

**BOARD OF REGENTS
MINUTES OF THE MEETING
March 30-31, 2021**

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**BOARD OF REGENTS
MINUTES OF THE MEETING
March 30-31, 2021**

The South Dakota Board of Regents met on March 30-31, 2021 at Northern State University in Aberdeen and via Zoom* with the following members present:

ROLL CALL:

Brown – PRESENT
Roberts – PRESENT
Schaefer – PRESENT
Schieffer – PRESENT*
Stork – PRESENT
Thares – PRESENT
Wink – PRESENT
Morgan – PRESENT
Bastian – PRESENT

Also present during all or part of the meeting were Nathan Lukkes, Board of Regents General Counsel; 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; Tim Downs, 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 30, 2021

Regent Bastian declared a quorum present and called the meeting to order at 11:05 a.m.

1-A Approval of the Agenda

IT WAS MOVED by Regent Morgan, seconded by Regent Thares, to approve the agenda as published with one change, to remove agenda item 7-K.

ROLL CALL:

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

Motion passed.

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on December 9-10, 2020; January 14, 21, 28, 2021; February 4, 11, 18, 2021; March 4, 2021

IT WAS MOVED by Regent Stork, seconded by Regent Roberts, to approve the minutes of the Board of Regents meetings on December 9-10, 2020; January 14, 21, 28, 2021; February 4, 11, 18, 2021; and March 4, 2021.

ROLL CALL:

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

Motion passed.

1-D Election of Officers

Regent Stork asked for clarification about the authority of the executive committee.

Regent Bastian said there are certain things that the Board president is authorized to do, and he has made the decision to involve the Vice President and Secretary in much of what he does, especially considering the Board's stint without an executive director and in the midst of a pandemic. From there, he explained, he has tried to communicate broadly and judiciously with the rest of the Board members.

Regent Schaefer said there has never been a formal role of the executive committee during his twelve years on the Board. He feels it would be difficult to narrow that role down because there are various things regental leadership must respond to.

Nathan Lukkes, BOR General Counsel, said the executive committee is a flexible committee to be what the Board president would like it to be or what the Board authorizes it to do.

Regent Thares said it comes down to communication. He likes the use of the executive committee and appreciates when information is brought forth to the full Board when appropriate.

IT WAS MOVED by Regent Schaefer, seconded by Regent Brown, to elect the following slate of officers: John Bastian as President; Jim Morgan as Vice President; and Pam Roberts as Secretary.

ROLL CALL:

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

Motion passed.

Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Roberts, seconded by Regent Brown, that the Board dissolve into executive session at 11:15 a.m. on Tuesday, March 30, 2021, 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, and that it recess at 2:00 p.m. to resume the regular order of business. That it reconvene in Executive Session at 8:00 a.m. on Wednesday, March 31, to continue discussing the earlier referenced matters, and that it rise from Executive Session at 9:00 a.m. to resume the regular order of business and report its deliberations while in

executive session at 9:30 a.m. on Wednesday, March 31, and take any action it deems prudent as a result thereof.

ROLL CALL:

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

Motion passed.

The Board dissolved into executive session.

The Board reconvened in public session at 2:30 p.m.

3-A Reserved

3-B Welcome and Presentation by NSU President Tim Downs

NSU President Tim Downs welcomed the Board and other attendees to Northern State University and shared information about NSU's charge, vision, strategic action efforts, partnerships, branding, fundraising efforts, recent building projects, new academic programs, faculty development, etc.

3-C NSU Student Organization Awards Presentation

Sean Blackburn, NSU Vice President of Student Affairs, presented NSU's student organization awards. TRIO Scholars Association received the award for academic excellence. The NSU Honors Club received the award for community service. The NSU Student Government Association received the award for organizational leadership.

A copy of the NSU Student Organization Awards can be found on pages **30** to **31** of the official minutes.

3-D Report from Individual Presidents and Superintendents

SDSMT President Rankin recognized Dr. Pat Mahon, SDSMT Vice President of Student Affairs, and Dr. Kate Alley, SDSMT Associate Provost for Academic Affairs, who will be retiring in June 2021.

3-E Report on Individual Regent Activities

No reports.

3-F Report from the Student Federation

Macy Halverson, Student Federation Chair, provided an update on behalf of the Student Federation, describing the Federation's modified efforts during Students in Higher Education Days (SHED) this legislative session. She said the Student Federation will be voting on its new leadership next week, so the Board will be introduced to the incoming executive director in meetings to come.

3-G (1) Report of the Executive Director – 2021 Legislative Overview

Nathan Lukkes, Board of Regents General Counsel, provided a brief overview of the 2021 legislative session and said it was a very positive one for South Dakota students and the Board of Regents' system, especially with the state's \$50 million investment into an endowment for the Freedom Scholarship, which will provide needs based scholarship funds.

The Board had no questions.

A copy of the Report of the Executive Director – 2021 Legislative Overview can be found on pages 32 to 33 of the official minutes.

3-G (2) Report of the Executive Director – Tuition and Fees Setting

Heather Forney, System Vice President of Finance & Administration, explained that the Board will address tuition and fees setting later in the meeting. She pointed out that the Board's responsibility to set tuition and fees is a critical part of maintaining affordability while also balancing the costs of providing education.

The Board had no questions.

A copy of the Report of the Executive Director – Tuition and Fees Setting can be found on page 34 of the official minutes.

3-G (3) Report of the Executive Director – Senate Bill 55 Task Force Update

Dr. Jay Perry, System Policy Advisor, explained that the Senate Bill 55 Task Force subcommittees have been hard at work over the last several months, meeting remotely in preparation for the next full task force meeting scheduled for April 15, 2021 in Spearfish. Dr. Perry shared focus areas of the subcommittees and explained that the task force is on track to submit its recommendations by June 2021 for analysis by the Board during its August 2021 retreat.

The Board had no questions.

A copy of the Report of the Executive Director – Senate Bill 55 Task Force Update can be found on page 35 of the official minutes.

3-G (4) Report of the Executive Director – Fall 2021 Semester Preparation

Dr. Janice Minder, System Vice President for Academic Policy and Planning, said the South Dakota Board of Regents system has continuously responded to the changing dynamics caused by the COVID-19 pandemic. With vaccines now available in the higher education setting, the system continues to adjust as it looks toward the Fall 2021 semester. She explained that the Board of Regents expects to return to normal operations by Fall 2021, and the transition through the summer term is currently being discussed. She noted there are a variety of best practices that have come as a result of the last year's disruption, and the system is considering how best to implement them for long-term use.

Regent Stork asked for specifics on what "more normal" means and if all campuses will be doing the same thing. Dr. Minder responded by saying "more normal" means back to normal. The part that is unknown is the transition period over the summer, which will include a close monitoring of CDC guidelines.

Regent Brown asked that the campuses put together a more concrete communication plan about what campus life will look like next year. He said students have their missed personal connections and would appreciate additional information about the transition back to normal.

A copy of the Report of the Executive Director – Fall 2021 Semester Preparation can be found on page **36** of the official minutes.

3-H Public Comment Period

Regent Bastian explained that both commentary from in-person attendees and those participating remotely via Zoom would be taken. He invited in-person commentary first and remote commentary second.

There were no public comments.

CONSENT AGENDA

Regent Stork asked about agenda item 4-C related to new program requests. She questioned whether these new programs are needed by the market place and felt more study with employers needs to be done. Specifically, she asked that item 4-C(3) be pulled from the consent calendar.

IT WAS MOVED by Regent Thares, seconded by Regent Brown, to approve consent agenda items 4-A through 4-AA, with the exception of 4-C(3), which will be put on the Board's Academic & Student Affairs Committee agenda for later discussion.

ROLL CALL:

Roberts – AYE
Schaefer – AYE
Schieffer – AYE

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Morgan – AYE
Bastian – AYE

Motion passed.

Academic and Student Affairs – Consent

4-A Student Organization Award Winners for 2020

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 2020 can be found on pages 37 to 38 of the official minutes.

4-B (1) BOR Policy Revisions – BOR Policy 4:11 – Rank and Promotion (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 4:11, as presented in Attachment I.

A copy of the Revisions to BOR Policy 4:11 – Rank and Promotion (Second Reading) can be found on pages 39 to 55 of the official minutes.

4-B (2) BOR Policy Revisions – BOR Policy 4:12 – Role and Responsibility of Faculty (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 4:12, as presented in Attachment I.

A copy of the Revisions to BOR Policy 4:12 – Role and Responsibility of Faculty (Second Reading) can be found on pages 56 to 58 of the official minutes.

4-C (1) New Program Request – DSU – BS in Artificial Intelligence

Authorize DSU to offer a BS in Artificial Intelligence as presented in the agenda item.

A copy of the New Program Request – DSU – BS in Artificial Intelligence can be found on pages 59 to 72 of the official minutes.

4-C (2) New Program Request – NSU – BS in Biochemistry

Authorize NSU to offer the Bachelor of Science (BS) in Biochemistry, as presented in the agenda item.

A copy of the New Program Request – NSU – BS in Biochemistry can be found on pages 73 to 89 of the official minutes.

4-C (3) New Program Request – NSU – BA in Global Language and Culture – REMOVED FROM CONSENT AGENDA

4-C (4) New Program Request – SDSMT – MS in Green and Sustainable Chemistry

Authorize SDSMT to offer a MS in Green and Sustainable Chemistry, as presented in the agenda item.

A copy of the New Program Request – SDSMT – MS in Green and Sustainable Chemistry can be found on pages **130** to **180** of the official minutes.

4-C (5) New Program Request – SDSU – BA/BS in Criminology

Authorize SDSU to offer a BA & BS in Criminology, as presented in the agenda item.

A copy of the New Program Request – SDSU – BA/BS in Criminology can be found on pages **181** to **198** of the official minutes.

4-C (6) New Program Request – SDSU – MS in Pharmaceutical Sciences

Authorize SDSU to offer a MS in Pharmaceutical Sciences, as presented in the agenda item.

A copy of the New Program Request – SDSU – MS in Pharmaceutical Sciences can be found on pages **199** to **227** of the official minutes.

4-C (7) New Program Request – USD – BS in Biochemistry

Authorize USD to offer a BS in Biochemistry, as presented in the agenda item.

A copy of the New Program Request – USD – BS in Biochemistry can be found on pages **228** to **243** of the official minutes.

4-C (8) New Program Request – USD – BS in Public Health

Authorize USD to offer the Bachelor of Science (BS) in Public Health, as presented in the agenda item.

A copy of the New Certificate Request – USD – BS in Public Health can be found on pages **244** to **269** of the official minutes.

4-D (1) New Certificate Request – NSU – Germans from Russia Studies (Undergrad)

Authorize NSU to offer an undergraduate certificate in Germans from Russia Studies, as presented in the agenda item.

A copy of the New Certificate Request – NSU – Germans from Russia Studies (Undergrad) can be found on pages **270** to **277** of the official minutes.

4-D (2) New Certificate Request – NSU – TESOL (Teaching English to Speakers of Other Languages) (Graduate)

Authorize NSU to offer a graduate certificate in TESOL (Teaching English to Speakers of Other Languages), as presented in the agenda item.

A copy of the New Certificate Request – NSU – TESOL (Teaching English to Speakers of Other Languages) (Graduate) can be found on pages 278 to 283 of the official minutes.

4-D (3) New Certificate Request – SDSU – Competency-Based Learning (Graduate)

Authorize SDSU to offer a graduate certificate in Competency-Based Learning, as presented in the agenda item.

A copy of the New Certificate Request – SDSU – Competency-Based Learning (Graduate) can be found on pages 284 to 299 of the official minutes.

4-E (1) New Specialization Request – SDSMT – AI/Machine Learning (BS in Computer Science)

Authorize SDSMT to offer a specialization in AI/Machine Learning within the BS in Computer Science, as presented in the agenda item.

A copy of the New Specialization Request – SDSMT – AI/Machine Learning (BS in Computer Science) can be found on pages 300 to 305 of the official minutes.

4-E (2) New Specialization Request – SDSMT – Cybersecurity (BS in Computer Science)

Authorize SDSMT to offer a specialization in Cybersecurity within the BS in Computer Science, as presented in the agenda item.

A copy of the New Specialization Request – SDSMT – Cybersecurity (BS in Computer Science) can be found on pages 306 to 311 of the official minutes.

4-E (3) New Specialization Request – SDSMT – Visual & Interactive Computing (BS in Computer Science)

Authorize SDSMT to offer a specialization in Visual and Interactive Computing within the BS in Computer Science, as presented in the agenda item.

A copy of the New Specialization Request – SDSMT – Visual & Interactive Computing (BS in Computer Science) can be found on pages 312 to 317 of the official minutes.

4-E (4) New Specialization Request – SDSU – Aerospace Engineering (BS in Mechanical Engineering)

Authorize SDSU to offer a specialization in Aerospace Engineering within the BS in Mechanical Engineering, as presented in the agenda item.

A copy of the New Specialization Request – SDSU – Aerospace Engineering (BS in Mechanical Engineering) can be found on pages **318** to **323** of the official minutes.

4-E (5) New Specialization Request – USD – Health Education (BS in Public Health)

Authorize USD to offer a specialization in Health Education within the BS in Public Health, as presented in the agenda item.

A copy of the New Specialization Request – USD – Health Education (BS in Public Health) can be found on pages **324** to **329** of the official minutes.

4-F (1) New Site Request – SDSU – BA in Psychology (Online)

Approve SDSU's new site proposal to offer the B.A. in Psychology online.

A copy of SDSU's New Site Request, BA in Psychology (Online) can be found on pages **330** to **335** of the official minutes.

4-F (2) New Site Request – USD – Artificial Intelligence Certificate (Undergrad) (Online)

Approve USD's new site proposal to offer the undergraduate certificate in Artificial Intelligence online.

A copy of USD's New Site Request, Artificial Intelligence Certificate (Undergrad) (Online) can be found on pages **336** to **340** of the official minutes.

4-F (3) New Site Request – USD – Artificial Intelligence Certificate (Graduate) (Online)

Approve USD's new site proposal to offer the graduate certificate in Artificial Intelligence online. USD's new site proposal to offer the Artificial Intelligence Certificate (Graduate) online.

A copy of USD's New Site Request, Artificial Intelligence Certificate (Graduate) (Online) can be found on pages **341** to **345** of the official minutes.

4-F (4) New Site Request – USD – Forensic Anthropology Certificate (Online)

Approve USD's new site proposal to offer the undergraduate certificate in Forensic Anthropology online.

A copy of USD's New Site Request, Forensic Anthropology Certificate (Online) can be found on pages **346** to **350** of the official minutes.

4-F (5) New Site Request – USD – EdS in Educational Administration and Leadership with Curriculum Director Specialization (Online)

Approve USD's new site proposal to offer the Ed.S. in Educational Administration and Leadership – Curriculum Director Specialization online.

A copy of USD's New Site Request, EdS in Educational Administration and Leadership with Curriculum Director Specialization (Online) can be found on pages **351** to **354** of the official minutes.

4-G (1) Intent to Plan Request – NSU – MEd in Art Education

Authorize NSU to develop a program proposal for an MS.Ed. in Art Education, as presented in the agenda item.

A copy of the Intent to Plan Request – NSU – MEd in Art Education can be found on pages **355** to **368** of the official minutes.

4-G (2) Intent to Plan Request – DSU – BS in Artificial Intelligence for Business

Authorize DSU to develop a program proposal for a BS in Artificial Intelligence for Business, as presented in the agenda item.

A copy of the Intent to Plan Request – DSU – BS in Artificial Intelligence for Business can be found on pages **369** to **381** of the official minutes.

4-G (3) Intent to Plan Request – SDSU – BS in Concrete Industry Management

Authorize SDSU to develop a program proposal for a BS in Concrete Industry Management, as presented in the agenda item.

A copy of the Intent to Plan Request – SDSU – BS in Concrete Industry Management can be found on pages **382** to **391** of the official minutes.

4-G (4) Intent to Plan Request – SDSU – MS in Nutrition & Dietetics

Authorize SDSU to develop a program proposal for an MS in Nutrition and Dietetics, as presented in the agenda item.

A copy of the Intent to Plan Request – SDSU – MS in Nutrition & Dietetics can be found on pages **392** to **399** of the official minutes.

4-H Dual Credit In-District Delivery – DSU Southern Hills Education Consortium Cyber Academy MOU

Approve 1) the Memorandum of Understanding between Dakota State University and the Southern Hills Education Consortium, as presented, and 2) the courses as presented for the Fall 2021 through Spring 2024 semesters for in-district delivery of High School Dual Credit courses.

A copy of the Dual Credit In-District Delivery – DSU Southern Hills Education Consortium Cyber Academy MOU can be found on pages **400** to **408** of the official minutes.

4-I (1) Agreements on Academic Cooperation – SD School of Mines and Technology

Approve the South Dakota School of Mines and Technology’s agreement on academic cooperation with Universidad Mondragón Mexico.

A copy of the SDSMT’s Agreement on Academic Cooperation can be found on pages **409** to **411** of the official minutes.

4-I (2) Agreements on Academic Cooperation – University of South Dakota

Approve the University of South Dakota’s agreement on academic cooperation with University of Almería (UAL), Spain.

A copy of the USDs Agreement on Academic Cooperation can be found on pages **412** to **421** of the official minutes.

4-J (1) Articulation Agreements – Black Hills State University

Approve Black Hills State University’s articulation agreement with Northern Wyoming Community College District, as presented.

A copy of BHSU’s Articulation Agreement can be found on pages **422** to **427** of the official minutes.

4-J (2) Articulation Agreements – Dakota State University

Approve Dakota State University’s articulation agreement with Indian Hills Community College, Minnesota State Community and Technical College, Mitchell Technical College, North Dakota State College of Science, Northeast Iowa Community College, Scott Community College, Southeast Technical College, and Western Nebraska Community College, as presented.

A copy of DSU’s Articulation Agreement can be found on pages **428** to **482** of the official minutes.

4-J (3) Articulation Agreements – South Dakota State University

Approve the South Dakota State University's articulation agreements with Lake Area Technical College, Mitchell Technical College, Riverland Community College, Southeast Technical College, Western Dakota Technical College, Oglala Lakota College, and Black Hills State University, as presented.

A copy of SDSU's Articulation Agreement can be found on pages **483** to **514** of the official minutes.

4-J (4) Articulation Agreements – University of South Dakota

Approve the University of South Dakota's articulation agreements with Northwest College, Southeast Technical College, and Black Hills State University, as presented.

A copy of USD's Articulation Agreement can be found on pages **515** to **546** of the official minutes.

4-K (1) Request to Seek Accreditation – SDSU – Community Public Health

Approve SDSU's requests to seek accreditation from the National Board of Health and Wellness Coaching (NBHWC) for their Community Public Health program.

A copy of the Request to Seek Accreditation – SDSU – School of Psychology, Sociology and Rural Studies can be found on pages **547** to **549** of the official minutes.

4-K (2) Request to Seek Accreditation – SDSU – Consumer Affairs

Approve SDSU's requests to seek accreditation from Association for Financial Counseling and Planning Education (AFCPE) for their Consumer Affairs program.

A copy of the Request to Seek Accreditation – SDSU – Consumer Affairs can be found on pages **550** to **552** of the official minutes.

4-L (1) Naming Request – SDSU – School of Psychology, Sociology and Rural Studies

Approve SDSU's request create the School of Psychology, Sociology and Rural Studies, as presented in the agenda item.

A copy of the Naming Request – SDSU – School of Psychology, Sociology and Rural Studies can be found on pages **553** to **556** of the official minutes.

4-L (2) Naming Request – SDSU – New Schools within the College of Education and Human Sciences

Approve SDSU's requests to create a new School of Education, Counseling and Human Development, and School of Health and Consumer Sciences.

A copy of the Naming Request – SDSU – New Schools within the College of Education and Human Sciences can be found on pages 557 to 566 of the official minutes.

Budget and Finance – Consent

4-M BOR Policy Revisions – BOR Policy 4:16 – Military Service and Veterans Rights (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 4:16 – Military Service and Veterans Rights, as presented in Attachment I of the agenda item.

A copy of the Revisions to BOR Policy 4:16 – Military Service and Veterans Rights (Second Reading) can be found on pages 567 to 571 of the official minutes.

4-N 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 page 572 of the official minutes.

4-O West River Electric Association, Inc. Easement – SDSU

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

A copy of the West River Electric Association, Inc. Easement – SDSU can be found on pages 573 to 581 of the official minutes.

4-P Naming Request – USD – Dental Hygiene Clinic / Delta Dental

Approve the request from the University of South Dakota to name the dental hygiene clinic in the new School of Health Sciences building as the Delta Dental Oral Health Center.

A copy of the Naming Request – USD – Dental Hygiene Clinic / Delta Dental can be found on pages 582 to 585 of the official minutes.

4-Q FY21 Operating Budgets

A copy of the FY21 Operating Budgets can be found on pages 586 to 611 of the official minutes.

4-R NSU Regional Sports Complex Request to Expend Additional Capital Campaign Funds

Authorize NSU to expend additional capital campaign funds up to a maximum of \$41,250,000 for the completion of the NSU Regional Sports Complex.

A copy of the NSU Regional Sports Complex Request to Expend Additional Capital Campaign Funds can be found on pages 612 to 613 of the official minutes.

4-S Herbicide Injury Study Joint Powers Agreement Amendment – SDSU & SD Department of Agriculture

Approve the Amendment to the Joint Powers Agreement in substantially similar form to that set forth in Attachment I, and further authorize the Executive Director to approve any subsequent amendments to the JPA which further extend the term and/or increase the funding provided.

A copy of the Herbicide Injury Study Joint Powers Agreement Amendment – SDSU & SD Department of Agriculture can be found on pages 614 to 616 of the official minutes.

Routine Informational Items – No Board Action Necessary

4-T Building Committee Report

A copy of the Building Committee Report can be found on page 617 of the official minutes.

4-U Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages 618 to 621 of the official minutes.

4-V FY20 Auxiliary System Agreed-Upon Procedures Report

A copy of the FY20 Auxiliary System Agreed-Upon Procedures Report can be found on pages 622 to 659 of the official minutes.

4-W FY20 CAFR Audit Review

A copy of the FY20 CAFR Audit Report can be found on pages 660 to 662 of the official minutes.

4-X Student Accounts Receivable Report

A copy of the Student Accounts Receivable Report can be found on pages 663 to 666 of the official minutes.

4-Y Residence Hall Occupancy Report for Fall 2020/Spring 2021

A copy of the Residence Hall Occupancy Report for Fall 2020/Spring 2021 can be found on pages 667 to 678 of the official minutes.

4-Z Capital Projects List

A copy of the Capital Projects List can be found on pages **679** to **683** of the official minutes.

4-AA FY20 SDSM&T NCAA Agreed Upon Procedures Report

A copy of the FY20 SDSM&T NCAA Agreed Upon Procedures Report can be found on pages **684** to **691** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

4-C (3) New Program Request – NSU – BA in Global Language and Culture – MOVED FROM THE CONSENT AGENDA

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, provided information on NSU's proposed BA in Global Language and Culture and said it is a good fit for NSU because of the institution's liberal arts mission.

Regent Stork expressed concern that the course content isn't relevant to market needs. She explained that currently the needs evaluation of new academic programs is qualitative, but through the Senate Bill 55 Task Force review, it has become clear that the system should implement a quantitative needs evaluation to ensure that it can support that these new programs are necessary. Additionally, regarding this proposed program, she said that she struggles to understand how offering six new courses and six new labs doesn't affect faculty course load, as claimed in the agenda item.

Dr. Lien agreed and said that the processes and procedures being built to improve the new program development and request structure, as spurred by Senate Bill 55 work, needs to incorporate faculty course load. She verified that at current the Board office has to trust the provosts at their word without any supporting background information.

IT WAS MOVED by Regent Stork, seconded by Regent Roberts, to return agenda item 4-C(3) to the university and the academic affairs staff so that they might generate more data to support the new program proposal and return it to the Board for approval at a future meeting.

ROLL CALL:

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

Bastian – AYE

Motion passed.

A copy of the New Program Request – NSU – BA in Global Language and Culture can be found on pages 90 to 129 of the official minutes.

5-A (1) BOR Policy Revisions – BOR Policy 4:4 – Non-Faculty Exempt Employment Provisions, BOR Policy 4:7 – Grievance Faculty, and BOR Policy 4:14 – Faculty Discipline and Disciplinary Procedures (First Reading)

Nathan Lukkes, Board of Regents General Counsel, stated that the proposed revisions set forth in BOR Policy 4:7 address the necessary cleanup resulting from the elimination of collective bargaining, while also promoting a more consistent grievance process across the faculty and NFE classifications. The revisions to BOR Policies 4:4 and 4:14 are the logical byproducts of the underlying changes proposed to BOR Policy 4:7, resulting in a cohesive grievance process, uniform timelines, and consistent terminology across the related BOR policies.

Regents Roberts and Stork asked questions about a section of policy that incorporates a peer panel. General Counsel Lukkes explained that the peer review panel was a result of a compromise that made an expedited process out of a section that previously required a full hearing.

The Board members generally agreed that the peer panel section was not to their liking and asked that the second reading of the policy review and revise it. Regents Roberts asked that if there are faculty members who strongly desire it, they should provide testimony to the Board explaining why they support it.

IT WAS MOVED by Regent Wink, seconded by Regent Stork, to approve the first reading of the proposed revisions to BOR Policy 4:4, BOR Policy 4:7 and BOR Policy 4:14, as presented.

ROLL CALL:

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

Motion passed.

A copy of the Revisions to BOR Policy 4:4 – Non-Faculty Exempt Employment Provisions, BOR Policy 4:7 – Grievance Faculty, and BOR Policy 4:14 – Faculty Discipline and Disciplinary Procedures (First Reading) can be found on pages 692 to 718 of the official minutes.

5-A (2) BOR Policy Revisions – BOR Policy 4:13 – Faculty Evaluation (First Reading)

Kayla Bastian, System Director of Human Resources, described the proposed revisions to BOR Policy 4:13 and said that the changes are meant to add clarity and eliminate processes not currently being used.

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

ROLL CALL:

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

Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 4:13 – Faculty Evaluation (First Reading) can be found on pages **719** to **724** of the official minutes.

5-A (3) BOR Policy Revisions – BOR Policy 2:12 – Distance Education Revisions (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that while some of the proposed revisions noted within BOR Policy 2:12 are more clerical in nature, the substantive edits are needed as a direct result of new federal regulations regarding distance education that took effect on July 1, 2020. The biggest change is that Distance Education is now defined in federal regulations, and so BOR institutions are required to follow that definition. One result of this that will likely have a larger impact is that any one-way and two-way transmissions are considered distance education, which would include DDN. In the current definition, “electronic delivery on or off campus through means other than DDN” are considered distance education, meaning DDN has not been considered distance education. Under the federal regulations, DDN is distance education, and will need to be considered as such moving forward.

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

ROLL CALL:

Roberts – AYE
Schaefer – AYE

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

Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 2:12 – Distance Education Revisions (First Reading) can be found on pages 725 to 731 of the official minutes.

BUDGET AND FINANCE

7-A FY22 On-Campus Tuition and Mandatory Fees

Heather Forney, System Vice President of Finance and Administration, stated that the main driver of tuition increases are salary policy and health insurance adjustments made by the state. She explained that overall on-campus tuition is being recommended for a 1.1% increase, but she described the breakdown as it relates to the General Activity Fee, computer lease fees, USD School of Law and Sanford School of Medicine tuition rates.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve the FY22 On-Campus Tuition and Mandatory Fees as presented in Attachment I of the agenda item.

ROLL CALL:

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

Motion passed.

A copy of the FY22 On-Campus Tuition and Mandatory Fees can be found on pages 732 to 743 of the official minutes.

7-B FY22 Off-Campus Tuition Rates

Heather Forney, System Vice President of Finance and Administration, explained that a zero percent tuition increase is being recommended for the Great Plains Interactive Distance Education

Alliance (IDEA) tuition, externally supported tuition, and dual credit courses. She said all other off-campus tuition rates are being recommended for an increase of 1.0%.

IT WAS MOVED by Regent Roberts, seconded by Regent Stork, to approve the FY22 Off-Campus Tuition Rates as presented in Attachment I of the agenda item.

ROLL CALL:

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

Motion passed.

A copy of the FY22 Off-Campus Tuition Rates can be found on pages **744** to **746** of the official minutes.

7-C FY22 System, Discipline, Delivery, and Vehicle Registration Fees

Heather Forney, System Vice President of Finance and Administration, explained that no increase is being recommended for system fees, which include fees on application, transcript, challenge by exam, international student, and testing fees.

She said a 0.50% increase is being recommended for special discipline fees. Furthermore, she noted that USD is requesting to include the Department of Communication Sciences & Disorders (DCOM) to the Allied Health programs, therefore, subjecting it to the USD Allied Health fee structure.

VP Forney said vehicle registration fees will increase 1.50% rounded to the nearest dollar for the maintenance and repair of the parking facilities and operation of the parking system. In addition, NSU is requesting an increase of 5% to afford to increase lighting and security in campus parking lots. USD is requesting to cut the vehicle registration fee in half for select students residing in Brookman Hall during FY22 due to construction limiting the number of available parking spaces.

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, approve the FY22 System, Discipline, Delivery, and Vehicle Registration Fees, as presented in Attachment I of the agenda item.

ROLL CALL:

Roberts – AYE

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

Motion passed.

A copy of the FY22 System, Discipline, Delivery, and Vehicle Registration Fees can be found on pages 747 to 755 of the official minutes.

7-D FY22 Housing and Food Service Rates

Heather Forney, System Vice President of Finance and Administration, explained that residence hall rates for FY22 are being recommended for an increase of 2%, except for DSU which is requesting an increase the FY22 housing rates by 3% above inflation for FY21, FY22, and FY23.

Additionally, she said BHSU is requesting to restructure Wenona Cook Hall's maximum occupancy in order to redesign it for more single occupancy rooms as there is a demand for more of these rooms. Also, NSU requests to establish new room rates for the Wolves Memorial Suites. The new rates fill a void in room assignment types that hadn't been initially considered when Wolves Memorial Suites opened in 2017. The number of students impacted will be minimal (1-2 per semester). The room rates are only applicable when a roommate doesn't return, and the remaining roommate wishes to stay in the room originally assigned to them and enjoy the privacy of a single room. The student does have the option of being assigned another roommate or moving into a double room rather than pay the cost of the single room. Establishing these new room rates provides students with the option of occupying a single room in Wolves Memorial Suites which is consistent with the options available in other residence halls on campus.

Furthermore, she explained that the 2.5% increase to meal plan rates will address increases to CPI, contracted increases for food operations, and any related institutional administrative costs.

She said when including the tuition and mandatory fee increases to cover salary policy and healthcare adjustments, the total weighted average cost increase is \$280 or 1.6%. The impact to students within the system will range from \$252 to \$373 more per year.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the FY22 Housing and Food Service Plan rates as presented in Attachments I & II.

ROLL CALL:

Roberts – AYE
Schaefer – AYE
Schieffer – AYE

Stork – AYE
Thares – AYE
Wink – AYE
Brown – NAY
Morgan – AYE
Bastian – AYE

Motion passed.

A copy of the FY22 Housing and Food Service Rates can be found on pages **756** to **762** of the official minutes.

7-E FY22 Graduate Assistant Stipends

Heather Forney, System Vice President of Finance and Administration, provided an overview of proposed Graduate Assistant stipends. She explained that the salary minimums do not apply to SDSU and DSU as they waive tuition for their graduate assistants and fellows as compensation for work.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the BHSU and NSU FY22 minimum graduate assistant stipends in the amount of \$3,921 per semester and \$980 per four-week session; SDSM&T FY22 minimum graduate assistant stipends in the amount of \$4,076 per semester and \$1,018 per four-week session; and USD FY22 minimum graduate assistant stipends in the amount of \$4,067 per semester and \$1,016 per four-week session.

ROLL CALL:

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

Motion passed.

A copy of the FY22 Graduate Assistant Stipends can be found on pages **763** to **764** of the official minutes.

7-F FY22 Special School Nonresident Tuition

Heather Forney, System Vice President of Finance and Administration, stated that inflation has driven a 2.45% increase to the instructional and residential costs for SDSBVI. These costs are only assigned to nonresident students, of which SDSBVI currently has none.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the FY22 nonresident instructional tuition rate to be \$38,147 and the residence cost to be set at \$15,419 for the School for the Blind and Visually Impaired.

ROLL CALL:

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

Motion passed.

A copy of the FY22 Special School Nonresident Tuition can be found on page **765** of the official minutes.

7-G FY22 DSU & SDSMT Laptop Leases RFP

Stacy Krusemark, DSU Vice President for Business and Administrative Services, described the laptop lease programs at DSU and SDSMT. He asked that the Board qualify two additional lease financiers as done earlier in this calendar year: US Bank and JP Morgan.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to qualify the use of US Bank, University Lease, Bank of America, and JP Morgan for capital lease financing through FY24, and authorize DSU and SDSMT to execute financing leases with any of these vendors.

ROLL CALL:

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

Motion passed.

A copy of the FY22 DSU & SDSMT Laptop Leases RFP can be found on pages **766** to **767** of the official minutes.

7-H SDSU Pierson Hall Renovation Preliminary Facility Statement (PFS)

Michael Holbeck, SDSU Vice President for Finance & Budget, said Pierson Hall is not adequately serving student needs due to backlogged maintenance and repairs. This project is proposed to be a complete renovation in order to address those needs, which cannot be adequately satisfied by further piecemeal upgrades. It is anticipated that Pierson will be re-occupied in the fall semester of 2023.

Regent Brown said he struggles with this request because he knows that Brown Hall was renovated at one time as well, only to have its rate increased after renovation, making it a less attractive options for students. He wants to make sure that isn't going to happen in this scenario.

SDSU President Barry Dunn said room rates won't be increased for Pierson Hall after it is renovated as no new debt is being incurred.

Regent Brown suggested that the price point for Brown Hall be reviewed.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to (1) approve SDSU's Preliminary Facility Statement for the renovation of Pierson Hall and (2) exempt this M&R project from the capital improvement process requirements.

ROLL CALL:

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

Motion passed.

A copy of the SDSU Pierson Hall Renovation Preliminary Facility Statement (PFS) can be found on pages **768** to **772** of the official minutes.

7-I SDSMT Mineral Industries Building Facility Program Plan (FPP)

Jerilyn Roberts, SDSMT Associate Vice president for Facilities, Risk, and Services, stated that the direction of the Mineral Industries project, previously approved at the June 2014 BOR meeting, has shifted towards the current building being torn down and replaced by a new building. The new building would not only serve in the current building's capacities but would also will help increase the research enterprise and recruitment of talented students and faculty. This building is also the first step in creating a world class industries resource research center at SDSMT.

Regent Roberts congratulated the president and staff for gaining approval of this project during legislative session.

SDSMT President Rankin expressed the great excitement of everyone at the institution and thanked the Board for its support.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve SDSMT's Facility Program Plan for The Mineral Industries Building at a cost not to exceed \$34,000,000 and to be funded by a combination of General, Private, and University Funds.

ROLL CALL:

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

Motion passed.

A copy of the SDSMT Mineral Industries Building Facility Program Plan (FPP) can be found on pages **773** to **785** of the official minutes.

7-J FY22 Employee Health Plan Updates

Kayla Bastian, System Director of Human Resources, explained that the SD Bureau of Human Resources (BHR) is implementing significant changes to the employee health plans for FY22 with four new plan designs that incorporate employee-paid premiums. The new plan designs, along with implementation of new employee premiums, and other changes have resulted in significant health plan savings. The legislature supported appropriating the approximate \$12 million of health plan savings back into employee salaries to address salary competitiveness issues. She described recommendations for how these salary savings could be used within the regental system.

A copy of the FY22 Employee Health Plan Updates can be found on pages **786** to **788** of the official minutes.

7-K REMOVED

8. Resolutions of Recognition

Regent Bastian explained that both Regent Randy Schaefer and Regent Kevin Schieffer are concluding their service to the Board. He recognized Regent Schaefer's twelve years of service and Regent Schieffer's nearly eight years of service, noting that they both served as Board

presidents as well. He read their resolutions of recognition aloud and thanked them for their service.

IT WAS MOVED by Regent Roberts, seconded by Regent Wink, to accept the resolutions of recognition for Regent Randy Schaefer and Regent Kevin Schieffer to recognize their service to the Board of Regents.

ROLL CALL:

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

Motion passed.

A copy of the Resolutions of Recognition can be found on pages **789** to **791** of the official minutes.

WEDNESDAY, MARCH 31, 2021

The Board reconvened at 9:30 a.m.

Report and Actions of Executive Session

Regent Roberts reported that the Board dissolved into executive session at 11:15 a.m. on Tuesday, March 30, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before recessing at 2:00 p.m. to resume the regular order of business.

She said the Board again reconvened in Executive Session at 8:00 a.m. on Wednesday, March 31 to continue discussing the earlier referenced matters before rising from Executive Session at 9:00 a.m. to resume the regular order of business.

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

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

ROLL CALL:

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

Motion passed.

A copy of the Secretary's Report can be found on pages **28** to **29** of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Schaefer, seconded by Regent Stork, to adjourn the meeting.

ROLL CALL:

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

Motion passed.

The meeting adjourned at 9:35 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 Tuesday, March 30, 2021, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session on March 31st, 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-E – Authorize the Executive Director to proceed with the personnel matter as discussed.

2-G – Approve the request from SDSMT to rename the Department of Chemical and Biological Engineering, as presented in Attachment I of the agenda item, pending the approval of the Gift Agreement by the SDSMT President, and naming request as approved by the Executive Director upon General Counsel's review of the finalized Gift Agreement.

2-H (2) – Approve the salary adjustments and appointments as outlined in Attachment I.

2-H (3) – Award one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion each for Dr. Breon Derby (BHSU) and Dr. Bartlomiej Hanus (USD).

2-H (4) – Approve the requests to appoint Brian Butterfield (SDSMT) and Aimee Sorensen (USD) each to the rank of Lecturer.

2-H (5) – Approve the leave requests for Cheryl Anagnopoulos (BHSU), Jennifer Anderson (SDSU), Thomas Brandenburger (SDSU), Brian Rex (SDSU), Thomas Simmons (USD), and Jing Williams (USD).

2-H (6) – Award an honorary Doctorate of Humane Letters to Dick Termes (BHSU), an honorary Doctorate of Public Service to Johnnie Johnson (BHSU) and Becky Hammon (SDSMT); and an honorary Doctorate of Science to Tony Jensen (SDSMT).

SOUTH DAKOTA SCHOOL OF MINES& TECHNOLOGY						
Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Jawahar Kalimuthu	Research Scientist III	22-Nov-20	Reclassification	\$68,000.00	\$54,958.00	24%

SOUTH DAKOTA STATE UNIVERSITY						
Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Courtney Eidem	Research Coordinator	22-Dec-20	Reclassification	\$41,641.00	\$37,855.27	10%
Tracy Greene	Vice Pres & General Counsel	22-Jan-21	Title Change/Perm. Add Duties	\$192,500.00	\$175,000.00	10%
Allen Heuer	Manager-NE Research Station	22-Dec-20	Sal Adj-Unusual Circumstance	\$50,037.00	\$46,331.00	8%
Brady Jensen	Instructor	22-Jan-21	Sal Adj-Unusual Circumstance	\$63,328.00	\$57,624.00	10%
Zachary Smith	Assistant Professor	22-Nov-20	Sal Adj-Unusual Circumstance	\$80,000.00	\$75,649.00	6%
Reinaldo Tonkoski	Associate Professor	22-Dec-20	Title Change	\$119,478.00	\$104,478.00	14%
Michelle Watkins	Web Services Coordinator	22-Nov-20	Reclassification	\$43,554.36	\$36,898.49	18%

UNIVERSITY OF SOUTH DAKOTA						
Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Elizabeth Kost	Admissions Counselor CCSF	22-Dec-20	Permanent Additional Duties	\$49,050.00	\$45,000.00	9%
Connor Peterson	Asst. Director Admissions	22-Dec-20	Permanent Additional Duties	\$50,000.00	\$46,000.00	9%
Gemma Skillman	Lecturer	22-Dec-20	Sal Adj-Unusual Circumstance	\$51,000.00	\$46,587.77	9%
Kody Thompson	Regional Director-Sioux Falls	22-Dec-20	Permanent Additional Duties	\$51,838.58	\$47,558.33	9%

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR				
NAME	TITLE	EFFECTIVE DATE	SALARY	INSTITUTION
Janice Minder	Vice President for Academic Policy and Planning	12/22/2020	\$185,000.00	BOR
Michael Holbeck	Vice President for Budget and Finance	9/1/2020	\$180,000.00	SDSU
David Miller	Chief Information Officer	2/22/2021	\$100,000.00	DSU
Brent Van Aartsen	Chief Technology Officer	2/22/2021	\$121,550.00	DSU
Jon Schemmel	VP for Institutional Advancement/CEO of Foundation and Alumni Association			DSU

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – C
DATE: March 30-31, 2021

SUBJECT

NSU Student Organization Awards

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

At the March 2021 Board of Regents meeting, the Board is anticipated to approve the recommendations offered by each institution for the 2020 student organization award winners. The winners of these awards are announced at Board meetings throughout 2021.

The NSU Student Organization Awards will be presented at the March 2021 Board meeting in Aberdeen. Information about the NSU student organization award winners can be found below:

NSU Award for Academic Excellence: TRIO Scholars Association (TSA)

The TRIO Scholar Association (TSA) is comprised of students within the TRIO SSS program, a program at NSU that supports first-generation, low income, and/or students with disabilities in their success toward earning a bachelor's degree. The group aims to raise awareness of TRIO programs on campus as well as advises the TRIO SSS program on its services to students. One of its important projects in 2020 was to plan and implement a weeklong celebration during the National First-Generation College Celebration week on November 9-13, 2020 for students who identify as first-generation college students.

NSU Award for Community Service: NSU Honors Club

The NSU Honors Program provides academically gifted and highly motivated students opportunities to challenge themselves. In addition to being the leaders and members of the NSU Honors Club, NSU Honors students are leaders in clubs and organizations across campus. In 2020, the Honors Club organized a year-long service project called "Feeding Aberdeen," which sought to engaged Honors students with their community by providing meals and hunger relief to those in Aberdeen who needed it most. Alongside that project, the Club also helped serve the Aberdeen community through volunteer work at Safe Harbor and the Salvation Army.

(Continued)

INFORMATIONAL ITEM

NSU Award for Organizational Leadership: NSU Student Government Association (SGA)

The Student Government Association (SGA) strives to work alongside students to create an environment where students' voices are heard and to promote action. The SGA found ways throughout the year to engage students in the democratic process, including hosting its largest executive election in recent years and hosting a hybrid style presidential debate. It also participates in NSU's Strategic Doing Team and its five-year plan, helping to identify communication breakdowns across campus and promoting more student engagement and representation in campus committees.

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

AGENDA ITEM: 3 – G (1)

DATE: March 30-31, 2021

SUBJECT

2021 Legislative Overview

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:15, Section C.2 \(2.10\)](#)

BACKGROUND / DISCUSSION

The 2021 South Dakota Legislature ended with Veto Day on March 29, 2021. This agenda item provides a brief, high-level review of major legislative activity in the session just concluded.

IMPACT AND RECOMMENDATIONS

The 2021 legislative session was a very positive one for the Board of Regents' system. After many years advocating this as a top priority, we could celebrate with others in finally securing a stable, sizeable source of funding for need-based student aid. Backed by an initial investment from First PREMIER Bank officials, Senate Bill 171 will invest \$50 million of state funds into an endowment for the new South Dakota Freedom Scholarship. Much credit goes to Gov. Noem and her staff, legislative leadership, and other business and education leaders who guided this important bill through the process. We look forward to the new scholarship funds becoming available in 2022.

This session was most unusual, with a large amount of one-time general funds uncommitted in the state's budget. Many types of projects were considered for one-time state funding. Some of the bills involving Board of Regents' institutions or programs were not introduced at our request, but all were worthy projects.

The Board's top two budget priorities this session were to create the need-based scholarship endowment (SB171) and support the public/private bioprocessing initiative, involving SDSU and SD Mines research, at the Brookings research park (HB1210). A new Mineral Industry Building at SD Mines (SB156) was third in line among the Board's top priorities. We were very pleased to see all of these move successfully through the Legislature. In addition, on the final day of the session's main run, an additional \$500,000 was approved in the FY22 budget to support bio-research work at SDSU and SD Mines.

Two bills filed on behalf of the Board of Regents also were approved. They are:

- SB27 – Flexibility to set off-campus (online) tuition rates
- SB28 – Authorization to build SDSU wrestling practice facility addition (\$3.9 million other fund expenditure authority)

INFORMATIONAL ITEM

Another successful bill this session resulted from continuing discussions over efficiency measures by the Senate Bill 55 Task Force. SB134 will limit the state's required application of green building standards from a silver standard rating to a certified rating. BOR staff testified this would save taxpayer dollars on building construction, while still ensuring efficiency and energy savings.

At a glance, these are the one-time funding requests approved for BOR-related projects:

- HB1153 – Authorize construction of a SDSU dairy research and Extension farm (\$7.5 million general funds, \$7.5 million other fund expenditure authority)
- HB1210 – Provide grant funding for new bio-products facility at Brookings research park (\$20 million general funds)
- SB156 – Authorize construction of SD Mines mineral industry building (\$19 million general funds, \$16 million other fund expenditure authority)
- SB171 – Provide for the SD Freedom Scholarship (\$50 million general funds)

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – G (2)

DATE: March 30-31, 2021

SUBJECT

Tuition and Fees Setting

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The Board of Regents recognizes affordability as one of the major tenets of a public education and dutifully guards it as an essential condition of the system it governs. Additionally, affordability is critical for any higher education institution as it encourages or discourages student attendance.

During its March meeting, the Board is expected to set tuition and fees for its institutions, one of its most important responsibilities. Setting tuition and fees must be done with a mind to balancing student affordability with the real costs of providing education. One real cost is Legislature-approved salary policy. When the Legislature approves a base fund increase for employee salaries, tuition at the regental system must also increase to compensate for the portion of Board of Regents employees not funded with state dollars.

Senate Bill 27 was introduced by the Board of Regents during the 2021 Legislative Session in an effort to create better cost structures that affect affordability for students. With the successful passage of Senate Bill 27, statutory references to self-support tuition rates that are associated with off-campus (online) delivery of public university coursework are being removed. This gives the Board flexibility to set off-campus tuition rates, meaning that online courses will no longer be obligated to the higher self-support tuition rate. This is good for students as it allows the Board to better align the regental cost structure with the ways courses are delivered at public universities today in comparison to past models. The change initiated by Senate Bill 27 observes the changing nature of course delivery, the technologies involved, and the type of students served. Senate Bill 27 does not apply to the cost of courses offered at the Community College for Sioux Falls or Black Hills State University – Rapid City, which remain at the self-support rate.

IMPACT AND RECOMMENDATIONS

The Board will address tuition and fees setting during the Budget and Finance Committee section of its March Board meeting agenda.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – G (3)

DATE: March 30-31, 2021

SUBJECT

Senate Bill 55 Task Force Update

CONTROLLING STATUTE, RULE, OR POLICY

[Senate Bill 55](#)

BACKGROUND / DISCUSSION

The state legislature passed Senate Bill 55 (SB 55) during the 2020 legislative session. The bill requires the Board of Regents to assemble a task force to examine possible program and administrative efficiencies at the six public universities. The task force is anticipated to establish its final recommendations by June 2021 in order that the Board can have an opportunity to review and incorporate them into its strategic planning work scheduled for August 2021 during its annual retreat. Task force findings will be presented to the Governor and the Joint Committee on Appropriations no later than November 15, 2021.

Past and Future Meetings of the Full Task Force:

October 8, 2020 (Rapid City)

November 12, 2020 (Vermillion)

January 7, 2021 (Virtual – Optional University Foundations discussion)

April 15, 2021 (Spearfish)

May 13, 2021 (Sioux Falls)

Overview of Recent Activity

While it has been several months since the full SB55 Task Force has met, its subcommittees have been hard at work. Subcommittees met virtually during the legislative session period as did ad hoc groups within the subcommittees to dive into several specific issues.

The task force saw its first legislative win with the passage of [Senate Bill 134](#), an act to limit the required application of green building standards. This was a recommendation that came from one of the subcommittees and will influence efficiencies and cost savings soon after it goes into effect.

The next full meeting of the SB 55 Task force is scheduled for April 15 in Spearfish.

IMPACT AND RECOMMENDATIONS

The SB 55 Task Force continues working on recommendations for their final report. Co-chairs of the subcommittees will be available for Board questions and comments during the Board meeting.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – G (4)

DATE: March 30-31, 2021

SUBJECT

Fall 2021 Semester Preparation

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:15, Section C.2 \(2.10\)](#)

BACKGROUND / DISCUSSION

The South Dakota Board of Regents system has continuously responded to the changing dynamics caused by the COVID-19 pandemic. With vaccines now available in the higher education setting, the system continues to adjust as it looks toward the Fall 2021 semester.

IMPACT AND RECOMMENDATIONS

The Board of Regents' Council of Presidents met on March 12, 2021, and concurred unanimously to move toward more normal operations in the Fall 2021 semester. The Council discussed various planning efforts that they may engage in over the next several weeks, including:

- Campus/department planning
- Workplace planning (Human Resources engagement)
- Communication planning
- Health maintenance monitoring – COVID planning
- Classroom utilization/space planning
- Meeting and office utilization/space planning
- Residential Life planning
- Emergency planning (department, college, campus, etc.)

The system has learned new best practices as a result of the disruption and campuses anticipate continue to implement them. Some examples of these changes are as follows: Telehealth, Zoom Meetings, Zoom Student Orientation, Technology in the Classroom, Staggered/Phased Schedule for Campus Arrival, etc.

An initial [news release](#) on return to normal operations was provided by the Board of Regents on March 15, 2021. More information will be provided as the Spring 2021 semester comes to a conclusion.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – A
DATE: March 30-31, 2021

SUBJECT

Student Organization Award Winners for 2020

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	Health Sciences Student Organization
DSU	Phi Beta Lambda Business Club
NSU	TRIO Scholars Association
SDSM&T	StudyDakota
SDSU	Pre-Law Society
USD	Alpha Eta Honor Society: Sigma Delta Chapter

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 necessary help to non-profit organizations, they develop the leadership skills of their

(Continued)

DRAFT MOTION 20210330_4-A:

I move to accept the recommendations offered by each institution for student organization awards and announce the names of the award winners.

members, and they instill an appreciation for service in our students. The following organizations have been chosen:

BHSU	KBHU TV
DSU	CybHER Institution
NSU	Honors Club
SDSM&T	Lambda Chi Alpha
SDSU	Exercise Science Club
USD	Alpha Phi Psi Chapter Sorority

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	Student Government Association
DSU	Lights, Camera, Action Film Club
NSU	Student Government Association
SDSM&T	Society of Physics Students
SDSU	Robotics Club
USD	Asian American Student Association

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**

AGENDA ITEM: 4 – B (1)

DATE: March 30-31, 2021

SUBJECT

Revisions to BOR Policy 4:11 – Rank and Promotion (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:11](#) – Rank and Promotion

BACKGROUND / DISCUSSION

As a result of the elimination of collective bargaining after the passage of [Senate Bill 147](#) during the 2020 Legislative Session, BOR Policy 4:11 was updated at the August BOR meeting. Since the conclusion of the Board meeting, a few additional items were identified as needing to be revised/clarified.

1. The following items have been changed by the Academic Affairs Council:
 - a. There was a need to be consistent and add service where instruction and research resided in this policy. Faculty workload typically includes instruction, service and research (i.e., instruction, service and research),
 - b. There was a need to correct the title under section 3.1.2, therefore, tenure track was correctly added,
 - c. With the addition of the Professor in Practice Series, the Academic Affairs Council created clarification to assist in the operationalizing of this series, and
 - d. A definition for the health sciences, clinical faculty series was also added to ensure all faculty are represented in this policy.
2. The Library Council requested a clarification and change in the Library Rank and Promotion language. This enhancement was provided with the direction of the Library Council and supported by the Academic Affairs Council.

IMPACT AND RECOMMENDATION

This is the second reading of this policy; any additional revisions that have been made since the first reading at the December BOR meeting are highlighted in yellow within Attachment I. The recommendation was approved by the Academic Affairs Council and is supported by the System Vice President for Academic Policy and Planning.

Board staff recommends approval

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:11

DRAFT MOTION 20210330_4-B(1):

I move to approve the second and final reading of the proposed revisions to BOR Policy 4:11, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Rank and Promotion

NUMBER: 4:11

A. PURPOSE

1. To outline the rank and promotion expectations for the professorial, lecturer, research, librarian, and professor of practice faculty ranks.

B. DEFINITIONS

See Section C.1

C. POLICY

1. Academically Related Position Titles

- 1.1. The following titles shall have the meanings indicated for persons employed by the Board of Regents. They are used for the purposes specified and do not denote membership in the general faculty unless so designated by the President in accordance with established policy.
- 1.2. Lecturer rank designates any of a series of ranks, comprising instructor, lecturer and senior lecturer, in which faculty members assume undergraduate and/or graduate (if approved as graduate faculty) instructional activities and serve on term contracts.
- 1.3. Visiting Professor (Assoc. Prof., etc.) is a title given to a person holding the specified rank at another institution, and who is on temporary visiting status, or whose research, creative activities, or professional achievement make a visiting appointment appropriate.
- 1.4. Adjunct Professor (Assoc. Prof., etc.) is a title given to a person whose primary employment is outside of the institution but who is given a courtesy appointment with or without a specific teaching/research assignment.
- 1.5. Research Professor (Assoc. Prof., etc.) is a title which is given to a person who is assigned to an externally funded research center or assigned to an externally funded position in the School of Medicine.
- 1.6. Professor of Practice (Assoc. Prof., etc.) ranks designate any series of non-tenurable ranks in which the faculty member integrates academic scholarship with significant practical experience in a specific field. Professor of Practice faculty contribute to and supplement traditional academic faculty roles through their practical application of their professional experience. The goal is to ~~and~~ provide students and faculty with an

understanding of the practical applications of a field of study. Faculty in this rank may be assigned teaching (including graduate students if approved as graduate faculty), advising, service and research responsibilities as directly related to their expertise and experience.

- 1.7. Coach is a title given to a person assigned primarily to coaching duties in intercollegiate or intramural athletics and sports. Academic assignment may be denoted by an additional title and a percentage of load which may permit the individual to become eligible for tenure consideration.
- 1.8. Teaching Assistant or Associate or Research Assistant (includes Laboratory Assistant and Clinical Assistant) is a title given to enrolled graduate students who are assigned responsibilities in teaching, research, and/or laboratory supervision on a limited or part-time basis. The assistant carries a reduced course load based on work assignment.
- 1.9. Research Associate is a title given to full-time or part-time exempt staff members who have high level research skills and who are employed for specific responsibilities in research or specialized technical activities.
- 1.10. Postdoctoral Research Associates are individuals with recently granted degrees of doctor of philosophy or medical doctor, or the equivalent. Postdoctoral Fellows may also be unpaid visitors.
- 1.10.1.11. Health Science Clinical Series includes faculty (see Professorial Rank) whose predominant responsibilities are in clinical teaching, advising, engaging in scholarly and evidence based practice, and who hold compensated or non-compensated positions within the School of Medicine, School of Dentistry, School of Health Sciences or an affiliated or associated hospital or other healthcare facility.
- 1.11.1.12. “Librarian Rank” designates any of a series of ranks, comprising assistant librarian, associate librarian and librarian, in which faculty members assume responsibility for library programs or functions supporting instruction or research and serve on term contracts.
- 1.13. “Professorial Rank” designates any of a series of ranks, comprising assistant professor, associate professor and professor, in which faculty unit members assume traditional faculty roles embracing teaching, research and service and may serve on term, tenure track or, at the associate professor and professor ranks, tenure contracts.

2. Rank Qualification for Employment and Promotion for Higher Education Institutions

The rank qualifications which are set forth below are minimums for consideration for employment and promotion. All reference to teaching, service or research experience in rank qualifications listed below shall mean full-time academic year appointments. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For the purposes of this Chapter, one year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one year of successful college teaching or research experience.

- 2.1. All faculty appointments shall be assigned to one of the following ranks: Professorial, Research, Lecturer, Librarian, or Professor of Practice. Institutions make these designations subject to the approval of the Board of Regents.

- 2.2. Each institution assigns faculty to ranks depending on the requirements of the appointment, the needs of the institution, and in compliance with other Board of Regents policies.
- 2.3. Each institution shall establish well-defined policies, procedures, and documentation to evaluate and approve such transitions to the Professor of Practice ranks. These processes shall comply with Higher Learning Commission requirements for tested experience for faculty qualifications, including but not limited to documenting the breadth and depth of experience outside of the classroom in real-world situations relevant to the faculty member's discipline.

3. Professorial Rank

3.1. Minimum Rank Qualifications

3.1.1. Assistant Professor: (Non-Tenurable)

For faculty members who report for service on or before June 30, 2012, the minimum rank qualifications for the rank of assistant professor are:

- 3.1.1.1. Earned master's plus thirty (30) additional semester hours of graduate credit in fields related to assigned responsibilities and three (3) years of successful college teaching, service or research experience in appropriate fields (or appropriate equivalent experience); or
- 3.1.1.2. Earned doctorate or a post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline at the institution; and
- 3.1.1.3. Evidence of scholarship consistent with institutional standards implementing BOR Policy No. 4:38 for professorial ranks.

3.1.2. Assistant Professor: (~~Non-Tenurable~~ Tenure Track)

For faculty members who report for service on or after July 1, 2012, the minimum rank qualifications for the rank of assistant professor are:

- 3.1.2.1. Earned doctorate or a postgraduate degree, other than a doctorate, recognized by the Board as a permitted terminal degree for the faculty members' discipline at the institution;
- 3.1.2.2. Completion of all requirements for a doctoral degree except for the successful defense of the dissertation; provided that a person assigned the rank of assistant professor under this subsection pending completion of the dissertation, is not eligible for a tenure track appointment, may be offered a term contract at the rank for no more than two (2) successive years, and may not be reappointed at that rank if the doctoral degree has not been granted by the end of the second academic year; and
- 3.1.2.3. Evidence of scholarship consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks.

3.1.3. Associate Professor: (Tenurable)

3.1.3.1. Either,

3.1.3.1.1. Earned doctorate and six (6) years of successful tenure track or postdoctoral college teaching, service or research experience in appropriate fields (or appropriate equivalent experience); or

3.1.3.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and six (6) years of successful tenure track or post-degree college teaching, service or research experience in appropriate fields (or appropriate equivalent experience).

3.1.3.2. Evidence of external recognition for scholarly accomplishment consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and

3.1.3.3. Tenure at the institution or, for persons appointed to the rank of associate professor at the time of hire, tenure at a prior institution.

3.1.4. Professor: (Tenurable)**3.1.4.1. Either,**

3.1.4.1.1. Earned doctorate and ten (10) years of successful tenure track or postdoctoral college teaching, service or research experience in appropriate fields (or appropriate equivalent experience); or

3.1.4.1.2. A post-graduate degree, other than a doctorate, recognized by the institutional administration as terminal for the faculty members' discipline, and ten (10) years of successful tenure track or post-degree college teaching or research experience in appropriate fields (or appropriate equivalent experience).

3.1.4.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for professorial ranks; and

3.1.4.3. Tenure at the institution or, for persons appointed to the rank of professor at the time of hire, tenure at a prior institution.

3.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment and promotion state in this section the minimum eligibility criteria for promotion in professorial rank shall be:

3.2.1. Assistant Professor to Associate Professor (Academic):

There are no time-in-rank or length-of-service requirements for promotion to the rank of associate professor; this rank is assigned upon the grant of tenure.

3.2.2. Associate Professor to Professor (Academic):

Five (5) years in rank at the institution; tenure; high level of performance in the areas of responsibilities commensurate with promotion to the rank of professor.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty members become eligible to apply for promotion during the year in which their length of service will meet the stated requirements. Faculty members serving in library positions on tenure or tenure track appointments who, on or before August 30, 2012, elect to retain professorial rank, will accrue years of service under the standard rules. Faculty members whose appointment is split between professorial and librarian ranks will accrue years of service in proportion to the percent of their appointment assigned to professorial duties.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for promotion; provided that prior service credit may not be requested in conjunction with an application for promotion. The grant of prior service credit for purposes of promotion will not thereby reduce the tenure track service requirements.

4. Research Ranks

4.1. Minimum Rank Qualifications

4.1.1. Assistant Research Professor:

4.1.1.1. An earned terminal degree.

4.1.2. Associate Research Professor: (Eligible for continuing appointment)

4.1.2.1. Earned terminal degree and six (6) years of successful research experience in appropriate fields (or appropriate equivalent experience); and

4.1.2.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks.

4.1.3. Research Professor: (Eligible for continuing appointment)

4.1.3.1. Earned terminal degree and ten (10) years of successful research experience in appropriate fields (or appropriate equivalent experience); and

4.1.3.2. Evidence of external recognition for ongoing scholarly accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the professorial ranks; and

4.2. Minimum Promotion Eligibility Criteria

4.2.1. Assistant Research to Associate Research Professor:

Four (4) years in rank at the institution prior to going up for promotion; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Associate Research Professor.

4.2.2. Associate Research Professor to Research Professor:

Five (5) years in rank at the institution; high level of performance in the areas of responsibilities commensurate with promotion to the rank of Research Professor.

All reference to years in rank herein shall mean full-time academic year appointments, or their equivalents, for the regular faculty ranks and full calendar years, or their equivalents, for research ranks. Where part-time experience is to be recognized, it shall be recognized on a pro-rata basis.

In addition to the minimum promotion eligibility criteria set forth in this section, to be awarded promotion in rank, faculty members must meet institutional performance standards for persons holding the instructional rank sought. Applicants for promotion in research ranks must document research achievement and productivity comparable to the highest research standards observed nationwide.

5. Lecturer Rank

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For purposes of this article, one (1) year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one (1) year of successful college teaching or research experience.

5.1. Minimum Rank Qualifications

5.1.1. Instructor:

Earned master's; or other degrees or qualifications recognized under academic program or discipline accreditation standards.

5.1.2. Lecturer:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty members' discipline at the institution; and

Evidence of ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.1.3. Senior Lecturer:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty members' discipline at the institution and six (6) years of successful teaching at the university level; and

Evidence of for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the lecturer ranks.

5.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment stated in this subsection, the minimum eligibility criteria for change in rank will be:

5.2.1. Instructor to Lecturer:

Three (3) years in rank at the institution before submitting materials; performance of assigned responsibilities commensurate with expectations for lecturers.

5.2.2. Lecturer to Senior Lecturer:

Five (5) years in rank at the institution; performance of assigned responsibilities commensurate with expectations for senior lecturers.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

6. Librarian Rank

6.1. Minimum Rank Qualifications

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis.

6.1.1. Assistant Librarian:

6.1.1.1. Master's degree in library or information science from a program accredited by the American Library Association; or

6.1.1.2. Other degrees or qualifications recognized under academic program or discipline ~~of librarianship or library science~~ accreditation standards.

6.1.2. Associate Librarian:

6.1.2.1. Master's, specialist or doctoral degree in ~~library or information science from a program accredited by the American Library Association in~~ addition to the master's degree in library or information science ~~from a program accredited by the American Library Association; and/or~~

6.1.2.2. Ten (10) years of experience as a professional librarian or three (3) years in rank as an Assistant Librarian at the institution.

~~6.1.2.3. Degree recognized by the Board as a permitted terminal degree for the faculty members' discipline of librarianship at the institution;~~

6.1.2.3.

~~6.1.2.4. Ten (10) years of experience as a professional librarian or three (3) years in rank as an Assistant Librarian at the institution; and~~

Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.1.3. Librarian:

6.1.3.1. Master's, specialist or doctoral degree ~~in library or information science from a program accredited by the American Library Association~~ in addition to the master's degree in library or information science ~~from a program accredited by the American Library Association; and or~~

6.1.3.2. Fifteen (15) years of experience as a professional librarian or five (5) years in rank as an associate librarian at the institution.

~~6.1.3.2. Degree recognized by the Board as a permitted terminal degree for the faculty members' discipline of librarianship at the institution; and~~

~~6.1.3.3. Fifteen (15) years of experience as a professional librarian or five (5) years in rank as an associate librarian at the institution; and~~

6.1.3.4.6.1.3.3. Evidence of external recognition for ongoing accomplishment and leadership consistent with institutional standards implementing Board Policy No. 4:38 for the librarian ranks.

6.2. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment in this subsection, the minimum eligibility criteria for change in rank will be:

6.2.1. Assistant Librarian to Associate Librarian:

Three (3) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for associate librarians.

6.2.2. Associate Librarian to Librarian:

Five (5) years in rank at the institution; performance of assigned responsibilities that meet or exceed expectations for librarians.

All reference to years in rank herein are to full-time, twelve month appointments or to their equivalents. Faculty members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service

required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

7. Professor of Practice Rank

The Professor of Practice Series is intended for distinguished and eminent professionals, either practicing or retired, who contribute to the South Dakota Board of Regents by either teaching, contributing to the research and scholarly mission of the university and/or by providing service through their practical professional experience.

The rank qualifications which are set forth below are minimums for employment. All references to teaching experience in rank qualifications listed below are to full-time academic year appointments or to their equivalents. Where part-time experience is to be recognized, it will be recognized on a pro-rata basis. For purposes of this article, one (1) year of full-time successful service with the Agricultural Cooperative Extension Service is equivalent to one (1) year of successful college teaching or research experience.

7.1. Appointment to the Professor of Practice Series

This series is designed for the lecturer series and the research associate series that are non-tenurable.

Current employed faculty who desire to request a transfer to this appointment series can only request a one-time transfer and will go through the proper protocols for the appointment within their university.

Professor of Practice faculty cannot be eligible for tenure.

Faculty applying for a lateral transfer must adhere to the following:

- Instructors may be eligible to the Assistant Professor of Practice Rank,
- Lecturers and Research Associates may be eligible to the Associate Professor of Practice Rank, and
- Senior Lecturers may be eligible to the Professor of Practice Rank.

7.1.7.2. Minimum Rank Qualifications

7.1.1.7.2.1. Assistant Professor of Practice:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member's discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level.

7.1.2.7.2.2. Associate Professor of Practice:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member's discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level.

7.1.3.7.2.3. Professor of Practice:

Earned doctorate or other graduate degree recognized by the Board as a permitted terminal degree for the faculty member's discipline at the institution, or significant professional experience in the discipline that aligns with Higher Learning Commission guidelines for teaching at the undergraduate or graduate level; and significant professional experience and accomplishments relevant to the field, including but not limited to senior positions in industry, government, or professional organizations, and awards and recognition received.

7.2.7.3. Minimum Promotion Eligibility Criteria

In addition to the minimum rank qualifications for employment stated in this subsection, the minimum eligibility criteria for change in rank will be:

7.2.1.7.3.1. Assistant Professor of Practice to Associate Professor of Practice:

Three (3) years in rank at the institution before submitting materials; performance of assigned responsibilities commensurate with expectations for Associate Professor of Practice.

In addition to years in rank, the following is a list that may be used as evidence of success and qualify the candidate for promotion.

7.3.1.1 A faculty member will contribute to the organization through their cooperation and collaboration.

7.3.1.2 Instructional activities may include: teaching, workshops, seminars, or training to improve teaching techniques, activities in course development, advising, and providing enhanced educational opportunities.

7.3.1.3 Service to the discipline or other indicators that support and strengthen the university, and

7.3.1.4 Collaborative and/or independent publications, collaborative research, project management, or other creative activities.

7.2.2.7.3.2. Associate Professor of Practice to Professor of Practice:

Five (5) years in rank at the institution; performance of assigned responsibilities commensurate with expectations for Professor Practices; and the indicators identified in 7.3.1.1-7.3.1.4.

All references to years in rank herein are to full-time academic year appointments or to their equivalents. Faculty members become eligible to apply for change in rank during the year in which their length of service will meet the stated requirements.

The Board may, at its discretion and upon the recommendation of the administration of the institution, reduce the number of years of service required for eligibility for change in rank; provided that prior service credit may not be requested in conjunction with an application for change in rank.

8. Exceptions

Upon the recommendation of the institutional President, the Board may grant exceptions to the minimum rank qualifications or the promotion eligibility criteria relating to the minimum number of years in rank at the institution or both. The Board shall consider for promotion under this section only those faculty members who, in the judgment of the Board, have demonstrated that their level of performance and/or professional qualifications are notably excellent and sufficient to offset the lack of a required degree or years in rank.

9. Use of Faculty Committee

The work and recommendations of promotion and tenure committees apply only to tenure-track faculty in the professorial ranks. The work and recommendations of promotion and continuing appointment review committees apply only to research faculty. Promotion and continuing appointment of faculty in lecturer, librarian, and professor of practice ranks is governed by administrative procedures established by each institution in compliance with Board policy.

10. Promotion and Tenure Committee Formulation

10.1. The institutional promotion and tenure committee will consist of elected members of the faculty and members of the administration. The composition of the committee shall be: fifty percent (50%) faculty members; fifty percent (50%) administrative appointees. Each President shall determine the total number of members for the institutional promotion and tenure committee at each institution and inform the faculty senate of the total number of members.

10.1.1. The faculty representatives on the institutional promotion and tenure committee will be elected by the faculty as soon as practicable after the commencement of school activities in the fall. Membership terms will be for three (3) years.

10.1.2. Vacancies shall be filled according to procedures established for the original appointment. Only tenured faculty members will be eligible for election to the institutional promotion and tenure committee. Election procedures must provide all eligible faculty members who are still employed at the institution at the time of election, with equal opportunities to nominate candidates for committee membership, be nominated for committee membership, and to elect committee members. Alternates should be selected in the same manner. Faculty members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered.

10.2. Administrative appointees shall be appointed by the president or the president's designee.

10.3. There shall be, in addition to the institutional promotion and tenure committees at USD and SDSU, college or school promotion and tenure committees as the case may be. At all institutions, departments or other appropriate administrative units may petition the president for the creation of a promotion and tenure committee for the respective department or unit. If approved, the president shall determine the membership

consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee.

- 10.4.** Each promotion and tenure committee shall be given institutional guidelines to be utilized in promotion and tenure recommendations.
- 10.5.** The integrity of the promotion and tenure review process requires not only that it be fair, but also that it be regarded as fair. Therefore, individual committee members will recuse themselves whenever their ability to make a disinterested judgment might reasonably be called into question.
- 10.6.** Faculty members, who themselves are to be considered for promotion or tenure, are not eligible for membership on the promotion and tenure committee during the academic year in which their promotion or tenure is being considered. If such a faculty member is denied promotion or tenure, the individual's term on the committee will be deemed to have expired. Faculty members who have been denied promotion may serve on the promotion and tenure committee if elected in an election held no sooner than one (1) academic year following the year in which the denial occurred.
- 10.7.** Colleges, school, departments or other appropriate administrative units that have sufficient numbers of tenured faculty to form a committee may petition the president for the creation of a promotion and tenure committee for the respective college, school, department or unit. If approved, the president will determine the membership consistent with the ratio and constituency heretofore established for the institutional promotion and tenure committee. Tenured faculty members will be elected to college or school, department or other appropriate administrative unit promotion and tenure committees using the same procedures used to elect tenured faculty members to the institutional promotion and tenure committee. Faculty members within the appropriate unit will participate in the election procedures
- 10.8.** The promotion and tenure committees shall make their recommendations to the administrator of the applicable department or appropriate unit. Administrators shall consider the recommendations of their departmental or unit promotion and tenure committee in formulating their recommendations to the next level of the process.

11. Procedures for Promotion Recommendations

- 11.1.** Faculty members who wish to be considered for promotion shall submit a completed notification and application for promotion, together with supporting documents, to their immediate supervisor on such date as may be specified under institutional promotion and tenure procedures. Institutional deadlines for such notification should occur no later than October 5 unless otherwise approved by the campus. Such notification and application shall allow the promotion and tenure committee's access to the faculty member's personnel file and individualized professional development plans. The application will include documentation to establish performance commensurate with the award of the professorial rank sought as required under Board Policy No. 4:11 or, for faculty members not assigned the rank of Associate Professor when first awarded a tenure track contract, to establish performance commensurate with the award of tenure as required under Board Policy No. 4:10. It

is the responsibility of the faculty member to prepare documentation appropriate for use by the promotion and tenure committees and appropriate administrators in judging the faculty member's qualification for promotion. This documentation must accompany the request to the immediate supervisor for consideration. This documentation and the recommendations of the faculty member's supervisor (and of the departmental promotion and tenure committee, if any) shall be forwarded by the supervisor to the administrator responsible for the process at the college/school level or institutional level, whichever is applicable, no later than a date to be set by the Board. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration. The immediate supervisor, and any other administrators, including the president, who review the file in order to make independent recommendations, may supplement the material assembled by the faculty with information obtained from other sources, and they may base their recommendations upon such additional information, provided that such additional information is included in the file together with the materials assembled by the faculty member. This documentation and the recommendations of the faculty member's supervisor (and of the departmental promotion and tenure committee, if any) will be forwarded by the supervisor to the administrator responsible for the process at the college/school level or institutional level according to institutional timelines.

- 11.2.** If the institution has college or school promotion and tenure committees, the recommendations of the appropriate administrator (and of the college or school promotion and tenure committees) will be forwarded by that administrator, with the supporting documentation to the president according to institutional timelines.
- 11.3.** The institutional promotion and tenure committee will review all materials and may consult with applicable college, school, or departmental promotion and tenure committees, and in addition, may consult with the faculty member or other individuals as it deems appropriate. After such consultation, the institutional promotion and tenure committee will add its recommendation and forward all information to the president according to institutional timelines. The working papers and files of the promotion and tenure committee(s) will remain confidential; except that, subsequent to the Board's final determination, the president will have the written recommendations of administrators with supervisory responsibility for the faculty member placed in the faculty member's personnel file, together with any additional materials that they may have secured to assist in formulating their opinions.
- 11.4.** If an outside recommendation is sought, the administrator or committee requesting the recommendation will provide the outside party a copy of the department/institutional standards used in the promotion review and clearly articulate that the review is to address the contributions the individual has made to the discipline and/or the impact the individual's work has had on advancing the discipline.
- 11.5.** The president will make the institutional recommendation to the Board by April 15. At the request of the faculty member, the recommendation of the institutional

promotion and tenure committee will accompany the institutional recommendation to the Board. The faculty member will be notified according to institutional timelines of whether the president will recommend promotion to the Board. Such notice will indicate the institutional promotion and tenure committee's recommendation. If the president intends to recommend that promotion be denied, the faculty member may request the president provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the president shall respond in writing within fifteen (15) working days.

- 11.6.** The reasons given shall be substantive in nature and shall transcend the mere fact of the recommendations by the committees by including the opinions of the president from the information available to him/her. The faculty member may file a written request for reconsideration according to institutional timelines after receipt of the president's reasons for denial of promotion. The request should specify the grounds and considerations that the faculty member believes warrant a different result. The president, after reviewing the request, shall notify the faculty member in writing according to institutional timelines of the final institutional recommendation to be forwarded to the Board and of its basis. The rights to obtain reasons and to request reconsideration shall not expand the rights and limitations under BOR Policy 4:7.
- 11.7.** Faculty members appointed to tenure track appointments who have not been promoted to the rank of associate professor must apply for such promotion at the beginning of their sixth year of tenure track service. Faculty members who complete their sixth year of tenure track service without being granted promotion to the rank of associate professor will be offered a single term contract for the following academic year. This term contract is not subject to renewal, and the faculty member will be ineligible for reappointment after it expires.
- 11.8.** No promotions shall be granted unless funds exist to provide for an increase in salary, and an increase in salary is given.
- 11.9.** When reviewing applications for tenure, administrators and promotion and tenure committees shall consider the progress towards meeting the objectives of professional development plans and they shall heed evidence that the faculty member is effectively pursuing approved objectives, but they shall exercise independent judgment as to the quality of results achieved by the faculty member.

When assessing the quality of performance, administrators and committee members shall be guided by the principles stated in Board Policy No. 4:38 as complemented by institutional policy statements.

- 11.10.** Each institution shall develop their own timelines and procedures for rank and promotion recommendations. Institutional deadlines shall comply with system deadlines stated within these policies.

12. Procedure for Awarding Promotion in Research Ranks

- 12.1.** The institution's chief research officer shall establish a promotion and continuing appointment review committee. Until such time as twelve or more research faculty members have been appointed to continuing appointments, the promotion review

committee membership shall comprise the chief research officers of other system institutions that host research centers, together with two additional representatives from the institution, designated by the institutional president.

- 12.2. Research faculty members who wish to be considered for promotion will notify their immediate supervisor in writing on such date as may be specified under institutional promotion and tenure procedures as established by each institution. Institutional deadlines for such notification should occur no later than October 5 unless otherwise approved by the campus. Such notification will allow the continuing appointment review committee access to the faculty member's personnel file. It is the responsibility of the research faculty member to prepare, assemble and submit on such date as may be specified under institutional promotion and tenure procedures all favorable documentation which is appropriate and upon which the faculty member relies for favorable action. Each institution may stipulate certain desired elements or format for the documentation, which shall be made available to research faculty members in written form. This documentation must accompany the request to the immediate supervisor for consideration.
- 12.3. The promotion review committee shall review the qualifications of each applicant for a promotion to determine whether the applicant has satisfied the provisions of Section C.4. To assist in the evaluation of performance, the promotion review committee may solicit outside reviews. The promotion review committee shall deliver its recommendation to the institution's chief research officer and Vice President for Academic Affairs, and the research officer and Vice President for Academic Affairs will forward that recommendation, together with such additional comments as they may deem appropriate, to the institutional president according to institutional timelines. The work product of the promotion review committee shall remain confidential.
- 12.4. The applicant shall be notified, not later than March 1 of the year in which the research faculty member is being considered for tenure, of what the institutional president shall recommend to the Board regarding the faculty member's tenure status. Such notice shall indicate the promotion review committee's recommendation. If the president intends to recommend that promotion be denied, the faculty member may request the president provide reasons for the recommendation provided the faculty member makes a written request by April 15. If the faculty member makes such a request, the president shall respond in writing within fifteen (15) working days.
- 12.5. The institutional president shall make a recommendation to the Board not later than April 1. This recommendation shall be based upon the provisions of Section C.4, as well as upon the other provisions and requirements of this Chapter and upon an assessment of the candidate's past contributions and promise of future contributions to the goals and missions of the research center program.
- 12.6. The final decision whether to grant a promotion to any applicant shall remain exclusively with the Board.
- 12.7. Each institution shall develop their own timelines and procedures for rank and promotion recommendations for research ranks. Institutional deadlines shall comply with system deadlines stated within these policies.

FORMS / APPENDICIES:

None

SOURCE:

BOR August 1979; BOR June 1987; BOR June 1993; BOR May 2002; BOR August 2004; BOR August 2008; BOR April 2009; BOR December 2010; BOR August 2017; BOR August 2020.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – B (2)

DATE: March 30-31, 2021

SUBJECT

Revisions to BOR Policy 4:12 – Role and Responsibility of Faculty (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:12](#) – Role and Responsibility of Faculty

BACKGROUND / DISCUSSION

As a result of the elimination of collective bargaining after the passage of [Senate Bill 147](#) during the 2020 Legislative Session, BOR Policy 4:12 has been updated to reflect the necessary changes needed.

Changes to this policy include:

1. Updating the template to ensure consistent BOR Policy formatting;
2. Updating of the definitions to clarify faculty roles, and those that are eligible or holding rank; and
3. Clarifying eligible faculty recommendations.

IMPACT AND RECOMMENDATION

This is the second reading of this policy; no additional revisions have been made since the first reading at the December BOR meeting. The recommendation was approved by the Academic Affairs Council and is supported by the System Vice President for Academic Policy and Planning.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:12

DRAFT MOTION 20210330_4-B(2):

I move to approve the second and final reading of the proposed revisions to BOR Policy 4:12, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Role and Responsibility of Faculty

NUMBER: 4:12

~~PRIVILEGES AND RESPONSIBILITIES OF FACULTY~~

A. PURPOSE

The purpose of this policy is to outline several areas that faculty can make academic recommendations. This policy excludes any special school faculty member covered under the Special Schools bargaining agreement.

B. DEFINITIONS

~~1. 1. — Composition of General Faculty:~~

1. Rank Eligible Faculty: The Board may appoint persons holding the academic or technical rank of professor, associate professor, assistant professor ~~or, lecturer, senior lecturer,~~ instructor, clinical professor, clinical associate professor, clinical assistant professor, or clinical instructor, lecturers, research faculty, professor of practice, librarians –and other employees to the faculty. Faculty can be either full-time or part-time.

2. Non-Rank Eligible Faculty:– The term other employees in this context includes teaching assistants, teaching associates, research professionals, ~~librarians,~~ visiting faculty, exchange faculty, adjunct faculty and coaches.

3. Non-Instructional and Instructional Administrators:– ~~The term general faculty may also include other~~ Any –persons holding faculty rank are considered to be included in this policy (administrators, deans, department heads, etc.).

C. POLICY

~~2. — Applicability of Chapter~~

~~This chapter refers to general faculty which is comprised primarily of the faculty at the USD Medical School and Law School and College and University administrators holding faculty rank. Although some provisions herein are applicable to faculty bargaining unit members (Articles 5-4-2, 5-4-3, etc.), it should be understood in reading this chapter that conditions of employment for faculty bargaining unit members are governed by the current COHE/BOR contract.~~

~~1. 3. — Rank Eligible and Non-Instructional and Instructional Administrator~~ **Faculty Recommendations**

Subject to the policies and rules of the Board of Regents ~~the~~ faculty with rank or eligible for

rank of the institutions may make recommendations to the institutional administration, (in accordance with institutional protocol and organizational structure) on the following matters:

- 1.1. Courses of study;
- 1.2. Entrance requirements;
- 1.3. The requirements for advance standing of transfer students to enroll;
- 1.4. The standards of performance for continuance in good standing;
- 1.5. The reinstatement of students dropped for scholastic reasons and the conditions for reinstatement;
- 1.6. Standards and requirements for granting degrees, diplomas, or certificates to graduating students;
- 1.7. Rules and regulations for the granting of academic honors and the recipient(s) thereof;
- 1.8. Promotion in ranks;
- 1.9. Granting and retention of tenure; and
- 1.10. Resolution of grievances when participating as a member of a peer faculty committee.

FORMS / APPENDICES:

None

SOURCE:

Current Policy Manual 5.1.1; 5.1.2; 5.1.3; BOR April 2021.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (1)

DATE: March 30-31, 2021

SUBJECT

New Program: DSU – BS in Artificial Intelligence

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests permission to offer a BS program in Artificial Intelligence. The purpose of the proposed 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). The field of AI is a broad field that includes elements of computer science, data science, and cognitive reasoning. AI can be applied to countless other fields, including agriculture, medical research, and operations management.

This program will prepare students for careers as Machine Learning Engineers, Data Analysis, Data Sciences, AI/ML Researchers, Software Engineers, and other positions. These jobs provide different roles to help firms make scientific or data-driven decisions, automate tasks to reduce costs or scale products, create physical automated bots for many purposes, or provide research into new applications. These services, as well as others, can be applied to nearly all industries, creating a high demand for workers who are skilled in AI.

The intent to plan for this program was approved in [December 2020](#).

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 required for the new program. DSU anticipates 80 enrolled students and 20 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: DSU – BS in Artificial Intelligence

DRAFT MOTION 20210330_4-C(1):

I move to authorize DSU to offer a BS in Artificial Intelligence, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

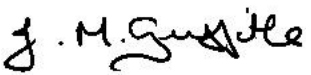
New Undergraduate Degree Program

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:	Artificial Intelligence
EXISTING OR NEW MAJOR(S):	New
DEGREE:	B.S. in Artificial Intelligence
EXISTING OR NEW DEGREE(S):	New
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	11.0102
SPECIALIZATIONS:¹	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	12/9/2020
UNIVERSITY DEPARTMENT:	The Beacom College of Computer and Cyber Sciences
UNIVERSITY DIVISION:	DCYOP

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

1/20/2021

Date

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

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. These decisions/predictions range from determining the best route for delivery trucks, predicting the probability of lung cancer

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

from looking at chest x-rays, classifying weeds in video as tractors drive through fields, giving inventory predictions for businesses, creating autonomous agents in games and movies that act realistically, or telling a self-driving car to slow down as it approaches a crosswalk. The proposed program will prepare undergraduate students to apply well researched and documented AI algorithms and methodologies to various fields and applications like those just mentioned.

The field of artificial intelligence is a relatively broad field that includes elements of computer science, data science, and cognitive reasoning. In recent years, applying AI in multiple fields; including agriculture, medical research, operations management, and countless others has become attainable to software engineers and data scientists through the use of programming libraries and other tools. As such, applicable AI has reached undergraduate studies, and is no longer restricted purely to theoretical graduate research.

As the public's exposure to applied AI grows, concern with the control and tasks AI is applied to also grows. Also, the concern of automated machines and software taking human jobs is also an important topic of discussion. A report from the World Economic Forum (WEF) predicts that AI will displace 75 million jobs by 2022. Fortunately, it also predicts that AI will create 133 million new roles by 2022 [1]. It is vital that as the skill sets required by graduates in the modern economy change, we must train students to not only keep up, but to stay ahead and take the lead of that change.

As such, in order for this proposed program to aid in that goal, we are including elements of ethics, societal impacts, cognitive logic, data management & analysis, and computer science. This will prepare students to successfully utilize AI in an ethical manner to all kinds of applications.

[1]http://reports.weforum.org/future-of-jobs-2018/?doing_wp_cron=1596291222.6228919029235839843750

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

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 field of artificial intelligence falls directly into this description.

Dakota State University's mission statement goes on to empower people with STEM-based education, preparing them for compelling, creative, and lasting careers. As listed in item (2) above, the field of artificial intelligence is one of the fastest growing fields, not only related to technology, but in relation to all known fields. The proposed program would not only train students directly in the application of known technologies, but also set them up for advanced research in the advanced degree programs. Students who do not necessarily wish to join the degree directly can also benefit by taking courses to increase their literacy in artificial intelligence and STEM as AI continues to affirm its place in the daily life of average citizens.

² South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

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.*

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 artificial intelligence 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 job posting website Indeed saw its largest increase spike 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 job searches only increased by 14% in the last year mentioned; leaving a large gap to fill.

According to Udemy, a global marketplace for learning and instruction, the deep learning tool Tensorflow was the most popular tech skill of the last three years [3].

Pay for these jobs is also fairly high, with averages ranging 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. Also, AI is used in many areas of medical research, which ties into Sanford and Avera hospitals in the region.

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 [4].

						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
13-2031	Budget Analysts	131	132	1	0.8%	3	7	0	10
13-2041	Credit Analysts	368	374	6	1.6%	8	25	3	36
13-2051	Financial Analysts	478	492	14	2.9%	10	32	7	49

The numbers in this second table represent the statewide occupational projections from 2018 to 2028 [5].

						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
13-2031	Budget Analysts	131	138	7	5.3%	3	7	1	11
13-2041	Credit Analysts	374	415	41	11.0%	9	27	4	40
13-2051	Financial Analysts	469	522	53	11.3%	10	32	5	47

On a national level, the long-term job increases include [6]:

*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
13-2031	Budget Analysts	56.9	59.4	2.4	4.2%	4.8
13-2041	Credit Analysts	75.8	79.5	3.7	4.9%	7.4
13-2051	Financial Analysts	329.5	349.8	20.3	6.2%	30.9
43-9111	Statistical Assistants	13.1	14.1	1.1	8.0%	1.8

Footnotes:

[1] <https://www.hSDL.org/?abstract&did=821398>

[2] <https://www.indeed.com/lead/top-10-ai-jobs-salaries-cities>

[3] <https://business.udemy.com/resources/5-workplace-learning-trends-2020/>

[4] <https://dlr.sd.gov/lmic/documents/short-term-occupational-projections-statewide-2019-2021.pdf>

[5] <https://dlr.sd.gov/lmic/documents/occupational-projections-2018-2028-statewide-south-dakota.pdf>

[6] <https://data.bls.gov/projections/occupationProj>

4. How will the proposed program benefit students?

As stated in part (2), AI is an integral part of society and the economy at any scale. This program will help prepare students for the new wave of jobs that require formal training in AI. The objectives aim to provide students with both technical skills and design expertise. Students will 1) understand the technical depth and breadth of artificial intelligence, 2) explore opportunities to apply AI enabled technologies in real-world applications currently in use, 3) master design and deployment of AI in information and communications technology, 4) lead teams in designing and developing new AI technologies and products, and 5) become equipped with clear and persuasive communication skills necessary in a variety of AI careers.

The program will help students meet their career goals by providing comprehensive hands-on tasks to develop the skill set needed by industry professionals. As the possible applications of AI continue to increase, so too does the positive career potential for those with these skills needed to thrive in this industry. The program aims to provide a curriculum to enable graduating students to become data scientists, machine learning engineers, software engineers, computer scientists and AI researchers; along with other top careers that define today's AI industry.

That isn't to say that the program can't help non-major students as well. Literacy and comprehension of technology and AI will be required by a multitude of fields and careers not directly associated with AI development. Beyond career goals, the societal impacts of AI literacy are integral to the well-being of the overall population. It will enable people to express and understand different ideas and opinions, make decisions and solve problems, achieve goals, and participate fully in their community. AI literacy will also help eradicate the misconceptions around AI to create an all-inclusive ecosystem where all members of the community are equipped with the basic skills needed to pursue further learning and better adapt to a changing world where AI will be prevalent.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?³

DSU has authorization to offer Bachelor of Science degrees, and therefore, a new degree is not proposed.

B. What is the rationale for the curriculum?

Artificial Intelligence is typically thought of as a subtopic of computer science. In recent years, the field of AI has seen a surge in popularity and in the job market. The area is diverse enough that a computer science degree alone is not sufficient to cover its depth. This curriculum is based off the B.S. in Artificial Intelligence degree from Carnegie Mellon University. The degree requires courses in multiple support areas, including Computer Science, Math and Statistics, Logic and Reasoning; along with the core AI courses.

In regard to the supporting courses, computer science courses teach programming and algorithms, math and statistics are the foundation to many machine learning and AI algorithms, and logic and reasoning provide a cognitive understanding of what intelligence truly is and how it can be applied.

Besides the AI core and supporting courses, students are required to pursue a minor in another program. This follows the idea of “*AI for all*” and allows students to pursue applying it in their field of choice.

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?*

While there are no national standards for an AI undergraduate degree, we are modeling our program after the program mentioned in the intent to plan documents, Carnegie Mellon University B.S. in AI program.

³ 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.

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

B.S. in Artificial Intelligence	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Math Courses	13		
Major Requirements	45		
Major Electives	0		
Required Minor	18		
Subtotal, Program Requirements		76	63%
Free Electives		14	12%
Degree Total ⁴		120	100%

Note – required as part of General Education*(Not general education or institutional graduation requirements)*

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
PSYC	101	General Psychology	3	No
SOC	285	Society and Technology	3	No
PHIL	200	Introduction to Logic	3	No
Subtotal			9	

Required Support Courses Outside the Major*(Not general education or institutional graduation requirements)*

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH	123	Calculus I	4	No
MATH	201	Introduction to Discrete Mathematics	3	No
MATH	281	Introduction to Statistics	3	No
	or			
MATH	381	Introduction to Probability and Statistics		No
MATH	315	Linear Algebra	3	No
Subtotal			13	

⁴ Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons and must receive approval by the Executive Director in consultation the President of the Board of Regents.

Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CSC	105	Introduction to Computers	3	No
CSC	150	Computer Science I	3	No
CSC	247	Introduction to Artificial Intelligence	3	Yes
CSC	250	Computer Science II	3	No
CSC	300	Data Structures	3	No
CSC	386	Machine Learning Fundamentals	3	No
CSC	402	Mathematical Foundations for Artificial Intelligence	3	No
CSC	410	Parallel Computing	3	No
CSC	447	Artificial Intelligence	3	No
CSC	460	Scientific Visualization	3	No
CSC	478	Generative Deep Learning	3	No
CSC	479	Reinforcement Learning	3	No
CSC	482	Algorithms and Optimization	3	No
CIS	368	Predictive Analytics	3	No
CIS	372	Programming for Analytics	3	No
Subtotal			45	

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

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
		None		Choose an item.
				Choose an item.
Subtotal				

Students in this major will require a minor. DSU currently has minors ranging from Biology, English, and Math to the more technology-specific areas such as Cyber Operations, High-Performance Computing, Mobile Application Development and Networking Security Administration. Any one of these minors would fit into this degree and increase the student's employment opportunities.

6. Student Outcomes and Demonstration of Individual Achievement

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?** *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A. The knowledge and competencies specific to the program must relate to the proposed assessments in B and C below.*

Students will be expected to show knowledge and competencies in the following areas: programming, mathematics & statistics, and cognitive logic, and AI algorithms. The table below lists the expected learning outcomes and shows courses that meet these requirements.

Individual Student Outcomes	Program Courses that Address the Outcomes														
	CSC 105/150/250	CSC 247	CSC 300	CSC 447	CSC 386	CSC 402	CSC 410	CSC 460	CSC 478/479	CSC 482	MATH 123/MATH 201	MATH 281/315/381	PHIL 200/PSYC 101/SOC 285	CIS 368	CIS 372
Recognize a range of AI subgenres and algorithms.		X		X	X				X					X	
Perform data analysis on varying datasets.								X						X	X
Evaluate the correctness of analysis or algorithm application by others in practice or literature.					X	X			X	X				X	
Design/Create software that utilize well known AI algorithms.					X		X		X	X					X
Identify when it is appropriate to use different AI algorithms for different problems.		X		X	X				X					X	
Demonstrate Programming Proficiency	X		X				X								X
Demonstrate Mathematical and Statistical Proficiency						X					X	X		X	
Demonstrate Understanding of Cognitive Logic		X											X		
Evaluate the ethical implications and effects of applied AI		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.⁵ What are the consequences for students who do not demonstrate mastery?

⁵ What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

Students will be required to complete an exit exam during their last semester before graduation, in a similar fashion as other Beacom College bachelor programs.

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

Instructors will projectors to display notes, slides, and other materials 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?⁶ 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*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 21	FY 22	FY 23	FY 24
Students new to the university	15	15	15	15
Students from other university programs	5	5	5	5
Students off-campus or distance	10	20	30	40
Continuing students	0	20	40	60
=Total students in the program (fall)	20	40	60	80
Program credit hours (major courses)**	200	560	920	1460
Graduates	0	0	0	20

*Do not include current fiscal year.

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

These estimates come from analyzing the growth of similar degrees, such as Cyber Operations., and applying a conservative bias. We are anticipating half of the students to be off-campus or distance.

⁶ Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

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."*

No

12. Delivery Location⁷

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 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 ⁸	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2021

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?⁹

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

⁷ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁸ Delivery methods are defined in [AAC Guideline 5.5](#).

⁹ This question responds to HLC definitions for distance delivery.

campus or distance delivery separately. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

No new resources are requested at this time.

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, CSC 247 Introduction to Artificial Intelligence (3 credits)

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

☐

NO,

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (2)

DATE: March 30-31, 2021

SUBJECT

New Program: NSU BS in Biochemistry

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a Bachelor of Science (BS) in Biochemistry. The purpose of the proposed program is to provide students with foundational and practical knowledge and skills related to the areas of chemistry and biochemistry. Students in the Biochemistry program will acquire the critical, analytical, and quantitative skills necessary to analyze, comprehend, and synthesize solutions to complex scientific problems.

The BS in Biochemistry will prepare students for a graduate or professional degree program in a variety of clinical or health professions, or for a career in biotechnology, biochemical research, biomedical research or chemistry research. The U.S. Bureau of Labor Statistics anticipates large growth in the biochemistry sector from 2018 to 2028.

IMPACT AND RECOMMENDATION

NSU requests authorization to offer the program on campus. NSU does not request new State resources. The Biochemistry program will not require the creation of any new courses. NSU anticipates 58 students in the program and 16 graduates within four years. The intent to plan was approved in [April 2020](#).

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – BS in Biochemistry

DRAFT MOTION 20210330_4-C(2):

I move to authorize NSU to offer the Bachelor of Science (BS) in Biochemistry, 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:	Northern State University
MAJOR:	Biochemistry
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science (BS)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	26.0202 (Biochemistry)
SPECIALIZATIONS:	N/A
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	4/1/2020
UNIVERSITY DEPARTMENT:	Science and Mathematics
BANNER DEPARTMENT CODE:	NCHP
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

- The individual preparing this request has read [AAC Guideline 2:9](#), 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	Click here to enter a date. 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 purpose of Northern State University's (Northern's) Bachelor of Science (BS) in Biochemistry program is to provide students with foundational and practical knowledge and skills related to areas of chemistry and biochemistry (general, analytical, physical, and organic). Students in this program will acquire the critical, analytical, and quantitative skills necessary to analyze, comprehend, and synthesize solutions to complex scientific problems. Northern's BS in Biochemistry program will prepare students for a graduate or professional degree program (medical, dental, veterinary, pharmaceutical, and other clinical or health professions) or a career in biotechnology, biochemical research, biomedical research, or chemistry research.

Northern's BS in Biochemistry degree program builds on existing courses and faculty expertise within the department. The academic field of Biochemistry merges the chemical, biological, and physical sciences to explain biological processes on a molecular-level. It is a field that can be applied in numerous areas including the health professions, pharmaceuticals, plant and animal agriculture, the environment, energy fields, and food industries and professions. Knowledge gained from this critical field allows students to function and succeed in these well-established and continually evolving fields.

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

Northern's BS in Biochemistry program supports Northern State University's mission to: create, provide and facilitate diverse academic, civic, social and cultural opportunities that prepare students for their future endeavors, while also enriching the local and regional community.¹

The proposed degree program also supports the Northern State University mission as provided in Board of Regents Policy 1, which states:

The legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine. . . . The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation.

The proposed program will promote "excellence in teaching and learning." Additionally, the curriculum of this program will "support research, creative, and scholarly activities." Northern's BS in Biochemistry will also "provide service to the State of South Dakota, the region, and the nation," as stated in item three of this proposal.

¹ Northern State University Mission, Vision, and Values <https://www.northern.edu/about/office-president/mission>

Northern's new undergraduate degree program in Biochemistry supports the Board of Regents Strategic Plan 2014-2020 by growing the number of approved undergraduate programs, documenting that academic programs are of high quality.

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.*

Northern's current BS in Chemistry and BS in Biology programs are traditional degrees that do not include a sufficient level of the biochemical coursework required for students intending to enter a graduate or professional degree program (medical, dental, veterinary, pharmaceutical, genetic counseling, and other clinical or health professions) or a career in biochemical research or biomedical research. Providing this program for our students is vital if we want to give them the opportunity to be more competitive in diverse 21st century scientific and medical spheres, whether in South Dakota, the region, or the nation.

The U.S. Bureau of Labor Statistics provides the following occupational growth expectancy for jobs in which a biochemistry degree would be suitable:

Occupation	Expected Growth 2018-2028	Growth Rate Compared to All Occupations	Source Link
Genetic Counselor	27% increase	much faster than average	https://www.bls.gov/ooh/healthcare/genetic-counselors.htm
Physician Assistant	31% increase	much faster than average	https://www.bls.gov/ooh/healthcare/physician-assistants.htm
Physical Therapist	22% increase	much faster than average	https://www.bls.gov/ooh/healthcare/physical-therapists.htm
Dentist	7% increase	faster than average	https://www.bls.gov/ooh/healthcare/dentists.htm
Physician and Surgeon	7% increase	faster than average	https://www.bls.gov/ooh/healthcare/physicians-and-surgeons.htm
Veterinarian	18% increase	much faster than average	https://www.bls.gov/ooh/healthcare/veterinarians.htm
Biomedical Engineer	4% increase	as fast as average	https://www.bls.gov/ooh/architecture-and-engineering/biomedical-engineers.htm
Biochemist	6% increase	as fast as average	https://www.bls.gov/ooh/life-physical-and-social-science/biochemists-and-biophysicists.htm
Chemical Engineer	6% increase	as fast as average	https://www.bls.gov/ooh/architecture-and-engineering/chemical-engineers.htm
Nurse Practitioner	26% increase	much faster than average	https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm
Analytical Chemist	4% increase	as fast as average	https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm

Clinical Researcher	8% increase	faster than average	https://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm
Forensic Science Technician	14% increase	much faster than average	https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm

Additionally, according to the *US News and World Report*, biochemist is listed as number 3 in the 2019 top 100 Best Science Jobs, number 27 in the top 100 Best STEM Jobs, and number 74 in the top 100 Best Jobs overall.² In that same report, biomedical engineer is listed as number 6 in the 2019 top 100 Best Engineering Jobs, number 30 in the top 100 Best STEM Jobs, and number 93 in the top 100 Best Jobs overall.³

4. How will the proposed program benefit students?

Graduates of Northern's BS in Biochemistry program will be prepared to enter advanced degree programs such as medical, dental, or pharmacy schools or graduate programs in biochemistry, chemistry, or biology. Northern State University anticipates collaborative opportunities with other BOR institutions, like University of South Dakota and South Dakota State University, with regard to graduate school preparation. Northern's goal is to work collaboratively with institutions to prepare students for their career goals, particularly in the health sciences fields. Northern is primarily an undergraduate institution with a strong focus on undergraduate research. Through the BS in Biochemistry program, Northern will deepen its relationships with USD and SDSU by preparing even more undergraduate students to enter professional programs in physical therapy, physician's assistant, or medical school at the University of South Dakota or pharmacy school at South Dakota State University. Additionally, graduates will be prepared for immediate employment in medical, industrial, and government positions as scientists, lab technicians, research assistants, and chemists.

Through its BS in Biochemistry program, Northern will attract more undergraduate students from the state and region who want to pursue health sciences careers. Northern's BS in Biochemistry program will provide students with effective preparation and training for health sciences fields. Such training often happens at the graduate level (e.g. physician's assistant, medicine, physical therapy, and pharmacy), but it can also happen at the undergraduate level (e.g. nursing). Northern is eager to pursue and consider agreements or relationships with USD and SDSU that intentionally provide the health sciences career training our students need. Northern has collaborated with SDSU to create a Direct Admit agreement for Northern graduates to be "directly admitted" into the South Dakota State University accelerated nursing program housed at Northern. Northern will pursue similar agreements with other professional programs at USD and SDSU like physician's assistant, physical therapy, medicine, and/or pharmacy. Northern's nationally-recognized Honors Program and its well-developed and growing undergraduate research program, along with the comprehensive coursework in the BS in Biochemistry program, will further and more fully prepare Northern students, particularly those interested in health sciences fields, for relevant graduate programs and career opportunities. Northern's BS in Biochemistry program also provides a pivotal opportunity to collaborate with other universities within the BOR system.

² U.S. News and World Report. <https://money.usnews.com/careers/best-jobs/biochemist> (accessed Sept 25, 2019).

³ U.S. News and World Report. <https://money.usnews.com/careers/best-jobs/biomedical-engineer> (accessed Sept 25, 2019).

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.*

A new degree is not proposed. This request is for a Bachelor of Science (BS) degree, and Northern State University is authorized to confer the Bachelor of Science degree.

B. What is the rationale for the curriculum?

Northern State University's BS in Biochemistry will maximize opportunities for hands-on lab experiences and undergraduate research in the University's state of the art \$25 million Jewett Regional Science Education Center.

Northern's BS in Biochemistry program uses existing faculty to offer a combination of existing unique and common courses. This approach to Northern's BS in Biochemistry curriculum is both efficient and effective.

Efficient: Biochemistry is a combination of biology and chemistry degrees. Existing courses within the biology and chemistry programs are embedded in Northern's curriculum. Several courses in the program are shared across the biology, chemistry, and biochemistry degrees, which is an efficient use of Northern's faculty resources.

Effective: Anecdotal evidence from recent Northern graduates currently in the medical program at University of South Dakota, particularly Tiffany Kopetsky (2017), Annika Van Oosbree (2018) and Tori Marcellus (formerly Biach) (2016), indicate that a BS in Biochemistry program would give Northern students a functional perspective on life and chemical sciences. While biology and chemistry degrees focus primarily on the structural perspective, biochemistry focuses on the functional perspective. For example, anatomy is structural and physiology is functional; organic chemistry is structural and biochemistry is functional. Students who choose to go into health care, particularly medical or physician's assistant school, will be much better prepared for the Medical College Admission Test (MCAT) with the functional perspective of Northern's BS in Biochemistry program.

Audience: Northern's BS in Biochemistry program will prepare students for a graduate or professional degree program (medical, dental, veterinary, pharmaceutical, and other clinical or health professions) or a career in biotechnology, biochemical research, biomedical research, or chemistry research.

Offering undergraduate BS degrees in Biology, Chemistry, and Biochemistry, provides Northern students with the opportunity to tailor their undergraduate curriculum towards their individual career interests and aspirations. Northern's BS in Biochemistry curriculum provides students with the fundamental skills and education to effectively compete on a variety of levels as they pursue graduate and career opportunities.

- 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?*

Northern State University is pursuing accreditation by the American Chemical Society (ACS). To obtain ACS accreditation, Northern State University (or any university for that matter) needs to staff five full time faculty with a chemical sciences background, house certain instrumentation within a sciences facility, and offer a recognized curriculum. Northern currently has four chemists that are strictly trained in chemistry and one biochemist that is trained in biology and chemistry. These five faculty qualify Northern's staffing for ACS accreditation. Northern also has the space equipment required for ACS accreditation. Northern's state of the art Jewett Regional Science Education Center is equipped with six chemistry labs, extensive chemistry research spaces, an instrumental lab, and a nuclear magnetic resonance (NMR) spectroscopy room. Establishing Northern's BS in Biochemistry is the final step needed for Northern to meet the curriculum requirements for national accreditation.

The curriculum for Northern's BS in Biochemistry includes core requirements with an overall objective of providing students with a comprehensive, interdisciplinary, learning opportunity to bridge the disciplines of the physical sciences with biology and chemistry. Biochemical skills and content required by the major curriculum include a holistic understanding of general, organic, and physical chemistry together with general biology, genetics, microbiology, and developmental biology. Research skills are emphasized, combining comprehensive laboratory exercises with the independent nature of real-world, applied novel research. All combine to meet the curriculum standards of the ACS.

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

B.S. in Biochemistry	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	16 (-12)*		
Major Requirements	45		37.5%
Major Electives	17-20		14% to 16.5%
Subtotal, Program Requirements		60-65	51.5% to 54%
Free Electives		25-28	21% to 23.5%
Degree Total		120	100%

* 12 credits of required support coursework apply toward System General Education and B.S. degree requirements.

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
BIOL	151/151L	General Biology I and Laboratory	4	No
BIOL	153/153L	General Biology II and Laboratory	4	No
CHEM	112/112L	General Chemistry I and Laboratory	4	No
CHEM	114/114L	General Chemistry II and Laboratory	4	No

* 12 credits of required support coursework apply toward System General Education and B.S. degree requirements.

16 (-12)*

Major Requirements

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
BIOL/CHEM	130	Success in Science	1	No
IDL	190	First Year Seminar	2	No
BIOL	281	Introduction to Statistics	3	No
CHEM	326/326L	Organic Chemistry I + lab	4	No.
CHEM	328/328L	Organic Chemistry II + lab	4	No
CHEM	332/332L	Analytical Chemistry + lab	4	No
CHEM	342/342L	Physical Chemistry I	4	No
CHEM	464/464L	Biochemistry I + lab	4	No
CHEM	465/465L	Biochemistry II + lab	4	No
CHEM	498	Undergraduate Research/Scholarship (Research experience in Biochemistry)	3	No
MATH	123	Calculus I	3	No
PHYS	211/211L	Physics I + lab	4	No
PHYS	213/213L	Physics II + lab	4	No
BIOL/CHEM	490	Senior Seminar (Senior Capstone)	1	No
Subtotal			45	

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

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
Quantitative Elective - Choose 1 of the following:				
BIOL	250/250L	Introduction to Bioinformatics and Proteomics + lab	3	No
BIOL	282	Introduction to Statistics II	3	No
BIOL	414	Basic R Programming	1	No
MATH	125	Calculus II	4	No
Advanced Biology Elective - Choose 3 of the following:				
BIOL	331/331L	Microbiology + lab	4	No
BIOL	343/343L	Cell and Molecular Biology + lab	4	No
BIOL	371/371L	Genetics + lab	4	No
BIOL	382/382L	Virology + lab	4	No
BIOL	422/422L	Immunology + lab	4	No
BIOL	483/483L	Developmental Biology + lab	4	No
Advanced Chemistry Elective - Choose 2 of the following:				
CHEM	344/344L	Physical Chemistry II	4	No
CHEM	434/434L	Instrumental Analysis	4	No
CHEM	452/452L	Inorganic Chemistry + lab	4	No
Subtotal			17-20	

Student Outcomes and Demonstration of Individual Achievement

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

Individual Student Outcomes (Same as in the text of the proposal) Corresponding BOR Cross-Curricular Skill in bold	Program Courses that Address the Outcomes									
	BIOL 371/L BIOL 422/L BIOL 483/L	BIOL 331/L BIOL 343/L *PHYS 211/L *PHYS 213/L	*CHEM 326/L *CHEM 328/L CHEM 452/L IDL 190	*CHEM 332/L CHEM 434/L BIOL 382/L	CHEM 342 CHEM 344 CHEM 482	*MATH 123 MATH 125 BIOL 250/L *BIOL 281 BIOL 282	BIOL 414 *CHEM 464/L *CHEM 465/L	*CHEM 498	*BIOL/CHEM 130 BIOL/CHEM 490	
Demonstrate ability to design, understand and discuss scientific data; demonstrate ability to breakdown discipline specific problems into multiple steps, resulting in an informed conclusion. (Inquiry and Analysis).	X		X	X		X	X	X		
Effectively communicate scientific results orally and in writing using methods related to science; effectively communication mathematical ideas in writing. (Critical and Creative Thinking)		X		X			X			
Identify appropriate scientific sources; analyze and interpret data; apply mathematical principles to solve applied chemistry/mathematics problems. (Information Literacy)						X	X			
Demonstrate ability to work as a team while completing research/project related endeavors. (Teamwork)	X		X							
Demonstrate the ability to design and conduct scientific research. (Problem Solving)	X				X			X		
Establish fundamental skills in core disciplines of biology and chemistry.	X	X		X	X					X

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

Yes. The American Chemical Society (ACS) Division of Chemical Education Examinations Institute has a national examination that is standardized and designed for use at the end of a 2-semester sequence of biochemistry instruction.

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

Students will demonstrate mastery through proficient fulfillment of all learning outcomes with successful completion of the curriculum. No grade below a “C” will be accepted in a course taken to fulfill the major requirements and major electives. Student learning will be assessed through both direct and indirect measures at every level of the curriculum, including utilization of the American Chemical Society course-specific exams.

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

Northern State University Biochemistry and Chemistry faculty will use the state-of-the-art technologies and laboratories in the Jewett Regional Science Education Center to teach course in the BS in Biochemistry program. Instructional approaches will explore the inter-relationships of the sciences in ways that extend beyond current disciplinary course structures. Laboratory experiences and case studies will be closely integrated with lecture material, while data collection in the laboratory is paired with statistical and computational methods of data analysis and interpretation. Teamwork, written and oral presentations, and problem solving are central components throughout the curriculum. Of equal importance is a senior capstone undergraduate research project designed to enable students to critically apply their learned biochemistry skills toward a novel research project that incorporates multiple disciplines.

- 7. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?** *(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 outside consultants were engaged. The curriculum was developed by departmental faculty with academic backgrounds in biochemistry, chemistry, and biotechnology. No professional or accrediting associations were consulted during the development of the curriculum. Information and guidance from a recent chemistry 7-year program, which included an external review, and ACS standards and published guidance were considered when designing Northern's BS in Biochemistry program.

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

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	6	8	10	12
Students from other university programs ⁴	8	8	8	8
Continuing students		14	20	24
=Total students in the program (fall)	14	30	38	44
Program credit hours (major courses)** ⁵	280	600	760	880
Graduates			14	16

*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 It is anticipated that these students would be current Biology or Chemistry majors who find this degree is more suitable to their career trajectory or who choose to add the BS in Biochemistry as a double major.

⁵ This figure assumes that students in this program will take an average of 10 credit hours per semester (22 credit hours per year) in the required or elective courses for this major.

Northern expects to capture some students from the Biology degree program, which is a saturated major, who are interested in pursuing careers in the health care field, because Northern's BS Biochemistry degree would better suit these students rather than them pursuing a general degree in Biology. Some of these students will be far enough along in their Biology degree that they will choose the BS in Biochemistry as a second major.

Northern's faculty in Chemistry and Biology meet frequently with prospective students through the Admissions office and will immediately start to promote Northern's BS in Biochemistry to high school students interested in careers in health sciences. The strength of Northern's current science programs, the outstanding faculty in the science department, the established rigor in the Biology and Chemistry curricula, the Northern's nationally-recognized Honors Program, and the University's state-of-the-art facilities and instrumentation are recruiting strengths for Northern's BS in Biochemistry. Through active recruiting efforts, Northern will grow the number of individual undergraduate students in the sciences with the addition of the BS in Biochemistry.

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

Yes. Northern's BS in Biochemistry can be accredited by the American Society for Biochemistry and Molecular Biology (ASBMB). ASBMB accreditation is a national, independent, outcomes-based evaluation mechanism that recognizes excellence in BS or BA degree programs in biochemistry and molecular biology and related disciplines. Additional American Chemical Society (ACS) professional certification can be obtained through an ACS Plan specific for biochemistry for students completing Northern's BS in Biochemistry program. Northern is currently investigating the necessary requirements to become ACS and ASBMB accredited.

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

No exceptions are requested.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus <i>-while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings at NSU or other regental schools.</i>	Yes	Fall 2021

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

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

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

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

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

This program requires no additional personnel. The program consists entirely of courses already offered or approved and that are all staffed by existing faculty. The current faculty possess the workload capacity to take on the required major coursework for this program as part of their in-load. *See Appendix B (included with this program proposal).*

13. 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

Northern State University will attach a \$52.51 discipline fee to this program to purchase lab supplies for the courses in Biochemistry and Chemistry. This fee is the same as USD and SDSU’s discipline fee for courses in Chemistry with the annual rate calibrated to fall 2021 when Northern’s program in Biochemistry will begin.

14. 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:

N/A - no new courses are required for this degree program.

15. Additional Information:

Northern’s budget calculations (Appendix B) account for only credits generated by students in the Biochemistry major.

The calculations in Appendix B are conservative estimates based on the 60-65 credits required in Northern State University's B.S. in Biochemistry (see Table D on page 6 of this document to identify the 60-65 required credits). Northern's calculations in Appendix B assume Biochemistry students will take a minimum of 60 credits required for the major their sophomore, junior, and senior years after taking the required support courses outside the major their first year. With 60 credits over 3 years, each Biochemistry major will take an estimated 20 credits in the program each year. Northern State University used 20 credits per student per year to complete "Program FY cr hrs, On-Campus" in the Assumptions in Section 1 of Appendix B and in the program credit hours under question 8 on page 9 of this document. For example, in FY2, a total of 30 Biochemistry majors will take 20 credits in Biochemistry requirements each, generating 600 credits in the Biochemistry program by Biochemistry majors.

Northern State University's calculations in Appendix B are conservative estimates. Actual credits generated will be higher because students must complete 120 credits, including the general education, to graduate. Each of the "students new to the university" in the estimates in this document will generate 120 credits at Northern, not just the 60 credits in the Biochemistry major. Appendix B only counts Biochemistry credits.

Appendix B
Budget & Resources

Northern State University, B.S. in Biochemistry

1. Assumptions

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		14	30	38	44
Program FY cr hrs, On-Campus		280	600	760	880
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.50	0.50	0.75	0.75
Faculty Salary & Benefits, average	See p. 3	\$79,340	\$79,340	\$79,340	\$79,340
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470

2. Budget

Salary & Benefits

Faculty, Regular	\$39,670	\$39,670	\$59,505	\$59,505
Faculty, Adjunct (rate x number of courses)	\$0	\$0	\$0	\$0
Other FTE	\$0	\$0	\$0	\$0
S&B Subtotal	\$39,670	\$39,670	\$59,505	\$59,505

Operating Expenses

Travel	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0
Supplies & materials	\$0	\$1,000	\$5,000	\$5,000
Capital equipment	\$0	\$5,000	\$1,000	\$1,000
OE Subtotal	\$0	\$6,000	\$6,000	\$6,000
Total	\$39,670	\$45,670	\$65,505	\$65,505

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	UG	\$215.32	\$215.32	\$215.32	\$215.32
On-campus tuition revenue	hrs x amt	\$60,290	\$129,192	\$163,643	\$189,482
Program fee, per cr hr (if any)	\$52.51	\$14,703	\$31,506	\$39,908	\$46,209
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		\$74,992	\$160,698	\$203,551	\$235,690

Appendix B
Budget & Resources

Northern State University, B.S. in Biochemistry

Resources Over (Under) Budget	\$35,322	\$115,028	\$138,046	\$170,185
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Provide a summary of the program costs and resources in the new program proposal.

Appendix B
Budget & Resources

Northern State University, B.S. in Biochemistry

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$61,820	\$0
University's variable benefits rate (see below)	0.1464	0.1464
Variable benefits	\$9,050	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$79,340	\$8,470

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

The FY20 salaries of the 10 faculty in the Science and Math department who teach courses required in the program of study for Northern's BS in Biochemistry were averaged. These are the faculty who will regularly teach the courses and sections associated with this program.

Explain adjunct faculty costs used in table:

0 courses per year to be taught by adjuncts at \$0,000 per course.

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

Not applicable.

Summarize the operating expenses shown in the table:

As enrollment increases in the program over time, additional lab equipment and materials will be needed.

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

Northern State University will dedicate the \$52.51 discipline fee for this program to purchase lab supplies for the courses in Biochemistry and Chemistry.

Appendix B
Budget & Resources

Northern State University, B.S. in Biochemistry

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

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

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

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

Variable Benefits Rates

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (3)

DATE: March 30-31, 2021

SUBJECT

New Program: NSU BA in Global Language and Culture

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a Bachelor of Arts (BA) in Global Language and Culture. The proposed program is designed to provide students with skills and experiences to communicate effectively in global contexts across various cultural setting. The applied language skills inherent in this program provide students with the direct experience needed to navigate a globalized world in practical settings. Students will play an active role in determining their own curriculum by choosing one language as their concentration in within the major. As proposed, students will choose among Spanish, German, or Chinese, but more languages may be offered as the program grows. Students will be required to take 12 language credits, and newly created lab courses for the program electives will be taught in the language concentration.

With a focus on global communication and culture, this program will be an asset for NSU students by preparing them to actively engaging on the global stage. A wide variety of careers will be available to students, including international development and business, marketing, public policy, journalism, government work, tourism, and education. In particular, careers as interpreters and translators have a 19% job growth outlook through 2028.

IMPACT AND RECOMMENDATION

NSU requests authorization to offer the program on campus. NSU does not request new State resources. The Global Language and Culture program will require the creation of six new courses, as well as corresponding labs for each new course. The University anticipates 38 students in the program and 6 graduates within four years. The intent to plan was approved in [October 2020](#).

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – BA in Global Language and Culture

DRAFT MOTION 20210330_4-C(3):

I move to authorize NSU to offer the Bachelor of Arts (BA) in Global Language and Culture, 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:	Northern State University
MAJOR:	Global Language and Culture
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Arts (BA)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	30.2001
SPECIALIZATIONS:	N/A
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	10/2/2020
UNIVERSITY DEPARTMENT:	Languages, Literature, and Communication Studies
BANNER DEPARTMENT CODE:	NLAC
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

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

University Approval

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



President (or Designee) of the University

1/5/2021

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.**

Northern State University's proposed Global Language and Culture program is designed to provide students with skills and experiences to communicate effectively in global contexts across various cultural settings. In today's globalized world, students need direct experience using global language skills in practical settings, including those facilitated by national and international digital networks. The applied language skills inherent in this program provide students with that direct experience.

This program will address crucial questions of culture and identity as well as questions related to social, political, and economic power structures in historical and contemporary contexts. Proposed courses include critical power structures in text and historical experience, diaspora studies, and socio-political studies.

The proposed Global Language and Culture program will offer students a vibrant and accessible curriculum to keep up with current global trends and market needs, allowing them to become effective participants in a global community.

Students will play an active role in determining their own curriculum, thus facilitating student-centered learning.¹ The program allows students to choose one language as their concentration within the major. Presently, students will choose among Spanish, German, or Chinese, but expansion is anticipated to include additional languages as the program grows. This expansion could include French,² language courses offered through Northern's study abroad programs, and language courses offered at other SDBOR institutions.

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

Northern State University's Mission, Vision and Values states that Northern's mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors."³ Such opportunities are much more in the grasp of students who are well-versed in the languages and cultures of other parts of the world.

In 2018, *Babbel Magazine* (a publication of the world's first language learning application and a leader in the online language learning industry) reported that German is the second most commonly spoken language in Europe and is a significant language for a thorough understanding of developments in philosophy, science, and art.⁴ The same source reports that Chinese is the most spoken language in the world followed by Spanish as the second most spoken language in the world, including more native speakers than are fluent in the English language.⁵ The application of these languages along with the global cultural studies focus of this program will enhance the global nature of the learning opportunities that Northern offers

¹ There is only one set of learning outcomes and cross-curricular skills for this program.

² NSU is currently seeing healthy enrollments in FREN 101 and FREN 102. It is anticipated that NSU will propose a French minor that will be included within this program.

³ NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

⁴ Bohn, Thea. "What are the 10 Most Spoken Languages in Europe." *Babbel Magazine*. 18 April 2018. <https://www.babbel.com/en/magazine/most-spoken-languages-europe/>

⁵ Lang, James. "10 Most Spoken Languages in the World." *Babbel Magazine*. 14 November 2018. <https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world/>

its students. Without these opportunities, our students venturing abroad or even just communicating with people in other parts of the world (a prospect made more likely by digitalized globalization) will not have the cultural felicity to make the most of their opportunities.

Northern State University's Global Language and Culture program will provide students with the opportunity to gain a greater global and cultural understanding, which promotes Northern's vision to be "regionally recognized as a student-centered, diverse community dedicated to excellence in teaching and learning, creativity and global awareness."⁶ Additionally, it will allow students to espouse Northern's three primary values of Community ("building a culture of inclusion, belonging and collegiality that respects diversity in knowledge, culture and world view"), Discovery ("pursuing rigor and excellence in education, inquiry and engagement for the benefit of our students, state and region"), and Integrity ("adhering to the highest standards of honesty, fairness and transparency with a commitment to responsible stewardship of resources").⁷ We are not achieving these values if we are not giving our students the tools to venture out into the world and to understand it as they explore it and find their place within it, either personally or professionally.

Furthermore, this program will be an asset toward continuing the progress the Board of Regents has already made in reaching the goals set forth in its 2014-2020 Strategic Plan. Because students will play an active role in determining their own curriculum, as indicated in item 1 of this proposal, this makes the program appealing to the current and growing utility-minded college student, which will benefit students and move Northern toward higher recruitment and retention rates.

Forbes magazine reported in 2017 that today's college students are more career-focused early on in their college experiences, and they are also more likely to want hands-on experiential learning of exactly the kind this program advocates and the kind being measured by the Board of Regents under its Academic Quality and Performance objective. The same *Forbes* article notes that 13% of today's college students already operate their own business upon entering college, making the necessity for global communication tools even more urgent and more apparent to them.⁸

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

South Dakota students must prepare to be forward-thinking, proactive players on the world stage and this proposed program will serve this end. University students of the 21st-century require an increasingly expanding multinational outlook in their interdisciplinary studies, travel abroad experiences, internships, and career paths. The proposed Global Language and Culture program will both inspire student interest and simultaneously launch new avenues of scholarship and service learning for NSU. Dominic Tierney, Associate Professor of Political Science at Swarthmore College, asserts: "We need a generation of students trained in the

⁶ NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

⁷ NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

⁸ Kozinsky, Sieva. "How Generation Z is Shaping the Change in Education." *Forbes Magazine*. 24 July 2017. <https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/#45a0add96520>

diverse approaches of global studies.”⁹ In this ever-evolving global climate, awareness of the diverse cultural nuances that can bring communities and nations together rather than driving them apart is imperative to a student’s ability to successfully function on the global stage.

Additionally, this program will strengthen ongoing NSU efforts in the areas of recruiting and retention of a diverse student body and faculty while providing a dynamic university experience.¹⁰ To paraphrase Lynne Steuerle Schofield, Associate Provost for Faculty Diversity and Development and Associate Professor of Statistics at Swarthmore College, as one works to diversify campus, faculty, and the university experience, it is necessary to provide a place for students and faculty to engage in discussions that critically reflect on how the world works as an interlinked, interactive set of processes and relationships that operate across broad spheres of experience.¹¹

The SDWINS 2016-2017 South Dakota Workforce Initiative Annual Report asserts, “First, we need to prepare our youth to reach their true potential by providing the tools, information, and opportunities to guide them in their career decisions. Second, employers need mechanisms to help them recruit and retain quality workers.” Two important subheadings in this report affirm that “South Dakota wins when our youth are prepared to compete in a global high-tech economy,” and “South Dakota wins when our workforce is qualified and prepared for all types of careers.”¹² This proposed program in Global Language and Culture will fulfill those mandates.

Majors in Global Language and Culture have a clear career track in translation. According to the U.S. Bureau of Labor Statistics, interpreters and translators have a 19% growth in job outlook for 2018-2028, which is “much faster than average.”¹³ Areas where language majors regularly find employment include international development, marketing, public policy, journalism, government work, tourism, and education.¹⁴ Additionally, majors in this program could pursue employment opportunities at South Dakota manufacturing and biofuel corporations with an international component, such as Molded Fiber Glass and POET, as well as agricultural, technological, and other industries that participate in international trade.

Further, individuals with a focused study in languages and culture offered through this program are prepared to take on a wide variety of professional roles locally, nationally, and internationally in the following areas: international business/banking, immigration services, international student programs offices, hospitality, health care services, and embassy support.¹⁵ According to *Business Roundtable*, Mexico, Germany, and China are three of the top six export

⁹ Campbell, Kate. “New Global Studies Program to Explore How the World Works.” *Swarthmore College Press Release*. 7 December 2018. <https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works>

¹⁰ Item 4 of this proposal further supports this by referencing areas within the NSU Mission, Vision and Values that emphasize diversity.

¹¹ Campbell, Kate. “New Global Studies Program to Explore How the World Works.” *Swarthmore College Press Release*. 7 December 2018. <https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works>

¹² SDWINS. “South Dakota Workforce Initiatives Annual Report: Final SDWINS Report 2016-2017.” https://dlr.sd.gov/publications/documents/sdwins_annual_report_2016_2017.pdf

¹³ U.S. Bureau of Labor and Statistics. “Occupational Outlook Handbook.” 2020. <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

¹⁴ The Career Development Center at Angelo State University provides a diverse listing of careers for language majors at: <https://www.angelo.edu/services/career/majors/foreign-language.php>

¹⁵ Southeastern Louisiana University provides a comprehensive list of occupations for language majors at: http://www.southeastern.edu/acad_research/programs/cse/career_expl/slu_degree/degrees/foreign_language.html

markets for the United States. The United States exports \$229.7 billion in goods and \$32.0 billion in services to Mexico, \$49.4 billion in goods and \$31.6 billion in services to Germany, and \$115.6 billion in goods and \$54.2 billion in services to China.¹⁶ Looking specifically at South Dakota, China and Mexico are two of the top four export markets. In 2018, the state exported \$554 million in goods and \$60 million in services to Mexico and \$903 million in goods and \$95 million in services to China.¹⁷

4. How will the proposed program benefit students?

With its focus on global communication and culture, this program will be an asset for Northern State University students by preparing them to actively engage on the global stage. This preparation is imperative to attain a level of success within the ever-evolving global climate in which our students are entering. This program is forward-looking, which is imperative in the current and foreseeable academic climate. It is designed to appeal to the needs of current high school graduates entering college in their particular generational milieu and will attract students because of that prescience.

This program will build cross-cultural competency, emphasizing an active understanding of global communication and analyzing local culture in a global context. This competency will provide students with a unique understanding of the dynamic relationships among local, global, and transborder communities, which provides students with the opportunity to identify strong connections with peoples and events. In addition, it will hone students' capacity for bridging differences without prejudice in further fostering a deeper appreciation of cultural, sociopolitical, and historical similarities and differences.

With its emphasis on culture and hands-on skills in global communication as practiced within a specific language, students completing the Global Language and Culture program will develop advanced levels of cultural and linguistic competence in the context of global digital communications in Spanish, German, Chinese or other languages that may become available at and through NSU or other SDBOR institutions as this program builds.

In addition to the above, the following benefits are anticipated for students pursuing Northern State University's BA program in Global Language and Culture:

- additional career opportunities
- a language and culture focus that will decidedly augment other majors/minors (such as within the College of Professional Studies), providing students with a competitive edge in the job market¹⁸

¹⁶ *Business Roundtable*. "U.S. Economic Growth Depends on Trade." 2016. <https://www.businessroundtable.org/policy-perspectives/trade-international/benefits-of-trade>

¹⁷ *Business Roundtable*. "How South Dakota's Economy Benefits from International Trade and Investment." 2018. https://tradepartnership.com/wp-content/uploads/2019/01/BRT_TRADE_2018_South_Dakota.pdf

¹⁸ Doug Ohmer, Dean of the NSU College of Professional Studies, has agreed to add SPCM 470 Intercultural Communication (a course within this program) as an elective for the BA in International Business. He also agreed to add 8 credits of a language to the minor in International Business. The BA in International Business already requires 8 credits of introductory foreign language and 6-8 credits of intermediate foreign language or study abroad experience, which would provide one opportunity for courses that could double count between majors. Andria Moon, Associate Dean of the Millicent Atkins School of Education, and Anna Schwan, Assistant Professor of Education, have expressed a strong interest in collaborating with the proposed Global Language and Culture program to identify courses within the program that would cover the language and culture requirement of an ENL endorsement for teaching English learners in K-12.

- hands-on experiential learning through communication with students in other countries, especially with those facilitated by digital praxis networks
- hands-on experiential learning through communication and activities with international students at all campuses within the regental system
- the opportunity to participate in the NSU Global Living and Learning Community in Wolves Memorial Suites on the Northern State University campus
- demonstrate proficiency in the cultural and sociolinguistics aspects of a language
- curriculum that delivers both depth and breadth of knowledge in language and cultural studies, including theory, linguistics, and rhetoric.

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.*

A new degree is not proposed. The request is for a Bachelor of Arts (BA) degree, and Northern State University has authorization to offer a BA.

B. What is the rationale for the curriculum?

The curriculum is interdisciplinary, utilizing the qualifications and areas of expertise of faculty in multiple disciplines, with a focus on issues in a global and cultural context while including a solid foreign language base. A committee with faculty representatives from the English, German, Spanish, and Communication Studies programs designed the curriculum in consultation with faculty from the Business, Education, History, and Biology programs. The responses provided in items 1, 3 and 4 of this proposal drove the rationale for the curriculum, including a focus on cross-cultural competency, global communication, and the analysis of local culture in a global context.

Additionally, courses identified with a GLC prefix will each have an accompanying 1-credit language lab section. Labs cannot be applied to the language minor. These labs provide focused study of course topics as they pertain to the countries that speak the language associated with the lab section, and each are taught in the language of that section. The intent is for students to deepen their language skills and expand their knowledge of the countries under discussion. The labs are repeatable in each of the offered languages. The non-lab sections of courses with a GLC prefix will be taught in English and will provide team-teaching opportunities.

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

The curriculum includes core requirements that will provide an interdisciplinary perspective on the content and skills required by the major curriculum.

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

BA Global Language and Culture	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	0		
Major Requirements	26		
Major Electives	16		
Subtotal, Program Requirements		42	35%
Free Electives		48	40%
Degree Total		120	100%

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

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
		N/A		
Subtotal				

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Choose 12 credits in a foreign language minor:				
Chinese				No
German				No
Spanish				No
(NOTE: a foreign language minor is 18 credits – only 12 credits of the minor will count toward the major. With completion of the remaining minor credits, the minor will be granted with the major.)				
Required:				
IDL	190	First Year Seminar	2	No
Choose 4 of the following:				
ANTH	210	Cultural Anthropology	3	No
ENGL	215	Literature in Global Contexts	3	No
GEOG	210	World Regional Geography	3	No
GEOG	320	Regional Geography	3	No
LING	435	Second Language Development	3	No
POLS	250	Introduction to International Relations	3	No
POLS	440	Comparative Government	3	No
POLS	454	International Law and Organization	3	No
SPCM	470	Intercultural Communication	3	No
Subtotal			26	

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Choose 4 of the following:				
*GLC	300	Transcultural Digital Literacies	3	Yes
*GLC	301	Global Health and Food Politics	3	Yes

*GLC	302	Intersectionality	3	Yes
*GLC	303	Cinema in International Contexts	3	Yes
*GLC	304	Ethnic Conflict and Nationalism	3	Yes
*GLC	305	Comedy, Humor, and Culture	3	Yes
EXCH	389	Student Exchange – International (students would study abroad in a Chinese, German, or Spanish speaking country)	3	No
Choose 4 of the following:				
*GLC	300L	Transcultural Digital Literacies – offered in Chinese, German, and Spanish	1	Yes
*GLC	301L	Global Health and Food Politics – offered in Chinese, German, and Spanish	1	Yes
*GLC	302L	Intersectionality– offered in Chinese, German, and Spanish	1	Yes
*GLC	303L	Film in International Contexts – offered in Chinese, German, and Spanish	1	Yes
*GLC	304L	Ethnic Conflict and Nationalism – offered in Chinese, German, and Spanish	1	Yes
*GLC	305L	Comedy, Humor, and Culture – offered in Chinese, German, and Spanish	1	Yes
Subtotal			16	

*indicates proposed new courses added specifically for the major

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) Corresponding BOR Cross-Curricular Skill in bold italics	Program Courses that Address the Outcomes						
	ANTH 210 GLC 300 GLC 303 GLC 305	ENGL 215 POLS 454	GEOG 210 GEOG 320 GLC 302	12-FL credits* LING 435	SPCM 470 POLS 250 POLS 440 GLC 301	GLC 300L- 305L	GLC 304
Communicate and respond to issues (i.e. ethical, political, social, etc.) on a local, national, and/or global level <i>(Civic Knowledge and Engagement)</i>					X		X
Identify and explain relevance of cultural perspectives <i>(Diversity, Inclusion and Equity)</i>		X	X		X		X
Students will identify and make connections between cultural artifacts (literature, art, film, digital media, etc.) and their social, historical, or political relevance. <i>(Intercultural Knowledge)</i>	X						

Students will determine and analyze perspectives representative of a particular culture. <i>(Inquiry and Analysis)</i>		X					
Students will utilize theories of second language development and communicate orally in a foreign language with ample vocabulary, grammatical accuracy, good pronunciation, and fluency. <i>(Diversity, Inclusion and Equity)</i>				X		X	
Demonstrate effective written and oral communication skills. <i>(Critical and Creative Thinking)</i>		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.

N/A

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

Students will demonstrate mastery through proficient fulfillment of all learning outcomes through successful completion of the curriculum. No grade below a “C” will be accepted in a course taken to fulfill the major requirements and major electives. Student learning will be assessed through both direct and indirect measures at every level of the curriculum.

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

Faculty will use standard technology appropriate to their discipline areas. Primary instructional techniques will include lectures, discussion-based coursework, group work, and written and oral presentations.

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 outside consultants were engaged.

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

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th

<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	4	6	8	10
Students from other university programs ¹⁹	2	4	6	8
Continuing students		6	16	20
=Total students in the program (fall)	6	16	20	38
Program credit hours (major courses)** ²⁰	48	192	240	456
Graduates			3	6

¹⁹Do not include current fiscal year.

²⁰This 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.

We do not expect students to be redirected from existing programs at the university other than a possible movement of Spanish majors and any remaining German majors. We also expect some current Chinese minors, German minors, and Spanish minors to add this major. Additionally, this program is a beneficial supplement as a probable double major to students studying in such areas as international business, political science, entrepreneurship, education, and communication studies. The majority of courses that will be offered in this proposed program will double count between majors, thereby providing the opportunity to add the BA in Global Language and Culture as a second major. We do anticipate that a majority of students enrolling in this program will be new to the university, as this robust, engaging, interdisciplinary program will become a draw for new students interested in international studies.

The strength of our language faculty and communication studies faculty as well as participating faculty in interdisciplinary course offerings, the strength of the curriculum and the university, along with the multinational forward-thinking nature of the program will be recruiting strengths for the BA in Global Language and Culture.

To calculate the first-year enrollment, we looked at our current (spring 2020) language majors and communication studies majors in these areas and calculated a percentage of those majors. As of spring 2020, there are 3 German majors, 12 Spanish majors, and 27 communication studies majors. We calculated a 6% approximation of these majors who may enter the program as majors or as double majors, which does not include majors in other programs who may choose to double major in this program. To calculate the fourth-year enrollment, we anticipated that the expanding need for a global outlook (as discussed in numbers 2 and 4 above) that is addressed by this program would serve as a recruiting tool. This would then allow for an increase in students entering the program by its fourth year.

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

No.

¹⁹ It is anticipated that these students would be current foreign language minors who add this major or students who add a foreign language minor when adding this program.

²⁰ This figure assumes that students in this 40- hour program will take an average of 6 credit hours per semester (12 credit hours per year) in the required or elective courses for this major.

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

No exceptions are requested.

12. Delivery Location

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

	Yes/No	Intended Start Date
On campus <i>-while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.</i>	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	<i>As stated above, while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.</i>	Fall 2021
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. Complete Appendix B – Budget and briefly summarize to support Board staff analysis.

This program requires no additional personnel and no additional costs. The program consists of 24 credits hours from courses already offered and 16 credit hours from 24 credits of new courses (6 new courses and labs) that will all be staffed by existing faculty. The current faculty possess the workload capacity to take on the required major coursework for this program as part of their in-load. Northern faculty have already collaborated to develop syllabi for the new courses in the BA in Global Language and Culture program.

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 B

Northern State University, B.A. in Global Language and Culture

1. Assumptions

		1st FY17	2nd FY18	3rd FY19	4th FY20
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		14	30	38	58
Program FY cr hrs, On-Campus		280	600	760	1,160
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.50	0.50	0.75	0.75
Faculty Salary & Benefits, average	See p. 3	\$84,675	\$84,675	\$84,675	\$84,675
Faculty, Adjunct - number of courses	See p. 3	2	2	2	2
Faculty, Adjunct - per course	See p. 3	\$2,000	\$2,000	\$2,000	\$2,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$42,338	\$42,338	\$63,506	\$63,506
Faculty, Adjunct (rate x number of courses)		\$4,000	\$4,000	\$4,000	\$4,000
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$46,338	\$46,338	\$67,506	\$67,506
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$1,000	\$2,000	\$2,000
Capital equipment		\$0	\$0	\$0	\$0
OE Subtotal		\$0	\$1,000	\$2,000	\$2,000
Total		\$46,338	\$47,338	\$69,506	\$69,506

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	UG	\$215.32	\$215.32	\$215.32	\$215.32
On-campus tuition revenue	hrs x amt	\$60,290	\$129,192	\$163,643	\$249,771
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	\$60,290	\$129,192	\$163,643	\$249,771

Resources Over (Under) Budget **\$13,952** **\$81,854** **\$94,137** **\$180,265**

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

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$66,473	\$0
University's variable benefits rate (see below)	0.1464	0.1464
Variable benefits	\$9,732	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$84,675	\$8,470

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

The FY20 salaries of 9 faculty in the Languages, Literature, and Communications Studies department and the History and Social Sciences department who teach courses required in the program of study for Northern's BA in Global Language and Culture were averaged. These are the faculty who will regularly teach the courses and sections associated with this program.

Explain adjunct faculty costs used in table:

2 courses per year to be taught by adjuncts at \$2,000 per course estimated cost, as not all students in the courses will be Global Language and Culture majors.

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

Not applicable.

Summarize the operating expenses shown in the table:

As enrollment increases in the program over time, additional materials may be needed.

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

Not applicable. No discipline fees attached to this program.

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

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

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

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

Variable Benefits Rates

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

Rates updated February 2019 (JP)



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU

College of Arts and Sciences /Languages, Literature, and
Communication Studies

Institution

Division/Department

Michael W. Werners

Institutional Approval Signature

12/8/2020

Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 300	Transcultural Digital Literacies	3
GLC 300L	Transcultural Digital Literacies Lab	1

NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.

GLC 300 Course Description

Examination of new technologies and their constraints in learning, imagining, and creating knowledge that traverses national boundaries and conventional cultural borders. Students are provided the structure to understand significant transcultural digital literacies in the 21st century through the theoretical frameworks in which various forms of borders, limits, and cultural boundaries can be studied. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 300L Course Description

Language lab that provides focused study of transcultural digital literacies as they pertain to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 300L	Transcultural Digital Literacies Lab	Co-req to GLC 300 concurrently if Global Language Culture major

Registration Restrictions

N/A

Section 2. Review of Course**2.1. Will this be a unique or common course (place an "X" in the appropriate box)?**☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
ENGL 380	Futuristic Communications	3
GE 231	Technology, Society, and Ethics	3

Provide explanation of differences between proposed course and existing system catalog courses below:

While ENGL 380 and GE 231 include aspects of technology and technological innovations, neither of them focus on digital literacy or its transcultural aspects and theoretical frameworks, which is found in GLC 300. There is no equivalent to the proposed GLC 300L courses.

☐ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☒ **No. Schedule Management, explain below:**

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

Northern's Global Language and Culture courses will meet requirements in the Global Language and Culture major. Courses will also meet requirements or electives in the International Business major, the Sociology major, the Criminal Justice major, the Communications Studies major, and the Associate's in Criminal Justice.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)):

If requesting an instructional method that is exempt from [Section Size Guidelines](#), please provide a brief description of how course is appropriate for the instructional method, as defined in AAC Guidelines.

GLC 300 – D (Discussion/Recitation)

GLC 300L – L (Laboratory)

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

N01 - Face-to-Face (GLC 300/300L)

N15 – Internet Asynchronous – Term Based Instruction (GLC 300 only)

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 300 ☐ Yes, total credit limit: ☒ No

GLC 300L ☒ Yes, total credit limit: 3 (each in a different language) ☐ 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: 30 ☐ 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?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A New Prefix Request form is being filed along with this New Course Request form. Northern State University is proposing a new BA degree program Global Language and Culture. This new prefix would designate required courses specific to this program.

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: NLNCO

4.2. Banner Department Code: NLAC

4.3. Proposed CIP Code: GLC 300 - 30.2001; GLC 301 – 16.0101

Is this a new CIP code for the university? ☒ Yes ☒ No
30.2001 16.0101



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU	College of Arts and Sciences /Languages, Literature, and Communication Studies
Institution	Division/Department
	12/8/2020
Institutional Approval Signature	Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 301	Global Health and Food Politics	3
GLC 301L	Global Health and Food Politics Lab	1

NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.

GLC 301 Course Description

Examination of global health priorities, programs, and challenges as well as ongoing changes in global health trends. Students will explore successful initiatives and programs promoting public health, including analyzing the politics surrounding food production, distribution, and choices and how these politics play a factor in the determinants of health and disease. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 301L Course Description

Language lab that provides focused study of global health and food politics as they pertain to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 301L	Global Health and Food Politics Lab	Co-req to GLC 300 concurrently if Global Language Culture major

Registration Restrictions

N/A

Section 2. Review of Course**2.1. Will this be a unique or common course (place an “X” in the appropriate box)?**☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
NUTR 111	Food, People, and the Environment	3
ABS 203	Global Food Systems	3

Provide explanation of differences between proposed course and existing system catalog courses below:

NUTR 111 looks at ethical issues and environmental impacts of global food production and food processing, whereas GLC 301 explores the politics of food production and distribution and its role in global health and disease. ABS 203 looks at global food systems and agricultural diversity, with a focus on agricultural constraints and practical issues of food production (techniques, economics, etc.), whereas GLC 301 explores various aspects of global public health in conjunction with politics of food production. Overall, GLC 301 provides a more comprehensive look at food systems, production, distribution and their role in global health and disease. There is no equivalent to the proposed GLC 301L courses.

☐ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☒ **No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

Northern's Global Language and Culture courses will meet requirements in the Global Language and Culture major. Courses will also meet requirements or electives in the International Business major, the Sociology major, the Criminal Justice major, the Communications Studies major, and the Associate's in Criminal Justice.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)):

If requesting an instructional method that is exempt from [Section Size Guidelines](#), please provide a brief description of how course is appropriate for the instructional method, as defined in AAC Guidelines.

GLC 301 – D (Discussion/Recitation)
GLC 301L – L (Laboratory)

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

N01 - Face-to-Face (GLC 301 and GLC 301L)
N15 – Internet Asynchronous – Term Based Instruction (GLC 301 only)

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 301 ☐ Yes, total credit limit: ☒ No
GLC 301L ☒ Yes, total credit limit: 3 (each in a different language) ☐ 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: 30 ☐ 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?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A New Prefix Request form is being filed along with this New Course Request form. Northern State University is proposing a new BA degree program Global Language and Culture. This new prefix would designate required courses specific to this program.

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: NLNCO

4.2. Banner Department Code: NLAC

4.3. Proposed CIP Code: GLC 301 - 30.2001; GLC 301L – 16.0101

Is this a new CIP code for the university? ☒ Yes – ☒ No
30.2001 16.0101



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU

Institution

College of Arts and Sciences /Languages, Literature, and
Communication Studies

Division/Department

Michael W. Werners
Institutional Approval Signature

12/8/2020

Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 302	Intersectionality	3
GLC 302L	Intersectionality Lab	1

NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.

GLC 302 Course Description

Examination of important issues, questions, and debates regarding intersectionality (the notion that race, gender, sexuality and other terrains of difference gain meaning from each other). Students analyze intersectionality as a theoretical framework and as a way to see the world, particularly critiquing and dismantling systems of power. Students explore resources drawn from sociology, cultural studies, history, and race and gender theory. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 302L Course Description

Language lab that provides focused study of intersectionality as it pertains to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 302L	Intersectionality Lab	Co-req to GLC 300 concurrently if Global Language Culture major

Registration Restrictions

N/A

Section 2. Review of Course**2.1. Will this be a unique or common course (place an “X” in the appropriate box)?**☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SOC 483	Sociology of Gender Roles	3
SPCM 370	Communication/Social Identity	3

Provide explanation of differences between proposed course and existing system catalog courses below:

While SOC 483 does look at the cultural differences associated with a social grouping, the specific focus is on gender roles, and though SPCM 370 does look at more varied social identities in examining influences associated with behaviors and communication, GLC 302 provides a more comprehensive view of social groupings and their interconnectedness. GLC 302 also explores social, economic, and political ramifications of this interconnectedness. There is no equivalent to the proposed GLC 302L courses.

☐ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☒ **No. Schedule Management, explain below:**

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

Northern's Global Language and Culture courses will meet requirements in the Global Language and Culture major. Courses will also meet requirements or electives in the International Business major, the Sociology major, the Criminal Justice major, the Communications Studies major, and the Associate's in Criminal Justice.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)):

If requesting an instructional method that is exempt from [Section Size Guidelines](#), please provide a brief description of how course is appropriate for the instructional method, as defined in AAC Guidelines.

GLC 302 – D (Discussion/Recitation)

GLC 302L – L (Laboratory)

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

N01 - Face-to-Face (GLC 302 and GLC 302L)

N15 – Internet Asynchronous – Term Based Instruction (GLC 302 only)

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 302 ☐ Yes, total credit limit: ☒ No

GLC 302L ☒ Yes, total credit limit: 3 (each in a different language) ☐ 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: 30 ☐ 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?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A New Prefix Request form is being filed along with this New Course Request form. Northern State University is proposing a new BA degree program Global Language and Culture. This new prefix would designate required courses specific to this program.

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: NLNCO

4.2. Banner Department Code: NLAC

4.3. Proposed CIP Code: GLC 302 - 30.2001; GLC 302L - 16.0101

Is this a new CIP code for the university? ☒ Yes ☒ No
30.2001 16.0101



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU

**College of Arts and Sciences /Languages, Literature, and
Communication Studies**

Institution

Division/Department

Michael W. Werners
Institutional Approval Signature

12/8/2020

Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 303	Cinema in International Contexts	3
GLC 303L	Cinema in International Contexts Lab	1

NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.

GLC 303 Course Description

An examination of critical films and digital theatre across international borders. Students will develop media literacy skills with a global perspective, analyzing diverse global cinematic traditions. Particular attention will be paid to the cultural, political, and economic forces that impact cinematic and theatrical production, distribution, and consumption. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 303L Course Description

Language lab that provides focused study of cinema in international contexts as it pertains to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 303L	Cinema in International Contexts Lab	Co-req to GLC 300 concurrently if Global Language Culture major

Registration Restrictions

N/A

Section 2. Review of Course**2.1. Will this be a unique or common course (place an "X" in the appropriate box)?**☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
GLST 435	Global Film	3
THEA 305	World Cinema: Film and Culture	3

Provide explanation of differences between proposed course and existing system catalog courses below:

GLST 435 explores the relationship between global films, culture, and historical experience, and THEA 305 adopts a comparative approach of perspectives on global cinema and American cinema. Conversely, GLC 303 examines international perspectives and traditions of global cinema and digital theatre with a focus on how outside forces (cultural, political, and economic) impact their production, distribution, and viewing. There is no equivalent to the proposed GLC 303L courses.

☐ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☒ **No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

Northern's Global Language and Culture courses will meet requirements in the Global Language and Culture major. Courses will also meet requirements or electives in the International Business major, the Sociology major, the Criminal Justice major, the Communications Studies major, and the Associate's in Criminal Justice.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)):

If requesting an instructional method that is exempt from [Section Size Guidelines](#), please provide a brief description of how course is appropriate for the instructional method, as defined in AAC Guidelines.

GLC 303 – D (Discussion/Recitation)

GLC 303L – L (Laboratory)

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

N01 - Face-to-Face (GLC 303 and GLC 303L)

N15 – Internet Asynchronous – Term Based Instruction (GLC 303 only)

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 303 ☐ Yes, total credit limit: ☒ No

GLC 303L ☒ Yes, total credit limit: 3 (each in a different language) ☐ 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: 30 ☐ 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?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A New Prefix Request form is being filed along with this New Course Request form. Northern State University is proposing a new BA degree program Global Language and Culture. This new prefix would designate required courses specific to this program.

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: NLNCO

4.2. Banner Department Code: NLAC

4.3. Proposed CIP Code: GLC 303 - 30.2001; GLC 303L – 16.0101

Is this a new CIP code for the university? ☒ Yes ☒ No
30.2001 16.0101



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU	College of Arts and Sciences /Languages, Literature, and Communication Studies
Institution	Division/Department
	12/8/2020
Institutional Approval Signature	Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 304	Ethnic Conflict and Nationalism	3
GLC 304L	Ethnic Conflict and Nationalism Lab	1

NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.

GLC 304 Course Description

Explores competing definitions of nationalism and ethnic politics, focusing on comparative analysis in a global context and examining strategies employed by governments to manage ethnic tension. Students will analyze various resources related to nationalism, nationalist movements, and ethnic politics and consider nationalist and ethnic movements in a variety of contexts in developed and developing countries. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 304L Course Description

Language lab that provides focused study of ethnic conflict and nationalism as they pertain to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 604L	Ethnic Conflict and Nationalism Lab	Co-req to GLC 300 concurrently if Global Language Culture major

Registration Restrictions

N/A

Section 2. Review of Course**2.1. Will this be a unique or common course (place an "X" in the appropriate box)?**☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
POLS 141	Governments of the World	3
GLST 480	Ethics of Globalization	3

Provide explanation of differences between proposed course and existing system catalog courses below:

While POLS 141 focuses on international political philosophy and governmental systems, and GLST 480 is centered on examining ethics and moral philosophical foundations of globalization theory, GLC 304 explores national identity and ethnic politics in a global context, including the practices and strategies of governmental management of ethnic tension. There is no equivalent to the proposed GLC 304L courses

☐ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☒ **No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

Northern's Global Language and Culture courses will meet requirements in the Global Language and Culture major. Courses will also meet requirements or electives in the International Business major, the Sociology major, the Criminal Justice major, the Communications Studies major, and the Associate's in Criminal Justice.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)):

If requesting an instructional method that is exempt from [Section Size Guidelines](#), please provide a brief description of how course is appropriate for the instructional method, as defined in AAC Guidelines.

GLC 304 – D (Discussion/Recitation)

GLC 304L – L (Laboratory)

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

N01 - Face-to-Face (GLC 304 and GLC 304L)

N15 – Internet Asynchronous – Term Based Instruction (GLC 304 only)

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 304 ☐ Yes, total credit limit: ☒ No

GLC 304L ☒ Yes, total credit limit: 3 (each in a different language) ☐ 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: 30 ☐ 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?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A New Prefix Request form is being filed along with this New Course Request form. Northern State University is proposing a new BA degree program Global Language and Culture. This new prefix would designate required courses specific to this program.

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: NLNCO

4.2. Banner Department Code: NLAC

4.3. Proposed CIP Code: GLC 304 - 30.2001; GLC 304L – 16.0101

Is this a new CIP code for the university? ☒ Yes ☒ No
30.2001 16.0101



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system course database through for information about existing courses before submitting this form.

NSU <hr/> Institution	College of Arts and Sciences / Department of Languages, Literature, and Communication Studies <hr/> Division/Department
 Institutional Approval Signature	12/8/2020 <hr/> Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system course database, including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
GLC 305	Comedy, Humor, and Culture	3
GLC 305L	Comedy, Humor, and Culture Lab	1

NOTE: The Enrollment Services Center assigns short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in student information system.

GLC 305 Course Description

Examines cultural traditions of humor, including stances on appropriate and inappropriate material, cultural histories of humor, and traditional media for transmitting comedic material. Students will consider cross-cultural transmission, analyzing the successful melding of comedic styles as well as the volatile clashes of comedic traditions. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 305L Course Description

Language lab that provides focused study of comedy, humor, and culture as it pertains to the countries that speak the language associated with this lab section. Lab is taught in the language of this section. Completion of first-year courses in language emphasis or permission of instructor is required.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
GLC 305L	Comedy, Humor, and Culture Lab	Co-req to GLC 300 concurrently if Global Language Culture major

Registration Restrictions

N/A

Section 2. Review of Course**2.1. Will this be a unique or common course (place an "X" in the appropriate box)?**☒ **Unique Course**

If the request is for a unique course, institutions must review the common course catalog in the system course database to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form. Courses requested without an attempt to find comparable courses will not be reviewed.

Prefix & No.	Course Title	Credits
SPCM 470	Intercultural Communication	3
ENGL 350	Humor in American Culture	3

Provide explanation of differences between proposed course and existing system catalog courses below:

SPCM 470 looks at theories and characteristics of intercultural communication, with inclusion of creative communication, and ENGL 350 focuses entirely on American literary humor. Exploring and often challenging the belief that humor is universal, GLC 305 provides a comprehensive exploration of humor on a global scale, looking at cultural traditions of humor and cross-cultural transmission of comedic style and acceptance. There is no equivalent to the proposed GLC 305L courses.

☐ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☒ **No.** Schedule Management, explain below:

This course and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.):

Northern's Global Language and Culture courses will meet requirements in the Global Language and Culture major. Courses will also meet requirements or electives in the International Business major, the Sociology major, the Criminal Justice major, the Communications Studies major, and the Associate's in Criminal Justice.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)):

If requesting an instructional method that is exempt from [Section Size Guidelines](#), please provide a brief description of how course is appropriate for the instructional method, as defined in AAC Guidelines.

GLC 305 – D (Discussion/Recitation)

GLC 305L – L (Laboratory)

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

N01 - Face-to-Face (GLC 305 and GLC 305L)

N15 – Internet Asynchronous – Term Based Instruction (GLC 305 only)

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 305 ☐ Yes, total credit limit: ☒ No

GLC 305L ☒ Yes, total credit limit: 3 (each in a different language) ☐ 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: 30 ☐ 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?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A New Prefix Request form is being filed along with this New Course Request form. Northern State University is proposing a new BA degree program Global Language and Culture. This new prefix would designate required courses specific to this program.

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: NLNCO

4.2. Banner Department Code: NLAC

4.3. Proposed CIP Code: GLC 305 - 30.2001; GLC 305L – 16.0101

Is this a new CIP code for the university?

<input checked="" type="checkbox"/>	Yes	<input checked="" type="checkbox"/>	No
	30.2001		16.0101

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (4)

DATE: March 30-31, 2021

SUBJECT

New Program: SDSMT – MS in Green and Sustainable Chemistry

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests permission to offer a Master of Science (MS) program in Green and Sustainable Chemistry. Green and Sustainable Chemistry is defined as the design, development and implementation of chemical products and processes that enable scientists and engineers to protect and benefit the economy, people and the planet by finding creative and innovative ways to reduce waste, conserve energy, and discover replacements for hazardous substances.

There is a national and international demand for skilled personnel in industry to support innovations in the area of green chemistry, sustainable energy, and environmental science, which are the foci of the proposed MS program in Green and Sustainable Chemistry. The proposed degree will train students in the target technology sectors that are closely related to the green jobs.

The proposed program will provide MS level of training for students interested in the broad area of Chemistry and/or Biology related to green and sustainability science and technology. The proposed program provides professional preparation for green jobs in industry, national labs, federal agencies, and universities and/or careers in research, development, and management. The proposed graduate degree will provide the students expertise in the broad area of green technologies, promote their career development, and increase their salary at entry of employment. The proposed program will help retain the South Dakota students and attract the out-of-state students and international students as this field is growing rapidly and expertise in this area is in high demand.

The intent to plan for this program was approved in [June 2019](#).

(Continued)

DRAFT MOTION 20210330_4-C(4):

I move to authorize SDSMT to offer the MS in Green and Sustainable Chemistry, as presented.

Per BOR Policy 2:1, an external review of the program has been conducted, and the final report of the reviewers, as well as the campus response to the report, are included within Attachment II.

IMPACT AND RECOMMENDATION

The proposed Green and Sustainable Chemistry program will advance the research and development of South Dakota in an area anticipated to experience a large increase in Federal research funding.

The program will require the creation of three new courses.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSMT – MS in Green and Sustainable Chemistry

Attachment II – External Program Review Report and Campus Response



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

Use this form to propose a new graduate degree program. 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 Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	SDSM&T
PROPOSED GRADUATE PROGRAM:	Green and Sustainable Chemistry
EXISTING OR NEW MAJOR(S):	
DEGREE:	Master of Science
EXISTING OR NEW DEGREE(S):	
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	40.0501
SPECIALIZATIONS:	
IS A SPECIALIZATION REQUIRED (Y/N):	N
DATE OF INTENT TO PLAN APPROVAL:	6/26/2019
UNIVERSITY DEPARTMENT:	Chemistry, Biology, and Health Science
UNIVERSITY DIVISION:	

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

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

University Approval

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

President of the University

Click here to enter a
date.

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.

South Dakota School of Mines and Technology (SDSM&T) requests permission to offer a M.S. program in Green and Sustainable Chemistry. Green and Sustainable Chemistry is defined as the design, development and implementation of chemical products and processes that “enable scientists and engineers to protect and benefit the economy, people and the planet by finding creative and innovative ways to reduce waste, conserve energy, and discover replacements for hazardous substances.”¹

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	

SDCL 13-60-1 provides the mission of SDSM&T as follows: “The South Dakota School of Mines and Technology, formerly the State School of Mines, located at Rapid City, in Pennington County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in engineering and the natural sciences and other courses or programs as the Board of Regents may determine.”

The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences 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. Graduate programs in engineering and science are currently approved for the university.

The proposed MS program provides trained individuals who can contribute to the South Dakota and the Nation through advanced technical innovation in the proposed areas of Green and Sustainable Chemistry. The program is responding to a nationwide demand of chemists and scientists in the broad area of Green and Sustainable Chemistry. The purpose of the program is to advance the knowledge for Green and Sustainable chemistry and recruit and retain talents for workforce development, sustainable economy, and green labor market in South Dakota.

The SDSM&T M.S. in Green and Sustainable Chemistry supports the Board of Regents’ Strategic Plan² in the following ways:

- **Student Success** by increasing the number of graduate degrees awarded and by attracting/retaining more resident and non-resident students in South Dakota
- **Academic Quality and Performance** by creating a new graduate program and increasing the student cohort and thereby enhancing graduate programs for the state

¹ American Chemical Society, <https://www.acs.org/content/acs/en/greenchemistry/what-is-green-chemistry.html>

² https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

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- **Research and Economic Development** by increasing funded research and encouraging private/public partnerships, including in the target industries identified in the 2020 Vision analysis.³
- **South Dakota Workforce Development** by meeting the existing & future workforce needs, including those identified in the 2020 Vision analysis, and supporting development of the existing and new green technologies in South Dakota.

The proposed Green and Sustainable Chemistry program will advance the research and development of South Dakota in an area anticipated to experience a large increase in Federal research funding. On January 21, 2020 a session was held at the World Economic Annual Forum in Davos, Switzerland on “Solving the Green Growth Equation.” Two of the seven themes of the 2020 conference are “How to Save the Planet” and “Healthy Futures.”⁴ Worldwide focus on sustainability will enhance the likelihood that a bipartisan sustainable chemistry bill⁵ introduced in congress to coordinate federal activities that support sustainable chemistry will pass.

SD Mines is already positioning itself to secure considerable Federal funding in the proposed area. Recently, a planning grant for “Center for Solid-State Green Electric Power Generation and Storage (CEPS), led by Dr. Smirnova from SDSM&T Chemistry, was recently awarded by the NSF Industry University Cooperative Research Center (IUCRC) program. The proposed Green and Sustainable Chemistry MS program would strongly support and benefit from this potential NSF IUCRC project. Based on the long-term partnerships between four universities (SDSM&T, SDSU, USD, and NEU), industry, national laboratories, and state and federal institutions, the IUCRC CEPS will bring new students to Green and Sustainable Chemistry program, provide their financial support, professional expertise, and green energy jobs placement at the corresponding industrial sites of the CEPS members.

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

There is a national and international demand for skilled personnel in industry to support innovations in the area of green chemistry, sustainable energy, and environmental science, which are the foci of the proposed MS program in Green and Sustainable Chemistry. The proposed degree will train students in the target technology sectors that are closely related to the green jobs. *The US Bureau of Labor Statistics* defines the green jobs as those (1) in businesses that produce goods or provide services that benefit the environment or conserve natural resources or (2) in businesses that the workers’ duties involve making their establishment’s production processes more environmentally friendly or use fewer natural resources.⁶ These jobs include the area of energy from renewable sources, energy efficiency, pollution reduction and removal, greenhouse gas reduction, and recycling and reuse, and natural resources conservation. According to the US Bureau of Lab Statistics, employment of chemists is projected to grow 4 percent from 2018 to 2028, and “in chemical manufacturing, employers will call upon chemists’ knowledge of green chemistry to improve environmental safety in the workplace and community.”⁷ One of the focused areas of the proposed program is the renewable energy and green generation/storage. Clean and sustainable energy in the form of wind, solar, and hydroelectric power comprised 18% of all U.S. electricity production in

³ <http://sdepescor.org/sdepescorHome/wp-content/uploads/2015/07/2020-Vision.pdf>

⁴ <https://www.weforum.org/events/world-economic-forum-annual-meeting-2020/themes>

⁵ H.R. 2051, <https://www.congress.gov/bill/116th-congress/house-bill/2051>

⁶ <https://www.bls.gov/green/home.htm>

⁷ <https://www.bls.gov/ooh/life-physical-and-social-science/chemists-and-materials-scientists.htm#tab-6>

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2018, and clean energy and energy efficiency supported over 3 million jobs in 2017, according to “U.S. Clean Energy Trends in 2018”.⁸

The proposed degree will develop workforce aligned well with the target technology sectors of Energy and Environment, Materials and Advanced Manufacturing, and Value-Added Agriculture and Agribusiness, identified 2020 Vision: The South Dakota Science and Innovation Strategy; according the data from the report, these areas each experienced 14.4%, 27.9%, and 0.2% job growth in South Dakota from 2006-2011, exceeding National averages in each area respectively.⁹

4. How will the proposed program benefit students?

The proposed program will provide MS level of training for students interested in the broad area of Chemistry and/or Biology related to green and sustainability science and technology. The proposed program provides professional preparation for green jobs in industry, national labs, federal agencies, and universities and/or careers in research, development, and management. The proposed graduate degree will provide the students expertise in the broad area of green technologies, promote their career development, and increase their salary at entry of employment. The proposed program will help retain the South Dakota students and attract the out-of-state students and international students as this field is growing rapidly and expertise in this area is in high demand.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale¹⁰

A new degree is not being proposed. SDSM&T offers 14 MS degrees in the field of science and engineering. An MS degree is desired to provide BS-level candidates graduate-level training directly related to their chosen specialty in preparation for high-level technical employment or further studies towards the PhD.

B. What is the rationale for the curriculum?

The MS Green and Sustainable Chemistry program curriculum is designed to address the growing demand for highly qualified professionals in the broad area of green and sustainable chemistry and technologies and to support and complement the current research foci of the green and sustainable chemistry.

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

The proposed curriculum is consistent with the current national standards in MS degree in Green and Sustainable Chemistry. American Chemical Society (ACS) provides a list of Green Chemistry BS, MS, and PhD academic programs, specializations, and courses in the US and internationally.¹¹ Most of the universities listed by the ACS offer Green Chemistry undergraduate programs or specializations, and the graduate Green Chemistry programs are still relatively rare in the US. Appendices 1 and 2 give two examples of curriculum from the

⁸ U.S. Clean Energy Trends in 2018, <https://www.bcse.org/factbook/#>

⁹ <http://sdepacor.org/sdepacorHome/wp-content/uploads/2015/07/2020-Vision.pdf>

¹⁰ “New Degree” means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

¹¹ <https://www.acs.org/content/acs/en/greenchemistry/students-educators/academicprograms.html>

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MS programs in the broad areas of green and sustainable chemistry/science at George Washington University¹² and University of South California.¹³

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

M.S. in Green Chemistry – Thesis Option	Credit Hours	Percent
Required Courses	5	17%
Electives	13-19	63%
Required Thesis Research	6-12	20%
Total Required for the Degree Total	30	100

* At least 6 credits of Thesis Research (Chem 798) are required for this degree. No more than 12 credits of Chem 798 may be applied toward the degree. A thesis defense and an oral final examination are required for this degree.

** A minimum of 15 credits of the 30 required must be taken at the 500 level or above.

*** At least 6 credit hours of the elective courses are elective courses with a Chem prefix.

M.S. in Green Chemistry – Non-Thesis Option	Credit Hours	Percent
Required Courses	5	17%
Electives	19-22	73%
Required Research Project	3-6	10%
Total Required for the Degree Total	30	100

* At least 3 credits of Research Project (Chem 788) are required for this degree. No more than 6 credits of Chem 788 may be applied toward the degree. An oral project examination and/or written report for the non-thesis degree.

** A minimum of 15 credits of the 30 required must be taken at the 500 level or above.

*** At least 6 credit hours of the elective courses are elective courses with a Chem prefix.

Accelerated BS/MS program in Green and Sustainable Chemistry: Students entering the accelerated MS program must satisfy all requirements expected of traditional MS students, including writing and defending a thesis for thesis option or completing a research project for non-thesis option. The accelerated BS/MS program is governed by campus-wide policies as stated in the Graduate section of the SDSM&T catalog. The following additional guidelines and policies pertain to the accelerated program within the Department of Chemistry, Biology, and Health Sciences.

1. SD Mines students admitted to the Accelerated MS option may apply up to 12 credits of 400/500/600 level courses taken as an undergraduate to both the BS and MS degrees.
2. The student must maintain a 3.0 cumulative GPA on the undergraduate and graduate transcripts to remain eligible for the accelerated program. If the final cumulative GPA for the BS degree and the cumulative graduate GPA both fall below 3.0 at the time of completion of the BS degree, the department reserves the right to drop the student from the accelerated BS/MS program. In this case, the student may submit a new application to be admitted to the regular MS program, but no double-counted courses will be permitted.

¹² <https://chemistry.columbian.gwu.edu/ms-environmental-green-chemistry>

¹³ https://catalogue.usc.edu/preview_program.php?catoid=11&poid=10920&returnto=3593

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Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Chem	600	Emerging Technologies in Green and Sustainable Chemistry	3	yes
Chem	690	Seminar	2	yes
Chem	788 or 798	M.S. Research Project or M.S. Thesis*	3 or 6	yes
Subtotal			8 or 11	

* M.S. with thesis, Chem 798, 6 credits required; M.S with non-thesis, Chem 788, 3 credits required.

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
CHEM	562	Green Chemistry and Processes	3	no
CHEM	582	Environmental Chemistry	3	no
CHEM	552	Inorganic Chemistry	3	no
CHEM	520	Organic Chemistry III	3	no
CHEM	526	Polymer Chemistry	3	no
CHEM	592	Topics	1-6	no
BIOL	580	Bioinformatics	3	no
BIOL	546	Molecular Cell Biology	3	no
BIOL	503	Biogeochemistry	3	no
BIOL	506	Global Environmental Change	3	no
MES	604	Materials Chemistry	4	no
MES	711	Materials and Sustainable Energy	3	no
AES	505	Air Quality	3	no
AES	612	Atmospheric Chemistry	3	no
NANO	708	Nanomaterials-Photovoltaics	3	no
NANO	717	Nanochemistry	3	no
CBE	741	Microbial and enzymatic processing	3	no
CBE	585	Renewable and sustainable energy	3	no
CBE	742	Applied electrochemistry	3	no
CEE	692	Solid and hazardous waste management	3	no
CEE	525	Sustainable engineering	3	no
CEE	622	Environmental Impact Statement	3	no
ENGM	625	Innovation and commercialization	3	no
BME	528/528L	Applied finite element analysis	3/1	no

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.

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Individual Student Outcome:

- 1.Students demonstrate fundamental knowledge of the green and sustainable chemistry
- 2.Students demonstrate specific knowledge as pertaining to their area of research in green and sustainable chemistry
- 3.Students understand the scientific literature in the field of green and sustainable chemistry
- 4.Students demonstrate proficiency in developing a technically sound plan to address a research problem in green and sustainable chemistry
- 5.Students demonstrate effective oral and written communication skills relevant to Green and Sustainable Chemistry

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

Not currently available.

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?

Course grades, oral presentations and exams of the written thesis or the written research project. Students who fail these exams will be allowed to repeat the exams once, if they fail a second time they will be dropped from the program.

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

Courses may be delivered in a variety of modalities, from a traditional classroom setting (face-to-face) to a fully online format, with any combination in between. Courses will use the SDBOR's learning management system software (currently D2L) and system point-to-point conferencing software (currently Zoom).

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?

Consultations regarding curriculum were done by current faculty and administrators at SDSM&T because ample expertise exists on campus to study and design curriculum for this emergent field of expertise.

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)?

Students are expected to be the B.S. students graduated from the Chemistry, Biology, and other related disciplines (such as environmental engineering) at SD Mines and the new students from other universities. The estimation is based on the B.S. students graduated from the Chemistry and Biology programs of SD Mines who went to graduate school somewhere else.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
Estimates	FY 2020	FY 2021	FY 2022	FY 2023
Students new to the university	3	4	5	5
Students from other university programs	0	0	0	0
Continuing students	0	3	4	5
Total students in the program (Fall)	3	7	9	10
Program credit hours (major courses)**	54	126	162	180
Graduates	0	3	4	5

*Do not include current fiscal year.

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

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

SDSM&T holds regional accreditation under the Higher Learning Commission (HLC). There is no program accreditation available for MS program in Green and Sustainable Chemistry. The B.S. degree in Chemistry at SD Mines is certified by the American Chemical Society. Quality assurance and program review will be performed according to an existing procedures/protocols at SDSMT and SDBOR. If the American Chemical Society offers program certification in the future, such confirmation of program quality will be sought.

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

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

B.

	Yes/No	Intended Start Date
On campus	Yes	Fall 2020

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

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

C. 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 faculty will allocate time needed to implement the proposed program and to modify existing or develop new courses. No resources from the SDBOR are requested.

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

Below is the list of names and contact information of the five potential consultants:

- Julie Zimmerman, PhD, Professor of Chemical & Environmental Engineering & Forestry & Environmental Studies, Yale University, 17 Hillhouse Avenue, New Haven, CT 06511. Phone: (203) 432-9703. Email: julie.zimmerman@yale.edu
- Sanjeev Mukerjee, Ph.D., Department of Chemistry and Chemical Biology, Center for Renewable Energy Technology (NUCRET), Northeastern University, 360 Huntington Ave, 317 Egan Research Center, Boston, MA 02115. Phone: 617-373-2382; Email: s.mukerjee@northeastern.edu
- Adelina Voutchkova-Kostal, Professor of Chemistry, Science & Engineering Hall (SEH), The

George Washington University, 800 22nd St. NW, Washington, District Of Columbia 20052, United States, Phone: 202-994-6477, Email: avoutchkova@gwu.edu

- Qiquan Quinn Qiao, Professor, Mechanical & Aerospace Engineering, Syracuse University, 223 Link Hall, Syracuse, NY 13244. Email: quqiao@syr.edu
- Dr. Evguenii I. Kozliak, Ph.D., Department of Chemistry, University of North Dakota, 151 Cornell Street, Mail Stop 9024, Grand Forks, North Dakota, 58202. Phone: 701-777-2145; Email: Evguenii.kozliak@und.edu

The CVs of the external consultants can be found in Appendix D.

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

<input type="checkbox"/>	<input checked="" type="checkbox"/>
Yes	No

Explanation (if applicable):

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

<input checked="" type="checkbox"/>	YES,
-------------------------------------	------

The university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

The New Course Request forms of the following courses are included as Appendix C.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Chem	600	Emerging Technologies in Green and Sustainable Chemistry	3	yes
Chem	690	Seminar	2	yes
Chem	788	M.S. Research Project	varied	yes
Chem	798	M.S. Thesis	varied	yes

<input type="checkbox"/>	NO,
--------------------------	-----

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

17. Additional Information: Additional 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.

Program Example 1: George Washington University, MS in Environmental & Green Chemistry <https://chemistry.columbian.gwu.edu/ms-environmental-green-chemistry>

Course Requirements

30 credits, including 18 credits in required courses and 12 credits in elective courses.

Required

CHEM 6280 Energy and the Environment
 CHEM 6281 Environmental Chemistry: Air, Water, and Soil
 CHEM 6282 Green Industrial Chemistry
 CHEM 6283 Chemical Toxicology and Rational Design of Safer Chemicals
 CHEM 6284 Environmental Analytical Chemistry
 CHEM 6298 Capstone Seminar in Environmental and Green Chemistry or
 PPPA 6198 Environmental Resource Policy Capstone

Electives

12 credits from the following:

CHEM 6350 Selected Topics in Organic Chemistry
 CHEM 6251 Advanced Organic Chemistry I
 CHEM 6320 Selected Topics in Analytical Chemistry
 CHEM 6238 Chemistry of Inorganic Materials CHEM
 6278 Molecular Spectroscopy
 CHEM 6257 Physical-Organic Chemistry
 STAT 6202 Mathematical Statistics II
 IAFF 6153 Science, Technology, and National Security
 IAFF 6141 International Science and Technology Policy Cornerstone
 IAFF 6142 Technology Creation/Diffusion
 IAFF 6151 Environmental Policy
 IAFF 6158 Special Topics in International Science and Technology Policy (Science, Technology and International Development)
 IAFF 6158 Special Topics in International Science and Technology Policy (International Issues in Energy)
 IAFF 6158 Special Topics in International Science and Technology Policy (Science, Technology and Complexity)
 IAFF 6158 Special Topics in International Science and Technology Policy (Environmental Security)
 SMPP 6290 Special Topics (Strategy for Sustainable Enterprise) SMPP
 6290 Special Topics (Sustainability Management and Policy)
 SMPP 6290 Special Topics (Clean Tech and Competitive Energy Markets)
 PUBH 6004 Environmental and Occupational Health in a Sustainable World
 PUBH 6126 Assessment and Control of Environmental Hazards
 PUBH 6002 Biostatistical Applications for Public Health PPPA
 6066 U.S. Environmental Policy
 ECON 6237 Economics of the Environment and Natural Resources EMSE
 6200 Policy Factors in Environmental and Energy Management ENRP
 6101 Environmental Sciences I: Physical Sciences
 ENRP 6102 Environmental Sciences II: Life Sciences

Program Example 2: University of South California, Green Technologies (MS)

https://catalogue.usc.edu/preview_program.php?catoid=11&poid=10920&returnto=3593

Green Technologies is a highly interdisciplinary degree program that emphasizes green systems and the environment, energy technology and efficiency, and sustainability and society. The discipline seeks opportunities for alternative sourcing, conservation, efficiency and repurposing through an understanding of product life cycles from origins to recycling or inevitable disposal. Green technologists will design products, processes and complex infrastructure systems to promote sustainable attributes of importance to the environment and the global community.

The Green Technologies program requires a minimum of 27 units (typically nine courses). At least 18 units must be at the 500-level or above, and at least 18 units must be completed in the Viterbi School of Engineering. These 18 units may reflect courses offered by other schools if cross-listed in a department in the Viterbi School. Students with BS degrees in engineering and science disciplines can be accepted into the program.

Required Courses

Students are required to take two courses in each of three topical areas: Green Systems and the Environment (two courses)

- ISE 576 Industrial Ecology: Technology-Environment Interaction Units: 3
- SAE 515 Sustainable Infrastructure Systems Units: 3

Energy Technology and Efficiency (two courses)

- CHE 510 Energy and Process Efficiency Units: 3 or
- AME 577 Survey of Energy and Power for a Sustainable Future Units: 3

Also take only one of the following:

- EE 513 Solid State Energy Devices Units: 3
- EE 526 Renewable Energy in Power Systems Units: 4
- ENE 505 Energy and the Environment Units: 4

Sustainability and Society (two courses)

- CE 469 Sustainable Design and Construction Units: 2

Also take one of the following:*

- ARCH 519 Sustainability in the Environment: Infrastructures, Urban Landscapes, and Buildings Units: 3
- CE 567 Smart Infrastructures Units: 3
- ENE 502 Environmental and Regulatory Compliance Units: 3
- MOR 566 Environmental Sustainability and Competitive Advantage Units: 1.5, 3
- PPD 692 Transportation and the Environment Units: 4
- PPDE 632 Sustainable Cities Units: 4

Electives (three courses): 9 Units

Electives shall be chosen in consultation with an adviser to develop technical specialization in an area of interest to the student. This may include up to 3 units of directed research.

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes						
	Chem 600*	Chem 520	Chem 582	Chem 562	Chem 690*	Electives	Thesis or Project*
Students demonstrate fundamental knowledge of the Green and Sustainable Chemistry	xxx	xxx	xxx	xxx	xx	xx	xxx
Students demonstrate specific knowledge as pertaining to their area of research in green and sustainable chemistry	x	xxx	xxx	xxx	xx	xxx	xxx
Students understand the scientific literature in the field of green and sustainable chemistry	xx	xx	xx	xx	xxx	x	xxx
Students demonstrate proficiency in developing a technically sound plan to address a research problem in green and sustainable chemistry	x	xx	xx	xx	xx	x	xxx
Students demonstrate effective oral and written communication skills relevant to Green and Sustainable Chemistry	x	xx	xx	xx	xxx	x	xxx

x minor contribution to or assessment of the outcome

xx significant contribution to or assessment of the outcome

xxx major contribution to or assessment of the outcome

Appendix B
Budget & Resources

MS in Green and Sustainable Chemistry (SD Mines Budget)

1. Assumptions

		1st FY21	2nd FY22	3rd FY23	4th FY24
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		3	7	9	10
Program FY cr hrs, On-Campus		54	126	162	180
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.00	0.00	0.00	0.00
Faculty Salary & Benefits, average	See p. 3	\$10,071	\$10,071	\$10,071	\$10,071
Faculty, Adjunct - number of courses	See p. 3	0.00	0.00	0.00	0.00
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$10,071	\$10,071	\$10,071	\$10,071

2. Budget*Salary & Benefits*

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

Operating Expenses

Travel	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0
Supplies & materials	\$1,200	\$1,500	\$1,800	\$2,000
Capital equipment	\$0	\$0	\$0	\$0
OE Subtotal	\$1,200	\$1,500	\$1,800	\$2,000
Total	\$1,200	\$1,500	\$1,800	\$2,000

3. Program Resources

Off-campus support tuition/hr, HEFF net	GR	\$412.23	\$412.23	\$412.23	\$412.23
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	GR	\$296.96	\$296.96	\$296.96	\$296.96
On-campus tuition revenue	hrs x amt	\$16,036	\$37,417	\$48,108	\$53,453
Program fee, per cr hr (if any)	\$84.40	\$4,558	\$10,634	\$13,673	\$15,192
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		\$20,594	\$48,052	\$61,781	\$68,645

Appendix B
Budget & Resources

MS in Green and Sustainable Chemistry (SD Mines Budget)

Resources Over (Under) Budget	\$19,394	\$46,552	\$59,981	\$66,645
--------------------------------------	-----------------	-----------------	-----------------	-----------------

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

Appendix B
Budget & Resources

MS in Green and Sustainable Chemistry (SD Mines Budget)

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$0	\$0
University's variable benefits rate (see below)	0.1393	0.1393
Variable benefits	\$0	\$0
Health insurance/FTE, FY20	\$10,071	\$10,071
<i>Average S&B</i>	\$10,071	\$10,071

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

No new faculty requested.

Explain adjunct faculty costs used in table:

N/A

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

N/A

Summarize the operating expenses shown in the table:

N/A

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

Appendix B
Budget & Resources

MS in Green and Sustainable Chemistry (SD Mines Budget)

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

Off-Campus Tuition, HEFF & Net	FY20 Rate	HEFF	Net	
Undergraduate	\$351.25	\$40.39	\$310.86	<i>Change cell on page 1</i>
Graduate	\$465.80	\$53.57	\$412.23	<i>to point to your net</i>
Externally Supported	\$40.00			

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

On-Campus Tuition, HEFF & Net	FY20 Rate	HEFF	Net	
UG Resident - DSU, NSU	\$251.35	\$28.91	\$222.44	<i>Change cell on page 1</i>
UG Resident - SDSU, USD	\$256.55	\$29.50	\$227.05	
UG Resident - BHSU	\$262.60	\$30.20	\$232.40	<i>to point to your net</i>
UG Resident - SDSMT	\$257.95	\$29.66	\$228.29	
GR Resident - DSU, NSU	\$329.95	\$37.94	\$292.01	<i>Change cell on page 1</i>
GR Resident - SDSU, USD	\$336.80	\$38.73	\$298.07	
GR Resident - BHSU	\$339.05	\$38.99	\$300.06	<i>to point to your net</i>
GR Resident - SDSMT	\$335.55	\$38.59	\$296.96	
UG Nonresident - DSU, NSU	\$353.70	\$40.68	\$313.02	<i>Change cell on page 1</i>
UG Nonresident - BHSU	\$367.45	\$42.26	\$325.19	<i>to point to your net</i>
UG Nonresident - SDSU, USD	\$372.40	\$42.83	\$329.57	
UG Nonresident - SDSMT	\$404.00	\$46.46	\$357.54	
x GR Nonresident - DSU, NSU	\$616.00	\$70.84	\$545.16	<i>Change cell on page 1</i>
x GR Nonresident - BHSU	\$632.60	\$72.75	\$559.85	<i>to point to your net</i>
x GR Nonresident - SDSU, USD	\$647.55	\$74.47	\$573.08	
x GR Nonresident - SDSMT	\$673.50	\$77.45	\$596.05	
UG Sioux Falls Associate Degree	\$284.50	\$32.72	\$251.78	<i>Change cell on page 1 to point to your net</i>

Variable Benefits Rates

University	FY20	
BHSU	14.64%	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
DSU	14.36%	
NSU	14.31%	
SDSM&T	13.93%	
SDSU	14.38%	
USD	14.34%	

Appendix C: New Course Request



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system database through Colleague or the [Course Inventory Report](#) for information about existing courses before submitting this form.

SDSM&T	Chemistry, Biology, and Health Sciences
Institution	Division/Department
	2/7/2020
Institutional Approval Signature	Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system database in Colleague and the [Course Inventory Report](#) including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
Chem 600	Emerging Technologies in Green and Sustainable Chemistry	3

NOTE: The Enrollment Services Center assigns the short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in Colleague.

Course Description

The course explores the selective topics in the emerging technologies in Green and Sustainable Chemistry, including but not limited to renewable energy, photocatalysis, sustainable environment, and green biotechnology.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as “we” and “you,” or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
Chem 114	General Chemistry II	Pre-Req

Registration Restrictions

Section 2. Review of Course

- 2.1. Was the course first offered as an experimental course (place an "X" in the appropriate box)?
☐ Yes (if yes, provide the course information below) ☒ No

- 2.2. Will this be a unique or common course (place an "X" in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ **Unique Course**

Prefix & No.	Course Title	Credits
Chem 562	Green Chemistry and Processes	3
Chem 582	Environmental Chemistry	3

Provide explanation of differences between proposed course and existing system catalog courses below:

The proposed course gives an overview of the contemporary topics in green and sustainable chemistry with the goal to give the students in MS program a broad understanding of the field. The two courses listed above have limited components in specific areas of the green and sustainable chemistry.

- ☐ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information

- 3.1. Are there instructional staffing impacts?

- ☐ **No.** Replacement of _____
 (course prefix, course number, name of course, credits)
 *Attach course deletion form

Effective date of deletion: [Click here to enter a date.](#)

- ☒ **No.** Schedule Management. explain below: The course will be team taught by faculty. The faculty will allocate time needed to implement the proposed course.

- ☐ **Yes.** Specify below:

- 3.2. **Existing program(s) in which course will be offered:** The course will be offered in the newly established Green and Sustainable Chemistry M.S. program.

- 3.3. **Proposed instructional method by university:** R - Lecture

- 3.4. **Proposed delivery method by university:** 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2020

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

☒ Yes ☐ No

If no, provide a brief justification below:

--

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: _____

4.2. Banner Department Code: _____

4.3. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Lori Coble

Request Originator

Signature

1/15/2020

Date

Lori Coble

Department Chair

Signature

1/15/2020

Date

[Click here to enter a date.](#)

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 will serve as a core course for the newly established M.S. program in Green and Sustainable Chemistry. The course provides the important background knowledge for the students in the program.

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.
5. Desired section size 25

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

The course will be team taught by the faculty of the Department of Chemistry, Biology, and Health Sciences, including Dr. Alla Smirnova (Associate Professor, PhD), Dr. Roman Shchepin (Assistant Professor, PhD), Dr. Zhengtao Zhu (Associate Professor, PhD), Dr. Dan Heglund (Associate Professor, PhD), Dr. David Gilley (Associate Professor, PhD), Dr. Sara Elizabeth Racz (Lecture, PhD), and Dr. Lisa Kunza (Associate Professor, PhD).

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Facilities are adequate and there is no special equipment needed

8. Note whether adequate library and media support are available for the course.

There is no library or media support needed for this course

9. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

11. Add any additional comments that will aid in the evaluation of this request.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system database through Colleague or the [Course Inventory Report](#) for information about existing courses before submitting this form.

SDSM&T
Institution

Chemistry, Biology, and Health Sciences
Division/Department

2/7/2020

Institutional Approval Signature

Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system database in Colleague and the [Course Inventory Report](#) including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
Chem 690	Seminar	1

NOTE: The Enrollment Services Center assigns the short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in Colleague.

Course Description

A highly focused and topical course on scholarly approaches and literature in Green and Sustainable Chemistry and related topics.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?
	None	

Registration Restrictions

None

Section 2. Review of Course

- 2.3. Was the course first offered as an experimental course (place an "X" in the appropriate box)?
- ☐ Yes (if yes, provide the course information below) ☒ No

2.4. Will this be a unique or common course (place an "X" in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☐ **Unique Course**

Prefix & No.	Course Title	Credits

Provide explanation of differences between proposed course and existing system catalog courses below:

--

☒ Common Course

Indicate universities that are proposing this common course:

☐ BHSU ☐ DSU ☐ NSU ☒ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

☐ **No.** Replacement of _____
(course prefix, course number, name of course, credits)
*Attach course deletion form

Effective date of deletion: [Click here to enter a date.](#)

☒ **No.** Schedule Management, explain below: The university has faculty who will be teaching this course and will rotate the course into his/her teaching schedule.

☐ **Yes.** Specify below:

3.12. Existing program(s) in which course will be offered: The course will be offered in the newly established Green and Sustainable Chemistry M.S. program.

3.13. Proposed instructional method by university: E - Seminar

3.14. Proposed delivery method by university: 001 – Face to Face

3.15. Term change will be effective: Spring 2021

3.16. Can students repeat the course for additional credit?

☒ Yes, total credit limit: 2 ☐ 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: 25 ☐ 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

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.20. Is this prefix approved for your university?

☒ Yes ☐ No

If no, provide a brief justification below:

--	--

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.4. University Department Code:

4.5. Banner Department Code:

4.6. Proposed CIP Code:

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Lori Coble
Request Originator

Signature

1/15/2020

Date _____

Lori Coble
Department Chair

Signature

1/15/2020

Date _____

Click here to enter a date.

School/College Dean

Signature

Date _____

12. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

The proposed course will serve as a core course for the newly established M.S. program in Green and Sustainable Chemistry. The course provides training for the oral and written communication skills relevant to Green and Sustainable Chemistry.

13. Note whether this course is: ☒ Required ☐ Elective
14. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
- None
15. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
- None
16. Desired section size 25
17. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
- Dr. Alla Smirnova, Associate Professor, PhD.
18. Note whether adequate facilities are available and list any special equipment needed for the course.
- Facilities are adequate and there is no special equipment needed
19. Note whether adequate library and media support are available for the course.
- There is no library or media support needed for this course
20. Will the new course duplicate courses currently being offered on this campus?
- ☐ Yes ☒ No
- If yes, provide justification.
21. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
22. Add any additional comments that will aid in the evaluation of this request.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system database through Colleague or the [Course Inventory Report](#) for information about existing courses before submitting this form.

SDSM&T	Chemistry, Biology, and Health Sciences
Institution	Division/Department
	2/7/2020
Institutional Approval Signature	Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system database in Colleague and the [Course Inventory Report](#) including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
Chem 788	Master's Research Problems/Projects	1-6

NOTE: The Enrollment Services Center assigns the short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in Colleague.

Course Description

Independent research problems/projects that lead to a research or design paper but not to a thesis. The plan of study is negotiated by the faculty member and the candidate. Contact between the two may be extensive or intensive. Does not include research courses which are theoretical.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?

Registration Restrictions

Credit to be arranged; not to exceed 6 credits towards fulfillment of M.S. degree requirements. Open only to students pursuing the M.S. non-thesis option.

Section 2. Review of Course

2.5. Was the course first offered as an experimental course (place an "X" in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

2.6. Will this be a unique or common course (place an "X" in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☐ **Unique Course**

Prefix & No.	Course Title	Credits

Provide explanation of differences between proposed course and existing system catalog courses below:

☒ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☒ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information

3.21. Are there instructional staffing impacts?

☐ **No.** Replacement of _____
(course prefix, course number, name of course, credits)
*Attach course deletion form

Effective date of deletion: [Click here to enter a date.](#)

☒ **No.** Schedule Management, explain below: research credits, the plan of study is negotiated by the faculty member and the candidate

☐ **Yes.** Specify below:

3.22. Existing program(s) in which course will be offered: The course will be offered in the newly established Green and Sustainable Chemistry M.S. program.

3.23. Proposed instructional method by university: J - Master's Research Problems/Projects

3.24. Proposed delivery method by university: 098 - other

3.25. Term change will be effective: Fall 2020

3.26. Can students repeat the course for additional credit?

☒ Yes, total credit limit: 6 ☐ No

3.27. Will grade for this course be limited to S/U (pass/fail)?

☒ Yes ☐ No

3.28. Will section enrollment be capped?

☐ Yes, max per section: 10 ☐ No

3.29. 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

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.30. Is this prefix approved for your university?

☒ Yes ☐ No

If no, provide a brief justification below:

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.7. University Department Code: _____

4.8. Banner Department Code: _____

4.9. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

Lori Coble		1/15/2020
Request Originator	Signature	Date
Lori Coble		1/15/2020
Department Chair	Signature	Date
		Click here to enter a date.
School/College Dean	Signature	Date

23. Provide specific reasons for the proposal of this course and explain how the changes enhance

the curriculum.

Independent research problems/projects that lead to research or design paper, but not to a thesis. The plan of study is negotiated by the faculty member and the candidate. Contact between the two may be extensive and intensive. Does not include research courses which are theoretical. Oral defense of the report and research findings are required.

24. Note whether this course is: ☒ Required ☐ Elective

25. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

None

26. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

None

27. Desired section size 3

28. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Faculty who have students in Green and Sustainable Chemistry M.S. program.

29. Note whether adequate facilities are available and list any special equipment needed for the course.

Facilities are adequate and there is no special equipment needed

30. Note whether adequate library and media support are available for the course.

There is no library or media support needed for this course

31. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

32. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

The amount of credit is determined by the major professor of the MS student.

33. Add any additional comments that will aid in the evaluation of this request.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Use this form to request a new common or unique course. Consult the system database through Colleague or the [Course Inventory Report](#) for information about existing courses before submitting this form.

SDSM&T	Chemistry, Biology, and Health Sciences
Institution	Division/Department
	2/7/2020
Institutional Approval Signature	Date

Section 1. Course Title and Description

If the course contains a lecture and laboratory component, identify both the lecture and laboratory numbers (xxx and xxxL) and credit hours associated with each. Provide the complete description as you wish it to appear in the system database in Colleague and the [Course Inventory Report](#) including pre-requisites, co-requisites, and registration restrictions.

Prefix & No.	Course Title	Credits
Chem 798	Thesis/Dissertation	1-12

NOTE: The Enrollment Services Center assigns the short, abbreviated course title that appears on transcripts. The short title is limited to 30 characters (including spaces); meaningful but concise titles are encouraged due to space limitations in Colleague.

Course Description

A formal treatise presenting the results of study submitted in partial fulfillment of the requirements for the applicable degree. The process requires extensive and intensive one-on-one interaction between the candidate and a faculty member with more limited interaction between and among the candidate and other members of the committee.

NOTE: Course descriptions are short, concise summaries that typically do not exceed 75 words. DO: Address the content of the course and write descriptions using active verbs (e.g., explore, learn, develop, etc.). DO NOT: Repeat the title of the course, layout the syllabus, use pronouns such as "we" and "you," or rely on specialized jargon, vague phrases, or clichés.

Pre-requisites or Co-requisites (add lines as needed)

Prefix & No.	Course Title	Pre-Req/Co-Req?

Registration Restrictions

Credit to be arranged; not to exceed 12 credits towards fulfillment of M.S. degree requirements. Open only to students pursuing the M.S. thesis option.

Section 2. Review of Course

2.7. Was the course first offered as an experimental course (place an "X" in the appropriate box)?

☐ Yes (if yes, provide the course information below) ☒ No

2.8. Will this be a unique or common course (place an "X" in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☐ **Unique Course**

Prefix & No.	Course Title	Credits

Provide explanation of differences between proposed course and existing system catalog courses below:

☒ **Common Course** *Indicate universities that are proposing this common course:*

☐ BHSU ☐ DSU ☐ NSU ☒ SDSMT ☐ SDSU ☐ USD

Section 3. Other Course Information

3.31. Are there instructional staffing impacts?

☐ **No.** Replacement of _____
(course prefix, course number, name of course, credits)
*Attach course deletion form

Effective date of deletion: [Click here to enter a date.](#)

☒ **No.** Schedule Management, explain below: thesis/dissertation, the plan of study is negotiated by the faculty member and the candidate

☐ **Yes.** Specify below:

3.32. Existing program(s) in which course will be offered: The course will be offered in the newly established Green and Sustainable Chemistry M.S. program.

3.33. Proposed instructional method by university: T - Thesis/Dissertation

3.34. Proposed delivery method by university: 098 - other

3.35. Term change will be effective: Fall 2020

3.36. Can students repeat the course for additional credit?

34. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

A formal treatise presenting the results of study submitted in partial fulfillment of the requirements for the applicable degree. The process requires extensive and intensive one-on-one interaction between the candidate and a faculty member with more limited interaction between and among the candidate and other members of the committee.

35. Note whether this course is: ☒ Required ☐ Elective

36. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

None

37. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

None

38. Desired section size 3

39. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

Faculty who have students in the Green and Sustainable Chemistry M.S. program.

40. Note whether adequate facilities are available and list any special equipment needed for the course.

Facilities are adequate and there is no special equipment needed

41. Note whether adequate library and media support are available for the course.

There is no library or media support needed for this course

42. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

43. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

The amount of credit is determined by the major professor of the MS student.

44. Add any additional comments that will aid in the evaluation of this request.

Appendix D: CV of External Reviewers

Julie Zimmerman, PhD

**Professor of Chemical & Environmental Engineering & Forestry & Environmental Studies
Yale University**

17 Hillhouse Avenue

New Haven, CT 06511

Phone: (203) 432-9703

Email: julie.zimmerman@yale.edu

Degrees:

- Ph.D., University of Michigan at Ann Arbor
- B.S., University of Virginia

Interests:

Application of the green chemistry and green engineering principles to innovative design of products, processes, and systems; assessing benign alternative chemicals and materials; policy design and analysis for sustainability, particularly related to water use and corporate environmental behavior; developing water treatment technologies for developing communities.

Selected Awards & Honors:

- Fellow, Royal Society of Chemistry, United Kingdom, 2015
- Elected Member, Connecticut Academy of Science and Engineering, 2015
- Walter J. Weber Distinguished Lecturer, School of Engineering and Applied Sciences, University of Michigan, 2014
- Finalist, Connecticut Women of Innovation, Research Category, 2013
- Karman Fellow, RWTH-Aachen University, Aachen, Germany, 2013
- Invited speaker, Gordon Research Conference – Environmental Nanotechnology, June 2013
- Walter L. Huber Civil Engineering Research Prize, American Society of Civil Engineering, 2012
- Invited speaker, Gordon Research Conference – Green Chemistry, July 2010
- Invited speaker, Gordon Research Conference – Environment: Water, June 2010
- National Academy of Engineering, Frontiers in Engineering Education, 2009
- EPA Bronze Medal for Commendable Service, 2007
- EPA Gold Medal for Commendable Service, 2006
- National Academy of Engineering, Frontiers in Engineering, 2005
- EPA Bronze Medal for Commendable Service, 2005
- University of Michigan Distinguished Dissertation Award, 2004

- United States Environmental Protection Agency STAR Fellow, 1999 – 2002

Selected Publications:

- Yamani, J. S.; Lounsbury, A. W; **Zimmerman, J. B.** "Towards a selective adsorbent for arsenate and selenite in the presence of phosphate: Assessment of adsorption efficiency, mechanism, and binary separation factors of the chitosan-copper complex" *Water Research*, 2016, *in press*.
- Soh, L.; Chen, C. C.; Kwan, T. A.; **Zimmerman, J. B.**; "Role of CO₂ in Mass Transfer, Reaction Kinetics, and Inter-Phase Partitioning for the Transesterification of Triolein in an Expanded Methanol System with Heterogeneous Acid Catalyst", *ACS Sustainable Chemistry and Engineering*, 3(11), 2669-2677, 2015.
- Powell, J. T.; Townsend, T. G.; **Zimmerman, J. B.**, "Estimates of Solid Waste Disposal Rates and Reduction Targets for Landfill Gas Emissions", *Nature Climate Change*, 2015, *in press*.
- **Zimmerman, J. B.**; Anastas, P. T., "Toward designing safer chemicals," *Science* 347 (6219), 215-215, 2015.
- Kostal, J.; Voutchkova-Kostal, A.; Anastas, P. T.; **Zimmerman, J. B.** "Identifying and designing chemicals with minimal acute aquatic toxicity", *Proceedings of the National Academies*, 112, 20, 6289-6294, 2015.
- **Zimmerman, J. B.**; Anastas, P. T., "Toward substitution with no regrets," *Science* 347 (6227), 1198-1199, 2015.
- Gilbertson, L.; **Zimmerman, J. B.**; Plata, D.; Hutchison, J.; Anastas, P. T., "Designing Nanomaterials to Maximize Performance and Minimize Undesirable Implications Guided by the Principles of Green Chemistry," *Chemical Society Reviews*, 44, 5758-5777, 2015.
- Wang, R.; **Zimmerman, J. B.** "Economic and Environmental Assessment of Office Building Rainwater Harvesting Systems in Various US Cities", *Environmental Science & Technology*, 49 (3), 1768-1778, 2015.
- Gilbertson, L.; Goodwin, D.; Taylor, A.; Pfefferle, L.; **Zimmerman, J. B.** "Towards Tailored Functional Design of Multi-Walled Carbon Nanotubes (MWNTs): Electrochemical and Antimicrobial Activity Enhancement via Oxidation and Selective Reduction", *Environmental Science and Technology*, 48 (10), 5938-5945, 2014.
- Mo, W.; Wang, R., **Zimmerman, J. B.** "An Energy-Water Nexus Analysis of Enhanced Water Supply Scenarios: A Regional Comparison of Tampa Bay, Florida and San Diego, California", *Environmental Science and Technology*, 48(10), 5883-5891, 2014.
- Soh, L.; Curry, J.; Beckman, E. J.; **Zimmerman, J. B.** "Effect of System Conditions for Biodiesel Production via Transesterification using Carbon Dioxide-Methanol Mixtures in the Presence of a Heterogeneous Catalyst", *ACS Sustainable Chemistry and Engineering*, 2(3), 387-395, 2014.

Information from <https://seas.yale.edu/faculty-research/faculty-directory/julie-zimmerman>

Sanjeev Mukerjee, Ph.D.

Department of Chemistry and Chemical Biology
 Center for Renewable Energy Technology (NUCRET)
 Northeastern University
 360 Huntington Ave, 317 Egan Research Center, Boston, MA 02115
 Phone: 617-373-2382; Email: s.mukerjee@northeastern.edu
 Web page: www.northeastern.edu/cos/faculty/sanjeev-mukerjee

a) Professional Preparation

	Institution/Location	Major Degree	Year Graduate
i	Indian Institute of Technology, New Delhi, India	B.S.	1982
ii	Indian Institute of Technology, New Delhi, India	M.S. in Chemistry	1984
iii	Indian Institute of Technology, Kharagpur, India	M.Tech. in Catalysis	1986
iv	Texas A&M University, Department of Chemistry	Ph.D. Analytical Chemistry	1994

b) Appointments

2015-date	Distinguished Professor, College of Science, Northeastern University, Boston
2008-date	Director, Northeastern University Center for Renewable Energy Technology
2006-date	Professor, Dept. of Chemistry and Chem Biology, Northeastern University, Boston, MA
2004-2006	Associate Professor, Dept of Chemistry and Chem Biology, Northeastern University, Boston, MA
1998-2004	Assistant Professor, Dept. of Chemistry and Chem Biology, Northeastern University, Boston, MA
1996-1998	Assistant Scientist, Div. of Applied Science, Brookhaven National Laboratory, Upton, NY
1994-1996	Research Associate, Div. of Applied Science, Brookhaven National Laboratory, Upton, NY
1990-1994	Graduate Student and Research Assistant, Center for Electrochemical Systems and Hydrogen Research, Texas A&M University, TX
1990-1994	Research Associate, Tata Energy Research Institute, New Delhi, India

c) Products

Total publications: over 150, current H-factor: 59.

Five products most closely related to the project

1. S. Ghoshal, Q. Jia, J. Li, F. Campos, C. R. I. Chisholm and S. Mukerjee, Electrochemical and *In situ* spectroscopic evidences toward empowering ruthenium based chalcogenides as solid acid fuel cell cathodes, ACS Catal., 7 (2017) 581-591.
2. H. A. Millera, F. Vizza, M. Marellib, A. Zadick, L. Dubau, M. Chatenet, S. Geigerf, S. Cherevkof, H. Doanh, R. K. Pavliceckh, S. Mukerjeeh, and D. R. Dekeli, Highly active nanostructured palladium-ceria electrocatalysts for the hydrogen oxidation reaction in alkaline medium, Nano Energy, 33 (2017) 293-305.
3. M. N. Ates, I. Gunasekara, S. Mukerjee, E. Plichta, M. A. Hendrickson and K. M. Abraham, '*In Situ* formed layered-layered metal oxide as bifunctional catalyst for Li-Air batteries, J. Electrochem. Soc., 163 (10) (2016) A 2464-A2474.
4. E. Bayram, G. Yilmaz and S. Mukerjee, A solution-based procedure for synthesis of nitrogen doped graphene as an efficient electrocatalyst for oxygen reduction reactions in acidic and alkaline electrolytes, Applied Catalysis B: Environment, 192 (2016) 26-34.
5. Q. Jia, N. Ramaswamy, U. Tylus, K. Strickland, J. Li, A. Serov, K. Artyushkova, P. Atanassov, J. Anibal, C. Gumeci, S. C. Barton, M.-T. Sougrati, F. Jaouen, B. Halevi, S. Mukerjee, Spectroscopic Insights into the nature of

active sites in iron-nitrogen-carbon electrocatalysts for oxygen reduction in acid and the redox mechanisms, *Nano Energy*, 29 (2016) 65-82.

Five other significant products

1. M. K. Bates, Q. Jia, H. Doan, W. Liang, and S. Mukerjee, Charge-transfer effects in Ni-Fe and Ni-Fe-Co mixed-metal oxides for the alkaline oxygen evolution reaction, *ACS Catal.*, 6, (2016) 155-161.
2. Q. Jia, J. Li, K. Caldwell, D. E. Ramaker, J. M. Ziegelbauer, R. S. Kukreja, A. Kongkanand, and S. Mukerjee, Circumventing metal dissolution induced degradation of Pt-alloy catalysts in proton exchange membrane fuel cells: Revealing the asymmetric volcano nature of redox catalysis, *ACS Catal.*, 6 (2016) 928-938.
3. J. Li, A. Alsudairi, Z.-Feng Ma, S. Mukerjee, and Q. Jia, Asymmetric volcano trend in oxygen reduction activity of Pt and non-Pt catalysts: In Situ identification of the site-blocking effect, *JACS Comm.*, 139 (2017) 1384-1387.
4. U. Tylus, H. Hafiz, R. J. Allen, B. Barbiellini, A. Bansil, and S. Mukerjee, Engendering anion immunity in oxygen consuming cathodes on Fe-N_x electrocatalysts: Spectroscopic and electrochemical advanced characterization, *Applied Catal. B*, 196 (2016) 318-324.
5. J. Li, S. Ghoshal, W. Liang, M-T, Sougrati, F. Jaoun, B. Halevi, S. McKineey, G. McKool, C. Ma, X. Yuan, Z-F. Ma, S. Mukerjee and Q. Jia, Structural and mechanistic basis for the high activity of Fe-N-C catalysts towards oxygen reduction, *Energy and Environmental Science*, 9 (2016) 2418-2432.

d) Synergistic Activities

(i) Research:

Founder of Northeastern University Center for Renewable Energy Technology (NUCRET):

NUCRET allowed to leverage the multifaceted capabilities at the University and State level for fostering education, research and entrepreneurial initiative aimed at cleaner and more efficient energy conversion and storage.

Reviewer: Peer reviewer for the *ACS Catalysis*, *JACS*, *NanoEnergy*, and Elsevier journals

Proposal Reviewer: National Science Foundation and Department of Energy

Presentations: Over 100 invited platform presentations at universities, meetings, conferences, and elementary, middle, and high schools. Over 150 national and international conference presentations.

Memberships: American *Chemical Society*, *Electrochemical Society*

(iii) Course Development:

- Initiated the unified curriculum in materials research aimed towards capturing recent development in the nano-science and technology.

(iv) Mentorship and Outreach Activities:

- Major advisor for 8 GR and 6 UG students; Supervised 19 Ph.D., 4 M.S., 20 B.S. students, and 8 post-docs (all funded by external grants):
 - Dr. Lajos Gancs (March 2005 to 2008);
 - Dr. Sujit Mondal (March 2008 to May 2009)
 - Dr. Aditi Halder (July 2010 to September 2012)
 - Dr. Myoung Seok Lee (February 2010 to December 2012)
 - Dr. Qingying Jia (September 2010 onwards)
 - Dr. Ian Kendrick (July 2017 onwards)
 - Dr. Praveen Kolla (June 2017 onwards)
 - Dr. Rémi Blanchard (March 2018 onwards)

Adelina Voutchkova-Kostal
Professor of Chemistry
 Science & Engineering Hall (SEH)
 The George Washington University
 800 22nd St. NW
 Washington, District Of Columbia 20052
 United States
 Phone: 202-994-6477
 Email: avoutchkova@gwu.edu

Areas of Expertise

Organometallic catalysis, Green chemistry, Chemical toxicology, Rational design of safer industrial chemicals

Current Research

Our group aims to address the urgent need to develop more environmentally benign methodologies for the fine chemicals industry. Specifically, we are exploring novel multifunctional catalysts that improve atom/energy economy, allow the use of renewable feedstocks and minimize the toxic waste streams released into the environment. We are particularly interested in a class of catalytic materials that incorporates a homogeneous and heterogeneous catalyst in a single entity. In addition to being easily recoverable, these catalysts could facilitate a variety of otherwise challenging synthetic and energy-related transformations, such as CO₂ activation and utilization. Another class of catalysts that we are exploring consists of functionalized magnetic nanoparticles, which can be effective recyclable catalysts for reactions of importance to the fine chemical industries, like alcohol-amine couplings. We utilize green chemistry and industrial ecology metrics to assess the environmental impact of the reactions we develop.

Our second focus, the rational design of safer industrial chemicals, aims to address the urgent need to develop methods for minimizing the probability that a new chemical will have adverse biological effect before it is ever synthesized. We rely on methodology from medicinal chemistry, molecular toxicology and biostatistics to explore the differences between chemical properties and spectroscopic characteristics of chemicals that exhibit particular toxicity endpoints from those that do not. The insights we develop can be directly applied to inform the design of safer and efficacious industrial chemicals.

Education

Associate Research Scientist, Center for Green Chemistry and Green Engineering at Yale

PhD., Yale University, 2008

B.A. Middlebury College

Publications

https://scholar.google.com/citations?hl=en&user=I8IUWF0AAAAJ&view_op=list_works&sortby=pubdate

Information from <https://chemistry.columbian.gwu.edu/adelina-voutchkova-kostal>

Qiquan Quinn Qiao

Professor

Mechanical & Aerospace Engineering

Syracuse University

223 Link Hall, Syracuse, NY 13244

Email: quqiao@syr.edu**Education and Training**

<i>Institution</i>	<i>Location</i>	<i>Field of Study</i>	<i>Degree</i>	<i>Year</i>
Hefei University of Technology	Hefei, China	Detecting Technique	BS	1999
Shanghai Institute of Optics & Fine Mechanics	Shanghai, China	Optics	MS	2003
Virginia Commonwealth University	Richmond, VA	Photovoltaics	PhD	2006

Research and Professional Experience

2017 - 2019	Harold C. Hohbach Professor, South Dakota State University
2016 - 2017	Harold C. Hohbach Associate Professor, South Dakota State University
2015 - present	Graduate coordinator, Electrical Engineering, South Dakota State University
2013 - 2016	Associate Professor, South Dakota State University
2007 - 2012	Assistant Professor, South Dakota State University
2006 - 2007	Postdoctoral Research Associate, University of Florida
2004 - 2006	Research Assistant, Virginia Commonwealth University
1999 - 2003	Optical Engineer, Shanghai Institute of Optics and Fine Mechanics

Products (Author or co-author of more than 120 journal publications)**Five Publications Most Closely Related to the Proposed Project**

1. Qiquan Qiao, Behzad Bahrami, Ashraful Haider Chowdhury, Atomic force microscope based instrumentation for probing nanoscale charge carrier dynamics with improved temporal and spatial resolution, Provisional Patent Application, Attorney Docket No. 4586.09US01P1, 2018.
2. Ashim Gurung, Ke Chen, Geetha Varnekar, Reza Khan, Salem Saad Abdulkarim, Rajesh Pathak, Roya Naderi, Qiquan Qiao, Highly Efficient Perovskite Solar Cell Photo-Charging of Lithium Ion Battery using DC-DC Booster, Advanced Energy Materials, 1602105 (1-8), 2017.
3. Sally Mabrouk, Ashish Dubey, Wenfeng Zhang, Nirmal Adhikari, Behzad Bahrami, Md Nazmul Hasan, Shangfeng Yang, Qiquan Qiao, Increased Efficiency for Perovskite Photovoltaics via Doping the PbI₂ Layer, Journal of Physical Chemistry C, 120 (43), pp 24577–24582, 2016.
4. Ashish Dubey, Nirmal Adhikari, Swaminathan Venkatesan, Shaopeng Gu, Devendra Khatriwada, Qi Wang, Lal Mohammad, Mukesh Kumar, Qiquan Qiao, Solution processed pristine PDPP3T polymer as hole transport layer for efficient perovskite solar cells with slower degradation, Solar Energy Materials and Solar Cells, 145, 193-199, 2016.
5. Qi Wang, Iain W. H. Oswald, Xiaolong Yang, Guijiang Zhou, Huiping Jia, Qiquan Qiao, Yonghua Chen, Jason Hoshikawa-Halbert, Bruce E. Gnade, A Non-Doped Phosphorescent Organic Light-Emitting Device with Above 31% External Quantum Efficiency, Advanced Materials, 26: 8107–8113, 2014

Five Other Significant Publications

1. Mukesh Kumar, Ashish Dubey, Nirmal Adhikari, Swaminathan Venkatesan and Qiquan Qiao, Strategic review of secondary phases, defects and defect-complexes in kesterite CZTS-Se solar cells, Energy & Environmental Science, 8, 3134-3159, 2015.
2. Qi Wang, Iain W. H. Oswald, Michael R. Perez, Huiping Jia, Qiquan Qiao, Bruce E. Gnade, and Mohammad A. Omary, Doping-Free Organic Light-Emitting Diodes with Very High Power Efficiency, Simple Device Structure, and Superior Spectral Performance, Advanced Functional Materials, 24(30), 4746-4752, 2014.
3. Prakash Joshi, Lifeng Zhang, Daren Davoux, Zhengtao Zhu, David Galipeau, Hao Fong, Qiquan Qiao, "Composite of TiO₂ Nanofibers and Nanoparticles for Dye Sensitized Solar Cells with Significantly Improved Efficiency", Energy & Environmental Science, 3, 1507-1510, 2010.

4. Prakash Joshi, Yu Xie, Mike Ropp, David Galipeau, Shelia Bailey, and Qiquan Qiao. Dye-sensitized Solar Cells based on Low Cost Nanoscale Carbon/TiO₂ Composite Counter Electrode. *Energy & Environmental Science*, 2, 426 – 429, 2009.
5. P. Taraneekar, Q. Qiao, H. Jiang, I. Ghiviriga, K. S. Schanze, and J. R. Reynolds, “Hyperbranched Conjugated Polyelectrolyte Bilayers for Solar-Cell Applications”, *Journal of the American Chemical Society*, 129(29), 8958 - 8959, 2007.

Synergistic Activities

1. Recruitment, retention and support for graduate students (have a track record)

Serve as Electrical Engineering Graduate Program Director: conduct the recruitment, retention and support to about ~ 22 PhD students and 40 MS EE graduate students, supervise those students for their plan of study and professional development during their graduate studies.

2. Provided professional development to Native American students (have a track record)

Organized demonstrations and exhibits on solar energy at a workshop at the Nebraska Indian Community College to engage Native American students in STEM and solar energy. Native American students were shown how solar cells work and were all excited to participate in the demonstration and exhibits.

3. Provided professional development to K12 students (have a track record)

Organized multiple events on solar energy and efficient energy harvesting technologies to K12 students on the CAREER DAY in the Dakota Prairie Elementary School and Camelot Intermediate School in Brookings, South Dakota.

4. Provided professional development to SDSU undergraduate students (have a track record)

Faculty mentor to NSF funded OMEGA Scholarship students. OMEGA stands for Opportunities, Mentoring, Education, Growth and Academics. OMEGA is a program designed to help SDSU undergraduate students to facilitate their professional development; Faculty Advisor for Materials Research Society (MRS) University Chapter; Faculty advisor for SDSU Chinese Student and Scholar Association (CSSA), 2012-2014; Faculty advisor for SDSU Bangladesh Student Association (BaSA), 2016-present.

5. Professional service to the field

Editorial Board Member for Springer Encyclopedia of Nanotechnology and Hindawi Journals; Reviewer for proposals from DOE, NSF, ACS PRF, DOD; Reviewer for leading journals from IEEE, ACS, RSC, Elsevier, Nature.

Evguenii I. Kozliak, Ph.D.

Department of Chemistry

University of North Dakota

151 Cornell Street, Mail Stop 9024, Grand Forks, North Dakota, 58202

Phone: 701-777-2145; Email: Evguenii.kozliak@und.edu

1. Professional Preparation

1986 PhD Chemistry, Moscow State University, Russia
 1983 BS/MS Chemistry, Moscow State University, Russia

2. Appointments

2008-present Professor, University of North Dakota
 2001-2008 Associate Professor, University of North Dakota
 1995-2001 Assistant Professor, University of North Dakota
 1991-1995 Research Associate, University of Minnesota-Duluth
 1989-1991 Senior Research Associate, Institute of Biochemistry, Russian Academy of Sciences
 1986-1989 Research Associate, Institute of Biochemistry, Russian Academy of Sciences

3. Publications

Dr. Kozliak is the author of more than 90 publications in peer reviewed journals and proceedings, 3 book chapters and 3 patents. His interests are focused on the application of experimental analytical, thermodynamic and kinetic methods to determining the mechanisms of complex processes; chemical transport, kinetics, and catalysis; collaborative interdisciplinary research on the interface of academic and applied chemistry (including chemical, physical, and engineering approaches); remediation technologies of both organic and inorganic chemicals; interdisciplinary approaches to large-scale chemical processes; innovative teaching of graduate and upper-level undergraduate physical chemistry.

Five most relevant to the submitted proposal

1. Beránek, J.; Kozliak, E.; Kubátová, A. Evaluation of sequential solvent and thermal extraction followed by analytical pyrolysis for chemical characterization of carbonaceous particulate matter. *Journal of Chromatography A* **2013**, 1279 27-35.
2. Kozliak, E.I.; Mota, R.; Rodriguez, D.; Overby, P.; Kubatova, A.; Stahl, D.; Niri, V.; Ogden, G.; Seames, W. Non-catalytic cracking of jojoba oil to produce fuel and chemical by-products. *Industrial Crops and Products*, **2013**, 43, 386-392.
3. Kubátová, A.; Štálová, J.; Seames, W.; Luo, Y.; Sadrameli, A.; Smoliakova, I.; Kozliak, E. Triacylglyceride thermal cracking: Pathways to cyclic hydrocarbons. *Energy & Fuels* **2012**, 26, 672-685.
4. Ignatchenko, A.V.; Kozliak, E.I. Distinguishing enolic and carbonyl components in the mechanism of carboxylic acid ketonization on monoclinic zirconia. *ACS Catalysis*, **2012**, 2, 1555-1562.
5. Kubátová, A.; Luo, Y.; Štálová, J.; Sadrameli, A.M.; Aulich, T.; Kozliak, E.I.; Seames, W. New path in the thermal cracking of triacylglycerols (canola and soybean oil). *Fuel*, **2011**, 90, 2598-2608.

Five Other Significant Publications

1. Halecky, M.; Rousova, J.; Paca, J.; Kozliak, E.; Seames, W.; Jones, K. Biofiltration of gasoline and diesel aliphatic hydrocarbons. *J. Air Waste Manage. Assoc.* **2015**, 65, 133-144.
2. Brzonova, I.; Kozliak, E.; Kubatova, A.; Chebeir, M.; Qin, W.; Christopher, L.; Ji, Y. Kenaf biomass biodecomposition by Basidiomycetes and Actinobacteria in submerged fermentation for production of carbohydrates and phenolic compounds. *Bioresource Technology*, **2014**, 173, 352-360.
3. Raeva, A.A.; Dongari, N. R.; Artemyeva, A.A.; Kozliak, E.; Pierce, D.; Seames, W. Modeling trace element partitioning during coal combustion in the excluded mineral fraction using GFAAS and TGA-DSC. *Fuel* **2014**, 124, 28-40.
4. Waingeh, V.F.; Gustafson, C.D.; Kozliak, E.I.; Lowe, S.L.; Knoll, H.R.; Thomasson, K.A. Glycolytic enzyme interactions with yeast and skeletal muscle F-actin. *Biophysics Journal*, **2006**, 90, 1371-1384.
5. Liang, S.; Hartvickson, S.; Kozliak, E.; Zhao, J.X. Effect of amorphous silica nanomatrix on kinetics of metallation of encapsulated porphyrin molecules. *J. Phys. Chem. C*, **2009**, 113(44), 19046-19054.

4. Relevant Recent Synergistic Activities

- Principal Investigator and Site Director of the NSF-funded Research Experience for Undergraduates program, 2003-current, NSF grants CHE 0243832, 0552762, 0850644, 1156584.
- Member of the Editorial Board of Journal of Environmental Science and Health, Part A: Toxic/Hazardous Substances & Environmental Engineering.

- Author of multiple publications in educational journals on graduate and undergraduate teaching, e.g., Kozliak, E.I., Entropy of Mixing of Distinguishable Particles. J. Chem. Educ., 2014, 91, 834-838. Kozliak, E.I. How Wave Interference May Help Explain Wavefunctions and Energy Quantization. Spectroscopy Lett., 2010, 43(7-8), 609-617.

5. Awards and Honors

2012 UND Founders' Day Award for Outstanding Collaborative Research

6. Collaborators and Other Affiliations

a. Intra-Institutional Collaborators: **Wayne Seames, Michael Mann, Brian Tande, UND Chemical Engineering; Alena Kubatova, Julia Zhao, Irina Smoliakova, Kathryn Thomasson, Mark Hoffmann, UND Chemistry**

Outside Collaborators: **David Tilotta, NCSU, Charles Frihart, USDA Forest Products Lab, Madison, WI, Jan Paca and Martin Halecky, Technical University, Prague, Czech Republic, Frank Lambert, Occidental College CA.**

b. Graduate and Postdoctoral Advisors:

BS/MS and PhD: Anatoly K. Yatsimirsky, currently at UNAM, Mexico City, MX

Postdoctoral: Paul M. Anderson, University of Minnesota-Duluth, MN, USA, retired.

Alexey M. Bezborodov, Biochemistry Institute, Moscow, Russia, retired.

c. Graduate Thesis Advisor (9 GR students graduated and 3 students current):

Ali Navid (M.S. 1997), Tana Ostlie-Dunn (M.S. 1997), Edward Tyapochkin (Ph.D., 2005), Shannon L. Nelson (M.S., 2006), Inna M. Popova (Ph.D., 2007), Ganna V. Baglayeva (Ph.D., 2011), Anna A. Raeva (2012), Richard Cochran (Ph.D., 2013), Ashwini Geetla (M.S., 2014), Keith Voeller (M.S., current), K. Ondrusova (Ph.D., current), A. Artemyeva (Ph.D., current).

d. Post-doctoral Advisor: Dr. M.K. Beklemishev (2000-2002), Dr. N. Dongari, 2010-2011.

e. Undergraduate Research and REU Students (15 – past 10 years):

Undergraduate Research Students (Primary Research Advisor):

Teather Sundstrom (Chem. 2003-2004), April Moore (ChE 2000-2002), Melanie Spoor (Chem., 2000), Kaleb Kuether (ChE, 1998), Ryan Domack (ChE, 1997-1998), Steven Mattson (ChE, 1995-1997)

REU Students (Primary Mentor):

Robert Mota (ChE, 2009), Julie Kadrmaz/Renner (ChE, 2007), Dustin Bosch (Chem., 2006), Steven Riedinger (ChE, 2005), Jana Franchini (Chem., 2005), Christine Carlson (ChE, 2004), Julie Renner (ChE, 2004), Kassandra Riley (Chem., 1999), Charles Archer (Chem., 1998), Michelle Jacobson (Chem., 1998)

**Program Evaluation for the Proposed M.S Program in Green and Sustainable Chemistry
At South Dakota School of Mines**

Report Submitted by:

Dr. Sanjeev Mukerjee, College of Science Distinguished Professor
Director of the Northeastern Center for Renewable Energy Technology
Department of Chemistry and Chemical Biology, Northeastern University
Boston, MA 02115.

Due to the challenges presented as a result of the COVID-19 pandemic this review was conducted remotely based on remote interviews with leadership both from the administration and faculty. In addition, materials in the form of documentation related to the content of the proposed curriculum, faculty profiles, existing lab facilities and overall campus profile was provided. Included below are our findings including recommendations for this proposed program as per the slated categories in the charge letter.

Program Curriculum: General Aspects

Evaluation of such an educational initiative must take into consideration the state, the universities and its institutional structure. Several unique aspects are noteworthy, South Dakota School of Mines and Technology (SD Mines) is a part of a six public university system under the overall guidance of the South Dakota Board of Regents. This make up helps preventing duplication and other wasteful use of resources. It is especially important from the point of view that South Dakota (SD) is a relatively low population state of less than a million (865K). SD mines serves as the technological university with 20 B.S, 15 M.S, 9 Ph.D programs across all STEM fields. It is a part of a nation-wide 7 institution collective under the classification of “Spec/Engg: Specialized Focus Institution.

This program is to be managed and administered by the Chemistry, Biology and Pre-Professional Health Sciences (CABS) department headed by Dr. Zhengtao Zhu. The slated goal of this program is to train students who will provide for new chemical processes and procedures to address the need for a more sustainable and green future. These courses aim at providing training and education on greener methods for synthesis of chemicals and polymers, efficient waste management, energy generation and storage which will allow transition from fossil fuel fed combustion processes to greener direct charge transfer based alternatives. This program is designed to tie into BS in Chemistry at SD Mines. Overall motivation is to provide future workforce requirements in energy conservation, alternative energy sources, pollution mitigation recycling etc. This program constitutes a part of the SD Mines initiative under the BOR Policy 1: 10:3 and SDCL 13-60. Currently there is no program of this nature within the state and the aim is to graduate 10 students annually. The goal is to dovetail this program with currently offered courses at SD Mines.

South Dakota accrues 70% of its energy from renewable sources which ties together similar initiatives in surrounding states of North Dakota, Wyoming and Montana. Taking overall figures from the Bureau of Labor Statistics (BLS) clearly points to the need to undertake this mission towards the training and educating a new workforce in this direction.

Assessment of Curriculum:

- (a) Strategy for recruitment needs more clarification. Is the program expected to attract graduates from its B.S in Chemistry program? If this is the case this program will get internalized as another master's course. However, attracting people back from Industry offers an unique opportunity for outreach to the very market segment which this program is expected to cater.
- (b) The NSF IUCRC expected to begin in 2021 forms one of the corner stones of this outreach with industry. However, this integration needs a core course in applied electrochemistry which is absent from the list of core courses. I believe this is easily implementable with faculty such as Dr. Smirnova in CABS.
- (c) I strongly recommend if possible, an elective course dealing with techno-economics and entrepreneurship. This is a successful model in many other institutions where a similar program exists. Case in point is the 'Energy Systems Professional Masters Program' in the College of Engineering at Northeastern University. Such an integration enables students to better enter the job market such as the kind mentioned on the program proposal.
- (d) It is also important to draw connections between the core courses. Now among the four core courses there is no clear understanding of how the content will connect between each other. Such as in the case of Green Chemistry and Processes course (CHEM 462/562) connecting with CHEM 552 (Inorganic Chemistry) or the yet to be developed course in Physical Chemistry (Zhu). A detailed discussion on course content is necessary for this purpose.
- (e) Currently the program is situated in the CABS department and all the core courses are within the ambit of the department. All the electives are also similarly situated. However, for this to be successful on a longer-term basis an integration with engineering needs to happen where the basic aspects of transport and use of software such as COMSOL becomes integral.
- (f) An advisory board would be highly recommended to oversee course content. This board should not only have external academic members but also representatives from Industry.

Faculty:

The core faculty involved in the program are an excellent fit for this course content. All the core courses and those mentioned in the electives are well experienced faculty both pedagogically as well as from their own research programs. This can be augmented later from the point of view of its expansion and inclusion with Engineering courses.

Services:

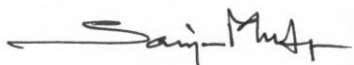
Wide access to literature is a vital aspect of this course. From that perspective more resources are needed to provide access to a wide range of journals and periodicals which currently seems to be short in terms of the content.

Summary Recommendations:

Besides the points raised above. Most important recommendation would be to constitute an advisory board comprising of external members from academia and industry. This will certainly benefit from integrating this program with opportunities both in the field of research as well as industry.

Overall this course is well conceived and timely. I was impressed with the support from administration and the board of regents. All the faculty are in place though some course may need development. It was a pleasure to serve as a reviewer and meet everyone. I would be happy to provide any further assistance and clarify some of the point raised above.

Sincerely



Northeastern University Center for Renewable Energy Technology

NUCRET

Prof. Sanjeev Mukerjee

Distinguished Professor, COS

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Dear Dr. Lien,

Thank you for forwarding the results of the external review of SD Mines' proposal to offer a M.S. degree in Green and Sustainable Chemistry. The review, conducted by Professor Sanjeev Mukerjee on October 30, 2020, confirms SD Mines' capability in offering the proposed M.S. degree in Green and Sustainable Chemistry. His observations of the need for a Green and Sustainable Chemistry program are consistent with our assessment that training and educating a new workforce is necessary to meet the demand created by the rapid growth of sustainability technologies and industries. We are pleased that he acknowledged that our faculty are an excellent fit for the proposed program.

The review offers several suggestions and comments for our new degree program and its implementation. The following section cites the recommendations made by Dr. Mukerjee and explains how they will be addressed by SD Mines.

Suggested elective courses

Dr. Mukerjee made several specific curriculum recommendations, including the addition of three courses: a course about techno-economics and entrepreneurship, a course in applied electrochemistry, and a course on engineering in terms of transport and computational method (software). We agree with him that these courses are important and valuable for the proposed Green and Sustainable Chemistry MS program, to address the interdisciplinary nature of the field of sustainability technologies and to prepare the students for their careers. To address the recommendations, the following three courses have been added to the list of electives:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGM	625	Innovation and commercialization	3	no
BME	528	Applied finite element analysis	3/1	no
CBE	742	Applied electrochemistry	3	no

These courses have been added to the Green Chemistry new program plan as updated following the reviewers report. (See Table of Elective Courses on page 6 of the new program plan.)

The catalog descriptions of these three courses are as following:

ENGM 625 Innovation and Commercialization: This course covers the practical aspects of developing an innovative idea or new technology from conceptualization through commercialization. Course topics include product innovation, product development, technology forecasting, technology transfer, small business development resources, and commercialization.

BEM 528/528L Applied Finite Element Analysis/Lab: This course provides the information needed to start using the finite element method to solve boundary value problems. To achieve this goal, two closely related aspects are considered: The theoretical foundations of the finite element method and the use of existing finite element

analysis software. Topics covered in the theory portion of the course include the direct method, the variational method, and the weighted residuals method. Topics covered in the laboratory portion of the course include the description of typical pre- and post-processing modules, different types of elements, analysis of simple time independent problems in the areas of stress analysis and heat transfer, and practical aspects related to the creation of a finite element model.

CBE 742 Applied Electrochemistry: This course will work from a knowledge of thermochemistry, physical chemistry, and analytical chemistry to understand the fundamental aspects of electrochemical processes in materials processing. This will include the thermodynamics and kinetics of aqueous electrochemical reactions and electrochemical measurement techniques. The course will focus on the application of electrometallurgical principles to a wide variety of industrial processes and will enable students to calculate relevant processing parameters and develop a sound understanding of electrochemical processes in materials processing.

These added elective courses are offered through the different engineering departments. While the proposed MS in Green and Sustainable Chemistry curriculum is designed to address the growing demand for highly qualified professionals in the broad area of green and sustainable chemistry and technologies, the curriculum of the program will expand and adapt in the future to support and complement the research and new demands in specific areas of sustainable chemistry, such as the expected NSF IUCRC program for “Center for Solid-State Green Electric Power Generation and Storage (CEPS).”

The core and elective courses of the program

The MS program in the South Dakota Board of Regents System requires 30 credit hours. The proposed MS program in Green and Sustainable Chemistry requires 30 credit hours. The required courses are 8 (non-thesis option) or 11 (thesis option) credit hours. The required courses include Chem 600 (Emerging Technologies in Green and Sustainable Chemistry), Chem 690 (Seminar), and Chem 788 (Research project) or Chem 798 (Thesis). These required courses are designed to give the students fundamental knowledge and training in the field of sustainable chemistry. The elective courses provide the students opportunities to learn in-depth knowledge in their specific research topics. Students who do research in the heavy metal ion removal from the aquatic system may find Chem 562 (Green Chemistry and Processes), Chem 582 (Environmental Chemistry), and Chem 552 (Inorganic Chemistry) important for their research. For the renewable energy and energy storage, which may be the central theme of the students in the expected NSF IUCRC program, Chem 552 (Inorganic Chemistry), Advanced Physical Chemistry (future development), CBE 585 (Renewable and Sustainable Energy), and other relevant science/engineering courses may be useful. We believe that the elective courses offered by SD Mines will meet the needs of the students in the program.

Details about the content of the courses mentioned above (and cited in the review) are provided below.

Green Chemistry and Processes course (**CHEM 462/562**): This course provides in-depth fundamentals of green chemistry and processes. Key approaches to advancing sustainability through alternative solvents, catalysts, use of greener feedstocks, reaction efficiency, design greener syntheses, waste minimization technology, and examples of green chemistry products and processes are highlighted. Green processes including process metrics, bioprocesses, and design greener chemical processes that reduce the impacts on human health and the environment relevant to the current state of the art are also covered in the course.

Inorganic Chemistry (**Chem 552**): The course provides in-depth understanding of the fundamental chemical bonding and structure of the complex inorganic compounds formed by d-elements will be achieved in terms of quantum properties and the energy requirements at micro-and macroscale. The other topics in the course include (1) identification of molecular symmetry, point groups, and character tables, and how they are linked to vibrational spectroscopy; (2) understanding the fundamental differences between Valence Bond (VB), Molecular orbital (MO), Ligand Group, and Ligand Field theories applied to transition metal complexes with inorganic and organic ligands. By taking this course the students will clearly understand the fundamental correlations and principles governing general, organic, and biochemistry. The students will learn the fundamental concepts of theoretical inorganic chemistry necessary for evaluation of the composition-structure-property relationships of different inorganic and bioorganic compounds

Environmental Chemistry (**Chem 582**): Different chemicals in the environment will be identified from beneficial to severely detrimental. The reactions, fate and transport in of some representative chemicals found in air, water and soil environments will be examined. Specific topics of discussion will include pesticide/herbicide use, detection and degradation of chemicals and methods of sampling chemicals in the environment. At the end of this course, the student will have a good understanding of the complex chemistry of the environment. This course will show the student how chemistry in a controlled place like a lab is vastly different from air, soil and water.

Renewable and Sustainable Energy (**CBE 585**): This course provides assessment and evaluation of current and potential energy systems; covers resources, conversion, and end-use, and emphasizes sustainable approaches meeting global energy needs in the 21st century. Different renewable and conventional energy technologies will be covered including solar, wind, geothermal, nuclear, biofuels, fossil fuels, hydrogen, fuel cells, and discussed within frameworks that aid in evaluation and analysis of energy systems engineering in the context of economics and environmental goals.

Strategy for program recruitment

The program will start with recruiting graduates from several undergraduate programs at SDBoR universities including SD Mines. We anticipate that the MS program in Green and Sustainable Chemistry will attract students from chemistry, biology, chemical engineering, metallurgy, and

civil and environmental engineering programs. The program offers MS level of training for students in the area of green and sustainability science and technology, which prepares the students for green jobs in industry, national labs, federal agencies, and universities and/or careers in research, development, and management. One of the goals of the program is to help retain the South Dakota students and attract the out-of-state students and international students as this field is growing rapidly and expertise in this area is in high demand.

The program will work toward attracting people back from Industry in the future. In particular, the program plans to work with the anticipated NSF Industry University Cooperative Research Center (IUCRC) for “Center for Solid-State Green Electric Power Generation and Storage (CEPS).” The center will have long-term partnership between universities, industry, national laboratories, and state and federal institutions. The close partnership will bring new students to Green and Sustainable Chemistry program and offer opportunities to attract people from industry to the program. This will help recruit and retain talents for workforce development, sustainable economy, and green labor market in South Dakota.

Advisory board

Based on the recommendation of the reviewer, we plan to set up an advisory board for the Green and Sustainable Chemistry MS program. The members on this advisory board will be part of the advisory board of Department of Chemistry, Biology, and Health Sciences. Our goal is to have the advisory board established and functioning in or before spring 2022. We envision that the advisory board for the Green and Sustainable Chemistry MS program will have members from both academia and industry. The goal of the board is to advise, guide, and assist the department and program, Administration, Program coordinator, and faculty with respect to the strategic goals of the program, the direction and curriculum development of the program to meet industry and university needs, and program assessment.

We are pleased with Dr. Mukerjee’s positive feedback to our proposed master program in Green and Sustainable Chemistry. We appreciate the valuable and insightful recommendations offered by Dr. Mukerjee. We believe the suggestions and comments are appropriately addressed. Should you have any additional questions, please feel free to contact me.

Dr. Zhengtao Zhu, Head of the Department of Chemistry, Biology and Pre-Professional Health Sciences

Zhengtao.Zhu@sdsmt.edu

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (5)

DATE: March 30-31, 2021

SUBJECT

New Program: SDSU – BA & BS in Criminology

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests permission to offer a BA and BS program in Criminology. Criminology is the study of crime as a complex and multi-layered social phenomenon, including its causes and consequences. Criminologists explore criminal behavior and societies' responses to crime. The proposed program is designed to focus on the scientific research and evaluation processes that generate evidence to support improved practice in the field, to address the underlying methodological and structural components of crime and criminality, and to bolster criminal justice processes.

The Criminology program will prepare students for careers related to crime that require an understanding of who commits crime and how to use data in the administration of criminal justice and policy work. These can include, but are not limited to, positions in research, data analytics, criminal investigation, crime prevention, victim services, or law enforcement.

The intent to plan for this program was approved in [May 2020](#).

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer the program on campus. SDSU does not request new state resources. One new course will be required for the new program. SDSU anticipates 85 enrolled students and 20 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – BA &BS in Criminology

DRAFT MOTION 20210330_4-C(5):

I move to authorize SDSU to offer a BA & BS in Criminology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

UNIVERSITY:	SDSU
MAJOR:	Criminology
EXISTING OR NEW MAJOR(S):	New
DEGREE:	B.A. & B.S.
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
PROPOSED CIP CODE:	45.0401
SPECIALIZATIONS:	No
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	5/21/20
UNIVERSITY DEPARTMENT:	Sociology & Rural Studies
BANNER DEPARTMENT CODE:	SSRS
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

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

- The individual preparing this request has read [AAC Guideline 2:9](#), 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

01/26/2021

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.

South Dakota State University (SDSU) requests authorization to offer a B.A. and B.S. in Criminology, the study of crime as a complex and multi-layered social phenomenon including its causes and consequences. Criminologists explore criminal behavior and societies' responses to crime. Without a clear understanding of why people commit crime, society cannot effectively rehabilitate criminals. The theoretical aspects of criminology encompass the research design and philosophy of science components of evidence-based science. The proposed program is designed to focus on the scientific research and evaluation processes that generate evidence to support improved practice in the field, to address the

underlying methodological and structural components of crime and criminality, and to bolster criminal justice processes.

Additionally, the most up-to-date evidence in the field shows that strategic focused interventions, whether they be in policing, courts, or corrections, are the best at reducing and preventing crime and criminality. The strategic deployment of resources against specific high-risk individuals and high-risk places requires a deep and complex understanding of structural and social issues. In a democracy, it also requires a sensitivity to issues surrounding equity, fairness, and diversity.

The University does not request new state resources.

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?

South Dakota State University’s mission is to “*provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human science, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*” (SDCL 13-58-1)¹

Furthermore, Board-approved programs currently include “*...programs in the agricultural sciences, aviation, education, engineering and technology, human sciences, humanities and liberal arts, nursing, performing and visual arts, pharmaceutical sciences, physical and biological sciences, and social sciences.*” (Board Policy 1:10:2)²

Goal 2 of the BOR’s Strategic Plan calls for “offering the highest quality academic programs that educate students broadly through strong Arts and Sciences offerings, coherent general education requirements, and majors and minors that prepare students with the skills and knowledge to thrive in a rapidly changing world.” Likewise, SDSU’s strategic plan *Imagine 2023: Aspire. Discover. Achieve.* aims to “develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands.”

The proposed baccalaureate program in Criminology will advance these goals by affording students the opportunity to develop proficiency in a high-demand field. The degree is intentionally designed to help graduates pursue careers related to crime and punishment, the control of crime, rehabilitation and recidivism, victim services, and other positions that enhance the safety and quality of life in local communities, the state of South Dakota, and beyond.

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.

Criminology programs prepare students for careers related to crime that require an understanding of who commits crime and how to use data in the administration of criminal justice and policy work. Typical positions include:

¹ Retrieved from: https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-58-1

² Retrieved from: <https://www.sdbor.edu/policy/documents/1-10-2.pdf>

- Research Assistant
- Data analyst
- Crime analyst
- Criminal investigator
- Criminologist
- Crime prevention specialist
- Psychopathology specialist
- Sociologist
- Forensic scientist
- Fraud investigator
- Victim services
- Victim witness specialist
- Youth counselor
- Loss prevention specialist

Graduates with a degree in Criminology may also pursue careers in law enforcement.

Employment trends in Criminology-related fields

Occupation	Rate of increase
Forensic science technicians ³	14%
Victim services (Social and Community Service managers) ⁴	17%
Probation officers and correctional specialists ⁵	4%
Police and detectives ⁶	5%
Sociologists ⁷	4%

A bachelor's degree serves as the primary educational qualification for many careers in the criminal justice system. According to the Bureau of Labor Statistics, probation officers and correctional treatment specialists, social and community services managers, and criminalist technicians all typically require bachelor's degrees. Federal corrections officers are also required to hold four-year degrees, and undergraduate coursework in Criminology can move them from a GL-05 entry level to a GL-07.

Criminologists do work that straddles the line between sociology and law enforcement. Like sociologists, they study human social behaviors, but they often do so in the service of law enforcement, looking at behaviors that deviate from the norm. They might look back at a crime to analyze what caused it and if there were warning signs, or they might use predictive data to

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Forensic Science Technicians, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm> (visited September 1, 2020).

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, on the Internet at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited September 1, 2020).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Probation Officers and Correctional Treatment Specialists, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm> (visited September 1, 2020).

⁶ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Police and Detectives, on the Internet at <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm> (visited September 1, 2020).

⁷ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Sociologists, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/sociologists.htm> (visited September 1, 2020).

understand when and where a crime is likely to happen again.⁸ The U.S. Bureau of Labor Statistics (BLS) doesn't offer salaries or project job outlook specifically for criminologists, but it does have data for sociologists, which is a comparable field. According to the BLS, the job outlook for sociologists is growing at a rate of 4%.

4. How will the proposed program benefit students?

The proposed program creates an opportunity for students who wish to pursue a career in the field with a degree deeply rooted in the social sciences. The Criminology major is designed to assist students interested in a variety of careers related to crime and the control of crime as well as others more focused on the study of criminality.

The addition of the proposed Criminology major will provide greater transparency to the area of study and assurance for employers that they are hiring employees with the appropriate skills. Through the program, students will be empowered to compete in the job market with those with similar skills knowing they do not have to justify their qualifications.

5. Program Proposal Rationale:

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

This is not a new degree.

B. What is the rationale for the curriculum?

The curriculum includes required classes that provide students with basic skills in criminology-related research and theory as well as criminal law and the criminal justice system. Students will also be required to take a course to prepare them to work in a diverse work environment with diverse clients. In addition, they will learn about policy development and implementation. Students may choose electives in the major that best fit their career objectives related to crime statistics and interventions, parole or probation work, working with victim services, or working within the criminal justice system.

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?

This curriculum was developed by researching existing undergraduate degrees from SDSU's self-identified peer institutions. Six of 13 peer institutions offer a bachelor's degree in Criminology, either as a stand-alone program or a specialization within a Sociology program. Twelve of 13 peer institutions offer either a Criminology or Criminal Justice program.

While these programs vary in their particulars, they share a number of similar features that informed this proposal. Programs range from a low of 33 credits in the major to a maximum of 45. Nearly all programs require an introductory course in criminology or criminal justice, an upper-division course in criminology, and a two semester sequence of statistics and social science research methods. A majority also require an introductory

⁸ https://study.com/articles/Criminologist_Job_Description_Duties_and_Requirements.html

course in sociology and a course in criminal law. Students commonly select from a set of curated electives to flesh out their coursework.

SDSU's curriculum follows this model. It also builds on its sociological roots by incorporating upper-division coursework on race and social policy.

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

Criminology (B.A.)	Credit Hours	Credit Hours	Percent
System General Education Requirements		30	25%
College of Arts, Humanities & Social Sciences Requirements ⁹		9+	7%
Major Requirements	27		
Major Electives	12		
Subtotal, Program Requirements		39	33%
General Electives ¹⁰		42	35%
Degree Total		120	100%

Criminology (B.S.)	Credit Hours	Credit Hours	Percent
System General Education Requirements		30	25%
College of Arts, Humanities & Social Sciences Requirements ¹¹		7+	6%
Major Requirements	27		
Major Electives	12		
Subtotal, Program Requirements		39	33%
General Electives ¹²		44	36%
Degree Total		120	100%

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		SGR #1 Written Communication	6	No
		SGR #2 Oral Communication	3	No
		SGR #3 Social Sciences/Diversity	6	No
		SGR #4 Humanities and Arts/Diversity	6	No
		SGR #5 Mathematics	3	No
		SGR #6 Natural Sciences	6	No
		Subtotal	30	

⁹ Modern Foreign Language (6+ cr.) are required for competency at the 202 level. Six credits from one approved Modern Foreign language from SGR #4 may be counted toward goal.

¹⁰ Electives are taken as needed to complete any additional degree requirements, including the college requirement to complete a minor outside of the major prefix or a second major.

¹¹ Natural Sciences (10+ cr.) are required. Satisfying coursework must include at least two classes with laboratory components and at least two different prefixes. MATH & STAT courses do not count toward the Science requirement. Six credits of SGR #6 are counted toward this goal.

¹² Electives are taken as needed to complete any additional degree requirements, including the college requirement to complete a minor outside of the major prefix or a second major.

College of Arts, Humanities and Social Sciences Requirements – Bachelor of Arts¹³

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AHSS	111	Introduction to Global Citizenship & Diversity	3	No
		Modern Foreign Language (6+ cr.) (Competency at the 202 level. Six credits from one approved Modern Foreign language from SGR #4 may be counted toward goal.)	6+	No
		One declared minor outside of the major prefix OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or it may be interdisciplinary involving more than one department. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.	---	No
		Capstone course within the major SOC 489 Capstone (3 cr.)	---	No
		33 Upper Division Credits (300-400 level coursework inside and outside of the major)	---	No
Subtotal			9+	

College of Arts, Humanities and Social Sciences Requirements – Bachelor of Science¹⁴

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AHSS	111	Introduction to Global Citizenship & Diversity	3	No
		Natural Sciences (10+ cr.) Satisfying coursework must include: - at least two classes with laboratory components - at least two different prefixes (MATH & STAT courses do not count toward the Science requirement. Six credits of SGR #6 are counted toward this goal.)	4+	No

¹³ Electives are taken as needed to complete any additional degree requirements, including the college requirement to complete a minor outside of the major prefix or a second major.

¹⁴ Electives are taken as needed to complete any additional degree requirements, including the college requirement to complete a minor outside of the major prefix or a second major.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		One declared minor outside of the major prefix OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or it may be interdisciplinary involving more than one department. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.	---	No
		Capstone course within the major SOC 460 Advanced Criminology (3 cr.)	---	No
		33 Upper Division Credits (300-400 level coursework inside and outside of the major)	---	No
Subtotal			7+	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CJUS	201	Introduction to Criminal Justice	3	No
CJUS	431	Criminal Law	3	No
SOC	100	Introduction to Sociology	3	No
SOC OR SOC	283 350	Working with Diverse Populations (3 cr.) Race and Ethnic Relations (3 cr.)	3	No
SOC	307	Research Methods I	3	No
SOC	308	Research Methods II	3	No
SOC	351	Criminology	3	No
SOC	400	Social Policy	3	No
SOC	460	Advanced Criminology (Capstone)	3	Yes
Subtotal			27	

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

Select 12 credits from the following list:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CJUS	203	Policing in a Free Society	3	No
CJUS	334	Criminal Investigation	3	No
CJUS	338	Constitutional Law: Civil Rights & Liberties	3	No
CJUS	412	Criminal Prosecution and Defense	3	No
CJUS	416	Drugs and Society	3	No
CJUS	436	Juvenile Justice	3	No
SOC	325	Domestic and Intimate Violence	3	No
SOC	354	Victimology	3	No
SOC	382	The Family	3	No
SOC	402	Social Deviance	3	No
SOC	440	Urban Sociology	3	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
SOC	455	Juvenile Delinquency	3	No
SOC	456	Community Corrections	3	No
SOC	494	Internship	1-3	No

6. Student Outcomes and Demonstration of Individual Achievement

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

Students will be able to:

- Identify structural patterns of social inequality and their effects on groups and individuals and explain the intersections of race, social class, gender, and other social factors as they relate to the development of criminal behavior, the criminal justice system, and values of social justice.
- Explain how criminal justice structures change as a result of social forces including: the actions of social groups through social movements and collective action; the impact of macro-level changes such as industrialization, secularization, and globalization; and struggles over social institutions that are linked to social and economic development and mobility.
- Demonstrate how to apply sociological and criminology theories and concepts to the social world around them by: using the sociological imagination to analyze criminal acts in context and to generate and evaluate solutions; and by applying other criminology theories and concepts to understand how crime evolves and is controlled, both locally and globally.
- Describe the role of theory in building criminological knowledge and evaluate the limitations of different theoretical frameworks and critically evaluate claims about criminology and criminal justice systems by identifying and appraising assumptions underlying theory construction and social policy.
- Demonstrate the ability to conduct and critique empirical research in criminology through the articulation of the effective use of evidence, the generation of research questions or hypotheses from criminological theories and concepts, and the recognition of the limits of the scientific method in understanding social behavior related to crime.
- Demonstrate informational, technological, and quantitative literacy and be able to express criminological and criminal justice-related ideas in a clear and coherent manner, in both written and oral communication, to the general public.

Individual Student Outcome	Program Courses that Address the Outcomes		
	Prefix & Number	Prefix & Number	Prefix & Number
Identify structural patterns of social inequality and their effects on groups and individuals and explain the intersections of race, social class, gender, and other social factors as they relate to the development of criminal behavior, the criminal justice system, and values of social justice.	SOC 100	SOC 350 or SOC 283	
Explain how criminal justice structures change as a result of social forces including: the actions of social groups through social movements and collective action; the impact of macro-level changes such as industrialization, secularization, and globalization; and struggles over social institutions that are linked to social and economic development and mobility.	SOC 100	CJUS 201	SOC 350 or SOC 283

Individual Student Outcome	Program Courses that Address the Outcomes		
	Prefix & Number	Prefix & Number	Prefix & Number
Demonstrate how to apply sociological and criminology theories and concepts to the social world around them by: using the sociological imagination to analyze criminal acts in context and to generate and evaluate solutions; and by applying other criminology theories and concepts to understand how crime evolves and is controlled, both locally and globally.	SOC 351	SOC 460	
Describe the role of theory in building criminological knowledge and evaluate the limitations of different theoretical frameworks and critically evaluate claims about criminology and criminal justice systems by identifying and appraising assumptions underlying theory construction and social policy.	SOC 351	SOC 400	CJUS 431
Demonstrate the ability to conduct and critique empirical research in criminology through the articulation of the effective use of evidence, the generation of research questions or hypotheses from criminological theories and concepts, and the recognition of the limits of the scientific method in understanding social behavior related to crime.	SOC 307	SOC 308	SOC 460
Demonstrate informational, technological, and quantitative literacy and be able to express criminological and criminal justice-related ideas in a clear and coherent manner, in both written and oral communication, to the general public.	CJUS 201	SOC 351	SOC 460

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

No national instruments are available to measure individual student achievement.

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

Students will demonstrate mastery primarily through the development of their capstone project where they will use their research skills, knowledge of the field, and theoretical understanding to produce research of significance to the field. They must pass key courses in methods, theory, diversity, and policy before taking the capstone course. Evaluation of the capstone project will provide data for program assessment of how well students achieve the indicated learning outcomes. Students must earn a C or better in courses in the major and maintain at least a 2.20 cumulative GPA.

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

The following approaches and technologies will be used:

- Lecture and discussion
- Seminar
- Active learning/flipped classroom
- Desire2Learn classroom management software
- Online and hybrid course delivery

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting

associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No consultants were utilized.

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.

The Department anticipates a number of students new to the University who are interested in the criminal justice system and related careers. Currently those students choose the Criminal Justice minor and a related major. There may also be a shift in current Sociology majors to the proposed Criminology major. SDSU will also work with regional programs to develop articulation agreements that will establish a pathway for students to pursue the bachelor's degree.

Using data from the number of students who graduate with the minor in Criminal Justice, SDSU anticipates graduating 50 majors in five years, 60 in six years, 65 in seven years, and 65 each year after. The proposed program fills a demonstrated need and area of student interest at SDSU. Enrollment in the Criminal Justice Minor has risen from 58 students in fall 2015 to 156 students in spring 2020. This increase in enrollment indicates a high degree of student interest in the field. The creation of a Criminology major will allow interested students to pursue a baccalaureate program in a related field without leaving SDSU.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY22	FY23	FY24	FY25
Students new to the university	15	25	35	35
Students from other university programs	15	20	10	10
Continuing students	0	10	25	40
=Total students in the program (fall)	30	55	70	85
Program credit hours (major courses) **	300	550	700	850
Graduates	0	5	15	20

*Do not include current fiscal year.

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

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."

None

12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	2021-2022 Academic Year

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

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

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

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

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

All courses in the proposed program are currently being taught at SDSU, with the exception of SOC 460 Advanced Criminology. The University therefore expects the cost of the new program to be minimal. If enrollment in existing sections exceeds current capacity, revenue from the program should be sufficient to support an additional tenure track faculty member. Appendix A illustrates this possibility with a new hire occurring in year two.

- 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 B 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 – Budget

South Dakota State University, B.A. and B.S. in Criminology

1. Assumptions

		1st FY22	2nd FY23	3rd FY24	4th FY25
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		30	55	70	85
Program FY cr hrs, On-Campus		300	550	700	850
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	0.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$96,123	\$96,123	\$96,123	\$96,123
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$3,969	\$3,969	\$3,969	\$3,969
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$0	\$96,123	\$96,123	\$96,123
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$0	\$96,123	\$96,123	\$96,123
<i>Operating Expenses</i>					
Travel		\$0	\$750	\$750	\$750
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$500	\$500	\$500
Capital equipment		\$0	\$1,000	\$0	\$0
OE Subtotal		\$0	\$2,250	\$1,250	\$1,250
Total		\$0	\$98,373	\$97,373	\$97,373

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	UG	\$219.79	\$219.79	\$219.79	\$219.79
On-campus tuition revenue	hrs x amt	\$65,937	\$120,884	\$153,853	\$186,821
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	\$65,937	\$120,884	\$153,853	\$186,821
Resources Over (Under) Budget	\$65,937	\$22,511	\$56,480	\$89,448

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

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$76,633	\$0
University's variable benefits rate (see below)	0.1438	0.1438
Variable benefits	\$11,020	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$96,123	\$8,470

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

The estimated faculty salary is 100% of the Oklahoma Salary Survey for assistant professors in Criminology (CIP 450401). Every class but one in the new program is currently offered at SDSU. The unit anticipates hiring one additional tenure track faculty member in the future to provide additional capacity.

Explain adjunct faculty costs used in table:

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

N/A.

Summarize the operating expenses shown in the table:

A typical faculty member is allotted \$750 per year for travel expenses and \$500 per year for miscellaneous supplies/equipment. In addition, each faculty member receives a one-time allocation of \$1000 for a new computer and monitor.

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

The University projects that this program will generate positive net revenue immediately.

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

	FY19		
Off-Campus Tuition, HEFF & Net	Rate	HEFF	Net
Undergraduate	\$340.05	\$39.11	\$300.94
Graduate	\$450.90	\$51.85	\$399.05
Externally Supported	\$40.00		

Change cell on page 1 to point to your net

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

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

Variable Benefits Rates

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

Appendix B – Course Request



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

Authority to Offer an Existing Course

SDSU	College of Arts, Humanities and Social Sciences / Sociology & Rural Studies
Institution	Division/Department

Dennis D. Hedge	10/29/2020
Institutional Approval Signature	Date

1. Is this a request to offer an existing common course or an existing unique course (approval will change course status from unique to common)?

Common Course ☐

Unique Course ☒

2. Provide the complete description as it appears in the system database including pre-requisites and co-requisites.

Prefix & No.	Course Title	Credits
SOC 460	Advanced Criminology	3

Course Description

An extensive examination of major criminological issues including sociological definitions of crime, and developing theories of crime causation.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-req	Co-req
SOC 351	Criminology	X	

3. Universities currently offering this course, or any equated courses:

☐ BHSU ☐ DSU ☐ NSU ☐ SDSMT ☐ SDSU ☒ USD

4. Does Offering the Course Create FTE Implications? No

5. Does Offering the Course Create Schedule Management Implications? No

Explain: This course will be offered as part of SDSU's proposed BA/BS in Criminology. The University has a staffing plan in place to offer the associated curriculum with no additional state resources.

6. Existing program(s) in which course will be offered: Criminology (B.A., B.S.)

7. CIP Code for the course: 45.0401

8. Proposed instructional method by this university: S – Seminar

9. Proposed delivery method by this university: 001 - Face to Face Term Based Instruction; 015 - Internet Asynchronous-Term Based Instruction; 018 - Internet Synchronous

10. University Dept. Code: SSRS

Banner Department Code: SSRS

11. Authority to offer effective beginning in what term? Fall 2021

12. Section Restriction: None

USD Approval:

From: Dudley, John E
Sent: Monday, September 28, 2020 2:57 PM
To: Zimmerman, Jason
Cc: Earnest, David C; Emery, Mary; Hoffelt, Janell; Freeburg, Beth M
Subject: RE: Authority to Offer an Existing Course -- CJUS 460 Advanced Criminology

Dear Jason,

Last spring, SDSU justified its newly proposed Criminology program by stating that “Criminology and Criminal Justice are distinct disciplines. Criminology is a subfield of Sociology focusing on the social causes and consequences of crime,” whereas “Criminal Justice is an applied field that studies police procedures, forensic analysis, courts, correctional institutions, and other components of the justice system.” SDSU was permitted to move forward in a Sociology-based program by characterizing the study of criminology as distinct from Criminal Justice as a discipline.

Applying that logic, SDSU’s required Criminology course is SOC 351, not CJUS 351, according to your current catalog. Given SB 55, using the CJUS prefix would blur the line between two programs that are supposed to be distinct and would duplicate what we already offer. CJUS 460 would potentially compete with our existing online criminal justice programs. Would it be more appropriate to teach Advanced Criminology as a Sociology course, SOC 460, to your students?

Best,
John

John Dudley
Associate Dean, College of Arts & Sciences
Professor of English
University of South Dakota

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (6)

DATE: March 30-31, 2021

SUBJECT

New Program: SDSU – M.S. in Pharmaceutical Sciences

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests permission to offer a Master of Science (MS) program in Pharmaceutical Sciences. The requested program would complement the existing Ph.D. program in Pharmaceutical Sciences. The pharmaceutical sciences encompass multiple disciplines to discover, test, and manufacture new drugs and therapies, as well as evaluate their strength, effectiveness, and safety. The pharmaceutical sciences include biomedical sciences, medicinal chemistry, pharmacology, and pharmaceuticals. SDSU requests authority to offer the program both on campus and online.

The proposed program will provide students with knowledge across all areas of pharmaceutical sciences as well as research and technical expertise for future careers in the pharmaceutical and biotechnology industry, at research institutions, or at regulatory agencies. There is a demand for pharmaceutical scientists both nationally and regionally. Regionally, the employment growth for medical scientists from 2016-2026 has been projected to be 12.7%.

The intent to plan for this program was approved in [May 2020](#). Per BOR Policy 2:1, external review of the program has been waived by the office of the Executive Director. An institutional program review was conducted for the Ph.D. in Pharmaceutical Science in the spring of 2019. Both programs have the same base curriculum.

IMPACT AND RECOMMENDATION

SDSU does not request new state resources for the proposed program. The program will not require the addition of any new courses. SDSU anticipates 14 students enrolled and 7 graduates after four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – MS in Pharmaceutical Sciences

DRAFT MOTION 20210330_4-C(6):

I move to authorize SDSU to offer the M.S. in Pharmaceutical Sciences, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Graduate Degree Program

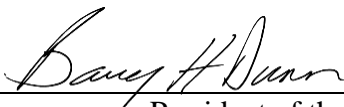
UNIVERSITY:	SDSU
PROPOSED GRADUATE PROGRAM:	Pharmaceutical Sciences (M.S.)
EXISTING OR NEW MAJOR(S):	Existing
DEGREE:	M.S.
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION	2021-2022 Academic Year
PROPOSED CIP CODE:	51.2010
SPECIALIZATIONS:	NA
IS A SPECIALIZATION REQUIRED (Y/N):	NA
DATE OF INTENT TO PLAN APPROVAL:	5/21/20
UNIVERSITY DEPARTMENT:	Grad Study Pharmaceutical Sciences
BANNER DEPARTMENT CODE:	SGPM
UNIVERSITY DIVISION:	Graduate School
BANNER DIVISION CODE:	3G

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

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

University Approval

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



 President of the University

12/9/2020

 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.

South Dakota State University (SDSU) requests authorization for the Master of Science in Pharmaceutical Sciences degree program complementing the existing Ph.D. program in Pharmaceutical Sciences. The pharmaceutical sciences encompass multiple disciplines to discover, test, and manufacture new drugs and therapies, as well as evaluate their strength, effectiveness and safety. The pharmaceutical sciences include biomedical sciences, medicinal chemistry, pharmacology, and pharmaceuticals. This interdisciplinary field of study prepares students for further education and/or careers in the pharmaceutical industry and regulatory agencies. This program will provide students with knowledge across all areas of the pharmaceutical sciences as well as research and technical expertise for future careers.

While the higher education landscape in the United States includes graduate programs with similar goals, the proposed program is unique to the SDBOR system and the region.¹ This program will strengthen the graduate program offerings at SDSU and expands career opportunities for students with background in pharmaceutical, biological and chemical sciences. In addition, the M.S. program will also serve as a good foundation for students interested in pursuing Ph.D. program in pharmaceutical and biomedical sciences.

The University does not request new state resources. It is anticipated that most students enrolled in the program will be new to the University. The base curriculum offered as part of SDSU's current Ph.D. program in Pharmaceutical Sciences will be utilized for the M.S. program. There is extra capacity in the graduate courses to add new students from the M.S. program.

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

The M.S. in Pharmaceutical Sciences is within the statutory mission of SDSU as provided in SDCL 13-58- 1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

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

As the state's land-grant institution, SDSU provides opportunities for all students of the state and region to prepare themselves for successful careers in health sciences. The Department of Pharmaceutical Sciences has a long history of preparing students for careers as scientists, professionals and future leaders in healthcare and this program continues to build upon that previous success. This program is designed to help prepare and make competitive residents of the state, region, nation and the world to find success in professional and scientific careers in health sciences.

The proposed program provides trained individuals who can contribute to the nation's and South Dakota industries through advanced technical innovation in the areas proposed.

The SDSU M.S. in Pharmaceutical Sciences supports the Board of Regents' Strategic Plan² the following ways:

Goal 1: Student Success (*this program will*)

- Grow the number of graduate degrees awarded.
- Attract more resident and non-resident students and encourage them to remain in South Dakota because of industry collaborations and technology transfer.

¹ <https://www.pharmgrad.org/program-directory/graduate-directory>

² https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

Goal 2: Academic Quality and Performance (*this program will*)

- Grow the number of new graduate programs.
- Increase the student cohort and thereby enhance graduate programs.

Goal 3: Research and Economic Development (*this program will*)

- Offer an additional graduate degree oriented to STEM students.
- Meet existing and future workforce needs in the target industries (human health) identified in the 2020 Science & Technology plan.³
- Encourage private/public partnerships, including in the target industries (human health).
- Further enhance SDSU commercialization efforts through research innovation and productivity critical for starting new business ventures.

The M.S. in Pharmaceutical Sciences also supports South Dakota State University's strategic plan⁴ IMAGIME 20203, specifically:

Goal 1 – Academic Excellence through transformative education

- Develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands.

Goal 3 – Foster innovation and increase research, scholarship and creative activity (RSCA)

- Differentiate SDSU RSCA to build and maintain preferred status among sponsors and partners.

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

Employment projections for medical scientists (including pharmaceutical scientists) continue to grow according to the data from Bureau of Labor Statistics. The recent Bureau of Labor Statistics projects 6% employment growth for medical scientists from 2019-2029, which is higher than the average growth rate.⁵ Regionally, the employment growth for medical scientists from 2016-2026 has been projected to be 12.7%.⁶ The state workforce report projects 13% growth in employment for scientific services from 2018-28.⁷ Human health and Nutrition is identified as target sector in the South Dakota's Science and Technology Plan. According to the data presented in this plan, the human health and nutrition sector experienced 12.7% employment growth from 2006-2011, which was double the growth seen nationally during the same period.⁴ Furthermore, the 2018 Biosciences Industry report indicates drugs and pharmaceuticals as a rapid-growth area nationally (13.7%), and South Dakota's growth is outpacing the national average in new industry and average annual wage growth in this sector (50% and 167.8%, respectively).⁸ Given these employment trends, there is a demand for pharmaceutical scientists nationally and regionally. Especially, the master's program will support the workforce needs of the growing biotech sector in the region.

4. How will the proposed program benefit students?

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

⁴ <https://sdepacor.org/sdepacorHome/wp-content/uploads/2015/07/2020-Vision.pdf>

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Medical Scientists, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm> (visited September 01, 2020).

⁶ <https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>

⁷ https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2019.pdf

⁸ <https://www.sdbio.org/pdf/doc-teconomyreport2018-1557262852.pdf>

The M.S. program is designed to prepare graduates to obtain employment in pharmaceutical and biotechnology industry, research institutions, and regulatory agencies. The program will provide M.S. level training to those students interested in pharmaceutical sciences, but unable or unwilling to pursue the Ph.D. The degree will allow most students who do not complete the doctoral program to earn a graduate level credential. For those completing the Ph.D., the additional M.S. degree is an added benefit. Since the curriculum overlaps with the Ph.D. curriculum, the proposed program would be stackable with the Ph.D. in Pharmaceutical Sciences that is currently offered by the department. While Option A is designed for traditional students interested in pursuing a research project, Option B and C will provide expanded opportunities for working professionals in pharmaceutical/biotech industry and regulatory agencies who are interested in career advancement. The Option B and C will also expand dual degree program offerings for professional pharmacy (PharmD) students and graduate students in other majors (biological and chemical sciences) interested in pursuing careers in pharmaceutical and biotech industry.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale⁹

A new degree is not being proposed.

B. What is the rationale for the curriculum?

The curriculum is designed to provide broad knowledge and research experience in the pharmaceutical and biomedical sciences. The core pharmaceutical science disciplines of pharmacology, pharmaceutics, medicinal chemistry, and biomedical sciences and pharmacogenomics are required courses. Statistics is required for data analysis and interpretation, and scientific communication instruction is provided through a required seminar course. Students selecting the thesis option will be provided hands-on experience through a research techniques course and a thesis project. Students in Option B will complete a written paper describing a research problem in the pharmaceutical sciences. Elective courses in Options B and C allow students to further explore topics in the pharmaceutical sciences and related disciplines. The curriculum is consistent with other pharmaceutical sciences master's programs and with national core competencies for graduate education in the pharmaceutical sciences.

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

The American Association of Colleges of Pharmacy Research and Graduate Affairs Committee published a report in 2017 outlining core competencies that should be included in graduate education in the pharmaceutical sciences.¹⁰ The core competencies include six educational domains: Foundational Knowledge; Research; Scientific Communication; Education; Leadership and Management; and Personal and Professional Development. Through the formal curriculum and co-curricular experiences, graduates of the M.S. in

⁹ "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

¹⁰ Poloyac SM et al. Competency, Programming, and Emerging Innovation in Graduate Education within Schools of Pharmacy: The Report of the 2016-2017 Research and Graduate Affairs Committee. Am J Pharm Educ. 2017, 81, S11

Pharmaceutical Sciences program will receive training in these graduate education domains. Therefore, the program is consistent with current national standards in pharmaceutical sciences graduate education.

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

Option A: Thesis

M.S. Program in Pharmaceutical Sciences	Credit Hours	Percent
Required courses, all students	30	100%
Electives	0	0%
Total Required for the Degree Total	30	

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PHA	720	Introduction to Advanced Concepts in Pharmaceutical Sciences	3	No
PHA	721	Advanced Concepts in Medicinal Chemistry	3	No
PHA	725	Advanced Concepts in Biomedical Sciences and Pharmacogenomics	3	No
PHA	740	Advanced Concepts in Pharmacology	3	No
PHA	760	Advanced Concepts in Pharmaceutics	3	No
PHA	765	Techniques in Pharmaceutical Sciences	3	No
PHA	790	Seminar	1	No
PHA	798	Thesis	8	Yes
STAT	541	Statistical Methods	3	No
Subtotal			30	

Option B: Project

M.S. Program in Pharmaceutical Sciences	Credit Hours	Percent
Required courses, all students	26	81%
Electives	6	19%
Total Required for the Degree Total	32	

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PHA	720	Introduction to Advanced Concepts in Pharmaceutical Sciences	3	No
PHA	721	Advanced Concepts in Medicinal Chemistry	3	No
PHA	725	Advanced Concepts in Biomedical Sciences and Pharmacogenomics	3	No
PHA	740	Advanced Concepts in Pharmacology	3	No
PHA	760	Advanced Concepts in Pharmaceutics	3	No
PHA	765	Techniques in Pharmaceutical Sciences	3	No
PHA	788	Master's Research Problems/Projects	4	Yes
PHA	790	Seminar	1	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT	541	Statistical Methods	3	No
Subtotal			26	

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

Electives (6 credits) can be taken from graduate level PHA-prefix courses and from related disciplines (CHEM, BIOL, etc).

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL	570	Cancer Biology	3	No
BIOL	645L	Microimaging Techniques Laboratory	1-3	No
BIOS	662	Advanced Molecular Biology	3	No
CHEM	701	Advanced Organic Chemistry I	3	No
CHEM	706	Advanced Analytical Chemistry	3	No
CHEM	724-724L	Structural Determination of Organic Compounds & Lab	3, 0	No
PHA	738	Health Informatics	1	No
PHA	743	Pharmacogenomics	1	No
PHA	752	Drugs of Abuse and Addiction	2	No
PHA	792	Topics	1-3	No
PUBH	767	Public Health Toxicology	3	No
		Other courses as approved by advisor and/or committee		

Option C: Coursework Only

M.S. Program in Pharmaceutical Sciences	Credit Hours	Percent
Required courses, all students	24	69%
Electives	11	31%
Total Required for the Degree Total	35	

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PHA	720	Introduction to Advanced Concepts in Pharmaceutical Sciences	3	No
PHA	721	Advanced Concepts in Medicinal Chemistry	3	No
PHA	725	Advanced Concepts in Biomedical Sciences and Pharmacogenomics	3	No
PHA	740	Advanced Concepts in Pharmacology	3	No
PHA	760	Advanced Concepts in Pharmaceutics	3	No
PHA	765	Techniques in Pharmaceutical Sciences	3	No
PHA	769	Pharmaceutical Sciences Capstone	2	Yes
PHA	790	Seminar	1	No
STAT	541	Statistical Methods	3	No
Subtotal			24	

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

Electives (11 credits) can be taken from graduate level PHA-prefix courses and from related disciplines (CHEM, BIOL, etc).

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL	570	Cancer Biology	3	No
BIOL	645L	Microimaging Techniques Laboratory	1-3	No
BIOS	662	Advanced Molecular Biology	3	No
CHEM	701	Advanced Organic Chemistry I	3	No
CHEM	706	Advanced Analytical Chemistry	3	No
CHEM	724-724L	Structural Determination of Organic Compounds & Lab	3, 0	No
PHA	738	Health Informatics	1	No
PHA	743	Pharmacogenomics	1	No
PHA	752	Drugs of Abuse and Addiction	2	No
PHA	792	Topics	1-3	No
PUBH	767	Public Health Toxicology	3	No
		Other courses as approved by advisor and/or committee		

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								
	PHA 720	PHA 721	PHA 740	PHA 760	PHA 725	PHA 765	PHA 790	PHA 769/788 /798	STAT 541
1. Demonstrate knowledge of key fundamental concepts in the pharmaceutical and biomedical sciences.	X	X	X	X	X			X	
2. Apply pharmaceutical and biomedical science knowledge and research techniques to drug discovery and development.						X		X	
3. Retrieve and critically evaluate the scientific literature.	X						X	X	X
4. Utilize effective written and oral communication skills.							X	X	
5. Demonstrate professionalism and ethical conduct.	X							X	

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

No, there are no national instruments in the pharmaceutical sciences to measure student achievement.

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 evaluations - Graduate students are evaluated annually for their performance in course work, research, and professionalism by the graduate advisory committee or the faculty advisor. Students will submit a written report on coursework and/or project progress to their faculty advisor at the end of the academic year. This is followed by a meeting with the graduate advisory committee or faculty advisor to discuss progress in the program. Appropriate remediation steps, if needed, should be described in the annual evaluation form. Lack of satisfactory progress may lead to termination from the program. Professionalism is evaluated as part of the annual evaluation.
- Ethical behavior – Students will complete the CITI training modules in animal care and use and human subjects in research.
- Journal club - Students taking the seminar course will present an evaluation of an original research article. The presentation is evaluated on presentation skills and literature evaluation skills by at least three pharmaceutical sciences faculty members using a rubric. Students who do not successfully complete the requirements are required to repeat the journal club.
- Thesis – Option A students will prepare a thesis based on their research project in accordance with SDSU graduate school policy. The thesis will be evaluated by the graduate advisory committee using a rubric. The results will also be shared in a public presentation.
- Research paper – Option B students will present a written report on a research problem in the pharmaceutical sciences. The research report will be reviewed by the advisor and at least one other faculty member using a rubric.
- Capstone project - Option C students will complete a capstone project demonstrating integration and application of program content. The research report will be reviewed by the faculty advisor and at least one other faculty member using a rubric.
- Final examination - A final oral examination will be used to evaluate pharmaceutical and biomedical science knowledge and application to the thesis for Option A students. The final oral examination will be conducted by the graduate advisory committee. Option B and C students will complete a final written examination. The written examination will be administered in the capstone course or the research problems course and will include questions from all required courses.

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

The instructional approach for the program will vary from lecture based instruction to hybrid courses, to fully online delivery using D2L. Group discussions (in-person and online), student presentations, review paper, hands-on laboratory techniques, review and research articles would complement the instructional approaches. Faculty will utilize a variety of approaches to deliver course content including lecture, student presentations and papers, and small and large group discussion. In addition, students in Option A will receive hands-on instruction in laboratory techniques through the pharmaceutical sciences techniques course and the thesis experience. Courses in the online format will be taught live synchronous

(seminar course) and asynchronously using recorded lectures, videos, readings, and discussion.

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

The curriculum is based on the existing Ph.D. program and was developed by the current faculty. The core curriculum was reviewed by a consultant in 2007 at the time of the doctoral program approval. The curriculum was modified in 2017 with inputs from the current faculty and Ph.D. students. Two new courses were developed and added to the curriculum. During this process, the Department also updated the student learning outcomes and assessment plan. Furthermore, a comprehensive self-study was completed very recently (2018-19) as part of the institutional review of the Ph.D. program in pharmaceutical Sciences. The curriculum was deemed appropriate and contemporary by two external reviewers (report attached in Appendix B). These elements are well represented by the current faculty and the curriculum. The base curriculum from the Pharmaceutical Sciences Ph.D. program is shared with the M.S. program with additional required courses and electives.

- 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?**

It is anticipated that most students enrolled in the program will be new to the University. Although students enrolled in the Pharm.D. program or other majors will have the option of pursuing the M.S. dual degree option, the cohort will be primarily students new to the University. Estimates are based on the general student enrollment trends in similar programs, class capacity, faculty FTE, and research infrastructure.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
Estimates	FY 22	FY 23	FY 24	FY 25
Students new to the university	5	7	7	7
Students from other university programs	0	0	0	0
Continuing students	0	5	7	7
=Total students in the program (fall)	5	12	14	14
Program credit hours (major courses)**	75	180	210	210
Graduates	0	5	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. With a 30 credit degree minimum (option A), we assume 15 credits per year per student. The same numbers in are used in Appendix A – Budget.

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

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."

The requirement for an outside reviewer was waived for this request. An institutional program review (spring 2019) for the Pharmaceutical Sciences Ph.D. program with the same base curriculum was recently completed by two external reviewers.

12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	2021-2022 Academic Year

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous– Term Based Instruction 018 - Internet Synchronous	2022-2023 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

The conversion to hybrid/online delivery will be phased in over a period of three years of program inception.

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	015 – Internet Asynchronous– Term Based Instruction, 018 - Internet Synchronous	2022-2023 Academic Year

SDSU will start the program in fall 2021 with the traditional on-campus offerings and intend to have sufficient course offerings online within three years of program inception.

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

The program is not requesting new resources but will reallocate existing resources and use the program revenue. The program is expected to bring new students to SDSU. The University does not anticipate any significant faculty FTE salary expenses and the program will be using existing courses in the Ph.D. curriculum in pharmaceutical sciences. Faculty workload will be adjusted to meet the program needs. Given that the M.S. program shares the base curriculum from the current Ph.D. program, the Department will achieve efficiency in administering the program. Two new courses in the existing x9x series and a new capstone course will be added to the program. To ensure that the students complete the M.S. program within two years, one to two courses will be offered during the summer. The faculty will supervise the thesis work of the students during all semesters as needed. Prorated salary is included in the budget to cover the faculty's efforts during the academic year and summer term.

The program administration will be supported by the current graduate program coordinator (0.25 FTE). The graduate program coordinator will serve as the main point of contact for program management. Based on the percent effort (60%) in the M.S. program, the academic year stipend and summer salary for the coordinator is pro-rated for program administration.

The budget includes materials and supplies for student thesis work, laboratory courses, recruitment/marketing materials and travel expenses for recruitment. The existing program fee will be used for on-campus courses and online/hybrid courses. The specific intent is to leverage existing courses and transition these courses to a hybrid and online delivery model over a three year timeframe. The students in the online courses will have access to all the resources (library resources and access to faculty for individual and group meetings etc.) available to on-campus campus. The existing discipline fee will be used to cover these expenses including online faculty support for students. With the current discipline fee, the program will be able to meet the academic and instructional needs while remaining at a price point for students that is competitive in the regional market.

No new facilities will be needed, but we will invest in faculty development for online course delivery using campus Instructional Design Services for this specific purpose. As the budget attachment shows, existing funds and revenue generated by enrollments will be used to fund the program.

14. Board Policy 2:1 states: “Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.”

Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

The requirement for an outside reviewer was waived for this request. The Department completed an institutional program review spring 2019 for the Pharmaceutical Sciences Ph.D. program with the same base curriculum was recently completed by two external reviewers. The curriculum was deemed appropriate and contemporary by two external reviewers. The reviewers recommended to offer an M.S. program in addition to the Ph.D. program. The reviewer's report and the response to the review are added as appendices to this document (Appendix B). As the shared curriculum for the Ph.D. program was already examined by consultants, the addition of an M.S. degree is not considered necessary to be reviewed again by a consultant. The base curriculum is shared with the Pharmaceutical Sciences Ph.D., with additional required courses and electives which complement the already successful Pharmaceutical Sciences Ph.D. program, with forty graduates placed in industry, academia, research institutes and regulatory agencies to date.

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

☒ Yes ☐ No

Explanation (if applicable):

The on-campus courses for the M.S. in Pharmaceutical Sciences program will be supported through the discipline fee that is currently applied to graduate courses in pharmaceutical sciences. The students in the online courses will have access to all the resources (library resources and access to faculty for individual and group meetings etc.) available to on-campus classes. The existing discipline fee will be charged to online courses to cover these expenses including online faculty support for students.

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

☒ YES, the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.

☐ NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

17. Additional Information:

Additional Admission Requirements

GRE: Not Required

TOEFL: Minimum score of 550 paper-based, 79 Internet-based

IELTS: 6.0 or higher

1. **Letters of Recommendation** Two personal reference letters from people acquainted with the academic ability and professional competence of the applicant are required.
2. **TOEFL/GRE Scores** Test of English as a Foreign Language (TOEFL) scores are required for international students from non-English speaking countries. A minimum score of 550 paper-based, 79 Internet-based or above is required. The International English Language Testing System (IELTS) band score is also acceptable (6.0 or higher). No minimum score is set for GRE test. The Institutional Code for SDSU is 6653.
3. **A Statement of Personal Goals and Philosophy** The statement should be brief and no more than one page.

Appendix A- Budget

Appendix-B- Ph.D. program IPR external review and responses.

Appendix C- New course request

Appendix A Budget

South Dakota State University, M.S. in Pharmaceutical Sciences

1. Assumptions

		1st FY 22	2nd FY23	3rd FY24	4th FY25
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		5	12	14	14
Program FY cr hrs, On-Campus		75	89	98	98
Program FY cr hrs, online courses			91	112	112
Faculty, Regular FTE	See p. 3	0.07	0.15	0.18	0.18
Faculty Salary & Benefits, average	See p. 3	\$123,672	\$123,672	\$123,672	\$123,672
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3		\$0	\$0	\$0
Other FTE (see next page)	See p. 3	0.33	0.53	0.58	0.58
Other Salary & Benefits, average	See p. 3	\$99,281	\$99,281	\$99,281	\$99,281

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$8,657	\$18,551	\$22,261	\$22,261
Faculty, Adjunct (rate x number of courses)		\$0	\$0	\$0	\$0
Other FTE		<u>\$32,763</u>	<u>\$52,619</u>	<u>\$57,583</u>	<u>\$57,583</u>
S&B Subtotal		\$41,420	\$71,170	\$79,844	\$79,844
<i>Operating Expenses</i>					
Travel					
Faculty development for online courses		\$2,000	\$2,000	\$2,000	\$2,000
Supplies & materials		\$8,000	\$15,000	\$17,000	\$17,000
Graduate program coordinator stipend		<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>	<u>\$2,000</u>
OE Subtotal		\$12,000	\$19,000	\$21,000	\$21,000
Total		\$53,420	\$90,170	\$100,844	\$100,844

3. Program Resources

Online course tuition/hr, HEFF net	GR	\$336.80	\$336.80	\$336.80	\$336.80
Online course tuition revenue	hrs x amt	\$0	\$30,649	\$37,722	\$37,722
On-campus support tuition/hr, HEFF net	GR	\$336.80	\$336.80	\$336.80	\$336.80
On-campus tuition revenue	hrs x amt	\$25,260	\$29,975	\$33,006	\$33,006
Program fee, per cr hr (if any)	\$250.10	\$18,758	\$22,259	\$24,510	\$24,510
Program fee, per cr hr (if any)	\$250.10		\$22,759	\$28,011	\$28,011
University redirections		\$9,402	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0

Grants/Donations/Other	\$0	\$0	\$0	\$0
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Total Resources **\$53,420** **\$105,642** **\$123,249** **\$123,249**

Resources Over (Under) Budget **(\$0)** **\$15,472** **\$22,405** **\$22,405**

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

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$99,281	\$99,281
University's variable benefits rate (see below)	0.1442	
Variable benefits	\$14,320	\$0
Health insurance/FTE, FY20	\$10,071	
<i>Average S&B</i>	\$123,672	\$99,281

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

We do not anticipate any significant FTE salary expenses as we are leveraging existing curriculum and courses to fill additional seats in our classes. The FY_20 salaries & benefits for 8 faculty in the pharmaceutical sciences department are averaged. No new faculty FTE is requested, but the faculty workload will be adjusted to meet the program needs. The faculty FTE is prorated based on the percent workload for the thesis or project/capstone courses (new courses).

Explain adjunct faculty costs used in table:

0 courses per year to be taught by adjuncts.

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

Summer salary is included for faculty teaching the graduate course (based on 8% of base salary for a 3 credit course) and thesis supervision (@ 1week summer salary per student). Graduate program coordinator summer salary (2 weeks) is included in the budget based on the anticipated effort for M.S. program administration.

\$1000/student/year to cover supplies and materials for the student's thesis work is included in the budget. In addition, the budget also includes recruitment/marketing materials (\$1000/yr), and supplies/materials (\$2000/yr) required for the laboratory courses. Faculty development and support for converting on-campus classes to hybrid/online delivery. The on-campus courses will be charged a program fee consistent with the current graduate courses in pharmacy. Graduate program coordinator stipend for the academic year is included in the budget based on the anticipated effort for M.S. program administration. This is a faculty position with 25% assigned professional service for graduate program administration.

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

The program will be supported through tuition and fee generated from the program. The College will redirect portions of faculty and staff workload for program startup in Year 1 with incremental increases as enrollments grow over the first four years. The conversion of face-to-face classes to hybrid and online delivery format will be phased in over a three-year time frame. The students in the online courses will have access to all the learning resources available to on-campus classes. The

current program discipline fee is applied to on-campus and online courses. The cr.hr calculation is based on 15 credits/year for a total of 30 credits for 2 years.

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

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

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

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

Variable Benefits Rates

University	FY19	<i>Change the benefits rate cell in the table on page 2 to point to the rate for your university.</i>
BHSU	14.64%	
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.42%	
USD	14.34%	

Appendix B

Ph.D. Program IPR External Review and Responses.

Institutional Review of Ph.D. Program in Pharmaceutical Sciences

South Dakota State University

April 3-5, 2019

Report from Review Team Visit

Ajay K. Banga, Mercer University

David Ferguson, University of Minnesota

Tom Stenvig, Nursing Program, South Dakota State University

The Ph.D. program offered by the Department of Pharmaceutical Sciences within the College of Pharmacy and Allied Health Professions at the South Dakota State University was reviewed as per the invitation extended to us. Drs. Banga and Ferguson provided an external perspective and Dr. Stenvig was a resource for the team to provide a perspective on University policies, procedures, as well as culture. A self-study report was provided to us prior to the site visit on April 3-5, 2019. The program spans the pharmaceutical sciences offering tracks or emphasis areas in medicinal chemistry, pharmaceuticals, pharmacology, and genomics/informatics. Since the inception of the program in 2007, a total of 29 students have graduated from the program with an average time to completion of 5.1 years and a 71% completion rate. The quality and productivity of the program over the last 5 years has been excellent as evidenced by the publications reported and high placement rate among graduates in both academic and industrial positions. The program is traditionally structured with students completing approximately 2 years of coursework followed by a written comprehensive and oral examination, and final defense of independent research and scholarship. Student financial support for the program is mainly provided by 11 Teaching Assistant position in the College of Pharmacy. Students are given a competitive stipend and financial aid package and have access to state of the art facilities within the College to conduct learning and research activities.

Strengths: We were provided a well-written report that described the program in details with supporting documentation as appendices. Further information was provided in response to our questions during the site visit, starting with an entrance interview with Department chair, Dean, Vice Provost for Academic affairs, and VP and Provost for Academic affairs. Based on our interviews with faculty, staff, students, and alumni, we identified the following areas that provide significant evidence of strengths in the program:

Administration: During the initial visit with administration (as well as exit interview), it was clear that the administration is engaged and supportive, which bodes well for the program. The Dean and Provost offices have continued to provide financial support through T.A. lines to the program which is a critical component to long term viability and growth. Similarly, the staff were committed and dedicated to the success of the program. The program coordinator demonstrated a clear knowledge of the program requirements and policies and is well placed in a leadership role with staff support from the business office and other related support staff. A grant specialist is available who dedicates 50% of his time to the College of Pharmacy.

Facilities: Physical facilities for carrying out research are first class, as was evident during our tour of the research laboratories. The facilities are located within the College of Pharmacy facilitating faculty-student interactions and mentorship. The location and high quality of the lab facilities also provides opportunities for inclusion of PharmD students in research which may attract PharmD-PhD students to the program and bring more visibility to the program.

Faculty: The department also has two endowed positions, which will be helpful to further grow research activities and bring recognition to the program. Faculty interests are diverse which helps attract students to the program. Publications are primarily in high impact peer reviewed journals indicating student research is of high quality. In general, the faculty showed passion and dedication to the graduate program and were receptive to change in moving the program forward.

Alumni: Several alumni were interviewed during the site visit and all were enthusiastic and spoke highly of faculty mentors and the administration of the program. All students find employment in industrial, government, or academic settings.

Limitations: One of the primary limitations to the continued success of the graduate program is funding. Even with eleven teaching assistantship lines, there is a concern about the viability of the program, especially in the short time. This concern stems from (1) upcoming graduation of some self-funded students without any means to replace them (2) distribution of these positions to all faculty, and (3) limited extramural funding to support R.A. positions. Of these 3 points, the lack of extramural funds

to shift students from TA lines to RA lines may be the most limiting since this prevents the recruitment of incoming student to the program in the coming years. Related to the issue of funding is the current student population which is exclusively international. This prevents students from being placed on training grants or applying for fellowships that are require US citizenship.

Geographical location can also be perceived as a limitation. Students receive limited exposure to outside speakers and guests (at the national and international level). This reduces opportunities for networking and potential job placement. This issue is further exacerbated by the diverse interests of the faculty that span multiple disciplines in the pharmaceutical sciences. Students within certain labs feel isolated due to a lack of critical mass within their sub-discipline in the department. It was also evident that there may not be enough students to form organizations within disciplines. There was also concerns raised that connections across departments are not valued or appropriately supported to a level that is meaningful to the students. A need was also expressed by the students and alumni to receive mentoring from faculty outside of just the dissertation project. This mentoring can include coaching on soft skills as well as personal empathy and understanding/involvement in student life.

The process used to assign incoming students to faculty is not clear to the graduate students or some graduate students. The process used can be clarified on the website and communicated clearly to the applicants. Safety training should be repeated (and documented) every year and not just provided once at the time the student joins the program.

There is some concern among faculty about workload calculations. There seems to be a perception among some faculty that even a large number of contact hours seem to be translating to a relatively low teaching load, and high service load is not assigned a proportionally high percentage. This leads to an unreasonably high research expectation. Part of this may need some revisit at the University level, or this could be miscommunication that could be resolved by the Department Chair; internal policies may need to assign a certain minimal workload to research for tenure track faculty. Another limitation may be that layers of approval are needed for the simplest of tasks, though some of it (but not all of it) may be part of University procedures.

Recommendations

The department needs to find ways to increase research productivity leading to extramural funding. Teaching assistantship positions can be re-distributed based on research productivity. In our meeting with Department faculty, several faculty members with high teaching loads are willing to give up TA position assigned to them provided they are not then held accountable to an unrealistic research productivity expectation. Many of them are great teachers and will happy that their potential is being utilized to the fullest. This will allow giving more TA positions to research active faculty, thereby further enhancing their research by virtue of being able to have more than one graduate student. In addition, this will help to retain them by virtue of having a successful thriving laboratory with multiple graduate students.

However, redistribution of TA positions can only be a first step. Further growth of the program will have to come from faculty funded RA positions. New hires can be given more release time for research and then held more accountable for number of grant submissions expected. Another means to generate more funding for support of graduate students may be to recruit more US Citizens into the program, as they would be eligible for many scholarships and grants not open to international students. This will also add further diversity to the program. Recruiting is therefore critical to program growth. A strategic plan targeting schools in the upper mid-west should be developed and implemented to attract high quality domestic students to SDSU. This could be coordinated with chemistry and biology as well. Partnerships with Sanford and Avera should be explored as a method to increase visibility of the program and obtain funding.

Another means to generate revenue would be to initiate a self-funded MS program, with some of the net tuition revenue staying within the Department. Students graduating from the MS program may also add to the applicant pool for the Ph.D. program. Specialty certificate program offerings in summer could also be explored, and may be a means to supplement the limited funds available for summer salary support, as faculty are on 9-month appointments.

It is also recommended to standardize the comprehensive qualifying examination. Currently, the exam is compiled separately for each student by his or her graduate committee and may vary in length from 1-3 days. The level of difficulty and even the passing score does not appear to be uniform, based on the

feedback we received from our interviews. As everyone is getting the same degree in pharmaceutical sciences, the exam should instead have a core area of testing which is common for everyone and is compiled by the graduate coordinator. This core area of testing can carry majority of points (for example, 80 percent). The remaining points can come from specialty questions prepared by the graduate student advisory committee based on the area of focus for the student. For example, a student specializing in pharmaceuticals may have 20% of the grade based on focused questions in pharmaceuticals. Still, the length of exam and passing percentage should be the same for every student. In addition, the oral part of the examination seems subjective; many Universities do not have an oral examination. In addition, comprehensive exam should be offered no later than by the end of the second year. This is the norm in many other Universities, even if they offer graduate courses every other year, as is done at SDSU.

Stipends are reasonable for the upper Midwest and were not viewed as a limiting factor on enrollment. However, housing costs have greatly increased in the Brookings area and students expressed concerns over the quality of living given the current stipend. A survey of current stipends in the upper Midwest should be completed and adjustments made if necessary. Alternatively, faculty should strive to supplement these stipends by providing partial research assistantship (RA) support.



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

**Institutional Program Review
Report to the Board of Regents**

Use this form to submit a program review report to the system Chief Academic Officer. Complete this form for all units/programs undergoing an accreditation review, nationally recognized review process, or institutional program review. The report is due 30 days following receipt of the external and internal review reports.

UNIVERSITY:	SDSU
DEPARTMENT OR SCHOOL:	Pharmaceutical Sciences,
PROGRAM REVIEWED:	Ph.D. Pharmaceutical Sciences
DATE OF REVIEW:	4/4/2019
TYPE OF REVIEW:	Institutional Program Review

University Approval

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



President of the University

Click here to enter a
date.
6-13-2019
Date

1. Identify the program reviewers and any external accrediting body:

1. Ajay Banga, Ph.D.,
Chair and Professor of Pharmaceutical Sciences
Co-Director of the Center for Drug Delivery Research
T.P. Haines Endowed Chair in Transdermal Delivery Systems
Department of Pharmaceutical Sciences
College of Pharmacy
Mercer University
Atlanta, GA

2. David Ferguson, Ph.D.,
Professor
Department of Medicinal Chemistry
College of Pharmacy
University of Minnesota
Minneapolis, MN

2. Items A & B should address the following issues: mission centrality, program quality, cost, program productivity, plans for the future, and assessment of progress.

*Program Forms, Institutional Program Review Report
(Last Revised 11/2017)*

The review team commended the quality and productivity of the program. The team emphasized people as one of the strengths of the program. This includes graduate students, faculty and the support staff. The strong support from the College and University administration was also identified as a strength. Other strengths identified by the review team include the high-quality research facility, high impact publications and TA support from the state and the College. The reviewers identified two main areas of weakness: The number of currently available TA funded lines limits the future growth of the program. Another area of weaknesses noted was the limited extramural funding to support RAs.

Describe the strengths and weaknesses identified by the reviewers

The reviewers commended the comprehensive and well-written self-study report. The reviewers commented that the University and College administration is engaged and committed to the success of the Ph.D. program. The financial support of TA positions from the College was viewed favorably by the reviewers.

The reviewers found that the research facility is of high-quality to support graduate student support and also provides research opportunities for professional pharmacy students. The reviewers identified the faculty's passion and commitment to the Ph.D. program as a major strength. The two endowed faculty positions were viewed as strengths and the reviewers recognized this will grow and bring visibility to the research program.

The reviewers found that the alumni had a positive view of the program and their faculty mentors. Reviewers viewed the 100% placement of graduates as a positive outcome of the program.

The reviewers noted the recent graduation of several self-supported students impacts the total student numbers in the program in the short-term. The reviewers pointed out that the limited number of TAs and the limited extramural grant funding that hampers the ability to shift students from TA to RA lines are major limitations of the program. The reviewers also noted the lack of diversity of the student population as an area of improvement.

The reviewers found that there are limited opportunities for students to develop their soft-skills in the program. The reviewers noted that the geographic location of the program limits student's opportunities to network with pharmaceutical industry.

2(A). Briefly summarize the review recommendations

The reviewers made the following major recommendations to enhance and grow the graduate program.

- Align GTA assignment based on faculty's research expectations and productivity
- Increase extramural funding to support more GRAs.
- Increase the diversity of the program by recruiting US citizens who are eligible for scholarships.
- Expand program offerings by exploring the possibility of starting a self-funded MS program and graduate certificate program.

- Standardize the comprehensive exam.
- Conduct a survey of stipends in upper Midwest and make adjustments if necessary to address the lack of affordable family housing options for graduate students

2(B). Indicate the present and continuous actions to be taken by the college or department to address the issues raised by the review. What outcomes are anticipated as a result of these actions?

- Align graduate student admission, TA assignment with faculty research expectations and research productivity
 - Currently the faculty are assigned at least one GTA. Going forward the department will assign GTA based on the research expectations and research productivity of the faculty.
 - The Department has recently revised the process of assigning GTA to faculty. As per the new process, the faculty submit a form to the Department head. The Department head will use the information provided in the form and consult with the Associate Dean of Research and the Dean before approving the request.
- Increase the extramural research funding through the two endowed faculty positions and also by faculty workload optimization
 - In the last five years the department has established two endowed faculty positions. The second endowed faculty was hired recently. Since the hiring of the endowed faculty, the department's grant funding has increased significantly.
 - The faculty workload optimization is a continuous process. Majority of the department faculty teach in the professional pharmacy program. The new PharmD curriculum provides some opportunities to optimize the faculty work load. Our recent faculty hires have a >70% research expectation.
 - We expect to see an increase in GRAs with increase in grant funding through the endowed faculty positions and faculty workload optimization.
- The Department will develop a plan for starting an MS program
 - The department has formed an ad hoc committee to develop a plan for starting an MS program and potential graduate certificate program. The committee includes the graduate program coordinator, Associate Dean for Academic Programs, faculty, graduate student and alumni representative.
 - In addition to expanding the program offerings, the MS program will also serve as a pipeline for the PhD program.
 - The MS and graduate certificate programs will provide opportunities for professional pharmacy students interested in earning dual degrees.
- Review and modify the structure and administration of comprehensive exam.
 - Currently, the comprehensive exams are managed and administered by the respective graduate advisory committee. The minimum passing score and the total points are established by the Department. However, the length of the exam and duration varies based on the graduate advisory committee. The Graduate Studies and Research committee and the program coordinator will develop a plan to streamline the comprehensive exam to ensure consistency.

- Work with University stakeholders to explore affordable family housing options for graduate students
 - The current stipend was established based on the survey conducted in 2014. The stipends are comparable to other graduate programs in pharmaceutical sciences in the region. However, the lack of affordable family housing is a concern for some of the graduate students. The University is in the process of constructing new family housing units. We will work with the University residential life and other administrators to explore affordable family housing options for graduate students.
3. **Starting in Fall 2019 reporting year, campuses will identify the undergraduate cross-curricular skill requirements as part of programmatic student learning outcomes and identify assessment methods for cross-curricular skill requirements as outlined in Board Policy 2:11. Program review completed prior to Fall 2019 need not include cross curricular skills.**

Not Applicable

Appendix C
New Course Request



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Pharmacy & Allied Health Professions / Pharmaceutical Sciences
Institution	Division/Department
Dennis D. Hedge	12/9/2020
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
PHA 769	Pharmaceutical Sciences Capstone	3

Course Description
A capstone project demonstrating integration and application of program content in pharmaceutical/biomedical sciences.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

Department approval.

Section 2. Review of Course

2.1. Was the course first offered as an experimental course? ☐ Yes ☒ No

2.2. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
PHA 719	Pharmacy Capstone	1

Provide explanation of differences between proposed course and existing system catalog courses below:

The proposed capstone course is unique to the content in the pharmaceutical sciences disciplines covered in the M.S. degree. Students will be asked to integrate the content from all of the courses in the program in the completion of the capstone project. Other capstone courses are also specific to their disciplines. For example, the pharmacy capstone course listed above is specific to the content of the Doctor of Pharmacy program and focuses on integration and application of content unique to pharmacy practice.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: The faculty workload will be adjusted to offer this course.

3.2. Existing program(s) in which course will be offered: Pharmaceutical Sciences (M.S.)

3.3. Proposed instructional method by university: J – Design/Research

3.4. Proposed delivery method by university: 001 – Face-to-Face Term Based Instruction; 015 - Internet Asynchronous – Term Based Instruction

3.5. Term change will be effective: Fall 2021

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: 10 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: SPAH

4.2. Proposed CIP Code: 51.2010

Is this a new CIP code for the university? ☐ Yes ☒ No

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

<u>Hemachand Tummala</u> Request Originator	<u>Hemachand Tummala</u> Signature	<u>11/5/2020</u> Date
<u>Omathanu Perumal</u> Department Chair	<u>Omathanu Perumal</u> Signature	<u>11/5/2020</u> Date
<u>Daniel Hansen</u> School/College Dean	<u>Daniel Hansen</u> Signature	<u>11/5/2020</u> Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
The students will utilize their theoretical knowledge in pharmaceutical sciences, comprehend the latest literature in the field, and propose a project/ application program content in a written report. The course will enhance the ability of student to comprehend the theoretical knowledge gained during the program and apply to a relevant research field in pharmaceutical and biomedical sciences.
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 10
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Gudiseva Chandrasekher, Ph.D., Associate Professor
Hemachand Tummala, Ph.D., Professor
Hesham Fahmy, Ph.D., Associate Professor
Jayarama Gunaje, Ph.D., Associate Professor
Joshua Reineke, Ph.D., Assistant Professor
Komal Raina, Ph.D., Associate Professor

Omathanu Perumal, Ph.D., Professor & Head

Shafiqur Rahman, Ph.D., Professor

Teresa Seefeldt, PharmD, Ph.D., Associate Professor & Associate Dean for Academic Affairs

Wenfeng An, Ph.D., Professor

Xiangming Guan, Ph.D., Professor and Associate Dean for Research

7. Note whether adequate facilities are available and list any special equipment needed for the course.
Adequate resources are available to deliver the course.
8. Note whether adequate library and media support are available for the course.
Adequate resources are available through Briggs Library at SDSU and Wegner Health Science resource center.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – C (7)

DATE: March 30-31, 2021

SUBJECT

New Program: USD –BS in Biochemistry

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 BS program in Biochemistry. The BS in Biochemistry will be housed within the Department of Chemistry. The new major will provide students with current and practical knowledge related to the areas of biochemistry, chemistry, and biology, utilizing already existing coursework and faculty from the Departments of Chemistry and Biology and the Division of Basic Biomedical Sciences (BBS) in the USD Medical School.

The new major will focus on USD's strength in materials chemistry s applied to biological systems, preparing students for post-graduate programs in medicine, dentistry and veterinary practice, and for careers in the life sciences, biochemistry, pharmaceutical or biomedical industries.

The intent to plan for this program was approved in [December 2020](#).

IMPACT AND RECOMMENDATION

USD requests authorization to offer the program on campus. USD does not request new state resources. No new courses will be required for the new program. USD anticipates 45 enrolled students and 12 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: USD – BS in Biochemistry

DRAFT MOTION 20210330_4-C(7):

I move to authorize USD to offer a BS in Biochemistry, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

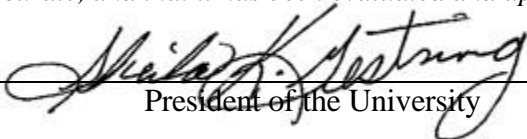
UNIVERSITY:	USD
MAJOR:	Biochemistry
EXISTING OR NEW MAJOR(S):	New
DEGREE:	B.S.
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	26.0202
SPECIALIZATIONS: <i>Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.</i>	N/A
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	12/9/2020
UNIVERSITY DEPARTMENT:	Chemistry [UCHM]
UNIVERSITY DIVISION:	Arts & Sciences [2A]

☒ **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

2/8/2021

 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 University of South Dakota (USD) seeks approval to implement a Bachelor of Science (BS) degree in Biochemistry, to be housed within the Department of Chemistry. This new major will provide students with current and practical knowledge related to the areas of biochemistry, chemistry, and biology, utilizing already existing course work and faculty from the Departments of Chemistry and Biology in the USD College of Arts & Sciences and the Division of Basic Biomedical Sciences (BBS) in the USD Medical School.

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

The statutory mission of the University of South Dakota is provided in SDCL 13-57-1:

Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission provided in BOR Policy 1:10:1 for the University of South Dakota:

The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1). The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the Liberal Arts University for the State of South Dakota and as the location of the state's only medical school. As such, USD is ideally suited to offer an interdisciplinary program in biochemistry, which draws upon the disciplinary strengths of existing academic expertise in Chemistry, Biology, and Basic Biomedical Sciences, as well as the research and laboratory opportunities afforded by the faculty in these programs, serving as a recruitment tool for increasing undergraduate enrollment.

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 USD Chemistry Department currently offers the BS Coordinate degree as well as a BS degree approved by the American Chemical Society (ACS), which is the primary accrediting agency for all chemistry programs in the United States. The department also offers a 3+2 accelerated BS/MS combination, an MS degree, and a PhD degree in Materials Chemistry. A new major in biochemistry would focus on our strength in materials chemistry as applied to biological systems, preparing students for post-graduate programs in medicine, dentistry, and veterinary practice, and careers in all bio-related fields including the pharmaceutical industry.

Statewide SD Occupational Employment Projections (2018-2028): Website accessed 9/22/2020.¹

Life, physical and social science occupations	+10.1%
Life, physical and social science technicians	+8.1%
Life scientists	+12.8%
Chemists	+12.0%
Medical Scientists	+14.7%

¹ https://dlr.sd.gov/lmic/documents/occupational_projections_2018_2028_statewide_south_dakota.pdf

US Bureau of Labor Statistics - Job Outlook (2019-2029): Website Accessed 9/22/2020²
 Biochemist & Biophysicist +4% (as fast as average)

4. How will the proposed program benefit students?

The predominant benefit is providing a degree in Biochemistry where none currently exists. Despite the presence of related programs at other BOR institutions, USD's profile as a research-intensive university, its related undergraduate and graduate programs in Chemistry, Biology, and Basic Biomedical Sciences, and the fact that all necessary courses for this program are currently offered support the creation of this major as a valuable credential for those current and future USD students who wish to pursue biochemistry. A biochemistry major will prepare students for several professional paths, including graduate study in biochemistry or biomedical sciences; professional study in medicine or dentistry; and careers in the life sciences, biochemistry, pharmaceutical or biomedical industries.

5. Program Proposal Rationale:

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

N/A

B. What is the rationale for the curriculum?

Yearlong sequences in introductory calculus, physics, general biology and general chemistry are followed by one semester of Organic Chemistry (CHEM 310/L) and Organic Chemistry of Biomolecules (CHEM 330). This prepares students to take Analytical Chemistry, Physical Chemistry, and Biochemistry courses. Students will take one elective in advanced chemistry courses + lab, plus one elective in advanced biology or biochemistry offerings. A Chemical Literature capstone course is required as a senior, for a total of 65-66 credit hours in the Biochemistry major. This compares to 54-55 credits required for the already existing Coordinate major and 69 credit hours for the ACS approved chemistry major.

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?*

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

² <https://www.bls.gov/ooh/life-physical-and-social-science/biochemists-and-biophysicists.htm#:~:text=Employment%20of%20biochemists%20and%20biophysicists,the%20average%20for%20all%20occupations.>

Biochemistry, B.S.	Credit Hours	Credit Hours	Percent
System General Education Requirements	30 (-6)		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	18-20	18-20	15-17%
Major Requirements	38		32%
Major Electives	7-8		6-7%
Subtotal, Program Requirements		65-66	54-55%
Free Electives		22-25	18-21%
Degree Total <i>Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.</i>		120	100%

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH	123/L	Calculus I & Lab	5	No
MATH	125L	Calculus II & Lab	5	No
PHYS	111/L or 211/L	Physics I & Lab	4-5	No
PHYS	113/L or 213/L	Physics II & Lab	4-5	No
Subtotal			18-20	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CHEM	112/L	General Chemistry I & Lab	4	No
CHEM	114/L or 116/L	General Chemistry II or Honors Chemistry & Lab	4	No
BIOL	151/L	General Biology I & Lab	4	No
BIOL	153/L	General Biology II & Lab	4	No
CHEM	310/L	Fundamental Organic Chemistry & Lab	5	No
CHEM	330	Organic Chemistry of Biomolecules	3	No
CHEM	332/L	Analytical Chemistry & Lab	4	No
CHEM	442	Physical Chemistry I	3	No
BIOC	430	Principles of Biochemistry	3	No
BIOC	431	Principles of Biochemistry Lab	1	No
CHEM	472	Chemical Literature I	2	No
CHEM	474	Chemical Literature II	1	No
Subtotal			38	

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
Choose One Chemistry Elective				
CHEM	434/L	Instrumental Analysis & Lab	4	No
CHEM	444/442L	Physical Chemistry II and Physical Chemistry Lab	4	No
CHEM	452/L	Inorganic Chemistry & Lab	4	No
Choose One Biochemistry/Biology Elective				
MICR	230/232	Basic Microbiology	4	No
BIOL	425	Cellular Physiology	3	No
BIOL	427/L	Plant Physiology & Lab	4	No
BIOL	428/L	Comparative Physiology & Lab	4	No
BIOL	443	Cell Biology	3	No
BIOL	475/L	Intro to Molecular Biology & Lab	4	No
BIOL	471	Genetics	3	No
Subtotal			7-8	

Students completing the Biochemistry major may not also complete the Chemistry major, due to College of Arts & Sciences restrictions on the total number of credit hours in one discipline.

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.*

In demonstrating the following discipline-specific core competencies related to study of Biochemistry, students will:

- Understand the principles and application of biochemistry using a multidisciplinary approach;
- Analyze and interpret data and scientific literature in addressing research questions related to the field of biochemistry;
- Conduct experiments to solve scientific questions;
- Communicate scientific knowledge within an academic context.

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

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

	Program Courses that Address the Outcomes						
Individual Student Outcome (Same as in the text of the proposal) Students will:	CHEM 112/L	CHEM 114/L or 116/L	BIOL 151/L	BIOL 153/L	CHEM 310/L	CHEM 330	
Understand the principles and application of biochemistry using a multidisciplinary approach;	X	X	X	X	X	X	
Analyze and interpret data and scientific literature in addressing research questions related to the field of biochemistry	X	X	X	X	X	X	
Conduct experiments to solve scientific questions	X	X	X	X	X		
Communicate scientific knowledge within an academic context							
	Program Courses that Address the Outcomes						
Individual Student Outcome (Same as in the text of the proposal) Students will:	CHEM 332/L	CHEM 442	BIOC 430	BIOC 431	CHEM 472	CHEM 474	Electives
Understand the principles and application of biochemistry using a multidisciplinary approach;	X	X	X	X	X	X	X
Analyze and interpret data and scientific literature in addressing research questions related to the field of biochemistry	X	X	X	X	X	X	X
Conduct experiments to solve scientific questions	X						X
Communicate scientific knowledge within an academic context					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.

Yes. The American Chemical Society produces two national biochemistry exams with national norms. One exam is for completion of a one semester biochemistry course and the other is for a two semester biochemistry course. New exams are introduced every five years. Offering the ACS exam may not be the practice of the BBS program that teaches Biochemistry.

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?

National ACS exams are available as final exams for all advanced chemistry courses, including biochemistry. They are already given in organic, analytical, instrumental analysis, and inorganic chemistry. The expectation is that all majors will score above the 50th national percentile. The results from previous years is included below.

ACS Examination Scores	Expectation	2017	2018	2019
Organic	>50.0%	52%	46%	N/A*
Analytical	>50.0%	67%	68%	59%
Instrumental	>50.0%	N/A*	55%	65%
Inorganic	>50.0%	69%	59%	N/A*

*2019-2020 ACS exams were not offered due to the Covid-19 pandemic. ACS does not allow ACS exams to be offered remotely.

The Chemical Literature capstone course teaches technology to search chemistry/biochemistry databases to obtain citations and journal articles. These citations are used to 1) write a mock research paper using unpublished research data provided by the instructor, 2) write a 15-page research page on a subject not related to their own research (if students are involved in research project with a professor) and 3) make a 20 minute oral presentation on the same subject. This format easily translates to biochemistry topics.

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.*

All of these courses are taught F2F, and do not require technology to deliver remotely.

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

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

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	5	8	10	10
Students from other university programs	10	10	10	10
Continuing students	0	10	18	25
=Total students in the program (fall)	15	28	38	45
Program credit hours (major courses)**	180	336	456	540
Graduates	2	5	8	12

*Do not include current fiscal year.

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

These estimates are based on current student interest in Biochemistry courses and programs, and assume that some current and future students will choose to pursue double majors with Biology and Medical Biology. Students will not be able to double major in Chemistry and Biochemistry due to the Arts & Sciences restriction on the total number of credit hours in one discipline.

- 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.**

This is not an ACS-approved degree, as the department already offers an ACS-approved degree in chemistry that includes a foundational biochemistry course (CHEM 330, Organic Chemistry of Biomolecules) and an in-depth Biochemistry course (BIOC 430, Biochemistry I) required for approval. The American Society for Biochemistry and Molecular Biology (ASBMB) offers accreditation for Biochemistry programs, but such accreditation is optional, and the department does not intend to seek accreditation at this time. Only 90 biochemistry/molecular biology programs across the nation have this accreditation (including SDSU), as compared to 690 ACS approved chemistry programs in 2020. Students will not be disadvantaged by the absence of accreditation at the undergraduate level, given the demand for graduates with STEM degrees and the overall strength of USD’s related programs.

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

No

12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

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

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

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

- 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.**

None. All courses are currently being offered in Biology, Biochemistry and Chemistry in normal course rotations.

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
Student Learning Outcomes

Individual Student Outcomes and Program Courses

	Program Courses that Address the Outcomes						
Individual Student Outcome	CHEM 112/L	CHEM 114/L or 116/L	BIOL 151/L	BIOL 153/L	CHEM 310/L	CHEM 330	
(Same as in the text of the proposal)							
Students will:							
Understand the principles and application of biochemistry using a multidisciplinary approach;							
Analyze and interpret data and scientific literature in addressing research questions related to the field of biochemistry							
Conduct experiments to solve scientific questions	X	X	X	X	X		
Communicate scientific knowledge within an academic context							
	Program Courses that Address the Outcomes						
Individual Student Outcome	CHEM 332/L	CHEM 442	BIOC 430	BIOL 431	CHEM 472	CHEM 474	Electives
(Same as in the text of the proposal)							
Students will:							
Understand the principles and application of biochemistry using a multidisciplinary approach;							
Analyze and interpret data and scientific literature in addressing research questions related to the field of biochemistry							
Conduct experiments to solve scientific questions	X	X					X
Communicate scientific knowledge within an academic context					X	X	

ATTACHMENT I

Appendix B
Budget & Resources

University of South Dakota, B.S. in Biochemistry

1. Assumptions

Headcount & hours from proposal

Fall headcount (see table in proposal)

Program FY cr hrs, On-Campus*

Program FY cr hrs, Off-Campus

Faculty, Regular FTE

See p. 3

Faculty Salary & Benefits, average

See p. 3

Faculty, Adjunct - number of courses

See p. 3

Faculty, Adjunct - per course

See p. 3

Other FTE (see next page)

See p. 3

Other Salary & Benefits, average

See p. 3

*includes cr. hrs delivered in most recent FY (6,173) plus projected credits

2. Budget

Salary & Benefits

Faculty, Regular

Faculty, Adjunct (rate x number of courses)

Other FTE

S&B Subtotal

Operating Expenses

Travel

Contractual Services

Supplies & materials

Capital equipment

OE Subtotal

Total

3. Program Resources

Off-campus support tuition/hr, HEFF net

UG

Off-campus tuition revenue

hrs x amt

On-campus support tuition/hr, HEFF net

UG

On-campus tuition revenue

hrs x amt

Program fee, per cr hr (if any)

Delivery fee, per cr hr (if any)

University redirections

Community/Employers

Grants/Donations/Other

Total Resources

ATTACHMENT I

Appendix B
Budget & Resources

University of South Dakota, B.S. in Biochemistry

Resources Over (Under) Budget	\$1,197,264	\$1,225,551	\$1,251,926	\$1,270,389
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Provide a summary of the program costs and resources in the new program proposal.

ATTACHMENT I

Appendix B
Budget & Resources

University of South Dakota, B.S. in Biochemistry

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$79,640	\$0
University's variable benefits rate (see below)	0.1434	0.1434
Variable benefits	\$11,420	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$99,530	\$8,470

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

The FY 21 salaries of the tenured and tenure-track members of the Biology and Chemistry faculty were averaged (\$79,640). These are the faculty who will regularly teach most courses associated with this program. No additional courses will be offered to meet the requirements of this program.

Explain adjunct faculty costs used in table:

0 courses per year to be taught by adjuncts at \$0,000 per course.

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

N/A

Summarize the operating expenses shown in the table:

With increased enrollment, additional lab equipment and materials will be needed.

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

N/A

ATTACHMENT I

Appendix B
Budget & Resources

University of South Dakota, B.S. in Biochemistry

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	
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 table on page 2 to point to the rate for your university.
DSU	14.36%	
NSU	14.31%	
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – C (8)

DATE: March 30-31, 2021

SUBJECT

New Program: USD BS in Public Health

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 an Bachelor of Science (BS) in Public Health. The proposed program leads to a free-standing Bachelor of science in public health with a specialization in Health Education. The Public Health program aims to provide students with the knowledge and practical skills required of a public health generalist. The curriculum provides a broad general education, a strong foundation in human health and disease, addressing the five core areas of public health, including health communication, health disparities, legal and ethical issues, management of public health systems, and policy and research. The curriculum will align with the core and foundational competencies for public health education as defined by the Council on education for Public Health (CEPH). USD intends to seek program accreditation within the next five years.

There is currently a shortage in the public health workforce, and existing and emerging public health issues within South Dakota have created a need for more public health workers in the state. The public health problems will continue to pose a significant challenge to our state's ability to provide health care and assure the health of the population. Graduates of the Public Health program will be prepared to help guide the state to meet these challenges

IMPACT AND RECOMMENDATION

USD requests authorization to offer the program on campus and online. USD does not request new State resources. The Public health program will require the creation of seven new courses. The University anticipates 120 students in the program and 35 graduates within four years. The intent to plan for this program was approved in [June 2018](#).

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: USD – BS in Public Health

DRAFT MOTION 20210330_4-C(8):

I move to authorize USD to offer the Bachelor of Science (BS) in Public Health, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Undergraduate Degree Program


UNIVERSITY:	USD
MAJOR:	Public Health
EXISTING OR NEW MAJOR(S):	Existing
DEGREE:	Bachelor of Science
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	51.2201
SPECIALIZATIONS: <i>Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.</i>	51.2207
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	6/26/2018
UNIVERSITY DEPARTMENT:	Public Health and Health Sciences
UNIVERSITY DIVISION:	School of Health Sciences/Health Affairs

☒ **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

12/11/2020

 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.

General Nature/Purpose of the Proposed Program:

The proposed program leads to a free-standing Bachelor of Science in public health with a specialization in Health Education.

The BSPH program aims to provide students with the knowledge and practical skills required of a public health generalist. The curriculum provides a broad general education, a strong foundation in human health and disease, addressing the five core areas of public health including health communication, health disparities, legal and ethical issues, management of public health systems,

and policy and research. The curriculum will align with the core and foundational competencies for public health education as defined by the Council on Education for Public Health (CEPH) (<https://ceph.org/>), which accredits domestic and international schools and programs of public health. Students will study public health issues and learn to formulate solutions to combat and efficiently address and mitigate public health issues. They will develop the ability to apply core concepts to assess the health needs of diverse populations locally, nationally and internationally, plan and evaluate programs, and communicate and advocate health promotion. Graduates will be prepared to impact the delivery of crucial public health services, thus improving the health, safety, and welfare of local, regional, national, and global communities.

The proposed BSPH at USD is distinctive from the Community and Public Health BS at SDSU. The proposed BSPH at USD is designed to broadly cover the 5 pillars of public health (social/behavioral science, biostatistics, environmental health, epidemiology, and health services administration) and include specialization on Health Education to help prepare graduates to take the CHES (Certified Health Education Specialist) exam. The SDSU program has a Community Health focus, with strengths in exercise science and nutrition. The USD BSPH program includes a focus in biostatistics that is wholly unique to the proposed program, and is much needed to fill a workforce need for the SD public health infrastructure.

It is our hope that the proposed BSPH helps fill a gap in assisting students to further their education in public health. This will build upon strengths of the newly formed Department of Public Health and Health Sciences, and promote a smooth transition to the USD-SDSU Master of Public Health program. The BSPH adds benefits that differ from the SDSU's BS in Community Health, as with a more general approach to the field of public health, graduates are prepared to move in many directions, and will be very prepared to transition to the MPH program and beyond.

Public Health is a broad field with many opportunities, from hospitals to government agencies, to positions in non-governmental organizations and foundations with a mission to promote public health. Public health professionals look for patterns of disease and disability in the population through a local to global lens. Guided by a commitment to promotion of health and prevention of illness, disease, and injury, public health professionals are trained to be mindful of the integration of appropriate health-care services. Public health positions may be in research, public policy, administration and management, health promotion, epidemiology, environmental health, and biostatistics, to name a few. In addition to alignment with CEPH criteria for public health education, the BSPH curriculum will focus on the Centers for Disease Control and Prevention's (CDC) 10 essential public health services, which provide a framework for public Health. The 10 essential public health services are listed below:

1. Assess and monitor population health status, factors that influence health, and community needs and assets
2. Investigate, diagnose, and address health problems and hazards affecting the population
3. Communicate effectively to inform and educate people about health, factors that influence it, and how to improve it
4. Strengthen, support, and mobilize communities and partnerships to improve health
5. Create, champion, and implement policies, plans, and laws that impact health
6. Utilize legal and regulatory actions designed to improve and protect the public's health
7. Assure an effective system that enables equitable access to the individual services and care needed to be healthy

8. Build and support a diverse and skilled public health workforce
9. Improve and innovate public health functions through ongoing evaluation, research, and continuous quality improvement
10. Build and maintain a strong organizational infrastructure for public health

[\(CDC, 2020\)](#)

Graduates may work with nonprofit organizations or work in local, tribal, state, and federal agencies. Public health professionals often work in partnership with a community, city, county, state, tribe, or region to create environments that promote and support population health. One of the first steps in any public project is surveillance, which helps to identify the prevalence, incidence, risk, and protective factors for a public health issue. Surveillance also helps to identify populations that are at highest risk for a particular public health issue. With this information, public health professionals and researchers develop targeted and culturally responsive interventions and policies that aim to address a particular issue. In the case of asthma, public health professionals may use surveillance to identify high risk populations and then intervene by providing individual and community education to increase awareness of asthma triggers that can occur at home and in the environment. In addition, public health professionals aim to develop policies that monitor air quality and support safe and healthy housing, schools, and workplaces that are free of smoking, all of which improve asthma health outcomes. Finally, public health professionals are concerned with whether adults and children with asthma have access to primary and preventive health care services to manage the disease.

The purposes of the BSPH program are to:

- a. Develop a future workforce with the skills necessary for developing, managing and administering public health services.
- b. Develop a future workforce that has the foundational public health skills within the framework of legal, ethical, moral and professional standards.
- c. Develop a future workforce that will be instrumental in translating learned skills into practice to improve the quality of life for individuals and communities.

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 statutory mission of the University of South Dakota is provided in SDCL 13-57-1: Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in BOR Policy 1:10:1, University of South Dakota Mission Statement:

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

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

The proposed Bachelor of Science in Public Health program (BSPH) is supportive of and consistent with the mission of the University of South Dakota and the School of Health Sciences. The University of South Dakota was established by the legislature to meet the needs of the state and region by providing undergraduate and graduate programs in the sciences and health sciences among other areas of study.

The BSPH degree program curriculum will expand the current offerings in the School of Health Sciences and supports the public health training needs of the state and region. The BSPH program specifically addresses key aspects of the School of Health Science's mission by:

1. Establishing a curriculum to prepare graduates for interprofessional, collaborative practice that meets the public health workforce needs of the region, and innovatively moves health and human services forward.
2. Promoting innovative, interprofessional education for professionals who will be serving the needs of the public, especially those in rural, medically underserved and health care shortage areas.
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.*

Public health has a workforce shortage. While the population of the U.S. increased, the number of public health professionals in the U.S. decreased by an estimated 50,000 workers between 1980 and 2000, primarily due to retirement.

<https://www.healthpolicyfellows.org/pdfs/ConfrontingthePublicHealthWorkforceCrisisbyASPH.pdf>

Various public health problems pose a significant challenge to our state's ability to provide healthcare and assure the health of the population.

Existing and emerging public health issues within South Dakota include the following: (www.southdakotadashboard.org)

- As of 11/03/2020, there have been over 46,000 cases of COVID 19 in South Dakota and public health officials are working diligently to provide contact tracing, dashboard updates,

and health education to help prevent the spread of COVID 19 in South Dakota <https://doh.sd.gov/news/Coronavirus.aspx>. These preventive efforts are especially critical in rural communities. People in rural areas are at increased risk of COVID 19 because they face significant barriers to healthcare, such as provider shortages, closure of rural hospitals, and long travel distances to providers. Public health professionals can help develop solutions that account for the rural nature of many South Dakota communities, including consideration of the social determinants of health that impact individuals living in rural South Dakota. https://www.cdc.gov/pcd/issues/2020/20_0256.html The national crisis of COVID 19 has highlighted the importance of public health professionals, and although the need for public health professionals has been present for decades, it is more evident now than ever before.

- The obesity rate in South Dakota increased 1.9% from 2013 to 2018 and was 30.1% in 2018. (www.southdakotadashboard.org). South Dakota ranks 24th for highest obesity rates among the 50 United States <https://stateofchildhoodobesity.org/adult-obesity/>
- South Dakota leads the nation for cases of West Nile Virus, with the greatest number of incidents. One of every 150 infected individuals has serious or fatal complications. (<https://doh.sd.gov/diseases/infectious/wnv/>).
- Sexually transmitted diseases are spiking in South Dakota. South Dakota ranked 26th for highest number of cases of chlamydia in 2018, at 432 cases. (<https://www.cdc.gov/std/stats18/2018-Surveillance-Report-EMBARGOED-FINAL-State-Ranking-Tables.pdf>)
- In 2015, 12.1% (about 1 in 8) South Dakotans experienced food insecurity or hunger, and the rate is even higher (18%) among children living in food insecure households. Furthermore, 11 counties in South Dakota experience food insecurity rates between 15-29%, which are among the highest rates in the U.S. While reservation counties shoulder the burden of food insecurity in South Dakota, Clay County has the highest rate of food insecurity of all non-reservation counties in the state (<http://www.feedingamerica.org/research/map-the-meal-gap/2015/2015-mapthemealgap-exec-summary.pdf>).
- South Dakota is home to nine federally recognized tribes. Among tribes in the Great Plains region (Iowa, Nebraska, North Dakota, and South Dakota), tribal communities in South Dakota experience the highest rate of unemployment (15.4%), the highest percent of people living in poverty (45.8%), the lowest median annual income (\$25,000), and the highest percent without health insurance (37.9%). All of these issues influence health outcomes across the lifespan and reinforce health disparities and inequities that are addressed through public health practice and research (<http://gptec.gptchb.org/data-products/>).
- Since 2002, 6,247 refugees from 32 countries resettled in South Dakota. Refugees are individuals who have been forced to flee their homes for political reasons, commonly related to civil conflicts, regional wars, governmental abuse, and generalized violence. Most of the problems in providing successful health care to refugees and displaced persons are programmatic and institutional, which fall in the public health realm. (<http://dataomaha.com/refugees/state/sd>)

There are many other public health issues that need to be addressed, such as emergency preparedness, bioterrorism, mental health, immunizations, epidemiology, pollution and clean water supply, biostatistics, nutrition, stress management, smoking cessation, substance abuse, teen pregnancy, HIV/AIDS, tuberculosis and other infectious diseases, blood pressure/medication management, cholesterol management and accessing available health care. These are all areas within public health and are encompassed in the Ten Essential Health Services that local and state public health departments must ensure they provide for the population. (<https://www.cdc.gov/stltpublichealth/publichealthservices/essentialhealthservices.html>)

The public health problems will continue to pose a significant challenge to our state's ability to provide health care and assure the health of the population. BSPH graduates will be prepared to help guide the state to meet these challenges.

There are eight domains of public health practice, including: 1) analytical/assessment skills, 2) policy development/program planning skills, 3) communication skills, 4) cultural competency skills, 5) community dimensions of practice skills, 6) public health sciences skills, 7) financial planning and management skills, and 8) leadership and systems thinking skills. The Tier 1 skills competencies gained in the public health program will be integrated into public health practice to enhance workforce development planning, workforce training, and performance evaluation, among other activities (http://www.phf.org/programs/corecompetencies/Pages/Core_Competencies_Domains.aspx)

Tier 1 skills are the expected competencies of those who have completed a bachelor's degree in public health studies who are not in management positions. Bachelors-prepared public health professionals carry out the day-to-day tasks of public health organizations, including data collection and analysis, fieldwork, program planning, outreach, communications, customer service, and program support. Tier 2 and Tier 3 skills address the same eight domains of public health practice, with higher level competencies identified. Tier 2 skills include program management and supervisory competencies while Tier 3 skills address senior management and executive level competencies, including leading public health organizations, customer service, and program support (http://www.phf.org/programs/corecompetencies/Pages/COL_CorePublicHealthCompetencies_Guidance_Definitions.aspx).

Expected Demand for Graduates:

According to the South Dakota Department of Health, the healthcare industry in South Dakota has experienced substantial and steady growth since 1972 when recordkeeping began. This increase is projected to continue for the foreseeable future and is expected to be one of South Dakota's largest growth industries over the next decade. This growth is driven in part by:

- an aging patient population;
- an expanding general population;
- technological advances in the workplace requiring additional staff;
- a growing emphasis on disease management; and
- an aging healthcare workforce who must be replaced as they retire.

Healthcare occupations that provide health care services are among the fastest growing professions in South Dakota and are projected to make up approximately 10% of the state's new jobs between 2016 and 2026. Health educators are projected to have an 11.0% increase in employment between

2016 and 2026 in South Dakota (*South Dakota Health Care Workforce Needs Assessment 2018*, South Dakota Department of Health).
<https://doh.sd.gov/documents/Providers/RuralHealth/SDWorkforceReport2018.pdf>)

Public health professionals serve local, national, and international communities as protectors of the public's health. A variety of jobs exist within the public health sector. Generalist positions that public health graduates might pursue include public health education and health services management. Health services managers, for example, are responsible for planning, directing and coordinating the medical and health services offered in communities and to specific population groups. (<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>)

According to the Occupational Outlook Handbook through the Bureau of Labor Statistics (2020) from 2019 to 2029, employment of health services managers is projected to grow 32 percent and the employment of health educators and community health workers, 13% percent (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>). These rates are faster than average for all occupations. Continued growth is attributable to efforts to improve health outcomes, reduce health care costs, and expand education to individuals and communities regarding healthy habits and behaviors.

The number of new jobs projected for health educators and community health workers between 2019 and 2029 is 17,000. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people healthy behaviors and explaining how to use available healthcare services. Governments, health care providers, and social services providers want to find ways to improve the quality of health and increase positive outcomes, while reducing costs. This should increase the demand for public health workers because they teach people how to live healthy lives and how to avoid costly diseases and medical procedures.

(www.bls.gov)
<https://job-outlook.careerplanner.com>)

4. How will the proposed program benefit students?

The BSPH will prepare undergraduate students for entry-level positions as public health generalists and health educators. For students interested in pursuing a graduate degree in public health, the BSPH will provide a solid foundation in the five pillars of public health: biostatistics, epidemiology, health administration, environmental health and health education.

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.*

A new degree is not proposed. The University offers Bachelor of Science degrees in a variety of disciplines.

B. What is the rationale for the curriculum?

The Council on Education for Public Health (CEPH) requires certain basic competencies in the domains listed below (www.ceph.org). The domains listed do not each require a

single designated course. The proposed curriculum will address these domains through combinations of learning experiences throughout the required program.

1. The concepts and applications of basic statistics
2. The foundations of biological and life sciences and the concepts of health and disease
3. The history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society
4. The basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice
5. The concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations
6. The underlying science of human health and disease including opportunities for promoting and protecting health across the life course
7. The socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities
8. The fundamental concepts and features of project implementation, including planning, assessment, and evaluation
9. The fundamental characteristics and organizational structures of the US health system as well as the differences in systems in other countries
10. Basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government
11. Basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology

Students will develop knowledge in the above listed domains as required for accreditation and employment in public health through currently available courses and the new courses in this proposal.

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

The curriculum is designed to meet the guidelines set by the Council on Education for Public Health, the national accrediting agency for Public Health programs in higher education. In addition, the proposed curriculum contains the recommended critical elements of an undergraduate major in Public Health, according to the Association of Schools of Public Health (ASPH). These include the background domains of science, social and behavioral sciences, math/quantitative reasoning, humanities/fine arts, communication and informed literacy.

(https://asp-ph-wp-production.s3.us-east-1.amazonaws.com/app/uploads/2014/04/CCE_2012-08-03-FINAL.pdf)

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

Bachelor of Science in Public Health	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	12		
Major Requirements	38		
Major Electives	9		
Subtotal, Program Requirements		59	49%
Free Electives		31	26%
Degree Total		120	100%
<i>Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.</i>			

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT	281	Introduction to Statistics	3	No
or BADM	220	Business Statistics (C)		
or SOC	309	Statistical Research Methods		
or PSYC	371	Statistics in Psychological Research (C)		
MLS	415	Communicable Diseases and Public Health+	3	No
HLTH	422	Nutrition	3	No
POLS	421	The Nonprofit Sector	3	No
Subtotal			12	

Major Requirements

	Number	Course Title	Credit Hours	New (yes, no)
PUBH	250	Social and Environmental Determinants of Health	3	Yes
PUBH	301	Intro to Biostatistics for Public Health	3	Yes
HSC	280	Essentials of Human Anatomy and Physiology /LAB*	5	No
HSC	281	Human Disease*	3	No
HSC	310	Health Care Delivery+	3	No
HSC	315	Introduction to Public Health	3	No
HSC	320	Intro to Epidemiology+	3	No
HSC	325	Global Health+	3	No
HSC	330	Native People's Health Care, Promotion, and Delivery++	3	No
PUBH	335	Ethics, Public Health and Policy	3	Yes
PUBH	410	Public Health Communication	3	Yes

PUBH	470	Public Health Collaborative Project	3	Yes
Subtotal			38	

***Choose HSC 280/280L and HSC 281 sequence OR PHGY 220/220L and PHGY 230/230L sequence to meet the Anatomy & Physiology requirements of the major.**

+Required coursework from the established Public Health Minor

++Elective coursework from the established Public Health Minor

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)
HSC	110	The Interprofessional Health Team	3	No
MLS	228/L	Medical Laboratory Parasitology^	3	No
HSC	262	Health Careers Exploration^	3	No
HSC	285	History and Introduction to Disability^	3	No
HSC	340	Interprofessional Person-Centered Care^	3	No
HSC	360	Technology in Care Delivery	3	No
HSC	365	Support: Disability Services^	3	No
HSC	370	Computerized Medical Records and Regulatory Compliance	3	No
HSC	380	Health Literacy and Culture Care++	3	No
HSC	375	US and Global Healthcare Systems^	3	No
HSC	400	Clinical Analytics	3	No
PUBH	415	Public Health Evaluation and Health Promotion**	3	Yes
PUBH	420	Public Health Education Practice**	3	Yes
HSC	440	Major Issues in Health and Human Services++	3	No
PUBH	498	Undergraduate Research/Scholarship**	3	No
Subtotal			9	

++Elective coursework from the established Public Health Minor

****Coursework for the Health Education Specialization**

^Offered only F2F or hybrid

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates, and must relate to the proposed assessments in B and C below. Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

***See Appendix A Excel Document (attached)

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

There are opportunities for graduates to become nationally certified in public health by examination. National certification:

- Establishes a national standard of practice for all practitioners
- Attests to the individual's knowledge and skills
- Assists employers in identifying qualified practitioners
- Develops a sense of pride and accomplishment among certified specialists
- Promotes continued professional development by practitioners

1. The Certified in Public Health (CPH) exam is administered by the National Board of Public Health Examiners. To be eligible to sit for this exam, individuals must be graduates of a school of public health program accredited by the Council on Education for Public Health. (CEPH). Graduates may also take this certification exam after five (5) years of public health work experience. This exam focuses on five core areas of public health (biostatistics, epidemiology, health administration, environmental health, behavioral sciences and general public health principles). (www.nbphe.org)

1. The Certified Health Education Specialist (CHES) exam is a competency-based test that measures the possession, application and interpretation of knowledge related to 7 areas of responsibility; a comprehensive set of competencies and sub-competencies defining the role of an entry-level health education specialist. These responsibilities were verified through a role delineation and practice analysis process. (www.nchec.org)

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

Students will demonstrate mastery of the program content by maintaining an overall GPA of 2.0 in the undergraduate BSPH curriculum. Those students who do not meet this minimum GPA will not graduate. The program will work with students who are not making satisfactory progress or who are on academic probation ([SDBOR policy 2:10](#)) to improve their mastery of public health concepts.

Students will be encouraged to sit for the national certification examinations in public health for the Certified Public Health (CPH) Exam and the Certified Health Education Specialist (CHES) Exam:

1. Certification (CPH) demonstrates the individual has the required knowledge of public health science and has stayed current in the field through employment for at least a five-year period and has completed continuing education during that time frame. (www.nbphe.org)
2. The Certified Health Education Specialist (CHES) exam demonstrates competency in the public health curriculum at an entry level health education specialist. (www.nchec.org)

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 include lecture sessions, guest speakers, oral presentations, didactic questioning, group projects, written assignments, discussion boards, flipped classrooms,

hands on experiences, seminars, practicums, exams and quizzes, role play and other simulation techniques all with the intent of helping students become independent and strategic thinkers/learners.

- 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 consultants were used during the development of the curriculum. Existing public health and health science faculty reviewed the curriculum. Curriculum requirements and guides for undergraduate public health programs were used in preparing the current public health coursework and this proposal. These resources will continue to guide the process of developing and implementing the public health major. Curriculum requirements for accreditation were critical in curriculum development to allow graduates to sit for national certification examinations in the field of public health. Accreditation association guidelines and requirements for public health curriculum were followed. It is important that accreditation requirements are followed to assure graduates will be eligible to sit for national certification examinations in the field of public health. Information from the following resources was used in curriculum development.

The National Commission for Health Education Credentialing, Inc.: www.nchec.org

The National Board of Public Health Examiners: www.nbphe.org

Council on Education for Public Health: www.ceph.org

Association of Schools and Programs of Public Health

<https://www.aspph.org/teach-research/models/undergraduate-baccalaureate-cce-report/>

- 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.** *If question 12 includes a request for authorization for off-campus or distance delivery, add lines to the table for off-campus/distance students, credit hours, and graduates.*

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	20	25	30	35
Students from other university programs	10	10	10	10
Continuing students		30	65	75
Total students in the program (Fall)	30	65	105	120
Program credit hours (major courses)**	180	390	810	930
Graduates			30	35

*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.

It is anticipated that enrollees will be primarily new students enrolling at USD. Examples of potential students include:

1. New undergraduate students who have an interest in pursuing a bachelors and master's degrees in public health, which would be offered at the University of South Dakota in a progressive manner.
2. Current health care professionals or individuals prepared at the associate level and currently employed in health care organizations who would like to gain knowledge and credentials in public health.
3. Undergraduate students who have an interest in health care and health-related issues but do not plan to pursue a degree in medicine or allied health professions.
4. Undergraduate students who are interested in public health as a pre-professional option. These are students who plan to continue their education in graduate school for professions such as physician assistant and medicine.
5. Undergraduate Health Sciences students who choose to double major and graduate with the BSHS and BSPH.

The estimated enrollment for this major is 30 students the first year. The program is projected to grow and increase enrollment over the next five years by an estimated 35-45 students per year. This projection is based on current enrollment in public health and health science courses. In recent years, the number of students studying public health at the undergraduate level has grown considerably. This growth reflects the demand for people trained to address health promotion and to institute prevention strategies in diverse settings. National concerns such as the Covid-19 pandemic; obesity epidemic; rise in chronic conditions such as diabetes and cardiovascular disease; disaster management; and the emphasis on wellness have generated new jobs and increased demand for those with public health education. Distance students are especially interested in public health. Many of these students are associate degree health practitioners seeking a bachelor's degree. Other distance students include individuals in the military or military spouses who see a need for public health.

Students new to the University are interested in public health now more than ever, which is likely a result of the attention brought to the need more recently due to the COVID 19 pandemic and natural disasters in the nation. According to a survey of undergraduate students in the HSC 110 face-to-face Interprofessional Health Team course at USD in fall of 2020 (N=89), 40 students indicated they are interested in exploring a B.S. in Public Health degree, with 10 students indicating they would choose the B.S. in Public Health as their primary major. Fifteen students indicated that they would be interested in double majoring in the B.S. in Public Health. In a fall 2020 survey of students in an online section of HSC 110 the Interprofessional Team course (N=12), 9 students indicated they are interested in exploring a B.S. in Public Health degree, with 4 students indicating they would choose the B.S. in Public Health as their primary major and the remainder reporting they would double major in Public Health and Health Sciences. This brief survey of just one course demonstrates students new to the University are interested in Public Health.

In addition, there were 30 students who obtained a minor in Public Health spring of 2020. There are 141 students enrolled in the public health courses of Introduction to Public Health, Global Health and Epidemiology in the fall semester of 2020. Annually, approximately 200 students enroll in HSC 315, Introduction to Public Health. Public health coursework is in high demand by undergraduate students at USD.

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.

Program accreditation is available through the Council on Education for Public Health (CEPH). CEPH is the nationally recognized accrediting body for both schools of public health and public health programs. Program accreditation is required for students to sit for the CPH examination. Our intent would be to seek accreditation following the CEPH guidelines in the next five years with the outlined SHS resources in Appendix B.

CEPH accredited schools offer the following benefits to students:

- **Comprehensiveness:** CEPH accredited schools and programs provide a variety of degrees in public health, including undergraduate, masters' and doctoral degrees in many areas of study.
- **Rigor:** Each CEPH school or program goes through a rigorous accreditation process on a regular basis to assure students of a quality educational experience.
- **Flexibility:** Many CEPH accredited schools and programs offer online, dual degree and executive programs.
- **Qualification:** Provides eligibility to sit for the Certified in Public Health (CPH) exam, administered by the Board of Public Health Examiners (NBPHE).
- **Opportunity:** Eligibility for public health internships and experiences sponsored by various agencies, as well as student assistance resources that are available only through accredited schools or programs.

Recognition: CEPH accredited schools and programs are peer-reviewed, students can be sure their institution has met the standards established by CEPH. (www.ceph.org)

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

12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes*	Fall 2021

***44 of the 59 (75%) required credits are offered on campus in either U01 Face-to-Face delivery or U30 Hybrid delivery**

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	No		
	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	U15 Internet Asynchronous U18 Internet Synchronous U30 Blended/Hybrid	Fall 2021
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	The program will be offered online; some courses will be offered F2F/hybrid in addition to online for that opportunity	Fall 2021

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.

With funding provided by the SHS Dean's office, one new faculty FTE is requested beginning FY 21. At program implementation, this faculty member will be released 0.5 FTE to coordinate/manage the program (according to accreditation criteria). The designated program leader must be a full-time faculty member with educational qualifications and professional experience in a public health discipline (e.g., MPH, PhD). A second faculty FTE is requested for FY 24. 0.5 FTE staff is requested to support the program.

The School of Health Sciences will develop 6 new courses: PUBH 301 Introduction to Biostats for Public Health, PUBH 250 Social and Environmental Determinants of Health, PUBH 335 Ethics, Public Health and Policy, PUBH 410 Public Health Communication, PUBH 415 Public Health Evaluation and Health Promotion and PUBH 420 Public Health Education Practice. PUBH 415 and PUBH 420 are being developed specifically to help graduates meet the requirements to sit for the CHES exam.

Two of these courses (PUBH 410 & 420) are almost fully developed and will be taught inload by a current department faculty member. The first year of the students' program of study will be

launched with existing courses. The newly developed courses will be launched across the first two years of the program. Two of the new courses (PUBH 250 and PUBH 335) will be developed in the fall of 2021 by the newly hired BSPH program director, with the intent of delivering the first course (PUBH 250) in the fall of 2022. The PUBH 301 Biostats course will be developed in the summer of 2022 as inload with a current Department of Public Health and Health Sciences 12-month faculty member. The remaining course, PUBH 415, will be developed in FY 23 by the new BSPH Director, in addition to the two adjuncts hired in FY23. After complete roll-out of the program in year 3, the 1 FTE faculty hired in FY24 will teach the new courses (4 courses), along with the program director (2 courses) and an existing Department of Public Health and Health Sciences faculty member (inload, 1 course).

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.

Appendix A: Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	STAT 281*	MLS 415*	HLTH 422*	POLS 421*	PUBH 250*	PUBH 301*	HSC 280/L*	HSC 281*	HSC 310*	HSC 315*	HSC 320*	HSC 325*	HSC 330*	PUBH 410*	PUBH 335*	PUBH 470*
Understand the concepts and applications of basic statistics.	X					X					X					
Understand the foundations of biological and life sciences and the concepts of health and disease.		X	X				X	X			X					
Describe the history and philosophy of public health as well as its core values, concepts and functions across the globe and in society.					X					X	X	X	X			
Understand the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.	X					X				X	X	X	X			
Apply the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.					X					X	X	X	X			X
Identify the underlying science of human health and disease including opportunities for promoting and protecting health across the life course.		X	X				X	X		X	X	X		X		
Evaluate the socioeconomic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.					X					X	X	X	X			
Implement a project applying the fundamental concepts and features of project implementation, including planning, assessment and evaluation.				X						X		X		X		X
Compare the fundamental characteristics and organizational structures of the US health systems well as the differences in systems in other countries.									X	X		X	X		X	
Describe basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy and the roles, influences, and responsibilities of the different agencies and branches of government.				X					X	X	X	X	X		X	
Utilize the basic concepts of public health specific communication, including technical and professional writing and the use of mass media and electronic technology.										X	X	X	X	X	X	X

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

Appendix B

University of South Dakota - School of Health Sciences Bachelors of Science in Public Health

1. Assumptions

TOTAL Headcount & hours from proposal

Fall headcount (see table in proposal)

Total Credit Hours

1st FY22	2nd FY23	3rd FY24	4th FY25
30	65	105	120
180	390	810	930

Faculty/Program Coordinator, Regular FTE

See p. 3

1.00	1.00	1.00	1.00
------	------	------	------

Faculty Salary & Benefits, average

See p. 3

\$124,339	\$124,339	\$124,339	\$124,339
-----------	-----------	-----------	-----------

Faculty, Regular FTE

See p. 3

0.00	0.00	1.00	1.00
------	------	------	------

Faculty Salary & Benefits, average

See p. 3

\$107,794	\$107,794	\$107,794	\$107,794
-----------	-----------	-----------	-----------

Faculty, Adjunct/Inload/Overload - number of courses

See p. 3

0	2	0	0
---	---	---	---

Faculty, Adjunct - per course

See p. 3

\$4,500	\$4,500	\$4,500	\$4,500
---------	---------	---------	---------

Other FTE (see next page)

See p. 3

0.00	0.50	0.50	0.50
------	------	------	------

Other Salary & Benefits, average

See p. 3

\$62,154	\$62,154	\$62,154	\$62,154
----------	----------	----------	----------

2. Budget

Salary & Benefits

Faculty/Program Coordinator, Regular

\$124,339

\$124,339

\$124,339

\$124,339

Faculty, Regular

\$0

\$0

\$107,794

\$107,794

Faculty, Adjunct (rate x number of courses)

\$0

\$9,000

\$0

\$0

Other FTE

\$0

\$31,077

\$31,077

\$31,077

S&B Subtotal

\$124,339

\$164,416

\$263,210

\$263,210

Operating Expenses

Travel

\$1,000

\$1,500

\$3,000

\$3,000

Contractual Services

\$1,100

\$1,650

\$2,750

\$2,750

Supplies & materials

\$350

\$525

\$875

\$875

Capital equipment		<u>\$1,000</u>	<u>\$1,500</u>	<u>\$2,500</u>	<u>\$2,500</u>
OE Subtotal		\$3,450	\$5,175	\$9,125	\$9,125
Total		\$127,789	\$169,591	\$272,335	\$272,335

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$310.86	\$310.86	\$310.86	\$310.86
Off-campus tuition revenue	hrs x amt	\$55,954	\$121,234	\$251,794	\$289,096
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		\$55,954	\$121,234	\$251,794	\$289,096

Resources Over (Under) Budget (\$71,835) (\$48,357) (\$20,541) \$16,761

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

Estimated Salary & Benefits per FTE	Program Coordinator / Faculty - 12		
	Mos	12 Mos	Staff
Estimated salary (average) - explain below	\$99,500	\$85,000	\$45,000
University's variable benefits rate (see below)	0.1410	0.1410	0.1410
Variable benefits	\$14,030	\$11,985	\$6,345
Health insurance/FTE, FY18	\$10,809	\$10,809	\$10,809
<i>Average S&B</i>	\$124,339	\$107,794	\$62,154

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

The FY21 salaries of SHS BSHS faculty with similar rank and credentials were used to determine salary.

Explain adjunct faculty costs used in table:

2 courses in the second year will be taught by an existing SHS faculty member as overload/inload or by adjunct

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

This new BSPH program will need .5 FTE in staff support

Summarize the operating expenses shown in the table:

Operating expenses include faculty development, supplies and Materials, phones, computers & technology, and office furnishings.

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

New tuition revenues will be available for supporting the BSPH program budget. The new tuition revenues include in this appendix B are based on new PUBH course developed for this degree.

Off-Campus Tuition, HEFF & Net	FY21 Rate	HEFF	Net
Undergraduate	\$351.25	\$40.39	\$310.86 <i>Change cell on page 1</i>

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

Variable Benefits Rates

University	FY21
USD	14.100%



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Health Education
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Bachelor of Science in Public Health
INTENDED DATE OF IMPLEMENTATION:	8/1/2021
PROPOSED CIP CODE:	51.2207
UNIVERSITY DEPARTMENT:	Public Health and Health Sciences
UNIVERSITY DIVISION:	School of Health Sciences/Health Affairs

☒ **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.

Elizabeth M. Freeburg

12/7/2020

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

1. Level of the Specialization:

Baccalaureate ☒ Master's ☐ Ed. Specialist ☐ 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.

The proposed specialization leads to a focus in Health Education while completing a Bachelor of Science in Public Health.

Health Educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Health Educators typically do the following:

- Assess the health and needs of the people and communities they serve
- Develop programs, materials, and events to teach people about health topics
- Teach people how to manage existing health conditions
- Evaluate the effectiveness of programs and educational materials
- Help people find health services or information
- Provide training programs for community health workers or other health professionals
- Supervise staff who provide health education programs

- Collect and analyze data to learn about a community and improve programs, services and outcomes

Advocate for improved health resources and policies that promote health

(www.bls.gov/ooh/community-and-social-service/print/health-educators.htm)

- 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.*

Today's public health professional practice gives preference to entry level professionals with some form of certification. This Health Education specialization, along with the public health major requirements, will increase eligibility for national certification in public health education, which is granted with successful completion of health education curriculum and the CHES (Certified Health Education Specialist) exam. National certification will increase the student's employment opportunities in South Dakota and throughout the United States. The proposed curriculum aligns with the CHES exam.

Various public health problems pose a significant challenge to our state's ability to provide healthcare and assure the health of the population. Public health professionals work to improve health outcomes, to reduce health care costs by teaching people healthy behaviors, and by explaining how to use available healthcare services.

Expected Demand for Graduates:

According to the South Dakota Department of Health, the healthcare industry in South Dakota has experienced substantial and steady growth since 1972 when record keeping began. This increase is projected to continue for the foreseeable future and is expected to be one of South Dakota's largest growth industries over the next decade. This growth is driven in part by:

- an aging patient population;
- an expanding general population;
- technological advances in the workplace requiring additional staff;
- a growing emphasis on disease management; and
- an aging healthcare workforce who must be replaced as retirement occurs.

Healthcare occupations that provide health care services are among the fastest growing professions in South Dakota and are projected to make up approximately 10% of the state's new jobs between 2016 and 2026. Health educators are projected to have an 11.0% increase in employment between 2016 and 2026 in South Dakota (*South Dakota Health Care Workforce Needs Assessment 2018*, South Dakota Department of Health).

(<https://doh.sd.gov/documents/Providers/RuralHealth/SDWorkforceReport2018.pdf>)

Public health professionals serve local, national, and international communities as protectors of the public's health. A variety of jobs exist within the public health sector. Generalist positions that public health graduates might pursue include public health education and health services management.

([https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm](http://www.bls.gov/ooh/management/medical-and-health-services-managers.htm))

According to the Occupational Outlook Handbook through the Bureau of Labor Statistics (2020) from 2019 to 2029, employment of health educators and community health workers is expected to grow 13% percent (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>). These rates are faster than average for all occupations. Continued growth is attributable to efforts

to improve health outcomes, reduce health care costs, and expand education to individuals and communities regarding healthy habits and behaviors.

The number of new jobs projected for health educators and community health workers between 2019 and 2029 is 17,000. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people healthy behaviors and explaining how to use available healthcare services. Governments, health care providers, and social services providers want to find ways to improve the quality of health and increase positive outcomes, while reducing costs. This should increase the demand for public health workers because they teach people how to live healthy lives and how to avoid costly diseases and medical procedures.

(www.bls.gov)

(<https://job-outlook.careerplanner.com>)

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

Bachelor of Science in Public Health	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	12		
Major Requirements	38		
Major Electives	9		
Subtotal, Program Requirements		59	49%
Free Electives		31	26%
Degree Total		120	100%
<i>Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.</i>			

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT	281	Introduction to Statistics	3	No
or BADM	220	Business Statistics (C)		
or SOC	309	Statistical Research Methods		
or PSYC	371	Statistics in Psychological Research (C)		
MLS	415	Communicable Diseases and Public Health+	3	No
HLTH	422	Nutrition	3	No
POLS	421	The Nonprofit Sector	3	No
Subtotal			12	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PUBH	250	Determinants of Health	3	Yes
PUBH	301	Intro to Biostatistics for Public Health	3	Yes
HSC	280	Essentials of Human Anatomy and Physiology /LAB*	5	No
HSC	281	Human Disease*	3	No
HSC	310	Health Care Delivery+	3	No
HSC	315	Introduction to Public Health	3	No
HSC	320	Epidemiology+	3	No
HSC	325	Global Health+	3	No
HSC	330	Native People's Health Care, Promotion, & Delivery++	3	No
PUBH	335	Ethics, Public Health and Policy	3	Yes
PUBH	410	Public Health Communication	3	Yes
PUBH	470	Public Health Collaborative Project	3	Yes
Subtotal			38	

*Choose HSC 280/280L and HSC 281 sequence OR PHGY 220/220L and PHGY 230/230L sequence to meet the Anatomy & Physiology requirements of the major.

+Required coursework from the established Public Health Minor

++Elective coursework from the established Public Health Minor

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)
HSC	110	The Interprofessional Health Team	3	No
MLS	228/L	Medical Laboratory Parasitology^	3	No
HSC	262	Health Careers Exploration^	3	No
HSC	285	History and Introduction to Disability^	3	No
HSC	340	Interprofessional Person-Centered Care^	3	No
HSC	360	Technology in Care Delivery	3	No
HSC	365	Support: Disability Services^	3	No
HSC	370	Computerized Medical Records and Regulatory Compliance	3	No
HSC	380	Health Literacy and Culture Care++	3	No
HSC	375	US and Global Healthcare Systems^	3	No
HSC	400	Clinical Analytics	3	No
PUBH	415	Public Health Evaluation and Health Promotion**	3	Yes
PUBH	420	Public Health Education Practice**	3	Yes
HSC	440	Major Issues in Health and Human Services++	3	No
PUBH	498	Undergraduate Research/Scholarship**	3	Yes
Subtotal			9	

++Elective coursework from the established Public Health Minor

**Coursework for the Health Education Specialization

^Offered only F2F or hybrid

Health Education Specialization
--

**The Health Education Specialization satisfies the 9 credits of required major elective coursework				
PUBH	415	Public Health Evaluation and Health Promotion	3	Yes
PUBH	420	Public Health Education Practice	3	Yes
PUBH	498	Undergraduate Research Scholarship	3	Yes
Total hours for specialization			9	

***Required in Major Core**

Total number of hours required for completion of specialization	9
Total number of hours required for completion of major	59
Total number of hours required for completion of degree	120

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	No	

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous U15 Online Synchronous U18 and U30 Blended/Hybrid	Fall 2021

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	The program will be offered online; some courses will be offered F2F in addition to online for that opportunity	Fall 2021

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (1)

DATE: March 30-31, 2021

SUBJECT

New Undergraduate Certificate: NSU Germans from Russia Studies

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer an undergraduate certificate in Germans from Russia Studies. The purpose of the proposed certificate is for students to 1) acquire the necessary reading knowledge in German to decipher personal writings and formal documents necessary to investigate topics in Germans-from-Russia Studies, 2) obtain a practical background in Germans-from-Russia history, culture, and language, 3) utilize the skills needed to interpret and translate handwritten and printed documents relating to Germans-from-Russia history, culture, and genealogy, and 4) obtain and utilize the skills necessary to execute undergraduate-level research projects relating to Germans-from-Russia history, culture, and language.

IMPACT AND RECOMMENDATION

NSU plans to offer the proposed undergraduate certificate online. NSU does not request state resources for the program. The certificate does not require any new courses, as it will include cross-listed courses that are currently offered as part of the Graduate Certificate in Germans from Russia Studies that was approved in [August 2019](#).

Board staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – Germans from Russia Studies

DRAFT MOTION 20210330_4-D(1):

I move to authorize NSU to offer an undergraduate certificate in Germans from Russia Studies, 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:	Germans from Russia Studies
INTENDED DATE OF IMPLEMENTATION:	Summer 2021
PROPOSED CIP CODE:	05.0125
UNIVERSITY DEPARTMENT:	Languages, Literature, and Communication Studies
BANNER DEPARTMENT CODE:	NLAC
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



Institutional Approval Signature

President or Chief Academic Officer of the University

1/5/2021

Date

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

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

Undergraduate Certificate ☒

Graduate Certificate ☐

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

The purpose of this certificate is for students to (1) acquire the necessary reading knowledge in German to decipher personal writings and formal documents necessary to investigate topics in Germans-from-Russia Studies, (2) obtain a practical background in Germans-from-Russia history, culture, and language, (3) utilize the skills needed to interpret and translate handwritten and printed documents relating to Germans-from-Russia history, culture, and genealogy, and (4) obtain and utilize the skills necessary to execute undergraduate-level research projects relating to Germans-from-Russia history, culture, and language.

3. **If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

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

BHSU:	SDCL § 13-59	BOR Policy 1:10:4
DSU:	SDCL § 13-59	BOR Policy 1:10:5
NSU:	SDCL § 13-59	BOR Policy 1:10:6
SDSMT:	SDCL § 13-60	BOR Policy 1:10:3
SDSU:	SDCL § 13-58	BOR Policy 1:10:2
USD:	SDCL § 13-57	BOR Policy 1:10:1
	Board of Regents Strategic Plan 2014-2020	

Northern State University houses the South Dakota Germans from Russia Cultural Center in Williams Library. The Center is an integral part of the academic strategic plan for the University, which includes online graduate and undergraduate certificates, complimented by a certificate in public history, a minor in German language, and majors in History and in Global Language and Culture.

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 Germans-from-Russia Studies certificate will be the undergraduate academic companion to the South Dakota Germans-from-Russia Cultural Center at NSU, as well as to the recently approved graduate certificate NSU is offering in this field. South Dakota has one of the highest national percentages of individuals with German ancestry (over 40%), and Germans make up the largest ethnic group in the state.¹ A majority of these German ancestors came to South Dakota from Russia. Preserving and cultivating the history of these settlers equates with preserving and

¹ <https://names.mongabay.com/ancestry/st-German.html>

cultivating the history of South Dakota. The graduates of the program will be trained directly in this endeavor.

The skills taught in the Germans-from-Russia Studies certificate include the ability to read personal writings and formal documents related to this field with the help of a German-English dictionary, translation of historical documents such as letters, diaries, and genealogical records, otherwise inaccessible to persons lacking a knowledge of the older writing systems used by German Russians well into the 20th century, and foundational research skills in interpreting and drawing conclusions from German-language primary documents. Individuals with these skills can apply them in a variety of settings that may or may not be directly related to Germans-from-Russia studies, including: historical archives, museums, educational settings, genealogical research and translation, historical writing, and library work. Earning this certificate could lead to a career as a professional genealogist (with a 6% average job outlook growth rate from 2018-2028)² and/or German translator.

Translation work is a growth industry with a 19% job outlook from 2018-2028 as reported by the US Bureau of Labor Statistics, which is much faster than average.³ The demand for individuals who can provide reliable translations from German into English is growing.⁴ There is also a significant demand for individuals who are able to translate documents written in the older handwriting styles used by German prior to WWII, Kurrentschrift and Sütterlinschrift, particularly among genealogical researchers. Translators who work on such documents often inform clients that there is a three-month waiting period before they can take on new projects. According to the *ATA Chronicle* (published by the American Translators Association), “Genealogical translation is a growing market niche” demanding historical knowledge and language competency, alongside skills directly targeted at deciphering old forms of handwriting.⁵

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

The intended audience for this certificate program includes individuals with an interest in German language and culture as well as individuals interested in German ancestry, including Germans-from-Russia, genealogy, and cultural anthropology. Because of the ready access to electronic databases and document collections relevant to these areas, interest in Germans-from-Russia history and German ancestry (including Prussian, Jewish, Austrian, Swiss, etc.) has grown in recent years.

An additional intended audience would include majors in business and history. Although it has recently experienced a slight slowing, Germany’s economy has proven to be one of the strongest in Europe, and as such “businesses from around the world have a high chance of working with a company from Germany.”⁶ Therefore, a certificate that focuses on German translation would be

² <https://www.bls.gov/ooh/life-physical-and-social-science/historians.htm>

³ <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

⁴ <https://thespanishgroup.org/blog/languages-high-demand-translators/>; <https://www.evs-translations.com/blog/german-english-translation-services/>; <https://www.cnbc.com/2017/07/07/as-the-earth-feels-ever-smaller-demand-for-translators-and-interpreters-skyrockets.html>

⁵ <http://www.atanet.org/chronicle-online/featured/expanding-your-business-genealogical-translation/#sthash.WODWQfay.dpbs>

⁶ <https://thespanishgroup.org/blog/languages-high-demand-translators/>

highly beneficial for business majors. Additionally, this certificate would pair well historians and cultural anthropologists as well as with Northern's Public History Certificate for students seeking to use the skills gained, as recorded in the certificate's catalog description, "in museums, archives, art galleries, state and local preservation offices, and a wide variety of private consulting firms."⁷

It is expected that this program will attract genealogists; history students interested in South Dakota, German ancestry, and Germans-from-Russia history; archivists working with German-language documents; independent scholars; and persons working in related areas in museums, archives, translation.

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?

This is designed as a stand-alone certificate. The areas of high workforce demand or specialized body of knowledge have been addressed in items 4 and 5 above.

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.

While the certificate can be completed on its own, students with interest in museum studies and History will earn the certificate to make deepen their knowledge and make themselves more marketable in the region.

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.

This is not a stackable credential.

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.*

⁷ Northern State University Catalog, 2019-2020:
http://catalog.northern.edu/preview_program.php?catoid=6&poid=1312

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
GLAN	420	German for Reading Knowledge	N/A	3	No
GLAN	440	Germans-from-Russia History	GLAN 420	3	No
GLAN	450	Germans-from-Russia Documents	GLAN 420	3	No
GLAN	461	Germans-from-Russia Research	GLAN 420, GLAN 440, GLAN 450	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.*

- read German-language writings and documents related to Germans-from-Russian history
- distinguish between the various historical groups of Germans-from-Russia in terms of their history and cultural identity
- gain an appreciation of Germans-from-Russia historical experience in light of the connections between this and German, Russian, US, and South Dakota history
- decipher Germans-from-Russia historical documents (letters, journals, certificates [marriage, birth, etc.], and other relevant documents written in old forms of printing (Fraktur) and handwriting (Kurrentschrift, Sütterlinschrift) in German
- translate the above types of documents into standard English
- make sound use of the above primary documents to execute undergraduate-level research projects that document Germans-from-Russia historical experience and thus aid in preserving this important history for succeeding generations

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	GLAN 420	GLAN 440	GLAN 450	GLAN 461
Read German-language writings and documents related to Germans-from-Russian history.	X			
Distinguish between the various historical groups of Germans-from-Russia in terms of their history and cultural identity.		X		
Gain an appreciation of Germans-from-Russia historical experience in light of the connections between this and German, Russian, US, and South Dakota history.		X		
Decipher Germans-from-Russia historical documents (letters, journals, certificates [marriage, birth, etc.], and other relevant documents written in old forms of printing (Fraktur) and handwriting (Kurrentschrift, Sütterlinschrift) in German/ Germans-from-Russia dialect(s).			X	
Translate the above types of documents into standard English.			X	
Make sound use of the above primary documents to execute undergraduate-level research projects that document Germans-from-Russia historical experience and thus aid in preserving this important history for succeeding generations.				X

9. Delivery Location.

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

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

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

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015	Summer 2021
Does another BOR institution already have authorization to	No	If yes, identify institutions:	

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (2)

DATE: March 30-31, 2021

SUBJECT

New Graduate Certificate: NSU TESOL (Teaching English to Speakers of Other Languages)

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 TESOL (Teaching English to Speakers of Other Languages). The purpose of the proposed certificate will prepare students at the graduate level to teach English as a foreign/second language in a variety of settings, either in the United States or abroad. This would include offering English instruction to immigrants, foreign nationals, refugees, school children, adult learners, and beneficiaries of mission work. NSU currently has an undergraduate certificate in TESOL which has been successful.

There is a high demand globally for English instructors, and demand is growing in South Dakota as the number of non-English speakers increases. There is also a demand for professional teachers who already hold a Bachelor's degree to expand their qualifications, as the number of non-English speaking students rises in schools across the state.

IMPACT AND RECOMMENDATION

NSU plans to offer the proposed graduate certificate online. NSU does not request state resources for the program. The certificate does not require any new courses, as it will include courses that are currently offered as part of Northern's MEd in Educational Studies program.

Board staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: NSU – TESOL

DRAFT MOTION 20210330_4-D(2):

I move to authorize NSU to offer a graduate certificate in TESOL (Teaching English to Speakers of Other Languages), as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	NSU
TITLE OF PROPOSED CERTIFICATE:	Graduate Certificate in TESOL (Teaching English to Speakers of Other Languages)
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	13.1401
UNIVERSITY DEPARTMENT:	Languages, Literature, and Communication Studies
BANNER DEPARTMENT CODE:	NLAC
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



Institutional Approval Signature

President or Chief Academic Officer of the University

1/8/2021

Date

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

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

Undergraduate Certificate ☐

Graduate Certificate ☒

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

Northern State University's Graduate Certificate in TESOL (Teaching English as a Second Language) is an online certificate program that prepares students at the graduate level to teach English as a foreign/second language in a variety of settings, either in the United States or abroad, including offering English instruction to immigrants, foreign nationals, refugees, school children, adult learners, and beneficiaries of mission work.

- 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.**

N/A. Northern State University (Northern) already has curriculum and faculty experts in TESOL, as Northern offers a BA in English with an emphasis in Teaching English as a Second Language.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 global demand for instructors of English continues to rise dramatically. According to John Bentley of the International TEFL Academy, English is being learned and spoken by 1.7 billion people worldwide.² 40,000 language schools around the world employ ca. 250,000 English teachers, according to Bentley, and these schools prefer to hire native speakers of English, for which there is a high turnover rate, resulting in significant numbers of job openings not only for on-site teaching, but for remote teaching as well. According to Missy Slaathaug of the Dakota TESOL organization, the demand for teachers of English, specifically adult learners of English in South and North Dakota, continues to grow as immigrants arrive in the state to work in our growing industries including wind turbine production, meat plants, construction, and many other areas.³ By offering a credential for proper training of teachers to meet the demands of providing English language instruction both locally and around the globe, Northern State University is positioning itself to open doors to meaningful careers for many individuals as teachers of English to speakers of other languages.

Northern's undergraduate TESOL Certificate, offered since 2011, is successful and effective. Holders of Northern's TESOL certificate have taught in China, Japan, Korea, Timor, and other countries, and have secured prestigious awards, including Fulbright English Teaching Assistant (ETA) grants, and have secured positions in competitive TESOL programs, including the Japan Exchange and Teaching (JET) program.

¹ <https://www.northern.edu/programs/undergraduate/english>

² <https://www.internationalteflacademy.com/blog/how-large-is-the-job-market-for-english-teachers-abroad>

³ https://d2157d95-1f6e-47ef-b37e-b0f7fbc99d91.filesusr.com/ugd/d1170e_65ce8d9314654b1f82f2310315999834.pdf

The demand for a graduate-level certificate in TESOL is growing as the number of non-English speakers in schools across the state and region grows and as professional teachers who already hold a bachelor's degree seek to expand their qualifications and add expertise specifically in teaching English as a second language.

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 proposed online Graduate Certificate in TESOL is marketable to students pursuing a MSED in Teaching and Learning and those pursuing a MSED in Educational Studies, since both programs are aimed toward current and/or future educators. Additionally, this certificate is appropriate for any holder of a bachelor's degree who seeks to earn a credential that allows them to teach English to speakers of other languages in a variety of settings – from state and regional public schools, parochial schools, and adult literacy centers to schools in foreign countries where there is a significant demand for native-speaking English teachers. Northern's Graduate Certificate in TESOL program will also attract public and private school teachers seeking to earn graduate credit in a field related to their teaching expertise 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?

Northern's online Graduate Certificate in TESOL 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 to become an international English teacher and teach abroad, to provide instruction of English as a second or foreign language to second language learners at adult learning centers (i.e. Cornerstones Career Learning Center, Lutheran Social Services Center for New Americans, Lake Area Technical Institute Adult Education and Literacy, education programs within the Department of Corrections, etc.), to second language learners at elementary and secondary schools, and at tutoring centers in America and abroad.

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.

Northern's online Graduate Certificate in TESOL can serve most any graduate student or degree holding bachelor's student as a value-added credential, particularly a student who is seeking to offer English instruction to non-native speakers. Majors/programs that would most benefit from adding the TESOL Graduate Certificate include English, Secondary Education, Elementary Education, and International Business as well as Northern's proposed Global Language and Culture program.

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

All three courses required to complete the online Graduate Certificate in TESOL can also be applied to Northern's MEd Educational Studies program as well as to the proposed MAT English program. One course, LING 503, is already being applied to an ENL (English as a New Language) Endorsement in Education.

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

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
LING	503	Introduction to Linguistics		3	No
LING	535	Second Language Development	LING 503	3	No
LING	536	Methods of Teaching English as a Second Language		3	No
Subtotal				9	

- 8. Student Outcome and Demonstration of Individual Achievement.**

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

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

Students earning Northern's Graduate Certificate in TESOL will demonstrate knowledge of psycholinguistic and sociolinguistic variables affecting second language acquisition, TESOL teaching methodologies, and essential principles of linguistics.

- 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)	LING 503*	LING 535*	LING 536*
Demonstrate knowledge of psycholinguistic and sociolinguistic variables affecting the development and use of a second language.		X	
Demonstrate familiarity with current theories of second language learning.		X	

Demonstrate and apply TESOL methodologies, developing an analytical approach to teaching English as a foreign or second language.			X
Demonstrate knowledge of the essential principles of linguistics.	X		
Explore structures of modern English through analyses that are primarily traditional, structural, and transformational	X		

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

9. Delivery Location.

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

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

	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 <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 internet asynchronous	Fall 2021
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)	Yes	015 internet asynchronous	Fall 2021

10. Additional Information: N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – D (3)

DATE: March 30-31, 2021

SUBJECT

New Graduate Certificate: SDSU Competency-Based Learning

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 Competency-Based Learning. Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they process through their education. It focuses on ensuring students are truly mastering academic content regardless of time, place, or pace of learning. The proposed certificate will be focused on individualized learning for South Dakota K-12 educators, and will provide educators with content associated with customized/personalized learning, competency-based education, remote and blending learning, knowledge rich curriculum, family engaged education, and universal design for learning.

The certificate is being created in coordination with the South Dakota Department of Education, and will be developed and implemented using CARES ACT funding through a contract with the Department.

IMPACT AND RECOMMENDATION

SDSU plans to offer the proposed graduate certificate on campus and online. SDSU does not request state resources for the program. The certificate requires the creation of three new courses.

Board staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Competency-Based Learning

DRAFT MOTION 20210330_4-D(3):

I move to authorize SDSU to offer a graduate certificate in Competency-Based Learning, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Competency-Based Learning
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
PROPOSED CIP CODE:	13.1299
UNIVERSITY DEPARTMENT:	Grad Study Teaching, Learning & Leadership
BANNER DEPARTMENT CODE:	SGTL
UNIVERSITY DIVISION:	Graduate School
BANNER DIVISION CODE:	3G

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature

President or Chief Academic Officer of the University

1/26/2021

Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate ☐

Graduate Certificate ☒

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

The South Dakota Department of Education received CARES ACT money to support educators and schools across the state to implement instructional practices that support all students on a continuum of learning including remote, online, blended, hybrid, or in person learning environment. South Dakota State University (SDSU) is partnering with the DOE to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. Competency-based learning refers to systems of instruction, assessment, grading, and academic reporting based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education. It focuses on ensuring students are truly mastering academic content regardless of time, place, or pace of learning. Competency-based learning advances students to more challenging concepts and skills only after they have mastered the previous ones. The proposed 9-credit Competency-Based Learning Certificate will provide K12 educators

content associated with customized/personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning.

SDSU does not request new state resources for the proposed certificate. The development and initial implementation of the courses and certificate will be funded through the contract with the SD Department of Education.

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 Competency-Based Learning Certificate supports the mission of SDSU as provided in SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*

The proposed certificate also supports the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020:

Goal 1 – Student Success

1. Increase total graduate degrees awarded.

Goal 2 – Academic Quality and Performance

1. Continue to approve new graduate programs.
2. Grow the number of students participating in experiential learning.
3. Develop and grow high-quality and distinct academic programs to meet the needs of diverse students and market demands.

In addition, this graduate certificate aligns with the SDSU's Imagine 2023 strategic plan¹ by offering a student-centered education. Specifically, the courses and certificate will contribute to the attainment of *Strategic Goal 1 – Excellence through Transformative Education*. This will be a distinct and high-quality academic program 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. 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 Department of Education received CARES ACT money to support educators and schools across the state to implement instructional practices that support all students on a continuum of learning including remote, online, blended, hybrid or in person learning environment. South Dakota State University is partnering with the DOE to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. The graduate certificate will provide K12 educators content

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

associated with customized/personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning.

This certificate is needed to address a need to adopt a new paradigm for instruction. Superintendents have voiced their concern regarding their districts' ability to respond to the new paradigm. The SD DOE implemented a survey in June of 2020 in preparation for the federal funding proposal. The survey indicated that 69% of districts statewide do not have the knowledge, skills, or abilities to employ personalized or customized learning programs. The course content and certificate will provide current K12 educators the framework to design and implement high-quality personalized, competency-based education.

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 is targeted for K12 educators.

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 is designed as a stand-alone option for education professionals seeking to incorporate competency-based learning curriculum into their classroom and school.

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 Competency-Based Learning Certificate may also serve as a value-added credential for students in the M.Ed. in Curriculum and Instruction or M.Ed. in Educational Administration.

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 Competency-Based Learning Certificate may be a stackable credential. Students may apply the credits as electives to the M.Ed. in Curriculum and Instruction or M.Ed. in Educational Administration.

- 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)
EDFN	610	Foundations of Competency-Based Learning		3	Yes
EDFN	615	Building and Maintaining Competency-Based Learning Programs	EDFN 610	3	Yes
EDFN	620	Upscaling, Sustainability, and Evaluation in Competency-Based Learning Programs	EDFN 615	3	Yes
Subtotal				9	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Students will be able to:

- Explain and critique the foundational elements of competency-based learning.
- Critique techniques and approaches in competency-based learning programs.
- Develop strategies to cultivate learning environments and invite stakeholders.
- Analyze the learning sciences behind the effective universal design and competency-based learning.
- Create teaching strategies which invoke universal design and competency-based learning.
- Develop and conduct program evaluations for competency-based learning programs.
- Review and select technology which facilitates competency-based learning programs.

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		
	*EDFN 610: Foundations	*EDFN 615: Building and Maintaining	*EDFN 620: USE in CBLP
Students will be able to explain and critique the foundational elements of competency-based learning.	X		
Students will be able to critique techniques and approaches in competency-based learning programs.	X	X	X

	Program Courses that Address the Outcomes		
	*EDFN 610: Foundations	*EDFN 615: Building and Maintaining	*EDFN 620: USE in CBLP
Students will be able to develop strategies to cultivate learning environments and invite stakeholders.		X	X
Student will be able to analyze the learning sciences behind the effective universal design and competency-based learning.	X	X	
Students will be able to create teaching strategies which invoke universal design and competency-based learning.		X	
Students will be able to develop and conduct program evaluations for competency-based learning programs.			X
Students will be able to review and select technology which facilitates competency-based learning programs.	X	X	X

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	2021-2022 Academic Year

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

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5 .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	018 - Internet Synchronous 030 - Blended/Hybrid	2021-2022 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning

(e.g., as an online program)? *This question responds to HLC definitions for distance delivery.*

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

Appendix A

New Course Requests – EDFN 610, EDFN 615, and EDFN 620



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

<u>SDSU</u>	<u>Education & Human Sciences / Teaching, Learning & Leadership</u>
Institution	Division/Department
<u>Dennis D. Hedge</u>	<u>1/26/2021</u>
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
EDFN 610	Foundations of Competency-Based Learning	3

Course Description

This course seeks to build a foundational understanding of competency-based education through exploration of the history, purpose, and research underpinning the approach. There will also be considerable discussion and examination of the culture-building process with school stakeholders which is necessary to any program.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
None		

Provide explanation of differences between proposed course and existing system catalog courses below:

SDSU is partnering with the SD Department of Education to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. The graduate certificate will provide K12 educators content associated with customized/ personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning. This course seeks to build a foundational understanding of competency-based education through exploration of the history, purpose, and research underpinning the approach. There will also be considerable discussion and examination of the culture-building process with school stakeholders which is necessary to any program. Currently, there are no other courses that specifically cover this content in detail.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Courses will be taught during the summer when K-12 teachers have time to focus on the course. Among the current faculty, the Department have workload available during the summer. The development and initial implementation of the courses and certificate will be funded through the contract with the SD Department of Education. EDFN 610, EDFN 615, and EDFN 620 will be offered more often once the courses have been implemented.

3.2. Existing program(s) in which course will be offered: Competency-based Learning Certificate, Curriculum and Instruction (M.Ed.), Educational Administration (M.Ed.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 018 – Internet Synchronous, 030 – Blended/Hybrid

3.5. Term change will be effective: Summer 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: STLL

4.2. Proposed CIP Code: 13.1299

Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Jay Trenhaile Request Originator	Jay Trenhaile Signature	12/3/2020 Date
Jay Trenhaile Department Chair	Jay Trenhaile Signature	12/3/2020 Date
Jill Thorngren School/College Dean	Jill Thorngren Signature	12/4/2020 Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

The South Dakota Department of Education received CARES ACT money to support educators and schools across the state to implement instructional practices that support all students on a continuum of learning including remote, online, blended, hybrid or in person learning environment. SDSU is partnering with the DOE to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. The graduate certificate (9 credits) will provide K12 educators content associated with customized/personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning. This course seeks to build a foundational understanding of competency-based education through exploration of the history, purpose, and research underpinning the approach. There will also be considerable discussion and examination of the culture-building process with school stakeholders which is necessary to any program.

2. Note whether this course is: ☒ Required (*Competency-based Learning Certificate*)

☒ Elective (*M.Ed. in Curriculum & Instruction and Educational Administration*)

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 30
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Patrick Hales, Ph.D., Assistant Professor
Laura Hasselquist, Ph.D., Assistant Professor
Anthony Durr, Ph.D., Assistant Professor
Alison Wilson, Ph.D., Assistant Professor
7. Note whether adequate facilities are available and list any special equipment needed for the course.
No special equipment or room needed.
8. Note whether adequate library and media support are available for the course.
Yes, adequate support is 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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Education & Human Sciences / Teaching, Learning & Leadership
Institution	Division/Department
Dennis D. Hedge	1/26/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
EDFN 615	Building and Maintaining Competency-Based Learning Programs	3

Course Description
<p>This course focuses on the process of planning and implementing competency-based learning programs in schools. There will be specific consideration in the learning to technology, shared-definition and leadership, blended learning, and classroom environment in the competency-based setting. This course will include site-visits to schools which have implemented personalized, competency-based programs. A key theme in this course will be how to include stakeholders (students, parents/guardians, teachers, admin, staff, and community members) in the development and implementation of competency-based programs.</p>

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
EDFN 610	Foundations of Competency-Based Learning	Pre-req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
None		

Provide explanation of differences between proposed course and existing system catalog courses below:

SDSU is partnering with the SD Department of Education to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. The graduate certificate will provide K12 educators content associated with customized/ personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning. This course seeks to build a foundational understanding of competency-based education through exploration of the history, purpose, and research underpinning the approach. There will also be considerable discussion and examination of the culture-building process with school stakeholders which is necessary to any program. Currently, there are no other courses that specifically cover this content in detail.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Courses will be taught during the summer when K-12 teachers have time to focus on the course. Among the current faculty, the Department have workload available during the summer. The development and initial implementation of the courses and certificate will be funded through the contract with the SD Department of Education. EDFN 610, EDFN 615, and EDFN 620 will be offered more often once the courses have been implemented.

3.2. Existing program(s) in which course will be offered: Competency-based Learning Certificate, Curriculum and Instruction (M.Ed.), Educational Administration (M.Ed.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 018 – Internet Synchronous, 030 – Blended/Hybrid

3.5. Term change will be effective: Summer 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: STLL

4.2. Proposed CIP Code: 13.1299

Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST Supporting Justification for On-Campus Review

<u>Jay Trenhaile</u> Request Originator	<u>Jay Trenhaile</u> Signature	<u>12/3/2020</u> Date
<u>Jay Trenhaile</u> Department Chair	<u>Jay Trenhaile</u> Signature	<u>12/3/2020</u> Date
<u>Jill Thorngren</u> School/College Dean	<u>Jill Thorngren</u> Signature	<u>12/4/2020</u> Date

11. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

The South Dakota Department of Education received CARES ACT money to support educators and schools across the state to implement instructional practices that support all students on a continuum of learning including remote, online, blended, hybrid or in person learning environment. SDSU is partnering with the DOE to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. The graduate certificate (9 credits) will provide K12 educators content associated with customized/personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning. This course focuses on the process of planning and implementing competency-based learning programs in schools. There will be specific consideration in the learning to technology, shared-definition and leadership, blended learning, and classroom environment in the

competency-based setting.

12. Note whether this course is: ☒ Required (*Competency-based Learning Certificate*)
☒ Elective (*M.Ed. in Curriculum & Instruction and Educational Administration*)
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 30
16. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Patrick Hales, Ph.D., Assistant Professor
Laura Hasselquist, Ph.D., Assistant Professor
Anthony Durr, Ph.D., Assistant Professor
Alison Wilson, Ph.D., Assistant Professor
17. Note whether adequate facilities are available and list any special equipment needed for the course.
No special equipment or room needed.
18. Note whether adequate library and media support are available for the course.
Yes, adequate support is 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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Education & Human Sciences / Teaching, Learning & Leadership
Institution	Division/Department
Dennis D. Hedge	1/26/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
EDFN 620	Upscaling, Sustainability, and Evaluation in Competency-Based Learning Programs	3

Course Description	<p>This course focuses on the use of data and evaluation to make decisions in the competency-based setting. Specifically, there will be assignments and discussions which consider types of assessment, program evaluation, funding and external support, continual community and family involvement, and reflective practices. Significant time in this course will be on how to continue and improve communication with stakeholders (students, parents/guardians, teachers, admin, staff, and community members).</p>
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Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
EDFN 615	Building and Maintaining Competency-Based Learning Programs	Pre-req

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
None		

Provide explanation of differences between proposed course and existing system catalog courses below:

SDSU is partnering with the SD Department of Education to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. The graduate certificate will provide K12 educators content associated with customized/ personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning. This course seeks to build a foundational understanding of competency-based education through exploration of the history, purpose, and research underpinning the approach. There will also be considerable discussion and examination of the culture-building process with school stakeholders which is necessary to any program. Currently, there are no other courses that specifically cover this content in detail.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below: Courses will be taught during the summer when K-12 teachers have time to focus on the course. Among the current faculty, the Department have workload available during the summer. The development and initial implementation of the courses and certificate will be funded through the contract with the SD Department of Education. EDFN 610, EDFN 615, and EDFN 620 will be offered more often once the courses have been implemented.

3.2. Existing program(s) in which course will be offered: Competency-based Learning Certificate, Curriculum and Instruction (M.Ed.), Educational Administration (M.Ed.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 018 – Internet Synchronous, 030 – Blended/Hybrid

3.5. Term change will be effective: Summer 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☒ Yes ☐ No

Section 4. Department and Course Codes (Completed by University Academic Affairs)

4.1. University Department Code: STLL

4.2. Proposed CIP Code: 13.1299

Is this a new CIP code for the university? ☐ Yes ☒ No

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Jay Trenhaile Request Originator	Jay Trenhaile Signature	12/3/2020 Date
Jay Trenhaile Department Chair	Jay Trenhaile Signature	12/3/2020 Date
Jill Thorngren School/College Dean	Jill Thorngren Signature	12/4/2020 Date

21. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

The South Dakota Department of Education received CARES ACT money to support educators and schools across the state to implement instructional practices that support all students on a continuum of learning including remote, online, blended, hybrid or in person learning environment. SDSU is partnering with the DOE to provide a graduate certificate in competency-based education focused on individualized learning for South Dakota K12 educators. The graduate certificate (9 credits) will provide K12 educators content associated with customized/personalized learning, competency-based education, remote and blended learning, knowledge rich curriculum, family engaged education, and universal design for learning. This course will focus on the use of data and evaluation to make decisions in the competency-based setting by considering types of assessment, program evaluation, funding and external support, continual community and family involvement, and reflective practices

that are specific to competency-based learning.

22. Note whether this course is: ☒ Required (*Competency-based Learning Certificate*)
☒ Elective (*M.Ed. in Curriculum & Instruction and Educational Administration*)
23. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None
24. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
25. Desired section size 30
26. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Patrick Hales, Ph.D., Assistant Professor
Laura Hasselquist, Ph.D., Assistant Professor
Anthony Durr, Ph.D., Assistant Professor
Alison Wilson, Ph.D., Assistant Professor
27. Note whether adequate facilities are available and list any special equipment needed for the course.
No special equipment or room needed.
28. Note whether adequate library and media support are available for the course.
Yes, adequate support is available.
29. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
30. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (1)

DATE: March 30-31, 2021

SUBJECT

New Specialization: Specialization in AI/Machine Learning

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests authorization to offer a specialization in AI/Machine Learning within the BS in Computer Science. The proposed specialization will focus in data science and engineering, and would involve the areas of machine learning and artificial intelligence, data mining and big data, as well as data analytics and applied statistics. Graduates of the specialization would be able to participate in four emerging areas of data science: 1) Data analyst, 2) data engineering, 3) machine learning engineer, and 4) data science generalist.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. The specialization will not require the creation of any new courses. SDSMT is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSMT – AI/Machine Learning

DRAFT MOTION 20210330_4-E(1):

I move to authorize SDSMT to offer a specialization in AI/Machine Learning within the BS in Computer Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	AI/Machine Learning
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Computer Science
INTENDED DATE OF IMPLEMENTATION:	8/1/2021
PROPOSED CIP CODE:	110101
UNIVERSITY DEPARTMENT:	CSE
BANNER DEPARTMENT CODE:	4L
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	MCSC

☒ **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.

<div style="border-top: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<div style="text-align: right; font-size: 0.8em; margin-bottom: 5px;">Click here to enter a date.</div> <div style="border-top: 1px solid black; height: 1.2em; margin-bottom: 5px;"></div> Date
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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.

The proposed specialization would be focused in Data Science and Engineering. This specialization would involve the areas of Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics and Applied Statistics. Data Science is a rapidly growing interdisciplinary field that involves researchers from many STEM fields and applications can be found throughout science and engineering. Our graduates would be able to participate in four emerging areas of Data Science: 1. Data Analyst, 2. Data Engineer, 3. Machine Learning Engineer, 4. Data Science Generalist.

This specialization aligns well with the core mission of SDSMT to educate the next generation of leaders in Science and Engineering as well as supporting many research programs on campus. Students in this program would be expected to take coursework in multiple disciplines, work on interdisciplinary research and complete a dissertation on that work.

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 growth of computing, networking, and high fidelity sensing; the increase in data driven science and engineering; and the growth in data collection in business marketing, sales, as well as medicine and the technology sectors are all producing large data sets at unprecedented rates. There is currently more data to be processed than can be done by the current labor pool. Many more data scientists are needed to keep up with and adequately process the volume of information pouring in. This is the niche we plan to fill.

According to Glassdoor in their 50 Best Jobs in America for 2020, Data Scientist comes up as #3 with a median salary of \$107,801 (updated in 6/2/2020 to be \$113,309). U.S. Bureau of Labor Statistics does not have a specific category, but places Statisticians, Software Developers, Mathematicians in the 20 fastest growing occupations (with growth rates from 20%-30%).

A search of indeed.com (6/4/2020) using the key words "Data Science" brought up 9,458 listings on Data Science, Data Engineer and Statistics. Companies involved are NSA, GMAD, Blue Owl, USAA, Johns Hopkins, Twitter, UCSF, Amazon, Booz Allen Hamilton, Apple, CDW, Pinterest, Facebook, General Dynamics IT, IQVIA, Microsoft, SAIC, Capital One, Accenture, Lockheed Martin, AETNA, Guidehouse and many more. Glassdoor has an equally impressive list of companies looking to hire Data Science and Engineers.

Data science and engineering does not require the infrastructure that mining, manufacturing, agriculture, and health. Similarly, to software engineering, data scientists and engineers can work globally in their field but still reside in South Dakota. Building data science and engineering like building software engineering is a good opportunity for growth in South

Dakota without expensive investments. South Dakota has investments in Health Care and in Banking. Both sectors have growing demands for Data Scientists and Data Engineers.

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
		<i>Computer Science Degree Requirements:</i>		
		Math Requirement (includes 3 Cr Math electives *)	21*	No
		Science Requirement	11	No
		Arts/Humanities and Social Sciences Requirements	21	No
		<i>Computer Engineering Requirements:</i>	10	No
CENG	244	Intro to Digital Systems	3	
CENG	320	RISC Assembly/Lab	4	
CENG	325	CPU & GPU Org and Arch	3	
		<i>Computer Science Core Curriculum</i>	51	No
CSC	110	Survey of Computer Science	1	
CSC	150	Computer Science I	3	
CSC	215	Programming Techniques	4	
CSC	251	Finite Structures	3	
CSC	315	Data Structures & Algorithms	4	
CSC	340	Software Engineering & Design	3	
CSC	372	Analysis of Algorithms	3	
CSC	458	Operating Systems & VMs /Lab	4	
CSC	461	Programming Languages	4	
CSC	464	Senior Design I	2	
CSC	465	Senior Design II	2	
CSC	468	GUI Programming	3	
CSC	484	Database Management	3	
		CSC Electives	12 *	
		<i>Free Electives</i>	6 *	
		<i>Machine Learning Requirements</i>		
		<i>Required Courses:</i>		
MATH	382	Probability and Statistics II (Math Elective)	3	No
CSC	448/548	Machine Learning (CSC Elective)	3	No
CSC	454/545	Data Mining (CSC Elective)	3	No
		<i>Select 9 credit hours from the following data analytics elective courses:</i>		
CSC	414/514	Introduction to Computer Vision (CSC Elective)	3	No

CSC	442/542	Digital Image Processing (CSC Elective)	3	No
CSC	447/547	Artificial Intelligence (CSC Elective)	3	No
CSC	449/549	Adv. Topics in AI (CSC Elective)	3	No
MATH	443/543	Data Analysis (Free Elective)	3	No

Total number of hours required for completion of specialization

18

Total number of hours required for completion of major

61

Total number of hours required for completion of degree

120 **

* The required 18 credits for the completion of the specialization may be obtained from a combination of Upper Level CSC Electives, Math Elective, or Free Electives. Specifically, the specialization will cover the 12 credits senior electives (done by completing two of the required courses, and two of the data analytics elective courses). The six (6) remaining credits of the specialization (one required course and one data analytics elective) will apply to the three (3) math elective credits and three (3) of the six (6) free credits.

** To complete a BS degree in Computer science a student needs

22 credits above the 31 Cr required by goal 1 – 7 under the General education. Broken down as follows:

18 credits in Math beyond the 3 covered by goal 5 in General Education,

4 credits in Science more than the 7 credits required by goal 6 in General Education,

61 credits in the major field (CSC and CENG courses), and

6 credits of free electives from any field.

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	Spring 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)	No		Choose an item. Choose an item.

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (2)
DATE: March 30-31, 2021

SUBJECT

New Specialization: Specialization in Cybersecurity

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests authorization to offer a specialization in Cybersecurity within the BS in Computer Science. The proposed specialization is designed for Computer Science majors interested in security theory and practice in computer, network, and cyber-physical systems. The specialization will require students to take 400-level courses in information security, networking, and digital forensics.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. The specialization will require the creation of three new courses. SDSMT is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSMT – Cybersecurity

DRAFT MOTION 20210330_4-E(2):

I move to authorize SDSMT to offer a specialization in Cybersecurity within the BS in Computer Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Cybersecurity
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Computer Science Bachelor of Science
INTENDED DATE OF IMPLEMENTATION:	8/23/2021
PROPOSED CIP CODE:	110101
UNIVERSITY DEPARTMENT:	CSE
BANNER DEPARTMENT CODE:	4L
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	MCSC

☒ **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.

<div style="border-top: 1px solid black; height: 10px; margin-bottom: 5px;"></div> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<div style="text-align: right; font-size: small; margin-bottom: 5px;">Click here to enter a date.</div> <div style="border-top: 1px solid black; height: 10px; margin-bottom: 5px;"></div> Date
---	---

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

1. Level of the Specialization (*place an "X" in the appropriate box*):

Baccalaureate ☒ Master's ☐ Doctoral ☐

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

SDSM&T offers the ABET-accredited B.S. degree in Computer Science, which meets the national requirements established by ABET. Upon graduation with a bachelor's degree in Computer Science, students have knowledge of software development, hardware technologies, and scientific computing. The curriculum currently covers a wide range of fields in Computer Science.

The Cybersecurity Specialization is designed for Computer Science majors interested in security theory and practice in computer, network and cyber-physical systems. The Specialization will require the students to take 400-level courses in information security, networking, and digital forensics. The students who earn the Cybersecurity Specialization with the ABET-accredited Computer Science B.S. degree will acquire a deep and broad knowledge and skills in cybersecurity.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

The proposed Cybersecurity Specialization is designed for students planning to start a career as Information Security Analysts or continue their education in a graduate program that focuses on computer and information security and related areas such as software development, data communication, cloud computing, digital forensics, etc. The Specialization will provide the students opportunities to gain knowledge and skills in cybersecurity and add value to their B.S. degree in Computer Science. The department of Computer Science and Engineering is the appropriate place to offer this Specialization. The department offers B.S. degree in Computer Science, B.S. degree in Computer Engineering. The courses listed in the Specialization comprise existing courses already in the curriculum and new courses designed for this specialization.

The proposed addition of Cybersecurity Specialization to the curriculum of the B.S. degree in Computer Science is consistent with the board-designated mission of the SD Mines to promote student success and to contribute to the state's workforce and economic development. The proposed Specialization will formalize the Cybersecurity emphasis currently offered in the department, which will help the recruitment of Computer Science majors as well as the career development of graduates. The curriculum requirements of the Cybersecurity Specialization will prepare students for success in high-demanding jobs and advanced programs related to Cybersecurity and Cyberoperation. The U.S. Bureau of Labor Statistics predicts that "employment of healthcare occupations is projected to grow 32 percent from 2018 to 2028, much faster than the average for all occupations, adding about 35,500 new jobs."¹

¹<https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm>

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

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
		Computer Science Degree Requirements:		
		Math Requirement (include 3cr Math elective)	21*	No
		Science Requirement	11	No
		Arts/Humanities & Social Sciences Requirement	21	No
		Computer Engineering Requirements:	10	No
CENG	244	Intro to Digital Systems	3	
CENG	320	RISC Assembly/Lab	4	
CENG	325	CPU & GPU Org and Arch	3	
		Computer Science Core Curriculum	51	No
CSC	110	Survey of Computer Science	1	
CSC	150	Computer Science I	3	
CSC	215	Programming Techniques	4	
CSC	251	Finite Structures	3	
CSC	315	Data Structures & Algo	4	
CSC	340	Software Eng. & Design	3	
CSC	372	Analysis of Algorithms	3	
CSC	458	Operating Sys. & VM's /Lab	4	
CSC	461	Programming Languages	4	
CSC	464	Senior Design I	2	
CSC	465	Senior Design II	2	
CSC	468	GUI Programming	3	
CSC	484	Database Management	3	
		CSC Electives	12*	
		Free Electives	6*	
		Cybersecurity Specialization Requirements:		
		Required courses:		
CSC	426	Cybersecurity (CSC Elective)	3	No
CSC	441	Networking and Data Communications (CSC Elective)	3	No
		Select 3 credit hours from the following data analytics elective courses:		
MATH	382	Probability and Statistics II (Math Elective)	3	No

MATH	413	Abstract Algebra (Math Elective)	3	No
MATH	443	Data Analysis (Math Elective)	3	No
CSC	454	Data Mining Theory (CSC Elective)	3	No
Select 6 credit hours from the following security elective courses:				
CSC	412	Cryptography (CSC Elective)	3	No
CSC	477	Enterprise Security Management (CSC Elective)	3	Yes
CSC	478	Multimedia Security (CSC Elective)	3	Yes
CENG	479	Industrial Control Systems Security (CSC Elective)	3	Yes

Total number of hours required for completion of specialization

15

Total number of hours required for completion of major

61

Total number of hours required for completion of degree

120 **

* The required 15 credits for the completion of specialization may be obtained from a combination of Upper Level CSC Electives, Math Elective, or Free Electives. Specifically, the specialization will cover the 12 credits senior electives (done by completing the two required courses, and the two security elective courses). The three (3) remaining credits of the specialization (the data analytics elective) will apply to either the math elective or three (3) of the six (6) free credits.

** To complete a degree in Computer science a student needs

22 credits above the 31 Cr required by goal 1 – 7 under the General education. Broken down as follows:

18 credits in Math beyond the 3 covered by goal 5 in General Education,

4 credits in Science more than the 7 credits required by goal 6 in General Education,

61 credits in the major field (CSC and CENG courses), and

6 credits of free electives from any field.

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (3)

DATE: March 30-31, 2021

SUBJECT

New Specialization: Specialization in Visual and Interactive Computing

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests authorization to offer a specialization in Visual and Interactive Computing within the BS in Computer Science. The proposed specialization will provide a greater emphasis on graphics and interfaces components of programming. Completion of the specialization will show a greater ability and quality in graphically based computer creations. The specialization is designed for students who wish to apply for jobs with a heavier user interface component. Graphical user interfaces, user experience, and product development is a subfield of computer science that is need for most consumer applications.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. The specialization will not require the creation of any new courses. SDSMT is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSMT – Visual and Interactive Computing

DRAFT MOTION 20210330_4-E(3):

I move to authorize SDSMT to offer a specialization in Visual and Interactive Computing within the BS in Computer Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Visual and Interactive Computing
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Computer Science Bachelor of Science
INTENDED DATE OF IMPLEMENTATION:	8/23/2021
PROPOSED CIP CODE:	110101
UNIVERSITY DEPARTMENT:	CSE
BANNER DEPARTMENT CODE:	4L
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	MCSC

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

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

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

1. Level of the Specialization (*place an "X" in the appropriate box*):

Baccalaureate ☒ Master's ☐ Doctoral ☐

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

This specialization provides a greater emphasis on graphics and interfaces components of programming. Completion of the specialization shows greater ability and quality in graphical based computer creations.

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 Visual and Interactive Computing is designed for students who wish to apply for jobs with a heavier user interface component. Graphical user interfaces, user experience, and the newest term of product development is a subfield of computer science that is needed for most consumer applications. It is possible to attain a computer degree with almost no experience in this sub field. Therefore, the specialization explicitly states a student has these skills.

Most consumer application is not meant for computer science or computer engineers. Instead, the users prefer graphical interfaces. However, lack of training can result in very poor final application which interferes with acceptance. Frequently, the interfaces are done in a fashion that is familiar and easy to the coder but is unintuitive to everyone else. User experience skills, which include graphics and interfaces, is listed in the top 10 desired skills by LinkedIn ¹, and current job market growth is estimated to be around 13% in the next few years. Students have steadily expressed desire to have more of this content in classes. In graphical user interfaces, students repeatedly ask for more content for good design and methods to measure the quality of an interface. Outside of class, students request review of their interfaces and also request research projects in the more visual side of computing.

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		<i>(add or delete rows as needed)</i>		
		<i>Computer Science Degree Requirements:</i>		
		Math Requirement (include 3cr Math elective)	21	No
		Science Requirement	11	No
		English, Arts/Humanities & Social Sciences Requirement	21*	No
		<i>Computer Engineering Requirements:</i>	10	No
CENG	244	Intro to Digital Systems	3	No
CENG	320	RISC Assembly/Lab	4	No

¹ <https://learning.linkedin.com/blog/top-skills/the-skills-companies-need-most-in-2020and-how-to-learn-them>

CENG	325	CPU & GPU Org and Arch	3	No
Computer Science Core Curriculum			51	No
CSC	110	Survey of Computer Science	1	No
CSC	150	Computer Science 1	3	No
CSC	215	Programming Techniques	4	No
CSC	251	Finite Structures	3	No
CSC	315	Data Structures & Algo	4	No
CSC	340	Software Eng. & Design	3	No
CSC	372	Analysis of Algorithms	3	No
CSC	458	Operating Sys. & VM's /Lab	4	No
CSC	461	Programming Languages	4	No
CSC	464	Senior Design I	2	No
CSC	465	Senior Design II	2	No
CSC	468	GUI Programming	3	No
CSC	484	Database Management	3	No
CSC Upper Level Electives			12*	No
Free Electives			6*	No
Visual and Interactive Computing Requirements:				
A - Select 12 credit hours from the visual and interaction coding courses:				
CSC	476/576	Mobile Computing Development*	3	No
CSC	442/542	Digital Image Processing*	3	No
CSC	414/514	Introduction to Computer Vision*	3	No
CSC	423	Computer Graphics Fundamentals*	3	No
CSC	405	User Interface Design	1	No
CSC	413	Introduction to Virtual Reality	2	No
IENG	441	Simulation	3	No
B - Select 6 credit hours from the understanding visual elements courses:				
ART	111	Drawing I*	3	No
ART	121	Design I*	3	No
SOC	285	Society and Technology*	3	No
MCOM	161	Graphic Communication	3	No
MCOM	351	Web Design	3	No
SPCM	455	Visual Culture	3	No
IENG	321/321L	Ergonomics/Human Factors Engineering/Lab	3	No
IENG	354	Marketing Technology Innovations	1	No
IENG	352	Creativity and Innovation	1	No
ART	121	Design I 2D	3	No
IENG	248+248L	Computer Modeling	2	No

Total number of hours required for completion of specialization

18

Total number of hours required for completion of major

61

Total number of hours required for completion of degree

120**

* Students must still meet the original general education requirements and CSC program requirements. The required courses in the specialization are a subset of the courses required for the computer science degree senior, general education, and/or free electives.

Up to 12 credits from the computer science senior electives requirements can be selected from within the CSC courses in section A: *visual and interaction coding courses*. These include the specialization options of CSC476/576, CSC 442/542, CSC 414/514, and CSC 423. The remaining courses may use up to 6 free elective credits.

Up to 6 credits from the general education courses and free electives can be selected from within courses in section B: *understanding visual elements courses*. The general education courses include ART 111, ART 121, or SOC 285. The remaining courses may use up to 6 free elective credits.

** To complete a degree in Computer science a student needs: 22 credits above the 31 Cr required by goal 1 – 7 under the General education. Broken down as follows:
18 credits in Math beyond the 3 covered by goal 5 in General Education,
4 credits in Science more than the 7 credits required by goal 6 in General Education,
61 credits in the major field (CSC and CENG courses), and
6 credits of free electives from any field.

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (4)

DATE: March 30-31, 2021

SUBJECT

New Specialization: SDSU Specialization in Aerospace Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a specialization in Aerospace Engineering within the BS in Mechanical Engineering. Aerospace Engineering is the primary field of engineering concerned with design and development of aircraft and spacecraft. Applications include traditional piloted fixed-wing and rotary-wing aircraft, as well as unmanned aircraft of various types. Satellites and other spacecraft are also among the applications of this field. Graduates will be prepared to work in design of aircraft, spacecraft, propulsion systems, and related components.

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer the specialization on campus. The specialization will not require the creation of any new courses. SDSU is not asking for additional resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Aerospace Engineering

DRAFT MOTION 20210330_4-E(4):

I move to authorize SDSU to offer a specialization in Aerospace Engineering within the BS in Mechanical Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Aerospace Engineering
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Mechanical Engineering (B.S.)
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
PROPOSED CIP CODE:	14.0201
UNIVERSITY DEPARTMENT:	Mechanical Engineering
BANNER DEPARTMENT CODE:	SMEC
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



 Institutional Approval Signature
 President or Chief Academic Officer of the University

12/15/2020

 Date

1. Level of the Specialization:

Baccalaureate ☒ Master's ☐ Doctoral ☐

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

South Dakota State University (SDSU) requests authorization to offer a specialization in Aerospace Engineering for the B.S. in Mechanical Engineering. Aerospace Engineering is the primary field of engineering concerned with design and development of aircraft and spacecraft. Applications include traditional piloted fixed-wing and rotary-wing aircraft, as well as unmanned aircraft of various types. Satellites and other spacecraft are also among the applications of this field. Graduates will be prepared to work in design of aircraft, spacecraft, propulsion systems and related components.

The University does not request new state resources.

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

The specialization designates a sequence of courses that provide the required depth of knowledge in concepts important to solving design problems in aerospace applications. Surveys taken in the Introduction to Engineering and Technical Professions course consistently reveal at least 30 students each semester with strong interest in aerospace engineering applications.

New versions of aircraft, especially autonomous fixed-wing and rotary wing types of various sizes are being continuously developed. The autonomous versions are becoming ubiquitous in a variety of applications, including production agriculture. Engineering expertise in aerospace systems design is required for development and refinement of these new designs.

Based on Bureau of Labor Statistics the expected growth in aerospace engineering jobs is about 3% from 2019 to 2029.¹ Another resource reported expected growth of about 6% from 2016 to 2026². The median income for an aerospace engineer was listed as \$116,500.¹

There are at least six companies involved in aerospace/defense manufacturing in SD, accounting for a total of \$61 million in sales.³⁴ In addition, South Dakota is home to Ellsworth Air Force Base with approximately 3600 military and civilian employees and the South Dakota Air National Guard 114th Fighter Wing with nearly 1100 assigned service members.

South Dakota State University hosts Detachment 780 of the Air Force Reserve Officers Training Corps. Engineering students in the AFROTC program would be able to enhance their career preparation with the Aerospace Engineering specialization.

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

Mechanical Engineering – Aerospace Engineering Specialization	Credit Hours	Credit Hours	Percent
System General Education Requirements	33		
Subtotal, Degree Requirements		33	25%
Major Requirements	54		
Supporting Coursework	43		
Subtotal, Program Requirements		97	75%
General Electives		0	0%
Degree Total ⁵		130	100%

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Aerospace Engineers, on the Internet at <https://www.bls.gov/ooh/architecture-and-engineering/aerospace-engineers.htm> (visited October 15, 2020).

² <https://www.careerexplorer.com/careers/aerospace-engineer/job-market/>

³ <https://www.zoominfo.com/companies-search/location-usa--south-dakota-industry-aerospace-defense>

⁴ <https://www.aia-aerospace.org/research-center/statistics/state-level-data/>

⁵ Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons and must receive approval by the Executive Director in consultation the President of the Board of Regents.

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	101	Composition I (SGR #1)	3	No
ENGL	277	Technical Writing in Engineering (SGR #1)	3	No
CMST	101	Fundamentals of Speech (SGR #2)	3	No
ECON	201	Principles of Microeconomics (SGR #3)	3	No
		Social Sciences/Diversity (SGR #3)	3	No
		Arts & Humanities/Diversity (SGR #4)	3	No
		Arts & Humanities/Diversity (SGR #4)	3	No
MATH	123	Calculus I (SGR #5)	4	No
CHEM	112-112L	General Chemistry I & Lab (SGR #6)	4	No
PHYS	211-211L	University Physics I & Lab (SGR #6)	4	No
Subtotal			33	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Major Core			39	
ME	121-121L	Production and Fabrication Processes & Lab	2	No
ME	212-212L	Mechanical Engineering Design Technologies & Lab	2	No
ME	230-230L	Engineering Design Methods & Lab	2	No
ME	241	Engineering Materials	3	No
ME	311	Thermodynamics I	3	No
ME	312	Thermodynamics II	3	No
ME	321	Fundamentals of Machine Design	3	No
ME	323	Vibrations	3	No
ME	376-376L	Measurements and Instrumentation & Lab	2	No
ME	415	Heat Transfer	3	No
ME	421	Design of Machine Elements	3	No
ME	451	Automatic Controls	3	No
ME	452	Dynamic Systems Lab	1	No
ME	476	Thermo-Fluids Lab	1	No
ME	478	Mechanical Systems Design I	2	No
ME	479-479L	Mechanical Systems Design II & Lab	2	No
ME	490	Seminar	1	No
Aerospace Engineering Specialization			15	
ME	413	Turbomachinery	3	No
ME	431	Aerodynamics	3	No
Select 9 credits from the following list:				
ABE	350-350L	Hydraulic and Pneumatic Systems & Lab	3	No
ME	341-341L	Metallurgy & Lab	3	No
ME	417-417L	Computer-Aided Engineering & Lab	3	No
ME	433-433L	Non-Destructive Testing & Evaluation & Lab	3	No
ME	437	Gas Dynamics I	3	No
ME	441	Robotic Systems	3	No
ME	442	Applications of Computational Fluid Dynamics	3	No
Subtotal			54	

Supporting Coursework

Prefix	Number	Course Title	Credit Hours	New (yes, no)
EE	300	Basic Electrical Engineering I	2	No
EE	300L	Basic Electrical Engineering I Lab	1	No
EE	302	Basic Electrical Engineering II	2	No
EE	302L	Basic Electrical Engineering II Lab	1	No
EM	214	Statics	3	No
EM	215	Dynamics	3	No
EM	321	Mechanics of Materials	3	No
EM	331	Fluid Mechanics	3	No
GE	101	Introduction to Engineering and Technical Professions	1	No
GE	231	Technology, Society, and Ethics	3	No
MATH	125	Calculus II	4	No
MATH	225	Calculus III	4	No
MATH	321	Differential Equations	3	No
MATH OR MATH	331 471	Advanced Engineering Math Numerical Analysis I	3	No
PHYS	213-213L	University Physics II & Lab	4	No
STAT	381	Introduction to Probability and Statistics	3	No
Subtotal			43	

Total number of hours required for completion of specialization

15

Total number of hours required for completion of major

54

Total number of hours required for completion of degree

130

The SDSU B.S. in Mechanical Engineering program was granted an exception to the 120-credit rule (BOR Policy 2:29) by the BOR in 2012. The Engineering Accreditation Commission (EAC) of ABET requires programs to meet program educational objectives and student learning outcomes that cannot be met with less than 130 credits. SDSU must maintain EAC of ABET accreditation for graduates to be eligible to take the professional licensing examinations.

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	2021-2022 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		

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		

49% of the coursework for the Mechanical Engineering (B.S.) – Aerospace Engineering Specialization will be delivered online. The major courses are not delivered online, however students may complete online sections for MATH, STAT, PHYS, EM, GE, and other SGR coursework.

6. Additional Information:

Academic Requirements

- A combined average of “C” or better in the mechanical engineering courses.
- A combined average of “C” or better in the mathematics courses.
- A minimum grade of “C” in each of the following courses: MATH 123, MATH 125, PHYS 211, ME 311, ME 312, and all EM designated courses
- Students who fail to earn a “C” or better in any of these courses, will be required to repeat them in each subsequent semester until the requirement is met.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – E (5)

DATE: March 30-31, 2021

SUBJECT

New Specialization: USD Specialization in Health Education

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Health Education within the proposed BS in Public Health. Health Educators teach people about behaviors that promote wellness while developing and implementing strategies to improve the health of individuals and communities. The specialization, along with the public health major requirements, will increase eligibility for national certification in public health education, which is granted with successful completion of health education curriculum and the Certified Health Education Specialist (CHES) exam.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization online. USD is not asking for additional resources to offer the program. The specialization will require the creation of three new courses, which will also serve as electives in the BS in Public Health.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: USD – Health Education

DRAFT MOTION 20210330_4-E(5):

I move to authorize USD to offer a specialization in Health Education within the BS in Public Health, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Health Education
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Bachelor of Science in Public Health
INTENDED DATE OF IMPLEMENTATION:	8/1/2021
PROPOSED CIP CODE:	51.2207
UNIVERSITY DEPARTMENT:	Public Health and Health Sciences
UNIVERSITY DIVISION:	School of Health Sciences/Health Affairs

☒ **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.

<i>Elizabeth M. Freeburg</i> <hr/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	12/7/2020 <hr/> Date
--	-------------------------

1. Level of the Specialization:

Baccalaureate ☒ Master's ☐ Ed. Specialist ☐ 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.

The proposed specialization leads to a focus in Health Education while completing a Bachelor of Science in Public Health.

Health Educators teach people about behaviors that promote wellness. They develop and implement strategies to improve the health of individuals and communities. Health Educators typically do the following:

- Assess the health and needs of the people and communities they serve
- Develop programs, materials, and events to teach people about health topics
- Teach people how to manage existing health conditions
- Evaluate the effectiveness of programs and educational materials
- Help people find health services or information
- Provide training programs for community health workers or other health professionals
- Supervise staff who provide health education programs
- Collect and analyze data to learn about a community and improve programs, services and outcomes

Advocate for improved health resources and policies that promote health
www.bls.gov/ooh/community-and-social-service/print/health-educators.htm

- 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.*

Today's public health professional practice gives preference to entry level professionals with some form of certification. This Health Education specialization, along with the public health major requirements, will increase eligibility for national certification in public health education, which is granted with successful completion of health education curriculum and the CHES (Certified Health Education Specialist) exam. National certification will increase the student's employment opportunities in South Dakota and throughout the United States. The proposed curriculum aligns with the CHES exam.

Various public health problems pose a significant challenge to our state's ability to provide healthcare and assure the health of the population. Public health professionals work to improve health outcomes, to reduce health care costs by teaching people healthy behaviors, and by explaining how to use available healthcare services.

Expected Demand for Graduates:

According to the South Dakota Department of Health, the healthcare industry in South Dakota has experienced substantial and steady growth since 1972 when record keeping began. This increase is projected to continue for the foreseeable future and is expected to be one of South Dakota's largest growth industries over the next decade. This growth is driven in part by:

- an aging patient population;
- an expanding general population;
- technological advances in the workplace requiring additional staff;
- a growing emphasis on disease management; and
- an aging healthcare workforce who must be replaced as retirement occurs.

Healthcare occupations that provide health care services are among the fastest growing professions in South Dakota and are projected to make up approximately 10% of the state's new jobs between 2016 and 2026. Health educators are projected to have an 11.0% increase in employment between 2016 and 2026 in South Dakota (*South Dakota Health Care Workforce Needs Assessment 2018*, South Dakota Department of Health).

<https://doh.sd.gov/documents/Providers/RuralHealth/SDWorkforceReport2018.pdf>)

Public health professionals serve local, national, and international communities as protectors of the public's health. A variety of jobs exist within the public health sector. Generalist positions that public health graduates might pursue include public health education and health services management.

<https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>)

According to the Occupational Outlook Handbook through the Bureau of Labor Statistics (2020) from 2019 to 2029, employment of health educators and community health workers is expected to grow 13% percent (<https://www.bls.gov/ooh/community-and-social-service/health-educators.htm>). These rates are faster than average for all occupations. Continued growth is attributable to efforts to improve health outcomes, reduce health care

costs, and expand education to individuals and communities regarding healthy habits and behaviors.

The number of new jobs projected for health educators and community health workers between 2019 and 2029 is 17,000. Growth will be driven by efforts to improve health outcomes and to reduce health care costs by teaching people healthy behaviors and explaining how to use available healthcare services. Governments, health care providers, and social services providers want to find ways to improve the quality of health and increase positive outcomes, while reducing costs. This should increase the demand for public health workers because they teach people how to live healthy lives and how to avoid costly diseases and medical procedures.

(www.bls.gov)

(<https://job-outlook.careerplanner.com>)

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

Bachelor of Science in Public Health	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	12		
Major Requirements	38		
Major Electives	9		
Subtotal, Program Requirements		59	49%
Free Electives		31	26%
Degree Total <i>Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons, and must receive approval by the Executive Director in consultation with the President of the Board of Regents.</i>		120	100%

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT	281	Introduction to Statistics	3	No
or BADM	220	Business Statistics (C)		
or SOC	309	Statistical Research Methods		
or PSYC	371	Statistics in Psychological Research (C)		
MLS	415	Communicable Diseases and Public Health+	3	No
HLTH	422	Nutrition	3	No
POLS	421	The Nonprofit Sector	3	No
Subtotal			12	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
PUBH	250	Determinants of Health	3	Yes
PUBH	301	Intro to Biostatistics for Public Health	3	Yes
HSC	280	Essentials of Human Anatomy and Physiology /LAB*	5	No
HSC	281	Human Disease*	3	No
HSC	310	Health Care Delivery+	3	No
HSC	315	Introduction to Public Health	3	No
HSC	320	Epidemiology+	3	No
HSC	325	Global Health+	3	No
HSC	330	Native People's Health Care, Promotion, & Delivery++	3	No
PUBH	335	Ethics, Public Health and Policy	3	Yes
PUBH	410	Public Health Communication	3	Yes
PUBH	470	Public Health Collaborative Project	3	Yes
Subtotal			38	

*Choose HSC 280/280L and HSC 281 sequence OR PHGY 220/220L and PHGY 230/230L sequence to meet the Anatomy & Physiology requirements of the major.

+Required coursework from the established Public Health Minor

++Elective coursework from the established Public Health Minor

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)
HSC	110	The Interprofessional Health Team	3	No
MLS	228/L	Medical Laboratory Parasitology^	3	No
HSC	262	Health Careers Exploration^	3	No
HSC	285	History and Introduction to Disability^	3	No
HSC	340	Interprofessional Person-Centered Care^	3	No
HSC	360	Technology in Care Delivery	3	No
HSC	365	Support: Disability Services^	3	No
HSC	370	Computerized Medical Records and Regulatory Compliance	3	No
HSC	380	Health Literacy and Culture Care++	3	No
HSC	375	US and Global Healthcare Systems^	3	No
HSC	400	Clinical Analytics	3	No
PUBH	415	Public Health Evaluation and Health Promotion**	3	Yes
PUBH	420	Public Health Education Practice**	3	Yes
HSC	440	Major Issues in Health and Human Services++	3	No
PUBH	498	Undergraduate Research/Scholarship**	3	Yes
Subtotal			9	

++Elective coursework from the established Public Health Minor

**Coursework for the Health Education Specialization

^Offered only F2F or hybrid

Health Education Specialization				
**The Health Education Specialization satisfies the 9 credits of required major elective coursework				
PUBH	415	Public Health Evaluation and Health Promotion	3	Yes
PUBH	420	Public Health Education Practice	3	Yes
PUBH	498	Undergraduate Research Scholarship	3	Yes
Total hours for specialization			9	

***Required in Major Core**

Total number of hours required for completion of specialization	9
Total number of hours required for completion of major	59
Total number of hours required for completion of degree	120

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	No	

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online Asynchronous U15 Online Synchronous U18 and U30 Blended/Hybrid	Fall 2021

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	The program will be offered online; some courses will be offered F2F in addition to online for that opportunity	Fall 2021

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (1)
DATE: March 30-31, 2021

SUBJECT

New Site: SDSU B.A. in Psychology (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 B.A. in Psychology online. In 2018, the College of Arts, Humanities, and Social Sciences requested to offer B.A. degrees for existing majors, at which time, the B.A. in Psychology was offered. The B.S. in Psychology was approved for online delivery prior to this in 2017.

IMPACT AND RECOMMENDATION

This request will better serve distance students who wish to supplement their training in the discipline with a modern language, instead of additional science credits. SDSU anticipates 8 new graduates from the new site within four years. All courses for the program are currently offered online.

The university requests no new resources.

Board office staff recommends approval to offer the degree online.

ATTACHMENTS

Attachment I – New Site Request Form: SDSU B.A. in Psychology

DRAFT MOTION 20210330_4-F(1):

I move to approve SDSU's new site proposal to offer the B.A. in Psychology online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request


UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Psychology (B.A.)
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
CIP CODE:	42.0101
UNIVERSITY DEPARTMENT:	Psychology
BANNER DEPARTMENT CODE:	SPSY
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

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

- The individual preparing this request has read [AAC Guideline 2:11](#), 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

12/9/2020

 Date

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

South Dakota State University (SDSU) requests authorization to offer the B.A. in Psychology via online delivery. In 2018 the College of Arts, Humanities and Social Sciences requested to offer B.A. degrees for existing majors. At that time, the B.A. in Psychology was added as an option. The B.S. in Psychology was approved for online delivery in 2017. The College would like to move forward at this time with being able to promote online delivery for the B.S. and B.A. options for the Psychology major. Offering the B.A. in Psychology online will better serve distance students who wish to supplement their training in the discipline with a modern language, instead of additional science credits.

National enrollment trends for psychology continue to grow as does the job market for psychology graduates. The U.S. Bureau of Labor Statistics indicates that employment for

psychologists will grow by 3% through 2029, as fast as average for all jobs.¹ The demand for clinical, counseling, and school psychologists is expected to grow by 15 percent and for industrial/organization psychology is expected to grow by 13 percent over the next decade.² The SDSU Psychology major aligns with the American Psychological Association (APA) guidelines for undergraduate education in psychology and offers a maximum degree of flexibility, while ensuring adequate preparation for a wide range of post-graduate options.

SDSU will not require additional resources. All courses are available 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.

While regental universities including Black Hills State University, Northern State University, and the University of South Dakota all offer a major in psychology on their main campus, none of these universities currently offers a Psychology major online.

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 students are expected to be a combination of new students and students who are changing their major to Psychology. The majority of Psychology majors pursue the B.S. degree, but there is a small number who would like to pursue the B.A. option. Students like the flexibility of programs offered online, which allow them to continue to live and work anywhere in the state while they are completing their degree. It is not expected that online delivery will have much impact on the enrollments in SDSU’s face-to-face, on-campus courses.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	5	5	5	5
Students from other university programs	3	3	3	3
=Total students in the program at the site	8	8	8	8
Program credit hours (major courses)**	304	304	304	304
Graduates	0	0	0	8

*Do not include current fiscal year.

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

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

No impact on existing Regental programs is anticipated. By adding an online delivery option, it would increase the accessibility for students who are looking to pursue their education and are place bound due to current employment, family, and other commitments.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Psychologists, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/psychologists.htm> (visited October 25, 2020).

² Very Well Mind, Outlook and Job Growth for Psychologists, on the Internet at <https://www.verywellmind.com/job-outlook-for-psychologists-2794923> (visited November 11, 2020).

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.

B.A. in Psychology		Credit hours currently available from SDSU online	Credit hours currently available from other universities available online	Credit hours new to this university for online delivery
System General Education Requirements	30	30	30	0
<i>Subtotal, Degree Requirements</i>	30	30	30	0
College of Arts, Humanities & Social Science Requirements	9	9	9	0
Major Requirements	38	38	6	0
<i>Subtotal, Requirements of the Proposed Major</i>	65	65	33	0
Free Electives	43	43	43	0
<i>Total, Degree with Proposed Major</i>	120	120	106	0

Requirements for B.A. in Psychology

Bachelor of Arts in Arts, Humanities and Social Sciences

Bachelor of Science in Arts, Humanities and Social Sciences

System General Education Requirements

- Goal #1 Written Communication: ENGL 101 - Composition I (COM) [SGR #1] Credits: 3 and SGR #1 Elective Credits: 3
- Goal #2 Oral Communication: SGR #2 Elective Credits: 3
- Goal #3 Social Sciences/Diversity: PSYC 101 - General Psychology (COM) [SGR #3] Credits: 3 and SGR #3 Elective Credits: 3
- Goal #4 Arts and Humanities/Diversity: SGR #4 Electives Credits: 6
- Goal #5 Mathematics: SGR #5 Elective Credits: 3
- Goal #6 Natural Sciences: SGR #6 Electives Credits: 6

College of Arts, Humanities and Social Sciences Requirements - Bachelor of Arts Requirements Credits: 9+

- Modern Foreign Language Including the 202-Level Credits: 6+
- AHSS 111 - Introduction to Global Citizenship and Diversity Credits: 3
- One declared minor outside of the major prefix OR a second major OR a teaching specialization. The minor may be a traditional minor within one department or it may be interdisciplinary involving more than one department. The minor can be in a different college. The minor must be declared no later than the student's third semester of enrollment.
- Capstone course in the major discipline
- Upper division coursework Credits: 33

System General Education and/or major coursework may satisfy some or all of the above requirements. Consult program advisor for details. See the College of Arts, Humanities & Social Sciences for additional information about Bachelor of Arts specifications.

Major Requirements

- PSYC 375-375L - Research Methods in Psychology and Lab Credits: 4
- PSYC 376-376L - Research Methods II and Lab Credits: 4
- PSYC 409 - History and Systems of Psychology (COM) Credits: 3 (Capstone)
- Domain I - Select three from the following. Credits: 9
 - PSYC 301 - Sensation and Perception (COM) Credits: 3
 - PSYC 305 - Learning and Conditioning Credits: 3
 - PSYC 406 - Cognitive Psychology (COM) Credits: 3
 - PSYC 411 - Physiological Psychology Credits: 3
 - PSYC 414 - Drugs and Behavior (COM) Credits: 3
 - PSYC 417 - Health Psychology (COM) Credits: 3
- Domain II - Select three from the following. Credits: 9
 - PSYC 244 - Environmental Psychology (COM) Credits: 3
 - PSYC 327 - Child Psychology Credits: 3
 - PSYC 364 - Cross Cultural Psychology Credits: 3
 - PSYC 367 - Psychological Gender Issues Credits: 3
 - PSYC 441 - Social Psychology (COM) Credits: 3
 - PSYC 443 - Social Psychology of Prejudice (COM) Credits: 3
- Domain III - Select three from the following. Credits: 9
 - PSYC 331 - Industrial and Organizational Psychology (COM) Credits: 3
 - PSYC 357 - Psychological Therapies Credits: 3
 - PSYC 358 - Behavior Modification Credits: 3
 - PSYC 427 - Child Psychopathology Credits: 3
 - PSYC 451 - Psychology of Abnormal Behavior (COM) Credits: 3
 - PSYC 492 - Topics (COM) Credits: 1-4 (3 credits required) (Organizational Development)

Electives

Taken as needed to complete any additional degree requirements.

Total Required Credits: 120

Academic Requirements

Psychology does not permit the double use of courses in its major with a minor. All psychology courses that count toward the major must receive a C or better grade.

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

An academic advisor will be assigned to those distance students in the major. They will connect with the students using e-mail, phone, Zoom, and other technologies as they communicate. A student services facilitator is housed in Continuing and Distance Education and is available to assist students in connecting to necessary resources online and on campus. Finally, online tutoring support is available through Smarthinking (Pearson Education) and student services such as disability services accommodations will be available to students upon request.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will have access to technical support provided by SDSU's Information Technology Services.

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

There is no accrediting body for undergraduate psychology programs. However, the psychology major curriculum at SDSU closely follows the APA Guidelines for the undergraduate psychology major.

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 Department of Psychology is not requesting additional faculty or resources to deliver the B.A. in Psychology program online. All courses needed for the program are already being delivered in an online format. Tuition revenue generated from online tuition will adequately fund the program. Growth that requires additional courses will be met by self-support tuition.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (2)

DATE: March 30-31, 2021

SUBJECT

New Site: USD Undergraduate Certificate in Artificial Intelligence (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 undergraduate certificate in Artificial Intelligence online. The certificate program was approved to be offered at USD starting in Fall 2021. Initially two of the four certificate courses will be offered online as part of a collaborative agreement with one or more partners overseas.

In addition to collaborations with foreign universities, adding the online delivery modality provides greater flexibility for students and working professionals to earn this credential. It is anticipated that students in existing programs, including Computer Science will pursue the certificate online.

IMPACT AND RECOMMENDATION

USD anticipates 25 graduates from the new site within four years. All credit hours for the program 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 Form: USD Undergraduate Certificate in Artificial Intelligence

DRAFT MOTION 20210330_4-F(2):

I move to approve USD's new site proposal to offer the undergraduate certificate in Artificial Intelligence online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Site Request

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


UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Artificial Intelligence Undergraduate Certificate [UCERTU.AI]
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	11.0102
UNIVERSITY DEPARTMENT:	Computer Science [UCSC]
UNIVERSITY DIVISION:	College of Arts & Sciences [2A]

☒ **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

12/11/2020

 Date

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

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

Adding the online delivery modality provides greater flexibility for students and working professionals to earn this credential. The Artificial Intelligence (AI) Certificate program was approved to be offered at USD from Fall 2021. Initially, two of the four certificate courses will be offered online as part of a collaborative agreement with one or more partners overseas.

Other than collaborating with foreign universities, considering the AI job market, offering this certificate online will provide greater flexibility to residential students from a variety of programs.

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.

It is anticipated that students in existing programs, including Computer Science, will pursue the certificate online, but the Department is currently in discussions with institutions abroad on articulation agreements that would allow students to participate via distance in this certificate. The numbers below provide a conservative estimate of students from these institutions.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	10	20	20	30
Students from other university programs	5	5	5	5
=Total students in the program at the site	15	35	45	55
Program credit hours (major courses)**	90	210	270	330
Graduates		10	20	25

*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?

In addition to face-to-face delivery, online delivery to this certificate will enhance existing programs in the Regental system. Also, as of now, there exists no comparable certificate, online or face-to-face in the system, so we would not be drawing students away from other programs. However, an online certification would provide additional credentialing opportunities for students currently enrolled in online or face-to-face programs throughout the system.

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.

Artificial Intelligence Undergraduate Certificate [UCERTU.AI]	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	N/A	N/A	N/A	N/A	N/A
<i>Subtotal, Degree Requirements</i>	12	12	0	0	0
Required Support Courses					
Certificate Requirements	12	12	0	0	0

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

**Credit hours currently available at this site and available by distance are equal since we are requesting online delivery of the full certificate. ‘This site’ is taken to mean online delivery in this instance.

Prefix	Number	Course Title	Credit Hours
BA/BS		Certificate: Artificial Intelligence – 12 credits	
Select 9 credit hours from the following courses:			
CSC	425	High Performance Computing	3
CSC	447	Artificial Intelligence	3
CSC	467	Data Analysis, Decision Making & Visualization	3
CSC	486	Data Mining Methods	3
CSC	488	Pattern Recognition and Machine Learning	3
		Subtotal	9
Select 3 credit hours from the following elective courses:			
STAT	480	Applied Statistics	3
STAT	481	Probability and Statistics	3
		Subtotal	3
Total number of hours required for completion of specialization			12

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

Student services will be provided by the Department of Computer Science as well as Academic Affairs. Services will be similar to those provided for other online programs. We also have available the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

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

No

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

No exceptions are requested for delivery at the new site (online).

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

No additional costs are associated with this site, as existing rotations will accommodate online delivery.

CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

KC Santosh	<i>KC Santosh</i>	11/06/2020
Request Originator	Signature	Date
KC Santosh	<i>KC Santosh</i>	10/06/2020
Department Chair	Signature	Date
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 internal sources (i.e. department, curriculum committees, etc.) 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (3)
DATE: March 30-31, 2021

SUBJECT

New Site: USD Graduate Certificate in Artificial Intelligence (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 graduate certificate in Artificial Intelligence online. The certificate program was approved to be offered at USD starting in Fall 2021. Initially two of the four certificate courses will be offered online as part of a collaborative agreement with one or more partners overseas.

In addition to collaborations with foreign universities, adding the online delivery modality provides greater flexibility for students and working professionals to earn this credential. It is anticipated that students in existing programs, including Computer Science will pursue the certificate online.

IMPACT AND RECOMMENDATION

USD anticipates 25 graduates from the new site within four years. All credit hours for the program 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 Form: USD Graduate Certificate in Artificial Intelligence

DRAFT MOTION 20210330_4-F(3):

I move to approve USD's new site proposal to offer the graduate certificate in Artificial Intelligence online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Site Request

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

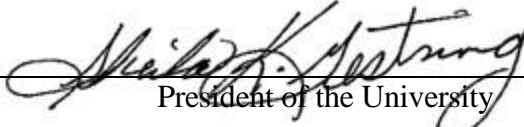
UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Artificial Intelligence Graduate Certificate [UCERTG.AI]
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	11.0102
UNIVERSITY DEPARTMENT:	Computer Science [UCSC]
UNIVERSITY DIVISION:	College of Arts & Sciences [2A]

☒ **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	2/8/21 _____ Date
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Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).

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

Adding the online delivery modality provides greater flexibility for students and working professionals to earn this credential. The Artificial Intelligence (AI) Certificate program was approved to be offered at USD from Fall 2021. Initially, two of the four certificate courses will be offered online as part of a collaborative agreement with one or more partners overseas.

Other than collaborating with foreign universities, considering the AI job market, offering this certificate online will provide greater flexibility to residential students from a variety of programs.

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.

It is anticipated that students in existing programs, including Computer Science, will pursue the certificate online, but the department is currently in discussions with institutions abroad on articulation agreements that would allow students to participate via distance in this certificate. The numbers below provide a conservative estimate of students from these institutions.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	10	15	20	20
Students from other university programs	2	3	3	3
=Total students in the program at the site	12	25	35	35
Program credit hours (major courses)**	72	150	210	210
Graduates		10	20	25

*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?

In addition to face-to-face delivery, online delivery to this certificate will enhance existing programs in the Regental system. Also, as of now, there exists no comparable certificate, online or face-to-face in the system, so we would not be drawing students away from other programs. However, an online certification would provide additional credentialing opportunities for students currently enrolled in online or face-to-face programs throughout the system.

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.

Artificial Intelligence Undergraduate Certificate [UCERTU.AI]	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	N/A	N/A	N/A	N/A	N/A
<i>Subtotal, Degree Requirements</i>	12	12	0	0	0
Required Support Courses					
Certificate Requirements	12	12	0	0	0

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

**Credit hours currently available at this site and available by distance are equal since we are requesting online delivery of the full certificate. ‘This site’ is taken to mean online delivery in this instance.

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
Select 6 credit hours from the following core courses:				
CSC	722	Machine Learning Fundamentals	3	No
CSC	752	Computer Vision	3	No
CSC	761	Advanced Artificial Intelligence	3	No
CSC	785	Information Storage and Retrieval	3	No
		Subtotal	6	
Select 3 credit hours from the following elective courses:				
CSC	525	High Performance Computing	3	No
CSC	586	Data Mining	3	No
		Subtotal	3	
Select 3 credit hours from the following elective courses:				
STAT	580	Applied Statistics	3	No
STAT	581	Probability and Statistics	3	No
		Subtotal	3	
Total number of hours required for completion of specialization			12	

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

Student services will be provided by the Department of Computer Science as well as Academic Affairs. Services will be similar to those provided for other online programs. We also have available the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

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

No

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

No exceptions are requested for delivery at the new site (online).

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

No additional costs are associated with this site, as existing rotations will accommodate online delivery.

CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

KC Santosh	<i>KC Santosh</i>	11/06/2020
Request Originator	Signature	Date
KC Santosh	<i>KC Santosh</i>	11/06/2020
Department Chair	Signature	Date
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 internal sources (i.e. department, curriculum committees, etc.) 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (4)

DATE: March 30-31, 2021

SUBJECT

New Site: USD Undergraduate Certificate in Forensic Anthropology (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests approval to offer the undergraduate certificate in Forensic Anthropology online. The certificate was approved at USD in 2018 with between 50% and 100% of the courses offered online. Two of the four courses have been offered online and have had enrollments equaling and exceeding those of the face-to-face offerings. With USD offering related degrees in Criminal Justice and Sociology both online and at the USD Community College for Sioux Falls, having the Forensic Anthropology Certificate available online will make it possible for those students to acquire the enhanced credentials of the certificate.

IMPACT AND RECOMMENDATION

USD anticipates 9 graduates from the new site within four years. Six of the twelve credit hours for the program 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 Form: USD B.A. in Psychology

DRAFT MOTION 20210330_4-F(4):

I move to approve USD's new site proposal to offer the undergraduate certificate in Forensic Anthropology online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Site Request


UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Forensic Anthropology Undergraduate Certificate [UCERTU.FAN]
NEW SITE(S): <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	43.0106
UNIVERSITY DEPARTMENT:	Anthropology and Sociology [UANT]
UNIVERSITY DIVISION:	Arts & Sciences [2A]

☒ **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.


1/14/21

 President of the University Date

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

Adding the online delivery modality provides greater flexibility for students and working professionals to earn this credential. The Forensic Anthropology Certificate program was approved to be offered at USD for Fall 2018 with between 50% and 100% of the courses offered online. Two of the four certificate courses have been offered online and have had enrollments equaling and exceeding those of the face-to-face offerings, suggesting that students appreciate the flexibility of the online offerings. Moreover, as USD offers related degrees in Criminal Justice and Sociology both online and at the Community College for Sioux Falls location, having the Forensic Anthropology Certificate available fully online will make it possible for those online and Sioux Falls majors to acquire the enhanced credentials of the certificate.

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. Northern State University offers an online certificate in Behavioral Forensic Sciences, which includes courses focused on the psychological and social aspects of criminal justice and victim counseling; none of the courses relate to the scientific examination of physical evidence as does the USD Forensic Anthropology Certificate. No other certificate programs in the Regental System directly reference forensic science or forensic anthropology.

NSU's AA degree in Criminal Justice offers online courses that include crime scene investigation and examination of evidence, but no courses in forensic anthropology itself. Similarly, SDSU offers online minors in Criminal Justice and Sociology, but neither of these includes forensic science or forensic anthropology courses

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

These numbers are based on the numbers of students who have completed and are currently working for the certificate on campus since its approval in FA 2018 (estimated at 12) and the numbers of non-USD students enrolling in the existing online Forensic Anthropology course (5-6 the past two years it was offered.)

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	3	4	5	5
Students from other university programs	3	4	4	5
=Total students in the program at the site	5	14	17	19
Program credit hours (major courses) **	30	84	102	114
Graduates		6	8	9

*Do not include current fiscal year.

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

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

Addition of online delivery to this certificate will enhance existing programs in the Regental system. There is no comparable certificate, online or face-to-face in the system, so we would not be drawing students away from other programs. However, addition of this online certification would provide additional credential opportunities for students currently enrolled in online or face-to-face programs throughout the system. It should be particularly attractive to students in programs related to law enforcement, such as Criminal Justice majors, for which USD already offers online and Sioux Falls (CCSF) options.

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.

Forensic Anthropology Undergraduate Certificate [UCERTU.FAN]	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses					
Certificate Requirements	12	6	0	6	0

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

**Credit hours currently available at this site and available by distance are equal since we are requesting online delivery of the full certificate. 'This site' is taken to mean online delivery in this instance.

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

Student services will be provided by the Department of Anthropology and Sociology as well as Academic Affairs. Services will be similar to those provided for other online programs. The Department of Anthropology and Sociology has been offering online coursework for over 10 years and is accustomed to working with students from a distance. We also have available the expertise of the I.D. Weeks library, the CTL, and ITS to assist online students (and faculty serving students) in accessing and using resources to further their education.

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

No, the certificate is not accredited.

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

No exceptions are requested for delivery at the new site (online).

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

All courses in this certificate program are already offered on campus at USD and two are already online. Addition of the other two courses to our online offerings requires no additional costs.

CERTIFICATE REQUEST

Supporting Justification for On-Campus Review

Karen Koster	<i>Karen L. Koster</i>	Oct. 5, 2020
Request Originator	Signature	Date
Karen L. Koster	<i>Karen L. Koster</i>	Oct. 5, 2020
Department Chair	Signature	Date
Michael Kruger	Michael Kruger	10/26/20
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 internal sources (i.e. department, curriculum committees, etc.) 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – F (5)

DATE: March 30-31, 2021

SUBJECT

New Site: USD Ed.S. in Educational Administration and Leadership – Curriculum Director Specialization (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 Ed.S. in Educational Administration and Leadership online. The M.A. and Ed.S. in Curriculum Management are both fully online programs, and all other specializations within the Educational Administration and Leadership program are online. This specialization was overlooked, and needs to be moved online to avoid any potential issues for students.

IMPACT AND RECOMMENDATION

USD anticipates 8 graduates from the new site within four years. All credit hours for the program 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 Form: USD Ed.S. in Educational Administration and Leadership – Curriculum Director Specialization

DRAFT MOTION 20210330_4-F(5):

I move to approve USD's new site proposal to offer the Ed.S. in Educational Administration and Leadership – Curriculum Director Specialization online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Educational Administration and Leadership, Ed.S. with Curriculum Director specialization [UEDS.EAL-CRR]
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online-015 Internet Asynchronous – Term Based Instruction
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

2/8/21

 Date

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

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

The M.A. and Ed.S. in Curriculum Management are both fully online programs. This means our Ed.S. 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 Ed.S. 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*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	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 Ed.S. 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 Ed.S. Curriculum Director program must also be fully online.

Educational Administration and Leadership, Ed.S. 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
Required Support Courses	27-36	27-36	0		0
Major Requirements	24	24	0		0
Major Electives	0-9	0-9	0		0
<i>Subtotal, Requirements of the Proposed Major</i>	60	60	0		0
Free Electives	N/A	N/A	0		0
<i>Total, Degree with Proposed Major</i>	60	60	0		0

Specialist in Education, Curriculum Director, (non-thesis): Total 60 credit hours with a minimum of 32 credit hours beyond a conferred master's degree.

Major Area Coursework

- [EDAD 701 - Educational Leadership \(C\)](#) 3 cr hrs
- [EDAD 714 - Instructional Leadership](#) 3 cr hrs
- [EDAD 716 - Curriculum Leadership](#) 3 cr hrs
- [EDAD 720 - Special Education Law for School Administrators](#) 3 cr hrs

- [EDAD 735 - School Law](#) 3 cr hrs
- [EDAD 740 - School Community Relations](#) 3 cr hrs
- [EDAD 794 - Internship / Field Experience \(M.A.\) \(C\)](#) 1 to 8 cr hrs (**3 hours required**)
- EDAD elective courses 0-9 credit hours
- [EDAD 710 - Principal Leadership](#) 3 cr hrs OR [EDAD 742 - Leading School Improvement](#) 3 cr hrs

Supporting Area Coursework

- [EDER 762 - Foundations of Statistics](#) 3 cr hrs
- Supporting area electives 15-24 credit hours.

Select 3 courses below (9 credit hours required):

- [ELED 512 - Kindergarten Education \(C\)](#) 3 cr hrs
- [ELED 713 - Advanced Curriculum & Practices in Early Childhood Education](#) 3 cr hrs
- [ELED 773 - Research-Based Methods in Curriculum and Instruction](#) 2-3 cr hrs (**3 credit hours required**)
- [MLED 731 - Middle Level Education and Curriculum](#) 3 cr hrs
- [SEED 741 - 7-12 Curriculum & Instruction \(C\)](#) 3 cr hrs
- In addition to successfully completing coursework students must take a national professional exam designated by the Division of Educational Leadership to graduate.

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 Ed.S. 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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G (1)

DATE: March 30-31, 2021

SUBJECT

Intent to Plan: NSU MS.Ed. in Art Education

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 a MS.Ed. in Art Education. The MS.Ed. in Art Education will enhance the content knowledge and pedagogical skills of K-12 art teachers in South Dakota and across the country. The academic field of Art Education combines a deeper understanding of art history, theory, and methods with a broader knowledge of art techniques and processes. The program would be a summer residency, practice-oriented degree program that will advance knowledge and skills of professional, working art educators.

The MS.Ed. in Art Education meets both the pedagogical and education needs of current art teachers and provides a much-needed opportunity for professional development and advancement. This program will follow the model of NSU's successful Master of Music Education program, which blends coursework taken online during the fall and spring semesters with courses taken in residence on campus during two summer sessions. The format enables art educators to retain their current teacher position while earning a master's degree from NSU.

NSU intends to offer the MS.Ed. in Art Education both on campus and through online delivery.

IMPACT AND RECOMMENDATION

NSU does not request new state resources. NSU expects that all students in the proposed program will be new to the university. NSU also anticipates enrolling between 10-15 new students in the program each year, and graduating 10 students per year.

(Continued)

DRAFT MOTION 20210330_4-G(1):

I move to authorize NSU to develop a program proposal for an MS.Ed. in Art Education, as presented.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: NSU – MS.Ed. in Art Education



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND TITLE OF PROGRAM:	Master of Science in Education (MS.Ed.) in Art Education
INTENDED DATE OF IMPLEMENTATION:	Fall 2021

☒ **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 (or Designee) of the University

12/8/2020

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.

Northern State University's Master of Science in Education (MS.Ed.) in Art Education degree will enhance the content knowledge and pedagogical skills of K-12 art teachers in South Dakota and across the country. The academic field of Art Education combines a deeper understanding of art history, theory, and methods with a broader knowledge of art techniques and processes.

Northern State University's MS.Ed. in Art Education program is a summer residency, practice-oriented degree program that will advance knowledge and skills of professional, working art educators. It is designed for educators who are already teaching art in K-12 schools. The program

will enhance knowledge of current trends and challenges in art education, from new learning theories to student accessibility in the art classroom. Through the University's MS.Ed. in Art Education program, art educators may maximize learning effectiveness for their students while advancing in their career path.

- 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.**

Northern State University's MS.Ed. in Art Education meets both the pedagogical and educational needs of current art teachers and provides a much-needed opportunity for professional development and advancement. It is expected that this will increase the retention of art educators, especially those in smaller, rural school districts, who will advance to an increased level of salary compensation upon completion of the program.

The intended instructional format for the program follows the model of Northern State University's successful Master of Music Education (MME) program, blending coursework taken online during the fall and spring semesters with courses taken in residence on campus during two summer sessions. This format enables art educators to retain their current teaching position while earning a master's degree from Northern State University.

Dr. Becky Guffin, Superintendent for the Aberdeen School District, is strongly supportive of Northern State University's MS.Ed. in Art Education. In a letter dated April 3, 2020, she expressed support, stating that "several of our staff members have participated in the summer Arts Education Institute in collaboration with Arts South Dakota hosted by NSU. The feedback from this experience has been very positive and has provided professional development opportunities that are unique to this group of instructors."

Dr. Guffin also recognized the value art educators will gain from graduate level professional development with their colleagues in art education:

The MS.Ed. in Art Education would allow our fine arts staff members the opportunity to collaborate with educators across the country with similar job assignments that would enhance their classroom experience with students. We recognize the value and importance of involving our staff members in opportunities that support personal and professional growth. We look forward to learning more about this opportunity, which we believe would provide a tremendous enhancement to the limited programs and professional development opportunities that we are currently able to provide these educators.

Dr. Boyd Perkins, Coordinator of Fine Arts for the Sioux Falls School District, is equally supportive. In an email dated April 8, 2020, he recognized the need for an online MS.Ed. in Art Education for teachers in the Sioux Falls School District:

The Sioux Falls School District art teachers do not currently have local options for pursuit of a specialized master's degree in art education while continuing to work in their

education careers. While they can enroll in an out of state online program, keeping an online degree local offers great advantages for our teachers and education community in our state, the most important of which is the opportunity to build a community of scholars with local colleagues and professors in the fine arts. Over time, the local investment will compound into a much-heightened level of knowledge, skills, and community amongst our local and regional art educators. NSU has a well-known reputation of a highly active fine arts school as well as a defined commitment to training K-12 teachers for the state of South Dakota. The master's program in art education at NSU seems to be a winning proposition for the future development of art education in the state of South Dakota and region.

Over the past five years, the Northern State University School of Fine Arts has hosted the annual **Arts Education Institute (AEI)** in collaboration with Arts South Dakota and the South Dakota Arts Council. This summer program offers professional educators in the arts an affordable and high-quality professional development experience that is relevant and directly applicable to the classroom. It has grown to encompass nearly 85 participating educators from all over the region. During the July 2019 session, the Northern State University Office of Online and Continuing Education conducted a targeted survey that measured the level of interest in a prospective MS.Ed. in Art Education degree.

Of the 48 responses, 31 identified as current art educators with 13 primary and 18 secondary teachers. Half of the art educators (17) expressed an interest in pursuing an MS.Ed. in Art Education. When asked their preferred method of program delivery, 58% preferred an online program with 1-week campus experience in the summer; 18% preferred an online program with a 2-week campus experience in the summer; and, 23% preferred a 100% online program. A potential cohort of 17 participants in the summer 2019 Art Institute expressed a clear and immediate interest in a primarily online MS.Ed. in Art Education degree program.

The potential pool of degree participants is bolstered by the enduring and projected strength in South Dakota's teacher education workforce. According to the South Dakota Department of Labor and Regulation, elementary school, middle school, and secondary school teachers are listed among the state's highest projected demand and highest wage occupations for the ten-year period 2016-2026, with an average projected growth rate of 6.1%.¹ The U.S. Bureau of Labor Statistics does not provide forecasting specifically for art teachers, but demand for art teachers tends to follow the overall demand for teachers nationwide. The South Dakota Department of Education lists Fine Arts as a teacher shortage area.² Teachers with degrees in the Fine Arts, including art, are eligible for TEACH grants because of the shortage of teachers in this field. Similar to Northern State University's MS.Ed. in special education, the MS.Ed. in art education creates an opportunity for elementary and secondary teachers who are already licensed and working in the field to gain a new area of expertise for a second, renewed career in education. Northern's MS.Ed. in Art Education does not lead to initial certification. However, instead of leaving the teaching field in response to the high burnout rates for teachers, teachers may choose, mid-career, to pivot to teaching art and this degree program will prepare them to do so. Offering new career opportunities to current teachers enables South Dakota to keep more teachers in the field instead of losing them from education all together.

¹ South Dakota Labor Market Information Center. https://dlr.sd.gov/lmic/hot_careers_data.aspx (accessed March 15 2020).

² South Dakota Department of Education. <https://doe.sd.gov/oatq/shortageareas.aspx> (accessed 20 October 2020).

In addition, graduates of master's programs in art education can craft arts careers in healthcare and non-profits where arts have become a larger part of community programming. The coursework of Northern's MS.Ed. in art education will include at least 18 graduate credits in art, preparing graduates to teach art in post-secondary institutions like community colleges. Earning a MS.Ed. in art education also makes teachers more competitive for professional development experiences including artist-in-residence opportunities and grants and leadership training through national arts foundations and agencies.

3. How would the proposed program benefit students?

Students enrolled in Northern State University's MS.Ed. in Art Education program will develop new teaching skills, gain a deeper understanding of art pedagogy, develop a professional network of art educators from around the region and nation, reignite their passion for teaching, and explore their own identities as educators and creators.

This flexible online program is intended to fit into the schedule of full-time educators who want to immediately apply new concepts to their daily teaching practice. Students will be challenged to think more deeply about their own practice and their students' work. They will also develop a focused competence in the visual arts, along with an intellectual understanding of the history and current issues of the field of art education.

Art is an essential feature of any comprehensive K-12 curriculum plan. Teaching art effectively requires educators who can teach techniques informed by their own studio practice. Students enrolled in the MS.Ed. in Art Education program will revitalize their own studio practice and will study art education topics in practice, theory and research to develop effective unit plans for their students. Through graduate studies in art education, students will learn to find, identify, read, analyze, and discuss the latest research in their field, enabling them to stay current throughout their careers.

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?

Northern State University's MS.Ed. in Art Education supports several points specific to the South Dakota Board of Regents' (SDBOR) vision for South Dakota, detailed in the current 2014-20 SDBOR Strategic Plan. Specifically, South Dakota's teachers will become more highly-educated and will have access to continuing "education opportunities needed to upgrade their credentials while remaining in the workforce."

Furthermore, Northern State University's MS.Ed. in Art Education addresses a stated outcome within the 2014-20 SDBOR Strategic Plan, Goal 2, which is a commitment to continue to approve new graduate programs.

Northern State University's MS.Ed. in Art Education is a clear expression of its mission by providing graduate programs in education. The South Dakota Legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may

determine.³ The South Dakota Board of Regents implements South Dakota Codified Law by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

Northern State University's MS.Ed. in Art Education is fully within the University's mission to deliver excellent graduate programs in education. By delivering the MS.Ed. in Art Education primarily online with summer residencies, Northern State University faculty will model excellence in E-Learning/remote teaching methods to the students in the program, which will in turn help them envision and prepare to teach remotely when the need arises in their own careers.

Northern State University's Mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors, while also enriching the local and regional community." Northern State University's MS.Ed. in Art Education combines the liberal arts with professional education in one program that enables its graduates to immediately and significantly enrich their students' lives and the communities in which they live.

- 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."*

University of South Dakota offers an MFA in Art. That program is fully face to face and is not approved for online delivery.⁴ An MFA degree is designed for an artist who wants to deepen their specific medium. University of South Dakota's MFA in Art is a 60 credit, intensive, residential program. No Regental institution offers an MS.Ed. in Art Education, which is designed for art educators to broaden their knowledge across mediums so they can broaden their knowledge and improve the effectiveness of their teaching. Northern's MS.Ed. in Art Education is a 30 credit, low residency, nearly fully online program designed for current teachers to complete while working full time.

- 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

³ Northern State University Mission Statement. SDBOR Policy 1:10:6 <https://www.sdbor.edu/policy/documents/1-10-6.pdf>

⁴ South Dakota Board of Regents Approved Online and Off-Campus Program Sites.
https://www.sdbor.edu/administrative-offices/academics/aac/Documents/Approved_Online_OffCampus_Programs.pdf

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	None	
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?

Northern State University expects that all MS.Ed. in Art Education students will be new to the University and does not anticipate that students from its other graduate programs will transfer to the new program.

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.

Northern State University anticipates that between 10-15 students will enter Northern's MS.Ed. in Art Education program each year and, once fully established, will graduate 10 students per year. These conservative estimates are based on eight years of continuous data from Northern State University's Master of Music Education program. Northern's outstanding music faculty have created a MME program that has grown through word of mouth because of the quality of courses and the level of engagement from the music faculty. Northern's art faculty have planned a curriculum for the MS.Ed. in Art Education that is equal in quality and engagement. Northern's MME grew out of the University's summer music institute for high school band and choir teachers. Like Northern's MME, the University's MS.Ed. in Art Education will be a low-residency program that is completed almost entirely online during the academic year, when most of the students in the program are teaching. Northern's MS.Ed. in Art Education will follow the same enrollment trajectory as the University's MME, drawing first from local teachers who are graduates of SDBOR institutions and then expanding nationally as word of mouth about the program and marketing take root.

Northern State University's Master of Music Education (MME) degree program has experienced steady and tremendous growth in the numbers of MME graduate students, measured by enrollment in the fall semester:

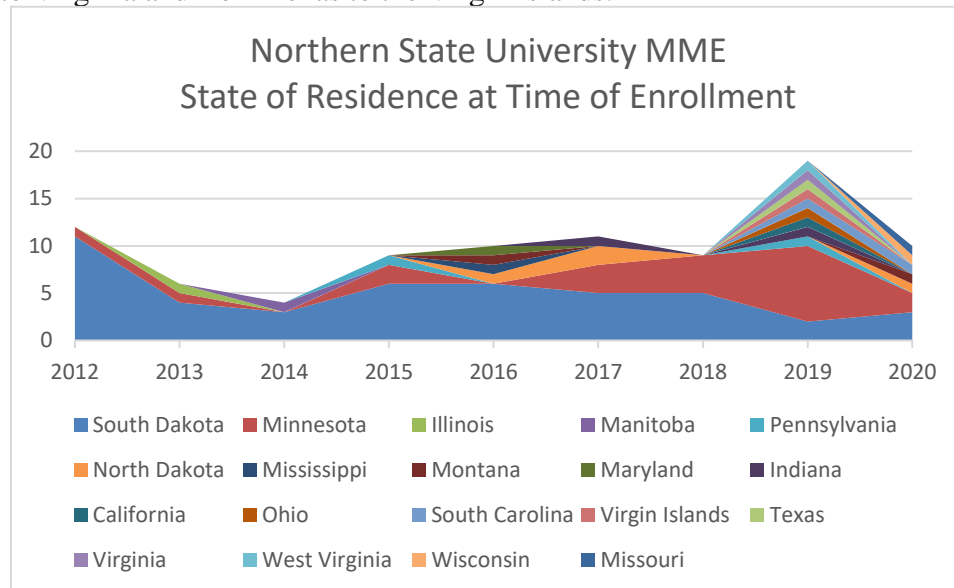
Northern State University Total Students Enrolled in the Master of Music Education (MME)									
	2012FA	2013FA	2014FA	2015FA	2016FA	2017FA	2018FA	2019FA	2020FA
MME Students	12	19	9	12	16	20	20	28	43

Northern State University's Master's in Music Education (MME) is designed for students to enter the program in any semester, which staggers when students graduate from the program. Reporting

graduates by year, including all 3 terms (fall, spring, summer) is the most accurate way to get a count of graduates.

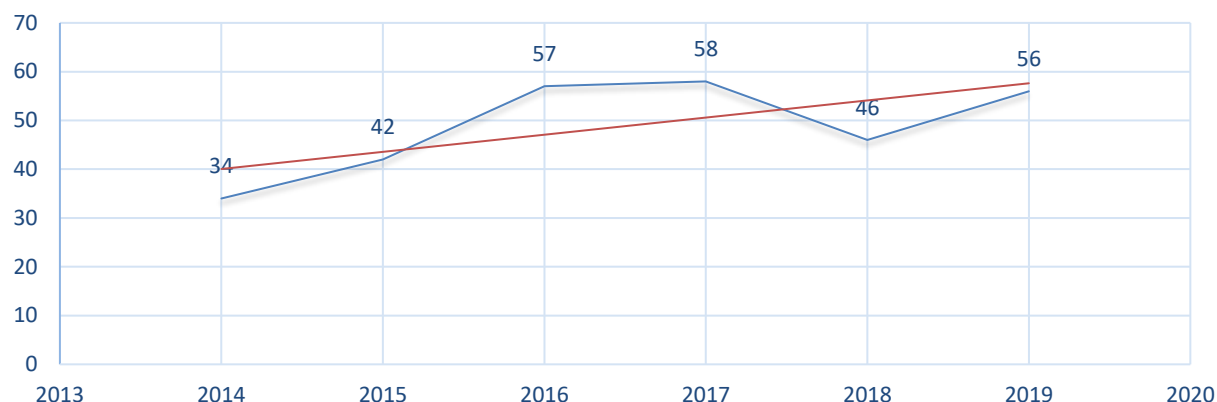
	2013FA- 2014SU	2014FA- 2015SU	2015FA- 2016SU	2016FA- 2017SU	2017FA- 2018SU	2018FA- 2019SU	2019FA- 2020SU
MME Graduates	11	5	3	5	7	10	7

The first students to enroll in Northern State University's MME were graduates of SDBOR institutions. In 2012, 11 of the students in Northern's MME came from South Dakota and 1 from Minnesota. Among this initial group of graduate students, 9 graduated from Board of Regents institutions, and 3 did not. By 2019, 3 new students in the program graduated from Board of Regents institutions, and 16 did not. Those 16 students enrolled from across the country, from California to Virginia and from Texas to the Virgin Islands.



The demand for Northern to offer a MS.Ed. in Art Education has grown organically, at the request of the growing number of art teachers enrolled in Northern State University's Arts Education Institute (AEI). The one-week summer residential AEI has grown from 34 in 2014 to 56 in 2019. The overall trendline (shown in red Figure 1) has an upward trajectory. Northern has cultivated a large demand for the MS.Ed. in Art Education through the positive engagement of Northern faculty and art teachers in the AEI summer residential institutes. The first students in Northern's MS.Ed. in Art Education will come from the pool of art teachers already engaged in graduate level art coursework with Northern's exceptional faculty. Northern's MS.Ed. in Art Education will grow along the same trajectory as the University's MME, with more students coming from outside of the state than from inside of the state within 5 years of the program's launch.

Students Enrolled in Arts Education Summer Residential Institutes (AEI) at Northern State University



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

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

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

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	The intended format would be a blended model that provides the majority of coursework taken online during the fall and spring semesters, with other course components completed on campus during two summer sessions.	Fall 2021
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.

Northern State University does not request new state resources.

	Development/ Start-up	Long-term Operation
Reallocate existing resources The faculty required to deliver Northern's MS.Ed. in Art Education will be drawn from existing full-time and adjunct faculty personnel. The faculty member primarily responsible for leading the degree program will be identified through a national search process, and possess a terminal degree in art education. Presently, this position represents an existing, but vacant line that the department is repurposing in support of the MS.Ed. in Art Education.	Yes	No
Apply for external resources <i>If checking this box, please provide examples of the external funding identified below.</i>	No	No
Ask Board to seek new State resources <i>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.</i>	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.

Please see Appendix A, Online master's degree programs in art education. The State University of New York – New Paltz (SUNY – New Paltz) program is 30 credits and creates a streamlined path to degree completion that makes it easy to provide a clear rotation of courses to fit student and faculty workloads. The SUNY-New Paltz curriculum and program

Northern State University will follow the standards for a master's in art education set by our accreditor, the National Association of Schools of Art and Design (NASAD). In selecting comparable programs to use for curricula examples, Northern chose programs also accredited by NASAD. After receiving approval for the Intent to Plan

Eastern Illinois University's master's in art education is also accredited by NASAD. The course titles and course descriptions in Eastern Illinois University curriculum are quite close to the courses Northern State University will create in MS.Ed. in art education. In particular, Northern will use the summer studio experience at Eastern Illinois University as a model for a summer, residential studio experience.

Northern State University's professor of art education will instruct all courses focused on education theory, research, and administration. Northern's current art faculty will instruct summer studio courses in their areas of expertise to instruct graduate students broadly and deeply across art mediums.

Northern State University faculty will develop course proposals for all courses in the MS.Ed. in art education, drawing from examples at other NASAD accredited universities and mapping the courses with the NASAD standards. Northern's music faculty developed all of the courses in the University's MME, and Northern's art faculty will develop all of the courses in the University's MS.Ed. in Art Education.

12. Additional Information: *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item if it is not used.*

Appendix A – Online MSED in Visual Arts Education degree program

New Paltz – The State University of New York MSED in Visual Arts Education

<https://catalog.newpaltz.edu/graduate/fine-performing-arts/art-education/>

The Master of Science in Education in Visual Arts Education serves certified art teachers who are pursuing a master's degree for professional advancement, artist-teacher development, and/or students who wish to obtain a master's degree in preparation for doctoral study. The MSED program meets New York State art teacher requirements to complete a master's degree for professional teaching certification, and is intended for regional and non-regional artist-teachers interested in a dynamic, blended graduate program that is both efficient and flexible to professional needs.

The unique curricular combination of on-campus and online course work allows for robust engagement with course curricula, development of mentorship with faculty, and building of community in student cohorts.

Degree Requirements

- MSED in Visual Arts Education students must complete a total of 30 credits, mount a final show of work, and complete a piece of scholarly writing suitable for submission to a peer-reviewed professional journal.
- ARE 501- Graduate Readings in Art Education. Credits: 1
- ARE 517 - Visual Arts Research I. Credits: 2
- ARE 518 - Visual Arts Research II. Credits: 2
- ARE 519 - Art and Pedagogy I: Credits: 3
- ARE 520 - Winter Sessions Review. Credits: 1
- ARE 721 - Art and Pedagogy II. Credits: 3
- ARS 501 - Graduate Art Seminar. Credits: 3
- ARS 511- Introduction to Graduate Studio Research. Credits: 4
- ARS 512 - Graduate Studio Research I. Credits: 2
- ARS 513 - Graduate Studio Research II. Credits: 2
- ARS 714 - Graduate Studio Research III. Credits: 4
- ARH 569 - Art in Contemporary Culture. Credits: 3

Eastern Illinois University
MA in Art Education Online
<https://www.eiu.edu/artmaonline/>

The Masters in Art, Art Education Option is a part-time 32 credit hour program blending online courses with intensive studio experiences.

The program meets for eight days during the summer at the EIU campus for the studio art components of the degree.

This program is designed to allow the practicing art teacher to complete a degree in two years. **The art education option does not lead to teacher certification.**

Accreditation:

The Department of Art Eastern Illinois University is an accredited institutional member of the National Association of Schools of Art and Design (NASAD) and Council for the Accreditation of Educator Preparation (CAEP).

Degree Requirements:

- 32 semester hours
- Master's research project that documents a substantial application of art education theory and practice.

Art Education Coursework Online (20-21 Credits)

- ART 5500 - Current Trends in Art Education. Credits: 3
- ART 5505 – Artistic Development & Learning: Contemporary Perspectives on Artistic Learning from Preschool through Adulthood Credits: 3
- ART 5510 - Assessment & Curriculum Design in Art Education. Credits: 3
- ART 5800 - Research Methods in Art Education. Credits: 3
- ART 5989 – Media & Methods: Credit: 1 (Optional and may be repeated twice)
- ART 5515 – Art, Culture, & Community: Alternative Sites for Art Education Credits: 3
- ART 5520 – Creative Utilization of Technology in Education Credits: 3
- ART 5970 - Independent Study in Art Education. Credits: 3

Art History Coursework Online (6 Credits)

- ART 5780 – Special Topics in Art History Credits: 3
- ART 5785 – Navigating the Virtual Museum Credits: 3

Studio Coursework on Campus (8 day intensive on campus studio per summer) (6 Credits)

- ART 5563 - Printmaking Techniques. Credits: 3
- ART 5574 - Impressions in Clay. Credits: 3
- ART 5602 - Methods in Digital Media. Credits: 3
- ART 5625 - Methods in Water Media. Credits: 3
- ART 5613 - Investigating the Figure. Credits: 3
- ART 5675 - Creative Casting. Credits: 3
- ART 5804 - Fiber Structures. Credits: 3

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G (2)

DATE: March 30-31, 2021

SUBJECT

Intent to Plan: DSU BS in Artificial Intelligence for Business

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to develop a proposal to offer a BS in Artificial Intelligence for Business. The BS in Artificial Intelligence for Business (AIB) focuses on understanding and using artificial intelligence (AI) technologies to support human activity and decision making within business and organizations. The program will develop skills for applying AI tools and methods in a variety of industries, and will teach students to address organizational needs within the quickly growing applications of AI and machine learning.

The proposed program is aimed primarily at non-computer science/engineering degree-seeking students who are fully dedicated to studying AI applications and solutions in an organization context. Potential career opportunities for students in the AIB program will include Business Analyst, Computer Systems Analyst, Market Analyst, Financial Analyst, Web Developer, Data Analyst, Data Scientist, Project Manager, and many more traditional jobs across all industries and business functions.

DSU intends to offer the BS in Artificial Intelligence for Business both on campus and through online delivery.

IMPACT AND RECOMMENDATION

DSU does not request new state resources. DSU expects that most students in the proposed program will be new to the university. DSU also anticipates enrolling 15 students in the first year of the program, with 10-15 new students enrolling in the program each year as it continues.

(Continued)

DRAFT MOTION 20210330_4-G(2):

I move to authorize DSU to develop a program proposal for an BS in Artificial Intelligence for Business, as presented.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: DSU – BS in Artificial Intelligence for Business



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
DEGREE(S) AND TITLE OF PROGRAM:	BS in Artificial Intelligence for Business (AIB)
INTENDED DATE OF IMPLEMENTATION:	Fall 2021

☒ **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.

J. M. Gustaf

President of the University

1/4/2021

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 AIB program is aimed primarily at non-computer science/engineering degree-seeking students (future business analysts and professionals, leaders of organizations) who are fully dedicated to studying AI applications and solutions in an organizational context. Its focus is on understanding what AI is and what AI means for businesses and organizations, on developing skills for applying AI tools and methods in a variety of industries such as those depicted in Figure 1, on addressing organizational needs within the quickly growing applications of artificial intelligence and machine learning, on managing and working in AI-driven projects, and on combining the ubiquity of data and the automation of business processes in organizations. The

proposed program is distinctively different from the AI programs offered by the computing and engineering schools. One key distinction is that while some AI programs are focused on computer science and a theoretical orientation, an AIB program is analogous to information systems programs where the focus is on using artificial intelligence technologies to support human activity and decision making. In essence, AIB students learn business fundamentals and AI methods and applications to solve real-world organizational problems.

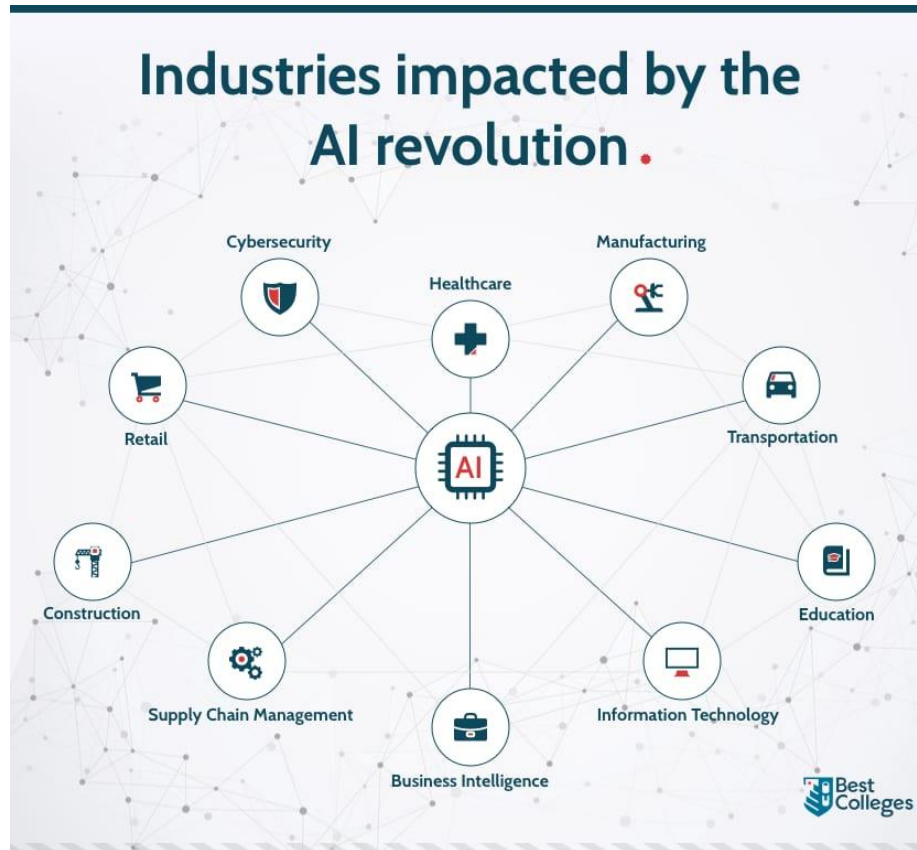


Figure 1. Industries impacted by the AI revolution¹

The AIB program will follow a competency model as recommended by the Computing Curriculum 2020 report and as exemplified in the recently released IS 2020 Curriculum guidelines. As shown in Figure 2, we expect the program to encompass three competency realms: 1) Individual foundations Leadership and Collaboration, Communication, Negotiation, Analytical and Critical Thinking (including creativity and ethical analysis), and Mathematical Foundations, 2) AI competencies regarding the underlying AI technologies, and 3) Domain level competencies emphasizing the required knowledge and skills needed to successfully use and apply AI technologies in a business and an organizational context, such as healthcare. Accordingly, the curriculum of the AIB program covers fundamental business/IS/Analytics courses and courses on AI/Machine Learning methods/applications/solutions for economic, financial, market, quantitative methods for management, marketing, e-commerce (such as recommendation systems), and operations and supply chain management (for example, reinforcement learning for process optimization) etc. It extends and differentiates from the current programs in BIS, such as BS in CIS and CIS specialization in Business Analytics, FinTech, and Health Information Management. More importantly, it builds DSU/BIS's reputation by offering highly valued educational

¹ <https://www.bestcolleges.com/blog/future-proof-industries-artificial-intelligence/>

opportunities and programs to train the next generation of highly-educated workers for the economy in the state and beyond.

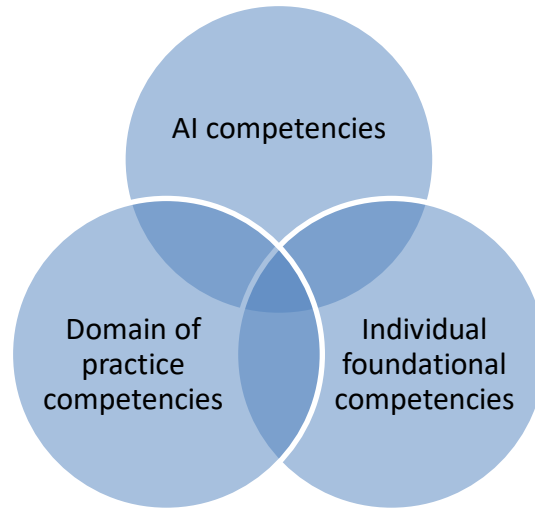


Figure 2. AIB high-level competency realms

The AIB program belongs to the emerging interdisciplinary field that bridges Business and Management, Information Systems, Data Science/Data Analytics/Business Analytics, Statistics and Computer Science. For example, Berkeley College in New York City offers a new Bachelor of Science (BS) Degree Program in Business Data Science, with concentration in Artificial Intelligence. The new BS in AIB program will not only utilize the existing courses of Business Analytics, Business Computing, and Computer Information Systems, but will be able to connect to AI courses in the computing college, with their different orientation and purpose. These unique offerings will distinguish DSU's AI programs and establish DSU as an emerging leader in AI education.

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.**

Potential job titles for graduates of the AIB program include traditional jobs in business and emerging ones such as Business Analyst, Computer Systems Analyst, Market Analyst, Financial Analyst, Web Developer, Data Analyst, Data Scientist, Project Manager, and many more traditional jobs across all industries and business functions. Facing AI transformation, businesses and organizations demand that the talents in these positions help them make data-driven, and even autonomous reasoning and decisions, or optimize business processes and workflows, minimize costs, and maximize revenues by utilizing AI tools and applications.

Currently, AI-related courses for business professionals are in high demand and rapidly gaining popularity. Coursera, a global organization for online learning and instruction, offers the introductory non-technical course on AI, "AI for Everyone", that has more than 560,000 students enrolled.² Udemy's program, entitled "Artificial Intelligence for Business ~ Solve Real World Business

² <https://www.coursera.org/learn/ai-for-everyone>

Problems with AI Solutions”, has more than 15,000 students. Another course on Coursera “Machine Learning for All” has more than 250,000 views and more than 71,000 enrolled students. AI-related programs in business schools have also started to gain momentum. The Wharton School of Business at the University of Pennsylvania has recently started its AI for Business program with \$5 million donations.

According to the PEGA’s report³ regarding the future of work and the changing role of technology in the workplace “Ultimately, all employees will need to become more familiar with AI solutions. Sixty-four percent of respondents think the majority of employees will need to know how to use AI within the next five years. Fifty-six percent think they will also need to learn how to train AI.”. As shown in Figure 3, AI is expected to have a profound effect on the workplace resulting in a significant demand for graduates with the competencies needed to successfully leverage AI in the workplace.



Figure 3. Changing the workforce with AI³

In South Dakota, the demand for business professionals with AI-related skills is growing rapidly, including in banking, financial services, healthcare, and other industries. For example, Major employers in Sioux Falls, including First Premier Bank, Sanford Health and Avera Health, are hiring business analysts with AI and Analytics related skills. In addition, South Dakota’s location in the middle of the country makes opportunities in logistics and supply chain management greater than in

³ <https://www.pega.com/system/files/resources/2020-10/pega-future-of-work-report.pdf>

some other regions. These professional areas are among those thought to benefit the most from coming AI technologies.

It's important to note that "as businesses deploy AI strategies, they are increasingly aware of how the roles, responsibilities and skills of their talent is changing"⁴, which makes skills and knowledge in AIB not only highly desirable for all traditional business-related jobs, but would create many new job titles in the near future. These new jobs are currently not listed on the South Dakota Department of Labor's (SDoL) website or on the U.S. Bureau of Labor Statistics (BLS). The titles of these new jobs include not only the broadly-accepted ones such as Data Analyst and Data Scientists, but also the currently less-acknowledged ones such as Robotics Process Analyst, Digital Knowledge Manager, Insurance Verification Specialist, Supply Chain Risk Intelligence Analyst, and Product Manager Intern Design Intelligence, just to name a few. Interestingly, a quick research of Indeed.com results in the following AI-related business positions (some with new job titles) in South Dakota: BI Report Developer, IT Business Systems Analyst, Credit Analyst, HR Operations Analyst, Decision Support Developer, and Digital Marketing Strategist. A recent report by McKinsey predicts that one-third of the American workforce will need to switch occupations by 2030 due to automation and AI.⁵ While Automation and AI will boost productivity and economic growth and millions of people may need to switch occupations or upgrade skills, AI-enhanced new business jobs are and will be in high demand.

The following tables include traditional business positions that could potentially be filled by graduates from the AIB program. The first table includes the short-term growth projections from 2019 to 2021 by the SDoL.⁶

SOC Code	SOC Title	2019 Employment	2021 Employment	Numeric Change	Percent Change	Average Annual Openings			
						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
15-1134	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
13-2031	Budget Analysts	131	132	1	0.8%	3	7	0	10
13-2041	Credit Analysts	368	374	6	1.6%	8	25	3	36

⁴ <https://www.technologyreview.com/2018/04/30/143136/the-growing-impact-of-ai-on-business/>

⁵ <https://www.mckinsey.com/featured-insights/future-of-work/jobs-lost-jobs-gained-what-the-future-of-work-will-mean-for-jobs-skills-and-wages>

⁶ https://dlr.sd.gov/lmic/documents/short_term_occupational_projections_statewide_2019_2021.pdf

13-2051	Financial Analysts	478	492	14	2.9%	10	32	7	49
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The table below includes the statewide occupational projections from 2018 to 2028.⁷

SOC Code	SOC Title	2018 Employment	2028 Employment	Numeric Change	Percent Change	Average Annual Openings			
						Due to Exits	Due to Transfer	Annual Change	Total Opening
15-1121	Computer Systems Analysts	803	897	94	11.7%	16	45	9	70
15-1134	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
13-2031	Budget Analysts	131	138	7	5.3%	3	7	1	11
13-2041	Credit Analysts	374	415	41	11.0%	9	27	4	40
13-2051	Financial Analysts	469	522	53	11.3%	10	32	5	47

On a national level, the long-term projections of job increases are shown below:⁸

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
15-1134	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
13-2031	Budget Analysts	56.9	59.4	2.4	4.2%	4.8
13-2041	Credit Analysts	75.8	79.5	3.7	4.9%	7.4
13-2051	Financial Analysts	329.5	349.8	20.3	6.2%	30.9
43-9111	Statistical Assistants	13.1	14.1	1.1	8.0%	1.8

*Employment in thousands.

⁷ https://dlr.sd.gov/lmic/documents/occupational_projections_2018_2028_statewide_south_dakota.pdf

⁸ <https://data.bls.gov/projections/occupationProj>

3. How would the proposed program benefit students?

The AI revolution would fundamentally change the way we live, work, do business, and manage organizations. This program will help prepare students for all current business jobs that would require AI knowledge and skills, and for the new jobs that require formal training in applications of AI in business and organizations. It would also position DSU graduates for graduate education in AI and related areas. As noted earlier and depicted in Figure 2, the objectives of the program include providing students with key competencies that provide them the ability to apply AI solutions to solve business problems and to improve how organizations are managed to achieve their goals. Students will 1) Learn the basic concepts, methods, and tools of AI and understand the impact of AI and Data on business, organizations, and society; 2). Learn the current capabilities and applications, and the future potential of AI in business and organizations; 3). Be able to participate, organize, and manage successful AI projects; 4). Understand business and management principles and objectives and be able to apply AI applications to solve business problems; 5). Develop strong soft skills including communications, teamwork, and leadership to be successful in AI-enhanced workplace and society; 6). Develop entrepreneurship skills to start AI-related new businesses.

Similar to the AIB program offered in Wharton and other schools, the AIB program aims to bridge the knowledge and skill gap between traditional business practitioners and AI/ML researchers and engineers to enable students to succeed in AI companies and organizations, defined as any organizations utilizing AI tools and applications to achieve their objectives. Additionally, the program equips students with AI-enhanced business and management skills that allow them to be part of their organizations' AI transformation efforts.

The program will help students advance to their career goals by providing comprehensive training in both business principles and methods, and AI tools and applications. It is not about becoming a technical expert or an AI application developer, but rather having a foundational understanding of AI and how it can be positioned to improve efficiency and effectiveness across industries and business functions. The program provides a curriculum to enable students to become AI-powered professionals and managers, and to successfully navigate AI-related issues, challenges, and ethics in workplaces and to be AI-aware in society.

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.

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

The proposed program is directly related to the university's mission by extending educational opportunities in computer management, computer information systems, and electronic data processing, with the most important emerging computer technology - AI. The program is also directly related to the university's mission by empowering students with STEM-based education, preparing them for compelling, creative, and lasting careers, with the combination of business principles and methods with AI tools and solutions. AI is one of the fastest growing and most disruptive technologies we face in the 21st century, not only related to technology and research, but to all industries and all business functions. The proposed program would not only train students directly in AI tools, methods, and techniques, but also connect their training in business fundamentals such as Information Systems, Marketing and Operations Management to utilizing AI solutions to

solve real world business problems such as implementing personalized recommendation systems, automating data collection workflows, and optimizing supply chain management processes.

The AIB program is related to SDBOR's strategic priority of "Student Success". AI-related skills in business jobs are on high demand and thus lead to successful placements after graduation and careers in any organizations the students choose. It is also related to SDBOR's strategic priority of "Research and Economic Development" by promoting AI & Business-related interdisciplinary research, entrepreneurship, and broader interests in helping promote the university in offering educational opportunities.

- 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."**

Currently, there are no artificial intelligence for business undergraduate programs in any public university in South Dakota. A related program, "BS in Data Science", is offered at SDSU. There are important differences between the BSDS program at SDSU and the proposed program. First, in the DS program at SDSU, "students learn to use mathematics, statistics and computational tools to analyze data of all sorts and learn to communicate the results of their analysis in order to produce the greatest positive impact."⁹, whereas the AIB program help develop students' knowledge and skills of utilizing AI methods, tools, and applications to solve business problems in their organizations. In terms of courses, the BSDS program at SDSU covers mathematical, statistical, and analytics courses to help students develop skills to analyze data while the AIB program emphasizes courses in business fundamentals and AI applications in different fields in business and organizations. The targeted results of the two programs are not similar. Additionally, the BSDS program primarily trains students to be data analysts while our AIB program help students develop AI-enhanced skills to be successful in all business-, government-, and not-for-profit-related careers in tomorrow's organizations as we move deeper into the -AI revolution.

The proposed program is built on a Business and Management foundation. The structure of its curriculum is like the CIS program at DSU. This program uses an interdisciplinary approach to address a growing demand for business professionals with AI-related training and skills. The new program has the potential to create opportunities to collaborate with other public universities in the state on interdisciplinary research, economic development, entrepreneurship, and student experience.

- 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

⁹ <https://www.sdstate.edu/programs/undergraduate/data-science-bs>

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	None	
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?

We expect that students enrolling in this program are new to the university. We also expect that the students would have a higher average ACT score and generally are interested in emerging technologies and a career in business, non-profit organizations, or government. Additionally, some students in the existing programs would be interested in taking the lower-division introductory courses such as Introduction to AI in Business and Organizations as electives.

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.

We anticipate 15 new students in the first year of the program's offering, and 15 ~ 20 new students each year. This estimate is based on the Fall Enrollment numbers of the CIS Business Analytics and Web Development Specializations in 2019 and 2020, though we have reason to expect that this new program might generate greater interest in enrollment after it is established and promoted externally.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous – Term Based Instruction	Fall 2021
Does another BOR institution already have	No	If yes, identify institutions:	

authorization to offer the program online?		
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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	No	Yes
Apply for external resources <i>If checking this box, please provide examples of the external funding identified below.</i>	No	No
Ask Board to seek new State resources <i>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.</i>	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.

Given the innovativeness of the proposed program, currently there is not a single program offered at another university that would serve as a model for the program under development. However, as noted earlier, we plan to follow best practices by adopting a competency model as recommended by the Computing Curriculum 2020 report and as exemplified in the recently released IS 2020 Curriculum guidelines. Further, we provide samples of curriculum in several related programs, shown below in Appendix A. The first undergraduate program covers foundational courses in Business Data Analytics, Data Management, and AI. The second program covers AI applications and solutions for real world organizational problems and the last offers business strategies and applications to take the advantage of the AI revolution, including the latest advances in AI. Our AIB program covers the most essential courses in all the three programs.

Appendix A:**1. Berkeley College, NY, BS in Business Data Science, AI Concentration Program****Major Core Courses**

Storytelling with Data 3 Credits
 Programming for Computer Science and Data Science 3 Credits
 Machine Learning 3 Credits
 SQL and Managing Data 3 Credits
 Data Security and Privacy 3 Credits
 Data Science Internship 3 Credits

AI Concentration Electives

Artificial Intelligence 3 Credits
 Object-Oriented Programming 3 Credits
 Advanced Programming for AI and Big Data 3 Credits
 Applied Deep Learning and Chatbots 3 Credits

2. Udemy “Artificial Intelligence for Business ~ Solve Real World Business Problems with AI Solutions” program

Optimizing Business Processes
 Case Study: Optimizing the Flows in an E-Commerce Warehouse
 AI Solution: Q-Learning

Minimizing Costs
 Case Study: Minimizing the Costs in Energy Consumption of a Data Center
 AI Solution: Deep Q-Learning

Maximizing Revenues
 Case Study: Maximizing Revenue of an Online Retail Business
 AI Solution: Thompson Sampling

3. UC Berkeley “Artificial Intelligence: Business Strategies and Applications” Program

Introduction – AI & Business
 Machine Learning Basics
 Neural Networks & Deep Learning
 Computer Vision & Natural Language
 Robotics
 AI Strategy
 AI & Organizations: Building Your AI Team
 The Future of AI in Business
 Capstone Project

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G (3)

DATE: March 30-31, 2021

SUBJECT

Intent to Plan: SDSU BS in Concrete Industry Management

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a BS in Concrete Industry Management (CIM). The BS in Concrete Industry Management will fill a growing need for technical managers in the concrete industry. The program produced graduates grounded in business management who are knowledgeable of concrete applications and properties of materials, and are also prepared to manage people, finances and production systems while marketing products and services related to the concrete industry.

The demand for graduates with a B.S. in Concrete Industry Management has not kept up with supply. There are currently only four CIM undergraduate programs in the nation. SDSU is partnering with The CIM North Central Region Patrons Group and the National Steering Committee for Concrete Industry management after completing an RFP process through those organizations. SDSU will receive \$1M in targeted funds over five years to launch the next BS in Concrete Industry Management.

SDSU intends to offer the BS in Concrete Industry Management on campus.

IMPACT AND RECOMMENDATION

SDSU does not request new state resources. SDSU expects that all students in the proposed program will be new to the university. The North Central Patrons Group will be hiring a regional recruiter for the program to bring students from the surrounding states to SDSU for the CIM degree. SDSU also anticipates enrolling around 20-30 new students in the program each year, and anticipates graduating 75% of these students in four years, based on data provided by the other institutions offering this program in the United States.

(Continued)

DRAFT MOTION 20210330_4-G(3):

I move to authorize SDSU to develop a program proposal for an BS in Concrete Industry Management, as presented.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: SDSU – BS in Concrete Industry Management



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	SDSU
DEGREE(S) AND TITLE OF PROGRAM:	Bachelor of Science (B.S.) in Concrete Industry Management
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year

☒ **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

12/15/2020

Date

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

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a B.S. in Concrete Industry Management. The Concrete Industry Management (CIM) program will fill a growing need for technical managers in the concrete industry. The program produces graduates grounded in business management who are knowledgeable of concrete applications, properties of materials, are prepared to manage people, finances, and production systems as well as market products and services related to the concrete industry.¹

The demand for graduates with a B.S. in Concrete Industry Management has outstripped supply as there are currently only four CIM undergraduate programs in the nation: Middle Tennessee State University, New Jersey Institute of Technology, California State University – Chico, and Texas State University. The University does not request new state resources to offer the program. The CIM North Central Region Patrons Group in concert with the National Steering Committee for Concrete Industry Management programs saw the need for a program in the upper Midwest and sent out an RFP to future potential universities to house an expansion program in summer 2020. SDSU was selected as the recipient for over \$1M in targeted funds over five years to launch the next Concrete Industry Management program.

¹ <https://www.concretedegree.com/the-cim-program/>

- 2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)? Please cite any sources in a footnote.**

As this new program will primarily serve concrete industry management workforce needs for the North Central Region (South Dakota, North Dakota, Minnesota, Wisconsin, Iowa, Illinois, Michigan, Nebraska, and Missouri), U.S. Bureau of Labor Statistics national data ² is presented here.

Sector	Timeframe	Avg. Change in Demand
Precast Concrete Products	2000 – 2020	+3.1% per year
Concrete Pipe Manufacturing	2000 – 2020 For 2020	+3.6% per year 7.2% per month
Pre-stressed Concrete Bridge Beams	2018 – 2020	8.6% per year
Other Concrete Product Manufacturing	2010 – 2020	3.4% per year

The demand for Concrete Industry Management program graduates is very strong and, based on the most recent CIM Annual Report for 2018-2019³ there were 472 students enrolled at the four institutions with the CIM degree, had 69 graduates, and an average 80% industry retention rate in the five years following graduation. The compelling reason for the National Steering Committee to establish a new CIM program at SDSU is current and forecast demand for program graduates in the Midwest region.

- 3. How would the proposed program benefit students?**

The demand for managers in the concrete industry is strong and growing particularly as the current managerial workforce reaches retirement age and replacements are needed. The proposed CIM program will provide a career path for students interested in concrete applications in construction, concrete product manufacturing, industrial sales, and supply chain management. The North Central Region Patrons Group is especially interested in a high quality learning experience at a reasonable cost and is making a substantial commitment to cover resource needs to launch the new program at SDSU to fund faculty, lab equipment, and scholarships for students in addition to hiring a recruiter to bring students to SDSU for the CIM program. It is anticipated most CIM students will be from South Dakota, consistent with current enrollment trends at SDSU.

- 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?**

South Dakota State University’s mission is to “*provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human science, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*” (SDCL 13-58-1)⁴

² <https://beta.bls.gov/dataQuery/find?q=concrete+industrial-organizational&q=concrete>

³ <https://www.concretedegree.com/about/cim-annual-report/>

⁴ https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-58-1

Furthermore, Board-approved programs currently include “...*programs in the agricultural sciences, aviation, education, engineering and technology, human sciences, humanities and liberal arts, nursing, performing and visual arts, pharmaceutical sciences, physical and biological sciences, and social sciences.*” (Board Policy 1:10:2)⁵

A Bachelor of Science in Concrete Industry Management supports the South Dakota Board of Regents Strategic Plan 2014-2020⁶ goals and relevant action steps:

Goal 1: Student Success

- Grow the number of undergraduate and graduate degrees awarded.
 - Encourage campuses to create innovative programs to attract and retain in SD, more non-resident students.

Goal 2: Academic Quality and Performance

- Grow the number of students participating in experiential learning.
- Increase the number of accredited programs.⁷

Goal 3: Research and Economic Development

- Increase the number of graduates from STEM programs.
 - Encourage development of academic programs and certificates that align with existing and future state workforce needs.

Goal 4: Affordability and Accountability

- Reduce education and related spending per degree.
 - Identify new and innovative ways to deliver high-quality academic courses and programs that create new markets and reduce cost.

- 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 related programs at other public universities in South Dakota. The B.S. in Construction Management at SDSU is related to the proposed Concrete Industry Management program. The Construction Management (CM) program prepares graduates for careers in commercial, heavy, and residential construction as entry-level estimators, site supervisors, and/or project managers. Concrete Industry Management program graduates, however, are more focused on business operations within ready-mix, pre-cast manufacturing, and concrete product sales. The Concrete Industry Management program will leverage some courses in the CM curriculum as there are some common knowledge and skill sets. Concrete Industry Management students will be required to earn the Management minor and the CIM program will have a discrete group of core courses in materials, concrete plant management, industry-based internships, and concrete systems supply chains.

⁵ <https://www.sdbor.edu/policy/documents/1-10-2.pdf>

⁶ https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

⁷ The CIM program outcomes have been designed to meet the requirements for future Association of Technology, Management, and Applied Engineering (ATMAE) accreditation.

- 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.*

	Institution	Program Title
Minnesota	None	
North Dakota	None	
Montana	None	
Wyoming	None	

There are currently only four Concrete Industry Management undergraduate programs in the nation: Middle Tennessee State University, New Jersey Institute of Technology, California State University – Chico, and Texas State University.

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

Most students in the Concrete Industry Management program will be new to the university. The North Central Patrons Group will be hiring a regional recruiter for the program to bring students from the surrounding states to SDSU for the CIM degree. Likewise, the University will use the talents of the Jerome J. Lohr College of Engineering recruiter to raise awareness of and recruit for the CIM program within the state. As retaining students at SDSU is high priority, some construction management, civil engineering, and other SDSU students may choose to change their major to CIM.

- 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.**

Concrete Industry Management (B.S.)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Projected Declared Majors	20	45	65	90	120	150
Graduates			15	30	40	50

The CIM North Central Patrons group will provide recruitment support for the new program and, based on previous new program launches, the table shows a conservative estimate for program growth and graduation rates at SDSU. The National Steering Committee also provided empirical data on demand and graduation rates for its flagship program at Middle Tennessee State University. MTSU spring 2020 CIM graduates received four or more employment offers on average and their throughput rates were estimated at 75% of students graduating in four years, based on conversations with faculty at MTSU.

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

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a

university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On campus	Yes	2021-2022 Academic Year

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

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

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 ⁸	Yes	Yes
Apply for external resources <i>If checking this box, please provide examples of the external funding identified below.</i>	Yes	Yes
Ask Board to seek new State resources <i>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.</i>	No	No
Ask Board to approve a new or increased student fee	No	No

SDSU competed with five regional universities in the upper Midwest and, based on the selection committee's evaluation, SDSU had the best facility/lab resources in place to start a new Concrete Industry Management program, were impressed with the enthusiasm demonstrated by SDSU administration and its stakeholders, and SDSU had the ability to launch the CIM program as early as fall 2021 seen as a competitive advantage. SDSU was selected by the National Steering Committee to be the next site for a full-funded Concrete Industry Management (B.S.) program based on the site evaluation and discussions with the evaluation team. The National Steering Committee and the North Central Patrons Group will provide, at minimum, \$200,000 per year for five years to SDSU to start the program. Funding in year one will cover salary/benefits for a new CIM Program Coordinator/Director who will teach selected program courses and perform outreach with regional industry. Lab equipment and facilities startup needs will also be covered. In years two through four, additional faculty

⁸ We will be reassigning underutilized office space in Solberg Hall to accommodate CIM faculty and will leverage existing COE lab equipment for the new program. External funds will be used for facilities updates and purchases of new lab equipment.

and lab support staff will be added as demand increases for courses, lab sections, student group travel to competitions, and intern placement. SDSU will request a new CIM course prefix and to apply an existing discipline fee. The \$84.40/credit hour discipline fee currently applies to all Jerome J. Lohr College of Engineering programs. As the CIM program enrollment grows, it will generate credit hours and discipline fees that can offset donor contributions, some of which will be reassigned to scholarships for CIM students with remaining discipline fees to support salary and benefits for program staff. Limited funding for scholarships and ongoing program needs will likely continue beyond year five of the program launch relative to the concrete industry patrons' capability to fundraise for this specific purpose. This has been the funding model for current CIM programs at other institutions.

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

The curriculum is being developed based on an in-depth review of the four existing CIM degree programs at Middle Tennessee State University⁹, New Jersey Institute of Technology¹⁰, California State University – Chico¹¹, and Texas State University¹². An example plan of study from Texas State University is included in Appendix A.

⁹ <https://www.mtsu.edu/programs/concrete-industry/>

¹⁰ <https://appliedengineering.njit.edu/academics/cim>

¹¹ <https://www.csuchico.edu/cim/>

¹² <https://www.txstate.edu/technology/cim/>

Appendix A

Curriculum Example: Texas State University

Additional information regarding the B.S. in Concrete Industry Management may be found at <https://www.txstate.edu/technology/cim/>.



Undergraduate Curriculum

Academic Year 2020 - 2021

The following is a sample four-year program indicating required courses and recommended semesters. While it is not required to complete the courses in this order, all course prerequisites must be met before registering for a sequential course.

First Year			
Freshman Fall		Freshman Spring	
CSM 1260, Intro to Construction and Concrete	2	PHYS 1315, General Physics I	3
CHEM 1335, Engineering Chemistry	3	PHYS 1115, Physics I Lab	1
CHEM 1135, Engineering Chemistry Lab	1	MATH 2321, Calculus for Life Science	3
MATH 2417, Pre-Calculus	4	POSI 2310, Principles of American Government	3
ENG 1310, College Writing I	3	ENG 1320, College Writing II	3
US 1100, University Seminar	1		
Total	14	Total	13
Second Year			
Sophomore Fall		Sophomore Spring	
CSM 2313, Architecture Design I - Construction Documents	3	CIM 3420, Concrete Properties and Testing	4
MATH 2328, Elementary Statistics	3	TECH 2351, Statics and Strength of Materials	3
ACC 2361, Intro. to Financial Accounting	3	ACC 2362, Intro. to Managerial Accounting	3
COMM 1310, Fundamentals of Human Communication	3	POSI 2320, Functions of American Government	3
HIST 1310, History of the US to 1877	3	HIST 1320, History of the US, 1877 to Date	3
Total	15	Total	16
Second Year, Summer Session			
TECH 2190, Internship, 1 credit			

Third Year			
Junior Fall		Junior Spring	
CIM 3330, Concrete Construction Methods	3	CIM 3366, Application of Concrete in Construction	3
CIM 3340, Understanding the Concrete Construction System	3	CIM 4330, Management of Concrete Products - Ordering & Delivering	3
MGT 3303, Management of Organizations	3	MKT 3343, Principles of Marketing	3
ECO 2314, Principles of Microeconomics	3	ECO 2315, Principles of Macroeconomics	3
ART, DAN, MU, or TH 2313, Intro. to Fine Arts	3	PHIL 1305 or 1320, Critical Thinking or Ethics and Society	3
Total	15	Total	15
Fourth Year			
Senior Fall		Senior Spring	
CIM 4398, Capstone	3	CIM 4499, Capstone II	4
CIM 4310, Senior Concrete Lab	3	CSM 4380, Construction Safety	3
CSM 4369, Construction Contracts, Liability and Ethics	3	CIM 4340, Concrete Problems: Diagnosis, Prevention, Dispute Resolution	3
CSM 3368, Construction Finance	3	BLAW 2361, Legal Environment of Business	3
TECH 3364, Quality Assurance	3	ENG 2310-2360, English Literature	3
Total	15	Total	16

Total Credits = 120

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – G (4)

DATE: March 30-31, 2021

SUBJECT

Intent to Plan: SDSU MS in Nutrition and Dietetics

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a MS in Nutrition and Dietetics. The MS in Nutrition and Dietetics is being developed to meet new credentialing requirements to become a Registered Dietitian Nutritionist (RDN). A RDN is a nutrition counselor who can provide medical nutrition therapy and nutrition education as well as foodservice operations. Starting in January 2024, RDN candidates must have completed a masters and an Accreditation for Education of Nutrition and Dietetics (ACEND) accredited supervised practice experience. The MS in Nutrition and Dietetics would allow students to complete the undergraduate prerequisites, graduate program, and competency-based experiences in five years.

Potential employment settings for an RDN are numerous, and include hospitals, health promotion programs, nursing homes, public health agencies, industries, schools, universities, the armed services and state, and national and international organization. RDNs may also be involved in sports nutrition and corporate wellness or research.

SDSU intends to offer the MS in Nutrition and Dietetics on campus.

IMPACT AND RECOMMENDATION

SDSU does not request new state resources. SDSU expects that the majority of students will continue from the existing BS in Nutrition and Dietetic, enrolling for the accelerated master's program at the end of their sophomore year. SDSU anticipates that twenty students per year will be accepted into the graduate program, based on the current average enrollment in the BS Degree in Nutrition and Dietetics.

(Continued)

DRAFT MOTION 20210330_4-G(4):

I move to authorize SDSU to develop a program proposal for an MS in Nutrition and Dietetics, as presented.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: SDSU – MS in Nutrition and Dietetics



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

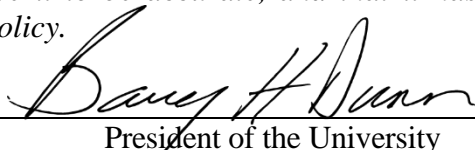
UNIVERSITY:	SDSU
DEGREE(S) AND TITLE OF PROGRAM:	Master of Science (M.S.) in Nutrition and Dietetics
INTENDED DATE OF IMPLEMENTATION:	2022-2023 Academic Year

☒ **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

1/12/2021

Date

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

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a Master of Science in Nutrition and Dietetics. The Nutrition and Dietetics (M.S.) is being developed to meet new credentialing requirements to become a Registered Dietitian Nutritionist (RDN). A Registered Dietitian Nutritionist (RDN) is a nutrition counselor who can provide medical nutrition therapy and nutrition education as well as foodservice operations. The possible employment settings for an RDN are numerous and include hospitals, health promotion programs, nursing homes, public health agencies, industries, schools, universities, the armed services and state, national and international organizations. RDNs may also be involved in sports nutrition and corporate wellness or research. The opportunities for entrepreneurship as an RDN are extensive as well.¹

In January 2024, RDN candidates must have completed a masters and an Accreditation Council for Education of Nutrition and Dietetics (ACEND) accredited supervised practice experience. The proposed program is being developed to meet the Future Education Model standards² from ACEND providing the competency based supervised practice experiences and a graduate degree.

¹ www.eatright.org

² <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model>

SDSU currently offers a B.S. in Nutrition and Dietetics, M.S. in Dietetics, M.S. in Nutrition and Exercise Science with specializations in Nutrition or Exercise Science, and a Nutrition and Dietetics Internship (NDI). The graduate coursework within SDSU's Nutrition and Dietetics Internship program for a M.S. degree in Nutrition and Exercise Sciences allows students the option of pursuing a specialization in Nutrition or Exercise Science. The M.S. in Nutrition and Dietetics will address ACEND standards and be an accelerated pathway for students to become a credentialed professional for practice.

The University does not request new state resources.

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.)?

SDSU is currently the only ACEND accredited nutrition program in the state of South Dakota. SDSU has an accredited undergraduate Didactic Program in Dietetics and an ACEND accredited dietetic internship. Graduates must complete both to be eligible to take the RDN examination. Each year the University graduates 15 RDN's from the current dietetic internship and all have positions requiring the RDN credential.

The U.S Bureau of Labor Statistics predicts the job outlook for 2019-2029 to grow by 8%, much faster than the average of all occupations.³ This increase need is also predicted for SD. The workforce demand for RDN's in South Dakota is expected to increase by 7%.⁴ Demand for the RDNs is expected to be strong particularly with the aging population.

3. How would the proposed program benefit students?

This accelerated program is being developed to meet the new credentialing requirements to become a Registered Dietitian Nutritionist (RDN). In January 2024, RDN candidates must have completed a masters and an Accreditation Council for Education of Nutrition and Dietetics (ACEND) accredited supervised practice experience. The proposed program is being developed to meet the Future Education Model⁵ standards from ACEND providing the competency based supervised practice experiences and a graduate degree.

The M.S. in Nutrition and Dietetics would allow students to complete the undergraduate prerequisites, graduate program, and competency-based experiences in five years (B.S. + M.S. in Nutrition & Dietetics); thus, becoming a credentialed professional for practice. This is a benefit to the students as they are accepted into the program as second semester sophomores allowing the student to become registration eligible in five years rather than six years. Another benefit of the program is that the supervised practice is imbedded into the didactic portion allowing better coordination with the didactic component and experiential learning component.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Dietitians and Nutritionists, on the Internet at <https://www.bls.gov/ooh/healthcare/dietitians-and-nutritionists.htm> (visited October 25, 2020).

⁴ <https://doh.sd.gov/documents/Providers/RuralHealth/2017WorkforceReport.pdf>

⁵ <https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/future-education-model>

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?

The M.S. in Nutrition and Dietetics will support the statutory mission of South Dakota State University as provided by SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.*

This program is aligned with SDSU's strategic plan to *"achieve excellence through transformative education by developing and growing high-quality and distinct academic programs designed to meet the needs of diverse students and market demands."*

This request is aligned with the Board of Regents Strategic Plan 2014-2020 Goal 2 "Academic Quality and Performance" to increase the number of new graduate programs and grow the number students participating in experiential learning. This requested program will be accredited and includes substantial experiential learning. This accelerated M.S. in Nutrition and Dietetics supports SDBOR Goal 4 of "Affordability and Accountability." The graduates of the proposed program will obtain the required experiential experiences, didactic components that meet both the undergraduate and graduate requirements in five years. Without this program students could take seven years to be eligible for the RDN examination (four years B.S., two years for M.S., and one year for the required 1200 hours of supervised practice).

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?

None. This program will replace the current dietetic internship that is being offered at SDSU. This program will not replace the M.S. in Nutrition and Exercise Science nor the M.S. in Dietetics. The M.S. in Nutrition and Exercise Science will remain for students who are pursuing the Exercise Science option or a more research-intensive graduate program in nutrition. The Nutrition and Exercise Science program will not be accredited by ACEND. The M.S. in Dietetics is an online masters offered through the Great Plains IDEA consortium and one must already be a credentialed practitioner to enroll. SDSU offers the accredited Didactic Program in Dietetics (B.S. in Nutrition and Dietetics). This is an ACEND accredited program that allows the graduate to apply for an ACEND accredited dietetic internship. The plan is to modify the B.S. in Nutrition and Dietetics to allow the student to apply for the accelerated master's and complete their registration eligibility or allow the student to graduate with the B.S. in Nutrition and Dietetics, complete a master's, and then compete for an external dietetic internship for registration eligibility. This external dietetic internship will be one located outside the state of South Dakota as the only accredited internship in South Dakota is the one offered through SDSU. There are not enough medical facilities in SD to support more than one supervised practice.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?

There are no programs in Minnesota, North Dakota, Montana, nor Wyoming that have a Future Education Graduate Program for Dietetics accredited by ACEND. These institutions have other accredited dietetics education programs, but none have received accreditation for the competency based Future Education Graduate program.

	Institution	Program Title
Minnesota	None	
North Dakota	None	
Montana	None	
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 enrolling in this program will continue from the existing B.S. in Nutrition and Dietetics. Students will enroll in the B.S. in Nutrition and Dietetics and apply for the accelerated master's program at the end of their sophomore year.

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.

It is anticipated twenty students per year will be accepted into the graduate program. This number is based on the current average enrollment in the B.S. in Nutrition and Dietetics. It is expected that the undergraduate majors will apply to the proposed program.

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

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

	Yes/No	Intended Start Date
On campus	Yes	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		

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

10. What are the university's plans for obtaining the resources needed to implement the program?

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources <i>If checking this box, please provide examples of the external funding identified below.</i>	No	No
Ask Board to seek new State resources <i>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.</i>	No	No
Ask Board to approve a new or increased student fee	Yes	Yes

The University requests to apply an existing fee, not to include a new or increased student fee. The existing dietetic program fee of \$9,490 would need to be applied to the M.S. in Nutrition and Dietetics to support the experiential learning experiences for the program. The fee will be applied on a per-semester basis to spread student costs evenly over the curriculum.

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.

A sample curriculum is included in Appendix A. This curriculum was designed to meet the Accreditation Standards for Graduate Degree Programs in Nutrition and Dietetics (FG) Future Education Model.⁶ Two faculty from the department have participated in ACEND sponsored training in how to develop a competency-based program to meet the FG standards.

The proposed plan is an accelerated M.S. that will meet the competencies in the FG Accreditation standards. It is proposed that students will apply to the program as a second semester sophomore and start the first semester of their junior year. The proposed curriculum will allow 120 credits for undergraduate degree and 45 for the M.S. degree with 13 dual credits between the undergraduate and graduate degrees.

⁶ <https://www.eatrightpro.org/-/media/eatrightpro-files/acend/futureeducationmodel/femgraduatefinal.pdf?la=en&hash=89123715A3E0E426F0A0CA960299FFEA06714FE5>

Appendix A Sample Curriculum

Students apply to the program the second semester of sophomore year and start the accelerated FG program Fall of Junior year, which is Year 3 of their college program.

Term	Course Prefix	Course Number	Course Name	Undergraduate credit	Dual Credit (undergraduate and graduate)	Graduate Credit
				60 credits from years 1 & 2		
Y3 Fa	NUTR	322	Nutrition Assessment	3		
Y3 Fa	NUTR	141/L	Food Principles/Lab	4		
Y3 Fa	NUTR	4xx	Professionalism I* (New Course)	1		
Y3 Fa	HMG	251	Foodservice Sanitation	1		
Y3 Fa	BADM	360	Organization and Management	3		
Y3 Fa	HMG	380	Foodservice Operations and Purchasing Mgmt	3		
Y3 Fa	NUTR	323	Nutrition Across the Lifecycle	3		
Y3 Sp	NUTR	522	Adv Human Nutrition & Metabolism	4	4	4
Y3 Sp	NUTR	4xx	Professionalism II* (New Course)	1		
Y3 Sp	HLTH	200	Complementary & Integrative Healthcare	3		
Y3 Sp	NURS	323	Intro to Pathophysiology	3		
Y3 Sp	STAT	281	Intro to Statistics OR Epidemiology (if they took stats as general)	3		
Y3 Sp	NUTR	381/L	Quantity Food Production and Service/L*	4		
Y4 Fa	NUTR	523	MNT I*	3	3	3
Y4 Fa	NUTR	560	Nutrigenomics & Molecular Nutrition	3	3	3
Y4 Fa	LMNO	435	Organizational Leadership and Team Development*	3		
Y4 Fa	HLTH	479/L	Health Promotion Programming and Evaluation/L	2		
Y4 Fa	NUTR	6xx	MNT I Practicum* (New Course)			2
Y4 Fa	NUTR	6xx	Org Leadership (LMNO) Practicum*(New Course)			2
Y4 Sp	NUTR	425/525	MNT II*	3	3	3
Y4 Sp	NUTR	341/L	Food Science for Nutrition & Dietetics/L	4		
Y4 Sp	NUTR	6xx	Community Nutrition Practicum*(New Course)			2
Y4 Sp	HLTH	475	Principles of Community Health Education*	3		
Y4 Sp	CHRD	475	Motivational Interviewing and Wellness Counseling (online)*	3		
Y4 Sp	NUTR	6xx	MNT II Practicum* (New Course)			2
Y4 Su	NUTR	734	Research Methods in Dietetics*			3
Y4 Su	NUTR	794	Internship (200 hrs)*			4
Y4 Su	NUTR	7xx	Advanced Medical Nutrition Therapy (summer) – New Course			3
Y5 Fa	NUTR	715	Public Health Nutrition (online)			3
Y5 Fa	NUTR	794	Internship (200 hrs)*			4
Y5 Sp	NUTR	794	Internship (200 hrs)*			4
Y5 Sp	NUTR	7xx	Nutritional Pharmacology (online)* (New Course)			3
*Denotes courses where Experiential Learning Experiences (ELE) are incorporated into the course.				120	13	45

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – H
DATE: March 30-31, 2021

SUBJECT

Dual Credit In-District Delivery: DSU Southern Hills Education Consortium Cyber Academy MOU

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 7.1](#) – Dual / Concurrent Credit Administration Guidelines
[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Dakota State University (DSU) is seeking to enter into a Memorandum of Understanding (MOU) with the Southern Hills Education Consortium (SHEC), which includes the Hot Springs, Oelrichs, Custer, and Hill City School Districts. The MOU establishes a partnership with DSU, through the Beacom College of Computer and Cyber Sciences, to create and operate the Computer Science Academy of the Southern Hills Educational Consortium. Similar MOUs are currently in place between DSU and the [Sioux Falls](#) and [Madison](#) School Districts.

IMPACT AND RECOMMENDATION

The Cyber Leadership and Intelligence pilot project (CLIPP) is a three-year project beginning Fall semester 2021 and ending at the conclusion of Spring semester 2024. CLIPP offers to the state of South Dakota, to the students of the Southern Hills Educational Consortium, and to the Regental system of higher education in South Dakota three fundamental opportunities:

- 1) provides university level computer/cyber science courses to qualified high school students,
- 2) provides to high school students a close look at the fastest growing vocational market in the U.S., and
- 3) makes use of cross-sectional and longitudinal assessment and evaluation analyses to assist in future decision making about programs like this.

Board Staff recommends approval of the agreement.

ATTACHMENTS

Attachment I – Memorandum of Understanding: DSU & SHEC

DRAFT MOTION 20210330_4-H:

I move to approve 1) the Memorandum of Understanding between Dakota State University and the Southern Hills Education Consortium, as presented, and 2) the courses as presented for the Fall 2021 through Spring 2024 semesters for in-district delivery of High School Dual Credit courses.

Memorandum of Understanding

Between

South Dakota Board of Regents (SDBOR) and Dakota State University (DSU)

and

The Southern Hills Educational Consortium (SHEC)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the SDBOR, DSU and the SHEC to create and operate the Computer Science Academy of the Southern Hills Educational Consortium.

Background

WHEREAS, the Southern Hills Educational Consortium is interested in providing to their students additional and advanced educational programming in cybersecurity, computer science, computer network development and security, and software development; and,

WHEREAS, Dakota State University through its Beacom College of Computer and Cyber Sciences is able to provide such additional and advanced educational programming; and,

WHEREAS, every year in the U.S., 40,000 information security analyst jobs go unfilled, while employers are struggling to fill 200,000 other cybersecurity related roles¹ and where the Enterprise Strategy Group estimated that 51% of organizations report having a significant shortage of cybersecurity skills in 2018, up from 45% in 2017²; and,

WHEREAS, the South Dakota Board of Regents, Dakota State University (The Beacom College of Computer and Cyber Sciences) and the Southern Hills Educational Consortium desire to enter into this Memorandum of Understanding setting out the following working arrangements that each of the partners agree are necessary to complete the project.

Project Intent

The Cyber Leadership and Intelligence pilot project (CLIPP) is a three-year project beginning Fall semester 2021 and ending at the conclusion of Spring semester 2024. CLIPP offers to the state of South Dakota, to the students of the Southern Hills Educational Consortium, and to the regental system of higher education in South Dakota three fundamental opportunities: (1) provides university level computer/cyber science courses to qualified high school students, (2) provides to high school students a close look at the fastest growing vocational market in the U.S.,

¹ <http://digg.com/2018/cyber-security-roles-are-more-in-demand-than-ever>; Information Systems Audit and Control Association, ISACA.

² <https://www.bluefin.com/bluefin-news/shortage-skilled-workers-newest-cybersecurity-threat/>

and (3) makes use of cross-sectional and longitudinal assessment and evaluation analyses to assist in future decision making about programs like this.

Rationale and Goals

Work and workforce development have changed and are still changing. Preparation for work and preparation for productive living has changed and is still changing. It is appropriate for the university and for higher education to become more adaptable to these changes and to examine how to stay relevant. As such, universities must do three important things in the future: (1) we must deliver graduates with 21st century skills, (2) we must collaborate and partner with other institutions (K-12, for example) to facilitate new expressions of work, workforce training and economic development, and (3) we must work effectively across political, geographic, economic and cultural boundaries to nurture academic, vocational and societal relevance for students in the state of South Dakota.

This three-year pilot project contains several specific intended outcomes:

1. To bring university level computer and cyber educational opportunities into the SHEC school districts;
2. To provide these students with transferable credits and vocationally ready credentials in computer and cyber sciences;
3. To investigate and validate methods of course delivery from the university to the high school environment;
4. To investigate best methods for supporting innovative course delivery methods;
5. To provide high quality educational experiences to SHEC district students.

Governance

The operational structure includes the (a) SDBOR academic affairs staff and Regents, (b) the SHEC planning/curriculum committee, (c) the Provost and Beacom College Dean at DSU, and (d) the joint project management committee (SHEC Superintendents and DSU participants).

Courses to be Delivered

The four-year Plan of Study for the Cyber Leadership and Intelligence-Digital Forensics is appended to this document. By using multiple delivery options (online, blended, on DSU campus) Dakota State will offer to Juniors and Seniors in the SHEC the opportunity to take up to 21 credits in Cyber Leadership and Intelligence, Computer Science, and Computer Information Systems. The major courses to be delivered are:

- CLI 101 – Introduction to Cyber Security Leadership (The course will introduce students to concepts, issues, and methods relevant to the Cyber Leadership and Intelligence major. Students will explore relevant issues and learn how to assess risks, understand threats, and explore fundamental leadership concepts.)
- CSC105 – Introduction to Computers (Overview of computer applications with emphasis on word processing, spreadsheets, database, presentation tools and internet-based applications.)

- CIS 123 – Problem Solving and Programming (An introduction to problem solving and computer programming. Students will learn essential problem-solving techniques. This class uses engaging environments (such as web scripting or visual programming) to introduce programming concepts and logic. Students will create interactive applications to learn techniques on using a computer to solve problems and the fundamental constructs that are used in computer programming.)
- CSC145 – Information Security Fundamentals (Introductory course in which students explore the principles of information assurance, with emphasis on current threats and vulnerabilities to develop an information security plan to mitigate risk. Information security and assurance issues are explored, and a multidisciplinary approach is discussed that examines security policies, models, and mechanisms for confidentiality, integrity, and availability. Theory/Lab.)
- CSC150 – Computer Science I (An introduction to computer programming. Focus on problem solving, algorithm development, design, and programming concepts. Topics include sequence, selection, repetition, functions, and arrays.)
- CSC163 -- Hardware, Virtualization, and Data Communication (This course will provide students with a broad understanding of computer hardware, computer architecture, virtualization, and data communications.)
- CSC250 – Computer Science II (prereq: CSC150) (Includes problem solving, algorithm design, standards of program style, debugging and testing. Extension of the control structures and data structures of the high-level language introduced in CSC 150. Elementary data structures and basic algorithms that include sorting and searching. Topics include more advanced treatment of functions, data types such as arrays and structures, and files.)

*Note: By following the appended Plan of Study for the Cyber Leadership and Intelligence major students could also acquire courses in general education as listed.

Accommodations for the Project

Because of the unique approach of this pilot project, we are making a request for the following accommodations:

1. In addition to CSC105 and CSC150, we are asking that the other courses in this pilot project, in the list above, be approved for dual credit offering.
2. Whether the courses in this pilot project are offered for Dual or Concurrent Enrollment credit, the students will meet all program and admission requirements established in the guidelines of the Academic Affairs Council of the SDBOR. These requirements are in place to ensure that students who enroll are prepared to do college-level work in fields of study used to meet future postsecondary degree requirements.
3. Students enrolled through the High School Dual Credit program receive a reduced tuition rate, which is one-third of the reduced rate of the course as established by the Board of Regents in its Tuition and Fee Schedule. No additional course level fees (e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.) will be assessed to students enrolled in the HSDC program. The e-text fee may be assessed to

- those students if this is a requirement for the course. Students shall cover all instructional costs associated with the courses they are enrolled in each semester including but not limited to course materials, texts, and related instructional supplies. The student is ultimately responsible for obtaining all required textbooks and supplies necessary to complete the course.
4. The schedule of courses to be taught will be determined by the joint project management committee (SHEC curriculum and administration experts along with DSU faculty and leadership individuals). This schedule will be produced in a timely manner meeting the scheduling demands of both the SHEC and DSU Beacom College.
 5. The joint project management committee has determined that the courses CSC163 and CSC283 will be available to SHEC students for Fall term 2020 and will be taught concurrent enrollment where college credit is earned by a high school student who enrolls in the courses offered through the SHEC and taught by school district personnel (a faculty member has been certified by the Beacom College Dean as qualified to teach the courses; the faculty member has a graduate degree in Computer Science from DSU). Please Note: Approval of an MOU by the Board for this project does not mean that the process for approval of these courses under BOR Policy 2:13 – Third Party Access for Academic Credit and BOR Policy 5:5:3 – Tuition and Fees: Special Course Types is waived.

Administration of Course Offerings

This section of the MOU sets forth the commitments of each party to develop and deliver courses as in-district high school dual credit and/or concurrent credit courses.

In-District Dual Credit

The in-district delivery of courses through the South Dakota High School Dual Credit (HSDC) program established in SDCL 12-28-37.1 allows eligible high school students to complete courses offered by DSU faculty members. Such courses are governed by SDBOR policies and follow established processes for admissions, registration, billing and grade reporting. SHEC agrees to record dual credit coursework on the student's transcript and use it to calculate academic standing.

Authority

1. All current and applicable SDBOR and DSU policies, guidelines and procedures apply to all course offerings and enrollment requirements unless a specific exemption has been approved by the SDBOR.
 - a. DSU academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
 - b. SHEC accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.
2. Development and coordination of course offerings

- a. DSU staff will serve as the point of contact for communications between the SDBOR system office and the school district regarding course offerings, instructor assignments and schedule of classes.
 - b. SHEC will propose course offerings for each semester, with DSU determining the final schedule of course offerings in collaboration with the SDBOR system office.
3. Scheduling and delivery of courses
 - a. The calendar and schedule for courses will align with the university calendar for each semester.
 - b. Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy [2:32](#), Definition and Assignment of Credit Hours.
 - c. All courses will be taught by DSU personnel, to be approved by the university for each course.
4. Enrollment
 - a. DSU will determine the maximum/minimum enrollment for each course and the number of course sections offered each semester in compliance with guidelines and policies established by the SDBOR, and with input from SHEC. Current policy suggests that in-district delivery shall only occur for sections with a minimum of 18 students. The school district shall be assessed the equivalent full HSDC tuition rate per student below the 18-student minimum.
5. Tuition and course materials
 - a. Applicable tuition rates will be determined by SDBOR and/or DSU policy and legislative requirements, with the SHEC responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
 - b. SHEC or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.
6. Registration and advising
 - a. DSU staff will provide a student orientation session at the start of each semester in coordination with the SHEC.
 - b. All students enrolled in DSU's courses will be assigned an advisor to manage all questions, issues and concerns - students should not rely on SHEC for guidance on any issues involving DSU courses.
 - c. Course registration processes will follow SDBOR and DSU requirements and procedures, and DSU staff will process registrations and assist students as needed.
 - d. Instructors for DSU courses will utilize DSU's internal early alert system to inform advisors of any academic performance concerns.
 - e. DSU staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Concurrent Credit Delivery

Concurrent enrollment courses provide high school students the opportunity to take college credit bearing courses taught SHEC teachers approved by DSU. The expectation for coursework completed through concurrent credit opportunities is that the courses cover the material and content at the same level required for the same course offered at DSU, and students are held to the same college-level standards.

1. Authority
 - a. All current and applicable SDBOR and DSU policies, guidelines and procedures apply to all course offerings and enrollment requirements unless a specific exemption has been approved by the SDBOR.
2. Development and coordination of course offerings
 - a. DSU shall assign a faculty member in the discipline of the course to serve as a mentor for the SHEC's teacher.
 - b. DSU shall review the credentials of the assigned instructor to ensure compliance with accreditation standards of the Higher Learning Commission, including ensuring the instructor has a master's degree and a minimum of 18 graduate credit hours in the subject/discipline taught.
 - c. DSU faculty shall develop the course syllabus.
3. Scheduling and delivery of courses
 - a. Courses shall be taught by instructors employed by SHEC.
 - b. DSU shall work with SHEC to ensure that concurrent credit classes contain at least 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour.
 - c. The validation of student learning in the concurrent credit course will be through either: A) national AP or CLEP exam instruments; B) an acceptable student evaluation and assessment system developed jointly by the DSU faculty mentor and SHEC high school teacher. If validation occurs under option B, SHEC students are expected to demonstrate the same mastery of the college course as is required of college students who take the course.
4. Enrollment
 - a. More than 50% of the students in the course at SHEC shall be enrolled for college credit.
5. Tuition and course materials
 - a. The tuition rate for each student enrolled in concurrent credit courses shall be the rate identified as the externally-supported rate in Board of Regents Policy 5:5:3 "Tuition and Fees: Special Course Types" and approved annually by the Board of Regents (For FY19, this rate is \$40 per credit hour).
 - b. SHEC shall be responsible for the instructional costs associated with delivering the course.
 - c. DSU will follow procedures for Board of Regents approval of the externally supported rate for each individual concurrent credit courses offered at SHEC.

Research and Evaluation

A study of the efficacy of delivery, content and outcomes will be designed and enacted by the university (mostly in year 3 of the pilot project). This will include appropriate IRB protections for human subjects, a research protocol producing multiple measurements of intended outcomes, cross-sectional and longitudinal research designs, and development of potential future applications of the methodology.

Point of Contact for Each Partner

1. Dakota State University/The Beacom College of Computer and Cyber Sciences
Dr. Pat Engebretson, Dean, The Beacom College of Computer and Cyber Sciences
820 N. Washington
Madison, SD
2. Southern Hills Educational Consortium
Hot Springs Superintendent Dennis Fischer

By: _____

Date: _____

Dr. Jim Moran

Dakota State University

By: _____

Date: _____

Dennis Fischer

For the Southern Hills Educational Consortium

Southern Hills Educational Consortium Cyber Academy

Appendix**B.S. Cyber Leadership and Intelligence, Digital Forensics Specialization**

Prefix/Number	Title	Credit Hr.	High School Delivery
General Education		30	
Required Courses		54	
CLI 100	Introduction to Cyber Security Leadership	3	X
CLI 370	Cyber-Ethics	3	
CLI 420	Cyber Leadership		
CLI 492	Internship	3	
CSC 105	Introduction to Computers	3	X
CSC 145	Information Security Fundamentals	3	X
CSC 150	Computer Science I	3	X
CSC 123	OR Problem Solving & Programming		X
CSC 250	Computer Science II	3	X
CIS 275	OR Web Application Programming		
CSC 321	Information Security Management	3	
CSC 163	Information Security	3	X
ENGL 212	World Literature II		
GEOG 353	Geography of Religion	3	
HIST 256	World History	3	
POLS 350	International Relations	3	
SOC 370	People and their Cultures	3	
SPCM 410	Organizational Communication	3	
BADM 360	OR Organization and Management		
Digital Forensics Specialization		18	
CSC 328	Operating Environments	3	
CSC 285	Networking I	3	
CSC 385	Networking II	3	
CSC 388	Computer Forensics Fundamentals	3	
CSC 418	Advanced Computer Forensics	3	
CSC 419	Advanced Windows Forensics	3	
Electives		18	
Total		120	

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – I (1)

DATE: March 30-31, 2021

SUBJECT

Agreement on Academic Cooperation – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, South Dakota School of Mines and Technology (SDSMT) seeks approval to enter into an agreement on academic cooperation with Universidad Mondragón Mexico.

IMPACT AND RECOMMENDATION

The South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, unless otherwise specified in a supplemental written agreement, exchange students will pay tuition and fees to their host institution. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. This agreement would be valid for a period of five years.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: SDSMT & Universidad Mondragón Mexico

DRAFT MOTION 20210330_4-I(1):

I move to approve the South Dakota School of Mines and Technology’s agreement on academic cooperation with Universidad Mondragón Mexico.

MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**Universidad Mondragón Mexico
El Marqués, Querétaro, Mexico**

Universidad Mondragón Mexico, El Marqués, Querétaro, Mexico (hereafter referred to as “Mondragón”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “South Dakota Mines”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by faculty members and general staff (administrative and technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student participation
 - Each party will recommend potential students for matriculation of the other university's appropriate academic programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and pay tuition and fees to the host institution.

Mondragón and South Dakota Mines agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university's home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of Universidad Mondragón Mexico by	Signed on behalf of South Dakota School of Mines & Technology By
Prof. Juana Patricia Lázaró González Academic Vice Chancellor	Jim Rankin, PhD PE President
Date:	Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – I (2)

DATE: March 30-31, 2021

SUBJECT

Agreements on Academic Cooperation – USD

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, the University of South Dakota (USD) seeks approval to enter into an agreement on academic cooperation with the University of Almería (UAL), Spain.

IMPACT AND RECOMMENDATION

Mutual opportunities for teaching exchange, such as seminars, special lectures, etc. will be considered and encouraged. Regarding student exchange, each institution agrees to accept and enroll up to 4 exchange students per university and academic year on a full-time enrollment status. Exchange students will pay tuition fees at their home campus; students studying at USD will be responsible for the Nominal International Student Fee. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. This agreement would be valid for a period of four years.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: USD & University of Almería (UAL), Spain

DRAFT MOTION 20210330_4-I(2):

I move to approve the University of South Dakota’s agreement on academic cooperation with University of Almería (UAL), Spain.

**AGREEMENT FOR STUDENT EXCHANGE****CONVENIO ESPECÍFICO DE COLABORACIÓN
PARA MOVILIDAD DE ESTUDIANTES****Appearing****entre**

On the one hand Mr. Julián Cuevas González, Vice-rector of Internationalization of UNIVERSITY OF ALMERIA (SPAIN), registered office Ctra. Sacramento, s/n, La Cañada de San Urbano, 04120 (Almería), acting as legal representative of the Rector of the University, under the Resolution of Universidad de Almería of 29th of October of 2019, determining the structure of the Rectorate areas, and the delegation of responsibilities (BOJA #214, from 6th of November 2019).

De una parte, D. Julián Cuevas González, Vicerrector de Internacionalización de la UNIVERSIDAD DE ALMERÍA, con domicilio social en Almería, Ctra. Sacramento, s/n, La Cañada de San Urbano, 04120, actuando por delegación del representante legal de la Universidad, el Rector, en virtud de la Resolución de 29 de octubre de 2019 de la Universidad de Almería por la que se determina la estructura de las áreas de funcionamiento del Rectorado y delegación de competencias (BOJA nº 214, de 6 de noviembre de 2019).

And**y**

On the other hand, University of South Dakota (United States), represented by President Sheila K. Gestring as legal representative and President acting in her name and representation with business address in University of South Dakota, 414 East Clark Street, Vermillion, SD, 57069

University of South Dakota (United States), representada por Sheila K. Gestring, en su calidad de representante legal y Presidente con domicilio University of South Dakota, 414 East Clark Street, Vermillion, SD, 57069

RECITALS**CONSIDERACIONES**

The University of Almeria (hereinafter UAL) and the University South Dakota (hereinafter USD) intend to establish a specific agreement for cooperation in line with the following

La Universidad de Almería (en adelante UAL) y la Universidad de University South Dakota (en adelante USD) deciden establecer un Convenio Específico de Colaboración, de acuerdo con las siguientes

CLAUSES**CONSIDERACIONES****1. The mobilities****1. De las movilidades.**



1. Home and host universities will ensure that the number of exchange students does not exceed **4** students participants per university and academic year (unless otherwise agreed by both parties.), according to the **following flow**:

1. Las universidades de origen y de acogida garantizarán que el número de estudiantes de intercambio participantes en este programa no excederá de **4 candidatos por institución y por curso académico (so acuerdo en contra)**, de acuerdo con el siguiente flujo:

From/ Desde	To/ Hacia	Subject area name/ Área	Study cycle/ Ciclo de Estudio	No. of students and duration/ Nº de estudiantes y temporalidad	Language requirement/ Requisito de Idioma
Universidad Almería de	UNIVERSITY OF SOUTH DAKOTA	Business	1 ^s	2 students/ 5 months 2 estudiantes/ 5 meses	B2 English
		Education		2 students/ 5 months 2 estudiantes/ 5 meses	
		Sports		2 students/ 5 months 2 estudiantes/ 5 meses	
		Maths		2 students/ 5 months 2 estudiantes/ 5 meses	
UNIVERSITY OF SOUTH DAKOTA	Universidad de Almería	Business	1 st	2 students/ 5 months 2 estudiantes/ 5 meses	B1 Spanish or English/ B1 Español o Inglés
		Education		2 students/ 5 months 2 estudiantes/ 5 meses	
		Sports		2 students/ 5 months 2 estudiantes/ 5 meses	
		Maths		2 students/ 5 months 2 estudiantes/ 5 meses	

2. Students from both universities might be accepted as a visiting international student out of the scope of this agreement. Said students, or “Free Movers”, shall pay the fixed enrolment and other fees that would apply to regular international students outside an exchange agreement. The student will also be subject to any other academic and non-academic laws that regulate the exchange of international students inside the host university

2. Cualquier estudiante de ambas instituciones podrá solicitar ser aceptado como estudiante internacional fuera del programa de intercambio. Estos estudiantes, denominados “Free Movers”, deberán sufragar en la Universidad de acogida las tasas y precios correspondientes, al igual que cualquier otro estudiante internacional ajeno al programa de intercambio. Cualquier otra normativa académica y no académica que regule el intercambio de estudiantes internacionales dentro de la Universidad de acogida será igualmente aplicable al estudiante



2. The responsibilities of the institutions

1. The home university shall select eligible students to study at the host university, following fair, transparent and coherent procedures that ensure equal treatment and merit-based selection

2. The home university will not bear any financial responsibility for the incoming exchange students, except in specific cases in which it is explicitly stated and documented

3. The host university shall admit students from the home university following their regular admission procedures as communicated to the home university

4. The host university shall provide students with information on finding suitable accommodation, and advice in any area which might contribute to improving the exchange experience

5. Both universities promise to provide students with a study agreement and assign them an academic teacher coordinator or an academic advisor.

6. Students participating in the exchange must maintain full-time enrollment for the duration of the exchange. The host university agrees to stay in contact with the students for the duration of the exchange. Monitoring the

2. De las responsabilidades de las Instituciones.

1. La Universidad de origen designará a alumnos apropiados para estudiar en la Universidad de acogida, de acuerdo con procedimientos que garanticen la concurrencia competitiva, respetando los principios de igualdad, mérito y capacidad

2. La Universidad de acogida no asumirá ninguna responsabilidad financiera por los estudiantes de intercambio recibidos, excepto en el caso en el que sea dispuesto y documentado de forma explícita para casos específicos

3. La Universidad de acogida admitirá a estudiantes de la Universidad de origen de conformidad con sus procedimientos habituales, que serán comunicados a la Universidad de origen

4. La Universidad de acogida ofrecerá a los estudiantes información sobre alojamiento adecuado, y prestará asesoramiento sobre cuestiones que contribuyan a mejorar la experiencia del programa de intercambio

5. Ambas Universidades se comprometen a proporcionar a los estudiantes un contrato de estudio con la asignación de coordinadores docentes o asesores académicos

6. Los estudiantes participantes en el intercambio deberán mantener el estatus de estudiante a tiempo completo durante la duración del intercambio. La institución de acogida acepta permanecer en contacto con



participation of students in their course of study is incumbent upon the course instructors and not the International Office, and enrollment and participation is ultimately the responsibility of the student. However, if the International Office of the host university finds out that a student drops below full-time enrollment, withdraws from the program or otherwise fails to make satisfactory progress toward completion of course work, or when a student is in danger of being dismissed from the program, the International Office of the host university will inform the home university immediately. For these purposes, USD considers full-time enrollment as 12 U.S. credits.

el estudiante durante la duración del intercambio. El seguimiento de la participación de los estudiantes durante el curso de sus estudios es responsabilidad de los instructores del curso, no de la Oficina de Relaciones Internacionales. La matriculación y la participación es responsabilidad en último lugar del estudiante. Sin embargo, si la Oficina Internacional de la universidad de acogida detecta que el estudiante reduce su carga lectiva por debajo de lo mínimo para un estudiante a tiempo completo, abandona el programa, deja de rendir por debajo del nivel esperado para completar su carga de trabajo, o está en peligro de ser expulsado del programa, la Oficina Internacional informará a la universidad de origen del estudiante de manera inmediata. A estos efectos, USD considera que un estudiante a tiempo completo estudia 12 créditos estadounidenses.

7. At the end of the exchange period the home university will send the host university an official transcript of records for each incoming exchange student

7. Al final del periodo de intercambio, la Universidad de acogida enviará a la Universidad de origen un certificado oficial de aprovechamiento académico por cada estudiante de intercambio entrante.

8. The home university promises to recognize the grades awarded by the host university

8. La Universidad de origen se compromete a reconocer las calificaciones otorgadas por la Universidad de acogida

3. Exchange student responsibilities

3. De las responsabilidades de los Estudiantes de Intercambio

1. Exchange students will remain enrolled at their home university during the exchange period and shall pay only tuition and/or admission fees at their home university. Exchange students will not pay any enrollment fees at their host university. However, student studying at USD must pay the Nominal International Student Fee.

1. Los estudiantes de intercambio permanecerán matriculados en la Universidad de origen durante el período de su intercambio y sólo pagarán matrícula, y/o tasas de inscripción en su Universidad de origen. Los estudiantes de intercambio no pagarán ninguna cuota u honorarios de matrícula en la Universidad de acogida. No obstante, los estudiantes entrantes en la USD deben pagar la Nominal International Student Fee.



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| <p>2. Exchange students must meet the language requirements set by the host university</p> <p>3. Exchange students shall be subject to the rules, regulations and laws of the host university and the host country</p> <p>4. Exchange students shall be responsible for all their personal expenses, including, but not limited to, travel expenses, accommodation, daily subsistence, books, visas, insurance, accidents and entertainment</p> <p>5. Exchange students shall be committed to taking out insurance covering at least the following: Medical-health, accidents, legal liability, and repatriation of remains for the period of stay. Students must have their insurance cleared by the receiving university prior to purchase</p> <p>6. This agreement shall be applicable only to students selected. Provisions for relatives, spouses, dependent relatives or friends of participants are not included. Home and Host Universities will not assume any responsibility for such individuals</p> <p>7. The period of study of the exchange student may be terminated by the Host University if the student should commit any act of serious misconduct, which is communicated to the student and the Home University</p> | <p>2. Los estudiantes de intercambio deberán reunir los requisitos de idioma exigidos por la Universidad de acogida.</p> <p>3. Los estudiantes de intercambio estarán sujetos a las normas, reglamentos y leyes de la Universidad y País de acogida</p> <p>4. Los estudiantes de intercambio correrán con todos los gastos personales, incluyendo, aunque no exclusivamente, gastos de transporte, alojamiento, comidas, libros, visas, seguro de salud/ accidentes y ocio</p> <p>5. Los estudiantes de intercambio se comprometen a contratar un seguro que incluya la cobertura de las siguientes contingencias: Asistencia médico-sanitaria-farmacéutica, accidentes, responsabilidad civil y repatriación en caso de fallecimiento, durante todo el periodo de estancia. Antes de su compra, el alumno deberá someter a aprobación de la universidad de acogida la compra del seguro</p> <p>6. Este acuerdo sólo será aplicable para los estudiantes seleccionados. No se incluyen disposiciones para parientes, cónyuges, familiares a cargo o amigos de los participantes. Las Universidades de origen y acogida no asumirán ninguna responsabilidad por tales individuos</p> <p>7. El período de estudio de los estudiantes de intercambio podrá darse por terminado por la Universidad de acogida si el estudiante comete un acto de seria y mala conducta, que será comunicado al interesado y a la Universidad de origen</p> |
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| <p>4. Entry into force, renewal and termination</p> <p>1. This Agreement shall go into force after signature in duplicate by both parties. This</p> | <p>4. Entrada en vigor, renovación y terminación</p> <p>1. El presente Convenio entrará en vigor tras la firma de ambas partes de dos ejemplares</p> |
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agreement shall have a duration of four years from the most recent date of signature and shall be subject to review or modification by mutual agreement, or until termination by either party. The intention of terminating this agreement shall be communicated with at least three (3) months' notice. In case of termination, both parties agree to fulfil any outstanding commitments with the participating students. At any time prior to the previously mentioned termination period (4 years), the parties may agree unanimously an additional extension of up to another 4 years

del mismo, el cual se considerará como el documento oficial del Convenio. El Convenio se mantendrá vigente a partir de entonces por un período de 4 años desde la fecha de la firma más reciente, y quedará sujeto a revisión o modificación de mutuo acuerdo, o hasta que sea rescindido por cualquiera de las partes, previo aviso de tal intención con una antelación mínima de tres (3) meses antes de que la terminación surta efecto. En el caso de rescisión, ambas partes se comprometen a cumplir con los compromisos pendientes para con los estudiantes participantes en los programas. En cualquier momento antes de la finalización del plazo máximo de los cuatro años previsto en el apartado anterior, los firmantes podrán acordar unánimemente su prórroga por un periodo de hasta 4 años adicionales

2. This agreement does not include any financial responsibility for the signing parties, except for what is specifically stated in this document

2. El presente convenio no conlleva responsabilidades financieras para las instituciones firmantes, a excepción de lo descrito específicamente en este documento

3. Both parties agree that any action between the two institutions shall be governed by the principle of reciprocity.

3. Ambas partes acuerdan que toda actuación entre ambas instituciones se regirá por el principio de reciprocidad

4. If there should be any prior specific mobility agreement between the institutions, this agreement shall supersede and replace the previous one, this being the only valid agreement

4. En caso de existir convenio de movilidad específico previo entre las instituciones, el presente acuerdo sustituye y deja sin eficacia al anterior; siendo este el único válido

5. In case of discrepancy, the meaning and spirit of the English version shall be used to interpret the Articles

5. En caso de discrepancia, el significado y espíritu de este acuerdo se determinará usando la versión en lengua castellana

5. Personal data protection

5. Protección de Datos de Carácter Personal

1. In accordance with Organic Law 3/2018 of 5th December, on Data and digital rights protection, as well as EU Regulation 2016/679 of the European Parliament and

1. De conformidad con La Ley Orgánica 3/2018, de 5 de diciembre, de Protección de Datos Personales y Garantía de los Derechos Digitales, así como con el Reglamento (UE)



Council of 27 April 2016, on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC (General Data Protection Regulation), the University of Almeria with business address in Edificio de Gobierno-Paraninfo, 3rd floor, Ctra. Sacramento s/n, La Cañada de San Urbano, CP-04120 Almería declares that UAL is the controller of the personal data collected under this Agreement

2. These personal data are collected and processed exclusively for the management of this agreement and communication between the parties. The legality of their processing shall be as per Article 6.1.b) and e) of the aforementioned General Data Protection Regulation, and with the consent given by signature of this agreement

3. The UNIVERSITY OF ALMERIA will not transfer or communicate your personal data, except in the cases provided by law or when it becomes necessary for service provision. Data will be retained even after the abovementioned relationship with the University of Almeria has ceased, for as long as it can be required for controlling or auditing purposes by the competent public body (Social Security, Tax Agency or Courts)

4. You may exercise the rights of access to, rectification, cancelation, data erasure, objection, data limitation or data portability at any time. To exercise your rights, a written

2016/679 del Parlamento Europeo y del Consejo de 27 de abril de 2016, relativo a la protección de las personas físicas en lo que respecta al tratamiento de datos personales y a la libre circulación de estos datos y por el que se deroga la Directiva 95/46/CE (Reglamento General de Protección de Datos), le informamos que LA UNIVERSIDAD DE ALMERÍA, sita en Edificio de Gobierno-Paraninfo, 3ª planta, Ctra. Sacramento s/n, La Cañada de San Urbano. CP-04120 Almería, es la responsable del tratamiento de los datos de carácter personal recogidos al amparo del presente Convenio

2. La finalidad de la recogida y tratamiento de la información es la gestión del presente convenio, así como el mantenimiento del contacto de ambas partes. La licitud del tratamiento de dichos datos se hará de acuerdo con el artículo 6.1.b) y e), del citado Reglamento General de Protección de Datos, así como al consentimiento prestado con la firma de este convenio

3. Asimismo, le informamos que La UNIVERSIDAD DE ALMERÍA no cederá o comunicará sus datos personales, salvo en los supuestos legalmente previstos o cuando fuere necesario para la prestación del servicio y que los datos serán conservados aun después de que hubiera cesado la referida relación con la UAL, durante el tiempo que puedan ser requeridos por control o fiscalización de la entidad pública competente (Organismo de la Seguridad Social, Agencia Tributaria, Juzgados o Tribunales)

4. En cualquier momento Ud. podrá ejercitar los derechos de Acceso, Rectificación, Cancelación, Supresión, Oposición, Limitación o Portabilidad. Para ejercitar los



request should be submitted to the address above. The request should specify the right being claimed and should also include a copy of the ID or the equivalent identification document. In case this is done through a legal or voluntary representative, this representation should be accredited with a document and a copy of the ID. You will also be able to contact the data protection officer at the University of Almería through the email address: dpo@ual.es

derechos deberá presentar un escrito en la dirección arriba señalada. Deberá especificar cuál de estos derechos solicita sea satisfecho y, a su vez, deberá acompañarse de la fotocopia del DNI o documento identificativo equivalente. En caso de que actuara mediante representante, legal o voluntario, deberá aportar también documento que acredite la representación y documento identificativo del mismo. Podrá, asimismo, contactar con el Delegado de Protección de Datos de la Universidad de Almería, en la siguiente dirección de correo electrónico dpo@ual.es

5. If you consider that your right to personal data protection to have been infringed, you may file a claim with the Spanish Agency for Data Protection (www.agpd.es)

5. En caso de considerar vulnerado su derecho a la protección de datos personales, podrá interponer una reclamación ante la Agencia Española de Protección de Datos (www.agpd.es)

6. Coordination

1. The commitment accepted by the universities through this agreement shall be coordinated, evaluated and monitored by an administrative body or unit. The identities of the persons responsible and their position and role shall be communicated by all parties

2. Prof. Julián Cuevas González, Vice Rector of Internationalization (or the person replacing him) will form part of this committee on behalf of the UAL

3. Patrick Morrison, Associate Director for the International Office and Virginija Wilcox, Director for the Gallagher Center, will form part of this committee on behalf of USD.

4. The above-mentioned bodies and/or individuals will serve as liaison between the two institutions. They will also be responsible for the supervision of the selection of the participants, ensuring correct information

6. Coordinación

1. Cada institución dispondrá de un encargado de la coordinación, evaluación y seguimiento del presente convenio. La identificación de los responsables junto con las funciones y roles será comunicada por las partes

2. Por parte de la UAL dirigirá la coordinación D. Julián Cuevas González, Vicerrector de Internacionalización (o persona que, en su caso, le sustituya)

3. Por parte de la USD dirigirá la coordinación Patrick Morrison, Director Asociado del for the International Office y Virginija Wilcox, Directora del Gallagher Center

4. Los organismos y/o individuos anteriormente mencionados servirán de enlace entre las dos instituciones. También serán los responsables de supervisar la selección de los alumnos participantes,



and cooperating in the integration of
incoming students

garantizar la información adecuada y
colaborar en el ajuste de los estudiantes

FOR UNIVERSITY OF SOUTH DAKOTA

POR LA UNIVERSIDAD DE ALMERÍA

**SHEILA K. GESTRING
PRESIDENT
UNIVERSITY OF SOUTH DAKOTA**

**D. JULIÁN CUEVAS GONZÁLEZ
VICE-RECTOR OF INTERNATIONALIZATION
VICERRECTOR DE INTERNACIONALIZACIÓN**

DATE AND PLACE

FECHA Y LUGAR

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – J (1)

DATE: March 30-31, 2021

SUBJECT

Articulation Agreements – BHSU

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, Black Hills State University requests approval for the following articulation agreement:

- Students who have completed coursework in an Associate of Science degree in Exercise Science at Northern Wyoming Community College District (NWCCD) can apply credit toward the Bachelor of Science degree in Exercise Science at BHSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Articulation Agreement: NWCCD

DRAFT MOTION 20210330_4-J(1):

I move to approve Black Hills State University’s articulation agreement with Northern Wyoming Community College District, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

BLACK HILLS STATE UNIVERSITY (BHSU)

and

NORTHERN WYOMING COMMUNITY COLLEGE DISTRICT (NWCCD)

Agreement with Respect to Applying the

ASSOCIATE OF SCIENCE DEGREE IN EXERCISE SCIENCE PROGRAM

toward the

BACHELOR OF SCIENCE DEGREE IN EXERCISE SCIENCE PROGRAM

I. Parties:

The parties to this agreement are Black Hills State University (BHSU) and Northern Wyoming Community College District (NWCCD).

II. Purpose:

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students;
- D. and to provide NWCCD students who have completed an Associate of Science degree in Exercise Science an opportunity to earn a Bachelor of Science degree with a major in Exercise Science through BHSU.

III. Academic Program:

The Exercise Science Program at BHSU requires 30 general education credits and 70 credits for the EXS core and specialization requirements. In addition, students need to earn a total of 120 credits, complete a minimum of 36 upper level (i.e., 300/400) courses, and complete a minimum of 60 credits from four-year institutions to earn their degree.

The tables on the following pages indicate which courses completed at NWCCD will directly transfer to BHSU and meet graduation requirements for the B.S. in Exercise Science.

A. Requirements for the BHSU major in exercise science are listed below. No minor is required.

1. EXS Major Core Requirements

BHSU				NWCCD			
Prefix	Number	Title	Credits	Prefix	Number	Title	Credits
EXS	101	The Exercise Science Major	2	PEPR	1035	Foundations of Exercise Science	3
EXS	130	Basic Medical Terminology	3	BIOL / HLTK	1050 / 1200	Medical Terminology	3
EXS	250/L	Human Anatomy & Physiology / Lab	4	ZOO	2010	Human Anatomy & Physiology I	4 ¹
EXS	280/L	Fitness Assessment / Lab	3	PEPR	2060	Methods of Training & Conditioning	3
EXS	285	Exercise & Chronic Disease	3				
EXS	300	Intro to Research	3				
				PEPR AND PEPR	2135	Personal Trainer Education I	3
EXS	350/L	Exercise Physiology / Lab	4 ²		2137	Personal Trainer Education II	3
EXS	353/L	Kinesiology / Lab	4				
EXS	354/L	Care & Prevention of Athletic Injuries / Lab	3	PEPR	2050	Care & Prevention of Athletic Injuries	2 ³
EXS	425/L	Exercise Program for Special Populations / Lab	3				
EXS	452	Motor Learning & Development	3				
EXS	454/L	Biomechanics / Lab	4				
EXS	462	Exercise Leadership	2				
EXS	482	Theory of Strength Training / Conditioning	3				
EXS	489	Applied Human Performance	2				
EXS	494	Internship	5				
HLTH	251	First Aid & CPR	1				
HLTH	422	Nutrition	3				
Total Required Core Credits			55	Total Possible Credits Transferred			18

¹ Suggested natural sciences courses: BIOL 1010; ZOO 2010.

² EXS 350/350L requires MATH 1400 as a prerequisite.

³ Meets the course requirement, but only counts as 2 credits.

2. EXS Specializations (Students must choose 1)**a. Science Specialization (15 Credits)**

BHSU				NWCCD			
Prefix	Number	Title	Credits	Prefix	Number	Title	Credits
BIOL	101/L	Biology Survey I / Lab	4	BIOL	1010	General Biology I	4 ⁴
BIOL	103/L	Biology Survey II / Lab	4				
OR							
BIOL	151/L	General Biology I / Lab	4				
BIOL	153/L	General Biology II / Lab	4				
CHEM	106/L	Chemistry Survey I / Lab	4	CHEM	1000	Introductory Chemistry	4
OR				OR			
CHEM	112/L	General Chemistry I / Lab	4	CHEM	1020	General Chemistry I/Lab	4
MATH	281	Introduction to Statistics	3	STAT	2050	Fundamentals of Statistics	4
OR							
PSYC	371	Statistics in Psychological Research	3				
Total Required Science Specialization Credits			15	Total Possible Credits Transferred			12

b. Management Specialization (15 Credits)

BHSU				NWCCD			
Prefix	Number	Title	Credits	Prefix	Number	Title	Credits
BADM	334	Small Business Management	3				
BADM	336	Entrepreneurial Studies I	3				
BADM	370	Marketing	3	MKT	2100	Marketing	3
OE	376	Interpretive Media	3				
Take one of the following:			3				
BADM	360	Organization & Management		MGT	2100	Management & Organization	3
BADM	369	Organizational Behavior & Theory					
BADM	438	Entrepreneurial Studies II					
Total Required Management Specialization Credits			15	Total Possible Credits Transferred			6

⁴ Suggested natural science courses: BIOL 1010; Zoo 2010.

3. **System General Education Requirements**

Students must earn 30 credit hours towards system general education. The number of credit hours required may be reduced if general education courses completed at NWCCD are accepted in transfer.

IV. **Articulation Details:**

- A. Upon successful completion of the requirements of the A.S. in Exercise Science at NWCCD, students may transfer to BHSU to complete the B.S. in Exercise Science. At that time, BHSU will accept courses from NWCCD to meet the specified general education and EXS major requirements for graduation as outlined in the tables above. According to South Dakota Board of Regents policy, students must earn 60 credits toward a degree from a four-year institution.
- B. Students will complete the requirements for the Exercise Science major (including specialization) and any other general education requirements that remain unsatisfied.
- C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

V. **Additional Requirements:**

Students transferring coursework from NWCC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. **Obligations:**

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. **Modifications:**

This agreement may be modified from time to time by the South Dakota Board of Regents and Northern Wyoming Community College District. BHSU must be notified of any changes to this agreement.

VIII. **Termination:**

This agreement may be terminated by Black Hills State University upon one year's written notice to Northwest Community College District. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. **Effective Date of Agreement:**

Start date of fall 2020 term at BHSU and NWCCD. The agreement applies to students who graduated from NWCCD in 2000 or later.

X. Acceptance of Agreement:**For Black Hills State University**

Dr. Betsy Silva, Interim Dean of Education & Behavioral Sciences	Date
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Dr. Priscilla Romkema, Provost and VPAA	Date
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Dr. Laurie Nichols, President	Date
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For Northern Wyoming Community College District

<name & title>

<name & title>

<name & title>

<name & title>

<name & title>

<name & title>

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – J (2)

DATE: March 30-31, 2021

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 coursework in the Associate of Applied Science degree in Health Information Technology at Indian Hills Community College (IHCC) can apply credit toward the Bachelor of Science degree in Health Information Administration at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Health Information Technology/Coding at Minnesota State Community

(Continued)

DRAFT MOTION 20210330_4-J(2):

I move to approve Dakota State University’s articulation agreement with Indian Hills Community College, Minnesota State Community and Technical College, Mitchell Technical College, North Dakota State College of Science, Northeast Iowa Community College, Scott Community College, Southeast Technical College, and Western Nebraska Community College, as presented.

and Technical College (MSCTC) can apply credit toward the Bachelor of Science degree in Health Information Administration at DSU.

- Students who have completed coursework in the Associate of Applied Science degree in Accounting at Mitchell Technical College (MTC) can apply credit toward the Bachelor of Business Administration degree at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Health Information Technician at North Dakota State College of Science (NDSCS) can apply credit toward the Bachelor of Science degree in Health Information Administration degree at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Health Information Technology at Northeast Iowa Community College (NICC) can apply credit toward the Bachelor of Science degree in Health Information Administration at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Health Information Technology at Scott Community College (SCC) can apply credit toward the Bachelor of Science degree in Health Information Administration at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Accounting at Southeast Technical College (SETC) can apply credit toward the Bachelor of Business Administration degree at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Business Administration at Southeast Technical College (SETC) can apply credit toward the Bachelor of Business Administration degree at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Health Information Technology at Western Nebraska Community College (WNCC) can apply credit toward the Bachelor of Science degree in Health Information Administration at DSU.
- Students who have completed coursework in the Associate of Applied Science degree in Business Management at Mitchell Technical College (MTC) can apply credit toward the Bachelor of Business Administration degree at DSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – DSU Articulation Agreement: IHCC

Attachment II – DSU Articulation Agreement: MSCTC

Attachment III – DSU Articulation Agreement: MTC (Accounting)

Attachment IV – DSU Articulation Agreement: NCSCS

Attachment V – DSU Articulation Agreement: NICC

Attachment VI – DSU Articulation Agreement: SCC

Attachment VII – DSU Articulation Agreements: SETC

Attachment VIII – DSU Articulation Agreement: WNCC

Attachment IX – DSU Articulation Agreement: MTC (Business Management)

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNOLOGY

Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION ADMINISTRATION MAJOR

Bachelor of Science in Health Information Administration Degree Program

Between

INDIAN HILLS COMMUNITY COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Indian Hills Community College (IHCC) 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 education opportunities for students from Iowa, South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide IHCC students who have completed the A.A.S degree in Health Information Technology (Attachment A) an opportunity to earn a Bachelor of Science in Health Information Administration degree.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 42 major course credits from the IHCC A.A.S. degree in Health Information Technology. Students must successfully complete the A.A.S. degree in Health Information Technology from IHCC prior to transferring to Dakota State University for the course credits to be accepted. General Education coursework is in

addition to the 42 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Information Administration degree requires 120 credits.

B. Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Information Administration degree are outlined below. Degree residency requirements must be met including the following (see BOR Policy 2:29):

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

DSU Health Information Administration Course Requirements: 34 credits

BADM 220 Business Statistics (3 credits) or MATH 281 Introduction to Statistics (3 credits)
 BADM 344 Managerial Communications (3 credits) or ENGL 379 Technical Communication (3 credits)
 CIS 123 Problem Solving and Programming (3 credits) OR CIS 130 Visual Basic Programming (3 credits) OR CSC 150 Computer Science I (3 credits)
 ACCT 210 Principles of Accounting I (3 credits)
 CIS 208 Advanced Applications: Database (1 credit)
 CIS 338 Project Management (3 credits)
 HIM 360 Leadership and Strategic Management (4 credits)
 HIM 380 Healthcare Data Analysis (3 credits)
 HIM 450 Research in Health Information Administration (3 credits)
 HIM 444 Advanced Health Data Systems (3 credits)
 HIM 440 Healthcare Information Governance (2 credits)
 HIM 488 HIM Classrooms to HIM Careers (1 credits)
 HIM 485 Health Information Administration Supervised Professional Practice (2 credits)

C. Requirements that will be accepted as transfer credit from IHCC to earn a Bachelor of Science in Health Information Administration degree are outlined below. Transfer courses in the Health Information Technology major must have a minimum grade of “C” or satisfactory.

DSU credits accepted as transfer credits from IHCC: 42 credits

HIM 130 Basic Medical Terminology	(2 credits)
HIM 101 Health Information Management Profession	(1 credit)
HIM 150 Introduction to the Health Information Management	(3 credits)
CSC 105 Introduction to Computers	(3 credits)
HIM 169 Legal Aspects of Health Information Management I	(1 credit)
HIM 170 Legal Aspects of Health Information Management II	(2 credits)
HIM 225 Intro to Health Info Systems	(3 credits)
HIM 180 Fundamentals of Disease & Diagnosis Coding I	(4 credits)
HIM 285 Supervised Professional Practice	(1 credit)
HIM 240 Fundamental of Disease & Disease Coding II	(4 credits)
HIM 252 Basic Foundations of Health Data Systems	(2 credits)
HIM 257 Management & Supervision of HIM	(2 credits)
HIM 362 Healthcare Procedure Coding Systems	(3 credits)
HIM 364 Revenue Cycle Management	(1 credit)

HIM 265 HIM Quality Management	(3 credits)
HIM 370 Practical Coding Application	(2 credits)
HIM 286 Supervised Professional Practice	(1 credit)
BIOL323 Human Anatomy & Physiology	(4 credits)
and BIOL 323L Human Anatomy & Physiology Lab (0 credits)	
OR BIOL 221 Human Anatomy (4 credits) AND BIOL 221L	
Human Anatomy Lab (0) AND BIOL 325 Physiology (4 credits)	
AND BIOL 325L Physiology Lab (0 credits)	

D. Requirements that will be accepted as transfer credit from IHCC to earn a Bachelor of Science in Health Information Administration degree or can be completed at Dakota State University are outlined below.

General Education/Institutional Graduation Requirement Courses: 30 credits *

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at IHCC.

Electives: 14 credits

Electives including at least 5 credits at the 300-400 level to be completed at IHCC or DSU to earn a Bachelor of Science in Health Information Administration degree.

Total Requirements for Bachelor's of Science in Health Information Administration Degree at Dakota State University

DSU Course Requirements: 34 credits

IHCC Transfer Course Requirements: 42 credits

General Education/Institutional Requirement Course Requirements: 30 credits

Electives: 14 credits

TOTAL: 120 Credits

Additional requirements:

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's HIA Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's Exit Exam prior to graduation, as required of all students graduating with the BS.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Indian Hills Community College with approval by the South

Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement: Start Date of the Fall 2021 term at Indian Hills Community College and Dakota State University. The agreement applies to students who graduated from Indian Hills Community College in 2021 and subsequent years.

VII. Acceptance of Agreement:

For Dakota State University:

 Dr. James Moran
 Provost and VP of Academic Affairs

Date: _____

For Indian Hills Community College:

Date: _____

Attachment A: Indian Hills Community College
Health Information Technology Course Listing 2020-21
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 81

Program Total: 81 Credits

Term I

BIO 161 - Basic Anatomy and Physiology - Credits: 3.00
BIO 199 - Basic Anatomy and Physiology Lab I - Credits: 1.00
CSC 105 - Computer Essentials - Credits: 1.00
HIT 125 - Essentials of Health Records - Credits: 2.00
HIT 126 - Health Records Laboratory - Credits: 1.00
HSC 113 - Medical Terminology - Credits: 2.00
HSC 141 - Pharmaceutical Applications - Credits: 1.00
Total: 11 Credits

Term II

HIT 130 - Health Record Systems - Credits: 3.00
HIT 260 - ICD-10 Diagnostic Coding - Credits: 2.00
HIT 270 - ICD-10 Procedural Coding - Credits: 2.00
HIT 530 - Professional Experience I - Credits: 1.00
HIT 700 - Virtual Lab Exploration I - Credits: 1.00
HSC 212 - Pathophysiology - Credits: 3.00
MTR 156 - HDS Fundamentals - Credits: 2.00
Total: 14 Credits

Term III

HIT 141 - Health Law and Ethics - Credits: 3.00
HIT 290 - Reimbursement Methods - Credits: 3.00
HIT 325 - CPT Coding - Credits: 3.00
HIT 701 - Virtual Lab Exploration II - Credits: 1.00
Total: 10 Credits

Term IV

HIT 161 - Health Information E-Systems - Credits: 3.00
HIT 410 - Practical Coding Application - Credits: 3.00
HIT 531 - Professional Experience II - Credits: 5.00

HSC 230 - Employment Preparation - Credits: 1.00

Total: 12 Credits

Term V

HIT 221 - Compliance/Risk Management - Credits: 3.00

HIT 225 - Leadership and Organization - Credits: 3.00

HIT 702 - Virtual Lab Exploration III - Credits: 1.00

XXX XXX - Approved Culture Course - Credits: 3.00 *

XXX XXX - Approved Mathematical Reasoning Course - Credits: 3.00 *

Total: 13 Credits

Term VI

ENG 105 - Composition I - Credits: 3.00

HIT 227 - Health Statistics - Credits: 3.00

HIT 440 - Quality Management - Credits: 3.00

XXX XXX - Approved Communication Course - Credits: 3.00 *

Total: 12 Credits

Term VII

ENG 106 - Composition II - Credits: 3.00

HIT 532 - Professional Experience III - Credits: 5.00

HIT 950 - HIT Seminar - Credits: 1.00

Total: 9 Credits

Notes:

* Refer to General Education Course Requirements (A.A.S.) for approved courses.

** Completing a dual major in this program is an option, see Academic Policies for more information.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNOLOGY/CODING

Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION ADMINISTRATION MAJOR

Bachelor of Science in Health Information Administration Degree Program

Between

MINNESOTA STATE COMMUNITY AND TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Minnesota State Community and Technical College (MSCTC) 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 education opportunities for students from Minnesota, South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide MSCTC students who have completed the A.A.S degree in Health Information Technology/Coding(Attachments A and B) an opportunity to earn a Bachelor of Science in Health Information Administration degree.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 46 major course credits from the MSCTC A.A.S. degree in Health Information Technology/Coding. Students must successfully complete the A.A.S. degree in Health Information Technology/Coding from MSCTC prior to transferring to Dakota State University for the course credits to be accepted. General

Education coursework is in addition to the 46 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Information Administration degree requires 120 credits.

B. Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Information Administration degree are outlined below. Degree residency requirements must be met including the following (see BOR Policy 2:29):

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

DSU Health Information Administration Course Requirements: 30 credits

BADM 344 Managerial Communications (3 credits)	
or ENGL 379 Technical Communication	(3 credits)
CIS 123 Problem Solving and Programming (3 credits)	
OR CIS 130 Visual Basic Programming (3)	
OR CIS 150 Computer Science I	(3 credits)
ACCT 210 Principles of Accounting I	(3 credits)
CIS 338 Project Management	(3 credits)
HIM 360 Leadership and Strategic Management	(4 credits)
HIM 380 Healthcare Data Analysis	(3 credits)
HIM 450 Research in Health Information Administration	(3 credits)
HIM 444 Advanced Health Data Systems	(3 credits)
HIM 440 Healthcare Information Governance	(2 credits)
HIM 488 HIM Classrooms to HIM Careers	(1 credits)
HIM 485 Health Information Administration	(2 credits)

C. Requirements that will be accepted as transfer credit from MSCTC to earn a Bachelor of Science in Health Information Administration degree are outlined below. Transfer courses in the Health Information Management major must have a minimum grade of “C” or satisfactory.

DSU credits accepted as transfer credits from MSCTC: 46 credits

HIM 130 Basic Medical Terminology	(2 credits)
HIM 101 Health Information Management Profession	(1 credit)
HIM 150 Introduction to the Health Information Management	(3 credits)
CSC 105 Introduction to Computers	(3 credits)
HIM 169 Legal Aspects of Health Information Management I	(1 credit)
HIM 170 Legal Aspects of Health Information Management II	(2 credits)
HIM 225 Intro to Health Info Systems	(3 credits)
HIM 180 Fundamentals of Disease & Diagnosis Coding I	(4 credits)
HIM 240 Fundamental of Disease & Disease Coding II	(4 credits)
HIM 252 Basic Foundations of Health Data Systems	(2 credits)
HIM 257 Management & Supervision of HIM	(2 credits)
HIM 362 Healthcare Procedure Coding Systems	(3 credits)
HIM 364 Revenue Cycle Management	(1 credit)
HIM 265 HIM Quality Management	(3 credits)
HIM 370 Practical Coding Application	(2 credits)

CIS 208 Advanced Applications: Database	(1 credit)
BIOL323 Human Anatomy & Physiology	(4 credits)
and BIOL 323L Human Anatomy & Physiology Lab (0 credits)	
OR BIOL 221 Human Anatomy (4 credits) AND BIOL 221L	
Human Anatomy Lab (0) AND BIOL 325 Physiology (4 credits)	
AND BIOL 325L Physiology Lab (0 credits)	
HIM 285 Supervised Professional Practice	(2 credits)
BADM 220 Business Statistics (3 credits) or	
MATH 281 Introduction to Statistics	(3 credits)

D. Requirements that will be accepted as transfer credit from MSCTC to earn a Bachelor of Science in Health Information Administration degree or can be completed at Dakota State University are outlined below.

General Education/Institutional Graduation Requirement Courses: 30 credits *

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at MSCTC.

Electives: 14 credits

Electives including at least 5 credits at the 300-400 level to be completed at MSCTC or DSU to earn a Bachelor of Science in Health Information Administration degree.

Total Requirements for Bachelor's of Science in Health Information Administration Degree at Dakota State University

DSU Course Requirements: 30 credits

MSCTC Transfer Course Requirements: 46 credits

General Education/Institutional Requirement Course Requirements: 30 credits

Electives: 14 credits

TOTAL: 120 Credits

Additional requirements:

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's HIA Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's Exit Exam prior to graduation, as required of all students graduating with the BS.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Minnesota State Community and Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement: Start Date of the Fall 2021 term at Minnesota State Community and Technical College and Dakota State University. The agreement applies to students who graduated from Minnesota State Community and Technical College in 2021 and subsequent years.

VII. Acceptance of Agreement:

For Dakota State University:

 Date: _____
 Dr. James Moran
 Provost and VP of Academic Affairs

For Minnesota State Community and Technical College:

 Date: _____
 John Maduko, M.D.
 Vice President of Academic and Student Affairs

**Attachment A: Minnesota State Community and Technical College
Health Information Technology/Coding Course Listing 2019-20
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 64**

Course # Course Title Crds

Crs Type General Education w/MnTC Goals.....	3
3 credits from the following	
COMM1120 Introduction to Public Speaking	3
COMM1130 Small Group Communication	3
COMM1140 Interpersonal Communication.....	3
BIOL2260 Human Anatomy and Physiology I.....	3
BIOL2262 Human Anatomy and Physiology II.....	3
CPTR1104 Introduction to Computer Technology	3
ENGL1101 College Writing.....	3
HITM1150 Introduction to Health Care Delivery	3
HITM1152 Health Information Systems.....	3
HITM1155 Medicolegal Aspects.....	3
HITM1159 Professional Practice Experience Functions.....	2
HITM2204 Fundamentals of Electronic Health Records.....	3
HITM2216 Introduction to Procedure Coding.....	3
HITM2218 Intermediate Procedure Coding	3
HITM2230 Medical Science for Health Information Professionals	3
HITM2250 Supervisory Leadership in Health.....	3
HITM2253 Quality Management Studies.....	3
HITM2263 Reimbursement Systems.....	3
HITM2272 Professional Practice Experience III.....	2
HITM2282 Introduction to Diagnosis Coding	3
HITM2283 Intermediate Diagnosis Coding	3
HITM2290 Health Care Data Management and Analysis.....	3
HLTH1116 Medical Terminology	3

**Attachment B: Minnesota State Community and Technical College
Health Information Technology/Coding Course Listing 2020-21
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 64**

1st Fall Term (16 credits)

BIOL 1170 Essentials of Human Anatomy and Physiology 4 credits
BUS 1100 Business Computers 3 credits
ENGL 1101 College Writing 3 credits
HITM 1151 Introduction to Health Information Management 3 credits
HLTH 1116 Medical Terminology 3 credits

1st Spring Term (15 credits)

CPTR 1106 Microcomputer Databases 3 credits
HITM 1155 Medicolegal Aspects 3 credits
HITM 1165 Information Systems in Health 3 credits
HITM 1220 Foundations of Medical Coding 3 credits
HITM 2230 Medical Science for Health Information Professionals 3 credits

2nd Fall Term (18 credits)

HIMT 2218 Intermediate Procedure Coding 3 credits
HITM 2265 Management Practice in Health Information Management 3 credits
HITM 2264 Revenue Cycle Management 3 credits
HITM 2283 Intermediate Diagnosis Coding 3 credits
HITM 2290 Health Care Data Management and Analysis 3 credits
MATH 1112 Applied Statistics 3 credits

2nd Spring Term (15 credits)

HITM 2253 Quality Management Studies 3 credits
HITM 2286 Advanced Medical Coding 3 credits
HITM 2310 Health Information Professional Practice 2 credits
HITM 2320 Registered health Information Technician Exam Review 1 credit
PHIL 1200 Applied and Professional Ethics 3 credits
3 credits in one or more of the following:
COMM 1120 Introduction to Public Speaking OR COMM 1130 Small Group Communication OR COMM
1140 Interpersonal Communication 3 credits

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

Associate of Applied Sciences Degree Program

ACCOUNTING

Towards the

Bachelor of Business Administration (BBA) Degree Program

ACCOUNTING

Between

MITCHELL TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Mitchell Technical College (MTC) 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 education opportunities for students from South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide MTC students who have completed the A.A.S degree in Accounting an opportunity to earn a Bachelor of Business Administration degree in Accounting. (Attachment)

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 39 technical course credits from the A.A.S. degree in Accounting for students majoring in BBA (accounting). Students must successfully complete the A.A.S. degree in Accounting from MTC prior to transferring to Dakota State University for the technical course credits to be accepted. General Education coursework is in addition to the 39 technical course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at Dakota State University to earn a Bachelor of Business Administration degree (accounting) are outlined below.

Business Core Major Requirements: 36 credits

BADM 220 Business Statistics (3 credits)

BADM 321 Business Statistics II (3 credits)

BADM 344 Managerial Communications (3 credits)

BADM 360 Organization and Management (3 credits)

BADM 405 International Trade and Finance (3 credits)

BADM 425 Production and Operations Management (3 credits)

BADM 482 Business Policy and Strategy (3 credits)

CIS 325 Management Information Systems (3 credits)

SOC 285 Society and Technology (3 credits)

ECON 201 Principles of Microeconomics (3 credits)

ECON 202 Principles of Macroeconomics (3 credits)

Choose one course from the following (3 credits)

CIS 123 - Problem Solving and Programming (3 credits)

CIS 130 - Visual Basic Programming (3 credits)

CSC 150 - Computer Science I (3 credits)

Required Accounting Specialization Major Courses: 15 credits

ACCT 311 Intermediate Accounting II

ACCT 360 Accounting Systems

ACCT 430 Income Tax Accounting

ACCT 431 Advanced Income Tax

ACCT 450 Auditing

General Education/Institutional Graduation Requirement Courses: 30 credits

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at MTC.

Electives: 0 credits

Total number of credits at Dakota State University: 81

Transfer credits from MTC: 39*

Total credits required: 120

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Mitchell Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the agreement of _____, 2021, between the South Dakota Board of Education on behalf of Mitchell Technical College and the South Dakota Board of Regents on behalf of Black Hills State University, Dakota State University, Northern State University, and 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 _____, 2021 agreement.

VII. Effective Date of Agreement: Start Date of the Fall 2021 term at MTC and DSU. The agreement applies to students who graduated from MTC in 2021 and subsequent years.**VIII. Acceptance of Agreement:**

For Dakota State University:

_____ Date: _____

_____ Date: _____

_____ Date: _____

For Mitchell Technical College:

_____ Date: _____

_____ Date: _____

_____ Date: _____

Mitchell Technical College Award: AAS Degree Accounting

FIRST SEMESTER

ACCT	110	Principles of Accounting I	4 credits
BUS	101	Introduction to Business	3 credits
BUS	122	E-Commerce	3 credits
CIS	105	Introduction to Computers	3 credits
MATH	130	Business Math	3 credits
SSS	100	Student Success	1 credit
		Total Semester Hours	17 credits

SECOND SEMESTER

ACCT	111	Principles of Accounting II	4 credits
BUS	120	Principles of Marketing	3 credits
BUS	140	Business Law	3 credits
BUS	204	Customer Service	3 credits
		<i>Behavioral Science Elective</i>	3 credits
		Total Semester Hours	16 credits

THIRD SEMESTER

ACCT	212	Intermediate Accounting I	3 credits
ACCT	214	Cost Accounting I	3 credits
ACCT	218	Tax Accounting I	3 credits
ACCT	230	Government & Nonprofit	3 credits
BUS	216	Spreadsheet Applications	3 credits
ECON	101	Microeconomics	3 credits
		Total Semester Hours	18 credits

FOURTH SEMESTER

ACCT	213	Intermediate Accounting II	3 credits
ACCT	221	Quickbooks	3 credits
ACCT	242	Federal Taxation	3 credits
ACCT	245	Managerial Accounting	3 credits
BUS	217	Database Applications	3 credits
		<i>Communications Elective</i>	3 credits
		Total Semester Hours	18 credits

Total Credits Required to Graduate: 69

DSU BBA Core Requirements 60 credits

ACCT 210 Accounting I
 ACCT 211 Accounting II
 BADM 101 Survey of Business
 BADM 220 Business Statistics
 BADM 310 Business Finance
 BADM 321 Business Statistics II
 BADM 344 Managerial Communications
 BADM 350 Legal Environment of Business
 BADM 360 Organization and Management
 BADM 370 Marketing

BADM 405 International Trade & Finance
 BADM 425 Production and Operations Management
 BADM 482 Business Policy and Strategy
 CIS 325 Management Information Systems
 CSC 105 Introduction to Computers

Choose one from the following:

- CSC 150 Computer Science I
- CIS 123 Problem Solving and Logic
- CIS 130 Visual Basic

ECON 201 Principles of Microeconomics
 ECON 202 Principles of Macroeconomics
 SOC 285 Society and Technology

Choose three credits from the following (1 credit each):

- CIS 206 Advanced Applications:
- CIS 207 Advanced Applications: Spreadsheets
- CIS 208 Advanced Applications: Database
- CIS 209 Advanced Applications: SAS
- CIS 210 QuickBooks I

DSU BBA Accounting Major Specialization Requirements 21 credits

ACCT 310 Intermediate Accounting I
 ACCT 311 Intermediate Accounting II
 ACCT 320 Cost Accounting
 ACCT 360 Accounting Systems
 ACCT 430 Income Tax Accounting
 ACCT 431 Advanced Income Tax
 ACCT 450 Auditing

MTC course – DSU course

ACCT 110 – ACCT 210
 ACCT 111 – ACCT 211
 ACCT 212 – ACCT 310
 ACCT 214 & ACCT 215 – ACCT 320
 ACCT 221 – CIS 210 and CIS 211
 BUS 101 – BADM 101
 BUS 238 – BADM 310
 BUS 140 – BADM 350
 BUS 120 – BADM 370
 BADM 216 – CIS 207
 BADM 217 – CIS 208
 CIS 105 – CSC 105

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNICIAN

Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION ADMINISTRATION MAJOR

Bachelor of Science in Health Information Administration Degree Program

Between

NORTH DAKOTA STATE COLLEGE OF SCIENCE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are North Dakota State College of Science (NDSCS) 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 education opportunities for students from North Dakota, South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide NDSCS students who have completed the A.A.S degree in Health Information Technician Program (Attachment A) an opportunity to earn a Bachelor of Science in Health Information Administration degree.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 38 major course credits from the NDSCS A.A.S. degree in Health Information Technician program. Students must successfully complete the A.A.S. degree in Health Information Technician Program from NDSCS prior to transferring to Dakota State University for the course credits to be accepted. General

Education coursework is in addition to the 38 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Information Administration degree requires 120 credits.

B. Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Information Administration degree are outlined below. Degree residency requirements must be met including the following (see BOR Policy 2:29):

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

DSU Health Information Administration Course Requirements: 38 credits

BADM 220 Business Statistics (3 credits) or MATH 281 Introduction to Statistics (3 credits)
 BADM 344 Managerial Communications (3 credits) or ENGL 379 Technical Communication (3 credits)
 BIOL323 Human Anatomy & Physiology (4 credits) and BIOL 323L Human Anatomy & Physiology Lab (0 credits) OR BIOL 221 Human Anatomy (4 credits) AND BIOL 221L Human Anatomy Lab (0) AND BIOL 325 Physiology (4 credits) AND BIOL 325L Physiology Lab (0 credits)*
 CIS 123 Problem Solving and Programming (3 credits) OR CIS 130 Visual Basic Programming (3 credits) OR CSC 150 Computer Science I (3 credits)
 ACCT 210 Principles of Accounting I (3 credits)
 CIS 208 Advanced Applications: Database (1 credit)
 CIS 338 Project Management (3 credits)
 HIM 360 Leadership and Strategic Management (4 credits)
 HIM 380 Healthcare Data Analysis (3 credits)
 HIM 450 Research in Health Information Administration (3 credits)
 HIM 444 Advanced Health Data Systems (3 credits)
 HIM 440 Healthcare Information Governance (2 credits)
 HIM 488 HIM Classrooms to HIM Careers (1 credits)
 HIM 485 Health Information Administration Supervised Professional Practice (2 credits)

*NOTE: Anatomy and Physiology with Lab from NDSCS is transferable into DSU (4 credits)

C. Requirements that will be accepted as transfer credit from NDSCS to earn a Bachelor of Science in Health Information Administration degree are outlined below. Transfer courses in the Health Information Technology major must have a minimum grade of “C” or satisfactory.

DSU credits accepted as transfer credits from NDSCS: 38 credits

HIM 130 Basic Medical Terminology	(2 credits)
HIM 101 Health Information Management Profession	(1 credit)
HIM 150 Introduction to the Health Information Management	(3 credits)
CSC 105 Introduction to Computers	(3 credits)
HIM 169 Legal Aspects of Health Information Management I	(1 credit)
HIM 170 Legal Aspects of Health Information Management II	(2 credits)
HIM 225 Intro to Health Info Systems	(3 credits)
HIM 180 Fundamentals of Disease & Diagnosis Coding I	(4 credits)

HIM 285 Supervised Professional Practice	(1 credit)
HIM 240 Fundamental of Disease & Disease Coding II	(4 credits)
HIM 252 Basic Foundations of Health Data Systems	(2 credits)
HIM 257 Management & Supervision of HIM	(2 credits)
HIM 362 Healthcare Procedure Coding Systems	(3 credits)
HIM 364 Revenue Cycle Management	(1 credit)
HIM 265 HIM Quality Management	(3 credits)
HIM 370 Practical Coding Application	(2 credits)
HIM 286 Supervised Professional Practice	(1 credit)

D. Requirements that will be accepted as transfer credit from NDSCS to earn a Bachelor of Science in Health Information Administration degree or can be completed at Dakota State University are outlined below.

General Education/Institutional Graduation Requirement Courses: 30 credits *

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at NDSCS.

Electives: 14 credits

Electives including at least 5 credits at the 300-400 level to be completed at NSCSC or DSU to earn a Bachelor of Science in Health Information Administration degree.

Total Requirements for Bachelor's of Science in Health Information Administration Degree at Dakota State University

DSU Course Requirements: 38 credits

NDSCS Transfer Course Requirements: 38 credits

General Education/Institutional Requirement Course Requirements: 30 credits

Electives: 14 credits

TOTAL: 120 Credits

Additional requirements:

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's HIA Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's Exit Exam prior to graduation, as required of all students graduating with the BS.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and North Dakota State College of Science with approval by the

South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement: Start Date of the Fall 2021 term at North Dakota State College of Science and Dakota State University. The agreement applies to students who graduated from North Dakota State College of Science in 2021 and subsequent years.

VII. Acceptance of Agreement:

For Dakota State University:

 Date: _____
 Dr. James Moran
 Provost and VP of Academic Affairs

For North Dakota State College of Science:

 Date: _____

**Attachment A: North Dakota State College of Science
Health Information Technician Program Course Listing 2020-20
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 69**

Course Code Course Title Credits

HIT 176 Introduction to Health Information 4
 HIT 180 Pathopharmacology 3
 HIT 181 Healthcare Delivery Systems 3
 HIT 184 Basic Diagnosis Coding 3
 HIT 185 Basic Procedure Coding 3
 HIT 197 Professional Practice I 2
 HIT 280 Coding Application (8 wks.) 2
 HIT 281 Health Law, Privacy and Ethics 3
 HIT 282 Health Information Data Analytics 3
 HIT 283 Health Information Leadership (8 wks.) 2
 HIT 284 Healthcare Quality Management 3
 HIT 285 Reimbursement Methodologies 3
 HIT 286 Intermediate Diagnosis Coding 3
 HIT 287 Computer Applications in Healthcare 3
 HIT 288 Intermediate Procedure Coding 3
 HIT 297 Professional Practice II 2

Related/General Education Courses

BIOL 220** Anatomy and Physiology I 3
 BIOL 221** Anatomy and Physiology II 3
 BOTE 171 Medical Terminology 4
 COMM 110 Fundamentals of Public Speaking 3
 CSCI 116 Business Use of Computers 3
 ENGL 110 College Composition I 3
 FYE 101 Science of Success 1
 HPER Elective(s) 2
 PSYC 100 Human Relations in Organizations 2

Total Required Credits 69

**BIOL 220L and BIOL 221L are recommended for students who are planning to complete a transfer degree at a later time

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNOLOGY

Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION ADMINISTRATION MAJOR

Bachelor of Science in Health Information Administration Degree Program

Between

NORTHEAST IOWA COMMUNITY COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Northeast Iowa Community College (NICC) 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 education opportunities for students from Iowa, South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide NICC students who have completed the A.A.S degree in Health Information Technology (Attachment A) an opportunity to earn a Bachelor of Science in Health Information Administration degree.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 42 major course credits from the NICC A.A.S. degree in Health Information Technology. Students must successfully complete the A.A.S. degree in Health Information Technology from NICC prior to transferring to Dakota State University for the course credits to be accepted. General Education coursework is in

addition to the 42 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Information Administration degree requires 120 credits.

B. Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Information Administration degree are outlined below. Degree residency requirements must be met including the following (see BOR Policy 2:29):

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

DSU Health Information Administration Course Requirements: 32 credits

BADM 220 Business Statistics (3 credits) or MATH 281 Introduction to Statistics (3 credits)
 BADM 344 Managerial Communications (3 credits) or ENGL 379 Technical Communication (3 credits)
 CIS 123 Problem Solving and Programming (3 credits) OR CIS 130 Visual Basic Programming (3 credits) OR CSC 150 Computer Science I (3 credits)
 ACCT 210 Principles of Accounting I (3 credits)
 CIS 208 Advanced Applications: Database (1 credit)
 CIS 338 Project Management (3 credits)
 HIM 360 Leadership and Strategic Management (4 credits)
 HIM 380 Healthcare Data Analysis (3 credits)
 HIM 450 Research in Health Information Administration (3 credits)
 HIM 444 Advanced Health Data Systems (3 credits)
 HIM 488 HIM Classrooms to HIM Careers (1 credits)
 HIM 485 Health Information Administration Supervised Professional Practice (2 credits)

C. Requirements that will be accepted as transfer credit from NICC to earn a Bachelor of Science in Health Information Administration degree are outlined below. Transfer courses in the Health Information Technology major must have a minimum grade of “C” or satisfactory.

DSU credits accepted as transfer credits from NICC: 44 credits

HIM 130 Basic Medical Terminology	(2 credits)
HIM 101 Health Information Management Profession	(1 credit)
HIM 150 Introduction to the Health Information Management	(3 credits)
CSC 105 Introduction to Computers	(3 credits)
HIM 169 Legal Aspects of Health Information Management I	(1 credit)
HIM 170 Legal Aspects of Health Information Management II	(2 credits)
HIM 225 Intro to Health Info Systems	(3 credits)
HIM 180 Fundamentals of Disease & Diagnosis Coding I	(4 credits)
HIM 285 Supervised Professional Practice	(1 credit)
HIM 240 Fundamental of Disease & Disease Coding II	(4 credits)
HIM 252 Basic Foundations of Health Data Systems	(2 credits)
HIM 257 Management & Supervision of HIM	(2 credits)
HIM 362 Healthcare Procedure Coding Systems	(3 credits)
HIM 364 Revenue Cycle Management	(1 credit)
HIM 265 HIM Quality Management	(3 credits)

HIM 370 Practical Coding Application	(2 credits)
HIM 286 Supervised Professional Practice	(1 credit)
BIOL323 Human Anatomy & Physiology	(4 credits)
and BIOL 323L Human Anatomy & Physiology Lab (0 credits)	
OR BIOL 221 Human Anatomy (4 credits) AND BIOL 221L	
Human Anatomy Lab (0) AND BIOL 325 Physiology (4 credits)	
AND BIOL 325L Physiology Lab (0 credits)	
HIM 440 Healthcare Information Governance	(2 credits)

D. Requirements that will be accepted as transfer credit from NICC to earn a Bachelor of Science in Health Information Administration degree or can be completed at Dakota State University are outlined below.

General Education/Institutional Graduation Requirement Courses: 30 credits *

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at NICC.

Electives: 14 credits

Electives including at least 5 credits at the 300-400 level to be completed at NICC or DSU to earn a Bachelor of Science in Health Information Administration degree.

Total Requirements for Bachelor's of Science in Health Information Administration Degree at Dakota State University

DSU Course Requirements: 32 credits

NICC Transfer Course Requirements: 44 credits

General Education/Institutional Requirement Course Requirements: 30 credits

Electives: 14 credits

TOTAL: 120 Credits

Additional requirements:

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's HIA Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's Exit Exam prior to graduation, as required of all students graduating with the BS.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Northeast Iowa Community College with approval by the South

Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement: Start Date of the Fall 2021 term at Northeast Iowa Community College and Dakota State University. The agreement applies to students who graduated from Northeast Iowa Community College in 2021 and subsequent years.

VII. Acceptance of Agreement:

For Dakota State University:

 Date: _____
 Dr. James Moran
 Provost and VP of Academic Affairs

For Northeast Iowa Community College:

 Date: _____

Attachment A: Northeast Iowa Community College
Health Information Technology Course Listing 2020-21
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 68

Course Sequence

Term 1: Fall

- [BCA 212 - Introduction to Computer Business Applications](#)
- [BIO 168 - Human Anatomy and Physiology I](#)
- [HIT 320 - Health Records Management](#)
- [HIT 330 - Health Care Delivery Systems](#)
- [HSC 114 - Medical Terminology](#)
- [SDV 179 - The College Experience](#)¹

Term 2: Spring

-
- [BIO 173 - Human Anatomy and Physiology II](#)
 - [HIT 120 - Pharmacology for HIT](#)
 - [HIT 215 - Introduction to CPT](#)
 - [HIT 233 - ICD-10 Coding](#)
 - [HIT 421 - Legal Aspects of Health Information](#)

Term 3: Summer

-
- [ENG 105 - Composition I](#)
 - [MAP 532 - Human Body: Health and Disease](#)
 - [HIT 540 - Professional Practice Experience I](#)

Term 4: Fall

-
- [HIT 255 - Advanced ICD-10-CM/PCS and Classification](#)
 - [HIT 280 - CPT-4 Coding](#)
 - [HIT 292 - Reimbursement Methodologies](#)
 - [HIT 340 - Comparative Records](#)
 - [HIT 352 - Health Information Systems](#)
 - [HUM 108 - Cultural Diversity and Identity](#)

Term 5: Spring

-
- [HIT 445 - Quality Management of Organizational Resources](#)
 - [HIT 448 - Information Governance](#)
 - [HIT 452 - Health Data Statistics and Analysis](#)
 - [HIT 542 - Professional Practice Experience II](#)
 - [HIT 945 - Seminar](#)

Notes: This Associate of Applied Science degree program requires a minimum of 15 credits of transfer-level general education electives from Communication, Humanities, Math, Science or Social Science. Three of these hours can include [SDV 179 - The College Experience](#). If The College Experience course is waived or transfers in for less than three credits, an additional general education elective is required.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNOLOGY

Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION ADMINISTRATION MAJOR

Bachelor of Science in Health Information Administration Degree Program

Between

SCOTT COMMUNITY COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Scott Community College (SCC) 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 education opportunities for students from Iowa, South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide SCC students who have completed the A.A.S degree in Health Information Technology (Attachment A) an opportunity to earn a Bachelor of Science in Health Information Administration degree.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 42 major course credits from the SCC A.A.S. degree in Health Information Technology. Students must successfully complete the A.A.S. degree in Health Information Technology from SCC prior to transferring to Dakota State University for the course credits to be accepted. General Education coursework is in

addition to the 42 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Information Administration degree requires 120 credits.

B. Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Information Administration degree are outlined below. Degree residency requirements must be met including the following (see BOR Policy 2:29):

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

DSU Health Information Administration Course Requirements: 34 credits

BADM 220 Business Statistics (3 credits) or MATH 281 Introduction to Statistics (3 credits)
 BADM 344 Managerial Communications (3 credits) or ENGL 379 Technical Communication (3 credits)
 CIS 123 Problem Solving and Programming (3 credits) OR CIS 130 Visual Basic Programming (3 credits) OR CSC 150 Computer Science I (3 credits)
 ACCT 210 Principles of Accounting I (3 credits)
 CIS 208 Advanced Applications: Database (1 credit)
 CIS 338 Project Management (3 credits)
 HIM 360 Leadership and Strategic Management (4 credits)
 HIM 380 Healthcare Data Analysis (3 credits)
 HIM 450 Research in Health Information Administration (3 credits)
 HIM 444 Advanced Health Data Systems (3 credits)
 HIM 440 Healthcare Information Governance (2 credits)
 HIM 488 HIM Classrooms to HIM Careers (1 credits)
 HIM 485 Health Information Administration Supervised Professional Practice (2 credits)

C. Requirements that will be accepted as transfer credit from SCC to earn a Bachelor of Science in Health Information Administration degree are outlined below. Transfer courses in the Health Information Technology major must have a minimum grade of “C” or satisfactory.

DSU credits accepted as transfer credits from SCC: 42 credits

HIM 130 Basic Medical Terminology	(2 credits)
HIM 101 Health Information Management Profession	(1 credit)
HIM 150 Introduction to the Health Information Management	(3 credits)
CSC 105 Introduction to Computers	(3 credits)
HIM 169 Legal Aspects of Health Information Management I	(1 credit)
HIM 170 Legal Aspects of Health Information Management II	(2 credits)
HIM 225 Intro to Health Info Systems	(3 credits)
HIM 180 Fundamentals of Disease & Diagnosis Coding I	(4 credits)
HIM 285 Supervised Professional Practice	(1 credit)
HIM 240 Fundamental of Disease & Disease Coding II	(4 credits)
HIM 252 Basic Foundations of Health Data Systems	(2 credits)
HIM 257 Management & Supervision of HIM	(2 credits)
HIM 362 Healthcare Procedure Coding Systems	(3 credits)
HIM 364 Revenue Cycle Management	(1 credit)

HIM 265 HIM Quality Management	(3 credits)
HIM 370 Practical Coding Application	(2 credits)
HIM 286 Supervised Professional Practice	(1 credit)
BIOL323 Human Anatomy & Physiology	(4 credits)
and BIOL 323L Human Anatomy & Physiology Lab (0 credits)	
OR BIOL 221 Human Anatomy (4 credits) AND BIOL 221L	
Human Anatomy Lab (0) AND BIOL 325 Physiology (4 credits)	
AND BIOL 325L Physiology Lab (0 credits)	

D. Requirements that will be accepted as transfer credit from SCC to earn a Bachelor of Science in Health Information Administration degree or can be completed at Dakota State University are outlined below.

General Education/Institutional Graduation Requirement Courses: 30 credits *

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at SCC.

Electives: 14 credits

Electives including at least 5 credits at the 300-400 level to be completed at SCC or DSU to earn a Bachelor of Science in Health Information Administration degree.

Total Requirements for Bachelor's of Science in Health Information Administration Degree at Dakota State University

DSU Course Requirements: 34 credits
 SCC Transfer Course Requirements: 42 credits
 General Education/Institutional Requirement Course Requirements: 30 credits
 Electives: 14 credits
 TOTAL: 120 Credits

Additional requirements:

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's HIA Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's Exit Exam prior to graduation, as required of all students graduating with the BS.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Scott Community College with approval by the South Dakota

Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement: Start Date of the Fall 2021 term at Scott Community College and Dakota State University. The agreement applies to students who graduated from Scott Community College in 2021 and subsequent years.

VII. Acceptance of Agreement:

For Dakota State University:

 Date: _____
 Dr. James Moran
 Provost and VP of Academic Affairs

For Scott Community College:

 Date: _____
 Dr. Don Doucette
 Chancellor of Eastern Iowa Community College

Attachment A: Scott Community College
Health Information Technology Course Listing 2020-21
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 64

Plan of Study

Term 1

- BIO 163 - Essentials of Anatomy and Physiology 4.00 Credit(s)
- CSC 110 - Introduction to Computers 3.00 Credit(s)
- HIT 120 - Pharmacology for HIT 1.00 Credit(s)
- HIT 170 - Principles of Human Disease 3.00 Credit(s)
- HIT 370 - Health Records in Acute Care 3.00 Credit(s)
- HSC 113 - Medical Terminology 2.00 Credit(s)

Term Total: 16.00 Credits

Term 2

- HIT 250 - Coding I 3.00 Credit(s)
- HIT 251 - Coding II 3.00 Credit(s)
- HIT 380 - Health Records in Alternate Care Settings 3.00 Credit(s)
- HSC 137 - Math for Healthcare 3.00 Credit(s)
-
- PSY 111 - Introduction to Psychology 3.00 Credit(s) OR
- SOC 110 - Introduction to Sociology 3.00 Credit(s)

Term Total: 15.00 Credits

Term 3

- ENG 105 - Composition I 3.00 Credit(s)
- HIT 270 - ICD-10 Procedural Coding 2.00 Credit(s)
- HIT 596 - HIT Practicum I 2.00 Credit(s)

Term Total: 7.00 Credits

Term 4

- HIT 312 - Health Informatics and Information Management Systems 3.00 Credit(s)
- HIT 422 - Medico-Legal Ethics 3.00 Credit(s)
- HIT 485 - Medical Billing and Reimbursement Systems 3.00 Credit(s)
-
- SPC 170 - Professional Communication 3.00 Credit(s) OR
- SPC 112 - Public Speaking 3.00 Credit(s)

Term Total: 12.00 Credits

Term 5

- HIT 252 - Coding III 3.00 Credit(s)
- HIT 400 - Clinical Documentation Improvement 2.00 Credit(s)

- [HIT 440 - Quality Management](#) 3.00 Credit(s)
- [HIT 451 - Allied Health Statistics](#) 3.00 Credit(s)
- [HIT 598 - HIT Practicum II](#) 2.00 Credit(s)
- [HIT 946 - Seminar](#) 1.00 - 2.00 Credit(s) (1.00 credits for this program)

Term Total: 14.00 Credits

AAS Total: 64.00 Credits

Notes:

Graduates of the two-year program are eligible to write for the national certification exam (Registered Health Information Technician-RHIT) given by the American Health Information Management Association.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

Associate of Applied Sciences Degree Program

ACCOUNTING

Towards the

Bachelor of Business Administration (BBA) Degree Program

ACCOUNTING

Between

SOUTHEAST TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Southeast Technical College (SETC) 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 education opportunities for students from South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide SETC students who have completed the A.A.S degree in Accounting an opportunity to earn a Bachelor of Business Administration degree in Accounting. (Attachment)

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 31 technical course credits from the A.A.S. degree in Accounting for students majoring in BBA (accounting). Students must successfully complete the A.A.S. degree in Accounting from SETC prior to transferring to Dakota State University for the technical course credits to be accepted. General Education coursework is in addition to the 31 technical course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at Dakota State University to earn a Bachelor of Business Administration degree (accounting) are outlined below.

Business Core Major Requirements: 44 credits

BADM 220 Business Statistics (3 credits)

BADM 310 Business Finance (3 credits)

BADM 321 Business Statistics II (3 credits)

BADM 344 Managerial Communications (3 credits)
 BADM 350 Legal Environment of Business (3 credits)
 BADM 360 Organization and Management (3 credits)
 BADM 405 International Trade and Finance (3 credits)
 BADM 425 Production and Operations Management (3 credits)
 BADM 482 Business Policy and Strategy (3 credits)
 CIS 325 Management Information Systems (3 credits)
 SOC 285 Society and Technology (3 credits)
 ECON 201 Principles of Microeconomics (3 credits)
 ECON 202 Principles of Macroeconomics (3 credits)
 Choose one course from the following (3 credits)

CIS 123 - Problem Solving and Programming (3 credits)
 CIS 130 - Visual Basic Programming (3 credits)
 CSC 150 - Computer Science I (3 credits)

Choose two credits from the following (1 credit each):

CIS 206 Advanced Applications:
 CIS 208 Advanced Applications: Database
 CIS 209 Advanced Applications: SAS
 CIS 210 QuickBooks I

Required Accounting Specialization Major Courses: 15 credits

ACCT 320 Cost Accounting
 ACCT 360 Accounting Systems
 ACCT 430 Income Tax Accounting
 ACCT 431 Advanced Income Tax
 ACCT 450 Auditing

General Education/Institutional Graduation Requirement Courses: 30 credits

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at SETC.

Electives: 0 credits

Total number of credits at Dakota State University: 89

Transfer credits from SETC: 31*

Total credits required: 120

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the agreement of _____, 2021, between the South Dakota Board of Education on behalf of Southeast Technical College and the South Dakota Board of Regents on behalf of Black Hills State University, Dakota State University, Northern State University, and 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 _____, 2021 agreement.

VII. Effective Date of Agreement: Start Date of the Fall 2021 term at SETC and DSU. The agreement applies to students who graduated from SETC in 2021 and subsequent years.

VIII. Acceptance of Agreement:

For Dakota State University:

_____ Date: _____

_____ Date: _____

_____ Date: _____

For Southeast Technical College:

_____ Date: _____

_____ Date: _____

_____ Date: _____

SETC Accounting (Fall Start), AAS

Program Curriculum - Total Credits: 66

Fall Semester

SSS 100 - Student Success Seminar

BUS 101 - Foundations of Business

CIS 105 - Introduction to Computers

MATH 100 - College Math

ACCT 210 - Principles of Accounting I

Spring Semester

ENGL 101T - Composition

SPCM 101T - Fundamentals of Speech

BUS 130 - Business Communications

BUS 140 - Business Law I

ACCT 211 - Principles of Accounting II

Fall Semester

SS REQ - Social Sciences Requirement

ACCT 212 - Intermediate Accounting I

ACCT 217 - Computerized Accounting

ACCT 218 - Income Tax I

ACCT 223 - Financial Management

Spring Semester

ACCT 213 - Intermediate Accounting II

ACCT 214 - Managerial Accounting

ACCT 237 - Payroll

ACCT 260 - Accounting Spreadsheet Applications

BUS 180 - Personal & Professional Life Skills

DSU BBA Core Requirements 60 credits

ACCT 210 Accounting I
 ACCT 211 Accounting II
 BADM 101 Survey of Business
 BADM 220 Business Statistics
 BADM 310 Business Finance
 BADM 321 Business Statistics II
 BADM 344 Managerial Communications
 BADM 350 Legal Environment of Business
 BADM 360 Organization and Management
 BADM 370 Marketing
 BADM 405 International Trade & Finance
 BADM 425 Production and Operations Management
 BADM 482 Business Policy and Strategy
 CIS 325 Management Information Systems
 CSC 105 Introduction to Computers
 Choose one from the following:

- CSC 150 Computer Science I
- CIS 123 Problem Solving and Logic
- CIS 130 Visual Basic

ECON 201 Principles of Microeconomics
 ECON 202 Principles of Macroeconomics
 SOC 285 Society and Technology

Choose three credits from the following (1 credit each):

- CIS 206 Advanced Applications:
- CIS 207 Advanced Applications: Spreadsheets
- CIS 208 Advanced Applications: Database
- CIS 209 Advanced Applications: SAS
- CIS 210 QuickBooks I

DSU BBA Accounting Major Specialization Requirements 21 credits

ACCT 310 Intermediate Accounting I
 ACCT 311 Intermediate Accounting II
 ACCT 320 Cost Accounting
 ACCT 360 Accounting Systems
 ACCT 430 Income Tax Accounting
 ACCT 431 Advanced Income Tax
 ACCT 450 Auditing

SETI course – DSU course

ACCT 210 – ACCT 210
 ACCT 211 – ACCT 211
 ACCT 212 – ACCT 310
 ACCT 213 – ACCT 311
 MKT 120 – BADM 370
 BUS 101 – BADM 101
 ACCT 260 – CIS 207
 CIS 105 – CSC 105

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

Associate of Applied Sciences Degree Program

BUSINESS ADMINISTRATION

Towards the

Bachelor of Business Administration (BBA) Degree Program

ACCOUNTING

BUSINESS TECHNOLOGY

FINANCE

MANAGEMENT

MARKETING

Between

SOUTHEAST TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Southeast Technical College (SETC) 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 education opportunities for students from South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide SETC students who have completed the A.A.S degree in Business Administration an opportunity to earn a Bachelor of Business Administration degree. (Attachment)

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 24 technical course credits from the A.A.S. degree in Business Administration for students majoring in BBA (accounting, business technology, finance, management, marketing). Students must successfully complete the A.A.S. degree in Business Administration from SETC prior to transferring to Dakota State University for the technical course credits to be accepted. General Education coursework is in addition to the 24 technical course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree.

- B. Requirements to be completed at Dakota State University to earn a Bachelor of Business Administration degree (accounting, business technology, finance, management, marketing) are outlined below.

Business Core Major Requirements: 45 credits

BADM 220 Business Statistics (3 credits)
 BADM 310 Business Finance (3 credits)
 BADM 321 Business Statistics II (3 credits)
 BADM 344 Managerial Communications (3 credits)
 BADM 350 Legal Environment of Business (3 credits)
 BADM 360 Organization and Management (3 credits)
 BADM 405 International Trade and Finance (3 credits)
 BADM 425 Production and Operations Management (3 credits)
 BADM 482 Business Policy and Strategy (3 credits)
 CIS 325 Management Information Systems (3 credits)
 SOC 285 Society and Technology (3 credits)
 ECON 201 Principles of Microeconomics (3 credits)
 ECON 202 Principles of Macroeconomics (3 credits)
 Choose one course from the following (3 credits)
 CIS 123 - Problem Solving and Programming (3 credits)
 CIS 130 - Visual Basic Programming (3 credits)
 CSC 150 - Computer Science I (3 credits)
 Choose three credits from the following (1 credit each):
 CIS 206 Advanced Applications:
 CIS 207 Advanced Applications: Spreadsheets
 CIS 208 Advanced Applications: Database
 CIS 209 Advanced Applications: SAS
 CIS 210 QuickBooks I

Required Specialization Major Courses: 21 credits

General Education/Institutional Graduation Requirement Courses: 30 credits

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at MTC.

Electives: 0 credits

Total number of credits at Dakota State University: 96

Transfer credits from SETC: 24*

Total credits required: 120

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the agreement of _____, 2021, between the South Dakota Board of Education on behalf of Southeast Technical College and the South Dakota Board of Regents on behalf of Black Hills State University, Dakota State University, Northern State University, and 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 _____, 2021 agreement.

VII. Effective Date of Agreement: Start Date of the Fall 2021 term at SETC and DSU. The agreement applies to students who graduated from SETC in 2021 and subsequent years.**VIII. Acceptance of Agreement:**

For Dakota State University:

_____ Date: _____

_____ Date: _____

_____ Date: _____

For Southeast Technical College:

_____ Date: _____

_____ Date: _____

_____ Date: _____

Business Administration, AAS

Program Curriculum - Total Credits: 64

Recommended First-Year Courses

- [SSS 100 - Student Success Seminar](#)
- [MATH 100 - College Math](#)
- [ENGL 101T - Composition](#)
- [BUS 101 - Foundations of Business](#)
- [CIS 105 - Introduction to Computers](#)
- [MKT 120 - Principles of Marketing](#)
- [MKT 160 - Principles of Selling](#)
- [BUS 130 - Business Communications](#)
- [BUS 212 - Human Resource Management](#)
- [ACCT 210 - Principles of Accounting I](#)

Recommended Second-Year Courses

- [SPCM 101T - Fundamentals of Speech](#)
- [BUS 180 - Personal & Professional Life Skills](#)
- [BUS 210 - Supervisory Management](#)
- [ACCT 211 - Principles of Accounting II](#)
- [BUS 217 - Customer Service](#)
- [MKT 285 - Social Media](#)
- [SS REQ - Social Sciences Requirement](#)
- [TECH REQ - Technical Requirement](#)
- [TECH REQ - Technical Requirement](#)
- [TECH REQ - Technical Requirement](#)
- [TECH REQ - Technical Requirement](#)

DSU BBA Core Requirements 60 credits

ACCT 210 Accounting I

ACCT 211 Accounting II

BADM 101 Survey of Business

BADM 220 Business Statistics

BADM 310 Business Finance

BADM 321 Business Statistics II

BADM 344 Managerial Communications

BADM 350 Legal Environment of Business

BADM 360 Organization and Management

BADM 370 Marketing

BADM 405 International Trade & Finance

BADM 425 Production and Operations Management

BADM 482 Business Policy and Strategy

CIS 325 Management Information Systems

CSC 105 Introduction to Computers

Choose one from the following:

- CSC 150 Computer Science I
- CIS 123 Problem Solving and Logic
- CIS 130 Visual Basic

ECON 201 Principles of Microeconomics

ECON 202 Principles of Macroeconomics

SOC 285 Society and Technology

Choose three credits from the following (1 credit each):

- CIS 206 Advanced Applications:
- CIS 207 Advanced Applications: Spreadsheets
- CIS 208 Advanced Applications: Database
- CIS 209 Advanced Applications: SAS
- CIS 210 QuickBooks I

SETC course – DSU course

ACCT 210 – ACCT 210

ACCT 211 – ACCT 211

ACCT 212 – ACCT 310

ACCT 213 – ACCT 311

MKT 120 – BADM 370

BUS 101 – BADM 101

ACCT 260 – CIS 207

CIS 105 – CSC 105

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

HEALTH INFORMATION TECHNOLOGY

Associate of Applied Sciences Degree Program

Towards the

HEALTH INFORMATION ADMINISTRATION MAJOR

Bachelor of Science in Health Information Administration Degree Program

Between

WESTERN NEBRASKA COMMUNITY COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Western Nebraska Community College (WNCC) 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 education opportunities for students from Nebraska, South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide WNCC students who have completed the A.A.S degree in Health Information Technology (Attachment A) an opportunity to earn a Bachelor of Science in Health Information Administration degree.

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 40 major course credits from the WNCC A.A.S. degree in Health Information Technology. Students must successfully complete the A.A.S. degree in Health Information Technology from WNCC prior to transferring to Dakota State University for the course credits to be accepted. General Education coursework is in

addition to the 40 major course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree. The Bachelor of Science in Health Information Administration degree requires 120 credits.

B. Requirements to be completed at Dakota State University to earn a Bachelor of Science in Health Information Administration degree are outlined below. Degree residency requirements must be met including the following (see BOR Policy 2:29):

1. A minimum of 30 credit hours must be earned at DSU.
2. A minimum of 15 of the last 30 credit hours must be earned at DSU.
3. Up to 66 credit hours may be transferred to DSU.

DSU Health Information Administration Course Requirements: 36 credits

BADM 220 Business Statistics (3 credits) or MATH 281 Introduction to Statistics (3 credits)
 BADM 344 Managerial Communications (3 credits) or ENGL 379 Technical Communication (3 credits)
 CIS 123 Problem Solving and Programming (3 credits) OR CIS 130 Visual Basic Programming (3 credits) OR CSC 150 Computer Science I (3 credits)
 ACCT 210 Principles of Accounting I (3 credits)
 CSC 105 Introduction to Computers (3 credits)
 CIS 338 Project Management (3 credits)
 HIM 360 Leadership and Strategic Management (4 credits)
 HIM 380 Healthcare Data Analysis (3 credits)
 HIM 450 Research in Health Information Administration (3 credits)
 HIM 444 Advanced Health Data Systems (3 credits)
 HIM 440 Healthcare Information Governance (2 credits)
 HIM 488 HIM Classrooms to HIM Careers (1 credits)
 HIM 485 Health Information Administration Supervised Professional Practice (2 credits)

C. Requirements that will be accepted as transfer credit from WNCC to earn a Bachelor of Science in Health Information Administration degree are outlined below. Transfer courses in the Health Information Technology major must have a minimum grade of “C” or satisfactory.

DSU credits accepted as transfer credits from WNCC: 40 credits

HIM 130 Basic Medical Terminology	(2 credits)
HIM 101 Health Information Management Profession	(1 credit)
HIM 150 Introduction to the Health Information Management	(3 credits)
HIM 169 Legal Aspects of Health Information Management I	(1 credit)
HIM 170 Legal Aspects of Health Information Management II	(2 credits)
HIM 225 Intro to Health Info Systems	(3 credits)
HIM 180 Fundamentals of Disease & Diagnosis Coding I	(4 credits)
HIM 285 Supervised Professional Practice	(1 credit)
HIM 240 Fundamental of Disease & Disease Coding II	(4 credits)
HIM 252 Basic Foundations of Health Data Systems	(2 credits)
HIM 257 Management & Supervision of HIM	(2 credits)
HIM 362 Healthcare Procedure Coding Systems	(3 credits)
HIM 364 Revenue Cycle Management	(1 credit)
HIM 265 HIM Quality Management	(3 credits)

HIM 370 Practical Coding Application	(2 credits)
HIM 286 Supervised Professional Practice	(1 credit)
BIOL323 Human Anatomy & Physiology	(4 credits)
and BIOL 323L Human Anatomy & Physiology Lab	(0 credits)
OR BIOL 221 Human Anatomy (4 credits) AND BIOL 221L	
Human Anatomy Lab (0) AND BIOL 325 Physiology	(4 credits)
AND BIOL 325L Physiology Lab	(0 credits)
CIS 208 Advanced Applications: Database	(1 credit)

D. Requirements that will be accepted as transfer credit from WNCC to earn a Bachelor of Science in Health Information Administration degree or can be completed at Dakota State University are outlined below.

General Education/Institutional Graduation Requirement Courses: 30 credits *

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at WNCC.

Electives: 14 credits

Electives including at least 5 credits at the 300-400 level to be completed at WNCC or DSU to earn a Bachelor of Science in Health Information Administration degree.

Total Requirements for Bachelor's of Science in Health Information Administration Degree at Dakota State University

DSU Course Requirements: 36 credits

WNCC Transfer Course Requirements: 40 credits

General Education/Institutional Requirement Course Requirements: 30 credits

Electives: 14 credits

TOTAL: 120 Credits

Additional requirements:

1. Students must complete DSU's online undergraduate admission process.
2. Students must successfully complete DSU's HIA Admission interview process outlined in the undergraduate catalog.
3. Students must take DSU's Exit Exam prior to graduation, as required of all students graduating with the BS.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Nebraska Community College with approval by the South Dakota Board of Education. Modifications may not diminish the

entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement: Start Date of the Fall 2021 term at Western Nebraska Community College and Dakota State University. The agreement applies to students who graduated from Western Nebraska Community College in 2021 and subsequent years.

VII. Acceptance of Agreement:

For Dakota State University:

 Date: _____
 Dr. James Moran
 Provost and VP of Academic Affairs

For Western Nebraska Community College:

 Date: _____

**Attachment A: Western Nebraska Community College
Health Information Technology Course Listing 2018-19
Associate of Applied Science (A.A.S.) Degree • Credits Required for Graduation: 65-66**

Revised HIT Curriculum 2018-2019

Required General Education Core

HLTH 1060 Medical Terminology 3
BIOS 1160 Human Anatomy & Physiology OR
LPNR 1110 Body Structure and Function 4**
PRDV 1010 Achieving College Success 3
SPCH 1200 Speech Communications OR
SPCH 1110 Public Speaking 3
ENGL 1010 English Comp I 3
MATH 1010 Intermediate Algebra* OR 3-4_
BSTC-1500 Business Math (3 hrs)
Total 19-20

Fall

HIMS 1250 Intro to HIMS 3
HIMS 1410 Disease Process 4
HIMS 2150 Coding CPT 4
INFO 1094 Intro to Database Access 1
HIMS 2200 Information Systems in Health Care 2_
Total 14

Spring

HIMS 1500 Legal & Ethical Aspects of HIMS 3
HIMS 1350 Healthcare Delivery Systems 2
HIMS 2100 Coding – ICD 4
HIMS 2250 Healthcare Stats 2
HIMS 2330 HIMS Apps I 2
HIMS 2730 PPE I 2
HIMS 2180 Reimbursement Methodologies 4_
Total 19

Fall

HIMS 2630 Quality & Performance Improvement 2
HIMS 2340 HIMS Apps II 3
HIMS 2760 PPE II 2
HIMS 2390 Coding & Reimbursement Apps 3
PSYC 1810 Intro to Psychology 3_
Total 13

Grand Credit Hours 65-66

***If student is Intermediate Algebra ready as demonstrated by appropriate ACCUPLACER score, no math course is required.**

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the

Associate of Applied Sciences Degree Program

BUSINESS MANAGEMENT

Towards the

Bachelor of Business Administration (BBA) Degree Program

ACCOUNTING

BUSINESS TECHNOLOGY

FINANCE

MANAGEMENT

MARKETING

Between

MITCHELL TECHNICAL COLLEGE

and

DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Mitchell Technical College (MTC) 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 education opportunities for students from South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide MTC students who have completed the A.A.S degree in Business Accounting an opportunity to earn a Bachelor of Business Administration degree. (Attachment)

III. Academic Program

- A. Upon successful completion of the major requirements specified in III. B below, Dakota State University will accept 33 technical course credits from the A.A.S. degree in Business Management for students majoring in BBA (accounting, business technology, finance, management, marketing). Students must successfully complete the A.A.S. degree in Business Management from MTC prior to transferring to Dakota State University for the technical course credits to

be accepted. General Education coursework is in addition to the 33 technical course credits. Students must meet all Board or Regents policies and university graduation requirements in order to receive a degree.

- B. Requirements to be completed at Dakota State University to earn a Bachelor of Business Administration degree (accounting, business technology, finance, management, marketing) are outlined below.

Business Core Major Requirements: 36 credits

- BADM 220 Business Statistics (3 credits)
- BADM 321 Business Statistics II (3 credits)
- BADM 344 Managerial Communications (3 credits)
- BADM 360 Organization and Management (3 credits)
- BADM 405 International Trade and Finance (3 credits)
- BADM 425 Production and Operations Management (3 credits)
- BADM 482 Business Policy and Strategy (3 credits)
- CIS 325 Management Information Systems (3 credits)
- SOC 285 Society and Technology (3 credits)
- ECON 201 Principles of Microeconomics (3 credits)
- ECON 202 Principles of Macroeconomics (3 credits)
- Choose one course from the following (3 credits)
 - CIS 123 - Problem Solving and Programming (3 credits)
 - CIS 130 - Visual Basic Programming (3 credits)
 - CSC 150 - Computer Science I (3 credits)

Required Specialization Major Courses: 21 credits

General Education/Institutional Graduation Requirement Courses: 30 credits

The 30 credits must meet System General Education requirements and be selected from the approved list of courses specified in BOR policy 2:7. * Note: Transferable general education course credits can be completed at MTC.

Electives: 0 credits

Total number of credits at Dakota State University: 87

Transfer credits from MTC: 33*

Total credits required: 120

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved this articulation agreement.

V. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Mitchell Technical College with approval by the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the agreement of _____, 2021, between the South Dakota Board of Education on behalf of Mitchell Technical College and the South Dakota Board of Regents on behalf of Black Hills State University, Dakota State University, Northern State University, and 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 _____, 2021 agreement.

VII. Effective Date of Agreement: Start Date of the Fall 2021 term at MTC and DSU. The agreement applies to students who graduated from MTC in 2021 and subsequent years.

VIII. Acceptance of Agreement:

For Dakota State University:

_____ Date: _____

_____ Date: _____

_____ Date: _____

For Mitchell Technical College:

_____ Date: _____

_____ Date: _____

_____ Date: _____

Mitchell Technical College Award: AAS Degree Business Management

FIRST SEMESTER

ACCT	110	Principles of Accounting I	4 credits
BUS	101	Introduction to Business	3 credits
BUS	122	E-Commerce	3 credits
CIS	105	Introduction to Computers	3 credits
MATH	130	Business Math	3 credits
SSS	100	Student Success	1 credit
		Total Semester Hours	17 credits

SECOND SEMESTER

ACCT	111	Principles of Accounting II	4 credits
BUS	120	Principles of Marketing	3 credits
BUS	140	Business Law	3 credits
BUS	204	Customer Service	3 credits
		Behavioral Science Elective	3 credits
		Communications Elective	3 credits
		Total Semester Hours	19 credits

THIRD SEMESTER

BUS	214	Principles of Insurance	2 credits
BUS	216	Spreadsheet Applications	3 credits
BUS	238	Finance	3 credits
BUS	240	Consumer Behavior	2 credits
BUS	212	Principles of Management	3 credits
		OR	
BUS	170	Entrepreneurship & Small Bus Mgt	4 credits
		Social Science Elective	3 credits
		Total Semester Hours	16-17 credits

FOURTH SEMESTER

ACCT	221	Quickbooks	3 credits
BUS	210	Principles of Selling	3 credits
BUS	217	Database Applications	3 credits
BUS	218	Intro to Human Resource Management	3 credits
BUS	246	Social Media	3 credits
		OR	
CIS	170	Desktop Publishing	3 credits
BUS	290	Business Internship	3 credits
		Total Semester Hours	18 credits

Total Credits Required to Graduate: 69

DSU BBA Core Requirements 60 credits

ACCT 210 Accounting I

ACCT 211 Accounting II

BADM 101 Survey of Business

BADM 220 Business Statistics

BADM 310 Business Finance

BADM 321 Business Statistics II

BADM 344 Managerial Communications

BADM 350 Legal Environment of Business

BADM 360 Organization and Management

BADM 370 Marketing

BADM 405 International Trade & Finance

BADM 425 Production and Operations Management

BADM 482 Business Policy and Strategy

CIS 325 Management Information Systems

CSC 105 Introduction to Computers

Choose one from the following:

- CSC 150 Computer Science I
- CIS 123 Problem Solving and Logic
- CIS 130 Visual Basic

ECON 201 Principles of Microeconomics

ECON 202 Principles of Macroeconomics

SOC 285 Society and Technology

Choose three credits from the following (1 credit each):

- CIS 206 Advanced Applications:
- CIS 207 Advanced Applications: Spreadsheets
- CIS 208 Advanced Applications: Database
- CIS 209 Advanced Applications: SAS
- CIS 210 QuickBooks I

MTC course – DSU course

ACCT 110 – ACCT 210

ACCT 111 – ACCT 211

ACCT 212 – ACCT 310

ACCT 214 & ACCT 215 – ACCT 320

ACCT 221 – CIS 210 and CIS 211

BUS 101 – BADM 101

BUS 238 – BADM 310

BUS 140 – BADM 350

BUS 120 – BADM 370

BADM 216 – CIS 207

BADM 217 – CIS 208

CIS 105 – CSC 105

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – J (3)

DATE: March 30-31, 2021

SUBJECT

Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the South Dakota State University requests approval for the following articulation agreement:

- Students who have completed coursework in the Associate of Applied Science degree in Nursing at Lake Area Technical College (LATC) can apply credit toward the Bachelor of Science degree in Nursing at SDSU.
- Students who have completed coursework in the Associate of Applied Science degree in Nursing at Mitchell Technical College (MTC) can apply credit toward the Bachelor of Science degree in Nursing at SDSU.

(Continued)

DRAFT MOTION 20210330_4-J(3):

I move to approve the South Dakota State University’s articulation agreements with Lake Area Technical College, Mitchell Technical College, Riverland Community College, Southeast Technical College, Western Dakota Technical College, Oglala Lakota College, and Black Hills State University, as presented.

- Students who have completed coursework in the Associate of Science degree in Agricultural Sciences at Riverland Community College (RCC) can apply credit toward the Bachelor of Science degree in Agricultural Science at SDSU.
- Students who have completed coursework in the Associate of Applied Science degree in Nursing at Southeast Technical College (STC) can apply credit toward the Bachelor of Science degree in Nursing at SDSU.
- Students who have completed coursework in the Associate of Applied Science degree in Nursing at Western Dakota Technical College (WDTC) can apply credit toward the Bachelor of Science degree in Nursing at SDSU.
- Students who have completed coursework in the Associate of Arts degree in Nursing at Oglala Lakota College (OLC) can apply credit toward the Bachelor of Science degree in Nursing (RN to BSN Option) at SDSU.
- Students who have completed coursework in the Associate of Science degree in Nursing at Black Hills State University (BHSU) can apply credit toward the Bachelor of Science degree in Nursing at SDSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Articulation Agreement: LATC

Attachment II – SDSU Articulation Agreement: MTC

Attachment III – SDSU Articulation Agreement: RCC

Attachment IV – SDSU Articulation Agreement: STC

Attachment V – SDSU Articulation Agreement: WDTC

Attachment VI – SDSU Articulation Agreement: OLC

Attachment VII – SDSU Articulation Agreement: BHSU

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
LAKE AREA TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program
Towards the
Bachelor of Science, major in Nursing
RN to B.S.N. Option

I. **Parties**

Parties to this agreement are Lake Area Technical College (LATC) and South Dakota State University (SDSU)

II. **Purpose**

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide LATC graduates of the A.A.S. degree an opportunity to earn a Bachelor of Science degree with a major in Nursing (BSN).

III. **Academic Program**

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 46 technical course credits as a block from the A.A.S. degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Transferable prerequisite and general education credits meeting South Dakota Board of Regents (SDBOR) and SDSU transfer requirements may be earned at LATC and are in addition to the 46 technical nursing course block credits.

No more than a total of 90 credits may be transferred from LATC to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the BSN degree.

B. Prerequisite Requirements completed in the LATC nursing curriculum 7 credits

- 1. BIOL 221/221L Human Anatomy & Lab (4 cr) *ANAT 142 Anatomy (3cr)*
- 2. BIOL 325/325L Physiology & Lab (4 cr) *PHGY 210 Physiology (4cr)*

C. General Education Requirements (SGRs) 23 credits

Transferrable general education requirements in the LATC nursing curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for AAS) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements			LATC Required Coursework	
SGR Goal	SDSU Course	Cr	LATC Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I	3	<i>ENGL 101T Composition</i>	3
	ENGL 201 Composition II	3		
SGR Goal #2 Oral Communication	SPCM 101 Fundamentals of Speech	3	<i>SPCM 101T Fundamentals of Speech</i>	3
SGR Goal #3 Social Sciences	SOC 100 Intro to Sociology	3	<i>SOC 100T Introduction to Sociology</i>	3
	PSYC 101 General Psychology	3	<i>PSYC 101T General Psychology</i>	3
SGR Goal #4 Arts and Humanities	Choose 2 courses with different prefixes from approved list in SDSU catalog	6		
SGR Goal #5 Mathematics	MATH 103 or higher	3	<i>MATH 114 College Algebra</i>	3
SGR Goal #6 Natural Sciences	CHEM 106/106L Chemistry Survey and Lab	4	<i>CHEM 106T/106TL Inorganic Chemistry and Lab (4cr)</i>	4
	MICR 231/231L Microbiology and Lab	4	<i>MICRO 231T General Microbiology</i>	4

D. General Education and Supporting Requirements to be completed at SDSU: 12 credits

1. HDFS 210 Lifespan Development (3 cr)
2. SGR #4 Humanities and Arts/Diversity (6 cr from 2 disciplines)
3. ENGL 201 Composition II (3 cr)

E. Major Requirements for the RN to B.S.N. Option 24 credits

1. NURS 300: Transition to BSN (3 cr)
2. NURS 461: Vulnerable Populations: Nursing Perspectives (3 cr)
3. NURS 462: Population Health: Nursing Perspectives (3 cr)
4. NURS 463: Health Policy & Economics (3 cr)
5. NURS 464: Genetics & Genomics in Nursing (3 cr)
6. NURS 465: Evidenced-Based Nursing Practice (3 cr)
7. NURS 466: Healthcare Systems & Informatics (3 cr)
8. NURS 469: Nursing Leadership Capstone (3 cr)

F. Electives: 8 credits or as needed to reach 120 credits total

TOTAL LATC CREDITS: 76

Nursing technical course block credits: 46

Transferrable prerequisite course credits: 7

Transferrable general education credits: 23

TOTAL SDSU CREDITS: 44

General education and supporting courses: 12

Nursing major requirements: 24

Electives: 8

TOTAL CREDITS REQUIRED: 120

If students have additional credits that meet SDSU and SDBOR guidelines for transfer, such credits may transfer to SDSU up to 90 credits total. At least 30 credits must be completed at SDSU.

Additional Requirements:

1. Students transferring from LATC must have a cumulative GPA of 2.5 or higher.
2. Course grades of “C” and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN to B.S.N. admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN to B.S.N. option.
8. Student must have unencumbered license in state of practice.

IV. Obligations

Both parties agree to confer with each other as needed regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by SDSU and LATC. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

This agreement shall be in effect upon approval by all parties.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For Lake Area Technical College

Vice President, Lake Area Technical College

Date: _____

President, Lake Area Technical College

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
MITCHELL TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program
Towards the
Bachelor of Science, major in Nursing
RN to B.S.N. Option

I. **Parties**

Parties to this agreement are Mitchell Technical College (MTC) and South Dakota State University (SDSU)

II. **Purpose**

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide MTC graduates of the A.A.S. degree an opportunity to earn a Bachelor of Science degree with a major in Nursing (BSN).

III. **Academic Program**

- A. Upon successful completion of the major requirements specified in III, SDSU will accept 46 nursing technical course credits from the A.A.S. degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Additionally, a block of 4 prerequisite credits will be awarded for MTC technical coursework related to anatomy and physiology.

General education coursework for the A.A.S. in Nursing at MTC is specified below. Additional transferrable general education coursework may be transferred if the SD Board of Regents System (SDBOR) and SDSU general education transfer requirements are met.

No more than a total of 90 credits may be transferred from MTC to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and SDSU graduation requirements to earn a degree.

B. General Education Requirements (SGRs): 15 credits

Transferrable general education requirements required in the MTC nursing curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements			MTC Required Coursework	
SGR Goal	SDSU Course	Cr	MTC Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I	3	<i>ENGL 101 Composition</i>	3
	ENGL 201 Composition II	3		
SGR Goal #2 Oral Communication	SPCM 101 Fundamentals of Speech	3	<i>SPCM 101 Fundamentals of Speech</i>	3
SGR Goal #3 Social Sciences	SOC 100 Introduction to Sociology	3	<i>SOC 100 Introduction to Sociology</i>	3
	PSYC 101 General Psychology	3	<i>PSYC 101 General Psychology</i>	3
SGR Goal #4 Arts and Humanities	Choose 2 courses with different prefixes from approved list in SDSU catalog	6		
SGR Goal #5 Mathematics	MATH 103 or higher	3	<i>MATH 105 Mathematical Reasoning</i>	3
SGR Goal #6 Natural Sciences	CHEM 106/106L Chemistry Survey and Lab	4		
	MICR 231/231L Microbiology and Lab	4		

C. General Education and Supporting Requirements to be completed at SDSU or as equivalent courses elsewhere: 20 credits

1. ENGL 201 Composition II (3 cr)
2. HDFS 210 Lifespan Development (3 cr) *CHRD 130 Human Development (3cr)*
3. SGR #4 Humanities and Arts/Diversity (6 cr)
4. SGR #6 Natural Sciences (8 cr)

D. Major Requirements for the RN to B.S.N. Option 24 credits

1. NURS 300: Transition to BSN (3 cr)
2. NURS 461: Vulnerable Populations: Nursing Perspectives (3 cr)
3. NURS 462: Population Health: Nursing Perspectives (3 cr)
4. NURS 463: Health Policy & Economics (3 cr)
5. NURS 464: Genetics & Genomics in Nursing (3 cr)
6. NURS 465: Evidenced-Based Nursing Practice (3 cr)
7. NURS 466: Healthcare Systems & Informatics (3 cr)
8. NURS 469: Nursing Leadership Capstone (3 cr)

E. Elective Requirement: 11 credits or as needed to reach 120 credits total**TOTAL MTC CREDITS: 65**

Nursing technical course block credits: 46

Prerequisite technical block credits: 4

Transferrable general education credits: 15

TOTAL SDSU CREDITS: 55

General education and supporting requirements: 20

Nursing major requirements: 24

Electives: 11

TOTAL CREDITS REQUIRED: 120

If students have additional credits that meet SDSU and SDBOR guidelines for transfer, additional credits may transfer to SDSU up to 90 credits total. At least 30 credits must be completed at SDSU.

Additional Requirements:

1. Students transferring from MTC must have a cumulative GPA of 2.5.
2. Course grades of “C” and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing (RN) degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN to B.S.N. admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN to B.S.N. option.
8. Student must have unencumbered license in state of practice.

IV. Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by SDSU and MTC. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

This agreement shall be in effect upon approval by all parties.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date:_____

Provost/Vice President for Academic Affairs

Date:_____

For Mitchell Technical College

Vice President for Academics Mitchell Technical College

Date:_____

<p style="text-align: center;">MINNESOTA STATE COLLEGES AND UNIVERSITIES*</p> <p style="text-align: center;">ARTICULATION AGREEMENT BETWEEN</p>	<p style="text-align: center;">Riverland Community College AND South Dakota State University</p>
<p>*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.</p>	

This Agreement is entered into between Riverland Community College (hereinafter sending institution), and South Dakota State University (SDSU) (hereinafter receiving institution).

The sending institution has established an **Agricultural Sciences A.S.** (hereinafter sending program), and the receiving institution has established a **B.S. in Agricultural Science** (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

Transfer of Credits

- A. The receiving institution will accept 64 credits from the sending program. A total of 60 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table.

Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective 08//2021 and shall remain in effect until terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties within six months of the end date.

PROGRAM ARTICULATION TABLE						
	College (sending)			University (receiving)		
Institution	Riverland Community College			South Dakota State University		
Program name	Agricultural Sciences			Agricultural Science		
Award Type (e.g., AS)	A.S.			B.S.		
Credit Length	60 credits			120 CREDITS		
CIP code (6-digit)						
Describe program admission requirements (if any)						
<div>Instructions</div> <ul style="list-style-type: none">List all required courses in both academic programs.MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution.Do not indicate a goal area for general education courses that are not part of the MnTC.For restricted or unrestricted electives, list number of credits.Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion.Show equivalent university-college courses on the same row to ensure accurate DARS encoding.Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a “substitution” only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank. <div>(To add rows, place cursor outside of the end of a row and press enter.)</div>						
SECTION A - Minnesota Transfer Curriculum-General Education						
College (sending)				University (receiving)		
course prefix, number and name	MnTC Goal(s) ¹	Credits		course prefix, number and name	SDSU Goal(s) ²	Equiv Sub Wav
Minnesota Transfer Curriculum-General Education						
ENGL 1101, Composition I	1,2	3		ENGL 101, Composition I	SGR #1	3
ENGL 1105, Composition II: Research	1,2	3		ENGL 201, Composition II	SGR #1	3
SPCH 1100, Fundamentals of Speech	1,9	3		SPCM 101, Fundamentals of Speech	SGR #2	3
ECON 2291, Macroeconomics or ECON 2292, Microeconomics	5,8	3		ECON 202, Principles of Macroeconomics or ECON 201, Principles of Microeconomics	SGR #3	3 Sub
GEOG 1200, Human Geography or GLST 1500, Intro to Global Studies or	5,8	3		GEOG 200, Introduction to Human Geography or GLST 201, Global Studies	SGR #3	3
SOCI 1103 Social Problems		3		SOC 150, Social Problems	SGR #3	3
HIST 1011, Early European History	5,8	3		HIST 121, Western Civilization I	SGR #4	3
PHIL 1130, Ethics	6	3		PHIL 220, Introduction to Ethics	SGR #4	3
MATH 1110, College Algebra	2,4	3		MATH 114, College Algebra	SGR #5	3
MATH 2021, Fundamentals of Statistics	2,4	3		STAT 281, Introduction to Statistics		3
BIOL 1091, General Biology I	2,3	4		BIOL 151/L, General Biology I & Lab	SGR #6	4 Sub
BIOL 1092, General Biology II	3,10	4		BIOL 153/L, General Biology II & Lab	SGR #6	4 Sub

¹ MnTC goal areas transfer to the receiving college/university according to the goal areas designated by the sending institution.

² Refers to SD Board of Regents System General Education Requirements (SGRs).

CHEM 1000, Introductory Chemistry or CHEM 1121, General, Organic & Biochem	3,10	3	CHEM 106/L, Chemistry Survey and Lab or CHEM 120/L, Elementary Organic Chemistry & Lab	3	Sub
PHYS 1000, Introduction to Physics	2,3	3	PHYS 101/L, Survey of Physics & Lab	3	
MnTC/General Education Total		44			

Special Notes, if any:

*SDSU's Agricultural Science major requires ECON 201 Principles of Microeconomics. If a student elected Macroeconomics at Riverland, SDSU will substitute ECON 202 for the ECON 201 requirement.

*BIOL 151/L and BIOL 153/L can be substituted for SDSU's BIOL 101/L and BIOL 103/L courses in the B.S. Ag Science major.

*CHEM 1121, General, Organic, and Biochemistry, from Riverland CC transfers to SDSU as an elective, but can substitute for CHEM 106 and 106L program requirement.

SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other

(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). Restricted electives (in Major) fulfill a specific requirement within a major. Example A: "Chose two of the following three courses;" Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).

Major, Emphasis, Restricted, Unrestricted Electives or Other Courses				
AGSC 1010, Introduction to Agronomy	3	ABS 119, First Year Seminar	3	SUB
AGSC 1030, Crop Production	4	PS 103/L, Crop Production & Lab	4	
AGSC 1020, Introduction to Soil Science	3	PS 213/L, Soils & Lab	3	
AGBS 2000, Introduction to Agribusiness Management	3	AGEC 271, Farm and Ranch Management	3	
AGSC 2020, Principles of Animal Science	3	AS 102, Fundamentals of Animal Science	3	
AGSC 2010, Introduction to Precision Agriculture	4	PRAG 203/L, Intro to Precision Agriculture	4	
Sub total	20	Sub total	20	
Major, Emphasis, Unrestricted Electives Total	20	Total College Credits Applied (sum of sections A and B)	64	

SECTION C - Remaining University (receiving) Requirements

List Major Requirements and required support courses here	course prefix, number and name	Credits
	Ag electives: Select credits from the following SDSU prefixes: ABE, ABS, AST, DS, EES, FS, HO, NRM, PRAG, RANG, VET, or WL	3
	AS 218 Survey of Animal Nutrition	3
	AGEC 354 Agricultural Marketing and Prices	3
	Ag Product Elective: Select from AS 241-241L Intro to Meat Science, AS 285-285L Livestock Evaluation and Marketing, DS 231 Dairy Foods, FS 101 Intro to Food Science, PS 308-308L Grain Grading, PS 312 Grain and Seed Production and Processing, or PS 403-403L Seed Technology	3
	Genetics Elective: Select from AS 332 Livestock Breeding and Genetics, PS 383-383L Principles of Crop Improvement and Lab, or BIOL 371 Genetics	3-4
	Business Elective: Select from AGECE 274 Agribusiness Sales, AGECE 352 Agricultural Law, AGECE 362 Environmental Law, AGECE 364 Introduction to Cooperatives, AGECE 366 Food Law, FIN 280 Personal Finance, MGMT 334 Small Business Mgmt, or MKTG 474 Personal Selling	3
	Ag Capstone elective: Select from ABS 475-475L Integrated Natural Resource Management and Lab, AGECE 471 Advanced Farm & Ranch Management, AS 389 Current Issues in Animal Science, DS 480-480L Dairy Farm Operations I and Lab, DS 481-481L Dairy Farm Operations II and Lab, HO 434 Local Food Production, HO 435 Local Food Production: Harvest and Storage, PRAG 440-440L Crop Management with Precision Farming and Lab, RANG 374-374L Habitat Conservation and Management and Lab	2-4
	Sub total	20-23

	Upper level electives (300-400): select additional coursework to reach 25 total credits 300 or 400 level	16
	General electives: tak as needed to reach 60 credits at SDSU and 120 credits total)	
	Total Remaining University Credits	60

SECTION D - Summary of Total Program Credits			
College (sending) Credits		University (receiving) Requirements	
MnTC/General Education	44		
Major, Emphasis, Unrestricted Electives or Other	20		
Total College Credits	64	Total College Credits Applied	64
		Remaining credit to be taken at the university (receiving institution)	60
		Total Program Credits	124
Special Notes, if any: B.S. in Agricultural Science at SDSU requires 120 credits, of which at least 60 credits must be from SDSU. If a student completes 64 credits at Riverland, an additional 60 credits from SDSU would result in a total of 124 credits for the two degrees combined.			

College	Name	Signature	Date
Chief Academic Officer			
Title			
University	Name	Signature	Date
Chief Academic Officer			
Title			
DARS Encoder			
Date when equivalencies were verified/encoded in DARS by the receiving MnSCU institution.			

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
SOUTHEAST TECHNICAL COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program
Towards the
Bachelor of Science, major in Nursing
RN to B.S.N. Option

I. **Parties**

Parties to this agreement are Southeast Technical College (STC) and South Dakota State University (SDSU)

II. **Purpose**

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide STC graduates of the A.A.S. degree in Registered Nursing (RN) an opportunity to earn a Bachelor of Science degree with a major in Nursing (BSN).

III. **Academic Program**

- A. Upon successful completion of the major requirements specified in III, SDSU will accept a block of 46 nursing technical course credits from the A.A.S degree. These nursing technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Additionally, a block of 8 prerequisite credits will be awarded for STC technical coursework related to anatomy and physiology for a total of 54 block credits.

General education coursework for the A.A.S. in Nursing at STC is specified below. Additional transferrable general education coursework may be transferred if the SD Board of Regents System (SDBOR) and SDSU General Education transfer requirements are met.

No more than a total of 90 credits may be transferred from STC to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU graduation requirements to earn the BSN degree.

B. System General Education Requirements (SGRs): 20 credits

Transferrable general education requirements in the STC nursing curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional (not required for AAS) transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements			STC Required Coursework	
SGR Goal	SDSU Course	Cr	STC Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I	3	<i>ENGL 101T Composition</i>	3
	ENGL 201 Composition II	3		
SGR Goal #2 Oral Communication	SPCM 101 Fundamentals of Speech	3	<i>SPCM 101T Fundamentals of Speech</i>	3
SGR Goal #3 Social Sciences	SOC 100 Intro to Sociology	3	<i>SOC 150T Social Problems or SOC 250T Courtship and Marriage</i>	3
	PSYC 101 General Psychology	3		
SGR Goal #4 Arts and Humanities	Choose 2 courses with different prefixes from approved list in SDSU catalog	6		
SGR Goal #5 Mathematics	MATH 103 or higher	3		
SGR Goal #6 Natural Sciences	CHEM 106/106L Chemistry Survey and Lab	4	<i>CHEM 106T/106TL Chemistry Survey and Lab (4cr)</i>	4
	MICR 231/231L Microbiology and Lab	4		

C. General Education and Supporting Requirements to be completed at SDSU: 15 credits

1. HDFS 210 Lifespan Development (3 cr)
2. SGR #4 Arts and Humanities (6 cr)
3. ENGL 201 Composition II (3 cr)
4. SGR #5 Mathematics (3 cr). Note: MATH 114 College Algebra can be completed at STC, but is not required for the A.A.S. in Nursing).

D. Major Requirements for the RN to B.S.N. Option: 24 credits

1. NURS 300: Transition to BSN (3 cr)
2. NURS 461: Vulnerable Populations: Nursing Perspectives (3 cr)
3. NURS 462: Population Health: Nursing Perspectives (3 cr)
4. NURS 463: Health Policy & Economics (3 cr)
5. NURS 464: Genetics & Genomics in Nursing (3 cr)
6. NURS 465: Evidenced-Based Nursing Practice (3 cr)
7. NURS 466: Healthcare Systems & Informatics (3 cr)
8. NURS 469: Nursing Leadership Capstone (3 cr)

E. Electives: 7 credits or as needed to reach 120 credits total.

TOTAL STC CREDITS: 74

Nursing technical course block credits: 46
 Prerequisite technical block credits: 8
 Transferrable general education credits: 20

TOTAL SDSU CREDITS: 46

General education and supporting courses: 15
 Nursing major requirements: 24
 Electives: 7

TOTAL CREDITS REQUIRED: 120

If students have additional credits that meet SDSU and SDBOR guidelines for transfer, such credits may transfer to SDSU up to 90 credits total. At least 30 credits must be completed at SDSU.

Additional Requirements:

1. Students transferring from STC must have a cumulative GPA of 2.5 or higher.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN to B.S.N. admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN to B.S.N. option.
8. Student must have unencumbered license in state of practice.

IV. Obligations

Both parties agree to confer with each other as needed regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time as mutually agreed upon by SDSU and STC. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

This agreement shall be in effect upon approval by all parties.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For Southeast Technical College

Vice President, Southeast Technical College

Date: _____

President, Southeast Technical College

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
Western Dakota Technical College
and
South Dakota State University

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program
Towards the
Bachelor of Science, major in Nursing
RN to B.S.N. Option

I. Parties

Parties to this agreement are Western Dakota Technical College (WDTC) and South Dakota State University (SDSU)

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide WDTC graduates of the A.A.S. degree in Registered Nursing (RN) an opportunity to earn a Bachelor of Science degree with a major in Nursing (BSN).

III. Academic Program

- A. Upon successful completion of the major requirements specified in III, SDSU will accept a block of 46 nursing technical course credits from the A.A.S. degree. These nursing technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE. Additionally, a block of 3 prerequisite credits will be awarded for WDTC technical coursework related to anatomy and physiology for a total of 49 block credits.

General education coursework for the A.A.S. in Nursing at WDTC is specified below. Additional transferrable general education coursework may be transferred if the SD Board of Regents System (SDBOR) and SDSU General Education transfer requirements are met. HC 202 Medical Microbiology, though not on the list of transferrable general education courses, will be allowed to substitute for SGR Goal #6 Natural Sciences.

No more than a total of 90 credits may be transferred from WDTC to SDSU. At least 30 credits must be completed at SDSU. Students must meet all SDBOR and SDSU policies and graduation requirements to earn the BSN degree.

B. General Education Requirements (SGRs) 22 credits

Transferrable general education requirements required in the WDTnursing curriculum are *italicized* and listed next to the SDSU requirement in the table below. Additional transferrable general education credits could be transferred if the courses meet SDBOR and SDSU guidelines.

SDSU General Education Requirements			WDT Required Coursework	
SGR Goal	SDSU Course	Cr	STC WDT Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I	3	<i>ENGL 101 Composition</i>	3
	ENGL 201 Composition II	3		
SGR Goal #2 Oral Communication	SPCM 101 Fundamentals of Speech	3	<i>SPCM 101 Fundamentals of Speech</i>	3
SGR Goal #3 Social Sciences	SOC 100 Introduction to Sociology	3	<i>SOC 100 Introduction to Sociology</i>	3
	PSYC 101 General Psychology	3	<i>PSYC 101 General Psychology</i>	3
SGR Goal #4 Arts and Humanities	Choose 2 courses with different prefixes from approved list in SDSU catalog	6		
SGR Goal #5 Mathematics	MATH 103 or higher	3	<i>MATH 114 College Algebra</i>	3
SGR Goal #6 Natural Sciences	CHEM 106/106L Chemistry Survey and Lab	4	<i>CHEM 106T/106L Chemistry Survey and Lab (4cr)</i>	4
	MICR 231/231L Microbiology and Lab	4	<i>HC 202 Medical Microbiology (substitute for SGR #6)</i>	3

C. General Education and Supporting Requirements to be completed at SDSU or as equivalent courses elsewhere: 16 credits

1. HDFS 210 Lifespan Development (3 cr)
2. SGR #4 Humanities and Arts/Diversity (6 cr)
3. ENGL 201 Composition II (3 cr)
4. BIOL 325/325L Physiology & Lab (4 cr)

D. Major Requirements 24 credits

1. NURS 300: Transition to BSN (3 cr)
2. NURS 461: Vulnerable Populations: Nursing Perspectives (3 cr)
3. NURS 462: Population Health: Nursing Perspectives (3 cr)
4. NURS 463: Health Policy & Economics (3 cr)
5. NURS 464: Genetics & Genomics in Nursing (3 cr)
6. NURS 465: Evidenced-Based Nursing Practice (3 cr)
7. NURS 466: Healthcare Systems & Informatics (3 cr)
8. NURS 469: Nursing Leadership Capstone (3 cr)

E. Electives: 9 credits or as needed to reach 120 credits total.

TOTAL WDTC CREDITS: 71

Nursing technical course block credits: 46

Prerequisite technical block credits: 3

Transferrable general education credits: 22

TOTAL SDSU CREDITS: 49

General education and supporting courses: 16

Nursing major requirements: 24

Electives: 9

TOTAL CREDITS REQUIRED: 120

If students have additional credits that meet SDSU and SDBOR guidelines for transfer, additional credits may transfer to SDSU up to 90 credits total. At least 30 credits must be completed at SDSU.

Additional Requirements:

1. Students transferring from WDTC must have a cumulative GPA of 2.5.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing (RN) degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN to B.S.N. admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN to B.S.N. option.
8. Student must have unencumbered license in state of practice.

IV. Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by SDSU and WDTC. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

This agreement shall be in effect upon approval by all parties.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For Western Dakota Technical College

Vice President for Teaching and Learning

Date: _____

President

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Between
 OGLALA LAKOTA COLLEGE
 and
 SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Arts in Nursing Program
 Towards the
Bachelor of Science, major in Nursing
RN to B.S.N. Option

I. **Parties**

Parties to this agreement are Oglala Lakota College (OLC) and South Dakota State University (SDSU)

II. **Purpose**

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region.
- C. extend and clarify educational opportunities for students; and
- D. provide OLC graduates of the A.A. degree in Registered Nursing (RN) an opportunity to earn a Bachelor of Science degree with a major in Nursing (BSN).

III. **Academic Program.** In the courses indicated below, OLC courses are *italicized*, whereas SDSU courses are non-italicized.

- A. SDSU will accept 69 transfer credits from students completing the A.A. degree in Nursing (RN) at OLC who also complete the RN to BSN curriculum at SDSU. Additional credits, up to 90 credits total, may be transferred if applicable to the BSN at SDSU. At least 30 credits must be completed at SDSU. Students must meet all South Dakota Board of Regents (SDBOR) policies and SDSU graduation requirements to earn the BSN degree.

B. Pre-requisite Requirements Completed at OLC: 8 credits completed at OLC

- 1. BIOL 221/221L Human Anatomy & Lab (4 cr) met by *BIO 224 Human Anatomy (4 cr)*
- 2. BIOL 325/325L Physiology & Lab (4 cr) met by *BIO 234 Human Physiology (4cr)*

C. General Education Requirements (SGRs): 18 credits completed at OLC

General education requirements required in the RN nursing curriculum at OLC are *italicized* and listed next to the SDSU requirement. Additional general education requirements for the BSN could be completed at OLC.

SDSU General Education Requirements			OLC Required Coursework	
SGR Goal	SDSU Course	Cr	OLC Course	Cr
SGR Goal #1 Written Communication	ENGL 101 Composition I	3	<i>ENGL 103 Freshman English I</i>	3
	ENGL 201 Composition II	3		
SGR Goal #2 Oral Communication	Choose 1 course from approve list in SDSU catalog	3		
SGR Goal #3 Social Sciences	SOC 100 Introduction to Sociology	3		
	PSYC 101 General Psychology	3	<i>PSY 103 General Psychology</i>	3
SGR Goal #4 Arts and Humanities	Choose 2 courses with different prefixes from approved list in SDSU catalog	6	<i>LAK 103 Lakota Language I or LSOC 103 Lakota Culture</i>	3
SGR Goal #5 Mathematics	MATH 103 or higher	3		
SGR Goal #6 Natural Sciences	CHEM 106/106L Chemistry Survey and Lab	4	<i>CHEM 114 and CHEM 111 Chemistry for Health Sciences and Lab</i>	5
	MICR 231/231L Microbiology and Lab	4	<i>BIO 204 Basic Microbiology</i>	4

D. Additional Requirements for the RN Completed at OLC: 43 credits

1. *MATH 134 Intermediate Algebra (4 credits)*
2. *NURS 218 Foundations of Holistic Nursing (8 cr)*
3. *NURS 223 Holistic Mental Health Nursing (3 cr)*
4. *NURS 226 Holistic Maternal Child Nursing (6 cr)*
5. *NURS 323 Pharmacology for Nursing (3 cr)*
6. *NURS 313 Professional and Transcultural Nursing (3 cr)*
7. *NURS 317 Holistic Adult Health Nursing I (7 cr)*
8. *NURS 339 Holistic Adult Health Nursing II (9 cr)*

E. Additional General Education and Supporting Requirements for the BSN to be Completed at SDSU: 18 credits

1. HDFS 210 Lifespan Development (3 cr)
2. ENGL 201 Composition II (3cr)
3. SGR #2 Oral Communication (3cr)
4. SOC 100 Introduction to Sociology (3cr)
5. SGR #4 Humanities and Arts/Diversity (3 cr)
6. SGR #5 Mathematics (3 cr)

F. Additional Major Requirements for the BSN to be Completed at SDSU: 24 credits

1. NURS 300: Transition to BSN (3 cr)
2. NURS 461: Vulnerable Populations: Nursing Perspectives (3 cr)
3. NURS 462: Population Health: Nursing Perspectives (3 cr)
4. NURS 463: Health Policy & Economics (3 cr)
5. NURS 464: Genetics & Genomics in Nursing (3 cr)
6. NURS 465: Evidenced-Based Nursing Practice (3 cr)
7. NURS 466: Healthcare Systems & Informatics (3 cr)
8. NURS 469: Nursing Leadership Capstone (3 cr)

G. Electives: 9 credits or as needed to reach 120 credits total

Credit Summary:

TOTAL OLC CREDITS: 69

Prerequisite course credits: 8

Courses meeting SDSU general education goals: 18

Additional courses for RN: 43

TOTAL SDSU CREDITS: 51

General education and supporting courses: 18

Nursing major requirements: 24

Electives: 9

TOTAL CREDITS REQUIRED: 120

Note: Additional credits may be completed at OLC, if applicable to the BSN at SDSU, thus reducing the number of credits at SDSU. At least 30 credits must be completed at SDSU.

Additional Requirements:

1. Students transferring from OLC must have a cumulative GPA of 2.5.
2. Course grades of “C” and above meet the College of Nursing requirements.
3. Student must complete the A.A. Nursing (RN) degree at OLC prior to transfer.
4. Student must pass national nursing licensure exam (NCLEX) before RN to B.S.N. admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN to B.S.N. option.
8. Student must have unencumbered license in state of practice.

IV. Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V. Modifications

This agreement may be modified from time to time by SDSU and OLC. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV. Effective Date of Agreement

This agreement shall be in effect upon approval by all parties.

VII. Acceptance of Agreement

For South Dakota State University

Dean of Nursing

Date: _____

Provost/Vice President for Academic Affairs

Date: _____

For Oglala Lakota College

Vice President of Instruction

Date: _____

President

Date: _____

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

BLACK HILLS STATE UNIVERSITY (BHSU)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
APPLIED HEALTH SCIENCES
Associate of Science Degree Program at BHSU
Towards the
NURSING (BSN)
Bachelor of Science Degree Program at SDSU

I. Parties

The parties to this agreement are South Dakota State University (SDSU) and Black Hills State University (BHSU).

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 BHSU students an opportunity to complete both the AS degree in Applied Health Sciences and the Bachelor of Science degree with a major in Nursing (BSN) in a seamless process;
- E. encourage students to graduate from both the AS (BHSU) and BSN (SDSU) program and work collaboratively on marketing and admissions guidance.

III. Academic Program

Graduation Requirements for the Bachelor of Science in Nursing (BSN) at SDSU

BSN major requirements	62
General Education Requirements	32
<u>Pre-Nursing Course Requirements</u>	<u>26</u>
Total credits required:	120

- A. Requirements to be completed at SDSU for the major in Nursing (BSN) are reflected in the catalog website: catalog.sdstate.edu

- B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at BHSU if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the BS degree in Nursing is identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met. The general education requirements for the BSN program may be completed at BHSU while the student completes the AS degree in Applied Health Sciences if desired.

General Education Course Requirements

SDSU General Education Requirement			BHSU Equivalent	Credit Hours
SGR 1 Written Communication and Literacy Skills	ENGL 101 Composition	3	ENGL 101	3
	ENGL 201 Composition II	3	ENGL 201	3
SGR 2 Oral Communication	Approved SGR #2 course from SPCM 101, 215, or 222	3	Approved SGR #2 course from SPCM 101, 215, or 222	3
SGR 3 Social Sciences	PSYC 101 General Psychology	3	PSYC 101	3
	SOC 100 Introduction to Sociology OR SOC 150 Social Problems	3	SOC 100 OR SOC 150	3
SGR 4 Humanities & Fine Arts	Approved SGR #4 courses	6	Approved SGR #4 courses	6
SGR 5 Mathematics	Approved SGR 5 mathematics course	3	MATH 103 or higher	3
SGR 6 Natural Sciences	MICR 231/231L General Microbiology/Lab AND CHEM 106/106L Chemistry Survey/Lab OR CHEM 112/112L General Chemistry I/Lab	8	BIOL 231/231L AND CHEM 106/106L OR CHEM 112/112L	8
Total General Education Credits		32		32

- C. The Pre-Nursing Course Requirements for the Major must also be completed as outlined below. This coursework may be taken at BHSU if equivalent courses are available. Additional foundational coursework will be transferred if the Regental System transfer requirements are met. The foundational course requirements for the BSN program may be completed at BHSU while the student completes the AS degree in Applied Health Sciences if desired.

Pre-Nursing Course Requirements for Major

SDSU Foundational Course Requirements for Major		BHSU Equivalent or Substitution**	
BIOL 221/221L Human Anatomy and Lab	4	BIOL 121 BIOL 121L	3 1
BIOL 325/325L Physiology and Lab	4	BIOL 123 BIOL 123L	3 1
MICR 231/231L General Microbiology and Lab	4	BIOL 231 BIOL 231L	3 1
HDFS 210 Lifespan Development	3	PSYC 221	3
NURS 119 First Year Seminar	2^	GS 100 (1 cr) OR NURS 119 (2 cr)	1-2
NUTR 315 Human Nutrition	3	HLTH 315 OR HLTH 422 as taught by BHSU	3
PSYC 101 General Psychology	3	PSYC 101	3
NURS 201 Medical Terminology (<i>Elective</i>)	3	BIOL 286	3
Total Pre-Nursing Credits	26	Total BHSU Credits	25-26

**BHSU equivalent courses included in the AS in Applied Health Sciences Degree; additional elective credits may be transferred if they meet Regental System General Education transfer requirements.

^Course will also fulfill BHSU Applied Health Sciences unspecified elective credit.

IV. Pathway: Forward Articulation (completing AS degree in Applied Health Sciences at BHSU and transferring to SDSU to complete the Bachelor of Science in Nursing (BSN))

- A. A selection of SDSU Nursing major courses, including NURS 234, NURS 235, NURS 258, NURS 258L, NURS 272 and NURS 323, may be used as electives in the AS in Applied Health Sciences at BHSU.
- B. Students may elect to participate in dual advising from BHSU and SDSU while completing the BHSU AS in Applied Health Sciences program in preparation for the SDSU Bachelor of Science in Nursing program.
- C. Upon successful completion of the requirements of the AS in Applied Health Sciences at BHSU, they will graduate with an AS in Applied Health Sciences. Provided they meet all other admissions requirements and application deadlines, students will have a guaranteed seat in the Rapid City site for the SDSU College of Nursing BSN program (this agreement will be reviewed as needed, at minimum every seven years, to ensure capacity is available). If students are accepted and transfer to the SDSU Bachelor of Science in Nursing program prior to completing the BHSU AS in Applied Health Sciences degree, SDSU will advise students to complete their BHSU AS in Applied Health Sciences requirements and apply for graduation from BHSU while completing the SDSU Bachelor of Science in Nursing program.
- D. SDSU will waive the application fee for BHSU Health Sciences students applying for admission to the BSN program.
- E. At the time of acceptance into the SDSU Bachelor of Science in Nursing program, SDSU will accept all courses from the AS in Applied Health Sciences degree as listed in this

agreement. Transferable general education coursework and other pre-nursing requirements will be accepted.

- F. Once accepted into SDSU Nursing, students will complete the requirements for the Nursing (BSN) major and any other general education or free elective requirements that remain unsatisfied.
- G. Students must meet all Board of Regents policies, as well as university graduation requirements of the institution granting the degree.

V. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VI. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by either party. Termination for any of these reasons is not a default by either party nor does it give rise to a claim against either party.

This agreement will be reviewed at minimum every seven years from the effective date per South Dakota Board of Regents policy 2:27. This agreement may be reviewed as needed at the prompting of either party.

VIII. Effective Date of Agreement:

This agreement will take full effect upon approval from all parties and the South Dakota Board of Regents. This agreement applies to students who graduated from BHSU after fall 2014 or later with an AS in Applied Health Sciences degree, provided the student meets all other program requirements.

For Black Hills State University:

Date: _____
Greg Farley, Ph.D.
Dean of College of Business and Natural Sciences
Black Hills State University

Date: _____
Laurie S. Nichols, Ph.D.
President
Black Hills State University

For South Dakota State University:

Date: _____
Mary Anne Krogh, Ph.D.
Dean of the College of Nursing
South Dakota State University

Date: _____
Dennis Hedge, Pharm.D.
Provost & Vice President for Academic Affairs
South Dakota State University

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – J (4)

DATE: March 30-31, 2021

SUBJECT

Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreement:

- Students who have completed coursework in the Associate of Arts degree in Music at Northwest College (NWC) can apply credit toward the Bachelor of Musical Arts degree at USD.
- Students who have completed coursework in the Associate of Arts degree in Music at Northwest College (NWC) can apply credit toward the Bachelor of Music degree with a specialization in Musical Education at USD.
- Students who have completed coursework in the Associate of Arts degree in Music at Northwest College (NWC) can apply credit toward the Bachelor of Music degree with a specialization in Performance at USD.

(Continued)

DRAFT MOTION 20210330_4-J(4):

I move to approve the University of South Dakota’s articulation agreements with Northwest College, Southeast Technical College, and Black Hills State University, as presented.

- Students who have completed coursework in the Licensed Practical Nurse diploma program at Southeast Technical College (STC) can apply credit toward the Bachelor of Science in Nursing degree at USD.
- Students who have completed coursework in the Associate of Science degree in Nursing at Black Hills State University (BHSU) can apply credit toward the Bachelor of Science degree in Nursing at USD.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Articulation Agreement: NWC

Attachment II – USD Articulation Agreement: STC

Attachment III – USD Articulation Agreement: BHSU

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
NORTHWEST COLLEGE (NWC)

Agreement with Respect to Applying the
MUSIC
Associate of Arts Degree Program at NWC
Towards the
Bachelor of Musical Arts Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Northwest College (NWC).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students;
- D. provide NWC students who have completed the AA degree in Music an opportunity to earn a Bachelor of Musical Arts Degree.

III. Academic Program

Graduation Requirements for the Bachelor of Musical Arts at USD

Music Major Requirements:	35
Minor Requirements:	18
General Education Credits (24-27 from NWC and 3-6 from USD):	30
Transfer block credits from NWC AA: Music:	37
Total credits required:	120

- A. Requirements to be completed at USD for the Bachelor of Musical Arts Degree are reflected in the catalog website:

http://catalog.usd.edu/preview_program.php?catoid=27&poid=4669&hl=%22Music%5C%22&returnto=search

Music Requirements	
MUS 240: Music of World Cultures	3
MUS 250: Electronic Music	2
MUS 313: Form and Analysis	3
MUS 360: Conducting	2
MUS 363: Advanced Instrumental Conducting or MUS 364: advanced Choral Conducting	2
MUS 411: Counterpoint or MUS 414: Post Tonal Theory	3
MUAP 3XX, 4XX: Applied Lessons	4
MUAP 370, 470: Recital Lab (4 semesters)*	0
MUEN 3XX: Major Ensemble	4
Music Electives **	12
Total credits	35

Notes:

* The USD Music Department would agree that successful completion of MUSC 1290, 1295, 2290, and 2295 as required at NWC would satisfy the piano proficiency requirement and USD would accept these courses as music electives (4 credits).

**The USD Music Department agrees that applied lessons in excess of those required by the USD program will count as music electives. NWC students who transfer to USD will be expected to take the appropriate number of applied lessons credits for their program each semester they are enrolled on campus. In addition, the following electives, if taken, will be accepted as follows: MUSC 1415 Introduction to Music Technology OR MUSC 2440 Electronic Musicianship as MUS 250 Electronic Music; MUSC 2025 World Music as MUS 240: Music of World Cultures.

- 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 NWC if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AA in Music are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.

General Education Course Requirements

General Education Requirements		NWC Coursework (Must meet Regental System requirements)	Additional General Education courses needed
Written Communication and Literacy Skills	6	ENGL 1010 English 1: Introduction to Composition	3 credit Advanced Composition
Oral Communication	3*	COMM 2010: Public Speaking	
Social Sciences	6	SOC 1000: Sociological Principles PSYC 1010: General Psychology Other Human Condition TBD **	
Humanities and Fine Arts	6	MUS 1000: Intro to Music & ENGL 1020 Intro to Literature	
Mathematics	3	MATH 1400: College Algebra or MATH 1050 Finite Math***	
Natural Sciences	6	BIOL 1010: General Biology 1 or CHEM 1020: General Chemistry or Other Science TBD****	1 Science Courses plus lab
Total General Education Credit Hours	30	24-27 (completed at NWC)	3-6 (completed at USD)

* This is an elective in communications requirement at Northwest College. Students may take SPCM 101 at USD if necessary.

** There are other courses in the Human Condition area that may be able to be added as equivalencies.

*** Not yet an equivalency. This could equate to USD MATH 104.

****There are other courses in the Science area that may be able to be added as equivalencies.

IV. Forward Articulation (completing the AA in Music at NWC and transferring to USD to complete the Bachelor of Musical Arts Degree)

A. Upon successful completion of the requirements of the AA in Music, students may transfer to USD to complete the Bachelor of Musical Arts Degree. At that time, USD will accept a block of up to 33 course credits from the AA degree in Music from NWC. Students must successfully complete the AA in Music from NWC prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 33 specialization course block credits will be accepted. USD will accept a total of 60 credits.

NWC Course Name and Title	Credits	USD Equivalent USD Course and Title
MUSC 1000 Intro to Music *	3	MUS 100 Music Appreciation
MUSC 1030 Written Theory I	3	MUS 110 Basic Music Theory I
MUSC 1035 Aural Theory I	1	MUS 110L Basic Music Theory I Lab
MUSC 1040 Written Theory II	3	MUS 111 Basic Music Theory II
MUSC 1045 Aural Theory II	1	MUS 111L Basic Music Theory I Lab
MUSC 2030 Written Theory III	3	MUS 210 Advanced Music Theory I
MUSC 2035 Aural Theory III	1	MUS 210L Adv. Music Theory I Lab
MUSC 1040 Written Theory IV	3	MUS 211 Advanced Music Theory II

MUSC 2045 Aural Theory IV	1	MUS 211L Adv. Music Theory II Lab
MUSC 2050 Historical Survey I	3	MUS 330 Music History I
MUSC 2055 Historical Survey II	3	MUS 331 Music History II
MUSC 1290/1295 Class Piano I/II	2**	MUAP 117 Class Piano for Music Major
MUSC 2290/2295 Class Piano III/IV	2**	MUAP 118 Class Piano for Music Major
MUA XXX Music Applied	4	MUAP 1XX & 2XX
MUS XXX Ensembles	4	MUEN 1XX
MUSC 0200 Convocation	0	MUAP 170 / 270 (4 semesters required)
Total Transfer Credits	37 (-3)	

* If MUSC 1000 is not taken by the student at NWC, the USD Music Department would agree to accept 3 additional music elective credits in place of this course.

** The combination of these courses (MUSC 1290/1295/2290/2295) will fulfill the requirements the USD Class Piano requirements and will be equivalent in credit hours.

B. Students will complete the requirements for the Bachelor of Musical Arts major and any other general education or free elective requirements that remain unsatisfied.

C. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

V. Additional requirements

Students transferring coursework from NWC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest College.

VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. Effective Date of Agreement:

The agreement applies to students who graduated from NWC in 2021 or later. This agreement updated in 2021 is in effect upon approval of all parties.

x. University of South Dakota

 Date: _____
 Bruce Kelley
 Dean, College of Fine Arts
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 Bruce.Kelley@usd.edu

 Date: _____
 Sheila K. Gestring
 President
 University of South Dakota
 Sheila.Gestring@usd.edu

Northwest College

 Date: _____
 Greg Thomas
 Dean of Student Learning
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 Lisa Watson
 Interim President
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 Lisa.Watson@nwc.edu

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
NORTHWEST COLLEGE (NWC)

Agreement with Respect to Applying the
MUSIC
Associate of Arts Degree Program at NWC
Towards the
Bachelor of Music with a specialization in Music Education Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Northwest College (NWC).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students;
- D. provide Northwest College students who have completed the AA degree in Music – Education with a minimum cumulative grade point average of a 2.5 the opportunity to earn a Bachelor of Music degree with a specialization in Music Education

III. Academic Program

Graduation Requirements for the Bachelor of Music: Music Education at USD

Music Major Requirements:	44-45
Education Courses	30
General Education Credits (24-27 from NWC and 3-6 from USD):	30
Transfer block credits from NWC AA: Music (-3):	31
Total credits required:	129-130

- A. Requirements to be completed at USD for the Bachelor of Music in Education major are reflected in the catalog website:

http://catalog.usd.edu/preview_program.php?catoid=27&poid=4669&hl=%22Music%5C%22&returnto=search

Music Requirements (33 credits)	
MUS 175: Public School String Methods	2
MUS 240: Music Cultures of the World	3
MUS 250: Electronic Music	2
MUS 351: Elementary School Music Methods	3
MUS 360: Conducting	2
MUS 374: Percussion Methods	1
MUS 420: Orchestration and Arranging	3
MUS 452: Teaching Music in the Secondary Schools	2
MUAP 3XX, 4XX: Applied Lessons	8
MUAP 370, 470: Recital Lab (4 semesters)	0
MUAP 483: Public Recital	1
MUEN 3XX: Major Ensemble	2
Music Electives	4
Piano Proficiency *	0
Select one of the following areas of focus	
1. Vocal Music (11 credits)	
MUS 171: Pedagogy (2 credits)	11
MUS 302: Vocal Diction I (1 credit)	1
MUS 303: Vocal Diction II (1 credit)	1
MUS 342: Pub. School Choral Lit & Tech (3 credits)	3
MUS 364: Advanced Choral Conducting (2 credits)	2
MUS 376: Instrumental Methods for Vocal Ed (2 credits)	2
2. Instrumental Music (12 credits)	
MUS 346: Vocal Lit and Tech for Inst. Major (2 credits)	12
MUS 363: Advanced Instrumental Conducting (2 credits)	2
MUS 366: Instrumental Lit and Tech (2 credits)	2
MUS 369: Marching Band Techniques (1 credit)	1
MUS 373: Pub. School Woodwind Methods (3 credits)	3
MUS 375: Pub. School Brass Methods (2 credits)	2
Teacher Education Requirements (30 credits)	
All Students Must Complete Ed School Requirements	
SEED 296: Field Experience	1
SEED 450: Reading Development	3
EDFN 338: Foundations in American Education	2

EDFN 440: Classroom Management	2
EDER 415: Educational Measurement	2
SEED 488: 7-12 Student Teaching	4
ELED 488: K-8 Student Teaching	4
EDFN 475: Human Relations	3
EPSY 200: Child/Adolescent Development & Learning	3
INED 211: SD American Indian Culture and Education **	3
SPED 100: Introduction to Persons with Exceptionalities	3
Total credits	68-69 (-3)

Notes:

* The USD Music Department would agree that successful completion of MUSC 1290, 1295, 2290, and 2295 as required at NWC would satisfy the piano proficiency requirement and USD would accept these courses as music electives (4 credits).

** Also, a General Education Requirement.

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 NWC if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AA in Music are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.

General Education Course Requirements

General Education Requirements		NWC Coursework (Must meet Regental System requirements)	Additional General Education courses needed
Written Communication and Literacy Skills	6	ENGL 1010 English 1: Introduction to Composition	3 credit Advanced Composition
Oral Communication	3*	COMM 2010: Public Speaking	
Social Sciences	6	SOC 1000: Sociological Principles PSYC 1010: General Psychology Other Human Condition TBD **	
Humanities and Fine Arts	6	MUS 1000: Intro to Music & ENGL 1020 Intro to Literature	
Mathematics	3	MATH 1400: College Algebra or MATH 1050 Finite Math***	
Natural Sciences	6	BIOL 1010: General Biology 1 or CHEM 1020: General Chemistry or Other Science TBD****	1 Science Courses plus lab

Total General Education Credit Hours	30	24-27 (completed at NWC)	3-6 (completed at USD)
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* This is an elective in communications requirement at Northwest College. Students may take SPCM 101 at USD if necessary.

** There are other courses in the Human Condition area that may be able to be added as equivalencies.

*** Not yet an equivalency. This could equate to USD MATH 104.

**** There are other courses in the Science area that may be able to be added as equivalencies.

IV. Forward Articulation (completing the AA in Music at NWC and transferring to USD to complete the Bachelor of Music in Music Education)

A. Upon successful completion of the requirements of the AA in Music, students may transfer to USD to complete the Bachelor of Music in Music Education. At that time, USD will accept a block of up to 33 course credits from the AA degree in Music from NWC. Students must successfully complete the AA in Music from NWC prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 33 specialization course block credits will be accepted. USD will accept a total of 60 credits.

NWC Course Name and Title	Credits	USD Equivalent USD Course and Title
MUSC 1000 Intro to Music *	3	MUS 100 Music Appreciation
MUSC 1030 Written Theory I	3	MUS 110 Basic Music Theory I
MUSC 1035 Aural Theory I	1	MUS 110L Basic Music Theory I Lab
MUSC 1040 Written Theory II	3	MUS 111 Basic Music Theory II
MUSC 1045 Aural Theory II	1	MUS 111L Basic Music Theory I Lab
MUSC 2030 Written Theory III	3	MUS 210 Advanced Music Theory I
MUSC 2035 Aural Theory III	1	MUS 210L Adv. Music Theory I Lab
MUSC 1040 Written Theory IV	3	MUS 211 Advanced Music Theory II
MUSC 2045 Aural Theory IV	1	MUS 211L Adv. Music Theory II Lab
MUSC 2050 Historical Survey I	3	MUS 330 Music History I
MUSC 2055 Historical Survey II	3	MUS 331 Music History II
MUA XXX Music Applied	4	MUAP 1XX & 2XX
MUS XXX Ensembles	2	MUEN 1XX
MUSC 0200 Convocation	0	MUAP 170 / 270 (4 semesters required)
Total Transfer Credits	31 (-3)	

* If MUSC 1000 is not taken by the student at NWC, the USD Music Department would agree to accept 3 additional music elective credits in place of this course.

B. Students will complete the requirements for the Bachelor of Music in Music Education major and any other general education or free elective requirements that remain unsatisfied.

C. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

V. Additional requirements

Students transferring coursework from NWC must have a cumulative GPA of 2.5 on a 4.0 scale.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest College.

VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. Effective Date of Agreement:

The agreement applies to students who graduated from NWC in 2021 or later. This agreement updated in 2021 is in effect upon approval of all parties.

University of South Dakota

Date: _____
Bruce Kelley
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Bruce.Kelley@usd.edu

Date: _____
Sheila K. Gestring
President
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Date: _____
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PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
NORTHWEST COLLEGE (NWC)

Agreement with Respect to Applying the
MUSIC

Associate of Arts Degree Program at NWC

Towards the

Bachelor of Music with a specialization in Performance Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Northwest College (NWC).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. provide increased educational opportunities for students from the region;
- C. extend and clarify educational opportunities for students;
- D. provide NWC students who have completed the AA degree in Music an opportunity to earn a Bachelor of Music degree with a specialization Performance.

III. Academic Program

Graduation Requirements for the Bachelor of Music: Performance at USD

Music Major Requirements:	57
General Education Credits (24-27 from NWC and 3-6 from USD):	30
<u>Transfer block credits from NWC AA: Music:</u>	<u>33</u>
Total credits required:	120

- A. Requirements to be completed at USD for the Bachelor of Music in Performance major are reflected in the catalog website:

http://catalog.usd.edu/preview_program.php?catoid=27&poid=4669&hl=%22Music%5C%22&returnto=search

Music Requirements (51 credits)	
MUS 171: Pedagogy	1
MUS 240: Music of World Cultures	3
MUS 250: Electronic Music	2
MUS 313: Form and Analysis	3
MUS 360: Conducting	2
MUS 420: Orchestration and Arranging	3
MUS 411: Counterpoint or MUS 414: Post Tonal Theory	3
MUAP 3XX, 4XX: Applied Lessons	16
MUAP 370, 470: Recital Lab (4 semesters)	0
MUEN 3XX: Major Ensemble	4
MUAP 483: Public Recital (Junior)	1
MUAP 483: Public Recital (Senior)	1
Piano Proficiency *	0
Music Electives **	12
Select one of the following areas of focus (6 credit total)	
1. Voice (6 credits)	
MUS 302: Vocal Diction I (1 credit)	6
MUS 303: Vocal Diction II (1 credit)	
MUS 364: Advanced Choral Conducting (2 credits)	
MUS 445: Song Literature (2 credits)	
2. Piano (6 credits)	
MUS 340: Piano Literature (2 credits)	6
Music Electives (4 credits)	
3. Winds, Percussion, Strings (6 credits)	
MUS 363: Advanced Instrumental Conducting (2 credits)	6
Music Electives (4 credits)	
4. Organ (6 credits)	
MUS 490: Seminar (Organ Lit & Construction) (2 credits)	6
Music Electives (4 credits)	
Total credits	57

Notes:

* The USD Music Department would agree that successful completion of MUSC 1290, 1295, 2290, and 2295 as required at NWC would satisfy the piano proficiency requirement and USD would accept these courses as music electives (4 credits).

** The USD Music Department would agree to substitute 12 music elective credits in place of Applied Lessons based on NWC only offering applied music at the one credit level. The expectation would be that NWC students who transfer to USD would be enrolled in Applied Lessons during all on campus semesters.

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 NWC if courses are delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the AA in Music are identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met.

General Education Course Requirements

General Education Requirements		NWC Coursework (Must meet Regental System requirements)	Additional General Education courses needed
Written Communication and Literacy Skills	6	ENGL 1010 English 1: Introduction to Composition	3 credit Advanced Composition
Oral Communication	3*	COMM 2010: Public Speaking	
Social Sciences	6	SOC 1000: Sociological Principles PSYC 1010: General Psychology Other Human Condition TBD **	
Humanities and Fine Arts	6	MUS 1000: Intro to Music & ENGL 1020 Intro to Literature	
Mathematics	3	MATH 1400: College Algebra or MATH 1050 Finite Math***	
Natural Sciences	6	BIOL 1010: General Biology 1 or CHEM 1020: General Chemistry or Other Science TBD****	1 Science Courses plus lab
Total General Education Credit Hours	30	24-27 (completed at NWC)	3-6 (completed at USD)

* This is an elective in communications requirement at Northwest College. Students may take SPCM 101 at USD if necessary.

** There are other courses in the Human Condition area that may be able to be added as equivalencies.

*** Not yet an equivalency. This could equate to USD MATH 104.

****There are other courses in the Science area that may be able to be added as equivalencies.

IV. Forward Articulation (completing the AA in Music at NWC and transferring to USD to complete the Bachelor of Music in Performance)

A. Upon successful completion of the requirements of the AA in Music, students may transfer to USD to complete the Bachelor of Music in Performance. At that time, USD will accept a block of up to 33 course credits from the AA degree in Music from NWC. Students must successfully complete the AA in Music from NWC prior to transferring to USD for the specialization course credits to be accepted. Transferable general education coursework in addition to up to 33 specialization course block credits will be accepted. USD will accept a total of 60 credits.

NWC Course Name and Title	Credits	USD Equivalent USD Course and Title
MUSC 1000 Intro to Music *	3	MUS 100 Music Appreciation
MUSC 1030 Written Theory I	3	MUS 110 Basic Music Theory I
MUSC 1035 Aural Theory I	1	MUS 110L Basic Music Theory I Lab
MUSC 1040 Written Theory II	3	MUS 111 Basic Music Theory II
MUSC 1045 Aural Theory II	1	MUS 111L Basic Music Theory I Lab
MUSC 2030 Written Theory III	3	MUS 210 Advanced Music Theory I
MUSC 2035 Aural Theory III	1	MUS 210L Adv. Music Theory I Lab
MUSC 1040 Written Theory IV	3	MUS 211 Advanced Music Theory II
MUSC 2045 Aural Theory IV	1	MUS 211L Adv. Music Theory II Lab
MUSC 2050 Historical Survey I	3	MUS 330 Music History I
MUSC 2055 Historical Survey II	3	MUS 331 Music History II
MUA XXX Music Applied	4	MUAP 1XX & 2XX
MUS XXX Ensembles	4	MUEN 1XX
MUSC 0200 Convocation	0	MUAP 170 / 270 (4 semesters required)
Total Transfer Credits	33 (-3)	

* If MUSC 1000 is not taken by the student at NWC, the USD Music Department would agree to accept 3 additional music elective credits in place of this course.

B. Students will complete the requirements for the Bachelor of Music in Performance major and any other general education or free elective requirements that remain unsatisfied.

C. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.

V. Additional requirements

Students transferring coursework from NWC must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Northwest College.

VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. Effective Date of Agreement:

The agreement applies to students who graduated from NWC in 2021 or later. This agreement updated in 2021 is in effect upon approval of all parties.

X.

University of South Dakota

 Date: _____
 Bruce Kelley
 Dean, College of Fine Arts
 University of South Dakota
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 Date: _____
 Sheila K. Gestring
 President
 University of South Dakota
 Sheila.Gestring@usd.edu

Northwest College

 Date: _____
 Greg Thomas
 Dean of Student Learning
 Northwest College
 Greg.Thomas@nwc.edu

 Date: _____
 Lisa Watson
 Interim President
 Northwest College
 Lisa.Watson@nwc.edu

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
SOUTHEAST TECHNICAL COLLEGE (STC)

Agreement with Respect to Applying the
NURSING (LPN)
Licensed Practical Nurse Diploma Program at STC
Towards the
NURSING (BSN)
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 the licensed practical nurse (LPN) diploma an opportunity to earn a Bachelor of Science degree (BSN) with a major in Nursing.

III. Academic Program

Graduation Requirements for the BS in Nursing at USD

BSN foundational course and major requirements	71
General Education Credits:	32
Block transfer credits from STC LPN diploma:	17
Total credits required:	120

- A. Requirements to be completed at USD for the major in Nursing are reflected in the catalog website: [LPN - BSN major](#)

- B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at STC if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the LPN diploma are identified in the chart below. Additional general education coursework may be transferred if the Regental System General Education transfer requirements are met. The general education requirements for the BSN program may be completed at STC while the student completes LPN diploma if desired.

General Education (SGR) Course Requirements

USD General Education Requirement			STC Equivalent	Credit Hours
SGR 1 Written Communication and Literacy Skills	ENGL 101 Composition	3	ENGL 101	3*
	ENGL 201 Composition II	3		
SGR 2 Oral Communication	SPCM 101 Fundamentals of Speech	3	<i>SPCM 101** Or CMST 101**</i>	
SGR 3 Social Sciences	PSYC 101 General Psychology	3	PSYC 101	3*
	SOC 100 Introduction to Sociology		<i>SOC 150**</i>	
SGR 4 Humanities & Fine Arts	PHIL 100 and Fine Arts	6		
SGR 5 Mathematics	Approved SGR 5 mathematics course	3	<i>MATH 114** Or MATH 120**</i>	
SGR 6 Natural Sciences	PHGY 220 Human Anatomy/Physiology I PHGY 230 Human Anatomy/Physiology I	8	HC 118/118L <i>PHGY 215/L***</i>	4 ¹
Total General Education Credits		32		10

*SDBOR approved transfers included in the LPN diploma curriculum at STC.

**STC courses that meet USD requirements but not included in LPN curriculum.

*** Available USD course but not included in LPN curriculum.

¹ LPN diploma courses included in block credits.

- C. The Foundational Course Requirements for the Major must also be completed as outlined below. This coursework may be taken at STC if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Foundational coursework required for the LPN diploma are identified in the chart below. Additional foundational coursework may be transferred if the Regental System General Education transfer requirements are met. The foundational course requirements for the BSN program may be completed at STC while the student completes the LPN diploma if desired.

Foundational Course Requirements for Major

USD Foundational Course Requirements for Major		STC Equivalent	STC Credit Hours
CHEM 106 or CHEM 112	3	<i>CHEM 106/L**</i>	
HLTH 422 ³	3		
MICR 230 ³	3		
MICR 232 ³	1		
PSYC 321 ³	3		
PSYC 451 ³	3		
HSC 250 or CLHU 101 ³	3	HC 117	1 ¹
Elective credits	12***		12 ¹
LPN licensure (credit by verification for NURS 352 ² [3cr], NURS 383 lab [1cr], and NURS 321 [3cr])	7		7*
Total General Education Credits	30		20

*Credit for LPN licensure (requires credit by verification).

**STC course that meets USD requirements but not included in LPN curriculum.

***12 elective credits required to make up the difference between HSC250 (3cr) vs HC117 (1cr)

¹ LPN diploma courses included in block credits.

²Must meet benchmark on HESI Pharmacology exam to qualify.

³Available USD course not included in LPN curriculum.

IV. Pathway: Forward Articulation (completing the LPN diploma at STC and transferring to USD to complete the Bachelor of Science in Nursing.

- A. Upon successful completion of the requirements of the LPN diploma at STC, and LPN licensure, they are eligible to apply to the USD Department of Nursing. Upon successful completion of the requirements of the LPN diploma program, students may transfer to USD to complete the BS in Nursing. At that time, USD will accept a block of 30 technical course credits from the LPN diploma. Students must successfully complete the LPN diploma from STC, and obtain LPN licensure, prior to transferring to USD for the technical course credits to be accepted. Transferable general education coursework in addition to the 30 technical course block credits will also be accepted.
 - a. **General education credits from STC LPN curriculum (transfer): 10**
 - b. **Foundational Course Requirements for Major: 20**
 - i. Total block credits included above: 17
 - c. **Total BSN Credits at USD: 90**
 - d. **Total Credits Required for BSN: 120**
- B. Students will complete the requirements for the Nursing major and any other general education or free elective requirements that remain unsatisfied.
- C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

V. Additional requirements

To be eligible for application to many USD SHS programs, students transferring coursework from STC must meet specific admission criteria. Minimum GPA requirements and grade acceptance vary among programs.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Technical College.

VIII. Incorporation of terms in master agreement.

The parties have entered into the present agreement pursuant to the original agreement of December 13, 2005, which was updated in 2020 between the Sioux Falls School District on behalf of 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.

IX. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

X. Effective Date of Agreement:

This agreement applies to students who graduated from STC after fall 2018 or later with an LPN diploma.

For University of South Dakota:

 Date: _____
 Dr. Haifa AbouSamra
 Dean, School of Health Sciences
 University of South Dakota

 Date: _____
 Sheila K. Gestring
 President
 University of South Dakota

For Southeast Technical College:

 Date: _____
 Benjamin Valdez
 Vice President of Academics
 Southeast Technical College

 Date: _____
 Robert J. Griggs
 President
 Southeast Technical College

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

THE UNIVERSITY OF SOUTH DAKOTA (USD)
and
BLACK HILLS STATE UNIVERSITY (BHSU)

Agreement with Respect to Applying the
APPLIED HEALTH SCIENCES
Associate of Science Degree Program at BHSU
Towards the
NURSING (BSN)
Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are The University of South Dakota (USD) and Black Hills State University (BHSU).

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 BHSU students who have completed the AS degree in Applied Health Sciences a seamless transition to the Bachelor of Science degree with a major in Nursing (BSN).
- E. encourage students to graduate from both the AS (BHSU) and BSN (USD) program and will work collaboratively on marketing and admissions guidance.

III. Academic Program

Graduation Requirements for the Bachelor of Science in Nursing (BSN) at USD

BSN major requirements	58
General Education Requirements	32
<u>Foundational Course Requirements</u>	<u>30</u>
Total credits required:	120

- A. Requirements to be completed at USD for the major in Nursing (BSN) are reflected in the catalog website: <http://catalog.usd.edu/>

- B. The general education coursework to meet Regental System General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at BHSU if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Required general education coursework required for the BS degree in Nursing is identified in the chart below. Additional general education coursework will be transferred if the Regental System General Education transfer requirements are met. The general education requirements for the BSN program may be completed at BHSU while the student completes the AS degree in Applied Health Sciences if desired.

General Education Course Requirements

USD General Education Requirement			BHSU Equivalent	Credit Hours
SGR 1 Written Communication and Literacy Skills	ENGL 101 Composition	3	ENGL 101	3
	ENGL 201 Composition II	3	ENGL 201	3
SGR 2 Oral Communication	SPCM 101 Fundamentals of Speech	3	SPCM 101	3
SGR 3 Social Sciences	PSYC 101 General Psychology	3	PSYC 101	3
	SOC 100 Introduction to Sociology	3	SOC 100	3
SGR 4 Humanities & Fine Arts	Humanities (PHIL 220) and Fine Arts	6	PHIL 220 (3) Approved fine arts (3)	6
SGR 5 Mathematics	Approved SGR 5 mathematics course	3	MATH 103 or higher	3
SGR 6 Natural Sciences	PHGY 220 Human Anatomy/Physiology I PHGY 230 Human Anatomy/Physiology I	8	BIOL 121/121L (4 credit hours)* BIOL 123/123L (4 credit hours)*	8
Total General Education Credits		32		32

* BIOL 121/121L and BIOL 123/123L may meet the spirit of the SGR #6 requirement. These courses are equivalent to USD's ANAT 142/143 and PHGY 210/210L. These courses are used to meet the spirit of the general education courses.

- C. The Foundational Course Requirements for the Major must also be completed as outlined below. This coursework may be taken at BHSU if equivalent courses are available and if delivered under the current General Education agreement with the Board of Regents. Foundational coursework required for the BS degree in Nursing is identified in the chart below. Additional foundational coursework will be transferred if the Regental System General Education transfer requirements are met. The foundational course requirements for the BSN program may be completed at BHSU while the student completes the AS degree in Applied Health Sciences if desired.

Foundational Course Requirements for Major

USD Foundational Course Requirements for Major		BHSU Equivalent**	
CHEM 106 plus 106L	4	CHEM 106/106L	4
HLTH 422	3	HLTH 315 or HLTH 422	3
NURS 119	1	GS 100	1
MICR 230	3	BIOL 231	3
MICR 232	1	BIOL 231L	1
PSYC 321	3	PSYC 221	3
PSYC 451	3	PSYC 451	3
HSC 250 or CLHU 101	3	BIOL 286	3
Electives	9	Approved electives**	3-9**
Total General Education Credits	30		24-30

**BHSU equivalent courses included in the AS in Applied Health Sciences Degree; additional elective credits may be transferred if they meet Regental System General Education transfer requirements.

IV. Pathway: Forward Articulation (completing AS degree in Applied Health Sciences at BHSU and transferring to USD to complete the Bachelor of Science in Nursing (BSN))

- A. USD Nursing major courses NURS 311 and NURS 315 may count toward the completion of the AS in Applied Health Sciences as electives.
- B. Students may elect to participate in dual advising from BHSU and USD while completing the BHSU AS in Applied Health Sciences program in preparation for the USD Bachelor of Science in Nursing program.
- C. Upon successful completion of the requirements of the AS in Applied Health Sciences at BHSU, they will graduate with an AS in Applied Health Sciences and are eligible to apply to the USD Department of Nursing. At the time of acceptance into the program, USD will accept all courses from the AS in Applied Health Sciences degree. Students must successfully complete the AS degree in Applied Health Sciences from BHSU prior to transferring to USD. Transferable general education coursework and other pre-nursing requirements will be accepted.
 - a. **General education credits from BHSU curriculum: 32**
 - b. **Foundational Course credits from BHSU curriculum: 24 - 30**
 - c. **Total USD BSN Credits: 58 - 64**
 - d. **Total Credits Required for BSN: 120**
- D. Once accepted into USD Nursing, students will complete the requirements for the Nursing (BSN) major and any other general education or free elective requirements that remain unsatisfied.
- E. Students must meet all Board of Regents policies and university graduation requirements at both institutions in order to receive a degree.

V. Additional requirements

To be eligible for application to many USD SHS programs, students transferring coursework from BHSU must meet specific admission criteria. Minimum GPA requirements and grade acceptance vary among programs. USD will waive the application fee for BHSU Health Sciences students applying for admission to the BSN program.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modification

This agreement may be modified from time to time by the South Dakota Board of Regents.

VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

IX. Effective Date of Agreement:

This agreement applies to students who graduated from BHSU after fall 2014 or later with an AS in Applied Health Sciences degree.

For University of South Dakota:

Date: _____
Dr. Haifa AbouSamra
Dean, School of Health Sciences
University of South Dakota

Date: _____
Sheila K. Gestring
President
University of South Dakota

For Black Hills State University:

Date: _____
Greg Farley
Dean of College of Business and Natural Sciences
Black Hills State University

Date: _____
Dr. Laurie S. Nichols
President
Black Hills State University

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – K (1)

DATE: March 30-31, 2021

SUBJECT

Request to Seek Accreditation – SDSU – Community Public Health

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:10](#) – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION

Board of Regents Policy 1:10 specifies that “Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs.” In accordance with Board policy, South Dakota State University requests approval to seek accreditation from the National Board of Health and Wellness Coaching (NBHWC) for their Community Public Health program (Attachment I).

The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general reference document on institutional and specialized/program accreditation is available on the academic Reports and Accountability [webpage](#) of the BOR website.

- [Special Analysis: Accreditation in Higher Education](#)

IMPACT AND RECOMMENDATION

Accreditation ensures that SDSU’s programs meet professional standard and prove an education comparable to other accredited programs across the country. It would also allow SDSU students to complete the national exam and become credentialed Health and Wellness Coaches. Although other programs exist for health coaching – this is the only board-certified option.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Request to Seek Accreditation Form: Community Public Health (SDSU)

DRAFT MOTION 20210330_4-K(1):

I move to approve SDSU’s requests to seek accreditation from the National Board of Health and Wellness Coaching (NBHWC) for their Community Public Health program.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Request to Seek Accreditation

Use this form to request permission to seek accreditation of an approved program. Board of Regents (BOR) action is required to seek program accreditation.

UNIVERSITY:	SDSU
PROGRAM:	Community Public Health
CIP CODE:	
UNIVERSITY DEPARTMENT:	Health and Nutritional Sciences
UNIVERSITY DIVISION:	College of Education and Human Sciences

University Approval

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

President of the University

Click here to enter a

11-24-20

Date

1. Level of program seeking accreditation (place an "X" in the appropriate box):

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

2. Accrediting Agency: National Board of Health and Wellness Coaching (NBHWC)

3. What are the advantages of accreditation? We are requesting to become an "approved" program by the NBHWC to allow the students to complete the national exam and become credentialed Health and Wellness Coaches. The advantages of becoming an approved program is that this is a nationally recognized credential and certifies that the program has met standards for health and wellness coaching. Although other programs exist for health coaching – this is the only board-certified option.

4. What are the anticipated costs involved in accreditation, including:

- A. Costs involved in undergoing self-study and preparing the application for accreditation:**

The application fee for the program is \$549. The three-year approval fee (payable in full or three annual payments of \$300) is \$900, and an additional one-time administration fee of \$100 payable upon the first approval payment.

The largest up-front cost will be to have the current program coordinator complete certification and become a credentialed Health and Wellness Coach. The closest program is located at Mayo Clinic in Rochester, MN (<https://wellnesscoachtraining.mayo.edu>) and costs approximately \$3,750. This credential will be a required qualification for hire when the faculty needs to be replaced due to retirement.

B. Out-of-pocket costs related to dues or site visits:

After completion of the self-study, the site visit for evaluation will be conducted virtually. The costs associated with the site visit are indirect in that it will take 1-2 hours of the program coordinator, internal stakeholders such as program faculty and administrators time for the virtual site visit.

C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):

This program approval will require the addition of two new courses to meet the competencies. The Community Public Health program has one faculty who is the program coordinator and teaches all the HLTH related courses offered in the HNS Department. The addition of two new courses will require an adjunct for one course in fall and spring.

5. What is the source of the revenue needed?

The revenue generated from the discipline fee will cover the additional costs for the accreditation fee. We would like to deliver these courses on-line and request that the discipline fee be added to the on-line fee associated with the on-line courses. Additionally, if we get one more student added to the program due to this opportunity for certification, this will more than cover the costs of the “annual approval” process.

6. What is the estimated date for submission of accreditation application?-

The anticipated date for the submission of the application is Fall 2021. The application process includes completion of the self-study document; however, prior to the application two new courses need to be approved to cover required content. Those new course requests are in process of being submitted.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 4 – K (2)

DATE: March 30-31, 2021

SUBJECT

Request to Seek Accreditation – SDSU – Consumer Affairs

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:10](#) – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION

Board of Regents Policy 1:10 specifies that “Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs.” In accordance with Board policy, South Dakota State University requests approval to seek accreditation from the Association for Financial Counseling and Planning Education (AFCPE) for their Consumer Affairs program (Attachment I).

The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general reference document on institutional and specialized/program accreditation is available on the academic Reports and Accountability [webpage](#) of the BOR website.

- [Special Analysis: Accreditation in Higher Education](#)

IMPACT AND RECOMMENDATION

Accreditation and registration as an AFCPE Registered Education Program would provide students with the opportunity to pursue the AFC designation at a discounted rate through SDSU’s University Program pathway. Students who complete the required curriculum within an AFCPE Registered Education Program can use that coursework as a substitute for purchasing educational materials from AFCPE. Additionally, students can receive a discounted rate on the Accredited Financial Counselor exam. The AFC designation provides students with a valuable credential that can be used in a variety of career paths.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Request to Seek Accreditation Form: Consumer Affairs Program (SDSU)

DRAFT MOTION 20210330_4-K(2):

I move to approve SDSU’s requests to seek accreditation from Association for Financial Counseling and Planning Education (AFCPE) for their Consumer Affairs program.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Request to Seek Accreditation

Use this form to request permission to seek accreditation of an approved program. Board of Regents (BOR) action is required to seek program accreditation.

UNIVERSITY:	SDSU
PROGRAM:	Consumer Affairs
CIP CODE:	SCOS
UNIVERSITY DEPARTMENT:	Consumer Sciences
UNIVERSITY DIVISION:	College of Education and Human Sciences

University Approval

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

President of the University

2/4/2021

Date

1. Level of program seeking accreditation (place an "X" in the appropriate box):

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

2. Accrediting Agency: Association for Financial Counseling and Planning Education® (AFCPE)

3. **What are the advantages of accreditation?** We are requesting to become a "registered" program by the AFCPE. Registration as an [AFCPE Registered Education Program](#) provides students with the opportunity to pursue the AFC designation at a discounted rate through our University Program pathway. Students who complete the required curriculum within an AFCPE Registered Education Program can use that coursework as a substitute for purchasing educational materials from AFCPE. Additionally, students can receive a discounted rate on the Accredited Financial Counselor exam. The AFC designation provides students with a valuable credential that can be used in a variety of career paths. Of the 3,200+ AFC professionals, many are working within banking/credit unions, private practice, academia/cooperative extension, non-profit, and government/military sectors, to name a few.

4. What are the anticipated costs involved in accreditation, including:**A. Costs involved in undergoing self-study and preparing the application for accreditation:**

The application fee for the program is \$200. The renewal fee is \$100. The application will be completed by the program coordinator and Department Head. Upon review of the curriculum, the curriculum currently meets the education standards.

B. Out-of-pocket costs related to dues or site visits:

The cost for the program is the initial \$200 application fee and \$100 renewal fee. The curriculum is reviewed by agency. There is no site visit.

C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):

There are no budget implications. The program is already teaching the courses and already employs the faculty with the correct expertise and credential.

5. What is the source of the revenue needed?

We expect that by offering the ability to pursue the credential that we will attract students to the major. The costs for the program are very minor.

6. What is the estimated date for submission of accreditation application?-

The anticipated date for the submission of the application is Fall 2021.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – L (1)

DATE: March 30-31, 2021

SUBJECT

Naming Request – SDSU – School of Psychology, Sociology and Rural Studies

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:14](#) – Campus Organization Structure

BACKGROUND / DISCUSSION

South Dakota State University requests that the Division of Psychology, Sociology and Rural Studies be formally recognized the School of Psychology, Sociology and Rural Studies within the College of Arts, Humanities and Social Sciences. The mission of the School will be to provide a supportive and dynamic teaching and research environment that equips and inspires faculty and students to learn, create, and apply knowledge in psychology, sociology, and rural studies. Through teaching, research, service, and outreach, faculty will address challenges faced by the individual, society, and the world.

IMPACT AND RECOMMENDATIONS

SDSU Leadership is supportive of this proposal. If formally approved by the Board of Regents, the new School would be effective July 1, 2021.

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSU Proposal to Create School of Psychology, Sociology and Rural Studies

DRAFT MOTION 20210330_4-L(1):

I move to approve SDSU's request create the School of Psychology, Sociology and Rural Studies, as presented.



December 8, 2020

*I approve.
Barry H. Dunn
12-08-2020.*

TO: Dr. Barry H. Dunn, President
FROM: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs
RE: School of Psychology, Sociology and Rural Studies

I have received a request from Dr. Lynn Sargeant, Dean of the College of Arts, Humanities and Social Sciences, to create a School of Psychology, Sociology and Rural Studies. The request from Dean Sargeant is attached to this memo.

The mission of the proposed School will be to provide a supportive and dynamic teaching and research environment that equips and inspires student to learn, create, and apply knowledge in psychology, sociology, and rural studies. Through teaching, research, service, and outreach, faculty will address challenges faced by the individual, society, and the world.

This organizational structure change is consistent with previous moves by the College of Arts, Humanities and Social Sciences aimed at enhancing operational efficiencies. These changes have included creating the School of Design, School of Performing Arts, School of Communication and Journalism, the Ness School of Management and Economics, and the School of American and Global Studies. The proposed School of Psychology, Sociology and Rural Studies will include all degree programs currently housed in the Department of Psychology and the Department of Sociology and Rural Studies. In concert with the creation of the School of Psychology, Sociology, and Rural Studies, both departments will cease to exist.

I am supportive of this requested change to organize as a School of Psychology, Sociology and Rural Studies effective July 1, 2021. If you approve, I request that we forward this request to the SD Board of Regents for approval at their next meeting.

Please let me know if you need additional information.

School of Psychology, Sociology and Rural Studies

Including programs in Psychology and Sociology

College of Arts, Humanities and Social Sciences

South Dakota State University

December 2020

The faculty of the Department of Psychology, the Department of Sociology and Rural Studies, and the Dean of the College of Arts, Humanities and Social Sciences request that the Division of Psychology, Sociology and Rural Studies be formally recognized as the School of Psychology, Sociology and Rural Studies, effective July 1, 2021.

The mission of the School will be to provide a supportive and dynamic teaching and research environment that equips and inspires faculty and students to learn, create, and apply knowledge in psychology, sociology, and rural studies. Through teaching, research, service, and outreach, faculty will address challenges faced by the individual, society, and the world.

The College of Arts, Humanities and Social Sciences seeks to revitalize liberal arts education at South Dakota State University. Academic realignment that nurtures collaboration between complementary disciplines can advance this goal by strengthening curricular and co-curricular programs. The Division of Psychology, Sociology and Rural Studies was formed on July 1, 2020 and charged with composing the infrastructure for an eventual School. Faculty and administrative leaders in the Division spent much of the last year developing the School's governance structure and exploring potential curricular revisions.

Structure

The creation of the School of Psychology, Sociology and Rural Studies within the College of Arts, Humanities and Social Sciences is consistent with organizational changes already in progress. The College of Arts, Humanities and Social Sciences recently formed the School of Design (2015), the School of Performing Arts (2017), the School of Communication and Journalism (2018), the School of American and Global Studies (2019), and the Ness School of Management and Economics (2019). The proposed School of Psychology, Sociology and Rural Studies will include all degree programs currently housed in the Department of Psychology and the Department of Sociology and Rural Studies, including:

- Criminology (B.A./B.S.) (proposed)
- Psychology (B.A./B.S.)
- Sociology (B.A./B.S.)
- Community Development (M.S.)
- Sociology (M.S./Ph.D) (inactive)

The School will also house minors in:

- Criminal Justice
- Mental Health Services
- Psychology
- Social and Human Services
- Sociology
- Youth and Community Work

The faculty of the proposed School includes 12 tenure-stream professors, 3 instructor/lecturers, a professional academic advisor, and a civil service staff member. The proposed School serves a current

student population of approximately 500 undergraduate majors, 26 graduate students, and 350 registrations in one or more of its minors.

Motivation

This request advances the goals of SDSU's strategic plan *Imagine 2023: Aspire, Discover, Achieve*:

- *Achieve Excellence Through Transformative Education.* The proposed School brings many of the behavioral and social sciences together into a single multi-disciplinary unit. Students in these fields will have access to an engaged faculty who can draw connections and apply lessons from each of the School's disciplines. As the School grows, its faculty will strive to realize curricular efficiencies and pursue interdisciplinary opportunities for undergraduate majors, minors, and specializations.
- *Cultivate and Strengthen Community Engagement.* The disciplines in the proposed School are actively engaged in outreach, service learning, public lectures, conferences, and public service. For example, the School houses the SDSU Census Data Center, contributes critically to the University's Wokini Initiative, and partners with regional stakeholders to provide internship opportunities that create value for students and employers. The School will enhance these outreach programs by facilitating the formation of multidisciplinary teams that can address industry and community needs on multiple dimensions.
- *Foster Innovation and Increase Research, Scholarship and Creative Activity (RSCA).* The School of Psychology, Sociology and Rural Studies will allow faculty to explore shared interests across multiple disciplines. These activities will engage undergraduate and graduate students in applied and basic research that enhances the profile of the unit. Faculty and students will also disseminate their research through peer-reviewed outlets. The School will provide opportunities for professional interaction, including colloquia, guest speakers, and professional development.
- *Be a Growing, High-Performing and Healthy University.* The formation of this School will bring a collection of aligned programs under one roof, both administratively and physically. It will allow the School to make best use of its resources by avoiding curricular redundancies, strengthening course schedules, streamlining administrative functions, and creating joint faculty appointments across complementary programs to enable the recruitment of a diverse faculty and professional staff with skills and experience in multiple fields. A future shared space might include areas for student organizations, collaborative research space, research labs, and seminar and classroom spaces. Bringing these programs together into a single unit will promote collaboration and collegiality and should strengthen the School's efforts to recruit and retain exemplary faculty. To fully capture these benefits, all programs will eventually need to be moved to an appropriate facility that meets program research, scholarship, and instructional needs, allows for future program growth, and allows the programs constituting the school to be co-located in a single building.

This request has been thoroughly reviewed and approved at SDSU by the faculty and leadership of the College of Arts, Humanities and Social Sciences, Academic Affairs Committee, Faculty Senate, Provost and President.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 4 – L (2)

DATE: March 30-31, 2021

SUBJECT

Naming Request – SDSU – New Schools within the College of Education and Human Sciences

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:14](#) – Campus Organization Structure

BACKGROUND / DISCUSSION

South Dakota State University requests to create the following two new schools within the College of Education and Human Sciences:

- [School of Education, Counseling and Human Development](#)
Mission: To provide high quality educational experiences to learners across the education and human science fields, and to generate knowledge of human behavior, learning science, and interpersonal relationships.
- [School of Health and Consumer Sciences](#)
Mission: To provide high quality educational experiences to learners across fields of human science, and to generate knowledge related to human health and behavior, decision-making, and leadership.

This request is a continuation of the formation of the two interim divisions that were approved by AAC in February 2020 and the Board in March 2020.

IMPACT AND RECOMMENDATIONS

This organizational structure change are consistent with previous moves by SDSU aimed at enhancing operational efficiencies.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Request to Create New Schools within the College of Education and Human Sciences

DRAFT MOTION 20210330_4-L(2):

I move to approve SDSU's requests to create a new School of Education, Counseling and Human Development, and School of Health and Consumer Sciences.



February 1, 2021

BHA 2-1'
DH

TO: Dr. Barry H. Dunn, President
FROM: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs
RE: Academic Organization within the College of Education and Human Sciences

I have received requests from Dr. Jill Thorngren, Dean of the College of Education and Human Sciences, to create a School of Education, Counseling and Human Development, and a School of Health and Consumer Sciences. The requests from Dean Thorngren are attached to this memo.

The mission of the proposed School of Education, Counseling and Human Development will be to provide high quality educational experiences to learners across the education and human science fields, and to generate knowledge of human behavior, learning science, and interpersonal relationships.

The mission of the proposed School of Health and Consumer Sciences will be to provide high quality educational experiences to learners across fields of human science, and to generate knowledge related to human health and behavior, decision-making, and leadership.

These proposed organizational structure changes are consistent with previous moves by South Dakota State University aimed at enhancing operational efficiencies. These changes have included creating the School of Design, School of Performing Arts, School of Communication and Journalism, the Ness School of Management and Economics, and the School of American and Global Studies. Of note, in concert with the creation of the School of Education, Counseling and Human Development, the Department of Counseling and Human Development and the Department of Teaching, Learning and Leadership will cease to exist. In addition, in concert with the creation of the School of Health and Consumer Sciences, the Department of Consumer Sciences and the Department of Health and Nutritional Sciences will cease to exist.

I am supportive of these requested changes to organize as schools within the College of Education and Human Sciences effective July 1, 2021. If you approve, I request that we forward this request to the SD Board of Regents for approval at their next meeting.

Please let me know if you need additional information.

School of Health and Consumer Sciences
Including programs in Consumer Sciences and programs in
Health and Nutritional Sciences
College of Education and Human Sciences
January 2021

The faculty of the Department of Consumer Sciences, the Department of Health and Nutritional Sciences, and the Dean of the College of Education and Human Sciences request that the division of Health and Consumer Sciences be formally recognized as the School of Health and Consumer Sciences, effective July 1, 2021.

The mission of the School will be to provide high quality educational experiences to learners across fields of human science, and to generate knowledge related to human health and behavior, decision making, and leadership.

By taking advantage of interdisciplinary expertise, the College of Education and Human Sciences faculty and staff are poised to address issues of local, national, and global importance from multifaceted perspectives. The Division of Health and Consumer Sciences was formed on July 1, 2020 and charged with composing infrastructure for the future school. Faculty spent much of the past year developing the School's bylaws, promotion and tenure standards, governance structure, and potential curriculum revisions.

Structure

The proposed School of Health and Consumer Sciences [HACS] is consistent with organizational changes underway across SDSU. Numerous schools have been formed within the College of Arts, Humanities, and Social Sciences, and are under consideration in additional colleges.

Reorganizations within the College of EHS are particularly timely given budget constraints and the search for efficiencies prompted by Senate Bill 55. The School of HACS will bring a savings of nearly \$200,000 in administrative costs. Integrating two departments requires only one Division Director in contrast with two department heads. Program coordinator positions will be elevated to assist with administrative duties and will give faculty in those roles additional leadership experience.

Several national accreditations reside within the proposed School of HACS. Athletic Training, Dietetics, Exercise Science, and Hospitality Management are all accredited, as is Aviation Education. Assessment data on student learning outcomes are required across each of these accreditations and housing them together not only adds efficiency in data collections, but in several cases, it is anticipated that student learning and success will be enhanced due to the interdisciplinary curricula opportunities provided by an integrated school.

Two of our four professional advisers currently work with majors in the proposed School. They will both be cross trained in working with all majors across the School and therefore able to provide a consistent experience that does not depend on a specific advisor being available at a given time. This, too, will enhance student success across the proposed School of HACS.

The proposed School of HACS will house all programs currently under the Departments of Consumer Sciences and Health and Nutritional Sciences, respectively to include the following:

- Consumer Affairs (B.S.)
- Fashion Studies and Retail Merchandising (B.S.)
- Hospitality Management (B.S.)
- Community and Public Health (B.S.)
- Exercise Science (B.S.)
- Leadership and Management of Nonprofit Organizations (B.S.)
- Nutrition and Dietetics (B.S.)
- Physical Education/Teacher Education (B.S.)
- Pre-Physical Therapy/Pre-Occupational Therapy (B.S.)
- Sport and Recreation Management (B.S.)

- Athletic Training (M.S.)
- Dietetics (M.S. – GPIDEA))
- Nutrition and Exercise Science (M.S. and Ph.D.)
- Sport and Recreation Administration (M.S.)
- Human Sciences - Family Financial Planning Specialization (M.S. -GPIDEA)
- Human Sciences - Merchandising Specialization (M.S. -GPIDEA)

The School of HACS will also house:

- Health Education Minor (Undergrad)
- Leadership Minor (Undergrad)
- Nutrition Minor (Undergrad)
- Recreation Administration Minor (Undergrad)

Staffing of the proposed School of HACS includes:

- 28 instructional FTE
(3 professors, 5 assoc. professors, 8 assist. professors, 12 instructors/lecturers)
- School Director
- 2 Support Staff
- Faculty Program Coordinators
- Two Professional Advisors

Rationale

The School of Health and Consumer Sciences will provide an opportunity to create a unique niche across programs in the human science fields that emphasizes preventative healthcare and the analysis and promotion of healthy consumer behaviors. The school also has a core related to leadership and professional development.

This request will advance each of the goals of the SDSU *Imagine 2023* strategic plan.

Achieve Excellence Through Transformative Education. The interdisciplinary programs in the proposed School of HACS will enrich the student experience and, we believe, better prepare

them for careers in today's (and tomorrow's) world. Hospitality and Dietetics faculty have expressed interest in collaborating on foodservice management in healthcare facilities, which is forecast to be a workforce development need. The Fashion Studies and Retail Merchandising faculty would be able to access the chemical lab that has traditionally been used exclusively in the nutrition program. Having access to these labs, enhances our FSRM students' understanding of the textile world from growth to design to development and marketing. The Sport and Recreation Management program can bolster the Hospitality Management program and vice versa.

The popular Leadership minor can be infused across programs in the proposed School as can concepts related to patient and consumer decision making that impacts all majors and better prepares them for their careers. Our students in HACS will be better prepared as well-rounded professionals and leaders in their respective fields having experienced projects and learning experiences from this interdisciplinary approach.

Cultivate and Strengthen Community Engagement. Every major within the proposed School of HACS requires an internship or practicum experience. The School will place students in nearly every corner of our state. This will enhance our relationships across South Dakota and give us the opportunity to demonstrate the importance of interdisciplinary and interprofessional learning. In some instances, students from different majors, e.g., Hospitality and Dietetics, may engage in clinical experiences at the same site. The same is true of Hospitality and Sport/Recreation students. Regardless of their major, students in the School will be well versed in consumer and client decision making and leadership skills and will be enhanced assets in their clinical sites.

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

The current pandemic has highlighted and strengthened the need for preventative healthcare. Parallel to this, is the financial and economical fallout of COVID19. Researchers in the proposed School of HACS are well poised to combine their respective expertise in consumer behavior and decision making as well as prevention and wellbeing to address the pandemic and post-pandemic needs. They will be well positioned to seek additional external funding and demonstrate the importance of integrating physical, mental, and financial health.

Be a Growing, High-Performing and Healthy University. The formation of this School will allow us to take advantage of closely related interdisciplinary expertise that will enrich our teaching, research, and outreach initiatives and to collaborate in ways that position us to discover and disseminate knowledge that is critical in today's world. Never have we needed to come together more to address the challenges that are prevalent in our health and consumer worlds. Rather than competing for resources, these areas can unify to create efficiencies and, more importantly, to better serve students and the greater community. This is an indicator of health and high performance.

Already in the past year, faculty in the respective departments under the interim Division of HACS have developed stronger relationships and created bylaws and standards documents for moving forward together. Labs are being shared and, in some instances, courses are being co-developed and taught. These are only a few examples of the healthy relationships that have developed and will serve to enhance the performance of all involved.

Cost savings will be realized by forming this School and can be reinvested in additional opportunities for students, faculty, and staff.

This review has been reviewed and approved at SDSU by the faculty and leadership of the College of Education and Human Sciences, Academic Affairs Committee, Faculty Senate, Provost, and President.

School of Education, Counseling, and Human Development
Including programs in Counseling & Human Development and programs in
Teaching, Learning, & Leadership
College of Education and Human Sciences
January 2021

The faculty of the Department of Counseling and Human Development, the Department of Teaching, Learning, and Leadership, and the Dean of the College of Education and Human Sciences request that the division of Education, Counseling, and Human Development be formally recognized as the School of Education, Counseling, and Human Development, effective July 1, 2021.

The mission of the School will be to provide high quality educational experiences to learners across the education and human science fields, and to generate knowledge of human behavior, learning science, and interpersonal relationships.

By taking advantage of interdisciplinary expertise, the College of Education and Human Sciences faculty and staff are poised to address issues of local, national, and global importance from multifaceted perspectives. The Division of Education, Counseling, and Human Development was formed on July 1, 2020 and charged with composing infrastructure for the future school. Faculty spent much of the past year developing the School's bylaws, promotion and tenure standards, governance structure, and potential curriculum revisions.

Structure

The proposed School of Education, Counseling, and Human Development [ECHD] is consistent with organizational changes underway across SDSU. Numerous schools have been formed within the College of Arts, Humanities, and Social Sciences, and are under consideration in additional colleges.

Reorganizations within the College of EHS are particularly timely given budget constraints and the search for efficiencies prompted by Senate Bill 55. The School of ECHD will bring a savings of nearly \$200,000 in administrative costs. Integrating two departments requires only one Division Director in contrast with two department heads. Program coordinator positions will be elevated to assist with administrative duties and will give faculty in those roles additional leadership experience.

Two major accreditations fall within the proposed School of ECHD. Assessment and data collection required within each area will support and strengthen the other. For example, the CAEP accreditation for education, which typically reviews School Counseling programs, will automatically accredit School Counseling if that program has been successfully reviewed by CACREP, the national accreditation for counseling. Measures of student learning and impact are necessary for both accreditations and it is anticipated that not only will data collection be more streamlined and efficient in the new School, but that student achievement and success will increase because of the enriched curricula that an integrated school will provide.

Two of our four professional advisers currently work with majors in the proposed School. They will both be cross trained in working with all majors across the School and therefore able to

provide a consistent experience that does not depend on a specific advisor being available at a given time. This, too, will enhance student success across the proposed School of ECHD.

The proposed School of ECHD will house all programs currently under the Departments of CHRD and TLL, respectively to include the following:

- Academic and Career Success (Exploratory Studies)
- Early Childhood Education (B.S.)
- Human Development and Family Studies (B.S.)
- Secondary Education (B.S.)

- Agricultural Education (M.S.)
- Counseling and Human Resource Development (M.Ed.)
- Counseling and Human Resource Development (M.S. – 4 Specializations)
- Curriculum and Instruction (M.Ed.)
- Educational Administration (M.Ed.)
- Developmental Sciences (M.S.)
- Family and Community Services (M.S. – GPIDEA)

The School of ECHD will also house:

- Gerontology Minor (Undergrad)
- Rehabilitation Minor (Undergrad)
- Academic Advising Certificate (Grad)
- Play Therapy Certificate (Grad)

Staffing of the proposed School of ECHD includes:

- 38 instructional FTE
(5 professors, 5 assoc. professors, 12 assist. professors, 16 instructors/lecturers)
- School Director
- Associate Director of Teacher Education
- 3 Support Staff
- Faculty Program Coordinators
- Two Professional Advisors

Rationale

The School of Education, Counseling, and Human Development will provide an opportunity to create a unique niche across programs in education and human science fields that emphasizes developmental sciences and the science of learning. By more fully integrating human development and education, we will be able to better ground teacher education in the context of developmental and cultural relevance, and we will further strengthen our offerings in human development by grounding them in the science of learning. Both areas underscore the importance of how learning across the lifespan develops in diverse learners. Diverse here references not only differences in cognitive and learning styles, but differences in culture, socioeconomic status, and lifestyle.

This request will advance each of the goals of the SDSU *Imagine 2023* strategic plan.

Achieve Excellence Through Transformative Education. As the only college in the state that integrates teacher education with the human sciences, we have the expertise that truly enables us to address the critical needs of these professions from an interdisciplinary perspective. Much is made about the current state of education, workforce development, and the health and welfare of today's families and communities across the nation. We can address these issues through utilizing a holistic and integrated approach to developing the next generation of teachers, counselors, principals, and human development specialists. Our teachers can be better grounded in the developmental needs of their students. Our counselors can better understand the cognitive abilities of their clients. We can contribute significantly to the body of knowledge related to human development and the science of learning.

Cultivate and Strengthen Community Engagement. The clinical experiences offered in the School of ECHD will touch nearly every corner of our state. Student teachers and counseling interns as well as practicum students in Human Development will interact with dozens of schools and agencies across South Dakota. Within the integrated school, these students will have the opportunity to be better trained across disciplines and better prepared to meet the needs within educational and human science settings. We can offer enhanced programming to our community when early childhood education and counseling programs are integrated and can better address the needs of young children and their families. Similarly, our human development outreach programs will benefit from the science of learning that will be part of the School. The College of EHS *Wellbeing Center* will be housed within the School and will offer counseling, education, and family resources throughout the Brookings Community and beyond.

Foster Innovation and Increase Research, Scholarship, and Creative Activity (RSCA). Faculty in the Department of CHD have seen great success in acquiring external funding to further their work in the childhood mental health arena. Closer association with faculty in Early Childhood Education and the Fishback Early Learning Center enables expansion of this work into the training of early childhood educators. Likewise, the hire of an endowed professor in Early Childhood Education provides additional resources and opportunity to expand research into early childhood development and learning. Integrating expertise in education and human development creates numerous options for seeking funding and expanding creative activity in both areas.

Be a growing, High-Performing and Healthy University. The formation of this School will allow us to take advantage of closely related interdisciplinary expertise that will enrich our teaching and learning environments and to collaborate in ways that position us to discover and disseminate knowledge that is critical in today's world. Never have we needed to come together more to address the challenges that are prevalent in our educational systems and human service agencies. Rather than competing for resources, these areas can unify to create efficiencies and, more importantly, to better serve students and the greater community. This is an indicator of health and high performance.

Already in the past year, faculty in the respective departments under the interim Division of ECHD have developed stronger relationships and created bylaws and standards documents for moving forward together. Play therapy that originated in the Department of CHD is being facilitated with children and families in the Early Learning Center. School counseling students

from CHD are interning at the Lab School in TLL. These are only a few examples of the healthy relationships that have developed and will serve to enhance the performance of all involved.

Cost savings will be realized by forming this School and can be reinvested in additional opportunities for students, faculty, and staff.

This review has been reviewed and approved at SDSU by the faculty and leadership of the College of Education and Human Sciences, Academic Affairs Committee, Faculty Senate, Provost, and President.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – M
DATE: March 30-31, 2021

SUBJECT

BOR Policy 4:16 – Military Service and Veterans Rights Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 3-6C](#)

[ARSD § 55:09:04](#)

BACKGROUND / DISCUSSION

This is a second reading of revisions to BOR Policy 4:16 – Military Service and Veterans Rights. This policy is being revised to address recent SD Administrative Rules (ARSD) changes related to military training leave, and the elimination of personal leave. ARSD 55:09:04:08 has historically limited the use sick or personal leave only for employees called to active duty, the revised changes will allow the use of that leave for any military-related service as a member of the military reserve or National Guard.

The substantive changes to BOR Policy 4:16 are outlined below:

1. Replaced “personal leave” with “sick leave” to align with administrative rules changes;
2. Updated references to current administrative rules sections;
3. Clarified language to align with terminology in other leave policies;
4. Removed procedural language to make the policy more concise and clear;
5. Removed the section of the policy related to the Family and Medical Leave Act (FMLA), this is duplicative as [BOR Policy 4:15 – Medical Leave and Leaves of Absence](#) addresses FMLA for military service.

IMPACT AND RECOMMENDATION:

The policy revisions have been reviewed and supported by the campus human resources leadership and align with new administrative rules. The Board staff recommendation is that the Board approve the second and final reading of the revisions to BOR Policy 4:16.

ATTACHMENTS

Attachment I – Proposed revisions to BOR Policy 4:16.

DRAFT MOTION 20210330_4-M:

I move to approve the second and final reading of the proposed revisions to BOR Policy 4:16 – Military Service and Veterans Rights, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Military Service and Veterans Rights

NUMBER: 4:16

A. PURPOSE

~~To provide guidance on leave and benefits available to Any~~ eligible employees of South Dakota's Unified System of Higher Education who ~~are is~~ called for training or active duty in the uniformed services of the United States ~~is eligible for military leave, provided the employee gives notice of his or her military obligations.~~ In carrying out the terms of this policy and in all its dealings with employees regarding military leave issues, ~~System the Board~~ complies fully with all federal and state laws granting leave and employment rights to employees serving in any branch of the military or other uniformed services of the United States.

~~Human Resource Directors from the Universities must submit the employee's name and activation date to the Director of Human Resources.~~

B. DEFINITIONS

1. **Institution:** Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.

C. POLICY

1. **Compensation Procedures**

1.1. ~~Activated e~~Employees may choose from the following five options, or can select a combination of these options:

1. Up to 15 days of unused military training leave.
2. Up to 40 hours of ~~unused personal leave~~ accrued sick leave.
3. Accrued vacation leave.
4. Active military duty status without pay.
5. Separation.

~~1.2. In the case of military training leave or personal leave, the employee must not have already exhausted his or her annual allotment. All restrictions regarding these types of leave still apply.~~

~~1.3.1.2.~~ **15 Days of Unused Military Training Leave** – An employee may use up to 15 calendar days of military training leave per calendar year as prescribed by ARSD ~~55:01:22:0455:09:04:08.~~ unless the employee has previously used the calendar year allotment.

~~1.4.1.3.~~ **40 Hours of Unused Personal LeaveAccrued Sick Leave** – An employee may use up to 40 hours of ~~personal emergency leave~~accrued sick leave per calendar year as prescribed by ARSD ~~55:01:22:02.0455:09:04:05.~~ unless the employee has previously used the calendar year allotment.

1.4. Vacation Leave – An employee may use accrued vacation leave to continue their monthly paychecks ~~until the leave is exhausted.~~ .

~~1.5.1.4.1.~~ Vacation leave may be used ~~either in small amounts~~intermittently to generate a partial paycheck that covers employee-paid deductions, ~~or to make up the entire monthly check.~~

1.5. Active Military Duty Status without Pay – An employee may choose to remain on the ~~the~~ Institution's payroll system ~~and not be paid on a leave without pay status.~~

~~1.6.1.5.1.~~ ~~This will also be the default option if~~If the employee does not choose a form of leave, or if the chosen leave expires, they will be placed on a leave without pay status.

~~1.7.1.6.~~ **Separation** – ~~While most employees will elect to remain a state employee and use either paid leave or go on active military duty status without pay, an employee~~Employees may separate employment with the state. If the employee separates, the employee will be paid for any accrued annual and sick leave balance in accordance with the applicable laws and rules.

2. Benefits Procedures

~~2.1.1.~~ **Federal Active Duty** –~~For employees~~ Employees who are called to federal active duty and dependents who are called to federal active duty, health, life insurance and flexible benefits are suspended because the federal government ~~covers them.~~provides the benefits.

~~2.1.1.1.~~ ~~However, employees~~ Employees can purchase up to 18 months of continued health coverage if they opt to pay the full premium and administrative fee for the coverage. ~~For more information on health care continuation rights, contact the Human Resource Department. Employees and dependents returning from active duty will not be required to complete the pre-existing condition waiting period.~~

~~2.1.1.2.~~ ~~If an employee's dependent is called to federal active duty, the employee should notify the institution's Human Resource Office so that the appropriate adjustments can be made to the employee's benefit elections and premium payments.~~

~~2.1.1.2.1.3.~~ ~~If an employee is called to federal active duty, the federal government provides dependent medical insurance. However, the~~The employee may elect to continue group health, life insurance and/or flexible benefits for dependents through the state. ~~If the employee wants~~

~~dependent benefits to continue while on active duty, the employee must notify the institution's Human Resource Office and make arrangements for premium payments (including how to bill for dependent coverage if the employee is on active military duty status without pay).~~

- 2.1.2. **State Active Duty** ~~—For employees called to state active duty,~~ State health, life insurance, and flexible benefits ~~(including benefits for the employee and dependents,)~~ will continue ~~as normal since~~ because the employee will receive a state active duty payment through the South Dakota National Guard. ~~For dependents called to state active duty, state benefits will continue as normal and be paid by the employee. If an employee wants to change benefit elections while the employee or a dependent is on state active duty, the employee should contact the institution's Human Resource Office to see if the proposed change(s) can be made.~~

- 2.1.3. ~~Employee Entitlement to Servicemember FMLA Leave Entitlement—~~ Servicemember Service member FMLA rights are outlined in BOR Policy 4:15 – Medical Leaves and Leaves of Absence. ~~provides eligible employees unpaid leave for any one, or for a combination, of the following reasons:~~

2.1.3.1. ~~A “qualifying exigency” arising out of a covered family member’s active duty or call to active duty in the Armed Forces in support of a contingency plan; and/or~~

2.1.3.2. ~~To care for a covered family member who has incurred an injury or illness in the line of duty while on active duty in the Armed Forces provided that such injury or illness may render the family member medically unfit to perform duties of the member’s office, grade, rank or rating.~~

2.1.3.3. ~~Duration of Servicemember FMLA~~

2.1.3.3.1. ~~When Leave Is Due To A “Qualifying Exigency”: An eligible employee may take up to 12 workweeks of leave during any 12-month period.~~

2.1.3.3.2. ~~When Leave Is to Care for an Injured or Ill Service Member. An eligible employee may take up to 26 workweeks of leave during a single 12-month period to care for the servicemember. Leave to care for an injured or ill servicemember, when combined with other FMLA-qualifying leave, may not exceed 26 weeks in a single 12-month period.~~

2.1.3.3.3. ~~Servicemember FMLA runs concurrent with other leave entitlements provided under federal, state and local law.~~

2.1.3.3.4. ~~Leave under State Military Leave Laws~~

2.1.3.3.5. ~~A growing number of states provide leave for family members of servicemembers. The entitlements for such leave differ from state to state. Our policy is to comply with such laws in any circumstances where they apply to employees of the State of South Dakota and the Board of Regents.~~

~~2.1.3.4. If you have any questions regarding servicemember FMLA leave, please contact your local human resources office.~~

3. Reemployment Rights

3.1. Federal and state law requires that an employee returning after active duty be offered a job with the same pay, rank, and seniority the employee would have expected if work had not been interrupted by military duty. ~~The actual position may or may not be the same, depending upon agency needs at the time.~~

3.2. An employee who returns to duty within 90 days of discharge, or within 90 days after a hospitalization continuing after such release for a period of not more than one year, will retain their-his most recent hire date and not serve another probationary period.

3.2.3.3. _____Military service will be considered credited service for the employee, provided the employee returns and continues to participate in the state retirement plan for one year after their return.

FORMS / APPENDICES:

None

SOURCE:

BOR August, 1974; BOR October 1993; ARSD August 1993; March 2003; BOR May 2008; BOR April 2021.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance **Consent**

AGENDA ITEM: 4 – N
DATE: March 30-31, 2021

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 items:

Berg Agricultural Hall – Anatomy Laboratory Renovations: SDSU requests the use of \$676,165 of donated SDSU Foundation funds and \$45,000 of Tuition and Fees funds to renovate the anatomy lab in Berg Agricultural Hall. This project includes final planning, bidding, and construction to complete renovations of AGH 350, 358, and 369. The existing spaces are currently used as an anatomy classroom/laboratory and a biology classroom and support space. Renovations would provide a larger anatomy lab to serve 24-person class size and replace the biology classroom. The anatomy laboratory is a cadaver laboratory requiring specialized furnishings, mobile tables, surgical lighting, and specialized exhaust systems. Instructional technologies would be upgraded to provide the ability to display, model, and perform anatomical systems and functions. Clark Enersen Partners was competitively selected to perform the planning, design, and construction administration. To date, they have completed through schematic design. This revision to the Work Request includes final design, bidding, and construction. SDSU requests delegation of the project to the university.

IMPACT AND RECOMMENDATIONS

Staff recommends approval of this project.

ATTACHMENTS

None

DRAFT MOTION 20210330_4-N:

I move to approve the requested maintenance and repair projects as described in this item.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – O
DATE: March 30-31, 2021

SUBJECT

West River Electric Association, Inc. Easement – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

SDCL [5-2-10](#) & [5-2-11](#).

BACKGROUND / DISCUSSION

West River Electric Association, Inc. is seeking a right-of-way easement for the construction, reconstruction, replacement, modification, upgrading, extension, removal, maintenance, and operation of an electrical service line and all necessary and appurtenant of structures, fixtures and controls. This easement and right-of-way will be constructed on real property occupied by South Dakota State University (SDSU) in order to provide electrical services to its West River Research Farm in Sturgis. The land in question is located in Meade County. The easement will not interfere with SDSU's use of the land.

IMPACT AND RECOMMENDATION

SDSU requests that the Board of Regents adopt the Resolution set forth in Attachment I requesting the grant of an easement to West River Electric Association, Inc. to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate electrical transmission and distribution lines, cable TV lines, data communication lines, and all necessary and appurtenant of structures, fixtures and controls. The foregoing will allow West River Electric Association, Inc. to move forward with providing electrical services to SDSU at its West River Research Farm.

Staff recommends approval.

ATTACHMENTS

Attachment I – Resolution Requesting the Grant of an Easement to West River Electric Association
Attachment I, Exhibit I – Draft Easement to West River Electric Association

DRAFT MOTION 20210330_4-O:

I move to approve and adopt the Resolution set forth in Attachment I, requesting the Commissioner of School and Public Lands to proceed with the easement as stated therein.

RESOLUTION

Resolution requesting the grant of an easement through, under, in, on and across portions of land occupied by South Dakota State University for the use and benefit of West River Electric Association, Inc.

The South Dakota Board of Regents (hereinafter referred to as “Grantor”), on behalf of South Dakota State University, in consideration of one dollar (\$1) and other good and valuable consideration, and pursuant to the authority vested in Grantor under SDCL § 5-2-11, hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to grant to West River Electric Association, Inc. of Wall South Dakota, an easement to construct, reconstruct, replace, modify, upgrade, extend, remove, maintain, and operate electrical transmission and distribution lines, cable TV lines, data communication lines, and all necessary and appurtenant of structures, fixtures and controls for the operation and maintenance of electrical services, as further described in Exhibit I, through, under, in, on and across the following legally described real estate within Meade County:

The S ½ of the NW ¼ and the SW ¼ NE ¼ less R.O.W., located in Section 3, Township 5N, Range 6E, BHM., Meade County, South Dakota, as further shown in WCEA Map #35787 in Exhibit A to Exhibit I, a copy of which is attached hereto and incorporated herein.

Grantor requests that any grant of easement be consistent with, or responsive to, the issues identified in the draft grant of easement prepared by West River Electric Association, Inc. and attached hereto as Attachment I, without restricting the ability of the parties to further revise and finalize the details of the final document(s).

Grantor requests that any grant of easement provides that Grantor shall not be liable for any personal injury, property damage, or other liability to Grantee, its agents, employees, invitees, or to any other party caused by or related to Grantee’s use of the premises, irrespective of how such injury or damage may be caused, whether by action of the elements or acts of negligence of Grantee or any other party, and that Grantee further agree to reimburse Grantor for any judgment against it arising from Grantee’s use of the property.

Dated this ____ day of March, 2021.

SOUTH DAKOTA BOARD OF REGENTS

By _____

John W. Bastian

President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board in Aberdeen, South Dakota, on the ____ day of March, 2021, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this ____ day of March, 2021.

SOUTH DAKOTA BOARD OF REGENTS

By _____

Pam Roberts

Secretary

**This document prepared by:
Office of School and Public Lands
(605)773-3303
500 East Capitol Avenue
Pierre, South Dakota 57501-5070**

STATE OF SOUTH DAKOTA PERMANENT EASEMENT

THIS EASEMENT is made and entered by and between the State of South Dakota acting through its Governor and Commissioner of School and Public Lands on behalf of the South Dakota Board of Regents, 500 East Capitol, Pierre, South Dakota, 57501 [the "State"] and West River Electric Association, Inc., (hereinafter referred to as Cooperative) of P.O. Box 412, Wall, SD 57790 [the Cooperative"].

WHEREAS, The Cooperative is desirous of acquiring a right-of-way easement for to survey, construct, reconstruct, upgrade, replace, operate and maintain, repair, alter, inspect, remove and enhance underground or overhead transmission and/or distribution lines and associated equipment owned by Cooperative and all necessary attachments and appurtenances, upon, under, and across land belonging to the State, and the State is desirous of cooperating with the Cooperative for said easement.

NOW THEREFORE THE PARTIES MUTUALLY AGREE AS FOLLOWS:

1. For and in consideration of the sum of One dollar (\$1.00), the receipt of which is hereby acknowledged and other valuable consideration set forth in this Easement, the State hereby grants and conveys to the Cooperative a right-of-way easement for the following described purposes: the right to survey, construct, reconstruct, upgrade, replace, operate and maintain, repair, alter, inspect, remove and enhance underground or overhead transmission and/or distribution lines and associated equipment owned by Cooperative and all necessary attachments and appurtenances, upon, under, and across, and including reasonable ingress and egress over adjacent lands of the State to provide access to, the following legally described real estate within the county of Meade, State of South Dakota (the "Easement Area"):

The S $\frac{1}{2}$ of the NW $\frac{1}{4}$ and the SW $\frac{1}{4}$ NE $\frac{1}{4}$ less R.O.W., located in Section 3, Township 5N, Range 6E, BHM., Meade County, South Dakota, as further shown in WCEA Map #35787 a copy of which is attached hereto as "Exhibit A" and incorporated herein.

2. The Cooperative agrees that any construction will not interfere unnecessarily with the State's use of its adjoining property and will not endanger or injure any improvements thereon. The State reserves the right to utilize the Property for all purposes not inconsistent with the easement rights herein conveyed. The State and/or the Cooperative may enter upon the above described property for the purposes of effectuating the grant of and reserved rights in this easement.

3. The Cooperative further agrees, at no cost to the State, to be responsible for the operation, repair, maintenance, replacement, or removal of the utilities or structures installed by the Cooperative and associated with the operation and maintenance of said utilities or structures. This includes the right to cut, control, manage with approved herbicides, and trim trees and vegetation along said lines where necessary to secure all clearance from conductors for the entire width of the Easement Area, and to further cut down and remove all dead, weak, leaning or hazardous tress that may strike or interfere with the distribution line(s). Any poles, wire, and other facilities, including any main service entrance equipment, installed on the Easement Area at the Cooperative's expense shall remain the property of the Cooperative, and shall be removed at by the Cooperative upon termination of service to or on said lands, unless otherwise agreed to by the State. In the event the Cooperative damages any growing crops, pastures, fences or building of the State as a result of exercising its rights granted herein, the Cooperative shall pay the State for the damage caused. If the State and Cooperative cannot mutually agree on the amount of said damages, the same shall be ascertained and determined by three disinterested individuals, one thereof appointed by the State, one by the Cooperative, and the third by the two so appointed.

4. The Cooperative further understands and agrees, that to the extent provided by South Dakota law, it shall be liable for all damages caused by the construction, operation, maintenance, enlargement, upgrade, repair, alteration, removal or replacement of the utilities or structures installed by the Cooperative and associated with the operation and maintenance of said utilities or structures, and the Cooperative agrees to indemnify, defend, and hold the State harmless for the same. Nothing in this agreement shall be read to waive Grantor's sovereign immunity.

5. The Cooperative further understands and agrees that the State has and retains the right to lease, sell or otherwise convey the Easement Area, or any part thereof, provided, however, that this Easement shall remain in full force and effect until the expiration of the term hereof notwithstanding such lease, sale or conveyance. In addition, the above-described easement is subject to a reservation of further easements and rights-of way for irrigation ditches and canals, as provided by South Dakota Codified Laws 5-4-2, so long as they do not infringe upon the rights granted hereunder. This Easement is also subject to a reservation of rights relating to deposits of coal, ores, metal and other minerals, asphaltum, oil, gas and like substances provided South Dakota Constitution Art. VIII, §19, South Dakota Codified Laws 5-7-3 to 5-7-6, inclusive and South

Dakota Codified Laws 5-2-12, and in any law of the State of South Dakota reserving any rights of any kind in said State or any of its departments, institutions, subdivisions, funds or accounts.

6. In consideration of this Easement, the Cooperative will not impose special assessments on the State to pay for connection costs to the Cooperative that may be associated with the development of the above described area.

7. The land herein described is to be used for the utilities or structures associated with the operation and maintenance of electrical services and no other purpose whatsoever, and that should the above described real property granted by this Easement cease to be used for said purposes for two consecutive years, this Easement reverts to the State or its successor and assigns.

8. This agreement and attachments shall constitute the entire agreement between the State and the Cooperative. This agreement supersedes any other written or oral agreements between the State and The Cooperative pertaining to the Easement Area, or any portion thereof. This agreement can be modified only in writing and signed by the State and the Cooperative or their respective heirs, representatives, executors, administrators, successors and assigns.

9. This easement shall be binding upon the heirs, executors, administrators, assigns, and successors in interest of the parties hereto.

10. This Easement is governed by and shall be construed in accordance with the laws of the State of South Dakota.

11. This Easement shall be binding upon the heirs, executors, administrators, assigns and successors in interest of the parties hereto.

IN WITNESS WHEREOF, the parties have executed this Easement on this ____ day of _____, 20__.

STATE OF SOUTH DAKOTA

BY: _____
Kristi Noem
Governor

ATTEST:

Ryan Brunner
Commissioner of School and Public Lands

WEST RIVER ELECTRIC
ASSOCIATION, INC.

BY: _____

ATTEST:

ACKNOWLEDGMENTS

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 20____, before me the undersigned Notary Public within aforesaid County and State, personally appeared Kristi Noem, Governor, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that she executed the same.

Notary Seal

Notary Public – State of SD

Commission Expires

STATE OF SOUTH DAKOTA)
) ss
COUNTY OF HUGHES)

On this ____ day of _____, 20____, before me the undersigned Notary Public within aforesaid County and State, personally appeared Ryan Brunner, Commissioner of South Dakota School and Public Lands, known to me to be the person described herein who executed the within and forgoing instrument for the purposes therein contained and acknowledged to me that he executed the same.

Notary Seal

Notary Public – State of SD

Commission Expires

[illegible]

On this ____ day of _____, 20____, before me, the undersigned officer, personally appeared _____, who acknowledged him/herself to be the _____ of the West River Electric Association, Inc., and that s/he, as _____, being authorized so to do, executed the foregoing instrument for the purposes therein contained, by signing the name of the West River Electric Association, Inc., as _____.

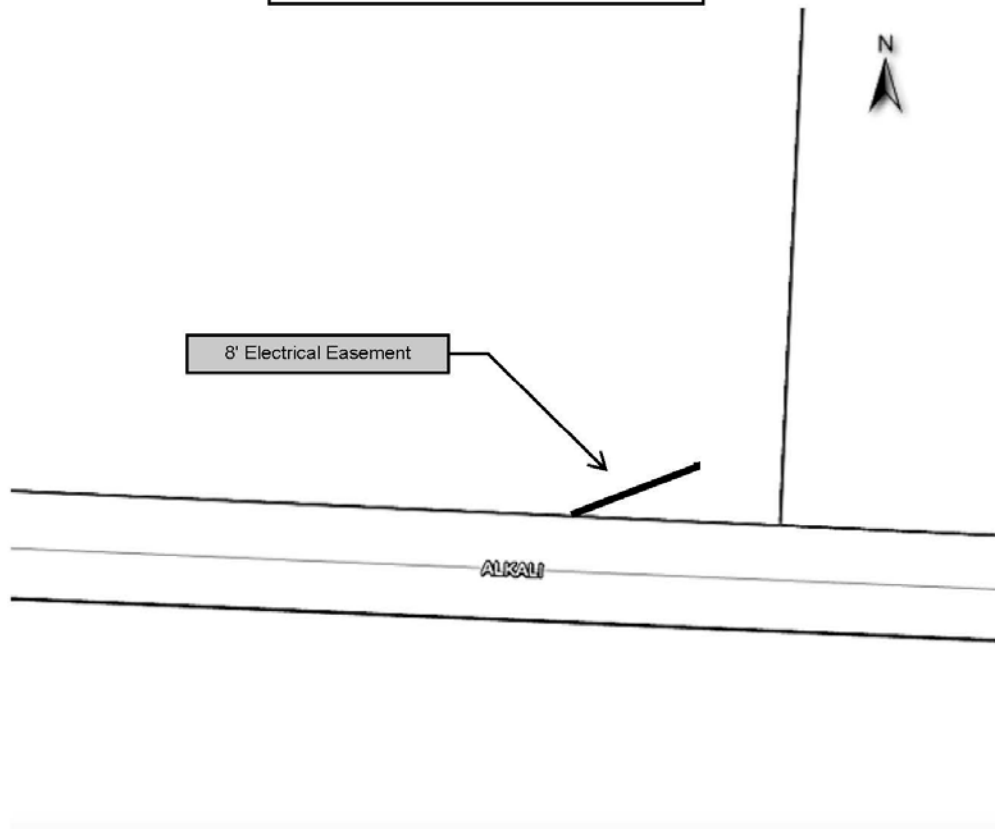

Notary Seal

Notary Public – State of SD

Commission Expires

EXHIBIT A

WREA Doc. # 35787

Land Owner: State of South Dakota
By & Through Board Of Regents**West River Electric
Association, Inc.**A Touchstone Energy® Partner 

DISCLAIMER: The information contained in this document was NOT obtained using a Registered Land Surveyor, therefore its use is for informational purposes only. 02/15/2021

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – P
DATE: March 30-31, 2021

SUBJECT

USD Naming Request – The Delta Dental Oral Health Center

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:27](#) – Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to name the new dental hygiene clinic as the Delta Dental Oral Health Center. The clinic is located on USD's main campus in the new School of Health Sciences building. The Delta Dental Oral Health Center will serve as the training and clinic space for USD's dental hygiene program. As the state's only dental hygiene program, USD prepares students for state-of-the-art health practice built on an interprofessional education foundation. The name change will take effect upon completion of the building, with no specified end date.

Delta Dental of South Dakota serves the state with the largest network of participating dental care providers. The company has been serving South Dakota since 1963 and focuses on promoting direct care for kids, supporting the dental workforce, and oral health education in the state. This partnership exemplifies USD's commitment to developing industry partnerships, and to promote and benefit health care in South Dakota. Delta Dental has signed a gift agreement with the University of South Dakota for the amount of \$1 million, which establishes The Delta Dental Oral Health Center Fund.

Board Policy No. 1:27 states the pertinent standards:

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration shall be given to the following factors:
 - A. the significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:

(Continued)

DRAFT MOTION 20201209_4-S:

I move to approve the request from the University of South Dakota to name the dental hygiene clinic in the new School of Health Sciences building as the Delta Dental Oral Health Center.

- i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ...
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - ...
 - B. the urgency or need for the project or program, or continuing support for the program,
 - C. the standing of the individual, family, or entity in the community or profession,
 - D. the nature and duration of the relationship of the proposed honoree to the university.
- 3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
 - A. the proposed name will bring additional honor and distinction to the institution,
 - B. the recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
 - C. any philanthropic commitments connected with the naming can be realized.

IMPACT AND RECOMMENDATIONS

The naming request from USD meets the requirements of Board Policy 1:27, and therefore, Board staff recommends approval.

ATTACHMENTS

Attachment I – Naming Request Form



South Dakota Board of Regents

Naming Request Form

*Request for Naming of Campus Facilities,
Programmatic Units, or Funded Academic Honors*

Please send this completed form to BORSEC@sdbor.edu.

Date Request Submitted: March 5, 2021

Name of Institution: University of South Dakota

Current Name: N/A

Proposed Name: The Delta Dental Oral Health Center

Effective Date and Duration of Proposed Name: Upon completion of the building with no specified end date

Location on Campus: connected to the Lee Med building on the south west side of campus

Purpose of Facility, Space, or Program to be Named: Dental Hygiene clinic space

If the naming request is the result of a gift, is the institution currently in possession of the gift? : Agreement signed

If the naming request is the result of a gift agreement that provides the donor the right to name the facility, when and how was the Board apprised of such an agreement in advance? (Please submit the gift agreement with this form.) President Gestring discussed the progress of the gift with Dr. Maher at various stages of the process.

Rationale for Proposed Name (Include in the space below, or attach documentation):

The University of South Dakota is seeking to name the dental hygiene clinic in the new School of Health Sciences building located on USD's main campus in Vermillion. Delta Dental Foundation will donate \$1 million to name the clinic the *Delta Dental Oral Health Center*, which will serve as training and clinic space for USD's dental hygiene program. As the state's only dental hygiene program, USD prepares students for state-of-the-art health practice built on an interprofessional education foundation.

Delta Dental of South Dakota serves the state with the largest network of participating providers. The company has been serving South Dakota since 1963 and focuses on promoting direct care for kids, supporting the dental workforce and oral health education in the state. This partnership exemplifies USD's commitment to developing industry partnerships to promote and benefit health care in South Dakota.

The gift agreement is attached and contains a clause that stipulates the money will be transferred to the USDF upon approval of the center naming by the South Dakota Board of Regents.

See attached information

Authorization for Use of Name

I, the undersigned, authorize the use of my name for the proposed naming request specified above.

Scott D. Jones, President and CEO 3/09/2021
 Signature Date

Scott D. Jones
 Printed Name

Campus Authorization of Naming Request

I, the undersigned President/Superintendent, have a reasonable assurance that the proposed name will bring additional honor and distinction to the institution, the recognition implied by naming is appropriate for the behavior exhibited by the individual, family, or organization, and any philanthropic commitments connected with the naming can be realized. I certify that this naming request meets the criteria required by Board of Regents Policy 1:27, which key requirements are stated below:

1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:
 - a. Serving the university in an academic or administrative capacity with high distinction, or
 - b. By contributing in other exceptional ways to the welfare and reputation of the university, to education, or the community in general.

OR

2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, consideration has been given to the following factors:
 - a. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - i. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - ii. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - iii. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - iv. If a fund raising drive or a contractual agreement may involve naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - v. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - a. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
 - b. the urgency or need for the project or program, or continuing support for the program,
 - c. the standing of the individual, family, or entity in the community or profession,
 - d. the nature and duration of the relationship of the proposed honoree to the university.

Shirley K. Lister
 President/Superintendent Signature

3-11-21
 Date

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance **Consent**

AGENDA ITEM: 4 – Q
DATE: March 30-31, 2021

SUBJECT

FY21 Operating Budgets

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 2020 legislative session concluded and with that came the passage of the FY21 General Bill (HB1294). The Board of Regents received an overall increase to the general fund base of \$4,009,545 of which \$4,902,657 was appropriated for employee compensation and health insurance. The total base general fund change was an increase of 1.8%. Attachment I summarizes the legislative action on the FY21 budget.

Attachment II provides the FY21 operating budgets for the six universities, NSU K-12 E-Learning, SDSU Extension, SDSU Agricultural Experiment Station, the USD Sanford School of Medicine, USD Law School, the two special schools, the Office of the Executive Director, System Issues (Federal Grants, Utilities – Energy Conservation, System Initiatives, Competitive Research and Innovative Research Grants, HEFF Projects and Lease Payments, Governor’s Research Centers, SD Opportunity Scholarship, etc.), Regents Information Systems, Regents Library Consortium, Enrollment Services Center, and Academic Initiatives. This summary presents each institution’s operating budget and FTE by fund source and National Association of College and University Business Officers (NACUBO) program.

Attachment III provides definitions of the nine National Association of College and University Business Officers (NACUBO) programs.

Due to the budget manager transition last year, this item was not brought to the Board in August. This item is being brought forward to ensure a kept record.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

Attachment I – FY21 Legislative Action Summary

Attachment II – FY21 Operating Budgets

Attachment III – NACUBO Definitions

INFORMATIONAL ITEM

South Dakota Board of Regents FY21 Board of Regents Request and Legislatively Appropriated				
	Base General Fund	FTE	Base General Fund	FTE
FY20 Base General Fund Budget	\$224,222,581	5,236.2	\$224,222,581	5,236.2
Priorities	Requested		Recommended	
The Dakota's Promise Scholarship	\$1,536,000	0.0	\$0	0.0
General Fund M&R	\$5,892,054	0.0	(\$1,135,884)	0.0
BHSU - Native American Student Success	\$249,872	2.8	\$0	0.0
NSU - American Indian Circle Program	\$154,577	2.0	\$0	0.0
South Dakota Opportunity Scholarship	\$100,000	0.0	(\$267,397)	0.0
MHEC Membership	\$0	0.0	(\$95,000)	0.0
State Computer & Central Services Increase	\$0	0.0	\$59,530	0.0
Base Budget Maintenance				
Post-Secondary Scholarship	TBD	0.0	\$12,014	0.0
Utilities	\$573,500	0.0	\$539,184	0.0
Lease Adjustment	(\$5,559)	0.0	(\$5,559)	0.0
FY21 Requested and Appropriated	\$8,500,444	4.8	(\$893,112)	(76.0)
FY21 Total Base Funding Appropriated	\$232,723,025	5,241.0	\$223,329,469	5,160.2
Increase without Salary Policy	3.7%	0.1%	-0.4%	-1.5%
Salary Policy Package			3,284,214.00	0.0
Health Insurance Increase			1,618,443.00	0.0
FY21 Final Base			\$228,232,125	0.0
Increase with Salary Policy			1.8%	0.0%

FY21 One-Time General Fund Requests				
SDSU - Rural Veterinary Medical Education	\$275,000	0.0	\$550,000	0.0
DSU - Cyber Cync Incubator and Entrepreneurial Center (CCIEC)	\$396,073	1.0	\$396,073	0.0
SDSU - Bioprocessing Facility	\$0	0.0	\$1,000,000	0.0
USD - Health Sciences Building	\$10,000,000	0.0	\$5,000,000	0.0
SDSM&T - Ascent Innovation Building Remodel	\$2,000,000	0.0	\$0	0.0
FY21 Tuition Fund Authority Requests				
Authority Changes	\$500,000	0.0	\$500,000	0.0
FY21 Federal and Other Fund Authority Requests				
Authority Changes	\$3,803,265	0.0	\$3,803,265	0.0
FY21 Informational Federal and Other Fund Authority Requests				
Authority Changes	\$0	0.0	\$0	0.0

South Dakota Board of Regents FY21 Board of Regents Request and Governor's Recommended				
	Base General Fund	FTE	Base General Fund	FTE
FY20 Base General Fund Budget	\$224,222,581	5,236.2	\$224,222,581	5,236.2
Priorities	Requested		Recommended	
The Dakota's Promise Scholarship	\$1,536,000	0.0	\$0	0.0
General Fund M&R	\$5,892,054	0.0	\$0	0.0
BHSU - Native American Student Success	\$249,872	2.8	\$0	0.0
NSU - American Indian Circle Program	\$154,577	2.0	\$0	0.0
South Dakota Opportunity Scholarship	\$100,000	0.0	(\$17,397)	0.0
Base Budget Maintenance				
Post-Secondary Scholarship	TBD	0.0	TBD	0.0
Utilities	\$573,500	0.0	\$539,184	0.0
Lease Adjustment	(\$5,559)	0.0	(\$5,559)	0.0
FY21 Requested and Recommended	\$8,500,444	4.8	\$516,228	0.0
FY21 Total Base Funding Recommended	\$232,723,025	5,241.0	\$224,738,809	5,236.2
Increase without Salary Policy	3.7%	0.1%	0.2%	0.0%
FY21 One-Time General Fund Requests				
SDSU - Rural Veterinary Medical Education	\$275,000	0.0	\$0	0.0
DSU - Cyber Cync Incubator and Entrepreneurial Center (CCIEC)	\$396,073	1.0	\$396,073	0.0
USD - Health Sciences Building	\$10,000,000	0.0	\$5,000,000	0.0
SDSM&T - Ascent Innovation Building Remodel	\$2,000,000	0.0	\$0	0.0
FY21 Tuition Fund Authority Requests				
Authority Changes	\$500,000	0.0	\$500,000	0.0
FY21 Federal and Other Fund Authority Requests				
Authority Changes	\$3,803,265	0.0	\$3,803,265	0.0
FY21 Informational Federal and Other Fund Authority Requests				
Authority Changes	\$0	0.0	\$0	0.0

**Black Hills State University
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$198,704	\$0	\$0	\$12,107,766	\$0	\$1,055	\$385,307	\$0	\$12,515	\$12,705,348
Operating Expense	<u>\$285</u>	<u>\$0</u>	<u>\$0</u>	<u>\$431,114</u>	<u>\$0</u>	<u>\$2,184</u>	<u>\$634,632</u>	<u>\$0</u>	<u>\$419,404</u>	<u>\$1,487,619</u>
Subtotal	\$198,989	\$0	\$0	\$12,538,880	\$0	\$3,239	\$1,019,939	\$0	\$431,919	\$14,192,967
FTE	1.9	-	-	141.9	-	-	3.4	-	0.1	147.3
02 Research										
Personal Services	\$60,933	\$0	\$0	\$66,557	\$0	\$1,753,836	\$123,368	\$0	\$0	\$2,004,693
Operating Expense	<u>\$120</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$600,909</u>	<u>\$37,520</u>	<u>\$0</u>	<u>\$0</u>	<u>\$638,549</u>
Subtotal	\$61,053	\$0	\$0	\$66,557	\$0	\$2,354,744	\$160,888	\$0	\$0	\$2,643,242
FTE	0.5	-	-	-	-	10.5	1.0	-	-	12.0
03 Public Service										
Personal Services	\$6,640	\$0	\$0	\$0	\$0	\$176,169	\$673,988	\$0	\$0	\$856,796
Operating Expense	<u>\$15</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,100</u>	<u>\$0</u>	<u>\$348,528</u>	<u>\$480,473</u>	<u>\$0</u>	<u>\$0</u>	<u>\$833,116</u>
Subtotal	\$6,655	\$0	\$0	\$4,100	\$0	\$524,697	\$1,154,460	\$0	\$0	\$1,689,912
FTE	-	-	-	-	-	1.5	6.0	-	-	7.4
04 Academic Support										
Personal Services	\$2,217,426	\$0	\$0	\$332,827	\$0	\$0	\$9,561	\$0	\$0	\$2,559,814
Operating Expense	<u>\$3,935</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,514,743</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,250</u>	<u>\$0</u>	<u>\$27,483</u>	<u>\$1,617,411</u>
Subtotal	\$2,221,361	\$0	\$0	\$1,847,570	\$0	\$0	\$80,811	\$0	\$27,483	\$4,177,225
FTE	23.5	-	-	5.2	-	-	-	-	-	28.7
05 Student Services										
Personal Services	\$1,961,692	\$0	\$0	\$1,603,894	\$0	\$203,025	\$114,958	\$0	\$342,905	\$4,226,473
Operating Expense	<u>\$3,420</u>	<u>\$0</u>	<u>\$0</u>	<u>\$918,519</u>	<u>\$0</u>	<u>\$92,710</u>	<u>\$221,000</u>	<u>\$0</u>	<u>\$250,046</u>	<u>\$1,485,695</u>
Subtotal	\$1,965,112	\$0	\$0	\$2,522,413	\$0	\$295,735	\$335,957	\$0	\$592,951	\$5,712,168
FTE	28.7	-	-	22.4	-	4.4	1.2	-	4.8	61.4
06 Institutional Support										
Personal Services	\$2,971,963	\$0	\$0	\$673,471	\$0	\$0	\$445,568	\$0	\$0	\$4,091,003
Operating Expense	<u>\$5,600</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$1,036,165</u>	<u>\$0</u>	<u>\$0</u>	<u>\$501,652</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,716,777</u>
Subtotal	\$2,977,563	\$0	\$173,360	\$1,709,636	\$0	\$0	\$947,220	\$0	\$0	\$5,807,780
FTE	32.5	-	-	11.8	-	-	6.8	-	-	51.1
07 Operation & Maintenance of Plant										
Personal Services	\$2,241,879	\$0	\$0	\$294,589	\$0	\$0	\$80,798	\$0	\$15,341	\$2,632,607
Operating Expense	<u>\$681,462</u>	<u>\$31,161</u>	<u>\$0</u>	<u>\$418,853</u>	<u>\$0</u>	<u>\$0</u>	<u>\$254,500</u>	<u>\$0</u>	<u>\$74,342</u>	<u>\$1,460,318</u>
Subtotal	\$2,923,341	\$31,161	\$0	\$713,442	\$0	\$0	\$335,298	\$0	\$89,683	\$4,092,925
FTE	44.5	-	-	4.5	-	-	1.4	-	0.1	50.5
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$675	\$0	\$0	\$0	\$0	\$0	\$675
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,892</u>	<u>\$116,572</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$126,464</u>
Subtotal	\$0	\$0	\$0	\$675	\$0	\$2,892	\$116,572	\$0	\$7,000	\$127,139
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$217,572	\$0	\$0	\$1,611,506	\$342,808	\$148,582	\$2,320,468
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50,100</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,439,134</u>	<u>\$2,685,910</u>	<u>\$707,208</u>	<u>\$4,882,352</u>
Subtotal	\$0	\$0	\$0	\$267,672	\$0	\$0	\$3,050,641	\$3,028,718	\$855,790	\$7,202,820
FTE	-	-	-	2.0	-	-	20.6	4.0	2.0	28.5
Total Operating Budget										
Personal Services	\$9,659,237	\$0	\$0	\$15,297,351	\$0	\$2,134,084	\$3,445,055	\$342,808	\$519,342	\$31,397,877
Operating Expense	<u>\$694,837</u>	<u>\$31,161</u>	<u>\$173,360</u>	<u>\$4,373,594</u>	<u>\$0</u>	<u>\$1,047,223</u>	<u>\$3,756,733</u>	<u>\$2,685,910</u>	<u>\$1,485,483</u>	<u>\$14,248,301</u>
Subtotal	\$10,354,074	\$31,161	\$173,360	\$19,670,945	\$0	\$3,181,307	\$7,201,788	\$3,028,718	\$2,004,825	\$45,646,178
FTE	131.6	-	-	187.7	-	16.4	40.3 4.0 7.0 387.0			

**Dakota State University
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$985,908	\$0	\$0	\$11,731,330	\$0	\$163,443	\$881,525	\$0	\$1,788,077	\$15,550,283
Operating Expense	<u>\$40,497</u>	<u>\$0</u>	<u>\$0</u>	<u>\$335,878</u>	<u>\$0</u>	<u>\$9,659</u>	<u>\$75,740</u>	<u>\$0</u>	<u>\$996,699</u>	<u>\$1,458,473</u>
Subtotal	\$1,026,405	\$0	\$0	\$12,067,208	\$0	\$173,102	\$957,265	\$0	\$2,784,776	\$17,008,756
FTE	3.3	-	-	89.7	-	4.8	9.6	-	16.4	123.6
02 Research										
Personal Services	\$0	\$0	\$0	\$13,346	\$0	\$152,517	\$93,381	\$0	\$0	\$259,244
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,111,727</u>	<u>\$860,514</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,972,241</u>
Subtotal	\$0	\$0	\$0	\$13,346	\$0	\$2,264,244	\$953,895	\$0	\$0	\$3,231,485
FTE	-	-	-	-	-	1.8	0.2	-	-	2.0
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$73,367	\$1,057,400	\$0	\$0	\$1,130,767
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$41,802</u>	<u>\$1,185,744</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,227,546</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$115,169	\$2,243,144	\$0	\$0	\$2,358,313
FTE	-	-	-	-	-	1.0	11.9	-	-	12.9
04 Academic Support										
Personal Services	\$1,697,628	\$0	\$0	\$861,517	\$0	\$17,900	\$0	\$0	\$59,823	\$2,636,868
Operating Expense	<u>\$2,323</u>	<u>\$0</u>	<u>\$173,360</u>	<u>\$502,052</u>	<u>\$0</u>	<u>\$1,257</u>	<u>\$32,050</u>	<u>\$0</u>	<u>\$470,000</u>	<u>\$1,181,042</u>
Subtotal	\$1,699,951	\$0	\$173,360	\$1,363,569	\$0	\$19,157	\$32,050	\$0	\$529,823	\$3,817,910
FTE	18.4	-	-	9.6	-	-	-	-	0.7	28.7
05 Student Services										
Personal Services	\$2,910,554	\$0	\$0	\$648,634	\$0	\$124,355	\$178,734	\$0	\$44,477	\$3,906,754
Operating Expense	<u>\$110,350</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,748,024</u>	<u>\$0</u>	<u>\$1,709</u>	<u>\$1,208,946</u>	<u>\$0</u>	<u>\$487,025</u>	<u>\$3,556,054</u>
Subtotal	\$3,020,904	\$0	\$0	\$2,396,658	\$0	\$126,064	\$1,387,680	\$0	\$531,502	\$7,462,808
FTE	47.1	-	-	7.8	-	0.8	1.8	-	0.1	57.7
06 Institutional Support										
Personal Services	\$2,882,412	\$0	\$0	\$1,209,133	\$0	\$0	\$944,264	\$0	\$53,511	\$5,089,320
Operating Expense	<u>\$65,856</u>	<u>\$0</u>	<u>\$0</u>	<u>\$517,729</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,284,920</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,868,505</u>
Subtotal	\$2,948,268	\$0	\$0	\$1,726,862	\$0	\$0	\$2,229,184	\$0	\$53,511	\$6,957,825
FTE	26.5	-	-	14.5	-	-	13.1	-	1.0	55.1
07 Operation & Maintenance of Plant										
Personal Services	\$1,471,673	\$0	\$0	\$83,993	\$0	\$0	\$0	\$0	\$27,334	\$1,583,000
Operating Expense	<u>\$392,876</u>	<u>\$22,362</u>	<u>\$0</u>	<u>\$185,551</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,547,854</u>	<u>\$0</u>	<u>\$69,500</u>	<u>\$4,218,143</u>
Subtotal	\$1,864,549	\$22,362	\$0	\$269,544	\$0	\$0	\$3,547,854	\$0	\$96,834	\$5,801,143
FTE	27.5	-	-	1.3	-	-	-	-	0.5	29.3
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$383,638</u>	<u>\$816,955</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,200,593</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$383,638	\$816,955	\$0	\$0	\$1,200,593
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$242,166	\$583,069	\$196,849	\$1,022,084
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$720,920</u>	<u>\$4,574,000</u>	<u>\$40,716</u>	<u>\$5,335,636</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$963,086	\$5,157,069	\$237,565	\$6,357,720
FTE	-	-	-	-	-	-	3.5	11.4	2.7	17.6
Total Operating Budget										
Personal Services	\$9,948,175	\$0	\$0	\$14,547,953	\$0	\$531,582	\$3,397,470	\$583,069	\$2,170,071	\$31,178,320
Operating Expense	<u>\$611,902</u>	<u>\$22,362</u>	<u>\$173,360</u>	<u>\$3,289,234</u>	<u>\$0</u>	<u>\$2,549,792</u>	<u>\$9,733,643</u>	<u>\$4,574,000</u>	<u>\$2,063,940</u>	<u>\$23,018,233</u>
Subtotal	\$10,560,077	\$22,362	\$173,360	\$17,837,187	\$0	\$3,081,374	\$13,131,113	\$5,157,069	\$4,234,011	\$54,196,553
FTE	122.8	-	-	122.9	-	8.3	40.1	11.4	21.4	326.8

Northern State University
FY21 Operating Budget
(not including K-12 E-Learning)

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$2,340,873	\$0	\$0	\$8,431,836	\$0	\$126,903	\$1,029,309	\$0	\$315,812	\$12,244,733
Operating Expense	<u>\$7,292</u>	<u>\$0</u>	<u>\$94,812</u>	<u>\$3,212,225</u>	<u>\$0</u>	<u>\$12,000</u>	<u>\$1,706,927</u>	<u>\$0</u>	<u>\$332,100</u>	<u>\$5,365,356</u>
Subtotal	\$2,348,165	\$0	\$94,812	\$11,644,061	\$0	\$138,903	\$2,736,236	\$0	\$647,912	\$17,610,089
FTE	25.4	-	-	92.2	- - 21.1 - 4.5 143.1					
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$128,480	\$4,395	\$0	\$0	\$132,875
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$133,897</u>	<u>\$10,971</u>	<u>\$0</u>	<u>\$0</u>	<u>\$144,868</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$262,377	\$15,366	\$0	\$0	\$277,743
FTE	-	-	-	-	-	1.0	-	-	-	1.0
03 Public Service										
Personal Services	\$0	\$0	\$0	\$213,954	\$0	\$223,741	\$684	\$0	\$0	\$438,379
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$540</u>	<u>\$0</u>	<u>\$232,243</u>	<u>\$87,140</u>	<u>\$0</u>	<u>\$0</u>	<u>\$319,923</u>
Subtotal	\$0	\$0	\$0	\$214,494	\$0	\$455,984	\$87,824	\$0	\$0	\$758,302
FTE	-	-	-	2.5	-	2.4	-	-	-	4.8
04 Academic Support										
Personal Services	\$2,107,053	\$0	\$0	\$160,627	\$0	\$106,950	\$1,503	\$0	\$0	\$2,376,133
Operating Expense	<u>\$235,303</u>	<u>\$0</u>	<u>\$178,581</u>	<u>\$554,544</u>	<u>\$0</u>	<u>\$76,000</u>	<u>\$26,100</u>	<u>\$0</u>	<u>\$18,000</u>	<u>\$1,088,528</u>
Subtotal	\$2,342,356	\$0	\$178,581	\$715,171	\$0	\$182,950	\$27,603	\$0	\$18,000	\$3,464,661
FTE	24.2	-	-	2.3	-	-	-	-	-	26.5
05 Student Services										
Personal Services	\$3,329,536	\$0	\$0	\$178,353	\$0	\$408,086	\$785,065	\$0	\$50,311	\$4,751,351
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$391,365</u>	<u>\$0</u>	<u>\$182,765</u>	<u>\$704,893</u>	<u>\$0</u>	<u>\$699,743</u>	<u>\$1,978,766</u>
Subtotal	\$3,329,536	\$0	\$0	\$569,718	\$0	\$590,851	\$1,489,958	\$0	\$750,054	\$6,730,117
FTE	44.7	-	-	2.0	-	3.6	10.6	-	-	60.8
06 Institutional Support										
Personal Services	\$2,512,529	\$0	\$0	\$244,586	\$0	\$109,620	\$691,276	\$0	\$0	\$3,558,011
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$479,070</u>	<u>\$0</u>	<u>\$293,357</u>	<u>\$263,300</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,035,727</u>
Subtotal	\$2,512,529	\$0	\$0	\$723,656	\$0	\$402,977	\$954,576	\$0	\$0	\$4,593,738
FTE	24.6	-	-	2.0	-	-	8.5	-	-	35.1
07 Operation & Maintenance of Plant										
Personal Services	\$1,622,693	\$0	\$0	\$0	\$0	\$5,400	\$110,759	\$0	\$0	\$1,738,852
Operating Expense	<u>\$606,817</u>	<u>\$36,293</u>	<u>\$0</u>	<u>\$655,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$78,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,376,110</u>
Subtotal	\$2,229,510	\$36,293	\$0	\$655,000	\$0	\$5,400	\$188,759	\$0	\$0	\$3,114,962
FTE	32.9	-	-	-	-	-	2.0	-	-	34.9
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,389</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,389</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$6,389	\$0	\$0	\$0	\$6,389
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$45,808	\$274,191	\$822,037	\$88,656	\$1,230,692
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$559,000</u>	<u>\$2,648,500</u>	<u>\$159,344</u>	<u>\$3,366,844</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$45,808	\$833,191	\$3,470,537	\$248,000	\$4,597,536
FTE	-	-	-	-	-	-	4.5	15.8	1.8	22.1
Total Operating Budget										
Personal Services	\$11,912,684	\$0	\$0	\$9,229,356	\$0	\$1,154,988	\$2,897,182	\$822,037	\$454,779	\$26,471,026
Operating Expense	<u>\$849,412</u>	<u>\$36,293</u>	<u>\$273,393</u>	<u>\$5,292,744</u>	<u>\$0</u>	<u>\$936,651</u>	<u>\$3,436,331</u>	<u>\$2,648,500</u>	<u>\$1,209,187</u>	<u>\$14,682,511</u>
Subtotal	\$12,762,096	\$36,293	\$273,393	\$14,522,100	\$0	\$2,091,639	\$6,333,513	\$3,470,537	\$1,663,966	\$41,153,537
FTE	151.8	-	-	100.9	-	6.9 46.7 15.8 6.3 328.3				

**Northern State University - K-12 E-Learning
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$2,180,885	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,180,885
Operating Expense	<u>\$42,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$42,000</u>
Subtotal	\$2,222,885	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,222,885
FTE	27.4	-	-	-	-	-	-	-	-	27.4
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$579,445	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$579,445
Operating Expense	<u>\$240,527</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$240,527</u>
Subtotal	\$819,972	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$819,972
FTE	7.3	-	-	-	-	-	-	-	-	7.3
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$2,760,330	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$2,760,330
Operating Expense	<u>\$282,527</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$282,527</u>
Subtotal	\$3,042,857	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$3,042,857
FTE	34.7	-	-	-	-	-	-	-	-	34.7

Northern State University
FY21 Operating Budget
(Including K-12 E-Learning)

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$4,521,758	\$0	\$0	\$8,431,836	\$0	\$126,903	\$1,029,309	\$0	\$315,812	\$14,425,618
Operating Expense	<u>\$49,292</u>	<u>\$0</u>	<u>\$94,812</u>	<u>\$3,212,225</u>	<u>\$0</u>	<u>\$12,000</u>	<u>\$1,706,927</u>	<u>\$0</u>	<u>\$332,100</u>	<u>\$5,407,356</u>
Subtotal	\$4,571,050	\$0	\$94,812	\$11,644,061	\$0	\$138,903	\$2,736,236	\$0	\$647,912	\$19,832,974
FTE	52.7	-	-	92.2 - - 21.1 - 4.5 170.5						
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$128,480	\$4,395	\$0	\$0	\$132,875
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$133,897</u>	<u>\$10,971</u>	<u>\$0</u>	<u>\$0</u>	<u>\$144,868</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$262,377	\$15,366	\$0	\$0	\$277,743
FTE	-	-	-	-	-	1.0	-	-	-	1.0
03 Public Service										
Personal Services	\$0	\$0	\$0	\$213,954	\$0	\$223,741	\$684	\$0	\$0	\$438,379
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$540</u>	<u>\$0</u>	<u>\$232,243</u>	<u>\$87,140</u>	<u>\$0</u>	<u>\$0</u>	<u>\$319,923</u>
Subtotal	\$0	\$0	\$0	\$214,494	\$0	\$455,984	\$87,824	\$0	\$0	\$758,302
FTE	-	-	-	2.5	-	2.4	-	-	-	4.8
04 Academic Support										
Personal Services	\$2,686,498	\$0	\$0	\$160,627	\$0	\$106,950	\$1,503	\$0	\$0	\$2,955,578
Operating Expense	<u>\$475,830</u>	<u>\$0</u>	<u>\$178,581</u>	<u>\$554,544</u>	<u>\$0</u>	<u>\$76,000</u>	<u>\$26,100</u>	<u>\$0</u>	<u>\$18,000</u>	<u>\$1,329,055</u>
Subtotal	\$3,162,328	\$0	\$178,581	\$715,171	\$0	\$182,950	\$27,603	\$0	\$18,000	\$4,284,633
FTE	31.5	-	-	2.3	-	-	-	-	-	33.8
05 Student Services										
Personal Services	\$3,329,536	\$0	\$0	\$178,353	\$0	\$408,086	\$785,065	\$0	\$50,311	\$4,751,351
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$391,365</u>	<u>\$0</u>	<u>\$182,765</u>	<u>\$704,893</u>	<u>\$0</u>	<u>\$699,743</u>	<u>\$1,978,766</u>
Subtotal	\$3,329,536	\$0	\$0	\$569,718	\$0	\$590,851	\$1,489,958	\$0	\$750,054	\$6,730,117
FTE	44.7	-	-	2.0	-	3.6	10.6	-	-	60.8
06 Institutional Support										
Personal Services	\$2,512,529	\$0	\$0	\$244,586	\$0	\$109,620	\$691,276	\$0	\$0	\$3,558,011
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$479,070</u>	<u>\$0</u>	<u>\$293,357</u>	<u>\$263,300</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,035,727</u>
Subtotal	\$2,512,529	\$0	\$0	\$723,656	\$0	\$402,977	\$954,576	\$0	\$0	\$4,593,738
FTE	24.6	-	-	2.0	-	-	8.5	-	-	35.1
07 Operation & Maintenance of Plant										
Personal Services	\$1,622,693	\$0	\$0	\$0	\$0	\$5,400	\$110,759	\$0	\$0	\$1,738,852
Operating Expense	<u>\$606,817</u>	<u>\$36,293</u>	<u>\$0</u>	<u>\$655,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$78,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,376,110</u>
Subtotal	\$2,229,510	\$36,293	\$0	\$655,000	\$0	\$5,400	\$188,759	\$0	\$0	\$3,114,962
FTE	32.9	-	-	-	-	-	2.0	-	-	34.9
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,389</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,389</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$6,389	\$0	\$0	\$0	\$6,389
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$45,808	\$274,191	\$822,037	\$88,656	\$1,230,692
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$559,000</u>	<u>\$2,648,500</u>	<u>\$159,344</u>	<u>\$3,366,844</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$45,808	\$833,191	\$3,470,537	\$248,000	\$4,597,536
FTE	-	-	-	-	-	-	4.5	15.8	1.8	22.1
Total Operating Budget										
Personal Services	\$14,673,014	\$0	\$0	\$9,229,356	\$0	\$1,154,988	\$2,897,182	\$822,037	\$454,779	\$29,231,356
Operating Expense	<u>\$1,131,939</u>	<u>\$36,293</u>	<u>\$273,393</u>	<u>\$5,292,744</u>	<u>\$0</u>	<u>\$936,651</u>	<u>\$3,436,331</u>	<u>\$2,648,500</u>	<u>\$1,209,187</u>	<u>\$14,965,038</u>
Subtotal	\$15,804,953	\$36,293	\$273,393	\$14,522,100	\$0	\$2,091,639	\$6,333,513	\$3,470,537	\$1,663,966	\$44,196,394
FTE	186.5	-	-	100.9	-	6.9 46.7 15.8 6.3 363.0				

**South Dakota School of Mines and Technology
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$5,496,678	\$0	\$0	\$13,322,067	\$0	\$0	\$116,190	\$0	\$2,160,321	\$21,095,256
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,940,614</u>	<u>\$0</u>	<u>\$0</u>	<u>\$417,650</u>	<u>\$0</u>	<u>\$859,845</u>	<u>\$3,218,109</u>
Subtotal	\$5,496,678	\$0	\$0	\$15,262,681	\$0	\$0	\$533,840	\$0	\$3,020,166	\$24,313,365
FTE	50.8	--		107.7	-	- 0.5	18.2	177.2		
02 Research										
Personal Services	\$112,626	\$0	\$0	\$0	\$0	\$6,440,817	\$1,441,486	\$0	\$0	\$7,994,929
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$12,000</u>	<u>\$0</u>	<u>\$4,632,452</u>	<u>\$1,962,523</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,606,975</u>
Subtotal	\$112,626	\$0	\$0	\$12,000	\$0	\$11,073,268	\$3,404,009	\$0	\$0	\$14,601,903
FTE	1.0	-	-	- - 33.2	16.6	- - 50.8				
03 Public Service										
Personal Services	\$102,270	\$0	\$0	\$41,444	\$0	\$215,281	\$245,134	\$0	\$0	\$604,128
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$47,767</u>	<u>\$232,291</u>	<u>\$0</u>	<u>\$0</u>	<u>\$280,058</u>
Subtotal	\$102,270	\$0	\$0	\$41,444	\$0	\$263,047	\$477,426	\$0	\$0	\$884,186
FTE	1.0	-	-	0.2	-	1.4	2.8	-	-	5.3
04 Academic Support										
Personal Services	\$1,779,746	\$0	\$0	\$762,978	\$0	\$0	\$105,821	\$0	\$456,900	\$3,105,444
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$133,022</u>	<u>\$679,918</u>	<u>\$0</u>	<u>\$0</u>	<u>\$337,104</u>	<u>\$0</u>	<u>\$1,137,640</u>	<u>\$2,287,684</u>
Subtotal	\$1,779,746	\$0	\$133,022	\$1,442,896	\$0	\$0	\$442,924	\$0	\$1,594,540	\$5,393,127
FTE	22.0	-	-	8.2	-	-	0.5	-	4.0	34.7
05 Student Services										
Personal Services	\$3,579,112	\$0	\$0	\$648,492	\$0	\$0	\$28,729	\$0	\$328,068	\$4,584,401
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$424,651</u>	<u>\$0</u>	<u>\$500</u>	<u>\$743,690</u>	<u>\$0</u>	<u>\$686,279</u>	<u>\$1,855,120</u>
Subtotal	\$3,579,112	\$0	\$0	\$1,073,142	\$0	\$500	\$772,420	\$0	\$1,014,346	\$6,439,521
FTE	50.3	-	-	7.4	-	-	0.7	-	4.4	62.8
06 Institutional Support										
Personal Services	\$3,474,848	\$0	\$0	\$481,949	\$0	\$0	\$2,375,696	\$0	\$40,486	\$6,372,979
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$700,822</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,347,162</u>	<u>\$0</u>	<u>\$10,000</u>	<u>\$2,057,984</u>
Subtotal	\$3,474,848	\$0	\$0	\$1,182,770	\$0	\$0	\$3,722,858	\$0	\$50,486	\$8,430,963
FTE	41.1	-	-	2.0	-	-	10.2	-	0.7	53.9
07 Operation & Maintenance of Plant										
Personal Services	\$2,527,672	\$0	\$0	\$222,522	\$0	\$0	\$0	\$0	\$0	\$2,750,194
Operating Expense	<u>\$987,084</u>	<u>\$34,093</u>	<u>\$0</u>	<u>\$156,656</u>	<u>\$0</u>	<u>\$0</u>	<u>\$210,801</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,388,634</u>
Subtotal	\$3,514,756	\$34,093	\$0	\$379,178	\$0	\$0	\$210,801	\$0	\$0	\$4,138,828
FTE	49.1	-	-	2.0	-	-	-	-	-	51.2
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$520,687</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$520,687</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$520,687	\$0	\$0	\$0	\$520,687
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$427,066	\$386,722	\$285,591	\$1,099,379
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,594,403</u>	<u>\$5,486,169</u>	<u>\$353,421</u>	<u>\$7,433,993</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$2,021,469	\$5,872,891	\$639,012	\$8,533,372
FTE	-	-	-	-	-	-	6.2	3.0	3.4	12.5
Total Operating Budget										
Personal Services	\$17,072,952	\$0	\$0	\$15,479,451	\$0	\$6,656,097	\$4,740,122	\$386,722	\$3,271,365	\$47,606,709
Operating Expense	<u>\$987,084</u>	<u>\$34,093</u>	<u>\$133,022</u>	<u>\$3,914,661</u>	<u>\$0</u>	<u>\$5,201,406</u>	<u>\$6,845,624</u>	<u>\$5,486,169</u>	<u>\$3,047,185</u>	<u>\$25,649,244</u>
Subtotal	\$18,060,036	\$34,093	\$133,022	\$19,394,112	\$0	\$11,857,503	\$11,585,746	\$5,872,891	\$6,318,550	\$73,255,953
FTE	215.4	-	-	127.5	-	34.6	37.3	3.0	30.6	448.4

South Dakota State University
FY21 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$14,721,165	\$0	\$0	\$41,264,830	\$0	\$634,682	\$2,585,401	\$0	\$11,991,188	\$71,197,265
Operating Expense	<u>\$358,417</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,824,360</u>	<u>\$0</u>	<u>\$978,721</u>	<u>\$1,903,749</u>	<u>\$0</u>	<u>\$4,522,191</u>	<u>\$11,587,438</u>
Subtotal	\$15,079,582	\$0	\$0	\$45,089,190	\$0	\$1,613,403	\$4,489,150	\$0	\$16,513,379	\$82,784,703
FTE	159.7	-	-	345.6	-	1.1	22.0	-	123.4	651.9
02 Research										
Personal Services	\$714,273	\$0	\$0	\$0	\$0	\$5,398,804	\$2,948,153	\$0	\$0	\$9,061,229
Operating Expense	<u>\$23,570</u>	<u>\$0</u>	<u>\$0</u>	<u>\$28,974</u>	<u>\$0</u>	<u>\$8,225,139</u>	<u>\$2,610,869</u>	<u>\$0</u>	<u>\$0</u>	<u>\$10,888,552</u>
Subtotal	\$737,843	\$0	\$0	\$28,974	\$0	\$13,623,943	\$5,559,022	\$0	\$0	\$19,949,782
FTE	6.2	-	-	-	-	24.7	29.2	-	-	60.0
03 Public Service										
Personal Services	\$1,929,052	\$0	\$0	\$0	\$0	\$1,584,481	\$2,462,622	\$0	\$0	\$5,976,154
Operating Expense	<u>\$219,048</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,954,238</u>	<u>\$3,152,552</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,325,838</u>
Subtotal	\$2,148,100	\$0	\$0	\$0	\$0	\$3,538,718	\$5,615,173	\$0	\$0	\$11,301,992
FTE	22.3	-	-	-	-	16.3	36.9	-	-	75.5
04 Academic Support										
Personal Services	\$5,567,295	\$0	\$0	\$6,586,871	\$0	\$43,855	\$663,744	\$0	\$872,578	\$13,734,343
Operating Expense	<u>\$5,472</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,527,768</u>	<u>\$0</u>	<u>\$22,439</u>	<u>\$1,705,009</u>	<u>\$0</u>	<u>\$168,450</u>	<u>\$7,429,138</u>
Subtotal	\$5,572,767	\$0	\$0	\$12,114,639	\$0	\$66,294	\$2,368,753	\$0	\$1,041,028	\$21,163,481
FTE	77.2	-	-	53.3	-	-	8.4	-	9.5	148.4
05 Student Services										
Personal Services	\$7,774,268	\$0	\$234,809	\$2,997,740	\$0	\$270,610	\$2,491,272	\$0	\$1,012,900	\$14,781,599
Operating Expense	<u>\$8,224</u>	<u>\$0</u>	<u>\$613,642</u>	<u>\$2,326,633</u>	<u>\$0</u>	<u>\$2,787,224</u>	<u>\$4,836,914</u>	<u>\$0</u>	<u>\$4,005,306</u>	<u>\$14,577,943</u>
Subtotal	\$7,782,492	\$0	\$848,451	\$5,324,373	\$0	\$3,057,833	\$7,328,186	\$0	\$5,018,206	\$29,359,542
FTE	118.4	-	3.5	32.2	-	4.9	17.3	-	11.5	187.8
06 Institutional Support										
Personal Services	\$5,874,846	\$0	\$0	\$4,503,191	\$0	\$0	\$5,458,193	\$0	\$144,632	\$15,980,861
Operating Expense	<u>\$1,034,163</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,745,650</u>	<u>\$0</u>	<u>\$269,367</u>	<u>\$1,927,383</u>	<u>\$0</u>	<u>\$709,488</u>	<u>\$8,686,051</u>
Subtotal	\$6,909,009	\$0	\$0	\$9,248,841	\$0	\$269,367	\$7,385,575	\$0	\$854,120	\$24,666,912
FTE	105.3	-	-	28.9	-	-	53.1	-	2.5	189.7
07 Operation & Maintenance of Plant										
Personal Services	\$8,530,352	\$0	\$0	\$194,800	\$0	\$0	\$3,973,034	\$0	\$0	\$12,698,186
Operating Expense	<u>\$4,040,985</u>	<u>\$131,975</u>	<u>\$0</u>	<u>\$1,392,293</u>	<u>\$0</u>	<u>\$59,070</u>	<u>\$8,184,290</u>	<u>\$0</u>	<u>\$0</u>	<u>\$13,808,613</u>
Subtotal	\$12,571,337	\$131,975	\$0	\$1,587,092	\$0	\$59,070	\$12,157,324	\$0	\$0	\$26,506,798
FTE	155.9	-	-	1.0	-	-	57.7	-	-	214.6
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$500,173	\$0	\$0	\$0	\$500,173
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$350,000</u>	<u>\$0</u>	<u>\$27,142</u>	<u>\$1,583,770</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,960,912</u>
Subtotal	\$0	\$0	\$0	\$350,000	\$0	\$527,315	\$1,583,770	\$0	\$0	\$2,461,085
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$746,478	\$3,377,865	\$1,259,901	\$5,384,244
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$278,500</u>	<u>\$6,171,321</u>	<u>\$14,298,734</u>	<u>\$797,103</u>	<u>\$21,545,658</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$278,500	\$6,917,800	\$17,676,599	\$2,057,004	\$26,929,902
FTE	-	-	-	-	-	-	8.7	60.0	21.2	89.9
Total Operating Budget										
Personal Services	\$45,111,251	\$0	\$234,809	\$55,547,431	\$0	\$8,432,604	\$21,328,896	\$3,377,865	\$15,281,198	\$149,314,054
Operating Expense	<u>\$5,689,879</u>	<u>\$131,975</u>	<u>\$613,642</u>	<u>\$18,195,678</u>	<u>\$0</u>	<u>\$14,601,840</u>	<u>\$32,075,857</u>	<u>\$14,298,734</u>	<u>\$10,202,538</u>	<u>\$95,810,143</u>
Subtotal	\$50,801,130	\$131,975	\$848,451	\$73,743,109	\$0	\$23,034,444	\$53,404,753	\$17,676,599	\$25,483,736	\$245,124,197
FTE	645.0	-	3.5	461.0	-	47.0	233.2	60.0	168.0	1,617.7

**SDSU Extension
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$8,773,357	\$0	\$0	\$0	\$2,022,052	\$1,459,995	\$1,144,255	\$0	\$0	\$13,399,659
Operating Expense	<u>\$305,148</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,294,184</u>	<u>\$1,000,460</u>	<u>\$1,326,931</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,926,723</u>
Subtotal	\$9,078,505	\$0	\$0	\$0	\$4,316,236	\$2,460,455	\$2,471,186	\$0	\$0	\$18,326,382
FTE	114.0	-	-	-	38.5	9.8	18.1	-	-	180.4
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$8,773,357	\$0	\$0	\$0	\$2,022,052	\$1,459,995	\$1,144,255	\$0	\$0	\$13,399,659
Operating Expense	<u>\$305,148</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,294,184</u>	<u>\$1,000,460</u>	<u>\$1,326,931</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,926,723</u>
Subtotal	\$9,078,505	\$0	\$0	\$0	\$4,316,236	\$2,460,455	\$2,471,186	\$0	\$0	\$18,326,382
FTE	114.0	-	-	-	38.5	9.8	18.1	-	-	180.4

**SDSU Agriculture Experiment Station
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$12,564,923	\$0	\$0	\$0	\$1,650,436	\$3,719,759	\$5,665,136	\$0	\$0	\$23,600,254
Operating Expense	<u>\$628,265</u>	<u>\$0</u>	<u>\$400,000</u>	<u>\$0</u>	<u>\$2,118,876</u>	<u>\$3,751,035</u>	<u>\$9,487,845</u>	<u>\$0</u>	<u>\$0</u>	<u>\$16,386,021</u>
Subtotal	\$13,193,188	\$0	\$400,000	\$0	\$3,769,312	\$7,470,794	\$15,152,981	\$0	\$0	\$39,986,275
FTE	136.0	-	-	-	15.2	29.0	56.1	-	-	236.3
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$12,564,923	\$0	\$0	\$0	\$1,650,436	\$3,719,759	\$5,665,136	\$0	\$0	\$23,600,254
Operating Expense	<u>\$628,265</u>	<u>\$0</u>	<u>\$400,000</u>	<u>\$0</u>	<u>\$2,118,876</u>	<u>\$3,751,035</u>	<u>\$9,487,845</u>	<u>\$0</u>	<u>\$0</u>	<u>\$16,386,021</u>
Subtotal	\$13,193,188	\$0	\$400,000	\$0	\$3,769,312	\$7,470,794	\$15,152,981	\$0	\$0	\$39,986,275
FTE	136.0	-	-	-	15.2	29.0	56.1	-	-	236.3

**University of South Dakota
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$6,307,587	\$0	\$0	\$26,753,366	\$0	\$43,048	\$1,245,118	\$0	\$1,490,525	\$35,839,645
Operating Expense	<u>\$194,966</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,406,208</u>	<u>\$0</u>	<u>\$390,318</u>	<u>\$1,834,457</u>	<u>\$0</u>	<u>\$1,115,798</u>	<u>\$5,941,747</u>
Subtotal	\$6,502,553	\$0	\$0	\$29,159,574	\$0	\$433,367	\$3,079,575	\$0	\$2,606,323	\$41,781,392
FTE	56.3	-	-	260.6	-	0.2	9.1	-	13.2	339.3
02 Research										
Personal Services	\$10,500	\$0	\$0	\$109,673	\$0	\$1,339,434	\$1,580,190	\$0	\$5,015	\$3,044,812
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$337,925</u>	<u>\$0</u>	<u>\$2,625,997</u>	<u>\$983,464</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,947,386</u>
Subtotal	\$10,500	\$0	\$0	\$447,598	\$0	\$3,965,431	\$2,563,654	\$0	\$5,015	\$6,992,199
FTE	-	-	-	1.0	-	13.1	8.3	-	-	22.4
03 Public Service										
Personal Services	\$214,802	\$0	\$0	\$41,990	\$0	\$4,869,895	\$1,535,543	\$0	\$0	\$6,662,229
Operating Expense	<u>\$592</u>	<u>\$0</u>	<u>\$0</u>	<u>\$26,037</u>	<u>\$0</u>	<u>\$520,282</u>	<u>\$1,693,907</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,240,818</u>
Subtotal	\$215,393	\$0	\$0	\$68,028	\$0	\$5,390,177	\$3,229,450	\$0	\$0	\$8,903,047
FTE	2.8	-	-	0.5	-	60.6	13.9	-	-	77.8
04 Academic Support										
Personal Services	\$7,784,964	\$0	\$0	\$4,470,079	\$0	\$0	\$2,222,011	\$0	\$138,279	\$14,615,334
Operating Expense	<u>\$437,288</u>	<u>\$0</u>	<u>\$236,041</u>	<u>\$4,057,251</u>	<u>\$0</u>	<u>\$160,676</u>	<u>\$1,252,113</u>	<u>\$0</u>	<u>\$207,554</u>	<u>\$6,350,922</u>
Subtotal	\$8,222,252	\$0	\$236,041	\$8,527,329	\$0	\$160,676	\$3,474,125	\$0	\$345,834	\$20,966,256
FTE	89.4	-	-	49.4 - - 29.2 - 1.4 169.5	-	-	-	-	-	-
05 Student Services										
Personal Services	\$7,730,514	\$0	\$0	\$1,562,705	\$0	\$59,024	\$438,783	\$0	\$2,302,068	\$12,093,094
Operating Expense	<u>\$115,591</u>	<u>\$0</u>	<u>\$0</u>	<u>\$903,894</u>	<u>\$0</u>	<u>\$133,087</u>	<u>\$4,667,231</u>	<u>\$0</u>	<u>\$2,893,927</u>	<u>\$8,713,730</u>
Subtotal	\$7,846,105	\$0	\$0	\$2,466,600	\$0	\$192,110	\$5,106,014	\$0	\$5,195,995	\$20,806,824
FTE	109.1	-	-	20.9 - 1.0 3.1 - 22.9 156.9	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$7,775,745	\$0	\$0	\$2,513,349	\$0	\$0	\$2,710,348	\$0	\$500,528	\$13,499,971
Operating Expense	<u>\$186,514</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,387,663</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,645,917</u>	<u>\$0</u>	<u>\$331,178</u>	<u>\$6,551,273</u>
Subtotal	\$7,962,260	\$0	\$0	\$5,901,013	\$0	\$0	\$5,356,265	\$0	\$831,706	\$20,051,244
FTE	83.8	-	-	20.5 - - 19.7 - 9.2 133.3	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$4,483,660	\$0	\$0	\$486,722	\$0	\$0	\$2,951,729	\$0	\$486,406	\$8,408,517
Operating Expense	<u>\$2,433,268</u>	<u>\$87,983</u>	<u>\$0</u>	<u>\$375,707</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,357,581</u>	<u>\$0</u>	<u>\$228,095</u>	<u>\$4,482,634</u>
Subtotal	\$6,916,928	\$87,983	\$0	\$862,429	\$0	\$0	\$4,309,310	\$0	\$714,501	\$12,891,151
FTE	80.3	-	-	8.5	-	-	50.3	-	6.9	146.0
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$648,376	\$0	\$0	\$0	\$648,376
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$158,287</u>	<u>\$0</u>	<u>\$0</u>	<u>\$158,287</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$648,376	\$158,287	\$0	\$0	\$806,664
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$826,525	\$1,185,404	\$400,205	\$2,412,133
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$849,354</u>	<u>\$8,769,889</u>	<u>\$506,527</u>	<u>\$10,125,770</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,675,878	\$9,955,293	\$906,732	\$12,537,903
FTE	-	-	-	-	-	-	12.7	18.5	5.7	36.9
Total Operating Budget										
Personal Services	\$34,307,773	\$0	\$0	\$35,937,885	\$0	\$6,959,777	\$13,510,248	\$1,185,404	\$5,323,026	\$97,224,113
Operating Expense	<u>\$3,368,218</u>	<u>\$87,983</u>	<u>\$236,041</u>	<u>\$11,494,686</u>	<u>\$0</u>	<u>\$3,830,360</u>	<u>\$15,442,310</u>	<u>\$8,769,889</u>	<u>\$5,283,080</u>	<u>\$48,512,567</u>
Subtotal	\$37,675,991	\$87,983	\$236,041	\$47,432,571	\$0	\$10,790,137	\$28,952,558	\$9,955,293	\$10,606,106	\$145,736,680
FTE	421.7	-	-	361.4	-	74.8	146.2	18.5	59.3	1,081.9

**USD Law School
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$943,607	\$0	\$0	\$1,694,022	\$0	\$0	\$95,215	\$0	\$0	\$2,732,844
Operating Expense	<u>\$57,784</u>	<u>\$0</u>	<u>\$0</u>	<u>\$317,842</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$375,626</u>
Subtotal	\$1,001,391	\$0	\$0	\$2,011,864	\$0	\$0	\$95,215	\$0	\$0	\$3,108,470
FTE	8.9	-	-	11.1	-	-	0.3	-	-	20.2
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$20,677	\$0	\$76,001	\$0	\$0	\$0	\$96,678
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,483</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,483</u>
Subtotal	\$0	\$0	\$0	\$20,677	\$0	\$78,484	\$0	\$0	\$0	\$99,161
FTE	-	-	-	0.2	-	0.8	-	-	-	1.0
04 Academic Support										
Personal Services	\$744,163	\$0	\$0	\$487,865	\$0	\$0	\$14,401	\$0	\$123,084	\$1,369,514
Operating Expense	<u>\$148,479</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$114,229</u>	<u>\$0</u>	<u>\$560,000</u>	<u>\$822,708</u>
Subtotal	\$892,642	\$0	\$0	\$487,865	\$0	\$0	\$128,630	\$0	\$683,084	\$2,192,222
FTE	8.8	-	-	1.9	-	-	-	-	1.3	12.1
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$18,539</u>	<u>\$0</u>	<u>\$0</u>	<u>\$19,400</u>	<u>\$0</u>	<u>\$0</u>	<u>\$37,939</u>
Subtotal	\$0	\$0	\$0	\$18,539	\$0	\$0	\$19,400	\$0	\$0	\$37,939
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$1,687,770	\$0	\$0	\$2,202,565	\$0	\$76,001	\$109,616	\$0	\$123,084	\$4,199,036
Operating Expense	<u>\$206,263</u>	<u>\$0</u>	<u>\$0</u>	<u>\$336,381</u>	<u>\$0</u>	<u>\$2,483</u>	<u>\$133,629</u>	<u>\$0</u>	<u>\$560,000</u>	<u>\$1,238,756</u>
Subtotal	\$1,894,033	\$0	\$0	\$2,538,946	\$0	\$78,484	\$243,245	\$0	\$683,084	\$5,437,792
FTE	17.7	-	-	13.2	-	0.8	0.3	-	1.3	33.3

**USD Sanford School of Medicine
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$14,734,506	\$0	\$0	\$7,191,708	\$0	\$0	\$2,234,969	\$0	\$2,225,263	\$26,386,446
Operating Expense	<u>\$3,538,526</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,916,942</u>	<u>\$0</u>	<u>\$371,228</u>	<u>\$886,204</u>	<u>\$0</u>	<u>\$1,231,260</u>	<u>\$9,944,160</u>
Subtotal	\$18,273,032	\$0	\$0	\$11,108,650	\$0	\$371,228	\$3,121,173	\$0	\$3,456,523	\$36,330,606
FTE	127.1	-	-	58.8	-	-	22.7	-	17.2	225.8
02 Research										
Personal Services	\$0	\$0	\$0	\$40,120	\$0	\$2,472,828	\$352,418	\$0	\$0	\$2,865,367
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$35,900</u>	<u>\$0</u>	<u>\$2,980,828</u>	<u>\$255,755</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,272,482</u>
Subtotal	\$0	\$0	\$0	\$76,020	\$0	\$5,453,656	\$608,173	\$0	\$0	\$6,137,849
FTE	-	-	-	-	-	21.2	3.6	-	-	24.7
03 Public Service										
Personal Services	\$149,825	\$0	\$0	\$0	\$0	\$3,546,959	\$557,098	\$0	\$0	\$4,253,881
Operating Expense	<u>\$23,968</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,585,058</u>	<u>\$528,041</u>	<u>\$0</u>	<u>\$0</u>	<u>\$2,137,068</u>
Subtotal	\$173,793	\$0	\$0	\$0	\$0	\$5,132,017	\$1,085,139	\$0	\$0	\$6,390,949
FTE	1.6	-	-	-	-	31.5	7.6	-	-	40.7
04 Academic Support										
Personal Services	\$4,538,425	\$0	\$0	\$0	\$0	\$0	\$957,852	\$0	\$0	\$5,496,278
Operating Expense	<u>\$5,150</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,046,274</u>	<u>\$0</u>	<u>\$352,012</u>	<u>\$1,642,281</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,045,717</u>
Subtotal	\$4,543,576	\$0	\$0	\$1,046,274	\$0	\$352,012	\$2,600,133	\$0	\$0	\$8,541,994
FTE	34.9	-	-	-	-	-	8.0	-	-	42.9
05 Student Services										
Personal Services	\$1,129,871	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,129,871
Operating Expense	<u>\$1,471</u>	<u>\$0</u>	<u>\$0</u>	<u>\$97,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$4,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$103,471</u>
Subtotal	\$1,131,342	\$0	\$0	\$97,500	\$0	\$0	\$4,500	\$0	\$0	\$1,233,342
FTE	11.7	-	-	-	-	-	-	-	-	11.7
06 Institutional Support										
Personal Services	\$407,148	\$0	\$0	\$0	\$0	\$166,965	\$313,456	\$0	\$0	\$887,569
Operating Expense	<u>\$2,326</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,224</u>	<u>\$0</u>	<u>\$0</u>	<u>\$494,738</u>	<u>\$0</u>	<u>\$0</u>	<u>\$505,288</u>
Subtotal	\$409,474	\$0	\$0	\$8,224	\$0	\$166,965	\$808,194	\$0	\$0	\$1,392,857
FTE	4.2	-	-	-	-	-	1.5	-	-	5.7
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$20,959,775	\$0	\$0	\$7,231,828	\$0	\$6,186,752	\$4,415,794	\$0	\$2,225,263	\$41,019,412
Operating Expense	<u>\$3,571,442</u>	<u>\$0</u>	<u>\$0</u>	<u>\$5,104,840</u>	<u>\$0</u>	<u>\$5,289,126</u>	<u>\$3,811,518</u>	<u>\$0</u>	<u>\$1,231,260</u>	<u>\$19,008,186</u>
Subtotal	\$24,531,217	\$0	\$0	\$12,336,668	\$0	\$11,475,878	\$8,227,312	\$0	\$3,456,523	\$60,027,598
FTE	179.5	-	-	58.8	-	52.7	43.4	-	17.2	351.5

**South Dakota School for the Deaf
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$1,141,562	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,141,562
Operating Expense	<u>\$173,022</u>	<u>\$0</u>	<u>\$14,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$18,378</u>	<u>\$0</u>	<u>\$0</u>	<u>\$205,900</u>
Subtotal	\$1,314,584	\$0	\$14,500	\$0	\$0	\$0	\$18,378	\$0	\$0	\$1,347,462
FTE	17.0	-	-	-	-	-	-	-	-	17.0
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$616,197	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$616,197
Operating Expense	<u>\$101,075</u>	<u>\$0</u>	<u>\$30,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,377</u>	<u>\$0</u>	<u>\$0</u>	<u>\$134,952</u>
Subtotal	\$717,272	\$0	\$30,500	\$0	\$0	\$0	\$3,377	\$0	\$0	\$751,149
FTE	6.0	-	-	-	-	-	-	-	-	6.0
06 Institutional Support										
Personal Services	\$235,791	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$235,791
Operating Expense	<u>\$214,500</u>	<u>\$0</u>	<u>\$10,000</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$17,729</u>	<u>\$0</u>	<u>\$0</u>	<u>\$242,229</u>
Subtotal	\$450,291	\$0	\$10,000	\$0	\$0	\$0	\$17,729	\$0	\$0	\$478,020
FTE	1.0	-	-	-	-	-	-	-	-	1.0
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$478,622</u>	<u>\$0</u>	<u>\$222,382</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$151,345</u>	<u>\$0</u>	<u>\$0</u>	<u>\$852,349</u>
Subtotal	\$478,622	\$0	\$222,382	\$0	\$0	\$0	\$151,345	\$0	\$0	\$852,349
FTE	2.0	-	-	-	-	-	-	-	-	2.0
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$1,993,550	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$1,993,550
Operating Expense	<u>\$967,219</u>	<u>\$0</u>	<u>\$277,382</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$190,829</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,435,430</u>
Subtotal	\$2,960,769	\$0	\$277,382	\$0	\$0	\$0	\$190,829	\$0	\$0	\$3,428,980
FTE	26.0	-	-	-	-	-	-	-	-	26.0

**SD School for the Blind and Visually Impaired
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$1,545,505	\$0	\$0	\$0	\$0	\$26,631	\$203,588	\$0	\$0	\$1,775,724
Operating Expense	<u>\$156,423</u>	<u>\$0</u>	<u>\$3,840</u>	<u>\$0</u>	<u>\$0</u>	<u>\$56,835</u>	<u>\$42,678</u>	<u>\$0</u>	<u>\$0</u>	<u>\$259,776</u>
Subtotal	\$1,701,928	\$0	\$3,840	\$0	\$0	\$83,466	\$246,266	\$0	\$0	\$2,035,500
FTE	22.6	-	-	-	-	0.5	2.0	-	-	25.1
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$150,274	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$150,274
Operating Expense	<u>\$500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$500</u>
Subtotal	\$150,774	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$150,774
FTE	3.0	-	-	-	-	-	-	-	-	3.0
05 Student Services										
Personal Services	\$573,840	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$573,840
Operating Expense	<u>\$68,500</u>	<u>\$0</u>	<u>\$5,500</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$13,031</u>	<u>\$0</u>	<u>\$0</u>	<u>\$87,031</u>
Subtotal	\$642,340	\$0	\$5,500	\$0	\$0	\$0	\$13,031	\$0	\$0	\$660,871
FTE	10.1	-	-	-	-	-	-	-	-	10.1
06 Institutional Support										
Personal Services	\$277,826	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$277,826
Operating Expense	<u>\$123,556</u>	<u>\$0</u>	<u>\$38,011</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$7,269</u>	<u>\$0</u>	<u>\$0</u>	<u>\$168,836</u>
Subtotal	\$401,382	\$0	\$38,011	\$0	\$0	\$0	\$7,269	\$0	\$0	\$446,662
FTE	4.0	-	-	-	-	-	-	-	-	4.0
07 Operation & Maintenance of Plant										
Personal Services	\$199,737	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$199,737
Operating Expense	<u>\$185,015</u>	<u>\$0</u>	<u>\$33,322</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$18,191</u>	<u>\$0</u>	<u>\$0</u>	<u>\$236,528</u>
Subtotal	\$384,752	\$0	\$33,322	\$0	\$0	\$0	\$18,191	\$0	\$0	\$436,265
FTE	3.4	-	-	-	-	-	-	-	-	3.4
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$2,747,181	\$0	\$0	\$0	\$0	\$26,631	\$203,588	\$0	\$0	\$2,977,400
Operating Expense	<u>\$533,994</u>	<u>\$0</u>	<u>\$80,673</u>	<u>\$0</u>	<u>\$0</u>	<u>\$56,835</u>	<u>\$81,169</u>	<u>\$0</u>	<u>\$0</u>	<u>\$752,671</u>
Subtotal	\$3,281,175	\$0	\$80,673	\$0	\$0	\$83,466	\$284,757	\$0	\$0	\$3,730,071
FTE	43.1	-	-	-	-	0.5	2.0	-	-	45.6

Office of the Executive Director
FY21 Operating Budget

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$3,340,151	\$0	\$0	\$0	\$0	\$0	\$54,155	\$0	\$0	\$3,394,306
Operating Expense	<u>\$802,065</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$447,064</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,249,129</u>
Subtotal	\$4,142,216	\$0	\$0	\$0	\$0	\$0	\$501,219	\$0	\$0	\$4,643,435
FTE	23.6	-	-	-	-	-	0.6	-	-	24.1
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$434,360</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$434,360</u>
Subtotal	\$434,360	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$434,360
FTE	-	- - - - -	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$3,340,151	\$0	\$0	\$0	\$0	\$0	\$54,155	\$0	\$0	\$3,394,306
Operating Expense	<u>\$1,236,425</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$447,064</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,683,489</u>
Subtotal	\$4,576,576	\$0	\$0	\$0	\$0	\$0	\$501,219	\$0	\$0	\$5,077,795
FTE	23.6	-	-	-	-	-	0.6	-	-	24.1

**Regents Information Systems
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$1,098,940	\$0	\$0	\$0	\$0	\$0	\$1,580,328	\$0	\$0	\$2,679,268
Operating Expense	<u>\$2,779,332</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,965,643</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,744,975</u>
Subtotal	\$3,878,272	\$0	\$0	\$0	\$0	\$0	\$5,545,971	\$0	\$0	\$9,424,243
FTE	11.5	-	-	-	-	-	13.5	-	-	25.0
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$1,098,940	\$0	\$0	\$0	\$0	\$0	\$1,580,328	\$0	\$0	\$2,679,268
Operating Expense	<u>\$2,779,332</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$3,965,643</u>	<u>\$0</u>	<u>\$0</u>	<u>\$6,744,975</u>
Subtotal	\$3,878,272	\$0	\$0	\$0	\$0	\$0	\$5,545,971	\$0	\$0	\$9,424,243
FTE	11.5	-	-	-	-	-	13.5	-	-	25.0

**Regents Library Consortium
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$60,639	\$0	\$0	\$60,639
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$199,336</u>	<u>\$0</u>	<u>\$0</u>	<u>\$199,336</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$259,975	\$0	\$0	\$259,975
FTE	-	-	-	-	-	-	1.0	-	-	1.0
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$19,356	\$0	\$0	\$19,356
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$520,539</u>	<u>\$0</u>	<u>\$0</u>	<u>\$520,539</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$539,895	\$0	\$0	\$539,895
FTE	-	-	-	-	-	-	-	-	-	-
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$79,995	\$0	\$0	\$79,995
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,875</u>	<u>\$0</u>	<u>\$0</u>	<u>\$719,875</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$799,870	\$0	\$0	\$799,870
FTE	-	-	-	-	-	-	1.0	-	-	1.0

**System Issues
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$90,555	\$0	\$0	\$90,555
Operating Expense	<u>\$1,850,316</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,903</u>	<u>\$7,500,023</u>	<u>\$0</u>	<u>\$0</u>	<u>\$9,925,242</u>
Subtotal	\$1,850,316	\$0	\$0	\$0	\$0	\$574,903	\$7,590,578	\$0	\$0	\$10,015,797
FTE	-	-	-	-	-	-	0.3	-	-	0.3
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$12,072,907</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,759,479</u>	<u>\$0</u>	<u>\$0</u>	<u>\$43,535,503</u>
Subtotal	\$12,072,907	\$29,703,117	\$0	\$0	\$0	\$0	\$1,759,479	\$0	\$0	\$43,535,503
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$7,115,015</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,473,882</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,588,897</u>
Subtotal	\$7,115,015	\$0	\$0	\$0	\$0	\$0	\$1,473,882	\$0	\$0	\$8,588,897
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$90,555	\$0	\$0	\$90,555
Operating Expense	<u>\$21,038,238</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,903</u>	<u>\$10,733,384</u>	<u>\$0</u>	<u>\$0</u>	<u>\$62,049,642</u>
Subtotal	\$21,038,238	\$29,703,117	\$0	\$0	\$0	\$574,903	\$10,823,939	\$0	\$0	\$62,140,197
FTE	-	-	-	-	-	-	0.3	-	-	0.3

**Enrollment Services Center
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$472,840	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$472,840
Operating Expense	<u>\$71,051</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,051</u>
Subtotal	\$543,891	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$543,891
FTE	10.8	-	-	-	-	-	-	-	-	10.8
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$472,840	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$472,840
Operating Expense	<u>\$71,051</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$71,051</u>
Subtotal	\$543,891	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$543,891
FTE	10.8	-	-	-	-	-	-	-	-	10.8

**Academic Initiatives
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$205,053	\$0	\$0	\$205,053
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,123,600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,123,600</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,328,653	\$0	\$0	\$1,328,653
FTE	-	-	-	-	-	-	1.1	-	-	1.1
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$205,053	\$0	\$0	\$205,053
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,123,600</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,123,600</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$1,328,653	\$0	\$0	\$1,328,653
FTE	-	-	-	-	-	-	1.1	-	-	1.1

**Board of Regents Office Total
FY21 Operating Budget**

Program	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
02 Research										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
03 Public Service										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
04 Academic Support										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$60,639	\$0	\$0	\$60,639
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$199,336</u>	<u>\$0</u>	<u>\$0</u>	<u>\$199,336</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$259,975	\$0	\$0	\$259,975
FTE	-	-	-	-	-	-	1.0	-	-	1.0
05 Student Services										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
06 Institutional Support										
Personal Services	\$4,911,931	\$0	\$0	\$0	\$0	\$0	\$1,949,447	\$0	\$0	\$6,861,378
Operating Expense	<u>\$5,502,764</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,903</u>	<u>\$13,556,869</u>	<u>\$0</u>	<u>\$0</u>	<u>\$19,634,536</u>
Subtotal	\$10,414,695	\$0	\$0	\$0	\$0	\$574,903	\$15,506,316	\$0	\$0	\$26,495,914
FTE	45.9	-	-	-	-	-	15.5	-	-	61.3
07 Operation & Maintenance of Plant										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$12,507,267</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,759,479</u>	<u>\$0</u>	<u>\$0</u>	<u>\$43,969,863</u>
Subtotal	\$12,507,267	\$29,703,117	\$0	\$0	\$0	\$0	\$1,759,479	\$0	\$0	\$43,969,863
FTE	-	-	-	-	-	-	-	-	-	-
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$7,115,015</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$1,473,882</u>	<u>\$0</u>	<u>\$0</u>	<u>\$8,588,897</u>
Subtotal	\$7,115,015	\$0	\$0	\$0	\$0	\$0	\$1,473,882	\$0	\$0	\$8,588,897
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
Subtotal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FTE	-	-	-	-	-	-	-	-	-	-
Total Operating Budget										
Personal Services	\$4,911,931	\$0	\$0	\$0	\$0	\$0	\$2,010,086	\$0	\$0	\$6,922,017
Operating Expense	<u>\$25,125,046</u>	<u>\$29,703,117</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$574,903</u>	<u>\$16,989,566</u>	<u>\$0</u>	<u>\$0</u>	<u>\$72,392,632</u>
Subtotal	\$30,036,977	\$29,703,117	\$0	\$0	\$0	\$574,903	\$18,999,652	\$0	\$0	\$79,314,649
FTE	45.9	-	-	-	-	-	16.5	-	-	62.3

Program	Board of Regents System Total FY21 Operating Budget									
	General Funds	HEFF	School & Public Lands	Tuition	Federal Appropriated	Federal Restricted	Other	Room & Board	Student Fees	All Funds
01 Instruction										
Personal Services	\$50,596,979	\$0	\$0	\$122,496,926	\$0	\$995,762	\$8,776,623	\$0	\$19,983,701	\$202,849,990
Operating Expense	<u>\$4,569,212</u>	<u>\$0</u>	<u>\$113,152</u>	<u>\$16,385,183</u>	<u>\$0</u>	<u>\$1,820,946</u>	<u>\$7,520,414</u>	<u>\$0</u>	<u>\$9,477,297</u>	<u>\$39,886,204</u>
Subtotal	\$55,166,191	\$0	\$113,152	\$138,882,109	\$0	\$2,816,707	\$16,297,037	\$0	\$29,460,998	\$242,736,194
FTE	500.3	-	-	1,107.6	-	6.5	90.5	-	192.9	1,897.7
02 Research										
Personal Services	\$13,463,255	\$0	\$0	\$229,696	\$1,650,436	\$21,406,475	\$12,208,526	\$0	\$5,015	\$48,963,403
Operating Expense	<u>\$651,955</u>	<u>\$0</u>	<u>\$400,000</u>	<u>\$414,799</u>	<u>\$2,118,876</u>	<u>\$25,061,983</u>	<u>\$16,209,461</u>	<u>\$0</u>	<u>\$0</u>	<u>\$44,857,075</u>
Subtotal	\$14,115,210	\$0	\$400,000	\$644,495	\$3,769,312	\$46,468,458	\$28,417,988	\$0	\$5,015	\$93,820,478
FTE	143.7	-	-	1.0	15.2	134.4	114.8	-	-	409.2
03 Public Service										
Personal Services	\$11,175,944	\$0	\$0	\$318,065	\$2,022,052	\$12,225,887	\$7,676,724	\$0	\$0	\$33,418,672
Operating Expense	<u>\$548,771</u>	<u>\$0</u>	<u>\$0</u>	<u>\$30,677</u>	<u>\$2,294,184</u>	<u>\$5,732,861</u>	<u>\$8,687,079</u>	<u>\$0</u>	<u>\$0</u>	<u>\$17,293,573</u>
Subtotal	\$11,724,715	\$0	\$0	\$348,743	\$4,316,236	\$17,958,748	\$16,363,803	\$0	\$0	\$50,712,245
FTE	141.7	-	-	3.4	38.5	125.2	97.1	-	-	405.8
04 Academic Support										
Personal Services	\$27,166,419	\$0	\$0	\$13,662,764	\$0	\$168,705	\$4,035,532	\$0	\$1,650,664	\$46,684,085
Operating Expense	<u>\$1,078,977</u>	<u>\$0</u>	<u>\$721,004</u>	<u>\$13,882,550</u>	<u>\$0</u>	<u>\$612,384</u>	<u>\$5,379,471</u>	<u>\$0</u>	<u>\$2,589,127</u>	<u>\$24,263,513</u>
Subtotal	\$28,245,396	\$0	\$721,004	\$27,545,314	\$0	\$781,089	\$9,415,004	\$0	\$4,239,791	\$70,947,598
FTE	308.8	-	-	129.9	-	-	47.1	-	16.9	502.7
05 Student Services										
Personal Services	\$29,605,585	\$0	\$234,809	\$7,639,818	\$0	\$1,065,099	\$4,037,541	\$0	\$4,080,728	\$46,663,580
Operating Expense	<u>\$408,630</u>	<u>\$0</u>	<u>\$649,642</u>	<u>\$6,829,125</u>	<u>\$0</u>	<u>\$3,197,994</u>	<u>\$12,422,982</u>	<u>\$0</u>	<u>\$9,022,326</u>	<u>\$32,530,700</u>
Subtotal	\$30,014,215	\$0	\$884,451	\$14,468,943	\$0	\$4,263,093	\$16,460,523	\$0	\$13,103,054	\$79,194,280
FTE	426.1	-	3.5	92.7	-	14.6	34.7	-	43.6	615.2
06 Institutional Support										
Personal Services	\$31,325,041	\$0	\$0	\$9,625,679	\$0	\$276,585	\$14,888,248	\$0	\$739,157	\$56,854,710
Operating Expense	<u>\$7,135,280</u>	<u>\$0</u>	<u>\$221,371</u>	<u>\$10,875,324</u>	<u>\$0</u>	<u>\$1,137,627</u>	<u>\$22,046,938</u>	<u>\$0</u>	<u>\$1,050,666</u>	<u>\$42,467,206</u>
Subtotal	\$38,460,320	\$0	\$221,371	\$20,501,002	\$0	\$1,414,212	\$36,935,186	\$0	\$1,789,823	\$99,321,916
FTE	368.9	-	-	79.6	-	-	128.3	-	13.4	590.3
07 Operation & Maintenance of Plant										
Personal Services	\$21,077,666	\$0	\$0	\$1,282,625	\$0	\$5,400	\$7,116,321	\$0	\$529,081	\$30,011,093
Operating Expense	<u>\$22,313,396</u>	<u>\$30,046,984</u>	<u>\$255,704</u>	<u>\$3,184,060</u>	<u>\$0</u>	<u>\$59,070</u>	<u>\$15,562,041</u>	<u>\$0</u>	<u>\$371,937</u>	<u>\$71,793,192</u>
Subtotal	\$43,391,062	\$30,046,984	\$255,704	\$4,466,685	\$0	\$64,470	\$22,678,362	\$0	\$901,018	\$101,804,285
FTE	395.7	-	-	17.3	-	-	111.4	-	7.5	531.9
08 Scholarship & Fellowship										
Personal Services	\$0	\$0	\$0	\$675	\$0	\$1,148,549	\$0	\$0	\$0	\$1,149,224
Operating Expense	<u>\$7,115,015</u>	<u>\$0</u>	<u>\$0</u>	<u>\$350,000</u>	<u>\$0</u>	<u>\$940,748</u>	<u>\$4,149,466</u>	<u>\$0</u>	<u>\$7,000</u>	<u>\$12,562,230</u>
Subtotal	\$7,115,015	\$0	\$0	\$350,675	\$0	\$2,089,298	\$4,149,466	\$0	\$7,000	\$13,711,454
FTE	-	-	-	-	-	-	-	-	-	-
09 Auxilliary Enterprise										
Personal Services	\$0	\$0	\$0	\$217,572	\$0	\$45,808	\$4,127,932	\$6,697,905	\$2,379,783	\$13,468,999
Operating Expense	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$50,100</u>	<u>\$0</u>	<u>\$278,500</u>	<u>\$11,334,132</u>	<u>\$38,463,202</u>	<u>\$2,564,319</u>	<u>\$52,690,254</u>
Subtotal	\$0	\$0	\$0	\$267,672	\$0	\$324,308	\$15,462,065	\$45,161,107	\$4,944,102	\$66,159,253
FTE	-	-	-	2.0	-	-	56.1	112.7	36.7	207.5
Total Operating Budget										
Personal Services	\$184,410,889	\$0	\$234,809	\$155,473,820	\$3,672,488	\$37,338,270	\$62,867,448	\$6,697,905	\$29,368,128	\$480,063,757
Operating Expense	<u>\$43,821,236</u>	<u>\$30,046,984</u>	<u>\$2,360,873</u>	<u>\$52,001,818</u>	<u>\$4,413,060</u>	<u>\$38,842,114</u>	<u>\$103,311,985</u>	<u>\$38,463,202</u>	<u>\$25,082,673</u>	<u>\$338,343,945</u>
Subtotal	\$228,232,125	\$30,046,984	\$2,595,682	\$207,475,638	\$8,085,548	\$76,180,384	\$166,179,433	\$45,161,107	\$54,450,801	\$818,407,702
FTE	2,285.2	-	3.5	1,433.3	53.7	280.7	680.1	112.7	311.0	5,160.2

National Association of College and University Business Officers (NACUBO)

Activities by Program

Program 01 - Instruction	General academic instruction for each college (nursing, fine arts, engineering, etc.)
Program 02 – Research	EPSCoR Water Resources Institute Biostress Research
Program 03 – Public Services	Animal Disease Research & Diagnostic Lab Extension
Program 04 – Academic Support	Libraries Museums Academic Computing Support Academic Administration
Program 05 – Student Services	Student Services Administration Admissions Counseling Center Records & Registration Financial Aid Student Health Services Placement
Program 06 – Institutional Support	Administration & Finance (Budget, Research, Accounting) Human Resources University Relations Academic Affairs Legal Counsel
Program 07 – O&M of Plant	Physical Plant Administration Custodial Services/Building Maintenance Landscapes & Grounds Utilities
Program 08 – Scholarships/Fellowships	Perkins Loan Pell Grant Workstudy
Program 09 – Auxiliary Enterprises	Residence Halls Bookstores Food Services Student Union

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – R
DATE: March 30-31, 2021

SUBJECT

NSU Regional Sports Complex Request to Expend Additional Capital Campaign Funds

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND / DISCUSSION

The NSU Regional Sports Complex is the third and final project funded through the NSU Educational Impact Campaign (EIC). The other projects funded through the EIC were the NSU Athletic and Recreation Fields and the South Dakota School for the Blind and Visually Impaired.

The Facility Program Plan (FPP) for the NSU Regional Sports Complex was approved by the Board of Regents in December of 2018. The estimated cost of the project presented at that time was \$33M.

Upon approval by the Board of Regents, the project was submitted to the legislature for consideration during the 2019 Legislative Session. HB1037 was approved by the legislature and signed by Governor Noem on February 8, 2019. The bill approved the \$33M project and authorized the cost of construction not to exceed 125% of the estimated project cost (\$41,250,000).

The Facility Design Plan was approved by the Board of Regents in June of 2019 at an estimated cost of \$33M. The Construction Manager at Risk method of construction was selected for this project. On September 30, 2019, the Building Committee approved the GMP of \$33M. The GMP document approved by the Building Committee included a list of alternates to be added to the project if funds became available.

Due to generous donor support, the EIC has generated gifts beyond the initial campaign goal. These gifts have made it possible for alternates to be added to the project, enhancing

(Continued)

DRAFT MOTION 20210330_4-R:

I move to authorize NSU to expend additional capital campaign funds up to a maximum of \$41,250,000 for the completion of the NSU Regional Sports Complex.

the overall functionality of the entire complex and increasing the total project cost beyond \$33M. Alternates include building out and finishing areas in the Barnett Center addition and various levels of the stadium, additional bleacher seating, two elevators, a storm retention system and parking lot by the softball stadium, a drive lane to improve traffic flow throughout the complex, a walkway to connect the stadium to the Barnett Center, as well as landscaping, irrigation, and additional sidewalks.

IMPACT AND RECOMMENDATIONS

NSU requests approval from the Board of Regents to expend up to \$41,250,000 on the Regional Sports Complex, as was authorized by the legislature in 2019 with HB1037. The total estimated project cost, including all alternates, is just under \$40 million. EIC funds are available to fund the full cost of the project. At this point in time, NSU does not anticipate having the need for the entire \$41,250,000, but the authorization for that level of funding would provide consistency between the Board of Regents approval and the allowable project costs approved by the SD Legislature.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget & Finance **Consent**

AGENDA ITEM: 4 – S
DATE: March 30-31, 2021

SUBJECT

**Herbicide Injury Study Joint Powers Agreement Amendment – SDSU & SD
Department of Agriculture**

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The South Dakota Department of Agriculture (DOA) entered into a joint powers agreement (“JPA”) with South Dakota State University (SDSU) in to investigate and survey the impact of herbicide use on trees in community and rural forests. The JPA was originally approved by the Board at its [August 2020](#) meeting. The parties now wish to extend the term of the JPA from September 30, 2021 to December 31, 2021 and increase the funding provided from \$20,000 to \$31,008 to allow the parties to accomplish the intended outcomes of the JPA.

BOR Policy 5:3 (“Contracts Requiring Board Action...D. Joint powers agreements”), requires Board approval of Joint Powers Agreements (JPA). As such, Board approval of the JPA set forth in Attachment I is necessary.

IMPACT AND RECOMMENDATION

The proposed amendment will extend the end date on the JPA from September 30, 2021 to December 31, 2021, and increase the total funding provided from \$20,000 to \$31,008, allowing the parties to accomplish the intended outcomes of the JPA.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Amendment to Joint Powers Agreement

(Continued)

DRAFT MOTION 20210330_4-S:

I move to approve the Amendment to the Joint Powers Agreement in substantially similar form to that set forth in Attachment I, and further authorize the Executive Director to approve any subsequent amendments to the JPA which further extend the term and/or increase the funding provided.

AMENDMENT TO THE
JOINT POWERS AGREEMENT
BETWEEN
SD DEPARTMENT OF AGRICULTURE
RESOURCE CONSERVATION AND FORESTRY DIVISION
AND
SD STATE UNIVERSITY
HERBICIDE INJURY ON TREES #2

Amendment made and entered into between the State of South Dakota, Department of Agriculture, Resource Conservation and Forestry Division, 523 East Capitol, Pierre, South Dakota 57501, (“SDDA”), and South Dakota State University, 1015 Campanile Ave, SAD 200, Box 2201, Brookings, SD 57007 (“SDSU”).

WITNESSETH:

WHEREAS, the SDDA and SDSU entered into an Agreement (the “Agreement”) last dated August 5, 2020 for the SDSU to perform certain services as set forth in Exhibit A of the Agreement; and

WHEREAS, Paragraph 8 of the Agreement provides in relevant part: “This Agreement may not be amended except in writing, which writing shall be expressly identified as a part hereof, and be signed by an authorized representative of each of the parties hereto”; and

WHEREAS, the SDDA and the SDSU mutually agreed to extend duration of the agreement and increase the payment for SDSU’s services.

NOW THEREFORE IT IS MUTUALLY AGREED AS FOLLOWS:

1. That section I paragraph 2 of the Agreement be amended to read as follows:

“Services under this Agreement shall commence upon signing and end on December 31, 2021, unless sooner terminated pursuant to the terms hereof.”

2. That section I paragraph 3 of the Agreement be amended to read as follows:

“The total contract amount will not exceed \$31,008.”

3. This Amendment is expressly identified as a part of the Agreement.

4. That except as specifically amended hereby, the terms and conditions of the Agreement shall continue in full force and effect according to the tenor thereof.

IN WITNESS WHEREOF, the parties signify their agreement effective the date first written by the signatures affixed below.

SOUTH DAKOTA STATE UNIVERSITY

STATE OF SOUTH DAKOTA

(Date)

(Date)

Dianne Nagy
Interim Director of Sponsorship and Development
South Dakota State University

Hunter Roberts
Interim Secretary
South Dakota Department of
Agriculture

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – T
DATE: March 30-31, 2021

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 February 19, 2021, the building committee for the SDSU Dairy Research Training Facility, represented by Regent Stork, chose to enter into negotiations with the team of EAPC and Five G Consulting to serve as the project’s architect engineer.

On January 21, 2021, the building committee for the BHSU E.Y. Berry Library & Learning Center Renovation, represented by Regent Bastian, approved the low bid of \$6,524,825 from Ainsworth Benning Construction.

On December 7, 2021, the building committee for the USD Health Science Building, represented by Regent Stork, approved the project’s Guaranteed Maximum Price of \$16,984,085.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Informational Items **Consent**

AGENDA ITEM: 4 – U
DATE: March 30-31, 2021

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

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

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

[BOR Policy 5:4](#) – Purchasing

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

BACKGROUND / DISCUSSION

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

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

IMPACT AND RECOMMENDATION

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

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects ((\$50,000 - \$250,000))

Black Hills State University – Rapid City

Student Union – Student Union Solar Array: Using SEP Grant funds from BOA in the amount of \$222,710 and Student Union M&R Funds in the amount of \$55,678, BHSU requests emergency approval to purchase and install a 137 KW roof-mount solar array. 80% of this project will be funded by SEP Grant funds and 20% will come from BHSU funds. This project is required to be complete and the funds expended by June 30, 2021 per BOA guidelines, therefore, bidding the project needs to start prior to the March BOR meeting in order to complete the project by BOA's deadline. This solar array will be mounted on the Student Union roof and an area of roof over the Jonas Skywalk. The solar array will connect to the electrical power, supplying electricity to the Student Union. If more power is produced than is needed by the Student Union, the excess power will be added to the BHSU power grid and used to power other buildings on campus. The project has an estimated \$29,313 annual utility savings which equates to a 9.5-year payback. The project will be bid per State of SD Procurement regulations, to include turnkey installation.

South Dakota School of Mines and Technology – Rapid City

Power Plant – Boiler 4 Replacement (Process Steam): Using General Funds in the amount of \$45,000, SDSMT requests approval for new construction and renovation. The 1950s high pressure boiler that supports the process steam for multiple autoclaves and the process steam for the chemical engineering laboratory is beyond its useful life. SDSMT is completing repairs to allow them to keep it in service until a new boiler can be installed. Funds were moved from 4G2101 to 4G2108.

South Dakota State University – Brookings

University Student Union – Metasys N2 Controllers Upgrade: Using local funds from the account 336B12 in the amount of \$65,000, SDSU requests approval of full design and construction for the replacement of a portion of the existing building automations system (BAS) controllers at the University Student Union. These controllers have reached the end of their useful life and are no longer supported by Johnson Controls. This project will replace these controllers with updated technology. This work will be performed using SDSU's standing contract with Johnson controls. SDSU is requesting this project be delegated to the university.

University of South Dakota – Vermillion

Lee Medical Building – Lee Med Chiller #3 Replacement: Using General Funds in the amount of \$80,000 (2G2113) and HEFF funds in the amount of \$255,000 (2H2023), USD requests emergency approval to remove and replace the existing #3 chiller at the Lee Med School of Medicine. Due to the research activities in this building, proper cooling and humidity levels are critical. The chiller was originally in the old medical building.

Arts & Sciences – Arts & Sciences Elevator Upgrades: Using HEFF funds of \$100,000, USD requests approval to upgrade elevators. These funds are made up completely from 2H2131. This request is to upgrade the existing elevator that services both the Arts & Sciences building and the McKusick Technology Center.

ID Weeks Library – ID Weeks Archive Renovation: Using local funds from 248598 in the amount of \$145,000, USD requests approval to renovate the Archive area on the third floor of ID Weeks. This project is for the full design, cost estimate, and construction of an interior renovation on the third floor of the ID Weeks Library. The renovation will include demolition, new walls, aluminum curtain wall, frames/doors/hardware, finishes, flooring, ceiling, HVAC, and electrical lighting for the third floor Archive area.

ID Weeks Library – ID Weeks Elevator Upgrades: Using HEFF funds of \$100,000 from 2H2132, USD requests approval to upgrade the existing elevator at ID Weeks Library.

ID Weeks Library – ID Weeks LED Lighting Retrofit: Using local funds from 248598 in the amount of \$50,000, USD is requesting approval to complete electrical construction on the lighting of ID Weeks Library. This project is for the design-build of the existing light fixture bulbs and ballast to change them to LED bulbs throughout the building without replacing the entire fixture.

Clerical BOR Policy Updates

BOR Policy 4:34 – Intellectual Policy – was updated on December 4, 2020, to correct the following clerical edit (noted in **red** below) in Section 2.A.2:

2. Students contributing to sponsored research or faculty-directed research, as described in § ~~3(K)~~ 3(N), will be deemed to be gratuitous employees, and insofar as concerns their use or creation of intellectual properties, they will enjoy rights to share in revenues guaranteed creators under this policy and be charged with all responsibilities of employees under this policy.

BOR Policy 4:34 – Intellectual Policy – was updated on December 29, 2020, to correct the following clerical edit (noted in **red** below) in Section 11.B by removing an obsolete footnote:

- B. Fifty percent of the net income remaining will be allocated, to the creators.*

~~*Revenue sharing with creators who belong to the bargaining unit represented by the Council of Higher Education will be governed by the provisions of the COHE agreement.
http://www.sdbor.edu/policies_initiatives/univfacubagree.htm~~

BOR Policy 5:4 – Purchasing – On January 14, 2021, it was brought to the attention of the BOR central office staff that an incorrect version of the revisions to BOR Policy 5:4 presented and approved at the December 2020 BOR meeting had inadvertently been posted to the website. That

clerical error was addressed and the correct version with the appropriately approved revisions was reposted to the website.

New Prefix Approvals

Northern State University

- GLC: Global Language and Culture
- GLAN: Global Language

SD School of Mines and Technology

- STS: Science, Technology, and Society

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: 4 – V
DATE: March 30-31, 2021

SUBJECT

FY20 Auxiliary System Agreed-Upon Procedures Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:26](#) – Bond Compliance and Management

BACKGROUND / DISCUSSION

A financial statement for the auxiliary system is required by the bond covenants. In order to accomplish this, the Board of Regents (BOR) has retained the Department of Legislative Audit (DLA) to provide an Agreed-Upon Procedures review of the system. The BOR's compliance officer receives the financial statement information from the universities, reviews them, combines them, and prepares the footnotes. Those statements and any working papers are then provided to DLA to perform certain tests that are outlined in the Agreed-Upon Procedures document. The review by Legislative Audit includes the following:

- Verifying that the coverage ratio has been calculated properly;
- Making sure that revenue generated by the auxiliary system stays in the system;
- Checking expenditures to make sure that they are proper; and
- Verifying that the proper amount of funds are being allocated to the Repair & Replacement Reserve (RRR).

For FY20, DLA found no instances of noncompliance with the covenants of the bond. A copy of this year's report is provided as attachment I. The table on the next page shows the coverage ratios for the last five years for all of the campuses and the system. The covenants require a coverage rate of 1.20 or higher.

(Continued)

INFORMATIONAL ITEM

FY20 Auxiliary System Agreed-Upon Procedures Report

March 30-31, 2021

Page 2 of 2

	FY20	FY19	FY18	FY17	FY16
BHSU	1.41	1.50	1.53	1.48	1.32
DSU	1.49	1.41	1.40	1.75	1.89
NSU	1.63	1.51	1.41	1.73	1.71
SDSMT	1.30	1.25	1.38	1.35	1.54
SDSU	1.38	1.49	1.57	1.48	1.39
USD	1.67	1.62	1.62	1.48	1.60
SYSTEM	1.45	1.49	1.54	1.49	1.48

IMPACT AND RECOMMENDATIONS

The System continues to maintain a coverage ratio around 1.50. This consistency helps the system maintain its excellent credit rating. The additional cushion above the minimum of 1.20 also helps protect the system from occasional drops in enrollment.

ATTACHMENTS

Attachment I – FY20 Agreed-Upon Procedures Report

SOUTH DAKOTA BOARD OF REGENTS
FINANCIAL STATEMENTS OF THE HOUSING
AND AUXILIARY FACILITIES SYSTEM
INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING
AGREED-UPON PROCEDURES
Fiscal Year Ended June 30, 2020



State of South Dakota
Department of Legislative Audit
427 South Chapelle
% 500 East Capitol
Pierre, SD 57501-5070

BOARD OF REGENTS
HOUSING AND AUXILIARY FACILITIES SYSTEM
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ATTACHMENT I 5
427 SOUTH CHAPELLE
C/O 500 EAST CAPITOL
PIERRE, SD 57501-5070
(605) 773-3595

RUSSELL A. OLSON
AUDITOR GENERAL

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

Dr. Brian Maher
Executive Director

and

South Dakota Board of Regents

We have performed the procedures enumerated below, which were agreed to by management of the South Dakota Board of Regents (Board), solely to assist the Board in evaluating its compliance with bond requirements in the Housing and Auxiliary Facilities System for the year ended June 30, 2020. The Board's management is responsible for the Housing and Auxiliary Facilities System financial statements and the underlying accounting records, and for complying with bond requirements. The sufficiency of these procedures is solely the responsibility of the Board's management. 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.

Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position – Agreed-Upon Procedures

- a. *We obtained the Statement of Net Position and the Statement of Revenues, Expenses and Changes in Net Position for the year ended June 30, 2020, as prepared by management. We agreed the amounts on the statements to management's worksheets and agreed the amounts on management's worksheets to the accounts in the Board's general ledger and other supporting documentation. A materiality limit of 5% was utilized in performing these procedures.*

We found no exceptions as a result of these procedures.

- b. *We traced information in the footnotes to the statements and other supporting documentation.*

We found no exceptions as a result of this procedure.

- c. *We agreed the information in the supplementary schedules to the Board's general ledger and other supporting documentation. A materiality limit of 5% was utilized in performing this procedure.*

We found no exceptions as a result of this procedure.

Compliance – Agreed-Upon Procedures

- d. *We determined that balances in the Repair and Replacement Reserve Fund for each institution were in compliance with bond covenants at June 30, 2020.*

We found no instances of noncompliance as a result of this procedure.

- e. *We determined that the bond accounts were maintained separately from all other accounts on the accounting system in accordance with bond covenants.*

We found no instances of noncompliance as a result of this procedure.

- f. *We reviewed the Board of Regents meeting minutes for meetings occurring during the fiscal year ended June 30, 2020, and obtained representations from management that none of the facilities of the Housing and Auxiliary Facilities System had been sold or otherwise disposed of contrary to bond covenants as of June 30, 2020.*

We found no instances of noncompliance as a result of this procedure.

- g. *We verified compliance with the rate covenant for each institution which requires the ratio of net revenues to annual debt service to exceed 120%.*

We found no instances of noncompliance as a result of this procedure.

This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. We were not engaged to and did not conduct an examination or review of the compliance with bond requirements or of the Housing and Auxiliary Facilities System – Statement of Net Position and Statement of Revenues, Expenses and Changes in Net Position, the objective of which would be the expression of an opinion or conclusion, respectively, on the compliance with bond requirements or the financial statements referred to above. Accordingly, we do not express such an opinion or conclusion. 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 information and use of management and members of the Board of Regents and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record and its distribution is not limited.



Russell A. Olson
Auditor General

January 21, 2021

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
<u>Assets</u>				
Cash and Investments	\$ 13,034,324.58	\$ 3,196,086.25	\$ 32,943,320.81	\$ 49,173,731.64
Total Assets	<u>\$ 13,034,324.58</u>	<u>\$ 3,196,086.25</u>	<u>\$ 32,943,320.81</u>	<u>\$ 49,173,731.64</u>
<u>Net Position</u>				
Unrestricted	\$ 13,034,327.58	\$ -	\$ 10,474,664.65	\$ 23,508,992.23
Externally restricted (Note 3)	<u>-</u>	<u>3,196,086.25</u>	<u>22,468,656.16</u>	<u>25,664,742.41</u>
Total Net Position	<u>\$ 13,034,327.58</u>	<u>\$ 3,196,086.25</u>	<u>\$ 32,943,320.81</u>	<u>\$ 49,173,734.64</u>

The accompanying notes are an integral part of these financial statements.

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
Revenues and other additions:				
Net revenues from bonded facilities (Note 1)	\$ 15,235,213.07	\$ -	\$ -	\$ 15,235,213.07
Investment income	281,878.49	82,410.47	634,732.93	999,021.89
Net general activity fee (Note 1)	8,664,026.68	-	-	8,664,026.68
Proceeds from bond issuance (including capitalized interest)	-	17,385,303.20	-	17,385,303.20
HEERF Funds (Note 4)	809,193.11	-	-	809,193.11
CRF Funds (Note 4)	8,430,128.48	-	-	8,430,128.48
Other income	-	10.02	124,999.99	125,010.01
Total revenues and other additions	<u>33,420,439.83</u>	<u>17,467,723.69</u>	<u>759,732.92</u>	<u>51,647,896.44</u>
Expenses and other deductions:				
Bond principal payments	-	16,825,000.00	-	16,825,000.00
Bond interest expense	-	11,223,417.64	-	11,223,417.64
Bond capitalized interest expense	-	114,292.50	-	114,292.50
Bond issuance costs	-	235,321.98	-	235,321.98
Trustee fees and bank charges	-	5,012.50	-	5,012.50
General and administrative expenses	-	-	9,858,309.69	9,858,309.69
Total expenses and other deductions	<u>-</u>	<u>28,403,044.62</u>	<u>9,858,309.69</u>	<u>38,261,354.31</u>
Revenues and other additions over (under) expenses and other deductions	33,420,439.83	(10,935,320.93)	(9,098,576.77)	13,386,542.13
Transfers among funds - additions (deductions)				
Transfers for bond payments	(22,632,030.62)	22,632,030.62	-	-
Transfers for renewal and replacement	(10,439,131.71)	(10.00)	10,439,141.71	-
Other transfers	(468,945.73)	(12,016,514.44)	(1,790,158.13)	(14,275,618.30)
Total transfers among funds - additions (deductions)	<u>(33,540,108.06)</u>	<u>10,615,506.18</u>	<u>8,648,983.58</u>	<u>(14,275,618.30)</u>
Net increase (decrease) in net position	(119,668.23)	(319,814.75)	(449,593.19)	(889,076.17)
Beginning net position	13,123,636.41	3,515,901.00	33,352,216.57	49,991,753.98
Prior period adjustment	30,359.40	-	40,697.43	71,056.83
Ending net position	<u>\$ 13,034,327.58</u>	<u>\$ 3,196,086.25</u>	<u>\$ 32,943,320.81</u>	<u>\$ 49,173,734.64</u>

Note 1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Housing and Auxiliary Facilities System (System) is reported in the financial statements of the South Dakota Board of Regents (BOR). The System includes the activity of the Housing and Auxiliary Facilities System Revenue Bonds Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2011, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, and Series 2019B for the year ended June 30, 2020.

The accompanying financial statements have been prepared on the cash basis of accounting and present the financial position and results of financial activity of the System in a format determined by the BOR. The financial statements are not prepared in accordance with generally accepted accounting principles and the notes to the financial statements are not intended to present all disclosures required by generally accepted accounting principles. The significant accounting policies followed are described below.

Revenues from bonded facilities and General Activity Fee (GAF revenue) are reported on the Statement of Revenues, Expenses and Changes in Net Position net of maintenance and operating costs. A breakdown of specific revenues and expenses may be found on the supplementary Schedule of Pledged Revenues.

A total column is presented in the statements. The total column includes interfund activity and is not comparable to a consolidated financial statement, but is presented only to facilitate financial analysis.

General Provisions

The Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2011, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, and Series 2019B Bonds are limited obligations of the BOR issued by the Board of Regents and the State of South Dakota, and are secured under the provisions of the Bond Resolution authorizing their issuance. The Bonds are payable and collectible from student housing fees, and the net revenues of the BOR's student housing system and certain auxiliary enterprise facilities and certain other sources as shown in the schedule of pledged revenues. These revenues have been pledged to meet the bond obligations. Neither the credit nor the taxing power of the State of South Dakota nor any state agency, instrumentality, or political subdivision thereof is pledged for the payment of the principal, premium, if any, or interest on the Bonds. The Bonds are not general obligations of the State of South Dakota or any agency, instrumentality, or political subdivision thereof. The South Dakota Board of Regents has no taxing power.

The Series 2006, Series 2007, Series 2008A, Series 2008B, Series 2011, Series 2013A, Series 2014A, Series 2014B, Series 2015, Series 2016, Series 2017, Series 2019A, and Series 2019B Bonds are not insured.

Fund Accounting

The assets, liabilities, and net position of the System are reported in three fund groups as follows:

- The Housing and Auxiliary Facilities Revenue Fund is the fund established to collect and record the gross revenue of the auxiliary institutional system. The moneys in the fund shall be applied to pay all necessary operating expenses, which include current maintenance charges, expenses of reasonable upkeep and repairs, properly allocated share of charges for insurance, and all other expenses incidental to the operation of the institutional system, but shall exclude depreciation.
- The Bond and Interest Sinking Fund Account is the fund established to maintain an amount sufficient to equal the interest then due on the bonds issued and one-half of the principal due on the bonds within the next 12 months. Transfers to this fund are due semi-annually on March 25 and September 25.
- The Repair and Replacement Reserve Account is a fund established to maintain an amount equal to the Repair and Replacement Reserve Requirement of each Bond issue. All moneys and investments so held in this account shall be used and held for use to pay the cost of unusual or extraordinary maintenance or repairs, renewals, renovations and replacements, and renovating or replacement of the furniture and equipment not paid as part of the ordinary maintenance and operation of the facilities constituting the related Institutional System.

Other Significant Accounting Policies

Other significant accounting policies are set forth in the financial statements and notes thereto.

Note 2: OUTSTANDING DEBT

The bond principal outstanding at June 30, 2020, was \$3,575,000 for Series 2006; \$4,660,000 for Series 2007; \$2,345,000 for Series 2008A; \$2,745,000 for Series 2008B; \$46,105,000 for Series 2011; \$7,270,000 for Series 2013A Bonds; \$25,360,000 for Series 2014A; \$9,285,000 for Series 2014B; \$18,705,000 for Series 2015; \$18,110,000 for Series 2016; \$84,455,000 for Series 2017; \$11,620,000 for Series 2019A; and \$4,535,000 for Series 2019B.

Note 3: RESERVE BALANCE

Bond indentures for the Housing and Auxiliary Facilities System require the establishment of a Repair and Replacement Reserve consisting of 10% of the amount

transferred to the Bond and Interest Sinking Fund Account for the Institutional System until an amount equal to 5% of the cost of construction, furnishing and equipping of all facilities in such Institutional System has been accumulated. Transfers to the Repair and Replacement Reserve in accordance with the bond indenture requirements are considered Externally Restricted. Balances in Repair and Replacement Reserve Accounts in excess of the transfer requirement are Unrestricted.

Note 4: HEERF AND CRF FUNDING

In response to the COVID-19 pandemic, the universities made the decision, in March, to discontinue classes on campus for the safety of the students and staff. In the months that followed, the campuses' Auxiliary Systems were recipients of two types of federal aid.

One fund source was the Higher Education Emergency Relief Fund (HEERF). This aid was sent directly to the campuses and was to be used for COVID-19 related expenses including but not limited to helping cover refunds issued to students. SDSU choose to cover refunds issued in their parking system. USD, SDSMT, NSU, and BHSU used HEERF funds to cover a piece of the campus's portion of meal plan refunds issued to students and expenses directly related to the pandemic's effect on the cost of operations.

The second type of aid came from the State of South Dakota's Coronavirus Relief Fund (CRF). The State of South Dakota approved the issuance of aid to the campuses to cover housing refunds issued to students and a piece of the campus's portion of the meal plan refunds. Both of these amounts were calculated on a prorated basis determined by the number of days remaining on the students housing contracts and 100% of the unused portions of their meal plans.

SUPPLEMENTARY SCHEDULES

The accompanying supplementary schedules are presented for additional analysis and are not required as part of the financial statements of the Housing and Auxiliary Facilities System of the South Dakota Board of Regents

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019
Unaudited

	2020			2019		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	\$ 3,566,134.76	\$ 3,560,095.20	\$ 6,039.56	\$ 4,001,720.54	\$ 3,821,166.12	\$ 180,554.42
Student Center (Non-GAF)	1,373,695.38	1,421,716.97	(48,021.59)	2,001,276.64	1,898,857.51	102,419.13
Food Service	23,389,763.71	22,582,110.86	807,652.85	30,493,452.30	28,817,226.23	1,676,226.07
Residential Living	32,274,042.82	18,222,382.03	14,051,660.79	40,310,052.15	17,934,771.35	22,375,280.80
Conference Services	41,083.24	36,500.96	4,582.28	54,893.55	23,729.22	31,164.33
Wellness Center (Non-GAF)	719,681.15	721,752.64	(2,071.49)	951,469.98	568,454.83	383,015.15
Parking	1,477,990.18	793,883.51	684,106.67	1,761,322.37	753,151.11	1,008,171.26
Other Facility Revenue	-	268,736.00	(268,736.00)	-	270,324.00	(270,324.00)
Revenues from facilities	62,842,391.24	47,607,178.17	15,235,213.07	79,574,187.53	54,087,680.37	25,486,507.16
General Activity Fee	13,313,499.38	4,649,472.70	8,664,026.68	13,402,205.84	3,902,865.07	9,499,340.77
Interest from Investments	999,021.89	-	999,021.89	584,308.16	-	584,308.16
HEERF Funding (Note 4)	809,193.11	-	809,193.11	-	-	-
CRF Funding (Note 4)	8,430,128.48	-	8,430,128.48	-	-	-
Other Revenue	124,999.99	-	124,999.99	174,791.15	-	174,791.15
Capitalized Interest Applied to Debt Service	114,492.50	-	114,492.50	-	-	-
Total	<u>\$ 86,633,726.59</u>	<u>\$ 52,256,650.87</u>	34,377,075.72	<u>\$ 93,735,492.68</u>	<u>\$ 57,990,545.44</u>	35,744,947.24
Annual Debt Service			<u>23,659,394.48</u>			<u>24,021,127.50</u>
Coverage Ratio			1.45			1.49

SOUTH DAKOTA BOARD OF REGENTS - COMBINED
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

<u>Year</u>	<u>Principal Amount</u>	<u>Interest Amount</u>	<u>Total</u>
2019	\$ 12,395,000.00	\$ 11,626,127.50	\$ 24,021,127.50
2020	12,530,000.00	11,129,394.48	23,659,394.48
2021	13,035,000.00	10,876,500.58	23,911,500.58
2022	13,835,000.00	10,267,773.50	24,102,773.50
2023	14,525,000.00	9,603,492.00	24,128,492.00
2024	14,900,000.00	8,913,711.00	23,813,711.00
2025	15,610,000.00	8,204,828.50	23,814,828.50
2026	13,365,000.00	7,494,531.26	20,859,531.26
2027	13,235,000.00	6,895,611.26	20,130,611.26
2028	13,860,000.00	6,280,756.26	20,140,756.26
2029	12,665,000.00	5,636,158.76	18,301,158.76
2030	12,275,000.00	5,044,993.76	17,319,993.76
2031	11,740,000.00	4,462,826.26	16,202,826.26
2032	12,320,000.00	3,884,373.76	16,204,373.76
2033	12,885,000.00	3,307,248.76	16,192,248.76
2034	12,955,000.00	2,703,438.76	15,658,438.76
2035	9,885,000.00	2,102,081.26	11,987,081.26
2036	10,305,000.00	1,683,988.76	11,988,988.76
2037	6,260,000.00	1,248,025.00	7,508,025.00
2038	6,515,000.00	990,812.50	7,505,812.50
2039	6,785,000.00	722,900.00	7,507,900.00
2040	4,240,000.00	443,750.00	4,683,750.00
2041	3,620,000.00	273,450.00	3,893,450.00
2042	2,435,000.00	135,700.00	2,570,700.00
2043	750,000.00	45,600.00	795,600.00
2044	770,000.00	23,100.00	793,100.00
	<u>\$ 263,695,000.00</u>	<u>\$ 124,001,173.92</u>	<u>\$ 387,696,173.92</u>

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
<u>Assets</u>				
Cash and Investments	\$ 869,801.26	\$ -	\$ 1,926,639.49	\$ 2,796,440.75
Total Assets	<u>\$ 869,801.26</u>	<u>\$ -</u>	<u>\$ 1,926,639.49</u>	<u>\$ 2,796,440.75</u>
<u>Net Position</u>				
Unrestricted	\$ 869,801.26	\$ -	\$ 3,445.83	\$ 873,247.09
Externally restricted	<u>-</u>	<u>-</u>	<u>1,923,193.66</u>	<u>1,923,193.66</u>
Total Net Position	<u>\$ 869,801.26</u>	<u>\$ -</u>	<u>\$ 1,926,639.49</u>	<u>\$ 2,796,440.75</u>

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities <u>Revenue Fund</u>	Bond & Interest Sinking Fund <u>Account</u>	Repair & Replacement <u>Reserve Account</u>	(Memorandum Only) <u>Total</u>
Revenues and other additions:				
Net revenues from bonded facilities	\$ 1,268,547.93	\$ -	\$ -	\$ 1,268,547.93
Investment income	1,958.75	-	18,301.23	20,259.98
Net general activity fee	482,926.55	-	-	482,926.55
HEERF funds	43,900.17	-	-	43,900.17
CRF funds	639,306.49	-	-	639,306.49
	<hr/>	<hr/>	<hr/>	<hr/>
Total revenues and other additions	2,436,639.89	-	18,301.23	2,454,941.12
	<hr/>	<hr/>	<hr/>	<hr/>
Expenses and other deductions:				
Bond principal payments	-	1,100,000.00	-	1,100,000.00
Bond interest expense	-	641,082.00	-	641,082.00
Trustee fees and bank charges	-	683.34	-	683.34
General and administrative expenses	-	-	235,031.77	235,031.77
	<hr/>	<hr/>	<hr/>	<hr/>
Total expenses and other deductions	-	1,741,765.34	235,031.77	1,976,797.11
	<hr/>	<hr/>	<hr/>	<hr/>
Revenues and other additions over (under) expenses and other deductions	2,436,639.89	(1,741,765.34)	(216,730.54)	478,144.01
Transfers among funds - additions (deductions)				
Transfers for bond payments	(1,741,765.34)	1,741,765.34	-	-
Transfers for renewal and replacement	(262,229.21)	-	262,229.21	-
	<hr/>	<hr/>	<hr/>	<hr/>
Total transfers among funds - additions (deductions)	(2,003,994.55)	1,741,765.34	262,229.21	-
	<hr/>	<hr/>	<hr/>	<hr/>
Net increase (decrease) in net position	432,645.34	-	45,498.67	478,144.01
Beginning net position	427,311.55	-	1,881,140.82	2,308,452.37
Prior period adjustment	9,844.37	-	-	9,844.37
	<hr/>	<hr/>	<hr/>	<hr/>
Ending net position	\$ 869,801.26	\$ -	\$ 1,926,639.49	\$ 2,796,440.75
	<hr/>	<hr/>	<hr/>	<hr/>

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019
Unaudited

	2020			2019		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	\$ 1,481,717.54	\$ 1,400,841.17	\$ 80,876.37	\$ 1,573,791.64	\$ 1,442,081.83	\$ 131,709.81
Student Center (Non-GAF)	3,979.01	6,892.41	(2,913.40)	5,047.50	7,459.12	(2,411.62)
Food Service	1,523,345.56	1,351,963.89	171,381.67	2,013,717.94	1,619,492.79	394,225.15
Residential Living	2,315,376.18	1,378,329.61	937,046.57	2,618,944.80	1,159,850.16	1,459,094.64
Conference Services	17,289.94	5,870.00	11,419.94	21,783.83	2,432.21	19,351.62
Parking	121,309.14	50,572.36	70,736.78	152,175.73	47,298.05	104,877.68
Revenues from facilities	5,463,017.37	4,194,469.44	1,268,547.93	6,385,461.44	4,278,614.16	2,106,847.28
General Activity Fee	999,623.24	516,696.69	482,926.55	996,594.36	513,386.88	483,207.48
Interest from Investments	20,259.98	-	20,259.98	18,104.78	-	18,104.78
HEERF Funding	43,900.17	-	43,900.17			
CRF Funding	639,306.49	-	639,306.49			
Total	<u>\$ 7,166,107.25</u>	<u>\$ 4,711,166.13</u>	2,454,941.12	<u>\$ 7,400,160.58</u>	<u>\$ 4,792,001.04</u>	2,608,159.54
Annual Debt Service			<u>1,741,082.00</u>			<u>1,738,049.00</u>
Coverage Ratio			1.41			1.50

SOUTH DAKOTA BOARD OF REGENTS - BLACK HILLS STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

<u>Year</u>	<u>Principal Amount</u>	<u>Interest Amount</u>	<u>Total</u>
2019	\$ 1,055,000.00	\$ 683,049.00	\$ 1,738,049.00
2020	1,100,000.00	641,082.00	1,741,082.00
2021	1,145,000.00	591,137.00	1,736,137.00
2022	1,210,000.00	539,013.00	1,749,013.00
2023	1,255,000.00	484,014.00	1,739,014.00
2024	995,000.00	426,836.00	1,421,836.00
2025	1,035,000.00	383,033.00	1,418,033.00
2026	1,080,000.00	337,355.00	1,417,355.00
2027	835,000.00	289,651.00	1,124,651.00
2028	870,000.00	256,402.00	1,126,402.00
2029	905,000.00	221,880.00	1,126,880.00
2030	345,000.00	195,875.00	540,875.00
2031	360,000.00	180,350.00	540,350.00
2032	375,000.00	164,150.00	539,150.00
2033	390,000.00	147,275.00	537,275.00
2034	410,000.00	129,725.00	539,725.00
2035	430,000.00	110,762.50	540,762.50
2036	450,000.00	90,875.00	540,875.00
2037	470,000.00	70,062.50	540,062.50
2038	490,000.00	47,737.50	537,737.50
2039	515,000.00	24,462.50	539,462.50
	<u>\$ 15,720,000.00</u>	<u>\$ 6,014,727.00</u>	<u>\$ 21,734,727.00</u>

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
<u>Assets</u>				
Cash and Investments	\$ 1,284,293.03	\$ 31,201.19	\$ 1,096,135.72	\$ 2,411,629.94
Total Assets	<u>\$ 1,284,293.03</u>	<u>\$ 31,201.19</u>	<u>\$ 1,096,135.72</u>	<u>\$ 2,411,629.94</u>
<u>Net Position</u>				
Unrestricted	\$ 1,284,293.03	\$ -	\$ -	\$ 1,284,293.03
Externally restricted	<u>-</u>	<u>31,201.19</u>	<u>1,096,135.72</u>	<u>1,127,336.91</u>
Total Net Position	<u>\$ 1,284,293.03</u>	<u>\$ 31,201.19</u>	<u>\$ 1,096,135.72</u>	<u>\$ 2,411,629.94</u>

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities <u>Revenue Fund</u>	Bond & Interest Sinking Fund <u>Account</u>	Repair & Replacement <u>Reserve Account</u>	(Memorandum Only) <u>Total</u>
Revenues and other additions:				
Net revenues from bonded facilities	\$ 910,352.42	\$ -	\$ -	\$ 910,352.42
Investment income	22,728.18	6,307.72	25,028.20	54,064.10
Net general activity fee	459,543.79	-	-	459,543.79
Proceeds from bond issuance (including capitalized interest)	-	12,795,303.20	-	12,795,303.20
CRF Funds	665,056.99	-	-	665,056.99
	<hr/>	<hr/>	<hr/>	<hr/>
Total revenues and other additions	2,057,681.38	12,801,610.92	25,028.20	14,884,320.50
	<hr/>	<hr/>	<hr/>	<hr/>
Expenses and other deductions:				
Bond principal payments	-	700,000.00	-	700,000.00
Bond interest expense	-	664,128.01	-	664,128.01
Bond capitalized interest expense	-	114,292.50	-	114,292.50
Bond issuance costs	-	146,149.82	-	146,149.82
Trustee fees and bank charges	-	750.00	-	750.00
General and administrative expenses	-	-	415,042.91	415,042.91
	<hr/>	<hr/>	<hr/>	<hr/>
Total expenses and other deductions	-	1,625,320.33	415,042.91	2,040,363.24
	<hr/>	<hr/>	<hr/>	<hr/>
Revenues and other additions over (under) expenses and other deductions	2,057,681.38	11,176,290.59	(390,014.71)	12,843,957.26
Transfers among funds - additions (deductions)				
Transfers for bond payments	(1,104,933.00)	1,104,933.00	-	-
Transfers for renewal and replacement	(148,000.00)	-	148,000.00	-
Other transfers	-	(12,534,637.86)	-	(12,534,637.86)
	<hr/>	<hr/>	<hr/>	<hr/>
Total transfers among funds - additions (deductions)	(1,252,933.00)	(11,429,704.86)	148,000.00	(12,534,637.86)
	<hr/>	<hr/>	<hr/>	<hr/>
Net increase (decrease) in net position	804,748.38	(253,414.27)	(242,014.71)	309,319.40
Beginning net position	479,544.65	284,615.46	1,338,150.43	2,102,310.54
	<hr/>	<hr/>	<hr/>	<hr/>
Ending net position	\$ 1,284,293.03	\$ 31,201.19	\$ 1,096,135.72	\$ 2,411,629.94
	<hr/>	<hr/>	<hr/>	<hr/>

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019
Unaudited

	2020			2019		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Student Center (Non-GAF)	\$ 285.00	\$ 75.00	\$ 210.00	\$ 135.25	\$ -	\$ 135.25
Food Service	2,234,507.49	2,248,273.18	(13,765.69)	2,665,795.08	2,477,931.33	187,863.75
Residential Living	1,995,007.85	1,071,099.74	923,908.11	2,442,154.59	1,148,961.59	1,293,193.00
Revenues from facilities	4,229,800.34	3,319,447.92	910,352.42	5,108,084.92	3,626,892.92	1,481,192.00
General Activity Fee	695,886.79	236,343.00	459,543.79	648,394.67	222,414.40	425,980.27
Interest from Investments	54,064.10	-	54,064.10	25,635.48	-	25,635.48
CRF Funding	665,056.99	-	665,056.99	-	-	-
Capitalized Interest Applied to Debt Service	114,492.50	-	114,492.50	-	-	-
Total	<u>\$ 5,759,300.72</u>	<u>\$ 3,555,790.92</u>	2,203,509.80	<u>\$ 5,782,115.07</u>	<u>\$ 3,849,307.32</u>	1,932,807.75
Annual Debt Service			<u>1,478,420.50</u>			<u>1,368,566.00</u>
Coverage Ratio			1.49			1.41

SOUTH DAKOTA BOARD OF REGENTS - DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

<u>Year</u>	<u>Principal Amount</u>	<u>Interest Amount</u>	<u>Total</u>
2019	\$ 675,000.00	\$ 693,566.00	\$ 1,368,566.00
2020	700,000.00	778,420.50	1,478,420.50
2021	735,000.00	1,051,946.00	1,786,946.00
2022	915,000.00	1,018,276.00	1,933,276.00
2023	1,005,000.00	975,718.00	1,980,718.00
2024	1,060,000.00	928,675.00	1,988,675.00
2025	1,110,000.00	883,447.00	1,993,447.00
2026	950,000.00	835,987.00	1,785,987.00
2027	1,165,000.00	796,739.00	1,961,739.00
2028	1,220,000.00	746,453.00	1,966,453.00
2029	920,000.00	693,785.00	1,613,785.00
2030	935,000.00	653,050.00	1,588,050.00
2031	980,000.00	610,950.00	1,590,950.00
2032	1,030,000.00	561,950.00	1,591,950.00
2033	1,075,000.00	515,600.00	1,590,600.00
2034	1,125,000.00	467,200.00	1,592,200.00
2035	1,170,000.00	416,550.00	1,586,550.00
2036	1,230,000.00	363,850.00	1,593,850.00
2037	1,285,000.00	308,400.00	1,593,400.00
2038	1,335,000.00	256,750.00	1,591,750.00
2039	1,385,000.00	202,900.00	1,587,900.00
2040	1,440,000.00	146,950.00	1,586,950.00
2041	705,000.00	88,650.00	793,650.00
2042	730,000.00	67,500.00	797,500.00
2043	750,000.00	45,600.00	795,600.00
2044	770,000.00	23,100.00	793,100.00
	<u>\$ 26,400,000.00</u>	<u>\$ 14,132,012.50</u>	<u>\$ 40,532,012.50</u>

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
<u>Assets</u>				
Cash and Investments	\$ 2,007,023.93	\$ 510,205.73	\$ 3,215,257.93	\$ 5,732,487.59
Total Assets	<u>\$ 2,007,023.93</u>	<u>\$ 510,205.73</u>	<u>\$ 3,215,257.93</u>	<u>\$ 5,732,487.59</u>
<u>Net Position</u>				
Unrestricted	\$ 2,007,023.93	\$ -	\$ 970,724.68	\$ 2,977,748.61
Externally restricted	<u>-</u>	<u>510,205.73</u>	<u>2,244,533.25</u>	<u>2,754,738.98</u>
Total Net Position	<u>\$ 2,007,023.93</u>	<u>\$ 510,205.73</u>	<u>\$ 3,215,257.93</u>	<u>\$ 5,732,487.59</u>

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities <u>Revenue Fund</u>	Bond & Interest Sinking Fund <u>Account</u>	Repair & Replacement <u>Reserve Account</u>	(Memorandum Only) <u>Total</u>
Revenues and other additions:				
Net revenues from bonded facilities	\$ 1,074,729.30	\$ -	\$ -	\$ 1,074,729.30
Investment income	-	-	99,655.34	99,655.34
Net general activity fee	420,000.00	-	-	420,000.00
Proceeds from bond issuance (including capitalized interest)	-	4,590,000.00	-	4,590,000.00
HEERF funds	42,726.42	-	-	42,726.42
CRF funds	613,876.11	-	-	613,876.11
	<u>2,151,331.83</u>	<u>4,590,000.00</u>	<u>99,655.34</u>	<u>6,840,987.17</u>
Total revenues and other additions				
Expenses and other deductions:				
Bond principal payments	-	5,035,000.00	-	5,035,000.00
Bond interest expense	-	851,082.63	-	851,082.63
Bond issuance costs	-	89,172.16	-	89,172.16
Trustee fees and bank charges	-	825.00	-	825.00
General and administrative expenses	-	-	193,981.73	193,981.73
	<u>-</u>	<u>5,976,079.79</u>	<u>193,981.73</u>	<u>6,170,061.52</u>
Total expenses and other deductions				
Revenues and other additions over (under) expenses and other deductions	2,151,331.83	(1,386,079.79)	(94,326.39)	670,925.65
Transfers among funds - additions (deductions)				
Transfers for bond payments	(1,325,989.90)	1,325,989.90	-	-
Transfers for renewal and replacement	(144,932.60)	(10.00)	144,942.60	-
	<u>(1,470,922.50)</u>	<u>1,325,979.90</u>	<u>144,942.60</u>	<u>-</u>
Total transfers among funds - additions (deductions)				
Net increase (decrease) in net position	680,409.33	(60,099.89)	50,616.21	670,925.65
Beginning net position	1,326,614.60	570,305.62	3,164,641.72	5,061,561.94
Ending net position	<u>\$ 2,007,023.93</u>	<u>\$ 510,205.73</u>	<u>\$ 3,215,257.93</u>	<u>\$ 5,732,487.59</u>

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019
Unaudited

	2020			2019		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	\$ 792,833.06	\$ 866,247.54	\$ (73,414.48)	\$ 922,796.80	\$ 937,358.93	\$ (14,562.13)
Student Center (Non-GAF)	1,028.40	52,979.82	(51,951.42)	1,633.67	63,684.37	(62,050.70)
Food Service	1,762,779.10	1,571,128.75	191,650.35	2,298,917.62	2,056,112.90	242,804.72
Residential Living	2,399,170.73	1,390,725.88	1,008,444.85	2,985,583.88	1,520,395.60	1,465,188.28
Revenues from facilities	4,955,811.29	3,881,081.99	1,074,729.30	6,208,931.97	4,577,551.80	1,631,380.17
General Activity Fee	630,235.00	210,235.00	420,000.00	645,103.42	225,103.42	420,000.00
Interest from Investments	99,655.34	-	99,655.34	65,025.06	-	65,025.06
HEERF Funding	42,726.42	-	42,726.42	-	-	-
CRF Funding	613,876.11	-	613,876.11	-	-	-
Other Revenue	-	-	-	859.95	-	859.95
Total	<u>\$ 6,342,304.16</u>	<u>\$ 4,091,316.99</u>	2,250,987.17	<u>\$ 6,919,920.40</u>	<u>\$ 4,802,655.22</u>	2,117,265.18
Annual Debt Service			<u>1,382,766.98</u>			<u>1,401,163.76</u>
Coverage Ratio			1.63			1.51

SOUTH DAKOTA BOARD OF REGENTS - NORTHERN STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

<u>Year</u>	<u>Principal Amount</u>	<u>Interest Amount</u>	<u>Total</u>
2019	\$ 670,000.00	\$ 731,163.76	\$ 1,401,163.76
2020	740,000.00	642,766.98	1,382,766.98
2021	745,000.00	614,142.50	1,359,142.50
2022	785,000.00	582,102.50	1,367,102.50
2023	820,000.00	551,660.00	1,371,660.00
2024	845,000.00	519,452.50	1,364,452.50
2025	885,000.00	483,892.50	1,368,892.50
2026	930,000.00	446,207.50	1,376,207.50
2027	965,000.00	406,120.00	1,371,120.00
2028	1,010,000.00	364,250.00	1,374,250.00
2029	965,000.00	319,975.00	1,284,975.00
2030	655,000.00	277,625.00	932,625.00
2031	675,000.00	252,707.50	927,707.50
2032	705,000.00	224,155.00	929,155.00
2033	735,000.00	194,267.50	929,267.50
2034	760,000.00	163,045.00	923,045.00
2035	705,000.00	134,087.50	839,087.50
2036	730,000.00	108,195.00	838,195.00
2037	375,000.00	81,400.00	456,400.00
2038	390,000.00	66,400.00	456,400.00
2039	405,000.00	50,800.00	455,800.00
2040	425,000.00	34,600.00	459,600.00
2041	440,000.00	17,600.00	457,600.00
	<u>\$ 16,360,000.00</u>	<u>\$ 7,266,615.74</u>	<u>\$ 23,626,615.74</u>

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
<u>Assets</u>				
Cash and Investments	\$ 397,554.37	\$ 2,649,510.23	\$ 3,477,417.96	\$ 6,524,482.56
Total Assets	<u>\$ 397,554.37</u>	<u>\$ 2,649,510.23</u>	<u>\$ 3,477,417.96</u>	<u>\$ 6,524,482.56</u>
<u>Net Position</u>				
Unrestricted	\$ 397,554.37	\$ -	\$ 1,365,026.16	\$ 1,762,580.53
Externally restricted	<u>-</u>	<u>2,649,510.23</u>	<u>2,112,391.80</u>	<u>4,761,902.03</u>
Total Net Position	<u>\$ 397,554.37</u>	<u>\$ 2,649,510.23</u>	<u>\$ 3,477,417.96</u>	<u>\$ 6,524,482.56</u>

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities <u>Revenue Fund</u>	Bond & Interest Sinking Fund <u>Account</u>	Repair & Replacement <u>Reserve Account</u>	(Memorandum Only) <u>Total</u>
Revenues and other additions:				
Net revenues from bonded facilities	\$ 929,496.85	\$ -	\$ -	\$ 929,496.85
Investment income	54,728.34	34,675.12	73,639.30	163,042.76
Net general activity fee	1,430,180.93	-	-	1,430,180.93
HEERF funds	38,104.10	-	-	38,104.10
CRF funds	752,434.25	-	-	752,434.25
Other income	-	-	124,999.99	124,999.99
	<hr/>	<hr/>	<hr/>	<hr/>
Total revenues and other additions	3,204,944.47	34,675.12	198,639.29	3,438,258.88
	<hr/>	<hr/>	<hr/>	<hr/>
Expenses and other deductions:				
Bond principal payments	-	1,235,000.00	-	1,235,000.00
Bond interest expense	-	1,419,620.00	-	1,419,620.00
Trustee fees and bank charges	-	970.82	-	970.82
General and administrative expenses	-	-	1,195,520.87	1,195,520.87
	<hr/>	<hr/>	<hr/>	<hr/>
Total expenses and other deductions	-	2,655,590.82	1,195,520.87	3,851,111.69
	<hr/>	<hr/>	<hr/>	<hr/>
Revenues and other additions over (under) expenses and other deductions	3,204,944.47	(2,620,915.70)	(996,881.58)	(412,852.81)
Transfers among funds - additions (deductions)				
Transfers for bond payments	(2,091,322.62)	2,091,322.62	-	-
Transfers for renewal and replacement	(1,653,650.28)	-	1,653,650.28	-
Other transfers	-	518,123.42	(518,123.42)	-
	<hr/>	<hr/>	<hr/>	<hr/>
Total transfers among funds - additions (deductions)	(3,744,972.90)	2,609,446.04	1,135,526.86	-
	<hr/>	<hr/>	<hr/>	<hr/>
Net increase (decrease) in net position	(540,028.43)	(11,469.66)	138,645.28	(412,852.81)
Beginning net position	937,582.80	2,660,979.89	3,338,772.68	6,937,335.37
	<hr/>	<hr/>	<hr/>	<hr/>
Ending net position	<u>\$ 397,554.37</u>	<u>\$ 2,649,510.23</u>	<u>\$ 3,477,417.96</u>	<u>\$ 6,524,482.56</u>

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019
Unaudited

	2020			2019		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Bookstore	\$ 1,291,584.16	\$ 1,293,006.49	\$ (1,422.33)	\$ 1,505,132.10	\$ 1,441,725.36	\$ 63,406.74
Student Center (Non-GAF)	4,063.74	6.79	4,056.95	3,997.85	341.19	3,656.66
Food Service	2,350,881.57	2,383,529.49	(32,647.92)	3,024,198.16	2,956,698.41	67,499.75
Residential Living	2,488,877.48	1,253,793.67	1,235,083.81	3,113,014.94	1,311,398.78	1,801,616.16
Conference Services	23,793.30	30,630.96	(6,837.66)	33,109.72	21,297.01	11,812.71
Other Facility Revenue	-	268,736.00	(268,736.00)	-	270,324.00	(270,324.00)
Revenues from facilities	6,159,200.25	5,229,703.40	929,496.85	7,679,452.77	6,001,784.75	1,677,668.02
General Activity Fee	1,844,064.06	413,883.13	1,430,180.93	1,972,550.36	485,496.56	1,487,053.80
Interest from Investments	163,042.76	-	163,042.76	94,547.24	-	94,547.24
HEERF Funding	38,104.10	-	38,104.10	-	-	-
CRF Funding	752,434.25	-	752,434.25	-	-	-
Other Revenue	124,999.99	-	124,999.99	131,449.60	-	131,449.60
Total	<u>\$ 9,081,845.41</u>	<u>\$ 5,643,586.53</u>	3,438,258.88	<u>\$ 9,877,999.97</u>	<u>\$ 6,487,281.31</u>	3,390,718.66
Annual Debt Service			<u>2,654,620.00</u>			<u>2,718,012.50</u>
Coverage Ratio			1.30			1.25

SOUTH DAKOTA BOARD OF REGENTS
SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

<u>Year</u>	<u>Principal Amount</u>	<u>Interest Amount</u>	<u>Total</u>
2019	\$ 1,245,000.00	\$ 1,473,012.50	\$ 2,718,012.50
2020	1,235,000.00	1,419,620.00	2,654,620.00
2021	1,285,000.00	1,364,510.08	2,649,510.08
2022	1,355,000.00	1,301,295.00	2,656,295.00
2023	1,415,000.00	1,234,625.00	2,649,625.00
2024	1,490,000.00	1,165,022.50	2,655,022.50
2025	1,565,000.00	1,091,715.00	2,656,715.00
2026	1,640,000.00	1,014,702.50	2,654,702.50
2027	1,715,000.00	934,007.50	2,649,007.50
2028	1,805,000.00	852,207.50	2,657,207.50
2029	1,560,000.00	766,125.00	2,326,125.00
2030	1,630,000.00	689,550.00	2,319,550.00
2031	1,705,000.00	609,525.00	2,314,525.00
2032	1,790,000.00	525,825.00	2,315,825.00
2033	1,880,000.00	437,950.00	2,317,950.00
2034	1,450,000.00	345,650.00	1,795,650.00
2035	855,000.00	274,481.26	1,129,481.26
2036	890,000.00	237,968.76	1,127,968.76
2037	930,000.00	199,962.50	1,129,962.50
2038	970,000.00	159,725.00	1,129,725.00
2039	1,015,000.00	117,737.50	1,132,737.50
2040	590,000.00	73,800.00	663,800.00
2041	615,000.00	50,200.00	665,200.00
2042	640,000.00	25,600.00	665,600.00
	<u>\$ 31,270,000.00</u>	<u>\$ 16,364,817.60</u>	<u>\$ 47,634,817.60</u>

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
<u>Assets</u>				
Cash and Investments	\$ 7,211,125.27	\$ -	\$ 10,190,168.07	\$ 17,401,293.34
Total Assets	<u>\$ 7,211,125.27</u>	<u>\$ -</u>	<u>\$ 10,190,168.07</u>	<u>\$ 17,401,293.34</u>
<u>Net Position</u>				
Unrestricted	\$ 7,211,128.27	\$ -	\$ 210,156.80	\$ 7,421,285.07
Externally restricted	<u>-</u>	<u>-</u>	<u>9,980,011.27</u>	<u>9,980,011.27</u>
Total Net Position	<u>\$ 7,211,128.27</u>	<u>\$ -</u>	<u>\$ 10,190,168.07</u>	<u>\$ 17,401,296.34</u>

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities <u>Revenue Fund</u>	Bond & Interest Sinking Fund <u>Account</u>	Repair & Replacement <u>Reserve Account</u>	(Memorandum Only) <u>Total</u>
Revenues and other additions:				
Net revenues from bonded facilities	\$ 7,825,892.70	\$ -	\$ -	\$ 7,825,892.70
Investment income	202,463.22	31,307.12	146,350.14	380,120.48
Net general activity fee	4,267,616.68	-	-	4,267,616.68
HEERF funds	207,656.25	-	-	207,656.25
CRF funds	3,519,395.08	-	-	3,519,395.08
	<hr/>	<hr/>	<hr/>	<hr/>
Total revenues and other additions	16,023,023.93	31,307.12	146,350.14	16,200,681.19
	<hr/>	<hr/>	<hr/>	<hr/>
Expenses and other deductions:				
Bond principal payments	-	6,300,000.00	-	6,300,000.00
Bond interest expense	-	5,425,805.00	-	5,425,805.00
Trustee fees and bank charges	-	1,058.34	-	1,058.34
General and administrative expenses	-	-	4,036,783.01	4,036,783.01
	<hr/>	<hr/>	<hr/>	<hr/>
Total expenses and other deductions	-	11,726,863.34	4,036,783.01	15,763,646.35
	<hr/>	<hr/>	<hr/>	<hr/>
Revenues and other additions over (under) expenses and other deductions	16,023,023.93	(11,695,556.22)	(3,890,432.87)	437,034.84
Transfers among funds - additions (deductions)				
Transfers for bond payments	(11,695,556.19)	11,695,556.19	-	-
Transfers for renewal and replacement	(5,857,358.43)	-	5,857,358.43	-
Other transfers	(468,945.73)	-	(1,272,034.71)	(1,740,980.44)
	<hr/>	<hr/>	<hr/>	<hr/>
Total transfers among funds - additions (deductions)	(18,021,860.35)	11,695,556.19	4,585,323.72	(1,740,980.44)
	<hr/>	<hr/>	<hr/>	<hr/>
Net increase (decrease) in net position	(1,998,836.42)	(0.03)	694,890.85	(1,303,945.60)
Beginning net position	9,209,964.69	0.03	9,454,579.79	18,664,544.51
Prior period adjustment	-	-	40,697.43	40,697.43
	<hr/>	<hr/>	<hr/>	<hr/>
Ending net position	<u>\$ 7,211,128.27</u>	<u>\$ -</u>	<u>\$ 10,190,168.07</u>	<u>\$ 17,401,296.34</u>

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019
Unaudited

	2020			2019		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Student Center (Non-GAF)	\$ 315,108.29	\$ 366,416.34	\$ (51,308.05)	\$ 393,739.97	\$ 406,419.45	\$ (12,679.48)
Food Service	10,247,695.61	9,748,206.47	499,489.14	13,402,759.53	12,615,846.27	786,913.26
Residential Living	15,248,948.78	8,308,782.59	6,940,166.19	18,732,058.89	7,665,135.97	11,066,922.92
Wellness Center (Non-GAF)	428,141.10	603,965.57	(175,824.47)	577,335.30	422,670.35	154,664.95
Parking	1,356,681.04	743,311.15	613,369.89	1,609,146.64	705,853.06	903,293.58
Revenues from facilities	27,596,574.82	19,770,682.12	7,825,892.70	34,715,040.33	21,815,925.10	12,899,115.23
General Activity Fee	5,522,593.00	1,254,976.32	4,267,616.68	5,432,236.00	796,292.46	4,635,943.54
Interest from Investments	380,120.48	-	380,120.48	238,686.20	-	238,686.20
HEERF Funding	207,656.25	-	207,656.25	-	-	-
CRF Funding	3,519,395.08	-	3,519,395.08	-	-	-
Other Revenue	-	-	-	20,208.81	-	20,208.81
Total	<u>\$ 37,226,339.63</u>	<u>\$ 21,025,658.44</u>	16,200,681.19	<u>\$ 40,406,171.34</u>	<u>\$ 22,612,217.56</u>	17,793,953.78
Annual Debt Service			<u>11,725,805.00</u>			<u>11,915,848.50</u>
Coverage Ratio			1.38			1.49

SOUTH DAKOTA BOARD OF REGENTS - SOUTH DAKOTA STATE UNIVERSITY
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

<u>Year</u>	<u>Principal Amount</u>	<u>Interest Amount</u>	<u>Total</u>
2019	\$ 6,215,000.00	\$ 5,700,848.50	\$ 11,915,848.50
2020	6,300,000.00	5,425,805.00	11,725,805.00
2021	6,580,000.00	5,136,765.00	11,716,765.00
2022	6,885,000.00	4,836,337.00	11,721,337.00
2023	7,215,000.00	4,500,975.00	11,715,975.00
2024	7,565,000.00	4,149,425.00	11,714,425.00
2025	7,935,000.00	3,776,791.00	11,711,791.00
2026	5,545,000.00	3,419,079.26	8,964,079.26
2027	5,185,000.00	3,179,243.76	8,364,243.76
2028	5,440,000.00	2,919,993.76	8,359,993.76
2029	5,710,000.00	2,647,993.76	8,357,993.76
2030	5,985,000.00	2,364,193.76	8,349,193.76
2031	6,095,000.00	2,071,943.76	8,166,943.76
2032	6,400,000.00	1,767,193.76	8,167,193.76
2033	6,690,000.00	1,472,056.26	8,162,056.26
2034	6,995,000.00	1,163,468.76	8,158,468.76
2035	5,230,000.00	842,600.00	6,072,600.00
2036	5,450,000.00	619,300.00	6,069,300.00
2037	1,585,000.00	386,600.00	1,971,600.00
2038	1,650,000.00	323,200.00	1,973,200.00
2039	1,720,000.00	257,200.00	1,977,200.00
2040	1,785,000.00	188,400.00	1,973,400.00
2041	1,860,000.00	117,000.00	1,977,000.00
2042	1,065,000.00	42,600.00	1,107,600.00
	<u>\$ 123,085,000.00</u>	<u>\$ 57,309,013.34</u>	<u>\$ 180,394,013.34</u>

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF NET POSITION - CASH BASIS
JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities Revenue Fund	Bond & Interest Sinking Fund Account	Repair & Replacement Reserve Account	(Memorandum Only) Total
<u>Assets</u>				
Cash and Investments	\$ 1,264,526.72	\$ 5,169.10	\$ 13,037,701.64	\$ 14,307,397.46
Total Assets	<u>\$ 1,264,526.72</u>	<u>\$ 5,169.10</u>	<u>\$ 13,037,701.64</u>	<u>\$ 14,307,397.46</u>
<u>Net Position</u>				
Unrestricted	\$ 1,264,526.72	\$ -	\$ 7,925,311.18	\$ 9,189,837.90
Externally restricted	<u>-</u>	<u>5,169.10</u>	<u>5,112,390.46</u>	<u>5,117,559.56</u>
Total Net Position	<u>\$ 1,264,526.72</u>	<u>\$ 5,169.10</u>	<u>\$ 13,037,701.64</u>	<u>\$ 14,307,397.46</u>

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA
HOUSING AND AUXILIARY FACILITIES SYSTEM
STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION - CASH BASIS
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

	Housing & Auxiliary Facilities <u>Revenue Fund</u>	Bond & Interest Sinking Fund <u>Account</u>	Repair & Replacement <u>Reserve Account</u>	(Memorandum Only) <u>Total</u>
Revenues and other additions:				
Net revenues from bonded facilities	\$ 3,226,193.87	\$ -	\$ -	\$ 3,226,193.87
Investment income	-	10,120.51	271,758.72	281,879.23
Net general activity fee	1,603,758.73	-	-	1,603,758.73
HEERF funds	476,806.17	-	-	476,806.17
CRF funds	2,240,059.56	-	-	2,240,059.56
Other income	-	10.02	-	10.02
	<hr/>	<hr/>	<hr/>	<hr/>
Total revenues and other additions	7,546,818.33	10,130.53	271,758.72	7,828,707.58
	<hr/>	<hr/>	<hr/>	<hr/>
Expenses and other deductions:				
Bond principal payments	-	2,455,000.00	-	2,455,000.00
Bond interest expense	-	2,221,700.00	-	2,221,700.00
Trustee fees and bank charges	-	725.00	-	725.00
General and administrative expenses	-	-	3,781,949.40	3,781,949.40
	<hr/>	<hr/>	<hr/>	<hr/>
Total expenses and other deductions	-	4,677,425.00	3,781,949.40	8,459,374.40
	<hr/>	<hr/>	<hr/>	<hr/>
Revenues and other additions over (under) expenses and other deductions	7,546,818.33	(4,667,294.47)	(3,510,190.68)	(630,666.82)
Transfers among funds - additions (deductions)				
Transfers for bond payments	(4,672,463.57)	4,672,463.57	-	-
Transfers for renewal and replacement	(2,372,961.19)	-	2,372,961.19	-
	<hr/>	<hr/>	<hr/>	<hr/>
Total transfers among funds - additions (deductions)	(7,045,424.76)	4,672,463.57	2,372,961.19	-
	<hr/>	<hr/>	<hr/>	<hr/>
Net increase (decrease) in net position	501,393.57	5,169.10	(1,137,229.49)	(630,666.82)
Beginning net position	742,618.12	-	14,174,931.13	14,917,549.25
Prior period adjustment	20,515.03	-	-	20,515.03
	<hr/>	<hr/>	<hr/>	<hr/>
Ending Net Position	<u>\$ 1,264,526.72</u>	<u>\$ 5,169.10</u>	<u>\$ 13,037,701.64</u>	<u>\$ 14,307,397.46</u>

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA
HOUSING AND AUXILIARY FACILITIES SYSTEM
SCHEDULE OF PLEDGED REVENUES - CASH BASIS
FOR THE YEARS ENDED JUNE 30, 2020 AND 2019
Unaudited

	2020			2019		
	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged	Gross Revenues	Maintenance and Operating Costs	Net Revenues Pledged
Student Center (Non-GAF)	\$ 1,049,230.94	\$ 995,346.61	\$ 53,884.33	\$ 1,596,722.40	\$ 1,420,953.38	\$ 175,769.02
Food Service	5,270,554.38	5,279,009.08	(8,454.70)	7,088,063.97	7,091,144.53	(3,080.56)
Residential Living	7,826,661.80	4,819,650.54	3,007,011.26	10,418,295.05	5,129,029.25	5,289,265.80
Wellness Center (Non-GAF)	\$291,540.05	\$117,787.07	173,752.98	374,134.68	145,784.48	228,350.20
Revenues from facilities	14,437,987.17	11,211,793.30	3,226,193.87	19,477,216.10	13,786,911.64	5,690,304.46
General Activity Fee	3,621,097.29	2,017,338.56	1,603,758.73	3,707,327.03	1,660,171.35	2,047,155.68
Interest from Investments	281,879.23	-	281,879.23	142,309.40	-	142,309.40
HEERF Funding	476,806.17	-	476,806.17	-	-	-
CRF Funding	2,240,059.56	-	2,240,059.56	-	-	-
Other Revenue	-	-	-	22,272.79	-	22,272.79
Total	<u>\$ 21,057,829.42</u>	<u>\$ 13,229,131.86</u>	7,828,697.56	<u>\$ 23,349,125.32</u>	<u>\$ 15,447,082.99</u>	7,902,042.33
Annual Debt Service			<u>4,676,700.00</u>			<u>4,879,487.74</u>
Coverage Ratio			1.67			1.62

SOUTH DAKOTA BOARD OF REGENTS - UNIVERSITY OF SOUTH DAKOTA
HOUSING AND AUXILIARY FACILITIES SYSTEM
DEBT SERVICE SCHEDULE
FOR THE YEAR ENDED JUNE 30, 2020
Unaudited

<u>Year</u>	<u>Principal Amount</u>	<u>Interest Amount</u>	<u>Total</u>
2019	\$ 2,535,000.00	\$ 2,344,487.74	\$ 4,879,487.74
2020	2,455,000.00	2,221,700.00	4,676,700.00
2021	2,545,000.00	2,118,000.00	4,663,000.00
2022	2,685,000.00	1,990,750.00	4,675,750.00
2023	2,815,000.00	1,856,500.00	4,671,500.00
2024	2,945,000.00	1,724,300.00	4,669,300.00
2025	3,080,000.00	1,585,950.00	4,665,950.00
2026	3,220,000.00	1,441,200.00	4,661,200.00
2027	3,370,000.00	1,289,850.00	4,659,850.00
2028	3,515,000.00	1,141,450.00	4,656,450.00
2029	2,605,000.00	986,400.00	3,591,400.00
2030	2,725,000.00	864,700.00	3,589,700.00
2031	1,925,000.00	737,350.00	2,662,350.00
2032	2,020,000.00	641,100.00	2,661,100.00
2033	2,115,000.00	540,100.00	2,655,100.00
2034	2,215,000.00	434,350.00	2,649,350.00
2035	1,495,000.00	323,600.00	1,818,600.00
2036	1,555,000.00	263,800.00	1,818,800.00
2037	1,615,000.00	201,600.00	1,816,600.00
2038	1,680,000.00	137,000.00	1,817,000.00
2039	1,745,000.00	69,800.00	1,814,800.00
	<u>\$ 50,860,000.00</u>	<u>\$ 22,913,987.74</u>	<u>\$ 73,773,987.74</u>

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance **Consent**

AGENDA ITEM: 4 – W
DATE: March 30-31, 2021

SUBJECT

FY20 CAFR Audit Review

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 4-11-2](#) – Annual Audit of State Accounts

BACKGROUND / DISCUSSION

The FY20 Statewide Comprehensive Annual Financial Report (CAFR) was released in December. The Board of Regents (BOR) is considered a component unit of the state of South Dakota in the CAFR. The Department of Legislative Audit (DLA) is charged with providing an audit opinion on the CAFR 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 FY20 there were no audit findings. There were five mandatory auditor adjustments 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.

Brandon Bentley – BHSU
Amy Dockendorf – DSU
Kay Fredrick – NSU
Deb Rowse – SDSMT
Karen Jastram – SDSU
Sara Mooney – SDSU
Shelley Brunick – USD

Justin Noehren – USD
Claudean Hluchy – Special Schools
Dennis Konkler – RIS
Shannon Jack – BOR
Nancy Barnes – BOR
Scott Van Den Hemel – BOR

(Continued)

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
2016	0	\$0.00	0.00%
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%

ATTACHMENTS

Attachment I – Analysis of Audit Adjustments

STATEWIDE - HIGHER ED
(Posted and Unposted Audit Adjustments - Foundations.xlsx)

CLOSING
POSTED FOUNDATION AUDITOR RECOMMENDED ADJUSTMENTS
FY2020

	<u>Priority</u>	<u>University</u>	<u>Account Description</u>	<u>Banner Account</u>	<u>CAFR Account</u>	<u>Amount Dr. (Cr.)</u>
1	4	NSU	Sales and Services	500757	4599002	516,007.02
			Accounts Receivable	120000	1241100	(516,007.02)
		PURPOSE:	To reverse document JD009351 posting an account receivable from the NSU foundation at year-end. The foundation did not record the expense or payable.			
		Issue	NSU posted a receivable for Foundation activity when the foundation did not post a receivable. Since both of them have the same fiscal year end, their accruals concerning each other should match up with very little exception.			
		Corrective Action	NSU and their foundation will do a better job of communicating with each other to ensure that their accruals are in line with each other.			
2	4	NSU	Sales and Services	500757	4599002	817,395.53
			Private Grants and Contracts	530240	4791000	(817,395.53)
		PURPOSE:	To reclassify revenue from the foundation for the noncapitalized portion of capital projects.			
		Issue	NSU did not reclass the foundation revenue that was for noncapitalized projects.			
		Corrective Action	NSU is looking closer at their revenues that are received from the foundation.			
3	4	Central Office	Cash on Deposit - State Treasurer	1XST	1131000	611,612.18
			Interest Receivable	140000	1211000	(174,242.09)
			Investment Income	500910	4920045	(437,370.09)
		PURPOSE:	To properly report the fair market value of cash, interest receivable, and the related investment income for Higher Education activity at SDBA.			
		Issue	There was a correction on the South Dakota Building Authority Financials that are blended with the SDBOR financials. SDBA did not notify SDBOR of the error.			
		Corrective Action	The Central Office is communicating directly with the Department of Legislative Audit to ensure that the financial statement that they are working with is the final version after all audit adjustments for SDBA.			
4	4	Central Office	State Grants and Contracts	530230	4791000	2,500,000.00
			Capital Grants & Contracts	784003	4920014	(2,500,000.00)
		PURPOSE:	To reclassify revenue received from Future Fund for construction of SDBVI Building.			
		Issue	Funds that were originally received by the central office and classified as grant revenue were not reclassified as capital grant revenue for the CAFR.			
		Corrective Action	Every campus with capital projects will be taking a closer look at how the funds used for those projects were recorded. There will be an emphasis on getting the revenue coded to capital grants during the year rather than waiting for year end.			
5	4	USD	Sales and Services	500757	4599002	2,200,000.00
			Capital Grants & Contracts	784003	4920014	(2,200,000.00)
		PURPOSE:	To reclassify revenue received from the National Music Museum for the museum expansion project.			
		Issue	Funds that were originally received by USD and classified as Sales and Services were not reclassified as capital grant revenue for the CAFR.			
		Corrective Action	Every campus with capital projects will be taking a closer look at how the funds used for those projects were recorded. There will be an emphasis on getting the revenue coded to capital grants during the year rather than waiting for year end.			

Priority Code:

1	Highest priority. Significant error, material dollar amounts associated.
2	High priority. Lack of policy/procedure or significant dollar amounts associated.
3	Moderate priority. Policy/procedure exists but may need review
4	Low priority. Mostly human errors that can be dealt with as they come up.

PURPOSE: To show entries for audit adjustments posted by the component auditors at the Foundations.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance **Consent**

AGENDA ITEM: 4 – X
DATE: March 30-31, 2021

SUBJECT

Student Accounts Receivable Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:5](#) – Tuition and Fees General Procedures

[BOR Policy 5:21](#) – System Collection Policy

[SDCL 1-55](#) – Obligation Recovery Center

[ARSD 10: 11](#) – Obligation Recovery Center

BACKGROUND / DISCUSSION

A report of outstanding student receivables is presented to the Board annually. While debt can be taken off the books, the debt remains on the students' record indefinitely. It should be noted that the receivables represent less than 1% of total student revenues for years FY16 through FY20. According to a NACUBO 2019 survey, the average dollar amount invoiced outstanding at the end of FY18 was 3.4%.

There are a number of reasons a student might owe the institution money and the account would go into collection. Not all students have their financial aid in place when they start school. Students may be admitted assuming they will have sufficient aid or family contribution, and in the end, they are short. Students who pay a majority of their bill are usually retained, but if they do not return the next term, they may end up with an amount due. Students who incur fines and fees throughout the semester may not have funds to pay until the following semester. Again, if they do not return the following term, they end up owing money. There are many circumstances that arise, and the campuses have discretion to manage the exceptions.

A common way to gauge receivables is to compare them with the total dollars collected. The BOR institutions have very good collection rates with receivables below one percent for the fiscal years reported. The overall outstanding receivables rate for the five-year period is 0.47 % of total student revenues. The table on page two identifies the total amounts uncollected for FY2016 through FY2020 as of the end of the fiscal year. The receivables amounts include all student debt prior to any write-offs. It should be noted that the receivables are higher at the end of FY19 due to the conversion to Banner Student from

(Continued)

INFORMATIONAL ITEM

Colleague and are higher at the end of FY20 due to the COVID pandemic.

		Grand Total of Receivables	Total Student Revenue	% of Receivables to Total Revenue
BHSU	FY16	\$157,445.22	\$30,746,475.00	0.51%
	FY17	\$138,729.58	\$30,725,399.00	0.45%
	FY18	\$187,031.09	\$31,311,990.00	0.60%
	FY19	\$228,452.96	\$29,373,973.00	0.78%
	FY20	\$554,742.32	\$28,104,575.13	1.97%
DSU	FY16	\$104,436.13	\$23,729,692.00	0.44%
	FY17	\$94,577.01	\$24,720,535.00	0.38%
	FY18	\$145,980.55	\$26,432,837.00	0.55%
	FY19	\$148,028.70	\$27,874,927.00	0.53%
	FY20	\$215,137.67	\$28,107,913.44	0.77%
NSU	FY16	\$57,923.89	\$20,209,370.00	0.29%
	FY17	\$72,674.01	\$19,565,777.00	0.37%
	FY18	\$64,587.89	\$20,647,948.00	0.31%
	FY19	\$104,011.51	\$20,359,627.00	0.51%
	FY20	\$150,882.82	\$18,766,788.01	0.80%
SD Mines	FY16	\$41,185.79	\$37,070,507.00	0.11%
	FY17	\$87,017.12	\$38,389,289.00	0.23%
	FY18	\$51,955.28	\$38,113,837.00	0.14%
	FY19	\$78,905.57	\$37,233,583.00	0.21%
	FY20	\$254,916.39	\$34,805,198.14	0.73%
SDSU	FY16	\$392,704.50	\$142,380,855.00	0.28%
	FY17	\$432,026.96	\$142,110,670.00	0.30%
	FY18	\$466,629.85	\$144,015,502.00	0.32%
	FY19	\$631,065.84	\$143,745,194.00	0.44%
	FY20	\$1,904,099.92	\$134,433,055.61	1.42%
USD	FY16	\$250,695.69	\$103,096,610.00	0.24%
	FY17	\$335,625.26	\$103,446,867.00	0.32%
	FY18	\$404,423.30	\$105,482,833.00	0.38%
	FY19	\$560,830.94	\$109,447,018.00	0.51%
	FY20	\$1,085,207.58	\$104,483,104.67	1.04%
SYSTEM TOTAL		\$10,148,515.26	\$2,139,868,957.00	0.47%

Note: There are outstanding receivables from prior terms that are not reflected so the total outstanding will not match the totals on page 3.

Student Accounts Receivable Report

March 30-31, 2021

Page 3 of 4

Student Accounts Receivable Activity

Throughout the year the universities use in-house collections, third-party collection agencies for older accounts, and the services of the Obligation Recovery Center (ORC) to collect outstanding student receivables. BOR 5:21, System Collection Policy, provides that when in-house and Obligation Recovery Center (ORC) collection efforts are exhausted and the account is at least two years delinquent, the account will be submitted to the South Dakota Board of Finance for write-off. Note that the bad accounts are written off the financial statements while the receivable remains on the student's account in Student Banner with a HOLD marker.

The timeframe in which institutions submit requests to the Board of Finance varies. The institutions usually submit write-offs annually.

Using Colleague and Banner data, the table below compares the June 30, 2016, year-end AR balance to the June 30, 2020, balance and the percentage change in receivables. It also reports the student receivable write-off amounts approved by the Board of Finance.

Student Accounts Receivable Activity						
As of June 30, 2020						
	BHSU	DSU	NSU	SD Mines	SDSU	USD
AR Balance 06/30/2016	\$1,740,016	\$1,161,310	\$982,825	\$396,630	\$3,914,037	\$3,193,110
AR Balance 06/30/2020	\$3,068,317	\$2,149,898	\$1,485,656	\$1,139,315	\$8,336,879	\$6,031,746
Inc./Dec. in Receivables	\$1,328,301	\$988,588	\$502,831	\$742,685	\$4,422,842	\$2,838,636
Percentage Change in Receivables	131.00%	117.47%	195.46%	53.40%	88.50%	112.49%
Write-Offs	944,310.04	380,433.95	494,221.85	264,529.15	947,229.05	1,487,399.18

Obligation Recovery Center Activity

BOR 5:21, System Collection Policy, provides that when in-house collections have been exhausted, accounts under \$250 may be referred and accounts over \$250 shall be referred to the State of South Dakota's Obligation Recovery Center (ORC) collection efforts. Institutions have been using ORC services for two years or more. The table on the next page summarizes the activity to-date with ORC.

Obligation Recovery Center Activity with the Regental Institutions					
As of June 30, 2020					
		Debts Referred	Debts Paid in Full	Net Payments	Payment Agreements Established
BHSU	Number	749	185	359	93
	Amount	\$1,419,273	\$256,615	\$403,480	\$216,995
DSU	Number	661	152	267	55
	Amount	\$1,167,657	\$184,825	\$282,159	\$146,728
NSU	Number	530	125	244	53
	Amount	\$784,543	\$137,307	\$233,354	\$134,053
SD Mines	Number	276	75	126	31
	Amount	\$588,426	\$76,563	\$119,369	\$73,207
SDSU	Number	1,281	238	524	132
	Amount	\$3,353,439	\$405,035	\$739,073	\$483,851
USD	Number	1,487	417	738	160
	Amount	\$3,344,820	\$639,888	\$953,892	\$535,587
Total	Number	4984	1192	2258	524
	Amount	\$10,658,158	\$1,700,233	\$2,731,327	\$1,590,420

The ORC was created to be a central repository for the collection of debts owed to any agency or department of the State of South Dakota. The center works to collect those bad debts and determines the appropriate method of collection through powers granted by codified law. For debt equal to or greater than \$1,000, the center shall provide notice to the licensing agency that the debtor may not renew, obtain, or maintain any motor vehicle registration, motor cycle registration, boat registration, or driver license unless the debt and cost recovery fee is paid in full or the debtor has entered into a payment plan and the plan remains current. For debt equal to or greater than \$50, the center shall provide notice to the licensing agency that the debtor may not obtain any hunting or fishing license, or state park or camping permit unless the debt and cost recovery fee is paid in full or the debtor has entered into a payment plan and the plan remains current.

IMPACT AND RECOMMENDATIONS

The BOR institutions have very good collection rates. The overall outstanding system receivables for the four-year period of FY16 – FY20 is 0.47% of total student revenues.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – Y
DATE: March 30 - 31, 2021

SUBJECT

Residence Hall Occupancy Report for Fall 2020 / Spring 2021

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 fact book. Two years ago the Board office began collecting information for the spring semester as well. The capacity, types of housing available, and number of students boarded can be found in Attachment I for fall 2020, and in Attachment II for spring 2021.

IMPACT AND RECOMMENDATIONS

Table 1, on the next page, shows the total number of beds considered to be part of the housing system for each campus. With the exception of 73 beds in the apartments at DSU, and 248 beds in Rocker 1 and 2 at SDSMT, the revenue generated from these beds is not pledged to the auxiliary system. Major changes in the numbers between years represent new housing coming online or being taken out of the system in addition to beds being taken offline for isolation and de-densification due to COVID-19. Small changes represent a design adjustment in how the room is classified or taking rooms 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.

(Continued)

INFORMATIONAL ITEM

Table 1 <i>South Dakota Board of Regents</i> <i>Available Beds per Semester</i>			
	2018	2019	2020
	2019	2020	2021
BHSU	766	784	771
DSU	764	787	772
NSU	853	853	788
SDSMT	1,078	1,080	1,007
SDSU	4,434	4,445	4,212
USD	2,224	2,226	2,009
System	10,119	10,175	9,559

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 in COVID testing protocol. For this fiscal year, the only new beds that came online are the 8 beds at DSU. The 132 beds for Waneta at SDSU came online for COVID isolation and over-flow only.

Table 2 on the following page shows the differences between the fall and spring occupancy rates for the last three years. Occupancy rates for Fall 2020/Spring 2021 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 <i>South Dakota Board of Regents</i> <i>Campus Housing Utilization</i> <i>Fall, Spring and Avg for Last Three Years</i>											
	Fall 2018	Spring 2019	Avg		Fall 2019	Spring 2020	Avg		Fall 2020	Spring 2021	Avg
BHSU	87.73%	74.54%	81.14%	BHSU	84.37%	75.60%	79.99%	BHSU	82.49%	73.93%	78.21%
DSU	97.51%	90.05%	93.78%	DSU	99.62%	93.01%	96.32%	DSU	97.54%	82.38%	89.96%
NSU	75.85%	68.23%	72.04%	NSU	75.62%	67.41%	71.52%	NSU	66.45%	61.29%	63.87%
SDSMT	89.98%	85.62%	87.80%	SDSMT	92.59%	86.11%	89.35%	SDSMT	91.34%	83.02%	87.18%
SDSU	91.18%	84.06%	87.62%	SDSU	90.52%	85.38%	87.95%	SDSU	94.30%	83.93%	89.11%
USD	100.27%	91.95%	96.11%	USD	91.11%	84.37%	87.74%	USD	94.97%	85.32%	90.14%
System	91.97%	84.36%	88.17%	System	89.85%	83.56%	86.71%	System	91.15%	81.33%	86.24%

The majority of costs associated with running a residence hall system are fixed. While some costs will vary, for the most part every additional bed that can be filled would represent 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 of time, they begin to put pressure on other areas to maintain their 1.2 coverage ratio. The average occupancy rates range from 90.14% at USD to 63.87% at NSU, taking into consideration the number of beds reserved for isolation and de-densification.

Table 3 isolates the last four spring semesters:

Table 3 <i>South Dakota Board of Regents</i> <i>Campus Housing Utilization</i> <i>Spring Semester Only</i>				
	Spring 2018	Spring 2019	Spring 2020	Spring 2021
BHSU	85.84%	74.54%	75.60%	73.93%
DSU	83.99%	90.05%	93.01%	82.38%
NSU	65.93%	68.23%	67.41%	61.29%
SDSMT	83.95%	85.62%	86.11%	83.02%
SDSU	84.75%	84.06%	85.38%	83.93%
USD	87.77%	91.95%	84.37%	85.32%
System	83.65%	84.36%	83.56%	81.33%

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.

Table 4 <i>South Dakota Board of Regents</i> <i>Open Beds</i> <i>Change from Fall to Spring Prior and Current Years</i>											
	Fall 2018	Spring 2019	Change		Fall 2019	Spring 2020	Change		Fall 2020	Spring 2021	Change
BHSU	94	195	101	BHSU	94	195	101	BHSU	135	201	66
DSU	19	76	57	DSU	3	55	52	DSU	19	136	117
NSU	206	271	65	NSU	208	278	70	NSU	264	305	41
SDSMT	108	155	47	SDSMT	80	150	70	SDSMT	88	171	83
SDSU	391	707	316	SDSU	434	650	216	SDSU	240	677	437
USD	-6	179	185	USD	198	348	150	USD	101	295	194
System	812	1,583	771	System	1,017	1,676	659	System	846	1,785	939

ATTACHMENTS

Attachment I – Fall 2020 Residence Hall Occupancy Report

Attachment II – Spring 2021 Residence Hall Occupancy Report

Campus Housing Utilization

Fall 2020

Black Hills State University - Current Capacity 771							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	86	197	0	0	0	374	77.92%
Suite-Style	4	96	0	0	0	138	70.41%
Apartments	48	48	0	0	0	124	86.11%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	138	341	0	0	0	636	77.56%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	1	24	0	0	0	0	0.00%
COVID Capacity	137	317	0	0	0	636	82.49%
Dakota State University - Current Capacity 772							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	61	317	0	0	0	648	93.24%
Suite-Style	0	0	0	5	0	19	95.00%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	2	3	0	8	8	86	107.50%
Total Available	63	320	0	13	8	753	94.72%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	7	8	0	0	0	0	0.00%
Totals	56	312	0	13	8	753	97.54%
Northern State University - Current Capacity 787							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	36	182	2	0	0	203	50.00%
Suite-Style	7	33	9	86	0	318	71.62%
Apartments	2	0	0	0	0	2	100.00%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	45	215	11	86	0	523	61.38%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	4	1	1	14	0	0	0.00%
Totals	41	214	10	72	0	523	66.45%
South Dakota School of Mines and Technology - Current Capacity 1005							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	30	215	3	0	0	386	82.30%
Suite-Style	95	55	0	40	0	314	86.03%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	248	0	0	0	0	218	87.90%
Total Available	373	270	3	40	0	918	84.84%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	23	17	0	5	0	0	0.00%
Totals	350	253	3	35	0	918	91.34%
South Dakota State University - Current Capacity 4212							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	475	1,540	0	0	0	2,989	84.08%
Suite-Style	0	233	0	0	0	427	91.63%
Apartments	29	16	10	127	0	556	92.82%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	504	1,789	10	127	0	3,972	85.97%
Dedensify**	103	137	0	0	0	0	0.00%
Isolation***	23	0	0	2	0	0	0.00%
Totals	378	1,652	10	125	0	3,972	94.30%
University of South Dakota - Current Capacity 2009							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	154	687	16	0	0	1,279	81.15%
Suite-Style	0	53	0	77	0	400	96.62%
Apartments	0	22	0	48	0	229	97.03%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	154	762	16	125	0	1,908	85.71%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	8	100	3	0	0	0	0.00%
Totals	146	662	13	125	0	1,908	94.97%

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.

BHSU Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	86	76	35	34
Doubles	197	298	238	379
Triples	0	0	10	13
Suite-Style				
Single	4	3	4	4
Double	96	135	96	172
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	48	83	45	41
Double	48	41	45	77
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	820	636	872	720
Occupancy Rate		77.56%		82.57%
COVID-19 Beds Offline 49				
Avail Beds Offline to De-densify 0				
Total Beds/Students with COVID accommodations	771	636	872	720
		82.49%		82.57%

DSU Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	63	15	54	79
Doubles	320	642	309	588
Triples	0	0	0	0
Suite-Style				
Single	0	0	0	0
Double	0	0	0	0
Triple	0	0	0	0
Quad	5	19	5	20
Apartments				
Single	0	0	7	7
Double	0	0	8	13
Quad	8	30	8	31
Quint	8	47	8	46
	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	795	753	787	784
Occupancy Rate		94.72%		99.62%
COVID-19 Beds Offline 23				
Avail Beds Offline to De-densify 0				
Total Beds/Students with COVID accommodations	772	753	787	784
		97.54%		99.62%

NSU Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	36	36	36	36
Doubles	182	164	182	258
Triples	2	3	2	4
Suite-Style				
Single	7	3	7	3
Double	33	54	33	60
Triple	9	14	9	21
Quad	86	247	86	261
Apartments				
Single	2	2	3	2
Double	0	0	0	0
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	852	523	853	645
Occupancy Rate		61.38%		75.62%
COVID-19 Beds Offline 65				
Avail Beds Offline to De-densify 0				
Total Beds/Students with COVID accomodations	787	523	853	645
		66.45%		75.62%

SDSMT Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	30	29	30	29
Doubles	215	351	215	394
Triples	3	6	3	9
Suite-Style				
Single	95	88	97	94
Double	55	103	57	103
Triple	0	0	0	0
Quad	40	123	38	127
Apartments				
Single	248	218	248	244
Double	0	0	0	0
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	1,082	918	1,080	1,000
Occupancy Rate		84.84%		92.59%
COVID-19 Beds Offline 77				
Avail Beds Offline to De-densify 0				
Total Beds/Students with COVID accomodations	1,005	918	1,080	1,000
		91.34%		92.59%

SDSU Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	475	357	475	334
Doubles	1,540	2,632	1,540	2,867
Triples	0	0	0	0
Suite-Style				
Double	233	427	233	416
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	29	22	24	24
Double	16	29	16	27
Triple	10	24	12	30
Quad	127	481	116	445
Other*	0	0	0	0
Total Beds / Students	4,620	3,972	4,577	4,143
Occupancy Rate		85.97%		90.52%
COVID-19 Beds Offline 31				
Avail Beds Offline to De-densify 377				
Total Beds/Students with COVID accomodations	4,212	3,972	4,577	4,143
		94.30%		90.52%

USD Housing System			Prior Year	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	154	136	154	165
Doubles	687	1,111	687	1,214
Triples	16	32	16	38
Suite-Style				
Double	53	104	53	96
Triple	0	0	0	0
Quad	77	296	77	294
Apartments				
Single	0	0	0	0
Double	22	40	22	40
Triple	0	0	0	0
Quad	48	189	48	181
Other*	0	0	0	0
Total Beds / Students	2,226	1,908	2,226	2,028
Occupancy Rate		85.71%		91.11%
COVID-19 Beds Offline 217				
Avail Beds Offline to De-densify 0				
Total Beds/Students with COVID accomodations	2,009	1,908	2,226	2,028
		94.97%		91.11%

Campus Housing Utilization
Spring 2021

Black Hills State University - Current Capacity 771							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	86	197	0	0	0	342	71.25%
Suite-Style	4	96	0	0	0	112	57.14%
Apartments	48	48	0	0	0	116	80.56%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	138	341	0	0	0	570	69.51%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	1	24	0	0	0	0	0.00%
COVID Capacity	137	317	0	0	0	570	73.93%
Dakota State University - Current Capacity 772							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	61	317	0	0	0	538	77.41%
Suite-Style	0	0	0	5	0	18	90.00%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	2	3	0	8	8	80	100.00%
Total Available	63	320	0	13	8	636	80.00%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	7	8	0	0	0	0	0.00%
Totals	56	312	0	13	8	636	82.38%
Northern State University - Current Capacity 788							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	36	182	2	0	0	198	48.77%
Suite-Style	7	33	9	86	0	282	63.51%
Apartments	3	0	0	0	0	3	100.00%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	46	215	11	86	0	483	56.62%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	4	1	1	14	0	0	0.00%
Totals	42	214	10	72	0	483	61.29%
South Dakota School of Mines and Technology - Current Capacity 1007							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	30	215	3	0	0	345	73.56%
Suite-Style	95	55	0	40	0	289	79.18%
Apartments	0	0	0	0	0	0	0.00%
Leased Property*	248	0	0	0	0	202	81.45%
Total Available	373	270	3	40	0	836	77.26%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	29	15	0	4	0	0	0.00%
Totals	344	255	3	36	0	836	83.02%
South Dakota State University - Current Capacity 4212							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	475	1,540	0	0	0	2,647	74.46%
Suite-Style	0	233	0	0	0	373	80.04%
Apartments	29	16	10	127	0	515	85.98%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	504	1,789	10	127	0	3,535	76.52%
Dedensify**	103	137	0	0	0	0	0.00%
Isolation***	23	0	0	2	0	0	0.00%
Totals	378	1,652	10	125	0	3,535	83.93%
University of South Dakota - Current Capacity 2009							
Room Type	Singles	Doubles	Triples	Quads	Quints	Students	Utilization %
Traditional	151	654	15	0	0	1,126	74.87%
Suite-Style	0	53	0	77	0	381	92.03%
Apartments	0	22	0	48	0	207	87.71%
Leased Property*	0	0	0	0	0	0	0.00%
Total Available	151	729	15	125	0	1,714	79.57%
Dedensify**	0	0	0	0	0	0	0.00%
Isolation***	5	67	2	0	0	0	0.00%
Totals	146	662	13	125	0	1,714	85.32%

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 2021 Housing System by Campus

BHSU Housing System			Fall 2020	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	86	75	86	76
Doubles	197	267	197	298
Triples	0	0	0	0
Suite-Style				
Single	4	3	4	3
Double	96	109	96	135
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	48	42	48	83
Double	48	74	48	41
Triple	0	0	0	0
Quad	0	0	0	0
Other*	0	0	0	0
Total Beds / Students	820	570	820	636
Occupancy Rate		69.51%		77.56%
COVID-19 Beds Offline	49		49	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	771	570	771	636
		73.93%		82.49%

DSU Housing System			Fall 2020	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	63	57	63	15
Doubles	320	490	320	642
Triples	0	0	0	0
Suite-Style				
Single	0	0	0	0
Double	0	0	0	0
Triple	0	0	0	0
Quad	5	18	5	19
Apartments				
Single	0	0	0	0
Double	0	0	0	0
Quad	8	44	8	30
Quint	8	27	8	47
Other*	0	0	0	0
Total Beds / Students	795	636	795	753
Occupancy Rate		80.00%		94.72%
COVID-19 Beds Offline	23		23	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	772	636	772	753
		82.38%		97.54%

NSU Housing System			Fall 2020	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	36	36	36	36
Doubles	182	159	182	164
Triples	2	3	2	3
Suite-Style				
Single	7	3	7	3
Double	33	48	33	54
Triple	9	9	9	14
Quad	86	222	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	483	852	523
Occupancy Rate		56.62%		61.38%
COVID-19 Beds Offline	65		65	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	788	483	787	523
		61.29%		66.45%

SDSMT Housing System			Fall 2020	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	30	27	30	29
Doubles	215	312	215	351
Triples	3	6	3	6
Suite-Style				
Single	95	82	95	88
Double	55	98	55	103
Triple	0	0	0	0
Quad	40	109	40	123
Apartments				
Single	248	202	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	1,082	836	1,082	918
Occupancy Rate		77.26%		84.84%
COVID-19 Beds Offline	72		73	
Avail Beds Offline to De-densify	3		3	
Total Beds/Students with COVID accomodations	1,007	836	1,006	918
		83.02%		91.25%

SDSU Housing System			Fall 2020	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	475	316	475	357
Doubles	1,540	2,331	1,540	2,632
Triples	0	0	0	0
Suite-Style				
Double	233	373	233	427
Triple	0	0	0	0
Quad	0	0	0	0
Apartments				
Single	29	19	29	22
Double	16	23	16	29
Triple	10	20	10	24
Quad	127	453	127	481
Other*	0	0	0	0
Total Beds / Students	4,620	3,535	4,620	3,972
Occupancy Rate		76.52%		85.97%
COVID-19 Beds Offline	31		31	
Avail Beds Offline to De-densify	377		377	
Total Beds/Students with COVID accomodations	4,212	3,535	4,212	3,972
		83.93%		94.30%

USD Housing System			Fall 2020	
Type of Room	# of Rooms	# of Students	# of Rooms	# of Students
Traditional				
Singles	151	140	154	136
Doubles	654	965	687	1,111
Triples	15	21	16	32
Suite-Style				
Double	53	97	53	104
Triple	0	0	0	0
Quad	77	284	77	296
Apartments				
Single	0	0	0	0
Double	22	36	22	40
Triple	0	0	0	0
Quad	48	171	48	189
Other*	0	0	0	0
Total Beds / Students	2,154	1,714	2,226	1,908
Occupancy Rate		79.57%		85.71%
COVID-19 Beds Offline	145		217	
Avail Beds Offline to De-densify	0		0	
Total Beds/Students with COVID accomodations	2,009	1,714	2,009	1,908
		85.32%		94.97%

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 4 – Z
DATE: March 30-31, 2021

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 project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).

(Continued)

INFORMATIONAL ITEM

4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.
5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

No impact

ATTACHMENTS

Attachment I – March 2021 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - March 2021

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
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
Event Center					Dec-16 Facility Stmt	Planning		Schaefer
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Schaefer
Northern State University								
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Construction	2021	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	Jun-14 Facility Stmt	A/E Selection		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Wink
Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R	\$4,000,000 \$1,016,423 \$5,016,423	Dec-20 Facility Design	Design		Bastian
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection		Bastian
South Dakota State University								
American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 \$500,000 \$4,500,000	Jun-18 Design Plan	Final Inspection	2020	Schaefer
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	\$1,575,000 \$50,039,637 \$2,600,000 \$6,000,000 \$1,105,000 \$61,319,637	Oct-16 Design Plan	Final Inspection	2020	Morgan
Aviation Hangar			Private University Donations	TBD \$1,000,000	Aug-20 Facility Stmt Dec-20	Planning	TBD	TBD
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			HEFF M&R	\$7,194,384 \$8,194,384	Design Plan	Design	2023	Morgan
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$1,135,000 \$1,400,000 \$2,535,000	May-18 Facility Stmt	Final Inspection	2020	NA Exempted
Dairy Unit - Dairy Research and Training Facilities		HB 1153- 2021	Private General Funds	\$7,500,000 \$7,500,000 \$15,000,000	Apr-20 Facility Stmt	A/E Selection	2023	Stork

South Dakota Board of Regents Capital Improvement Projects - March 2021

Facility Name	Ten-Year Plan	Legislative Action / Y R	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	\$4,250,000 \$2,993,765 \$10,000,000 \$17,243,765	Dec-20 Program Plan	Planning	2022	Bastian
Outdoor Sports Support Facility		SB 51-2018	Income	\$600,000	Dec-17 Program Plan	A/E Selection	2020	Not Assigned
Pugsley Center - Renovation			Private HEFF M&R	\$12,600,000 \$4,000,000 \$16,600,000	Aug-17 Facility Stmt	Planning	2023	Morgan
Raven Precision Agricultural Center - Phase 1		HB1264-2018	Local General Funds Private 2019 State Bonds	\$7,500,000 \$2,000,000 \$16,600,000 \$20,000,000 \$46,100,000	Dec-18 Design Plan	Construction	2021	Morgan
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	A/E Selection	2023	TBD
South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	Planning		Morgan
Stanley Marshall Center Addition-Phase 2		SB 28-2021	Private	\$3,950,000	Dec-20 Program Plan(Revised)	Design	2022	Morgan
Sanford Jackrabbit Athletic Center Wrestling Addition								
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	\$7,500,000 \$3,315,000 \$10,815,000	Jun-2020 Facility Stmt	Planning	TBD	TBD
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds HEFF M&R General Fund M&R Local Funds	\$7,000,000 \$10,381,500 \$1,024,127 \$50,000 \$18,455,627	May-17 Design Plan (revised)	Final Inspection	2019	Schaefer
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 \$5,043,000 \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Schaefer
University of South Dakota								
Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	\$14,500,000 \$8,719,888 \$5,400,398 \$28,620,286	Oct-18 Design Plan	Final Inspection	2020	Schieffer
National Music Museum		HB1065-2018	Private HEFF M&R	\$9,095,000 \$1,500,000 \$10,595,000	Dec-18 Design Plan	Final Inspection	2020	Schieffer
Health Science Building		SB40-2020	HEFF M&R Private/Local One-Time State Funds	\$12,500,000 \$4,500,000 \$5,000,000 \$22,000,000	Oct-20 Design Plan	Bid	2022	Stork
South Dakota School for the Blind & Visually Impaired								
New School		HB1071-2018	Private GOED	\$11,847,916 \$5,000,000 \$14,347,916	Aug-18 Facility Design Plan	Final Inspection	2020	Thares

South Dakota Board of Regents Capital Improvement Projects - March 2021

Facility Name	Ten-Year Plan	Legislative Action / Y R	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
REVENUE FACILITIES								
<u>Black Hills State University</u>								
University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
<u>Dakota State University</u>								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Construction	2021	Schaefer
<u>Northern State University</u>								
N/A								
<u>South Dakota School of Mines and Technology</u>								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
<u>South Dakota State University</u>								
N/A								
<u>University of South Dakota</u>								
Wellness Center Expansion			Auxiliary Funds Auxiliary Bonds Private	\$10,000,000 \$6,000,000 \$5,700,000 \$21,700,000	Jun-19 Facility Stmt	Planning	TBD	Roberts

Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid - Board approves substantive changes from program Plan

Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance **Consent**

AGENDA ITEM: 4 – AA
DATE: March 30-31, 2021

SUBJECT

FY2020 SDSM&T 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 FY20 reporting requirement for SDSM&T, 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. Four exceptions were identified and noted in the attached Independent Accountants’ Report under item numbers 8, 10, 11 and 15. The report has been provided to the SDSM&T 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

INFORMATIONAL ITEM



BOARD OF REGENTS

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OFFICE OF THE EXECUTIVE DIRECTOR

INDEPENDENT ACCOUNTANTS' REPORT ON THE APPLICATION OF AGREED-UPON PROCEDURES

Dr. James Rankin, President,
 President of South Dakota School of Mines and Technology

And

Management of the Athletics Department
 South Dakota School of Mines and Technology

We have performed the procedures enumerated below, which were agreed to by the President of the South Dakota School of Mines and Technology (SDSM&T) solely to assist you in evaluating whether the accompanying Statement of Revenue and Expenses of SDSM&T is in compliance with the National Collegiate Athletic Association (NCAA) Bylaw 6.2.3.1 for the year ended June 30, 2020. SDSM&T'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 that we performed and our findings are as follows:

1. We gained an understanding of the aspects of SDSM&T'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. We reviewed SDSM&T'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.

We found no exceptions as a result of this procedure.

3. Tests of the Statement of Revenue and Expenses included verifying agreement between the amounts reported on this statement to the institution's and the related entities general ledger.

We found no exceptions as a result of this procedure.

4. We tested a sample of game day ticket sale documentation to SDSM&T's general ledger to verify revenue received was timely and accurately deposited.

In FY17, ticket sale revenue was not deposited timely in accordance with SDSM&T's cash receipt policy. Follow-up testing was performed for FY20. The prior audit comment has been resolved. We found no exceptions as a result of this procedure.

5. Interviews were performed documenting the methodology of allocating student fees and institutional support.

We found no exceptions as a result of this procedure.

6. Interviews were performed documenting the methodology of allocating direct institutional support.

We found no exceptions as a result of this procedure.

7. We obtained documentation to support indirect cost rates and recalculated indirect institutional support.

We found no exceptions as a result of this procedure.

8. A listing of contributions was obtained from the SDSM&T Foundation and the Hard Rock Club (HRC). We reviewed those contributions that exceeded 10% of all contributions.

It was determined \$125,145 was incorrectly classified as Contributions and was reclassified as Athletics Restricted Endowment and Investment Income.

9. In-kind/Sponsorship contributions were traced to documentation and a sample of contracts were selected for review.

In FY17, no contracts existed. Follow-up testing was performed for FY20. The prior audit comment has been resolved. We found no exceptions as a result of this procedure.

10. A review of internal controls was performed over sport camps.

In FY 17, internal controls were inadequate for sport camp revenues. Controls have improved, however, no reconciliation is performed between number of participants and revenue deposited. Additionally, improved segregation of duties is recommended over the revenue and reconciliation process.

11. We selected a sample of 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.

An adjustment of \$92,100 was made for students receiving scholarships that are for sports that are not NCAA sanctioned.

12. 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.

13. 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.

14. We selected a sample of support staff/administrative personnel and traced to their contracts and payroll records for agreement.

We found no exceptions as a result of this procedure.

15. A sample of expenses related to team travel and other operating expenses were reviewed.

It was determined that \$89,250 of other operating expenses were incorrectly classified as Other Operating Expenses. Adjustments were made to the following expense classifications: Recruiting \$12,000; Sports, Equipment, Uniforms and Supplies, \$11,000; Game Expenses, \$5,000; and Fund Raising, Marketing and Promotion, \$61,250.

16. We confirmed the receipts and disbursements of the SDSM&T Athletic Department's outside organizations, the SDSM&T Foundation and the HRC, to agree amounts with the SDSM&T Athletic Department's accounting records.

We found no exceptions as a result of this procedure.

17. We obtained and reviewed the audited financial statements of outside organizations audited independently of the institutional audit and any reports to management regarding matters related to the internal control structure required by National Collegiate Athletic Association regulations.

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 SDSM&T. 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. James Rankin, President, and Management of the Athletics Department of SDSM&T and should not be used by anyone other than those specified parties.

Michele Anderson, CPA
Director of Internal Audit

January 26, 2021

**South Dakota School of Mines and Technology
Athletic Department
Statement of Revenues and Expenses
For the Year Ended June 30, 2020**

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON- PROGRAM SPECIFIC	TOTAL
RECEIPTS:						
Operating Receipts:						
Ticket Sales	28,804	11,131	10,787	7,265	-	57,987
Direct State or Other Government Support						
Student Fees	42,902	29,034	36,512	118,109	1,155	227,712
Direct Institutional Support	805,118	227,650	201,838	527,553	769,736	2,531,895
Indirect Institutional Support	-	-	-	-	110,728	110,728
Guarantees	-	6,500	2,000	4,000	-	12,500
Contributions	701,345	157,374	219,301	249,040	126,359	1,453,419
In-Kind	-	-	-	-	139,750	139,750
Compensation and Benefits Provided by a Third-Party					-	-
Media Rights						
NCAA Distributions	-				9,666	9,666
Conference Distributions		3,213	1,036		-	4,249
Program, Novelty, Parking and Concession Sales	5,527	2,966	723	1,355	3,881	14,452
Royalties, Licensing, Advertisement and Sponsorships	-	-	-		96,637	96,637
Sports Camp Revenues	-	28,979	147	15,872	333	45,331
Endowment and Investment Income	64,460	28,354	7,271	22,304	(4,999)	117,390
Other Operating Revenue	73	-	-	-	120	193
Total Operating Revenues	1,648,229	495,201	479,615	945,498	1,253,366	4,821,909
DISBURSEMENTS:						
Operating Disbursements:						
Athletics Student Aid	769,763	169,922	199,712	208,414	-	1,347,811
Guarantees	320	2,000	3,500			5,820
Coaching Salaries, Benefits and Bonuses Paid by the University and Related Entities	618,759	152,992	152,849	396,782	-	1,321,382
Coaching Salaries, Benefits and Bonuses paid by a Third-Party Support Staff/Administrative Compensation, Benefits and						

	FOOTBALL	MEN'S BASKETBALL	WOMEN'S BASKETBALL	OTHER SPORTS	NON- PROGRAM SPECIFIC	TOTAL
Bonuses paid by the University and Related Entities					728,262	728,262
Support Staff/Administrative Compensation, Benefits and Bonuses paid by a Third-Party					-	-
Severance Payments		32,178				32,178
Recruiting	26,119	7,088	5,013	7,999	12,000	58,219
Team Travel	89,984	57,560	49,918	130,200	(27)	327,635
Equipment, Uniforms and Supplies	84,076	12,436	3,791	74,212	21,160	195,675
Game Expenses	23,372	18,274	16,830	27,637	20,391	106,504
Fund Raising, Marketing and Promotion	90	3,511	2,511	3,706	131,964	141,782
Sports Camp Expenses	332	43,947	5,309	18,190	-	67,778
Spirit Groups	-	-	62	-	11,756	11,818
Direct Overhead and Administrative	1,302	1,237	468	6,355	91,757	101,119
Indirect Institutional Support	-	-	-	-	110,728	110,728
Medical Expenses and Insurance	-	-	-	-	7,888	7,888
Memberships and Dues	-	165	242	865	19,860	21,132
Student-Athlete Meals	32,945	4,832	3,828	5,627	1,625	48,857
Other Operating Expenses	24,798	11,725	11,600	23,835	129,169	201,127
Total Operating Expenses	<u>1,671,860</u>	<u>517,867</u>	<u>455,633</u>	<u>903,822</u>	<u>1,286,533</u>	<u>4,835,715</u>
Excess (Deficiency) of Revenues over (under) Expenses	<u>(23,631)</u>	<u>(22,666)</u>	<u>23,982</u>	<u>41,676</u>	<u>(33,167)</u>	<u>(13,806)</u>

The accompanying notes are an integral part of this statement.

**SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY ATHLETIC DEPARTMENT
NOTES TO THE FINANCIAL STATEMENTS**

1. The Statement of Revenue and Expenses has been prepared on the cash basis of accounting.

2. Long-Term Debt

At June 30, 2020, South Dakota School of Mines and Technology had no athletic related outstanding debt.

3. Contributions

The South Dakota School of Mines and Technology athletic department received contributions in FY2020 in the amount of \$503,338 from the South Dakota School of Mines and Technology Foundation and \$881,557 from the Hard Rock Club, both affiliated organizations.

One contributor to the Hard Rock Club exceeded 10% of aggregate contributions made to the athletics department. The majority of these contributions funded athletic scholarships.

4. 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 more 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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A (1)

DATE: March 30-31, 2021

SUBJECT

BOR Policy 4:4 – Non-Faculty Exempt Employment Provisions, 4:7 – Grievance Faculty, and BOR Policy 4:14 – Faculty Discipline and Disciplinary Procedures (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:4](#) – Non-Faculty Exempt Employment Provisions

[BOR Policy 4:7](#) – Grievance Faculty

[BOR Policy 4:14](#) – Faculty Discipline and Disciplinary Procedures

BACKGROUND / DISCUSSION

As a result of the elimination of collective bargaining after the passage of [Senate Bill 147](#) during the 2020 Legislative Session, BOR Policy 4:7 was reviewed by Legal Counsel and Human Resources, in consultation with the Academic Affairs Council, with intent of providing the necessary process and protections for our employees, without unnecessary inconsistencies in the grievance frameworks applicable to the varying employee classifications. The proposed revisions provided in Attachments II and III, which cleanup obsolete language and update processes and timelines, were presented to the Academic Affairs Council during their February 2021 meeting.

The proposed revisions to BOR Policy 4:4, which apply to non-faculty exempt employees, are intended to align with the proposed grievance procedures and timelines applicable to faculty (BOR Policy 4:7), alleviating unnecessary confusion when processing grievances associated with differing classes of employees.

IMPACT AND RECOMMENDATION

The proposed revisions set forth in BOR Policy 4:7 address the necessary cleanup resulting from the elimination of collective bargaining, while also promoting a more consistent grievance process across the faculty and NFE classifications. The revisions to BOR Policies 4:4 and 4:14 are the logical byproducts of the underlying changes proposed to

(Continued)

DRAFT MOTION 20210330_5-A(1):

I move to approve the first reading of the proposed revisions to BOR Policy 4:4, BOR Policy 4:7 and BOR Policy 4:14, as presented.

BOR Policy 4:7, resulting in a cohesive grievance process, uniform timelines and consistent terminology across the related BOR policies.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:4

Attachment II – Proposed Revisions to BOR Policy 4:7

Attachment III – Proposed Revisions to BOR Policy 4:14

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Non-Faculty Exempt Employment Provisions

NUMBER: 4:4

A. PURPOSE

To define the process and provisions relating to the appointment, employment, conduct expectations, compensation practices, and grievance procedures for Non-Faculty Exempt (NFE) employees. This policy supersedes all other BOR policies relating to NFE employees.

B. DEFINITIONS

1. Day: Calendar days

1.2. Executive Director: The chief executive officer of the SD Board of Regents.

2.3. Grievance: An alleged misinterpretation, misapplication or violation of a specific term or provision of Board policy, or other agreements, contracts, policies, rules, regulations or statutes that directly affect terms and conditions of employment for the individual employee.

3.4. Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.

4.5. Internal Equity Adjustment: A salary adjustment to reduce or eliminate an internal pay rate disparity within an Institution or defined Institutional department.

5.6. Market Equity Adjustment: A salary adjustment to reduce or eliminate an external pay rate disparity using recognized market data and peer groups.

6.7. Non-Faculty Exempt (NFE): Employees who are exempt from the Civil Service Act by virtue of their administrative and professional functions.

7.8. Performance Adjustment: A salary adjustment made in recognition of work performance that meets or exceeds performance standards documented through an established review process.

8.9. President: The chief executive officer of a South Dakota Board of Regents University.

9.10. Student Employee: Student employees, including teaching and research fellows, are exempt from the Civil Service System. Student employees are considered temporary employees and not eligible for benefits unless meeting the requirements under the Affordable Care Act.

10.11. Superintendent: The chief executive officer of a South Dakota Board of Regents Special School.

~~11. Working Day: Monday through Friday, except for holidays and other times when the Institution's administrative offices are closed.~~

C. POLICY

1. Appointment

All NFE Institutional personnel will be employed upon the approval of the President, Superintendent, or Executive Director. BOR Policies 1:5 and 1:6 outline when Board approval is required for appointment.

- 1.1. If an Institution wishes to hire a candidate who was previously terminated for cause, or who resigned in lieu of termination, the President or their delegate, and the Office of the Executive Director shall be advised of the circumstances surrounding the termination. The President, Superintendent, or Executive Director will approve or deny the rehire based upon legitimate business and position related reasons.
- 1.2. If an Institution appoints a candidate who is employed by another Institution, the Institutions shall share position related information with the requesting academic or human resource office, and the appointing authority will consider that legitimate business and position related information in the hiring process prior to appointment.

2. Employment Contracts

- 2.1. Upon appointment of a benefit-eligible employee, the University or Special School will issue an employment contract, which may be renewed annually at the discretion of the University President or Superintendent.
- 2.2. NFE employment contracts shall not be more than one year in length, unless otherwise specified in, and issued pursuant to, BOR Policy 4:49.
- 2.3. During a valid contract term, NFE employees may be reassigned for non-discriminatory purposes without cause to any position, so long as the salary is not decreased during the term of the current contract.
- 2.4. NFE Employment contracts may be non-renewed without cause by providing written notice of the non-renewal to the NFE employee prior to the expiration of the current contract term.
- 2.5. An NFE employment contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy.
- 2.6. NFE employment contracts may be terminated for cause, or as a part of a reduction in force in conformity with this policy and applicable law.

3. Compensation Administration

- 3.1. All compensation adjustments that meet the criteria identified in BOR Policy 1:5(5) and 1:6(4) require Board approval.
- 3.2. Compensation upon Hire or Transfer
 - 3.2.1. Compensation for employees at hire or transfer will be set comparative to the market value of the position as well as the internal equity of the Institution.

- 3.2.2. Institutional hiring authorities shall consult with human resources on compensation decisions at hire or transfer, and the Institution shall consider the position requirements, institutional priorities and the candidate's education, experience, skills, and abilities.

3.3. Annual Salary Adjustments

Decisions concerning annual salary policy adjustments will be made in accordance with legislative process and BOR policies. The President, Superintendent or Executive Director determines the Institutional priorities and establish guidelines for salary allocations.

- 3.3.1. Administrators responsible for making individual salary recommendations will follow approved guidelines:
 - 3.3.1.1. The Legislature will identify the salary pool and the Board will approve a total salary policy pool for which Institutions can distribute based on market, performance or institutional priorities.
 - 3.3.1.2. The President, Superintendent or Executive Director can apply institutional priorities to a specific department or area of concentration so long as it is a portion of the total salary policy pool.
 - 3.3.1.3. Administrator recommendations will be reviewed by the appropriate Vice President and/or President.
 - 3.3.1.4. All annual salary policy for benefit eligible employees must be applied through the HRFIS system, those meeting the criteria for Board approval in BOR Policy 1:5 or 1:6 must be report to the Board for approval at its regularly scheduled meeting in May.

3.4. Other Base Salary Adjustments

- 3.4.1. Additional Duty Pay: An increase, permanent or temporary, to base salary not exceeding ten percent (10%) may be granted based on a documented additional workload;
- 3.4.2. Duties and Responsibilities Changes: An increase based upon significant change in the duties, scope and responsibility of a position as documented in an approved position description.
 - 3.4.2.1. The adjustment shall be consistent with previous institutional priority decisions of the Institution and must be made in light of internal equity.
- 3.4.3. Internal Equity Adjustment: An increase to base salary to reduce or eliminate documented institutional internal salary disparities that are found after an analyses of position duties, individual qualifications, experience, longevity, work performance or institutional priorities.
- 3.4.4. Market Adjustment: An increase to base salary to reduce or eliminate a documented external salary inequity.

3.5. Instruction of Academic Courses

- 3.5.1. An NFE employee may be allowed to instruct an undergraduate or graduate course with the appropriate approval process at the Institution.
- 3.5.2. Compensation for the instructional work should be comparable to the rates provided to temporary faculty for comparable instruction.
- 3.5.3. If the instructional workload is assigned as an overload, the work related to course instruction should be completed outside of the scope of the employee's regular position.

4. Reduction in Force

- 4.1. An Institution may lay off or reduce the percent time of an NFE employee during a current contract term for the following reasons:

- 4.1.1. Legislative action;
- 4.1.2. Loss of grant, contract or other funding;
- 4.1.3. Governor's executive order; or
- 4.1.4. Reorganization. An Institution may only use this as a means to lay off an employee for such occasions as privatization, the movement of a function to another state agency, the elimination of an organizational function, the consolidation of departments or functions, or a reduction in a program's activities.

4.2. Layoff Notification

- 4.2.1. An employee shall be given a minimum of fourteen (14) calendar day's written notice prior to the effective date of the layoff or reduction in percent time. The notice shall include:
 - 4.2.1.1. The effective date and reason(s) for the layoff;
 - 4.2.1.2. Information concerning the right to appeal;
 - 4.2.1.3. The timeline in which the employee may present reasons in writing why the layoff should not take place;
 - 4.2.1.4. Notice is effective the day of deposit in the mail of a certified notice, the date electronically sent, or the date personally delivered to the employee.
- 4.2.2. A copy of the layoff notification should be forwarded to the system human resources officer at the time the action is taken.

4.3. Priorities for Layoff

- 4.3.1. When more than one NFE employee exists in any classification, department, or geographic location designated for a reduction in force, the following criteria will be used to identify the employee(s) who will be laid off or have reduced hours:
 - 4.3.1.1. Performance;
 - 4.3.1.2. Longevity with the Institution and employment status;
 - 4.3.1.3. Special knowledge, skills, abilities and potential of the employee;

- 4.3.1.4. Type and mixture of funding for position and fund status;
- 4.3.1.5. Future needs of the department;
- 4.3.1.6. Geographic location.

4.4. Benefits

- 4.4.1. Any accrued and vested leave will be paid in accordance with South Dakota administrative rules and statutes.

5. Code of Conduct

Employees are expected to maintain an effective, orderly, safe and efficient work environment.

5.1. Professional Conduct/Misconduct Defined

- 5.1.1. Disciplinary action, up to and including termination, may be taken, upon notice and a right to respond, for conduct within or outside the scope of employment. Disciplinary action may be taken for just cause, including, but not limited to the reasons listed below:
 - 5.1.1.1. The employee has violated any Board of Regents or institutional policy;
 - 5.1.1.2. The employee violated a confidentiality agreement, non-disclosure agreement, policy, regulation, or law;
 - 5.1.1.3. The employee disrupts the efficiency or morale of the department;
 - 5.1.1.4. The employee is careless or negligent with the money or other property of the state or property belonging to any person receiving services from the state or has stolen or attempted to steal money or property of the state or property belonging to any person receiving services from the state;
 - 5.1.1.5. The employee has failed to maintain a satisfactory attendance record based on the established working hours or has had unreported or unauthorized absences;
 - 5.1.1.6. The employee has made a false or misleading statement or intentionally omitted relevant information during the application and selection process;
 - 5.1.1.7. The employee has intentionally falsified a state record or document;
 - 5.1.1.8. The employee has violated statutes or standard work rules established for the safe, efficient, or effective operation of the campus;
 - 5.1.1.9. A failure to correct deficiencies in performance;
 - 5.1.1.10. A breach of recognized published standards of professional ethics for the employee's profession;
 - 5.1.1.11. Conviction of any felony or the conviction of a misdemeanor involving immoral actions;
 - 5.1.1.12. The unlawful or unauthorized manufacture, distribution, dispensing, possession or use of alcohol or controlled substances while on duty or while on premises owned and controlled by the Board of Regents or used

by the Board of Regents for educational, research, service or other official functions.

5.1.1.13. Insubordination,

5.1.1.14. The use of alcohol, marijuana, or other controlled substances, which impairs performance of duties.

5.1.1.15. Theft of state owned or controlled property.

5.1.1.16. Intentionally and wrongfully counseling, inciting, or participating in a prohibited student or employee activity.

5.1.1.17. Any substantial or irremediable impairment of the ability of a staff employee to perform assigned duties.

5.2. Termination of Faculty Appointment

If an NFE employee holds faculty rank, and/or tenure, then the appropriate faculty termination procedures shall be applied.

6. Grievance Procedures

The grievance procedure provides a just and equitable method for resolution of grievances that affect the terms and conditions of employment.

6.1. General Provisions

6.1.1. Grievance procedures are available to NFE employees.

6.1.2. No offer of settlement of a grievance by either party shall be admissible as evidence in later grievance proceedings or elsewhere.

6.1.3. No settlement of a grievance shall constitute a binding precedent in the settlement of similar grievances.

6.1.4. If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed withdrawn.

6.1.4.1. The parties to any grievance may, by mutual written agreement, waive the time limits provided herein.

6.1.5. If the administration fails to act in time, the grievant may proceed to the next review level by filing the grievance with the appropriate official and within the timeframe required under Section 6.2 and any subsequently issued decision on the matter at the bypassed level will be void.

6.1.6. The Board, administration, or supervisors shall not retaliate against any non-faculty exempt employee for filing or participating in a grievance.

6.1.7. Employees who voluntarily terminate their employment shall have their grievances under this policy immediately withdrawn and shall not benefit by any later settlement of an individual or group grievance.

6.1.8. Grievance records shall not be maintained in the individual's personnel files, but shall be maintained in a separate file.

6.1.9. Required written notice may be sent via the Postal Service, delivered by hand, or sent through electronic mail.

6.1.9.1. Notice will be effective on the date postmarked by the Postal Service, on the date delivered by hand or on the date sent electronically, provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.

6.1.10. Grievances will be filed with the lowest administrative level having the authority to dispose of the grievance. If the office of the President, Executive Director or Vice President represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed at Step 2, Step 3 or Step 4 as applicable.

6.1.11. Throughout the grievance process, the grievant shall include copies of the original grievance and all responses and decisions from prior steps, if any.

6.1.12. Throughout each step of the grievance process, any decision issued by the institution shall be provided simultaneously to the grievant and each administrator who issued a decision in prior steps, if any. All decisions issued by the institution in response to a grievance shall include a statement of findings and conclusions supporting the decision.

6.1.11-6.1.13. Informal resolution may be attempted by the parties to a grievance at any point during the grievance procedure. If a grievance is resolved informally, the institution will be under no obligation to proceed further with the grievance.

6.2. Grievance Procedures

6.2.1. Step One – Grievance to Immediate Supervisor

6.2.1.1. An employee may file a grievance in writing with the immediate supervisor within fourteen (14) ~~calendar~~ days of the date on which the grievant knew, or should have known, of the action or condition which occasioned the grievance.

6.2.1.2. The supervisor, upon receipt of the grievance, will investigate and provide a response to the grievant within seven (7) ~~calendar~~ days.

6.2.1.3. If the employee is not satisfied with the response, the employee has seven (7) ~~calendar~~ days to proceed to the next step.

6.2.2. Step Two – Grievance to Vice President

6.2.2.1. The employee may submit, in writing, a grievance of decision of the supervisor to the appropriate Vice President of the institution.

6.2.2.2. At the time of filing a grievance of the Step One decision, an employee may elect a documentary review by an employee peer panel. The employee peer panel will be comprised of two employees designated by the grievant at the time of filing the grievance and two employees

designated by the Vice President within two (2) days of receipt of the grievance.

6.2.2.2.1. The employee peer panel will be limited in scope to a review of the documentation filed during Step One, the Step One response, and any additional documentation filed with the Vice President in Step Two. Members of the panel shall review the documentation and issue a recommendation to the Vice President within seven (7) days after the panel is designated.

6.2.2.3. A written response shall be delivered to the employee within fourteen (14) ~~calendar~~ days following receipt.

6.2.2.3.1. If an employee has elected a documentary review by an employee peer panel, the Vice President shall review the grievance and provide a response to the employee within seven (7) days following receipt of the panel's recommendation.

6.2.2.1.6.2.2.4. If the employee is not satisfied with the response, the employee has seven (7) days to proceed to the next step.

6.2.3. Step 3 – Grievance to President, Superintendent or Executive Director

6.2.3.1. The employee may grieve, in writing, the decision from step two to the President, Superintendent or Executive Director.

6.2.3.2. The President, Superintendent or Executive Director shall investigate the matter, personally or through an appointed designee or panel.

6.2.3.3. A written response shall be delivered to the grievant within fourteen (14) ~~calendar~~ days following receipt.

~~6.2.3.3.1. A copy of the decision shall be provided to the employee, supervisor, Vice President, and President, Superintendent or Executive Director as applicable, and shall include a statement of findings and conclusions supporting the decision.~~

6.2.3.4. If the employee is dissatisfied with the response rendered, the employee has seven (7) ~~calendar~~ days following receipt to proceed to step four.

6.2.4. Step 4 – Grievance to the Board

6.2.4.1. The employee may grieve the decision of the President to the Board.

~~6.2.4.2. The Executive Director may attempt to achieve an informal resolution of the grievance. If the Executive Director elects not to pursue informal resolution, or if informal resolution cannot be secured, the~~ The Executive Director shall select a hearing examiner within fourteen (14) days following receipt of the grievance.

6.2.4.3. The hearing examiner shall hold ~~investigative hearings~~ a hearing pursuant to SDCL ch. 1-26 with all parties involved in the grievance no later than thirty (30) days after the hearing examiner is appointed. ~~and The hearing examiner~~

shall prepare a proposed determination including findings of fact and conclusions of law for the Board's consideration. The proposed determination shall be provided to the board within thirty (30) days of the hearing or fourteen (14) days prior to the next regularly scheduled Board meeting, whichever is sooner.

- 6.2.4.4. The Board's decision shall be issued to the employee within ten (10)~~-calendar~~ days from the date the grievance is considered by the Board. If the Board fails to respond within the specified time period, or if the employee is not satisfied with the decision, the employee may grieve in accordance with South Dakota Codified Law Chapter 1-26

FORMS / APPENDICES:

None.

SOURCE:

August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Grievance--Faculty

NUMBER: 4:7

I. Faculty Grievance Procedure

The following grievance procedure is applicable to non-bargaining unit faculty. Special Schools ~~B~~bargaining unit faculty grievance procedures are contained in the Special Schools COHE/BOR contract.

A. Purpose

All problems should be resolved, whenever possible, before the filing of a grievance. Open communication is encouraged between administrators and faculty members so that resorting to the formal grievance procedure will not be necessary. The purpose of this policy is to promote prompt and efficient procedures for investigating and resolving grievances.

B. Resorting ~~T~~to Other Procedures

If the faculty member seeks resolution of any civil rights claim in any forum or by any set of procedures other than those established in this policy, whether administrative or judicial, the institution or Board will be under no obligation to proceed any further with the matter unless the grievant is under an obligation to exhaust administrative remedies in order to bring such other action. The act of filing an action or claim in any other forum in order to avoid violating a time limitation will not be considered a violation of the intent of this policy.

C. Definitions

~~For the purpose of this Article:~~

(1) Day: Calendar days.

(2) Executive Director: The chief executive officer of the SD Board of Regents.

(3) Grievance: The term "grievance" means a~~The term "grievance" means a~~An alleged misinterpretation, misapplication or violation of the laws of the State of South Dakota or of a rule, policy, or regulation of the Board of Regents or the institution at which the faculty member is employed, and which affects him personally~~a specific~~

term or provision of Board policy, or other agreements, contracts, policies, rules, regulations, or statutes that directly affect terms and conditions of employment for the individual employee.

- (24) Grievant: The term "grievant" means a named faculty member or a group of named faculty members who has filed a grievance under this procedure.

- (5) Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and Visually Impaired, State School for the Deaf, University of South Dakota, and the Office of the Executive Director.

- (6) President: The chief executive officer of a South Dakota Board of Regents University.

- (7) Superintendent: The chief executive officer of a South Dakota Board of Regents Special School.

- ~~(3) "Working days", as used herein, means those days when the offices of the institution or Board are open for business Monday through Friday exclusive of legal holidays. Working days will not be counted under special circumstances where the faculty member is unavailable to process his grievance by reason of travel or absence necessitated for continuing education, in special cases of emergency, during holiday or vacation except where a grievance has already been filed, and where an extension of time has not been made the subject of a written agreement.~~

D. General Provisions:

- 1) No offer of settlement of a grievance by either party to the grievance will be admissible as evidence in later grievance proceedings, or elsewhere. No settlement of a grievance will constitute a binding precedent in the settlement of similar grievances.

- 2) If the grievance concerns non-renewal, denial of promotion, or denial of tenure, the grievance review will be limited to determining whether the decision was the result of failure to follow procedures. The burden of proof, in such cases, shall rest with the grievant.

- 3) Neither the institution nor the Board of Regents will retaliate or effect reprisals against any faculty member for processing or participating in a grievance.

- 4) In the event a grievance is filed near the end of an academic year and strict adherence to time limits will result in hardship to any party, the parties will do everything reasonable to allow the grievance to be processed in an expeditious manner.

- 5) If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed waived.
- 6) If the administration fails to act in time, the grievant may proceed to the next review level by filing the grievance with the appropriate official and within the timeframe required under Section E and any subsequently issued decision on the matter at the bypassed level will be void.
- 7) The parties to the grievance may, in their discretion, waive any of the time limitations provided for herein; provided, however, that such waiver must be in writing and signed by both parties involved at the particular level or step of the grievance process.
- 8) Required written notice may be sent via the Postal Service, delivered by hand, or sent through electronic mail. Notice will be effective on the date postmarked by the Postal Service, on the date delivered by hand, or on the date sent electronically, provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.
- 9) Grievance records will not be maintained in any faculty member's institutional personnel file.
- 10) In the case of a grievance concerning a discipline or a termination pursuant to reduction procedures, the burden of proof will rest upon the administration to the extent required by law. In all other cases the burden of proof will rest upon the grievant.
- 11) Each party to the grievance will bear his own expense in a grievance proceeding. The institution or the Board will bear the expense of providing the Hearing Examiner and all attendant costs thereto.
- 12) A grievant will be permitted at any time prior to the time the Hearing Examiner sets the matter down for hearing, by written notice, to amend a grievance by further specifications. However, the filing of such amendments will not act to extend any time constraints.
- 13) Throughout the grievance process, the grievant shall include copies of the original grievance and all responses and decisions from prior steps, if any.
- 14) Throughout each step of the grievance process, any response or decision issued by the institution shall be provided simultaneously to the grievant and each administrator who issued a decision in prior steps, if any. All decisions

issued by the institution in response to a grievance shall include a statement of findings and conclusions supporting the decision.

~~D. Representation~~

15) Faculty members, in processing grievances, may represent themselves or may be represented by someone of their choice.

~~E. Confidentiality~~

16) The grievance proceedings will be maintained as confidential, subject only to the necessity of the parties to prepare their cases. All meetings and conferences will be held in a confidential setting.

~~F. Time Limitations~~

~~When any action which is required to be taken within a specified time period is not taken in time, the following will apply:~~

~~1) If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed withdrawn.~~

~~2) In the case where the administration fails to act in time, the grievant may proceed to the next review level and any subsequently issued decision on the matter at the bypassed level will be void.~~

17) Informal resolution may be attempted by the parties to a grievance at any point during the grievance procedure. If a grievance is resolved informally, the institution will be under no obligation to proceed further with the grievance.

~~G.E. Steps For Processing A Grievance~~Grievance Procedure

1) Step One

a. The grievant may file a grievance in writing with the lowest administrative level having authority to dispose of the grievance within fourteen (14) days of the date on which the grievant knew, or should have known, of the action or condition which occasioned the grievance.

i. If the appropriate Vice President of the institution is the lowest administrative level having authority to dispose of the grievance, the grievance will be filed as a first instance at Step Two. The applicable filing period remains fourteen (14) days.

- ii. If the President or Superintendent is the lowest administrative level having authority to dispose of the grievance, the grievance will be filed as a first instance at Step Three. The applicable filing period remains fourteen (14) days.
 - b. The administrator, upon receipt of the grievance, will investigate and provide a response to the grievant within seven (7) days of receipt of the grievance.
 - c. If a grievant is not satisfied with the response, the grievant has seven (7) days to proceed to Step Two.
- 2) Step Two
- a. The grievant may file, in writing, a grievance of the Step One decision with the appropriate Vice President of the institution.
 - i. At the time of filing a grievance of the Step One decision with the appropriate Vice President, a grievant may elect a documentary review by a faculty peer panel. The faculty peer panel will be comprised of two faculty members designated by the faculty member at the time of filing the grievance and two faculty members designated by the Vice President within two (2) days of receipt of the grievance.
 - 1. The faculty peer panel review will be limited in scope to a review of the documentation filed during Step One, the Step One response, and ~~with the~~ any additional documentation filed with the Vice President in Step Two. Members of the panel shall review the documentation and issue a recommendation to the Vice President within seven (7) days after the panel is designated.
 - b. The Vice President of the institution shall review the grievance and provide a response to the grievant within fourteen (14) days following receipt of the grievance.
 - i. If a grievant has elected a documentary review by a faculty peer panel, the Vice President shall review the grievance and provide a response to the grievant within seven (7) days following receipt of the panel's recommendation.
 - c. If a grievant is not satisfied with the response, the grievant has seven (7) days to proceed to Step Three.
- 3) Step Three
- a. The grievant may file, in writing, a grievance of the Step Two decision with the President or Superintendent of the institution.

- b. The President or Superintendent shall, personally or through a designee, review the grievance and provide a response to the grievant within fourteen (14) days.
- c. If a grievant is not satisfied with the response, the grievant has seven (7) days to proceed to Step Four.

4) Step Four

- a. The grievant may file, in writing, a grievance of the Step Three decision with the Board.
- b. The Executive Director shall select a hearing examiner within fourteen (14) days following receipt of the grievance.
- c. The hearing examiner shall hold a hearing pursuant to SDCL ch. 1-26 with all parties involved in the grievance no later than thirty (30) days after the hearing examiner is appointed. The hearing examiner shall prepare a proposed determination including findings of fact and conclusions of law for the Board's consideration. The proposed determination shall be provided to the board within thirty (30) days of the hearing or fourteen (14) days prior to the next regularly scheduled Board meeting, whichever is sooner.
- d. The Board's decision shall be issued to the grievant within ten (10) days from the date the grievance is considered by the Board. If the Board fails to respond within the specified time period or if the grievant is not satisfied with the decision, the grievant may grieve to the circuit court in accordance with SDCL ch. 1-26.

1) Step 1

~~A grievant must first present a grievance, identified as such, in writing and informally, at the lowest administrative level having authority to dispose of the grievance. The grievance must be filed within fifteen (15) working days of the date on which the grievant knew or should have known of the action or condition which occasioned the grievance. The administrator, upon learning of the grievance, will investigate the grievance as deemed appropriate and will respond to the grievant in writing within seven (7) working days; such investigation may include a private meeting with the grievant. Notwithstanding the foregoing, if the office of the President or Superintendent represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed in the first instance at Step 2; in this circumstance, the applicable filing period remains fifteen (15) working days.~~

2) Step 2 General Procedures

~~If the grievance is not resolved in Step 1, the grievant will formalize the grievance by filing it with the President or Superintendent of the institution within five (5) working days of the Step 1 decision. The filing requires the~~

~~legal name of the grievant, a statement of the specific rule, regulation, policy, or law alleged to have been violated, the relief requested, the name of the representative, if any, and evidence that the grievant attempted an informal adjustment of the grievance, as required in Step 1.~~

~~If, at the time of the notice and filing of the Step 2 grievance, as above provided, grievant elects to invoke the intervention or assistance of a standing peer faculty committee, grievant shall so note. The standing peer faculty committee will be comprised of faculty members of recognized standing in the community, two of whom will be designated by the faculty member at the time of the notice, and two of whom will be designated by the administration within one day of the receipt of the notice.~~

~~The President or Superintendent, or their designees, will conduct an investigation, which may include the services of an investigative panel, for the purpose of arriving at an ultimate decision on the merits. Based on the investigative results of such investigation, and the recommendations that may be generated by the investigative process employed, the President or Superintendent will prepare a proposed decision on the grievance.~~

~~In the proposed decision, under circumstances where all, or even a part of, the requested relief is to be denied grievant, the President or Superintendent will schedule a conference with the grievant, which will be held no sooner than four (4) days after the proposed decision, grievant will also receive all material and documentation generated by the investigative process employed.~~

~~At the time of the meeting and informal conference the grievant, his representative, and a second representative designated by the administration, will attempt to reach a settlement. At the time of the conference, grievant will be entitled to present his or her position on the matter in issue, which may include investigative materials and recommendations of the peer faculty committee, if such was noticed as above provided. If no settlement is reached at the conference, the President or Superintendent will proceed to issue a decision which will be issued, and the grievant notified, within twenty (20) working days after the grievance was filed at Step 2. The decision will include a statement of the findings and conclusions supporting the decision.~~

~~Except as otherwise agreed, all meetings in regard to Step 2 grievances will be held on the campus where the grievance occurs.~~

~~3) Optional step 2 procedures for certain grievances involving termination of employment.~~

~~The special procedures set out hereunder are available only in three circumstances: where the grievance arises from a dismissal for cause, a termination of a tenure contract or a reduction in force.~~

~~If such a grievance is not resolved in Step 1, the grievant will formalize the grievance by filing it with the President or Superintendent of the institution within five (5) working days of the Step 1 decision. The filing requires the legal name of the grievant, a statement of the specific rule, regulation, policy, or law alleged to have been violated, the relief requested, the name of the representative, if any, and evidence that the grievant attempted an informal adjustment of the grievance, as required in Step 1.~~

~~If, at the time of notice and filing of the Step 2 grievance form, as above provided, grievant elects to invoke the intervention or assistance of a faculty hearing panel, grievant will so note on a grievance form or the right will be waived.~~

~~If the grievant waives the right to a faculty hearing panel, grievance procedures and timeline will be those outlined in 5.4.6(7)(b)(i).~~

~~If the grievant elects to have a faculty hearing panel review the matter, the following will apply:~~

~~a. Within ten days after filing a notice, the president of the institution will formally appoint the faculty hearing panel comprising those individuals selected pursuant to paragraph (b) below and charge it to conduct a grievance hearing on the record. The grievant and the party responding on behalf of the administrative decision maker will have the right to call and examine witnesses and to introduce evidence. The panel will make written findings and conclusions based upon the record taken as a whole and will forward its recommended disposition of the matter to the president. In reaching its conclusions, the panel should consider that the administration has the burden of proof as set out in Division I, Section 6.8(7). The panel may request legal advice in determining applicable due process standards in the matter before it. The institution will be responsible for necessary arrangements to provide competent, disinterested legal advice.~~

~~b. The hearing panel will be made up of three faculty members, one selected by the president of the institution or a designee, one selected by the grievant and a third selected by the first two. In the event that the persons designated by the parties cannot agree upon a third member, the lists of candidates and recommendations will be forwarded to the executive director who will select a third member. This process will be completed within seven working days and will extend the deadlines for all subsequent proceedings by seven working days.~~

~~c. The three panel members will select a chairperson. The chair of the faculty hearing panel, in consultation with the grievant and other necessary~~

~~parties, will fix a date for a hearing, which must be held no later than forty-five (45) days after the filing of the Step 2 grievance.~~

~~d. Within ten working days of the date of hearing, a panel will issue written findings and conclusions and will forward them, a hearing transcript and an advisory recommendation to the president.~~

~~Within ten (10) working days after receiving the recommendation from the faculty hearing panel, the president will render his decision in writing to the affected faculty member and the local COHE president. The decision will include a statement of the president's findings and conclusions in support of the decision if these differ from those of the faculty hearing panel.~~

~~Except as otherwise agreed, all meetings in regard to the Step 2 grievance will be held on the campus where the grievance occurs.~~

~~4) Step 3~~

~~If a grievance has not been resolved in Step 2, the grievant may submit the grievance to the Board of Regents. The Step 3 grievance will be filed with the Executive Director within ten (10) working days following receipt of the Step 2 decision. A copy of the Step 3 grievance will be sent by the grievant to the President or Superintendent of the institution.~~

~~The Executive Director will have fifteen (15) working days within which to attempt, at his discretion, a resolution through informal means.~~

~~If no resolution is achieved within the time herein last provided, the formal grievance will be referred to a Hearing Examiner who will be designated by the Board of Regents and who will, within ten (10) days after his designation and appointment, set the matter down for full hearing to be held no earlier than seven (7) days and no later than fifteen (15) days after his notice of appointment has been postmarked to grievant.~~

~~Such hearing will be conducted in a confidential setting and all parties to the grievance will make no public statements about the case during the pendency of the proceedings.~~

~~All parties to the grievance have the right to obtain witnesses and present evidence. The institution(s) will cooperate with the Hearing Examiner in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant(s), to the extent not limited by contract or law. Faculty members will respond to requests to give testimony under oath, incidental to the processing of any grievance. The parties to the grievance have the right to cross-examine witnesses. Where a witness cannot or will not appear, but the Hearing Examiner determines that the interest of justice requires admission of their statement, then the Hearing~~

~~Examiner will arrange for a deposition. The Hearing Examiner may grant continuances when requested by either party to enable either party to investigate evidence, or for any other reason deemed appropriate. The Hearing Examiner will keep a record of the proceedings.~~

~~The hearing will not be conducted under strict rules of legal evidence and is not a contested case. Every possible effort will be made to obtain the most reliable evidence.~~

~~The Hearing Examiner will make a recommendation to the Board which will take the form of findings of fact, conclusions of law, and an order of disposition and which will be issued within fifteen (15) working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the grievant(s) and the President or Superintendent. The recommendation must be based solely on the record, pertinent institutional and Board policies, and the law of the land. Whenever the recommendation reverses or modifies the Step 2 decision, it must be accompanied by a statement of reasons and referred along with the record, to the Central Office of the Board of Regents.~~

~~The Board will make a final decision based upon the recommendation of the Hearing Examiner. In addition, it may review the record pertinent to the issues. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received ten (10) working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the Hearing Examiner, the Board will provide the grievant with the reasons for rejecting or modifying the recommendation. Appeals from the decision of the Board of Regents will be governed by SDCL 3-18-15.2, and other laws in such cases made and provided.~~

~~H. Miscellaneous Provisions~~

~~1) No offer of settlement of a grievance by either party to the grievance will be admissible as evidence in later grievance proceedings, or elsewhere. No settlement of a grievance will constitute a binding precedent in the settlement of similar grievances, unless otherwise agreed.~~

~~2) If the grievance concerns non renewal, denial of promotion, or denial of tenure, the grievance review will be limited to determining whether the decision was the result of failure to follow procedures, unless otherwise provided in this Agreement. The burden of proof, in such cases, shall rest with the grievant.~~

- ~~3) Neither the institution nor the Board of Regents will retaliate or effect reprisals against any faculty member for processing or participating in a grievance.~~
- ~~4) In the event a grievance is filed near the end of an academic year and strict adherence to time limits will result in hardship to any party, the parties will do everything reasonable to allow the grievance to be processed in an expeditious manner.~~
- ~~5) Grievance records will not be maintained in any faculty member's institutional personnel file.~~
- ~~6) The parties to the grievance may, in their discretion, waive any of the time limitations provided for herein; provided, however, that such waiver must be in writing and signed by both parties involved at the particular level or step of the grievance machinery.~~
- ~~7) In the case of a grievance concerning a discipline or a termination pursuant to reduction procedures, the burden of proof will rest upon the administration to the extent required by law. In all other cases the burden of proof will rest upon the grievant.~~
- ~~8) Each party to the grievance will bear his own expense in a grievance proceeding. The institution or the Board will bear the expense of providing the Hearing Examiner and all attendant costs thereto.~~
- ~~9) A grievant will be permitted at any time prior to the time the Hearing Examiner sets the matter down for hearing, by written notice, to amend a grievance by further specifications. However, the filing of such amendments will not act to extend any time constraints.~~

SOURCE: Current Policy Manual 5.4.6; BOR April 2009; BOR [DATE].

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Faculty Discipline and Disciplinary Procedures

NUMBER: 4:14

1. Discipline and Disciplinary Procedures

A. Preamble

The Board, through its institutional administrators, has the duty to maintain a competent, productive, effective and ethical workforce and to ensure observance of obligations and rights established by law, rule or policy and implicated in university operations. This duty extends to supervision of faculty member conduct. To discharge this duty, the Board and its administrators possess the inherent power to discipline employees, including faculty members, who fail to adhere to expectations for competent, productive, effective and ethical teaching, research or service, who violate laws, rules or policies implicated in university operations, or who engage in misconduct, neglect of duty, insubordination or otherwise unacceptable conduct. This article ensures that the exercise of the power to discipline comports with the requirements of due process.

B. Alternative Measures

Subject to the reserved authority required by *Worzella v. Board of Regents of Education*, 77 S.D. 447, 93 N.W.2d 411 (S.D. 1958), the Board has delegated to institutional administrators provisional authority to discipline any faculty members for failure to adhere to expectations for: competent, productive, effective and ethical teaching, research or service; violation laws, rules or policies implicated in university operations; or misconduct, neglect of duty, insubordination or otherwise unacceptable conduct, including such conduct identified in section 2 of this policy. The authority delegated to institutional administrators must be exercised consistently with Board policy. The delegated authority includes the power to determine the discipline to be imposed and its effective date.

Taking into consideration the circumstances that warrant discipline, past service, scholarly achievements and other mitigating or aggravating circumstances, discipline may include any of the following alternative actions:

- 1) Warnings;
- 2) Warnings to be filed with the personnel file of the faculty member;

- 3) Required training or current substance abuse treatment at the cost of the faculty member;
- 4) Suspension from duties with, or without, loss of pay commensurate therewith;
- 5) Reassignment;
- 6) Demotion;
- 7) Discharge.

C. Interim Suspension

Unlike a disciplinary suspension under paragraph B (4) above, an interim suspension from duties during the pendency of an active review of allegations of conduct warranting discipline is not deemed to be a discipline under this article.

The decision to place a faculty member on interim suspension pursuant to this section does not require compliance with the Stage One notice procedures set forth in section D, below, but an informal pre-suspension process will ordinarily be provided. Absent the need for quick action or manifest impracticality, a faculty member will be informed, either orally or in writing, of the basis for the suspension, given an explanation of the evidence supporting the action and afforded an opportunity to respond before being placed on interim suspension.

In circumstances that require quick action or where the pre-suspension process is impractical, and where independent third-party findings confirm reasonable grounds for the allegations against the faculty member, the administration may place a faculty member on interim suspension before providing the requisite information, explanation and opportunity to respond.

The administration may withhold pay where the circumstances that trigger the interim suspension implicate public trust in ways that would preclude continued discharge of assigned responsibilities.

D. Procedures

The following procedures apply to all disciplinary measures other than warnings and warnings filed in the personnel file.

The disciplinary procedure comprises two stages. The first stage is designed to provide an initial check against mistaken decisions, by creating an opportunity to determine whether there are reasonable grounds to believe that the charges against the employee are true and support the proposed action. At the first stage, the faculty member will receive oral or written notice of the allegations, an explanation of the

evidence, and an opportunity to tell the faculty member's side of the story. At the close of the first stage ~~hearing-conference~~ the administration may impose the selected discipline. The second stage assures clear and actual notice of the reasons for the disciplinary action in sufficient detail to enable presentation of evidence relating to them; notice of both the names of those who have made allegations against the faculty member and the specific nature and factual basis for the charges; a reasonable time and opportunity to present testimony on any disputed issue of material fact; and a hearing before an impartial decision-maker.

1) *Stage One: Pre-Discipline ~~Hearing~~Conference*

If the administration determines that there are reasonable grounds for discipline, the faculty member will be furnished written notice of the allegations supporting the determination, an explanation of the evidence relied upon by the administration and the intended disciplinary action. The matter will be discussed with the faculty member at a personal conference which will be held at a time not sooner than ~~fourteen (14) calendar days~~ ~~ten (10) working days~~, nor later than ~~twenty-one (21) calendar days~~ ~~fifteen (15) working days~~ from the date of the transmission of the written notice, unless otherwise agreed by the faculty member and the administration. The faculty member may bring to this ~~meeting-conference~~ a representative chosen by the faculty member. At the close of the personal conference, or within ~~five—seven (75)~~ ~~calendar~~~~working~~ days thereafter, the administration will notify the faculty member whether it will discipline the faculty member, how and the effective date of the discipline.

2) *Stage Two: Post-Discipline Hearing Rights*

Faculty members who have been disciplined after completion of Stage One ~~hearings-personal conferences~~ may challenge the action through the grievance procedures established in Board Policy No. 4:7. Any grievance appeal under this section will begin at Step ~~23 of Board Policy No. 4:7.I.E.~~

In all cases, the burden to prove the charges will rest with the administration to the extent provided by law; provided that the faculty members will bear the burden to prove affirmative defenses or counterclaims relating to a challenged discipline.

2. Unprofessional Conduct

The Board recognizes that academic tradition has established common and accepted standards of acceptable conduct and that academic disciplines may assemble and publish statements applying such standards to the unique circumstances of their respective professions. While the Board expects faculty members to adhere to accepted professional standards, whether published or not, it also recognizes that university lecture halls,

laboratories and work environments have become subject to manifold levels of governmental regulations and contractual restrictions that also establish or imply standards of conduct needed to protect the special interests that justify the regulations and restrictions.

Even standards published by professional organizations or conduct expectations grounded in statute, rule, policy or contract may be subject to change over time or may be extended to technological or social contexts that emerge following their original adoption. These circumstances preclude the establishment of comprehensive policy that catalogs each form of conduct that violates the essential principles recognized by professionals or established in statute, rule, or policy contract. Thus, the Board provides the following instances to illustrate, without limitation, forms of unacceptable conduct that expose faculty members to discipline, but this enumeration is neither intended, nor could be intended, to preclude disciplinary action for other conduct that violates accepted standards or emergent requirements of statute, rule, policy or contract:

- A. Neglect of duty, misconduct, incompetence, abuse of power or other actions that manifest an unfitness to discharge the trust reposed in public university faculty members or to perform assigned duties;
- B. A failure to correct deficiencies in performance in compliance with a constructive plan;
- C. A breach of recognized published standards of professional ethics;
- D. Conviction of any felony or the conviction of a misdemeanor involving moral turpitude;
- E. Unauthorized absence from duties without prior notification or justifiable cause or excuse for the absence;
- F. The manufacture, distribution, dispensing, possession or use of alcohol or controlled substances shall be cause for discipline where:
 - 1) The conduct is unlawful or unauthorized and occurs while acting within the scope of employment; while on premises owned and controlled by the Board of Regents or used by the Board of Regents for educational, research, service or other official functions; or while participating in any capacity in activities sponsored by the Board; or
 - 2) The conduct has been authorized and is lawful, but the use significantly impairs the faculty member in the performance of his duties; or
 - 3) Other conduct that involves a failure to conform to laws regulating alcohol and controlled substances and that results in injury to the person or the rights of others.

- G. The failure or refusal to follow or comply with Board or institutional policies, regulations or published work rules or with lawful orders or instruction of a superior;
- H. Theft, misuse, abuse or wrongful destruction of state owned or controlled property controlled real, personal or intellectual property, including information systems, databases and similar resources;
- I. Participation in strike activities proscribed by SDCL Chapter 3-18;
- J. Violations of rights assured to students, employees or others under federal or state laws or regulations or Board or institutional policies and regulations;
- K. Use of the powers and prerogatives of a faculty member to coerce or to induce others to engage in unlawful conduct or conduct prohibited under Board or institutional policy;
- L. Failure to comply with health or safety regulations, to require compliance by students or others under a faculty member's supervision or to comply with duly issued emergency orders;
- M. Misrepresentation of authority or other conduct intended to deceive or to assist another to deceive others, irrespective of the motives;
- N. Interference with or disruption of the efficiency or morale of educational, research or service programs, workplaces or organizational units, including actions that violate expectations for civil conduct among professors and when working with students, as provided in Board Policy No. 4:38 (54), or failure at all times to be accurate, to exercise appropriate restraint and to show respect for the opinions of others, as required under Board Policy No. 1.11 (1)(C); or
- O. Any substantial or irremediable impairment of the ability of a faculty member to perform assigned duties.

SOURCE: 1991 Policy Manual 5:4:2 and 5:4:3; BOR April 2009; BOR December 2010.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A (2)

DATE: March 30-31, 2021

SUBJECT

BOR Policy 4:13 – Faculty Evaluation

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:13](#) – Faculty Evaluation

BACKGROUND / DISCUSSION

There are several proposed revisions to BOR Policy 4:13 to add clarity, and to eliminate processes that are not currently being utilized. The substantive recommended changes are outlined below:

1. Removal of language on faculty improvement plans from the section on performance evaluations to create a separate section in the policy on faculty improvement plans (Section 5).
2. Removal of the system research officer from the evaluation process on research faculty, this is not currently occurring and should be managed at the campus level.
3. Additional language to clarify that a faculty member may be put on a work improvement at any point in time that a supervisor identifies deficiencies in performance.
4. Removal of the requirement that the institutional president approves a work improvement plan, and replacing with the appropriate vice president.
5. Removed the word “serious” from Section 5.4 to remove ambiguity.

IMPACT AND RECOMMENDATION

This is a first reading of this policy. The recommended revisions were approved by the Academic Affairs Council and are supported by the Board office staff. The Board staff recommends that the Board approve the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Draft Revisions to BOR Policy 4:13

DRAFT MOTION 20210330_5-A(2):

I move to approve the first reading of the proposed revisions to BOR Policy 4:13, as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Faculty Evaluation

NUMBER: 4:13

A. PURPOSE

To promote positive communication between faculty and administration; increase awareness of institutional program objectives and needs; provide information for decisions on professional training, staff improvement programs and those conditions which promote quality performance; provide basic information for personnel decisions such as discipline, contract renewal, salary and pay matters, tenure, and promotion; and assess faculty member performance relative to institution standards implementing Board Policy 4:38.

B. DEFINITIONS

1. **Faculty:** For purpose of this policy, the term “faculty” includes both faculty (professorial, lecturer, librarian, and professor of practice ranks) and research faculty ranks unless the context explicitly differentiates between the ranks.

C. POLICY

1. Performance Evaluations

- 1.1. Performance evaluations will be conducted in accordance with the following guidelines:
- 1.2. All faculty members will receive a performance evaluation and a review on an annual basis. These will be conducted by the faculty member's immediate supervisor, and will include the results of student evaluations when the responsibilities of the faculty member include teaching. In those instances involving faculty members who hold dual appointments to the instructional and research faculty, primary responsibility for the evaluation will reside with the research supervisor, who shall consult with the instructional supervisor in matters relating to the individual's teaching and service responsibilities.
- 1.3. The administration of each public university shall develop a process for faculty evaluations. Institutional administrations are responsible for implementation of the procedure and the evaluation process and for the development and revision of standards implementing Board Policy No. 4:38. The administration of each institution will provide a written form for use in the annual performance evaluation of faculty. Institutions must issue current institutional standards to faculty no later than August 1. Upon request to the supervisor, a faculty member will receive in writing the guidelines and performance expectations intended to be used for the performance evaluation. Institutions must complete faculty performance evaluations by March 15.

- 1.3.1. The evaluation form will include an assessment of the faculty member's performance in the areas of teaching, research and scholarship, and service.
- 1.3.2. The evaluation form will include an assessment of the research faculty member's original contributions to research, contribution to the effective work of any research teams to which the research faculty member has been assigned, grant awards, contracts received, intellectual properties issued or other measures of research accomplishment.
- 1.4. Upon completion of the performance evaluation, the supervisor will discuss the results with the faculty member. ~~If deficiencies in performance are identified by the supervisor, an improvement plan which will provide for guidance by the administration to remedy deficiencies relating to the performance of assigned duties may be developed by the administration. No improvement plan will be implemented until the immediate supervisor has held a meeting with the faculty member to discuss the plan and until such constructive plan has been submitted and approved by the institutional president. If the faculty member disagrees with any aspect of the improvement plan, the faculty member will have the right to respond in writing to the areas of disagreement within ten working days of the meeting. All such written objections and comments of the faculty member will be attached to the evaluation and to any improvement plan that may be developed. If the faculty member fails to correct the serious deficiencies identified in the improvement plan, that faculty member may be subject to termination for cause.~~
- 1.5. The vice president for academic affairs will review the completed evaluation and make appropriate recommendations about contract renewal, augmentation monies, promotion, or tenure, or performance. Copies of any recommendations made by the vice president for academic affairs will be sent to the faculty member before the vice president for academic affairs forwards them to the president. The faculty member may submit a response within the five (5) working days which will be attached to the evaluation before it is forwarded to the president.
- 1.6. The evaluation of research faculty will ~~involve institutional and system officials~~ include a review by the institutional chief research officer and appropriate vice president for academic affairs or vice president for health affairs.
 - 1.6.1. The chief research officer will review the completed evaluation of research faculty and make appropriate comments about contract renewal, augmentation monies, promotion, or tenure, or performance before the evaluation is forwarded to the appropriate vice president for academic affairs or vice president for health affairs. Copies of any comments made by the chief research officer will be sent to the faculty member before the chief research officer forwards them to the vice president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the appropriate vice president for academic affairs or vice president for health affairs.
 - 1.6.2. The vice president for academic affairs will review the completed evaluation, recommendations by the chief research officer and any responses of the system officials and make appropriate recommendations to the president. Copies of any recommendations made by the vice president for academic affairs will be sent

to the faculty member before the vice president forwards them to the president. ~~The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the system vice president for research.~~

~~1.6.3. The system vice president for research will review the completed evaluation, any additional comments and responses and make appropriate comments before the evaluation is submitted to the institutional president. Copies of any comments made by the system vice president for research will be sent to the faculty member before the system vice president for research forwards them to the institutional president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the president.~~

- 1.7. The completed performance evaluation will be in written form and signed by the evaluator(s) with a copy furnished to the faculty member. The faculty member will have ten working days within which to respond in writing to the performance evaluation. All such responses will be attached to the completed performance evaluation and placed with the evaluation in the faculty member's personnel file.
- 1.8. In addition to the formal evaluations provided for under this article, the respective institutional faculty senate may provide for informal evaluations that serve to encourage and support faculty member experimentation with new instructional techniques.
- 1.9. Faculty unit members serving on tenure track appointments will be responsible for proposing their own professional development plans in the areas of teaching, scholarship and service. Individualized professional development plans must address institutional standards for faculty performance, and they must be designed to permit individuals to progress towards the levels of high performance in all areas of professional activity and extramural recognition for ongoing scholarly accomplishment and leadership that would be expected of persons holding the rank of professor. Each institution shall determine the length of time that professional plans are applicable. Faculty unit members serving on term contracts will not prepare professional development plans.

2. Self-Evaluation Document Limits

- 2.1. Self-evaluation forms submitted by the faculty member shall not exceed forty (40) pages and may include appendices that shall not exceed an additional sixty (60) pages, for a total maximum limit of one-hundred (100) pages. Institutions may establish lower maximum page limits but may not exceed the limits stated in this policy. Any pages submitted that exceed the page limits shall not be reviewed and shall not be part of the performance evaluation.

3. Student Opinion Surveys

- 3.1. Student opinion surveys will be used as part of the evaluation of faculty members with teaching responsibilities. The term "student opinion surveys" indicates the specific survey instrument selected by the Board and administered by the institutions to students enrolled in a course. The Board will select, or develop, a student opinion survey

instrument whose validity and reliability have been, or may be, established to a level of nationally accepted confidence.

- 3.2. If student opinion surveys indicate serious deficiencies in a faculty member's performance, the faculty member's supervisor may meet with the faculty member and prescribe corrective action. This may include classroom observations at the discretion of the administration or if requested by the faculty member, review of instructional design and materials, and other relevant methods. Faculty members may supplement student opinion surveys with additional relevant information documenting the achievement of student learning outcomes.
- 3.3. Student opinion surveys will not be used as the sole criterion for personnel actions.
- 3.4. Confidentiality and security will be maintained for all student opinion survey data.

4. Performance Ratings

- 4.1. When applying performance based salary adjustments, all faculty will be compensated in accordance with their performance ratings based upon the annual evaluations. Ratings will be based on the following scale:
 - Fail to Meet Expectations = 0
 - Met Expectations = 1
 - Exceeded Expectations = 2
 - Substantially Exceeded Expectations = 3
- 4.2. The performance ratings shall be assigned to each area of responsibility assigned to the faculty member, which may include a combination of teaching, research and/or service workload responsibilities.
 - 4.2.1. The ratings for each area of responsibility will be multiplied by the percent of effort assigned to each area of workload responsibility, and then the sums will be added together to derive an overall, weighted performance rating.
 - 4.2.2. Any faculty who has an overall rating of less than 1, will be assigned a 0.

5. Faculty Improvement Plans

- 5.1. If at any point in time a supervisor identifies deficiencies in faculty performance, ~~deficiencies in performance are identified by the supervisor, an improvement plan which will provide guidance tofor guidance by the administration to~~ remedy deficiencies relating to the performance of assigned duties may be developed by the administration.
- 5.2. No improvement plan will be implemented until the immediate supervisor has held a meeting with the faculty member to discuss the plan, and until such improvement ~~constructive~~ plan has been submitted and approved by the appropriate institutional vice president for academic affairs or vice president for health affairs. ~~president.~~
- 5.3. If the faculty member disagrees with any aspect of the improvement plan, the faculty member will have the right to respond in writing to the areas of disagreement within ten working days of the meeting. All such written objections and comments of the

faculty member will be attached to the evaluation and to any improvement plan that may be developed.

5.4. If the faculty member fails to correct the ~~serious~~ deficiencies identified in the improvement plan, that faculty member may be subject to termination for cause.

~~5.1.1.~~

FORMS / APPENDICES:

None

SOURCE:

BOR August 2004; BOR April 2009; BOR August 2020; BOR May 2021.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 5 – A (3)

DATE: March 30-31, 2021

SUBJECT

BOR Policy 2:12 – Distance Education Revisions

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Federal regulations regarding distance education took effect on July 1, 2020, as previously discussed at AAC in [April 2019](#). These regulations have necessitated changes to BOR Policy 2:12 – Distance Education.

IMPACT AND RECOMMENDATION

The biggest change is that the definition of “Distance Education Course” for the system will be changing. Distance Education is now defined in federal regulations, and so BOR institutions are required to follow that definition. One result of this that will likely have a larger impact is that any one-way and two-way transmissions are considered distance education, which would include DDN. In the current definition, “electronic delivery on or off campus through means other than DDN” are considered distance education, meaning DDN has not been considered distance education. Under the federal regulations, DDN is distance education, and will need to be considered as such moving forward.

Other revisions to the policy include clarifying who has approval authority in 3.1.3, which will now state that the Chief Academic Affairs Officer or designee can approve graduate faculty for distance education courses. This is in line with other changes made to BOR Policy & AAC Guidelines recently. Clarification was also added to the definition of credit hours within this policy. The revisions reference BOR Policy 2:32 – Definition an Assignment of Credit Hours, and also clarify that thirty hours of student homework are expected and required for each credit hour. Passing references were added to include the Quality Assurance AAC Guidelines, as well as BOR Policy 4:34 – Intellectual Property. These references provide clarity for the reader as to where these policies and guidelines can be found.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:12

DRAFT MOTION 20210330_5-A(3):

I move to approve the first reading of the proposed revisions to BOR Policy 2:12 – Distance Education, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Distance Education

NUMBER: 2:12

A. PURPOSE

To regulate the programs and courses offered for college credit through correspondence, electronic delivery, and off-campus delivery, in order to provide broader access to credit bearing college level educational opportunities and to assist communities in making effective use of the resources of South Dakota's public universities.

B. DEFINITIONS

~~1. **Distance Education Course:** Any course offered for college credit through correspondence, online delivery, electronic delivery on or off campus through means other than DDN, or out of state field experiences such as internships, cooperative education, or practica that meet educational prerequisites for licensure or certification by a state agency, or that are required for degree completion.~~

1. As defined by federal regulations¹, distance education courses use one or more of the technologies listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction² between the students and the instructor or instructors, either synchronously or asynchronously. The technologies that may be used to offer distance education include: 1.) the internet, 2.) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices, 3.) audio conference, or 4.) other media used in course in conjunction with any of the technologies listed previously. As further defined by SARA policy, distance education also includes interactive video and correspondence courses or programs. Additionally, refer to AAC Guideline 5.5 – Delivery Method Code Guidelines.

2. **Distance Program:** Any academic program (i.e., certificate, minor, or major) with curriculum approved by the Board of Regents to be offered through correspondence or online delivery.

¹ 34 CFR § 600.2

² Per federal regulations, when used in the definition of “distance education”, “substantive interaction” means: “engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: (i) Providing direct instruction; (ii) Assessing or providing feedback on a student's coursework; (iii) Providing information or responding to questions about the content of the course or competency; (iv) Facilitating a group discussion regarding the content of a course or competency; or (v) Other instructional activities approved by the institution's or program's accrediting agency.”

3. **Off-Campus Center:** Any location approved by the Board of Regents other than the six designated campus locations where programs (certificate, minor, or major) are offered by one or more institutions within the system to meet demand within the area served.

C. POLICY

1. Applicable Policies, Standards and Guidelines

Unless specifically exempted, all Board and campus policies, standards and guidelines for on campus instruction, including admissions requirements, course evaluation requirements, course prerequisites, faculty qualifications, access to appropriate student support services and instructional equipment, and student rights and responsibilities, also apply to distance education instruction.

2. Administration

- 2.1. All distance education programs and courses, including correspondence study, should be coordinated in each institution under one authority.
- 2.2. Campuses should engage established curriculum processes for planning and executing distance education courses and programs.
- 2.3. For academic programs that lead to licensure and certification, personnel with direct oversight of the academic program are responsible for assessing compliance with the licensure and certification requirements for states outside of South Dakota. Alignment of program requirements to states outside South Dakota shall be shared by program personnel with continuing education and admission offices at the respective campus.
- 2.4. For all academic programs that have field experiences, internships, cooperative education, or practica required for degree completion that occur outside South Dakota, personnel with direct oversight of the academic programs shall share information regarding these “learning placements and opportunities” with continuing education offices at the respective campus for state authorization reporting purposes.

Board of Regents approval is required to offer and market distance programs and programs offered at off-campus centers.

3. Faculty

3.1. Qualifications and Appointment

- 3.1.1. Individuals who are not regular faculty members and who are appointed to teach a distance education course must meet the same qualifications as members of campus faculty. All such appointments must have the approval of the appropriate Dean(s) and the institutional Chief Academic Affairs Officer prior to employment being offered or the course being scheduled. University policies may also require approval at the department level.
- 3.1.2. The person teaching the course and meeting classes must be the individual whose name appears on the grade report (class roster) in the office of the

registrar. Any exceptions to this policy must be approved by the institutional Chief Academic Affairs Officer.

- 3.1.3. Only persons that the institution has approved as graduate faculty may teach graduate courses. Only persons with terminal degrees, or in special cases exceptional scholarly qualifications, may teach 700 level courses. In the latter case, exceptions must be approved by the ~~Graduate Dean and~~ institutional Chief Academic Affairs Officer or designee. Each course taught for graduate credit at the 500 or 600 level by faculty who do not hold a terminal degree, instructor rank, or graduate faculty standing on a campus must have the ~~recommendation of the Graduate Dean/Director and~~ approval of the institutional Chief Academic Affairs Officer or designee.

3.2. Evaluation

Board of Regents and university policies governing faculty evaluation, including student evaluation of instruction, apply to off campus and distance education courses.

3.3. Compensation

Faculty compensation shall be consistent with Board ~~of Regents~~ Policy 4:5 – Faculty Compensation.

4. Courses

4.1. Requirements

Institutions must be able to demonstrate that graduate and undergraduate courses have intellectual demands and requirements comparable to graduate and undergraduate courses offered on campus. Distance education courses ~~should~~ shall have equivalent standards, rigor, student outcomes, substance and assignments as courses offered on campus.

4.2. Assessment

- 4.2.1. Course and instructional program assessment policies of the university transcribing the course apply to off campus and distance education instruction.
- 4.2.2. All courses using electronic delivery must comply with system Quality Assurance evaluation requirements and be evaluated at least once every three years, consistent with the requirements of AAC Guideline 5.8 – System-Wide Quality Assurance Rubric and AAC Guideline 5.9 – Online Course Quality Assurance Guidelines.

4.3. Class Schedules

- 4.3.1. The time and place for scheduling distance education classes shall be determined by each institution. The schedule for course and program offerings shall be approved by the institutional Chief Academic Affairs Officer.
- 4.3.2. Distance education courses in which instruction is face-to-face shall be offered over a period of time which allows for appropriate levels of instruction and out-of-class study and reflection. The adequacy of calendar and instructional contact time shall be evaluated by the following measures: (1) number of

instructional contact hours, (2) number of days on which the instructor meets with the class and (3) the total length of time from the first to the last class meeting. The following criteria shall be considered standards. Any practice that deviates downward from these standards must be approved by the institutional Chief Academic Affairs Officer.

4.3.2.1. Contact Hours: As specified in Board Policy 2:32 – Definition and Assignment of Credit Hours, One credit hour ~~for~~requires a minimum of fifteen (15) contact hours. A contact hour is fifty (50) minutes of instruction time. A minimum of thirty (30) hours of student homework is required for each credit hour.

4.3.2.2. Instructional: One credit hour of academic work may be awarded for instruction spanning at least three calendar days.

4.3.3. 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. Typically, a one credit hour course lasting for a semester equates to 45 hours of engagement by the student.

5. Intellectual Property

Universities shall ensure compliance with copyright laws and all Board policies concerning intellectual property, including Board Policy 4:34 – Intellectual Property.

6. Access to Appropriate Academic and Student Services

6.1. Books, journals and other library resources that are necessary to conduct a course on campus must also be available in a convenient manner to students enrolled in a distance education course. These resources may be provided by the home campus library, by local public libraries, by agreements with other cooperating institutions, and/or electronically.

6.2. All distance education related activities shall ensure that students have access to appropriate advising, counseling, and academic support assistance.

7. Contracting with Agencies Outside the Board of Regents

Refer to Board Ppolicies 2:13 Third Party Requests for University Credit, 5:5 Tuition and Fees and 5:17 Instructional Funding.

8. Courses Sponsored by Another Regental Institution

8.1. A university may agree to sponsor a course taught by another university and delivered electronically to the sponsoring university's campus or to another site at which the sponsoring university is authorized to offer the instruction. Board Policy 5:17 (Instructional Funding) and 5:18 (Off-Campus State-Funded Programs and Courses) apply when a sponsored course is received at an off-campus location.

- 8.2. The university that requests to receive a course delivered electronically by another university is the "sponsoring" university. The university whose faculty member is teaching the course delivered electronically to the sponsoring university is the "originating" university.
- 8.3. The sponsoring university shall have a course that is equivalent to the course being taught at the originating university or may use variable topics to offer the course as an elective in an approved degree program.
- 8.4. Authorization to sponsor a course delivered electronically from another Regental university does not constitute an alternative procedure for obtaining Board approval for new courses or programs.
- 8.5. The sponsoring university shall register students for its own course and collect tuition as if it were teaching the course. The originating university shall register students taking the course on its campus and collect tuition and according to its usual procedures. Refer to ~~Board~~OR P policy 5:5 – Tuition and Fees: General Procedures.
- 8.6. The sponsoring university and the originating university shall agree in advance and in writing on the compensation to be paid to the originating university by the sponsoring university and on the responsibilities of each institution for library resources, instructional equipment and supplies, access to the instructor, personnel at the sponsoring university, faculty evaluation, and for compliance with other Board policies.
 - 8.6.1. The originating university is responsible for payment of charges related to electronic delivery unless otherwise provided in the written agreement.
 - 8.6.2. Procedures for handling complaints and grievances from students follow the process of the originating institution in collaboration with the institutional Chief Academic Affairs Officer at the sponsoring institution.
- 8.7. A course offered as a sponsored course at one or more sites may be offered to one or more additional sites if such arrangements are provided for in the written agreement between the sponsoring and originating universities.
- 8.8. Universities may negotiate sponsored course agreements with regionally accredited non-system institutions.
 - 8.8.1. Such agreements shall be included on the interim action reports prepared by the Executive Director for the Board at their regularly scheduled meeting.
 - 8.8.2. Universities shall not advertise or participate in the advertising of any electronically delivered course, register students for any course, or enter into any contracts for the purpose of implementing a sponsored course agreement with non-system institutions prior to approval by the Board.
 - 8.8.3. Actions by the non-regental institution prior to Board approval do not establish any Board or university obligations.

FORMS / APPENDICES:

None

SOURCE:

BOR September 1989; BOR June 1992; BOR May 2001; BOR March 2005; BOR August 2016; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

**REVISED
AGENDA ITEM: 7 – A
DATE: March 30-31, 2021**

SUBJECT

FY22 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 DSU and 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 FY22 proposal for tuition and mandatory fees attempts to keep the cost to students as low as possible in consideration of student access, service to students, and delivering the highest quality education possible to our students.

Cost Drivers

The Legislature adopted a 2.4% salary policy for all employees, including faculty, exempt, and CSA. The employer-paid health care benefit cost decreased \$937 for FY22. The annual premium rate will be \$9,872 for each benefit-eligible employee. The legislature supported appropriating health plan savings back into employee salaries to address salary competitiveness issues. Part of this savings will go to the NFE and faculty pools of employees in the form of an additional 0.5% in salary policy. It is important to note that the state only provides funding for the general fund portion of the salary package. The federal and other funds are provided to the regental system as authority. Funding for the increases for the federal and other funds portion needs to be raised internally. The Bureau of Finance and Management (BFM) calculated the annual Consumer Price Index (CPI) for the last fiscal year at 2.45%.

(Continued)

DRAFT MOTION 20210330_7-A:

I move to approve the FY22 On-Campus Tuition and Mandatory Fees as presented in Attachment I.

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 with the proposed increases for FY22 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 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 5.14% below the average of the regional law schools, excluding the University of Minnesota-Twin Cities in the mix. The recommended increase to the Law School cost is commensurate with the USD graduate increase at 1.0%.

University of Iowa	\$28,151
Average	\$18,275
University of Wyoming	\$16,838
University of South Dakota	\$17,336
University of Nebraska--Lincoln	\$16,810
University of Montana	\$14,941
University of North Dakota	\$15,571

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 were above the community-based average, it would increase by the graduate tuition rate increase.

The following table provides the comparable tuition and fee costs:

University of South Carolina School of Medicine	44,612
Northeastern Ohio University College of Medicine and Pharmacy	44,204
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	38,778
Florida International University - Wertheim	38,016
University of Hawaii - Burns School of Medicine	37,444
Southern Illinois University School of Medicine	37,192
Eastern Virginia Medical School	36,729
East Tennessee State University - Quillen	34,979
University of North Dakota School of Medicine	34,761
<i>University of South Dakota - Sanford School of Medicine</i>	<i>34,022</i>
<i>Mean / Average</i>	<i>33,242</i>
University of Nevada School of Medicine - Reno	31,904
Florida Atlantic University-Schmidt College of Medicine	31,830
Michigan State University College of Medicine	31,358
University of Central Florida College of Medicine	29,680
Florida State University College of Medicine	26,658
Marshall University - Edwards School of Medicine	24,004
University of Texas-Austin - Dell Medical School	21,086
Texas Tech University School of Medicine-Foster	20,633
Texas Tech University School of Medicine	20,476
University of Texas Rio Grande Valley	19,639

The FY21 annual tuition plus mandatory fees for the School of Medicine is above the community-based average. An increase equivalent to that of graduate tuition for USD, which is 1.0%, will be applied to the School of Medicine annual tuition rate for FY22.

Minnesota Reciprocity Rates

Minnesota Reciprocity rates will not change until the Fall 2021 semester when the FY22 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 pay the mandatory laptop fee each semester. These are the fees included when determining the average mandatory 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

Some 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 FY21 proposed GAF, so the numbers are comparable.

Comparable GAF Rate Review				
	FY22 Proposed Rate	Additional Increase Requested	Facility Fee Converted to Per Cr Hr. Rate	Comparable FY22 Rate
BHSU	\$38.25	\$0.00	\$5.93	\$44.18
DSU	\$40.65	\$0.00		\$40.65
NSU	\$40.95	\$0.00		\$40.95
SDSMT	\$49.60	\$0.00	\$1.24	\$50.84
SDSU	\$50.85	\$0.00		\$50.85
USD	\$55.30	\$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 increase will be 2.0% at both DSU and at SDSMT.

IMPACT AND RECOMMENDATIONS

The recommended FY22 tuition and mandatory fee increases provide the necessary funding for the 2.5% salary policy for all CSA employees, and 2.9% for all faculty and exempt employees. The cost to provide employer paid health insurance will decrease \$937,

bringing the annual cost per benefit-eligible employee to \$9,872. The funding for the non-general and non-federal health care, salary increases, and benefits is estimated at \$2.1M.

The weighted average cost increase is \$105 or 1.1%. The impact to students within the system will range from \$91 to \$117 more per year.

Proposed FY22 Resident Undergraduate Mandatory Tuition and Fee Increase

	<u>FY21 Cost</u>	<u>FY22 Cost</u>	<u>\$ Increase</u>	<u>% Increase</u>
Black Hills State University	\$8,671.50	\$8,763.00	\$91.50	1.1%
Dakota State University	\$9,535.50	\$9,632.50	\$97.00	1.0%
Northern State University	\$8,751.00	\$8,844.00	\$93.00	1.1%
SD School of Mines & Technology	\$10,050.00	\$10,167.00	\$117.00	1.2%
South Dakota State University	\$9,199.50	\$9,298.50	\$99.00	1.1%
University of South Dakota	\$9,331.50	\$9,432.00	\$100.50	1.1%
System Weighted Cost	\$9,254.01	\$9,358.99	\$104.98	1.1%

ATTACHMENTS

Attachment I – Proposed FY22 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 FY22 On-Campus Tuition and Mandatory Fees

	Current Rate	\$ Increase	% Increase	FY22 Rate
Black Hills State University				
Undergraduate - Per Credit Hour				
Resident	\$251.35	\$2.50	1.0%	\$253.85
Guard STA 50%	\$125.65	\$1.30	1.0%	\$126.95
State Employee, ROTC, Teacher Certification	\$125.65	\$1.30	1.0%	\$126.95
Over Sixty-Five	\$138.25	\$1.35	1.0%	\$139.60
Remedial ⁽⁷⁾	\$351.25	\$3.50	1.0%	\$354.75
Western Undergraduate Exchange ⁽²⁾	\$353.70	\$3.55	1.0%	\$357.25
Nonresident	\$353.70	\$3.55	1.0%	\$357.25
Child of Alumni ⁽⁴⁾	\$251.35	\$2.50	1.0%	\$253.85
South Dakota Advantage ⁽³⁾	\$251.35	\$2.50	1.0%	\$253.85
Minnesota Reciprocity - SP21 SU21	\$292.50			\$292.50
Graduate - Per Credit Hour				
Resident	\$329.95	\$3.30	1.0%	\$333.25
Guard STA 50%	\$164.95	\$1.70	1.0%	\$166.65
State Employee, Teacher Certification	\$164.95	\$1.70	1.0%	\$166.65
Graduate Assistant	\$174.90	\$1.70	1.0%	\$176.60
Over Sixty-Five	\$181.50	\$1.80	1.0%	\$183.30
Nonresident	\$616.00	\$6.15	1.0%	\$622.15
Nonresident Graduate Assistant	\$207.85	\$2.10	1.0%	\$209.95
Minnesota Reciprocity - SP21 SU21	\$505.55	\$0.00	0.0%	\$505.55
Western Regional Graduate Program ⁽⁵⁾	\$329.95	\$3.30	1.0%	\$333.25
Dakota State University, Northern State University				
Undergraduate - Per Credit Hour				
Resident	\$251.35	\$2.50	1.0%	\$253.85
Guard STA 50%	\$125.65	\$1.30	1.0%	\$126.95
State Employee, ROTC, Teacher Certification	\$125.65	\$1.30	1.0%	\$126.95
Over Sixty-Five	\$138.25	\$1.35	1.0%	\$139.60
Remedial ⁽⁷⁾	\$351.25	\$3.50	1.0%	\$354.75
Western Undergraduate Exchange ⁽²⁾	\$353.70	\$3.55	1.0%	\$357.25
Nonresident	\$353.70	\$3.55	1.0%	\$357.25
Child of Alumni ⁽⁴⁾	\$251.35	\$2.50	1.0%	\$253.85
South Dakota Advantage ⁽³⁾	\$251.35	\$2.50	1.0%	\$253.85
Minnesota Reciprocity (DSU) - SP21 SU21	\$263.70	\$0.00	0.0%	\$263.70
Minnesota Reciprocity (NSU) - SP21 SU21	\$289.85	\$0.00	0.0%	\$289.85
Graduate - Per Credit Hour				
Resident	\$329.95	\$3.30	1.0%	\$333.25
Guard STA 50%	\$164.95	\$1.70	1.0%	\$166.65
State Employee, Teacher Certification	\$164.95	\$1.70	1.0%	\$166.65
Graduate Assistant (NSU Only)	\$174.90	\$1.70	1.0%	\$176.60
Graduate Assistant (DSU Only)	\$0.00	\$0.00	0.0%	\$0.00
Over Sixty-Five	\$181.50	\$1.80	1.0%	\$183.30
Nonresident	\$616.00	\$6.15	1.0%	\$622.15
Nonresident Graduate Assistant	\$207.85	\$2.10	1.0%	\$209.95
Minnesota Reciprocity (DSU) - SP21 SU21	\$503.20	\$0.00	0.0%	\$503.20
Minnesota Reciprocity (NSU) - SP21 SU21	\$502.90	\$0.00	0.0%	\$502.90
Western Regional Graduate Program ⁽⁵⁾	\$329.95	\$3.30	1.0%	\$333.25

Undergraduate - Per Credit Hour

Resident	\$257.95	\$2.60	1.0%	\$260.55
Guard STA 50%	\$129.00	\$1.30	1.0%	\$130.30
State Employee, ROTC, Teacher Certification	\$129.00	\$1.30	1.0%	\$130.30
Over Sixty-Five	\$141.90	\$1.40	1.0%	\$143.30
Remedial ⁽⁷⁾	\$351.25	\$3.50	1.0%	\$354.75
Western Undergraduate Exchange ⁽²⁾	\$386.95	\$3.85	1.0%	\$390.80
Nonresident	\$404.00	\$4.05	1.0%	\$408.05
Child of Alumni ⁽⁴⁾	\$257.95	\$2.60	1.0%	\$260.55
South Dakota Advantage ⁽³⁾	\$257.95	\$2.60	1.0%	\$260.55
Minnesota Reciprocity - SP21 SU21	\$257.95	\$0.00	0.0%	\$257.95

Graduate - Per Credit Hour

Resident	\$335.55	\$3.35	1.0%	\$338.90
Guard STA 50%	\$167.80	\$1.65	1.0%	\$169.45
State Employee, Teacher Certification	\$167.80	\$1.65	1.0%	\$169.45
Graduate Assistant	\$177.90	\$1.70	1.0%	\$179.60
Over Sixty-Five	\$184.60	\$1.80	1.0%	\$186.40
Nonresident	\$673.50	\$6.75	1.0%	\$680.25
Nonresident Graduate Assistant	\$211.40	\$2.10	1.0%	\$213.50
Minnesota Reciprocity - SP21 SU21	\$494.40	\$0.00	0.0%	\$494.40
Western Regional Graduate Program ⁽⁵⁾	\$335.55	\$3.35	1.0%	\$338.90

South Dakota State University, University of South Dakota**Undergraduate - Per Credit Hour**

Resident	\$256.55	\$2.55	1.0%	\$259.10
Guard STA 50%	\$128.25	\$1.30	1.0%	\$129.55
State Employee, ROTC, Teacher Certification	\$128.25	\$1.30	1.0%	\$129.55
Over Sixty-Five	\$141.10	\$1.40	1.0%	\$142.50
Remedial ⁽⁷⁾	\$351.25	\$3.50	1.0%	\$354.75
Western Undergraduate Exchange ⁽²⁾	\$372.40	\$3.70	1.0%	\$376.10
Nonresident	\$372.40	\$3.70	1.0%	\$376.10
Child of Alumni ⁽⁴⁾	\$256.55	\$2.55	1.0%	\$259.10
South Dakota Advantage ⁽³⁾	\$256.55	\$2.55	1.0%	\$259.10
Nonresident Indian University of North America	\$256.55	\$2.55	1.0%	\$259.10
Minnesota Reciprocity - SP21 SU21 SDSU	\$280.10	\$0.00	0.0%	\$280.10
Minnesota Reciprocity - SP21 SU21 USD	\$275.70	\$0.00	0.0%	\$275.70

Graduate - Per Credit Hour

Resident	\$336.80	\$3.35	1.0%	\$340.15
Guard STA 50%	\$168.40	\$1.70	1.0%	\$170.10
State Employee, Teacher Certification	\$168.40	\$1.70	1.0%	\$170.10
Graduate Assistant (USD Only)	\$178.50	\$1.80	1.0%	\$180.30
Graduate Assistant (SDSU Only)	\$0.00	\$0.00	0.0%	\$0.00
Over Sixty-Five	\$185.25	\$1.85	1.0%	\$187.10
Nonresident	\$647.55	\$6.50	1.0%	\$654.05
Nonresident Graduate Assistant (USD Only)	\$212.20	\$2.10	1.0%	\$214.30
Nonresident Graduate Assistant (SDSU Only)	\$0.00	\$0.00	0.0%	\$0.00
Minnesota Reciprocity - SP21 SU21 SDSU	\$493.15	\$0.00	0.0%	\$493.15
Minnesota Reciprocity - SP21 SU21 USD	\$488.75	\$0.00	0.0%	\$488.75
Western Regional Graduate Program ⁽⁵⁾	\$336.80	\$3.35	1.0%	\$340.15

South Dakota State University, University of South Dakota**Pharmacy & Allied Health Programs ⁽⁶⁾**

Resident - Per Semester	\$5,046.00	\$50.00	1.0%	\$5,096.00
GR.UG Semester STA	\$2,523.00	\$25.00	1.0%	\$2,548.00

Nonresident - Per Semester	\$10,795.00	\$108.00	1.0%	\$10,903.00
Nonresident - Per Credit Hour	\$879.30	\$8.80	1.0%	\$888.10
Minnesota Reciprocity - SP2021 SU2021 - Semester	\$7,500.00	\$0.00	0.0%	\$7,500.00
Minnesota Reciprocity - SP2021 SU2021 - Credit Hour	\$594.50	\$0.00	0.0%	\$594.50

Law School

Resident - Semester	\$5,810.00	\$58.00	1.0%	\$5,868.00
Law NG STA 50%	\$3,284.00	\$32.85	1.0%	\$3,316.85
Graduate Assistant - Semester	\$3,078.75	\$30.80	1.0%	\$3,109.55
Nonresident - Per Semester	\$15,483.00	\$155.00	1.0%	\$15,638.00
Nonresident w/ LSAT 155 or Higher - Per Semester	\$5,810.00	\$58.00	1.0%	\$5,868.00
Nonresident Graduation Assistant - Per Semester	\$3,660.75	\$36.60	1.0%	\$3,697.35
Minnesota Reciprocity - SP2021 SU2021 - Semester	\$9,942.00	\$0.00	0.0%	\$9,942.00
Minnesota Reciprocity - SP2021 SU2021 - Credit Hour	\$662.80	\$0.00	0.0%	\$662.80

Medical School

Resident & INMED Program - Annual	\$31,787.00	\$318.00	1.0%	\$32,105.00
Nonresident - Annual	\$76,173.00	\$762.00	1.0%	\$76,935.00
Minnesota Reciprocity - Annual	\$35,236.00			\$35,236.00

Veterinary Medicine 2+2 Program

Resident (New) - Per Semester (MN and SD residents)	\$9,346.00	\$93.00	1.0%	\$9,439.00
Non-Resident (New) - Per Semester (all non SD or MN residents)	\$17,970.00	\$180.00	1.0%	\$18,150.00

FY22 Mandatory Fees ⁽¹⁾

General Activity Fee - Credit Hour	BHSU	\$37.70	\$0.55	1.5%	\$38.25
	DSU	\$40.05	\$0.60	1.5%	\$40.65
	NSU	\$40.35	\$0.60	1.5%	\$40.95
	SDSM&T	\$48.85	\$0.75	1.5%	\$49.60
	SDSU	\$50.10	\$0.75	1.5%	\$50.85
	USD	\$54.50	\$0.80	1.5%	\$55.30
Computer Lease Fee - Semester	DSU	\$396.75	\$2.00	0.5%	\$398.75
	SDSM&T	\$423.00	\$8.25	2.0%	\$431.25

Notes: All rates are effective at the end of the 2021 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. The SDSM&T rate is available only to new freshman and first-time transfers starting the summer of 2016.
- (3) The BHSU rate is available only to new Wyoming freshmen and first-time transfers starting the summer of 2013.
- (4) The South Dakota Advantage Program, starting summer 2019, is for new freshmen and transfers from Colorado, Iowa, Montana, Nebraska, North Dakota and Wyoming.
- (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.

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)

Northern State University

- Accounting Analytics (Master's)
- Counseling (Master's), with specializations in Clinical Mental Health, School, or Forensic Counseling
- Educational Studies: Secondary Education (Master's)
- Educational Studies: Individualized Interdisciplinary Studies (Master's)
- Instructional Design in E-Learning (Master's)
- Sport Performance and Leadership (Master's)

Dakota State University

- Computer Science (Master's)
- Analytics (Master's)
- Cyber Defense (Master's)
- Educational Technology (Master's)
- Health Informatics/Information Management (Master's)
- Information Systems (Master's)

South Dakota School of Mines & 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)
- Computational Science/Robotics (Master's)
- Construction/Engineering Management (Master's)
- Electrical Engineering (Master's)
- Engineering (Master's)
- Engineering Management (Master's)
- Geology/Geological Engineering (Master's)
- Geology/Geological Engineering/Mining Engineering (Doctorate)
- Materials Engineering and Science (Master's and Doctorate)
- Mechanical Engineering (Master's and Doctorate)
- Mining Engineering & Management (Master's and Doctorate)
- 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 (Doctorate)
- Animal Science (Master's)
- Animal Science (Doctorate)
- Architecture (Master's)
- Athletic Training (Master's)
- Biochemistry (Doctorate)
- Biological Sciences (Master's) with specialization options in Biology, Dairy Science, Food Science, Microbiology, and Natural Resource Management
- Biological Sciences (Doctorate) with specialization options 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 (Master's) with specialization option in Chemistry Education
- Chemistry (Doctorate)
- Civil Engineering (Master's)
- Civil Engineering (Doctorate)
- Communication and Media Studies (Master's)
- Computational Science and Statistics (Doctorate) with specialization options in Data Science, Mathematics, and Statistics
- Computer Science (Master's)
- Computer Science (Doctorate)
- Counseling and Human Resource Development (Master's) with specialization options in Administration of Student Affairs, Clinical Mental Health Counseling, College Counseling, Marriage and Family Counseling, and Rehabilitation and Mental Health Counseling
- Economics (Master's)
- Electrical Engineering (Master's)
- Electrical Engineering (Doctorate)
- Engineering (Master's)
- Geography (Master's) with specialization option in Geographic Information Sciences
- Geospatial Science and Engineering (Doctorate) with specialization options in Geography and Remote Sensing
- Human Biology (Master's)
- Interdisciplinary Studies (Master's)
- Mathematics (Master's) with specialization in Statistics
- Mechanical Engineering (Master's)
- Nursing (Doctorate)
- Nutrition and Exercise Sciences (Master's) with specialization options in Exercise Science and Nutritional Sciences
- Nutrition and Exercise Sciences (Doctorate)
- Operations Management (Master's)
- Pharmaceutical Sciences (Doctorate)
- Plant Science (Master's)
- Plant Science (Doctorate)
- Sport and Recreation Administration (Master's)
- Statistics (Master's)

- Wildlife and Fisheries Sciences (Master's) with specialization options in Fisheries Sciences and Wildlife Sciences
- Wildlife and Fisheries Sciences (Doctorate)

University of South Dakota

- Addiction Counseling and Prevention Studies (Master's) with specialization option in Co-Occurring
- Addiction Counseling and Prevention (Certificate)
- Administration (Master's), with specialization options in Addiction Studies, Criminal Justice, Health Services, Human Resources Management, Interdisciplinary Studies, Long Term Care Administration, and Organizational Leadership Specialization
- Advanced Mathematics (Certificate)
- Art (Master's), with specialization options in Graphic Design, Graphic Painting, Graphic Photography, Graphic Printmaking, and Graphic Sculpture
- Arts in Health (Certificate)
- Audiology (Doctorate)
- Basic Biomedical Sciences (Master's)
- Basic Biomedical Sciences (Doctorate), with specialization options in Cardiovascular Biology, Infectious Diseases, Neuroscience, and Philosophy and Pharmacology
- Biological Sciences (Doctorate) with Specialization options in Bioinformatics, Integrative, and Neuroscience
- Biology (Master's) with specialization option in Conservation and Biodiversity
- Biomedical Engineering (Master's) with specialization option in Medical Product Development and Manufacturing
- Biomedical Engineering (Doctorate)
- Business Administration (Master's) with specialization options in Business Analytics, Finance, Health Services Administration, Marketing, and Operations and Supply Chain Management
- Business Analytics, (Master's)
- Chemistry (Master's)
- Communication (Master's)
- Computer Science (Master's) with specialization option in Informatics
- Counseling and Psychology in Education (Master's) with specialization options in Clinical Mental Health, Human Development & Education Psychology, and School Counseling
- Counseling and Psychology in Education (Specialist) with specialization options in Counselor Education, Human Development & Education Psychology, and School Psychology
- Counseling and Psychology in Education (Doctorate) with specialization options in Counselor Education, Human Development & Education Psychology, and School Psychology
- Curriculum and Instruction (Doctorate)
- Disaster in Mental Health (Certification)
- Elementary Education (Master's) with specialization options in Early Childhood Education, Culturally and Linguistically Diverse Learners, Reading Specialist/Literacy Coach, and Science/Technology/Math

- English (Master's) with specialization options in Creative Writing and Literature
- English (Doctorate) with specialization options in Literary Studies: Creative and Literary Studies: Critical
- Executive Master of Public Administration (Master's)
- Geospatial Analysis (Certificate)
- Graduate Mathematics (Certification)
- History (Master's)
- Kinesiology and Sport Management (Master's) with specialization options in Exercise Science and Sport Management
- Leadership in Public Management (Certificate)
- Materials Chemistry (Doctorate)
- Mathematics (Master's)
- Mental Health Counseling (Certificate)
- Museum in Archive Studies (Certificate)
- Nonprofit Management (Certificate)
- Nursing Practice (Doctorate) with specialization in Organizational and System Leadership
- Nursing Practice (Master's) with specialization in Nursing Informatics and e-Health
- Physics (Master's) with specialization option in Analytics for Large Data Sets
- Physics (Doctorate)
- Professional Accountancy (Master's) with specialization option Analytics
- Psychology (Master's) with specialization options in Clinical and Human Factors
- Psychology (Doctorate) with specialization options in Clinical Disaster, Clinical, and Human Factors (Doctorate)
- Public Administration (Master's)
- Secondary Education (Master's) with specialization options in Culturally and Linguistically Diverse Learners and Science/Technology/Math
- Secondary Education Plus Certification (Master's)
- Social Work (Master's)
- Spanish Translation (Certificate)
- Special Education (Master's) with specialization options in Advanced Specialist in Disabilities, Early Childhood Special Education, and Multicategorical Special Education
- Speech Language Pathology (Master's)
- Sustainability (Doctorate)
- Sustainability (Master's)
- Techniques in Public Policy (Certificate)
- Technology for Education and Training (Master's)
- Theatre (Master's) with specialization options in Design/Theatre Technology and Directing

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B
DATE: March 30-31, 2021

SUBJECT

FY22 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 those at the university centers and 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 rate increase of 1.0%. A complete listing of off-campus tuition rates with the proposed increases for FY22 can be found in Attachment I.

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.

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 will be no increase in FY22.

(Continued)

DRAFT MOTION 20210330_7-B:

I move to approve the FY22 Off-Campus Tuition Rates as presented in Attachment I.

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 FY22 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 FY22 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.

IMPACT AND RECOMMENDATIONS

The proposed rate increase for off-campus tuition is commensurate with the 1.0% increase for on-campus tuition. The increase covers salary policy and employee healthcare adjustments. Inflation on operating expenses was not applied.

ATTACHMENTS

Attachment I – Proposed FY22 Off-Campus Tuition Rates

**South Dakota Board of Regents
Proposed FY22 Off-Campus Tuition**

		Current Rate	\$ Increase	% Increase	FY22 Rate
Undergraduate		\$351.25	\$3.50	1.0%	\$354.75
Undergraduate State Employee at Centers	BHSU, DSU, NSU	\$225.60	\$2.25	1.0%	\$227.85
	SDSM&T	\$222.25	\$2.20	1.0%	\$224.45
	SDSU, USD	\$223.00	\$2.20	1.0%	\$225.20
Undergraduate Teacher Certification at Centers & Internet	BHSU, DSU, NSU	\$225.60	\$2.25	1.0%	\$227.85
	SDSM&T	\$222.25	\$2.20	1.0%	\$224.45
	SDSU, USD	\$223.00	\$2.20	1.0%	\$225.20
Undergraduate Guard STA 50%	BHSU, DSU, NSU	\$225.60	\$2.25	1.0%	\$227.85
	SDSM&T	\$222.25	\$2.20	1.0%	\$224.45
	SDSU, USD	\$223.00	\$2.20	1.0%	\$225.20
Undergraduate Qualified Veteran	BHSU, DSU, NSU	\$99.90	\$1.00	1.0%	\$100.90
	SDSM&T	\$93.30	\$0.90	1.0%	\$94.20
	SDSU, USD	\$94.70	\$0.95	1.0%	\$95.65
UC-SF Associates Degree Program (Lower Division)		\$284.50	\$2.85	1.0%	\$287.35
UC-SF Associates Degree Prog Guard STA 50% (Lower Div)	BHSU, DSU, NSU	\$158.85	\$1.60	1.0%	\$160.45
	SDSM&T	\$155.50	\$1.55	1.0%	\$157.05
	SDSU, USD	\$156.25	\$1.55	1.0%	\$157.80
UC-SF Associates Degree Prog Qualified Veteran (Lower Div)	BHSU, DSU, NSU	\$33.15	\$0.35	1.1%	\$33.50
	SDSM&T	\$26.55	\$0.25	0.9%	\$26.80
	SDSU, USD	\$27.95	\$0.30	1.1%	\$28.25
National Guard and Active Duty Military Personnel at Centers		\$250.00	\$0.00	0.0%	\$250.00
Graduate		\$465.80	\$4.65	1.0%	\$470.45
Graduate State Employee at Centers	BHSU, DSU, NSU	\$300.85	\$3.00	1.0%	\$303.85
	SDSM&T	\$298.00	\$3.00	1.0%	\$301.00
	SDSU, USD	\$297.40	\$2.95	1.0%	\$300.35
Graduate Teacher Certification at Centers & Internet	BHSU, DSU, NSU	\$300.85	\$3.00	1.0%	\$303.85
	SDSM&T	\$298.00	\$3.00	1.0%	\$301.00
	SDSU, USD	\$297.40	\$2.95	1.0%	\$300.35
Graduate Assistant at Centers & Internet	BHSU, NSU	\$310.70	\$3.10	1.0%	\$313.80
	SDSM&T	\$308.10	\$3.10	1.0%	\$311.20
	USD	\$307.50	\$3.10	1.0%	\$310.60
	SDSU, DSU	\$0.00	\$0.00	0.0%	\$0.00
Technical Institute - Resident Undergraduate		\$291.70	\$2.90	1.0%	\$294.60
Technical Institute Guard STA 50% (Lower Div)	BHSU, DSU, NSU	\$166.05	\$1.65	1.0%	\$167.70
	SDSM&T	\$162.70	\$1.60	1.0%	\$164.30
	SDSU, USD	\$163.45	\$1.60	1.0%	\$165.05
Technical Institute Qualified Veteran (Lower Div)	BHSU, DSU, NSU	\$40.35	\$0.40	1.0%	\$40.75
	SDSM&T	\$33.75	\$0.35	1.0%	\$34.10
	SDSU, USD	\$35.15	\$0.35	1.0%	\$35.50
Technical Institute - Nonresident Undergraduate		\$393.40	\$3.95	1.0%	\$397.35
Great Plains IDEA (Undergraduate)		\$420.00	\$0.00	0.0%	\$420.00
Great Plains IDEA (Graduate)		\$590.00	\$0.00	0.0%	\$590.00
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.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED
AGENDA ITEM: 7 – C
DATE: March 30-31, 2021

SUBJECT

FY22 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. These rates are not increasing for FY22.

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. No increase is being recommended for FY22.

(Continued)

DRAFT MOTION 20210330 7-C:

I move to approve the FY22 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. No increase is requested for FY22.

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. No increase is requested for FY22.

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. There is no increase requested at this time.

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. HESI is increasing their fees from \$185.50 to \$198.00 in FY22; thus the USD nursing assessment will be increased to the same amount. 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. There is no increase to the SDSU fee in FY22.

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.

A 0.50% increase has been applied to the current Special Discipline Fees to meet the salary policy increase and the \$937 health care adjustment for each benefit eligible FTE. No operating expense inflationary increase has been applied to the current rates for Special Discipline Fees.

Following are requests for an increase above the standard that are being recommended or new fees being added:

University of South Dakota (USD)

USD is requesting adding a STEM Fee to NSCI Neurosciences. This fee was previously approved and missed with the new prefix (NCSI) that was added. The fee is \$43.20.

USD is also requesting a change to the Allied Health – Communications Disorders fee.

Justification/Explanation:

Explanation of Fee Structure Change:

The proposal is to add the Department of Communication Sciences & Disorders (DCOM) graduate level programs to the list of Allied Health programs and apply the existing USD Allied Health fee structure. The current fee structure for the Department of Communication Sciences & Disorders (DCOM) is applied on a per semester basis to all students enrolled in one of the DCOM programs, undergraduate or graduate. The programs include the undergraduate degree of Communication Science Disorder (B.A. or B.S.), Speech-Language Pathology (M.A.), and Doctor of Audiology (Au.D.). The per semester charge would be eliminated and the Allied Health fee would be applied to graduate level DCOM courses on a per credit basis.

Justification:

Allied health professionals are defined as *“a group of health professionals who use scientific principles and evidence-based practice for the diagnosis, evaluation and treatment of acute and chronic diseases; promote disease prevention and wellness for optimum health, and apply administration and management skills to support health care systems in a variety of settings.”* Allied health professions include multiple professions, such as: audiology, dental hygiene, occupational therapy, physical therapy, physician assistant, and speech-language pathology. The educational process for allied health professions is intense and commonly requires post-secondary education to prepare competent, independent health care professionals across settings. Training programs in allied health professions support students in acquiring required skills for clinical practice in evaluation, diagnostics, treatment, and administration.

In 2012, several fees were re-aligned across USD programs that were considered to be allied health, to create the Allied Health Fee. The current request is to restructure the existing Communication Sciences and Disorders fee to remove the fee from the undergraduate course work and include the graduate programs of Audiology (Clinical Doctorate in Audiology- Au.D.) and Speech- Language Pathology (MA) within the Allied Health Fee.

The demand for speech-language pathologists and audiologists is high and is expected to continue to increase. [The American Speech-Language and Hearing Association \(ASHA\)](#) estimates that demand for trained speech-language pathologist will grow by 25% between 2019 and 2029; this rate of growth is substantially faster than the average for all occupations. The Audiology and Speech-Language Pathology programs at USD are committed to continuing support to South Dakota, the healthcare facilities within the state, and the individuals who rely on the care of a competent audiologist or speech-language

pathologist. The fee restructure requested in this justification will support these USD allied health professional training programs to fulfill this objective in a sustainable manner.

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 being adjusted by 1.5% inflation and rounded to the nearest dollar.

Northern State University (NSU) Vehicle Registration Rate Increases

NSU is requesting an increase of 5% in addition to CPI in order to increase lighting and security in campus parking lots. Campus administration, students, and the Aberdeen Police Department recently conducted a walkthrough of campus parking lots. In order to provide additional safeguards for students and security for vehicles, they would like to upgrade the existing light fixtures and install security cameras. Additional poles and lights would be added where needed after the lighting upgrade has been completed.

One-time and annual operating costs for lights and security cameras:	
Upgrade existing light fixtures-increased operating costs	\$500/ year
Installation of additional poles and lights	\$1,000/pole
Additional light fixture-annual operating cost per light	\$226/year
Security cameras - installation costs	\$4,300/camera
Security camera - annual operating cost	\$219/year
FY22 Potential Revenue with increase above CPI	\$6,000

Current Rate		\$75.00 and \$125.00
Proposed Rate		\$81.00 and \$135.00
Student Base		864 total permits
FY21 Projected Revenue		\$75,475
Cost Increase Per Student (annual cost)		\$6.00-\$10.00

University of South Dakota (USD) Vehicle Registration Rate Addition

USD requests approval to reduce the Vehicle Registration fee for select students residing in Brookman Hall during fiscal year 2022 by 50% of the current rate.

During the construction of the USD Health Sciences building, students residing in Brookman Hall will have fewer parking spaces available. USD is proposing alternative parking arrangements for these students during academic year 2022 (August 2021 – May 2022).

Construction on the Health Sciences building will begin April 2021. This will displace parking in Lot 12 (94 Spaces). These spaces will be moved to the current spaces used by Brookman residents. As a result, USD is seeking to offer up to 50 parking spaces for Brookman Residents in lot 36 at 50% the cost of parking for the August 2021-May 2022 year only. They would propose these be labeled as Remote Parking – Brookman Only or C permits. Only students living in Brookman Hall would be eligible for the reduced C permit rate.

Current Rate (FY21 Rate)		\$166.00
Proposed Rate (FY22 Rate Proposed)	50% Decrease	\$85.50
Student Base		50
FY22 Projected Revenue		\$4,275.00
Cost Decrease Per Student (Per Semester)		\$42.75 (\$85.50/year)

IMPACT AND RECOMMENDATIONS

The Legislature funded a 2.4% salary policy increase for state employees and a \$937 per benefit-eligible employee decrease to the employer-paid healthcare benefit. System fees are not increasing. For Discipline fees, a 0.50% increase has been applied to meet only the salary policy and healthcare benefit need. Discipline fees will not receive an inflationary increase on operating expenses. Delivery fees will also be increased to cover the salary policy and health benefit cost increase. Vehicle Registration fees will increase 1.50% rounded to the nearest dollar for the maintenance and repair of the parking facilities and operation of the parking system.

ATTACHMENTS

Attachment I – Proposed Fee Schedule for FY22

South Dakota Board of Regents
Proposed FY22 System, Discipline, Delivery and Vehicle Registration Fees

	FY21 Rate	\$ Increase	% Increase	FY22 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)	\$185.50	\$12.50	6.7%	\$198.00
Discipline Fees - Credit Hour (Unless Stated Otherwise)				
Black Hills State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	21.10	\$0.10	0.5%	\$21.20
Chemistry	21.10	\$0.10	0.5%	\$21.20
Geology/Nanoscience/Paleontology	21.10	\$0.10	0.5%	\$21.20
Physics	21.10	\$0.10	0.5%	\$21.20
Computer Science	47.45	\$0.25	0.5%	\$47.70
Mathematics/Statistics	15.80	\$0.10	0.6%	\$15.90
Health and Wellness	16.20	\$0.10	0.6%	\$16.30
Fine Arts	15.80	\$0.10	0.6%	\$15.90
Business				
Undergraduate	30.20	\$0.15	0.5%	\$30.35
Graduate	54.25	\$0.25	0.5%	\$54.50
Dakota State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	\$21.10	\$0.10	0.5%	\$21.20
Chemistry	\$21.10	\$0.10	0.5%	\$21.20
Physics	\$21.10	\$0.10	0.5%	\$21.20
Computer Science	\$70.20	\$0.35	0.5%	\$70.55
Mathematics/Statistics	\$15.80	\$0.10	0.6%	\$15.90
Fine Arts	\$15.80	\$0.10	0.6%	\$15.90
Business				
Undergraduate	\$30.20	\$0.15	0.5%	\$30.35
Graduate	\$54.25	\$0.25	0.5%	\$54.50
Northern State University				
Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	\$21.10	\$0.10	0.5%	\$21.20
Chemistry	\$21.10	\$0.10	0.5%	\$21.20
Physics	\$21.10	\$0.10	0.5%	\$21.20
Computer Science	\$47.45	\$0.25	0.5%	\$47.70
Mathematics/Statistics	\$15.80	\$0.10	0.6%	\$15.90
Counselor Education	\$26.20	\$0.15	0.6%	\$26.35
Fine Arts	\$15.80	\$0.10	0.6%	\$15.90

Business				
Undergraduate	\$30.20	\$0.15	0.5%	\$30.35
Graduate	\$54.25	\$0.25	0.5%	\$54.50
E-Learning	\$21.10	\$0.10	0.5%	\$21.20
NSU Exchange Program Fee - Per Credit Hour	\$116.30	\$0.60	0.5%	\$116.90

Discipline Fees - Credit Hour *(Unless Stated Otherwise)* Continued**South Dakota School of Mines & Technology**

Science/Technology/Engineering/Math				
Atmospheric & Environmental Science	\$84.40	\$0.40	0.5%	\$84.80
Biology/Microbiology/Anatomy	\$42.15	\$0.20	0.5%	\$42.35
Chemistry	\$84.40	\$0.40	0.5%	\$84.80
Geology/Nanoscience/Paleontology	\$84.40	\$0.40	0.5%	\$84.80
Physics	\$84.40	\$0.40	0.5%	\$84.80
Other Sciences	\$21.10	\$0.10	0.5%	\$21.20
Computer Science	\$70.20	\$0.35	0.5%	\$70.55
Engineering	\$84.40	\$0.40	0.5%	\$84.80
Mathematics/Statistics	\$42.15	\$0.20	0.5%	\$42.35
Fine Arts	\$15.80	\$0.10	0.6%	\$15.90

South Dakota State University

Science/Technology/Engineering/Math				
Biology/Microbiology/Anatomy	\$42.15	\$0.20	0.5%	\$42.35
Chemistry	\$51.25	\$0.25	0.5%	\$51.50
Physics	\$84.40	\$0.40	0.5%	\$84.80
Other Sciences	\$21.10	\$0.10	0.5%	\$21.20
Computer Science	\$70.20	\$0.35	0.5%	\$70.55
Engineering	\$84.40	\$0.40	0.5%	\$84.80
Mathematics/Statistics	\$42.15	\$0.20	0.5%	\$42.35
Allied Health				
Undergraduate	\$103.00	\$0.50	0.5%	\$103.50
Graduate	\$226.45	\$1.15	0.5%	\$227.60
Counselor HR Development	\$26.20	\$0.15	0.6%	\$26.35
Health and Wellness	\$21.20	\$0.10	0.5%	\$21.30
Fine Arts	\$26.20	\$0.15	0.6%	\$26.35
Business				
Undergraduate	\$30.20	\$0.15	0.5%	\$30.35
Graduate	\$54.25	\$0.25	0.5%	\$54.50
Architecture	\$464.95	\$2.30	0.5%	\$467.25
Animal Science	\$64.25	\$0.30	0.5%	\$64.55
Aviation Education	\$41.90	\$0.20	0.5%	\$42.10
Dairy Science/Food Science	\$82.05	\$0.40	0.5%	\$82.45
Dietetics Internship - Per Semester	\$4,745.45	\$23.75	0.5%	\$4,769.20
Medical Laboratory Science - Per Semester	\$1,778.70	\$8.90	0.5%	\$1,787.60
Nutrition	\$29.55	\$0.15	0.5%	\$29.70
Respiratory Care	\$52.75	\$0.25	0.5%	\$53.00
Interior Design /Landscape Design	\$29.55	\$0.15	0.5%	\$29.70
Pharmacy, Pharmacy PhD per credit hour	\$208.40	\$1.05	0.5%	\$209.45
PharmD per credit hour	\$250.10	\$1.25	0.5%	\$251.35
Pharmacy - Semester P1 (P1,P2 for FY22)	\$4,224.10	\$21.10	0.5%	\$4,245.20
Pharmacy - Semester P2, P3, P4 (P3, P4 for FY22)	\$3,520.10	\$17.60	0.5%	\$3,537.70

Range Science	\$46.75	\$0.25	0.5%	\$47.00
Veterinary Science	\$64.25	\$0.30	0.5%	\$64.55
Veterinary Medicine 2+2 (new in FY21) Resident	\$5,512.00	\$28.00	0.5%	\$5,540.00
Veterinary Medicine 2+2 (new in FY21) Non-Resident	\$9,740.00	\$49.00	0.5%	\$9,789.00

Discipline Fees - Credit Hour (Unless Stated Otherwise) Continued**University of South Dakota**

Science/Technology/Engineering/Math

Biology/Microbiology/Anatomy	\$42.15	\$0.20	0.5%	\$42.35
Biochemistry/Biomedical Engineering/Physiology/Sustainability	\$42.15	\$0.20	0.5%	\$42.35
Chemistry	\$51.25	\$0.25	0.5%	\$51.50
Physics	\$84.40	\$0.40	0.5%	\$84.80
Other Sciences	\$21.10	\$0.10	0.5%	\$21.20
Computer Science	\$70.20	\$0.35	0.5%	\$70.55
Mathematics/Statistics	\$42.15	\$0.20	0.5%	\$42.35

Allied Health

Undergraduate	\$103.00	\$0.50	0.5%	\$103.50
Graduate	\$103.00	\$0.50	0.5%	\$103.50

Counselor Education/ Counselor HR Development

	\$26.20	\$0.15	0.6%	\$26.35
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Health and Wellness

	\$21.20	\$0.10	0.5%	\$21.30
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Fine Arts

	\$26.20	\$0.15	0.6%	\$26.35
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Business

Undergraduate	\$30.20	\$0.15	0.5%	\$30.35
Graduate	\$54.25	\$0.25	0.5%	\$54.50

Medical Laboratory Science - Per Semester

	\$1,610.60	\$8.05	0.5%	\$1,618.65
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Communication Disorders

	\$107.75	-\$4.25	-3.9%	\$103.50
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Law - Per Semester

	\$1,636.00	\$8.00	0.5%	\$1,644.00
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Delivery Fees**South Dakota State University, University of South Dakota**

SDSU/USD Nursing - Credit Hour	\$45.80	\$0.25	0.5%	\$46.05
USD Allied Health Off-Campus - Credit Hour	\$45.80	\$0.25	0.5%	\$46.05
USD School of Medicine Off-Campus - Credit Hour	\$45.80	\$0.25	0.5%	\$46.05
SDSU Medical Laboratory Science - Semester	\$1,109.30	\$5.55	0.5%	\$1,114.85
USD Masters of Social Work - Credit Hour	\$45.80	\$0.25	0.5%	\$46.05
SDSU/USD Masters of Public Health - Credit Hour	\$144.70	\$0.70	0.5%	\$145.40
USD pMBA (Sioux Falls) - Credit Hour	\$386.05	\$0.00	0.0%	\$386.05

Dakota State UniversityNon-Resident Online Computer Science, Cyber Operations, &
Network and Security Administration

	\$109.60	\$0.55	0.5%	\$110.15
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South Dakota School of Mines & Technology

Non-Resident Online Masters in Engineering	\$177.95	\$0.90	0.5%	\$178.85
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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	\$175.00	\$1.00	0.6%	\$176.00
Senior Field Experience - Semester	\$350.00	\$2.00	0.6%	\$352.00
Master's Level Internship - One Time	\$175.00	\$1.00	0.6%	\$176.00

University of South Dakota

Specialist Level Intern - One Time	\$355.00	\$2.00	0.6%	\$357.00
Doctoral Level Intern - One Time	\$532.00	\$3.00	0.6%	\$535.00

Vehicle Registration Fees**Black Hills State University**

Automobile - Annual	\$95.00	\$2.00	2.1%	\$97.00
Automobile - Annual - University Center	\$34.00	\$1.00	2.9%	\$35.00
Motorcycle - Annual	\$12.00	\$1.00	8.3%	\$13.00

Dakota State University

Automobile - Annual	\$74.00	\$2.00	2.7%	\$76.00
Restricted Annual	\$150.00	\$3.00	2.0%	\$153.00

Northern State University

Automobile - Annual - Restricted	\$75.00	\$6.00	8.0%	\$81.00
Automobile - Annual - Unrestricted - Residents of Steele, Great Plains West, Wolves Memorial Suites, Briscoe	\$75.00	\$6.00	8.0%	\$81.00
Automobile - Annual - Unrestricted - Faculty, Staff, Commuters and Residents of McArthur-Welsh, Kramer, Great Plains East	\$125.00	\$10.00	8.0%	\$135.00

South Dakota School of Mines and Technology

Automobile - Annual Primary Vehicle	\$125.00	\$2.00	1.6%	\$127.00
Automobile - Annual Secondary Vehicle	\$18.00	\$1.00	5.6%	\$19.00
Motorcycle - Annual Primary Vehicle	\$38.00	\$1.00	2.6%	\$39.00
Motorcycle - Annual Secondary Vehicle	\$18.00	\$1.00	5.6%	\$19.00
Commuter - Annual	\$125.00	\$2.00	1.6%	\$127.00
Rocker & Place Lots - Annual	\$182.00	\$3.00	1.6%	\$185.00

South Dakota State University

Resident - Academic Year	\$157.00	\$4.00	2.5%	\$161.00
Resident - Summer	\$35.00	\$1.00	2.9%	\$36.00
Resident - 12 Month	\$197.00	\$0.00	0.0%	\$197.00
Reserved - Academic Year	\$292.00	\$5.00	1.7%	\$297.00
Commuter - Academic Year	\$157.00	\$3.00	1.9%	\$160.00
Commuter - Summer	\$35.00	\$1.00	2.9%	\$36.00
Economy Commuter - Academic Year	\$71.00	\$2.00	2.8%	\$73.00
Motorcycle - Annual	\$35.00	\$1.00	2.9%	\$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	\$166.00	\$4.00	2.4%	\$170.00
Brookman Hall - Temporary during Construction				\$85.00
Automobile - Annual - University Center	\$33.00	\$1.00	3.0%	\$34.00
Motorcycle - Annual	\$46.00	\$1.00	2.2%	\$47.00
Reserved - Annual	\$280.00	\$6.00	2.1%	\$286.00
Remote - Annual	\$79.00	\$2.00	2.5%	\$81.00

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – D
DATE: March 30-31, 2021

SUBJECT

FY22 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 their ongoing operations as well as major repairs, renovations, and debt service. The proposed increase for FY22 is 2% which will provide the necessary funds needed to cover inflation on the operating expenses, a salary policy of 2.40%, the health insurance decrease of (\$937) per benefit-eligible employee, and the inflation on maintenance and repair funding. Attachment I provides the recommended rates for FY22. New rates and increases above inflation are highlighted below.

Black Hills State University (BHSU)

BHSU Residence Life is proposing to restructure Wenona Cook Hall's maximum occupancy from 137 residents to 79 residents. Current double occupancy rooms will be redesignated as single occupancy rooms, current triple occupancy rooms will be double occupancy rooms, and current single occupancy rooms will remain the same. Wenona Cook Hall will remain open during breaks and offer residents a co-educational living environment. The proposed rates include additional costs associated with remaining open during institutional breaks. Rates utilize the double occupancy rate in a traditional residence hall as a base rate. Restrooms on each floor will remain gendered.

The restructure impacts Residence Life and BHSU students in various ways. It will:

1. Significantly increase single room availability, increasing the number of designated single units on campus from 21 to 75.
2. Provide students (current and prospective) with another on-campus living option.
3. Provides older traditional-aged and adult learners an affordable living option on campus.
4. Co-educational environment with staffing and programmatic efforts to meet this population's specific needs.

(Continued)

DRAFT MOTION 20210330_7-D:

I move approval of the FY22 Housing and Food Service Plan rates as presented in Attachments I & II.

5. Provides students with a traditional living option which provides housing during designated breaks (Winter and Spring).
6. Decreases the potential earning power of Wenona Cook Hall from \$249,918.00 to \$173,250.00 per semester (100% occupancy).
7. Adjusts the maximum occupancy from 137 to 79.

Proposed FY22 BHSU Wenona Cook Hall Housing Adjustments

	<u>FY21 Rate</u>	<u>Incr/Decr</u>	<u>% Incr/Decr</u>	<u>Proposed FY22 Rate</u>
Designated Single (SM – formerly double)	\$2,414.00	(\$566.00)	(23.45%)	\$1,848.00
Designated Single (LG – formerly triple)	\$2,414.00	(\$104.00)	(4.31%)	\$2,310.00
Double Occupancy	\$1,848.00	(\$110.00)	(5.95%)	\$1,738.00
Double Room/Single Occupancy	\$2,702.00	(\$115.00)	(4.26%)	\$2,587.00

Dakota State University (DSU)

DSU will be increasing the FY22 housing rates by 3% above inflation for FY21, FY22 and FY23. This increase was approved by the Board at the April 2019 meeting in order to finance the new residence hall and to cover the 2% maintenance and repair requirement.

Northern State University (NSU)

NSU is requesting new rates for the Wolves Memorial Suites. The new rates fill a void in room assignment types that hadn't been initially considered when Wolves Memorial Suites opened in 2017. The number of students impacted will be minimal (1-2 per semester). The room rates are only applicable when a roommate doesn't return, and the remaining roommate wishes to stay in the room originally assigned to them and enjoy the privacy of a single room. The student does have the option of being assigned another roommate or moving into a double room rather than pay the cost of the single room. Establishing these new room rates provides students with the option of occupying a single room in Wolves Memorial Suites which is consistent with the options available in other residence halls on campus.

Rate type (residence hall):		
Current Rate		No current rate for this room type
Proposed Rate		Two-person suite \$3,156 Four-person suite \$3,474 Four-person semi suite \$3,579
Student Base		1-2 students per semester
FY22 Projected Revenue		\$450-\$1,800 per year
Cost Increase Per Student		\$450 per semester

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. A 2.5% increase has been applied to all meal plan rates to cover the CPI and the salary policy increase and healthcare premium decrease.

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.

	FY21 Required Plans		FY22 Required Plans	
BHSU	Yellow Jacket	\$1,767.00	Yellow Jacket	\$1,811.00
DSU	Dakota 145	\$1,614.00	Dakota 145	\$1,654.00
NSU	Wolf Weekly	\$1,825.00	Wolf Weekly	\$1,871.00
SDSMT	Hardrock 160	\$1,763.00	Hardrock 160	\$1,807.00
SDSU	100 Block	\$1,554.00	50 Block	\$1,593.00
USD	Yote Pack 70	\$1,876.00	Yote Pack 70	\$1,923.00

Attachment II provides the recommended food service plan rates for FY22.

IMPACT AND RECOMMENDATIONS

The proposed housing rates for FY22 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 increase to meal plan rates will address contracted increases for food operations and any related institutional administrative costs.

When including the tuition and mandatory fee increases to cover salary policy and healthcare adjustments, the total weighted average cost increase is \$280 or 1.6%. The impact to students within the system will range from \$252 to \$373 more per year.

Proposed FY22 Resident Undergraduate Total Cost Increase

	<u>FY21 Total</u>	<u>FY22 Total</u>	<u>\$ Increase</u>	<u>% Increase</u>
	<u>Cost</u>	<u>Cost</u>		
BHSU	\$15,813.50	\$16,065.00	\$251.50	1.6%
DSU	\$16,683.50	\$17,056.50	\$373.00	2.2%
NSU	\$16,189.00	\$16,450.00	\$261.00	1.6%
SDSMT	\$17,390.00	\$17,671.00	\$281.00	1.6%
SDSU	\$16,281.50	\$16,538.50	\$257.00	1.6%
USD	\$17,363.50	\$17,644.00	\$280.50	1.6%
System Weighted Cost	\$17,348.16	\$17,628.10	\$279.94	1.6%

ATTACHMENTS

Attachment I – FY22 Proposed Housing Rates
 Attachment II – FY22 Proposed Food Service Rates

FY22 Proposed Housing Rates

	FY21 Rate	\$ Incr	% Incr	FY22 Rate
<u>BHSU</u>				
Traditional Halls				
Single (Heidepreim, Thomas, Humbert)	\$2,356.00	\$47.00	1.99%	\$2,403.00
Single (Wenona Cook Small) "New Rate"				\$1,848.00
Single (Wenona Cook Large) "New Rate"				\$2,310.00
Single (Bordeaux Hall)	\$3,650.00	\$73.00	2.00%	\$3,723.00
Double Occupancy (Heidepreim, Thomas, Humbert)	\$1,804.00	\$36.00	2.00%	\$1,840.00
Double Occupancy (Bordeaux Hall)	\$2,577.00	\$52.00	2.02%	\$2,629.00
Double Occupancy (Wenona Cook) "New Rate"	\$1,848.00	-\$110.00	-5.95%	\$1,738.00
Double Room - Single Occupancy Wenona Cook) "New Rate"	\$2,702.00	-\$115.00	-4.26%	\$2,587.00
Double Room - Single Occupancy (Heidepreim, Thomas, Humbert)	\$2,637.00	\$53.00	2.01%	\$2,690.00
Yellow Jacket Apartments				
Apartment - Single Occupancy	\$3,060.00	\$61.00	1.99%	\$3,121.00
Apartment - Double Occupancy	\$2,336.00	\$47.00	2.01%	\$2,383.00
Apartment- Suite Double - Single Occupancy	\$3,430.00	\$69.00	2.01%	\$3,499.00
Family 2BD/Month	\$779.00	\$16.00	2.05%	\$795.00
Summer				
Summer Double Occupancy- Week	\$117.00	\$2.00	1.71%	\$119.00
Summer Single Occupancy - Week	\$174.00	\$3.00	1.72%	\$177.00
<u>DSU</u>				
Traditional Halls				
Single Occupancy (Emry, Higbie, Richardson, and Zimmerman, Girton House and Van Eps)	\$2,454.00	\$123.00	5.01%	\$2,577.00
Double Occupancy (Emry, Higbie, Richardson, and Zimmerman, Girton House and Van Eps)	\$1,960.00	\$98.00	5.00%	\$2,058.00
Triple Occupancy (Emry, Higbie, Richardson, and Zimmerman, Girton House and Van Eps)	\$1,627.00	\$81.00	4.98%	\$1,708.00
University Apartments				
University Apartments Single Occupancy	\$2,679.00	\$134.00	5.00%	\$2,813.00
University Apartments Double Occupancy	\$2,371.00	\$119.00	5.02%	\$2,490.00
Summer				
Summer Double Occupancy- Week	\$86.00	\$4.00	4.65%	\$90.00
Summer Single Occupancy - Week	\$106.00	\$5.00	4.72%	\$111.00
Courtyard				
Courtyard Single Occupancy	\$2,561.00	\$128.00	5.00%	\$2,689.00
Courtyard Double Occupancy	\$2,067.00	\$103.00	4.98%	\$2,170.00
Courtyard Single Suite Occupancy	\$2,599.00	\$130.00	5.00%	\$2,729.00
Courtyard Double Suite Occupancy	\$2,304.00	\$115.00	4.99%	\$2,419.00
Residence Village Suite - NEW RATE				\$2,790.00
Residence Village Apartment - NEW RATE				\$2,990.00
<u>NSU</u>				
Traditional Halls				
Single Occupancy (Briscoe and McArthur-Welsh Halls)	\$2,409.00	\$48.00	1.99%	\$2,457.00
Double Occupancy (Briscoe and McArthur-Welsh Halls)	\$1,894.00	\$38.00	2.01%	\$1,932.00
Suites				
Wolves Memorial 2 Person Suite	\$3,068.00	\$61.00	1.99%	\$3,129.00
Wolves Memorial 2 Person Suite - Single Occupancy (NEW)				\$3,579.00
Wolves Memorial 4 Person Suite	\$2,965.00	\$59.00	1.99%	\$3,024.00
Wolves Memorial 4 Person Suite - Single Occupancy (NEW)				\$3,474.00
Wolves Memorial 4 Person Semi-Suite	\$2,653.00	\$53.00	2.00%	\$2,706.00
Wolves Memorial 4 Person Semi-Suite - Single Occupancy (NEW)				\$3,156.00
Great Plains East - Double Occupancy	\$2,351.00	\$47.00	2.00%	\$2,398.00
Great Plains East - Singles	\$2,861.00	\$57.00	1.99%	\$2,918.00
Great Plains West - 4 Bedroom Suite	\$3,015.00	\$60.00	1.99%	\$3,075.00
Great Plains West - 4 Person Suite	\$2,861.00	\$57.00	1.99%	\$2,918.00
Great Plains West - 2 Person Semi-Suite	\$2,964.00	\$59.00	1.99%	\$3,023.00

Great Plains West - 4 Person Semi-Suite	\$2,631.00	\$53.00	2.01%	\$2,684.00
Kramer Hall and Steele Hall - Single Occupancy	\$3,168.00	\$63.00	1.99%	\$3,231.00
Kramer Hall and Steele Hall - Double Occupancy	\$2,545.00	\$51.00	2.00%	\$2,596.00
Kramer Hall and Steele Hall - Semi Suite - Double Occupancy	\$2,423.00	\$48.00	1.98%	\$2,471.00
Summer				
Summer Double Occupancy- Week	\$108.00	\$2.00	1.85%	\$110.00
Summer Single Occupancy - Week	\$120.00	\$2.00	1.67%	\$122.00
Summer Double Occupancy - Suite - Week	\$145.00	\$3.00	2.07%	\$148.00
Summer Single Occupancy - Suite - Week	\$164.00	\$3.00	1.83%	\$167.00
<u>SDSM&T</u>				
Traditional Halls				
Single	\$2,278.00	\$46.00	2.02%	\$2,324.00
Double Occupancy	\$1,907.00	\$38.00	1.99%	\$1,945.00
Triple Occupancy	\$1,907.00	\$38.00	1.99%	\$1,945.00
Quad	\$2,133.00	\$43.00	2.02%	\$2,176.00
Deluxe/Study Quad	\$2,289.00	\$46.00	2.01%	\$2,335.00
Graduate/Upperclass & Double-as-Single - Single Occupancy	\$2,639.00	\$106.00	4.02%	\$2,745.00
Rocker Square Apartments				
Rocker Square II Apartment Single - Semester	\$3,150.00	\$126.00	4.00%	\$3,276.00
Rocker Square I Apartment - Semester	\$3,267.00	\$131.00	4.01%	\$3,398.00
Placer Hall				
Placer Hall Single	\$2,828.00	\$57.00	2.02%	\$2,885.00
Placer Hall Double	\$2,461.00	\$49.00	1.99%	\$2,510.00
Summer				
Rocker Apartment - Single - NEW	\$198.00	\$8.00	4.04%	\$206.00
<u>SDSU</u>				
Traditional Halls				
Single - Tier One (Hansen, Waneta)	\$2,595.00	\$52.00	2.00%	\$2,647.00
Single - Tier One (Brown)	\$2,985.00	\$60.00	2.01%	\$3,045.00
Single - Tier Two (Binnewies, Pierson, Young)	\$2,651.00	\$53.00	2.00%	\$2,704.00
Single - Tier Three (Mathews)	\$2,835.00	\$57.00	2.01%	\$2,892.00
Single - Tier Four (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	\$3,503.00	\$70.00	2.00%	\$3,573.00
Single - Tier Five (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	\$3,470.00	\$69.00	1.99%	\$3,539.00
Designed Single - Tier Four (Jackrabbit Village)	\$3,017.00	\$60.00	1.99%	\$3,077.00
Double (Hansen, Waneta)	\$1,804.00	\$36.00	2.00%	\$1,840.00
Double (Brown)	\$2,372.00	\$47.00	1.98%	\$2,419.00
Double (Binnewies, Pierson, Young)	\$1,987.00	\$40.00	2.01%	\$2,027.00
Double (Mathews)	\$2,124.00	\$42.00	1.98%	\$2,166.00
Double (Caldwell, Jackrabbit Village [Spencer, Thorne, Abbott])	\$2,803.00	\$56.00	2.00%	\$2,859.00
Double (Jackrabbit Grove [Ben Reifel, Hyde, Honors, Schultz])	\$2,937.00	\$59.00	2.01%	\$2,996.00
University Apartments				
Meadows North & Meadows South	\$2,802.00	\$56.00	2.00%	\$2,858.00
Skylight/Huggins 2&3Bedrooms/Month	\$445.00	\$9.00	2.02%	\$454.00
Garden Square 2 Bedroom/Month	\$455.00	\$9.00	1.98%	\$464.00
Garden Square 3 Bedroom/Month	\$492.00	\$10.00	2.03%	\$502.00
Southeast 1 Bedroom/Month	\$875.00	\$18.00	2.06%	\$893.00
Southeast 2 Bedroom/Month	\$675.00	\$14.00	2.07%	\$689.00
Southeast 3 Bedroom/Month	\$595.00	\$12.00	2.02%	\$607.00
Southeast 4 Bedroom/Month	\$545.00	\$11.00	2.02%	\$556.00
Southeast Town House/Month	\$695.00	\$14.00	2.01%	\$709.00
Thornbers Studios/Month - 1303 7th St.	\$350.00	\$7.00	2.00%	\$357.00
Thornbers Studios/Month - 1311 7th St.	\$377.00	\$8.00	2.12%	\$385.00
Thornbers Studios/Month - 710 13th Ave.	\$200.00	\$4.00	2.00%	\$204.00
Sundal Studio/Month	\$377.00	\$8.00	2.12%	\$385.00
Sundal 1 Bedroom/Month	\$445.00	\$9.00	2.02%	\$454.00
Summer				
Summer Double Occupancy- Week	\$75.00	\$2.00	2.67%	\$77.00
Summer Single Occupancy - Week	\$100.00	\$2.00	2.00%	\$102.00
Summer Apartment - Week	\$148.00	\$3.00	2.03%	\$151.00

USD				
Traditional Halls				
Single Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	\$2,605.00	\$52.00	2.00%	\$2,657.00
Double Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	\$2,140.00	\$43.00	2.01%	\$2,183.00
Triple Occupancy - (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	\$1,836.00	\$37.00	2.02%	\$1,873.00
Double Room - (Brookman)	\$2,033.00	\$41.00	2.02%	\$2,074.00
Double Room - Single Occupancy (Brookman)	\$2,643.00	\$53.00	2.01%	\$2,696.00
Double Room - Single Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	\$2,782.00	\$56.00	2.01%	\$2,838.00
Triple Room - Double Occupancy (Norton, Burgess, Beede, Mickelson, Richardson, Olson)	\$2,387.00	\$48.00	2.01%	\$2,435.00
University Apartments				
McFadden Apartment 2BD	\$3,822.00	\$76.00	1.99%	\$3,898.00
McFadden Apartment 4BD	\$3,165.00	\$63.00	1.99%	\$3,228.00
Coyote Village Apartment 2BD	\$3,965.00	\$79.00	1.99%	\$4,044.00
Coyote Village Apartment 4BD	\$3,284.00	\$66.00	2.01%	\$3,350.00
Suites				
Single Suite 2BD - (Coyote Village Super Suite)	\$3,724.00	\$74.00	1.99%	\$3,798.00
Single Suite 4BD (Coyote Village Super Suite)	\$3,103.00	\$62.00	2.00%	\$3,165.00
Summer				
Summer Double Occupancy- Week	\$113.00	\$2.00	1.77%	\$115.00
Summer Single Occupancy - Week	\$137.00	\$3.00	2.19%	\$140.00
Summer - Single (Norton, Burgess, Brookman, Beede, Mickelson, Richardson, Olson)	\$1,314.00	\$26.00	1.98%	\$1,340.00
Summer - Coyote Village Super Suite 2BD	\$745.00	\$15.00	2.01%	\$760.00
Summer - Coyote Village Super Suite 4BD	\$621.00	\$12.00	1.93%	\$633.00
Summer - Coyote Village Apartment 2BD	\$793.00	\$16.00	2.02%	\$809.00
Summer - Coyote Village Apartment 4BD	\$657.00	\$13.00	1.98%	\$670.00

FY22 Proposed Food Service Rates

	FY21 Total	\$ Increase	% Increase	FY21 Plan Rate
BHSU				
Yellow Jacket *	\$1,767.00	\$44.00	2.49%	\$1,811.00
Swarm 180	\$1,977.00	\$49.00	2.48%	\$2,026.00
Suite Deal	\$956.00	\$24.00	2.51%	\$980.00
20 Block	\$182.00	\$5.00	2.75%	\$187.00
40 Block	\$319.00	\$8.00	2.51%	\$327.00
DSU				
Big Blue	\$1,983.00	\$50.00	2.52%	\$2,033.00
Trojan Basic	\$1,401.00	\$35.00	2.50%	\$1,436.00
Dakota 225	\$1,898.00	\$47.00	2.48%	\$1,945.00
Dakota 145 *	\$1,614.00	\$40.00	2.48%	\$1,654.00
Trojan Upper Class	\$1,028.00	\$26.00	2.53%	\$1,054.00
Little Blue - Apartment	\$369.00	\$9.00	2.44%	\$378.00
NSU				
Wolf Pack 300	\$2,112.00	\$53.00	2.51%	\$2,165.00
Wolf Pack 100	\$1,962.00	\$49.00	2.50%	\$2,011.00
Wolf Weekly *	\$1,825.00	\$46.00	2.52%	\$1,871.00
Wolf Maroon	\$925.00	\$23.00	2.49%	\$948.00
Wolf All Flex	\$1,497.00	\$37.00	2.47%	\$1,534.00
Commuter Gold	\$407.00	\$10.00	2.46%	\$417.00
SDSM&T				
Gold Rush	\$1,991.00	\$49.00	2.46%	\$2,040.00
Hardrock 160 *	\$1,763.00	\$44.00	2.50%	\$1,807.00
Hardrock 125	\$1,763.00	\$44.00	2.50%	\$1,807.00
Hardrock 75	\$1,017.00	\$26.00	2.56%	\$1,043.00
Hardrock Flex	\$1,120.00	\$28.00	2.50%	\$1,148.00
Rocker Square Flex	\$528.00	\$13.00	2.46%	\$541.00
50/50	\$469.00	\$11.00	2.35%	\$480.00
25/25	\$241.00	\$6.00	2.49%	\$247.00
SDSU				
Premier	\$1,991.00	\$50.00	2.51%	\$2,041.00
100 Block	\$1,554.00	\$39.00	2.51%	\$1,593.00
50 Block *	\$1,554.00	\$39.00	2.51%	\$1,593.00
Silver Flex	\$1,554.00	\$39.00	2.51%	\$1,593.00
Bronze Flex	\$1,336.00	\$33.00	2.47%	\$1,369.00
West Flex	\$777.00	\$19.00	2.45%	\$796.00
Summer Flex	\$376.00	\$9.00	2.39%	\$385.00
USD				
Yote Pack 55	\$1,662.00	\$42.00	2.53%	\$1,704.00
Yote Pack 70 *	\$1,876.00	\$47.00	2.51%	\$1,923.00
Yote Pack 120	\$1,789.00	\$45.00	2.52%	\$1,834.00
Coyote 10	\$1,662.00	\$42.00	2.53%	\$1,704.00
Coyote 17	\$2,065.00	\$52.00	2.52%	\$2,117.00
Paw Pleaser (Flex A)	\$1,662.00	\$42.00	2.53%	\$1,704.00
Paw Pride (Flex B)	\$920.00	\$23.00	2.50%	\$943.00
Paw Print (Flex C)	\$460.00	\$12.00	2.61%	\$472.00

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – E
DATE: March 30-31, 2021

SUBJECT

FY22 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 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.

SDSU currently waives tuition for their graduate assistants and fellows as compensation for their work. Beginning in FY22, DSU will waive tuition for their graduate assistants and fellows as compensation for their work as well. Therefore, the salary minimum does not apply to SDSU and DSU.

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.

(Continued)

DRAFT MOTION 20210330_7-E:

I move approval of the BHSU and NSU FY22 minimum graduate assistant stipends in the amount of \$3,921 per semester and \$980 per four-week session; SDSM&T FY22 minimum graduate assistant stipends in the amount of \$4,076 per semester and \$1,018 per four-week session; and USD FY22 minimum graduate assistant stipends in the amount of \$4,067 per semester and \$1,016 per four-week session.

FY22 Graduate Assistant Stipends

March 30-31, 2021

Page 2 of 2

Black Hills State University (BHSU) and Northern State University (NSU)

Graduate Assistant Stipends	<u>FY21 Rate</u>	<u>\$ Increase</u>	<u>% Increase</u>	<u>FY22 Rate</u>
Per Semester	\$3,882	\$39	1.0%	\$3,921
Per 4-Week Session	\$970	\$10	1.0%	\$980

South Dakota School of Mines & Technology (SDSMT)

Graduate Assistant Stipends	<u>FY21 Rate</u>	<u>\$ Increase</u>	<u>% Increase</u>	<u>FY22 Rate</u>
Per Semester	\$4,036	\$40	1.0%	\$4,076
Per 4-Week Session	\$1,008	\$10	1.0%	\$1,018

University of South Dakota (USD)

Graduate Assistant Stipends	<u>FY21 Rate</u>	<u>\$ Increase</u>	<u>% Increase</u>	<u>FY22 Rate</u>
Per Semester	\$4,027	\$40	1.0%	\$4,067
Per 4-Week Session	\$1,006	\$10	1.0%	\$1,016

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F
DATE: March 30-31, 2021

SUBJECT

FY22 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 \$37,235 for instructional costs and \$15,050 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 2.45%.

IMPACT AND RECOMMENDATIONS

Staff recommends that the inflationary increase be applied to the FY21 rates to set the FY22 rates.

Special Schools Tuition and Residential Rates

	FY21 Rate	\$ Increase	% Increase	Proposed FY22 Rate
Instructional	\$37,235	\$912	2.45%	\$38,147
Residence	<u>\$15,050</u>	<u>\$369</u>	2.45%	<u>\$15,419</u>
Total	\$52,285	\$1,281		\$53,566

ATTACHMENTS

None

DRAFT MOTION 20210330_7-F:

I move to approve the FY22 nonresident instructional tuition rate to be \$38,147 and the residence cost to be set at \$15,419 for the School for the Blind and Visually Impaired.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – G
DATE: March 30-31, 2021

SUBJECT

DSU & SDSMT Laptop Leases RFP

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Dakota State University (DSU) and South Dakota School of Mines and Technology (SDSMT) require students to participate in one-to-one computing programs where a university device is assigned to individual students. The institutions acquire new devices each year to support the program and have done so through a lease. The lease payments will be made from student fees collected for the purpose of leasing such computers.

An RFP for financing computer purchases was last issued in 2016. To ensure the most competitive rates, an RFP was issued this spring, with 10 responses received. Although the institutions have a nonexclusive master lease with University Lease, US Bank, and Bank of America, the Board is being asked to qualify JP Morgan as an addition vendor. All four of these vendors could be used in the future for financing.

IMPACT AND RECOMMENDATIONS

DSU and SDSMT plan to do a capital lease with Bank of America based on the interest costs if there are no other contractual hurdles. The actual rates may change based on when the campuses finalize their purchases, which may also change the company they would work with.

(Continued)

DRAFT MOTION 20210330_7-G:

I move to qualify the use of US Bank, University Lease, Bank of America, and JP Morgan for capital lease financing through FY24, and authorize DSU and SDSMT to execute financing leases with any of these vendors.

The information below is the cost of financing 450 devices at DSU for three years.

Lender	Property Cost	Total payments	Total Interest Paid
Bank of America	\$864,450.00	\$873,958.26	\$9,508.26
JP Morgan	\$864,450.00	\$879,503.76	\$15,053.76
Sterling National Bank	\$864,450.00	\$883,764.00	\$19,314.00
First American Equipment Finance	\$864,450.00	\$889,104.12	\$24,654.12
HPE Financial Services	\$864,450.00	\$891,812.40	\$27,362.40
US Bank	\$864,450.00	\$898,595.76	\$34,145.76
Lenovo Financial Services	\$864,450.00	\$898,803.24	\$34,353.24
University Lease	\$864,450.00	\$908,891.40	\$44,441.40
Vantage Financial	\$864,450.00	\$912,340.56	\$47,890.56
Insight Financial Services	\$864,450.00	\$918,486.00	\$54,036.00

The cost of financing 800 devices at SDSMT for four years is as follows:

Lender	Property Cost	Total payments	Total Interest Paid
Bank of America	\$1,544,000.00	\$1,567,112.40	\$23,112.40
JP Morgan	\$1,544,000.00	\$1,579,568.00	\$35,568.00
Sterling National Bank	\$1,544,000.00	\$1,598,454.96	\$54,454.96
First American Equipment Finance	\$1,544,000.00	\$1,605,265.92	\$61,265.92
HPE Financial Services	\$1,544,000.00	\$1,610,577.28	\$66,577.28
US Bank	\$1,544,000.00	\$1,618,245.36	\$74,245.36
Lenovo Financial Services	\$1,544,000.00	\$1,624,958.88	\$80,958.88
University Lease	\$1,544,000.00	\$1,658,206.56	\$114,206.56
Vantage Financial	\$1,544,000.00	\$1,665,144.00	\$121,144.00
Insight Financial Services	\$1,544,000.00	\$1,690,988.80	\$146,988.80

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – H
DATE: March 30-31, 2021

SUBJECT

SDSU Pierson Hall Renovations 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

Pierson Hall is a large four-story residence hall in the southeast residential complex of SDSU. This residential facility is home to 434 undergraduate students. The intent of this project is to renovate Pierson Hall addressing backlogged maintenance and repairs (M&R), improve student amenities, modify the building to make it fully accessible, and generally modernize the facility. The scope of this project would be similar to the work completed in 2015 to renovate and modernize Brown Hall.

SDSU anticipates this project would be accomplished from May 2022 to August 2023. The building would be closed while construction is in progress. The schedule of the project would be developed so the building would be re-occupied in the fall semester of 2023.

Funding

The design and construction of this project would be funded by rent revenues utilized for maintenance and repair of the residence hall buildings.

(Continued)

DRAFT MOTION 20210330_7-H:

I move to approve SDSU's Preliminary Facility Statement for the renovation of Pierson Hall. Further, I move that this M&R project be exempted from the capital improvement process requirements.

IMPACT AND RECOMMENDATIONS

The project would serve the residents, approximately 434 undergraduate students, and visitors to Pierson Hall. The building fire alarm system was replaced in 2007, window air conditioners were installed in 2015, student rooms were refinished in 2003, restrooms were renovated in the 1990's, and the roof replaced in 1998. The building does not have an elevator and is not protected by an automatic fire sprinkler system. Pierson Hall has never been fully renovated. Further piecemeal upgrades and maintenance and repairs would not serve the student housing needs.

SDSU requests exemption from the capital improvement process due to the nature of the project being maintenance and repairs necessary for the continued support of auxiliary services.

ATTACHMENTS

Attachment I –SDSU Pierson Hall Renovations Preliminary Facility Statement

**Preliminary Facility Statement
Pierson Hall Renovations
South Dakota State University
Prepared: March 1, 2021**

SDSU requests approval of this Preliminary Facility Statement and accompanying work request for a project to renovate Pierson Hall. SDSU also requests exemption from the remainder of the Capital Improvement Process due to the nature of the project being primarily maintenance and repair to the existing facilities.

1. General Programmatic Needs to be Addressed:

Pierson Hall is a large four-story residence hall in the southeast residential complex of SDSU. This residential facility is home to 434 undergraduate students. The intent of this project is to renovate Pierson Hall addressing backlogged Maintenance and Repairs (M&R), improve student amenities, modify the building to make it fully accessible, and generally modernize the facility. The scope of this project would be similar to the work completed in 2015 to renovate and modernize Brown Hall.

The following elements describe the scope of this revised project. The project would include as many of these elements as funding allows.

- Replace the heating/hydronic system (original to this 1965 building)
- Provide a central air conditioning system tied to the campus cooling system to replace the small window units
- Replace all windows and curtain walls
- Provide a fire suppression (sprinkler) system
- Update the building's fire alarm system
- Install an elevator (improved accessibility and ADA compliance)
- Replace doors throughout the building to improve access and security
- Refinish floors and walls throughout the building
- Roof Replacement
- Restroom refinishing
- Upgrade staff apartments and student common spaces

SDSU anticipates this project would be accomplished from May 2022 to August 2023. The building would be closed while construction is in progress. The schedule of the project would be developed so the building would be re-occupied fall semester of 2023.

2. Analysis of the Student Body or Constituents to be Served:

The project would serve the residents, approximately 434 undergraduate students, and visitors to Pierson Hall.

The building fire alarm system was replaced in 2007, window air conditioners were installed in 2015, student rooms were refinished in 2003, restrooms were renovated in the 1990's, and the roof replaced in 1998. The building does not have an elevator and is not protected by an automatic fire sprinkler system. Pierson Hall has never been fully

renovated. Further piecemeal upgrades and maintenance and repairs would not serve the student housing needs.

3. Additional Services to be Offered:

Building cooling is currently provided by individual window mounted room air conditioning units. This project would replace the original heating system with a central heating, ventilation, and cooling system, which would allow students individual temperature control in each room. Student room doors would be widened, a fire suppression system and elevator would be installed to meet contemporary life safety requirements and comply with accessibility guidelines to make the entire building accessible.

4. Compliance with Campus Master Plan:

The proposed project is consistent with plans for major renovations intended for SDSU's older residence halls to ensure occupancy remains high within the entire residence hall system.

5. Analysis of Needs Assessment Based on the Facilities Utilization Report:

Pierson Hall was constructed in 1965 as a traditional residence hall. The facility has been maintained well in its original condition but is due for a full renovation. Many systems have exceeded their useful life (e.g., heating system, roof, windows).

Pierson Hall is a well-constructed building. The building has a structural steel frame, steel deck with concrete floors, non-load bearing masonry corridor walls, and steel stud non-load bearing room demising walls. The exterior skin is face brick over concrete masonry. The floor-to-floor height is minimal, which will pose challenges to installation of a fire sprinkler system, replacement of the heating system and installation of an air conditioning system with proper ventilation. The structural frame and exterior envelope are in good condition and of highly durable construction. Basic systems have been maintained but have not been upgraded to current standards or contemporary levels of convenience and comfort since original construction.

The scope of the project includes numerous backlogged maintenance and repairs. These include restroom upgrades, window replacement, fire alarm upgrades, and roof replacement. To meet current building code and comfort standards, additional M&R needs include a fire sprinkler system, enlarging doors, and elevator installation. SDSU intends to complete renovations to the building without constructing an addition but would examine the possibility of an addition to the building to address functional needs (elevator installation and mechanical space for heating and cooling equipment).

6. Location:

Pierson Hall is in the southeast quadrant of the campus. Together with Brown Hall, Young Hall, Binnewies Hall, Mathews Hall, the new Southeast Apartment and Town House complex, Jackrabbit Grove, and Jackrabbit Village complexes forms SDSU's southeast residential community. Please refer to an attachment to this report showing Pierson Hall and its relationship within the southeast residential community.

7. Reallocation of Old Space if Any:

The gross area of the building is 82,886 sf. The net area of the building is 73,460 sf. Some existing space may need to be reallocated to provide space for an elevator, elevator equipment room, and central building HVAC equipment.

8. Proposed Funding Source/Sources:

The design and construction of this project would be funded by rent revenues utilized for maintenance and repair of the residence hall buildings.

9. Budget for Development of a Facility Program Plan:

Not applicable.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – I
DATE: March 30-31, 2021

SUBJECT

SDSMT Mineral Industries Building Facility Program Plan (FPP)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds

[SDCL 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of
Institution

[BOR Policy 6:4](#) – Capital Improvements

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

BACKGROUND / DISCUSSION

The South Dakota School of Mines & Technology (SDSMT) requests approval of the Facility Program Plan (FPP) for the construction of a new Mineral Industries building. The Preliminary Facility Statement (PFS) was approved at the June 2014 BOR meeting. The original request was to renovate the current facility. The cost to renovate the building was estimated at \$28M and the cost to construct a new building was estimated at \$34M. To better serve the disciplines for the next 60 years, the direction changed to a new building with the current building being torn down.

IMPACT AND RECOMMENDATIONS

The current building is 57,689 sq. ft. and was built in 1962. It provides classroom space used by the entire university as well as laboratory and administrative space for the Departments of Geology and Geological Engineering, Mining Engineering and Management, and Materials and Metallurgical Engineering. The building also supplies space for multi-use research laboratories such as the Engineering and Mining Experiment Station (EMES). SDSMT is one of only five universities in the nation that retain a core expertise in all the areas that support the development of critical resources and minerals.

(Continued)

DRAFT MOTION 20210330_7-I:

I move to approve SDSMT's Facility Program Plan for The Mineral Industries Building at a cost not to exceed \$34,000,000 and to be funded by a combination of General, Private, and University Funds.

SDSMT Mineral Industries Building Facility Program Plan (FPP)

March 30-31, 2021

Page 2 of 2

The need for modernized space is even more pressing now that the Caterpillar Minestar Research Consortium has been announced, as this is the first step in creating a world class industries resource research center at the university. Additionally, the building will help increase the research enterprise and recruitment of talented students and faculty. The new building will support the mission of the university by providing efficient and modern facilities that meet the needs of the campus.

Construction Funding Sources:

\$19,000,000 General Funds
\$12,000,000 Private Funds
\$3,000,000 University Funds
Total: \$34,000,000

Initial Cost Estimate:

Total Estimate of Probable Construction Cost	\$26,000,000
LEED/Commissioning	\$500,000
OSE Fees	\$80,000
Architect/Engineer Fees and Expenses	\$2,700,000
Construction Contingency (10%)	included
Project Associated Costs	\$2,220,000
FF&E (including IT/BIT)	\$2,500,000
Bidding Contingency (10%)	included
Total Estimated Project Costs	\$34,000,000

ATTACHMENTS

Attachment I – SDSMT Facility Program Plan, Mineral Industries Building New Construction

South Dakota School of Mines & Technology
Facility Program Plan
Mineral Industries Building New Construction

1. Programmatic justification for discrete spaces:

The South Dakota School of Mines & Technology requests approval of the Facility Program Plan for the construction of a new Mineral Industries building. The Preliminary Facility Statement was approved at the June 2014 BOR meeting. The original request was to renovate the current facility. The cost to renovate the building was estimated at \$28M and the cost to construct a new building was estimated at \$34M. To better serve the disciplines for the next 60-yr, the direction changed to the new building with the current building being torn down.

The current building is 57,689 sq ft and was built in 1962. It provides classroom space used by the entire university as well as laboratory and administrative space for the Departments of Geology and Geological Engineering, Mining Engineering and Management, and Materials and Metallurgical Engineering. The building also supplies space for multi-user research laboratories such as the Engineering and Mining Experiment Station (EMES). South Dakota Mines is one of only five universities in the nation that retain a core expertise in all the areas that support the development of critical resources and minerals. The need for modernized space is even more pressing now that the Caterpillar Minestar Research Consortium has been announced as this is the first step in creating a world class industries resource research center at the university. Additionally, the building will help increase the research enterprise and recruitment of talented students and faculty. The new building will support the mission of the university by providing efficient and modern facilities that meet the needs of the campus.

2. Gross Square Footage

Total gross square footage for the new Mineral Industries building will be a maximum of 90,000 square feet.

3. Site Analysis:

The building will be located between the O'Hara building and the James E. Martin Paleontology Research Lab. See Exhibit A for an aerial view.

4. Description of Key Building Features:

The new Mineral Industries Building will consist of masonry, cast stone and aluminum curtain wall glazing systems supported by a structural steel column, beam and joist system. The roofing will be a combination of rubber membrane and metal roofing. The interior will house offices, teaching and research labs, classrooms, study spaces, restrooms, elevator, and mechanical and electrical spaces.

5. Illustrative Floor Plans:

Conceptual floor plans and renderings of the building can be found in Exhibit A.

6. Initial Cost Estimate and Funding Sources:

The initial cost estimate is \$34M. The following is the breakdown of the project estimate:

Total Estimate of Probable Construction Cost	\$26,000,000
LEED/Commissioning	\$500,000
OSE Fees	\$80,000
Architect/Engineer Fees and Expenses	\$2,700,000
Construction Contingency (10%)	included
Project Associated Costs	\$2,220,000
FF&E (including IT/BIT)	\$2,500,000
Bidding Contingency (10%)	included
TOTAL ESTIMATED PROJECT COSTS	\$34,000,000

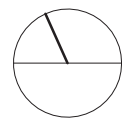
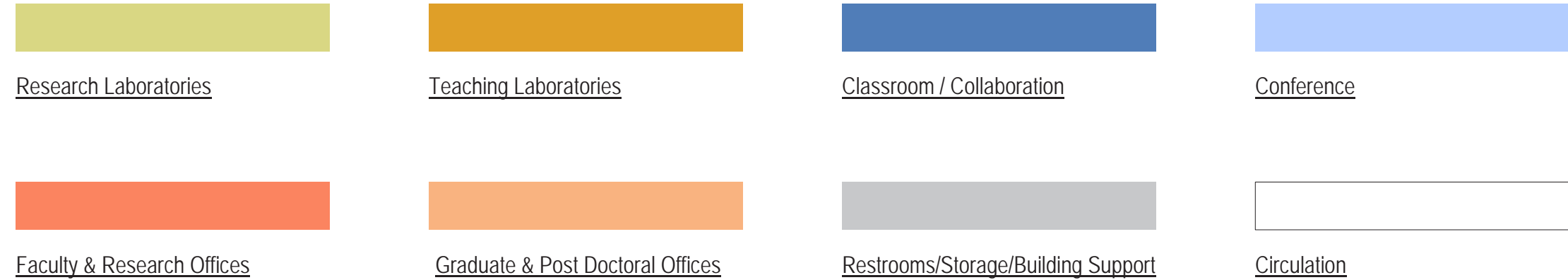
Construction –

\$19M General Funds
 \$12M Private Funds
 \$3M University Funds

Maintenance and Repair – This building is part of the larger campus master plan and will eliminate \$21.75M in critical deferred maintenance. With the update to this building, the campus will work to maintain it with current allocation.

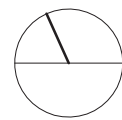
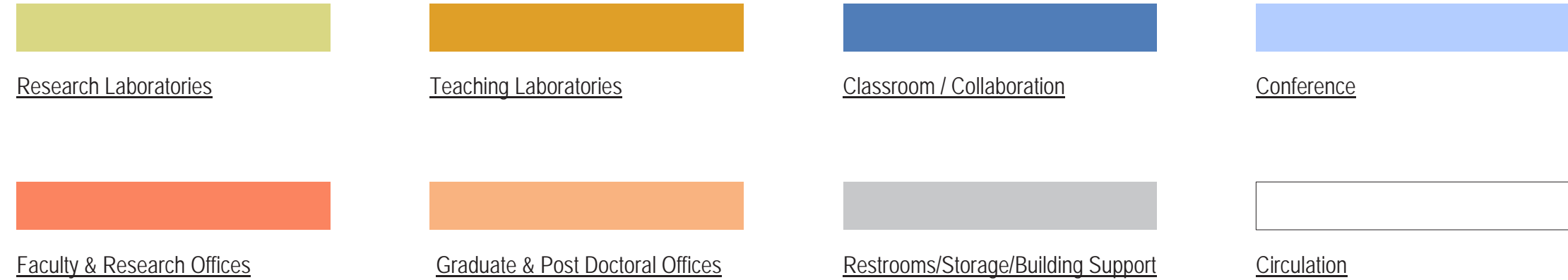
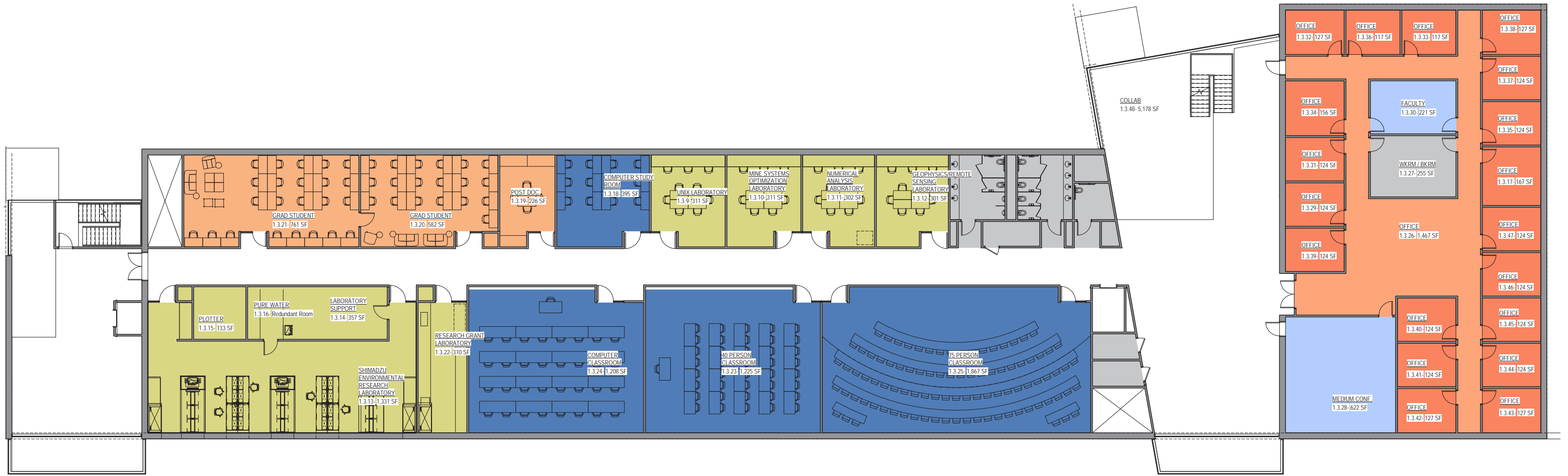
Ongoing Operations – The current building will be torn down and the funds to support it will be redirected to this building.





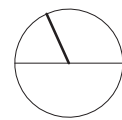
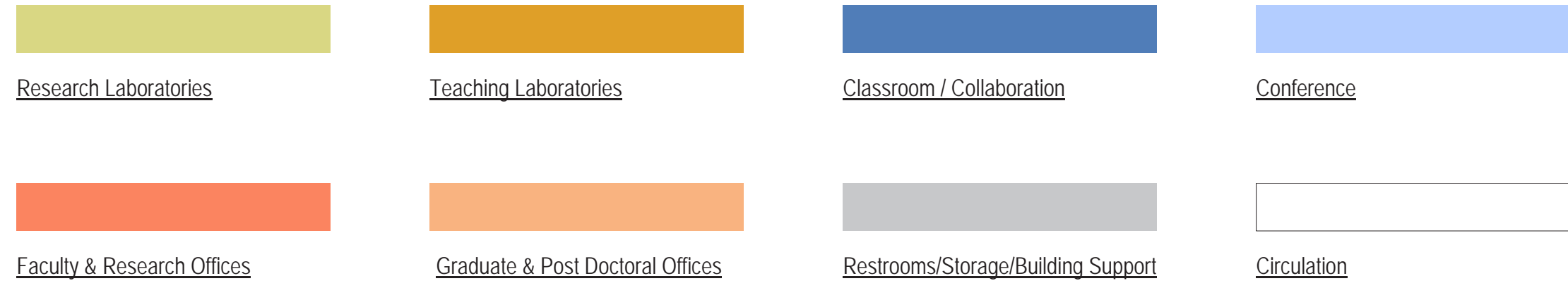
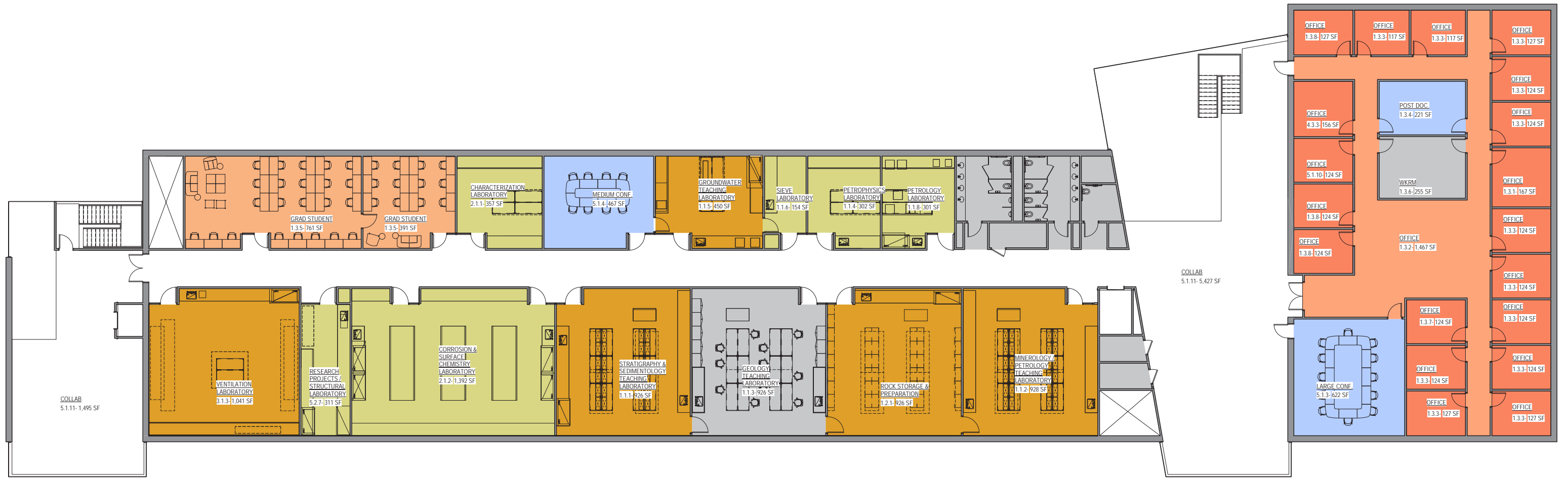
FIRST FLOOR

SCALE: 3/64" = 1'-0"



SECOND FLOOR

SCALE: 3/64" = 1'-0"



THIRD FLOOR

SCALE: 3/64" = 1'-0"



AERIAL VIEW OF SOUTH ELEVATION



PERSPECTIVE VIEW OF SOUTH ELEVATION



PERSPECTIVE VIEW OF NORTH MAIN ENTRY



NORTH ELEVATION



SOUTH ELEVATION



EAST ELEVATION



WEST ELEVATION

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – J
DATE: March 30-31, 2021

SUBJECT

FY22 Employee Health Plan Updates

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 3-6C](#)

BACKGROUND / DISCUSSION

The SD Bureau of Human Resources (BHR) is implementing significant changes to the employee health plans for FY22. These changes are a result of a holistic review of the state employee health plan and total compensation, this review included a survey of health plan members and focus group sessions to gain feedback from employees on their desired health plan changes. As you may know, the state employee health plan in recent years has experienced instability in claims experience, resulting in some significant increases in the agency cost for the health insurance premiums. These increases can have significant impact on tuition increases since approximately 55% of our personnel services costs are paid through tuition, fees and other funds.

Historically, state employees have not paid premiums for their individual coverage, and have only paid premiums for their covered dependents of the plan. In the 2021 legislative session, BHR introduced legislation to allow a premium charge for employee coverage. This legislation was passed, and BHR has provided employees information on the new health plan options that will be available to them for FY22, effective July 1, 2021.

Employees will have four (4) different health plan options to choose from in the upcoming annual enrollment period, each with varying levels of premium costs, deductibles, out-of-pocket maximums, and co-pay options. The state will continue to offer one health plan at no cost to the employee for individual coverage. Attachment I contains a summary of the premiums for the four health plan options.

The new plan designs, along with implementation of new employee premiums and dependent premium structures and securing Wellmark® Blue Cross® and Blue Shield® as the third party administrator of the plan resulted in some significant expected health plan savings. There is an approximate \$937 per benefit-eligible reduction in the employer premium.

(Continued)

INFORMATIONAL ITEM

The legislature supported appropriating the approximate \$12 million of health plan savings back into employee salaries to address salary competitiveness issues. At the time of the BOR mailing, Board staff has not yet received the total of the appropriated amount of health plan savings that BOR institutions will receive from the general fund.

The Board staff, with the support of COPS, is recommending that those savings be utilized to address total compensation in the following ways:

1. BHR is proposing adjustments to the minimums of pay grades that the BOR Civil Service Act (CSA) employees participate in. We will be required to make adjustments to ensure that all CSA employees are paid at the new minimums of the pay grade associated with their classification.
2. An enhancement to the NFE and Faculty salary policy pools at an estimated .5% to provide a 2.9% salary policy pool.
 - a. In FY21, the NFE and Faculty salary policy pools were reduced to .5% to 1.2% increase depending upon the institution due to the lack of a tuition increase, this additional pool will help address the shortage in the prior year. In addition, positions that were at the level of assistant dean or vice president and above did not receive any increase in FY21.
3. The use of one-time stipends to provide approximately \$300 to the lowest paid benefit-eligible employees (those employees making less than \$60,000) to help offset the increased cost of insurance. The use of a one-time stipend allows the Board to reward employees while also considering future health increase impacts on tuition.
 - a. The stipend would cover the annual cost of an employee premium for the new Lincoln (Health Savings Account compatible) health plan.

IMPACT AND RECOMMENDATION:

This is an informational item.

ATTACHMENTS

Attachment I – Health Plan Premiums Summary

Plan premiums

Please note these premium options are contingent upon the legislature approving the Governor's budget proposal during 2021 legislative session.

	<div>W</div> <div>the washington plan</div> <div>HIGH DEDUCTIBLE HEALTH PLAN</div>		<div>L</div> <div>the lincoln plan</div> <div>HIGH DEDUCTIBLE HEALTH PLAN</div>		<div>J</div> <div>the jefferson plan</div> <div>LOW DEDUCTIBLE HEALTH PLAN</div>		<div>R</div> <div>the roosevelt plan</div> <div>LOW DEDUCTIBLE HEALTH PLAN</div>	
	24 PAY PERIODS	12 PAY PERIODS	24 PAY PERIODS	12 PAY PERIODS	24 PAY PERIODS	12 PAY PERIODS	24 PAY PERIODS	12 PAY PERIODS
Employee	\$0	\$0	\$12.25	\$24.49	\$44.89	\$89.79	\$57.14	\$114.28
Employee + child(ren)	\$21.32	\$42.63	\$40.13	\$80.25	\$90.29	\$180.57	\$109.60	\$218.19
Employee + spouse	\$48.02	\$96.04	\$47.50	\$149.00	\$145.12	\$290.24	\$171.60	\$343.20
Family	\$59.84	\$119.67	\$92.83	\$185.66	\$180.82	\$361.64	\$213.82	\$427.64

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 8
DATE: March 30-31, 2021

SUBJECT

Resolutions of Recognition – Regents Randy Schaefer and Kevin Schieffer

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

N/A

IMPACT AND RECOMMENDATION

The South Dakota Board of Regents wishes to recognize Regents Randy Schaefer and Kevin Schieffer for their outstanding service to the higher education system in South Dakota.

ATTACHMENTS

Attachment I – Special Resolution: Regent Randy Schaefer

Attachment II – Special Resolution: Regent Kevin Schieffer

DRAFT MOTION 20210511_3-F:

I move to recognize Jim Morgan for his service to South Dakota’s system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Randy Schaefer served the people of the state of South Dakota for 12 years, from June 11, 2009, to March 31, 2021, as a member of the South Dakota Board of Regents; and

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

WHEREAS, Regent Schaefer served on countless building committees, carefully overseeing the investment of public and private resources in capital improvements for the betterment of the public higher education system, and;

WHEREAS, Regent Schaefer exemplified steady, thoughtful leadership as the Board embarked on initiatives to promote strong academic standards, to develop innovative approaches to resource allocation and performance assessment, and to improve relationships with South Dakota policymakers; and

WHEREAS, Regent Schaefer took an active and involved role to ensure that South Dakota's public resources were always invested wisely to achieve the academic, research, and service missions of the Board of Regents' system; and

WHEREAS, Regent Schaefer served throughout his tenure on the Board with utmost 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 to applaud and recognize Regent Randy Schaefer for his dedicated service, leadership, and vision; and

BE IT FURTHER RESOLVED, that Regent Randy Schaefer be thanked for his 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 Regent Schaefer.

Adopted this 31st day of March, 2021.

SOUTH DAKOTA BOARD OF REGENTS

John W. Bastian, President

Jim Morgan, Vice President

Pam Roberts, Secretary

Special Resolution Number 01-2021

SPECIAL RESOLUTION

WHEREAS, Kevin V. Schieffer served the people of the state of South Dakota nearly eight years, from August 7, 2013, to March 31, 2021, as a member of the South Dakota Board of Regents; and

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

WHEREAS, Regent Schieffer served on countless building committees, carefully overseeing the investment of public and private resources in capital improvements for the betterment of the public higher education system, and;

WHEREAS, Regent Schieffer exemplified steady, thoughtful leadership as the Board embarked on initiatives to promote strong academic standards, to develop innovative approaches to resource allocation and performance assessment, and to improve relationships with South Dakota policymakers; and

WHEREAS, Regent Schieffer took an active and involved role to ensure that South Dakota's public resources were always invested wisely to achieve the academic, research, and service missions of the Board of Regents' system; and

WHEREAS, Regent Schieffer served throughout his tenure on the Board with utmost 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 to applaud and recognize Regent Kevin V. Schieffer for his dedicated service, leadership, and vision; and

BE IT FURTHER RESOLVED, that Regent Kevin V. Schieffer be thanked for his 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 Regent Schieffer.

Adopted this 31st day of March, 2021.

SOUTH DAKOTA BOARD OF REGENTS

John W. Bastian, President

Jim Morgan, Vice President

Pam Roberts, Secretary

Special Resolution Number 02-2021

The South Dakota Board of Regents adjourned its regular meeting on March 31, 2021 and will meet again for its next regular business meeting on May 11, 2021.

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 30-31, 2021.

A handwritten signature in black ink, reading "Brian L. Maher". The signature is written in a cursive style with a large, stylized "B" and "M".

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