N.W.2d 121 (S.D. 1981); *South Dakota Board of Regents v. Meierhenry*, 351 N.W.2d 450 (S.D. 1984).

5.1. In order to give effect to the constitutional limitations described in *Worzella*, the delegation of authority provided in this policy shall be understood to be provisional in the following sense.

    5.1.1. The authority vested in chief executive officers must, at all times, be exercised in a manner that is consistent with Board policy.

    5.1.2. Except as provided in section 5.1.3 below, the authority to take binding action without specific prior Board approval is subject to the condition that the Board may require that a matter be forwarded to it for review.

        5.1.2.1. Such a review shall not ordinarily result in a modification of an action that has created third party rights, but the Board may direct that such responsive measures be taken as it deems necessary.

        5.1.2.2. Where the action in question relates to the implementation of Board policy involving governance, discipline or grievances, the Board may reconsider the matter. Ordinarily, the Board's review of the final decision reached by the president or superintendent pursuant to this policy will be limited to determining whether (i) any material decisions lack substantial support in the record, and (ii) any procedural errors materially impact the integrity of the decision. In the context of a disciplinary action or a grievance, the Board may:

            5.1.2.2.1. Accept the factual findings that were reached below and accept the conclusions drawn from those facts and the action taken on their basis; or

            5.1.2.2.2. Accept the factual findings that were reached below, but modify the conclusions drawn from those facts or the action taken on their basis; or

            5.1.2.2.3. Reject the factual findings that were reached below and hold new hearings, upon due notice, to reconsider the matter in its entirety.

    5.1.3. Nothing herein shall be interpreted to modify the procedural requirements of regulations or agreements duly adopted pursuant to the Civil Service Act or the Public Employees' Unions Act.

5.2. Presidents or superintendents may delegate provisionally to their subordinates or to such administrative or consultative bodies as they may establish from time to time the authority that the Board has delegated to them.

    5.2.1. A provisional delegation of authority by a president or superintendent shall be understood to authorize only actions that are consistent with Board policy and with institutional policies previously approved by the president or superintendent.

5.2.2. The authority to take binding action without specific prior approval by the president or superintendent approval is subject to the condition that the president or superintendent may require that a matter be forwarded for his/her review.

5.2.3. Where the action undertaken with delegated authority involves the implementation of Board or institutional policy involving governance, discipline or grievances, the president or superintendent may reconsider the matter anew.

> 5.2.3.1. In the context of a disciplinary action or a grievance, the president or superintendent may:
>
> > 5.2.3.1.1. Accept the factual findings that were reached below and accept the conclusions drawn from those facts and the action taken on their basis; or
> >
> > 5.2.3.1.2. Accept the factual findings that were reached below, but modify the conclusions drawn from those facts or the action taken on their basis; or
> >
> > 5.2.3.1.3. Reject the factual findings that were reached below, and hold new hearings, upon due notice, to re-examine the matter in its entirety.

5.2.4. Nothing herein shall be interpreted to modify the procedural requirements of regulations or agreements duly adopted pursuant to the Civil Service Act or the Public Employees' Unions Act.

6. Acting President or Superintendent

Each president and superintendent shall designate a staff member to act in his or her place when he or she is outside the state, otherwise not reasonably accessible or subject to temporary illness or disability. Each president and superintendent shall provide the Executive Director an updated succession plan on an annual basis.

7. Evaluation

Presidents and superintendents shall be evaluated at least annually by the Board in a format and setting determined by the Board.

FORMS / APPENDICES:

None

SOURCE:

BOR June 1974; BOR August 1979; BOR April 1992; BOR March 1993; BOR January 1996; BOR June 2015, BOR March 2018; BOR June 2018; BOR December 2020; BOR March 2022.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
BOR Policy 2:14 Repeal – Campus Organizational Structure (Second and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents
BOR Policy 2:14 – Campus Organizational Structure

BACKGROUND / DISCUSSION
The Board staff continues to evaluate the Board of Regents policy manual to address duplication and inconsistencies, BOR Policy 2:14 – Campus Organizational Structure has been identified as a duplicative policy to requirements that are already set forth in BOR Policy 1:6. To remedy this, the staff has recommended minor adjustments to Section 2.7 of BOR Policy 1:6, to clarify that the presidents must present to the Board any requested changes to the administrative organization and the structure of institutional departments. The staff would then recommend that the Board repeal BOR Policy 2:14 to eliminate duplication and simplify the policy manual.

IMPACT AND RECOMMENDATION
Board staff recommends that the Board approve the first reading of the repeal to BOR Policy 2:14 as outlined in Attachment I. The second and final reading to repeal this policy are in coordination with the final adoption of recommended changes to BOR Policy 1:6.

ATTACHMENTS
Attachment I – Revisions to BOR Policy 2:14

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DRAFT MOTION 20220329_6-Q:
I move to approve the second and final reading to repeal BOR Policy 2:14, as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: RESERVED~~Campus Organizational Structure~~

NUMBER: 2:14

_____

~~Institutions may be organized on the basis of schools, colleges, divisions, and departments upon the recommendation of the president and with the approval of the Board of Regents.~~

~~**SOURCE: BOR, 1968; BOR, October, 1993**~~ ~~2:14~~

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

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SUBJECT
  Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY
  BOR Policy 1:5 – Executive Director
  BOR Policy 2:23 – Program and Curriculum Approval
  BOR Policy 5:4 – Purchasing
  BOR Policy 6:6 – Maintenance and Repair

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

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

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

ATTACHMENTS
  Attachment I – Interim Actions of the Executive Director

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INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects
($50,000 - $250,000)

Northern State University

Beulah Williams Library – Roof Replacement: NSU requests the use of $175,000 of HEFF funds to the project cost increase due to roof bids coming in higher than expected.

South Dakota School of Mines and Technology

O'Harra Building – Stairs: SDSMT requests the use of $320,000 in local funds and $280,000 in General Funds to complete the emergency reconstruction of O'Harra Stairs. The increase in project cost was due to the project bid coming in higher than expected. SDSMT plans to include this project in its FY23 General Funds M&R list to cover the $320,000 of local funds used.

South Dakota State University

Briggs Library – HVAC Upgrades: SDSU requests approval to use $200,000 in local funds to hire an Architecture and Engineering firm for the planning and preliminary design of the Briggs Library HVAC improvements project. SDSU would solicit for full design services and select an Architecture and Engineering firm utilizing the State required competitive selection process. The probable scope of work would include upgrading equipment to meet minimum code specified airflow rates, improve air filtration, replace air conditioning coils, modify outside air intakes, improve temperature and humidity control and commission the system to verify it is functioning as designed. Once the Architect/Engineer has better defined the full scope and cost estimate of this project, a revised work request will be submitted.

CMP – Band Tower Installation: SDSU requests approval to utilize $58,000 of private funds for the full design and construction of an engineered cast in place pier foundation to be poured approximately 500 ft east of the Oscar Larson Performing Arts Center on the main campus of SDSU. The foundation footing will support a pre-engineered and prefabricated steel tower for use in instruction of marching band activities. The tower will be a total height of twenty-six feet. The work will be completed with standing contractors and the tower installed by the manufacturer. Construction oversight and management will be from SDSU Facilities and Services.

CMP – Water Service Update to Crop Research Plots: SDSU requests the use of $60,000 in private funds for the full design and construction of a 4" frost free domestic cold-water line to replace the current 2" seasonal water line for irrigation of research plots. This project would install a series of 12 frost free hydrants for use by researchers as well as a man-hole style meter access pit. The project site is approximately 800 feet east of the Oscar Larson Performing Arts Center and would connect to the existing 6" water main along the north side of University Boulevard. The total length of the water line would be 1,200 feet. Work would be completed with standing contracts and the project would be managed by SDSU Facilities and Services.

Wagner Hall Restroom Accessibility Upgrades: SDSU requests the use of $140,000 in General Funds and $100,000 in other funds to improve accessibility in Wagner Hall restrooms 249C, 244, and 253. Work would include minor upgrades in restroom 249C and full renovation in restrooms 244 and 252 to meet current ADA standards. Design and construction work would be performed by agency labor. SDSU is requesting delegation for this project.

Wintrode Center – Opportunity Center Office Construction: SDSU requests the use of $48,000 of local funds to add an enclosed office for the newly formed Student Opportunity Center in the open office area within room 120 of the Wintrode Student Success Center. The work would include general carpentry, interior finishes, power, data, lighting, and HVAC modifications. SDSU requests delegation of this project.

University of South Dakota

Dakota Hall – Counseling Center Renovation: USD requests approval to use $74,100 in general funds for the full design, cost estimate, and contract administration for a renovation of first floor space. This space currently houses USD's Dental Hygiene Clinic and once they relocate to the new Health Sciences building, the Counseling Center will be relocated from Cook Hall to Dakota Hall. The proposed project budget is $750,000, which will be included in a FY23 M&R project list.

Capital Asset Purchase
(greater than $250,000)

South Dakota State University

Octet R8:   Using a combination of NSF grant, AES, Discipline Fee, and Indirect funds, SDSU requests the authority to purchase the Octet R8 system for an estimated cost of $281,361.41. The system detects molecular interaction among a diverse range of biomolecules from small molecules to proteins to mammalian cells. The system utilizes Bio-Layer Interferometry (BLI) technology, offering an advanced fluidics-free approach with a wide variety of off-the-shelf Dip and Read biosensors for rapid binding kinetics and quantitation analysis. The Octet R8 will be house in a multiuser facility and can be accessed by multiple laboratories to support their Biomolecular Research and Education. 70% of this purchase is funded by the NSF MRI program.

Clerical BOR Policy Updates

BOR Policy 4:14 – Faculty Remediation and Remediation Procedures – was updated on January 12, 2022, to correct the following clerical edit (noted in red below) in Section 1.B.1.a and 1.B.1.b:

1. Corrective Action:
   a. Verbal warnings or directives which do not constitute ~~Punitive~~ Discipline; or
   b. Written warnings or directives to be filed with the personnel file of the faculty member which do not constitute ~~Punitive~~ Discipline.

Course Modifications

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

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

Substantive Program Modifications

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

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

Reduced Tuition Externally Sponsored Courses

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

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

Contracts Requiring Action by the Executive Director

All academic agreements approved by the System Associate Vice President for Academic Affairs can be found on the Miscellaneous Academic Agreements and Contracts webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Academic-Agreements-Contracts/Pages/Miscellaneous.aspx

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 6 – S
DATE: March 29-30, 2022

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SUBJECT
Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 5-14-1 – Classification of Capital Improvements
SDCL 5-14-2 – Supervision by Bureau of Administration of capital improvement projects - Payment of appropriated funds
SDCL 5-14-3 – Preparation of plans and specifications for capital improvements - State building committees - Approval by board or commission in charge of institution
BOR Policy 6:4 – Capital Improvements

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

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).

(Continued)
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INFORMATIONAL ITEM

4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.
5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS
N/A

ATTACHMENTS
Attachment I – March 2022 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - March 2022

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	$3,000,000 $3,972,345 $2,400,000 $9,372,345	Oct-20 Design Plan	Construction	2022	Bastian
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022 Pending Signature of Governor	General HEFF Private	$8,000,000 $5,114,644 $2,000,000 $15,114,644	Oct-21 Program Plan	Planning	2025	Partridge
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
DSU-ARL		SB130-2022 Pending Signature of Governor	Private	$50,000,000	Jan-22 Facility Statement	Planning	2025	Venhuizen
Event Center		HB1021-2022	Private	$28,047,000	Oct-21 Program Plan	CM Selection Design	2024	Rave
Madison Cyber labs (MadLabs)		HB1057-2018	Private	$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave
Northern State University								
Regional Sports Complex		HB1037-2019	Private	$33,000,000	Jun-19 Design Plan	Final Inspection	2021	Thares
Lincoln Hall Replacement		SB44-2022 Pending Signature of Governor	General Funds	$29,500,000	Oct-21 Facility Program Plan	Design	2024	Thares
South Dakota School of Mines and Technology								
Mineral Industries Building		SB156-2021	Private Local State	$12,000,000 $3,000,000 $19,000,000 $34,000,000	Dec-21 Facility Design	CM Selection Design		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Wink
Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R HEFF M&R Auxiliary Revenues Private	$4,000,000 $1,350,000 $500,000 $100,000 $1,000,000 $6,950,000	Dec-20 Facility Design	Construction		Bastian
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection		Bastian

South Dakota Board of Regents Capital Improvement Projects - March 2022

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
South Dakota State University								
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016	Livestock Disease Emergency	$1,575,000	Oct-16	Final Inspection	2020	Rave
		SB172-2017	2018 State Bonded	$50,039,637	Design Plan			
			LDE/Animal Ready Fund	$2,600,000				
			Local	$6,000,000				
			ADRDL Fees	$1,105,000				
				$61,319,637				
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			Donations	$1,000,000	May-21	Construction	2023	Roberts
			HEFF M&R	$7,284,159	Design Plan			
			Precision Ag Funds	$100,000	(Revised)			
				$8,384,159				
Dairy Unit - Dairy Research and Training Facilities		HB 1153- 2021	Private	$7,500,000	Apr-20	Design	2023	Stork
			General Funds	$7,500,000	Facility Stmt			
				$15,000,000				
Lincoln Hall - Renovation			Private	$3,500,000	Oct-21	Construction	2023	Bastian
			HEFF M&R	$3,616,880	Design Plan			
			2021 HEFF Bonds	$10,000,000	(Revised)			
				$17,116,880				
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	$600,000	Dec-17 Program Plan	Planning	2022	Venhuizen
Raven Precision Agricultural Center - Phase 1		HB1264-2018	Local	$7,500,000	Dec-18	Final Inspection	2021	Venhuizen
			General Funds	$2,000,000	Design Plan			
			Private	$16,600,000				
			2019 State Bonds	$20,000,000				
				$46,100,000				
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning	TBD	Stork
Sanford Jackrabbit Athletic Center Wrestling Addition		SB 28-2021	Private	$4,900,000	Oct-21 Design Plan (Revised)	Construction	2022	Roberts
SJ Marshall Center - Addition, Phase 2		HB1022-2022	Private	$43,168,000	Dec-21	Phased Project Design	TBD	TBD
			Local	$4,000,000	Design Plan			
			HEFF M&R	$6,000,000	(Revised)			
				$53,168,000				
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds	$7,500,000	Jun-2020	Planning	TBD	Bastian
			Private	$3,315,000	Facility Stmt			
				$10,815,000				
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds	$5,000,000	Mar-16	Phased Project Design & Construction	2029	Roberts
			HEFF M&R	$5,043,000	Program Plan			
				$10,043,000				
University of South Dakota								
Dakota Dome Renovation		HB1060-2018	Private	$14,500,000	Oct-18	Final Inspection	2020	Stork
			Local	$8,719,888	Design Plan			
			HEFF M&R	$5,400,398				
				$28,620,286				
National Music Museum		HB1065-2018	Private	$9,095,000	Dec-18	Final Inspection	2020	Stork
			HEFF M&R	$1,500,000	Design Plan			
				$10,595,000				

South Dakota Board of Regents Capital Improvement Projects - March 2022

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.
Health Science Building		SB40-2020	HEFF Bond	$7,500,000	Oct-21	Construction	2022	Stork
			M&R Bond	$5,000,000	Design Plan			
			One-Time State Funds	$5,000,000	(Revised)			
			Private Funds	$4,500,000				
			Local Funds	$875,000				
				$22,875,000				

South Dakota School for the Blind & Visually Impaired

New School		HB1071-2018	Private	$11,847,916	Aug-18	Final Inspection	2020	Thares
			GOED	$5,000,000	Facility Design			
				$14,347,916	Plan			

REVENUE FACILITIES
Black Hills State University

University Wellness Center Addition			General & Private		Dec-16	Planning		Partridge
					Facility Stmt			

Dakota State University

New Residence Hall & Student Life Facility			Auxiliary Bonds	$12,000,000	Dec-19	Completed	Aug-21	Roberts
			Private	$500,000				
				$12,500,000	Design Plan			

Northern State University

N/A								

South Dakota School of Mines and Technology

Surbeck Center Addition			Private		Apr-14	A/E Selection		Wink
					Facility Stmt			

South Dakota State University

Pierson Hall Renovations			Rent Revenues		Apr-21	Design	2023	NA
					Facility Stmt			Exempted

University of South Dakota

Wellness Center Expansion			Auxiliary Funds	$5,000,000	Oct-21	Design	2024	Roberts
		SB42-2022	Auxiliary Bonds	$3,900,000	Facility Program Plan			
		Pending Signature of Governor	Private Funds	$9,000,000				
			Local Funds	$7,100,000				
				$25,000,000				

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Board Action:
1) Preliminary Facility Statement
2) Facility Program Plan
3) Design
4) Bid - Board approves substantive changes from program Plan

Project Status:
1) Planning
2) A/E Selection
3) Design
4) Bid
5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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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 March 9, 2022, the building committee for the SDSU Stanley Marshall, represented by Regent Roberts, approved the project's Guaranteed Maximum Price of $46,283,186.

>   On December 17, 2021, the building committee for the DSU Athletic Event Center, represented by Regent Rave, chose to enter negotiations with Hausmann Construction.

>   On December 16, 2021, the building committee for the NSU New School of Business, represented by Regent Thares, chose to enter negotiations with the team of McCownGordan Quest to serve as the project's Construction Manager at Risk.

>   On December 14, 2021, the building committee for the SDSU Berg Hall 1st and 2nd Floor Renovations, represented by Regent Roberts, awarded the base bid from Mills Construction plus four alternates.   Total construction cost is $7.6 million.

IMPACT AND RECOMMENDATIONS
>   None

ATTACHMENTS
>   None

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INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

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SUBJECT
 FY21 Annual Comprehensive Financial Review (ACFR) Audit Review

CONTROLLING STATUTE, RULE, OR POLICY
 SDCL 4-11-2 – Annual Audit of State Accounts

BACKGROUND / DISCUSSION
 The FY21 Statewide Annual Comprehensive Financial Report (ACFR) was released in December. The Board of Regents (BOR) is considered a component unit of the state of South Dakota in the ACFR. The Department of Legislative Audit (DLA) is charged with providing an audit opinion on the ACFR and performs an audit of the BOR financial statements to help arrive at this opinion.

 DLA does not issue an audit opinion specifically for BOR. The lack of an audit opinion does not change the fact that our financials are looked at extensively. DLA sends auditors to both SDSU and USD. They spend time with the campuses looking at both items specific to those two campuses as well as looking at system procedures and controls. They also use Banner to pull documents and review transactions remotely for the four small campuses and review them for accuracy and appropriateness. Phone interviews are also conducted with the controllers at these campuses. Because of the size of our financial numbers, DLA spends a significant amount of time making sure that our statements are free of material misstatements. For FY21 there were no audit findings. There was one mandatory auditor adjustment for the BOR system.

IMPACT AND RECOMMENDATIONS
 The accounting staff at each campus is to be congratulated for the continued commitment to excellence. Listed below are the controllers and Board office staff who had a major hand in completing this year's financial statements.

Terry Miller – BHSU	Justin Noehren – USD
Amy Dockendorf – DSU	Claudean Hluchy – Special Schools
Kay Fredrick – NSU	Dennis Konkler – RIS
Deb Rowse – SDSMT	Shannon Wasilik – BOR
Karen Jastram – SDSU	Abby Underberg – BOR
Yura Chong – SDSU	Scott Van Den Hemel – BOR
Shelley Brunick – USD	

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INFORMATIONAL ITEM

With every audit there are always areas that are identified as places for improvement. The Board office will visit with DLA and the controllers to continue looking for ways to improve our internal controls and other processes. We will also review any findings DLA identified that did not meet material reporting thresholds. These smaller findings can be very helpful in identifying procedures and controls that need to be adjusted before they become bigger issues down the line.

The number of mandatory audit adjustments for the last five years, the dollar value associated with those adjustments, and their impact on BOR's net position are listed below.

Fiscal Year	# of Audit Adjustments	Dollar Value of Adjustments	Impact on Net Position
2017	0	$0.00	0.00%
2018	0	$0.00	0.00%
2019	0	$0.00	0.00%
2020	5	$6,645,014.73	0.00%
2021	1	$11,888,422.00	0.00%

Each year the Board office assigns a priority code to the audit adjustments. One is a high priority and five is a low priority. The one adjustment in FY21 was a human error and received a priority code of five.
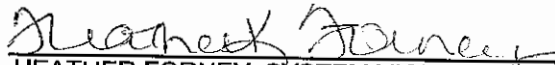
ATTACHMENTS
Attachment I – Analysis of Audit Adjustments

HIGHER EDUCATION
POSTED AUDITOR RECOMMENDED ADJUSTMENTS
FY2021

University	Account Description	Banner Account	ACFR Account	Function	Amount Dr. (Cr.)
SDSU	General Activity Fee	500330	4299006		2,313,962.00
	Special Discipline Fee	500381	4299008		1,972,954.00
	Vehicle Registration Fee	500395	4299010		306,318.00
	Charges	500420	4299014		457,881.00
	General Sales and Services	500660	4599002		4,551,775.00
	Auxiliaries	501105	4599001		2,285,532.00
	Contractual Services	7I9680	5204010	01	(2,406,619.00)
	Contractual Services	7I9680	5204010	03	(714,218.00)
	Contractual Services	7I9680	5204010	05	(6,062,950.00)
	Contractual Services	7I9680	5204010	06	(419,103.00)
	Contractual Services	7I9680	5204010	09	(2,285,532.00)

PURPOSE: To reverse document QR321026 which overreported revenue and contractual services for HEERF.

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I HAVE REVIEWED THE ABOVE JOURNAL ENTRY AND CONCUR WITH ITS CONTENT.

HEATHER FORNEY, SYSTEM VICE PRESIDENT OF FINANCE AND ADMINISTRATION

SCOTT VAN DEN HEMEL, FINANCIAL COMPLIANCE OFFICER

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
Residence Hall Occupancy Report for Fall 2021 / Spring 2022

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
Each year the Board office collects information on the fall utilization numbers for each of the campuses' residence halls. This information is then summarized by the campus and put in the SDBOR Fact Book. The capacity, types of housing available, and number of students boarded can be found in Attachment I for Fall 2021, and in Attachment II for Spring 2022.

IMPACT AND RECOMMENDATIONS
Table 1 shows the total number of beds considered to be part of the housing system for each campus. The revenue generated from these beds is pledged to the auxiliary system, with the exception of 73 beds in the East and West 8-Plex Apartments at DSU as well as 248 beds in Rocker 1 and 2 at SDSMT.

	Table 1		
	South Dakota Board of Regents		
	Available Beds per Semester		
	2019	2020	2021
	2020	2021	2022
BHSU	784	771	854
DSU	787	772	859
NSU	853	788	788
SDSMT	1,080	1,007	1,048
SDSU	4,445	4,212	4,461
USD	2,226	2,009	2,154
System	10,175	9,559	10,164

(Continued)

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INFORMATIONAL ITEM

Major changes in the numbers between years represent new housing coming online or housing being taken out of the system. It could also represent beds taken offline for isolation and de-densification due to COVID-19. Small changes represent a design adjustment in how the room is classified or rooms taken offline for repairs. For example, taking a room that has been sold as a double and deciding that it will be sold as a single in the future represents a reclassification. Only permanent changes can be made to the capacity.

All campuses saw major adjustments to their available beds from 2020 to 2021 due to the number of beds that were required for isolation and de-densification per CDC guidelines for COVID-19. DSU took Van Eps Place offline to house students who were in COVID testing protocol. SDSU brought 132 beds in Waneta online for COVID isolation and over-flow only for the last two years.

Table 2 shows the differences between the fall and spring occupancy rates for the last three years. Occupancy rates for Fall 2021/Spring 2022 are based upon rooms available for the general student population (i.e., beds taken offline for de-densification/COVID-19 accommodations are not included in the denominator of total beds available). The changes from fall to spring represent students who did not return to school for various reasons or graduated after the fall semester.

Table 2
South Dakota Board of Regents
Campus Housing Utilization
Fall, Spring and Avg for Last Three Years

	Fall 2019	Spring 2020	Avg		Fall 2020	Spring 2021	Avg		Fall 2021	Spring 2022	Avg
BHSU	84.37%	75.60%	79.99%	BHSU	82.49%	73.93%	78.21%	BHSU	87.24%	76.00%	81.62%
DSU	99.62%	93.01%	96.32%	DSU	97.54%	82.38%	89.96%	DSU	89.85%	81.49%	85.67%
NSU	75.62%	67.41%	71.52%	NSU	66.45%	61.29%	63.87%	NSU	69.42%	68.02%	68.72%
SDSMT	92.59%	86.11%	89.35%	SDSMT	91.34%	83.02%	87.18%	SDSMT	95.61%	92.37%	93.99%
SDSU	90.52%	85.38%	87.95%	SDSU	94.30%	83.93%	89.11%	SDSU	88.35%	83.41%	85.88%
USD	91.11%	84.37%	87.74%	USD	94.97%	85.32%	90.14%	USD	93.18%	83.94%	88.56%
System	89.85%	83.56%	86.71%	System	91.15%	81.33%	86.24%	System	88.67%	83.01%	85.84%

The majority of costs associated with running a residence hall system are fixed. While some costs will vary, nearly every additional bed that can be filled represents revenue that would go directly to the bottom line of the operation. It should be noted that when campuses prepare financial information for new residence halls, 90% occupancy is used to develop the financial pro forma for the new hall, with current halls remaining at their current occupancy. As a rule of thumb, the system needs to remain above 90% to maintain financial stability. As campuses dip below that figure for an extended period, they begin to put pressure on other areas to maintain their 1.2 coverage ratio. The average occupancy

rates range from 93.99% at SDSMT to 68.72% at NSU, taking into consideration the number of beds reserved for isolation.

Table 3 isolates the last four spring semesters:

	Table 3 *South Dakota Board of Regents* *Campus Housing Utilization* *Spring Semester Only*			
	Spring 2019	Spring 2020	Spring 2021	Spring 2022
BHSU	74.54%	75.60%	73.93%	76.00%
DSU	90.05%	93.01%	82.38%	81.49%
NSU	68.23%	67.41%	61.29%	68.02%
SDSMT	85.62%	86.11%	83.02%	92.37%
SDSU	84.06%	85.38%	83.93%	83.41%
USD	91.95%	84.37%	85.32%	83.94%
System	84.36%	83.56%	81.33%	83.01%

	Table 4 *South Dakota Board of Regents* *Open Beds* *Change from Fall to Spring Prior and Current Years*										
	Fall 2019	Spring 2020	Change		Fall 2020	Spring 2021	Change		Fall 2021	Spring 2022	Change
BHSU	94	195	101	BHSU	135	201	66	BHSU	109	205	96
DSU	3	55	52	DSU	19	136	117	DSU	89	159	70
NSU	208	278	70	NSU	264	305	41	NSU	241	252	11
SDSMT	80	150	70	SDSMT	88	171	83	SDSMT	47	80	33
SDSU	434	650	216	SDSU	240	677	437	SDSU	519	740	221
USD	198	348	150	USD	101	295	194	USD	142	346	204
System	1,017	1,676	659	System	846	1,785	939	System	1,146	1,716	570

Table 4 shows the numbers of beds that are empty based on the occupancy rates. A negative number would indicate that a campus was over 100% for that semester.

ATTACHMENTS

Attachment I – Fall 2021 Residence Hall Occupancy Report
Attachment II – Spring 2022 Residence Hall Occupancy Report

Campus Housing Utilization
Fall 2021

Black Hills State University - Current Capacity 854								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	86	197	0	0	0	0	419	87.29%
Suite-Style	4	96	0	0	0	0	190	96.94%
Apartments	62	61	0	0	0	0	136	73.91%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	152	354	0	0	0	0	745	**86.63%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	2	2	0	0	0	0	0	0.00%
COVID Capacity	150	352	0	0	0	0	745	**87.24%**

Dakota State University - Current Capacity 857								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	64	319	1	0	0	0	562	79.72%
Suite-Style	0	0	0	19	0	0	72	94.74%
Apartments	0	0	0	0	0	11	65	0.00%
Leased Property*	2	3	0	8	8	0	71	88.75%
Total Available	66	322	1	27	8	11	770	**83.06%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	4	33	0	0	0	0	0	0.00%
Totals	62	289	1	27	8	11	770	**89.85%**

Northern State University - Current Capacity 788								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	36	182	2	0	0	0	213	52.46%
Suite-Style	7	33	9	86	0	0	331	74.55%
Apartments	3	0	0	0	0	0	3	100.00%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	46	215	11	86	0	0	547	**64.13%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	4	1	1	14	0	0	0	0.00%
Totals	42	214	10	72	0	0	547	**69.42%**

South Dakota School of Mines and Technology - Current Capacity 1070								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	31	213	3	0	0	0	443	95.06%
Suite-Style	96	56	0	39	0	0	337	92.58%
Apartments	0	0	0	0	0	0	0	0.00%
Leased Property*	248	0	0	0	0	0	243	97.98%
Total Available	375	269	3	39	0	0	1,023	**94.90%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	0	0	0	2	0	0	0	0.00%
Totals	375	269	3	37	0	0	1,023	**95.61%**

South Dakota State University - Current Capacity 4462								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	476	1,527	0	0	0	0	3,002	85.04%
Suite-Style	0	233	0	0	0	0	408	87.55%
Apartments	25	17	10	128	1	0	532	87.79%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	501	1,777	10	128	1	0	3,942	**85.66%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	132	0	0	2	0	0	0	0.00%
Totals	369	1,777	10	126	1	0	3,942	**88.35%**

University of South Dakota - Current Capacity 2081								
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	154	687	16	0	0	0	1,317	83.57%
Suite-Style	0	53	0	77	0	0	401	96.86%
Apartments	0	22	0	48	0	0	221	93.64%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	154	762	16	125	0	0	1,939	**87.11%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	5	67	2	0	0	0	0	0.00%
Totals	149	695	14	125	0	0	1,939	**93.18%**

Current Capacity - Designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles.

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

** Dedensify - spaces intentionally left vacant to provide additional separation between students for COVID-19 safety purposes.

***Isolation - Refers to the beds that were taken off-line to accommodate for COVID-19 isolation/quarantine rooms.

Fall 2021 Housing System by Campus

BHSU Housing System			Prior Year	
Type of Room	**# of Rooms**	**# of Students**	**# of Rooms**	**# of Students**
Traditional				
Singles	86	80	86	76
Doubles	197	339	197	298
Triples	0	0	0	0
Suite-Style				
Single	4	4	4	3
Double	96	186	96	135
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	62	49	48	83
Double	61	87	48	41
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	860	745	820	636
Occupancy Rate		86.63%		77.56%
COVID-19 Beds Offline	6		49	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	854	745	771	636
		87.24%		82.49%

DSU Housing System			Prior Year	
Type of Room	**# of Rooms**	**# of Students**	**# of Rooms**	**# of Students**
Traditional				
Singles	66	29	63	15
Doubles	322	530	320	642
Triples	1	3	0	0
Suite-Style				
Single	0	0	0	0
Double	0	0	0	0
Triple	0	0	0	0
Quad	19	72	5	19
Apartments				
Single	0	0	0	0
Double	0	0	0	0
Triple	0	0	0	0
Quad	8	31	8	30
Quint	8	40	8	47
Other*	11	65	0	0
Total Beds / Students	927	770	795	753
Occupancy Rate		83.06%		94.72%
COVID-19 Beds Offline	70		23	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	857	770	772	753
389		89.85%		97.54%

NSU Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	36	31	36	36
Doubles	182	176	182	164
Triples	2	6	2	3
Suite-Style				
Single	7	3	7	3
Double	33	62	33	54
Triple	9	21	9	14
Quad	86	245	86	247
Apartments				
Single	3	3	2	2
Double	0	0	0	0
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	853	547	852	523
Occupancy Rate		64.13%		61.38%
COVID-19 Beds Offline	65		65	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	788	547	787	523
		69.42%		66.45%

SDSMT Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	31	29	30	29
Doubles	213	405	215	351
Triples	3	9	3	6
Suite-Style				
Single	96	93	95	88
Double	56	106	55	103
Triple	0	0	0	0
Quad	39	138	40	123
Apartments				
Single	248	243	248	218
Double	0	0	0	0
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	1,078	1,023	1,082	918
Occupancy Rate		94.90%		84.84%
COVID-19 Beds Offline	8		77	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	1,070	1,023	1,005	918
		95.61%		91.34%

SDSU Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	476	277	475	357
Doubles	1,527	2,725	1,540	2,632
Triples	0	0	0	0
Suite-Style				
Double	233	408	233	427
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	25	24	29	22
Double	17	26	16	29
Triple	10	21	10	24
Quad	128	457	127	481
Quint	1	4	0	0
Other*	0	0	0	0
Total Beds / Students	4,602	3,942	4,620	3,972
Occupancy Rate		85.66%		85.97%
COVID-19 Beds Offline	**140**		**31**	
Avail Beds Offline to De-densify	**0**		**377**	
Total Beds/Students with COVID accomodations	**4,462**	**3,942**	**4,212**	**3,972**
		88.35%		94.30%

USD Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	154	140	154	136
Doubles	687	1,142	687	1,111
Triples	16	35	16	32
Suite-Style				
Double	53	102	53	104
Triple	0	0	0	0
Quad	77	299	77	296
Apartments				
Single	0	0	0	0
Double	22	42	22	40
Triple	0	0	0	0
Quad	48	179	48	189
Other*	0	0	0	0
Total Beds / Students	2,226	1,939	2,226	1,908
Occupancy Rate		87.11%		85.71%
COVID-19 Beds Offline	**145**		**217**	
Avail Beds Offline to De-densify	**0**		**0**	
Total Beds/Students with COVID accomodations	**2,081**	**1,939**	**2,009**	**1,908**
		93.18%		94.97%

Campus Housing Utilization
Spring 2022

Black Hills State University - Current Capacity 854							
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	86	197	0	0	0	0	371	77.29%
Suite-Style	4	96	0	0	0	0	150	76.53%
Apartments	62	61	0	0	0	0	128	69.57%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	152	354	0	0	0	0	649	**75.47%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	0	3	0	0	0	0	0	0.00%
COVID Capacity	152	351	0	0	0	0	649	**76.00%**

Dakota State University - Current Capacity 859							
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	64	319	2	0	0	0	494	69.77%
Suite-Style	0	0	0	19	0	0	73	96.05%
Apartments	0	0	0	0	0	11	65	0.00%
Leased Property*	1	3	0	8	8	0	68	86.08%
Total Available	65	322	2	27	8	11	700	**75.35%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	4	33	0	0	0	0	0	0.00%
Totals	61	289	2	27	8	11	700	**81.49%**

Northern State University - Current Capacity 788							
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	36	182	2	0	0	0	219	53.94%
Suite-Style	7	33	9	86	0	0	314	70.72%
Apartments	3	0	0	0	0	0	3	100.00%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	46	215	11	86	0	0	536	**62.84%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	4	1	1	14	0	0	0	0.00%
Totals	42	214	10	72	0	0	536	**68.02%**

South Dakota School of Mines and Technology - Current Capacity 1048							
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	31	213	3	0	0	0	416	89.27%
Suite-Style	96	56	0	39	0	0	309	84.89%
Apartments	0	0	0	0	0	0	0	0.00%
Leased Property*	248	0	0	0	0	0	243	97.98%
Total Available	375	269	3	39	0	0	968	**89.80%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	0	11	0	2	0	0	0	0.00%
Totals	375	258	3	37	0	0	968	**92.37%**

South Dakota State University - Current Capacity 4461							
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	477	1,530	0	0	0	0	2,819	79.70%
Suite-Style	0	229	0	0	0	0	385	84.06%
Apartments	25	17	10	128	1	0	517	85.31%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	502	1,776	10	128	1	0	3,721	**80.87%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	132	0	0	2	0	0	0	0.00%
Totals	370	1,776	10	126	1	0	3,721	**83.41%**

University of South Dakota - Current Capacity 2154							
Room Type	Singles	Doubles	Triples	Quads	Quints	Other	Students	Utilization %
Traditional	154	687	16	0	0	0	1,200	76.14%
Suite-Style	0	53	0	77	0	0	393	94.93%
Apartments	0	22	0	48	0	0	215	91.10%
Leased Property*	0	0	0	0	0	0	0	0.00%
Total Available	154	762	16	125	0	0	1,808	**81.22%**
Dedensify**	0	0	0	0	0	0	0	0.00%
Isolation***	3	33	1	0	0	0	0	0.00%
Totals	151	729	15	125	0	0	1,808	**83.94%**

Current Capacity - Designed capacity adjusted for permanent changes, including changing rooms to alternate uses and offering doubles as singles.

* Leased Property - This is property leased and managed by the campuses Residence Life staff.

** Dedensify - spaces intentionally left vacant to provide additional separation between students for COVID-19 safety purposes.

***Isolation - Refers to the beds that were taken off-line to accommodate for COVID-19 isolation/quarantine rooms.

Spring 2022 Housing System by Campus

BHSU Housing System			Fall 2021	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	86	80	86	80
Doubles	197	291	197	339
Triples	0	0	0	0
Suite-Style				
Single	4	4	4	4
Double	96	146	96	186
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	62	53	62	49
Double	61	75	61	87
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	860	649	860	745
Occupancy Rate		75.47%		86.63%
COVID-19 Beds Offline	6		6	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	854	649	854	745
		76.00%		87.24%

DSU Housing System			Fall 2021	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	65	33	65	29
Doubles	322	458	322	530
Triples	2	3	2	3
Suite-Style				
Single	0	0	0	0
Double	0	0	0	0
Triple	0	0	0	0
Quad	19	73	19	72
Apartments				
Single	0	0	0	0
Double	0	0	0	0
Triple	0	0	0	0
Quad	8	30	8	31
Quint	8	38	8	40
Other*	11	65	11	65
Total Beds / Students	929	700	929	770
Occupancy Rate		75.35%		82.88%
COVID-19 Beds Offline	70		70	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	859	700	859	770
		81.49%		89.64%

NSU Housing System			Fall 2021	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	36	31	36	31
Doubles	182	183	182	176
Triples	2	5	2	6
Suite-Style				
Single	7	3	7	3
Double	33	58	33	62
Triple	9	17	9	21
Quad	86	236	86	245
Apartments				
Single	3	3	3	3
Double	0	0	0	0
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	853	536	853	547
Occupancy Rate		62.84%		64.13%
COVID-19 Beds Offline	65		65	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	788	536	788	547
		68.02%		69.42%

SDSMT Housing System			Fall 2021	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	31	29	31	29
Doubles	213	378	213	405
Triples	3	9	3	9
Suite-Style				
Single	96	91	96	93
Double	56	92	56	106
Triple	0	0	0	0
Quad	39	126	39	138
Apartments				
Single	248	243	248	243
Double	0	0	0	0
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	1,078	968	1,078	1,023
Occupancy Rate		89.80%		94.90%
COVID-19 Beds Offline	30		8	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	1,048	968	1,070	1,023
		92.37%		95.61%

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SDSU Housing System			Fall 2021	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	477	273	477	277
Doubles	1,530	2,546	1,530	2,725
Triples	0	0	0	0
Suite-Style				
Double	229	385	229	408
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	25	20	25	24
Double	17	31	17	26
Triple	10	22	10	21
Quad	128	442	128	457
Quint	1	2	1	4
Other*	0	0	0	0
Total Beds / Students	4,601	3,721	4,601	3,942
Occupancy Rate		80.87%		85.68%
COVID-19 Beds Offline	140		140	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	4,461	3,721	4,461	3,942
		83.41%		88.37%

USD Housing System			Fall 2021	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	154	129	154	140
Doubles	687	1,042	687	1,142
Triples	16	29	16	35
Suite-Style				
Double	53	98	53	102
Triple	0	0	0	0
Quad	77	295	77	299
Apartments				
Single	0	0	0	0
Double	22	37	22	42
Triple	0	0	0	0
Quad	48	178	48	179
Other*	0	0	0	0
Total Beds / Students	2,226	1,808	2,226	1,939
Occupancy Rate		81.22%		87.11%
COVID-19 Beds Offline	72		145	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	2,154	1,808	2,081	1,939
		83.94%		93.18%

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
BHSU FY21 NCAA Agreed-Upon Procedures Report

CONTROLLING STATUTE, RULE, OR POLICY
NCAA Division II Bylaw 6.2.3

BACKGROUND/DISCUSSION
The NCAA Division II Bylaw 6.2.3. states; "At least once every three years, all expenses and revenues for or on behalf of a Division II member institution's intercollegiate athletics programs, including those by any affiliated or outside organization, agency or group of individuals (two or more), shall be subject to agreed-on procedures approved by the Division II membership… conducted for the institution by a qualified independent accountant who is not a staff member of the institution and who is selected either by the institution's president or chancellor or by an institutional administrator from outside the athletics department designated by the president or chancellor."

IMPACT AND RECOMMENDATIONS
This report fulfills the FY21 reporting requirement for BHSU, a Division II university. The Independent Accountants' Report on the Application of Agreed-Upon Procedures is attached along with the Statement of Revenues and Expenses and the Notes to the Financial Statements. The NCAA issued *Minimum Agreed upon Procedures Guidance* was used by the auditor to perform the review.   Seven exceptions were identified and noted in the attached Independent Accountants' Report under item numbers 6, 9, 10, 12, 16 and 20. The report has been provided to the BHSU President.

ATTACHMENTS
Attachment I - Independent Accountants' Report on the Application of Agreed-Upon Procedures
Attachment II - Statement of Revenues and Expenses
Attachment III – Notes to the Financial Statements

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INFORMATIONAL ITEM

BOARD OF REGENTS
306 EAST CAPITOL AVENUE, SUITE 200
PIERRE, SOUTH DAKOTA 57501-2545
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OFFICE OF THE EXECUTIVE DIRECTOR

**INDEPENDENT ACCOUNTANTS' REPORT ON THE APPLICATION
OF AGREED-UPON PROCEDURES**

Dr. Laurie Nichols, President,
Black Hills State University

And

Management of the Athletics Department
Black Hills State University

We have performed the procedures enumerated below, which were agreed to by the President of Black Hills State University (BHSU) solely to assist in evaluating whether the accompanying Statement of Revenue and Expenses of BHSU is in compliance with the National Collegiate Athletic Association (NCAA) Bylaw 6.2.3.1 for the year ended June 30, 2021. BHSU's management is responsible for the Statement of Revenues and Expenses and the statement's compliance with those requirements. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of these procedures is solely the responsibility of those parties specified in this report. Consequently, we make no representation regarding the sufficiency of the procedures described below either for the purpose for which this report has been requested or for any other purpose.

Agreed-Upon Procedures Related to the Statement of Revenue and Expenses

The procedures we performed and our findings are as follows:

1. General: We gained an understanding of the aspects of BHSU's general internal control and organizational structure as well as the internal control procedures unique to the intercollegiate athletic department to determine the processing system used to record revenues for completeness and expenditures for proper authorization.

   We found no exceptions as a result of this procedure.

2. General: We reviewed BHSU's procedures for gathering information on the nature and extent of booster group activity for or on behalf of the institution's intercollegiate athletics program and obtained from the University those organization's audited financial statements for the year ended December 31, 2020.

We found no exceptions as a result of this procedure.

3. General: We prepared a trend analysis on each Statement line item and reviewed to determine reasons for variances exceeding 10%.

    We found no exceptions as a result of this procedure.

4. General: We obtained the Statement of Revenue and Expenses and agreed the amounts reported on the Statement to the University's general ledger.

    We found no material exceptions as a result of this procedure.

5. General: We compared and agreed each operating revenue and expense category equal to or greater than 4% of total revenues reported in the Statement to supporting schedules provided by the University. Seven line items required adjustments to the Statement. The adjustments will be separately noted below.

    Seven line item exceptions were noted as a result of this procedure.

6. Direct State or Other Government Support: We traced to supporting documentation. It was determined $250,000 reported from the Foundation was not spent on athletics and should not have been reported on the Statement. In addition, $802,711 was improperly classified.

    An adjustment of $1,052,711, was removed from this line item.

7. Student Fees: We performed interviews documenting the methodology of allocating student fees and traced those amounts to the general ledger.

    We found no exceptions as a result of this procedure.

8. Direct Institutional Support: We performed interviews documenting the methodology of allocating direct institutional support and traced those amounts to the general ledger.

    We found no exceptions as a result of this procedure.

9. Direct Institutional Support: We traced direct institutional support to the general ledger. Due to a misclassification and missed payroll amounts, this line item was adjusted by $850,986.

    An adjustment of $850,986 was made to this line item.

10. Indirect Institutional Support: We obtained documentation to support indirect cost rates and recalculated indirect institutional support.

    Due to an error in calculating salaries, this line item was adjusted by $31,986 for both revenue and expense lines.

11. Contributions: A listing of contributions was obtained from the BHSU Foundation and the Yellow Jacket Club. We reviewed the listing of contributions. Three donors contributed more than 10%. These contributions were traced to supporting documentation.

We found no exceptions as a result of this procedure.

12. Contributions: Per NCAA guidelines, contributions from foundations are not reported until spent. Therefore, an adjustment was made of ($456,444).

    An adjustment of ($456,444) was made to this line item.

13. Compensation and Benefits Provided by a Third Party: We traced the amount to supporting documentation for both the revenue and expense lines.

    We found no exceptions as a result of this procedure.

14. Sport Camps: In FY18, a lack of segregation of duties was noted resulting in inadequate internal controls over collection of camp revenues. For FY21, internal controls have been implemented to correct this deficiency.

    We found no exceptions as a result of this procedure.

15. Sport Camps: We selected a sample of six sport camps and traced to supporting documentation and to the deposit of revenues.

    We found no exceptions as a result of this procedure.

16. Athletics Restricted Endowment and Investment Income: Per NCAA guidelines, investment income is not reported until spent. Therefore, an adjustment of ($68,174) was made.

    An adjustment of ($68,174) was made to the Athletics Restricted Endowment and Investment Income line item.

17. Athletic Student Aid: We selected a sample of forty-five students receiving athletic student aid and compared total aid to the student's account and traced the student and their aid to the NCAA Membership Financial Reporting System.

    We found no exceptions as a result of this procedure.

18. Athletic Student Aid: We compared and agreed the sports sponsored reported in the NCAA Membership Financial Reporting System to the squad lists of the institution.

    We found no exceptions as a result of this procedure.

19. Coaching Salaries, Benefits and Bonuses Paid by the University and Related Parties: We selected a sample of coaches and traced to their contracts and payroll records for agreement.

    We found no exceptions as a result of this procedure.

20. Support Staff/Administrative Personnel Compensation: We selected a sample of support staff and traced to their payroll records for agreement. Discrepancies were noted when comparing

to the general ledger. It was determined payroll amounts for graduate assistants, temporary staff and work study were not included.

An adjustment of $70,300 was made to this line item.

21. Total Institutional Debt: We traced institutional debt to supporting documentation.

We found no exceptions as a result of this procedure.

We were not engaged to, and did not conduct an examination, the objective of which would be the expression of an opinion on the accompanying Statement of Revenue and Expenses of BHSU. Accordingly, we do not express such an opinion. Had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

This report is intended solely for the use of Dr. Laurie Nichols, President, and Management of the Athletics Department of BHSU and should not be used by anyone other than those specified parties.

Michele Anderson, CPA
Director of Internal Audit

January 26, 2022

Black Hills State University
Athletic Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2021

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL
REVENUES:						
Operating Receipts:						
Ticket Sales	5,329	820	820	1,350		8,319
Direct State or Other Government Support						-
Student Fees			144,660	183,010		327,670
Direct Institutional Support	498,717	271,875	116,975	616,233	741,748	2,245,548
Indirect Instituional Support					847,698	847,698
Guarantees		9,077		17,442		26,519
Contributions	96,017	73,632	50,654	19,239	895,731	1,135,273
In-Kind	57				7,700	7,757
Compensation and Benefits Provided by a Third-Party					317,035	317,035
Media Rights						-
NCAA Distributions				(160)	6,116	5,956
Conference Distributions						-
Program, Novelty, Parking and Concession Sales				500	31,901	32,401
Royalties, Licensing, Advertisement and Sponsorships					155,809	155,809
Sports Camp Revenues	125,335	102,166	90,779	17,278		335,558
Endowment and Investment Income					147,200	147,200
Other Op[erating Revenue					14,347	14,347
Football Bowl Revenue						-
Total Operating Revenues	725,455	457,570	403,888	854,892	3,165,285	5,607,090

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON-PROGRAM SPECIFIC	TOTAL
EXPENSES:						
Operating Disbursements:						
Athletics Student Aid	405,949	177,283	161,534	353,534		1,098,300
Guarantees						-
Coaching Salaries, Benefits and Bonuses Paid by the University and Related Entities	401,775	145,995	163,208	520,175		1,231,153
Coaching Salries, Befefits and Bonuses paid by a Third-Party						-
Support Staff/Administrative Compensation, Benefits and Bonuses paid by the University and Related Entities	23,440	7,560	800	5,150	594,969	631,919
Support Staff/Administrative Compensation, Benefits and Bonuses paid by a Third-Party					317,035	317,035
Severance Payments						-
Recruiting	31,859	3,701	1,850	4		37,414
Team Travel	2,014	47,166	66,065	154,317		269,562
Equipment, Uniforms and Supplies	23,220	9,137	7,697	52,075	7,898	100,027
Game Expenses	2,730	14,524	13,600	21,637	17,850	70,341
Fund Raising, Marketing and Promotion	534	8,779	6,332	859	141,671	158,175
Sports Camp Expenses	6,491	23,681	4,432	541		35,145
Spirit Groups						-
Direct Overhead and Administrative	893	382	569	1,325	7,091	10,260
Indirect Institional Support					847,698	847,698
Medical Expenses and Insurance	836	400	802	1,135	6,118	9,291
Memberships and Dues	4,803	660	1,112	3,149	21,775	31,499
Student-Athlete Meals	3,669	4,108	1,517	968		10,262
Other Operating Expenses	35,746	5,187	13,471	26,670	16,397	97,471
Football Bowl Expenses						-
Total Operating Expenses	943,959	448,563	442,989	1,141,539	1,978,502	4,955,552
Excess (Deficiency) of Revenues over (under) Expenses	(218,504)	9,007	(39,101)	(286,647)	1,186,783	651,538
Other Reporting Items						
Total Athletics Related Debt						-
Total Institutional Debt						12,420,000

The accompanying notes are an integral part of this statement.

BLACK HILLS STATE UNIVERSITY ATHLETIC DEPARTMENT
NOTES TO THE FINANCIAL STATEMENTS

1. The Statement of Receipts and Disbursements has been prepared on the cash basis of accounting.

2. Capital Assets

Capital assets include land, buildings, machinery and equipment, and all other tangible or intangible assets that are used in operations and that have initial useful lives extending beyond a single reporting period. *Infrastructure* assets are long-lived capital assets that normally are stationary in nature and normally can be preserved for significantly greater number of years than capital assets.

All capital assets are valued at historical cost or estimated historical cost if actual historical cost is not available. Donated capital assets are valued at their estimated fair value on the date donated. Reported cost values include ancillary charges necessary to place the asset into its intended location and condition for use. Subsequent to initial capitalization, improvements or betterments that are significant and which extend the useful life of a capital asset are also capitalized.

Capitalization thresholds (the dollar values above which asset acquisitions are added to the capital asset accounts), depreciation methods, and estimated useful lives of capital assets reported in the statements are as follows:

	Capitalization Threshold	Depreciation Method	Estimated Useful Life
Land and Land Rights	$0.00	N/A	N/A
Land Improvements	$50,000.00	Straight-line	20 years
Buildings	$100,000.00	Straight-line	50 years
Building Improvements	$100,000.00	Straight-line	20 years
Machinery and Equipment	$5,000.00	Straight-line	7-22 years
Infrastructure	$50,000.00	Straight-line	20-50 years

Land is an inexhaustible capital asset and is not depreciated.

3. Long-Term Debt

At June 30, 2021, Black Hills State University and its affiliated organizations had $0 in athletically-related outstanding debt.

4. Contributions
The Black Hills State University athletic department received contributions in FY2021 in the amount of $62,037 from the Black Hills State University Foundation and $1,046,034.29 from the Yellow Jacket Foundation, both affiliated organizations.

Three contributors to the Yellow Jacket Foundation exceeded 10% of aggregate contributions made to the athletics department. The majority of these contributions funded athletic scholarships and compensation and benefits provided by a third-party.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT:
   2021-2022 Regional Tuition and Fees Survey

CONTROLLING STATUTE, RULE, OR POLICY
   None

BACKGROUND/DISCUSSION

Annually, the Board office conducts a comprehensive tuition survey of the four-year public institutions in the surrounding states. States participating are Iowa, Minnesota, Montana, Nebraska, North Dakota, and Wyoming. The survey compares mandatory tuition and fee costs and total costs using the following parameters:

1. Tuition and Fees – This represents tuition and any mandatory fees for 30 credit hours per year for undergraduate and 24 credit hours for graduate. These data are collected for undergraduates and graduates for residents and nonresidents.

2. Total Cost – This number is a combination of the tuition and fee costs plus the cost of housing and meals. Housing is based on a double occupancy room and the meal plan is based on a plan that provides 15 meals per week or one that is close to that.

The figures reflected in the study only include costs that are identified for all students. Special discipline fees are not included since they cannot be identified for all students. Therefore, a student could pay costs higher than those reflected in this report if he or she were enrolled in a discipline with special support fees.

It is important to also note that the nonresident rates do not reflect any reciprocity agreements or other tuition reduction programs between states. Therefore, a nonresident student could attend a given institution at a lower cost than indicated in this report.

The report is presented in four sections. Section I provides summary tables comparing individual South Dakota university costs to average costs for comparable Carnegie classified institutions for tuition and fees and total costs. Section I also provides a comparable South Dakota average cost to the survey average by student classification. Section II provides the tuition and fee cost information for all thirty-nine institutions and compares them by institution classification. Section III combines tuition and fees with

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INFORMATIONAL ITEM

room and board costs to exhibit a total cost comparison. The classifications of baccalaureate, masters and doctoral are used to compare like institutions. Section IV provides a historic comparison of tuition and fees and total costs for the institutions from 2012-2013 to 2021-2022.

IMPACT AND RECOMMENDATIONS

When looking at how South Dakota tuition and fee rates rank in the region (ranking from lowest to highest), South Dakota ranks fourth highest out of seven states for undergraduate resident tuition and fees, and the fourth highest out of seven states for graduate resident tuition and fees. South Dakota is second highest for undergraduate nonresident tuition and fees and third highest for graduate nonresident tuition and fees.

Tuition & Fees

| | Undergraduate | | | | Graduate | | | |
| | Resident | | Nonresident | | Resident | | Nonresident | |
	Rank*	Avg.	Rank*	Avg.	Rank*	Avg.	Rank*	Avg.
Iowa	6	$9,543	7	$25,701	5	$11,294	7	$26,335
Minnesota	7	$11,153	4	$15,685	7	$13,725	4	$17,273
Montana	2	$6,728	6	$22,527	1	$7,624	6	$24,056
Nebraska	3	$8,256	3	$14,866	2	$8,032	2	$16,443
North Dakota	5	$9,394	1	$12,678	6	$11,552	1	$15,089
South Dakota	**4**	**$9,356**	**2**	**$12,815**	**4**	**$9,178**	**3**	**$16,522**
Wyoming	1	$6,097	5	$20,647	3	$8,653	5	$22,933
Seven State Average		$8,647		$17,846		$10,008		$19,807

Ranked lowest to highest

South Dakota's undergraduate and graduate resident total costs rank in the lower half of the seven states and nonresident undergraduate and nonresident graduate total costs are the second lowest. Graduate resident rates are within $376 of the lowest school. The low nonresident rates reflect the goal of recruiting nonresident students to build the SD workforce.

Total Cost

| | Undergraduate | | | | Graduate | | | |
| | Resident | | Nonresident | | Resident | | Nonresident | |
	Rank*	Avg.	Rank*	Avg.	Rank*	Avg.	Rank*	Avg.
Iowa	6	$19,461	7	$35,619	6	$21,212	7	$36,253
Minnesota	7	$20,367	4	$25,353	7	$23,045	4	$27,036
Montana	1	$15,247	6	$31,046	1	$16,350	5	$32,782
Nebraska	5	$17,670	3	$24,280	3	$17,445	3	$25,856
North Dakota	4	$17,319	2	$20,603	5	$19,982	1	$23,519
South Dakota	**3**	**$16,904**	**1**	**$20,363**	**2**	**$16,726**	**2**	**$24,070**
Wyoming	2	$16,427	5	$30,977	4	$18,983	6	$33,263
Seven State Average		$17,628		$26,892		$19,106		$28,969

Ranked lowest to highest

South Dakota has focused on affordability for resident students. Still, South Dakota increased costs over a ten-year period more than three of the surrounding states for resident rates. South Dakota's nonresident undergraduate tuition and fees costs have increased 33.8% over that same period, more than all other states except Wyoming.

Percentage Increase Over Ten-Year Period

Tuition and Fees			
Undergraduate Resident		Undergraduate Nonresident	
Minnesota	6.9%	Nebraska	(23.2%)
Montana	12.8%	North Dakota	(21.9%)
Nebraska	14.3%	Montana	16.9%
South Dakota	**21.9%**	Iowa	22.7%
Iowa	22.3%	Minnesota	33.5%
North Dakota	35.4%	**South Dakota**	**33.8%**
Wyoming	42.5%	Wyoming	53.1%

South Dakota also increased its total cost for undergraduate residents less than two other states at 25.9%. The total cost increase for nonresidents was the second highest of all seven states.

Percentage Increase Over Ten-Year Period

Total Cost			
Undergraduate Resident		Undergraduate Nonresident	
Minnesota	14.3%	Nebraska	(11.49%)
Nebraska	15.5%	North Dakota	(7.91%)
Montana	21.4%	Montana	20.0%
Iowa	22.2%	Iowa	22.6%
South Dakota	**25.9%**	Minnesota	32.6%
Wyoming	30.2%	**South Dakota**	**32.8%**
North Dakota	32.6%	Wyoming	41.9%

AGENDA ITEM: 7 – A
DATE: March 29-30, 2022

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SUBJECT
  Alcohol Sales

CONTROLLING STATUTE, RULE, OR POLICY
  BOR Policy 6:14 – Sale of Alcoholic Beverages at Institutions
  SDCL § 35-2-6.1

BACKGROUND / DISCUSSION
  The Student Federation sent a letter dated November 8, 2021 (see Attachment I), urging the Board of Regents to consider expanding its alcohol sales policy to allow the sale of alcohol to any person of legal age within the permitted event. Shortly thereafter, during the public comment period at the Board's December meeting, representatives from various student bodies spoke in favor of expanded alcohol sales at events, after which the Board indicated it would explore the topic further at its March meeting. The student government associations on all six campuses have also passed resolutions in support of expanded alcohol sales at events (see Attachments II – VII).

  SDCL § 35-2-6.1 states, in pertinent part, "An alcoholic beverage license may be issued pursuant to subdivisions 35-4-2(12) and (16) for the sole purpose of permitted the licensee to engage in the periodic retail sale of malt beverages or wine for consumption on-site at a location and time, authorized by the Board of Regents, that involves performing arts, intercollegiate athletics, fund raising, a reception, a conference, or an occasional or scheduled event at a facility used for performing arts, intercollegiate athletics, events, or receptions". BOR Policy 6:14 provides the parameters under which an institution may allow alcohol sales pursuant to SDCL § 35-2-6.1, which limits any sales at a student athletic event occurring at institutional facilities to "specially designated box seats or loge areas to which access is controlled and limited to such patrons, and may not include the sale of alcoholic beverages in any other areas (including without limitation general admission areas)."

  For additional context, BOR Policy 6:14 was implemented by the Board after its second reading was approved at the Board's June 2016 meeting. From a national perspective, there were 34 NCAA Division I schools selling alcohol at the start of the 2015 season,

(Continued)
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DRAFT MOTION 20220329_7-A:
  Discussion and consideration.

with that number more than doubling to 78 by the start of the 2019 season, a trend that has continued in the three years since. The University of Wyoming was the first surrounding state to allow general admission alcohol sales at sporting events, commencing in the fall of 2017. North Dakota State University and the University of Minnesota followed suit in the fall of 2019, with the University of Montana, Montana State, and the University of Iowa (pilot) allowing alcohol sales during the 2021-2022 season. Most recently, the Nebraska University Board of Regents voted unanimously on February 11th to begin a process that would allow the sale of alcohol at sporting events.

IMPACT AND RECOMMENDATION

In the event the Board is inclined to consider expanding BOR Policy 6:14 to permit the sale of alcohol in general admission areas at athletic events, changes to the policy would be drafted (consistent with the Board's discussion/direction) and brought back to the Board for consideration at its May meeting.

ATTACHMENTS

Attachment I – Student Federation Letter
Attachment II – BHSU Student Senate Resolution
Attachment III – DSU Student Senate Resolution
Attachment IV – NSU Student Government Association Resolution
Attachment V – SDSMT Student Association Senate Resolution
Attachment VI – SDSU Students' Association Resolution
Attachment VII – USD Student Government Association Resolution

Brian L. Maher

Board of Regents' Executive Director and Chief Executive Officer

306 E Capitol Ave, Suite 200, Pierre, SD 57501

Director Maher,

The South Dakota Board of Regents in policy 6:14 restricts the sale and consumption of alcoholic beverages to "box suite and loge areas." The students at South Dakota Regental Universities want to change this policy to allow the sale of alcoholic beverages to any person of legal age within the permitted event. With the signature of every Students' Association president and the Chair of the Student Federation, we ask for your support on changing this policy.

As students at South Dakota Regental Universities, we believe expanding the sale of alcohol in athletics and performing arts venues will positively impact the student experience. This policy change will immediately create a more vibrant atmosphere with more students attending and staying longer at home events. In addition, studies show that alcohol-related incidents and binge drinking decrease when there is an option to consume alcohol inside the venue with no re-entry policy. For example, following West Virginia University's first football season selling beer in the stadium to the general public, WVU's Police Chief stated he believed the intent of the plan worked, noting that the police department had made more arrests during one game the previous year than the entire season when beer was sold in the stadium and there was no re-entry policy.

The safest place for a student is on campus. Campus culture is safe, responsible, and monitored. Students that are not in the safety of campus may be exposed to a more dangerous setting of drugs, alcohol, and other risks. The safety of the campus venues eliminates drugs and promotes a safe drinking culture where overserving is not allowed or tolerated, and violent or unsafe behavior can be swiftly met by security and/or law enforcement. We do not want large parties in a basement where this culture and security is not found.

The Board of Regents task force in 2015 found that South Dakota Regental Universities will financially benefit with the sale of alcohol in athletic and performing arts venues. Only time

will tell what the actual number may be, but any increase would be considered self-generated revenue and alleviate the departments from asking for additional student fees in the future. Additionally, this would bring back young alumni, keep them connected on campus, and maintain enthusiasm in support of the university brand.

Sincerely,

DocuSigned by:

Jonathon Sundet

548BE7AA991C4CC...

South Dakota State University Students' Association Senator Jonathon Sundet

DocuSigned by:

Caleb Weiland

40EF249E299E483...

South Dakota Student Federation Chairman Caleb Weiland

DocuSigned by:

Andrew Rasmussen

8847EA93BDC8420...

South Dakota State University Students' Association President Andrew Rasmussen

DocuSigned by:

Alexandra Feiner

138903319E204CE...

University of South Dakota Student Government Association President Ally Feiner

DocuSigned by:

1515E2C10A294D5...

Northern State University Student Government Association President Jacob Swanson

DocuSigned by:

Nathan Ord

32DCC8E7EB5140A...

Dakota State University Student Senate President Nathan Ord

DocuSigned by:

Olivia Jurrens

8E9B277053E94E3...

South Dakota Mines Student Association Senate President Olivia Jurrens

DocuSigned by:

Keegan Baatz

089F4C57BAE24A4...

Black Hills State University Student Senate President Keegan Baatz

DocuSigned by:

Brandon Frizzell

8B2A6BC180D74E8...

South Dakota State University Student Brandon Frizzell

Senate Resolution # 22-4-R

Sponsors:

Title of Resolution

A RESOLUTION ADVOCATING FOR THE BOARD OF REGENTS TO ALTER POLICY 6:14 TO PERMIT ALCOHOL VENDING AT CAMPUS ENTERTAINMENT VENUES WITHOUT BOARD AUTHORIZATION

WHEREAS: South Dakota Board of Regents policy 6:14 restricts alcoholic beverages at athletic events by only allowing alcohol sales in "box suite and lounge areas[1]"; and

WHEREAS: two exceptions to the policy are currently defined, and both involve facilities and events relating to "performing arts, intercollegiate athletics, events, or receptions"[1] on campus, and altering this policy will effectively promote and prolong attendance at on-campus athletic, theatrical, and other entertainment events; and

WHEREAS: The Board of Regents task force in 2015 estimated that Black Hills State University could make an approximated $2,500 with the sale of alcohol at sporting and theater events[2]; and

WHEREAS: Alcohol sales would help to benefit student scholarships and Black Hills State University; and

WHEREAS: The Board of Regents task force in 2015 found that Black Hills State University could create a special event to sell to bikers, who stay on campus during the Sturgis Rally, allowing for a larger income from alcohol sales[2]. And

WHEREAS: Student safety and comfort is our primary concern, and we request safety precautions and considerations to be put in place to help mitigate issues that could arise.

WHEREAS: on December 7th, 2021, the Student Federation conducted their monthly meeting, and it was determined that Dakota State University, Northern State University, South Dakota School of Mines and Technology, and South Dakota State University student governments had all passed legislation supporting the consideration of alcohol sales on campus[3], now,

THEREFORE BE IT RESOLVED:The Student Government Association of Black Hills State University supports an alteration to South Dakota Board of Regents policy 6:14 that would allow Black Hills State University to decide to sell alcohol to anyone of legal age in official entertainment events, which would allow individual schools to review this policy change and make informed decisions based on the resources, capacity, and student opinion of that campus

Legislation sources:

[1] "South Dakota Board of Regents Policy Manual Subject: Sale of Alcoholic Beverages at Institutions." SDBOR Policies, https://www.sdbor.edu/policy/Documents/6-14.pdf

[2] "https://www.sdbor.edu/the-board/2015AgendaItems/December/4_E_BOR1215.pdf

[3] "Student Federation December 7 Minutes." SDBOR, https://www.sdbor.edu/student-information/Documents/StudentFed/Minutes%2012.7.pdf

Keegan Baatz

_____   _____
Keegan Baatz President
Black Hills State University Student Association

Senate Action
Pass: _4___Fail: 0___Abstain: __0_

DAKOTA STATE UNIVERSITY
STUDENT SENATE

November 16, 2021

Senate Resolution #1
Introduced By: Nathan Ord, DSU Student Senate President
Supported By:

A RESOLUTION IN SUPPORT ALCOHOL SALES AT SOUTH DAKOTA REGENTAL UNIVERSITIES

WHEREAS: South Dakota Codified Law 35-2-6.1 restricts sale of alcoholic beverages at Regental Universities with exceptions for "periodic retail sale of malt beverages or wine for consumption on-site at a location and time, authorized by the Board of Regents, that involves the performing arts, intercollegiate athletics, fund raising, a reception, a conference, or an occasional or scheduled event at a facility used for performing arts, intercollegiate athletics, events, or receptions." Furthermore, South Dakota Board of Regents policy 6:14 further restricts alcoholic beverages at athletic events by only allowing alcohol sales in "box suite and loge areas"; however,

WHEREAS: A 2015 report[1] from the Alcohol Sales Task Force reported that "Among the 31 "three-tier system" states, South Dakota is in a minority of states that maintains a blanket prohibition from all sales of alcohol at its state educational institutions"; and,

WHEREAS: The report further established that a change in policy could have benefits including "overcome[ing] the challenges of binge drinking, violence, and other alcohol-related issues," beside any financial and community engagement advantages; moreover,

WHEREAS: A change in policy would also allow Dakota State University to secure its venues and capitalize on the problem of alcohol being brought to varying events on campus grounds.

THEREFORE, BE IT RESOLVED: The Dakota State University Student Senate supports changing South Dakota Board of Regents Policy 6: 14 that would allow Dakota State University to sell alcohol to anyone of legal age in an athletic venue or permitted event, provided that student safety is paramount.

Nathan Ord
_____

Nathan P. M. Ord
DSU Student Association President

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[1] https://www.sdbor.edu/policy/Documents/6-14.pdf

Student Government Association
Student Senate Resolution 2122-1

Sponsors:
1) Jacob Swanson
2) Laine Converse
3) Dylan Eckart
4) Mariah William

Title of Resolution: A Resolution in Support of Amending SDBOR Alcohol Policy at Northern State University's Athletics Games

WHEREAS, South Dakota Board of Regents policy 6:14[1] restricts alcoholic beverages at athletic events by only allowing alcohol sales in "box suite and loge areas"; and

WHEREAS, studies show that alcohol-related incidents and binge drinking decrease when there is an option to consume alcohol inside the venue with a no re-entry policy; and[2]

WHEREAS, following West Virginia University's first football season selling beer in the stadium to the general public, WVU's Police Chief stated he believed the intent of the plan worked, noting that the police department had made more arrests during one game the previous year than the entire season when beer was sold in the stadium and there was a no re-entry policy; and[3]

WHEREAS, campus culture is safe, responsible, and monitored. Students that are not in the safety of campus may be exposed to a more dangerous setting of drugs, alcohol, and other risks; and

WHEREAS, the safety of the campus venues eliminates drugs and promotes a safe drinking culture where overserving is not allowed or tolerated, and violent or unsafe behavior can be swiftly met by security and/or law enforcement; and

WHEREAS, the Board of Regents task force in 2015 found that Northern State University could make approximately an additional $25,000 with the sale of alcohol. Only time will tell what the actual number might be, but any increase would be considered self-generated revenue and alleviate the athletics department from asking for additional student fees in the future; and[4]

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[1] https://www.sdbor.edu/policy/Documents/6-14.pdf

[2] https://www.thelantern.com/2017/09/ohio-state-sees-drop-in-gameday-incidents-with-in-stadium-alcohol-sales/

[3] https://www.athleticbusiness.com/home/article/15143519/wvu-police-beer-sales-playing-role-in-better-behavior

[4] Task Force.pdf

WHEREAS, Dacotah Bank Stadium was recently built, and has had a successful football season of stadium operations with limited alcohol related incidents and thousands of people in attendance; and

WHEREAS, the Student Government at Northern State University supports finding new revenue sources to help the University flourish, and supports new avenues in ensuring student safety regarding alcohol and increasing security measures; therefore

BE IT RESOLVED, the Student Government Association at Northern State University supports changing South Dakota Board of Regents policy 6:14 that would allow Northern State University to sell alcohol to anyone of legal age in the permitted event.

Records:

Submitted: November 29th, 2021
Submitted by: Jacob Swanson

1st Reading
Date: November 30th, 2021
Pass ___X_____ Fail _____
Emergency Legislative Session Called
2nd Reading
Date: November 30th, 2021
Roll Call: Aye___10__ Nay __1_____

Attach voting record if passed

_____

President's Signature   Date

Jurrens/West   **RESOLUTION NO. 21.F.015**   17 November 2021

Originated by: President Jurrens
Presented by: President Jurrens

Whereas: South Dakota Board of Regents Policy 6.14 restricts the sales of alcohol at
                      athletic events and only allows alcohol sales in "box suites and loge areas", and

Whereas: The policy does not allow each BOR school to make their own decisions on
                      allowing alcohol sales, and

Whereas: Changing this policy would allow each BOR school to instate their own
                      policies regarding alcohol sales at athletic events, and

Whereas: The safest place for a student is on campus. Campus culture is safe, responsible,
                      and monitored. Students that are not in the safety of campus may be exposed to
                      a more dangerous setting of drugs, alcohol, and other risks, and

Whereas: The safety of the campus venues eliminates drugs and promotes a safe drinking
                      culture where overserving is not allowed or tolerated, and violent or unsafe
                      behavior can be swiftly met by security and/or law enforcement, and

Noting: A 2015 Board of Regents task force found that South Dakota Mines could make
                      an additional $15,000 in gross concession income,

Therefore: Be it resolved by a majority vote of the Student Association Senate and the
                      signature of the Student Association President that the Student Association
                      Senate supports the change of Board of Regents Policy 6.14 to allow each BOR
                      school to create their own policies for alcohol sales.

1ˢᵗ READING DATE _____

2ⁿᵈ READING DATE _____   **Y ____ N ____ A ____**

PRESIDENT'S
SIGNATURE _____   **DATE SIGNED _____**

Resolution 21-12-R

Sponsors:

1. *Jonathon Sundet – Senator At-Large
2. Holly Tofte - Senator At-Large
3. Harley Fischer - Senator of Natural Sciences
4. Caleb Huizenga - Senator of Engineering
5. Ryder Mortenson - Senator At-Large
6. Grant Sternhagen - Senator At-Large

Title of Resolution: A Resolution in Support of Creating a Safer and More Vibrant Environment at South Dakota State University's Athletics Games Advocating for the Board of Regents to Change Policy 6:14 to Allow Alcohol sales at Athletic Games

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WHEREAS South Dakota Board of Regents policy 6:14[1] restricts alcoholic beverages at athletic events by only allowing alcohol sales in "box suite and loge areas"; and

WHEREAS Changing this policy will immediately help create a more vibrant atmosphere with more students attending and staying longer at home athletics events; and

WHEREAS studies show that alcohol-related incidents and binge drinking decrease when there is an option to consume alcohol inside the venue with a no re-entry policy; and[2]

WHEREAS following West Virginia University's first football season selling beer in the stadium to the general public, WVU's Police Chief stated he believed the intent of the plan worked, noting that the police department had made more arrests during one game the previous year than the entire season when beer was sold in the stadium and there was a no re-entry policy; and[3]

WHEREAS Athletic Venues are, responsible, and monitored. Students that are not in the safety of a controlled environment may be exposed to a more dangerous setting of drugs, alcohol, and other risks; and

WHEREAS The safety of the campus venues eliminates drugs and promotes a safe drinking culture where overserving is not allowed or tolerated, and violent or unsafe behavior can be swiftly met by security and/or law enforcement; and

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[1] https://www.sdbor.edu/policy/Documents/6-14.pdf

[2] https://www.thelantern.com/2017/09/ohio-state-sees-drop-in-gameday-incidents-with-in-stadium-alcohol-sales/

[3] https://www.athleticbusiness.com/home/article/15143519/wvu-police-beer-sales-playing-role-in-better-behavior

WHEREAS The Board of Regents task force in 2015 found that South Dakota State University could make approximately an additional $122,000 with the sale of alcohol in the football stadium. Only time will tell what the actual number might be, but any increase would be considered self-generated revenue and alleviate the athletics department from asking for additional student fees in the future; and[4]

WHEREAS Dana J. Dykhouse Stadium athletics has proven it can successfully manage large events that sell alcohol with the Luke Bryan and Zac Brown Band concerts. Thousands of students and visitors attended these events with limited alcohol-related incidents, and the consumption of alcohol is significantly less at an athletics event compared to a concert; and

WHEREAS South Dakota State University has proven the ability to successfully implement these changes to positively impact the University and students; Now, therefore,

BE IT RESOLVED South Dakota State University Students' Association supports changing South Dakota Board of Regents policy 6:14 that would allow South Dakota State University to sell alcohol to anyone of legal age in the permitted event.

Pass __X___ Fail _____
Roll Call: Aye ___24___ Nay ___1___

Chairperson Signature

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[4] 📄 Task Force.pdf

Date: January 25th, 2022
Senate Resolution #20
Introduced by: Vice President Brust
Committee:
Supported by:

A RESOLUTION ADVOCATING FOR THE BOARD OF REGENTS TO ALTER POLICY 6:14 TO PERMIT ALCOHOL VENDING AT CAMPUS ENTERTAINMENT VENUES WITHOUT BOARD AUTHORIZATION

WHEREAS South Dakota Board of Regents policy 6:14 restricts alcoholic beverages at athletic events by only allowing alcohol sales in "box suite and loge areas[1]"; and

WHEREAS two exceptions to the policy are currently defined, and both involve facilities and events relating to "performing arts, intercollegiate athletics, events, or receptions"[1] on campus, and altering this policy will effectively promote and prolong attendance at on-campus athletic, theatrical, and other entertainment events: and

WHEREAS following West Virginia University's first football season selling beer in the stadium to the general public, and a campus of 29,616 students, WVU's Police Chief stated he believed the intent of the plan worked, noting that the police department had made more arrests during one game the previous year than the entire season when beer was sold in the stadium and there was a no re-entry policy[2]: and

WHEREAS our athletic venues have been successfully monitored by the University Police Department, with intoxicated fans already present, and students that are not in the safety of a controlled environment such as the Dakota Dome may be exposed to a more dangerous setting of drugs, alcohol, and other risks, since the safety of a campus venue dissuades drug use and promotes a safer drinking culture where overserving is not allowed or tolerated, and violent or unsafe behavior can be swiftly met by security and/or law enforcement; and

WHEREAS The Board of Regents task force in 2015 found that the University of South Dakota could make an approximated $120,000 with the sale of alcohol in the Dakota Dome[3]. It was determined that any increase would be considered self-generated revenue and alleviate the athletics department from asking for additional student fees in the future; and

WHEREAS on December 7th, 2021, the Student Federation conducted their monthly meeting, and it was determined that Dakota State University, Northern State University, South Dakota

School of Mines and Technology, and South Dakota State University student governments had all passed legislation supporting the consideration of alcohol sales on campus4,

WHEREAS The University of South Dakota has proven the ability to successfully implement these changes to positively impact the University and students, and several approaches to monitor consumption may be implemented, including but not limited to wristbands, ID punch cards, overconsumption training for concession staff, and the UPD surveillance. Now, therefore,

BE IT RESOLVED The Student Government Association of the University of South Dakota supports an alteration to South Dakota Board of Regents policy 6:14 that would allow the University of South Dakota to decide to sell alcohol to anyone of legal age in official entertainment events, which would allow individual schools to review this policy change and make informed decisions based on the resources, capacity, and student opinion of that campus, and,

FURTHER BE IT RESOLVED it is recommended by this Student Government Association that future administrations, both those of SGA and USD, consider student safety and wellbeing their top priority; that they seek out feedback including but not limited to that from the student body, the University Police Department, and the Addiction Counseling and Prevention Department, and take this feedback into consideration for all decisions made regarding this policy change.

Alexandra G. Feiner

_____
Alexandra G. Feiner, President   OFFICIAL STAMP
USD Student Government Association

Legislation sources:

[1] "South Dakota Board of Regents Policy Manual Subject: Sale of Alcoholic Beverages at Institutions." *SDBOR Policies*, https://www.sdbor.edu/policy/Documents/6-14.pdf
[2] "WVU Drinking Policies at Games Working, Say Officials." *The Associated Press*, https://www.wvgazettemail.com/news/education/wvu-drinking-policies-at-games-working-say-officials/article_158c65e8-0b50-5cbb-bdb2-ca9d7bf8564a.html
[3] "South Dakota Board of Regents Agenda Item 4-E, December 2-3, 2015." *SDBOR*, https://www.sdbor.edu/the-board/2015AgendaItems/December/4_E_BOR1215.pdf
[4] "Student Federation December 7 Minutes." *SDBOR*, https://www.sdbor.edu/student-information/Documents/StudentFed/Minutes%2012.7.pdf

REVISED
AGENDA ITEM: 7 – B
DATE: March 29-30, 2022

****

SUBJECT
FY23 On-Campus Tuition and Mandatory Fees

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 13-53-6 – Tuition Rates and Fees
BOR Policy 5:5 – Tuition and Fees: General Procedures
BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition

BACKGROUND / DISCUSSION
Mandatory tuition and fees include tuition, the general activity fee, and the laptop fee for Dakota State University (DSU) and South Dakota School of Mines and Technology (SDSMT). Discipline fees along with housing and food service are not included in the calculation of the mandatory cost since they are not assessed to all students.

The 2022 South Dakota Legislative Session concluded with legislators increasing base funding for the Board of Regents by $8,614,767 to freeze tuition at FY22 rates by covering the estimated 6% salary policy costs for tuition-funded employees. Tuition and mandatory fees will remain at the FY22 rate because of this support.

Beginning with the 2022-2023 academic year, the university centers in Sioux Falls and Rapid City will no longer be required to charge the off-campus tuition rate. HB1024, repealing the off-campus rate requirement for the centers, was passed during the 2022 legislative session. As a result, the on-campus rates listed here will also apply to courses taken in-person at those locations.

Cost Drivers
The legislature adopted a 6% salary policy for all employees, including faculty, exempt, and CSA. The FY23 employer-paid, health care benefit cost remained flat with an annual premium rate of $9,872 for each benefit-eligible employee. It is important to note that in most years, the state only provides funding for the general fund portion of the salary package and federal and other funds are provided to the regental system as authority. For

(Continued)
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DRAFT MOTION 20220329_7-B:
I move to approve the FY23 On-Campus Tuition and Mandatory Fees as presented in Attachment I.

FY23, the legislature authorized base funding to be allocated to the campuses to offset the salary policy increase for employees paid via tuition.

On-Campus Tuition Rates
The six universities receive general fund appropriations that are used to support on-campus operations. All courses taught on campus are offered at the Board approved on-campus tuition rate, except for remedial courses which are offered at the off-campus rate. The special or reduced on-campus tuition rates are tied to the undergraduate and graduate base rates. A complete listing of on-campus tuition rates for FY23 can be found in Attachment I.

USD Law School Tuition
The University of South Dakota (USD) Law School utilizes a semester-based tuition rate and a semester-based discipline fee. This tuition and fee structure simplifies the tuition and fee rates and encourages students to take more than the ninety (90) credit hours required for graduation, thereby making it possible for the Law School to offer a broader curriculum that is more attractive to prospective students.

In keeping with BOR policy, the Law School tuition and fee costs should be comparable to regional law schools with a mission to attract students who want to practice law in their own state. South Dakota's FY21 costs are 11.04% below the average of the regional law schools, excluding the University of Minnesota-Twin Cities. There is no recommended increase to the Law School cost, commensurate with the USD graduate tuition being held flat.

University of Iowa	$29,132
Average	$18,877
University of Wyoming	$17,544
University of North Dakota	$16,967
University of South Dakota	**$16,794**
University of Nebraska--Lincoln	$16,786
University of Montana	$16,041

Sanford School of Medicine
Students attending the Sanford School of Medicine (SSOM) on the campus of the University of South Dakota (USD) pay the on-campus tuition rate set annually by the Board of Regents, plus the general activity fee for the first two years while in Vermillion.

The Board adopted the practice of comparing the Sanford School of Medicine, a community-based school, to other public community-based schools across the country for establishing annual cost. If the School of Medicine rates were below the community-based average, the tuition rate would increase by the amount below the average plus mandatory

increases. If the Medical School rate was above the community-based average, it would increase by the graduate tuition rate increase.

The following table provides the comparable tuition and fee costs:

Michigan State University College of Medicine	47,087
Northeastern Ohio University College of Medicine and Pharmacy	44,967
University of South Carolina School of Medicine	44,612
Central Michigan University	44,127
City University of New York	41,912
Washington State - E.S.Floyd College of Medicine	40,526
Wright State-Boonshoft School of Medicine	39,452
Florida International University - Wertheim	38,016
Southern Illinois University School of Medicine	37,864
Eastern Virginia Medical School	37,566
University of Hawaii - Burns School of Medicine	37,444
University of North Dakota School of Medicine	*35,400*
East Tennessee State University - Quillen	35,012
University of South Dakota - Sanford School of Medicine	*34,372*
Mean / Average	*33,892*
University of Nevada School of Medicine - Reno	33,282
Florida Atlantic University-Schmidt College of Medicine	31,830
University of Central Florida College of Medicine	29,680
Florida State University College of Medicine	28,987
Marshall University - Edwards School of Medicine	24,324
Houston	24,268
Texas Tech University School of Medicine-Foster	21,484
University of Texas-Austin - Dell Medical School	21,087
Texas Tech University School of Medicine	20,476

The FY22 annual tuition plus mandatory fees for the School of Medicine is above the community-based average. The School of Medicine annual tuition rate for FY23, however, will remain flat due to the increase in general funds to cover salary policy.

Minnesota Reciprocity Rates
Minnesota Reciprocity rates will not change until the Fall 2022 semester when the FY23 rates will have been negotiated with the Minnesota Higher Education Service Office.

Mandatory Fees
Each student pays the campus' general activity fee (GAF) per credit hour, and students at DSU and SDSMT also pay the mandatory laptop fee each semester. These are the fees included when determining the average cost increase for students.

General Activity Fee (GAF)
The GAF supports student functions related to the co-curricular activities and operations of the student union buildings, including student organizations, cultural events, homecoming, student government, student newspapers, athletics, intramural activities, fine arts, and debt on student unions, athletic facilities, and wellness facilities as approved by the Board. In accordance with Board policy, committees composed of a majority of student representatives are to recommend changes in the GAF to the presidents.

Comparable GAF Rates
Three of the universities have financed debt related to food service operations by including a facility fee on food service rates. To make an apples-to-apples comparison on student support related to student services and student unions, the facility fee needs to be included in the calculation. In the chart below, the projected facility revenue for SDSMT and USD was divided by the number of projected credit hours for each institution. The quotient was then added to the FY23 proposed GAF, so the numbers are comparable.

<div align="center">Comparable GAF Rate Review</div>

	FY23 Proposed Rate	Additional Increase Requested	Facility Fee Converted to Per Cr Hr. Rate	Comparable FY23 Rate
BHSU	$40.25	$0.00	$8.28	$48.53
DSU	$42.65	$0.00		$40.65
NSU	$42.95	$0.00		$40.95
SDSMT	$52.60	$0.00	$1.47	$54.07
SDSU	$53.85	$0.00		$50.85
USD	$58.30	$0.00	$2.63	$57.93

Computer Lease Fees
DSU launched its mobile computing initiative at the start of the FY05 fall semester. SDSMT launched its mobile computing initiative starting with the freshmen class in FY07. The per-semester fee is used to cover the cost to lease laptop/tablet PCs for full-time, on-campus students and to support the operating costs of the program. The cost of the mobile computing programs at DSU and SDSMT are part of the mandatory costs paid by students. The fee will remain flat at both DSU and at SDSMT.

IMPACT AND RECOMMENDATIONS
It is recommended that FY23 tuition, GAF, and computer lease fees remain flat.

Proposed FY23 Resident Undergraduate Mandatory Tuition and Fee Increase

	FY22 Cost	FY23 Cost	$ Increase	% Increase
Black Hills State University	$8,763.00	$8,763.00	$0.00	0.0%
Dakota State University	$9,632.50	$9,632.50	$0.00	0.0%
Northern State University	$8,844.00	$8,844.00	$0.00	0.0%
SD School of Mines &Technology	$10,167.00	$10,167.00	$0.00	0.0%
South Dakota State University	$9,298.50	$9,298.50	$0.00	0.0%
University of South Dakota	$9,432.00	$9,432.00	$0.00	0.0%
System Weighted Cost	$9,334.59	$9,366.39	$0.00	0.0%

ATTACHMENTS

Attachment I – Proposed FY23 On-Campus Tuition and Mandatory Fee Schedule

Attachment II – Programs Proposed for Inclusion in the Western Regional Graduate Program (WRGP) through the Western Interstate Commission for Higher Education (WICHE)

South Dakota Board of Regents
Proposed FY23 On-Campus and Center Tuition and Mandatory Fees

	Current Rate	$ Increase	% Increase	FY23 Rate
Black Hills State University, Dakota State University, Northern State University				
Undergraduate - Per Credit Hour				
Resident	$253.85	$0.00	0.0%	$253.85
Guard STA 50%	$126.95	$0.00	0.0%	$126.95
State Employee, ROTC, Teacher Certification	$126.95	$0.00	0.0%	$126.95
Over Sixty-Five	$139.60	$0.00	0.0%	$139.60
Remedial [7]	$354.75	$0.00	0.0%	$354.75
CCSF Assoc Degree Program (Lower Div)	$287.35	-$46.05	-16.0%	$241.30
CCSF Assoc Degree Prog Guard STA 50% (Lower Div)	$160.45	-$39.80	-24.8%	$120.65
CCSF Assoc Degree Prog Qualified Veteran (Lower Div)	$33.50	-$33.50	-100.0%	$0.00
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident (DSU and NSU)	$253.85	$0.00	0.0%	$253.85
DOD Civilian Resident (BHSU)	$250.00	$0.00	0.0%	$250.00
Western Undergraduate Exchange [2]	$357.25	$0.00	0.0%	$357.25
Nonresident	$357.25	$0.00	0.0%	$357.25
Nonresident CCSF Assoc Degree Program (Lower Div)	$287.35	$8.25	2.9%	$295.60
Child of Alumni [4]	$253.85	$0.00	0.0%	$253.85
South Dakota Advantage [3]	$253.85	$0.00	0.0%	$253.85
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident (BHSU)	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident (DSU and NSU)	$357.25	$0.00	0.0%	$357.25
Minnesota Reciprocity - SP22 SU22 (BHSU)	$307.68	$0.00	0.0%	$307.68
Minnesota Reciprocity - SP22 SU22 (DSU)	$278.70	$0.00	0.0%	$278.70
Minnesota Reciprocity - SP22 SU22 (NSU)	$304.98	$0.00	0.0%	$304.98
Graduate - Per Credit Hour				
Resident	$333.25	$0.00	0.0%	$333.25
Guard STA 50%	$166.65	$0.00	0.0%	$166.65
State Employee, Teacher Certification	$166.65	$0.00	0.0%	$166.65
Graduate Assistant (BHSU and NSU)	$176.60	$0.00	0.0%	$176.60
Graduate Assistant (DSU Only)	$0.00	$0.00	0.0%	$0.00
Over Sixty-Five	$183.30	$0.00	0.0%	$183.30
Nonresident	$622.15	$0.00	0.0%	$622.15
Active Duty Military Personnel Nonresident (BHSU Only) [9]	$300.00	$0.00	0.0%	$300.00
Active Duty Military Personnel Nonresident (DSU and NSU) [9]	$622.15	$0.00	0.0%	$622.15
DOD Civilian Nonresident (BHSU Only)	$300.00	$0.00	0.0%	$300.00
DOD Civilian Nonresident (DSU and NSU)	$622.15	$0.00	0.0%	$622.15
Nonresident Graduate Assistant	$209.95	$0.00	0.0%	$209.95
Minnesota Reciprocity - SP22 SU22 (BHSU)	$528.54	$0.00	0.0%	$528.54
Minnesota Reciprocity - SP22 SU22 (DSU)	$526.14	$0.00	0.0%	$526.14
Minnesota Reciprocity - SP22 SU22 (NSU)	$525.84	$0.00	0.0%	$525.84
Western Regional Graduate Program [5]	$333.25	$0.00	0.0%	$333.25
South Dakota School of Mines & Technology				
Undergraduate - Per Credit Hour				
Resident	$260.55	$0.00	0.0%	$260.55
Guard STA 50%	$130.30	$0.00	0.0%	$130.30
State Employee, ROTC, Teacher Certification	$130.30	$0.00	0.0%	$130.30
Over Sixty-Five	$143.30	$0.00	0.0%	$143.30
Remedial [7]	$354.75	$0.00	0.0%	$354.75
CCSF Assoc Degree Program (Lower Div)	$287.35	-$46.05	-16.0%	$241.30
CCSF Assoc Degree Prog Guard STA 50% (Lower Div)	$157.05	-$36.40	-23.2%	$120.65
CCSF Assoc Degree Prog Qualified Veteran (Lower Div)	$26.80	-$26.80	-100.0%	$0.00
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$260.55	$0.00	0.0%	$260.55
Western Undergraduate Exchange [2]	$390.80	$0.00	0.0%	$390.80
Nonresident	$408.05	$0.00	0.0%	$408.05
Nonresident CCSF Assoc Degree Program (Lower Div)	$287.35	$8.25	2.9%	$295.60

Child of Alumni [4]	$260.55	$0.00	0.0%	$260.55
South Dakota Advantage [3]	$260.55	$0.00	0.0%	$260.55
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$408.05	$0.00	0.0%	$408.05
Minnesota Reciprocity - SP22 SU22	$267.58	$0.00	0.0%	$267.58
Graduate - Per Credit Hour				
Resident	$338.90	$0.00	0.0%	$338.90
Guard STA 50%	$169.45	$0.00	0.0%	$169.45
State Employee, Teacher Certification	$169.45	$0.00	0.0%	$169.45
Active Duty Military Personnel Resident [9]	$338.90	$0.00	0.0%	$338.90
DOD Civilian Resident	$338.90	$0.00	0.0%	$338.90
Graduate Assistant	$179.60	-$179.60	-100.0%	$0.00
Over Sixty-Five	$186.40	$0.00	0.0%	$186.40
Nonresident	$680.25	$0.00	0.0%	$680.25
Active Duty Military Personnel Nonresident [9]	$680.25	$0.00	0.0%	$680.25
DOD Civilian Nonresident	$680.25	$0.00	0.0%	$680.25
Nonresident Graduate Assistant	$213.50	-$213.50	-100.0%	$0.00
Minnesota Reciprocity - SP22 SU22	$517.19	$0.00	0.0%	$517.19
Western Regional Graduate Program [5]	$338.90	$0.00	0.0%	$338.90
South Dakota State University, University of South Dakota				
Undergraduate - Per Credit Hour				
Resident	$259.10	$0.00	0.0%	$259.10
Guard STA 50%	$129.55	$0.00	0.0%	$129.55
State Employee, ROTC, Teacher Certification	$129.55	$0.00	0.0%	$129.55
Over Sixty-Five	$142.50	$0.00	0.0%	$142.50
Remedial [7]	$354.75	$0.00	0.0%	$354.75
CCSF Assoc Degree Program (Lower Div)	$287.35	-$46.05	-16.0%	$241.30
CCSF Assoc Degree Prog Guard STA 50% (Lower Div)	$157.80	-$37.15	-23.5%	$120.65
CCSF Assoc Degree Prog Qualified Veteran (Lower Div)	$28.25	-$28.25	-100.0%	$0.00
Active Duty Military Personnel Resident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Resident	$259.10	$0.00	0.0%	$259.10
Western Undergraduate Exchange [2]	$376.10	$0.00	0.0%	$376.10
Nonresident	$376.10	$0.00	0.0%	$376.10
Nonresident CCSF Assoc Degree Program (Lower Div)	$287.35	$8.25	2.9%	$295.60
Child of Alumni [4]	$259.10	$0.00	0.0%	$259.10
South Dakota Advantage [3]	$259.10	$0.00	0.0%	$259.10
Nonresident Indian University of North America	$259.10	$0.00	0.0%	$259.10
Active Duty Military Personnel Nonresident [9]	$250.00	$0.00	0.0%	$250.00
DOD Civilian Nonresident	$376.10	$0.00	0.0%	$376.10
Minnesota Reciprocity - SP22 SU22 (SDSU)	$295.08	$0.00	0.0%	$295.08
Minnesota Reciprocity - SP22 SU22 (USD)	$290.63	$0.00	0.0%	$290.63
Graduate - Per Credit Hour				
Resident	$340.15	$0.00	0.0%	$340.15
Guard STA 50%	$170.10	$0.00	0.0%	$170.10
State Employee, Teacher Certification	$170.10	$0.00	0.0%	$170.10
Active Duty Military Personnel Resident [9]	$340.15	$0.00	0.0%	$340.15
DOD Civilian Resident	$340.15	$0.00	0.0%	$340.15
Graduate Assistant (USD Only)	$180.30	$0.00	0.0%	$180.30
Graduate Assistant (SDSU Only)	$0.00	$0.00	0.0%	$0.00
Over Sixty-Five	$187.10	$0.00	0.0%	$187.10
Nonresident	$654.05	$0.00	0.0%	$654.05
Active Duty Military Personnel Nonresident [9]	$654.05	$0.00	0.0%	$654.05
DOD Civilian Nonresident	$654.05	$0.00	0.0%	$654.05
Nonresident Graduate Assistant (USD Only)	$214.30	$0.00	0.0%	$214.30
Nonresident Graduate Assistant (SDSU Only)	$0.00	$0.00	0.0%	$0.00
Minnesota Reciprocity - SP22 SU22 (SDSU)	$515.94	$0.00	0.0%	$515.94
Minnesota Reciprocity - SP22 SU22 (USD)	$511.49	$0.00	0.0%	$511.49
Western Regional Graduate Program [5]	$340.15	$0.00	0.0%	$340.15
South Dakota State University, University of South Dakota				
Pharmacy & Allied Health Programs [6]				

Resident - Per Semester		$5,096.00	$0.00	0.0%	$5,096.00
GR.UG Semester STA		$2,548.00	$0.00	0.0%	$2,548.00
Nonresident - Per Semester		$10,903.00	$0.00	0.0%	$10,903.00
Nonresident - Per Credit Hour		$888.10	$0.00	0.0%	$888.10
Minnesota Reciprocity - SP22 SU22		$7,693.00	$0.00	0.0%	$7,693.00
Minnesota Reciprocity - SP22 SU22		$599.90	$0.00	0.0%	$599.90
Law School					
Resident - Semester		$5,868.00	$0.00	0.0%	$5,868.00
Law NG STA 50%		$3,316.85	$0.00	0.0%	$3,316.85
Graduate Assistant - Semester		$3,109.55	$0.00	0.0%	$3,109.55
Nonresident - Per Semester		$15,638.00	$0.00	0.0%	$15,638.00
Nonresident w/ LSAT 155 or Higher - Per Semester		$5,868.00	$0.00	0.0%	$5,868.00
Nonresident Graduation Assistant - Per Semester		$3,697.35	$0.00	0.0%	$3,697.35
Minnesota Reciprocity - SP22 SU22		$10,039.00	$0.00	0.0%	$10,039.00
Minnesota Reciprocity - SP22 SU22		$669.25	$0.00	0.0%	$669.25
Medical School					
Resident & INMED Program - Annual		$32,105.00	$0.00	0.0%	$32,105.00
Nonresident - Annual		$76,935.00	$0.00	0.0%	$76,935.00
Minnesota Reciprocity - Annual		$39,110.05	$0.00	0.0%	$39,110.05
Veterinary Medicine 2+2 Program					
Resident (New) - Per Semester (MN and SD residents)		$9,439.00	$0.00	0.0%	$9,439.00
Non-Resident (New) - Per Semester (all non SD or MN residents)		$18,150.00	$0.00	0.0%	$18,150.00
FY23 Mandatory Fees [1]					
General Activity Fee - Credit Hour	BHSU	$38.25	$0.00	0.0%	$38.25
	DSU	$40.65	$0.00	0.0%	$40.65
	NSU	$40.95	$0.00	0.0%	$40.95
	SDSM&T	$49.60	$0.00	0.0%	$49.60
	SDSU	$50.85	$0.00	0.0%	$50.85
	USD	$55.30	$0.00	0.0%	$55.30
Computer Lease Fee - Semester	DSU	$398.75	$0.00	0.0%	$398.75
	SDSM&T	$431.25	$0.00	0.0%	$431.25

Notes: *All rates are effective at the end of the 2022 spring term.*
SD National Guard members may be eligible for a benefit of 50% of the in-state resident tuition after federal tuition benefits are applied, but the benefits in total may not exceed 100% of the tuition cost. The graduate benefit is limited to 32 credit hours.

(1)   *The mandatory fees are added to the on-campus tuition cost for a total cost per credit hour. Special discipline fees may also apply to certain courses and are in addition to on-campus tuition and mandatory fees.*

(2)   *States participating in the Western Undergraduate Exchange program: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, Utah, Washington, and Wyoming.*

(3)   *The South Dakota Advantage Program is for new freshmen and transfers from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming.*

(4)   *Participation in the program is limited to new freshman or first-time transfers attending the same university from which one of their parents or legal guardian received a degree. Eligibility criteria apply and may differ between institutions.*

(5)   *The Western Regional Graduate Program (WRGP) allows master's, graduate certificate, and Ph.D. students who are residents of the WICHE member states to enroll in high-quality programs at 60 public institutions outside of their home state and pay resident tuition. For a list of South Dakota's programs offered through WRGP, please visit this site: https://www.wiche.edu/wrgp*

(6)   *Allied Health includes Nursing, Dental Hygiene, Occupational Therapy, Physician Assistant Studies, Physical Therapy, HSC Paramedic Specialization, and MS Human Biology*

(7)   *These rates are the total per credit hour cost. No additional fees will be assessed.*

(8)   *Offered to qualified public high school students participating in dual credit courses taken in person or at the University Centers. $96.67 of the rate is provided by the SD Department of Education and applied toward the student's account*

(9)   *Beginning in Fall 2021, applies to courses offered through BHSU as a result of their contract with Ellsworth Air Force Base.*

Programs Proposed for Inclusion in the Western Regional Graduate Program (WRGP)
through the Western Interstate Commission for Higher Education (WICHE)

BLACK HILLS STATE UNIVERSITY
- Integrative Genomics (Master's)
- Special Education (Master's)*
- Applied Management (Master's)*
- Reading Education (Master's)*
- Curriculum and Instruction (Master's)*
- Strategic Leadership (Master's)*
- Sustainability (Master's)*

DAKOTA STATE UNIVERSITY
- Analytics (Master's)
- Computer Science (Master's)
- Cyber Defense (Master's)
- Educational Technology (Master's)
- Health Informatics/Information Management (Master's)
- Information Systems (Master's)
- General Management (Master's)*
- Computer Science (with SDSU) (Doctorate)*
- Cyber Defense (Doctorate)*
- Cyber Operations (Doctorate)*
- Information Systems (Doctorate)*

NORTHERN STATE UNIVERSITY
- Accounting Analytics (Master's)
- Counseling - Clinical Mental Health (Master's)
- Counseling – Forensic Counseling (Master's)
- Counseling – School Counseling (Master's)
- Educational Studies – Individualized Interdisciplinary Studies (Master's)
- Educational Studies – Secondary Education (Master's)
- Instructional Design in E-Learning (Master's)
- Sport Performance and Leadership (Master's)

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
- Atmospheric and Environmental Sciences (Master's and Doctorate)
- Biomedical Engineering (Master's and Doctorate)
- Chemical & Biological Engineering (Doctorate)
- Chemical Engineering (Master's)
- Civil/Environmental Engineering (Master's and Doctorate)
- Computer Science/Engineering (Master's)*
- Construction/Engineering Management (Master's)
- Electrical Engineering (Master's and Doctorate*)

NOTE: Programs new to the request for approval for 2022-23 are indicated with an asterisk (*).

- Engineering Management (Master's)
- Geology/Geological Engineering (Master's)
- Green/Sustainable Chemistry (Master's)*
- Geology/Geological Engineering/Mining Engineering (Doctorate)
- Industrial Engineering (Master's)*
- Materials Engineering and Science (Master's and Doctorate)
- Mechanical Engineering (Master's and Doctorate)
- Mining Engineering & Management (Master's)
- Nanoscience & Nanoengineering (Master's and Doctorate)
- Paleontology (Master's)
- Physics (Master's and Doctorate)

SOUTH DAKOTA STATE UNIVERSITY

- Advanced Graduate Mathematics (Certificate)
- Agricultural and Biosystems Engineering (Master's)
- Agricultural, Biosystems and Mechanical Engineering (Doctoral)
- Animal Science (Master's and Doctorate)
- Architecture (Master's)
- Athletic Training (Master's)
- Biochemistry (Doctorate)
- Biological Sciences (Master's) including specializations in Biology, Dairy Science, Food Science, Microbiology, and Natural Resource Management
- Biological Sciences (Doctorate) including specializations in Agricultural and Biosystems Engineering, Biology, Dairy Science, Food Science, Microbiology, Molecular Biology, Natural Resource Management, Plant Molecular Biology, Plant Science, Veterinary Microbiology, Veterinary Pathobiology
- Chemistry (Doctorate)
- Chemistry Education Specialization (Master's)
- Civil Engineering (Master's and Doctorate)
- Communication and Media Studies (Master's)
- Computational Science and Statistics (Doctorate) including specializations in Data Science, Mathematics, and Statistics
- Computer Science (Master's)
- Computer Science, with DSU (Doctorate)
- Counseling and Human Resource Development (Master's) including specializations in Administration of Student Affairs, Clinical Mental Health Counseling, College Counseling, Marriage and Family Counseling, Rehabilitation and Mental Health, and School Counseling*
- Economics (Master's)
- Electrical Engineering (Master's and Doctorate)
- Geography (Master's) including specialization in Geographic Information Sciences
- Geospatial Science and Engineering (Doctorate) including specializations in Geography and Remote Sensing
- Human Biology (Master's)

NOTE: Programs new to the request for approval for 2022-23 are indicated with an asterisk (*).

- Interdisciplinary Studies (Master's)
- Mathematics (Master's) including specialization in Statistics
- Mechanical Engineering (Master's)
- Nursing (Doctorate)
- Nutrition and Exercise Sciences (Master's) with specializations in Exercise Science and Nutritional Sciences
- Nutrition and Exercise Sciences (Doctorate)
- Operations Management (Master's)
- Pharmaceutical Sciences (Doctorate)
- Plant Science (Master's and Doctorate)
- Sport and Recreation Administration (Master's)
- Statistics (Master's)
- Wildlife and Fisheries Sciences (Master's) with specializations in Fisheries Sciences and Wildlife Sciences
- Wildlife and Fisheries Sciences (Doctorate)

UNIVERSITY OF SOUTH DAKOTA
- Addiction Counseling and Prevention (Certificate)
- Addiction Counseling and Prevention (Master's)
- Administration (Master's), including specialization options in Addiction Studies, Criminal Justice, Health Services, Human Resource Management, Interdisciplinary Studies, Long Term Care Administration, and Organizational Leadership
- Advanced Graduate Mathematics (Certificate)
- Art (Master's) including specialization options in Design, Painting, Photography, Printmaking, and Sculpture
- Artificial Intelligence (Certificate)*
- Arts in Health (Certificate)
- Audiology (Doctorate)
- Basic Biomedical Sciences (Master's)
- Basic Biomedical Sciences (Doctorate) with specialization options in Cancer Biology*, Cardiovascular Biology, Infectious Diseases, Molecular Biology & Genetics*, Neuroscience, and Physiology & Pharmacology
- Biological Sciences (Doctorate)
- Biology (Master's)
- Biomedical Engineering (Master's and Doctorate)
- Business Administration (Master's) with specialization options in Business Analytics, Finance, Health Services Administration, Marketing, and Operations & Supply Chain Management
- Business Analytics (Master's)
- Chemistry (Master's)
- Communication (Master's)
- Computer Science (Master's)
- Counseling and Psychology in Education (Master's) with specializations in Clinical Mental Health, Human Development and Educational Psych, and School Counseling

NOTE: Programs new to the request for approval for 2022-23 are indicated with an asterisk (*).

- Counseling and Psychology in Education (Specialist) with specializations in Counselor Education, Human Development and Education Psychology, and School Counseling*
- Counseling and Psychology in Education (Doctorate) with specializations in Counselor Education, Human Development & Education Psychology, and School Psychology
- Curriculum and Instruction (Doctorate)
- Disaster in Mental Health (Graduate Certificate)
- Elementary Education (Master's), including specializations in Culturally & Linguistically Diverse Learners, Early Childhood Education, Reading Specialist/Literacy Coach, and Science, Technology & Math
- English (Master's), including specializations in Creative Writing and Literature
- English (Doctorate), including specializations in Literary Studies: Creative, and Literary Studies: Critical
- Executive Master of Public Administration (Master's)
- Geospatial Analysis (Certificate)
- Graduate Mathematics (Certificate)
- History (Master's)
- Kinesiology & Sport Management (Master's)
- Leadership in Public Management (Certificate)
- Materials Chemistry (Doctorate)
- Mathematics (Master's)
- Mental Health Counseling (Certificate)
- Museum and Archive Studies (Certificate)
- Nonprofit Management (Certificate)
- Nursing Practice (Master's and Doctorate)
- Physics (Master's and Doctorate)
- Professional Accountancy (Master's) including specialization in Accounting Analytics*
- Psychology with Clinical Specialization (Master's and Doctorate)
- Psychology with Clinical Disaster Specialization (Doctorate)
- Psychology Human Factors (Master's and Doctorate)
- Public Administration (Master's)*
- Secondary Education (Master's), including specialization in Culturally & Linguistically Diverse Learners and Science, Technology & Math
- Secondary Education with Initial Certification (Master's)
- Social Work (Master's)
- Special Education (Master's) including specializations in Advanced Specialist in Disabilities, Early Childhood Special Education, and Multicategorical Special Education
- Speech Language Pathology (Master's)
- Sustainability (Master's and Doctorate)
- Techniques in Public Policy (Certificate)
- Technology Education/Training (Master's)
- Theatre (Master's) including specializations in Design/Theatre Technology and Directing

NOTE: Programs new to the request for approval for 2022-23 are indicated with an asterisk (*).

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY23 Off-Campus Tuition Rates

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 13-53-6 – Tuition Rates and Fees
SDCL 13-51-1.2 – Tuition Rates at Off-Campus Locations
BOR Policy 5:5 – Tuition and Fees: General Procedures
BOR Policy 5:5:2 – Off-Campus Tuition

BACKGROUND / DISCUSSION
Off-Campus Tuition
All courses delivered off campus, including electronically delivered courses, are offered at the Board approved off-campus tuition rates. Remedial courses, though offered on campus, are also charged the off-campus tuition rate. The off-campus tuition rate includes a HEFF component of 11.5%. All off-campus tuition rates are charged per credit hour. The increase per credit hour is commensurate with the on-campus tuition rates and will remain flat for FY23. This is due to an increase in base funding added by the legislature in FY23 to cover the 6% recommended Salary Policy increase. A complete listing of off-campus tuition rates for FY23 can be found in Attachment I.

Beginning with the 2022-2023 academic year, the university centers in Sioux Falls and Rapid City will no longer be required to charge the off-campus tuition rate. HB1024, repealing the off-campus rate requirement for the centers, was passed during the 2022 legislative session. As a result, the off-campus rates listed here will not apply to courses taken in-person at those locations.

Technical Colleges
The Board of Regents has established tuition rates for students that take general education courses at the technical colleges. The technical college rates are set equal to the highest tuition and mandatory fee cost at our comprehensive universities.

(Continued)

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DRAFT MOTION 20220329_7-C:
I move to approve the FY23 Off-Campus Tuition Rates as presented in Attachment I.

Great Plains Interactive Distance Education Alliance (IDEA)

The Great Plains Interactive Distance Education Alliance (IDEA) is a consortium of 11 predominantly land-grant institutions across the Great Plains. The mission of the alliance is to promote distance education master's degrees in the human sciences. The IDEA tuition rates are determined by the GPIDEA consortium, to which SDSU belongs. There was a slight increase for FY23 of 2.4% for the undergraduate courses and 1.7% for graduate courses.

Externally Supported Tuition

The externally supported tuition rate, as authorized by Board Policy 5:5.3 (1.E), Special Course Types, is currently set at $40.00 per credit hour. The Externally Supported Tuition Rate will remain at $40.00 for FY23 to compete with other non-regental providers.

Dual Credit Courses

The Governor's initiative to increase the number of qualified public high school students participating in dual credit courses offered in person or at the university centers and technical institutes continues to assist students with the cost of tuition while still attending high school. The FY23 Dual Credit Rate will remain at $145 per credit hour. The students will pay $48.33 per credit hour and the state will provide $96.67.

Courses at University Centers

Courses at University Centers will now be charged the on-campus tuition rates with the passage of HB 1024.

IMPACT AND RECOMMENDATIONS

The off-campus tuition rates will be held flat commensurate with the on-campus tuition, due to additional general funds being allocated to cover the salary policy recommendation of 6%.

ATTACHMENTS

Attachment I – Proposed FY23 Off-Campus Tuition Rates

South Dakota Board of Regents
Proposed FY23 Off-Campus Tuition

		Current Rate	$ Increase	% Increase	FY23 Rate
Undergraduate		$354.75	$0.00	0.0%	$354.75
Undergraduate Teacher Certification Internet	BHSU, DSU, NSU	$227.85	$0.00	0.0%	$227.85
	SDSM&T	$224.45	$0.00	0.0%	$224.45
	SDSU, USD	$225.20	$0.00	0.0%	$225.20
Undergraduate Guard STA 50%	BHSU, DSU, NSU	$227.85	$0.00	0.0%	$227.85
	SDSM&T	$224.45	$0.00	0.0%	$224.45
	SDSU, USD	$225.20	$0.00	0.0%	$225.20
Undergraduate Qualified Veteran	BHSU, DSU, NSU	$100.90	$0.00	0.0%	$100.90
	SDSM&T	$94.20	$0.00	0.0%	$94.20
	SDSU, USD	$95.65	$0.00	0.0%	$95.65
UG Active Duty Military Personnel		$250.00	$0.00	0.0%	$250.00
UG Spouse & Dependent of Active Military at EAFB & Int	BHSU	$250.00	$0.00	0.0%	$250.00
UG Spouse & Dependent of Active Military at EAFB & Int	DSU,NSU,SDSM&T SDSU, USD	$354.75	$0.00	0.0%	$354.75
UG DOD Civilians EAFB/Internet/Remote	BHSU	$250.00	$0.00	0.0%	$250.00
UG DOD Civilians EAFB/Internet/Remote	DSU,NSU,SDSM&T SDSU, USD	$354.75	$0.00	0.0%	$354.75
Graduate		$470.45	$0.00	0.0%	$470.45
Graduate Teacher Certification Internet	BHSU, DSU, NSU	$303.85	$0.00	0.0%	$303.85
	SDSM&T	$301.00	$0.00	0.0%	$301.00
	SDSU, USD	$300.35	$0.00	0.0%	$300.35
Graduate Assistant Internet	BHSU, NSU	$313.80	$0.00	0.0%	$313.80
	USD	$310.60	$0.00	0.0%	$310.60
	SDSU, DSU, SDSM&T	$0.00	$0.00	0.0%	$0.00
Graduate Active Duty Military Personnel	BHSU	$300.00	$0.00	0.0%	$300.00
Graduate Active Duty Military Personnel	DSU,NSU,SDSM&T SDSU, USD	$470.45	$0.00	0.0%	$470.45
GR Spouse & Dependent of Active Military at EAFB & Int	BHSU	$300.00	$0.00	0.0%	$300.00
GR Spouse & Dependent of Active Military at EAFB & Int	DSU,NSU,SDSM&T SDSU, USD	$470.45	$0.00	0.0%	$470.45
GR DOD Civilians EAFB/Internet/Remote	BHSU	$300.00	$0.00	0.0%	$300.00
GR DOD Civilians EAFB/Internet/Remote	DSU,NSU,SDSM&T SDSU, USD	$470.45	$0.00	0.0%	$470.45
Technical Institute - Resident Undergraduate		$294.60	$0.00	0.0%	$294.60
Technical Institute Guard STA 50% (Lower Div)	BHSU, DSU, NSU	$167.70	$0.00	0.0%	$167.70
	SDSM&T	$164.30	$0.00	0.0%	$164.30
	SDSU, USD	$165.05	$0.00	0.0%	$165.05
Technical Institute Qualified Veteran (Lower Div)	BHSU, DSU, NSU	$40.75	$0.00	0.0%	$40.75
	SDSM&T	$34.10	$0.00	0.0%	$34.10
	SDSU, USD	$35.50	$0.00	0.0%	$35.50
Technical Institute - Nonresident Undergraduate		$397.35	$0.00	0.0%	$397.35
Great Plains IDEA (Undergraduate)		$420.00	$10.00	2.4%	$430.00
Great Plains IDEA (Graduate)		$590.00	$10.00	1.7%	$600.00
Externally-Supported		$40.00	$0.00	0.0%	$40.00
Dual Credit Courses[1]		$145.00	$0.00	0.0%	$145.00

(1) *Offered to qualified public high school students participating in dual credit courses taken in person or at the University Centers. $96.67 of the rate is provided by the SD Department of Education and applied towards the student's account.*

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SUBJECT
   FY23 System, Discipline, Delivery, and Vehicle Registration Fees

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 13-53-6 – Tuition Rates and Fees
   BOR Policy 5:5 – Tuition and Fees: General Procedures
   BOR Policy 5:5:5 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION
   Outside of tuition and mandatory fees, students will be assessed specific fees for services and may pay additional fees for higher cost disciplines. Specific services could include processing applications, testing for credit, assessment fees, late fees, parking fees, or similar services. Discipline fees are used to support high-cost disciplines in the areas of salaries and/or operating expenses.

   The fees for service are summarized below into the following categories: 1) System Fees, 2) Discipline Fees, 3) Delivery Fees, and 4) Vehicle Registration Fees. A justification is included for any new fee or fee being increased above inflation.

   System Fees
   Application Fee
   The universities retain the revenues from the application fee to support work in the admissions offices. The undergraduate application fee is $20.00, and the graduate application fee is $35.00. There will be no increase to these fees for FY23.

   Transcript Fee
   The universities retain the transcript fee revenue to support the work in providing transcripts. The transcript fee was restructured in FY16 when the system purchased software for processing electronic transcripts and created an e-Transcript Center. The current fee is $9.00 per transcript. There is no increase recommended to these fees for FY23.

(Continued)
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DRAFT MOTION 20220329_7-D:
   I move to approve the FY23 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in Attachment I.

Challenge by Exam

The Challenge by Exam, formerly known as Exam for Credit, covers the costs of the College Level Examination Program (CLEP) exams. The cost is $90.75 per exam. There will be no increase to this fee for FY23.

International Student Fee

The International Student Fee was restructured starting in FY13 to a per semester fee with the fee being waived for the summer semester. The semester fee helps to offset the costs of any international student orientation programs, the on-going compliance support related to the Student and Exchange Visitor Information System (SEVIS), and the continuing compliance required of U.S. universities from the time an international student enrolls until the time he/she either graduates, finishes post-graduation training, or terminates his/her academic program and returns home. The cost is 150.00 per semester. This fee will not increase in FY23.

Testing Fees

Testing costs are to be covered with tuition revenues unless the Board has approved a specific fee. Re-test fees have been approved for the COMPASS and the Technology Literacy exams at $20.00 per exam. This fee will remain $20.00 for FY23.

USD contracts with HESI to administer the nursing assessment test for the Associate of Science and Bachelor of Science nursing candidates. The testing costs are paid directly to HESI by the student. There will be no increase to this fee in FY23 and it will remain $198.00. SDSU contracts with Assessments Technology Institute at a cost of $214.00 per student. Since these are electronic assessments, SDSU purchases the student codes ensuring the students receive the correct assessment each time. This fee will remain $214.00 in FY23.

Discipline Fees

South Dakota has traditionally assessed discipline fees to support incremental costs of instructional equipment and other operating costs, including salary enhancement, for the benefit of students enrolled in higher cost disciplines. Courses assessing the discipline fees must be approved by the Board.

Special Discipline Fees will remain flat in FY23, due to the additional general fund allocation from the legislature to meet the salary policy increase.

Following are requests for new fees being added:

South Dakota State University (SDSU)

SDSU is requesting the addition of a Medical Laboratory Science (MLS) fee – both on and off campus.

Justification/Explanation (Medical Laboratory Science – On-Campus):

The goal of this proposal is to align the SDSU phlebotomy certificate with its on-campus medical laboratory science professional program and ensure all students in the courses are charged the same discipline fee on a per credit basis. With the current structure in place, a student is charged $1,787.60 for 4 credits of on-campus courses.

The $133.40 per credit, outlined in the table below, will make the price equivalent to other medical laboratory science students in the same on-campus sections.

Medical Laboratory Science – On-Campus

Credits in the Professional Program	67
Number of Semesters in the Professional Program	5
Medical Lab Science On-Campus Per Semester Fee	$1,787.60
Proposed MLS Fee - Per Credit ($8,938.00/67 credits)	$133.40

There are five semesters in the on-campus medical laboratory science professional program; therefore, the per semester fee of $1,787.60 is charged five times in the student's academic career, resulting in $8,938.00 ($1,787.60 X 5 semesters). There are 67 credits in the on-campus medical laboratory science professional program. With a per credit fee of $133.40, this would result in $8,938.00 ($133.40 X 67 credits).

This proposal is crucial for the current phlebotomy certificate program offered in the College of Pharmacy and Allied Health Professions as well as the development of future dual degree programs with the medical laboratory science professional program. As an example, a dual degree program with microbiology and medical laboratory science emerged in the process of evaluating the health care and market needs. In collaboration with the Department of Biology and Microbiology, it was determined students could take MLS 341 and graduate with degrees in both medical laboratory science and microbiology. The course is currently taught by MLS faculty within the College of Pharmacy and Allied Health Professions who teach in the MLS program. There is capacity in the course to accommodate the dual degree and would not require additional resources. With these additional graduates, it will help meet a workforce need in the state and the region. The development of a dual degree aligns with the University's and College of Pharmacy & Allied Health Professions' strategic plans.

The phlebotomy certificate was approved in June 2020 to address the workforce shortage of phlebotomists in South Dakota. This role is essential in health care as the blood tests are used to diagnose illness, evaluate effectiveness of medications, and determine whether a patient is receiving proper nutrition. Graduates of the phlebotomy certificate may come back to complete the medical laboratory science professional program.

Justification/Explanation (Medical Laboratory Science – Off-Campus):
The goal is to align the SDSU phlebotomy certificate with its off-campus upward mobility medical laboratory science professional program and ensure all students in each of the courses are charged

the same delivery fee on a per credit basis. With the current structure in place, a student is charged $1,114.85 for a 3-credit off-campus course.

The $139.34 per credit, outlined in the table below, will make the price equivalent to the other medical laboratory science students in the same off-campus sections.

Medical Laboratory Science – Upward Mobility (Off-Campus)

Credits in the Professional Program	40
Number of Semesters in the Professional Program	5
Medical Lab Science Off-Campus Per Semester Fee	$1,114.85
Proposed MLS Fee - Per Credit ($5,574.25/40 credits)	$139.36

There are five semesters in the off-campus upward mobility medical laboratory science professional program; therefore, the per semester fee of $1,114.85 is charged five times in the student's academic career, resulting in $5,574.25 ($1,114.85 X 5 semesters). There are 40 credits in the off-campus upward mobility medical laboratory science professional program. With a per credit fee of $139.36, this would result in $5,574.25 ($139.36 X 40 credits).

The phlebotomy certificate was approved in June 2020 to address the workforce shortage of phlebotomists in South Dakota. This role is essential in health care as the blood tests are used to diagnose illness, evaluate effectiveness of medications, and determine whether a patient is receiving proper nutrition. Graduates of the phlebotomy certificate may come back to complete the medical laboratory science professional program.

University of South Dakota (USD)
USD is requesting adding a Psychology (Graduate) fee.

Justification/Explanation:
The Clinical Psychology program at USD is housed with the Department of Psychology and represents approximately 80% of the graduate students within the department. Clinical Psychology at USD is the only APA-accredited doctoral training program in the State. Graduation from an accredited program and completion of monitored and evaluated clinical and educational experiences are required to obtain licensure in the field. The workforce demand for licensed psychologists is high, both in South Dakota and across the US. Clinical mental health professional programs continue to be burdened with significant programmatic costs similar to the clinical programs of Counseling and Education Psychology at USD and Counseling and Human Development at SDSU. Since FY18, both programs have assessed per-credit discipline fees to manage the specific costs associated with accreditation and clinic operations, including the demanding clinical instruction requirements. Accreditation of this program is an essential part of training clinical mental health professionals in the state. The program accreditation requirements include one-on-one supervised clinical training. Accreditation and ethical standards of practice require extensive training in coursework before clinical hours begin, which means that courses

must be offered annually to keep each cohort on track for graduation and licensure. In addition, as a degree leading to licensure, accreditation dictates extensive faculty assessment of profession-wide competencies (section II.B.1.b of APA standards) that will be necessary to support graduates' applications for licensure.

In addition to program costs necessitated by required one-on-one clinical instruction, standard accreditation costs continue to rise, as do the costs associated with operating a HIPAA compliant training experience. An itemized accounting of annual expenses associated with operation of an accredited program is below.

    a. APA annual accreditation fee: $4,300
    b. Annual membership dues for organizations supporting internship matching: CUDCUP = $400.00; APIC membership $580
    c. Required technology for recording clinical training sessions: $3,500
    d. Titanium, electronic medical record system: $1,800
    e. Assessment and testing expenses (purchase of commercially licensed assessment and associated test materials: $2,000

The discipline fee request is to assess the equivalent rate to the approved Counseling & Educational Psychology (COUN & SPSY subject codes) on graduate level PSYC courses offerings only.

With this fee increase, USD will remain financially competitive across the region. The APA requires cost reporting for all accredited programs. The table below indicates that even with this proposed fee increase, USD remains the most affordable institution in the region when considering the combined cost of education.

Comparison Program	In-state			Non-resident		
	Tuition	Fees	Total cost	Tuition	Fees	Total cost
University of South Dakota (current)	$8,163.60	$1,327.20	**$9,490.80**	$15,697.20	$1,327.20	**$17,024.40**
University of South Dakota (w/ increase)	**$8,163.60**	**$1,983.60**	**$10,147.20**	**$15,697.20**	**$1,983.60**	**$17,680.80**
University of North Dakota	$11,502.72	$1,714.32	**$13,217.04**	$17,254.08	$1,714.32	**$18,968.40**
Montana	$6,578.00	$2,360.00	**$8,938.00**	$29,208.00	$2,360.00	**$31,568.00**
Nebraska	$10,230.00	$5,540.82	**$15,770.82**	$29,880.00	$5,540.82	**$35,420.82**
Iowa	$10,432.00	$1,633.00	**$12,065.00**	$29,379.00	$1,633.00	**$31,012.00**
Minnesota	$17,844.00	$643.62	**$18,487.62**	$27,612.00	$643.62	**$28,255.62**

Black Hills State University (BHSU)
BHSU is requesting adding an Exercise Science Fee.
Justification/Explanation:
The Exercise Science Department at BHSU has numerous classes and laboratory courses with longer-term use and one-time use specialized equipment and materials. The longer-term use equipment is the more costly and therefore replaced on a rotating basis; the one-time use

materials are purchased annually for student use. Only equipment related to preparing students with essential skills required, concepts related to career placement in entry-level job tasks, and prerequisites for graduate program admission are included in this request. Faculty research costs are funded with grants, not the requested fees. The detailed list of equipment and materials is attached showing the rotation of costs and annual costs; bottom line (equipment, materials, contract) is $42,617. This cost is currently funded by tuition and fees and this request for a discipline fee would offset this and more appropriately rely on funding related to those students who are personally using the equipment and materials. The discipline fee would redirect more funding for other programs in our College of Education and Behavioral Science.

Ensuring safety and appropriate instruction for our Exercise Science students require that we keep our equipment up to industry standards. The Exercise Science Department has approximately 180 majors with equipment needs associated with the following classes and labs:

- EXS 101 The Exercise Science Major
- EXS 250/Lab Anatomy and Physiology
- EXS 280/Lab Fitness Assessment
- EXS 350/Lab Exercise Physiology
- EXS 353/Lab Kinesiology
- EXS 354/Lab Prevention and Care of Athletic Injuries
- EXS 425/Lab Exercise Programming for Special Populations
- EXS 482 Theory of Strength and Conditioning
- EXS 489 Applied Human Performance
- EXS 454/Lab Biomechanics

In addition to replacing older or annually used/one-time use (i.e., blood lactate testing strips, biohazard disposal, etc.) laboratory equipment, the Exercise Science Department needs to keep pace with basic new technology and equipment necessary for career preparation. Examples include heart rate monitors, heart rate variability monitoring equipment, and motion analysis software and camera systems. Motion analysis software and camera systems are standard items found in exercise science departments throughout the country for fundamental biomechanical and kinesiological study; however, BHSU is lacking.

As the field of exercise science and health expands to more online and distance approaches the Exercise Science faculty need to provide students with the associated technology. It is critical to have the technology that would enable faculty to teach students to implement the strategies into their future practice. This type of technology includes portable tablets, camera systems, and recording equipment to practice creating educational videos to send out to clients online or through telemedicine-type services.

A consistent discipline fee would directly align the costs of the program with the students benefitting from the experiences. This also increases financial responsibility by budgeting for items that are replaced on a specific time cycle. In conclusion, BHSU request discipline fees for EXS courses to maintain laboratory equipment used in student-learning labs and experiences and to update technologies while maintaining a safe learning environment for all students.

The proposed addition of the fee comparable to SDSU would still maintain BHSU's competitive edge with tuition and fees.

Comparison of Instate Tuition Fees – 4-year average of IN-state

	In-State Tuition + Fees	Proposed Tuition + Fees
BHSU	$8,672	$8,940.75
SDSU	$9,172.16	
Iowa State	$9,315.90	
U of M	$15,027	
NDSU	$9,736	
Colorado State	$12,260	

Vehicle Registration
Vehicle Registration fees are assessed to all students and faculty that choose to park on the university properties. The fees are used to pay for acquiring, maintaining, and improving appropriate parking facilities and for associated administration costs. The rates are not being adjusted for FY23.

IMPACT AND RECOMMENDATIONS
The 2022 legislature authorized a 6% salary policy increase for state employees and no change to the employer-paid healthcare benefit. System, Special Discipline, Delivery and Vehicle Registration fees will remain flat for FY23.

ATTACHMENTS
    Attachment I – Proposed Fee Schedule for FY23

South Dakota Board of Regents
Proposed FY23 System, Discipline, Delivery and Vehicle Registration Fees

	FY22 Rate	$ Increase	% Increase	FY23 Rate
System Fees				
Application Fee - Undergraduate	$20.00	$0.00	0.0%	$20.00
Application Fee - Graduate	$35.00	$0.00	0.0%	$35.00
Transcript	$9.00	$0.00	0.0%	$9.00
Challenge by Exam - Course	$90.75	$0.00	0.0%	$90.75
International Student Fee - Fall & Spring	$150.00	$0.00	0.0%	$150.00
Testing Fees				
COMPASS, Technology Re-test	$20.00	$0.00	0.0%	$20.00
BSN Clinical Nursing Fee - Annual	$36.50	$0.00	0.0%	$36.50
SDSU Nursing Assessment - - Semester	$214.00	$0.00	0.0%	$214.00
USD Nursing Assessment (BSN)	$198.00	$0.00	0.0%	$198.00
Discipline Fees - Credit Hour *(Unless Stated Otherwise)*				
Black Hills State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$0.00	0.0%	$21.20
Chemistry	$21.20	$0.00	0.0%	$21.20
Geology/Nanoscience/Paleontology	$21.20	$0.00	0.0%	$21.20
Physics	$21.20	$0.00	0.0%	$21.20
Computer Science	$47.70	$0.00	0.0%	$47.70
Mathematics/Statistics	$15.90	$0.00	0.0%	$15.90
Health and Wellness	$16.30	$0.00	0.0%	$16.30
Exercise Science (New)	$0.00	$21.10	100.0%	$21.10
Fine Arts	$15.90	$0.00	0.0%	$15.90
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
Dakota State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$0.00	0.0%	$21.20
Chemistry	$21.20	$0.00	0.0%	$21.20
Physics	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Mathematics/Statistics	$15.90	$0.00	0.0%	$15.90
Fine Arts	$15.90	$0.00	0.0%	$15.90
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
Northern State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	$21.20	$0.00	0.0%	$21.20
Chemistry	$21.20	$0.00	0.0%	$21.20
Physics	$21.20	$0.00	0.0%	$21.20
Computer Science	$47.70	$0.00	0.0%	$47.70
Mathematics/Statistics	$15.90	$0.00	0.0%	$15.90
Counselor Education	$26.35	$0.00	0.0%	$26.35
Fine Arts	$15.90	$0.00	0.0%	$15.90
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
E-Learning	$21.20	$0.00	0.0%	$21.20

NSU Exchange Program Fee - Per Credit Hour	$116.90	$0.00	0.0%	$116.90

Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued
South Dakota School of Mines & Technology

Science/Technology/Engineering/Math

Atmospheric & Environmental Science	$84.80	$0.00	0.0%	$84.80
Biology/Microbiology/Anatomy	$42.35	$0.00	0.0%	$42.35
Chemistry	$84.80	$0.00	0.0%	$84.80
Geology/Nanoscience/Paleontology	$84.80	$0.00	0.0%	$84.80
Physics	$84.80	$0.00	0.0%	$84.80
Other Sciences	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Engineering	$84.80	$0.00	0.0%	$84.80
Mathematics/Statistics	$42.35	$0.00	0.0%	$42.35
Fine Arts	$15.90	$0.00	0.0%	$15.90

South Dakota State University

Science/Technology/Engineering/Math

Biology/Microbiology/Anatomy	$42.35	$0.00	0.0%	$42.35
Chemistry	$51.50	$0.00	0.0%	$51.50
Physics	$84.80	$0.00	0.0%	$84.80
Other Sciences	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Engineering	$84.80	$0.00	0.0%	$84.80
Mathematics/Statistics	$42.35	$0.00	0.0%	$42.35
Allied Health				
Undergraduate	$103.50	$0.00	0.0%	$103.50
Graduate	$227.60	$0.00	0.0%	$227.60
Counselor HR Development	$26.35	$0.00	0.0%	$26.35
Health and Wellness	$21.30	$0.00	0.0%	$21.30
Fine Arts	$26.35	$0.00	0.0%	$26.35
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
Architecture	$467.25	$0.00	0.0%	$467.25
Animal Science	$64.55	$0.00	0.0%	$64.55
Aviation Education	$42.10	$0.00	0.0%	$42.10
Dairy Science/Food Science	$82.45	$0.00	0.0%	$82.45
Medical Laboratory Science - On-Campus (NEW)	$0.00	$133.40	100.0%	$133.40
Medical Laboratory Science - Off-Campus (NEW)	$0.00	$139.36	100.0%	$139.36
Medical Laboratory Science - Per Semester (Replaced)	$1,787.60	-$1,787.60	-100.0%	$0.00
Dietetics Internship - Per Semester	$4,769.20	$0.00	0.0%	$4,769.20
Nutrition	$29.70	$0.00	0.0%	$29.70
Respiratory Care	$53.00	$0.00	0.0%	$53.00
Interior Design /Landscape Design	$29.70	$0.00	0.0%	$29.70
Pharmacy per credit hour	$209.45	$0.00	0.0%	$209.45
PharmD per credit hour	$251.35	$0.00	0.0%	$251.35
Pharmacy - Semester P1 (P1,P2, P3 for FY23)	$4,245.20	$0.00	0.0%	$4,245.20
Pharmacy - Semester (P4 for FY23)	$3,537.70	$0.00	0.0%	$3,537.70
Range Science	$47.00	$0.00	0.0%	$47.00
Veterinary Science	$64.55	$0.00	0.0%	$64.55
Veterinary Medicine 2+2 (new in FY21) Resident	$5,540.00	$0.00	0.0%	$5,540.00
Veterinary Medicine 2+2 (new in FY21) Non-Resident	$9,789.00	$0.00	0.0%	$9,789.00

Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued

University of South Dakota

Science/Technology/Engineering/Math

Biology/Microbiology/Anatomy	$42.35	$0.00	0.0%	$42.35
Biochemistry/Biomedical Engineering/Physiology/Sustainability	$42.35	$0.00	0.0%	$42.35
Chemistry	$51.50	$0.00	0.0%	$51.50
Physics	$84.80	$0.00	0.0%	$84.80
Other Sciences	$21.20	$0.00	0.0%	$21.20
Computer Science	$70.55	$0.00	0.0%	$70.55
Mathematics/Statistics	$42.35	$0.00	0.0%	$42.35
Allied Health				
Undergraduate	$103.50	$0.00	0.0%	$103.50
Graduate	$103.50	$0.00	0.0%	$103.50
Counselor Education/ Counselor HR Development	$26.35	$0.00	0.0%	$26.35
Health and Wellness	$21.30	$0.00	0.0%	$21.30
Fine Arts	$26.35	$0.00	0.0%	$26.35
Business				
Undergraduate	$30.35	$0.00	0.0%	$30.35
Graduate	$54.50	$0.00	0.0%	$54.50
NSCI Neurosciences (NEW)	$0.00	$43.20	100.0%	$43.20
Medical Laboratory Science	$1,618.65	$0.00	0.0%	$1,618.65
Communication Disorders -Graduate	$103.50	$0.00	0.0%	$103.50
Psychology (Graduate) (NEW)	$0.00	$26.35	100.0%	$26.35
CRNA Program Fee - NEW	$0.00	$3,500.00	100.0%	$3,500.00
Law - Per Semester	$1,644.00	$0.00	0.0%	$1,644.00

Delivery Fees

South Dakota State University, University of South Dakota

SDSU/USD Centers - Credit Hour	$0.00	$46.05	100.0%	$46.05
SDSU/USD Nursing - Credit Hour	$46.05	$0.00	0.0%	$46.05
USD Allied Health Off-Campus - Credit Hour	$46.05	$0.00	0.0%	$46.05
USD School of Medicine Off-Campus - Credit Hour	$46.05	$0.00	0.0%	$46.05
USD Masters of Social Work - Credit Hour	$46.05	$0.00	0.0%	$46.05
SDSU/USD Masters of Public Health - Credit Hour	$145.40	$0.00	0.0%	$145.40
USD pMBA (Sioux Falls) - Credit Hour	$386.05	$0.00	0.0%	$386.05

Black Hills State University

Centers - Credit Hour	$0.00	$31.85	100.0%	$31.85

Dakota State University

Non-Resident Online Computer Science, Cyber Operations, & Network and Security Administration	$110.15	$0.00	0.0%	$110.15

South Dakota School of Mines & Technology

Non-Resident Online Masters in Engineering	$178.85	$0.00	0.0%	$178.85

Professional Education Majors

Black Hills State University, Dakota State University, Northern State University, South Dakota State University, University of South Dakota

Soph/Junior Field Experience - Semester	$176.00	$0.00	0.0%	$176.00
Senior Field Experience - Semester	$352.00	$0.00	0.0%	$352.00
Master's Level Internship - One Time	$176.00	$0.00	0.0%	$176.00

University of South Dakota

Specialist Level Intern - One Time	$357.00	$0.00	0.0%	$357.00
Doctoral Level Intern - One Time	$535.00	$0.00	0.0%	$535.00

Vehicle Registration Fees

Black Hills State University

Automobile - Annual	$97.00	$0.00	0.0%	$97.00
Automobile - Annual - University Center	$35.00	$0.00	0.0%	$35.00
Motorcycle - Annual	$13.00	$0.00	0.0%	$13.00

Dakota State University

Automobile - Annual	$76.00	$0.00	0.0%	$76.00
Restricted Annual	$153.00	$0.00	0.0%	$153.00

Northern State University

Automobile - Annual - Restricted	$81.00	$0.00	0.0%	$81.00
Automobile - Annual - Unrestricted - Residents of Steele, Great Plains West, Wolves Memorial Suites, Briscoe	$81.00	$0.00	0.0%	$81.00
Automobile - Annual - Unrestricted - Faculty, Staff, Commuters and Residents of McArthur-Welsh, Kramer, Great Plains East	$135.00	$0.00	0.0%	$135.00

South Dakota School of Mines and Technology

Automobile - Annual Primary Vehicle	$127.00	$0.00	0.0%	$127.00
Automobile - Annual Secondary Vehicle	$19.00	$0.00	0.0%	$19.00
Motorcycle - Annual Primary Vehicle	$39.00	$0.00	0.0%	$39.00
Motorcycle - Annual Secondary Vehicle	$19.00	$0.00	0.0%	$19.00
Commuter - Annual	$127.00	$0.00	0.0%	$127.00
Rocker & Place Lots - Annual	$185.00	$0.00	0.0%	$185.00

South Dakota State University

Resident - Academic Year	$161.00	$3.00	1.9%	$164.00
Resident - Summer	$36.00	$0.00	0.0%	$36.00
Resident - 12 Month	$197.00	$0.00	0.0%	$197.00
Reserved - Academic Year	$297.00	$0.00	0.0%	$297.00
Commuter - Academic Year	$160.00	$0.00	0.0%	$160.00
Commuter - Summer	$36.00	$0.00	0.0%	$36.00
Economy Commuter - Academic Year	$73.00	$0.00	0.0%	$73.00
Motorcycle - Annual	$36.00	$0.00	0.0%	$36.00
Gated - Per Hour	$2.00	$0.00	0.0%	$2.00
Economy Commuter - Free Parking May 15-August 14				

University of South Dakota

Automobile - Annual	$170.00	$0.00	0.0%	$170.00
Brookman Hall - (Removed in FY23)	$85.00	-$85.00	-100.0%	$0.00
Automobile - Annual - University Center	$34.00	$0.00	0.0%	$34.00
Motorcycle - Annual	$47.00	$0.00	0.0%	$47.00
Reserved - Annual	$286.00	$0.00	0.0%	$286.00
Remote - Annual	$81.00	$0.00	0.0%	$81.00

Budget and Finance

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SUBJECT
　　FY23 Housing and Food Service Rates

CONTROLLING STATUTE, RULE, OR POLICY
　　BOR Policy 5:5:4 – Tuition and Fees: Fees

BACKGROUND / DISCUSSION
　　Residence Hall Rates
　　The residence hall rates are charged on a per semester basis to fund ongoing operations as well as major repairs, renovations, and debt service. The proposed increase for FY23 is 2%, which will provide the funds needed to cover inflation on the operating expenses, salary policy of 6.0%, and the inflation on maintenance and repair funding. Attachment I provides the recommended rates for FY23. New rates and increases above inflation are highlighted below.

　　South Dakota State University (SDSU)
　　SDSU is proposing the addition of a triple rate to be responsive to student requests for three rooms in Ben Reifel to be assigned as triples because of their larger square footage. Triple rates are typically lower than double rates because of the additional person sharing the space. The proposed new rate is $543 less than the double rate of $3,056. This is similar to the $556 increment between the single rate of $3,610 and the double rate of $3,056.

　　Fall rates per semester (pending BOR approval):

Ben Reifel Single	$3,610.00
Ben Reifel Double	$3,056.00
Ben Reifel Triple (Requested Rate)	$2,513.00

　　SDSU is proposing the addition of a new two-bedroom rate for the Sundal Apartments. The proposed rate is for the entire unit, and not an individual bedroom. The higher rate of $663/month ($200 more than the smaller unit) is for the additional square footage of a

(Continued)
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DRAFT MOTION 20220329_7-E:
　　I move approval of the FY23 Housing and Food Service Plan rates as presented in Attachments I & II.

larger apartment and is similar to the up-charge in other apartment complexes for premium space.

Fall rates per month (pending BOR approval):

Sundal One Bedroom Unit	$463.00
Sundal Two Bedroom Unit (Requested Rate)	$663.00

SDSU is also proposing the addition a new 1.5-bedroom rate in the Skylight Apartments. The conversion of a former staff apartment back to rentable housing inventory created the addition of this unit. The up-charge is for guaranteeing private space and is similar to the increment of 38% increase between a two-bedroom unit ($703) and a one-bedroom unit ($911) in the Southeast Apartments.

Fall rates per month (pending BOR approval):

Skylight 1.5 Bedroom Unit	$612.00
Skylight Two- and Three-Bedroom Unit	$463.00

Food Service Plans

Food service rates are charged on a per semester basis to cover the costs of administering the food service plans on the university campus through contracted food service providers. There are numerous food service plans available to students.

In FY06, the Board approved the guidelines of applying the "Meals Away from Home" CPI, used by the food service industry, when determining the rate increase for food service plans. This year, however, a system-wide contract with Sodexo was entered into, with new food service rates for all campuses, so no CPI has been applied to these new rates.

Freshman students are required to carry specific plans at some of the schools. The institutions have identified the minimum level meal plan that all freshmen living on campus must purchase their first semester.

	FY22 Required Plans		FY23 Required Plans	
BHSU	Yellow Jacket	$1,811.00	Yellow Jacket	$1,720.00
DSU	Dakota 145	$1,654.00	Dakota 145	$1,571.00
NSU	Wolf Weekly	$1,871.00	Wolf Weekly	$1,834.00
SDSMT	Hardrocker 160	$1,807.00	Hardrocker 160	$1,717.00
SDSU	100 Block	$1,593.00	50 Block	$1,561.14
USD	Yote Pack 70	$1,923.00	Yote Pack 70	$1,885.00

Attachment II provides the recommended food service plan rates for FY23.

IMPACT AND RECOMMENDATIONS

The proposed housing rates for FY23 allow the universities to address the inflationary increase on operating expenses, the 2% maintenance and repair requirement, and funding adjustments to salary policy and employee healthcare costs.

The meal plan rates reflect the new contract with Sodexo for food operations and any related institutional administrative costs.

When including the tuition and mandatory fee rates, the total weighted average cost decrease is $8. The impact to students within the system will range from a decrease of ($108.00) to an increase of $40.00 per year.

Proposed FY23 Resident Undergraduate Total Cost Increase

	FY22 Total Cost	FY23 Total Cost	$ Increase	% Increase
BHSU	$16,065.00	$15,957.00	($108.00)	-0.7%
DSU	$17,056.50	$17,096.50	$40.00	0.2%
NSU	$16,450.00	$16,454.00	$4.00	0.0%
SDSMT	$17,671.00	$17,569.00	($102.00)	-0.6%
SDSU	$16,538.50	$16,556.78	$18.28	0.1%
USD	$17,644.00	$17,656.00	$12.00	0.1%
System Weighted Cost	$17,633.19	$17,624.97	($8.22)	0.0%

ATTACHMENTS

Attachment I – FY23 Proposed Food Service Rates
Attachment II – FY23 Proposed Housing Rates

FY23 Proposed Food Service Rates

	FY22 Rate	$ Incr	% Incr	FY23 Rate
BHSU				
Yellow Jacket	1,811.00	(91.00)	-17.70%	$1,720.00
Swarm 180	2,026.00	(102.00)	-16.36%	$1,924.00
Suite Deal	980.00	(50.00)	-17.23%	$930.00
20 Block	187.00	(10.00)	-5.35%	$177.00
40 Block	327.00	(16.00)	-4.89%	$311.00
DSU				
Big Blue	2,033.00	(102.00)	-5.02%	$1,931.00
Trojan Basic	1,436.00	(72.00)	-5.01%	$1,364.00
Dakota 225	1,945.00	(97.00)	-4.99%	$1,848.00
Dakota 145	1,654.00	(83.00)	-5.02%	$1,571.00
Trojan Upper Class	1,054.00	(53.00)	-5.03%	$1,001.00
Little Blue - Apartment	378.00	(19.00)	-5.03%	$359.00
Commuter	N/A			$359.00
Resident Assistant Plan	N/A			$1,571.00
Apartment Managers Plan	N/A			$1,001.00
Resident Director Plan	N/A			$1,510.00
NSU				
Wolf Pack 300	2,165.00	(43.00)	-1.99%	$2,122.00
Wolf Pack 100	2,011.00	(40.00)	-1.99%	$1,971.00
Wolf Weekly *	1,871.00	(37.00)	-1.98%	$1,834.00
Wolf Maroon	948.00	(19.00)	-2.00%	$929.00
Wolf All Flex	1,534.00	(31.00)	-2.02%	$1,503.00
Commuter Gold	417.00	(8.00)	-1.92%	$409.00
SDSM&T				
Gold Rush	2,040.00	(102.00)	-7.69%	$1,938.00
Hardrocker 160	1,807.00	(90.00)	-7.67%	$1,717.00
Hardrocker 125	1,807.00	(90.00)	-7.67%	$1,717.00
Hardrocker 75	1,043.00	(52.00)	-7.68%	$991.00
Hardrocker Flex	1,148.00	(57.00)	-7.79%	$1,091.00
Rocker Square Flex	541.00	(27.00)	-7.91%	$514.00
50/50	480.00	(24.00)	-7.70%	$456.00
25/25	247.00	(12.00)	-7.55%	$235.00
SDSU				
Premier	2,041.00	(40.92)	-2.00%	$2,000.08
100 Block	1,593.00	(31.86)	-2.00%	$1,561.14
50 Block	1,593.00	(31.86)	-2.00%	$1,561.14
Silver Flex	1,593.00	(31.86)	-2.00%	$1,561.14
Bronze Flex	1,369.00	(27.38)	-2.00%	$1,341.62
West Flex	796.00	(15.92)	-2.00%	$780.08
USD				
Yote Pack 55	1,704.00	(34.00)	-7.94%	$1,670.00
Yote Pack 70	1,923.00	(38.00)	-7.24%	$1,885.00
Yote Pack 120	1,834.00	(37.00)	-7.54%	$1,797.00
Coyote 10	1,704.00	(34.00)	-7.94%	$1,670.00
Coyote 17	2,117.00	(42.00)	-6.77%	$2,075.00
Paw Pleaser (Flex A)	1,704.00	(34.00)	-7.94%	$1,670.00
Paw Pride (Flex B)	943.00	(19.00)	-7.95%	$924.00
Paw Print (Flex C)	472.00	(9.00)	-7.90%	$463.00

FY23 Proposed Housing Rates

	FY22 Rate	$ Incr	% Incr	FY23 Rate
BHSU				
Traditional Halls				
Single (Heidepreim, Thomas, Humbert)	$2,403.00	$48.05	2.00%	$2,451.00
Single (Wenona Cook Small)	$1,848.00	$36.95	2.00%	$1,885.00
Single (Wenona Cook Large)	$2,310.00	$46.20	1.99%	$2,356.00
Single (Bordeaux Hall)	$3,723.00	$74.45	1.99%	$3,797.00
Double Occupancy (Heidepreim, Thomas, Humbert)	$1,840.00	$36.80	2.01%	$1,877.00
Double Occupancy (Bordeaux Hall)	$2,629.00	$52.60	2.02%	$2,682.00
Double Occupancy (Wenona Cook)	$1,738.00	$34.75	2.01%	$1,773.00
Double Room - Single Occupancy Wenona Cook)	$2,587.00	$51.75	2.01%	$2,639.00
Double Room - Single Occupancy (Heidepreim, Thomas, Humbert)	$2,690.00	$53.80	2.01%	$2,744.00
Yellow Jacket Apartments				
Apartment - Single Occupancy	$3,121.00	$62.40	1.99%	$3,183.00
Apartment - Double Occupancy	$2,383.00	$47.65	2.01%	$2,431.00
Apartment- Suite Double - Single Occupancy	$3,499.00	$70.00	2.00%	$3,569.00
Family 2BD/Month	$795.00	$15.90	2.01%	$811.00
Summer				
Summer Double Occupancy- Week	$119.00	$2.40	1.68%	$121.00
Summer Single Occupancy - Week	$177.00	$3.55	2.26%	$181.00
DSU				
Traditional Halls				
Single Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$2,577.00	$128.85	5.01%	$2,706.00
Double Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$2,058.00	$102.90	5.00%	$2,161.00
Triple Occupancy (Emry, Higbie, Richardson, and Zimmermann, Girton House and Van Eps)	$1,708.00	$85.40	4.98%	$1,793.00
University Apartments				
University Apartments Single Occupancy (8Plex, The 2-1-2)	$2,813.00	$140.65	5.01%	$2,954.00
University Apartments Double Occupancy (8Plex, The 2-1-2)	$2,490.00	$124.50	5.02%	$2,615.00
Summer				
Summer Double Occupancy- Week	$90.00	$4.50	5.56%	$95.00
Summer Single Occupancy - Week	$111.00	$5.55	5.41%	$117.00
Courtyard				
Courtyard Single Occupancy	$2,689.00	$134.45	4.98%	$2,823.00
Courtyard Double Occupancy	$2,170.00	$108.50	5.02%	$2,279.00
Courtyard Single Suite Occupancy	$2,729.00	$136.45	4.98%	$2,865.00
Courtyard Double Suite Occupancy	$2,419.00	$120.95	5.00%	$2,540.00
Residence Village Suite	$2,790.00	$139.50	5.02%	$2,930.00
Residence Village Apartment	$2,990.00	$149.50	5.02%	$3,140.00
NSU				
Traditional Halls				
Single Occupancy (Briscoe and McArthur-Welsh Halls)	$2,457.00	$49.15	1.99%	$2,506.00
Double Occupancy (Briscoe and McArthur-Welsh Halls)	$1,932.00	$38.65	2.02%	$1,971.00
Suites				
Wolves Memorial 2 Person Suite	$3,129.00	$62.60	2.01%	$3,192.00
Wolves Memorial 2 Person Suite - Single Occupancy	$3,593.00	$71.85	2.00%	$3,665.00
Wolves Memorial 4 Person Suite	$3,024.00	$60.50	2.02%	$3,085.00
Wolves Memorial 4 Person Suite - Single Occupancy	$3,488.00	$69.75	2.01%	$3,558.00
Wolves Memorial 4 Person Semi-Suite	$2,706.00	$54.10	2.00%	$2,760.00
Wolves Memorial 4 Person Semi-Suite - Single Occupancy	$3,168.00	$63.35	1.99%	$3,231.00
Great Plains East - Double Occupancy	$2,398.00	$47.95	2.00%	$2,446.00
Great Plains East - Singles	$2,918.00	$58.35	1.99%	$2,976.00
Great Plains West - 4 Bedroom Suite	$3,075.00	$61.50	2.02%	$3,137.00
Great Plains West - 4 Person Suite	$2,918.00	$58.35	1.99%	$2,976.00
Great Plains West - 2 Person Semi-Suite	$3,023.00	$60.45	1.98%	$3,083.00
Great Plains West - 4 Person Semi-Suite	$2,684.00	$53.70	2.01%	$2,738.00
Kramer Hall and Steele Hall - Single Occupancy	$3,231.00	$64.60	2.01%	$3,296.00

Kramer Hall and Steele Hall - Double Occupancy	$2,596.00	$51.90	2.00%	$2,648.00
Kramer Hall and Steele Hall - Semi Suite - Double Occpancy	$2,471.00	$49.40	1.98%	$2,520.00
Summer				
Summer Double Occupancy- Week	$110.00	$2.20	1.82%	$112.00
Summer Single Occupancy - Week	$122.00	$2.45	1.64%	$124.00
Summer Double Occupancy - Suite - Week	$148.00	$2.95	2.03%	$151.00
Summer Single Occupancy - Suite - Week	$167.00	$3.35	1.80%	$170.00

SDSM&T				
Traditional Halls				
Single	$2,324.00	$46.50	2.02%	$2,371.00
Double Occupancy	$1,945.00	$38.90	2.01%	$1,984.00
Triple Occupancy	$1,945.00	$38.90	2.01%	$1,984.00
Quad	$2,176.00	$43.50	2.02%	$2,220.00
Deluxe/Study Quad	$2,335.00	$46.70	2.01%	$2,382.00
Graduate/Upperclass & Double-as-Single - Single Occupancy	$2,745.00	$54.90	2.00%	$2,800.00
Rocker Square Apartments				
Rocker Square II Apartment Single - Semester	$3,276.00	$65.50	2.01%	$3,342.00
Rocker Square I Apartment - Semester	$3,398.00	$67.95	2.00%	$3,466.00
Placer Hall				
Placer Hall Single	$2,885.00	$57.70	2.01%	$2,943.00
Placer Hall Double	$2,510.00	$50.20	1.99%	$2,560.00
Summer				
Rocker Apartment - Single - NEW	$206.00	$4.10	1.94%	$210.00

SDSU				
Traditional Halls				
Single - Tier One (Hansen, Waneta)	$2,647.00	$52.95	2.00%	$2,700.00
Single - Tier One (Brown)	$3,045.00	$60.90	2.00%	$3,106.00
Single - Tier Two (Binnewies, Pierson, Young)	$2,704.00	$54.10	2.00%	$2,758.00
Single - Tier Three (Mathews)	$2,892.00	$57.85	2.01%	$2,950.00
Single - Tier Four (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	$3,573.00	$71.45	1.99%	$3,644.00
Single - Tier Five (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	$3,539.00	$70.80	2.01%	$3,610.00
Designed Single - Tier Four (Jackrabbit Village)	$3,077.00	$61.55	2.01%	$3,139.00
Double (Hansen, Waneta)	$1,840.00	$36.80	2.01%	$1,877.00
Double (Brown)	$2,419.00	$0.00	0.00%	$2,419.00
Double (Binnewies, Pierson, Young)	$2,027.00	$40.55	2.02%	$2,068.00
Double (Mathews)	$2,166.00	$43.30	1.99%	$2,209.00
Double (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	$2,859.00	$57.20	1.99%	$2,916.00
Double (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	$2,996.00	$59.90	2.00%	$3,056.00
Triple (Ben Reifel) - NEW	$0.00	$2,513.00	100.00%	$2,513.00
University Apartments				
Meadows North & Meadows South	$2,858.00	$57.15	1.99%	$2,915.00
Skylight/Huggins 2&3Bedrooms/Month	$454.00	$9.10	1.98%	$463.00
Skylight 1.5 Bedroom (NEW)	$0.00	$612.00	100.00%	$612.00
Garden Square 2 Bedroom/Month	$464.00	$9.30	1.94%	$473.00
Garden Square 3 Bedroom/Month	$502.00	$10.05	1.99%	$512.00
Southeast 1 Bedroom/Month	$893.00	$17.85	2.02%	$911.00
Southeast 2 Bedroom/Month	$689.00	$13.80	2.03%	$703.00
Southeast 3 Bedroom/Month	$607.00	$12.15	1.98%	$619.00
Southeast 4 Bedroom/Month	$556.00	$11.10	1.98%	$567.00
Southeast Town House/Month	$709.00	$0.00	0.00%	$709.00
Thornbers Studios/Month - 1303 7th St.	$357.00	$7.15	1.96%	$364.00
Thornbers Studios/Month - 1311 7th St.	$385.00	$7.70	2.08%	$393.00
Thornbers Studios/Month - 710 13th Ave.	$204.00	$4.10	1.96%	$208.00
Sundal Studio/Month	$385.00	$7.70	2.08%	$393.00
Sundal 1 Bedroom/Month	$454.00	$9.10	1.98%	$463.00
Sundal 2 Bedroom/Month (NEW)	$0.00	$663.00	100.00%	$663.00
Summer				
Summer Double Occupancy- Week	$77.00	$1.55	2.60%	$79.00
Summer Single Occupancy - Week	$102.00	$2.05	1.96%	$104.00

Summer Apartment - Week	$151.00	$3.00	1.99%	$154.00

USD				
Traditional Halls				
Single Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,657.00	$53.00	1.99%	$2,710.00
Double Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,183.00	$44.00	2.02%	$2,227.00
Triple Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$1,873.00	$37.00	1.98%	$1,910.00
Double Room - (Brookman)	$2,074.00	$41.00	1.98%	$2,115.00
Double Room - Single Occupancy (Brookman)	$2,696.00	$54.00	2.00%	$2,750.00
Double Room - Single Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,838.00	$57.00	2.01%	$2,895.00
Triple Room - Double Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	$2,435.00	$49.00	2.01%	$2,484.00
University Apartments				
McFadden Apartment 2BD	$3,898.00	$78.00	2.00%	$3,976.00
McFadden Apartment 4BD	$3,228.00	$65.00	2.01%	$3,293.00
Coyote Village Apartmennt 2BD	$4,044.00	$81.00	2.00%	$4,125.00
Coyote Village Apartment 4BD	$3,350.00	$67.00	2.00%	$3,417.00
Suites				
Single Suite 2BD - (Coyote Village Super Suite)	$3,798.00	$76.00	2.00%	$3,874.00
Single Suite 4BD (Coyote Village Super Suite)	$3,165.00	$63.00	1.99%	$3,228.00
Summer				
Summer Double Occupancy- Week	$115.00	$2.00	1.74%	$117.00
Summer Single Occupancy - Week	$140.00	$3.00	2.14%	$143.00
Summer - Single (Norton, Burgess, Brookman, Beede, Mickelson, Richardson, Olson)	$1,340.00	$27.00	2.01%	$1,367.00
Summer - Coyote Village Super Suite 2BD	$760.00	$15.00	1.97%	$775.00
Summer - Coyote Village Super Suite 4BD	$633.00	$13.00	2.05%	$646.00
Summer - Coyote Village Apartment 2BD	$809.00	$16.00	1.98%	$825.00
Summer - Coyote Village Apartment 4BD	$670.00	$13.00	1.94%	$683.00

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
   FY23 Graduate Assistant Stipends

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 13-53-6 – Tuition Rates and Fees
   BOR Policy 5:5 – Tuition and Fees: General Procedures
   BOR Policy 5:22 – Graduate Assistants and Fellows

BACKGROUND / DISCUSSION
   Graduate Assistant Stipends
   The Board of Regents annually establishes a minimum stipend to be paid to graduate assistants. Graduate assistants are expected to work a full semester to receive the full semester compensation. Graduate assistants are expected to work the full four-week summer session to receive the full four-week session compensation. The minimum compensation may be prorated accordingly if the graduate student does not work the full semester or four-week session.

   DSU and SDSU currently waive tuition for their graduate assistants and fellows as compensation for their work. Beginning in FY23, SDSMT will waive tuition for their graduate assistants and fellows as compensation for their work as well. Therefore, the salary minimum does not apply to DSU, SDSMT, and SDSU.

IMPACT AND RECOMMENDATIONS
   The Board has traditionally increased the minimum amount of the graduate assistant stipends by the rate of increase in resident graduate tuition. The increase is rounded to the nearest dollar. Since there was no increase in tuition for FY23, there will be no addition to the stipend amount.

(Continued)
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DRAFT MOTION 20220329_7-F:
   I move approval of the BHSU and NSU FY23 minimum graduate assistant stipends in the amount of $3,921 per semester and $980 per four-week session; and USD FY23 minimum graduate assistant stipends in the amount of $4,067 per semester and $1,016 per four-week session.

Black Hills State University (BHSU) and Northern State University (NSU)

Graduate Assistant Stipends	FY22 Rate	$ Increase	% Increase	FY23 Rate
Per Semester	$3,921	$0	0.0%	$3,921
Per 4-Week Session	$980	$0	0.0%	$980

University of South Dakota (USD)

Graduate Assistant Stipends	FY22 Rate	$ Increase	% Increase	FY23 Rate
Per Semester	$4,067	$0	0.0%	$4,067
Per 4-Week Session	$1,016	$0	0.0%	$1,016

ATTACHMENTS
None

Budget and Finance

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SUBJECT
   FY23 Special Schools Nonresident Tuition

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 13-53-6 – Tuition Rates and Fees
   BOR Policy 5:5 – Tuition and Fees: General Procedures

BACKGROUND / DISCUSSION
   Nonresident Tuition
   The South Dakota School for the Blind and Visually Impaired (SDSBVI) annually reviews its instructional and residential costs to determine an appropriate tuition rate for nonresident students who may attend the school. SDSBVI does not currently have any nonresident students in attendance.

   The current tuition rate at SDSBVI is $38,147 for instructional costs and $15,419 for residential care. An inflationary increase is applied to cover salary policy, CPI on operating expenses, and adjustments to health benefit cost per benefit-eligible employee. The Bureau of Finance and Management (BFM) calculated the annual Consumer Price Index (CPI) for the last fiscal year at 2.00%.

IMPACT AND RECOMMENDATIONS
   Staff recommends that the inflationary increase be applied to the FY22 rates to set the FY23 rates.

<p align="center">Special Schools Tuition and Residential Rates</p>

	FY22 Rate	$ Increase	% Increase	Proposed FY23 Rate
Instructional	$38,147	$763	2.00%	$38,910
Residence	$15,419	$308	2.00%	$15,727
Total	**$53,566**	**$1,071**		**$54,637**

ATTACHMENTS
   None

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DRAFT MOTION 20220329_7-G:
   I move to approve the FY23 nonresident instructional tuition rate to be $38,910 and the residence cost to be set at $15,727 for the School for the Blind and Visually Impaired.

Budget and Finance

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SUBJECT
   FY23 General Bill Summary

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 4-7-13 – Legislative adoption of financial plan for each year.
   BOR Policy 5:19 – System Funding

BACKGROUND/DISCUSSION
   The 2022 legislative session concluded with the passage of the FY23 General Bill HB1340. The Board of Regents received an overall general fund base increase of $11,596,778 or 4.92% of which $8,614,767 was included to freeze tuition at FY22 rates by covering the estimated 6% salary policy costs for tuition-funded employees. The $11.6 million general fund base increase does not yet include the 6% salary policy for generally funded employees, as those amounts are appropriated to a statewide pool that has yet to be allocated.

IMPACT AND RECOMMENDATIONS
   A summary of the general fund base changes are as follows:
   - An addition of $8,614,767 to freeze FY23 tuition and cover the 6% salary policy package for tuition-funded employees.
   - An increase to general fund M&R base funding of $1,740,031 bringing the general fund amount for M&R to $16,601,112.
   - An increase in generally funded utilities of $938,277; this increase is based on utility rates and usage projections for FY23.
   - An increase of $491,000 for NSU Center for High School E-Learning course expansion
   - Creation of a new budget unit for the NSU Center for High School E-Learning and transfer of $3,903,744 and 34.9 FTE from NSU proper to fund it.
   - A $31,582 increase to the Post-Secondary Scholarship based on endowment proceeds.
   - An increase of $88,050 for USD's Coyote Business Consulting.
   - A decrease of ($6,929) for lease payment adjustments.
   - A decrease of ($300,000) for the termination of the SDSD Harrisburg contract.

(Continued)

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INFORMATIONAL ITEM

The FY23 budget also had an additional $1,068,000 and 13.0 FTE in federal funds expenditure authority and a total reduction of ($13,468,723) and (60.0 FTE) in other funds expenditure authority. These changes resulted in a 1.20% increase in federal funds spending authority, a decrease of (2.63%) in other funds authority, and a system decrease of (42.0) FTE or a (0.82%) decrease.

The federal fund expenditure authority increase was for DSU's increased grants and contracts within the Applied Research Lab. The other fund expenditure authority adjustments included the requested addition for the Law School's bar prep services as well as legislative additions for SDSU Extension's training for small meat processors and USD's Coyote Business Consulting; requested reductions were for BHSU's reduced sales and service, auxiliaries, and room and board activities and for SDSU's reduced revenues authority realignment. Also included were the requested tuition authority reduction for SDSU to realign authority and an increase to the Law school for a new legal writing faculty.

ATTACHMENTS
Attachment I – General Fund Base Changes from FY22 to FY23 By Campus
Attachment II – SDBOR's Original Request and Final Legislative Action

South Dakota Board of Regents				
FY23 Board of Regents Request and Legislatively Appropriated				
	Base General Fund	FTE	Base General Fund	FTE
FY22 Base General Fund Budget	$235,934,255	5,160.2	$235,934,255	5,160.2
Priorities	**Requested**		**Appropriated**	
General Fund M&R	$6,457,093	0.0	$1,740,031	0.0
Tuition Freeze	$0	0.0	$8,614,767	0.0
USD - Law Enforcement Training	$400,000	0.0	$0	0.0
NSU E-Learning - Course Expansion	$491,000	0.0	$491,000	5.0
SDSU Extension - Small Meat Processor Training	$150,000	0.0	$0*	0.0
USD - Coyote Small Business Consulting	$300,000	0.0	$88,050*	0.0
Base Budget Maintenance				
Utilities Adjustment	$1,024,442	0.0	$938,277	0.0
Lease Adjustment	($6,929)	0.0	($6,929)	0.0
Post-Secondary Scholarship	$0	0.0	$31,582	0.0
NSU Reduction for Center for High School E-Learning	$0	0.0	($3,093,744)	(34.9)
NSU Center for High School E-Learning Creation	$0	0.0	$3,093,744	34.9
SDSD Harrisburg Contract Adjustment	($150,000)	0.0	($300,000)	0.0
FY23 Requested and Recommended	$8,665,606	0.0	$11,596,778	5.0
FY23 Total Base Funding Recommended	$244,599,861	5,160.2	$247,531,033	5,160.2
Increase without Salary Policy	3.5%	0.0%	4.7%	0.0%
One-Time General Fund Requests				
BHSU - EAFB Contract	$209,080	0.0	$209,080**	0.0
System - Pay off Debt at CCSF	$14,000,000	0.0	$0	0.0
System - Pay off GAF-Funded Debt	$20,000,000	0.0	$0	0.0
DSU/SDSU Extension - Cyber Ag Program	$1,250,000	0.0	$1,250,000	0.0
SDSU - High Performance Computing	$1,935,993	0.0	$1,935,993	0.0
BHSU - West River Nursing Renovation/Expansion	$8,000,000	0.0	$8,000,000***	0.0
NSU - Lincoln Hall Renovation/Expansion	$29,500,000	0.0	$29,500,000***	0.0
SDSMT - Ascent Innovation Building Purchase	$5,250,000	0.0	$5,250,000****	0.0
BHSU - Multi-media Lab Equipment	$0	0.0	$112,500	0.0
BHSU - Educational Lab Upgrades	$0	0.0	$77,792	0.0
DSU - Cyber Program Expansion	$0	0.0	$30,000,000	0.0
AES - Multi-purpose Facility at Cottonwood Field Station	$0	0.0	$6,000,000	0.0
USD - National Music Museum Upgrades	$0	0.0	$2,000,000	0.0
USD - Biomedical Facility at SF Discovery District	$0	0.0	$15,000,000	0.0
USD - WICHE Psychology Program	$0	0.0	$175,000**	0.0
One-Time Federal ARPA Fund Requests				
BHSU - Technology Funding	$585,117	0.0	$0	0.0
BHSU - Wellness Center Addition/Expansion	$6,690,254	0.0	$0	0.0
DSU - Information Assurance Lab Repair/Upgrade	$1,800,000	0.0	$0	0.0
NSU - Student Programming & Education Space	$440,000	0.0	$0	0.0
NSU E-Learning - Course Expansion	$99,925	0.0	$0	0.0
SDSMT - Website Redesign/New CMS	$380,000	0.0	$0	0.0
USD - Coyote Business Consulting	$1,680,000	0.0	$0	0.0
System - Tutoring and Peer Mentoring	$587,622	0.0	$0	0.0
System - Expand Wireless Access Points	$1,491,000	0.0	$0	0.0
System - Deferred M&R	$65,599,000	0.0	$22,930,000*****	0.0
System - VOIP for DSU and SDSMT	$517,500	0.0	$0	0.0
System - Classroom Upgrades – HDMI and Web Conference	$1,457,017	0.0	$0	0.0
System - Student Mental Tele-Health	$5,000,000	0.0	$0	0.0
System - Outdoor Facility Projects	$9,400,000	0.0	$0	0.0
System - Network Security	$4,472,000	0.0	$0	0.0
System - Stipend for Facilities and Custodial Employees	$655,000	0.0	$0	0.0
FY23 Tuition Fund Authority Requests				
Authority Changes	($4,858,673)	(24.0)	($4,858,673)	(24.0)
FY23 Federal and Other Fund Authority Requests				
Authority Changes	($8,972,000)	(36.0)	($8,610,050)	(36.0)
FY23 Informational Federal and Other Fund Authority Requests				
Authority Changes	-	0.0	$0	0.0

*The Legislature added base other fund authority for these items:
$150,000 for the small meat processor training and $211,950 for Coyote Business Consulting.

** The Legislature included these items in FY22 General Bill Amendment (SB60).

***The Legislature approved the use of the state's American Rescue Plan Act (ARPA) funds for these projects.

**** The Legislature approved $5,250,000 in general funds for the purchase of the building and an additional $2,000,000 in other funds authority for renovations.

*****The Legislature approved the use of the state's ARPA funds for water and wastewater projects.

FY23 SDBOR GENERAL FUND BASE CHANGES

INSTITUTION	FY22 GENERAL FUND BASE	M&R FUNDING	POST-SECONDARY SCHOLARSHIP	UTILITIES ADJUSTMENTS	LEASE PAYMENTS	TUITION FREEZE	HARRISBURG CONTRACT	NSU E-LEARNING SWAP	NSU E-LEARNING EXPANSION	COYOTE BUSINESS CONSULTING	FY23 GENERAL FUND BASE
BOR	$33,797,255	$1,740,031	$31,582		($6,929)						$35,561,939
BHSU	$10,391,827			$197,055		$827,826					$11,416,708
DSU	$10,715,876			$146,226		$821,716					$11,683,818
NSU	$16,048,896			$328,794		$531,960		($3,093,744)			$13,815,906
NSU E-LEARNING	$0							$3,093,744	$491,000		$3,584,744
SDSMT	$18,524,376			$103,850		$913,868					$19,542,094
SDSU	$52,086,633			$87,592		$2,856,745					$55,030,970
EXT	$9,161,192										$9,161,192
AES	$13,357,446										$13,357,446
USD	$38,522,681			$191,847		$1,974,098				$88,050	$40,776,676
LAW	$1,914,586					$129,024					$2,043,610
MED	$24,919,498					$559,530					$25,479,028
SDSD	$3,121,137			($111,271)			($300,000)				$2,709,866
SDSBVI	$3,372,852			($5,816)							$3,367,036
Total	$235,934,255	$1,740,031	$31,582	$938,277	($6,929)	$8,614,767	($300,000)	$0	$491,000	$88,050	$247,531,033

$ INCREASE	$11,596,778
% INCREASE	4.92%

NOTE: FY23 Salary policy has not been included for generally funded employees.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY22 General Bill Amendments

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 4-7-13 – Legislative adoption of financial plan for each year.
BOR Policy 5:19 – System Funding

BACKGROUND/DISCUSSION
Amendments to the FY22 general bill are contained in SB60, which has been approved by the legislature and sent to the Governor for signature. The portion of the bill relating to the Board of Regents is provided in the table below. Any changes in the bill are considered one-time and are not base-budget adjustments.

IMPACT AND RECOMMENDATIONS
With increased state revenues and continued COVID stimulus dollars, the legislators were able to grant several one-time appropriations in SB60. The Board received general fund support for a couple of new initiatives including $209,080 in start-up funds for the new BHSU Ellsworth Air Force Base contract and $175,000 for a WICHE Psychology residency program at USD. The legislators also approved an additional $37.37 million in federal expenditure authority for the American Rescue Plan stimulus bill that was passed by the federal government in March 2021. The South Dakota Opportunity Scholarship was decreased by $300,000, while post-secondary scholarship authority was increased by $18,500 to allow the spending down of cash remaining in other funds, and lastly general fund utility allocations were increased by $409,606 because of revised utility cost projections.

FY22 GENERAL BILL AMENDMENTS (SB60)

INSTITUTION	DESCRIPTION	GENERAL FUNDS	FEDERAL FUNDS	OTHER FUNDS	TOTAL
BOR	SD OPPORTUNITY SCHOLARSHIP	(300,000)			(300,000)
BOR	POST-SECONDARY SCHOLARSHIP AUTHORITY			18,500	18,500
BHSU	EAFB CONTRACT START-UP	209,080			209,080
USD	WICHE PSYCHOLOGY RESIDENCY PROGRAM	175,000			175,000
BHSU	ARPA AUTHORITY		3,601,080		3,601,080
DSU	ARPA AUTHORITY		2,574,069		2,574,069

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INFORMATIONAL ITEM

NSU	ARPA AUTHORITY		1,801,830		1,801,830
SDSMT	ARPA AUTHORITY		2,012,792		2,012,792
SDSU	ARPA AUTHORITY		17,674,487		17,674,487
USD	ARPA AUTHORITY		9,707,707		9,707,707
BHSU	UTILITIES ADJUSTMENTS	135,905			135,905
DSU	UTILITIES ADJUSTMENTS	116,955			116,955
NSU	UTILITIES ADJUSTMENTS	267,726			267,726
SDSMT	UTILITIES ADJUSTMENTS	45,121			45,121
SDSU	UTILITIES ADJUSTMENTS	(259,703)			(259,703)
USD	UTILITIES ADJUSTMENTS	232,402			232,402
SDSBVI	UTILITIES ADJUSTMENTS	(10,034)			(10,034)
SDSD	UTILITIES ADJUSTMENTS	(118,766)			(118,766)
TOTAL		**493,686**	**37,371,965**	**18,500**	**37,884,151**

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
FY22 Special Appropriations

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 4-7-13 – Legislative adoption of financial plan for each year
BOR Policy 5:19 – System Funding

BACKGROUND/DISCUSSION
Numerous appropriations bills were brought on the Board of Regent's behalf during the 2022 legislative session. Because of the state's enhanced financial position, due to increased state revenues and federal stimulus dollars related to COVID, the legislature and Governor were able to approve several bills that provided spending authority for federal and other funds, as well as provided general funds for a number of projects and initiatives.

IMPACT AND RECOMMENDATIONS
The Board received $61,626,285 in general funds, $37,500,000 federal funds authority, and $166,429,644 in other funds authority which totaled to $265,555,929 in special appropriations. Of the $266 million, nearly 87% was building related. A list of the approved appropriations bills is provided in the table below.

SPECIAL APPROPRIATIONS BILLS IN 2022 SESSION						
BILL	**INSTITUTION**	**DESCRIPTION**	**GENERAL**	**FEDERAL**	**OTHER**	**TOTAL**
SB132	BHSU	MULTI-MEDIA LAB EQUIPMENT	$112,500			$112,500
SB133	BHSU	EDUCATION LAB UPGRADES	$77,792			$77,792
SB43	BHSU	BHRC-HEALTH SCIENCES CENTER		$8,000,000	$7,114,644	$15,114,644
HB1021	DSU	ATHLETIC EVENTS CENTER			$28,047,000	$28,047,000
SB130	DSU	CONSTRUCTION OF APPLIED RESEARCH LAB			$50,000,000	$50,000,000
SB54	DSU	CYBER PROGRAM EXPANSION	$30,000,000			$30,000,000
SB44	NSU	LINCOLN HALL CONSTRUCTION/ DEMOLITION BRISCOE HALL		$29,500,000		$29,500,000
SB161	SDSMT	MATCHING FUNDS TO TRIBAL UNIVERSITY FOR NASA-FLIGHT CENTER RESEARCH			$300,000	$300,000

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INFORMATIONAL ITEM

SB97	SDSMT	ACQUIRE ASCENT INCUBATOR BUILDING	$5,250,000		$2,000,000	$7,250,000
HB1022	SDSU	RENOVATE STANLEY J MARSHALL CENTER			$53,168,000	$53,168,000
HB1023	SDSU	DEMOLISH WECOTA ANNEX			$800,000	$800,000
HB1092	SDSU	CYBER AG PARTNERSHIP	$1,250,000			$1,250,000
HB1137	SDSU	HIGH PERFORMANCE COMPUTING	$1,935,993			$1,935,993
SB84	SDSU-AES	MULTI-PURPOSE FACILITY AT COTTONWOOD FIELD STATION	$6,000,000			$6,000,000
HB1209	USD	NATIONAL MUSIC MUSEUM	$2,000,000			$2,000,000
HB1210	USD	BIOMEDICAL FACILITY AT SF DISCOVERY DISTRICT	$15,000,000			$15,000,000
SB42	USD	WELLNESS CENTER ADDITION			$25,000,000	$25,000,000
TOTAL			**$61,626,285**	**$37,500,000**	**$166,429,644**	**$265,555,929**
*The BOR also had approximately $22.65M in federal American Rescue Plan water and wastewater projects approved (SB50) by the SD Department of Agriculture and Natural Resources and overseen by the Office of the State Engineer and the SD Bureau of Administration.						

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
DSU Athletics Event Center – Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 5-14-1 – Classification of Capital Improvements
SDCL 5-14-2 – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds
SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of
Institution
BOR Policy 6:4 – Capital Improvements
BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests approval of this Facility Design Plan for the construction of a new Athletics Event Center. The Board approved DSU's Preliminary Facility Statement for the new Center in December 2016. In April of 2017, the Building Committee selected the design team of JLG Architects. The Facility Program Plan was approved October 7, 2021.

IMPACT AND RECOMMENDATIONS
This project would enable DSU to develop plans for an on-campus facility that will provide a new Event Center and adjoining fields for competition, practice, academic space, and support space. The facilities would also allow for growth in academic programs, such as biomechanics and an Institute on Human Performance and Aging. This project is the first phase of a larger scale Athletics Masterplan. The goal of the DSU Athletics Masterplan is to create a state-of-the-art sports campus for both men's and women's sports with new and renovated facilities to advance Trojan sports and foster recruitment of topflight athletes, coaches, and staff. The athletics district will include a football stadium with both indoor and outdoor suites, an interactive hall-of-fame, team lockers, and training facilities. A future phase would include a multi-purpose/competition Arena and an indoor sports

****

DRAFT MOTION 20220329_7-K:
I move to approve the Facility Design Plan for DSU's Athletics Event Center with construction cost estimates of $33,000,000 using private donations.

training complex with a 300-meter track. The masterplan also includes a softball field, baseball field, soccer field, and various training facilities. The planning of this project aims at creating adjacencies in the design to share hospitality, support, and training spaces between the existing Memorial Fieldhouse, indoor and outdoor track, football stadium, and future Arena.

TOTAL CONSTRUCTION COST ESTIMATES

Description	Budget amount
Construction Costs	$28,601,070
Total Contingency	$1,306,930
Professional Fees	$1,887,000
OSE Fee	$45,000
FF&E	$1,000,000
Commissioning	$80,000
Geotechnical, Survey, and Construction Testing	$70,000
Miscellaneous Fees	$10,000
Total	**$33,000,000**

PROPOSED FUNDING SOURCES

Total project cost is $33 million including construction, fees, furnishings as identified in the table. This is $5 million greater than the original amount in the Facility Program Plan. The increase consists of $5 million from private funds guaranteed by the DSU Foundation through additional fundraising. This project includes an endowment of approximately $7,350,000 guaranteed by the DSU Foundation for maintenance and repair of this facility.

ATTACHMENTS

Attachment I – DSU Athletics Event Center FDP

Dakota State University Athletics Events Center
Facility Design Plan

Dakota State University requests approval of the Facility Design Plan to construct a new Athletics Events Center on the campus. The Preliminary Facility Statement for this project was approved by the Board of Regents in December 2016 and the Facility Program Plan was approved October 7th, 2021.

A. Architectural, Mechanical, and Electrical Schematic Design

Architectural:

The planned facility will consist of spaces for student athletes, administration, coaches, academics, fans, and flexible hospitality spaces.

The building structure is planned to be a structural steel columns and beam framing with non-load bearing light gauge metal studs to infill between steel columns. Typical floor framing will be concrete over composite floor deck on steel wide flange purlins. Typical roof framing will be metal roof deck on steel bar joists support by steel beams and columns.

The exterior cladding will be a combination of phenolic or metal panels and masonry. Windows will be an aluminum storefront system. The roof will be adhered EPDM.

Athlete spaces
Lockers rooms are provided for football, baseball, softball, and men's and women's soccer. The locker rooms are designed to use space efficiently by combining baseball and men's soccer in one space and softball and women's soccer in another space. With separate seasons for these sports, the design will take advantage of this efficient use of space. Locker rooms will accommodate lockers, toilets, sinks and showers. Direct outside access is provided out of each locker room to reduce debris from cleats tracking through the building.

Athletics support spaces
The building will include a strength and conditioning for athletics, a rehabilitation, and a therapy space.

E-sports athlete spaces
The Esports space features a PC café and a viewing area for over 100 people to gather and watch the events. The other sports teams will also use the viewing area.

Administration and coaches
Offices are provided in this space for the Athletics Director, Assistant Athletics Director, Events Director, Sports Information Director, Assistant Sports Information Director, Football Head Coach, Football Assistants, Offensive Assistant Coaches, Defensive Assistant Coaches, Softball Head Coach, Softball Assistant Coaches, Baseball Head Coach, Baseball Assistant Coaches, and an Administrative Assistant.

Academics
A biomechanics lab, two classrooms, and space to accommodate the Institute on Aging are provided in this facility.

Fans and flexible hospitality spaces

The general admission fan spaces consist of outdoor bleachers, with seatbacks located in the middle section. These bleachers are connected to a field level concourse along the building with two concessions spaces located at open gathering areas. Restrooms are centrally located to serve these fans. Suites are inside the building on the second level with a suite lounge centrally located to provide drink service, food, and socializing. The suites spaces will be used as conference and meeting rooms on non-game days. Another hospitality space is located on the south end of the facility for the Trojan Athletics Club members with a deck open to the field. This space is also sized to support events separate from game day. The two classrooms are located along the east façade, facing the field for flexible use during game time. A team store space is being planning to sell Trojan merchandise.

Kitchen and Catering

The building contains a kitchen with freezer and cooler space on second floor that will be able to service the suites and hospitality areas on game days. This will also provide catering services for other events and activities within the facility.

Future planning

The building is being designed to accommodate future connections to an arena (basketball, volleyball, and other sports) to the southwest and an indoor track and turf field facility to the north. The building contains a kitchen that will be able to service the suites and hospitality areas on game days and provide catering services for other events and activities within the facility.

Mechanical:

HVAC System:

The individual spaces will be conditioned with terminal heat pump units as manufactured by Bulldog Heat Pump or approved equivalent, like the system currently installed in East Hall and Heston Hall on campus. Each terminal heat pump will be connected to a two-pipe condenser water system. Dedicated outside air (DOAS) units will be used to temper ventilation air to be furnished into each individual space and will operate independently from the heat pump units. Addressing the ventilation air separately will save fan energy and improve indoor air quality. Heating will be provided by high efficiency condensing boilers.

Plumbing System:

Plumbing Fixtures:

Plumbing fixtures to be high efficiency low water consumption fixtures to meet the requirements for the Water Use Reduction Green Globe credits. Wall mounted 1.28 gpf water closets with automatic battery flush valves and wall mounted 0.125 gpf urinals with automatic battery flush valves will be installed. The facility will also have dual height electric water cooler sets with integral bottle fillers. Lavatories will have manual single lever 0.5 gpm faucets with thermostatic mixing valves at each lavatory.

New wall hydrants and hose bibs will be provided as needed in exterior and interior locations. All exterior hydrants shall be freeze-less type. A wall hydrant will be provided near the new chiller for cleaning purposes.

Domestic Water Piping & Insulation

New domestic water piping will be installed and distributed appropriately throughout the facility. It is anticipated that the domestic water service will be 4". The domestic water will be brought into the Field

Level (Level 100) mechanical space parallel to the fire protection service. Plans for a water softening system will be incorporated. All mains & branch piping shall be insulated with fiberglass with vapor barrier.

Domestic Hot Water System

Domestic hot water will be provided to the facility via three gas-fired hot water heaters located in a Field Level (Level 100) mechanical room. Two of the hot water boilers will meet the required demand while the third hot water boiler will provide redundancy.

Sanitary Waste/Venting

All sanitary waste and venting shall be PVC piping and cast iron when within return air plenums.

Natural Gas Piping

All-natural gas piping shall be schedule 40 black pipe with isolation valves and pressure reducing valves as necessary serving high efficiency hot water boilers & water heaters.

Storm Drainage

Room drainage will include piped primary drains with overflow scuppers. Interior piped drains will be PVC piping encased in insulation piped down to below grade to the site detention system.

Fire Sprinkler System:

A new fire protection service, anticipated to be 6", will enter the facility in a mechanical space. The new system and all components will be installed to meet NFPA 13 standards. This system will serve the entire building.

Electrical:

Lighting System:

Building Lighting

The lighting system shall include the provisions, installation and connection of lighting panels, lighting contactors, grounding, light fixtures, switches, and other material required for a complete installation. Lighting in general will be LED. No incandescent fixtures will be used. Light level will be determined per the IES recommended illumination levels for the various categories-tasks. Calculations will be done using "zonal cavity" method. Occupancy sensors will be utilized to provide energy conservation and comply with IECC and per ASHRAE 90.1. The project shall consist of a full lighting control system that will have capability of reporting energy usage to a central system.

Exterior Lighting

Exterior lighting on the building will be LED type with full cut-off fixtures.

Field Lighting

New LED energy efficient field lighting will be furnished and installed. The new football field and soccer/track lighting will be designed to IES level 2 class of play standards. The field lighting will provide an average of 50 horizontal footcandles with a maximum uniformity (max to min) of 2.0. It will provide a minimum of 40 vertical footcandles. The field lighting for the football field will consist of LED fixtures mounted to poles on the east side and mounted above the building on poles on the west side. This lighting shall also be used to illuminate the new and existing spectator seating. The average of 10 horizontal footcandles will be provided on a plane parallel to the stairs on the floor of the stands.

Fire Alarm System / Life Safety Systems:

The fire alarm system shall be installed to meet the present code requirements and meet DSU's standards. A fully addressable system will be used. The fire alarm system shall be able to communicate with existing fire alarm system. Exit and emergency lighting will be placed according to life safety codes.

Data / Phone System:

The data system will be installed by a BICSI certified installer. The new data/cabling system will meet the requirements of the latest edition of the DSU Technology Specifications, Building Infrastructure Requirements for DSU-Owned Buildings. The data and phone systems will be connected to the campus system using fiber optic cable.

Security System:

The security system will consist of rough ins for the cameras and door accesses systems. The locations would be coordinated with the owner. Rough ins would consist of conduits, terminated and tested cabling, and boxes. The security equipment would be by owner.

Power System:

Electrical Service will be a standalone feed from the City of Madison's North substation. The main service will be in the mechanical room on the first floor. 480v panelboards, step down transformers, and 208v panelboards will be installed in the first-floor mechanical room with additional panels located on the second floor as needed. Panelboard locations will be coordinated with other trades to minimize conflicts and allow for future electrical power needs. Communal area lighting, power, and equipment will be metered according to the Green Globe's requirements.

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. EMT conduit will be used throughout the project for homeruns and for conduit runs between floors. There will be no PVC electrical conduit installed inside the building. Flexible metal conduit will be used for wiring light fixtures and motors.

B. Changes from Facility Program Plan

Changes include:

- Budget increase from $28 million to $33 million. This change is an increase of $5 million from private funds guaranteed by the DSU Foundation through additional fundraising.
- The total sq. ft. of the Athletics Events Center building has been adjusted down to 55,533 sq. ft.
- Additional land is necessary for the project. The DSU Foundation purchased that land, and it will be transferred to DSU upon approval of the Board of Regents. The Facility Program Plan listed this as part of the project cost, but since the Foundation has already purchased the land with gift funds, it will be transferred to the University at no additional cost. Therefore, it is no longer part of the Facility Design Plan budget.

C. Impact to Existing Building or Campus-wide Heating/Cooling/Electrical Systems

The new building will have stand-alone heating system, thus will not impact the current boiler plant facility. DSU is still determining if the new building will connect to the campus electrical loop or direct connect to the utility provider, similar to how the Courtyard/LEC is connected.

D. Total Construction Cost Estimates

Total project cost is approximately $33 million including construction, fees, furnishings as identified in the following table. This is approximately $5 million greater than the original amount in the Facility Program Plan. The increase consists of $5 million from private funds guaranteed by the DSU Foundation through additional fundraising.

The Facility Design Plan budget is as follows:

Description	Budget amount
Construction Costs	$28,601,070
Total Contingency	$1,306,930
Professional Fees	$1,887,000
OSE Fee	$45,000
FF&E	$1,000,000
Commissioning	$80,000
Geotechnical, Survey, and Construction Testing	$70,000
Miscellaneous Fees	$10,000
Total	**$33,000,000**

E. Changes from Cost Estimates for Operational or M&R Expenses

There are no significant changes from the Facility Program Plan for operational costs estimates of the facility. M&R Expenses are anticipated to be a similar amount as estimated previously. The total sq. ft. of the building has been reduced, which reduces M&R needs in the future, but that is anticipated to be offset by increased costs of the project. Maintenance and repair will be funded through an endowment of approximately $7,350,000 guaranteed by the DSU Foundation.

F. Planned Project Timeline:

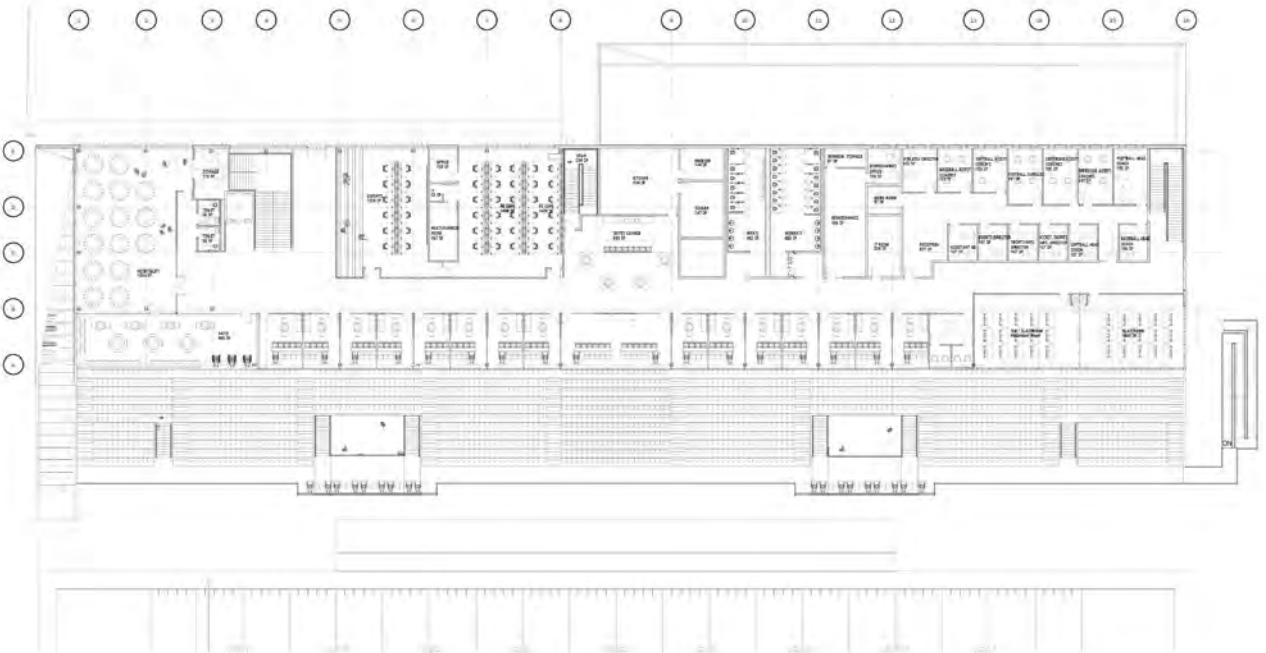| Project Phase	Dates
Schematic Design	January 4, 2022 – February 24, 2022
Design Development *Board of Regents – Facility Design Plan Approval*	February 28, 2022 – April 29, 2022 March 29-30, 2022
GMP from Construction Manager	July 22, 2022
Construction Documents *	May 2, 2022 – June 23, 2022
Construction (Building)	November 14, 2022 – July 14, 2024
Occupancy	July 15, 2024
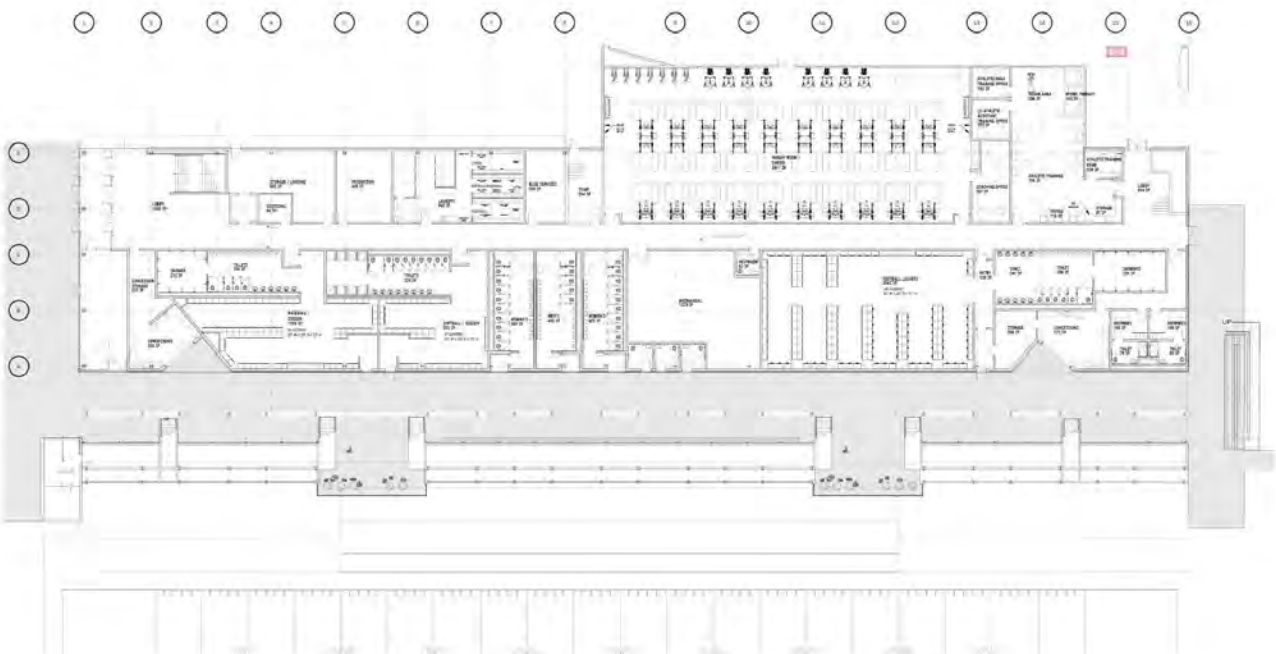
Dakota State University Athletic Complex
Schematic Site Plan

JLG FIRST FLOOR PLAN
MARCH 2022 | 17043.01 | © 2022 JLG ARCHITECTS

DESIGN FOR LIFE

DSU ATHLETIC EVENT CENTER

SECOND FLOOR PLAN
MARCH 2022 | 17043 01 | © 2022 JLG ARCHITECTS

TWU ATHLETIC EVENT CENTER

JLG SOUTHEAST ENTRY
MARCH 2022 | 17043.01 | © 2022 JLG ARCHITECTS
DESIGN FOR LIFE

DSU ATHLETIC EVENT CENTER   1

Budget and Finance

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SUBJECT
> DSU Land Acquisition

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 6:2 – Acquisition and Disposal of Real Property

BACKGROUND / DISCUSSION
> Dakota State University (DSU) requests Board of Regents' authorization to acquire real estate in Lake County. The acquisition was approved by the 2022 Legislature in HB1021, which contained an emergency clause, and was signed by the Governor on March 9th. The bill authorized the Board of Regents to purchase or otherwise acquire, on behalf of Dakota State University, the following described real estate in the City of Madison, Lake County, South Dakota:
>
> > (1) N341' S459.21' E368.5' LT 1 CO AUD SUB NE1/4 SEC 6-106-52;
> > (2) LOT 1 BLOCK 1 DSU FOUNDATION ADD;
> > (3) LOT 2 BLOCK 1 DSU FOUNDATION ADD; and
> > (4) LOT 3 BLOCK 1 DSU FOUNDATION ADD.
>
> The foregoing acquisition will be made in accordance with applicable law. The necessary elements of BOR Policy 6:2 pertaining to land acquisitions include:
>
> A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board's authority;
>
> > The General Counsel has reviewed the proposed structure for the transactions and is of the opinion that it conforms to the legal limitations on the Board's authority. House Bill 1021 was approved by the 2022 Legislature and signed by the Governor on March 9, 2022, authorizing the acquisition of the Lake County property.
>
> B. A statement of the business rationale for the acquisition referencing the land acquisition plan set forth in 6:2(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;

(Continued)

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DRAFT MOTION 20220329_7-L:
> I move to approve the acquisition of the real estate located in Lake County, as presented, which was authorized by House Bill 1021 during the 2022 Legislative Session.

The land proposed to be acquired enables DSU to construct Phase I of the DSU Athletics Master Plan and permits future development of that master plan. This property will be the location of the new track/soccer field and will also provide sufficient land to meet stormwater requirements. Alternatives to this land acquisition were evaluated but were determined to be much more costly.

C. A report from an independent appraiser stating a fair market price for the property;

The land is being transferred from the DSU Foundation at no cost, and as such, DSU requests the Board waive the requirement in policy for an independent appraisal stating a fair market price for the property.

D. An environmental audit report, including any action plan required to abate identified environmental hazards; and

A Phase 1 Environmental Site Assessment was completed by Houston Engineering, Inc. on January 26, 2022, which found no evidence of recognized environmental conditions in connection with the property. The report is available from DSU upon request.

E. A financial plan and acquisition budget addressing (1) the land price; (2) incidental expenses and (3) costs for related improvements or services needed to make the property serviceable.

(1) The land will be transferred from the DSU Foundation at no cost;
(2) Any incidental expenses associated with the filing of the land transaction would be funded from unrestricted university funds and/or foundation funds; and
(3) The property will be developed in accordance with the Athletics Events Center Facility Design Plan, which will be funded through donated funds.

IMPACT AND RECOMMENDATION

The proposed acquisition will allow DSU to proceed with Phase 1 of the DSU Athletics Events Center as authorized by HB1021 and detailed in the DSU Athletics Events Center Facility Design Plan.

Staff recommends approval.

ATTACHMENTS

None

Budget and Finance

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AGENDA ITEM: 7 – M
DATE: March 29-30, 2022

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SUBJECT
       SDSU Berg Agricultural Hall – Revised Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY
       SDCL 5-14-1 - Classification of Capital Improvements
       SDCL 5-14-2 - Supervision by Bureau of Administration of Capital Improvement Projects
              – Payment of Appropriated Funds
       SDCL 5-14-3 - Preparation of Plans and Specifications for Capital Improvements – State
              Building Committee – Approval by Board or Commission in Charge of
              Institution
       BOR Policy 6:4 – Capital Improvements
       BOR Policy 6:6 – Maintenance & Repair

BACKGROUND / DISCUSSION
       South Dakota State University (SDSU) seeks approval of a revised Facility Design Plan
for the renovation of the 1st and 2nd floors of Berg Agricultural Hall. The project scope has
been reduced to match the funding available to the project. Per BOR Policy 6:4, since the
project scope has been changed, it is necessary to resubmit the Facility Design Plan for
approval of the project.

       The Precision Agriculture Center Preliminary Facility Statement was approved by the
Board of Regents in August 2015. A Revised Preliminary Facility Statement was approved
by the Board of Regents in December 2016. The Facility Program Plan was approved by
the Board of Regents in October 2017. This separated the Precision Agriculture Center
project into two components: a new facility and renovations to Berg Agricultural Hall. The
Facility Design Plan for renovation of the 1st and 2nd floors of Berg Agricultural Hall was
approved in December of 2020.

       Funding authority for this project exists through approval of the Raven Precision
Agriculture Center (HB 1264 – 2018 legislative session). Spending authority of
$55,000,000 was approved. The funding appropriated for the project was $46,100,000
which allowed for construction of the new building, the Raven Precision Agriculture
Center. The remaining funding authority in HB1264 is $11,125,000 and provides for the
renovation of the 1st and 2nd floors of Berg Agricultural Hall.

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(Continued)

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DRAFT MOTION 20220329_7-M:
       I move to approve SDSU's Revised Facility Design Plan for renovation of the 1st and 2nd
floors of Berg Agricultural Hall at a cost not to exceed $9,550,315.

The Facility Design Plan presented to the Board in December 2020 included $2,000,000 in appropriated general funds from the 2021 legislative session. The funding request was included with the 2021 BOR budget request to the Governor's office as special one-time funding. This was not supported in the Governor's budget. During the 2021 legislative session HB 1240 was introduced to provide $2,000,000 in general funds for the benefit of this project. HB 1240 was eventually deferred to the forty-first day, effectively denying this request. As a result, the project scope needed to be reduced to fit the available funding, which was done with a revised Facility Design Plan at the May 2021 Board meeting.

The project was bid in November 2021. Following the bids, additional funds were identified to enable the project to complete the bid alternates. The building committee approved the low bid with alternates on December 13, 2021. SDSU is resubmitting the Facility Design Plan for approval with the additional funding identified.

IMPACT AND RECOMMENDATIONS

A primary goal of the project is to provide modern classroom and laboratory space as well as assist in developing a workforce of agronomists and engineers. This goal remains and is the continued focus of the project.

With additional funding, the project will proceed with all bid alternatives to complete the entire scope of the project.

Funding sources are summarized below:

Donations	$ 4,000,000
HEFF (FY2021)	$ 484,244
HEFF General (FY2020, FY2021, & FY2022)	$ 4,966,071
HEFF Fee (FY2021)	$ 100,000
Total	$ 9,550,315

Project Estimate Summary:

Construction Costs	$ 7,544,500
Asbestos Abatement	$ 73,125
Construction Costs Subtotal	$ 7,617,625
Design/Professional Services/LEED Services	$ 679,870
Construction Testing/Commissioning	$ 32,976
Project Administration	$ 437,547
Project Relocation Costs	$ 150,000
Furnishings/Network/Technology/Signage/Equipment	$ 132,000
Owner Contingency (5%)	$ 380,881
Non-Construction Costs Subtotal	$ 1,850,274
Estimated Project Cost	$ 9,467,899

ATTACHMENTS

Attachment I – Revised Facility Design Plan
Attachment II – Floor Plans Illustrating Changes in Scope
Attachment III – Foundation Donation Commitment Letter

FACILITY DESIGN PLAN (REVISED)
FOR
RENOVATION OF THE 1ST & 2ND FLOORS OF
BERG AGRICULTURAL HALL
RAVEN PRECISION AGRICULTURE CENTER (PHASE 2)
SOUTH DAKOTA STATE UNIVERSITY
February 17, 2022

SDSU seeks approval of this revised Facility Design Plan to construct the last phase of the Raven Precision Agriculture Center. The project is renovation of the 1st and 2nd floors of Berg Agricultural Hall.

SDSU requests that this revised Facility Design Plan be approved which will allow the second phase of the project to proceed thru construction. Building Committee awarded the low bidder construction contract with all bid alternates.

Project summary:

The Precision Agriculture Center Preliminary Facility Statement was approved by the Board of Regents in August 2015. A building committee was appointed and the design team of EAPC Architects, with the Clark Enersen Partners as laboratory design consultants, were selected to design the project. A Revised Preliminary Facility Statement was approved by the Board of Regents in December 2016. The Facility Program Plan was approved by the Board of Regents in October 2017. The scope of the project included construction of a new building and renovation of Berg Agricultural Hall. The Facility Design Plan for Renovation of the 1st and 2nd Floors of Berg Agricultural Hall was approved in December of 2020.

Funding authority for this project exists through approval of the Raven Precision Agriculture Center (HB 1264 – 2018 legislative session). Spending authority of $55,000,000 was approved. The funding appropriated for the project was $46,100,000 which allowed for construction of the new building, the Raven Precision Agriculture Center. The spending authority remained for the Renovation of Berg Ag Hall.

SDSU seeks to utilize the remaining authority granted by HB 1264 to complete the renovation of the first and second floors of Berg Agricultural Hall. We are utilizing EAPC, the design team selected by the building committee, to update the scope of the renovations and they will continue as the designers of this project.

FDP - Berg Agricultural Hall 1st & 2nd Floor Renovations

The Facility Design Plan presented to the BOR in December 2020 included $2,000,000 in appropriated general funds from the 2021 legislative session. The funding request was included with the 2021 BOR budget request to the governor's office as a special one-time request of funding. This was denied. During the legislative session HB 1240 was introduced to provide $2,000,000 in general funds for the benefit of this project. HB 1240 was eventually deferred to the forty-first day, effectively denying this request. As a result, the project scope was reduced and a revised Facility Design Plan with reduced funding was approved in the May 2021.

The project was bid in November 2021. Following the bids, additional funds were identified to enable the project to complete the bid alternates. The building committee approved the low bid with alternates on December 13th, 2021; as additional funds were identified.

a. Architectural, Mechanical, and Electrical Schematic Designs

The program space requirements and scope of the project were developed in 2017. The renovated space in Berg Ag Hall will include research laboratories, laboratory support space, two classroom laboratories, and office space. The plans have been modified to further minimize the amount of space to receive major renovations and maximize space to receive minor renovations. Two laboratories were issued as bid alternates to reduce base bid project costs. One classroom, in lieu of two will be upgraded. Minimal office space modifications will be made.

The basement and third floor were renovated in 2009-2010 with the 2007 BOR Critical M&R Bond Issue. That project provided the infrastructure (sprinkler system, electrical transformer upgrade, electrical switchgear upgrade, mechanical space, and elevator) that will support the necessary renovations to the remainder of the building.

The space needs remain consistent with the programmatic needs described in the Precision Ag Project Facility Program Plan from 2017. The spaces to be included in the renovations are included in an attachment to this Facility Design Plan. A goal for development of precision agriculture is to provide modern classroom and laboratory space and assist in developing a workforce of agronomists and engineers. This goal remains and is the continued focus of the project.

The Berg Agricultural Hall phase of the Raven Precision Agriculture Center includes:

FDP - Berg Agricultural Hall 1st & 2nd Floor Renovations

- Specialized laboratories (e.g. plant pathology, plant disease research, and crop pest management) to support cross disciplinary collaborative research in crop production and pest management. The following laboratories will be provided as part of the project; Entomology Labs, Plant Pathology Lab, and Plant Virology Lab. The Plant Pathology Diagnostic Lab and the Arboriculture Lab were designed as bid alternates to the plans to be fitted out as the funding allows.
- Space for scientists, faculty, extension specialists, students, and administrative personnel.

Architectural
The first and second floors of Berg Agricultural Hall will be renovated under the scope of the project to provide updated research laboratories and improved office space. This work will include new layouts and modernization of a large portion of the first and second floors as well as complete mechanical, fire protection and electrical upgrades in all affected areas. The mechanical shell spaces built as part of the 2010 renovations and located at each floor will be used to accommodate new equipment and infrastructure. Specific benefits to the Plant Science portion of the Precision Ag curriculum will include:

- Four new research laboratories and their associated support spaces focusing on Plant Pathology, Plant Virology, and Entomology.
- The Plant Pathology Diagnostic Service Laboratory suite serves as main contact in South Dakota for plant and pest diagnostics related to agricultural industry.
- One teaching laboratory for Plant Pathology & Entomology will be renovated in a current Food Science Research Laboratory space. A Biology Laboratory will receive only infrastructure modifications.
- Reassigned Plant Science Faculty and Technician Offices
- Reassigned Plant Science Graduate Student Work areas to accommodate up to 36 students.

All space on the first and second floors will receive the essential infrastructure improvements. These include all offices, conference rooms, storage spaces, and classrooms. These modifications include:
- Heating system replacement
- Asbestos containing materials abatement
- Central system air conditioning
- Fire sprinklers
- New ceilings and upgraded lighting systems

FDP - Berg Agricultural Hall 1st & 2nd Floor Renovations

- o Enlarged doorways as needed to provide ADA access
- o New vinyl composition tile floor
- o Painting will be limited to new walls and patching
- o Upgrades to exterior walls to improve building efficiency and thermal comfort. This is a bid alternate to be completed with the additional funding.
- o Interior corridor walls will be covered with gypsum board and painted

This project will also include moderate renovations to one non-research/teaching area of the first floor as needed to accommodate the new lab configurations and provide a replacement plant science classroom. Areas that receive median level renovations will receive all the previously noted modifications, but will also include:
- o Additional electrical modifications
- o Refinishing all walls
- o Relocation of one or more walls

Laboratories on the second floor will receive substantial work. These will be gutted and completely renovated or constructed as shell space. The labs will include all new finishes along with wood laboratory casework, epoxy resin or phenolic countertops, stainless steel fixtures, built-in equipment, and other finishes appropriate to each lab space. Attached are schematic floor plans of the project. The second floor labs to be fully renovated or included as bid alternates are highlighted on the floor plans.

The existing corridor walls are a dated glazed green block and the current plan is for these to remain, but covered with gypsum board and painted to match the aesthetics of the 2010 renovations.

Mechanical
The 2010 project constructed the space that will be utilized as mechanical rooms for the building. The first and second floors each have a mechanical room that will contain the air-handling units, laboratory exhaust systems, circulation pumps, and controls to serve the climate control needs of each floor. The mechanical systems throughout the first and second floors of the building will be upgraded for better occupant comfort, health, & safety. The existing through the wall air conditioners and multi split systems serving many of the internal spaces will be removed, along with the old air handler providing minimal ventilation. This equipment will be replaced with new air handling units to provide a central variable air volume system for each floor. Standalone humidification devices will be integrated with the air handlers to control humidity in the building. A new chilled water heat

exchanger separating the building system from the central system was included as part of a bid alternate. This is a bid alternate to be completed with the additional funding. The heating, ventilating, and air conditioning systems will be installed to serve the entire floor, regardless of the extent of architectural remodeling.

New laboratory exhaust fans will be installed on the roof and ducted from existing and new mechanical chases to the areas they serve. Where laboratory areas may contain harmful chemical vapors, particulate, & biological aerosols, exhaust fans will discharge these harmful chemicals at least 10 feet above the roof of the building. Redundant exhaust fans will be provided for the exhaust system. For laboratories, air handling units will provide once through air flow utilizing 100% outside air for laboratory ventilation.

Plumbing system utilities upgrades will include domestic & reverse osmosis water, compressed air, vacuum, and sanitary and chemical waste piping to serve the lab and research spaces. Areas within each laboratory will be provided for containerized laboratory gases (e.g. carbon dioxide, nitrogen) and piping from the tanks to benchtops or fume hoods. The existing fire suppression system will be expanded to serve the first and second floors.

Electrical
The electrical infrastructure of the existing building (120/208V 3 phase, 3,000 ampere service will be expanded to serve the renovated laboratories. LED lighting systems and lighting controls will be used throughout the facility. Fixtures that require emergency egress shall be provided integrated battery packs in similar design to existing remodeled spaces. Receptacle layouts will support lab equipment and general-purpose needs. Raceways will be provided for all computer and telecommunications needs. Key card access security system will be provided at all necessary laboratories for secure controlled access. Addressable fire alarms will be utilized where detection is required to supplement the fire suppression needs.

b. Changes from the Facility Design Plan

The design of the project has been changed as described in the project summary above and the architectural description. With the additional funding, the project will proceed with all bid alternates to complete the entire scope of the project.

The laboratories, most classrooms, and much of the laboratory support space remain the same as presented in May 2021. Faculty and research office space will be reduced slightly to retain the agriculture extension and 4-H offices within the

building. The building will continue to retain the administrative offices for the College of Agriculture and Food Sciences, as well as offices for the SDSU Agricultural Experiment Station.

c. Impact to Existing Building or Campus-Wide Heating/Cooling/Electrical Systems

The renovations will have no effect on campus heating, cooling, or electrical utility systems. The building infrastructure (steam, chilled water, water service, fire sprinkler, sanitary sewer, and electrical services) were upgraded by the renovation project completed in 2008-2010. No further upgrades are anticipated.

d. Total Construction Cost Estimates

The available project funding is shown below and is less than the spending authority. The project was designed to meet previous FDP funding level. Additional funding has been identified to cover all bid alternates to enable completion of project scope.

The project funding sources are summarized as follows:

Donations	$ 4,000,000
HEFF (FY2021)	$ 484,244
HEFF General (FY2020, FY2021, & FY2022)	$ 4,966,071
HEFF Fee (FY2021)	$ 100,000
Total	$ 9,550,315

Project Estimate Summary

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Furnishings/Network/Technology/Signage/Equipment	$ 132,000
Owner Contingency (5%)	$ 380,881
Non-Construction Costs Subtotal	$ 1,850,274
Estimated Project Cost	$ 9,467,899

FDP - Berg Agricultural Hall 1st & 2nd Floor Renovations

e. Changes from Cost Estimates for Operational or M&R Expenses

Impact to M&R: The project is for building renovations to an existing building. We do not anticipate any changes to maintenance and repair needs.

Budget for ongoing operations: Berg Ag Hall is not fully air conditioned on the first and second floors. The existing laboratories are not ventilated to the same standards as modern facilities. We anticipate the fully renovated laboratory space will use more electrical energy, as the density of power outlets will be greater. Some of the additional utility costs will be offset by the energy efficiency of a modern HVAC system. We estimate the additional electrical utility costs to be $12,000.

There will be costs for purchasing custodial equipment and stocking the building with maintenance supplies that will serve the renovated space. This equipment will replace outdated existing equipment. The cost of this equipment is included in the budget of the project. We do not anticipate any additional costs for routine maintenance expenses. The floor areas and uses of the building to be served by custodial services and routine minor maintenance will be unchanged.

> Annual M&R impact - none
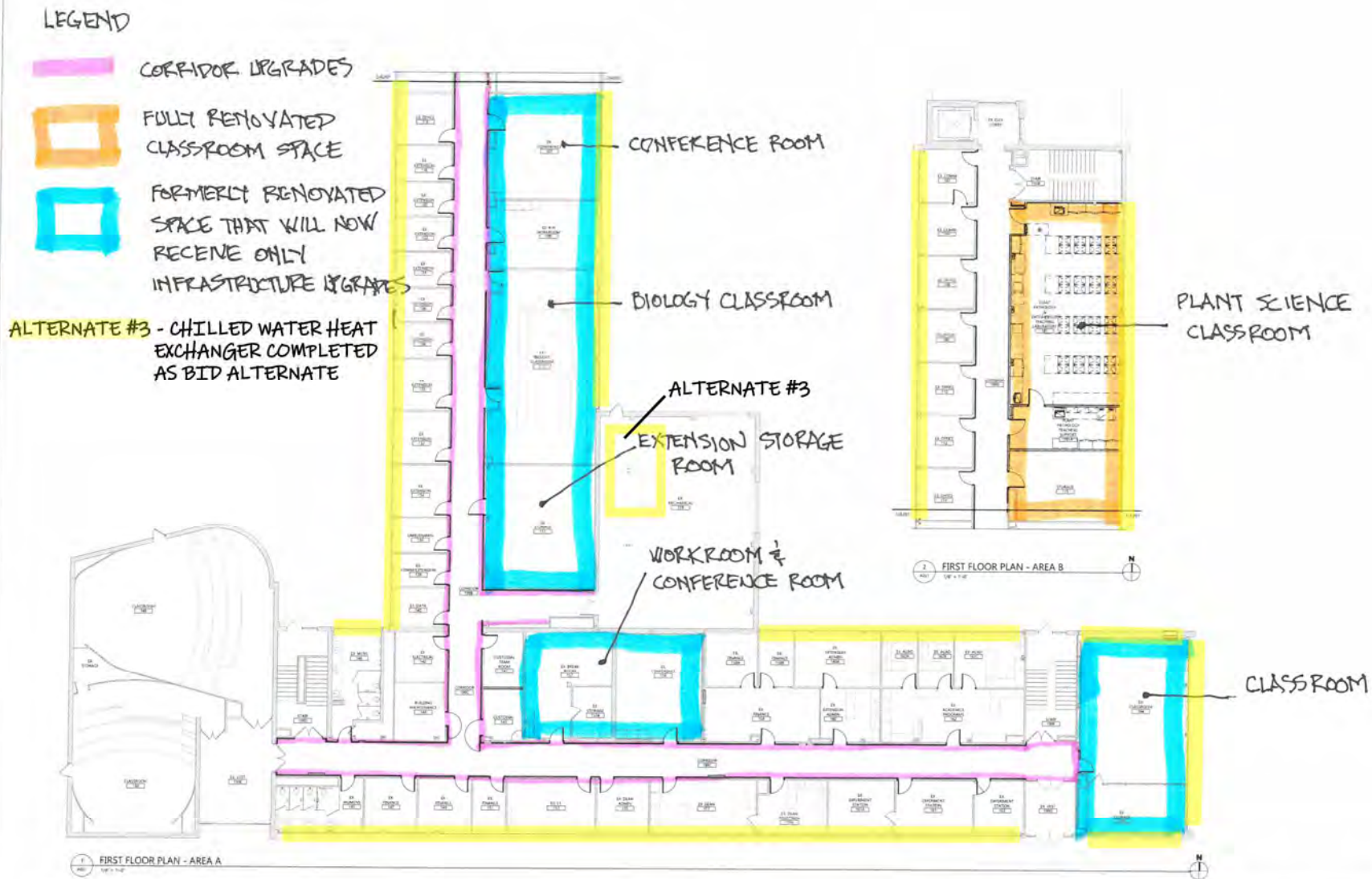> Utility Costs - $12,000/year estimated
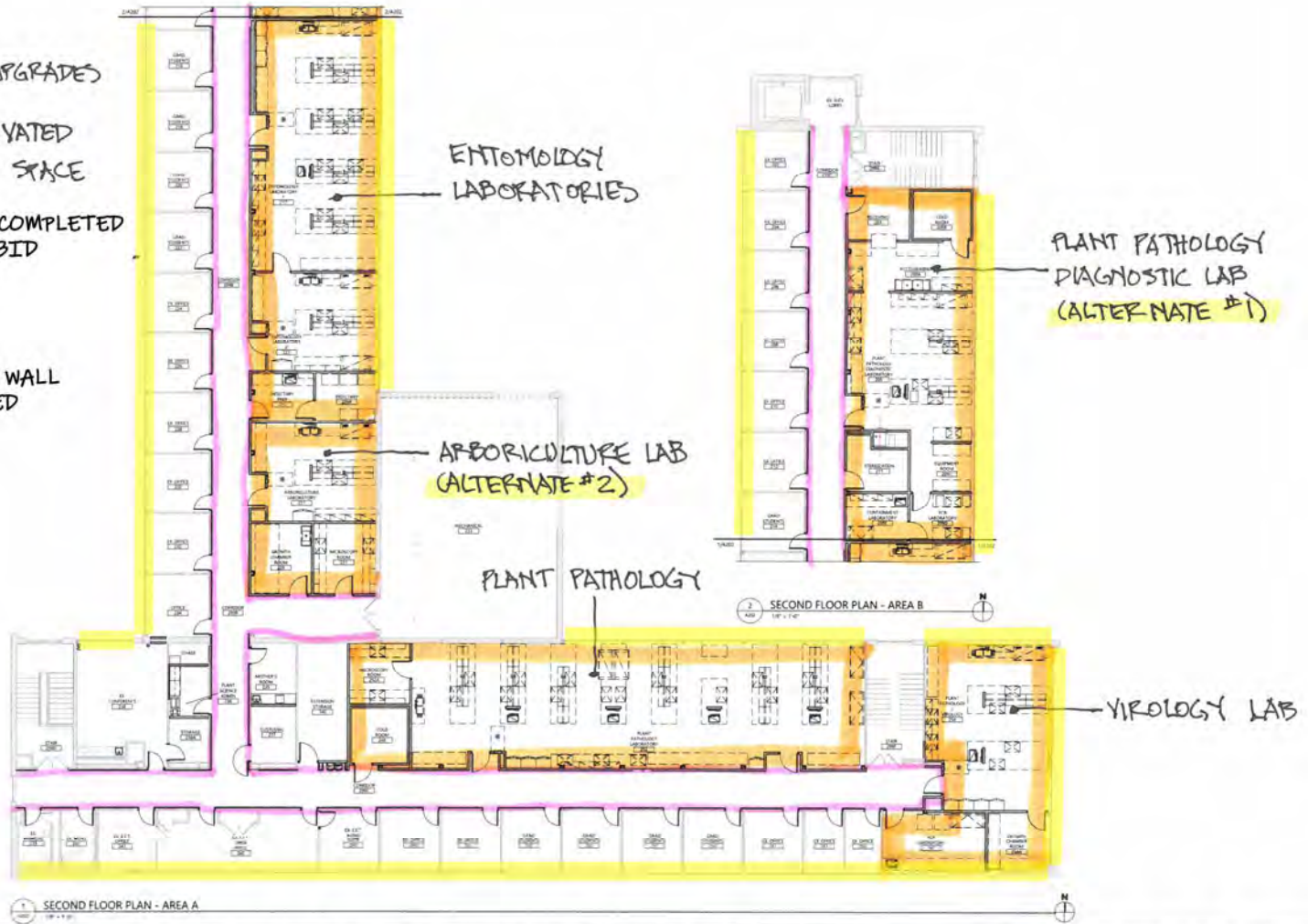> One-time maintenance equipment costs - $30,000
> Custodial and simple maintenance costs - unchanged

Attachments: Architectural Floor Plans

End of report   2/17/2022

LEGEND

CORRIDOR UPGRADES

FULLY RENOVATED CLASSROOM SPACE

FORMERLY RENOVATED SPACE THAT WILL NOW RECEIVE ONLY INFRASTRUCTURE UPGRADES

ALTERNATE #3 - CHILLED WATER HEAT EXCHANGER COMPLETED AS BID ALTERNATE

CONFERENCE ROOM

BIOLOGY CLASSROOM

ALTERNATE #3

EXTENSION STORAGE ROOM

WORKROOM & CONFERENCE ROOM

PLANT SCIENCE CLASSROOM

CLASSROOM

FIRST FLOOR PLAN - AREA B

FIRST FLOOR PLAN - AREA A

PRECISION AGRICULTURE BERG AG HALL RENOVATION
03/25/2021

The Clark Enersen Partners

EAPC
ARCHITECTS ENGINEERS

487

LEGEND

CORRIDOR UPGRADES

FULLY RENOVATED LABORATORY SPACE

ALTERNATES - LAB SPACED COMPLETED AS PART OF BID ALTERNATE

ALTERNATE #4 - EXTERIOR WALL INSULATED

ENTOMOLOGY LABORATORIES

ARBORICULTURE LAB (ALTERNATE #2)

PLANT PATHOLOGY DIAGNOSTIC LAB (ALTERNATE #1)

PLANT PATHOLOGY

VIROLOGY LAB

SECOND FLOOR PLAN - AREA B

SECOND FLOOR PLAN - AREA A

The Clark Enersen Partners

PRECISION AGRICULTURE BERG AG HALL RENOVATION
03/25/2021

EAPC
ARCHITECTS ENGINEERS

488

ATTACHMENT II   11

BOLD&BLUE

The Campaign for **SOUTH DAKOTA STATE UNIVERSITY**

March 11, 2022

Barry Dunn, Ph.D.
President, South Dakota State University
Administration Building 222
South Dakota State University
Brookings, SD 57006

Dear President Dunn:

The South Dakota State University Foundation is pleased to provide this updated letter committing up to $4,000,000 for renovation of Berg Agricultural Hall (SAG 1st and 2nd floor).

This letter replaces any/all previous commitment letters.

Please contact the Foundation if you have any questions.

Sincerely,

Steve Erpenbach
President & CEO
SDSU Foundation

Tim Dwire
VP of Finance & Operations
SDSU Foundation

cc: Mike Holbeck, VP for Finance and Budget, SDSU
      Barry Mielke, Associate VP for Facilities & Services, SDSU
      John Killefer, Dean of College of Agriculture, Food and Environmental Sciences, SDSU
      Keith Mahlum, VP for Development, SDSU Foundation

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
> SDSU South Dakota Art Museum Preliminary Facility Statement (PFS)

CONTROLLING STATUTE, RULE, OR POLICY
> SDCL 5-14-1 – Classification of Capital Improvements
> SDCL 5-14-2 – Supervision by Bureau of Administration of Capital Improvement
> > Projects – Payment of Appropriated Funds
> SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State
> > Building Committees – Approval by Board or Commission in Charge of
> > Institution
> BOR Policy 6:4 – Capital Improvements
> BOR Policy 6:6 – Maintenance and Repair

BACKGROUND/DISCUSSION
> South Dakota State University requests approval of this Preliminary Facility Statement for
> planning of a new South Dakota Art Museum.
>
> The South Dakota Art Museum serves as the premier art resource for the people of South
> Dakota. Currently, the Museum is located at 1036 Medary Avenue, at the intersection of
> Harvey Dunn St. and Medary Ave, on the campus of South Dakota State University
> (SDSU). The building was erected in 1968, with an expansion and some updates
> implemented in 1999. A Preliminary Facility Statement for the study of an expansion to
> the current building was submitted and approved by the Board of Regents in 2015. Upon
> completion of the study, it was determined necessary to investigate the option for a new
> facility to accommodate the future of the South Dakota Art Museum.
>
> Since 2015, additional studies (including five state-wide focus groups conducted this fall),
> continued growth in collections, and a demand for more engagement activities have
> revealed that a new facility is needed to better meet the institution's vision to serve South
> Dakota's people as the State's premier visual art resource, and the center for art education,
> enrichment, and engagement through art. A new facility would also achieve the goal to be

(Continued)
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DRAFT MOTION 20220329_7-N:
> I move to approve SDSU's Preliminary Facility Statement for the planning of a new South
> Dakota Art Museum. A building committee representative should be appointed to oversee
> this project.

a destination Museum, sharing South Dakota's legacy of outstanding visual art with people throughout the Nation and beyond.

Currently, the South Dakota Art Museum houses over 7,000 art pieces and artifacts, including works by notable South Dakota artists Harvey Dunn, Oscar Howe, and Paul Goble. Other notable collections include historical and contemporary Native American artworks and artifacts, Marghab Linens, nationally renowned contemporary art, and more. The Museum offers 15 to 17 special exhibits annually drawn from the permanent collection and from objects loaned by other museums and private collections from across the nation. Further, the Museum welcomes tens of thousands of visitors annually, including SDSU students, faculty, staff, people of South Dakota, and visitors to the state from across the nation and foreign countries. In addition to onsite visitors, the Museum impacts many more individuals through outreach efforts.

IMPACT AND RECOMMENDATIONS

A new facility would provide the University and state-wide community with a more thoughtful, inviting, active place for the exploration of visual art and preservation of South Dakota's artistic heritage. Further, the new facility would enhance opportunities for learning and scholarship and increase tourism, positioning the Museum as the destination art museum for the region. Engagement and education opportunities would increase through updated classroom space for regularly scheduled SDSU classes, as well as multipurpose spaces for learning during K-12 student field trips, public workshops and classes, artist-in-residence studios, community events, and more. Multipurpose spaces would also offer opportunities for earned revenue through rentals for business meetings, weddings, and other celebrations.

FUNDING

The SDSU South Dakota Art Museum construction would be funded from donations and gifts made towards the project.

ATTACHMENTS

Attachment I – SDSU Preliminary Facility Statement for South Dakota Art Museum New Construction

PRELIMINARY FACILITY STATEMENT
FOR

SOUTH DAKOTA ART MUSEUM NEW CONSTRUCTION
SOUTH DAKOTA STATE UNIVERSITY

DATE: May 10, 2022

South Dakota State University requests approval of this Preliminary Facility Statement and companion OSE work request for planning of a new South Dakota Art Museum. We request appointment of a building committee and that an A/E consultant be selected and retained to provide site selection, architectural programming, and full A/E design services for this project. The University would identify the overall scope of the project, preliminary budget, site, and prepare fund raising documents to support the project. The scope of A/E services would include site selection, programming, and schematic design for this phase of the project. The A/E contract would be modified after sufficient funding is in place to proceed with the full design and construction of the project.

A.   **GENERAL PROGRAMMATIC NEEDS TO BE ADDRESSED:**

The South Dakota Art Museum serves as the premier art resource for the people of South Dakota. Currently, the Museum is located at 1036 Medary Avenue, at the intersection of Harvey Dunn St. and Medary Ave, on the campus of South Dakota State University (SDSU). The building was erected in 1968, with an expansion and some updates implemented in 1999. A Preliminary Facility Statement for the study of an expansion to the current building was submitted and approved by the Board of Regents in 2015. Upon completion of the study, it was determined necessary to investigate the option for a new facility to accommodate the future of the South Dakota Art Museum. Since 2015, additional studies (including five state-wide focus groups conducted this fall), continued growth in collections, and a demand for more engagement activities have revealed that a new facility is needed to better meet the institution's vision to serve South Dakota's people as the State's premier visual art resource, and the center for art education, enrichment, and engagement through art. A new facility would also achieve the goal to be a destination Museum, sharing South Dakota's legacy of outstanding visual art with people throughout the Nation and beyond.

Currently, the South Dakota Art Museum houses over 7,000 art pieces and artifacts, including works by notable South Dakota artists Harvey Dunn, Oscar Howe, and Paul Goble. Other notable collections include historical and contemporary Native American Indian artworks and artifacts, Marghab Linens, nationally renowned contemporary art, and more. The Museum offers 15 to 17 special exhibits annually drawn from the permanent collection and from objects loaned by other museums and private collections from across the nation. Further, the Museum welcomes tens of thousands of visitors annually, including SDSU students, faculty, staff, people of South Dakota, and visitors to the state from across the nation and foreign countries. In addition to onsite visitors, the Museum impacts many more individuals through outreach efforts.

The South Dakota Art Museum, which celebrated its 50th anniversary in 2020, was the first museum in South Dakota to be accredited by the American Alliance of Museums and it has maintained that accreditation for decades. This accreditation recognizes the museum's commitment and demonstration of the highest professional standards for education, public service, and collections care. The museum is consistently recognized for the quality of its exhibitions and educational programs, including being named one of the top 25 museums and galleries in the U.S. For five consecutive years by American Art Awards.

As steward of the State's art treasures, the South Dakota Art Museum collects, preserves, and exhibits visual art to provide access and education, and to foster appreciation of the visual arts for the people of South Dakota and its visitors. A new facility would ensure the Museum's role as:

- an outstanding gateway to South Dakota State University, serving as the place where town and gown intersect through a variety of activities and programs, bringing potential students and stakeholders onto the campus;
- a valuable recruiting tool, acting as a beacon for school groups (potential SDSU students) throughout the state and in the region beyond, providing quality, engaging campus experiences;
- the foremost facility for the care and secure storage of historical and contemporary visual art representing the outstanding artistic legacy of South Dakota (more than 1,500 pieces were added since the Museum's expansion in 2000, and 200 artworks were added over the last five years—more will arrive as the leaders of our state continue to contribute to this legacy);
- a center for dynamic classroom and gallery learning experiences that faculty from universities, colleges, and EC-12 schools use as an extension of their classrooms;
- a source of quality research and exceptional exhibitions that continue to demonstrate the leading educational and artistic value of the collection, and outreach activities that connect people from all corners of South Dakota;
- an exceptional, accessible experience that welcomes visitors, faculty, staff, and students of all abilities.

The long-term impact of a new facility would be profound, and results would include increased attendance and engagement, profile and visibility, partnerships and collaborative opportunities, fiscal support and revenue, and donations of artwork to the collection--all of which contribute to the Museum's sustainability and its ability to continue serving and inspiring the people of South Dakota and its visitors.

B.   ANALYSIS OF THE STUDENT BODY OR CONSTITUENTS TO BE SERVED:

Enhanced opportunities for engagement and research provided by a new facility would benefit a wide range of constituents. The Museum is a gateway facility, serving SDSU students, faculty, and staff, as well as the community at large. Students attend a variety of regularly scheduled classes in the auditorium and visit the museum for events, or with classes as faculty utilize the galleries as learning labs, including visual arts, history, architecture, physics, education, museum studies, and more. The Museum is also open to the public, serving constituents across South Dakota, as well as visitors to the state.

C.   ADDITIONAL SERVICES TO BE OFFERED:

A new facility would provide the University and state-wide community with a more thoughtful, inviting, active place for the exploration of visual art and preservation of South Dakota's artistic heritage. Further, the new facility would enhance opportunities for learning and scholarship and increase tourism, positioning the Museum as the destination art museum for the region.

Engagement and education opportunities would increase through updated classroom space for regularly scheduled SDSU classes, as well as multipurpose spaces for learning during K-12 student field trips, public workshops and classes, artist-in-residence studios, community events, and more. Multipurpose spaces would also offer opportunities for earned revenue through rentals for business meetings, weddings, and other celebrations.

A new facility would also provide secure access to objects for conservators and for researchers, including art and history students and faculty, Museum Studies interns, curatorial fellows, and visiting researchers through workspaces near collections. These workspaces would provide comfortable, secure access points for visiting Native American researchers and family groups who request access to cultural artifacts. A new facility would also allow for increased public access to collections through secure public viewing windows facilitating visual contact with artworks not on display in the galleries.

A new Museum facility would make hosting blockbuster exhibitions possible via larger exhibit galleries with transitional, mobile walls, exceptional lighting, reinforced display solutions, abundant electrical outlets, and enhanced security measures. Also, the new facility would allow for receiving and packing exhibitions safely through the inclusion of workshops, crate storage, and loading/unloading areas. All these measures would enable the museum to borrow art and exhibitions from prestigious institutions and collectors who have strict requirements for object handling and security.

As South Dakota's story continues, so must the collection continue to grow. A new facility would provide the additional collections storage and security systems needed to ensure that current and future artworks and artifacts are properly cared for, secured from theft or vandalism, and housed to promote longevity and limit conservation concerns.

To be fully accessible, a new Museum facility would be designed to be universally accessible for all individuals. Circulation through the facility would allow for barrier free transitions between galleries and through staff-only areas, including conveniently located elevators and ramps; wayfinding providing clear directions to galleries, classrooms, and conveniences; updated restrooms offering easy access for mobility equipment and families; and close abundant parking for patrons, including buses, with safe loading/unloading area for groups of children and individuals with accessibility needs.

D.   COMPLIANCE WITH CAMPUS MASTER PLAN:

This project is consistent with capital project needs and is one of the projects specifically noted as a future capital improvement in the 10-Year Capital Improvement Project List. It has been determined from the initial museum renovation and expansion study that a new facility would better support the mission of the South Dakota Art Museum. In the planning process for a new facility, sites would be investigated that would enhance university image, engage the public, be easily accessible, integrate into existing campus infrastructure, allow for future expansion, and reinforce existing campus gateways.

E.   ANALYSIS OF NEEDS ASSESSMENT BASED ON THE FACILITIES UTILIZATION REPORT:

The project design would have the following spaces and features necessary to provide adequate exhibition and support space for existing and expanded collections, as well as education, outreach, and research space:

- Gallery spaces dedicated to exhibition of the permanent collections, including Harvey Dunn, Paul Goble, Marghab Linens, American Indian art, and art by South Dakota artists. The Museum would be able to display pieces from the primary collections on a consistent basis
- Special exhibition galleries, featuring art exhibitions from regional, national, and international artists, bringing premier experiences to SDSU and to the people of South Dakota
- Exhibit preparation space for creating mounts, exhibition furniture, and crates and clean workrooms for working with collections and visiting exhibitions;
- Collections and archives storage including compact storage and specialized rack storage
- Support space and general storage space(s) for crates, exhibition pedestals, displays, mounts, fixtures, lights, and exhibition furnishings
- Classroom space for SDSU Classes and visiting student groups
- Shipping and receiving space and support space
- Public gathering space and student study space
- Office and meeting space
- Office service space
- General storage for programming and retail supplies
- Lobby
- Reception space and catering kitchen

Museum Store and support space for restrooms, custodial, mechanical systems, circulation, and the building structure would also be required.   All program spaces would be temperature and humidity controlled for proper archival storage of artwork. Gallery and archival space would also be designed to limit exposure to direct daylight. Special design considerations would also be made for security of artwork and access to the museum.

F.   LOCATION:

The location of a new museum facility would be investigated with the A/E design team. The site would be identified before proceeding into the schematic design phase of the project. The desired site would be a prominent location on the SDSU main campus.

G.   REALLOCATION OF OLD SPACE, IF ANY:

The existing South Dakota Art Museum would be reallocated to the School of Design for general classes, office space, and design studios. The School of Design currently occupies spaces within Grove Hall, Wagner Hall, West Storage Shed, and the Barn. This project would consolidate the School of Design. It would also address significant space and facility limitations in Grove Hall, West Storage Shed, and the Barn.

H.   PROPOSED FUNDING SOURCE/SOURCES:

The project would be funded with private donations and gifts made towards the project.

I.   BUDGET FOR DEVELOPMENT OF A FACILITY PROGRAM PLAN:

We estimate architectural programming and conceptual design services would cost approximately $800,000. This would provide services necessary to identify a building site, develop the architectural program, estimate its costs, and proceed into the schematic design phase. We also expect to develop materials that could be utilized for fundraising and explanation of the project.

End of Report

Budget and Finance

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SUBJECT
    USD Wellness Center Expansion Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY
    SDCL 5-14-1 – Classification of Capital Improvements
    SDCL 5-14-2 – Supervision by Bureau of Administration of Capital Improvement Projects –
        Payment of Appropriated Funds
    SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State
        Building Committees – Approval by Board or Commission in Charge of
        Institution
    BOR Policy 6:4 – Capital Improvements

BACKGROUND/DISCUSSION
    The University of South Dakota (USD) requests approval of the Facility Design Plan for
    the expansion of its Wellness Center at an estimated cost of $27.76 million. The Facility
    Program Plan for the expansion was approved by the Board at its October 2021 meeting.

    The addition to the Wellness Center is phase two of a three phase expansion which would
    add approximately 47,000 gross square feet to the south side of the existing building. The
    expansion would include a new indoor competition pool, an activity pool for wellness and
    recreation activities, a hot tub, steam room, expanded locker rooms, athletic locker rooms,
    offices, meeting rooms, new restrooms, storage spaces, seating for approximately 500
    people, and new mechanical spaces for the new square footage.

    This expansion will allow for additional time for pool use for students, faculty, staff, and
    the community. The current pool in the DakotaDome is 43 years old, needs considerable
    maintenance & repair, and is too small to accommodate all the needs of its students.

    This will also allow for more opportunities for university students and community
    members through additional programming such as intramural programs, aqua fitness
    classes, swim lessons, etc. In addition, with a larger pool, more efficient practice times for
    the men's and women's swimming, men's and women's diving and triathlon athletic teams

(Continued)
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DRAFT MOTION 20220329_7-O: I move to approve USD's Wellness Center Expansion
Facility Design Plan with a total estimated price of $27,760,412, utilizing a combination of private
donations, and Auxiliary, Bond, and Local funds.

would be possible. The expanded facility will also create opportunities for hosting multiple team and invitational swim meets for all age groups.

The overall project cost estimate is $27,760,412. The following table shows the breakdown of the estimate:

Construction Costs	$24,748,962
A/V & IT	$250,000
FF & E	$50,000
A & E Fees	$1,936,450
Pre-Construction Fee	$70,000
Commissioning	$100,000
Testing	$65,000
OSE Fees / USD Fees	$190,000
Owner's Contingency:	$350,000
PROJECT TOTAL	**$27,760,412**

Additional project details can be found in USD's Facility Design Plan in Attachment I.

IMPACT AND RECOMMENDATIONS

USD requests approval of the Facility Design Plan and a total budget for design and construction of the Wellness Center Expansion with funding for the project as follows:

Auxiliary funds	$5,000,000
Bond funds	$3,900,000
Private Funds	$10,500,000
Local Funds	$8,360,412
PROJECT TOTAL	**$27,760,412**

ATTACHMENTS

Attachment I – USD Wellness Center Expansion – Facility Design Plan

Facility Design Plan

Wellness Center Expansion

THE UNIVERSITY OF SOUTH DAKOTA

Introduction:

The Facility Program Plan for the Wellness Center Expansion project was approved at the October 2021 BOR Meeting.

The proposed project would add an estimated 47,000 gross square feet to the facility to house a new indoor competition pool, an activity pool, hot tub, steam room, expanded wellness locker rooms, athletic locker rooms, offices, meeting rooms, new restrooms, storage spaces, seating for approximately 500 people, and new mechanical spaces.

This addition to the Wellness Center, phase two of a three phase expansion, would allow USD to meet Title IX requirements, provide a state-of-the-art facility for our students, faculty, staff, and community.

The existing pool is housed in the Dakota Dome. The mechanical systems for the current pool are old, require substantial on-going maintenance and need replacement. The existing facility is too small for our athletes to practice efficiently, doesn't provide adequate lighting or ventilation, has extremely limited availability for open swim for students that are not athletes and for Wellness Center members, and has limited locker facilities for patrons. A new indoor pool would provide adequate space for students, student athletes, faculty, staff, and the community to use in cohesion.

Architectural, Pool, Mechanical, and Electrical Schematic Design:

Architectural:

The new Wellness Center Expansion will be connected to the existing Wellness Center directly to the south of the existing building, which is located on the campus of the University of South Dakota in Vermillion, SD. The design of the new expansion is to complement the existing Wellness Center by use of similar building materials. The new building will be made of structural steel frame, steel bar joists, precast and steel stud exterior that includes metal wall panels, brick, and smooth finished surfaces. It will incorporate aluminum curtain wall systems as well as both metal and rubber roof systems. The interior will house an indoor competition pool, activity pool, hot tub, steam room, expanded wellness locker rooms, athletic locker rooms, offices, meeting rooms, new restrooms, storage spaces, spectator seating, and new mechanical spaces for pool equipment as well as HVAC and electrical equipment.

The project will be striving to achieve two Green Globes, which is a comprehensive, science-based building rating system that evaluates the environmental sustainability, health and wellness of future tenants, and resilience of renovated projects through the latest science, research, and alignments with technical advancements. Green Globes encourages design, construction, and sustainability opportunities for energy savings, to reduce environmental impacts, and lower future maintenance costs.

Pool Systems:

The aquatic areas will feature an indoor competition pool, activity pool, and a hot tub. The pools will be constructed of cast-in-place or pneumatically applied concrete with a combination of tile and quartz aggregate finish. The hot tub will feature an all-tile finish. All loose and deck equipment will be installed

as required by Health Department regulations and the requirement of the NCAA, which include ladders, grab rails, safety ropes, anchors, deck markers, lifeguard chairs, first aid, stanchions, deck anchors, starting blocks, ADA lift, etc. The pool and hot tub mechanical systems will include filtration systems, surge tanks, hydrostatic relief systems, pumps, variable frequency drives (VFD's), chemical treatment systems, water chemistry controllers, and piping. One mechanical system will operate the competition pool and a separate mechanical system will operate the activity pool and hot tub.

Mechanical System for Building:

The mechanical systems for this building will be completely stand-alone systems from the existing Wellness Center building and the campus-wide heating system. The mechanical systems will be designed to be efficient and meet Green Globe requirements.

Utilities include a new 6-inch sanitary sewer service, new 2-inch domestic water service, new 6-inch fire main service, and relocating the existing natural gas service. The mechanical equipment will be in a mixture of locations inside and outside of the building. The main air handler for the natatorium will be housed on the east side of the building on the roof above the competition pool mechanical room. The remaining HVAC and plumbing systems will be housed in a second-floor mechanical room that is in proximity to the existing mechanical room for the Wellness Center.

The systems will include a 4-pipe system for non-natatorium spaces that will provide heating and cooling to those spaces. The natatorium will be served by a single unit that will use heating and cooling for temperature and humidity control. An energy recovery unit will be used for ventilation. All mechanical equipment will be tied into the University building automation system for monitoring of equipment and addressing heating/cooling issues within the building remotely if needed.

Plumbing fixtures throughout the building will be high-efficiency, low water consumption fixtures. Natural gas-fired, high-efficiency domestic water heaters will be utilized for domestic hot water heating throughout the building.

The fire suppression system will be served form a new fire sprinkler riser. The building will be fully fire protected with a complete wet pipe fire sprinkler system that is designed and installed in accordance with the 2019 edition of NFPA 13, state, and local building codes. All flow and tamper switches will be connected to buildings fire alarm system.

Electrical Systems:

The expansion will utilize a new 1,500 kVA transformer that will be tied into the existing main campus electrical distribution system and located in the service yard south of the building. A new 480/277V electrical service will be provided to serve the new Wellness Center Expansion. New feed distribution panels will be located throughout the expansion.

The building will utilize ground fault protection, copper busses, phase and balance loading of panels, dry-type transformers, and voltage surge suppression. All electrical wiring will be routed in conduit for distribution throughout the building, along with cable tray system for voice and data wiring.

Lighting throughout the building will be LED (Light Emitting Diode) type fixtures with 3500K color temperature with high CRI values to achieve high visual acuity throughout.   The lighting levels will comply with applicable standards and energy code requirements. Lighting will be a combination of

direct and indirect lights utilizing 2x2, 2x4, and Linear LED light fixtures. The entire expansion will have occupancy sensor controls to reduce energy consumption while providing flexibility to the occupants.

Voice and data systems will include jacks, cabling, conduit, racks, patch panels, testing, camera's, TV's, projectors, and card access.

Fire Alarm system for the new expansion will be and extension of the existing, addressable fire alarm system that is in the existing Wellness Center. The expansion includes new control panels and devices throughout. The new system will include manual pull stations, smoke detectors, visual devices, audible devices, connection to fire sprinkler flow/tamper switches, connection to fire/smoke dampers and will be connected to the Universities building automation system for notification to the University Police Department.

Changes from the Facility Program Plan:

The total project estimate increase from the Facilities Program Plan due to increased costs in material and deliveries around the globe.

Impact to Existing Building or Campus Heating/Cooling/Electrical Systems:

The Wellness Center Expansion will not impact the existing Wellness Center building as it will have its own heating, cooling, and electrical service.

Total Project Cost Estimate:

The overall project cost estimate is $27,760,412. The following table shows the breakdown of the estimate:

Construction Costs	$24,748,962
A/V & IT	$250,000
FF&E	$50,000
A&E Fees	$1,936,450
Pre-Construction Fee	$70,000
Commissioning	$100,000
Testing	$65,000
OSE/USD Fees	$190,000
Owner's Contingency	$350,000
Total Project Estimate	**$27,760,412**

The available funding sources for the project are:

Auxiliary Funds	$5,000,000
Bond Funds	$3,900,000
Private Funds	$10,500,000
Local Funds	$8,360,412
Total Funding	**$27,760,412**

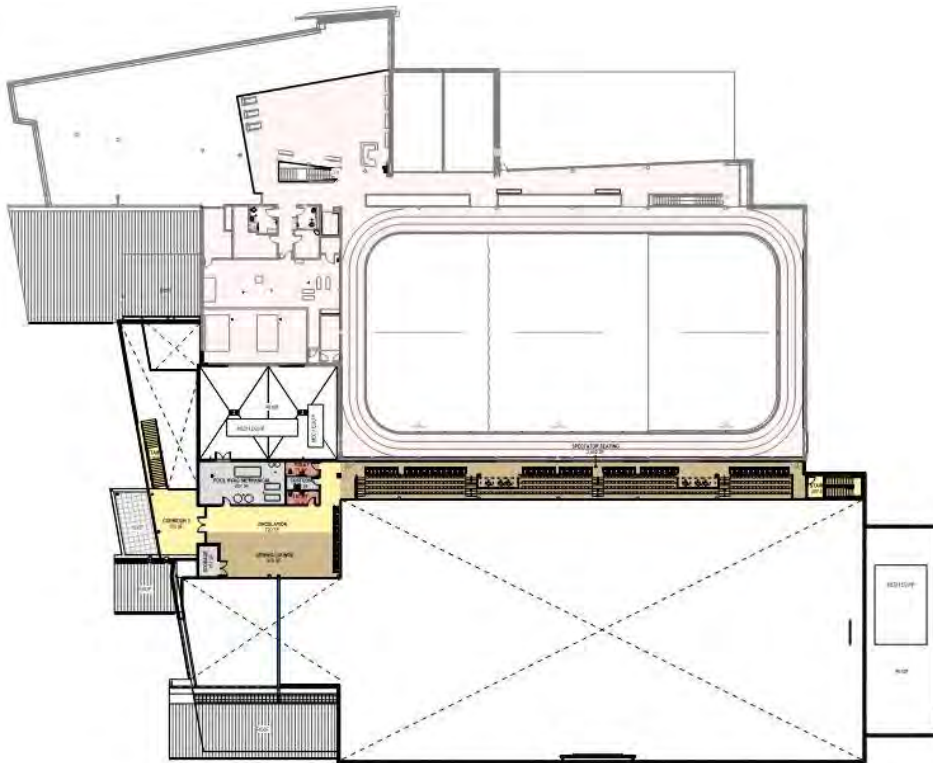**Changes from cost estimate for operational and M&R expenses:**

There are no changes from the Facility Program Plan.

Aerial and Site Plan:

Aerial of Site

First Floor Plan:
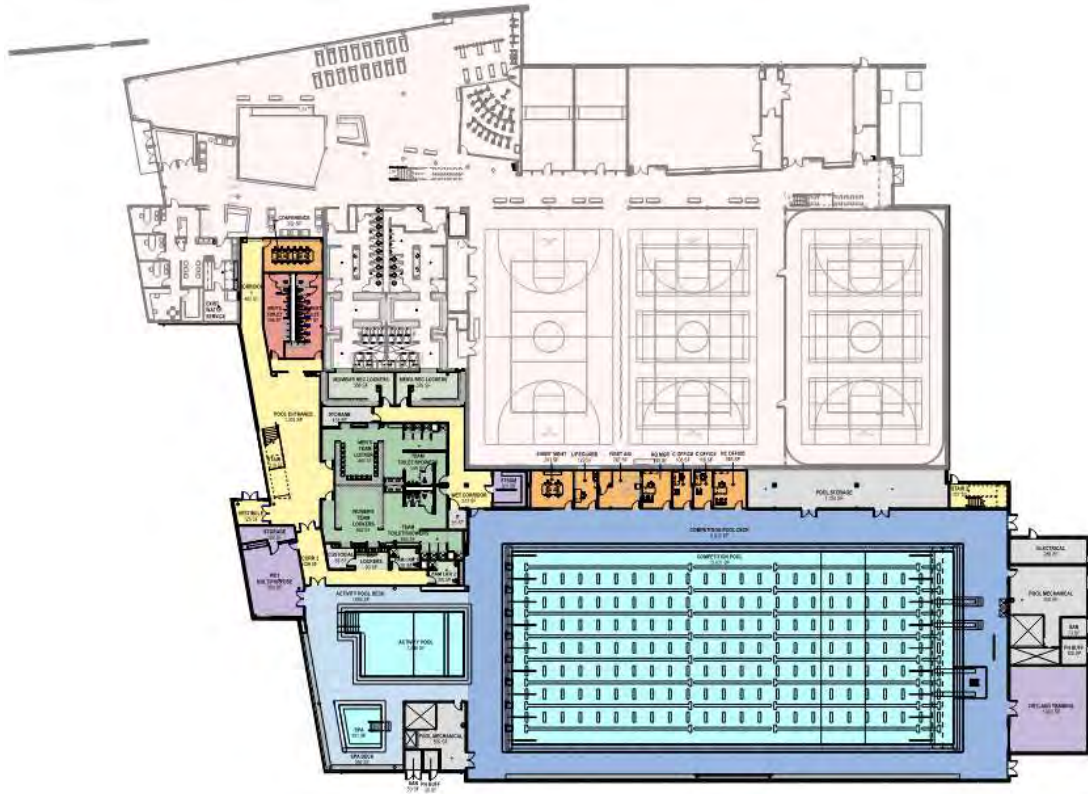
Second Floor Plan:

Natatorium

USD Wellness Center Expansion > Exterior Views

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 8 – A (1)
DATE: March 29-30, 2022

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SUBJECT
> **Revision to BOR Policy 2:1 – Move to BOR Policy 2:23:1**

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 1:1 – General Authority, Powers and Purpose of the Board
> BOR Policy 1:2 – System Mission Statement
> BOR Policy 2:23 – Program and Curriculum Process
> BOR Policy 2:1 – External Review of Proposed Graduate Programs

BACKGROUND / DISCUSSION
> After evaluating BOR Policy 2:23 regarding the process for new program requests, the BOR academic staff determined that enhancing BOR Policy 2:1 (External Review of Proposed Graduate Programs) was the appropriate next step as it connects directly to BOR Policy 2:23. A summary of proposed changes is found below. Due to the direct connection of these two policies, staff also recommend reassigning a new policy number to 2:1. They recommend relabeling it 2:23:1; thus, placing the two related policies next to one another for ease of reference.
>
> The summary of changes to current BOR policy 2:1 include:
>
> 1. Purpose: Connecting the external review to the curricula planning policy. (Page 3)
> 2. Definitions: Incorporating some of the common definitions from the current policy and from the Policy 2:23. (Page 3)
> 3. Guidelines: Narrative on the purpose of the policy. (Page 4)
> 4. Process and Timeline: This section will attempt to identify the provisions of the policy for the expectation related to an external review and the appropriate stakeholders (Pages 4-5)
> 5. Waiving External Reviews: This section covers the external review waiver process and expectations. (Page 5)
> 6. New – Moving to one external review for all graduate programs. (Page 5-6)

(Continued)
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DRAFT MOTION 20220329_8-A(1):
> I move to approve the first reading of the proposed revisions to BOR Policy 2:1, as presented.

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

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

IMPACT AND RECOMMENDATION

The timeline associated with this policy revision will be:

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

ATTACHMENTS

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

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: External Review of Proposed Graduate Program

NUMBER: 2:12:23:1

A. PURPOSE

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

B. DEFINITIONS

1. **External Review:** A review of a new graduate program proposal by an independent external consultant. The evaluation of a proposed new graduate program by an independent external consultant for the purpose of providing feedback to the university that will improve the planned new program.

2. **Graduate Degree:** A student's primary area of study at the master's, specialist's, or doctoral level:

    2.1. **Master's Degree:** A program comprised of advanced study and course work beyond the bachelor's degree, typically in academic fields or professional fields.

    2.2. **Specialist's Degree:** A program which requires a minimum of 60 credit hours beyond a baccalaureate degree or a minimum of 30 credit hours beyond a master's degree.

    2.3. **Doctoral Degree:** The program is the highest academic qualification and is typically in research fields or professional fields.

3. **Independent Eexternal Consultant:** A highly qualified expert in the discipline of the proposed new graduate program who is contracted by the Board of Regents on behalf of the university to evaluate the planned program through an external review.

4. **New Program:** This policy applies to all graduate/professional (master, specialist, doctorate) degrees.

5. **Site Visit:** The planned time in which the independent external consultant interviews campus stakeholders including university leaders, academic leaders, program faculty, and others as appropriate to fully understand the planned new graduate program as a part of the external review. The site visit should also present the independent external consultant the opportunity to evaluate the sufficiency of facilities, equipment, and resources necessary for the planned new graduate program, where appropriate. The site visit may be conducted on campus or virtually, based on the method most appropriate to the proposed new program and most feasible for the independent external consultant and university.

C. POLICY STATEMENTS

1. Board of Regents Policy 1:0, 1:1 and SDCL § 13-49 through § 13-53 provides the authority to govern academic programming.

2. Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.

3. The Board shall receive copies of all consultants' reports.

4. In the event a waiver is provided due to an accreditation review, then the report from that accreditation review will be submitted to the Board at their next regularly scheduled meeting following the final report.

5. The university shall where appropriate implement best practices, curriculum programming that enhances the overall program, and reflect recommendations where they advance student outcomes.

D. PROCESS AND TIMELINE

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

1. Selection of Consultants

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

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

~~1.2.~~1.3. An update will be provided to the Board of Regents Committee A.

2. Agreements, Fees, and Expenses

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

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

~~2.1.~~

~~2.2.~~2.3. The university proposing the program shall pay consultant fees and expenses.

Commented [MJK2]: Moving from two to one for all graduate programs at a minimum. Campuses could continue with two but not required.

3. **The Evaluation Process**

3.1. The ~~CAO or his/her designee~~system academic affairs staff, in cooperation with the university, shall provide each consultant with materials related to the proposed program.

3.2. The system academic affairs staff ~~CAO or his/her designee~~ shall schedule~~arrange~~ a visit to the university.

3.3. The visit can be virtual if all parties agree to this experience, setting.

3.4. ~~so that the consultant~~Consultant(s) ~~may~~ will conduct interviews and if in person, will examine facilities and equipment.

3.5. At least one member of the Board academic affairs staff shall accompany the consultant(s) during the visit to the university.

~~3.2.~~3.6. The Board academic affairs ~~Board~~ staff present during a campus ~~visit~~ meeting/visit shall participate in an exit interview~~with the consultant(s)~~.

~~3.3.~~3.7. Consultants shall meet with university staff at multiple levels of authority, including faculty proposed to teach in the new program, department and/or college leadership (e.g., dean(s), department head, program director, etc.) and university leadership (president, provost, dean(s), etc.).

3.8. The Board academic affairs staff~~CAO or his/her designee~~ shall arrange to receive a final written report from consultants within thirty days.

3.9. Board academic affairs ~~The CAO or his/her designee~~ may request an executive summary of major findings prior to thirty days as needed.

~~3.4.~~3.10. Consultants may prepare individual reports or a joint report that clearly indicates any differences in opinion.

~~3.5.~~3.11. Board academic affairs~~The CAO~~, upon receipt of the written report(s), shall provide a copy to the vice president of academic affairs and the president of the university.

4. **The University Response**

4.1. The university may prepare a formal written response to recommendations made by the consultant(s).

4.2. The university shall submit a revised proposal request if the consultant(s) recommend(s) significant changes in the program.

4.3. The university's response may include requests for new courses recommended by the consultant(s).

~~5.~~E. ~~PROCESS AND TIMELINE~~Waiving the External Review

~~5.1.~~

~~6. Waiving the External Review~~
The Board of Regents ~~Executive Director~~ may waive the external review. This can occur for the following reasons.

---

1. In instances where the requesting university has a preexisting closely related program or specialization.

2. , and/or wWAnd where the proposed new graduate program has limited curricular additions or modifications,.

3. , and/or whOr wWhere the accreditation for the proposed new graduate program requires an external review as part of a site visit that would result in an equivalent written report to the university.

   3.1. Should the BOR external review be waived due to an external review conducted by the accreditor, the university must still comply with Board Policy 2.1, Section 4, University Response.

   3.2. The university may use its formal written response (if necessary) to the accreditor as its formal written response to the Board of Regents.

   6.1.3.3.The BOR may choose to approve a new program request before receipt of the accreditor's report and university response.

FORMS / APPENDICES:

None

SOURCE:

BOR June 1988; BOR June 1992; October 2014.

Academic and Student Affairs

****

SUBJECT
  BOR Policy 2:33 – Student Academic Misconduct (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
  BOR Policy 2:33 – Student Academic Misconduct

BACKGROUND / DISCUSSION
  A review of BOR Policy 2:33 was requested by AAC members in November 2021. Reasons for the review and requested changes to the policy were that the policy was too restrictive and prevented initial conversations with students until a student conduct report was filed. The proposed changes to BOR Policy 2:33 provide more flexibility for faculty by allowing initial communication between faculty and students in the event of suspected academic misconduct, while continuing to provide due process for the student throughout the handling of any allegations.

IMPACT AND RECOMMENDATION
  The proposed changes preserve the due process rights of the student while also providing flexibility for faculty classroom management and remain consistent with BOR Policy 3:4 (Student Code of Conduct).

  Board staff recommends approval.

ATTACHMENTS
   Attachment I – Proposed Revisions to BOR Policy 2:33

****

DRAFT MOTION 20220329_8-A(2):
  I move to approve the first reading of the proposed revisions to BOR Policy 2:33, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student Academic Misconduct

NUMBER: 2:33

A. PURPOSE

To establish the expectations of student conduct in academic programs, the process for determining when academic misconduct has occurred, and the appeals process when a violation is found.

B. DEFINITIONS

1. The phrase "**Academic Misconduct:**" means Cheating or Plagiarism.

2. The term "**Cheating:**" includes, but is not limited to, the following:

    2.1. Using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations or other assignments, including copying from another's quiz, test, examination, or other assignment or allowing another to copy from one's own quiz, test, examination, or other assignment;

    2.2. Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;

    2.3. Acquiring, without permission, tests or other academic material belonging to the instructor or another member of the Institutional faculty or staff;

    2.4. Engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion;

    2.5. Falsifying or misrepresenting data or results from a laboratory or experiment; or

    2.6. Engaging in other behavior that a reasonable person would consider to be cheating.

3. The term "**Plagiarism:**" includes, but is not limited to, the following:

    3.1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment;

    3.2. Using materials prepared by another person or agency engaged in the selling of term papers or other academic materials without prior authorization by the instructor; or

    3.3. Engaging in other behavior that a reasonable person would consider plagiarism.

4. The term "**Student:**" includes 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.

5. Other capitalized terms in this policy are defined in Board Policy 3:4, Section 2.

C. POLICY

1. Authority

    1.1. For purposes of this policy and Board Policy 3:4, the Institution that offered the course shall have default authority over the Student.

2. Academic Misconduct Process

    2.1. Allegations

    Allegations of Academic Misconduct may be informally resolved between a Student and Faculty Member, or formally resolved pursuant to BOR Policy 3:4. ~~Allegations of Academic Misconduct must be reported by the Faculty Member to the Student Conduct Officer. At the Faculty Member's request, the Student Conduct Officer will inform the Faculty Member whether the Student has ever engaged in Academic Misconduct, which information may be used in determining any academic consequences should it be determined that the Student engaged in Academic Misconduct. The Faculty Member may request this information at any point throughout the informal resolution process.~~

    2.2. Informal Resolution

    2.2.1. The Faculty Member will meet with the Student to discuss the allegations ~~and~~. The Faculty Member will attempt informal resolution within 10 business days of the initial meeting between the Faculty Member and Student. The Faculty Member may request the assistance or presence of the Student Conduct Officer for this meeting, and may request information from the Student Conduct Officer, including whether a student has been found responsible for prior occurrences of Academic Misconduct, ~~or to provide information~~ at any point throughout the process.

    2.2.2. Informal resolution is reached where:

    2.2.2.1. The Student and the Faculty Member agree that there was no Academic Misconduct; or

    2.2.2.2. The Student accepts responsibility for ~~admits to~~ the Academic Misconduct, agrees to ~~the~~ academic consequences ~~consequence penalty~~, and signs a ~~the [Academic Misconduct Acknowledgement – insert name insert name]~~ form documenting the Student's agreement. Prior to finalizing an informal resolution based on the Student's acceptance of responsibility and any proposed academic consequences, the faculty member will notify Student Conduct of the pending informal resolution. At the faculty member's request, the Student Conduct officer will inform the Faculty Member of the student's engagement in prior instances of academic misconduct, which information may be used in determining any academic

consequences. By signing the form, the Student waives the right to appeal both the fact that the Student engaged in the Academic Misconduct and the academic consequences imposed by the Faculty Member consequence penalty. The Faculty Member must notify Student Conduct of a finalized informal resolution based on the Student's acceptance of responsibility for Academic Misconduct.

2.2.3.   If informal resolution is reached:

2.2.3.1.   and the student and Faculty Member agree that there was no Academic Misconduct, no further action is taken.

2.2.3.2.   and the Student admitted accepts responsibility forto Academic Misconduct, the Faculty Member must provide the signed [Academic Misconduct Acknowledgement - insert name insert name] form form used to document the Student's agreement to the Student Conduct Officer for appropriate conduct sanctions.

2.2.4.   If informal resolution is not reached within 10 business days of the initial meeting between the Faculty Member and Student to discuss the allegations, the Faculty Member must report the alleged Academic Misconduct to the Student Conduct Officer to inform them that the alleged Academic Misconduct was not informally resolved through this policy and will need to be addressed through Board Policy 3:4. If there is no informal resolution, the student has appeal rights under Board Policy 2.9.

2.3.   Formal Resolution

2.3.1.   Once the Student Ceonduct process through Board Policy 3:4 is concluded, the Faculty Member will receive a copy of the informal resolution documentation (if an informal resolution is agreed to under BOR Policy 3:4) or the written findings that include the facts found to have occurred.

2.3.2.   If the informal resolution documentation (if an informal resolution is agreed to under BOR Policy 3:4) or the written findings include a determination that a violation of the Student Code for Academic Misconduct occurred, the Faculty Member may impose academic consequences for the Academic Misconduct. Information regarding whether the Student had ever engaged in prior Academic Misconduct may be used in determining the academic consequences imposed by the Faculty Member

2.4.   Appeals

2.4.1.   Informal Resolution Reached Through Board Policy 2:33

A Student may not appeal either the fact that the student engaged in the Academic Misconduct or the academic consequence imposed by the Faculty Member because the Student waives such appeal rights in agreeing to the informal resolution under this policy.

2.4.2. Informal Resolution Not Reached Through Board Policy 2:33

A Student may appeal the academic consequence imposed by the Faculty Member pursuant to Board Policy 2:9.

FORMS / APPENDICES:

None

SOURCE:

BOR, May 2016.

Academic and Student Affairs

AGENDA ITEM: 8 – A (3)
DATE: March 29-30, 2022

****

SUBJECT
BOR Policy 3:23 – Student-Athlete Serious Misconduct (New Policy) (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY
N/A

BACKGROUND / DISCUSSION
The NCAA issued a revised Policy on Campus Sexual Violence on April 27, 2021. Commencing the 2022-2023 academic year, this policy requires students participating in athletics (incoming, current, and transfer student-athletes) to annually disclose whether they have engaged in conduct that resulted in discipline through a Title IX or sexual misconduct proceedings or in a criminal conviction for sexual, interpersonal, or other acts of violence (collectively, "serious misconduct"), with student-athletes in violation of the policy ineligible for athletic-related financial aid, competition, practice, etc. Additional information on the NCAA policy revisions and their implementation can be found in the NCAA FAQs.

As campus personnel were working to develop the appropriate local processes and protocols to comply with the new requirements, it was determined a BOR policy on the topic was prudent to ensure consistency and uniformity in application across the system. The draft policy set forth in Attachment I (Student-Athlete Serious Misconduct) establishes a standard process to address the compliance requirements, including two sample forms as appendices for use in obtaining the necessary disclosures by student-athletes on each campus, while also providing the appropriate level of flexibility for each institution to implement and carryout the requirements in a way that works on their campus. Given the associated timelines and attestations required of the institutions from the NCAA, this policy is coming forward for first and final approval. The new policy would be placed at the end of the student affairs section, numbered as BOR Policy 3:23.

(Continued)
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DRAFT MOTION 20220329_8-A(3):
I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the new BOR Policy 3:23 – Student-Athlete Serious Misconduct, as shown in Attachment I.

IMPACT AND RECOMMENDATIONS

The proposed policy will provide the necessary guidance and parameters for the institutions to effectively implement the new NCAA requirements pertaining to student-athlete serious misconduct for the 2022-2023 academic year.

Staff recommends approval.

ATTACHMENTS

Attachment I – BOR Policy 3:23 – Student-Athlete Serious Misconduct

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student-Athlete Serious Misconduct

NUMBER: 3:23

A. PURPOSE

To establish the principles and policies of the SD Board of Regents (SDBOR) regarding Student-athlete disclosure of serious misconduct that resulted in discipline through a Title IX, student conduct, or other proceeding, or a criminal conviction for sexual, interpersonal, or other acts of violence, or other felony convictions.

B. DEFINITIONS

1. **Institution(s):** 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. **Student-athlete:** A student-athlete is any current or incoming student at a SDBOR Institution who has been invited to participate, or is currently participating, in an organized and competitive sport through the institution's Intercollegiate Athletics Department.

3. **Serious Misconduct:** Having been held responsible through a Title IX, student conduct, or other proceeding, or a criminal conviction for sexual, interpersonal, or other acts of violence, or other felony convictions of conduct that would constitute a violation of SDBOR policies, including but not limited to those categorized generally under the following:

   a) Interpersonal Violence: Violence that is predominantly caused due to the relationship between the victim and the perpetrator, including dating and domestic violence.

   b) Sexual Violence: A term used to include both forcible and nonforcible sex offenses, ranging from sexual battery to rape.

   c) Other Acts of Violence: Crimes including murder, manslaughter, aggravated assault, or any assault that employs the use of a deadly weapon or causes serious bodily injury.

C. POLICY

1. **Institutional Requirements**

   1.1. Institutions will maintain policies or procedures in accordance with and implementing this policy.

1.2. Institutional Athletic Department training, education, information, disclosures, and operational protocols will integrate into and be compliant with all SDBOR and Institutional policies and processes related to Serious Misconduct.

1.3. Institutional Athletic Department staff and Student-athletes will participate annually in sexual violence prevention, intervention, and response programming and education in conformity with SDBOR and Institutional programs.

2. Annual Disclosures

2.1. All incoming, continuing, and transfer Student-athletes must complete the required annual disclosure form. Before a national letter of intent ("NLI") may be issued, or prior to allowing a Student-athlete who is not receiving athletic-related financial aid to participate, the Institution's Intercollegiate Athletics Department must verify that the required disclosure form has been signed, submitted, reviewed, and cleared. Verbal commitments made to Student-athletes must be conditioned on successful completion, review, and verification of the required disclosures.

2.2. Failure to make full and accurate disclosure could result in loss of eligibility to participate in athletics programs as determined by the Institution.

2.3. Student-athletes who, after Due Diligence Review, are determined have been disciplined through a TIX, student conduct or other proceeding, or a criminal conviction of Serious Misconduct, will not be eligible for Athletic-related financial aid, practice, competition, or other Athletic programming.

2.4. Student-athletes with unresolved proceedings related to Serious Misconduct will not be eligible to participate in Athletic participation financial aid, practice, competition, or other Athletic programming if independent inquiry of the Institution validates the Serious Misconduct alleged.

2.5. Loss of eligibility or a determination of ineligibility at any Institution will be applicable at other SDBOR Institutions.

2.6. Loss of eligibility or a determination of ineligibility pursuant to this policy shall have no bearing on, or otherwise impact, the academic status or standing of a student at any Institution. Any violation of SDBOR or Institutional policies involving the same underlying facts which resulted in loss of eligibility or ineligibility pursuant to this policy will be addressed in accordance with, and pursuant to, the applicable SDBOR or Institutional policies.

3. Due Diligence Review

3.1. Institutions will take reasonable steps to confirm, review, and verify whether incoming, continuing, and transfer Student-athletes have been held responsible through a Title IX, student conduct, or other proceeding, or a criminal conviction for Serious Misconduct and whether there are any incomplete or pending proceedings.

3.2. The Institution will designate Institutional Intercollegiate Athletics Department personnel to receive Annual Disclosure forms, verify that Student-athletes have met the Annual Disclosure requirements and that all forms are fully completed, and make assurances of compliance with the requirements of this and NCAA policies. Forms

indicating that Serious Misconduct occurred, or that are observed to contain inaccurate disclosures, will be forwarded to the Institution's Title IX Office for further review, with notice to the Student-athlete.

3.3. Upon receipt for review and in accordance with applicable privacy laws, the Institution's Title IX Office will gather information from any prior institution(s), relevant court systems, and other sources that may possess information regarding the Serious Misconduct in question. The Student-athlete will be provided an opportunity to respond during verification processes.

3.4. SDBOR Institutional Intercollegiate Athletics Departments, Title IX Offices, and other Institutional offices and departments will cooperate with another Institution's request for information in accordance with applicable privacy laws.

3.5. Student-athletes will cooperate with Institutional efforts to verify information related to Serious Misconduct, including but not limited to completion of necessary consent forms and releases of information required by another Institution or entity, in order to timely obtain records.

3.6. Verification of inaccurate Annual Disclosures, finding of responsibility for, or conviction of, Serious Misconduct, or incomplete proceedings during participation in Athletics programs or verified from an Annual Disclosure in accordance with the requirements of this policy will result in ineligibility for athletic financial aid, participation in practice, competition, or other Institutional Athletics program participation. Student-athletes will be notified of ineligibility status and, if any, their right to appeal.

3.7. Determinations of ineligibility for incoming or transfer Student-athletes (i.e., non-current Student-athletes) are not subject to an appeal as a matter of right.

3.8. Each Institution will establish an appeal committee to hear appeals of denials of eligibility resulting from review of Annual Disclosure reviews and determinations for current Student-athletes. The determination of the appeal committee is not subject to further appeal as a matter of right.

FORMS / APPENDICES:

Appendix A (Student-Athlete Annual Disclosure of Serious Misconduct Form)

Appendix B (Serious Misconduct Disclosure Form)

SOURCE:

BOR March 2022;

Appendix A

Student-athlete Annual Disclosure of Serious Misconduct Form

[Institution] and the National Collegiate Athletic Association (NCAA) are committed to sexual violence prevention. The South Dakota Board of Regents and [Institution] prohibit discrimination, harassment, and interpersonal violence. (Link to Policies)

SDBOR and [Institution] Policies require that all Student-athletes make Annual Disclosures during every year of Intercollegiate Athletic participation. Student-athletes must attest (disclose) having been Disciplined through a Proceeding or criminally convicted regardless of the degree, of conduct as defined by SDBOR policies, including but not limited to those categorized generally under the following:

- Sexual Violence: A term used to include both forcible and nonforcible sex offenses, ranging from sexual battery, sexual assault to rape.

- Interpersonal Violence: Violence that is predominantly caused due to the relationship between the victim and the perpetrator, including dating and domestic violence.

- Other Acts of Violence: Crimes including murder, manslaughter, aggravated assault or any assault that employs the use of a deadly weapon or causes serious bodily injury.

Attestation:

___I attest that **I HAVE NOT** been found responsible for violating a high school, institution of higher education policy or been subject to discipline through a Title IX or other misconduct proceeding or criminally convicted for sexual violence, interpersonal violence, or any other act of violence as described above and in the associated policies, AND that I did not leave any prior institution or entity with conduct charges PENDING for such acts.

___I attest that **I HAVE** been found responsible for violating a high school, institution of higher education policy; or been subject to discipline through a Title IX or other misconduct proceeding; or criminally convicted for sexual violence, interpersonal violence, or any other act of violence as described above and in the associated policies, **OR HAVE PENDING** charges through a Title IX or misconduct proceeding.

Was the Title IX or other misconduct proceeding complete or pending at the time of your transfer to [Institution]?
___Complete ___Pending Institution/entity Name: _____ Date: _____

____ I have provided the information requested in this matter to another institution of higher education. Institutions:
_____

___I hereby consent to [Institution], through oversight of the Title IX Office and with assistance of the Athletic Department where applicable, to contact the above institution or entity to gather additional information regarding this disclosure for the purpose of evaluating consideration of this information in participation in Athletic programs at Institution. I hereby authorize the institution or entity to release all records related to the complete or pending actions to [Institution's] representatives.

By signing below, I attest that, to the best of my knowledge and belief, all information disclosed and attested to on this form is accurate and complete, I agree to execute any needed releases to facilitate disclosure of relevant information to Institution, and that providing purposefully false information on this form could result in penalties by the [Institution] and the NCAA, including jeopardizing my participation, eligibility, and/or scholarship/financial aid receipt.

Student Name: _____ Signature: _____ Date: _____

ID#: _____ Athletic Status (circle): First-Year Transfer Returning Sport/s: _____

Appendix B

Serious Misconduct Disclosure Form

1. Do you have any criminal or juvenile charges pending against you?   YES   NO

2. Have you been convicted of, pled guilty to, or pled no contest to any crime involving:

a. Sexual Violence?   YES   NO

b. Rape?   YES   NO

c. Sexual Assault?   YES   NO

d. Domestic Violence?   YES   NO

e. Dating Violence?   YES   NO

f. Stalking?   YES   NO

g. Sexual Harassment?   YES   NO

h. Hate Crimes?   YES   NO

i. Assault with a Deadly Weapon?   YES   NO

j. Assault That Caused Serious Bodily Injury?   YES   NO

k. Any Other Felony Crime?   YES   NO

If you answered "YES" to Question 1 or any portion of Question 2, please provide a detailed explanation of each such matter, including but not limited to, the court or educational institution in which matter is pending or was adjudicated, the case number, and date of the filing or disposition.

3. Have you been disciplined, suspended, or placed on probation for any reason (excluding limited discipline applied by a sports team or temporary disciplinary action during an investigation) at any collegiate institution? YES NO

   If yes, please provide a detailed explanation:

4. At the time you ceased enrollment at a previous collegiate institution, were you the subject of a pending proceeding of any kind that could have resulted in disciplinary action, suspension, expulsion or prohibition? YES NO

   If yes, please provide a detailed explanation.

5. Have you ever provided the information requested in this matter to any other collegiate institution? YES NO

   If yes, please list those institutions.

   By signing below, you (1) certify that the statements and information contained in this document is true, accurate, and complete and (2) agree to sign any necessary releases with previous institutions and other entities in order for the [Institution's] Title IX Office to inquire further about the answers above.

_____   _____

Student Name   Student ID Number

_____   _____

Student Signature   Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
> New Program Request – USD – BBA in Supply Chain Management

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

BACKGROUND / DISCUSSION
> The University of South Dakota (USD) requests permission to offer a BBA program in Supply Chain Management. Students in the program will be able to work in the supply chain management field, having learned the interactions between the flows of data, material, currency, people, and equipment comprising the supply chain. The program will teach the skills needed in South Dakota to improve supply-chain decisions, deliver value for customers, and increase employer profitability.

> Currently, USD offers a BBA in Operational Analytics, which has a curriculum that focuses on both analytics and operations. Students and employers looking for degree programs in Supply Chain Management, however, found that the program did not have sufficient coverage of those topics. Therefore, USDE would like to split the current program into the BBA in Business Analytics and the proposed BBA in Supply Chain Management.

> The intent to plan for this program was waived by the Executive Director, per AAC Guideline 2.4.

IMPACT AND RECOMMENDATION
> USD requests authorization to offer the program both on campus and online. USD does not request new state resources. While a new faculty line is proposed, USD has allocated for this within its existing budget. One new course will be required for the new program, focusing on Supply Chain Analytics. USD anticipates 20 enrolled students and six graduates within four years, noting that students are not admitted to their majors within the Beacom School of Business until they have completed their pre-business core curriculum. Students will not officially enter the program until late in their second year or early in their third year.

> Board office staff recommends approval of the program.

ATTACHMENTS
> Attachment I – New Program Request Form: USD – BBA in Supply Chain Management

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DRAFT MOTION 20220329_8-B:
> I move to authorize USD to offer a BBA in Supply Chain Management, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Undergraduate Degree Program

UNIVERSITY:	USD
MAJOR:	Supply Chain Management
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Business Administration
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	52.0203 Logistics, Materials, and Supply Chain Management
SPECIALIZATIONS: *Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.*	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Intent to Plan waived 11/3/2021
UNIVERSITY DEPARTMENT:	School of Business
BANNER DEPARTMENT CODE:	2B
UNIVERSITY DIVISION:	Economics and Decision Sciences
BANNER DIVISION CODE:	UEDS

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

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

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

_____   _____
President of the University   Date

1. **What is the nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.**
   The Supply Chain Management program aims to prepare graduates to be successful professionals in the supply chain management field. A supply chain has been defined as the organizational configuration that transforms raw materials and components through assemblers, wholesalers,

retailers, and transportation companies to bring products or services to market. The supply chain definition includes the consumer as the final stop in the supply chain.[1]

The Supply Chain Management (SCM) discipline enables knowledgeable practitioners to manage the supply chain. That is, SCM practitioners understand how the interactions between the flows of data, material, currency, people, and equipment comprising the supply chain interact. The interconnected nature of these flows creates a synergy between them. Anticipating the change and fluctuation within these flows form the basis for predicting the effects of decisions, policies, supply chain configuration, plant and equipment acquisitions, and deployment of employees.[2]

2. **How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?**
   Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

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

   Board of Regents Strategic Plan 2014-2020

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

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

USD is the only South Dakota regental university with "**professional education in business**" specifically articulated as a component of its statutory mission. The SCM degree will continue USD's long history of providing superb programs that further professional education in business.

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

The South Dakota Department of Labor lists Logisticians,[3] Logistics Managers, and Supply Chain Management under their Enterprising Occupations.[4] Each position qualifies as a candidate

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[1] Lambert, Douglas M., James R. Stock, and Lisa M. Ellram (1998), Fundamentals of Logistics Management, Boston, MA: Irwin/McGraw-Hill, Chapter 14.

[2] La Londe, Bernard J. and James M. Masters (1994), "Emerging Logistics Strategies: Blueprints for the Next Century," International Journal of Physical Distribution and Logistics Management, Vol. 24, No. 7, pp. 35-47

[3] The work definitions for Supply Chain Managers, Logistics Managers, and Logisticians overlap to such a great extent that they are synonymous for all practical purposes.

[4] Labor Market Information Center (sd.gov)

job for a Supply Chain Management graduate. The respective projected annual openings are 14^5 + 20^6 + 69^7 = 103 openings per year in South Dakota.

According to the Bureau of Labor Statistics (BLS), growth from 2021-2030 in what the BLS terms "logisticians" will be much more rapid than average at 30%.[8]

There are many Supply Chain Management openings due to the intensifying focus on the supply chain function. According to Bloomberg, demand for supply-chain talent is high because many companies are looking to add positions but have difficulty finding applicants with the right skills.[9]

The closest that the South Dakota Board of Regents comes to Supply Chain Management is Business & Financial Operations[10]. See Figure 1.

Figure 1

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[5] SDWORKS - Occupation Profile (southdakotaworks.org)
[6] SDWORKS - Occupation Profile (southdakotaworks.org)
[7] SDWORKS - Occupation Profile (southdakotaworks.org)
[8] Logisticians : Occupational Outlook Handbook: : U.S. Bureau of Labor Statistics (bls.gov)
[9] Labor Shortage, Rising Costs, Supply-Chain Hiccups Hit Manufacturers - Bloomberg
[10] Occupational Wages Dashboard (sdbor.edu)

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 04/2021)

From the EMSI report "Program Overview Logistics, Materials, and Supply Chain Management, Emsi Q3 2021 Data Set, October 2021," there are two occupations specific to this major. The demand for Logisticians is expected to grow 1.61% with 213 annual openings. The demand for Transportation, Storage, and Distribution Managers is expected to rise 1.19% with 88 annual openings. The report indicates a 0.80 location quotient for Logisticians and a 1.00 location quotient for Transportation, Storage, and Distribution Managers. This information partnered with the expansion of distribution facilities in Sioux Falls indicates the region will have more demand for employees with these skills than the national average. The new major is designed to meet that demand.

4. How will the proposed program benefit students?

Supply Chain Management is an attractive profession for students from several perspectives. Salaries are strong[11][12] due to a talent shortage. Career satisfaction is high, benefits are excellent, and career growth will be well above the mean for similar occupations.

Almost all supply-chain positions receive paid holidays, 45% of supply-chain professionals have four or more weeks of vacation, and about 70% have paid family and medical leave. These positions often include flexible work hours and are increasingly moving to remote or hybrid work.[13]

Supply chain professionals report high job satisfaction; 88% view their careers positively and would recommend it as a gratifying and rewarding profession to others.[14]

Employers often hire graduates with professional certifications that demonstrate expertise in a field. Supply Chain Management graduates will be equipped to obtain the following certifications.

(1) Certified in Production and Inventory Management (CPIM),
(2) Certified in Transportation and Logistics (CTL),
(3) Certified Supply Chain Professional (CSCP),
(4) Certified in Transportation and Logistics (CTL),
(5) Certified in Transportation, Logistics, and Distribution (CTLD),

All of which are available through the ASCM.[15] In addition, graduates will be eligible to earn the Certified Professional Logistician (CPL) from SOLE (The International Society of Logistics).[16]

According to ASCM salary surveys, certified professionals earn 27% more than their uncertified colleagues.[17] Supply Chain Management program graduates will be prepared to earn certifications recognized by businesses.

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[11] Supply Chain Manager Salary | PayScale
[12] Supply Chain Manager salary in United States (indeed.com)
[13] 5 Undeniable Reasons to Work in Supply Chain (ascm.org)
[14] Supply Chain Salary and Career Survey Report | ASCM
[15] APICS Certifications | ASCM
[16] SOLE - CPL Certification
[17] Association for Supply Chain Management - ASCM

Supply Chain positions pay well. According to a salary survey conducted by the Association for Supply Chain Management (ASCM), entry-level jobs pay approximately $60,000 per year, and the median salary is $86,000 per year, with 87% of respondents reporting a cash bonus on top of their salaries.[18]

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

      USD already has the BBA degree type.

   B. **What is the rationale for the curriculum?**

      The rationale for the Supply Chain Management degree is to provide graduates of the Beacom School of Business with the skills needed in South Dakota to improve supply-chain decisions, deliver value for customers, and increase employer profitability. Simultaneously, graduates will have satisfying and interesting work in a high-paying field where their contributions are appreciated.

      The proposed Supply Chain Management curriculum will enable students to learn the vocabulary, principles, and applications necessary to perform the tasks of a Supply Chain professional. The Supply Chain Management major will comprise an exposition coupled with discipline-specific guidance through broad goals and detailed objectives. The curriculum will deliver major-specific courses linked to the more general business curriculum to produce a well-rounded education. The coursework will empower students to connect the sinews of the internal structure of the field and develop the necessary knowledge and understanding to succeed as a professional. The Supply Chain Management major will familiarize undergraduates with the field of study through theoretical constructs and practical applications.

      The Beacom School of Business currently offers a BBA in Operational Analytics (OPAN). The curriculum in that program is split between analytics coursework (5 courses) and operations coursework (3 courses) which includes some coverage of supply chain management. The students and employers looking for degree programs in SCM found that the current BBA OPAN did not have sufficient coverage of topics. Additionally, the students and employers wanted an analytics program that was customizable to more fields than only operations. Therefore, the BBA OPAN major was split into the BBA in Business Analytics (taking the five analytics courses and adding options for concentrations) and this program, BBA in Supply Chain Management (taking the three courses and adding a Supply Chain Analytics course, international component, and required practicum experience in the field).

   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?*

---

[18] Supply Chain Salary and Career Survey Report | ASCM

We compared our curriculum to the top ten Supply Chain Management programs according to U.S. News and World Report.[19]

1. Michigan State University (MSU)
2. Arizona State University (ASU)
3. University of Tennessee – Knoxville (UTK)
4. Pennsylvania State University – University Park (PSU)
5. Massachusetts Institute of Technology (MIT)
6. Ohio State University – Columbus (OSU)
7. University of Michigan – Ann Arbor (UMI)
8. University of Texas at Austin (UTA)
9. Georgia Institute of Technology (GIT)
10. Purdue University – West Lafayette (PWL)

We began by collecting the SCM course descriptions from each program. Note that there is substantial variation in the quantity of text provided:

Abbrev.	Tokens[20]	Sentences
ASU	1086	40
GIT	279	15
MIT	2273	119
MSU	355	21
OSU	424	14
PSU	1166	39
PWL	830	37
UMI	1059	35
UTA	249	16
UTK	430	14

The average (arithmetic mean) of the token count is 815.1, with a standard deviation of 623.8. The average of the sentence count is 35, with a standard deviation of 31.5. Topic vocabulary is 907 unique tokens. The distance values are relative measures based on the corpus.

The distance[21] matrix is shown in Table 1.

	ASU	GIT	MIT	MSU	OSU	PSU	PWL	UMI	USD	UTA	UTK
ASU	0	54.9	92.4	54.7	56.4	66.7	62.3	64.2	60.6	53.6	53.7
GIT	54.9	0	94.1	35.9	37.4	59.9	45.7	58.1	40.3	29.9	38.8
MIT	92.4	94.1	0	91.8	92.8	92.1	97.2	89.5	97.6	92.0	87.9
MSU	54.7	35.9	91.8	0	40.5	59.9	48.5	57.9	43.9	34.9	39.8
OSU	56.4	37.4	92.8	40.5	0	61.4	49.8	59.6	45.7	36.6	42.1

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[19] 2022 Best Undergraduate Supply Chain Management Programs | US News Rankings
[20] Tokens resemble words in a text analytics context. The difference is that case folding and stemming are employed to distill concepts from concrete applications to create tokens. Case folding converts all letters into either capital letters or to their lowercase form. Stemming reduces words to their shared base by collapsing inflected variants into a common form, frequently, but not always, by affix removal.
[21] The distance matrix was computed using Euclidean distance, which is the distance between two vectors, called the 2-norm, also designated L_2, and computed as $\sqrt{\sum(x_i - y_i)^2}$. Here the vectors are the n-grams from each program represented mathematically. The distance calculation is how far apart those n-grams reside, where each token and program occupy a dimension in a vector space. The n-gram overlap is the metric shown in the results, where bigrams, trigrams, and tetragrams comprise the three n-grams chosen for evaluation.

```
PSU   66.7   59.9   92.1   59.9   61.4      0   67.5   65.2   65.8   58.8   56.4
PWL   62.3   45.7   97.2   48.5   49.8   67.5      0   66.0   52.4   45.2   50.1
UMI   64.2   58.1   89.5   57.9   59.6   65.2   66.0      0   64.5   57.5   54.0
USD   60.6   40.3   97.6   43.9   45.7   65.8   52.4   64.5      0   40.0   46.7
UTA   53.6   29.9   92.0   34.9   36.6   58.8   45.2   57.5   40.0      0   37.5
UTK   53.7   38.8   87.9   39.8   42.1   56.4   50.1   54.0   46.7   37.5      0
```
Table 1.

As shown in the dendrogram below (Figure 2), MIT is the greatest outlier due to its more theoretical orientation and the verbosity of its course descriptions.

The means and standard deviations are shown in Table 2.

	ASU	GIT	MIT	MSU	OSU	PSU	PWL	UMI	USD	UTA	UTK
Means	56.3	45.0	84.3	46.2	47.5	59.4	53.2	57.9	50.7	44.2	46.1
SD	21.7	23.1	28.1	22.2	22.4	21.9	23.2	21.4	23.7	22.6	20.7

Table 2.

Ordering the means and standard deviations by mean score yields Table 3, showing USD in the center of the universities considered.

	UTA	GIT	UTK	MSU	OSU	**USD**	PWL	ASU	UMI	PSU	MIT
Means	44.2	45.0	46.1	46.2	47.5	**50.7**	53.2	56.3	57.9	59.4	84.3
SD	22.6	23.1	20.7	22.2	22.4	**23.7**	23.2	21.7	21.4	21.9	28.1

Table 3.

The dendrograms displayed below show the relationship between programs. Dendrogram constructions proceed from the bottom up. The two most similar programs, GIT and UTA are attached with a horizontal line that is lower than all other horizontal lines. GIT and UTA are more similar to MSU than any other program; the second horizontal line from the bottom connects MSU to the first pairing of GIT and UTA. The rest of the construction proceeds using the same method.

The dendrogram in Figure 2 demonstrates that USD is close to the center of the consensus programs, as established by the similarity of the course descriptions of each of the eleven universities. The dendrogram differs from the simple mean calculation because the similarity measure is Euclidean distance instead of the arithmetic mean metric.
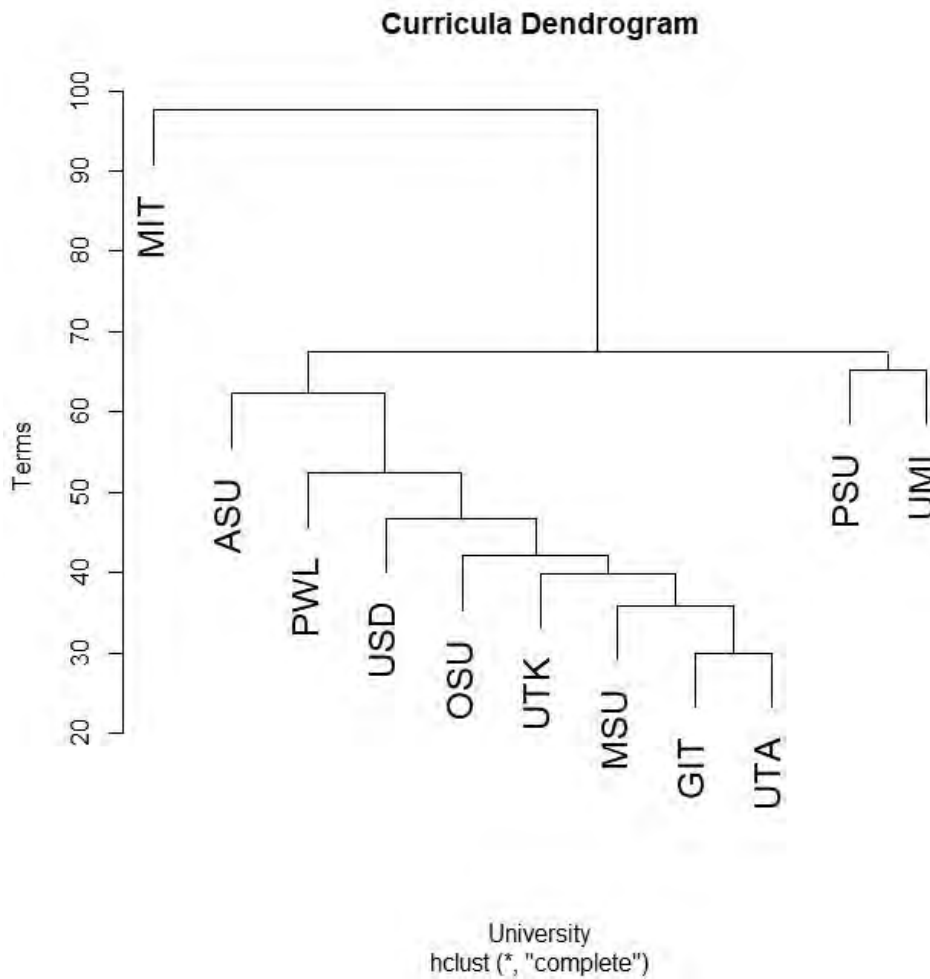
Curricula Dendrogram

Figure 2

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

Supply Chain Management	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	25		
Major Requirements	48		
Major Electives	3		
Subtotal, Program Requirements		76	63%
300-400 Level Electives		6	5%
Free Electives		8	7%
Degree Total		120	100%
Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive			

Director in consultation with the President of the Board of Regents.				

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I	3	No
ACCT	211	Principles of Accounting II	3	No
BADM	101	Survey of Business	3	No
BADM	220	Business Statistics	3	No
ECON	201	Principles of Microeconomics [SGR #3] (Used in partial satisfaction of SGR #3)	3	No
ECON	202	Principles of Macroeconomics [SGR #3]	3	No
MATH	121	Survey of Calculus [SGR #5]; prerequisite of MATH 102, MATH 115, MATH 120, or placement	4-5	No
MATH	123	MATH 123 - Calculus I [SGR #5]; prerequisite MATH 115, MATH 120, or placement		No
CMST	210	Interpersonal Comm/Professionals	3	No
		Subtotal	**25-26**	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BADM	310	Business Finance	3	No
BADM	321	Business Statistics II	3	No
BADM	323	Information Systems for Data Analytics	3	No
BADM	350	Legal Environment of Business	3	No
BADM	369	Organizational Behavior & Theory	3	No
BADM	370	Marketing	3	No
BADM	425	Production/Operations Management	3	No
BADM	482	Business Policy and Strategy	3	No
PHIL	322	Ethics and Corporate Social Responsibility in Business	3	No
DSCI	426	Lean Management	3	No
DSCI	427	Supply Chain Management	3	No
DSCI	441	Project Management	3	No
DSCI	448	Supply Chain Analytics	3	Yes
ACCT	320	Cost Accounting	3	No
BADM	494	Internship (requires approval)	3	No
Choose one of the following nine courses (but **not** the chosen major elective)				
ECON	301	Intermediate Microeconomics	3	No
ECON	302	Intermediate Macroeconomics	3	No
ECON	330	Money and Banking	3	No
ECON	421	Econometrics	3	No
ECON	433	Public Finance	3	No
ECON	441	International Trade	3	No
ECON	445	International Macroeconomics	3	No
ECON	451	Economics for Managers	3	No
ECON	482	Labor Economics	3	No
		Subtotal	**48**	

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Choose one of the following courses (but **not** the chosen one of the nine courses)				
ECON	441	International Trade	3	No
ECON	445	International Macroeconomics	3	No
FIN	417	International Finance	3	No
MKTG	478	International Marketing	3	No
BLAW	351	Business Law	3	No
		Subtotal	3	

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates, and must relate to the proposed assessments in B and C below. Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	DSCI 427	DSCI 441	DSCI 448	ACCT 320	BLAW 351	FIN 417, ECON 441/445, MKTG 478
Demonstrate a management perspective on issues in designing and managing end-to-end supply chains	x					
Understand how to manage material, information, and financial flows	x					x
Explain how the laws of contracts, sales, product liability, agency, and corporations interact in the field of supply chain management.					x	
Know the skills, tools, and techniques needed to complete a project on time, within budget, and fulfilling quality requirements.		x				
Apply techniques for accumulating, reporting, and analyzing cost information for decision-making				x		
Employ methods to extract knowledge from supply-chain data	x		x			
Comprehend the theoretical foundations of analytics used in supply chain management and be able to apply them through analytical tools and techniques			x			

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

    B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.
    There are no national instruments to measure individual student achievement in supply chain management. Students can choose to sit for certification exams related to the area of study. Supply Chain Management graduates will be equipped to obtain the following certifications, all of which are available through the ASCM
        (1) Certified in Production and Inventory Management (CPIM),
        (2) Certified in Transportation and Logistics (CTL),
        (3) Certified Supply Chain Professional (CSCP),
        (4) Certified in Transportation and Logistics (CTL),
        (5) Certified in Transportation, Logistics, and Distribution (CTLD).

    C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures (including national exams, externally evaluated portfolios, or student activities, etc.). What are the consequences for students who do not demonstrate mastery?
    Each student will demonstrate mastery by fulfilling the requirements associated with each outcome specified in 6A above.

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

    Standard outcome-oriented techniques will be used for instruction. Laboratory work will include exercises and projects where the analytics concepts described are realized in software. The SDBOR learning management system, Desire2Learn, will be used for all courses. In flipped courses, instruction includes content delivered through video, and weekly use of the discussion board in D2L.

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

    The curriculum development did not employ a consultant or professional association. However, we did use the extensive knowledge of our expert on supply chain management, Lt. Col. Tom Martin (Ret.), our graduate faculty member with a degree is supply chain management, the Beacom School of Business Analytics Advisory Council, and multiple employers from the region. The members of the Analytics Advisory Council have been working with our faculty for multiple years and are therefore familiar with the current BBA OPAN. Some of those employers were part of the Council specifically for their operations background/current employer. They reviewed the proposed curriculum in light of the needs of their firm. Feedback was provided on

multiple versions of the split to the BBA OPAN major. Additionally, outside firms were consulted on their need for supply chain professionals and their opinon on a proposed new major in SCM. These are the same employers that could have been hiring our BBA OPAN majors but were not doing so. The previous major was not serving the needs of firms seeking supply chain professional or business analysts.

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

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 23	FY 24	FY 25	FY 26
Students new to the university	0	0	14	20
Students from other university programs	5	10		
Continuing students				
=Total students in the program (fall)	5	10	14	20
Program credit hours (major courses)**	105	210	294	420
Graduates			3	6

 *Do not include the current fiscal year.

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

Comments on table estimates above:
  (1) In the Beacom School of Business, all entering freshman are coded as UPBU – Pre-business students. Students can be admitted to their major after completing the pre-business core course and 45 credits with a 2.0 GPA. Admission to the major is required. Therefore, most students are not coded as a SCM major until late in their second year or early in their third year. Any new freshman entering in fall 2022 would not be coded as a SCM major until at least spring 2024.
  (2) Appendix B – Budget does not include any numbers for students coming from other university programs. We do expect that some students in the current BBA OPAN major will decide to pursue the BBA SCM major. Also, some students who are currently UPBU – Pre-business will be coded as SCM majors when they choose a major after 45 credits.
Given these two concerns, the enrollment estimates provided are conservative.

10. **Is program accreditation available? If so, identify the accrediting organization and explain whether accreditation is required or optional, the resources required, and the University's plans concerning the accreditation of this program.**
    The AACSB will accredit the Supply Chain Management program in the same way it accredits other Beacom School of Business programs. There will be some incremental burden because there will be an additional course to assess. However, the burden will be no greater than the proportional burden of any new courses.

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

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

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

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

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

	Yes/No	*If Yes, identify delivery methods* Delivery methods are defined in *AAC Guideline 5.5*.	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	U15 Internet Asynchronous – Term Based Instruction U18 Internet Synchronous	**Fall 2022**
Does another BOR institution already have authorization to offer the program online?	No	**If yes, identify institutions:**	

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

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

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

   The proposal includes a faculty line (0.5 FTE tenue-track faculty line or 1.0 FTE instructor line) at $60,000 plus benefits ($14,400), starting year 2. This funding will come from existing budget.

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

☐　　☒
Yes　　No

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

☒　YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

☐　NO,

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

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.*

Employer endorsements of a supply chain management degree:

At Tyson Fresh Meats, we rely on our supply chain to move products from source to consumer. Having trained supply chain management graduates to fill our need for talent is attractive for Tyson. We see value in USD's supply chain management program and look forward to working with USD graduates moving forward.
— *Ayron Corporon, Manager Boxed Beef Forward Pricing, Margin Optimization, and Analytics, Tyson Fresh Meats*

POET depends on the effective operation of our supply chain to produce and market POET products. When we hire graduates, we need them to not only be hard-working, curious, and creative, but also to have knowledge of the field in which they will work. USD's supply chain management program will provide us with the kind of graduates we need, and we strongly endorse it.
— *Lezlee Herdina, Director of Financial Planning and Analysis, POET*

Please see the additional attached employer endorsements.

	New Program Enrollment, Revenue, and Expenditure Template Tool to be used to help assess costs and feasibility of the plan.						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Program Enrollment & Retention Profile (Net new students)							
Estimated number of first-time full-time resident students		0	0	12	16	18	20
Estimated number of annual first-time full-time resident credit hours		0	0	252	336	378	420
Estimated number of first-time full-time non-resident students		0	0	2	4	4	4
Estimated number of annual first-time full-time non-resident credit hours		0	0	42	84	84	84
Estimated number of transfer full-time resident students		5	10	0	0	0	0
Estimated number of annual transfer full-time resident credit hours		105	210	0	0	0	0
Estimated number of transfer full-time non-resident students		0	0	0	0	0	0
Estimated number of annual transfer full-time non-resident credit hours		0	0	0	0	0	0
Total Credit Hours		105	210	294	420	462	504
PROGRAM REVENUE							
Full-time Tuition (resident)		$ 4,215	$ 4,215	$ 4,215	$ 4,215	$ 4,215	$ 4,215
Full-time Fees (resident)		$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161
Additional Fees (i.e., Discipline)		$ 637.35	$ 637.35	$ 637.35	$ 637.35	$ 637.35	$ 637.35

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Estimated annual revenue from full-time students (resident)	$ -	$ -	$ 58,224	$ 77,632	$ 87,336	$ 97,041
Full-time Tuition (non-resident)	$ 6,118	$ 6,118	$ 6,118	$ 6,118	$ 6,118	$ 6,118
Full-time Fees (non-resident)	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161
Additional Fees (i.e., Discipline)	$ 637.35	$ 637.35	$ 637.35	$ 637.35	$ 637.35	$ 637.35
Estimated annual revenue from full-time students (non-resident)	$ -	$ -	$ 13,510	$ 27,021	$ 27,021	$ 27,021
Full-time Tuition (Transfer Resident)	$ 4,215	$ 4,215	$ -	$ -	$ -	$ -
Full-time Fees (Transfer Resident)	$ 1,161	$ 1,161	$ -	$ -	$ -	$ -
Additional Fees (i.e., Discipline)	$ 637.35	$ 637.35	$ -	$ -	$ -	$ -
Estimated annual revenue from transfer resident students	$ 24,260.13	$ 48,520.26	$ -	$ -	$ -	$ -
subtotal tuition revenue	$ 24,260	$ 48,520	$ 71,735	$ 104,653	$ 114,357	$ 124,061
Higher enrollment scenario: 125% of projected tuition revenue	$ 30,325	$ 60,650	$ 89,668	$ 130,817	$ 142,947	$ 155,077
Lower enrollment scenario: 75% of projected tuition revenue	$ 18,195	$ 36,390	$ 53,801	$ 78,490	$ 85,768	$ 93,046
Reallocated funds	$ -	$ -	$ -	$ -	$ -	$ -
Other Revenue Sources (i.e. grants, contracts, gifts)	$ -	$ -	$ -	$ -	$ -	$ -
TOTAL PROJECTED REVENUE	$ 24,260	$ 48,520	$ 71,735	$ 104,653	$ 114,357	$ 124,061

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 04/2021)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PROGRAM EXPENDITURES						
PERSONNEL EXPENDITURES						
Faculty Positions						
Lecturer 1 (50% in Year 1, 100% thereafter)	$ -	$ -	$ -	$ -	$ -	$ -
Lecturer 2 (50% in Year 2, 100% thereafter)	$ -	$ -	$ -	$ -	$ -	$ -
Tenure Track Faculty 1	$ -	$ 60,000	$ 60,000	$ 60,000	$60,000.00	$ 60,000
FT Faculty fringe (24% fringe)	$ -	$ 14,400	$ 14,400	$ 14,400	$14,400.00	$ 14,400
Part-time faculty (Salary + 7.5% fringe)	$ -	$ -	$ -	$ -	$ -	$ -
Full-time equivalent staff (FTE)						
Administrative Assistant	$ -	$ -	$ -	$ -	$ -	$ -
Technician (50% time)	$ -	$ -	$ -	$ -	$ -	$ -
Staff fringe (20%)	$ -	$ -	$ -	$ -	$ -	$ -
Faculty Startup	$ -	$ -	$ -	$ -	$ -	$ -
Teaching Assistant salary + fringe (7.5%)	$ -	$ -	$ -	$ -	$ -	$ -
Graduate Tuition Remission	$ -	$ -	$ -	$ -	$ -	$ -
SUBTOTAL PERSONNEL EXPENDITURES	$ -	$ 74,400	$ 74,400	$ 74,400	$ 74,400	$ 74,400
OPERATING EXPENDITURES						
Special & Technical (i.e. honorariums, student payments)	$ -	$ -	$ -	$ -	$ -	$ -
Communication	$ -	$ -	$ -	$ -	$ -	$ -
Travel	$ -	$ 2,000	$ 2,000	$ 2,000	$ 2,000.00	$ 2,000
Motor Vehicles	$ -	$ -	$ -	$ -	$ -	$ -
Contractual Services (i.e. marketing, printing, equipment)	$ 2,500	$ 1,000	$ 1,000	$ 1,000	$ 1,000.00	$ 1,000
Supplies (i.e. office, research, items less than $1,000)	$ -	$ 250	$ 250	$ 250	$ 250.00	$ 250
Equipment Capital	$ -	$ 1,500	$ -	$ -	$ -	$ -
Fixed Charges (i.e. association dues, subscriptions, rental charges)	$ -	$ -	$ -	$ -	$ -	$ -

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6
Library (new library materials, staff support, etc.)	$	-	$	-	$	-	$	-	$	-	$	-
Infrastructure (if any)	$	-	$	-	$	-	$	-	$	-	$	-
SUBTOTAL OPERATING EXPENDITURES	$	2,500	$	4,750	$	3,250	$	3,250	$ 3,250.00		$	3,250
IMPACT ON OTHER PROGRAMS												
General Education and Pre-req Courses	$	-	$	-	$	-	$	-	$	-	$	-
Required Courses for Major	$	-	$	-	$	-	$	-	$	-	$	-
Other Courses	$	-	$	-	$	-	$	-	$	-	$	-
SUBTOTAL IMPACT ON OTHER PROGRAMS COSTS	$	-	$	-	$	-	$	-	$	-	$	-
TOTAL DIRECT EXPENSES	$	2,500	$	79,150	$	77,650	$	77,650	$	77,650	$ 77,650	
INDIRECT EXPENDITURES												
University overhead rate		20%		20%		20%		20%		20%		20%
University overhead amount	$	500	$	15,830	$	15,530	$	15,530	1553000%		1553000%	
TOTAL DIRECT & INDIRECT EXPENSES	$	3,000	$	94,980	$	93,180	$	3,180	$	93,180	$	93,180
Higher expense scenario: 125% of projected expenses		3750		118725		116475		116475	$ 116,475		$ 116475	
Lower expense scenario: 75% of projected expenses		$2,250		$71,235		$69,885		$69,885		69885		$69,885
TOTAL REVENUE	$	24,260	$	48,520	$	71,735	$ 104,653		$ 114,357		$ 124,061	
NET REVENUE	$	21,260	$	(46,460)	$ (21,445)		$	11,473	$	21,177	$	30,881
	Year 1		**Year 2**		**Year 3**		**Year 4**		**Year 5**		**Year 6**	

AAC Form 2.9 – New Undergraduate Degree Program
(Last Revised 04/2021)

October 11, 2021

Venky Venkatachalam

Dean and Professor

Beacom School of Business

Venky, as not only an Alum of the University of South Dakota but a principal in a Logistics Business located in Sioux Falls, SD, I would fully embrace and encourage the University of South Dakota to consider a program for Supply Chain Management.

Our industry is one of the fastest growing industries that is the backbone of our economy now and for years to come. Our world is getting smaller and the reach of logistics is global. The number of businesses entering South Dakota will require many jobs to be filled by Supply Chain personnel. Furthermore, when it comes to Supply Chain candidates you can be located remotely and still perform your job functions. This remote concept fits in nicely with the evolving workplace in society today.

In addition, I think it would elevate the University in offering a program in Supply Chain since this program is not found in many universities. This program would garner interest from students that would otherwise look elsewhere for their education.

Anything I can do to help please do not hesitate to ask.

Sincerely,

Travis Thie

Principal T Brothers Trucking and Logistics

MASABA

To Whom it May Concern:

I am writing on behalf of Dean Venky and the USD Beacom School of Business in support of them creating a new major of study in Supply Chain Management.

As a custom manufacturer that ships equipment all over the world and utilizes an extensive supply chain, we recognize the need for staff trained in Supply Chain Management. This year especially has brought to the forefront the significance of having the right people and tier 1 suppliers in place in order to receive parts and ship our products on-time!

This would be a great addition to the USD Beacom School of Business and give them the ability to continue recruiting world class professors and students.

Best,

Jerad Higman

CEO

October 6, 2021

Dean Venky

University of South Dakota

Beacom School of Business

Vermillion, South Dakota

Dear Mr. Venky

We are the largest public warehouse in the State of South Dakota. We provide warehousing, distribution, and supply chain support to many companies in our region. Agropur, 3M, Smithfield, would name a few that we deal with daily. As a company we turn over 150 full truck loads of assorted freight daily, have a footprint of 1,000,000 square feet of warehouse in Sioux Falls SD.

In recent years our biggest problem has been hiring qualified people to fill both warehouse, clerical, and management positions. It would be a huge benefit to our company and many companies in our region to have a pool of people to work with that are trained in supply chain. We as a company would support any endeavor that USD would be able to put together that would provide us with these people.

PO Box 84410 • Sioux Falls, SD 57118 • (605) 336-9152

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Sincerely

David E. Lyng

Vice President

VRC
METAL SYSTEMS

600 N Ellsworth Road
Box Elder, SD 57719-2012

October 7, 2021

Dean Venky
USD Beacom School of Business
414 E Clark Street
Vermillion, SD 57069

Dear Dean Venky,

VRC Metal Systems recognizes the need for staff trained in Supply Chain Management and we support and appreciate USD's efforts to create such a program. VRC Metal Systems primarily manufactures cold spray systems, and the supply chain plays a critical role in our ability to produce a quality and timely product to our customers. Of course, the global pandemic has taken supply chain issues to a whole new level so we believe that the addition of this program would be extremely beneficial for the continued success of manufacturers, like us, in South Dakota.

Sincerely,

Rob Hrabe
CEO
VRC Metal Systems, LLC

To Whom it May Concern:

Supply Chain Management continues to grow and become an integral part in the success of not only the US Economy but the World economy. Now more than ever with all the disruptions happening, we need more trained candidates for now and the future. Our company recognizes the need for staff trained in Supply Chain Management and we support and appreciate USD's efforts to create such a program.

Thank you for your time and consideration.

John Rosemore | Director of Logistics

Sioux Steel Company
P: 196 1/2 E. 6th St
Sioux Falls, SD 57104
M: PO Box 1265
Sioux Falls, SD 57101

T: 800-557-4689
L: 605-336-1750
F: 605-357-8597

www.siouxsteel.com
info@siouxsteel.com

October 8, 2021

Dean Venky
USD Beacom School of Business

Dear Dean Venky:

On behalf of Sioux Steel Company, I wanted to thank you for promoting an effort to have Supply Chain Management as a new major to be offered at the USD Beacom School of Business.

Our company is a 4th generation family-owned manufacturing firm and we recognize the need for staff to be train in the Supply Chain Management and we support and appreciate USD's efforts to create such a program.

Our purchasing department is facing basically three major issues right now: major shortages at the vendor locations, very long and unpredictable delays, and major cost increases. For example, we had two vendors supplying a specific tube for years. Both vendors are out now and waiting on more material to come from the mills whose dates are 4-6 months down the road. After exhausting the list of eight of our regular vendors, we started doing Goggle searches and following up on leads and word-of-mouth. After approximately 17 vendors, we found the tubing in the Eastern US and for a very high price. Not only did it take a week to arrive, it resulted in very high transportation fees.

Again, we support all of your efforts in getting this new major approved.

Respectfully,

Scott G. Rysdon
President & CEO

Employer endorsements of a supply chain management degree:

At Tyson Fresh Meats, we rely on our supply chain to move products from source to consumer. Having trained supply chain management graduates to fill our need for talent is attractive for Tyson. We see value in USD's supply chain management program and look forward to working with USD graduates moving forward.

— *Ayron Corporon, Manager Boxed Beef Forward Pricing, Margin Optimization, and Analytics, Tyson Fresh Meats*

POET depends on the effective operation of our supply chain to produce and market POET products. When we hire graduates, we need them to not only be hard-working, curious, and creative, but also to have knowledge of the field in which they will work. USD's supply chain management program will provide us with the kind of graduates we need, and we strongly endorse it.

— *Lezlee Herdina, Director of Financial Planning and Analysis, POET*

The South Dakota Board of Regents adjourned its regular business meeting on March 30, 2022 and will meet again for its regular business meeting on May 10, 2022 to be held via Zoom.

I, Brian Maher, Executive Director & CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on March 29-30, 2022.

Dr. Brian L. Maher
Executive Director & CEO
South Dakota Board of Regents