

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 10, 2022**

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ADJOURN

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 10, 2022**

The South Dakota Board of Regents met on May 10, 2022, via Zoom at 9:00 a.m. Central Time with the following members present:

ROLL CALL:

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

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

TUESDAY, MAY 10, 2022

Regent Roberts declared a quorum present and called the meeting to order at 9:00 a.m.

1-A Approval of the Agenda

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

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on March 29-30, 2022

IT WAS MOVED by Regent Bastian, seconded by Regent Brown, to approve the minutes of the Board of Regents meetings on March 29-30, 2022. Motion passed.

1-D Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Venhuizen, seconded by Regent Brown, that the Board dissolve into executive session at 9:10 a.m. on Tuesday, May 10, 2022, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business. That it rise from Executive Session at 12:00 p.m., and reconvene in public session at 1:00 p.m. to resume the regular order of business and report its deliberations while in executive session, and take any action it deems prudent as a result thereof. Motion passed.

The Board dissolved into executive session.

The Board reconvened in public session at 1:00 p.m.

3-A Report and Actions of Executive Session

Regent Venhuizen reported that the Board Dissolved into Executive Session at 9:10 a.m. on Tuesday, May 10th, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from executive session at 12:00 p.m. While in Executive Session, the Board discussed the matters just described, which included certain recommended actions as set forth in the Secretary's Report and other matters permitted by law.

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

A copy of the Secretary's Report can be found on pages 17 to 30 of the official minutes.

3-B Report on Individual Regent Activities

No reports.

3-C Report from Individual Presidents and Superintendents

No reports.

3-D Report of the Executive Director

Dr. Brian Maher, Board of Regents Executive Director and CEO, noted that he will be attending a retreat with the Presidents on May 26. He will also be attending a WICHE SHEEO meeting on May 15-17.

4 Public Comment Period

Regent Roberts explained that commentary from those participating remotely via Zoom would be taken.

There were no public comments.

CONSENT AGENDA

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

Academic and Student Affairs – Consent

5-A Graduation Lists

Approve the attached BHSU, DSU, NSU, SDSMT, SDSU, USD and SDSBVI graduation lists contingent upon the students' completion of all degree requirements.

A copy of the Graduation Lists can be found on pages 31 to 88 of the official minutes.

5-B Academic Calendar – Special Schools

Approve the proposed academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota School for the Deaf, as presented.

A copy of the Academic Calendar – Special Schools can be found on pages **89** to **96** of the official minutes.

5-C SDSBVI Membership in SDHSAA

Approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.

A copy of the SDSBVI Membership in SDHSAA can be found on pages **97** to **98** of the official minutes.

5-D (1) New Program Request – DSU – BS in Individualized Studies

Authorize DSU to offer a BS in Individualized Studies, as presented.

A copy of the New Program Request – DSU – BS in Individualized Studies can be found on pages **99** to **111** of the official minutes.

5-D (2) New Program Request – USD – Minor in Deaf Education

Authorize USD to offer a minor in Deaf Education, as presented.

A copy of the New Program Request – USD – Minor in Deaf Education can be found on pages **112** to **118** of the official minutes.

5-D (3) New Program Request – USD – Minor in Public Policy

Authorize USD to offer a minor in Public Policy, as presented.

A copy of the New Program Request – USD – Minor in Public Policy can be found pages **119** to **126** of the official minutes.

5-E (1) New Certificate Request – DSU – Ethics in Technology (Undergraduate)

Authorize DSU to offer an undergraduate certificate in Ethics in Technology, as presented.

A copy of the New Certificate Request – DSU – Ethics in Technology (Undergraduate) can be found on pages **127** to **131** of the official minutes.

5-E (2) New Certificate Request – DSU – Supply Chain Management (Graduate)

Authorize DSU to offer a graduate certificate in Supply Chain Management, as presented.

A copy of the New Specialization Request – DSU – Supply Chain Management (Graduate) can be found on pages **132** to **138** of the official minutes.

5-E (3) New Certificate Request – NSU – HyFlex Pedagogy (Graduate)

Authorize NSU to offer a graduate certificate in HyFlex Pedagogy, as presented.

A copy of the New Specialization Request – NSU – HyFlex Pedagogy (Graduate) can be found on pages **139** to **144** of the official minutes.

5-E (4) New Certificate Request – USD – Data Science (Undergraduate)

Authorize USD to offer an undergraduate certificate in Data Science, as presented.

A copy of the New Specialization Request – USD – Data Science (Undergraduate) can be found on pages **145** to **153** of the official minutes.

5-E (5) New Certificate Request – USD – Fundamentals of Medical Spanish (Undergraduate)

Authorize USD to offer an undergraduate certificate in Fundamentals of Medical Spanish, as presented.

A copy of the New Specialization Request – USD – Fundamentals of Medical Spanish (Undergraduate) can be found on pages **154** to **160** of the official minutes.

5-F (1) New Site Request – SDSU – BS and Minor in Agricultural Business (Online)

Approve SDSU's new site proposals to offer the BS and minor in Agricultural Business online.

A copy of New Site Request – SDSU – BS and Minor in Agricultural Business (Online) can be found on pages **161** to **171** of the official minutes.

5-F (2) New Site Request – USD – Kinesiology and Sport Management, M.A. Exercise Science specialization (Online, Hybrid)

Approve USD's new site proposal to offer the Exercise Science specialization within the MA in Kinesiology and Sports Management online and hybrid.

A copy of New Site Request – USD – Kinesiology and Sport Management, M.A. Exercise Science specialization (Online, Hybrid) can be found on pages **172** to **176** of the official minutes.

5-G Intent to Plan Request – DSU – BS in Digital Content Creation

Authorize DSU to develop a program proposal for an BS in Digital Content Creation, as presented.

A copy of Intent to Plan Request – DSU – BS in Digital Content Creation can be found on pages **177** to **184** of the official minutes.

5-H (1) Articulation Agreements – Northern State University

Approve Northern State University's articulation agreements with Southeast Technical College, as presented in Attachment I.

A copy of the Articulation Agreements – Northern State University can be found on pages **185** to **194** of the official minutes.

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

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

A copy of the Articulation Agreements – University of South Dakota can be found on pages **195** to **199** of the official minutes.

5-I Agreement on Academic Cooperation – SDSU

Approve South Dakota State University's agreement on academic cooperation with Vietnam National University of Agriculture, as presented.

A copy of Agreement on Academic Cooperation – SDSU can be found on pages **200** to **203** of the official minutes.

5-J Inactive Status and Program Termination Requests – DSU & USD

Approve DSU's request to terminate the BS in Biology, and USD's request to terminate the minors in Biology Teaching, Chemistry, Earth Sciences Teaching, Economics Teacher, English Teaching, German Teaching, History, Mass Communication Teaching, Mathematics, Media & Journalism Teaching, Modern Foreign Languages (K- 12) Teaching, Physical Science Teaching, Physics Teaching, Political Science Teaching, Psychology, Sociology Teaching, Spanish Teaching, and Speech Communication Teaching, as presented.

A copy of the Inactive Status and Program Termination Requests – DSU & USD can be found on pages **204** to **245** of the official minutes.

5-K Site Termination Request – USD

Approve USD's requests to terminate the on-campus delivery site for their MA in Education Administration and Leadership and Ed.S. Curriculum Director Specialization, as presented.

A copy of the Site Termination Request – USD can be found on pages **246** to **248** of the official minutes.

5-L Revisions to Terminal Degrees Table – USD

Approve the proposed revisions to AAC Guideline 6.2 Terminal Degrees Table as provided in Attachment I.

A copy of the Revisions to Terminal Degrees Table – USD can be found on pages **249** to **258** of the official minutes.

5-M Dual / Concurrent Credit Transfer of Credits Agreement Amendment – Wayne State College

Approve the Dual / Concurrent Credit Transfer of Credits Agreement Amendment with Wayne State College.

A copy of the Dual / Concurrent Credit Transfer of Credits Agreement Amendment – Wayne State College can be found on pages **259** to **262** of the official minutes.

5-N BOR Policy 2:33 Revisions – Student Academic Misconduct (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2:33, as presented.

A copy of the BOR Policy 2:33 Revisions – Student Academic Misconduct (Second Reading) can be found on pages **263** to **267** of the official minutes.

Budget and Finance – Consent

5-O M&R Projects (Greater than \$250,000)

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

A copy of the M&R Projects (Greater than \$250,000) can be found on pages **268** to **269** of the official minutes.

5-P FY23 General Fund M&R Allocation and Projects List

Approve the General Fund M&R requested projects for FY23 as listed in Attachment I.

A copy of the FY23 General Fund M&R Allocation and Projects List can be found on pages **270** to **274** of the official minutes.

5-Q FY23 Fee M&R Projects List

Approve the FY23 Maintenance and Repair Fee projects as presented in Attachment I.

A copy of the FY23 Fee M&R Projects List can be found on pages **275** to **276** of the official minutes.

Informational Items – No Board Action Necessary

5-R Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **277** to **280** of the official minutes

5-S Building Committee Report

A copy of the Building Committee Report can be found on page **281** of the official minutes.

5-T Student Accounts Receivable Report

A copy of the Student Accounts Receivable Report can be found on pages **282** to **286** of the official minutes

ACADEMIC AND STUDENT AFFAIRS

6-A Math Placement Guidelines

Dr. Janice Minder noted that given the pertinent relationship of math placement to undergraduate admissions (BOR Policy 2:3), this new math placement guideline merits approval from the Board of Regents. For historic purposes, Math and English placement guidelines are two that are brought forward to the Board for formal approval. Consistent with the AAC membership's resolve, BOR senior staff members are supportive of the Math Discipline Council's recommendation.

To identify how we are placing students into the best course that fits them. With the research that SDSU has conducted over the past two years, the recommendation from the Math Discipline Council best represents that. The system will continue to research this area and look for ways to continue to best formulate this guideline.

IT WAS MOVED by Regent Wink, seconded by Regent Venhuizen, to approve the Math Placement Guidelines, as presented. Motion passed.

A copy of the Math Placement Guidelines can be found on pages **287** to **292** of the official minutes.

6-B New Program Request – SDSMT – PhD in Data Science and Engineering

Dr. Rebecca Hoey, System Associate Vice President for Academic Programming, and Dr. Lance Roberts, SDSMT Provost and Vice President of Academic Affairs, stated that South Dakota School of Mines and Technology (SDSMT) requests permission to offer a PhD program in Data Science and Engineering. The PhD in Data Science and Engineering will be an interdisciplinary degree that would span across many existing and emergent technical fields, including Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics and Applied Statics, Data Engineering, and Data Visualization. The proposed program will leverage collaborative opportunities with the following three departments on the SDSMT campus: 1)

Computer Science & Engineering, 2) Mathematics, and 3) Industrial Engineering. The Board approved the Intent to Plan at the August 2021 meeting and an external review has been conducted.

IT WAS MOVED by Regent Wink, seconded by Regent Brown, to authorize SDSMT to offer a PhD in Data Science and Engineering, as presented. Motion passed.

A copy of the New Program Request – SDSMT – PhD in Data Science and Engineering can be found on pages 293 to 412 of the official minutes.

BUDGET AND FINANCE

7-A RESERVED

7-B FY23 USD – Sioux Falls Tuition Rates

Heather Forney, System Vice President of Finance & Administration, stated that at the March 2022 BOR meeting, rates for Associates Degree Program, Remedial, and Over Sixty-Five courses at the University of South Dakota – Sioux Falls location were not included in Attachment I.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to approve the addition of Associates Degree Program Remedial and Over Sixty- Five rates at the University of South Dakota – Sioux Falls to the FY23 On-Campus Tuition Schedule at the amounts as listed. Motion passed.

A copy of the FY23 USD – Sioux Falls Tuition Rates can be found on page 413 of the official minutes.

7-C NSU Energy Performance Contract

Veronica Paulson, NSU Vice President of Finance & Administration, stated that NSU is requesting to enter into a performance contract with SiteLogIQ Inc. to complete multiple energy efficiency projects using utility savings to pay for the project. The total cost of the projects is estimated to be \$1,683,997. The projects are dependent on the state allowing the savings to be preserved for loan payments over the 15-year payback period.

Current Board policy requires contracts having significant policy implications to be approved by the Board. Because of the unique nature of this project, the Board is being asked to approve the contract with SiteLogIQ, Inc. and the application for 0% loan provided through the State Energy Office.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to approve the NSU Energy Performance Contract at an estimated cost of \$1,700,000 to be paid for with energy savings over a 15-year period and to enter into a 15-year State Energy Loan at zero percent interest with the Bureau of Administration. Motion passed.

A copy of the NSU Energy Performance Contract can be found on pages 414 to 415 of the official minutes.

7-D SDSMT Energy Performance Contract

Jerilyn Roberts, SDSMT Associate Vice President for Facilities, Risk, and Services, stated SDSMT is requesting to enter into a performance contract with SiteLogIQ Inc. to complete multiple energy efficiency projects using utility savings to pay for the project. The total cost of the projects is estimated to be up to \$1,600,000. The projects are dependent on the state allowing the savings to be preserved for loan payments over the 15-year payback period.

IT WAS MOVED by Regent Partridge, seconded by Regent Thares, to approve the SDSMT Energy Performance Contract at an estimated cost of \$1,600,000 to be paid for with energy savings over a 15-year period and to enter into a 15-year State Energy Loan at zero percent interest with the Bureau of Administration. Motion passed.

A copy of the SDSMT Energy Performance Contract can be found on pages **416** to **417** of the official minutes.

7-E SDSMT Mineral Industries Building – Revised Facility Design Plan (FDP)

Jerilyn Roberts, SDSMT Associate Vice President for Facilities, Risk, and Services, stated that the South Dakota School of Mines & Technology (SDSMT) requests approval of the revised Facility Design Plan for the construction of a new Mineral Industries building. The Preliminary Facility Statement (PFS) and Facility Program Plan (FPP) were approved at the June 2014 BOR meeting and March 2021 BOR meeting, respectively. The original Facility Design Plan was approved at the December 2021 Board meeting. The initial 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. The Facility Design Plan is being resubmitted because the construction site location has changed. The current construction environment is volatile, and prices continue to increase.

The new building will be 63,800 square feet. It will provide 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 retains 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 now and into the future.

IT WAS MOVED by Regent Partridge, seconded by Regent Wink, to approve SDSMT's Revised Facility Design Plan for the Mineral Industries Building at a cost not to exceed \$34,000,000 funded by a combination of General, Private, and University Funds. Motion passed.

A copy of the SDSMT Mineral Industries Building – Revised Facility Design Plan (FDP) can be found on pages **418** to **494** of the official minutes.

7-F Capital Projects List

Heather Forney, System Vice President of Finance & Administration, stated that the attached list in the item identifies the current capital improvement projects within the Board of Regents system and each project’s regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

A copy of the Capital Projects List can be found on pages **495** to **499** of the official minutes.

7-G BOR Policy 5:7 Revisions – Refunds (First Reading)

Heather Forney, System Vice President of Finance & Administration, stated that this is the first reading of proposed revisions to the policy regarding refunds. In the past, Regental institutions utilized First Day Access (FDA) to allow students to receive digital course materials direct from the textbook vendor on the first day of class for a reduced cost and assessed a “First Day Access Fee” on the student’s bill. Updated guidance from the Code of Federal Regulations (CFR) Section 668.22 indicates that FDA should now be a “charge” vs. a “fee.” As a result, Board of Regents Policy 5:7 – Refunds has been updated to remove the classification of FDA as a fee.

Classifying FDA as a charge for federal financial aid purposes means that a student will either receive a 100% refund if they drop prior to census day or 0% if they drop after. When FDA was classified as a fee, students were receiving a prorated refund after census. This change to a charge is consistent with federal guidance under CFR.

IT WAS MOVED by Regent Partridge, seconded by Regent Bastian, to approve the first reading of the proposed revisions to BOR Policy 5:7 – Refunds as outlined in Attachment I. Motion passed.

A copy of BOR Policy 5:7 Revisions – Refunds (First Reading) can be found on pages **500** to **505** of the official minutes.

7-H BOR Policy 5:21 Revisions – System Collection Policy (First Reading)

Heather Forney, System Vice President of Finance & Administration, stated this is a first reading of the amendment to the system collection policy. The current collection policy makes mention of a timeline for submittal of delinquent accounts to the Board of Finance for write-off at two years. The campus controllers would like clarification in the policy and an addition to the timeline

indicating the requirement for accounts to be submitted for write-off no later than five years after delinquency. Language has also been added to allow for exceptions should the need ever arise. Heather explained that the intent of the policy is that those exceptions would be granted by the finance department at each campus. Regent Bastian suggested adding language to the policy noting who would be granting those exceptions for added clarity. It was determined that revision could be brought at the time of the second reading.

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

A copy of BOR Policy 5:21 Revisions – System Collection Policy (First Reading) can be found on pages 506 to 509 of the official minutes.

7-I BOR Policy 6:4 Revisions – Capital Improvements (First Reading)

Heather Forney, System Vice President of Finance & Administration, stated that a workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties. This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

The intent through Policy 6:4 was really to state which requirements were required by state statute, which are done through BOR policy, and what are we doing now that perhaps do not need to be that could be eliminated to make the process work a little more smoothly. Of the key changes that were listed within the item, Heather noted that the one change that would likely cause the most discussion amongst the Board would be the removal of the requirement for Board action at every phase of the capital improvement process.

In discussion of the revisions as presented, there were some concerns surrounding whether the Board was being removed too much from the process. It was suggested that additional clarification on when a facility program plan or design plan may need to go back to the building committee and the Board be added into the proposed revisions and that a timeline/checklist of how the process is done now versus how it is being proposed could be reviewed prior to when this comes back for a second reading.

IT WAS MOVED by Regent Thares, seconded by Regent Bastian, to approve the first reading of the proposed revisions to BOR Policy 6:4 – Capital Improvements as outlined in Attachment I.

ROLL CALL:

John Bastian – Yea
Brock Brown – Yea
Jeff Partridge – Nay

Tim Rave – Yea
Joan Wink – Yea
Tony Venhuizen – Yea
Jim Thares – Yea
Pam Roberts – Nay

Motion passed.

A copy of BOR Policy 6:4 Revisions – Capital Improvements can be found on pages 510 to 521 of the official minutes.

7-J BOR Policy 6:5 Revisions – Building Committees (First Reading)

Heather Forney, System Vice President of Finance & Administration, stated that a workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties. This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Key changes to Policy 6:5 include clarification that both SDCL § 5-14-1 and § 5-14-3 should be referenced in this policy. Previously only SDCL § 5-14-3 was referenced. Also, Section 1.1 clarifies that an architect engaged in preliminary work on a project may be eligible for final design and development so long as they were selected through a competitive process for the preliminary work.

IT WAS MOVED by Regent Partridge, seconded by Regent Thares, to approve the first reading of the proposed revisions to BOR Policy 6:5 – Building Committees as outlined in Attachment I. Motion passed.

A copy of BOR Policy 6:5 Revisions – Building Committees can be found on pages 522 to 525 of the official minutes.

7-K BOR Policy 6:6 Revisions – Maintenance and Repair (First Reading)

Heather Forney, System Vice President of Finance & Administration, stated that a workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties. This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Key changes to Policy 6:6 provide clarification that HEFF funds may not be used for master planning but can be used for project planning in Section 2.2. Throughout the policy the threshold

requiring OSE management on projects is raised from \$50,000 to \$100,000 consistent with SDCL § 5-18A-14. Also, Section 7.3 clarifies that Maintenance and Repair funds may be used for planning on projects that may exceed the \$5M threshold, making it a capital improvement, but cannot be used for planning new construction.

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to approve the first reading of the proposed revisions to BOR Policy 6:6 – Maintenance and Repair as outlined in Attachment I. Motion passed.

A copy of BOR Policy 6:6 Revisions – Maintenance and Repair (First Reading) can be found on pages 526 to 537 of the official minutes.

7-L BOR Policy 6:7 Revisions – Building Plaques (First Reading)

Heather Forney, System Vice President of Finance & Administration, stated that a workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties. This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff.

Heather noted that Policy 6:7 has been modified to simply read “Bid Opening” vs. “Bid Letting” for clarification purposes.

IT WAS MOVED by Regent Partridge, seconded by Regent Thares, to approve the first reading of the proposed revisions to BOR Policy 6:7 – Building Plaques as outlined in Attachment I. Motion passed.

A copy of the BOR Policy 6:7 Revisions – Building Plaques (First Reading) can be found on pages 538 to 541 of the official minutes.

7-M BOR Policy 6:10 Revisions – Legislative Authorization of Private or Grant Funded Facilities (First Reading)

Heather Forney, System Vice President of Finance & Administration, stated that Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities has been modified to clarify that this policy applies to any funding outside of state general funds and to include reference to both SDCL § 5-14-1 and § 5-14-3.

IT WAS MOVED by Regent Partridge, seconded by Regent Thares, to approve the first reading of the proposed revisions to BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities as outlined in Attachment I. Motion passed.

A copy of BOR Policy 6:10 Revisions – Legislative Authorization of Private or Grant Funded Facilities (First Reading) can be found on pages 542 to 544 of the official minutes.

7-N BOR Policy 1:27 Revisions – Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors (First Reading)

Nathan Lukkes, System General Counsel, stated that the proposed revisions to BOR Policy 1:27 provide clarity around the structure of naming requests associated with gifts. Naming rights which are structured to span the duration of the useful life of a facility often cause ambiguity late in the life of the facility when discussions commence around replacement, renovation or demolition of the facility. Providing naming rights for a defined period of time (i.e., number of years) provides clarity for both the institution and the donor, alleviating the uncertainty around the point at which the naming rights cease. The revision to Section 2.2 would require the parties to define the duration of the naming rights, which should be commensurate to the level of the gift, and not exceed the expected useful life of the facility. Additionally, the adjustment in Section 2.4 removes the default premise of the naming generally being effective for the useful life of the facility, maintaining consistency with the change to Section 2.2.

IT WAS MOVED by Regent Partridge, seconded by Regent Wink, to approve the first reading of the proposed revisions to BOR Policy 1:27, as presented in Attachment I. Motion passed.

A copy of BOR Policy 1:27 Revisions – Naming of Institutional Facilities, Programmatic Units or Funded Academic Honors (First Reading) can be found on pages 545 to 548 of the official minutes.

7-O BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (First and Final Reading)

Nathan Lukkes, System General Counsel, BOR Policy 4:49 was implemented in March of 2016, at which time the catalyst for the policy was NCAA Division I head coaches. Consequently, the discretion to enter into multi-year coaches' contracts was limited to only those head coaches and athletic directors at the NCAA Division I level. Since that time, the market for collegiate coaches has continued to evolve, eroding the merits of the initial distinction in policy between NCAA Division I head coaches and other collegiate head coaches.

The proposed revisions to BOR Policy 4:49 remove the NCAA Division I requirement for multi-year contracts for head coaches and athletic directors, making the option available for head coaches and athletic directors at any level. Section 3 also clarifies that multi-year contracts are not the norm.

IT WAS MOVED by Regent Thares, seconded by Regent Bastian, to move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 4:49, as presented in Attachment I.

ROLL CALL:

John Bastian – Yea
Brock Brown – Yea
Jeff Partridge – Nay
Tim Rave – Yea
Joan Wink – Yea

Tony Venhuizen – Yea
Jim Thares – Yea
Pam Roberts – Yea

Motion passed.

Per the SDBOR By Laws, since there was not a unanimous vote, this policy revision will be brought forth for a second reading at the next regularly scheduled BOR meeting in June.

A copy of BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (First and Final Reading) can be found on pages 549 to 551 of the official minutes.

ADJOURNMENT

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

The meeting adjourned at 4:00 p.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Tuesday, May 10, 2022, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL § 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

2-A – Approve the FY23 salary policy recommendations as outlined in Attachment I.

2-B(1) – Approve the employment contract for SDSU women's volleyball coach, Dan Georgalas, as presented.

2-B(2) – Approve the addendum to the employment contract for Krista Wood to extend the contract end date from June 21, 2025 to June 21, 2027, and accept the new terms as presented.

2-B(3) – Approve the addendum to the employment contract for Aaron Johnston to extend the contract end date from June 21, 2023 to June 21, 2027, and accept the new terms as presented.

2-B(4) – Approve the addendum to the employment contract for Eric Henderson to extend the contract end date from June 21, 2023 to June 21, 2027, and accept the new terms as presented.

2-B(5) – Approve the employment contract for USD women's basketball coach, Kayla Karius, as presented.

2-B(6) – Approve the employment contract for BHSU men's basketball coach, Ryan Thompson, as presented.

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

2-E – Adopt the recommended decision and findings of fact and conclusions of law presented pertaining to USD Faculty Grievance No. 2021-2.

2-F – Approve the BHSU naming request as presented.

2-G – Approve the employment actions as detailed in Attachment II.

2-H – Approve the promotion and tenure requests as presented in Attachment III.

2-I – Approve the request to grant tenure as a Professor to Dr. Victor Taylor (SDSU) and Dr. Kyle Knight (SDSMT).

2-K – Approve the evaluation letters for Presidents Nichols and Rankin as presented.

2-M – Amend and renew the annual contracts as directed for Executive Director Brian Maher, President Barry Dunn, President Sheila Gestring, President Jose Marie-Griffiths, President James Rankin, Executive Director/CEO Brian Maher, Superintendent Dan Trefz, Superintendent Kim Wadsworth, effective June 22, 2022 through June 21, 2023, and authorize the staff to take actions necessary and appropriate to effectuate the same.

2-N – Approve the compensation requests for Nathan Lukkes and Kayla Bastian, as presented.

2-O – Ratify the agreement entered into by USD as presented, having the result of effectuating the BOR's consent to, and approval of the same, as further expounded upon in the narrative contained in Item 2-O.

BLACK HILLS STATE UNIVERSITY

PZRSAPM

South Dakota Board of Regents
Black Hills State University
FY23 Non-Faculty Exempt Salary Analysis

04/28/2022 14:35:31

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mrkt	FY23 Perfm	FY23 Inst	FY23 Prom	FY23 Adj
Academic														
Carribeau, Pamela	Affairs	BE9101	Assistant Provo	1.00	12	90,609.00	102,000.00	11,391.00	12.57	6.63	4.84	1.10	.00	.00
Rainboth, Joseph	Admissions	BE9430	Dir Admissions	1.00	12	69,321.00	77,250.00	7,929.00	11.44	5.30	2.96	3.17	.00	.00
Intercollegiate														
Baker, Riley	Athletics	BE9407	Sports Informat	1.00	12	40,000.00	44,564.00	4,564.00	11.41	6.03	2.88	2.50	.00	.00
Intercollegiate														
Marsh, Craig	Athletics	BE9138	Head Women's Go	1.00	10	30,901.00	34,676.00	3,775.00	12.22	6.75	2.88	2.59	.00	.00
International														
Palmer, Kaitlin	Studies	BE9179	International A	1.00	12	37,704.00	42,980.00	5,276.00	13.99	7.96	3.96	2.08	.00	.00
Residence														
Ginther, John	Life	BE9789	Asst Director,	1.00	12	41,057.00	46,098.00	5,041.00	12.28	4.24	8.04	.00	.00	.00
Student														
Weber, Dana	Success Center	BE9202	Professional Ad	1.00	12	39,357.00	43,974.00	4,617.00	11.73	5.26	4.48	1.99	.00	.00
Student														
Gramm, Jessica	Union	BE9403	Student Engagem	1.00	12	32,000.00	38,813.00	6,813.00	21.29	15.63	3.21	2.45	.00	.00

PZRSAPM

South Dakota Board of Regents
Black Hills State University
FY23 Lecturer Salary Analysis

04/28/2022 14:35:44

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Inst	SPC	Resr	Sevr	Gen	Performance					FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mrkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Prosser Laura	School of Business	BE9741	Assistant Professor,	.60	9	2	0	1	2	0						79915.00	90058.00	10143.00	12.69	6.87	5.33	.49	.00	.00
Weyant Thomas	School of Mathematics & Soc Science	BE9132	Assistant Professor, History	1.00	9	2	0	2	1	0						44366.00	49488.00	5122.00	11.54	5.02	5.85	.67	.00	.00
Jensen Elizabeth of Natural Sciences	School Sciences	BE9169	Instructor Biology BHRC	1.00	9	1	0	0	0	0						41084.00	45769.00	4685.00	11.40	8.73	2.18	.49	.00	.00

DAKOTA STATE UNIVERSITY

PZRSAPM

South Dakota Board of Regents
Dakota State University
FY23 Non-Faculty Exempt Salary Analysis

Version : 042014.16a

04/28/2022 14:35:23

Name	Department	Position	Title	FTE	Mths	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Wrkt	FY23 Perfm	FY23 Inst	FY23 Prom	FY23 Adj
Heap, Samantha	Admissions	DE9716	Admissions Spec	1.00	12	37,957.00	42,169.00	4,212.00	11.10	1.95	2.72	6.42	.00	.00
ITS														
Holm, Eric	Administrative Services	DE9505	Systems Adminis	1.00	12	72,361.00	81,211.00	8,850.00	12.23	5.11	4.35	2.76	.00	.00
Hoesing, Peter	Sponsored Programs	DE9974	Director of Spo	1.00	12	76,499.00	88,762.00	12,263.00	6.03	.00	3.81	2.22	.00	10.00

PZRSAPM

South Dakota Board of Regents
Dakota State University
FY23 Lecturer Salary Analysis

Version : 042014.16a

04/28/2022 14:35:33

Name	Department	Position	Title	FTE	Mths	Inst	SPC	Resr	Sevr	Gen	Performance	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mrkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Kramer Andrew	Beacom College	DE9509	Instructor	1.00	9	3	3	0	3	0		57113.00	63971.00	6858.00	12.01	3.07	6.75	2.19	.00	.00

NORTHERN STATE UNIVERSITY

PZRSAPM

South Dakota Board of Regents
Northern State University
FY23 Faculty Salary Analysis

04/28/2022 14:35:20

Version : 042014.16a

Name	Department	Position	Title	Performance				FTE	Mths	Inst	SPC	Resr	Sevr	Gen	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Jalli Nuuriantiof Languages & NE9574	Dept	Assistant Professor		1.00	9	3	0	3	3	0	3	3	0	53000.00	60220.00	7220.00	13.62	2.37	7.14	4.11	.00	.0	
Bultema Darci	Dept of Music &NE9333	Professor		1.00	9	3	0	3	3	0	3	3	0	67937.00	83732.00	15795.00	9.75	3.42	6.31	.02	.00	13.5	
Faflak Marcela	Dept of Music &NE9580	Professor		1.00	9	3	0	1.67	3	0	1.67	3	0	72683.00	81056.00	8373.00	5.64	1.92	3.72	.00	.00	5.8	

PZRSAPM

South Dakota Board of Regents
Northern State University
FY23 Lecturer Salary Analysis

04/28/2022 14:35:34

Version : 042014.16a

Name	Department	Position	Title	Performance				FTE	Mths	Inst	SPC	Resr	Sevr	Gen	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Netzer Travis	Dept of Music & TheaNE9631	Lecturer of Music		1.00	9	0	3	0	0	0	0	0	0	42000.00	48594.00	6594.00	6.48	.00	6.48	.00	.00	.00	9.22
Skyles Michael	Dept of Music &NE9506	Instructor		1.00	9	0	3	0	0	0	0	0	0	45459.00	56659.00	11200.00	12.17	.00	6.29	5.88	.00	.00	12.47

SD SCHOOL OF MINES & TECHNOLOGY

PZRSAPM

South Dakota Board of Regents
South Dakota School of Mines and Tech.
FY23 Non-Faculty Exempt Salary Analysis

Version : 042014.16a

04/28/2022 14:35:11

Name	Department	Position	Title	FTE	Mths	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Wkt	FY23 Perfm	FY23 Inst	FY23 Prom	FY23 Adj
Administrative														
Mustard, Barbara	Services	ME9423	Director of Bus	1.00	12	73,900.00	86,000.00	12,100.00	16.37	.00	.00	16.37	.00	.00
Career														
Roman, Hilary	Development	ME9471	Assistant Direc	1.00	12	46,359.00	56,000.00	9,641.00	20.80	.00	.00	20.80	.00	.00
Engr														
Durkin, Thomas	Station	ME9917	Deputy Director	1.00	12	64,978.00	80,030.00	15,052.00	23.16	.00	.00	23.16	.00	.00
Information														
Erickson, Jason	Technology	ME9913	Associate Direc	1.00	12	79,029.00	92,000.00	12,971.00	16.41	.00	.00	16.41	.00	.00
Information														
Schumacher, Bryan	Technology	ME9744	Director of Inf	1.00	12	107,005.00	125,000.00	17,995.00	16.82	.00	.00	16.82	.00	.00
Student														
Carlson, Lisa	Success Center	ME9974	Student Success	1.00	12	87,514.00	105,000.00	17,486.00	19.98	.00	.00	19.98	.00	.00

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PZRSAPM

South Dakota Board of Regents
South Dakota School of Mines and Tech.
FY23 Faculty Salary Analysis

Version : 042014.16a

04/28/2022 14:35:15

Name	Department	Position	Title	FTE	Mths	Inst	SPC	Resr	Sevr	Gen	Performance	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mrkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Shende Rajesh	Chemical & Biol	ME9612	Professor	1.00	9	2	0	2	2	0	111172.00	126365.00	15193.00	13.67	3.15	4.31	4.31	6.21	.00	.0
Department																				
McGough Jeffrey	Computer Science & Engineering	ME9133	Professor	.50	12	2	0	1	3	0	85128.00	95300.10	10172.10	6.62	1.20	4.83	.59	.00	.00	5.3
Department																				
McGough Jeffrey	Computer Science & Engineering	ME9799	Professor	.50	12	2	0	1	3	0	85128.00	95300.10	10172.10	6.62	1.20	4.83	.59	.00	.00	5.3
Department																				
Wang Congzhou	Nanotechnology Sci Engr/Biomed	ME9237	Assistant Professor	1.00	9	2	0	3	2	0	75498.00	85172.33	9674.33	12.81	.00	4.97	7.84	.00	.0	.0
Department																				
Wood Scott	Nanotechnology Sci Engr/Biomed	ME9238	Assistant Professor	1.00	9	2	0	2	2	0	76909.00	86877.33	9868.33	12.96	.00	3.96	9.00	.00	.00	.0

SOUTH DAKOTA STATE UNIVERSITY

PZRSAPM

South Dakota Board of Regents
South Dakota State University
FY23 Non-Faculty Exempt Salary Analysis

Version : 042014.16a

04/28/2022 14:34:53

Name	Department	Position	Title	FTE	Mths	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mrkt	FY23 Perfm	FY23 Inst	FY23 Prom	FY23 Adj
Ag														
Almen, Kristen	& Biosystems Engineering	SE6083	Water Resources	1.00	12	47,062.00	52,349.00	5,287.00	10.52	1.61	8.70	.21	.00	.71
Ag														
Stuckey, Kristin	& Biosystems Engineering	SE6320	Program Coordin	1.00	12	50,000.00	55,635.00	5,635.00	10.60	2.00	4.60	4.00	.00	.67
Ag,														
Schubloom, Andrea	Food & Environm Sciences	EE9010	Marketing & Com	1.00	12	42,210.00	46,950.00	4,740.00	10.44	2.14	7.11	1.18	.00	.79
Agronomy,Hortic														
Bramstedt, Aaron	& Plant Sci	AE9019	Research Assist	1.00	12	37,647.28	42,472.78	4,825.50	11.94	2.04	6.24	3.65	.00	.88
Agronomy,Hortic														
Hall, Cody	& Plant Sci	AE8241	Research Assist	1.00	12	39,519.24	44,282.35	4,763.11	11.21	1.79	5.95	3.47	.00	.84
Agronomy,Hortic														
McCarty, Delwyn	& Plant Sci	SE8871	Budget and Acco	1.00	12	39,997.63	45,010.33	5,012.70	11.70	2.44	4.26	4.99	.00	.83
Agronomy,Hortic														
Westhoff, Shaina	& Plant Sci	AE9017	Research Associ	1.00	12	41,365.00	46,431.00	5,066.00	11.44	2.25	5.32	3.87	.00	.81
Animal														
Harty, Adele	Science	EE9844	Extension Field	1.00	12	62,575.00	69,549.00	6,974.00	5.15	1.63	3.52	.00	6.00	.00
Financial														
Buisker, Tracey	Aid	SE9777	Assistant Direc	1.00	12	49,747.00	57,988.00	8,241.00	15.90	1.34	4.50	10.05	.00	.67
Financial														
Chapman, Sydney	Aid	SE9923	Assistant Direc	1.00	12	48,086.00	56,526.00	8,440.00	16.85	1.46	5.00	10.40	.00	.70
Graduate														
Kerkvliet, Jennifer	Nursing	SE6887	Director-Popula	1.00	12	76,581.00	85,775.00	9,194.00	12.01	2.02	4.70	5.29	.00	.00
Intercollegiate														
Boe, Jordon	Athletics	SE9624	Assistant Athle	1.00	12	42,409.00	48,335.00	5,926.00	13.18	2.90	5.57	4.72	.00	.79
Intercollegiate														
Christy, Ryan	Athletics	SE6912	Assistant Athle	1.00	12	44,200.00	50,335.00	6,135.00	13.12	3.64	9.48	.00	.00	.76
Intercollegiate														
Costello, Caylee	Athletics	SE6321	Assistant Socce	1.00	12	36,015.00	40,335.00	4,320.00	11.07	3.09	2.90	5.07	.00	.93
Intercollegiate														
Dahl, Woodrow	Athletics	SE7537	Assistant Athle	1.00	12	40,532.00	45,335.00	4,803.00	11.02	2.29	8.74	.00	.00	.83
Intercollegiate														
DeHaven, Rodney	Athletics	SE9812	Head Coach-Trac	1.00	12	73,190.00	83,000.00	9,810.00	13.40	2.20	3.80	7.40	.00	.00
Intercollegiate														
Heylens, Kathleen	Athletics	SE8855	Associate Athle	1.00	12	85,000.00	97,000.00	12,000.00	14.12	1.32	8.77	4.02	.00	.00

Larscheid, Slade	Intercollegiate Athletics	SE9927	Deputy Athletic	1.00	12	102,916.00	115,000.00	12,084.00	11.74	.37	9.15	2.22	.00	.00						
Loban, Tamara	Intercollegiate Athletics	SE8882	Administrative	1.00	12	55,049.00	63,686.00	8,637.00	15.08	1.28	11.98	1.82	.00	.61						
Petersen, Bryan	Intercollegiate Athletics	SE7555	Assistant Coach	1.00	12	72,396.00	81,000.00	8,604.00	11.88	2.12	3.88	5.89	.00	.00						
Shaeffer, Jonathan	Intercollegiate Athletics	SE7558	Director of Foo	1.00	12	40,315.00	45,335.00	5,020.00	11.62	2.32	6.16	3.14	.00	.83						
Strunk, Loran	Intercollegiate Athletics	SE7559	Assistant Athle	1.00	12	40,534.00	45,335.00	4,801.00	11.01	3.22	7.79	.00	.00	.83						
Rider, Audrey	School of Educ, Counseling&Huma	EE9822	Extension Field	1.00	12	65,656.00	72,888.00	7,232.00	5.01	1.36	3.66	.00	6.00	.00						
Schlobohm, Jerad	Student Union & Activit	SE9912	Event Services	1.00	12	46,557.00	51,927.00	5,370.00	10.81	2.02	4.50	4.30	.00	.72						
Taute, Maryke	University Housing	SE8854	Assistant Direc	1.00	12	53,540.00	62,245.00	8,705.00	15.63	1.29	5.00	9.34	.00	.63						
Forrette, Courtney	Wellness Center-Fitness	SE6726	Coordinator--Co	1.00	12	41,500.00	46,857.00	5,357.00	12.10	1.58	4.50	6.02	.00	.81						
Miller, Kevin	Wellness Center-Fitness	SE6434	Member Services	1.00	12	41,500.00	46,442.00	4,942.00	11.10	1.58	3.50	6.02	.00	.81						
Total Dollars and Percentage																				
28.00																				
Total Salary Policy Dollars and Percentage																				
(excluding promotions and adjustments)																				
1581099.15																				
1757464.84																				
176365.69																				
11.15																				
04/28/2022 14:35:00																				
South Dakota Board of Regents																				
South Dakota State University																				
FY23 Faculty Salary Analysis																				
Name	Department	Position	Title	FTE	Mths	Inst	SPC	Resr	Sevr	Gen	Performance	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Anderson Gary	Ag & Biosystems	SE9434	Professor	1.00	9	1	1	1	0	1	82415.00	95350.00	12935.00	15.69	13.76	1.94	.00	.00	.00	.0
Gu ZhengRong	Ag & Biosystems	AB9414	Professor	1.00	9	1	1	3	0	1	102573.00	115077.00	12504.00	12.19	6.40	4.33	1.46	.00	.00	.0
Troolen Todd	Ag & Biosystems	SE9273	Professor	1.00	9	3	0	1	0	3	100590.00	111989.00	11399.00	11.33	6.99	3.84	.50	.00	.00	.0
Gu Xingyou	Agronomy, Horti	AB9873	Professor	1.00	9	2	1	2	2	0	93652.00	104242.00	10590.00	11.31	5.53	3.64	2.14	.00	.00	.0
Subramania Senthil	Agronomy, Horti	AB9401	Professor	1.00	9	3	3	2	0	3	96578.00	108909.00	12331.00	12.77	4.64	5.02	3.11	.00	.00	.0
Wu Jixiang	Agronomy, Horti	AB9420	Professor	1.00	9	1	1	1	0	2	92964.00	103221.00	10257.00	11.03	6.30	2.58	2.15	.00	.00	.0

Bleakley Bruce	Biology & MicroSE9389	Professor	1.00	9	1	1	1	0	2	81835.00	91719.00	9884.00	12.08	10.31	1.77	.00	.00	.0	
Kimn Jung-Han	Mathematics SB9160	Associate Professor	1.00	9	1	1	1	0	2	70401.00	80525.00	10124.00	14.38	12.35	2.03	.00	.00	.0	
Gent Stephen	Mechanical Engineering SB9516	Professor/ Central Re	1.00	9	1	2	3	0	2	115342.00	130532.00	15190.00	13.17	10.13	3.04	.00	.00	.0	
Hu Zhong	Mechanical EngiSE9171	Professor	1.00	9	2	2	3	2	2	111602.00	128407.00	16805.00	15.06	11.67	3.39	.00	.00	.0	
O'Brien Jamie	Ness School of SE9561	Professor	1.00	9	2	0	1	0	2	113920.00	135287.00	21367.00	18.76	7.30	3.55	7.90	.00	.0	
Bowne Mary	School of Educ,SE9088	Professor	1.00	9	3	0	3	2	2	80820.00	91450.00	10630.00	13.15	7.49	4.43	1.24	.00	.0	
Bridgick Hande	School of Educ,SE9248	Professor	1.00	9	2	2	2	2	3	83557.00	92845.00	9288.00	11.12	6.94	2.98	1.20	.00	.0	
Droke Elizabeth of Health & ConSE9199	School of Health & ConSE9199	Associate Professor	1.00	9	2	1	0	1	2	73769.00	82850.00	9081.00	12.31	8.40	3.91	.00	.00	.0	
Ragsdale Chalon	School of PerfoSE9084	Professor	1.00	9	2	0	2	0	1	71291.00	83808.00	12517.00	17.56	5.99	3.15	8.42	.00	.0	
Martin Rebecca	School of Psych,Soc&Ru Studies SE9213	Professor/ Department Head	1.00	9	2	2	1	2	2	84732.00	95951.00	11219.00	13.24	6.71	2.99	3.54	.00	.0	
South Dakota Board of Regents South Dakota State University FY23 Lecturer Salary Analysis																			
Version : 042014.16a																			
04/28/2022 14:35:21																			
Performance																			
Name	Department	Position	Title	FTE	Mths	Inst	SPC	Resr	Sevr	Gen	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Kluck Jennifer	English & InterSE7200	Lecturer	1.00	9	3	0	0	0	0	0	46090.00	51791.00	5701.00	11.64	1.98	4.14	5.52	.00	.73
Alsaker William	Mathematics & SSE8999	Lecturer	1.00	9	2	1	1	0	3		49401.00	55800.00	6399.00	12.27	2.03	7.12	3.13	.00	.68
Diischer Rebecca	Mathematics & SSE8998	Lecturer	1.00	9	3	1	1	0	3		54097.00	60483.00	6386.00	11.18	.79	7.54	2.86	.00	.62
Ulvestad Erin	Mathematics & SSE8997	Lecturer	1.00	9	2	1	1	0	2		49088.00	54579.00	5491.00	10.51	2.12	5.23	3.15	.00	.68
Dubbelde Victoria	Ness School of SE6750	Lecturer	1.00	9	2	0	0	0	3		79617.00	88863.00	9246.00	11.61	3.49	4.35	3.77	.00	.00
Heller Barbara	Ness School of ManagSE9583	Lecturer/E Coordinato	1.00	9	2	1	0	2	1		77143.00	86023.00	8880.00	11.51	3.45	4.17	3.89	.00	.00
Carlile Andrea	School of CommuSE6931	Lecturer	1.00	9	2	0	0	0	3		48968.00	54418.00	5450.00	10.45	1.75	4.61	4.08	.00	.68

UNIVERSITY OF SOUTH DAKOTA

PZRSAPM

South Dakota Board of Regents
University of South Dakota
FY23 Faculty Salary Analysis

Version : 042014.16a

04/28/2022 14:35:08

Name	Department	Position	Title	FTE	Mths	Inst	SPC	Resr	Sevr	Gen	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Dixon Mark	Biology	UE8930	Professor	1.00	9	0	0	0	0	0	84862.52	94993.54	10131.02	11.94	3.72	4.68	3.54	.00	.0
Wang Xuejun	Dean of the Med	QE9074	Director/P	.25	11	0	0	0	0	0	63444.59	72992.06	9547.47	15.05	1.89	5.27	7.90	.00	.0
Wang Xuejun	Dean of the Med	QE9812	Director/P	.75	11	0	0	0	0	0	192171.95	221093.02	28921.07	15.05	1.78	5.27	8.01	.00	.0
Jiang Nan	Mathematics	UE9507	Professor	1.00	9	0	0	0	0	0	83865.80	93553.07	9687.27	11.55	2.83	5.14	3.58	.00	.0
Custis Tyler	School of Business	UE9184	Assistant Professor	1.00	9	0	0	0	0	0	92569.97	103167.27	10597.30	11.45	4.25	3.96	3.24	.00	.0

PZRSAPM

South Dakota Board of Regents
University of South Dakota
FY23 Lecturer Salary Analysis

Version : 042014.16a

04/28/2022 14:35:19

Name	Department	Position	Title	FTE	Mths	Inst	SPC	Resr	Sevr	Gen	FY22 Base	FY23 Salary	Total Increase	FY23 Slry	FY23 Mkt	FY23 Perf	FY23 Inst	FY23 Prom	FY23 Adj
Ackman Nicole	Communication	SUE7459	Instructor	1.00	9	0	0	0	0	0	39405.67	44390.62	4984.95	12.65	.00	4.97	7.68	.00	.00
Zavadil Francis	Dean of Health Sciences	QE9823	Chair, Addiction Studies/In	.60	12	0	0	0	0	0	60509.45	67192.93	6683.48	11.05	.00	6.09	4.96	.00	.00
Zavadil Francis	Dean of Health Sciences	QE9977	Chair, Addiction Studies/In	.40	12	0	0	0	0	0	40339.64	44795.30	4455.66	11.05	.00	6.09	4.96	.00	.00
Chasing Ha Teresa	Mathematics	UE7481	Instructor	1.00	9	0	0	0	0	0	43954.27	49468.38	5514.11	12.55	.00	5.66	6.88	.00	.00
Bates Nathan	Modern Language	UE9056	Lecturer	1.00	9	0	0	0	0	0	47134.94	52329.10	5194.16	11.02	.00	5.66	5.36	.00	.00
Clark Dale	Philosophy	UE9136	Lecturer	1.00	9	0	0	0	0	0	46857.68	52104.16	5246.48	11.20	.00	5.81	5.39	.00	.00
Fierro Jennifer	Sustainability	UE7226	Instructor	1.00	9	0	0	0	0	0	48301.68	53982.53	5680.85	11.76	.00	6.53	5.23	.00	.00

**APPROVE THE FOLLOWING TENURE AND/OR PROMOTION REQUESTS FOR
THE FOLLOWING FACULTY MEMBERS:**

BLACK HILLS STATE UNIVERSITY

Promotion: Michael Baum
Breon Derby
Nicholas Drummond
Brian Eberhard
Trenton Ellis
DuLu Hsiao
Quintin Owens
Nathan Deichert
Martin Fashbaugh
Courtney Huse-Wika
Faye LaDuke-Pelster

Tenure: Michael Baum
Breon Derby
Nicholas Drummond
Brian Eberhard
Trenton Ellis
DuLu Hsiao
Quintin Owens

DAKOTA STATE UNIVERSITY

Promotion: Michael Ham
Mark Spanier
Mary Francis
Yong Wang

Tenure: Wendy Romero
Michael Ham
Mark Spanier

NORTHERN STATE UNIVERSITY

Promotion: Hanna Walters
Jon Mitchell

Tenure: Hanna Walters

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Promotion: Robert Anderson
Haley Armstrong
Mengistu Geza Nisrani
Gocke Ustunisik
Bryce Tellman
Xinhua Bai
Kyle Caudle
Venkata Gadhamshetty
Randy Hoover
Marc Robinson
Alevtina Smirnova
Zhengtao Zhu

Tenure: Robert Anderson
Haley Armstrong
Mengistu Geza Nisrani
Gocke Ustunisik

SOUTH DAKOTA STATE UNIVERSITY

Promotion: Srinivas Janaswamy
Maristela Rovai
Benoit St Pierre
Adam Varenhorst
Lisa Hager
Luz Kirschner
Candace May
Staci Born
Kristine Ramsay Seaner
Katelyn Romsa
Hung-Ling Liu
Bryan Romsa
Nicole Graves
Patrick Hales
Natalie Thiex
Rouzbeh Ghabchi
Anamika Prasad
Steven Wingate
Joshua Westwick
Rebecca Kuehl
Michael Walsh
Heidi Mennenga
Thandiwe Nleya

Tenure: Srinivas Janaswamy
Maristela Rovai
Benoit St Pierre
Adam Varenhorst
Lisa Hager
Luz Kirschner
Candace May
Staci Born
Kristine Ramsay Seaner
Katelyn Romsa
Hung-Ling Liu
Bryan Romsa
Nicole Graves
Patrick Hales
Natalie Thiex
Rouzbeh Ghabchi
Anamika Prasad

UNIVERSITY OF SOUTH DAKOTA

Promotion: Zoli Filotas
Julia Hellwege
Ramiro Lafuente-Rodriguez
Andrew Pickett
Leah Seurer
Wenqin Xu
Jean Caraway
Constantin Picioroaga
Zhenqiang Wang
Ashley Jairam
Jillian Linster
Kadarkaraisamy Mariappan
Joseph Raiche
Gemma Skillman
Klaus Beckmann
Barjloziej Hanus
Jewel Shepherd
Gregory Huckabee
Daniel DeCino
Robin Wiebers
Monica Iverson
Alessandra Feris
Ioana Galu
Luis Viquez
Phillip Michael Hook

Tenure: Zoli Filotas
Julia Hellwege
Ramiro Lafuente-Rodriguez
Andrew Pickett
Leah Seurer
Wenqin Xu
Klaus Beckmann
Barjloziej Hanus
Jewel Shepherd
Daniel DeCino
Alessandra Feris
Ioana Galu
Luis Viquez
Hannah Haksgaard
Ann Tweedy
Sabina Kupersmidt
Jean Yockey
Lisa McFadden

UNIVERSITY OF SOUTH DAKOTA (CONTINUED)

Promotion: Scott Mollman
 Laura Rose
 Hannah Haksgaard
 Ann Tweedy
 Chelsea Wesner
 Sabina Kupersmidt
 Jean Yockey
 Susan Puumala
 Bruce Cuevas
 Lisa McFadden
 Michelle Baack
 Jennifer Hsu
 Victor Huber
 Matthew Simmons

UNIVERSITY OF SOUTH DAKOTA – HEALTH AFFAIRS / SCHOOL OF MEDICINE

Promotion: Michael Kareta
 Lauritz Meyer
 Kelly Rhone
 Sujit Sakpal
 Ashley Sandeen
 Hector Saucedo Crespo
 Christopher Stanton
 John Berdahl
 Susan Hoover
 Patrick Kelly
 Marian Petrasko

**DENY THE FOLLOWING TENURE, PROMOTION AND/OR RENEWAL REQUESTS FOR
 THE FOLLOWING FACULTY MEMBERS:**

DAKOTA STATE UNIVERSITY

Renewal: DSU 6

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Promotion: SDSMT 1

Tenure: SDSMT 1

SOUTH DAKOTA STATE UNIVERSITY

Promotion: SDSU 1
 SDSU 19

Tenure: SDSU 1

UNIVERSITY OF SOUTH DAKOTA

Promotion: USD 20

SOUTH DAKOTA STATE UNIVERSITY						
Name	Title	Effective date	Job Change Reason	Requested Salary	Previous Salary	% Increase
Jianli Qi	Researcher II	4/22/2022	Permanent Additional Duties	\$53,104.00	\$48,276.00	10.0%
JUSTIFICATION: Due to the additional duties of data management, supervision, and preparation of reports, manuscripts and grant proposals, HR is recommending reclassification from a Researcher I to a Researcher II. SDSU is requesting a 10% salary increase with an annualized salary of \$53,104 effective April 22, 2022.						
Bryan Peterson	Assistant MBB Coach	5/1/2022	Retention/Market	\$90,000.00	\$72,396.00	24.3%
JUSTIFICATION: SDSU would like the ability to counteroffer to retain Bryan Petersen. Bryan has been contacted by Minnesota State-Moorhead for a position as head coach with a salary of approximately \$119,000 (base) and total comp of \$135,000; he has been contacted by St. Cloud State University for a position of head coach with a salary of approximately \$119,000 (total comp & base) and UW-Milwaukee for an assistant coach position with salary of approximately \$91,000. Bryan Peterson is an important part of our men's basketball program and has been an integral part of the success the program's success from coaching and recruiting.						

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR			
NAME	TITLE	EFFECTIVE DATE	INSTITUTION
Jordan Bonstrom	Opportunity Center Director	5/22/2022	USD

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A

DATE: May 10, 2022

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:17](#) – Awarding of Degrees, Graduation Dates, and Catalog of Graduation

BACKGROUND / DISCUSSION

Board of Regents Policy 2:17 specifies that the Board “approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university,” following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, University of South Dakota, and the South Dakota School for the Blind and Visually Impaired request approval of the graduation lists for Spring 2022.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – Black Hills State University
Attachment II – Dakota State University
Attachment III – Northern State University
Attachment IV – South Dakota School of Mines and Technology
Attachment V – South Dakota State University
Attachment VI – University of South Dakota
Attachment VII – South Dakota School for the Blind and Visually Impaired

DRAFT MOTION 20220510_5-A:

I move to approve the attached BHSU, DSU, NSU, SDSMT, SDSU, USD and SDSBVI graduation lists contingent upon the students’ completion of all degree requirements.

Black Hills State University Graduation List

MAY 2022

ASSOCIATE OF ARTS

Barton, Shyla	Feldt, Nikolas	Sowers, (James) Clark
Bishop, Kasaundra	Gonzalez Jr., Eladio	Whartman, Amanda
Cordell, Hope	Harris, Chandra	Wiedrick, Shannon
Crandall, Rene	Rank, Gary	
Dokken, Renae	Schack, Elizabeth	

ASSOCIATE OF SCIENCE

Agler, Katelin	Gilbert, Brooklyn	Luze, Miranda
Brown, Taylor	Holewa, Mackenzie	Magelky, Niklaus
Bybee, Olivia	Kimball, Alivia	Riley, Isabella
Fuller, Breanne	Knight, Andrea	

BACHELOR OF FINE ARTS

Baatz, Keegan	Hunnes, Alexander	Selby, Kinsy
Bender, Erin	Jackson, Cody	Straight Head, Eunice
Brady, Alexis	Kilgore, Jennifer	Thovson, Valeen
Burditt, Matthew	LaCroix, Damon	Wallace, Kala
Clark, Paige	Nachtigall, Regina	Zemlicka, Jessica
DeNoma, Stephanie	Popelka, Erica	
Franklin, Hailey	Sandness, Karin	

BACHELOR OF GENERAL STUDIES

Cihak-Brozik, Sally	LeClair, Katherine	Teets, Ryan
Critchfield, Holly	Mitchell, Katherine	Wetrich, Grace
Geffre, Shawnee	Mollet, Thomas	Wolfe, Rebecca
Kondisko Clark, Lauren	Night Pipe, Coya	
Langseth, Linnea	Soto Matehuala, Alix	

BACHELOR OF SCIENCE

Ahmed, Tasbeer	Big Eagle, Eric	Brooks, Sage
Ahrendt, Kaelynn	Bill, Dakota	Bucks, Abigail
Amaral, Crystal	Blomberg, Jennifer	Budmayr, Fallon
Andersen, Josie	Bolton, Ty	Christensen, Bryce
Arthur, Kolton	Bonham, Xavier	Christensen, Taylor
Barraclough, Ellie	Booth, Haley	Chu, Nga Man
Beacom, Ashlee	Brand, Joel	Chytka, Haley
Beck, Kristine	Brecht, Julie	Ciccariello, Anne

Black Hills State University Graduation List

MAY 2022

Cisse, Sindou	Johnson, Elizabeth	Myran, Tarah
Clancy, Nicholas	Jones, Alyssa	Neiman, Ella
Clarke, Kristina	Jones, Celie	Nguyen, Vy
Clemmons, Alexis	Jordan, Andrew	Nowodworski, Gabriella
Collins, Katherine	Kandler, Madison	Olness, Kamryn
Cormier, Kaylee	Keehn, Lilyan	Opitz, Spencer
Coyle, Korbryn	Kerr, Chad	Ortiz-Pierce, Ajiah
Cramer, Whitney	Kettlehut, Kyle	Osowski, Keith
Creed, Delany	Kettwig, Tanner	Pace, Jordan
Cromwell, Kyleigh	Klumb, Tessa	Parke, Cheyenne
Davis, Ashley	Krebs, Kyle	Patterson, Meghan
Delores, Alexis	LaCroix, James	Patterson, Zechariah
Dukic, Sava	Lara, Kasandria	Paul, Starr
Dykstra, Erica	Lawrence, Zenobia	Pauley, Emilee
Engelhart, Rueben	Leander, Devon	Paulson, Cassondra
Engler, Jedediah	LeLaCheur, Jeremy	Pearce, Christian
Fields, George	Leliaert, Chance	Pfeiffer-Munoz, Brianna
Finias, Taylor	Lensegrav, Luke	Piroutek, Stephanie
Flemming, Callie	Lewis, Alexandria	Porter, Kelsey
Franklin, Christopher	Lindquist, Ruby	Pratt, Cason
Fretheim, Kallie	Lister, Christopher	Prehemo, Brielle
Gerry, Lee	Luu, Sarahjane	Rein, Maureen
Goldade, Cody	Maher, Nolan	Richter, Maleah
Goodman, Ella	Marchiando, Jace	Ring, Kolbi
Goodman, Susan	Martell, Caroline	Roady, Jade
Graves, Caitlyn	Mattson, Brett	Roberts, Matthew
Gray, Rebecca	Mauck, Thomas	Robinson, Cody
Gruntmeir, Caley	McCaslin, Emily	Roy, Aaden
Gusso, Kirby	McCollar, Abie	Ruiz, Taylor
Hammons, Tyler	McIntyre, Molly	Russell, Michael
Harms, Jacob	Meadows, Madison	Ryckman, Cassandra
Hartley, Teagen	Meeks, McKenzi	Sandrini, Grace
Hartman, Esperanza	Merkle, Erik	Sawvell, Kyla
Heinert, Nikita	Meza, Alejandra	Schack, Peter
Henning, Alisha	Miller, David	Scheller, Faith
Hill, Allisa	Mittelstedter, Troy	Schroedermeier, Evan
Hottel, Michael	Mittner, Shania	Schultz, Baylee
Houska, Trevor	Morgan, Sara	Schumacher, Dominic
Huffman, Lauren	Morris, Brady	Shelley, Aaron
Iwan, Jamie	Mott, Sara	Siess, Chance
Jensen, Mason	Mulenga, Manda	Skogen, Emily

Black Hills State University Graduation List

MAY 2022

Smart, Abigail	Tohm, Samantha	Wickham, Samantha
Solaas, Marlon	Trujillo, Jacob	Wieringa, Lei'ani
Stewart, Tyler	Ullrich, Riley	Williams, Alexandra
Stratman, Samuel	Vukota, Dartanian	Williams, Jaicee
Taylor, Wesley	Ward, Sierra	Willow, Kendra
Thunder Hawk, Izabella	Weaver, Alexander	Wilson, Jessica
Toft, Andrew	Welniak, Katherine	Wokal, Brenna

BACHELOR OF SCIENCE IN EDUCATION

Addison, Jada	Flemming, Callie	Oedekoven, Brandi
Anderson, Tara	Fox-Altringer, Awnah	Olson, Trig
Bernard, Mathilde	Freeland, Alyssa	One Feather, Daisa
Bishop, Brett	Gienger, Makenzie	Peña, Alyssa
Boe, Madeline	Hansen, Devin	Plymate, Katie
Braswell, Brooke	Hendrick, Hannah	Pomrenke, Seth
Broom, Sylvia	Hill, Rebecca	Quaschnick, Eric
Caldwell, Jace	Hooker, Cody	Roling, Gregory
Chase, Gracie	Hovdenes, Victoria	Rossow, Cooper
Clark, Katie	Hoyer, Kassandra	Rowse, Rilee
Clemmons, Avery	Huffmon, Allison	Scheidt, Tara
Collier, Matthew	Jenson, Jarrett	Schneider, Haley
Collins, Gracee	Johnson, Gracie	Seders, Janie
Cudney, Ariana	Keller, Elliott	Seyer, Halle
Daniel, Annika	Koens, Megan	Shupick, Macy
Davis, Amanda	Kosters, Gracie	Smith, Selena
Davis, Shelby	Krush, Adrianna	Stinson, Clarissa
Deaton, Victoria	Larson, Jasmine	Teeslink, Kennedy
Deiss, Carley	Lockman, Pasiensia	Trainer, Emily
Deitz, Kate	Lynam, Audra	Turek, Brooke
DeNoma, Stephanie	Mauer, Jennifer	Versteeg, Cooper
Driesbaugh, Richelle	Miessler, Cale	Wise, Nathan
Egermier, Amy	Muth, Amber	Woods, Lindsey Morgan
Fallon, Carlee	Nielsen, Tia	

Black Hills State University Graduation List

MAY 2022

MASTER OF ARTS IN TEACHING

Hamann, Alysha	Owens, Hope
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MASTER OF BUSINESS ADMINISTRATION

Carver, Alyssa	Gertsch, Drew
Dochinjav, Amartur	Rosenstrauch, Bailey

MASTER OF EDUCATION

Anderson, Taylor	Caron, Laura	Kvale, Stacy
Brown, Alyssa	Curr, LaNae	Ronke, Tyra
Brudvig, Ashley	Harms, Elizabeth	
Caron, Amy	Knutelski, Molly	

MASTER OF SCIENCE

Allee, Zane	Dunn, Rashida	Larson, Layne
Arechigo, Mikayla	Edman, Chancellor	Lee, Brandon
Clark, Blair	Geraets, Mary	Lehnhoff, Manfred
Clark, Haley	Goodman, Grant	Marchant, Christi
Coppe, Darlene	Kerr, Bailea	McGuire, Brendan
Curley, Isaac	Kitterman Regelin,	Mitchell, Lauren
Davis, Elanor	Meggan	Mullen, Duston
DeVries, Kailey	Krogman, Wyatt	Neff, Michael

Black Hills State University Graduation List

MAY 2022

Novikava, Tatsiana	Reed, Russell	Spielman, Julie
Olson, Douglas	Reihe, Rachel	Szenasi Forizs, Anna
Pennel, Alicia	Rogers-DeMers, Wendy	Todd, Amy
Pettigrew, Caleb	Romey, Chelsae	Wallenmeyer, Marcie
Phillips, Brian	Roth, KayDe	Watson, Daniel
Post, Raven	Schone, Aaron	Wendell, Michelle

CERTIFICATES

Bonham, Xavier	Jones, Alyssa	Pfeil, Andrea
Bunch, Raymond	Jordan, Andrew	Ryckman, Cassandra
Clancy, Nicholas	McCaslin, Emily	Skogen, Emily
Cormier, Kaylee	Miller, David	Ullrich, Riley
Fretheim, Kallie	Nowodworski, Gabriella	Wallace, Kala
Geffre, Shawnee	One Feather, Daisa	Williams, Jaicee
Hammons, Tyler	Opitz, Charles	Zuniga, DeVee

Spring & Summer Graduates, Class of 2022

Dakota State University

ASSOCIATE OF ARTS

Sarah K. Baumberger
Marissa L. Jensen
Katrina Jaylene Kauffman

Melanie O. Little Wounded
Walker Douglas Olivier
Reece Scott Schulte

Catherine Rose Stagliano
Jordan Wickstrom

ASSOCIATE OF SCIENCE

Katelyn A. Bedient
Brandon E. Bruger
Karissa Ann Busser
Kayla Jane Cook
Ahmed Hasan Falih
Cody Gilbertson
Nicole Harming

John M. Helland
Tara L. Jorgensen
Danielle Sue Lien
Miles P. Livermont
Zachary B. Loo
Cody Mayer
Tiffany M. Messick

Tresa Rancee Monteith
Caleb LeRoy Nielsen
Bernard Thomas O'Neill
Zachary Brian Rohrbach
Daniel L. Romero
Franklin Joseph Ryland
Shaly Caye Werdel

BACHELOR OF BUSINESS ADMINISTRATION

Erica Lynn Anderson
Catherine N. Anthony
Morgan Miranda Lousia Dalluge
Josh Giles
Josh Goeden
Landon D. Hoard
Blaine Humann
Brook Insko
Kelly Jennings
Chalsea Kerkvliet

David Douglas Kirby
Justin K. Mettling
Brent Stuart Miller
Wyatt Minion
Joshua C. Pauley
Cameron H. Pitts
Bobby Adam Punt
Danielle R. Putnam
Kylie Randall
David M. Rice

David James Ruddy Jr.
Seth Sando
Solomon Shahan
Kristin Tassler
Steven D. Tow
Andrew Tverberg
Brady Van Holland
Marcus VandenBosch
Ben Von Wald

BACHELOR OF GENERAL STUDIES

Noah Robert Angstadt
Connor Castner
Brenner Jon Furlong

Brooke J. Gortmaker
Nicholas Cody Hayden

Qua Johnson
Morgan K. Koepsell

BACHELOR OF SCIENCE

Joseph Abbott
Mason M. Allam
Rebekah Lynn Amussen
Katherine M. Badillo
Cashlin Barbour
Ernst Stephen Pablo Bateman
Daniel D. Bauer
Carson Beaner
Trevor John Belael

Paige Bennett
Taylor A. Blenner
Hunter Boelz
Drake Booth
Keinen Richard Bousquet
Zach Tyson Boyle
Kyle Bruening
Nicholas M. Camp
Vincent Campbell

Luke Christensen
Jacía Anne Christiansen
Steven R. Clark
Britany M. Cool
Roman C. Cooley
Calvin Luke Courtney
Jeanine G. Dashiell
Max C. Davis
Stephanie DeAmelia

Devin John DeBoer
 John Zachary DePietro
 Jacob Dixon
 Shane Donahue
 Autumn Grace Driscoll
 Dillon Eagon
 Ebraam Ashraf Helmy Ebrahim
 Nico S. Edrich
 Elijah J. Ehresmann
 Shawn Ensiz
 Andrew John Erdmann
 Gare Will Ewefada
 Michael Joseph Fahnlander
 Shane M. Farmer
 Jaden N. Feil
 Eli E. Fink
 Tyler Franzen
 Severin I. French
 Alec D. Gannon
 Alexander C. Garcia
 Andrew Geurts
 Jennifer Giles
 Richard James Gillespie Jr.
 Parker James Goblirsch
 Josh Goeden
 Brett J. Goodwin
 Robert J. Goscicki II
 Joshua William Griffith
 Anna J. Grovender
 Harrison William Gruenwald
 William Hamilton
 Ketia Jean Noel Hanson
 Max M. Hardyk
 Payton K. Harrell
 Ethan Havard
 Jamae Heidelberger
 Travis Alan Heidelberger
 Tyler Helmers
 Sara Henegar
 McKenzie Fisher Hermanson
 Landon D. Hoard
 Garrett Douglas Hoium
 Zane M. Holmgren
 Steven F. Honomichl
 Ethan Houchin
 Traia Shae Hubbard
 Nathan Huisman
 Khalid Emad Hussein
 Annalisa Eileen Ingui

Isil Isik Mutlu
 Ryan Alan Jackovich
 Erick Steven Johnson
 Josie Johnson
 Lumin F. Johnson
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 Rebecca L Lange
 Antonio Lansang
 Tanner J. Larson
 Lauren E. Lawson
 Payton John Lawson
 Alec J. Leber
 Jesse Addison Lebsack
 Sophia I. Lewis
 Aubrey Lipetzky
 Aleona Lund
 Ashlyn Macdonald
 Noah Allen Manter
 Steven Masley
 Alexander Maxey
 Cody Mayer
 Michael Aaron McClure
 Kendrin Reed Millage
 Kaden A. Mixon
 Tate David Mohlenkamp
 Osmal Omar Momotic
 Thomas Moon
 Gillian A. Morris
 Xander Morrison
 Eric Narveson
 Jordan Neises
 Elijah James Ness
 Hannah N Newberry
 Caleb LeRoy Nielsen
 Joseph LaVerne Nugteren
 Ethan C. Oien
 Baruch H. Oltman
 Fernando Onate Jaime
 Nathan Piper Max Ord
 Caitlyn Kelly Palmquist
 Jason G. Parry
 Ronit Rajesh Pawar
 Tanner M. Peck

Levi T. Pederson
 Mitchell D. Peters
 Ethan Thomas Pinto
 Vanessa C. Polmateer
 Dawn E. Pronschinske
 Thomas Rainboth
 Andrew K. Reese
 Cameron John Hermoso Reimer
 Samuel Resop
 John Romes
 Ryan Roper
 Jessica M. Rupp
 Mason E. Rusten
 Gabriel Salles Simao
 Nicholas Sandison
 Kaytlyn N. Schaefer
 Benjamin T. Schaeffer
 Nathan A. Schoenfeld
 Roya Shams
 Phusuda Baah Sheehan
 Jamie M. Shirley
 Isabel A. Small
 Nicholas Andrew Smith
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 Justin Tamondong
 Justin T. Thomas
 Ashton Alexander Thrash
 Kahlil J. Tilbury
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 Nicholas True
 Dominick Aloysius Tureaud
 Kyle Kennedy VanFleet
 Marcus VandenBosch
 Matthew Phillip Verrette
 Naomi Vonkeman
 Samuel Wagler
 Matthew H. Waters
 Jacob S. Weber
 Jack Mathew Weekly
 Brody Weiss
 Makayla R. Welbig
 Dylan M. Westlund
 Trayton E. Williams

Benjamin Jay Wilson
Charles J. Wittrock

Levi F. Wixon
Megan Jo Zephier

Sol Zona

BACHELOR OF SCIENCE IN EDUCATION

Tara J. Aslesen
Justin Thomas Butler
Hattie Marie Clapp
Burkelyn Cowles
Grace Dellman
Cassandra J. Geraets
Megan E. Griebel
Esai A. Hernandez
BreeAnn L. Hoek
Karen Renae Hoffman
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Alyssa Juelfs

Kayla Marie Kappler
Anna Theresa Koisti
Kevin M. Krumm
Max Ryan Luesebrink
Hannah Olivia Lunden
Nina Maloney
Callie J. Martens
Morgan M. Metzinger
Mercedes L. Moeller
Cheylee K. Nagel
Skyler A. Pattison

Hunter T. Sanford
Nicole A. Sarringar
Ashley Lynn Lorenz Sarvis
Brooke R. Stark
Abbey Danielle Strait
TyAnn Ulmer
Stacy Lynn Van Overbeke
Danielle Vinz
Braedon D. Wallenstein
Josie Lynn Wolf
Carly T. Woodring

DOCTOR OF PHILOSOPHY

Giridhar Reddy Bojja
Brian S. Bovee
Matthew Lane Bradley
Kimo Bumanglag

Justin Timothy Burr
Jude Chukwuma Ejiochi
Lisa Marie McKee
Francisca Afua Opoku-Boateng

Mark Andrew Stanislav
Srinivasulu Reddy Vuggumudi
Piyush Vyas
Polly Wainwright

MASTER OF BUSINESS ADMINISTRATION

Nicholas Bitz

Jay D. Schultz

Walter Frederick Van Den
Oever

MASTER OF SCIENCE

Tarek Talaat Abdelmotalieb
Mohammed Zakiuddin Ahmed
Mustafa Ali Alhajjaj
Mohammad Saad Anwar
Srinivas Reddy Arekuti
Vahini Choudary Atluri
Shashi Kumar Reddy Banda
John James Darth Vader Bonar
Adam Christopher Bucciarelli
Christopher Burgers
Sairam Burla
Jaron Burtnett
Diego Edgardo Chacon
Amit K. Chahwala
Naga Phanindra Reddy Challa
Anusha Chama

Dasari Vyshnavi
Michael Deaver
Yamuna Dhungana
Connor Lee Ford
Arun Kumar Gaddam
Brooke Gardner
Benjamin Gilbert
Benjamin Glaser
Gavin Mathew Gunawardena
Shivali Gupta
Sammangi Harsha
Jacob T. Hince
Laura Ann Huffman
Bryan Etsuo Ikei
Sushma Kalagara
Mounika Kommera

Suryasai Konakanchi
James Robert Konderla
Bradley Koronkiewicz
Cody Alan Kronaizl
Anup Kumar Kuchana
Jacques P. LaCour
Donna Rae Landmark
Navyasri Maddukuri
Venkata Sreekanth Malleboina
John Russell Mauss
Nicholas Timothy Medema
Wesley Miller
Jason Mixon
Jordan Michael Morren
Christina Y. Mulu
Anna Opsahl

Chase J. Opsahl
 Dominic Joseph Orlow Eidam
 Osterloh
 Vijay Prakash Paka
 Laura Lynn Peckenpaugh
 Jayasimha Reddy Pedamalli
 Anil Phanidapu
 Hailey Elizabeth Duffey Pizana
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 Evan James Read

Bhanu Lakshmi Narayana Revinisetty
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 Divya Singh Sankhla
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 Steven Joseph Seeger
 Evan Lee Sellers
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Logan Shaw
 Lidia Soto
 Christopher Stoick
 Santoshi Sutrave
 Abu Daud Talukder
 Kishan Sai Thotakura
 Rachel Van Der Maaten
 Caleb T. VanGerpen
 Vishnuvardhan Sunkari
 Adam Dorian Wong

MASTER OF SCIENCE IN EDUCATION

Stacy Ann Bennett
 Matthew Brue
 Alyssa Krehbiel

Sandy M. Heimdal
 Kathy Ann Jensen
 Cassandra Ann Brunick

Charli MeShelle Venable Nolan
 Sabra E. Clarke Timmins
 Viana Waldner

**NORTHERN STATE UNIVERSITY
APPLICANTS FOR MAY COMMENCEMENT
May 7, 2022**

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Michelle Faye Downie
Evan John Meiers
James Mathew Novak

Keri L Rasmussen
Austin James Shults

Catherine Anne Woodmansey
Paige Sandra JoAnne Zeeck

MASTER OF SCIENCE

Abagael M. Kenobbie

Michael Ali'i Loyola

Toni Rejean Schmidt

MASTER OF SCIENCE IN EDUCATION

Gabrielle Charlotte Brandt
Kate Michelle Campbell
Cheng Chen
Joni Mae Clark
Tara Ann Currier-Hofer
Elyse Nicole Cuttic
Jared Porter Deutch
Riccardo Done'
Christa Blanche Eckman

Grant Michael Farmer
Dalton Thomas Foley
Nicole Dee Griffith
Ariana Gutierrez
Joshua Bryan Haverfield
Samantha Joann Hicks
Zane Elijah Hunt
Conner Douglas Klostermann

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Katherine Angela Roche
Sarah Joy Rozell
Sarah Jean Scherer
Katie Kay Sinner
Patrick A. Sowah
Katie Rae Strande
Mitchell Foster Webster

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS IN HONORIBUS

Matěj Číp

Mary Grace Fullmer

Jakob Martin Lund

BACHELOR OF ARTS

Marialuisa Jose Avila Ibarra	Lane Troy Hanson	Brian Robert Omland
Mallory Marguerite Beckler	Brandon Lee Heim	David James Opheim
Abigail Josephine Berreth	Lisandra I. Herrera Ferrer	Rachel May Peterson
Jennifer Karen Clark	Tyler Faythe Hintz	Dylan James Rausch
Abigail Lucille Crouch	Jesse Wayne Iverson	Cameron Elle Reid
Naomi Jean Davis	Makayla J. Jenniges	Jacob Robert Rohrer
Annabelle Sophia Eastman	Richard Amidu Kamara	Loretta Ann Simon
Lacey Lyn Kay Elznic	Samuel James King	Tabitha Lyn Sonne
Zoey E. Gab	Hai Ku	Samuel Ethan Tucker
Brad Gabler	Peyton Jade Miller-Dalberg	Rosemary Vega
Eva Christina Graf	Emma Justine Murdock	
Brady Ethan Hamer	Jake R. Oliphant	

BACHELOR OF FINE ARTS

Michelle Renea Dailey	Avery Anne Hood	Stephanie Joy Vanden Hoek
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BACHELOR OF GENERAL STUDIES

William Corchado	Shannon Rene' Garcia	Samantha M. Schwabe
Diego Jose Gallegos		

BACHELOR OF MUSIC EDUCATION

Abigail A. M. Arhart	Marissa Hanley	Abbigayle Marie Quinn
Patrick James Calvillo	Eduardo Mendoza Reyes Ortiz	Dylan Jason Unruh
Lucas Roy Fredrick	Morgan Cecilia Mewes	

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Olivia Becker	Olivia Rud	Drew Craig Talberg
Kristen Grace Calderon	Makenna Rae Steffel	Garret Jay Thompson
Megan Elizabeth Mooberry		

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Dorien Fatu Ah Sam	Michael James Fetherhuff	Jordan C. Menken
Dmytro Anikin	Kelsey Gaulrapp	Alyssa Lynn Mielke
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Shayna Marie Kamalani Asuncion	Rachel Ann Guthmiller	Isaiah George Nolan
Marialuisa Jose Avila Ibarra	Michele Jo Lee Hagenlock	Makenna Audrey Petersen
Solomon Steven Bach	Zoe Alexandria Hardwick	Blake Christopher Peterson
Jordan Joseph Belka	Jackson James Harrison	Jessica Lynne Pruitt
Tava Jeanne Berg	Callie Rose Heath	Spencer John Sarringar
Christina Marie Beusch	Breanna Kaylin Insani	Amber Lee Schanzenbach
Seth Clay Brewer	Chase Remington Jacobs	Jonah Michael Stolz
Ashley Marie Bruzek	Emilee P. Johnson	Connor Warren Stubbe
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Dante Sergio Colichieski	Kylie McKenzie Kassube	Michael Joseph Stubbs
Hattie Faith D'Anne Conklin	Jacob Charles Kornmann	Amber Nicole Thelen
Caleb Daniel DeBoer	Kelsey Marilyn Kuo	Kelby Rachel Tracy
Scott Patrick Diede	Zachary Aldei Lanier	Teya Marie Trujillo
Connor Gabrielle Doran	Brynne Renee Larvie	Josslyn Alissa Veflin
Brandon Michael Dorshak	Caden Michael Maciejewski	Erin Walth
Payton Leigh Eisenbeisz	Megan Malsam	Tanner A. Wiese
Peyton Alexandra Ellingson	Jessica Marie Martinez-Perez	Arshon Jacquell Willis
Payton Carter Eue	Nolan Patrick McLaughlin	Karlie Arlene Zacha

BACHELOR OF SCIENCE IN EDUCATION IN HONORIBUS

Sierra Daugaard	James Heisinger
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Sarah Jae Arndt	Bryanna Lyn Goar	Lexis Leigh Roe
Katie Anna Beck	Carson Glenn Haugrud	Kolton Lee Roth
Tyra Lynn Bieber	Livia Grace Inches	Gretchen Schmidt
Anne Jo Biggins	Stephanie Lauren Jay	Mary Alice Schmidt
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Breanna M. Fuehrer	Ashlyn Marie Otto	Allison Anita Wahlgren
Alex Michael Gauer	Christopher Michael Paye	Lauren Jo Wilkinson
Claire M. Gilbert	Bailey Jean Richter	

CANDIDATES FOR THE ASSOCIATE DEGREES**ASSOCIATE OF ARTS**

Merry Jane Hanson
Dillon Jensen

Lar Eh Paw

Sara Julia Taylor

ASSOCIATE OF SCIENCE

Ryan Walter Clay
Jackson James Harrison

Megan Malsam
Drew Craig Talberg

Teya Marie Trujillo

CANDIDATES FOR CERTIFICATES

Abigail A. M. Arhart
Olivia Becker
Emily C. Caban
Kristen Grace Calderon

Dante Sergio Colicheski
Brandon Lee Heim
Livia Grace Inches
Zachary Aldei Lanier

Megan Elizabeth Mooberry
Michael Joseph Stubbs
Stephanie Joy Vanden Hoek

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major
1	Jordan	Marie	Baumeister	May 2022	BS	Applied and Computational Mathematics
2	Anna		Combalia I Pardo	May 2022	BS	Applied and Computational Mathematics
3	Jacob	Todd	Harris	May 2022	BS	Applied and Computational Mathematics
4	Peyton	James	Krahulik	May 2022	BS	Applied and Computational Mathematics
5	Daniel	Joseph	Madden	May 2022	BS	Applied and Computational Mathematics
6	Dustin	N.	Reff	May 2022	BS	Applied and Computational Mathematics
7	Ian	Matthew	Shaver	May 2022	BS	Applied and Computational Mathematics
8	Raiza	Carmen	Soares	May 2022	BS	Applied and Computational Mathematics
9	Jarod	Tyler	Svensson	May 2022	BS	Applied and Computational Mathematics
10	Benjamin	Pratt	Titus	May 2022	BS	Applied and Computational Mathematics
11	Maya	Isabelle	Johnson	May 2022	BS	Applied Biological Sciences
12	Amberly	Camilla	Veith	May 2022	BS	Applied Biological Sciences
13	Lexy	Ezrah-Jade	Elizalde	May 2022	BS	Atmospheric and Environmental Sciences
14	Bryce	Andrew	McDermaid	May 2022	BS	Atmospheric and Environmental Sciences
15	Jackson	Ross	Zito	August 2022	BS	Atmospheric and Environmental Sciences
16	Aubrey	Corrine	Gonsorowski	May 2022	BS	Biology
17	Anna	Christine	Thomas	May 2022	BS	Biology
18	Micaela	Elise	Zachmeier	May 2022	BS	Biology
19	Kody	Ray	Hanson	May 2022	BS	Biomedical Engineering
20	Andrew	James	Kramer	May 2022	BS	Biomedical Engineering
21	Ethan	Daniel	Nesbit	May 2022	BS	Biomedical Engineering
22	Alexandra	R.	Reader	May 2022	BS	Biomedical Engineering
23	Adam	Scott	Trapp	May 2022	BS	Biomedical Engineering
24	Dylan	Thomas	Colt	May 2022	BS	Business Management in Technology
25	Darik	Ethan	Dudley	May 2022	BS	Business Management in Technology
26	Kyle	Thomas	Haddix	May 2022	BS	Business Management in Technology
27	Jonathan	Aaron	Mack	May 2022	BS	Business Management in Technology
28	Elexious	Shadrach	Musick	May 2022	BS	Business Management in Technology
29	Addie	Jennine	Stanley	May 2022	BS	Business Management in Technology
30	Aren	Charles	Wells	May 2022	BS	Business Management in Technology
31	Allec	Marc-Kristopher	Williams	May 2022	BS	Business Management in Technology
32	Helen	Ayn	Babits	May 2022	BS	Chemical Engineering
33	Shyann	B.	Bastian	May 2022	BS	Chemical Engineering
34	Henry	Jacob	Brouwer	May 2022	BS	Chemical Engineering
35	Faith	Marie	Chambers	May 2022	BS	Chemical Engineering
36	Nathan	Timothy	Claver	May 2022	BS	Chemical Engineering
37	Timothy	T.	Dunham	May 2022	BS	Chemical Engineering
38	Rachel	Yolanda	Engel	May 2022	BS	Chemical Engineering
39	Christen	Violet	Gauker	May 2022	BS	Chemical Engineering
40	Adam	Dean	Givens	May 2022	BS	Chemical Engineering
41	Whitney		Jimngang Djeumen	May 2022	BS	Chemical Engineering
42	Melissa	Kay	Johnstone	May 2022	BS	Chemical Engineering
43	Spencer	A.	Jones	May 2022	BS	Chemical Engineering
44	Isabel	Olivia	MacLachlan	May 2022	BS	Chemical Engineering
45	Ryan		Moen	May 2022	BS	Chemical Engineering
46	Paiton	Ann	Mueller	May 2022	BS	Chemical Engineering
47	Adam	Jon	Namyst	May 2022	BS	Chemical Engineering
48	Trigg	Scott	Peasley	May 2022	BS	Chemical Engineering
49	Jessica	Ann	Peterson	May 2022	BS	Chemical Engineering
50	Drake	Landen	Schafer	May 2022	BS	Chemical Engineering
51	Kahlee	Marie	Taylor	May 2022	BS	Chemical Engineering
52	Henry	M	Washnok	May 2022	BS	Chemical Engineering
53	Jacob	Zoellner	Wingert	May 2022	BS	Chemical Engineering
54	Tatiana	Irene	Beasley	May 2022	BS	Chemistry
55	Audrey	Elsa	Dunn	August 2022	BS	Chemistry
56	Adam	Mitchell	Price	May 2022	BS	Chemistry
57	Greydon	Scott	Shangreaux	May 2022	BS	Chemistry
58	Dillon	Andrew	Batka	May 2022	BS	Civil Engineering
59	Devin	Matthew	Cheshier	August 2022	BS	Civil Engineering
60	Coleton	Thomas	Deitz	May 2022	BS	Civil Engineering
61	Ashlee	Jean	Dikoff	May 2022	BS	Civil Engineering
62	Sydney	Gabrielle	Ferrie	May 2022	BS	Civil Engineering
63	Paige	Renee	Gehlsen	May 2022	BS	Civil Engineering
64	David	James	Gonzalez	May 2022	BS	Civil Engineering
65	Garrett	Paul	Jankord	May 2022	BS	Civil Engineering
66	Cameron	James	Kenner	May 2022	BS	Civil Engineering
67	Jae	JaRyn	Kloker	May 2022	BS	Civil Engineering
68	Samantha	Marie	Kunkel	May 2022	BS	Civil Engineering

69	Jacob	David	Leone	May 2022	BS	Civil Engineering
70	Alexander	J.	Lesselyoung	May 2022	BS	Civil Engineering
71	Emelia	Rose	Nelson	May 2022	BS	Civil Engineering
72	Brianna	Clara	Newman	May 2022	BS	Civil Engineering
73	Cole	Allan	Peterson	May 2022	BS	Civil Engineering
74	Alexus	Drew	Pierce	May 2022	BS	Civil Engineering
75	Ethan	Alexander	Rader-Hunt	May 2022	BS	Civil Engineering
76	Naomi	Loy	Scherrer	May 2022	BS	Civil Engineering
77	Kyle	David	Schilling	May 2022	BS	Civil Engineering
78	Isaac	Kevin	Schulz	May 2022	BS	Civil Engineering
79	Cole	William	Seiwald	May 2022	BS	Civil Engineering
80	Austin	Taylor	Shoun	May 2022	BS	Civil Engineering
81	Kate	Lynn	Sieverding	May 2022	BS	Civil Engineering
82	Megan	Terese	Stone	May 2022	BS	Civil Engineering
83	Nicholas	Joseph	Sudbeck	May 2022	BS	Civil Engineering
84	Brandon	Joseph	Thomas	May 2022	BS	Civil Engineering
85	Amanda	Ann	Tomes	May 2022	BS	Civil Engineering
86	Taran	Lynn	Tucker	May 2022	BS	Civil Engineering
87	John	Marek	Vargo	May 2022	BS	Civil Engineering
88	Joshua	Wayne	Crawford	May 2022	BS	Computer Engineering
89	Samuel	Stosh	Donovan	May 2022	BS	Computer Engineering
90	Caleb	Lewis	Ehrisman	May 2022	BS	Computer Engineering
91	Tanner	Joseph	Hohn	May 2022	BS	Computer Engineering
92	David	Michael	Mathews	May 2022	BS	Computer Engineering
93	Andrew	Thomas	Nelson	May 2022	BS	Computer Engineering
94	Graham	Townsend	Noble	May 2022	BS	Computer Engineering
95	Jarod	James	Osborn	May 2022	BS	Computer Engineering
96	Samantha	Marie	Pfeiffer	May 2022	BS	Computer Engineering
97	Dustin	Bryan	Richards	May 2022	BS	Computer Engineering
98	Avery	Charles	Schroer	May 2022	BS	Computer Engineering
99	Vytautas	Juozas	Soderholm	May 2022	BS	Computer Engineering
100	Minati	Preetika	Alphonso	May 2022	BS	Computer Science
101	Dalton	Scott	Baker	May 2022	BS	Computer Science
102	Jordan	Marie	Baumeister	May 2022	BS	Computer Science
103	Trevor	Scott	Bormann	May 2022	BS	Computer Science
104	Jackson	Stephen	Cates	May 2022	BS	Computer Science
105	Makiya	Sol	Crochiere	May 2022	BS	Computer Science
106	Ryan	Christopher	Driscoll	May 2022	BS	Computer Science
107	Nathan	Clint	Fjelstad	May 2022	BS	Computer Science
108	Elijah	James	Flinders	May 2022	BS	Computer Science
109	Lance	Robert	Henne	May 2022	BS	Computer Science
110	Daniel		Kollodge	May 2022	BS	Computer Science
111	Peyton	James	Krahulik	May 2022	BS	Computer Science
112	James	Matthew	Leon	May 2022	BS	Computer Science
113	Ira	Canfield	Mitchell	May 2022	BS	Computer Science
114	Jarod	James	Osborn	May 2022	BS	Computer Science
115	Andrew	Glen	Oveson	May 2022	BS	Computer Science
116	Madeleine	Rose	Price	May 2022	BS	Computer Science
117	Dustin	N.	Reff	May 2022	BS	Computer Science
118	Jessica	Michelle	Roberts	May 2022	BS	Computer Science
119	Samuel	John	Ryckman	May 2022	BS	Computer Science
120	Charles	Thomas Scott	Shook	May 2022	BS	Computer Science
121	Ranjun	Arunjit	Singh	May 2022	BS	Computer Science
122	Raiza	Carmen	Soares	May 2022	BS	Computer Science
123	Jay	Charles	Sprackling	May 2022	BS	Computer Science
124	Dana	Marie	Thomson	May 2022	BS	Computer Science
125	Cole	John	Titze	May 2022	BS	Computer Science
126	William	Wendell	Ward	May 2022	BS	Computer Science
127	Jacob	Bradley	West	May 2022	BS	Computer Science
128	Christopher	Daniel	Belik	May 2022	BS	Electrical Engineering
129	David	Jeffrey	Bolt	May 2022	BS	Electrical Engineering
130	Timothy	Lawrence	Crittenden	May 2022	BS	Electrical Engineering
131	Spencer		Doriot	May 2022	BS	Electrical Engineering
132	Rebecca	J.	Fagrey	May 2022	BS	Electrical Engineering
133	Spencer	Daniel	Gerdes	May 2022	BS	Electrical Engineering
134	Lane		Hansen	May 2022	BS	Electrical Engineering
135	Nicholas	Byron	Janovy	May 2022	BS	Electrical Engineering
136	Rhys	Christopher	Kenny	May 2022	BS	Electrical Engineering
137	Shawn	Allen	Kohl	May 2022	BS	Electrical Engineering

138	Toan	Duc	Luc	May 2022	BS	Electrical Engineering
139	Sasha	Anne	Mahlen	May 2022	BS	Electrical Engineering
140	Liam	Carrington Samuelson	McEuen	May 2022	BS	Electrical Engineering
141	Christopher	Jacob	Mentele	May 2022	BS	Electrical Engineering
142	Zachary	George	Mettler	May 2022	BS	Electrical Engineering
143	Courtney	Jack	Miller	May 2022	BS	Electrical Engineering
144	Anthony	Edward	Mirzayants	May 2022	BS	Electrical Engineering
145	Dillon	James	Muntefering	May 2022	BS	Electrical Engineering
146	Joshua	Dean	Powell	May 2022	BS	Electrical Engineering
147	Jordan	Robin	Reed	May 2022	BS	Electrical Engineering
148	Ryland	James	Schmitt	May 2022	BS	Electrical Engineering
149	Abdoul	Aziz	Sore	May 2022	BS	Electrical Engineering
150	Anders		Stenstadvolden	May 2022	BS	Electrical Engineering
151	Abdollah	Abdolvahed	Tavangar	May 2022	BS	Electrical Engineering
152	Kelsey	Megan	Webb	May 2022	BS	Electrical Engineering
153	Cherokee	Murie	Winkler	May 2022	BS	Electrical Engineering
154	Samuel	Babbage	Hatfield	May 2022	BS	Geological Engineering
155	Koby	J.	Klassen	May 2022	BS	Geological Engineering
156	Grace	Marie	Lickteig	May 2022	BS	Geological Engineering
157	Richard		Lim	May 2022	BS	Geological Engineering
158	Victor		Parziale	May 2022	BS	Geological Engineering
159	Corrine	Roe	Cranor	May 2022	BS	Geology
160	Shawn	Israel	Enstrom	May 2022	BS	Geology
161	Sawyer	Scott	Hagen	August 2022	BS	Geology
162	Marissa	Louise	Holinka	May 2022	BS	Geology
163	Adam	James	Jaroszewski	May 2022	BS	Geology
164	Alice	Gwen	Morris	May 2022	BS	Geology
165	John	Anthony	Murzyn	May 2022	BS	Geology
166	Christopher	James	Patterson	May 2022	BS	Geology
167	Gabriel	Stephan	Poteet	May 2022	BS	Geology
168	Adam	G.	Vantellingen	May 2022	BS	Geology
169	Tanner	A.	Batka	May 2022	BS	Industrial Engineering and Engineering Management
170	Blake	Andrew	Benson	May 2022	BS	Industrial Engineering and Engineering Management
171	Wyatt	Andrew	Dodge	May 2022	BS	Industrial Engineering and Engineering Management
172	Karlee	Marie	Dressen	May 2022	BS	Industrial Engineering and Engineering Management
173	Jonathan	Robert	Henkel	May 2022	BS	Industrial Engineering and Engineering Management
174	Jerald	Cameron	Hickey	May 2022	BS	Industrial Engineering and Engineering Management
175	Clint	Nicholas	Lewis	May 2022	BS	Industrial Engineering and Engineering Management
176	Jerrold	Jeffrey	Miller	May 2022	BS	Industrial Engineering and Engineering Management
177	Anthony	Vernon	Nelson	May 2022	BS	Industrial Engineering and Engineering Management
178	Jamie	Michelle	Pazour	May 2022	BS	Industrial Engineering and Engineering Management
179	Douglas	William Wild	Scott	May 2022	BS	Industrial Engineering and Engineering Management
180	Dessa	Rae	Spellman	May 2022	BS	Industrial Engineering and Engineering Management
181	Samantha	Elizabeth	Steffeck	August 2022	BS	Industrial Engineering and Engineering Management
182	Heidi	Lynn	Stiklestad	May 2022	BS	Industrial Engineering and Engineering Management
183	Anthony	Michael	Ullrich	May 2022	BS	Industrial Engineering and Engineering Management
184	Chloe	Elizabeth	Wegehaupt	May 2022	BS	Industrial Engineering and Engineering Management
185	Samuel	Douglas	White	May 2022	BS	Industrial Engineering and Engineering Management
186	Sarah	Marie	Ziehm	August 2022	BS	Industrial Engineering and Engineering Management
187	Taran	Scott	Multz	May 2022	BS	Interdisciplinary Sciences
188	Alysha	Briana	Aitchison	May 2022	BS	Mathematics
189	Garrett	Paul	Jankord	May 2022	BS	Mathematics
190	Lane	Daniel	Jensen	May 2022	BS	Mathematics
191	John	Anthony	Murzyn	May 2022	BS	Mathematics
192	Alex	Jordan	Aldes	May 2022	BS	Mechanical Engineering
193	Tavis	Michael	Allam	May 2022	BS	Mechanical Engineering
194	Garrett	W.	Ames	May 2022	BS	Mechanical Engineering
195	McCoy	James	Bila	May 2022	BS	Mechanical Engineering
196	Nickolas	Darling	Bock	May 2022	BS	Mechanical Engineering
197	Mark	Edward	Boden	May 2022	BS	Mechanical Engineering
198	Emma	Lynn	Boeke	May 2022	BS	Mechanical Engineering
199	David	Craig	Boisjolie	May 2022	BS	Mechanical Engineering
200	Chandler	M.	Callejo	May 2022	BS	Mechanical Engineering
201	John	Milo	Carter	May 2022	BS	Mechanical Engineering
202	John	Parker	Chandler	May 2022	BS	Mechanical Engineering
203	Thomas	Callahan	Creese	May 2022	BS	Mechanical Engineering
204	Justin	Hunter	Davis	May 2022	BS	Mechanical Engineering
205	Jack	Sterling	Douglas	May 2022	BS	Mechanical Engineering
206	Jay	Joseph	Dykstra	May 2022	BS	Mechanical Engineering

207	Trevor	Scott	Elliott	May 2022	BS	Mechanical Engineering
208	Adrian	Taylor	Epp	May 2022	BS	Mechanical Engineering
209	Andrew	Oliver	Ferguson	May 2022	BS	Mechanical Engineering
210	Quincy	Cooper	Ford	May 2022	BS	Mechanical Engineering
211	Emory	Scott	Fryberger	May 2022	BS	Mechanical Engineering
212	Madison	Makay	Goldsmith	May 2022	BS	Mechanical Engineering
213	Shane	Price	Good	May 2022	BS	Mechanical Engineering
214	Ryan	Patrick	Grant	May 2022	BS	Mechanical Engineering
215	Austin	Samuel	Gutknecht	May 2022	BS	Mechanical Engineering
216	Samuel	James	Hagen	May 2022	BS	Mechanical Engineering
217	Kody	Ray	Hanson	May 2022	BS	Mechanical Engineering
218	Ethan	Daryl	Hartmann	May 2022	BS	Mechanical Engineering
219	Aaron	Matthew	Hoelscher	May 2022	BS	Mechanical Engineering
220	Zachary	Dean	Hogan	May 2022	BS	Mechanical Engineering
221	Alec	Bradley	Hohn	May 2022	BS	Mechanical Engineering
222	David	Manuel	Holzberger	May 2022	BS	Mechanical Engineering
223	Logan	Robert	Horsley	May 2022	BS	Mechanical Engineering
224	Bryce	J.	Howard	May 2022	BS	Mechanical Engineering
225	Chayse	A.	Jimenez	May 2022	BS	Mechanical Engineering
226	Aren	S.	Jorgensen	May 2022	BS	Mechanical Engineering
227	Wyatt	John Gowan	Kainz	May 2022	BS	Mechanical Engineering
228	Ryan	Rodney	Kappenman	May 2022	BS	Mechanical Engineering
229	Parker	Tennysen	Kirby	May 2022	BS	Mechanical Engineering
230	Spencer	Steven	Kirkpatrick	May 2022	BS	Mechanical Engineering
231	Adrianna	Marie	Larson	May 2022	BS	Mechanical Engineering
232	Renner	McArthur	Larson	May 2022	BS	Mechanical Engineering
233	Michael	Benjamin	Linde	May 2022	BS	Mechanical Engineering
234	Philip	Andrew	Litecky	May 2022	BS	Mechanical Engineering
235	Brandon	Jeffery	Maag	May 2022	BS	Mechanical Engineering
236	Patrick	K.	McDonagh	May 2022	BS	Mechanical Engineering
237	Tony	Curtis	Monroe	May 2022	BS	Mechanical Engineering
238	Robert	Vern	Munyan	May 2022	BS	Mechanical Engineering
239	Frederic	Henryk	Muteba	May 2022	BS	Mechanical Engineering
240	Isaac	Zackary	Orozco	May 2022	BS	Mechanical Engineering
241	Zeb	James	Parsons	May 2022	BS	Mechanical Engineering
242	Willem	Purcell	Peters	May 2022	BS	Mechanical Engineering
243	Russell	Ivory	Phillips	May 2022	BS	Mechanical Engineering
244	Kole	Samuel	Pickner	May 2022	BS	Mechanical Engineering
245	James	Donald	Plutowski	May 2022	BS	Mechanical Engineering
246	Joshua	Dean	Powell	May 2022	BS	Mechanical Engineering
247	Trey	Daniel	Powell	May 2022	BS	Mechanical Engineering
248	McCabe	Alexander	Radzwill	May 2022	BS	Mechanical Engineering
249	Alex	Antoine	Robin	May 2022	BS	Mechanical Engineering
250	Daniel	Scott	Rohde	May 2022	BS	Mechanical Engineering
251	Kaleb	David	Roth	May 2022	BS	Mechanical Engineering
252	Samuel	John	Ryckman	May 2022	BS	Mechanical Engineering
253	Daniel	David	Rynders	May 2022	BS	Mechanical Engineering
254	Theodore	William	Scheafer	May 2022	BS	Mechanical Engineering
255	Andrew	Robert	Scherrer	May 2022	BS	Mechanical Engineering
256	Jacob	Carl	Schlinkert	May 2022	BS	Mechanical Engineering
257	Skyler	Bradley	Scott	May 2022	BS	Mechanical Engineering
258	Sommer	Rose	Scott	May 2022	BS	Mechanical Engineering
259	Maggie	Ann	Sebert	May 2022	BS	Mechanical Engineering
260	Jason	S.	Shields	May 2022	BS	Mechanical Engineering
261	Hunter	Reed	Sperling	May 2022	BS	Mechanical Engineering
262	Casey	Paul	Strong	May 2022	BS	Mechanical Engineering
263	Curtis	James	Swanson	May 2022	BS	Mechanical Engineering
264	Kelvin	Michael	Sweetman	May 2022	BS	Mechanical Engineering
265	Morgan	Marie	Tatge	May 2022	BS	Mechanical Engineering
266	Margaret	Helen	Thompson	May 2022	BS	Mechanical Engineering
267	Leif	Riley	Thorson	May 2022	BS	Mechanical Engineering
268	Theresa	R.	Tourtillott	May 2022	BS	Mechanical Engineering
269	Noel	Matthew	Utecht	May 2022	BS	Mechanical Engineering
270	Cade	Robert	Venhuizen	May 2022	BS	Mechanical Engineering
271	Ian	G.	Waltz	May 2022	BS	Mechanical Engineering
272	Kaelin	Anthony	Washington-Blair	May 2022	BS	Mechanical Engineering
273	Jacob	C.	West	May 2022	BS	Mechanical Engineering
274	Jarod	Allen	White	May 2022	BS	Mechanical Engineering
275	Derek	Brennan	Whitesides	May 2022	BS	Mechanical Engineering

276	Shayne		Whitmyer	May 2022	BS	Mechanical Engineering
277	Wyatt	Ward	Wiening	May 2022	BS	Mechanical Engineering
278	Shon	Bennett	Williamson	May 2022	BS	Mechanical Engineering
279	Logan	James	Wolbeck	May 2022	BS	Mechanical Engineering
280	Collin	Van	Zur	May 2022	BS	Mechanical Engineering
281	Logan	Malachi	Baker	May 2022	BS	Metallurgical Engineering
282	Ryanne	Eliza	Blau	May 2022	BS	Metallurgical Engineering
283	Marissa	Abenecia	Hirchert	May 2022	BS	Metallurgical Engineering
284	Christopher	William	Mathews	May 2022	BS	Metallurgical Engineering
285	Estee	O.	Medberry	May 2022	BS	Metallurgical Engineering
286	Sean	Michael	Miller	August 2022	BS	Metallurgical Engineering
287	Tate	Richmond	Nickerson	May 2022	BS	Metallurgical Engineering
288	Tanner	York	O'Hara	May 2022	BS	Metallurgical Engineering
289	Adam	Mitchell	Price	May 2022	BS	Metallurgical Engineering
290	Rhett		Buttleman	May 2022	BS	Mining Engineering
291	Stephen	M.	Dobie	May 2022	BS	Mining Engineering
292	Karli	Jo	Fortner	May 2022	BS	Mining Engineering
293	Connor	Kirk	Garside	August 2022	BS	Mining Engineering
294	Kyle	Benjamin	Hughes	May 2022	BS	Mining Engineering
295	Johnathan	Philip	Juergens	May 2022	BS	Mining Engineering
296	Jared	Daniel	Kennedy	May 2022	BS	Mining Engineering
297	Carson	James	McDaniel	May 2022	BS	Mining Engineering
298	Jordan		Toler	May 2022	BS	Mining Engineering
299	Seth	Isaiah	Bendigo	May 2022	BS	Physics
300	Jace	Oliver	Dasher	May 2022	BS	Physics
301	Ian	Edmund	Gaida	May 2022	BS	Physics
302	Marcus	Issac	Heintz	May 2022	BS	Physics
303	Makenna		Bodette	May 2022	BS	Pre-Professional Health Sciences
304	Emma	Elizabeth	Murphy	May 2022	BS	Pre-Professional Health Sciences
305	Zoe	Noel	Ryherd	May 2022	BS	Pre-Professional Health Sciences
306	Victoria	Paige	Tucker	May 2022	BS	Pre-Professional Health Sciences
307	Brandi	Jean	Monnot	May 2022	BS	Science, Technology, and Society
308	Samantha	Elizabeth	Steffeck	August 2022	ME	Safety Management
309	Laramie	Jaela	Colvin	May 2022	MS	Atmospheric and Environmental Sciences
310	Austin	Joseph	Jerke	May 2022	MS	Atmospheric and Environmental Sciences
311	Joseph	Map	Kragness	August 2022	MS	Atmospheric and Environmental Sciences
312	Kyle	Jacob	Bergevin	May 2022	MS	Biomedical Engineering
313	Beth	Ann	Blake	August 2022	MS	Biomedical Engineering
314	Thomas	Andrew	De Long	May 2022	MS	Biomedical Engineering
315	Brock	Don	Folkers	August 2022	MS	Biomedical Engineering
316	Zachary	Isaiah	Nix	August 2022	MS	Biomedical Engineering
317	Ethan	Summers	Smith	May 2022	MS	Biomedical Engineering
318	FNU		Gorky	August 2022	MS	Chemical Engineering
319	Jordan	Alex	Hoops	May 2022	MS	Chemical Engineering
320	Gregory	Warren	Opdahl	August 2022	MS	Chemical Engineering
321	Dipayan		Samanta	May 2022	MS	Chemical Engineering
322	Anna	N.	Allen	May 2022	MS	Civil and Environmental Engineering
323	Cody	J.	Allen	May 2022	MS	Civil and Environmental Engineering
324	Tanner	Allen	Jacobs	May 2022	MS	Civil and Environmental Engineering
325	Joseph	Leonard	Luebbers	May 2022	MS	Civil and Environmental Engineering
326	Joseph	Bryan	Mulcahey	May 2022	MS	Civil and Environmental Engineering
327	Louis	Arthur	Ratcliffe	May 2022	MS	Civil and Environmental Engineering
328	Garrett	Edward	Roach	May 2022	MS	Civil and Environmental Engineering
329	Austin	James	Stahlke	May 2022	MS	Civil and Environmental Engineering
330	Andrew	Josiah Benjamin	Undt	May 2022	MS	Civil and Environmental Engineering
331	Adam	Lee	Lenox	May 2022	MS	Computer Science and Engineering
332	Franklin	Joseph	Luczak	May 2022	MS	Construction Engineering and Management
333	Ira	Michael Pace	Murphey	May 2022	MS	Construction Engineering and Management
334	Timothy	Richard	Myers	May 2022	MS	Construction Engineering and Management
335	Cornelio	Adrian	Perez	May 2022	MS	Construction Engineering and Management
336	Connie	Jean	Zehms	May 2022	MS	Construction Engineering and Management
337	Anthony	Dale	Benitez	May 2022	MS	Electrical Engineering
338	Firas	Slewa	Dawod	May 2022	MS	Electrical Engineering
339	Brandon	Michael	DeVries	May 2022	MS	Electrical Engineering
340	Jamison	Scott	Duckworth	May 2022	MS	Electrical Engineering
341	Dalton	Anthony	Lund	May 2022	MS	Electrical Engineering
342	Liam	Carrington Samuelson	McEuen	May 2022	MS	Electrical Engineering
343	Skye	Itza-Chu	Rutan-Bedard	May 2022	MS	Electrical Engineering
344	Antonio		Bano-Sanoguera	May 2022	MS	Engineering Management

345	Miranda	Faith	Berge	May 2022	MS	Engineering Management
346	Gerrit	Tyler	DeVries	August 2022	MS	Engineering Management
347	Nathan	D.	Guymon	August 2022	MS	Engineering Management
348	Anna	Katherine	Hanson	August 2022	MS	Engineering Management
349	Kassidy	Yvonne	Kitzmiller	May 2022	MS	Engineering Management
350	Maggie	Ann	Sebert	May 2022	MS	Engineering Management
351	Abigail	Alana	Stark	May 2022	MS	Engineering Management
352	Ryan	Elizabeth	Weiss	May 2022	MS	Engineering Management
353	Beau	Jackson	White	May 2022	MS	Engineering Management
354	Erica	Wong	Cung	May 2022	MS	Geology and Geological Engineering
355	John	Bruce	Hewitt	May 2022	MS	Geology and Geological Engineering
356	Spencer	Grant Lofter	Larsen	August 2022	MS	Geology and Geological Engineering
357	Stephanie	Alicia	Loose	May 2022	MS	Geology and Geological Engineering
358	Grant	Thomas	Syverstad	May 2022	MS	Industrial Engineering
359	Madiilyn	Rae	Fesenmaier	May 2022	MS	Materials Engineering and Science
360	Kirstie	Marie	Gildemeister	August 2022	MS	Materials Engineering and Science
361	Kal	Aaron	Imlay	May 2022	MS	Materials Engineering and Science
362	Roy	Daniel	Kesterson	August 2022	MS	Materials Engineering and Science
363	Hayley	Mikah	Benson	May 2022	MS	Mechanical Engineering
364	Steven	Lee	Dixler	May 2022	MS	Mechanical Engineering
365	Elise	Margaret	Flachs	May 2022	MS	Mechanical Engineering
366	James	Ryan	Gormley	May 2022	MS	Mechanical Engineering
367	Joshua	Pierce	Hillard	August 2022	MS	Mechanical Engineering
368	Strauss	Carl	Langrud	May 2022	MS	Mechanical Engineering
369	Renner	McArthur	Larson	May 2022	MS	Mechanical Engineering
370	Christian	Louis	Leckband	May 2022	MS	Mechanical Engineering
371	Thomas	Mathias	Machamer	May 2022	MS	Mechanical Engineering
372	Nicholas	Eric	Pugh	May 2022	MS	Mechanical Engineering
373	Nicholas	Kolby	Zell	August 2022	MS	Mechanical Engineering
374	William	Robert	Heasley	May 2022	MS	Mining Engineering and Management
375	Clint	William	Kling	May 2022	MS	Mining Engineering and Management
376	Archibald	Warren	Minerich	May 2022	MS	Mining Engineering and Management
377	Michael	E.	Cyrier	May 2022	MS	Paleontology
378	Carolyn	Marie	Kocken	May 2022	MS	Paleontology
379	Colleen	Ann	Sullivan	May 2022	MS	Paleontology
380	Jairo	Heran	Rodriguez Rondon	May 2022	MS	Physics
381	Battsengel		Dashdorj	May 2022	PhD	Atmospheric and Environmental Sciences
382	Zhipeng		Liang	May 2022	PhD	Biomedical Engineering
383	Tanvi		Govil	May 2022	PhD	Chemical and Biological Engineering
384	Abhilash Kumar		Tripathi	May 2022	PhD	Chemical and Biological Engineering
385	Brooke	Lamonte	Long-Fox	May 2022	PhD	Geology and Geological Engineering
386	Fleford	Santos	Redolozza	May 2022	PhD	Geology, Geological Engineering, and Mining Engineering
387	Tochukwu	Michael	Emeakaroha	May 2022	PhD	Nanoscience and Nanoengineering
388	Xavier	Mary	Pasala	May 2022	PhD	Nanoscience and Nanoengineering
389	Nikhil		Pokharel	May 2021	PhD	Nanoscience and Nanoengineering
390	Ram		Saraswat	May 2022	PhD	Nanoscience and Nanoengineering
391	Thomas	Lane	Kadlecek	August 2022	PhD	Physics

South Dakota State University
Spring 2022 Candidates

DOCTOR OF PHILOSOPHY

Albert Aidoo
Ahmad Alhomodi
Ahmed Charif
Nabin Dangal
Bikram Das
Krishna Ghimire
Renan Guidini

Katelyn Hurley
Tanveer Hussain
Prajakta Jadhav
Pratik Katwal
Anil Kommineni
Susan Kroger
Xiaoman Lu

Md Sajjadur Rahman
Michael Robben
Rifat Sultana
Chaitanya Valiveti
Jaya Yakha
Jinfeng Zhang

DOCTOR OF NURSING PRACTICE

Brooke Buom
Amanda Goblish
Allison Hatcher
Dana Huether
Kary Johnson

Elizabeth Paul
Hayley Rasmussen
Ashley Regimbal
Karli Sanyour
Marie Schone

Mariah Suess
Rebecca Taffe
Laura Thomas
Lexi Tuholsky

DOCTOR OF PHARMACY

Mason Arndt
Julia Beethe
Ashley Bernardy
Allison Bich
Zachary Birchem
Abigayle Blanchette
Kayla Brady
Briana Brandt
Tate Broksieck
Emma Brumfield
Breanna Brungardt
Shelby Buller
Mackenzie Carlom
Ethan Case
Caitlin Daly
Ramsey Dehaan
Ashley DeSmet
Sarah Eich
Elizabeth Emerson
Jhett Finkbeiner

Kaisa Fuerst
Joscelin Givens
Quinten Glass
Grace Goehring
Nathan Graves
Lisa Greene
Sean Grosklags
Hannah Haaland
Lizzy Hagen
Grace Heikens
Ashley Hoffman
Connor Holm
Kylie Horstman
Tannika Ingalls
Aleesha Jantzen
Autumn Klaudt
Hailey Kloiber
Brittany Kludt
Amelia Koster
Kiera Kraemer

Makayla Kroeplin
Maci Kruisselbrink
Ashley Lacey
Tyler Leng
Shawntessa Lester
Jacob Lieberg
Dusan Mirkovic
Anna Mohr
Dustin Moon
Benjamin Ostebee
Kayla Pardy
Victoria Peta
Alexandra Peters
Taylor Pies
Kirstyn Polasky
Bethany Robasse
Mariah Roemen
Morgan Sandersfeld
Maggie Scheffler
Madalyne Schuldt

Paul Schwasinger
Michelle Sestak
Taylor Severson
Jacob Steckelberg
Bridget Stewart

Kamryn Storm
Allie Thompson
Jordan Thompson
Derek Timm
Anthony True

Chad White
Caleb Whitmyre
Gabrielle Zantow
Denisse Zepeda

MASTER OF ARCHITECTURE

Brakken Bierl
Levi Brausey
Taylor Duerr
Jacob Fleming
Joseph Kenny

Nathaniel Krueger
Dakota Mathews Schmidt
Dorcas Omilabu
Stuart Plimpton
Mahmoud Sadek

Mitchell Schlingman
Tyson Vogt
Rebecca Woytassek

MASTER OF ARTS

Beatrice Benson
Haley Greer
Jordan Heisler

Morgan Janisch
Jadah Morrison
Alayna Steckelberg

Sarah-Michele Weaver
Emma Williams

MASTER OF EDUCATION

Kailee Brock
Alaina Corgard
Tyana Gottsleben
Christi Hendrickson
Michael Hulstein

Shelbe Jarrett
Alaina Kauffman
Nur Islamiah Mohamad
Fuad
Brenna Rubendall-Lavoy

Sabre Skjervem
Atlanta Stockberger
Kristin Stuckey
Melisa Zaug

MASTER OF ENGINEERING

Joshua Gross

Steffen Stoutamire

MASTER OF MASS COMMUNICATION

Richard Hughes
Colton Nickelson

Deema Patterson
Jamie Reed

MASTER OF PUBLIC HEALTH

Jace Balbach

Ivy Ghandour

MASTER OF SCIENCE

Rose Adamski	Ryan Etherington	Tanim Islam
Blake Addison	Ashley Evans	Ryan Jacobsen
Anjana Adhikari	Sakib Faisal	Haley Jahnke
Tahmid Alam	Taylor Fauth	Jessica Janicke
Abdulaziz Alhawiti	Morgyn Felty	Levi Jayom
Annette Appiah	Katelynn Field	Cody Johnson
Unius Arinaitwe	Richard Fischer	Anne Jonas
Sourabhdeep Arora	Kiley Foss	Kyler Julius
Bryce Banton	Tracy Freidel	Nadee Kaluwahandi
Diana Baschnagel	Katelin Frerichs	Chandana Kamaraj
Laura Bateman	Yam Gautam	Sri Harsha Vardhan
Deidre Beck	Margaret Germundson	Karasala
Christopher Begeman	Ebrahim Gholami	Sushmita Karki
Melanie Behrends	Trevor Glynn	Alexander Ketchpaw
Sydney Bidwell	Danielle Gottsleben	Alysha Kientopf
Jordon Boe	Christina Griffin	Michael King
Emily Bottem	Benjamin Groebner	Jenna Knutson
Claudia Botzet	Blair Groebner	Rachel Kramer
Brady Braegelmann	Maranna Gunnerson	Kerry Langdale
Misty Brenden	Logan Haak	Revanth Kumar Lankipalle
William Brown	Andrew Haldeman	Marissa LaRosae
Matthew Buenger	Billie Halsey	Rebecca Lehmkuhl
Daniel Burkhalter	Theodore Hamilton	Sophia Leikvold
Tristan Carivau	Holly Hansen	Aryca Lothrop
Taylor Carpenter	Kara Hanson	Courtney Lusk
Morgan Catlett-Ausborn	Rebecca Hanten	Anna Lux
Cydney Chamberlain	Brandon Harris	Joshua Manchigiah
Oscar Chavez-Franco	Aditya Harshvardhan	Jaden Marks
Rebecca Christensen	Kallan Hart	Alex McLain
Emmanuel Dada	Jason Hasse	Amanda Mead
Prashant Dahal	Ashley Hastert	Alexandrea Michels
Thushara Dalugama-	Navode Buddhika -	Hailey Millner
Arachchige	Wijekoon Herath -	Whitney Muck
Brittany Daus	Mudiyanselage	Ashley Muller
Shane Dennis	Alyssa Hofer	Amy Mundhenke
Jonathan Dick	Corynn Hoff	Luke Munsterteiger
Derik Dillon	Mominul Hoque	Lukas Nelson
Mengling Ding	Kelsea Hotvet	Kassandra Niska
Paige Donahue	Cheyenne Hron	Caitlin Norlen
Alvaro Door Sandic	Morghen Hurst	Shay Norris
Carol Drayer	Adesola Ibitoye	Thomas Nuese
Shelby Duncan	Yusuke Imizu	Lindsey Ode
Anna Eggers	Md Mominul Islam	Patrick O'Kane

Brooke Opdahl
Bindu Paudel
Patrick Platt
Bijaya Pradhan
Cole Pudwill
Haliyadde Kottegoda -
Gedara Hiran Ranaweera
Manisha Rauniyar
Addison Reimer
Stefanie Robinson
Brooke Rustman
Mitchell Sangl
Robby Schaefer
Natasha Scherber
Marisa Schulz
Md Rakibul Islam Shogin

Omar Shousha
Anuj Shrestha
John Shubeck
Teresa Shuck
Andrew Simpson
Jennifer Sip
Brittany Smeins
Benjamin Specht
Brian Stahl
Chloe Stitt
Natalie Sturm
Karleigh Sudenga
Rylee Sundermann
Tessa Sundermann
Analicia Swanson
Dyson Thacker

Sarah Thompson
Goutham Thotakuri
Vaishnavi Varikuti
Megan Veldkamp
Roberto Villegas-Diaz
Mesa Weidle
Kirsten Weifenbach
Kristen Welbig
Anna West
Ilga Whealy
Thomas White
Sarah Wille
Landon Wolf
Blake Wooten
Li Zhang

BACHELOR OF SCIENCE IN NURSING

Ameem Alam
Emma Anderson
Marinda Archer
Morgan Argo
Cortney Arkfeld
Danielle Arpan
Samuel Bangasser
Julia Berggren
Jessica Berndt
Carolyn Blaha
Oluwatunmise Bolaji-
Oyenekan
Sarah Bradley
Megan Brown
Maria Contreras-Dalal
Brielle Cords
Anna Courtney
Whitney Dahlstrom
William Danielson
Lilly DeCook
Alecia Dolan
Morgan Ducheneaux
Regina Ehlman
Jacqueline Eichler

Avery Emmans
Norman Englert
Cooper Fox
Melissa Fromm
Amada Garner
Shelby Garoutte
Hewan Gashaw
MaKayla Gee
Jessica Gile
Anna Hall
Auston Hare
Katelyn Hauth
Ashley Hull
Rosette Hulstein
Caitlin Irish
Olivia Jensen
Tori Jensen
Kirsten Johnson
Hanna Johnson-Gaalswyk
Lana Johnston
Breana Kirsch
McKenzie Krogmann
Marshall Lane
Nicole Larson

Montanna Lehnertz
Bailey Leonard
Nadine Lippert
Michelle Little
Brianna Louwagie
Elizabeth Louwagie
Iverene Lunderman
Samantha Madsen
Mariana Mauss
Logan McConnell
Rachel McLane
Kelsey McLellan
Breanna Mehlhaf
Amanda Meyer
Ashley Moss
Tasha Mueller
Olivia Murray
Jordan Neubrand
Bailey Niemann
Kaitlyn Norfolk
Maria Northington
Alyssa Olson
Hailey Olson
Kaylee Panning

Hope Paris
 Jessica Pedersen
 Anna Plotz
 Brittany Rambo
 Amanda Recher
 Diana Redden
 Jade Redlin
 Sarah Reinarts
 Emma Rice
 Madison Roepke
 Shatrice Rugh
 Hailey Sagehorn
 Allison Schager
 Leah Schmitt

Anna Schneider
 Linda Schoenfelder
 Ryahna Schweigert
 Tshering Sherpa
 Magdalena Simpson
 Trista Snipes
 Kiara Sogn
 Alexandria Sorenson
 Madeline Souter
 Erika Stout
 Seth Swedlund
 Caleb Swehla
 Meghan Thill
 Rachel Van Ningen

Carrie Wagner
 Anna Warmuth
 Joseph Wescoat
 McKenna Westphal
 Mikayla Wevik
 Brendan White
 Carah Wickey
 Rachel Wilson
 Emily Wright
 Taylor Wubben
 Paige Young
 Sharon Zere
 Adam Ziebarth

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Jeremiah Dooyema
 Ethan Geraets
 Dylan Hanisch

Ross Hoefling
 James Kellen
 Craig Santema

Luke Schemm

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Izzat Syazwan Bin Abd
 Halim
 Khamis Alduhaim
 Mitchell Babcock
 Elizabeth Bauer
 Parker Brown
 James Buhrman
 Jacob Buysse
 Nathaniel Dodd
 Duygu Dogan
 Spencer Gilk
 Alexander Hertz
 Seif Hindieh

Nicholas Hoffman
 Aric Jensen
 Linda Kayije Teta
 Cooper Kuchta
 Matthew Larsen
 Jacob Lincoln
 Paris Marcy
 Griffin McComas
 Lincoln Megard
 Brandt Newberg
 Coby Nofziger
 Anastasia Norris
 Elyse Owen

Reece Poppen
 Parker Riddle
 Evan Rumrill
 Michael Schmidt
 Travis Selby
 Zachary Severson
 Joseph Stolski
 Matthew TeSlaa
 Joshua Their
 Carson Tschetter
 Tristen Wagner
 Jacob Will
 Marielle Yumba

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Benjamin Abbott	Cassandra Goens	Eric Konynenbelt
Noah Bentley	Derek Hackman	Samuel Lindberg
Sydney Berry	Shane Hill	Jenny Nguyen
Andrew Borchert	Justin Hoogestraat	Nathan O'Meara
Sudarshan Choudhari	Caleb Impecoven	Hayley Reed
Cairo Del Rio	Tyler Jensen	Salaar Whmed Syed
Anirudh Dhoundiyal	Shelby Kerkvliet	Zachary Wormstadt
Tite Divava	John Kirkvold	Alexander Zschoche

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Jacob Anderson	Jordan Lueth	Esther Susa
Eric Bommersbach	Blake McCorkindale	Mason VanWesten
Alex Bosler	Christopher Miller	Dodge Waldera
Collin Endres	Nicholas Olson	Dillon Wolf
Blaid Friedrichs	Carter Rieffenberger	Calvin Wolter
Michael Hendricks	Colby Ryan	
Austin Licht	Brett Samuelson	

BACHELOR OF SCIENCE IN DATA SCIENCE

Zachary Barrett	Scott Kingland	Marc Schwenk
Bryce Dangler	Willy Ntumba	Jocelyn Tanner
William Gunderson	Nichole Peters	Elicia Waldner
Janean Hanka	Matthew Questad	Megan White
Jordan Huitink	Matthew Rounds	Alexis Young

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Matthew Ackerman	Dalton Frahm	Joshua Quamen
Parker Amundson	Turner Frank	Mason Rakowicz
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 Treyla B. Tucker
 Bryce K. VanDenHoek
 Hailey E. Wait
 Jacob P. Waymire
 Matthew A. Wegener
 April A. Will
 Courtney R. Wilson
 Bethany G. Wynia
 Rane N. Yetts
 Noah A. Youngberg
 Kelsie G. Zimmerer

Bachelor of Science in Nursing

Sarah L. Abu-Hamda
 Hannah T. Aitkin
 Lucie E. Anderson
 Barbara J. Antonsen
 Annie E. Appelhof

Andrea Archambeau
 Monica C. Arens
 Trevor J. Axtell
 Emma M. Barnes
 Hannah J. Best

Kailyn M. Bonte
 Destiny M. Boon
 Amy E. Brandt
 Brooke S. Braun
 Mallory G. Bretsen
 Ashley R. Brown
 Zachary E. Brown
 Erika J. Christopherson
 Jalynn D. Clouse
 Jocee L. Cundiff
 Lacie M. Daly
 Bridgette P. Daniel
 Mayson A. Darrow
 Chelsea L. Datu
 Rachel A. Davila
 Lizabeth J. Delfs
 Anna G. Dennis
 Tyler J. Divis
 Katherine Dwire
 Macie D. Engles
 Tanner J. Evers
 Kelly L. Faulk
 John W. Fitzgibbons
 Molly O. Fossen
 Cassandra Freed
 Abigail M. Freier
 Adam R. Friessen
 Nicole M. Goshorn
 Ashley R. Gruis
 Morgan D. Halverson
 Megan L. Hansen
 Anna M. Hatle
 Amy L. Henrickson
 Ashley Hinmon
 Gabrielle R. Holbert
 Keeryn E. Huntington
 Andrea C. Jager
 Riley E. Jensen
 Hannah J. Jesse
 Zachary C. Johnson
 Rachel J. Kats
 Samantha R. Kinneberg
 Hayley M. Knudsen
 Claudia M. Kunzer

Morgan K. Lantis
 Braedyn E. Lenker
 Jason A. Lewis
 Courtney E. Linder
 Brittany M. Lindsey
 Wendy M. Love
 Addison M. Ludwig
 Callie A. Luke
 Serina V. Lund
 Melanie Magana
 Claire L. Martin
 Claudia M. Martin
 Sarah M. McNamara
 Matthew R. Meadows
 Sonya G. Mechaley
 Catherine L. Montgomery
 Hannah M. Morlan
 Steffanie V. Murphy
 Michelle J. O'Daniel
 Tatum M. Olson
 Tanner J. Orth
 Morgan G. Ortlieb
 Gracie Page
 Emma A. Peterson
 Lisa A. Porter
 Branden J. Rabb
 Rayne R. Raue
 Bailey E. Roden
 Emma R. Sabbagh
 Alexis Shyne
 Dane W. Slater
 Valerie A. Smit
 Kerry L. Surring
 Ellie J. Swanson
 Tiffany A. Timmermann
 Sara Tollakson
 Tia H. Valdez
 Kathryn N. Vlach
 Hailey M. Wagner
 Danielle J. Wilson
 Logan D. Wipf
 Ethan J. Young
 Maddison G. Zoelle

Associate of Arts

Madison R. Bies
Kyle S. Engel
Hanna M. Fenicle
Anna Fiorello
Megan S. Harry
Samantha F. Kuhl

Mary-Frances Ladd
Keaton D. Lenderts
Claire A. Lorenzen
Sarah G. Munoz
Kallie J. Olson
Myriaah S. Schalesky

**South Dakota School for the Blind and Visually Impaired
2021 - 2022 Graduation List**

The South Dakota School for the Blind and Visually Impaired submits the following graduation list for approval.

Hailey Heintzman, Aberdeen SD

Ch'oshgai Roanhorse, Sisseton SD

Kelsey Rachelle Wollman, Westport SD

Dominick Duane Woodraska, Yankton SD

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B

DATE: May 10, 2022

SUBJECT

Academic Calendar – Special Schools

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:6](#) (Section 2) – Academic Calendars

BACKGROUND / DISCUSSION

Pursuant to BOR Policy 2:6, the upcoming academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota School for the Deaf are provided in Attachment I and II.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSBVI Academic Calendars: 2022-23 & 2023-24

Attachment II – SDSD Academic Calendars: 2022-23

DRAFT MOTION 20220510_5-B:

I move to approve the proposed academic calendars for the South Dakota School for the Blind and Visually Impaired and the South Dakota School for the Deaf, as presented.

SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED 2022 - 2023 SCHOOL CALENDAR

AUGUST (0 / 0 school days)

- 25 - 26: New Staff On Duty; Orientation Days
- 29 - 31: Professional Development / Classroom Prep

SEPTEMBER (18 / 18 school days)

- 1 - 2: Professional Development / Classroom Prep
- 5: Closed; Labor Day Holiday
- 6: No Classes; Registration Day; Dorms open at 1:00 PM
- 7: Classes Begin (School Day is 8:00 AM - 3:00 PM); 1st Quarter Begins / 1st Semester Begins

OCTOBER (20 / 38 school days)

- 7: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 10: Closed; Native American Day Holiday
- 11: No Classes; Parent / Teacher Conferences; Dorms open 10:00 AM
- 12: Classes Resume

NOVEMBER (19 / 57 school days)

- 4: 1st Quarter Ends (42 Days)
- 7: 2nd Quarter Begins
- 11: In Session - Veterans Day
- 22: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 23: Closed; Veterans Day Holiday Observed
- 24: Closed; Thanksgiving Day Holiday
- 25: No Classes
- 27: Dorms open at 1:00 PM
- 28: Classes Resume

DECEMBER (12 / 69 school days)

- 16: Christmas Program; Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development**
- 19 - 23: No Classes**
- 25: Christmas Day**
- 26: Closed; Christmas Day Holiday Observed**
- 26 - 30: No Classes**

JANUARY (20 / 89 school days)

- 1: New Year's Day**
- 2: Closed; New Year's Day Holiday Observed**
- 3: No Classes; Dorms open 1:00 PM**
- 4: Classes Resume**
- 16: In Session - Martin Luther King, Jr. Day**
- 20: 2nd Quarter Ends (40 Days) / 1st Semester Ends (82 Days)**
- 23: 3rd Quarter Begins / 2nd Semester Begins**

FEBRUARY (18 / 107 school days)

- 16: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development**
- 17: Closed; Martin Luther King, Jr. Day Holiday Observed**
- 20: Closed; Presidents' Day Holiday**
- 21: No Classes; Parent / Teacher Conferences; Dorms open 10:00 AM**
- 22: Classes Resume**

MARCH (23 / 130 school days)

- 24: 3rd Quarter Ends (43 Days)**
- 27: 4th Quarter Begins**

APRIL (17 / 147 school days)

- 6: Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 7: No Classes; Good Friday
- 9: Easter Sunday
- 10: No Classes; Easter Monday
- 11: No Classes; Dorms open at 1:00 PM
- 12: Classes Resume

MAY (20 / 167 school days)

- 26: Awards Program; Commencement; Last Day of School; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; 4th Quarter Ends (42 Days); 2nd Semester Ends (85 Days); 167 Total Days; Professional Development
- 29: Closed; Memorial Day Holiday

JUNE

- 5 - 22: Extended School Year (ESY)
- 19: In Session; Juneteenth Holiday
- 23: Closed; Juneteenth Holiday Observed

JULY

- 4: Closed; Independence Day Holiday
- 10 - 28: Extended School Year (ESY)

SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED

2023 - 2024 SCHOOL CALENDAR

AUGUST (0 / 0 school days)

- 24 - 25: New Staff On Duty; Orientation Days
- 28 - 31: Professional Development / Classroom Prep

SEPTEMBER (18 / 18 school days)

- 1: Professional Development / Classroom Prep
- 4: Closed; Labor Day Holiday
- 5: No Classes; Registration Day; Dorms open at 1:00 PM
- 6: Classes Begin (School Day is 8:00 AM - 3:00 PM); 1st Quarter Begins / 1st Semester Begins

OCTOBER (21 / 39 school days)

- 6: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 9: Closed; Native American Day Holiday
- 10: No Classes; Parent / Teacher Conferences; Dorms open 10:00 AM
- 11: Classes Resume

NOVEMBER (19 / 58 school days)

- 3: 1st Quarter Ends (42 Days)
- 6: 2nd Quarter Begins
- 10: In Session - Veterans Day
- 21: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 22: Closed; Veterans Day Holiday Observed
- 23: Closed; Thanksgiving Day Holiday
- 24: No Classes
- 26: Dorms open at 1:00 PM
- 27: Classes Resume

DECEMBER (14 / 72 school days)

- 20: Christmas Program; Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 21 - 22: No Classes
- 25: Closed; Christmas Day Holiday
- 25 - 29: No Classes

JANUARY (20 / 92 school days)

- 1: Closed; New Year's Day Holiday
- 1 - 3: No Classes
- 3: No Classes; Dorms open 1:00 PM
- 4: Classes Resume
- 15: In Session - Martin Luther King, Jr. Day
- 19: 2nd Quarter Ends (42 Days) / 1st Semester Ends (84 Days)
- 22: 3rd Quarter Begins / 2nd Semester Begins

FEBRUARY (19 / 111 school days)

- 15: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 16: Closed; Martin Luther King, Jr. Day Holiday Observed
- 19: Closed; Presidents' Day Holiday
- 20: No Classes; Parent / Teacher Conferences; Dorms open 10:00 AM
- 21: Classes Resume

MARCH (19 / 130 school days)

- 22: 3rd Quarter Ends (43 Days)
- 25: 4th Quarter Begins
- 27: Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development
- 28: No Classes
- 29: No Classes; Good Friday
- 31: Easter Sunday

APRIL (20 / 150 school days)

- 1: No Classes; Easter Monday**
- 2: No Classes; Dorms open at 1:00 PM**
- 3: Classes Resume**

MAY (17 / 167 school days)

- 23: Awards Program; Commencement; Last Day of School; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; 4th Quarter Ends (40 Days); 2nd Semester Ends (83 Days); 167 Total Days; Professional Development**
- 27: Closed; Memorial Day Holiday**

JUNE

- 3 - 20: Extended School Year (ESY)**
- 19: In Session - Juneteenth Holiday**
- 21: Closed; Juneteenth Holiday Observed**

JULY

- 4: Closed; Independence Day Holiday**
- 8 - 26: Extended School Year (ESY)**

SD School for the Deaf

2022 - 2023 School Year

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
JULY							AUGUST							SEPTEMBER						
					1	2		1	2	3	4	5	6					1	2	3
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31												2/6	18/18						2/6	21/39
OCTOBER							NOVEMBER							DECEMBER						
						1			1	2	3	4	5					1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31				2/6	50/59						2/6	20/79						2/6	21/100
JANUARY							FEBRUARY							MARCH						
1	2	3	4	5	6	7				1	2	3	4				1	2	3	4
8	9	10	11	12	13	14	5	6	7	8	9	10	11	5	6	7	8	9	10	11
15	16	17	18	19	20	21	12	13	14	15	16	17	18	12	13	14	15	16	17	18
22	23	24	25	26	27	28	19	20	21	22	23	24	25	19	20	21	22	23	24	25
29	30	31					26	27	28					26	27	28	29	30	31	
					2/6	20/120						4/6	17/137						4/6	23/160
APRIL							MAY							JUNE						
						1		1	2	3	4	5	6					1	2	3
2	3	4	5	6	7	8	7	8	9	10	11	12	13	4	5	6	7	8	9	10
9	10	11	12	13	14	15	14	15	16	17	18	19	20	11	12	13	14	15	16	17
16	17	18	19	20	21	22	21	22	23	24	25	26	27	18	19	20	21	22	23	24
23	24	25	26	27	28	29	28	29	30	31				25	26	27	28	29	30	
30					6/6	17/177						6/6	17/194							
AUGUST 2-3: New Staff On Duty; Orientation Days											JANUARY 2: New Year's Day Holiday									
AUGUST 4: Returning Staff On Duty											JANUARY 16: Martin Luther King, Jr. Holiday									
SEPTEMBER 5: Labor Day Holiday											February 6-8: SF/WR Evaluations									
SEPTEMBER 12-14: SF/WR Evaluations											FEBRUARY 20: Presidents' Day Holiday									
SEPTEMBER 27-29: Professional Days											FEBRUARY 28-March 2: Professional Days									
OCTOBER 10: Native American Day Holiday											April 3-5: SF/WR Evaluations									
OCTOBER 24-26:SF/WR Evaluations											APRIL 10: Easter Monday									
NOVEMBER 11: Veterans Day Holiday											MAY 23: Last Day									
NOVEMBER 24: Thanksgiving Holiday											MAY 29: Memorial Day Holiday									
DECEMBER 5-6: Sioux Falls Evaluations											JUNE 19: Juneteenth Holiday									
DECEMBER 26: Christmas Holiday											JUNE 12-13: Midwest Conference on Deaf Education MWCDE									

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C

DATE: May 10, 2022

SUBJECT

SDSBVI Membership in South Dakota High School Activities Association

CONTROLLING STATUTE, RULE, OR POLICY

[SD High School Association – Constitution and Bylaws](#)

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired requests approval for continued membership in the South Dakota High School Activities Association. The membership begins July 1, 2022 and ends on June 30, 2023, with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDHSAA School Board Resolution 2022-2023

DRAFT MOTION 20220510_5-C:

I move to approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.



South Dakota High School Activities Association
P.O. Box 1217 ♦ Pierre, SD 57501
Phone (605) 224-9261 FAX: (605) 224-9262

SCHOOL BOARD RESOLUTION

Authorizing Membership in the South Dakota High School Activities Association

By resolution, the School Board of:

South Dakota School for the Blind and Visually Impaired

(Name of School District or School)

has authorized membership in the South Dakota High School Activities Association for the high school(s) under its jurisdiction as hereinafter listed:

SDSBVI High School

This is to be for the period which begins July 1, 2022 and ends on June, 30, 2023 with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

In addition, the above-mentioned School Board has ratified the Constitution, By-Laws, and rules of the South Dakota High School Activities Association as of July 1, 2022 and agrees to conduct its activities programs within the framework of these instruments.

Date of Resolution

President of Board

Superintendent of Schools

Due By:

July 15, 2022

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (1)

DATE: May 10, 2022

SUBJECT

New Program Request – DSU – BS in Individualized Studies

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests permission to offer a BS in Individualized Studies. The purpose of this baccalaureate degree is to provide students at DSU the opportunity to propose their own plan of study as an Individualized Studies major. This option should only be pursued if the student’s interests and professional goals cannot be adequately met with one of DSU’s existing majors.

The Individualized Studies major will appeal to two types of students. The first is a highly motivated student who wishes to seek control of his or her own education trajectory. The second are students who are no longer interested in their original major. For these students, who will likely make up most enrollments in the program, the proposed program would function as a “parachute program.” The program would enhance retention and graduation rates by giving students who have earned a high number of credit hours an option that allows them to graduate on time by applying their earned credits toward a degree option.

Currently, DSU offers a bachelor’s degree in general studies which is intended to allow students who have accumulated significant college credit to complete a baccalaureate degree. The difference is that the general studies program has a set curriculum that spans across subject areas, whereas the proposed program in Individualized Studies has its curriculum determined by the student, including any previously earned credit. For students who are nearing 120 credit hours, the General Studies degree can require students to stay enrolled for several extra semesters to meet the program requirements. This would not be the case with an Individualized Studies degree.

The Intent to Plan for this program was approved at the [December 2021](#) BOR meeting, per AAC Guideline 2.4.

(Continued)

DRAFT MOTION 20220510_5-D(1):

I move to authorize DSU to offer a BS in Individualized Studies, as presented.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the program on campus. There are no new courses required for the proposed program. DSU does not request new state resources. DSU anticipates 25 enrolled students and five graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request: DSU – BS in Individualized Studies



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

Use this form to propose a new undergraduate degree program. An undergraduate degree program includes a new major, a new degree, or both. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Undergraduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

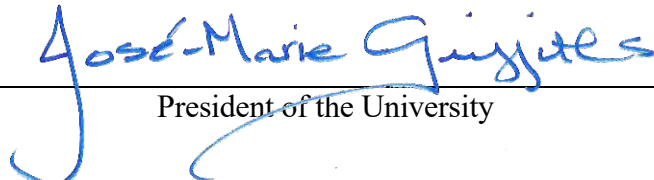
UNIVERSITY:	DSU
MAJOR:	
EXISTING OR NEW MAJOR(S):	Individualized Studies
DEGREE:	
EXISTING OR NEW DEGREE(S):	Bachelors of Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	24.0199
SPECIALIZATIONS: <i>Note: If the new proposed program includes specific specializations within it, complete and submit a New Specialization Form for each proposed specialization and attach it to this form. Since specializations appear on transcripts, they require Board approval.</i>	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	12/7/2021
UNIVERSITY DEPARTMENT:	General Studies
BANNER DEPARTMENT CODE:	DGENS
UNIVERSITY DIVISION:	General Studies
BANNER DIVISION CODE:	DGES

☒ **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

2/17/2022

 Date

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

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

The purpose of this baccalaureate degree is to provide students at DSU the opportunity to propose an Individualized Studies major. This option should only be pursued if the student's interests and professional goals cannot be adequately met with one of DSU's existing majors.

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.

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

This proposed program relies on pre-existing courses at DSU, all of which have been approved in accordance with South Dakota Statute and Board of Regents Policy. Because of DSU's unique mission as "an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs," many of the university's existing courses are unique to DSU, and therefore any Individualized Studies major would be similarly unique.¹ For example, the existing General Studies degree requires a student to focus on three emphases from a possible nine areas to choose from. Nearly all nine of these are common across the Board of Regents system. By contrast, the proposed Individualized Studies major would allow students instead to focus specifically on those areas unique to DSU.

The Individualized Studies major also contributes to the Board of Regents Strategic Plan, primarily in the areas of retention and graduation rates (as mentioned above). The strategic plan calls for a system-wide retention rate of 83% and a 6-year graduation rate of 54%.² When a student is no longer interested in their major, the student can either switch majors, transfer universities, or withdraw altogether. By providing a viable self-designed alternative, the goal is to reduce student attrition from the university.

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

The Individualized Studies major will appeal to two types of students. The first type is highly motivated and seeks to control their own educational trajectory. For this reason, Individualized Studies at other institutions are often administered by the Honors Program. For the second type of student, the Individualized Studies major can function as a "parachute program" designed to enhance retention and graduation rates. As mentioned above, one of the major reasons a student transfers to another university is to change majors. According to some reports, as many as 80%

¹ DSU Mission Statement, https://catalog.dsu.edu/content.php?catoid=31&navoid=1462#Mission_Statement.

² SDBOR 2014-2020 Strategic Plan, <https://www.sdbor.edu/the-board/StrategicPlan/Pages/default.aspx>.

of all students will change their major during the course of their college career.³ In fact, according to Education Advisory Board, students who change their majors graduate at higher rates than their classmates who remain in the same major their entire undergraduate career.⁴ Rather than having a student transfer or attrit when they are dissatisfied with their existing major, Individualized Studies will provide them with a third option. Both types of students will benefit from Individualized Studies. Both will have greater control over their academic future and will be more likely to complete a BS degree at DSU.

Post-graduate career opportunities for Individualized Studies will vary according to the course of study. Each Individualized Studies major must first be approved by the General Studies Director in consultation with other faculty experts on campus. Post-graduate career opportunities should be factored in before approving any plan. For the first type of student, post-graduate plans should be clearly identified and researched. At its most basic level, any Individualized Studies major should prepare students for the same type of post-graduate opportunities as the existing General Studies program. According to our own website, these include such positions as Manager, Consultant, Executive Assistant, and Operations Manager.⁵ While post-graduate earnings for either the Individualized Studies or the General Studies major could potentially be lower than some of our other DSU majors, a more effective comparison might be between BS graduates and non-graduates. According to the U.S. Bureau of Labor Statistics, in 2020 the annual median earnings for an individual with an undergraduate degree is nearly 67% higher than someone with only a high school diploma.⁶ The individual with a college degree has a 3.5 times lower poverty rate and can expect to earn an additional \$900,000 in lifetime earnings.⁷ These numbers are compelling when evaluating the potential impact of an Individualized Studies major for the second type of student.

4. How will the proposed program benefit students?

It would provide all interested students with greater autonomy, control, and responsibility over their educational experience. It is also expected to enhance retention and reduce educational costs for students.⁸

³ Carl Straumsheim, "Decision Time," *Inside Higher Ed*, 24 August 2016. (<https://www.insidehighered.com/news/2016/08/24/study-finds-students-benefit-waiting-declare-major>)

⁴ EAB, Student Success Collaborative, Graduation Rates for Students Who Switch Majors (https://www.insidehighered.com/sites/default/server_files/images/33447_EAB_Graduation_Graph_final.png).

⁵ <https://dsu.edu/programs/general-studies-bgs.html>

⁶ U.S. Bureau of Labor Statistics, Current Population Survey as cited by Elka Torpey, "Education Pays, 2021," *Career Outlook*, June 2021 (<https://www.bls.gov/careeroutlook/2021/data-on-display/education-pays.htm>).

⁷ Association of Public and Land-Grant Universities, "How does a college degree improve graduates' employment and earnings potential?" <https://www.aplu.org/projects-and-initiatives/college-costs-tuition-and-financial-aid/publicvalues/employment-earnings.html>

⁸ Students frequently report finances as being the major factor in deciding to withdraw from college. While this program will not reduce the cost of individual courses, it will reduce the time needed to complete a degree for many students, thereby potentially saving them tens of thousands of dollars. See Josh Moody, "How to Avoid Dropping out of College," *US News and World Report*, 20 March 2019. <https://www.usnews.com/education/best-colleges/articles/2019-03-20/dropping-out-of-college-why-students-do-so-and-how-to-avoid-it>

5. Program Proposal Rationale:

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

Not applicable

B. What is the rationale for the curriculum?

The rationale for this is to enable students to plan and tailor their coursework work to fit their individual educational and occupational goals. Prior to pursuing this major, students will be required to specifically state the courses they intend to take for the Major Requirements of this degree and submit a personal statement (300-word minimum) that explains the relationship between the proposed course work and their post-graduate goals. The essay and course work will be reviewed by the General Studies Director, who will consult with appropriate faculty experts. The Dean of Arts and Sciences will give the final approval for the coursework.

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 table below highlights how each individual student's program of study is unique. See also Appendix A, which delineates the guidelines and approval process that each student is required to submit. At least twenty-one of the 42 to 60 Major Requirements need to be 300 or 400 level courses. The remaining Free Elective credits can be 100 to 400 level courses. These requirements are comparable to Individualized Studies majors at regional institutions.⁹

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

Individualized Major	Credit Hours	Percent
System General Education Requirements	30	25%
Major Requirements	48	40%
Free Electives	42	35%
Degree Total	120	100%

Required Support Courses Outside the Major

None

⁹ These include Southwest Minnesota State University, Metropolitan State University, University of Minnesota-Crookston, University of Minnesota-Duluth, University of Minnesota-Morris, University of North Dakota, Montana State, Eastern Wyoming College, and Central Wyoming College.

Major Requirements

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
CSC	105	Introduction to Computers	3	No
Choose one course from the following three courses			3	
CIS	123	Problem Solving and Programming		No
CIS	130	Visual Basic Programming		No
CSC	150	Computer Science I		No
300-499		Depending upon student's individualized program of study	21*	No
100-499		Depending upon student's individualized program of study	18*	No
GS	491	Independent Study: Capstone	3	No
Total			48	

See Appendix A for addition requirements for the 39 credits above.

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

None

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.*

Students will be expected to demonstrate proficiency in oral and written communication skills, scholarly writing skills, problem-solving skills, critical thinking skills, and computer literacy. These skills will be achieved primarily through their General Education classes, as the tables below highlight. The GS 491 Capstone/ Seminar class will also provide students with opportunities to strengthen their oral and written communication skills and scholarly writing skills, along with their problem-solving and critical thinking skills. In addition, the GS 491 course will ensure that students can effectively market themselves for their desired employment or continuing educational goals.

Students will also be expected to have the knowledge and skills necessary to seek employment or to pursue additional education in their desired disciplinary field(s). When students plan their course of study for this degree, the General Studies Director, their advisor, and/or faculty experts will ensure that students are selecting course work that will give them the knowledge and skills necessary (as outlined in their personal statement which explains the relationship between their proposed course work and their post-graduate goals) to do this.

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	CMST 101	ENGL 101	ENGL 201	GS 491	CSC 105	CIS 123, CIS 130, or CSC 150
Demonstrate effective oral and written communication	X	X	X	X		
Demonstrate problem-solving and critical thinking skills				X	X	X
Be knowledgeable and proficient in computer literacy.					X	X
Demonstrate their proficiency in scholarly writing and applying conventions of appropriate style manuals (MLS, APA, ASA).			X	X		
Demonstrate proficiency in marketing themselves for employment which fits their professional and career goals.				X		
Additional learning outcome(s): ¹⁰						

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.

None.

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

Discussion and assessment of the student's progress in the Individualized Studies major will be done with the student's advisor, faculty experts in the student's discipline area(s), and the General Studies Director throughout the duration of the degree program. This will ensure that students are mastering the content that they have elected to pursue and that they are becoming proficient with their oral and written communication, critical thinking, and problem-solving skills. If it is determined that a student is not making progress in their chosen disciplinary field(s), or if they are having issues with communication, critical thinking, or problem-solving skills, modifications in the course of study will be made (if appropriate or possible); the student may be asked to change to the Bachelor of General

¹⁰ Any additional learning outcome(s) will need to be approved by the General Studies Director when the Individualized Studies major proposal is first approved. See Appendix A.

Studies degree where they would have flexibility in course selection and not need to complete their proscribed Individualized Studies curriculum; or in extreme instances, it may be deemed that other educational programs, i.e., vocational, may be more appropriate for the student to pursue.

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

Due to the variety of courses required, and the unique nature of each student's degree program, individual students will be exposed to a wide range of teaching methods, such as lecture, discussion, project-based, experiential, and online, depending upon their degree focus and interests. In addition, students will be exposed to the latest technology in their classes, and the facilities and equipment in the Madison Cyber Labs, will also be available to them.

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?

Several universities offer Individualized Studies programs, which we used as models in designing this proposal. Additionally, we consulted with Dr. Brian Newsome, Dean of the John E. Sallstrom Honors College at Georgia College. Dr. Newsome has experience designing an Individualized Studies program and provided insight on this proposal as it relates to DSU and the existing Bachelor of General Studies degree.

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.

While it is possible that highly motivated students may choose to come to DSU because of the freedom to design their own degree, it is anticipated that the large majority will be redirected from other existing programs at the university.

We currently have 49 students enrolled in the General Studies program. Of these, 22 have earned more than 100 credit hours, several of whom will be unable to complete the existing General Studies requirements within a semester. In addition, 10 of the 49 General Studies students have already earned more than 120 credits, the amount typically required for graduation. If these students had been allowed to create an individualized major, they may have been able to graduate in a timely fashion. Furthermore, there are undoubtedly students that are enrolled in a major that they find unsatisfying and yet feel that there are no options available for them. Thus, it is possible that we have as many as 10 to 15 students complete an Individualized Studies major each year.

	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	1	2	3	4
Students from other university programs	1	5	5	5

Continuing students		2	9	16
=Total students in the program (fall)		9	16	25
Graduates				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.

Not at this time

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

None

12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

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

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

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

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

Any approved individualized plan of study must consist of existing and regularly scheduled courses. For this reason, this major requires no new courses, no additional faculty for this major, and no additional instructional technology or software requirements. Advising assignments will be handled in accordance with established practices, ensuring that no single faculty member is overburdened or is given released time. We anticipate the students that graduate in this major are current students and we do not expect redirecting any recruiting resources. For all these reasons, the anticipated cost of this program is zero. By helping students find an appropriate major and remaining at DSU, this proposed major will keep tuition revenue within the institution.

	Development/ Start-up	Long-term Operation
Reallocate existing resources	No	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

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

☐ Yes ☒ No

Explanation (if applicable):

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

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

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

See Appendix A below.

APPENDIX A: GUIDELINES AND APPROVAL

Individualized Studies Major Guidelines

Students at DSU have the opportunity to propose an Individualized Studies major. This option should only be pursued if the student's interests and professional goals cannot be adequately met with one of our existing majors. The student, in consultation with the General Studies Director, is responsible for designing a course of study that is academically rigorous and sufficiently focused. The General Studies Director can and should consult with other faculty on campus in evaluating each Individualized Studies major proposal. Additionally, each proposal must include the following:

1. A personal statement (300-word minimum) that explains the relationship between the proposed major and the applicant's post-graduate goals.
2. An outline of the courses the student intends to complete, totaling a minimum of 48 credit hours.
 - a. At least 21 credit hours must be at the 300- or 400- levels.
 - b. No more than 24 credit-hours can be within the same discipline.
 - c. Must include GS 491 - Independent Study: Capstone.
 - d. Must include CSC 150 Introduction to Computers
 - e. Must include CIS 123, CIS 130, or CSC 150.

Students cannot propose an individualized major necessitating certification by an external accrediting body. Upon formal approval by the Dean of Arts and Sciences, Registration and Records will officially update the student's academic record with the Individualized Studies major. Once approved, any modification to the Individualized Studies major must be approved using the normal processes (course substitution form, etc.).

In addition to the course requirements for the Individualized Studies major, students must complete all other requirements for graduation as listed in the published DSU Undergraduate Catalogue.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (2)

DATE: May 10, 2022

SUBJECT

New Program Request – USD – Minor in Deaf 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 minor in Deaf Education. The proposed minor will train future educators to work with children who are deaf or hard of hearing. Educating people who are deaf or hard of hearing requires specialized training for teaching professionals; however, there are currently no Deaf Education programs in South Dakota. The proposed minor is designed to meet the endorsement requirements of the South Dakota Department of Education. A minor in Deaf Education would address the state's need for producing educators who are trained to support students who are deaf or hard of hearing.

IMPACT AND RECOMMENDATION

USD plans to offer the minor in Deaf Education on campus, online, and via hybrid delivery. USD does not request new state resources, and no new courses will be required. USD estimates twenty students enrolled and four graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request: USD – Minor in Deaf Education

DRAFT MOTION 20220510_5-D(2):

I move to authorize USD to offer a minor in Deaf Education, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	USD
TITLE OF PROPOSED MINOR:	Deaf Education
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Communication Sciences and Disorders, K-12 English as a New Language
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	13.1003
UNIVERSITY DEPARTMENT:	Communication Sciences and Disorders
BANNER DEPARTMENT CODE:	UCSD
UNIVERSITY DIVISION:	Arts and Sciences
BANNER DIVISION CODE:	2A

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2.8, which pertains to new baccalaureate degree minor requests and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
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University Approval

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

President of the University	Date

1. Do you have a major in this field? (YES or NO)

No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Historically, there has been a severe shortfall in serving children with hearing loss in educational settings in South Dakota. There have been multiple efforts to address these shortfalls over the past several years, including new state laws to enhance education standards for children who are Deaf or Hard of Hearing (D/HH). Educating people who are D/HH requires specialized training for teaching professionals. Unfortunately, there are no Deaf Education programs within institutions of higher education in South Dakota.

Currently, the South Dakota School for the Deaf (SDSD) supports children birth through 21 years old with a professionally identified hearing loss. Students are supported on IEP, 504, and IFSP programs. SDSD serves students in public, private, homeschool, and tribal school settings. Students with hearing loss that do not qualify for special education may still receive support from SDSD as hearing loss will impact a student's life. Across these settings, SDSD currently consults with parents and educators of around 561 students across the state with varying hearing levels. Most children who are D/HH in South Dakota are served through their home-district public school system.

A minor in Deaf Education would address the state's need for producing educators who are trained to support students who are D/HH. This is in alignment with the USD Strategic Plan, strategic theme 5, serving South Dakota.

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

The purpose of this minor is to train future educators to work with children who are D/HH.

4. How will the proposed minor benefit students?

The U.S. Bureau of Labor Statistics projects an 8% expected growth in demand for teachers for the D/HH across the 10-year period of 2016-2026. States and school districts, particularly rural states, are facing shortages of teachers with training to work with children who are D/HH.

This minor is proposed within the Department of Communication Sciences and Disorders as that is the academic field which provides training to Speech-Language Pathologists. Speech-Language Pathologists are a primary professional within educational settings providing services to children who are D/HH. Secondly, general education teachers would benefit from this education because many children who are D/HH are served in the gen ed classroom.

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

The U.S. Bureau of Labor Statistics projects an 8% expected growth in demand for teachers for the D/HH across the 10-year period of 2016-2026. According to EMSI data, there is an expected 9.2% growth in job demand from 2022-2031 (SD only) and 7.4% increase for the SD, NE, IA and MN region. States and school districts, particularly rural states, are facing shortages of teachers with training to work with children who are D/HH.

6. Provide estimated enrollments and completions in 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 XX	FY XX	FY XX	FY XX
Students enrolled in the minor (fall)	5	10	15	20
Completions by graduates	-	-	-	4

*Do not include current fiscal year.

A brief survey was sent to current majors in Communication Sciences and Disorders and majors across the School of Education. Students in these majors would be most likely to pursue a minor in Deaf Education. This survey inquired about the desire to pursue a Deaf Education minor if one were available. 105 individuals responded to this survey, with 70% (73 individuals) indicating a desire to pursue a Deaf Education minor if available. Estimated enrollments in the table above, while based upon this positive response rate, reflect a more conservative estimate.

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

The curriculum for the minor was developed as a collaborative effort of the South Dakota School for the Deaf (Kim Wadsworth and Sarah Lingle), USD Communication Sciences and Disorders, USD A&S Dean's office, and USD School of Education based upon accreditation standards from the Council on Deaf Education, the accrediting body for Teacher Preparation Programs for Deaf Education (accreditation is available for programs offering a major, not a minor), as well as the requirements for K-12 Deaf or Hard of Hearing Impairment Endorsement through the South Dakota Department of Education. The requirements for K-12 Deaf or Hard of Hearing Impairment Endorsement through the South Dakota Department of Education may be found on the [Teacher 411](#) webpage for the Department of Health under Elementary Preparation and Secondary Preparation.

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

Minors by design are limited in the number of credit hours required for completion. Minors typically consist of eighteen (18) credit hours, including prerequisite courses. In addition, minors typically involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

Program Title	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course - Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
DCOM	212	Language Development	None	3	No
DCOM	423	Auditory Assistive Strategies and Technology, and Communication	None	3	No

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course - Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
		Development in Persons Who Are D/HH			
DCOM	428	ASL I	None	3	No
DCOM	429	ASL II	None	3	No
DCOM	496	Practicum/Field experience	None	3	No
ELED/SEED	470	P-12 Literacy Methods for English Language Learners	None	3	No
Subtotal				18	

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

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
N/A					

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcomes	DCOM 212	DCOM 423	DCOM 428	DCOM 429	DCOM 496	ELED/SEED 420
Knowledge of the human auditory system, including anatomy, acoustics, and physics of sound. *		X				
Knowledge of hearing loss and deafness and the effects of hearing loss and deafness on students' lives, development and learning processes. *	X	X			X	
Understanding of the foundations of education for students who are D/HoH and the functions and dysfunction of the sensory-motor and auditory system. *					X	X
Knowledge of language, literacy, and communication needs of students and instructional techniques in a child's language and communication modes. *	X	X				X
Functional knowledge of American Sign Language and Deaf Culture. *			X	X		
Hands-on field experience for children who are deaf or hard of hearing. *					X	

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

Courses in the minor will be taught across the delivery methods of face-to-face, online synchronous and online asynchronous. DCOM 212, DCOM 423 are taught face-to-face. DCOM 428 and DCOM 429 are taught online synchronous. ELED/SEED 470 is taught online. DCOM 496 is an experiential learning course where students will gain practical experience in an educational setting.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	018 Online synchronous (DCOM 428, 529) U01-Face-to-Face, U15-Online Asynchronous Term Based; U18-Online Synchronous; U30-Blended/Hybrid (ELED/SEED 470)	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	DCOM 428, DCOM 429 are approved to be offered online synchronous and face-to-face. ELED/SEED 470 is approved to be offered, online asynchronous,	Fall 2022

	Yes/No	If Yes, identify delivery methods	Intended Start Date
		online synchronous and blended/hybrid and face to face.	

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

None

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

No additional costs are anticipated through offering a minor in deaf education as the courses in the minor are currently offered at USD.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement. (place an "X" before the correct response)

	YES, the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.
X	NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

15. Additional Information:

Changes to the name and course description for two courses in the proposed minor will be proposed through the C&I review process. DCOM 423 Rehabilitative Audiology will be changed to "Auditory Assistive Strategies and Technology, and Communication Development in Persons who are D/HH". ELED/SEED 470 P -12 Literacy Methods for English Language Learners will be changed to "P-12 Literacy Methods for D/HH and ELL students."

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (3)

DATE: May 10, 2022

SUBJECT

New Program Request – USD – Minor in Public Policy

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a minor in Public Policy. The proposed minor would be a joint program between Political Science and Economics that would provide a concrete, tractable skill set for students to both understand the policymaking process and to evaluate public policy. This minor will draw upon several fields including political science, public economics, and public affairs/policy. Students who are seeking majors outside of political science or economics may be interested in making policy changes in their intended fields such as education, public health, or even the sciences.

IMPACT AND RECOMMENDATION

USD plans to offer the minor in Public Policy on campus. USD does not request new state resources, and no new courses will be required. USD estimates eight students enrolled and six graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request: USD – Minor in Public Policy

DRAFT MOTION 20220510_5-D(3):

I move to authorize USD to offer a minor in Public Policy, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	USD
TITLE OF PROPOSED MINOR:	Public Policy
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	All Undergraduate degrees: B.A., B.S., L.P.N., B.S.N., B.F.A., B.B.A., B.S.Ed.
EXISTING RELATED MAJORS OR MINORS:	Political Science, Economics
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	45.1003
UNIVERSITY DEPARTMENT:	Political Science, Economics
BANNER DEPARTMENT CODE:	POLS
UNIVERSITY DIVISION:	Arts and Sciences
BANNER DIVISION CODE:	2A

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2.8, which pertains to new baccalaureate degree minor requests and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
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University Approval

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

President of the University

Date

1. Do you have a major in this field? (YES or NO)

No

2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

A minor in Public Policy would enhance several items in the strategic plans of USD and the BOR. In the most recent strategic plan mission and values, we have committed to ensuring that “Our students are engaged, thoughtful, and well-prepared for a global and complex world.” A public policy minor is a program that would be critical for students outside of the POLS/ECON programs to both understanding the policymaking process and how to evaluate policies from the perspective of economic efficiency.

The BOR strategic plan seeks to create “viable businesses to support state economic development.” and to develop “majors and minors that prepare students with the skills and knowledge to thrive in a rapidly changing world.” A minor in public policy allows students outside of the POLS/ECON majors to have an adaptive toolkit of tools for analysis that will allow them to evaluate policies in an ever-changing world.

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

The minor in Public Policy, though housed within the Department of Political Science, would be a joint program between Political Science and Economics that would provide a concrete, tractable skill set for students to both understand the policymaking process and to evaluate public policy. This minor will draw upon a number of fields that current (and future) faculty at USD are likely to be trained in, which includes political science, public economics, and public affairs/policy.

The minor degree program will not require any new courses, faculty, or resources. Rather, it allows students outside of our majors to acquire some of the skills provided by the popular joint major of POLS/ECON without, we believe, detracting from either program.

4. How will the proposed minor benefit students?

Students who are seeking majors outside of political science or economics may be interested in making policy changes in their intended fields such as education, public health, or even the sciences. The minor in public policy will provide a concrete, concise minor for students to learn about the policymaking process and how to evaluate public policies using rigorous evaluation methods.

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

A public policy minor is a minor that contributes to several other fields and we expect that this minor will allow students to contribute to policy in their area of expertise whether that be health, education, etc. The Bureau of Labor Statistics, in a white paper on public policy analysts, states “The U.S. Bureau of Labor Statistics (BLS) does not classify policy analysts as a separate occupation and, therefore, does not have data on their employment or earnings. Depending on their research specialty, workers who analyze policy might be counted as political scientists,

economists, sociologists, lawyers, urban and regional planners, or natural scientists, among other titles.”¹ Related careers such as medical and health services managers or higher education managers are expected to grow faster or as fast as the broader labor market.^{2,3} Two of the projected fastest growing careers between 2020 and 2030 are fields related to public policy: statisticians (35.4% projected increase) and data scientists (31.4%) and both are high-paying occupations (mean annual wages around \$100,000).⁴

6. Provide estimated enrollments and completions in 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 XX	FY XX	FY XX	FY XX
Students enrolled in the minor (fall)	2	4	6	8
Completions by graduates	0	2	4	6

*Do not include current fiscal year.

Currently there are about 125 majors in Political Science and about 35 Majors in Economics. The average enrollment in the elective courses offered in this minor was about 20 students (in the most recent semester they were offered, conditional on the courses making enrollment minimums). Thus, we project adding about two minors per year which would add about one half of a person per course per year, or a 3% increase in enrollment in these courses. The mature program will be 6% of the size of the POLS major and 23% of the ECON major, making it roughly equivalent in size to similar minors in the departments such as International Studies (about 5 students), nonprofit studies (about 12 students) or economics (about 12).

It is important to remember that this minor will require no new classes, no new faculty, and will require little administrative work. Any students in this program would increase the credit generation of courses already offered while offering an important skill set for the students.

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

There are no standards for a public policy minor, nationally, though our minor is similar in its requirements to minors at other major institutions.⁵ A minor in public policy also allows students who have a full 120-credit course load in their primary School(s) or major(s) to acquire concrete policymaking and analytical skills not provided compactly by either the political science or economics minors. This allows students to set themselves apart from peers at other institutions who would have similar subject matter expertise in their major field (often with national standards and accreditation), but USD students would also have a minor in public policy.

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

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

¹ <https://www.bls.gov/careeroutlook/2007/spring/art03.pdf>

² <https://www.bls.gov/ooh/management/medical-and-health-services-managers.htm>

³ <https://www.bls.gov/ooh/management/postsecondary-education-administrators.htm>

⁴ <https://www.bls.gov/emp/tables/fastest-growing-occupations.htm>

⁵ <https://catalog.unc.edu/undergraduate/programs-study/public-policy-minor/#requirementstext>
<https://catalog.ku.edu/liberal-arts-sciences/political-science/minor/#requirementstext>

involve existing courses. If the curriculum consists of more than eighteen (18) credit hours (including prerequisites) or new courses, please provide explanation and justification below.

A. Distribution of Credit Hours

Program Title	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9-18*	50%
Total	18-27**	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course - Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
ECON	201	Principles of Microeconomics	None	3	No
POLS	226	Introduction to Public Policy	None	3	No
		Choose one of the following:			
STAT/MATH	281	Intro to Statistics	None	3	No
BADM	220	Business Statistics	None	3	No
Subtotal					

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

Prefix	Number	Course Title	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
Choose 3 to 6 credits from the following ECON courses:					
ECON	441	International Trade		3	No
ECON	410	Economic Growth & Development		3	No
ECON	472	Resources & Environmental Economics		3	No
ECON	301*	Intermediate Micro	Calculus	3	No
ECON	433*	Public Finance	ECON 202: Macro	3	No
ECON	450*	Industrial Organization	ECON 202: Macro	3	No
ECON	445*	International Macroeconomics	ECON 202: Macro	3	No
ECON	482*	Labor Economics	ECON 202: Macro	3	No
Choose 3 to 6 credits from the following POLS courses:					
POLS	438	Legislative Process		3	No
POLS	426	Public Policy Analysis and Program Evaluation		3	No

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
POLS	467	Analytical Techniques		3	No
POLS	421	Nonprofit Sector		3	No
POLS	442	National Security Policy		3	No
POLS	407	Environmental Law and Policy		3	No
POLS	452	International Policy		3	No
POLS	404*	Local Government Admin	POLS 320: Intro to Pub Admin	3	No
Subtotal				9-18**	

*Prerequisite course required

**Students may complete the minor with 18 credits (9 required+9 elective) if they do not choose electives that require a prerequisite but may take up to 27 credit hours (9 required +18 elective) to complete if they choose courses with prerequisites..

Note: Electives: 10 of the 16 electives for this minor do not have a prerequisite. This allows the **minor to be completed in 18 credit hours.**

A. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes? *Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

1. Effectively Analyze Quantitative Data
2. Describe the process of making new laws, policies, or regulations
3. Evaluate programs, policies, or laws using concepts of economic efficiency or efficacy
4. Evaluate programs, policies, or laws using concepts such as equity, equality, or justice
5. Understand the sector in which public policy decisions are made

Individual Student Outcomes	Effectively Analyze Quantitative Data	Describe the process of making new laws, policies, or regulations	Evaluate programs, policies, or laws using concepts of economic efficiency or efficacy	Evaluate programs, policies, or laws using concepts such as equity, equality, or justice
ECON 201 Principles of Microeconomics	X		X	
POLS 226 Intro to Public Policy	X	X	X	X
STAT/MATH 281 Intro to Statistics	X			
BADM 220 Business Statistics	X			
ECON 441 International Trade	X	X	X	
ECON 410 Economic Growth & Development		X	X	
ECON 472 Resources & Environmental Economics	X	X	X	
ECON 301 Intermediate Micro	X		X	
ECON 433 Public Finance	X	X	X	

Individual Student Outcomes	Effectively Analyze Quantitative Data	Describe the process of making new laws, policies, or regulations	Evaluate programs, policies, or laws using concepts of economic efficiency or efficacy	Evaluate programs, policies, or laws using concepts such as equity, equality, or justice
ECON 450 Industrial Organization	X	X	X	
ECON 445 Int'l Macroeconomics		X	X	
ECON 482 Labor Economics	X		X	
POLS 438 Legislative Process		X		X
POLS 426 Public Policy Analysis and Program Evaluation	X	X	X	X
POLS 467 Analytical Techniques	X	X	X	X
POLS 421 Nonprofit Sector				
POLS 442 National Security Policy		X	X	X
POLS 407 Environmental Law and Policy		X	X	X
POLS 452 Int'l Policy		X		
POLS 404 Local Government Admin		X		

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

The primary mode of instruction will be face-to-face instruction. If courses are offered online they will also be accepted, though many courses in the minor do not have online equivalents.

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.

University of South Dakota or any regental institutions with course equivalents.

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No	POLS 421 is offered using 015, but most courses are 001 and the minor cannot be completed online	
Does another BOR institution already	No	If yes, identify institutions:	

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
have authorization to offer the program online?			

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No	POLS 421 is offered using 015, but most courses are 001 and the minor cannot be completed online	

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

No, but there is the possibility of students choosing to take electives that require prerequisite courses which would require an exception.

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

None; all courses are offered through POLS or ECON majors either as core courses or electives and require no new courses nor additional resources.

14. New Course Approval: New courses required to implement the new minor may receive approval in conjunction with program approval or receive approval separately. Please check the appropriate statement. (place an "X" before the correct response)

	YES, the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.
X	NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

15. Additional Information:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (1)

DATE: May 10, 2022

SUBJECT

New Undergraduate Certificate – DSU – Ethics in Technology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer an undergraduate certificate in Ethics in Technology. The certificate will include four courses that contribute to the understanding of ethics and their use in relation to decisions involving technology. Students will gain an understanding of the foundational theories of ethics including examining the validity of these theories for current ethical concerns, study the ethical implications of managerial decisions, and explore the uses and misuses of computers and other technologies as impacted by moral codes.

Technology ethics is an area of increasing importance as the sophistication and capacities of technologies have advanced. Technology ethics is the application of ethical thinking to the practical concerns of technology. The certificate will prepare students to fill roles such as tech ethicist, which is a corporate role that involves examining the use of a company's technologies to ensure that they meet ethical standards.

IMPACT AND RECOMMENDATION

DSU plans to offer the certificate in Ethics in Technology on campus and online. DSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request: DSU – Ethics in Technology (Undergraduate)

DRAFT MOTION 20220510_5-E(1):

I move to authorize DSU to offer an undergraduate certificate in Ethics in Technology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Ethics in Technology
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	38.0104
UNIVERSITY DEPARTMENT:	Business
UNIVERSITY DEPARTMENT CODE:	DBUS
UNIVERSITY DIVISION:	College of BIS
UNIVERSITY DIVISION CODE:	DCBIS

University Approval

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

 _____ Institutional Approval Signature President or Chief Academic Officer of the University	2/9/2022 _____ Date
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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?

The certificate will include four courses that contribute to the understanding of ethics and their use in relation to decisions involving technology. Students will gain an understanding of the foundational theories of ethics including examining the validity of these theories for current ethical concerns, study the ethical implications of managerial decisions, and explore the uses and misuses of computers and other technologies as impacted by moral codes.

3. Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.¹

Technology ethics is an increasingly important area of focus as the sophistication and capacities of technologies have advanced. Technology ethics is the application of ethical thinking to the practical concerns of technology. The certificate will prepare students to fill roles such as tech ethicist, which is a corporate role that involves examining the use of a company's technologies to ensure that they meet ethical standards.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

This certificate will be attractive to students in business and information systems programs, the cyber leadership program, and programs related to artificial intelligence. The intended audience will also include workforce employees interested in developing the skills to help them deal with ethical issues in their company or business.

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):²

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
BADM	457	Business Ethics	3	No
CLI	370	Cyber-Ethics	3	No
PHIL	220	Introduction to Ethics	3	No
BADM CSC CIS	201 247 378	Choose one of the following: <ul style="list-style-type: none"> Fundamentals of AI in Organizations Introduction to Artificial Intelligence* Applied Artificial Intelligence and Applications 	3	No
Subtotal			12	

*Prerequisite for this course is CSC 150 and MATH 201.

6. Student Outcome and Demonstration of Individual Achievement.³

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

Students will:

1. Demonstrate a broad understanding of relevant literature on ethical issues.

¹ For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

² Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

³ Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

2. Gain an awareness of the importance of considering ethical implications in the use of technology.
3. Use ethical reasoning to anticipate issues that arise in the use of technology to create plans for avoiding them.

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

	BADM 457	CLI 370	PHIL 220	BADM 201 or CSC 247 or CIS 378
Demonstrate a broad understanding of relevant literature on ethical issues.			X	
Gain an awareness of the importance of considering ethical implications in making decisions	X	X		
Use ethical reasoning to anticipate issues that arise in the use of technology to create plans for avoiding them.				X

7. Delivery Location.⁴

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

	Yes/No	Intended Start Date
On campus	Yes	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 ⁵	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	online	Choose an item. Choose an item.

⁴ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

⁵ Delivery methods are defined in [AAC Guideline 5.5](#).

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? ⁶**

	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.

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

⁶ This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (2)

DATE: May 10, 2022

SUBJECT

New Graduate Certificate – DSU – Supply Chain Management

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a graduate certificate in Supply Chain Management. Advances in computing and digital technology have brought greater levels of efficiency and effectiveness to the management of supply chains in every industry. The Certificate in Supply Chain Management will provide graduate students with the essential methods and skills for managing supply chain operations and for integrating supply chain functions into a larger management infrastructure. Specifically, the certificate will develop skills in supply chain design, logistics, forecasting, data-based decision making, and statistics. The certificate will provide specific skills needed by managers who have recently moved, or who anticipate a move, into a supply chain management position and provides a solid base of professional knowledge.

DSU currently offers a Supply Chain Management emphasis within their MBA degree, which includes each of the courses proposed in the new certificate.

IMPACT AND RECOMMENDATION

DSU plans to offer the certificate in Supply Chain Management on campus and online. DSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request: DSU – Supply Chain Management (Graduate)

DRAFT MOTION 20220510_5-E(2):

I move to authorize DSU to offer a graduate certificate in Supply Chain Management, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

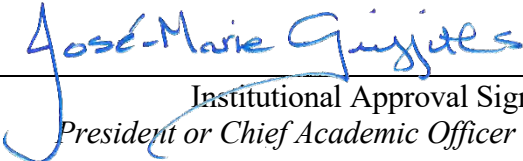
UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Supply Chain Management
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	52.0203
UNIVERSITY DEPARTMENT:	Business
BANNER DEPARTMENT CODE:	DBUSS
UNIVERSITY DIVISION:	College of Business and Information Systems
BANNER DIVISION CODE:	DCBIS

☒ **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	2/23/2022 _____ Date
---	----------------------------

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

1. 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.**

Supply Chain Management (SCM), especially for managers who are organizing and controlling it at an organizational level, is a specialized field that requires additional training beyond a bachelor's degree. Dakota State University's Certificate in SCM blends management techniques with data analysis skills to support the University's mission, within the larger BOR system, to stay at the forefront of technology-infused education across all majors, and to increase connections with the community, business, and government agencies. The SCM certificate will provide specific skills needed by managers who have recently moved, or who anticipate a move, into a supply chain management position, and provides a solid base of professional knowledge.

- 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.

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

DSU does not currently offer a major in Supply Chain Management, however, we currently offer a Supply Chain Management emphasis in the Master of Business Administration degree. This certificate is directly related to the university's mission by preparing students for compelling, creative, and lasting careers with the combination of supply chain management solutions, decision making and analytics. The proposed program would not only train students directly in supply change management tools, methods, and techniques, but also enhance their training in business.

- 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.***

Advances in computing and digital technology have brought greater levels of efficiency and effectiveness to the management of supply chains in every industry. The Certificate in Supply Chain Management will provide graduate students with the essential methods and skills for managing supply chain operations and for integrating supply chain functions into a larger management infrastructure. Specifically, the certificate will develop skills in supply chain design, logistics, forecasting, data-based decision making, and statistics.

The advent of information technology to support and enhance supply chain management and decision making, though economically valuable, has necessitated new skills sets for managers. Integrating logistics and cost-minimization functions with the remainder of an organization's value chain takes special abilities, perspectives and, as it relates to this certificate, skills and training. The focus is on extracting useful data from organizational processes, analyzing those data to create useful/actionable information, then both using that

information in decision making and communicating it to non-SCM managers and other employees.

Skills in Supply Chain Management and related topics are in high demand now and are expected to remain so over the long term. Because there is a shortage of qualified persons, salaries for related positions remain high.

South Dakota Department of Labor and Regulation ¹

SOC* Code	Occupation Title	2018 Employed	2028 Employed	Job Outlook growth 2020	2020 Median Pay
11-1021	General and Operations Managers	4,028	4412	9.3%	\$107,680
13-1111	Management Analysts	1,424	1,573	10.5%	\$87,660
51-1011	Project Management Specialists and Business Operations Specialists	1,777,300	1,876,500	6%	\$77,420

¹ https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx

U.S. Bureau of Labor Statistics

SOC Code	Occupation Title	2020 Employed	2030 Employed	Job Outlook growth 2020	2020 Median Pay
11-1021	General and Operations Managers ²	2,704,400	2,913,900	8%	\$107,680
13-1111	Management Analysts ³	907,600	1,032,000	14%	\$87,660
51-1011	Project Management Specialists and Business Operations Specialists ⁴	1,777,300	1,876,500	6%	\$77,420

² <https://www.bls.gov/ooh/management/top-executives.htm>

³ <https://www.bls.gov/ooh/business-and-financial/management-analysts.htm#tab-6>

⁴ <https://www.bls.gov/ooh/about/data-for-occupations-not-covered-in-detail.htm#131198>

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 curriculum is 9 credit-hours of coursework, delivered so that students can complete the certificate fully online. For career professionals already working in the field, or for those in graduate degree programs at DSU or other BOR institutions, it is expected that a student could complete the certificate in one to two years while simultaneously taking other graduate courses or working full-time.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

The Certificate in Supply Chain Management is open to college graduates, including those enrolled in graduate degree programs at any SDBOR institution, and is also available as a stand-alone (non-degree) post-baccalaureate certification. The certificate aims to attract post-college, career-employed students who either (1) want to enhance their skills related to their current work, or (2) gain skills that would be needed to move into supply chain management positions. For

some students, foundational knowledge courses or academic leveling courses may be required before enrollment in any of the three courses in the certificate.

B. Is the certificate a value-added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

See above

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.

See above

- 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 <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
BADM	729	Analysis of Managerial Decisions		3	No
BADM	730	Supply Chain Management	BADM 729	3	No
BADM	732	Supply Chain Analytics	BADM 729 and BADM 730	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.

- Use software to manipulate/manage supply chain or logistics data
- Understand, analyze, and use data
- Assess the reliability of data sources
- Assess information and information technologies critically

- 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)	BADM 729	BADM 730	BADM 732
Ability to use software to manipulate/manage supply chain or logistics data	X	X	X
Ability to understand, analyze, and use data	X	X	X
Develop skills for assessing the reliability of data sources	X	X	X
Ability to assess information and information technologies critically	X	X	X
Develop technology skills	X	X	X
Ability to integrate work experience with classroom knowledge, as applicable	X	X	X

Modify the table as necessary to include all student outcomes. Outcomes in this table are to be the same ones identified in the text.

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Choose an item.		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	018 Synchronous	Fall 2022
Does another BOR institution already have authorization to offer the program online?	Yes	If yes, identify institutions: USD has a 12-credit Operations and Supply Chain Management	

Six credits in this certificate are from DSU's MBA Emphasis and another 3 credits required are a part of the MBA Core - therefore all students in the MBA program who choose an emphasis in supply chain management already take these courses. The courses in this certificate focus on statistical methods and analytics. The certificate would transcribe a specific credential, as emphases do not appear on the transcript.

The certificate is also standalone for students who did not have previous graduate business education and wanted to gain specific skills related to supply chain, either as practitioners or non-supply-chain managers who frequently work/communicate with supply chain managers.

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: 5 – E (3)

DATE: May 10, 2022

SUBJECT

New Graduate Certificate Request – NSU – HyFlex Pedagogy

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 HyFlex Pedagogy. Hybrid Flexible (HyFlex) teaching and learning is a student-centered delivery mode that integrates face-to-face synchronous, online synchronous, and online asynchronous modes in one course. HyFlex pedagogy is an emerging field of scholarship developing best practices in HyFlex course design, teaching, and learning. NSU's HyFlex Pedagogy Graduate Certificate is a three (3) course sequence providing expertise in the theory and application of HyFlex pedagogies in secondary and higher education.

HyFlex and blended learning are growing across K-12 programs and throughout universities. Initial growth grew from necessity during the pandemic. The intended audience is secondary teachers and higher education instructors across the country. Educators in corporations and nonprofit organizations may also be interested in the HyFlex Pedagogy certificate.

IMPACT AND RECOMMENDATION

NSU plans to offer the certificate in HyFlex Pedagogy on campus and online. NSU does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request: NSU – HyFlex Pedagogy (Graduate)

DRAFT MOTION 20220510_5-E(3):

I move to authorize NSU to offer a graduate certificate in HyFlex Pedagogy, 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:	HyFlex Pedagogy
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	13.0501
UNIVERSITY DEPARTMENT:	Teacher Education
BANNER DEPARTMENT CODE:	NESE
UNIVERSITY DIVISION:	College of Professional Studies: School of Education
BANNER DIVISION CODE:	5E

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



Institutional Approval Signature

President or Chief Academic Officer of the University

3/14/2022

Date

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

- 1. 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.**

Hybrid Flexible (HyFlex) teaching and learning is a student-centered delivery mode that integrates face to face synchronous, online synchronous, and online asynchronous modes in one course. HyFlex pedagogy is an emerging field of scholarship developing best practices in HyFlex course design, teaching, and learning.

Northern State University’s HyFlex Pedagogy Graduate Certificate is a three (3) course sequence providing expertise in the theory and application of HyFlex pedagogies in secondary and higher education.

Students who complete the course sequence will earn a graduate certificate in HyFlex Pedagogy from Northern State University and a HyFlex Instructor certificate from Northern’s Center for Excellence in Teaching and Learning.

- 3. If you do not have a major in this field, explain how the proposed certificate relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.**

Northern State University has a special focus on E-Learning in its mission and a master’s in Instructional Design in E-Learning.

- 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.**

Hybrid flexible (HyFlex) and blended learning are growing across K-12 programs and throughout universities. Initial growth grew from necessity during the pandemic. Schools and universities are recognizing that HyFlex learning is “good for the students it is good for.” Demand is pushing school districts to create virtual academies.¹

Teaching is an area of demand in the SDBOR’s Program Gap Analysis, conducted by EMSI and published in 2021. That data for that study are pre-pandemic and do not reflect the growth in demand for HyFlex, blended, teaching and learning that sparked from the pandemic and has grown since.

¹ Tate, Emily. Here Come the Virtual Academies. EdSurge. 9 June 2021. <https://www.edsurge.com/news/2021-06-09-here-come-the-virtual-academies>

5. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?

The intended audience is secondary teachers and higher education instructors across the country. Educators in corporations and nonprofit organizations may also be interested in the HyFlex Pedagogy certificate.

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 HyFlex Pedagogy certificate is a stand alone credential for educators who already have an earned master's degree in education or a related field.

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.

Students in Northern's MEd in Educational Studies: Individualized Interdisciplinary Studies may choose to earn the graduate certificate in HyFlex Pedagogy as a value added credential to supplement their field of study.

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.

Northern's HyFlex Pedagogy certificate is designed to stack into the university's MEd in Instructional Design in E-Learning. Graduate students who earn the HyFlex Pedagogy certificate can continue toward Northern's master's in Instructional Design in E-Learning degree, as all credits in the certificate stack into that master's degree.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).

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 <i>(add or delete rows as needed)</i>	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
ELRN	740	HyFlex Principles	N/A	3	Yes

ELRN	772	Applications of Learning Theory	N/A	3	No
ELRN	750	Teaching and Learning with Digital Technology	N/A	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.*

The 3 course sequence in Northern’s HyFlex Pedagogy certificate includes:

- ELRN 740, HyFlex Principles, focuses on the study of HyFlex principles, goals, and methods in HyFlex teaching and learning.
- ELRN 772, Applications of Learning Theory, provides participants with the opportunity to practice implementing HyFlex practices in the classroom.
- ELRN 750, Teaching and Learning with Digital Technology, examines current technologies and research surrounding the integration of technologies in teaching and learning.

The student learning outcomes of Northern’s HyFlex Pedagogy certificate includes:

1. Describe component parts of Hybrid-Flexible course design.
2. Evaluate the appropriateness of Hybrid-Flexible course design in supporting student learning.
3. Create syllabi and lesson plans for HyFlex course offerings.
4. Implement best practices for HyFlex teaching in the context of specific courses.
5. Assess technologies and apply best practices for integrating technologies in teaching and learning.

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)	ELRN 740	ELRN 772	ELRN 750r
Describe component parts of HyFlex course design.	X		
Evaluate the appropriateness of HyFlex course design in supporting student learning.	X		
Create syllabi and lesson plans for HyFlex course offerings.		X	

Implement best practices for HyFlex teaching in the context of specific courses.		X	X
Assess technologies and apply best practices for integrating technologies in teaching and learning.			X

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	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		Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (4)

DATE: May 10, 2022

SUBJECT

New Undergraduate Certificate Request – USD – Data Science

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 undergraduate certificate in Data Science. The certificate will provide students with focused education and training that will provide rudimentary exposure to and training in computer programming languages, data mining tools, and machine learning. The intent is to offer a certificate that non-Computer Science (CSC) majors or minors would be able to complete to provide a basic training in computing and machine learning that will make them more competitive in the job market within academia, government, and industry.

IMPACT AND RECOMMENDATION

USD plans to offer the certificate in Data Science on campus and online. USD does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request: USD – Data Science (Undergraduate)

DRAFT MOTION 20220510_5-E(4):

I move to authorize USD to offer an undergraduate certificate in Data Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Data Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	11.0102
UNIVERSITY DEPARTMENT:	Computer Science
BANNER DEPARTMENT CODE:	UCSC
UNIVERSITY DIVISION:	College of Arts & Sciences
BANNER DIVISION CODE:	2A

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

- The individual preparing this request has read [AAC Guideline 2.7](#), which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature
President or Chief Academic Officer of the University

Date

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

1. Is this a graduate-level certificate or undergraduate-level certificate (place an "X" in the appropriate box)?

Undergraduate Certificate ☒ Graduate Certificate ☐

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

The proposed Data Science certificate focuses the use of data mining tools for all possible data types regardless of their sources. It includes scientific computing, applied machine learning, data visualization, ethical issues of AI-guided tools, and data science projects. It takes hands-on real-world projects that are ranging from healthcare informatics to risk management with a primary aim to build data-driven decision-making solution(s).

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:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:4</u>
DSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:5</u>
NSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:6</u>
SDSMT:	<u>SDCL § 13-60</u>	<u>BOR Policy 1:10:3</u>
SDSU:	<u>SDCL § 13-58</u>	<u>BOR Policy 1:10:2</u>
USD:	<u>SDCL § 13-57</u>	<u>BOR Policy 1:10:1</u>
	<u>Board of Regents Strategic Plan 2014-2020</u>	

The offering of this undergraduate certificate is aligned to the institutional mission of educating students who are well-prepared for a global and complex world with classroom experience that is robust, experiential, and practical. This undergraduate certificate will support the College mission of producing graduates who will solve the future's most pressing challenges. As stated previously, computers are woven into the fabric of current society. In the workplace, persons who are functional in computer programming and machine learning will hold an advantage over those persons who are not functional in these aspects of computers. A certificate in Data Science will allow our graduates to not only succeed in the future world but be leaders in solving the challenges of the future, a future where computers and machine learning will continue to increase in use and function.

There are no active program offerings within the BOR system that are comparable to this undergraduate certificate. DSU has a 12 credit hour undergraduate certificate in Data Analytics, the certificate focuses on business problems. USD's 9 credit hour Data Science certificate will educate both computer science majors and non-computer science majors. Our certificate is general enough that it would allow students from all disciplines and programs to complete. Students in non-computer science majors come from diverse backgrounds such as social science, mathematics and statistics, business disciplines, fine arts, humanities, etc. The closest offerings are a minor or major in computer science at SDSU (Data Science), DSU, and USD and the artificial intelligence undergraduate certificate offered at USD. The primary difference between the proposed undergraduate certificate and those active program offerings is the target audience. The AI certificate is intended for students majoring in computer science.

The proposed certificate is intended for non-computer science majors as a 2018 Kaggle Machine Learning & Data Science survey confirmed that 67% of the data analysts in the industry¹ that participated in the survey were not currently using machine learning and data science models in their current profession.

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.

According to the Bureau of Labor Statistics (BLS), employment of computer and information technology occupations is projected to grow 12% from 2018 to 2028, much faster than the

¹ <https://www.kaggle.com/kaggle/kaggle-survey-2018>

average for all occupations², with these occupations being projected to add about 546,200 new jobs during that time frame. In contrast, employment for data analysts is projected to increase 31.4% from 2020 to 2030³, where a median salary for a typical baccalaureate degree is \$98,280.00.

Computers are woven into the fabric of current society and as a result, many future employers (across a range of professions) will expect their employees to possess some knowledge of computer programming and data analytics. In this era of big data analytics, data use is on the forefront of bigger projects. Big data allows for effective decision making and its applications range from healthcare to transportation to risk management. According to Kaggle survey data on machine learning and data science (2018), 67% of persons employed as a data scientist are non-CSC majors; persons working as data scientists possess majors in social science, math, business, fine arts, and humanities, to name a few. An undergraduate certificate in Data Science will provide students with focused education and training that will provide rudimentary exposure to and training in computer programming languages, data mining tools, and machine learning. The intent is to offer a certificate that non-CSC majors or minors would be able to complete to provide a basic training in computing and machine learning that will make them more competitive in the job market: academia, government, and industry.

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 certificate is intended to target all majors, particularly non-CSC majors. CSC majors are welcome to complete the certificate, but the curriculum is targeted at those who do not have a background in computing.

6. Certificate Design

A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?

The proposed certificate could potentially be useful as a stand-alone education credential option for students not seeking additional credentials (undergrad or grad). Developing data scientists/analysts majoring in programs other than computer science (e.g., social science, math, business, fine arts, and humanities, to name a few) brings diversity and inclusiveness into job market.

B. Is the certificate a value-added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.

The proposed certificate program aims to bring a value-added credential to students in undergraduate programs across all disciplines by providing them training in an area that may increase their marketability after graduation.

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)

² <https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm>

³ <https://www.businessinsider.com/jobs-expected-to-grow-the-most-future-employment-projections-salaries-2021-9#9-all-other-data-scientists-and-mathematical-science-occupations-employment-is-projected-to-increase-314-from-2020-to-2030-for-this-occupation-12>

to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

For CSC majors, these courses contribute to the student's undergraduate degree as elective courses.

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 <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
Category A: Foundation of programming (complete 3 cr hrs)					
CSC	405	Business Analytics Fundamentals	0	3	No
CSC	417	Programming for scientific computing	0	3	Yes
Category B: Applied Data Science (complete 6 cr hrs)					
CSC	427	Trends in information/data science	0	3	No
CSC	457	Data Analysis/Decision Making	0	3	No
CSC	472	AI and ethical issues	0	3	No
CSC	488	Pattern Recognition & Machine Learning	0	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.*

- Utilize scientific computing skills for design/code machine learning and data science tools
- Explore information science/data science by taking real-world projects into account
- Leverage data science tools: data analysis, decision-making, and visualization
- Explore technological basis of AI tools and key ethical issues (including risk factors)

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.

Individual Student Outcome	CSC 405	CSC 417	CSC 427	CSC 457	CSC 472	CSC 488
Utilize scientific computing skills for design/code machine learning and data science tools	X	X		X		X
Explore information science/data science by taking real-world projects into account			X	X	X	X
Leverage data science tools: data analysis, decision-making, and visualization	X	X		X	X	X
Explore technological basis of AI tools and key ethical issues (including risk factors)	X	X	X		X	X

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

	Yes/No	If Yes, identify delivery methods <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 018- Internet synchronous	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

10. Additional Information:



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

USD	Arts & Sciences/Computer Science	
Institution	Division/Department	
<i>Elizabeth M. Freeburg</i>		<i>2/17/2022</i>
Institutional Approval Signature		Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CSC 417/517	Programming for Scientific Computing	3

Course Description

Introduces computational science, object-oriented programming, data structures, and parallel computing within the scope of scientific computing. Students will investigate problems through Python/R implementation.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
N/A		

Registration Restrictions

N/A

Section 2. Review of Course

2.1. Will this be a unique or common course? (place an "X" before course type)

X	Unique Course <i>If the request is for a unique course, institutions <u>must</u> 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. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u></i>
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Prefix & No.	Course Title	Credits
CSC 319	Parallel Computing	3
CSC 350	Algorithms & Data Structure	3
CSC 461	Programming Science	3
CSC 510	Parallel Computing	3
CSC 555	Algorithms	3
CSC 561	Programming Science	3

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

CSC 319 is limited parallel computing techniques; CSC 350 includes systematic study of data structures and their accompanying algorithms; and CSC 461 covers how programming languages are designed in addition to the concept of parsing and compiling. None of them consider scientific computing.

CSC 510 is limited parallel computing techniques; CSC 555 includes systematic study of data structures and their accompanying algorithms; and CSC 561 covers how programming languages are designed in addition to the concept of parsing and compiling. None of them consider scientific computing.

<input type="checkbox"/>	Common Course
--------------------------	----------------------

Indicate universities that are proposing this common course (place an "X" before the university):

<input type="checkbox"/>	BHSU	<input type="checkbox"/>	DSU	<input type="checkbox"/>	NSU	<input type="checkbox"/>	SDSMT	<input type="checkbox"/>	SDSU	<input type="checkbox"/>	USD
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Section 3. Other Course Information

3.1. Are there instructional staffing impacts? (place an "X" in the box before the correct response)

<input type="checkbox"/>	No. Replacement of _____ (course prefix, course number, name of course, credits) Effective date of deletion: _____
X	No. Schedule Management, explain below: The department offers one or two elective courses per semester. This course will be incorporated into the rotation of electives offered each semester.
<input type="checkbox"/>	Yes. Specify below:

3.2. Existing program(s) in which course will be offered: BA/BS in Computer Science and Data Science Certificate Programs (newly proposed).

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

D Discussion/Recitation

3.1. 3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):

U01: Face-to-face Term Based Instruction, U15 Internet Asynchronous, and U18 Online Synchronous

3.5. Term change will be effective: Summer 2022 (catalog year, 2022-23)

3.6. Can students repeat the course for additional credit? (YES and total credit limit or NO)

No

3.7. Will grade for this course be limited to S/U (pass/fail)? (YES or NO)

No

3.8. Will section enrollment be capped? (YES and max per section or NO)

Yes, max per section: 30

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 or NO)

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 or NO)

Yes

If no, provide a brief justification:

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

4.1. University Department: CSC

4.2. Banner Department Code: UCSC

4.3. Proposed CIP Code: 11.0202

Is this a new CIP code for the university? (YES or NO) No

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (5)

DATE: May 10, 2022

SUBJECT

New Undergraduate Certificate Request – USD – Fundamentals of Medical Spanish

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 undergraduate certificate in Fundamentals of Medical Spanish. The certificate is designed to help those in the medical and related professions who do not have time to gain fluency in Spanish and obtain a basic focused ability with the language with the intent of being able to hold basic conversations on medical topics with patients. Hispanics currently make up 4.2% of the state's population. Medical professionals will meet a Hispanic patient in roughly 1 of 25 encounters. Considering that a significant portion of this group speak limited or no English, and the dangers of misunderstandings in a medical context, there is a great and growing need for Spanish capable practitioners. The certificate will provide USD graduates and non-traditional students with a competitive edge in the marketplace as well as a valuable skill.

IMPACT AND RECOMMENDATION

USD plans to offer the certificate in Fundamentals of Medical Spanish on campus and online. USD does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request: USD – Fundamentals of Medical Spanish
(Undergraduate)

DRAFT MOTION 20220510_5-E(5):

I move to authorize USD to offer an undergraduate certificate in Fundamentals of Medical Spanish, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Fundamentals of Medical Spanish
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	16.0905
UNIVERSITY DEPARTMENT:	Modern Languages & Linguistics
BANNER DEPARTMENT CODE:	UMLL
UNIVERSITY DIVISION:	College of Arts & Sciences
BANNER DIVISION CODE:	2A

X	<p><u>Please check this box to confirm that</u> (place an “X” in the left box):</p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2.7, 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.
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University Approval

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

Elizabeth M. Freeburg

3/07/2022

Institutional Approval Signature

Date

President or Chief Academic Officer of the University

1. Is this a graduate-level certificate or undergraduate-level certificate? (place an “X” before the graduate type)

X	Undergraduate Certificate		Graduate Certificate
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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 certificate is designed to help those in the medical and related professions who do not have time to gain fluency in Spanish, obtain a basic focused ability with the language, with the intent of being able to hold basic conversations on medical topics with patients.

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.

NA: There is a Spanish major

- 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 Hispanic population of the Dakotas has climbed rapidly in the past two decades, with ½ of the population increase in the US being Hispanic and a 66% growth in South Dakota in the past decade. This follows an almost 100% increase from 2000 to 2010.¹² Hispanics currently make up 4.2% of the state's population. Medical professionals will meet a Hispanic patient in roughly 1 of 25 encounters. Considering that a significant portion of this group speak limited or no English, and the dangers of misunderstandings in a medical context, there is a great and growing need for Spanish capable practitioners.

The certificate will provide USD graduates and non-traditional students with a competitive edge in the marketplace as well as a valuable skill.

- 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 are students in Health Sciences, Medical Biology, non-traditional students working in the healthcare field and any student who intends to have a medical-related career, but who doesn't have the time and/or resources to complete a minor in Spanish.

6. Certificate Design

- A. Is the certificate designed as a stand-alone education credential option for students not seeking additional credentials (i.e., a bachelor's or master's degree)? If so, what areas of high workforce demand or specialized body of knowledge will be addressed through this certificate?**

The certificate is designed as a stand-alone. One target audience are those who are already in the medical field and need additional Spanish language skills to aid their patients.

- B. Is the certificate a value-added credential that supplements a student's major field of study? If so, list the majors/programs from which students would most benefit from adding the certificate.**

The certificate adds value to students in Health Science and those in similar medical field tracks. Majors that would most benefit are:

- Biology (for those intending a health care profession)
- Communication Sciences and Disorders
- Dental Hygiene
- Health Sciences
- Medical Biology
- Nursing

Many hospitals and practices offer a bonus for bilingual healthcare workers.

¹ <https://www.wctrib.com/news/6577337-The-Dakotas-lead-the-US-in-percent-of-Hispanic-population-growth>

² <https://www.census.gov/quickfacts/fact/table/SD,US/RHI725219#RHI725219>

- 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.**

Not at this time.

- 7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form).** *Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.*

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
SPAN	120	Medical Spanish I	-	4	No
SPAN	121	Medical Spanish II	-	4	No
SPAN	275	Basic Medical Conversations in Spanish	SPAN 120 and SPAN 121	3	Yes
Subtotal				11	

8. Student Outcome and Demonstration of Individual Achievement.

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

Students will be expected to reach Novice High / Intermediate Low ACTFL proficiency and have mastered a significant Spanish vocabulary relating to medical terms and situations. Students will also master appropriate grammar for the level. Students will be able to hold limited conversations in Spanish on medical topics. Fluency is not expected, but students will be able to use a variety of aids to effectively communicate with patients.

- 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	Program Courses that Address the Outcomes		
	SPAN 120	SPAN 121	SPAN 275
Demonstrate effective oral and written communication	X	X	X
Master basic Medical Spanish Vocabulary and Grammar	X	X	
Gain ACTFL Novice Mid proficiency	X		
Gain ACTFL Novice High proficiency		X	

Individual Student Outcome	Program Courses that Address the Outcomes		
	SPAN 120	SPAN 121	SPAN 275
Gain ACTFL Novice High / Intermediate Low proficiency			X
Demonstrate capacity for limited medical conversations in Spanish			X

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

	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	Fall 2022
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2022

10. Additional Information: N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

11. New Course Request

USD	Modern Languages & Linguistics
Institution	Division/Department
<i>Elizabeth M. Freeburg</i>	<i>3/7/2022</i>
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
SPAN 275	Basic Medical Conversations in Spanish	3

Course Description
Spanish language conversations centered on real communication with patients in a medical setting. This course will provide students with the ability to carry out basic conversations and to help them communicate effectively with Spanish speaking patients.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
SPAN 120	Medical Spanish I	Pre-req
SPAN 121	Medical Spanish II	Pre-req

Registration Restrictions

N/A

Section 2. Review of Course

2.1. Will this be a unique or common course? (place an "X" before course type)

X	Unique Course <i>If the request is for a unique course, institutions <u>must</u> 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. <u>Courses requested without an attempt to find comparable courses will not be reviewed.</u></i>
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Prefix & No.	Course Title	Credits
SPAN 306	Spanish for Health Care Workers	3
SPAN 308	Spanish for Health Professions	3

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

This course is a conversation course; it is not focused on vocabulary or grammar building as in the case for the above courses. More importantly, it is also for students with a lower level proficiency than other 300-level foreign language courses. The course pathways between SPAN 275 and the SPAN 306, 308 courses are completely different.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts? (place an “X” in the box before the correct response)

	No. Replacement of _____ (course prefix, course number, name of course, credits) Effective date of deletion:
X	No. Schedule Management, explain below: This course will be included in the regular rotation of courses taught and will be part of standard staffing. There is capacity within the department to offer two sections of this course per semester.
	Yes. Specify below:

3.2. Existing program(s) in which course will be offered: Course will be included as part of the request for a new undergraduate certificate in Fundamentals of Medical Spanish.

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

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

- U001 - Face-to-face Term Based Instruction
- U015 - Internet Asynchronous – Term Based Instruction
- U018 - Internet Synchronous
- U030 - Blended/Hybrid

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit? (YES and total credit limit or NO)
No

3.7. Will grade for this course be limited to S/U (pass/fail)? (YES or NO)
No

3.8. Will section enrollment be capped? (YES and max per section or NO)
Yes, max per section: 20

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 or NO)
No

3.10. Is this prefix approved for your university? (YES or NO)
Yes

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

4.1. University Department: MLL

4.2. Banner Department Code: UMLL

4.3. Proposed CIP Code: 16.0905

Is this a new CIP code for the university? (YES or NO)
No

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (1)

DATE: May 10, 2022

SUBJECT

New Site Request – SDSU – BS and Minor in Agricultural Business (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 BS and minor in Agricultural Business online. The BS and minor in Agricultural Business benefit students pursuing careers in production agriculture, agribusiness, rural banking, and other fields. Offering the Agricultural Business program via online delivery will increase access to a business major that is relevant to agricultural producers and agribusinesses throughout the state. It will allow access to a four-year business degree to students throughout the state who are place-bound, either because of family needs, or because of farm and ranch or family-owned agribusiness needs.

IMPACT AND RECOMMENDATION

SDSU anticipates 32 online enrollments and eleven graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the BS and Minor online.

ATTACHMENTS

Attachment I – New Site Request: SDSU – BS in Agricultural Business

Attachment II – New Site Request: SDSU – Minor in Agricultural Business

DRAFT MOTION 20220510_5-F(1):

I move to approve SDSU's new site proposals to offer the BS and minor in Agricultural Business online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

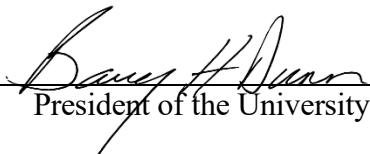
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Agricultural Business (B.S.)
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	2022-2023 Academic Year
CIP CODE:	01.0102
UNIVERSITY DEPARTMENT:	Ness School of Management & Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	College of Agriculture, Food & Environmental Sciences
BANNER DIVISION CODE:	3F

☒ **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

3/4/2022
 Date

1. What is the need for offering the program at the new physical site or through distance delivery?

South Dakota State University (SDSU) requests authorization to deliver the B.S. in Agricultural Business online. A thriving rural economy in South Dakota is dependent upon having an educated workforce throughout the state. There is a high need for workers in business fields throughout the state of SD. The SDBOR Employment Projections Dashboard projects an increase employment in agribusiness related positions of up to 21% by 2028.¹ Allowing the Agricultural Business major to be delivered online will help to address this workforce preparedness need. Offering the Agricultural Business program via online delivery will increase access to a business major that is relevant to agricultural producers and agribusinesses throughout the state. It will allow access to a four-year business degree by students throughout the state who are place-bound, either because of family needs, or because of farm and ranch or family-owned agribusiness needs.

¹ <https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>

- 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.**

The B.S. in Agricultural Business is conferred by the College of Agriculture, Food and Environmental Sciences (CAFES). South Dakota State University is the only regental institution authorized to offer a full portfolio of agricultural economics and agribusiness courses in support of an Agricultural Business major. Students benefit from interaction and engagement within the College of Agriculture, Food and Environmental Sciences, and are required to take CAFES core 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.**

Students are expected to be a combination of students who are new to the university and students who switch from face-to-face delivery to online delivery due to personal needs. Mostly they will be students that otherwise would not have pursued a higher education because they are place bound. Some will use the program as a means for degree completion. Students are not anticipated to be redirected from other programs.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university	3	3	3	3
Students from other university programs	0	0	0	0
Students returning to SDSU for degree completion	2	2	2	2
=Total students in the program at the site	5	10	15	17
Program credit hours (major courses)**	150	300	450	510
Graduates	-	-	3	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.

- 4. What is the perceived impact of this request on existing programs in the Regental system?**

The Ness School anticipates little or no impact on existing programs in the Regental system. It will provide higher education opportunities to students throughout the state of South Dakota who might not otherwise move to one of the higher education locations due to employment, family, or other commitments. It will also allow for degree completion for mature students who are forced to delay degree completion because of family or financial needs.

- 5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

No new courses will be required. All but 3 required courses for the major are currently offered online: ECON 119, a one credit first-year seminar; ECON 319, the one credit junior-level Seminar with Industry Leaders; and AGECE 485 Farming and Food System Economics, the senior-level capstone course. More than one section of each course is offered each academic year and the plan would include moving a section to an online delivery format or adding a section if enrollments indicate sufficient demand.

		Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available via online	Credit hours new to this university for online delivery
B.S. in Agricultural Business	Credit hours				
System General Education Requirements	31-32	31-32	31-32	31-32	0
<i>Subtotal, Degree Requirements</i>	31-32	31-32	31-32	31-32	0
Supporting Coursework	14	14	6	14	0
Major Requirements	59	54	39	54	5
<i>Subtotal, Requirements of the Proposed Major</i>	105	100	77	100	5
Electives	15-16	15	15	15	0
<i>Total, Degree with Proposed Major</i>	120	115	92	115	5

Requirements for the B.S. in Agricultural Business

System General Education Requirements

- Goal #1 Written Communication: ENGL 101 - Composition I (COM) [SGR #1] Credits: 3 and ENGL 201 - Composition II (COM) [SGR #1] Credits: 3
- Goal #2 Oral Communication: CMST 101 - Fundamentals of Speech (COM) [SGR #2] Credits: 3
- Goal #3 Social Sciences/Diversity: SGR #3 Electives Credits: 6
- Goal #4 Arts and Humanities/Diversity: SGR #4 Electives Credits: 6
- Goal #5 Mathematics: MATH 121-121L - Survey of Calculus and Lab (COM) [SGR #5] Credits: 5 or MATH 123 - Calculus I (COM) [SGR #5] Credits: 4
- Goal #6 Natural Sciences: SGR #6 Electives Credits: 6

College of Agriculture, Food and Environmental Sciences Requirements Bachelor of Science Requirements: 11

Students who wish to complete a Bachelor of Science in Agriculture, Food and Environmental Sciences must complete a minimum of 11 credits from the approved list of Group 1 courses. Some departments require specific courses from the list, whereas others leave the selection entirely to the student and the advisor.

System General Education Requirements and/or major coursework may satisfy some or all of the above requirements. Please review major requirements and the Group 1 list to determine if additional courses are required.

- ABS 203 - Global Food Systems [SGR #3] Credits: 3
- AGECE 354 - Agricultural Marketing and Prices Credits: 3 (Major Requirement)

- Group 1 Courses in Agriculture Credits: 5

Major Requirements

- ACCT 210 - Principles of Accounting I (COM) Credits: 3
- ACCT 211 - Principles of Accounting II (COM) Credits: 3
- AGECE 354 - Agricultural Marketing and Prices Credits: 3
- AGECE 371 - Agricultural Business Management Credits: 3
or MGMT 360 - Organization and Management (COM) Credits: 3
- AGECE 479 - Agricultural Policy Credits: 3
- AGECE 485 - Farming and Food Systems Economics Credits: 3
- AGECE Electives Credits: 9
- BADM 101 - Survey of Business (COM) Credits: 3
- BADM 321 - Business Statistics II (COM) Credits: 3
or DSCI 424 - Operations Research (COM) Credits: 3
- BLAW 350 - Legal Environment of Business (COM) Credits: 3
- ECON 119 - First Year Seminar Credits: 1
- ECON 201 - Principles of Microeconomics (COM) [SGR #3] Credits: 3
- ECON 202 - Principles of Macroeconomics (COM) [SGR #3] Credits: 3
- ECON 301 - Intermediate Microeconomics (COM) Credits: 3
or ECON 431 - Managerial Economics Credits: 3
- ECON 302 - Intermediate Macroeconomics (COM) Credits: 3
or ECON 330 - Money and Banking (COM) Credits: 3
- ECON 319 - Seminar with Industry Leaders Credits: 1
- ENGL 379 - Technical Communication (COM) Credits: 3
- FIN 310 - Business Finance (COM) Credits: 3
- HRM 460 - Human Resource Management (COM) Credits: 3
- MGMT/CSC 325 - Management Information Systems (COM) Credits: 3
- MKTG 370 - Marketing (COM) Credits: 3
- STAT 281 - Introduction to Statistics (COM) [SGR #5] Credits: 3

Electives

- Taken as needed to complete any additional degree requirements.

Total Required Credits: 120

Academic Requirements

Students must earn a grade of “C” or better in CSC/MGMT 325 - Management Information Systems (COM), FIN 310 - Business Finance (COM), HRM 460 - Human Resource Management (COM), and (MGMT 360 - Organization and Management (COM) or AGECE 371 - Agricultural Business Management).

If a student chooses to double major in two majors offered through the Ness School of Management and Economics (Economics, Agricultural Business, Business Economics and Entrepreneurial Studies), the second major needs to have at least 18 credits that are distinct from the first major.

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).

The Ness School of Management and Economics is a member of and seeking full accreditation with The Association to Advance Collegiate Schools of Business, also known as AACSB International. The B.S. in Agricultural Business is part of this accreditation effort. There will be no additional accreditation cost associated with online delivery, as it is all part of the same package. There will be no accreditation issues because all courses will be taught by the same instructional faculty as the face-to-face courses, thus maintaining the same academic standards.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

None.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. Complete Appendix B – Budget using the system form.

The Ness School of Management and Economics is not requesting additional faculty or resources to deliver the B.S. in Agricultural Business program online. All but 5 credits needed for the program are already being delivered in an online format. With current program growth, it is anticipated that an online section of these courses will need to be developed anyway.

Tuition revenue generated from online tuition will adequately fund the program. Growth that requires additional courses will be met by self-support tuition.

A budget is not provided as all courses are currently being taught. No additional resources are needed.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

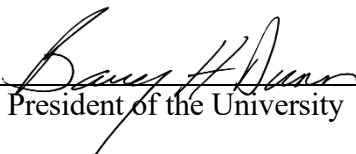
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Agricultural Business Minor
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	2022-2023 Academic Year
CIP CODE:	01.0102
UNIVERSITY DEPARTMENT:	Ness School of Management & Economics
BANNER DEPARTMENT CODE:	SSME
UNIVERSITY DIVISION:	College of Agriculture, Food & Environmental Sciences
BANNER DIVISION CODE:	3F

☒ **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

3/4/2022

 Date

1. What is the need for offering the program at the new physical site or through distance delivery?

South Dakota State University (SDSU) requests authorization to deliver the minor in Agricultural Business online. The Agricultural Business minor builds on a foundation in management and economics as it applies to the agricultural sector. This minor will benefit students pursuing careers in production agriculture, agribusiness, rural banking, and other fields. Dacotah Bank first approached SDSU about the gap in their new employees' technical knowledge of agribusiness in order to become proficient in agricultural lending. Under SD BOR policy students can obtain a minor from other institutions in the system. Since 2014, SDSU and Northern State University (NSU) have collaborated to enable SDSU students to receive a Banking & Financial Services minor from NSU and NSU students to receive an Agricultural Business minor from SDSU. Since that time, approximately 5-10 NSU students pursue an Agricultural Business minor each year.

Increasingly, students from other BOR institutions are expressing interest in receiving an Agricultural Business minor to complement their business training at their home institution. To enable better collaboration with NSU and the ability to offer the minor more broadly across the state, SDSU would like authorization to offer the minor fully online and not limit the choice of elective courses.

- 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.**

The minor in Agricultural Business is conferred by the College of Agriculture, Food and Environmental Sciences (CAFES). South Dakota State University is the only regental institution authorized to offer a full portfolio of agricultural economics and agribusiness courses in support of an Agricultural Business major.

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

Students will either be new to the university (taking the minor to enhance or supplement a degree program at another institution or industry professionals looking for career development) or current SDSU students who want to complete the minor online. Students and professionals like the flexibility of online programs that allow them to continue to live and work anywhere. It is not expected that the online minor will have much impact on the enrollments in face-to-face, on-campus courses.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 23	FY 24	FY 25	FY 26
Students new to the university	3	3	5	5
Students from other university programs	2	5	8	10
=Total students in the program at the site	5	13	23	32
Program credit hours (major courses)**	15	39	138	192
Graduates		3	6	11

*Do not include current fiscal year.

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

- 4. What is the perceived impact of this request on existing programs in the Regental system?**

The Ness School anticipates little or no impact on existing programs in the Regental system. It will allow easier access to a minor that will complement students’ existing majors at their home institution and will allow SDSU students at remote locations to remain connected to their chosen institution.

- 5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

No new courses will be required.

		Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours new to this university for online delivery
Agricultural Business Minor	Credit hours			
Minor Requirements	9	9	6	0
Minor Electives	9	9	3	0
<i>Total, Requirements for the minor</i>	18	18	9	0

Requirements for the Agricultural Business Minor

- AGECE 354 - Agricultural Marketing and Prices Credits: 3
- AGECE 371 - Agricultural Business Management Credits: 3
or MGMT 360 - Organization and Management (COM) Credits: 3
- ECON 201 - Principles of Microeconomics (COM) [SGR #3] Credits: 3

Select nine credits from the following list. Credits: 9

- ACCT 210 - Principles of Accounting I (COM) Credits: 3
- AGECE 271 - Farm and Ranch Management Credits: 3
- AGECE/BLAW 352 - Agricultural Law Credits: 3
or AGECE/BLAW 462 - Environmental Law Credits: 3
or AGECE/BLAW 366 - Food Law Credits: 3
or BLAW 350 - Legal Environment of Business (COM) Credits: 3
- AGECE 364 - Introduction to Cooperatives Credits: 3
- AGECE 471 - Advanced Farm & Ranch Management Credits: 3
- AGECE 478 - Agricultural Finance Credits: 3
- AGECE 479 - Agricultural Policy Credits: 3
- MKTG 370 - Marketing (COM) Credits: 3

Total Required Credits: 18

Academic Requirements

A minimum GPA of 2.0 is required for the courses in the minor. At least three courses for the minor must be prefixed AGECE.

6. How will the university provide student services comparable to those available for students on the main campus?

An academic advisor will be available to those distance students in the minor. They can 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).

The Ness School of Management and Economics is a member of and seeking full accreditation with The Association to Advance Collegiate Schools of Business, also known as AACSB International. However, AACSB does not accredit minors.

8. Does the university request any exceptions to Board policy for delivery at the new site(s)? Explain requests for exceptions to Board policy.

None.

9. Cost, Budget, and Resources related to new courses at the site: Explain the amount and source(s) of any one-time and continuing investments in personnel, professional development, release time, time redirected from other assignments, instructional technology & software, other operations and maintenance, facilities, etc., needed to implement the proposed minor. *Complete Appendix B – Budget using the system form.*

The Ness School of Management and Economics is not requesting additional faculty or resources to deliver the minor in Agricultural Business program online. With current program growth and the cooperative agreement with NSU, we have recently added online sections of these courses. Tuition revenue generated from online tuition will adequately fund the program. Growth that requires additional courses will be met by self-support tuition.

A budget is not provided as all courses are currently being taught. No additional resources are needed.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (2)

DATE: May 10, 2022

SUBJECT

New Site Request – USD – Exercise Science Specialization – MA in Kinesiology and Sports Management (Online & Hybrid)

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 Exercise Science specialization within the MA in Kinesiology and Sports Management online, as well as via hybrid delivery. Currently, this specialization is offered on campus through face-to-face delivery. Adding the online and hybrid delivery modalities will provide greater flexibility for working professionals, in addition to full-time students, to earn this degree. Offering this online and hybrid program will bring the Exercise Science specialization in line with the Sport Management specialization within the same program, making the master's degree more accessible for a variety of students.

IMPACT AND RECOMMENDATION

USD anticipates 15 online enrollments and 15 graduates after four years of the program being online. The university requests no new resources.

Board office staff recommends approval to offer the specialization online and hybrid.

ATTACHMENTS

Attachment I – New Site Request: USD – Exercise Science Specialization – MA in Kinesiology and Sports Management

DRAFT MOTION 20220510_5-F(2):

I move to approve USD's new site proposal to offer the Exercise Science specialization within the MA in Kinesiology and Sports Management online and hybrid.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Kinesiology and Sport Management: Master of Arts (M.A.) with Exercise Science specialization
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Online Hybrid, Vermillion
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
CIP CODE:	31.0599
UNIVERSITY DIVISION:	Kinesiology and Sport Management (UKSM)
BANNER DIVISION CODE:	School of Education (2E)

X	<p><u>Please check this box to confirm that (place an “X” in the left box):</u></p> <ul style="list-style-type: none"> The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines. This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.
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University Approval

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

President of the University

Date

1. What is the need for offering the program at the new physical site or through distance delivery?

The Division of Kinesiology and Sport Management (KSM) would like to convert our current face-to-face delivery for the graduate Exercise Science specialization to that of online and hybrid modalities similar to the graduate Sport Management specialization. The current Exercise Science specialization program offered in the KSM master's program has been in existence for over 11 years and the students do not currently possess the opportunity to take online and hybrid classes. Adding the online and hybrid delivery modalities will provide greater flexibility for working professionals, in addition to full-time students, to earn this degree. Although our Sport Management specialization offers online and hybrid deliveries, there are no other Exercise Science programs offering an 100% online option for any graduate exercise science degree currently being offered in the South Dakota regental system. Offering this online and hybrid program will bring the Exercise Science specialization in line with the Sport Management

specialization, make the master's degree more accessible for a variety of students, and potentially increase the number of Exercise Science graduate students.

The Division of Kinesiology and Sport Management's request to change modalities for the Exercise Science specialization parallels USD's mission that encourages our communication processes to be informative, agile, and transparent. The online and hybrid Exercise Science option will provide a robust, experiential, and practical experience for a variety of stakeholders, thus preparing our students for a global and complex world.

- 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.**

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY23	FY24	FY25	FY26
Students new to the university	7	10	15	15
Students from other university programs	0	0	0	0
=Total students in the program at the site	7	10	15	15
Program credit hours (major courses)**	210	300	450	450
Graduates	7	10	15	15

*Do not include current fiscal year.

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

- 4. What is the perceived impact of this request on existing programs in the Regental system?**

As of now, there is no comparable online and hybrid Exercise Science program in the Regental system. Therefore, we anticipate limited impact. Moreover, the presence of the online and hybrid program will provide greater flexibility and opportunity for students.

- 5. Complete the table and explain any special circumstances. Attach a copy of the program as it appears in the current catalog. If there are corresponding program modifications requested, please attach the associated form. Explain the delivery of the new courses and attach any associated new course request forms.**

[Master of Arts, Kinesiology and Sport Management-Exercise Science Specialization]	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					

[Master of Arts, Kinesiology and Sport Management-Exercise Science Specialization]	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
Major Requirements		24		9	15
Major Electives or Minor		6		6	0
<i>Subtotal, Requirements of the Proposed Major</i>		30		15	15
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

Existing Curriculum

Master of Arts, Kinesiology and Sport Management-Exercise Science Specialization Only, Plan A (thesis)

Pref.	Num.	Title	Cr. Hrs.
Core Coursework:			
KSM	790	Seminar	3
KSM	798	Thesis	6
EDER	761	Graduate Research & Design	3
Subtotal:			12
Exercise Science Specialization:			
EDER	762	Foundations of Statistics	3
KSM	776	Applied Physiology of Exercise	3
KSM	712	Laboratory Techniques in Exercise Physiology	3
KSM	716	Mechanics of Motor Learning	3
KSM	731	Advanced Biomechanics	3
KSM	732	Evaluation of Research in KSM	3
Sub-total			18
Total Hours Required			30

Master of Arts, Kinesiology and Sport Management-Exercise Science Specialization Only, Plan B (non-thesis)

Pref.	Num.	Title	Cr. Hrs.
Core Coursework:			
KSM	790	Seminar	3
KSM		Electives	6
EDER	761	Graduate Research & Design	3
Subtotal:			12
Exercise Science Specialization:			
EDER	762	Foundations of Statistics	3
KSM	776	Applied Physiology of Exercise	3
KSM	712	Laboratory Techniques in Exercise Physiology	3
KSM	716	Mechanics of Motor Learning	3
KSM	731	Advanced Biomechanics	3
KSM	732	Evaluation of Research in KSM	3
Sub-total			18
Total Hours Required			30

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 Kinesiology and Sport Management as well as Academic Affairs. Services will be similar to those provided for other online and hybrid

programs. Kinesiology and Sport Management has been offering online and hybrid coursework for several years and is accustomed to working with students from a distance. We also have available expertise of faculty and support personnel in the I.D. Weeks library, the CTL, and ITS to assist online and hybrid 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.**

The Kinesiology and Sport Management Graduate Degree in Exercise Science is offered through a face-to-face delivery at USD. Offering it online and hybrid requires no additional costs.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – G

DATE: May 10, 2022

SUBJECT

Intent to Plan – DSU – BS in Digital Content Creation

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 an BS in Digital Content Creation. The program will equip students to analyze, create appropriate content, and manage media campaigns for current online, app-driven, social-media platforms as well as for traditional and print media. Most organizations today use a wide range of online channels—from their website to mobile chat to blogs—to connect with current and prospective customers, employees, and other stakeholders. As the world continues to move into the digital space, new communication channels and advanced data platforms have created opportunities for organizations to improve their customers' experience and adapt to new ways of doing business. Currently in the SDBOR universities there are no programs offered that match this employment need. The Digital Media Management & Social Media Communication positions available in South Dakota are with a wide variety of industries such as Healthcare, the State of South Dakota, Financial Institutions, Non-Profits, Construction companies, Insurance, Technology, Education, and many others.

DSU intends to offer the BS in Digital Content Creation on campus.

IMPACT AND RECOMMENDATION

DSU is not requesting new state resources but will reallocate existing resources.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

(Continued)

DRAFT MOTION 20220510_5-G:

I move to authorize DSU to develop a program proposal for an BS in Digital Content Creation, as presented.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan: DSU – BS in Digital Content Creation



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.

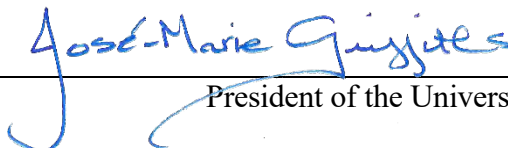
UNIVERSITY:	DSU
DEGREE(S) AND TITLE OF PROGRAM:	B.S. in Digital Content Creation
INTENDED DATE OF IMPLEMENTATION:	Fall 2023

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

- The individual preparing this request has read [AAC Guideline 2.4](#), which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

 _____ President of the University	2/23/2022 _____ 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 general nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.

The purpose of this interdisciplinary degree program will equip students to analyze, create appropriate content, and manage media campaigns for current online, app-driven, social-media platforms as well as for traditional and print media.

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.

Digital content campaigns involve an organization's online communication efforts. Most organizations today use a wide range of online channels—from their website to mobile chat to blogs—to connect with current and prospective customers, employees, and other stakeholders. As the world continues to move into the digital space, new communication channels and advanced data platforms have created opportunities for organizations to improve their customers' experience and adapt to new ways of doing business. Currently in the SDBOR universities there are no programs offered that match this employment need.

While this trend already existed within various industries and businesses, COVID-19 has accelerated the need for remote-friendly, digital communication between customers and businesses in nearly every industry.

The Digital Media Management & Social Media Communication positions available in SD are with a wide variety of industries, such as Healthcare, the State of SD, Financial Institutions, Non-Profits, Construction companies, Insurance, Technology, Education, and so much more.

These roles are among the fastest growing in the industry, with demand for social media jobs and skills increasing at the highest rate, according to data collected exclusively for Marketing Week.¹

With the pandemic forcing people to stay at home, consumer behavior has changed dramatically over the past 12 months. Brands have responded by shifting focus and spending to digital channels, which has had a massive impact on the jobs market.²

There has been a vast increase in demand for digital content and communications with social skills, with paid social media rising in demand by 116.4%.^{3 4}

LinkedIn published a study showing the top 15 In-Demand Jobs for 2021 and Digital Content Creator is listed as #9.⁵ When searching LinkedIn there are 450 “Digital Communications” positions listed for South Dakota.

We looked at US government data, but found it lagging behind the industry's rapid change. Bureau of Labor Statistics data is rather clumsily filed under Public Relations Specialist or Media & Communications. As the LinkedIn data referenced above shows, these are merely two ways among several of considering this evolving career.

¹ Tesseras, Lucy. “Social Experts and Digital Specialists: The State of the Marketing Jobs Market.” *Marketing Week*, 5 Feb. 2021, <https://www.marketingweek.com/social-experts-digital-specialists-marketing-jobs-market/>

² Tesseras, Lucy. “Social Experts and Digital Specialists: The State of the Marketing Jobs Market.” *Marketing Week*, 5 Feb. 2021, <https://www.marketingweek.com/social-experts-digital-specialists-marketing-jobs-market/>

³ Schaffer, ByNeal, et al. “What Is a Social Media Community Manager?” *Social Media & Influencer Marketing Speaker, Consultant & Author*, 28 Nov. 2021, <https://nealschaffer.com/social-media-community-manager/>

⁴ Taylor, Karen. “The 7 Hats of a Digital Marketers.” *Kuno Creative*, <https://www.kunocreative.com/blog/successful-digital-marketer>

⁵ Southern, Matt G. “LinkedIn: Top 15 in-Demand Jobs in 2021.” *Search Engine Journal*, 4 Mar. 2021, <https://www.searchenginejournal.com/linkedin-top-15-in-demand-jobs-in-2021/392479/#close>

3. How would the proposed program benefit students?

In addition to the many jobs currently available for a person with this degree, we imagine this major could be very attractive as a second major. Many fields need media management expertise (such as business, marketing, entrepreneurship, fundraising, school administration, public service, just to name a few), so by keeping the credit load relatively small, we see the major being beneficial as both a primary and secondary major, with the likely addition of a minor option in the near future.

Students also readily understand the concepts of content creation and social media campaign management. While some career tracks need to be explained to prospective students, this field is one which students engage with many times per day. We anticipate, therefore, that students will understand and be drawn to a field that affects their digital lives in very visible ways.

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

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](#)

Social media and its requisite content as a phenomenon distinct from all other media and marketing and communication is entirely mediated by, and generally created via, technology. It is tracked in entirely digital spaces. Dakota State's mission is perfect guidance for a major of this sort: we were the first university to offer a New Media major, which has antecedents dating to the 1990s at DSU. DSU has an equally long and successful business program. We believe we are the first university in the region to offer a major that weds our proven technological savvy to our established business and communication strategy. This interdisciplinary major draws from several disciplines, among them media content creation, digital video, image, and audio production, coding, marketing, and communication. We are aware of no other degree programs that incorporate communication and marketing with content creation tailored for social media, such as scripting, coding, and audio and video production for platforms like TikTok, Snapchat, Discord, Twitch, Instagram, Facebook, and emerging platforms in addition to traditional media formats, including print.

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."*

Media and Journalism Strategic Communication at University of South Dakota, but it has no significant digital or business curriculum. All required courses are MCOM courses. They do offer a minor in Social Media Marketing, which, if added to the Media and Journalism major would address some of this difference, but the minor requires no business or CIS/CSC courses, only marketing from an MCOM perspective. Our major is truly interdisciplinary, relying on coursework from across the campus. We believe this makes our major distinctive and unique, even as it addresses a proven need in the workforce.

We are aware of Black Hills State's proposal to consolidate some communication curriculum to address social media as a communication phenomenon. We anticipate no trespass between our interests, given

that their degree is a communications degree, and our proposal is fully interdisciplinary, drawing from business, digital arts, audio design, English, communication, and programming. Our drafting of curriculum so far spans multiple colleges and diverse fields, recently adding business application programming to anticipate that our graduates will be better equipped to create and embed software to analyze audience prior to crafting a coherent social media campaign, which would incorporate skills drawn from the interdisciplinary nature of our curriculum.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.

This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

The only program that is truly comparable is at Minnesota State at Moorhead; the other programs are the traditional communications. There is nothing else in the states listed, including SD. We would be the 1st in the state to offer this degree program, especially the unique combination of business, technology, and communications.

	Institution	Program Title
Minnesota	Minnesota State Moorhead	Digital Media Management
North Dakota	UND	B.A. Communications Major
	NDSU	B.S. or B.A. Communications
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 believe this will be a very attractive option for new, incoming students. It speaks clearly of its purpose and career path in its name alone, an essential component in attracting new students, and it's very contemporary in such a way that 17-year-olds will appreciate its value in the modern workplace.

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.

DSU currently has minors in Audio Production, Computer Graphics, Digital Photography, English for New Media, Film Production, Multimedia/web Design, Production Animation 2-D and 3-D and Professional and Technical Communications which all have good enrollments. According to Assistant Director of Admissions Amber Schmidt, "We hear about a dozen requests for [this] type of a degree annually. With social media having a larger interest in that high school age range, I would not be surprised if we continue to see [...] more." We expect that this new program will generate greater interest in enrollment after it is established and promoted externally.

Furthermore, we need to be prepared to offer relevant and exciting programs to accommodate DSU's proven and predicted growth. Director of DSU Athletics Jeff Dittman recently announced an expected increase of over 200 student athletes over the next 3-5 years, and according to our admissions team, this is a degree program that is often requested from student athletes. Dittman also announced that DSU is adding drone racing, and Men's and Women's soccer and golf, and more. He added that DSU has grown rapidly to roughly 400 student athletes and over the next 5 years that will increase to over 600. And DSU VP of Admissions Amy Crissinger summarizes both growth trajectories this way: "The expectation is that our enrollment will grow from both an undergraduate and graduate student perspective [...]. Athletics itself is [...] one of the five strategic priorities identified in the university strategic plan. The initiation of a comprehensive athletic facilities project is the most visible of the strategies put in place to further develop the student-athlete experience and will certainly positively impact student enrollment with a goal to push us past the 600-person student-athlete benchmark."

9. Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community College for Sioux Falls, Black Hills State University-Rapid City, Capital City Campus, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

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

10. What are the university's plans for obtaining the resources needed to implement the program? Indicate "yes" or "no" in the columns below.

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	No	No

<i>If checking this box, please provide examples of the external funding identified below.</i>		
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.

U Minnesota Moorehead “Digital Media Management” is more similar than other programs. It leans more toward a true business major, but includes digital content creation and social media design, but it is lighter on interpersonal communication, application programming, and audience analysis coursework than we propose.

<https://navigator.mnstate.edu/Catalog/ViewCatalog.aspx?pageid=viewcatalog&catalogid=36&chapterid=540&topicgroupid=5025&loaduserredits=True>

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H (1)

DATE: May 10, 2022

SUBJECT

Articulation Agreements – NSU

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, Northern State University requests approval for the following articulation agreement:

- Students who have completed an Associate of Applied Science degree program at Southeast Technical College (STC) can apply credit toward a Bachelor of Arts degree in Criminal Justice at NSU.
- Students who have completed an Associate of Applied Science degree program at Southeast Technical College (STC) can apply credit toward a Bachelor of General Studies degree at NSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – NSU Articulation Agreements: STC

DRAFT MOTION 20220510_5-H(1):

I move to approve Northern State University’s articulation agreements with Southeast Technical College, as presented in Attachment I.

ARTICULATION AGREEMENT

Southeast Technical College

Associate Applied Science in Law Enforcement Science

Northern State University

Bachelor of Arts Criminal Justice

- I. Articulation Agreement between Northern State University (NSU) and Southeast Technical College (STC) College of Arts and Sciences Articulation Agreement is prepared per [SDBOR Policy 2:7 Program to Program Articulation Agreements](#). The Bachelor of Arts in Criminal Justice (BACJUS) program in the College of Arts and Science is available through Northern.

- II. Purpose:
 - a. Establish an articulation agreement that addresses the varying needs of students and the 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 from South Dakota and the region.
 - d. Provide Southeast Technical College students who have completed an AAS degree program an opportunity to earn a Bachelor of Arts Criminal Justice degree from Northern State University.
 - e. Establish collaborative communication protocols between STC and NSU Admissions, Registrars, Advisors, Distance Education Staff, and Faculty.
 - f. Establish shared marketing and promotion of the articulation agreement.

- III. SDBOR Policies and Guideline
 - a. [SDBOR Policy 2:5 – Transfer of Credit](#)
 - b. [SDBOR Policy 2:31 – Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents.](#)
 - c. [SDBOR Academic Affairs – Transferrable Gen Ed with South Dakota Technical Colleges](#)

- IV. Transferrable Credits to NSU:
 - a. STC students who complete an AAS degree from STC may matriculate to NSU to complete a BACJUS degree from Northern State University with course to course and block transfer credits outlined in the STC to NSU BACJUS Articulation Transfer Table per SDBOR Policies and Guidelines.
 - b. SDBOR Policy 2:5 paragraph 1.3 limits the number of transferrable credits to 60.
 - c. SDBOR Policy 2:31 and SDBOR Academic Affairs Guideline identifies the general education courses eligible for transfer from South Dakota Technical Colleges.

V. Academic Pathways:

- a. The major degree requirements are listed in the [NSU catalog](#):
 - i. [Bachelor of Arts Criminal Justice](#)
- b. STC students who earn an AAS in Law Enforcement Science and matriculate to the NSU Bachelor of Arts Criminal Justice receive up to 60 credits through a combination of the course transfers and/or equivalencies provided herein.
- c. STC course SSS 100 fulfills NSU course IDL 190 degree requirement (2 credits).
- d. Block Transfer of STC Credits for Electives:
 - i. STC students who earn an AAS in Law Enforcement Science receive a block transfer of up to 39 credits in criminal justice applied electives, CJUS 292T.
- e. STC students who earn an AAS in Law Enforcement Science receive credit for CJUS 201 (3 credits).
- f. STC students who earn an AAS in Law Enforcement Science and matriculate to the NSU Bachelor of Arts Criminal Justice degree will have the 9 credits in Arts and Humanities and Human Values tied to the BA degree waived.
- g. Additional general education coursework and general elective courses may be transferred from STC if equivalent courses are available at NSU.

VI. Additional Opportunities for STC Students matriculating to NSU:

- a. Criminal Justice majors are eligible for priority admission to NSU's Master of Science in Counseling, nationally accredited through CACREP.
 - i. As a part of the priority admissions, students may apply for admission to NSU Counseling program as a senior.
 - ii. Students must meet the eligibility requirements for admission to the NSU Counseling program per the priority admissions document.
- b. STC AAS graduates who graduate with NSU BACJUS degree program will be granted an interview by the Aberdeen Police Department, South Dakota Highway Patrol, and Brown County Sherrif Department if graduates apply for a position based upon department need. Students interested in the interview program will contact NSU Career Services.

VII. Agreement Administration

- a. NSU and STC Leadership will meet at least annually in July to review all articulation agreements.
- b. Institutions will create a combined annual report detailing the progress of the articulation agreement.
- c. Curriculum changes to the AAS degrees at STC and the BACJUS degree at Northern will be communicated annually between the STC Provost and the NSU Associate Provost by May 31.
- d. Student Information System coding will identify and track students participating in the articulation agreement.
- e. Articulation information will be posted to institutional websites.

- f. Marketing and promotion materials specific to this articulation agreement will be co-branded with respective Communications/Marketing departments.
 - g. Admissions, Registrars, Advisors, Distance Education Staff, and Faculty will establish an annual meeting to review, update, and share program promotions.
 - h. NSU will provide current Programs of Study for STC students planning to complete a BA degree at NSU per this Articulation Agreement.
- VIII. Northern State University and Southeast Technical College will collaborate on modifications to this Agreement. 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.
- IX. The term of this Agreement is for an indefinite period beginning June 1, 2022, subject to mutual continuation of the Agreement. The Agreement applies to STC AAS graduates since January 1, 2012.
- X. Termination
 - a. 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.
 - b. 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 Northern State University.
 - c. Termination for any of these reasons is not a default by Northern State University nor does it give rise to a claim against Northern State University.
- XI. The signatures affixed below agree to the articulation agreement described above. This articulation agreement is considered automatically renewed unless changes are required or written notification of cancellation is provided. NSU or STC may cancel this Agreement with one-year notice, before or during the July meeting of NSU and STC Leadership (see Section V, above).

_____ Director of Online & Continuing Education(Date)	_____ Vice President Academic Affairs STC (Date)
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Dean College of Arts and Sciences (Date)

AVPAA/Director Graduate Studies (Date)

Provost/VP of Academic Affairs (Date)

NSU President (Date)

STC Law Enforcement to NSU Business Articulation Transfer Table									
NSU BS Major	To Be Taken at NSU			To Be Taken at STC				Total Credits at STC#	Total Credits
	Major Credits	Criminal Justice Core	General Education	General Electives	Total Credits at NSU	Course for Course transfer toward Criminal Justice degree at NSU upon AAS completion at STC*	Block Transfer of Criminal Justice Electives toward BA degree at NSU upon AAS completion at STC**	Predicted Course for Course Transfer of Transferrable General Education Requirements from STC toward general education at NSU^	Predicted Course transfer toward general electives at NSU^^
NSU BS Major	21	15	18-21	7-8	61-65	5	39	9-12	6
NSU BA Criminal Justice major open only to those with STC AAS in Law Enforcement Science									
Criminal Justice	21	15	18-21	7-8	61-65	5	39	9-12	6
									59-60
									120

*Course for Course transfer of 5 credits from STC AAS Law Enforcement to NSU BA Criminal Justice: IDL 190 (2); CIUS 201 (3).

**Block Transfer of CI electives from STC AAS Law Enforcement to NSU BA degree: up to 39 credits of Criminal Justice Electives.

^Potential Course for Course transfer for GE courses = CSC 105 (STC) for CSC 150 (NSU); CMST 101 (STC) for CMST 101 (NSU); ENGL 101 (STC) for ENGL 101 (NSU); SPAN 103 (STC) for SPAN 101

^^Potential Course transfer as general elective = EMT 105, SOC 107 as ELEC 292T

#Only 60 credits are allowed per SDBOR policy.

ARTICULATION AGREEMENT

Southeast Technical College
Associate Applied Science Degree Programs

Northern State University
Bachelor General Studies

- I. Articulation Agreement between Northern State University (NSU) and Southeast Technical College (STC) College of Arts and Sciences Articulation Agreement is prepared per [SDBOR Policy 2:7 Program to Program Articulation Agreements](#). The NSU Bachelor General Studies (BGS) program in the College of Arts and Science is available both entirely online and on-campus.

- II. Purpose:
 - a. Establish an articulation agreement that addresses the varying needs of students and the 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 from South Dakota and the region.
 - d. Provide Southeast Technical College students who have completed an AAS degree program an opportunity to earn a Bachelor General Studies degree from Northern State University.
 - e. Establish collaborative communication protocols between STC and NSU Admissions, Registrars, Advisors, Distance Education Staff, and Faculty.
 - f. Establish shared marketing and promotion of the articulation agreement.

- III. SDBOR Policies and Guideline
 - a. [SDBOR Policy 2:5 – Transfer of Credit](#)
 - b. [SDBOR Policy 2:31 – Articulation of General Education Courses: South Dakota Technical Colleges with a Memorandum of Agreement with the Board of Regents.](#)
 - c. [SDBOR Academic Affairs – Transferrable Gen Ed with South Dakota Technical Colleges](#)

- IV. Transferrable Credits to NSU:
 - a. STC students who complete an AAS degree from STC may matriculate to NSU to complete a BGS degree from Northern State University with course to course and block transfer credits outlined in the STC to NSU BGS Articulation Transfer Table per SDBOR Policies and Guidelines.
 - b. SDBOR Policy 2:5 paragraph 1.3 limits the number of transferrable credits to 60.
 - c. SDBOR Policy 2:31 and SDBOR Academic Affairs Guidelines identify the general education courses eligible for transfer from South Dakota Technical Colleges.

V. Academic Pathways:

- a. The major degree requirements are listed in the [NSU catalog](#):
 - i. [Bachelor General Studies](#)
- b. STC course SSS 100 fulfills NSU course IDL 190-degree requirement (2 credits).
- c. Block Transfer of STC Credits for Electives:
 - i. STC students who earn an AAS in any program receive a block transfer of up to 40 credits in general electives, ELEC 292T.
- d. Additional general education coursework and general elective courses may be taken at STC if equivalent courses are available at NSU.

VI. Agreement Administration

- a. NSU and STC Leadership will meet at least annually in July to review all articulation agreements.
- b. Institutions will create a combined annual report detailing the progress of the articulation agreement.
- c. Curriculum changes to the AAS degrees at STC and the BGS degree at Northern will be communicated annually between the STC Provost and the NSU Associate Provost by May 31.
- d. Student Information System coding will be created to identify and track students participating in the articulation agreement.
- e. Articulation information will be posted to institutional websites.
- f. Marketing and promotion materials specific to this articulation agreement will be co-branded with respective Communications/Marketing departments.
- g. Admissions, Registrars, Advisors, Distance Education Staff, and Faculty will establish an annual meeting to review, update, and share program promotions.
- h. NSU will provide current Programs of Study for STC students planning to complete a BGS degree at NSU per this Articulation Agreement.

VII. Northern State University and Southeast Technical College will collaborate on modifications to this Agreement. 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.

VIII. The term of this Agreement is for an indefinite period beginning June 1, 2022, subject to mutual continuation of the Agreement. The Agreement applies to STC AAS graduates since January 1, 2012.

IX. Termination

- a. 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.
- b. 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 Northern State University.

- c. Termination for any of these reasons is not a default by Northern State University nor does it give rise to a claim against Northern State University.

- X. The signatures affixed below agree to the articulation agreement described above. This articulation agreement is considered automatically renewed unless changes are required or written notification of cancellation is provided. NSU or STC may cancel this Agreement with one-year notice, before or during the July meeting of NSU and STC Leadership (see Section VI, above).

_____ Director of Online & Continuing Education(Date)	_____ Vice President Academic Affairs STC (Date)
--	---

Dean College of Arts and Sciences (Date)

AVPAA/Director Graduate Studies (Date)

Provost/VP of Academic Affairs (Date)

NSU President (Date)

**Plan of Study for Articulation Agreement
Southeast Technical College AAS Degrees
and
Northern State University Bachelor's of General Studies**

Student Name:

STC Degree:

Degree Requirements	Northern State University Requirements	STC AAS Matriculation Predicted Transfer to Northern State University
General Elective Requirement/Block Transfer of up to 40 General Credits from any completed STC AAS Degree	40	40
SDBOR General Education Requirements. All Transferrable General Education Credits from STC will be applied course by course.		
Goal 1 - Written Communication 6 Credits		
English Composition I	3	3
English Composition II	3	
Goal 2 - Oral Communications 3 credits	3	3
Goal 3 - Social Sciences 6 credits		
Discipline 1	3	
Discipline 2	3	
Goal 4 - Humanities and Arts 6 credits		
Humanities and Arts 1	3	
Humanities and Arts 2	3	
Goal 5 - Mathematics 3 credits		
Math 103 or higher	3	3
Goal 6 - Natural Sciences 6 credits		
Science 1	3	
Science 2	3	
Total/Predicted General Education Requirements	30	9
BGS Degree Requirements. All Transferrable Courses from STC will be applied course by course.		
IDL 190 First Year Seminar 2-credits	2	2
GS 490/491 Capstone 3 credits	3	
Emphasis electives - Choose 3	45	
Total/Predicted BGS Requirements	50	2
Total Degree Requirements	120	120

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H (2)

DATE: May 10, 2022

SUBJECT

Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreement:

- Students who have completed coursework in the Dental Assisting degree program at Lake Area Technical College (LATC) can apply credit toward the Dental Hygiene degree program at USD.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Articulation Agreement: LATC

DRAFT MOTION 20220510_5-H(2):

I move to approve the University of South Dakota’s articulation agreement with Lake Area Technical College, as presented in Attachment I.

**PROGRAM TO PROGRAM ARTICULATION AGREEMENT
WITH SOUTH DAKOTA TECHNICAL COLLEGES**

ARTICULATION AGREEMENT WITH RESPECT TO
DENTAL HYGIENE EDUCATION

BETWEEN

THE UNIVERSITY OF SOUTH DAKOTA

AND

LAKE AREA TECHNICAL COLLEGE

- I. Parties: The parties to this agreement are the Department of Dental Hygiene at The University of South Dakota (USD) and the Dental Assisting Department of Lake Area Technical College (LATC)
- II. Purpose: The purpose of this agreement is to provide for the articulation of courses between Lake Area Technical College and The University of South Dakota.

The professional subject areas being considered in this agreement are dental radiography, dental materials and nitrous oxide/oxygen sedation. Courses in these areas may be considered transferable under stated conditions.

- III. Academic Program:

A. Courses with Dental Content

Students from the Program in Dental Assisting at the Lake Area Technical College will get credit and a grade a “P” (pass) for The University of South Dakota Department of Dental Hygiene courses indicated below:

LATC Courses

DA 165 Dental Radiology I (2.5 cr)

DA 167 Dental Radiology II (2 cr)

DA 135 Dental Materials I (3cr) and

DA 138 Clinical Skills (4cr) and

DA 148 Advanced Clinical Skills (4 cr)

DA 141 Pharmacology and Medical Emergencies (2 cr)

USD Courses

DHYG 327 Principles of Radiography (2 cr)

DHYG 333/L Radiography Practicum/Lab (2 cr)

DHYG 422/L Dental Materials II/Lab (2cr)

DHYG 351/L Nitrous Oxide/Oxygen Sedation/Lab (1 cr)

The following conditions must be met before credit can be awarded:

1. The student wishing transfer credit must have completed the dental assisting program satisfactorily and received a diploma from LATC.
2. The student wishing transfer credit must have completed the subject matter in these courses with the equivalent of a “B” grade or higher.
3. The courses must have been taken within three years of the request for transfer **OR** the student must have been in full-time employment as a dental assistant for the two years preceding the request for transfer. In addition, the student must have been using radiology and dental materials skills during the period of employment.

All procedures/skills and competency levels taught in the USD Dental Hygiene program must be met by the LATC courses and/or combination of courses. If at any time, procedures/skills and/or competency levels change at either institution, it will be the institution’s responsibility to inform the other of the changes. For any and all skills that may apply to the courses for which transfer credit is given, The Chairperson of the University of South Dakota Dental Hygiene program will be the sole determiner of whether the transferring student’s skills meet University standards. In the event that the Chairperson determines that the transferring student’s skill levels may not meet proficiency standards, it is understood that the student will enroll in the University course for credit.

B. General Education and Support Coursework

Credit for general education and other support courses will be awarded in accordance with Board of Regents policies as well as articulation Memorandum of Agreement approved by the South Dakota Board of Regents and the South Dakota Board of Education on December 14, 2004. Students must complete all university graduation requirements as stipulated in the relevant University of South Dakota Undergraduate Catalog.

- IV. Obligations of the Parties: Both parties agree to review the progress of this agreement on a yearly basis. The parties also agree to confer with each other regarding changes in courses involved in this articulation agreement.
- V. Third Party: No third party shall have the right to enforce any part of the agreement against any party of this agreement.
- VI. Relationship: The parties agree that the relationship between them is that of independent contractors. This agreement is not intended nor shall it be construed to create any employment relationship, agency, partnership, joint venture or any relationship other than that of independent contractors.
- VII. Termination: This agreement shall remain in effect until such time as circumstances related to the articulation require its revision or termination. Students who enroll in classes to be delivered after the termination will not be entitled to the benefits provided hereunder. Students who attended classes during the term of the agreement and who completed their coursework satisfactorily will continue to enjoy the benefits of this agreement notwithstanding its termination.

The agreement may be terminated if the Legislature fails to appropriate funds needed to support participation in the agreement by The University of South Dakota, or if the Lake Area Technical College governing board fails to provide the necessary appropriations. Termination for failure of appropriation is not a breach of this agreement.

- VIII. Modification: This agreement may be modified from time to time upon written approval by the Board of Regents and the 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.

- IX. Review and Renewal: This agreement will be reviewed on an annual basis and may be amended from time to time by the parties hereto. No amendment shall be binding, however unless the same shall be in writing and signed by the parties subject to the approval of the Board of Regents and Board of Education. This Agreement can be terminated no later than six months prior to the opening session of any academic year upon written notice by either party. If the funding for the USD LATC program is not available, the program will be ended. In such event, students may complete the program at the Vermillion campus.
- X. Liability: Neither party, by entering into and performing this agreement shall be or become liable for any existing or future obligation, liability or debt of the other. Each party shall be solely responsible for its employees' or agents' actions and for any claims or losses arising out of its performance of this agreement or the acts or omissions of its employees or agents in the performance thereof.
- XI. Effective Date of the Agreement: May 1st, 2021
- XII. Acceptance of the Agreement.

For The University of South Dakota:

Miranda Drake
Chairperson, Department of Dental Hygiene

DATE: _____

Dr. Haifa AbouSamra
Dean, School of Health Sciences

DATE: _____

Dr. Tim Ridgway
Vice President for Health Affairs

DATE: _____

Sheila K. Gestring
President, The University of South Dakota

DATE: _____

John W. Bastian
President, South Dakota Board of Regents

DATE: _____

For Lake Area Technical College:

Nicole Pahl
Dental Assisting Program Coordinator, Lake Area Technical College

DATE: _____

Mike Cartney
President, Lake Area Technical College

DATE: _____

Diane Stiles
Vice President, Lake Area Technical College

DATE: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I

DATE: May 10, 2022

SUBJECT

Agreement on Academic Cooperation – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, South Dakota State University (SDSU) seeks approval to enter into an agreement on academic cooperation with Vietnam National University of Agriculture (VNUA), Vietnam.

IMPACT AND RECOMMENDATION

This agreement will assist in facilitating collaborative opportunities between the two universities. The agreement may result in the opportunity for joint research, faculty collaboration and potential faculty/student exchange. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: Vietnam National University of Agriculture

DRAFT MOTION 20220510_5-I:

I move to approve South Dakota State University’s agreement on academic cooperation with Vietnam National University of Agriculture, as presented.



**AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
SOUTH DAKOTA STATE UNIVERSITY, THE USA
AND
VIETNAM NATIONAL UNIVERSITY OF AGRICULTURE, VIETNAM**

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, South Dakota State University (SDSU) and Vietnam National University of Agriculture (VNUA) agree to the following:

I. Scope of the Cooperation

- Article 1. The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate. The area of exchange shall cover academic disciplines to be determined and negotiated by both parties and may specifically include *(list specific academic disciplines to be included in this agreement, if applicable)*.
- Article 2. The institutions agree to exchange scientific and technical expertise, educational practices, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.
- Article 3. The institutions agree, as appropriate, to help faculty member of both parties conduct joint research projects.
- Article 4. Both institutions agree to discuss other proposals relating to future collaborations and exchange, including the possibility of brief exchange visits, joint publication of research, student and faculty exchange, and other similar projects as appropriate.

II. Appointment of Coordinators

- Article 5. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for maintaining, revising, and/or and renewing the agreement, as appropriate. In addition, each institution shall name at least one academic contact, and this person will coordinate the specific aspects of the agreement.
- Article 6. The following individuals at each institution will be responsible for coordinating this agreement:

South Dakota State University PRIMARY CONTACT FOR AGREEMENT Name: Sally A. Gillman, Ph.D. Title: Director for Education Abroad Office: Office of International Affairs Mailing Address: Briggs Library, Suite 119 Brookings, SD 57007 Email: sally.gillman@sdstate.edu Telephone: 605-688-6094 Fax: 605-688-6540 ACADEMIC UNIT CONTACT Name: Robert Thaler, Ph.D. Title: Distinguished Professor/Extension Specialist-Swine Office: Animal Science Complex 114 Mailing Address: Box 2170 Brookings, SD 57007 Email: robert.thaler@sdstate.edu Telephone: (605) 688-5435 Fax: 605-688-6320	Vietnam National University of Agriculture PRIMARY CONTACT FOR AGREEMENT Name: Nguyen Viet Long Title: Director Office: International Cooperation Office Mailing Address: Vietnam National University of Agriculture, Trau Quy, Gia Lam, Hanoi, Vietnam Email: nvlong@vnua.edu.vn Telephone: 84 024 62617549 Fax: 84 024 62617586 ACADEMIC UNIT CONTACT Name: Nguyen Viet Dang Title: Director Office: Training Management Office Mailing Address: Vietnam National University of Agriculture, Trau Quy, Gia Lam, Hanoi, Vietnam Email: nguyenvietdang@vnua.edu.vn Telephone: 84 024 62617520 Fax: 84 024 62617586
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- Article 7. The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

VI. Terms of Agreement

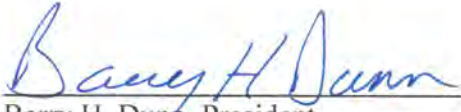
- Article 8. This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.
- Article 9. Matters not provided in this agreement shall be decided by mutual agreement between the two institutions. Additional joint activities, such as student or faculty exchange, will require the execution of a separate agreement.
- Article 10. Modifications of this agreement shall be made in the form of a written addendum signed by both parties.
- Article 11. Nothing in the above agreement shall be construed as being legally binding.
- Article 12. This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South

Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by the State. Termination for any of these reasons is not a default by the State nor does it give rise to a claim against the State.


In the spirit of international friendship and cooperation, we hereby set our signatures:

for South Dakota State University

for Vietnam National University of Agriculture


Barry H. Dunn, President

Nguyen Thi Lan, President


Date: _____

Date: _____

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – J

DATE: May 10, 2022

SUBJECT

Inactive Status and Program Termination Requests – DSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

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

[AAC Guideline 2.13](#) – Program Termination

BACKGROUND / DISCUSSION

Dakota State University has submitted a request asking that the following program be terminated (see Attachment I).

- Degree Program: BS in Biology
Justification: The program (DBS.BIO) has been replaced by a new specialization-bearing program (DBS.BIO.IBI), with a specialization in Integrative Biology.

The University of South Dakota has submitted requests asking that the following programs be terminated (see Attachment II).

- Degree Program: American Indian Education Graduate Certificate
Justification: The certificate has had a pattern of low enrollment. Students in certificate programs do not receive financial aid which may be contributing to the lack of enrollment. With the exception of INED 511, the coursework is unique to only this certificate and also may be a factor that inhibits enrollment.
- Degree Programs: Minors in Biology Teaching, Chemistry, Earth Sciences Teaching, Economics Teacher, English Teaching, German Teaching, History, Mass Communication Teaching, Mathematics, Media & Journalism Teaching, Modern Foreign Languages (K-12) Teaching, Physical Science Teaching, Physics Teaching,

(Continued)

DRAFT MOTION 20220510_5-J:

I move to approve DSU's request to terminate the BS in Biology, and USD's request to terminate the minors in Biology Teaching, Chemistry, Earth Sciences Teaching, Economics Teacher, English Teaching, German Teaching, History, Mass Communication Teaching, Mathematics, Media & Journalism Teaching, Modern Foreign Languages (K-12) Teaching, Physical Science Teaching, Physics Teaching, Political Science Teaching, Psychology, Sociology Teaching, Spanish Teaching, and Speech Communication Teaching, as presented.

Inactivation/Termination

May 10, 2022

Page 2 of 2

Political Science Teaching, Psychology, Sociology Teaching, Spanish Teaching, and Speech Communication Teaching.

Justification: These minors do not lead to endorsement or certification for teacher education students. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – DSU Program Termination Request

Attachment II – USD Program Termination Requests



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

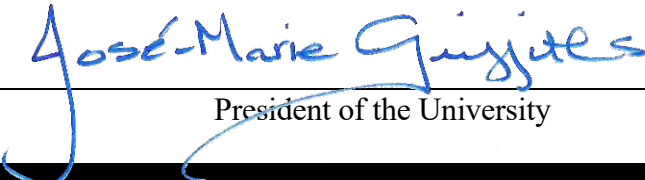
Program Termination or Placement on Inactive Status

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

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	BS in Biology: DBS.BIO
CIP CODE:	26.9999
UNIVERSITY DEPARTMENT:	Sciences
BANNER DEPARTMENT CODE:	DSCI
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	8A

University Approval

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

 _____ President of the University	3/11/2022 _____ Date
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1. Program Degree Level (place an "X" in the appropriate box):

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

3. The program action proposed is (place an "X" in the appropriate box):²

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

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

Inactive Status ☐*See question 4*Termination ☒*See questions 5 and 6***4. TERMINATION WITH ENROLLED STUDENTS****A. Provide a justification for terminating the program:**

The program (DBS.BIO) has been replaced by a new specialization-bearing program (DBS.BIO-IBI; IBI = Integrative Biology).

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

Students previously enrolled in DBS.BIO have either graduated from this program or transfer to the newly created program (DBS.BIO-IBI).

C. What is the proposed term for which program termination status begins? (*Note: program controls in Banner reflects Phasing Out status, which means all functionality except graduation is shut off.*)

202150 (summer 2021)

D. What is the last term by which previously enrolled students must graduate from the program? (*Note: as of this term, all functionalities will be shut down.*)

202580 (fall 2025)

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

DSU does not anticipate cost savings other than course rotation efficiencies.

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

Not applicable

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

None



SOUTH DAKOTA BOARD OF REGENTS

ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	American Indian Education Graduate Certificate [UCERTG.AIE]
CIP CODE:	13.0203
UNIVERSITY DEPARTMENT:	Curriculum and Instruction – UCI
UNIVERSITY DIVISION:	School of Education – 2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an “X” in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input type="checkbox"/>	Bachelor’s	<input checked="" type="checkbox"/>	Master’s	<input type="checkbox"/>	Doctoral
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2. Category (place an “X” in the appropriate box before the category):¹

<input checked="" type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an “X” in the appropriate box following the action):²

Inactive Status ☐

See question 4

Termination ☒

See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

The certificate has had a pattern of low enrollment. Students in certificate programs do not receive financial aid which may be contributing to the lack of enrollment. With the exception of INED 511, the coursework is unique to only this certificate and also may be a factor that inhibits enrollment.

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

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

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

There are two current students enrolled in the certificate program. The currently enrolled students will complete the remaining needed courses as independent studies. No new students will be accepted into the certificate program.

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

December 7, 2021 the termination status begins. December 7, 2021 is the last date a student may enroll in the program.

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

December 7, 2021 is the last date a student may enroll in the program.

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

Summer 2024

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

There are no potential cost savings related to terminating the certificate.

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

Because the coursework was mostly unique to the certificate, there will be no impact on other programs. The faculty teaching the coursework will maintain a full teaching load and therefore, there will be no employee termination implication.

6. TERMINATION WITHOUT ENROLLED STUDENTS



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Biology Teaching Minor [UBIE]
CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Biology Teaching Minor [UBIE]
CIP CODE:	26.0101
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Earth Sciences Teaching [UESE]
CIP CODE:	40.0601
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Economics Teaching Minor [UECD]
CIP CODE:	45.0601
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

The student enrolled may complete the program by enrolling in courses that are offered in a regular rotation or by completing independent study as needed.

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

8/1/2022

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

8/1/2022

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

12/14/2022

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.

6. TERMINATION WITHOUT ENROLLED STUDENTS



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	English Teaching Minor [UENE]
CIP CODE:	23.0101
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
--------------------------	-------------	--------------------------	----------------	-------------------------------------	-------	--------------------------	-------

3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

The student enrolled may complete the program by enrolling in courses that are offered in a regular rotation or by completing independent study as needed.

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

8/1/2022

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

8/1/2022

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

12/14/2022

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.

6. TERMINATION WITHOUT ENROLLED STUDENTS



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	German Teaching Minor [UMLE Modern Language Education code originally FREN, GER, SPAN]
CIP CODE:	16.0501
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/> Associate	<input checked="" type="checkbox"/> Bachelor's	<input type="checkbox"/> Master's	<input type="checkbox"/> Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/> Certificate	<input type="checkbox"/> Specialization	<input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐

See question 4

Termination ☒

See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	History (alternative minor for Teacher Education) [UHED]
CIP CODE:	13.1328
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐

See question 4

Termination ☒

See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

The student enrolled may complete the program by enrolling in courses that are offered in a regular rotation or by completing independent study as needed.

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

8/1/2022

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

8/1/2022

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

12/14/2022

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.

6. TERMINATION WITHOUT ENROLLED STUDENTS



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Mass Communication Teaching Minor [UMJE-Journalism/UMRE-Radio-TV]
CIP CODE:	09.0102
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status <input type="checkbox"/>	Termination <input checked="" type="checkbox"/>
<i>See question 4</i>	<i>See questions 5 and 6</i>

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Mathematics (alternative minor for Teacher Education) [UMTE]
CIP CODE:	13.1311
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

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

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Media & Journalism (alternative minor for Teacher Education) [UMJ]
CIP CODE:	09.0102
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
--------------------------	-------------	--------------------------	----------------	-------------------------------------	-------	--------------------------	-------

3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐

See question 4

Termination ☒

See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Modern Foreign Languages (K-12)
CIP CODE:	16.0101
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
--------------------------	-------------	--------------------------	----------------	-------------------------------------	-------	--------------------------	-------

3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Physical Science Teaching Minor
CIP CODE:	40.0101
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
--------------------------	-----------	-------------------------------------	------------	--------------------------	----------	--------------------------	----------

2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Physics Teaching Minor
CIP CODE:	13.1329
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Political Science Teaching Minor [UPSE]
CIP CODE:	45.1001
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐
See question 4

Termination ☒
See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Psychology (alternative minor for Teacher Education) [UPYE]
CIP CODE:	13.1335
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status <input type="checkbox"/>	Termination <input checked="" type="checkbox"/>
<i>See question 4</i>	<i>See questions 5 and 6</i>

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

The student enrolled may complete the program by enrolling in courses that are offered in a regular rotation or by completing independent study as needed.

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

8/1/2022

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

8/1/2022

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

12/14/2022

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.

6. TERMINATION WITHOUT ENROLLED STUDENTS



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Sociology Teaching Minor [USOD]
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status <input type="checkbox"/> <i>See question 4</i>	Termination <input checked="" type="checkbox"/> <i>See questions 5 and 6</i>
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4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

The student enrolled may complete the program by enrolling in courses that are offered in a regular rotation or by completing independent study as needed.

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

8/1/2022

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

8/1/2022

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

12/14/2022

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.

6. TERMINATION WITHOUT ENROLLED STUDENTS



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Spanish Teaching Minor[UMLE Modern Language Education code originally FREN, GER, SPAN]
CIP CODE:	13.1330
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Associate	<input checked="" type="checkbox"/>	Bachelor's	<input type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Specialization	<input checked="" type="checkbox"/>	Minor	<input type="checkbox"/>	Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐

See question 4

Termination ☒

See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Speech Communication Teaching Minor [USHE]
CIP CODE:	09.0101
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UTRE
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box before the category):

<input type="checkbox"/> Associate	<input checked="" type="checkbox"/> Bachelor's	<input type="checkbox"/> Master's	<input type="checkbox"/> Doctoral
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2. Category (place an "X" in the appropriate box before the category):

<input type="checkbox"/> Certificate	<input type="checkbox"/> Specialization	<input checked="" type="checkbox"/> Minor	<input type="checkbox"/> Major
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3. The program action proposed is (place an "X" in the appropriate box following the action):

Inactive Status ☐

See question 4

Termination ☒

See questions 5 and 6

4. INACTIVE STATUS

5. TERMINATION WITH ENROLLED STUDENTS

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

This minor does not lead to endorsement or certification. Students interested in pursuing certification or endorsement will need to pursue the major in this area to meet state certification requirements.

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

Termination is proposed for 8/1/22

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

There are no cost savings associated with this termination for the School of Education. Only one course was taught by the School of Education and that course will continue to be taught for students completing the major in this area.

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

There are no employee terminations or implications for the School of Education.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – K

DATE: May 10, 2022

SUBJECT

Site Termination Requests – USD

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.15](#) – Site Termination

BACKGROUND / DISCUSSION

The University of South Dakota has submitted a request asking that the following program site be terminated (see Attachment I).

- Degree Program: Education Administration and Leadership (MA) and Ed.S. Curriculum Director Specialization (Site Termination)
Proposed Site to Terminate: USD Campus
Justification: All of the courses in this program are offered online. The MA Curriculum Director Program should be fully online. Also, the Ed.S. Curriculum Director program should be fully online. All students in the program are aware that the courses are online. There are no implications of terminating the site.

IMPACT AND RECOMMENDATION

USD does not expect any cost savings associated with their requests.

Board staff recommend approval.

ATTACHMENTS

Attachment I – USD Site Termination Request

DRAFT MOTION 20220510_5-K:

I move to approve USD's requests to terminate the on-campus delivery site for their MA in Education Administration and Leadership and Ed.S. Curriculum Director Specialization, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Termination of a Site

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Educational Administration and Leadership, MA and Ed.S. Curriculum Director specialization [UMA.EAL-CRR and UEDS.EAL-CRR]
SITE PROPOSED FOR TERMINATION¹	On-Campus
CIP CODE:	13.0401
UNIVERSITY DEPARTMENT:	Educational Leadership [UEDL]
BANNER DEPARTMENT CODE:	UEDL
UNIVERSITY DIVISION:	School of Education [2E]
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box):

<input type="checkbox"/>	Associate	<input type="checkbox"/>	Bachelor's	<input checked="" type="checkbox"/>	Master's	<input type="checkbox"/>	Doctoral
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2. Category (place an "X" in the appropriate box):²

<input type="checkbox"/>	Certificate	<input checked="" type="checkbox"/>	Specialization	<input type="checkbox"/>	Minor	<input type="checkbox"/>	Major
--------------------------	-------------	-------------------------------------	----------------	--------------------------	-------	--------------------------	-------

3. Provide a justification for terminating delivery at the site:

All of the courses in this program are offered online. The MA Curriculum Director Program should be fully online. Also, the Ed.S. Curriculum Director program should be fully online.

4. If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?

All students in the program are aware that the courses are online. There are no implications of terminating the site.

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

6/1/2022

¹ If this is an off-campus site, please include the physical address of the site as well as a description or name of the location.

² Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

6. **What is the proposed date (day/month/year) terminated status takes effect (the proposed date for terminated status is also the last date a student may enroll in or declare the program)?**

6/1/2022

7. **What are the potential cost savings of terminating the program site and what are the planned uses of the savings?**

None

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

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 5 – L

DATE: May 10, 2022

SUBJECT

Revisions to Terminal Degrees Table – USD

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 6.1](#) – Terminal Degree Table Modifications

[AAC Guideline 6.2](#) – Terminal Degrees Table

BACKGROUND / DISCUSSION

The University of South Dakota requests to make the following revisions to the terminal degree table (also noted in **Yellow** within Attachment I):

Discipline	Proposed Revisions for USD
Basic Biomedical Sciences	<u>Ph.D., MD, DO, DPM,</u> <u>PharmD</u>
Communication Disorders	Ph.D, Au.D., <u>SLPD</u>
Nursing Practice	<u>Ph.D (nursing or related field),</u> <u>Ed.D, DNP, CRNA</u> <u>(doctorally-prepared), DNAP,</u> <u>MD, DO</u>
Social Work	MSW*, Ph.D., DSW, Ed.D.

IMPACT AND RECOMMENDATIONS

USD has reviewed degrees associated with these programs and has determined that the recommended changes and additions reflect credentials that would be more aligned with the courses and content required of the disciplines.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to AAC Guideline 6.2 Terminal Degrees Table

DRAFT MOTION 20220510_5-L:

I move to approve the proposed revisions to AAC Guideline 6.2 Terminal Degrees Table as provided in Attachment I.

TERMINAL DEGREES						
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Accounting	Ph.D, DBA	Ph.D, DBA, JD with CPA	Ph.D, DBA, Ed.D. with CPA, JD with CPA		Ph.D, DBA	Ph.D., DBA
Aerospace Studies					USAF Determines	
Agricultural Business					Ph.D	
Agricultural Finance					Ph.D	
Agricultural Economics					Ph.D	
Agricultural Education					Ph.D, Ed.D	
Agriculture & Biosystems Engineering					Ph.D	
Agricultural Journalism					Ph.D or Ed.D	
Agricultural Marketing					Ph.D	
Agricultural Systems Technology					Ph.D	
Agronomy					Ph.D	
Addiction Studies						Ed.D. or Ph.D. with licensure and clinical practice in addition or prevention
American Indian / Native Studies					Ph.D	Ph.D
Anatomy					Ph.D	Ph.D, MD, DO, DPM, PharmD
Animal Science					Ph.D, DVM	
Anthropology					Ph.D	Ph.D
Apparel Merchandising					Ph.D, MFA	
Architecture					M.Arch, D.Arch, MS in Arch Design (coupled with B.Arch), Doctor of Design (coupled with a B.Arch or M.Arch)	
Art	Ph.D, Ed.D, MFA	Ph.D, D.A., MFA	Ph.D, MFA	Ph.D, MFA	DA, Ph.D, MFA	MFA, PhD
Arts Education		Ph.D, DA, MFA, Ed.D			DA, Ph.D, MFA	MFA, Ph.D, Ed.D
Athletic Training					Ph.D; Ed.D	MA/MS + certification by the Nat'l Athletic Training Assn
Atmospheric, Environmental & Water Resources				Ph.D	Ph.D	
Aviation Education					Ph.D, Ed.D, DM	
Basic Biomedical Sciences						Ph.D, MD, DO, DPM, PharmD
Biochemistry				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD

TERMINAL DEGREES						
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Biology	Ph.D, DA	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Biological Engineering				Ph.D		
Biological Sciences		Ph.D, Ed.D			Ph.D	Ph.D
Biomedical Engineering				Ph.D		Ph.D
Botany		Ph.D, Ed.D			Ph.D	
Business Administration (Management)	Ph.D, DBA, JD*	Ph.D, JD, DBA	Ph.D, DBA, Ed.D, JD		Ph.D, JD, DBA	Ph.D, DBA, JD*
Business Education	Ph.D, Ed.D., DBA	Ph.D, JD, DBA, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D
Chemistry	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Chemical Engineering				Ph.D		
Civil Engineering				Ph.D		
Combined PhD						Ph.D, MD, DO, DPM, PharmD
Communications/Mass-Journalism	Ph.D, Ed.D, MFA**	Ph.D, MFA, DA			Ph.D, Ed.D	JD, MFA, Ph.D, Ed.D
Communications/Theatre		Ph.D, MFA, DA			Ph.D, DA, MFA	
Communications Arts/Theatre		Ph.D, MFA, DA			Ph.D, MFA, DA	
Communications - English	Ph.D, Ed.D, DA	Ph.D, MFA, DA			Ph.D	
Communications - Speech	Ph.D, Ed.D	Ph.D, MFA, DA			Ph.D	Ph.D
Communication Disorders						Ph.D; AuD, SLPD
Computer Applications	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D, D.Sc.			Ph.D	
Computer Game Design		MFA or MS degree in a technical field related to computer science or engineering				
Computer Engineering				Ph.D		
Computer Programming	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D, D.Sc.			Ph.D	
Computer Science/Information Systems		Ph.D, D.Sc.	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Construction Management					Ph.D, DM, Ed.D, DT, DIT	
Counseling & Human Resource Development					Ph.D, Ed.D	
Counseling & Psychology in Education						PhD, EdD

TERMINAL DEGREES						
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Construction Engineering & Management				Either a Ph.D. in Civil Engineering or related field; OR, a terminal degree such as a JD and significant experience in the area of civil engineering or construction engineering management		
Consumer Affairs					Ph.D, Ed.D	
Curriculum & Instruction	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Cyber Sciences		Ph.D, D.Sc.				
Dairy Manufacturing					Ph.D	
Dairy Production					Ph.D	
Dairy Science					Ph.D	
Dental Hygiene						MA/MS*, DDS
Dietetics					Ph.D	
Early Childhood Education	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Earth Science					Ph.D	Ph.D
Economics	Ph.D, DA	Ph.D, DBA	Ph.D, Ed.D, DBA		Ph.D	Ph.D
Education		Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Education Administration					Ph.D, Ed.D	Ph.D, Ed.D
Electrical Engineering				Ph.D	Ph.D	
Electronics Engineering Technology					Ph.D, DM, Ed.D, DT, DIT	
Elementary Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Engineering Management				Ph.D		
Engineering Physics					Ph.D	
English	Ph.D, DA, Ed.D****, MFA for composition and creative writing positions only	Ph.D, DA, MFA, Ed.D	Ph.D, Ed.D, DA	Ph.D	Ph.D, MFA for creative writing positions only	Ph.D, MFA for creative writing positions only
Environment Management					Ph.D	
Environmental Engineering				Ph.D		
Environmental Physical Science	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D	
European Studies					Ph.D	
Exercise Science		Ph.D, Ed.D			Ph.D, Ed.D, DPH	

TERMINAL DEGREES						
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Family & Consumer Science Education					Ph.D, Ed.D	
Family Medicine						DO, MD, Ph.D
Finance						Ph.D
Fitness-Wellness Management, Health, and Physical Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D, Pe.D
French Studies						Ph.D
General Agriculture					Ph.D	
Geography	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	
Geographic Information Systems					Ph.D	
Geology				Ph.D		
Geological Engineering				Ph.D		
Geophysics and Seismology				Ph.D		
German					Ph.D	Ph.D
Gerontology					Ph.D	
Health Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D
Health Information Management		MA or MBA or MS degree plus registered health information administrator or registered health information technician certification				
Health, Physical Education & Recreation						Ph.D, Ed.D, Pe.D
Health Promotion						Ph.D, Ed.D
Health Science					Ph.D, DPH	Ph.D, Ed.D, or clinical doctorate
Health Services Administration	Ph.D, Ed.D, DHA					Ph.D Ed.D
History	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	Ph.D
History & Criticism						Ph.D
Horticulture					Ph.D	
Hospitality Management					Ph.D, DM	
Human Development & Family Studies					Ph.D, Ed.D	
Human Resource Management	Ph.D, DBA					Ph.D
Human Services	Ph.D, Ed.D, DA		Ph.D, Ed.D, DA			
Indian Studies	Ph.D, Ed.D, DA, JD*				Ph.D	Ph.D

TERMINAL DEGREES						
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Industrial Engineering				Ph.D		
Industrial Management/Technology		Ph.D, DBA				
Instrumental Music	Ph.D, Ed.D, DMA	Ph.D, MFA, DMA, DA	Ph.D, Ed.D, DMA, DA		Ph.D, DMA, MFA	MFA, DMA
Interior Design					Ph.D, MFA, M. Arch., D. Arch., MS in Arch (coupled with an ID undergraduate degree), and Doctor of Design (coupled with an ID undergraduate degree)	
Internal Medicine						DO, MD
International Studies						Ph.D
Journalism		Ph.D, MFA, DA			Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Kinesiology and Sport Science						Ph.D, EdD
Lab Animal Services					DVM	DVM,
Landscape Design					PH.D or MLA	
Law						JD*
Law Library Director						MLS and JD
Library					Ph.D or MLS + 2nd Masters; MLS or MLIS for Assistant Librarian rank; MLS or MLIS + Ph.D or 2 nd Masters for Associate Librarian and Librarian ranks	MLIS, MLS*
Library Media (Teaching)	Ph.D, Ed.D, MLS		Ph.D, Ed.D, MLS			Ph.D, Ed.D
Library Media (Non-Teaching)	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS			
Library Science		MLS from an ALA accredited program		Ph.D, MLS		
Marketing	Ph.D, DBA	Ph.D, DBA	Ph.D, DBA		Ph.D, DBA	Ph.D, DBA
Mass Communication					Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Materials Engineering & Science				Ph.D		
Mathematics	Ph.D, DA	Ph.D	Ph.D, Ed.D, DA	Ph.D, DA	Ph.D	Ph.D
Mechanical Engineering				Ph.D		
Medical Library						MLS*
Medical Laboratory Science					Ph.D, DCLS, Ed.D in conjunction with MLS (ASCP)	MA/MS*
Metallurgical Engineering				Ph.D		

TERMINAL DEGREES						
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Microbiology				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD
Middle School	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D	Ph.D, Ed.D
Military Science					Determined by US Army	Determined by U.S. Army
Mining Engineering				Ph.D		
Modern Languages					Ph.D	Ph.D
Molecular Biology				Ph.D		
Music		Ph.D, DA, MFA, DMA	Ph.D, DA, DMA	Ph.D, DMA	Ph.D, DMA, MFA, DA	DMA, PhD, D.A.
Music Education		Ph.D, DA, MFA, DMA, Ed.D			Ph.D, DMA, MFA, DA	Ph.D, Ed.D
Music Merchandising					Ph.D, DMA, MFA, DA	
Music (Non-Teaching)	Ph.D, Ed.D, DMA		Ph.D, DA, DMA		Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Music Studio/Applied					Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Nanoscience & Nanoengineering				Ph.D		
Nursing					Ph.D, Doc N Science, Ed.D, DNP	Ph.D (nursing or related field), DNS, Ed.D, and D.N.P.
Nursing Practice					DNP	Ph.D (nursing or related field), Ed.D, DNP, CRNA (doctorally-prepared), DNAP, MD, DO
Nutrition & Food Science					Ph.D	
Occupational Therapy						PhD, DrOT, OTD, EdD, DSc*
Office Administration	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA			
Operations Management					Ph.D, DM, Ed.D, DT, DIT	Ph.D
Ornithology						Ph.D
Outdoor Education	Ph.D, Ed.D					
Pest Management					Ph.D	
Pharmaceutical Sciences					Ph.D, Pharm.D	
Pharmacy					Ph.D, Pharm.D	
Philosophy					Ph.D	Ph.D
Physical Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Physical Therapy						DPT, PhD, EdD, or DSc—all plus licensure to practice
Physician Assistant Studies						MA/MS*

TERMINAL DEGREES						
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Physiology/Pharmacology					Ph.D	Ph.D, MD, DO, DPM, PharmD
Physics	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	D.Sc, Ph.D	Ph.D	Ph.D
Plant Production					Ph.D	
Political Science	Ph.D, DA,	Ph.D, DA	Ph.D, Ed.D, DA, JD		Ph.D, JD	Ph.D, DPA
Political Science/Criminal Justice					Ph.D, JD	Ph.D, DPA, JD
Psychiatry						Ph.D, MD, DO
Psychology	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Public Administration					Ph.D, DPA	Ph.D, DPA
Public Health					M.P.H., D.P.H., Ph.D, or clinical doctorate	M.P.H., D.P.H., Ph.D, Ed.D, or clinical doctorate
Public Relations					Ph.D, Ed.D	
Range Science					Ph.D	
Religious Studies					Ph.D, Div.	
Respiratory Care					MS + RRT or MA + RRT	
Rural Sociology					Ph.D	
Science / Physical	Ph.D	Ph.D, Ed.D			Ph.D	
Social Science	Ph.D, DA		Ph.D, Ed.D, DA	Ph.D	Ph.D	
Social Work					Ph.D, DSW	MSW*, Ph.D., DSW, Ed.D.
Sociology	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA, JD	Ph.D	Ph.D	Ph.D
SD University Affiliated Program						MSW, Ph.D, Ed.D, MD, DO
Spanish	Ph.D		Ph.D, Ed.D		Ph.D	Ph.D
Special Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Speech	Ph.D, MFA***	Ph.D, DA, MFA	Ph.D, Ed.D, DA		Ph.D	Ph.D
Sport, Recreation, and Park Management					Ph.D, Ed.D	
Statistics						
Taxation				Ph.D		
Technology						LLM or MT, Ph.D, DBA
	Ph.D, Ed.D	Ph.D, Master's plus industry experience, D.Sc.				
Theatre		Ph.D, DA, MFA	Ph.D, Ed.D, MFA, DA		Ph.D, DA, MFA	MFA, Ph.D, Ed.D
Tourism and Hospitality	Ph.D, DBA					MFA
Visual Arts-Studio					Ph.D, DA, MFA	MFA
Vocal Music	Ph.D, Ed.D, D.M.A.		Ph.D, Ed.D, DMA		Ph.D, DMA, MFA	MFA, DMA
Wellness Management	Ph.D, Ed.D					Ph.D, Ed.D
Wildlife Fisheries					Ph.D	

TERMINAL DEGREES					
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU* USD
Veterinary Science					Ph.D, DVM
Black Hills State University					
*In cases where the institution hires a J.D. for the specific purpose of using his/her legal expertise in law-related classes, that degree shall be considered terminal.					
** Graphics, Photography, or Multi-media Only					
*** Theatre					
**** Applies only to English Education					
South Dakota School of Mines & Technology					
We do not hire on a tenure track contract unless the person has an earned doctorate. Doctorates represented by our current faculty are:					
Doctor of Philosophy (Ph.D)					
Doctor of Arts (D.A.)					
Doctor of Music Arts (D.M.A.)					
Doctor of Education (Ed.D)					
Juris Doctor (JD)					
Doctor of Science (D.Sc.)					
The degrees and discipline areas shown in the table are those of our current permanent faculty.					
Part-Time faculty are hired in various disciplines on an as needed basis.					
The following degrees are considered to be terminal degrees for purposes of promotion among our Lecturer Series faculty:					
Master of Arts (M.A.)					
Master of Science (M.S.)					
Master of Library Science (M.L.S.)					
Master of Fine Arts (M.F.A.)					
Master of Philosophy (M.PHIL.)					
With the exception of our professional librarians, these positions are all ones with substantial soft money support.					
South Dakota State University					
Wherever a Ph.D is noted, other doctorates such as Ed.D, DTA, DA, Doc. Sci, etc. will be considered terminal degrees in place of the Ph.D in any area if appropriate to the assignment.					
Degrees regarded by South Dakota State University as terminal degrees for appointment, promotion, and tenure purposes are as follows:					
Master of Fine Arts (MFA)					
Master of Landscape Architecture (MLA)					
Master of Library Science (MLS) when combined with a second masters degree					
Master of Social Work (MSW) <i>(in the past; would be reevaluated with new appointments)</i>					

TERMINAL DEGREES					
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU* USD
Director of Education (Ed.D)					
Doctor of Arts (DA)					
Doctor of Business Administration (DBA)					
Doctor of Dental Science (DDS)					
Doctor of Divinity (DD)					
Doctor of Engineering (D.Eng)					
Doctor of Industrial Technology (DIT)					
Doctor of Jurisprudence (JD)					
Doctor of Medicine (MD)					
Doctor of Music Arts (DMA)					
<i>Doctor of Pharmacy (PharmD) (if a first entry into practice degree, it would be necessary for individual to have experience and/or a residency or post doctoral experience to progress through the ranks)</i>					
Doctor of Philosophy (Ph.D)					
Doctor of Public Administration (DPA)					
Doctor of Public Health (DPH)					
Doctor of Science (D.Sci)					
Doctor of Teaching Arts (DAT or DTA)					
Doctor of Technology (DT)					
Doctor of Veterinary Medicine (DVM)					
In addition there are administratively approved explanations/justifications for:					
Journalism - a combination of degree plus work in the field is described relative to the various ranks					
Engineering Technology - a combination of degree plus industrial experience is described relative to the various ranks					
Both of these internally approved documents are justified with data about faculty in the profession and reference to accreditation criteria. In both areas the combination of academic degree and work experience is more relevant than looking solely at the doctorate as the terminal degree.					
University of South Dakota					
Dental Hygiene: MA or MS in an approved related area plus a baccalaureate degree in Dental Hygiene					
Law: Issued by a school accredited by the American Bar Association					
Law Library: MLS issued by a school accredited by the American Library Association and a JD issued by a school accredited by the American Bar Association					
Library: Issued by a school accredited by the American Library Association plus a second masters or a Specialist or a Doctorate in a disciplinary area					
Medical Library: With certification by the Medical Library Association plus a second masters in a discipline area					
Occupational Therapy: Plus licensure if the degree is in Occupational Therapy.					
Physical Therapy: Plus licensure if the degree is in Physical Therapy.					
Physician Assistant: Master's degree in any discipline					
Social Work: MSW required regardless of terminal degree					

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – M

DATE: May 10, 2022

SUBJECT

Dual / Concurrent Credit Transfer of Credits Agreement Amendment – Wayne State College

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

[BOR Policy 2:5](#) – Transfer of Credit

[AAC Guideline 7.1](#) – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

In accordance with AAC Guideline 7.1, the University of South Dakota established a formal system agreement with Wayne State College (WSC) to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs between WSC and the Regental System. The original agreement was approved by the Board during its June 2018 meeting.

IMPACT AND RECOMMENDATION

With the current agreement set to expire on July 31, 2022, the attached amendment would extend the agreement for an additional five years through July 31, 2027.

Board staff recommends approval of the agreement.

ATTACHMENTS

Attachment I – Current Dual / Concurrent Credit Transfer of Credits Agreement with Wayne State College

Attachment II – Dual / Concurrent Credit Transfer of Credits Agreement Amendment with Wayne State College

DRAFT MOTION 20220510_5-M:

I move to approve the Dual / Concurrent Credit Transfer of Credits Agreement Amendment with Wayne State College.

Agreement Between the
South Dakota Board of Regents and the
Board of Trustees of the Nebraska State Colleges
doing business as Wayne State College
to Facilitate Transfer of College Credits Awarded
to High School Students Enrolled in High School-Based
Dual Enrollment Courses and Dual Credit Programs

Throughout the nation, it has become increasingly common to allow high school students to enroll in high school-based college-level courses offered by institutions of higher education. For the purposes of this agreement, such courses are called high school-based dual enrollment courses.

The South Dakota Board of Regents and Wayne State College have entered into this Agreement to facilitate the transfer of credits earned in high school-based dual enrollment courses and dual credit programs specified below between institutions that each of the parties govern. The South Dakota Board of Regents and Wayne State College agree that credits earned in high school-based dual enrollment courses will be accepted for transfer, so long as each of the following criteria is satisfied, as determined by the institution accepting credit for transfer:

1. The high school-based dual enrollment course is taught by a high school faculty who meets one of the following criteria:
 - Master's degree in the subject/discipline teaching, or
 - Master's degree with 18 graduate hours in the subject/discipline teaching
2. A faculty member in the discipline of the course from the credit granting college/university is assigned to and actively engaged as a mentor for the high school instructor.
3. The faculty of the institution granting credit developed the course syllabus. College courses require a minimum of 15 class hours (one hour equals 50 minutes) of class time for each semester credit hour. Additional class hours for science laboratories will be specified.
4. The preferred validation of student learning in the high school-based dual enrollment course for the Regental system is through the use of the national AP or CLEP exam instruments. An alternative is a student evaluation and assessment where there is joint responsibility of the discipline faculty of the institution granting credit and the high school teacher. Under this arrangement high school students are expected to demonstrate the same mastery of the college course as is required of college students who take the course on campus.
5. High school students must meet the criteria listed below in order to enroll.
 - a. Students must be juniors or seniors who:
 - i. meet undergraduate admissions requirements (ACT or coursework); or
 - ii. if a high school senior, ranks in the upper one-half of their class or score at or above the 50th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; or
 - iii. if a high school junior, ranks in the upper one-third of their class or score at or above the 70th percentile on a nationally standardized, norm-referenced test, such as the ACT or SAT; and

- iv. students enrolling in math or English coursework will be expected to meet existing placement standards
 - b. Students must be admitted to the institution
6. All students in a dual enrollment course should be enrolled for college credit. However, since meeting this standard is a problem for smaller school districts, a minimum of 50% of the students in a high school-based dual enrollment course must be enrolled for college credit.
 7. The designated Wayne State College representative for the purposes of monitoring and oversight of this Memorandum of Agreement is:

Steven Elliott
 Vice President for Academic Affairs, Wayne State College
 (402) 375-7208; stellio1@wsc.edu

8. This Memorandum of Agreement shall expire July 31, 2022 unless terminated earlier by either party upon 90 days written notice to the other party. The Memorandum of Agreement can be extended by an amendment signed by both parties.
9. Both parties affirm that they will comply with the Family Educational Rights and Privacy Act (FERPA) for sharing student information.


This Agreement is in effect for College courses taught at the high schools approved by Wayne State College. It is expected that any issues concerning the implementation of this Agreement by either party will be communicated directly to the chief executive officer of the partner institution.

Approved this 15th day of September, 2018.

For the Board of Trustees of the Nebraska State Colleges doing business as Wayne State College:

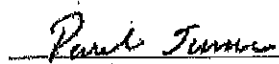

 Dr. Marysz P. James, President, Wayne State College

Oct. 15, 2018
 Date


 Stan Carpenter, Chancellor of the Nebraska State Colleges

10.23.18
 Date

For the South Dakota Board of Regents:


 Dr. Paul Turman
 System Vice President for Academic Affairs
 South Dakota Board of Regents

9/21/2018
 Date

Amendment #1

Agreement between the South Dakota Board of Regents (SDBOR) and the Board of Trustees of the Nebraska State Colleges DBA Wayne State College (WSC) to Facilitate Transfer of College Credits Awarded to High School Students Enrolled in High-School Based Dual Enrollment Courses and Dual Credit Program

The Agreement referenced above was approved on September 15, 2018 and was set to expire on July 31, 2022. Section 8 says the Agreement may be extended by an amendment signed by both parties.

The parties do hereby agree to extend the Agreement for a five-year term from August 1, 2022 through July 31, 2027.

All other provisions of the Agreement remain unchanged.

Signatures:

Board of Trustees of the Nebraska State Colleges dba Wayne State College:

Dr. Marysz P. Rames, President, Wayne State College

Date

Dr. Paul Turman, Chancellor of the Nebraska State Colleges

Date

South Dakota Board of Regents:

Dr. Brian L. Maher
Executive Director and CEO
South Dakota Board of Regents

Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – N

DATE: May 10, 2022

SUBJECT

BOR Policy 2:33 Revisions – Student Academic Misconduct (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:33](#) – Student Academic Misconduct

BACKGROUND / DISCUSSION

A review of BOR Policy 2:33 was requested by AAC members in November 2021. Reasons for the review and requested changes to the policy were that the policy was too restrictive and prevented initial conversations with students until a student conduct report was filed. The proposed changes to BOR Policy 2:33 provide more flexibility for faculty by allowing initial communication between faculty and students in the event of suspected academic misconduct, while continuing to provide due process for the student throughout the handling of any allegations.

IMPACT AND RECOMMENDATION

The proposed changes preserve the due process rights of the student while also providing flexibility for faculty classroom management and remain consistent with BOR Policy 3:4 (Student Code of Conduct).

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

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:33

DRAFT MOTION 20220510_5-N:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:33, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Student Academic Misconduct

NUMBER: 2:33

A. PURPOSE

To establish the expectations of student conduct in academic programs, the process for determining when academic misconduct has occurred, and the appeals process when a violation is found.

B. DEFINITIONS

1. ~~The phrase~~ “**Academic Misconduct**” means Cheating or Plagiarism.
2. ~~The term~~ “**Cheating**” includes, but is not limited to, the following:
 - 2.1. Using any unauthorized assistance in, or having unauthorized materials while, taking quizzes, tests, examinations or other assignments, including copying from another’s quiz, test, examination, or other assignment or allowing another to copy from one’s own quiz, test, examination, or other assignment;
 - 2.2. Using sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
 - 2.3. Acquiring, without permission, tests or other academic material belonging to the instructor or another member of the Institutional faculty or staff;
 - 2.4. Engaging in any behavior prohibited by the instructor in the course syllabus or in class discussion;
 - 2.5. Falsifying or misrepresenting data or results from a laboratory or experiment; or
 - 2.6. Engaging in other behavior that a reasonable person would consider to be cheating.
3. ~~The term~~ “**Plagiarism**” includes, but is not limited to, the following:
 - 3.1. Using, by paraphrase or direct quotation, the published or unpublished work of another person without full and clear acknowledgment;
 - 3.2. Using materials prepared by another person or agency engaged in the selling of term papers or other academic materials without prior authorization by the instructor; or
 - 3.3. Engaging in other behavior that a reasonable person would consider plagiarism.
4. ~~The term~~ “**Student**” includes all persons taking courses from the Institution, both full-time and part-time, enrolled in undergraduate, graduate, professional or special topic courses, whether credit-bearing or not.

5. Other capitalized terms in this policy are defined in Board Policy 3:4, Section 2.

C. POLICY

1. Authority

- 1.1. For purposes of this policy and Board Policy 3:4, the Institution that offered the course shall have default authority over the Student.

2. Academic Misconduct Process

2.1. Allegations

Allegations of Academic Misconduct may be informally resolved between a Student and Faculty Member, or formally resolved pursuant to BOR Policy 3:4. Allegations of Academic Misconduct must be reported by the Faculty Member to the Student Conduct Officer. At the Faculty Member's request, the Student Conduct Officer will inform the Faculty Member whether the Student has ever engaged in Academic Misconduct, which information may be used in determining any academic consequences should it be determined that the Student engaged in Academic Misconduct. The Faculty Member may request this information at any point throughout the informal resolution process.

2.2. Informal Resolution

- 2.2.1. The Faculty Member will meet with the Student to discuss the allegations ~~and~~. The Faculty Member will attempt informal resolution within 10 business days of the initial meeting between the Faculty Member and Student. The Faculty Member may request the assistance or presence of the Student Conduct Officer for this meeting, and may request information from the Student Conduct Officer, including whether a student has been found responsible for prior occurrences of Academic Misconduct, or to provide information at any point throughout the process.

2.2.2. Informal resolution is reached where:

- 2.2.2.1. The Student and the Faculty Member agree that there was no Academic Misconduct; or

- 2.2.2.2. The Student accepts responsibility for admits to the Academic Misconduct, agrees to ~~the academic consequences—consequence~~ penalty, and signs a ~~the [Academic Misconduct Acknowledgement—insert name insert name]~~ form documenting the Student's agreement. Prior to finalizing an informal resolution based on the Student's acceptance of responsibility and any proposed academic consequences, the faculty member will notify Student Conduct of the pending informal resolution. At the faculty member's request, the Student Conduct officer will inform the Faculty Member of the student's engagement in prior instances of academic misconduct, which information may be used in determining any academic

consequences. By signing the form, the Student waives the right to appeal both the fact that the Student engaged in the Academic Misconduct and the academic consequences imposed by the Faculty Member—consequence penalty. The Faculty Member must notify Student Conduct of a finalized informal resolution based on the Student's acceptance of responsibility for Academic Misconduct.

2.2.3. If informal resolution is reached:

2.2.3.1. and the student and Faculty Member agree that there was no Academic Misconduct, no further action is taken.

2.2.3.2. and the Student ~~admitted—accepts responsibility for~~ Academic Misconduct, the Faculty Member must provide the signed ~~[Academic Misconduct Acknowledgement—insert name—insert name] form—form~~ used to document the Student's agreement to the Student Conduct Officer for appropriate conduct sanctions.

2.2.4. If informal resolution is not reached within 10 business days of the initial meeting between the Faculty Member and Student to discuss the allegations, the Faculty Member must report the alleged Academic Misconduct to the Student Conduct Officer to inform them that the alleged Academic Misconduct was not informally resolved through this policy and will need to be addressed through Board Policy 3:4. If there is no informal resolution, the student has appeal rights under Board Policy 2.9.

2.3. Formal Resolution

2.3.1. Once the Student ~~C~~conduct process through Board Policy 3:4 is concluded, the Faculty Member will receive a copy of the informal resolution documentation (if an informal resolution is agreed to under BOR Policy 3:4) or the written findings that include the facts found to have occurred.

2.3.2. If the informal resolution documentation (if an informal resolution is agreed to under BOR Policy 3:4) or the written findings include a determination that a violation of the Student Code for Academic Misconduct occurred, the Faculty Member may impose academic consequences for the Academic Misconduct. Information regarding whether the Student had ever engaged in prior Academic Misconduct may be used in determining the academic consequences imposed by the Faculty Member

2.4. Appeals

2.4.1. Informal Resolution Reached Through Board Policy 2:33

A Student may not appeal either the fact that the student engaged in the Academic Misconduct or the academic consequence imposed by the Faculty Member because the Student waives such appeal rights in agreeing to the informal resolution under this policy.

2.4.2. Informal Resolution Not Reached Through Board Policy 2:33

A Student may appeal the academic consequence imposed by the Faculty Member pursuant to Board Policy 2:9.

FORMS / APPENDICES:

None

SOURCE:

BOR, May 2016.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – O

DATE: May 10, 2022

SUBJECT

Maintenance & Repair (M&R) Projects (Greater than \$250,000)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over \$250,000 to an approved project must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

South Dakota State University requests approval of the following projects:
Animal Resource Wing 2175 – COBRE Grant Building Renovations/Alteration: SDSU requests the use of \$300,000 in COBRE Grant funds and \$160,000 in local funds for the full design and construction of building renovations and alterations to the Animal Resource Wing 2175. These renovations and alterations include the full design and construction of the replacement of the facility cage washer and HVAC improvements, including replacing reheat coils, adding a steam humidifier, and replacing the building automation system controls for the HVAC system. These projects were all submitted as part of the COBRE Grant, awarded in March 2022 to SDSU. The project will be completed using SDSU's standing mechanical and temperature control contractors. SDSU requests delegation of this project to the university.

CMP – 8th Street and Medary Avenue Gateway Signage: SDSU requests the use of \$330,000 of tuition funds for the full design and construction of a twenty-foot-long, five-foot-tall stone-faced gateway sign placed on the main campus of SDSU at the intersection of 8th Street and Medary Avenue. The design will replicate existing gateway signs that have been constructed around campus. Parking lot modifications and minor electrical work will be necessary to complete the project.

(Continued)

DRAFT MOTION 20220510_5-O:

I move to approve the requested maintenance and repair projects as described in this item.

Site features will include small trees, ornamental plantings, landscape beds, concrete flatwork, and seating stones. The project will use standing contracts and the competitive procurement process to complete the work. Masonry work and illuminated sign letters will be publicly bid. The university requests delegation of construction management services to SDSU Facilities and Services.

Hansen Hall – Sodexo Transition: SDSU requests the use of private funds (funds provided by Sodexo) for the interior finish, casework, signage, and equipment upgrades in Hansen Hall. The work will include general carpentry, minor electrical, and HVAC modifications and the total project cost is estimated to be \$268,000. The work will be completed through the Sodexo food vendor contract, which was secured through a public solicitation process in November of 2022 by the Board of Regents. Article III, Section 3.3.B outlines the facility improvement requirements. SDSU requests delegation of the project for plan review and project management services. There will be no review of payments by Facilities and Services.

Student Union – Sodexo Transition: SDSU requests the use of private funds (funds provided by Sodexo) for the interior finish, casework, signage, and equipment upgrades in the Student Union. The work will include general carpentry, minor electrical and plumbing, and HVAC modifications. The total project cost is estimated to be \$2,100,000. The work will be completed through the Sodexo food vendor contract, which was secured through a public solicitation process in November of 2022 by the Board of Regents. Article III, Section 3.3.B outlines the facility improvement requirements. SDSU requests delegation of the project for plan review and project management services. There will be no review of payments by Facilities and Services.

IMPACT AND RECOMMENDATIONS

Staff recommends approval of these projects.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – P

DATE: May 10, 2022

SUBJECT

FY23 General Fund M&R Allocation and Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND/DISCUSSION

Table 1 identifies the distribution of the FY23 General Fund M&R funding for the universities. The University Centers are not in this allocation because the centers do not receive general fund support. The General Fund M&R allocation formula is based on 50% of the replacement values and 50% of the gross square footage for academic buildings. Board Policy 6:6 allows that up to 5% of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project.

Table 1					
FY23 General Fund M&R Allocation					
Academic Buildings					
	Square Feet	Allocation	Replacement Value	Allocation	Total Allocation
BHSU	530,880	\$ 679,387	\$ 157,858,136	\$ 688,895	\$ 1,368,282
DSU	367,451	\$ 470,241	\$ 102,949,532	\$ 449,273	\$ 919,514
NSU	664,805	\$ 850,776	\$ 188,490,452	\$ 822,574	\$ 1,673,350
SDSMT	596,948	\$ 763,936	\$ 197,615,141	\$ 862,395	\$ 1,626,331
SDSU	2,345,528	\$ 3,001,659	\$ 679,711,662	\$ 2,966,269	\$ 5,967,928
USD	1,888,635	\$ 2,416,956	\$ 558,687,068	\$ 2,438,116	\$ 4,855,072
SSOM	91,895	\$ 117,601	\$ 16,735,564	\$ 73,034	\$ 190,635
	6,486,142	\$8,300,556	\$1,902,047,555	\$8,300,556	\$16,601,112

(Continued)

DRAFT MOTION 20220510_5-P:

I move to approve the General Fund M&R requested projects for FY23 as listed in Attachment I.

Attachment I provides the FY23 General Fund maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Campus Infrastructure according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects.

Changes to the approved project list for projects estimated to cost \$50,000 to \$250,000 must be submitted for the Executive Director's approval, and projects more than \$250,000 must be submitted for Board approval. Projects under \$50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

IMPACT AND RECOMMENDATIONS

The FY23 available funding is \$16,601,112 – an increase of \$1,740,031 from FY22.

Approval of the FY23 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY23 General Fund Maintenance and Repair Projects

FY23 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Black Hills State University					
6G2301		Planning & Design			\$68,414
6G23XX	Practice Field	Irrigation Upgrade	Campus Infrastructure	Renovation	\$50,000
6G23XX	Campus	Tunnel Repair	Campus Infrastructure	Repair	\$50,000
6G23XX	Campus	GIS Utility Mapping	Campus Infrastructure	Maintenance	\$200,000
6G23XX	Young Center	Tuckpoint & Waterproof	Building Integrity	Maintenance	\$100,000
6G23XX	Life Science Lab	Painting	Programmatic Suitability	Renovation	\$30,000
6G23XX	Life Science Lab	Fume Hood Upgrade PH II	Campus Infrastructure	Renovation	\$150,000
6G23XX	Campus	Classroom Technology Upgrade PH II	Programmatic Suitability	Renovation	\$50,000
6G23XX	Campus	Upgrade Building Automation System	Energy and Utility Savings	Alteration	\$100,000
6G23XX	Young Center	Door Replacements	Building Integrity	Repair	\$150,000
6G23XX	Young Center	Interior Painting	Building Integrity	Maintenance	\$100,000
6G23XX	Jonas Science and Academic	Caulk	Building Integrity	Repair	\$50,000
6G23XX	Young Center Pool	Mechanical Upgrade	Energy and Utility Savings	Renovation	\$19,868
6G23XX	Jonas Academic	Freight Elevator	Building Integrity	Maintenance	\$150,000
6G23XX	Stadium Track	Repaint and repair	Campus Infrastructure	Repair	\$100,000
FY23 General Fund M&R Projects Total					\$1,368,282
Dakota State University					
8G2301		Planning & Design			\$45,976
8G23XX	Campus Wide	Data Center Upgrades	Programmatic Suitability	Renovation	\$500,000
8G23XX	East Hall	Window Replacement	Public Health, Safety, and Compliance	Maintenance	\$123,538
8G23XX	Kennedy Center	Renovation	Programmatic Suitability	Maintenance	\$100,000
8G23XX	Campus wide	Utility Upgrades	Campus Infrastructure	Alteration	\$75,000
8G23XX	Dakota Prairie Playhouse	Renovation	Programmatic Suitability	Renovation	\$75,000
FY23 General Fund M&R Projects Total					\$919,514
Northern State University					
5G2301		Planning & Design			\$83,668
5G23XX	McWaldt Jensen/Tech Center	Replace Chillers	Building Integrity	Repair	\$700,000
5G23XX	Beulah Williams Library	Sprinkler System Upgrades	Building Integrity	Renovation	\$30,000
5G23XX	Barnett Center	Sprinkler System Upgrades	Building Integrity	Renovation	\$49,000
5G23XX	Technology Center	Install Clean Agent Fire System	Building Integrity	Renovation	\$40,000
5G23XX	Spafford Hall	Replace Roof Corners	Building Integrity	Repair	\$100,000
5G23XX	Graham Hall	Replace Roof	Building Integrity	Repair	\$290,000
5G23XX	Graham Hall	Replace Windows	Building Integrity	Repair	\$380,682
FY23 General Fund M&R Projects Total					\$1,673,350
South Dakota School of Mines & Technology					
4G2301		Planning & Design			\$81,317
4G23XX	O'Harra Building	Stair Replacement	Building Integrity	Renovation	\$320,000
4G23XX	King Center	Utility/HVAC/Partial Roof	Campus Infrastructure	Maintenance	\$500,000
4G23XX	CBEC	CBEC Renovations (Lab & Lecture Hall)	Building Integrity	Renovation	\$200,000
4G23XX	O'Harra Building	O'Harra Renovations	Building Integrity	Renovation	\$210,014
4G23XX	EEP	Main Electrical	Building Integrity	Maintenance	\$100,000
4G23XX	Grounds	Concrete Repairs	Campus Infrastructure	Repair	\$40,000
4G23XX	Facilities	Shop Overhead Doors	Building Integrity	Maintenance	\$40,000
4G23XX	Deveaux Library	Industrial Engineering Renovation	Programmatic Suitability	Renovation	\$35,000
FY23 General Fund M&R Projects Total					\$1,626,331

FY23 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
South Dakota State University					
3G2301		Planning & Design			\$298,396
3G23XX	Alfred Dairy Science	Ventilation System Replacement	Building Integrity	Maintenance	\$40,000
3G23XX	Berg Hall	Renovate First and Second Floors	Building Integrity	Renovation	\$120,000
3G23XX	Stanley J. Marshal Center	Renovations & Addition	Building Integrity	Renovation	\$960,000
3G23XX	Briggs Library	Replace Cooling Tower & Boilers; Connect To Central Steam & Chilled Water	Energy and Utility Savings	Repair	\$1,200,000
3G23XX	Campus	Campus Site Repairs & Improvements	Public Health, Safety, and Compliance	Maintenance	\$10,000
3G23XX	Campus	Water Heater Repairs (SAS, SBL, SHF)	Building Integrity	Repair	\$20,000
3G23XX	Campus	Signage Replacement Project For 2 Campus Buildings	Public Health, Safety, and Compliance	Renovation	\$30,000
3G23XX	Campus	Accessibility Improvements	Public Health, Safety, and Compliance	Maintenance	\$31,532
3G23XX	Campus	Exterior Painting & Repairs (SPC, SAD, SCAM)	Building Integrity	Maintenance	\$35,000
3G23XX	Campus	Utility Meter Replacements	Campus Infrastructure	Repair	\$40,000
3G23XX	Central Chiller Plant	Equipment Upgrades & Repairs	Campus Infrastructure	Repair	\$50,000
3G23XX	Campus	Interior Painting (SWG, SAD, SCEH)	Building Integrity	Maintenance	\$60,000
3G23XX	Campus	Hvac Control Upgrades	Campus Infrastructure	Repair	\$60,000
3G23XX	Campus	Concrete Walk And Pavement Repairs	Public Health, Safety, and Compliance	Repair	\$130,000
3G23XX	Central Heating Plant	Equipment Upgrades & Repairs	Campus Infrastructure	Repair	\$200,000
3G23XX	Plant Science Building	Roof Replacement	Building Integrity	Repair	\$168,000
3G23XX	Morrill Hall	Sanitary Sewer Repairs	Building Integrity	Repair	\$300,000
3G23XX	Pugsley Center	Roof Replacement	Building Integrity	Maintenance	\$500,000
3G23XX	Horticulture-Forestry	Restrooms - ADA Modifications	Public Health, Safety, and Compliance	Repair	\$35,000
3G23XX	Stanley J. Marshal Center	Swimming Pool Water Circulation Upgrades	Building Integrity	Repair	\$160,000
3G23XX	Briggs Library	Equipment Upgrades (Compact Shelving)	Programmatic Suitability	Renovation	\$300,000
3G23XX	Wecota Hall	Air Handling Unit Replacement (Basement)	Energy and Utility Savings	Maintenance	\$370,000
3G23XX	Morrill Hall	Roof Replacement - Partial	Building Integrity	Repair	\$400,000
3G23XX	Campus	Steam Utility Repairs - Condensate Line Replacement	Campus Infrastructure	Maintenance	\$450,000
FY23 General Fund M&R Projects Total					\$5,967,928
University of South Dakota					
2G2301		Planning & Design			\$194,203
2G23XX	Dakota Hall	Counseling Center Renovation	Programmatic Suitability	Renovation	\$750,000
2G23XX	Fine Arts	Gallery Lighting Upgrades	Energy and Utility Savings	Maintenance	\$120,000
2G23XX	Old Main	Foundation repairs	Building Integrity	Maintenance	\$60,000
2G23XX	School of Law	Interior Renovations	Building Integrity	Renovation	\$150,000
2G23XX	South Dakota Union	Building Renovation	Building Integrity	Renovation	\$2,752,842
2G23XX	Dakota Dome	East side replace doors	Building Integrity	Renovation	\$270,000
2G23XX	ID Weeks	Cooling Coil replacement for AHU #2	Building Integrity	Renovation	\$90,000
2G23XX	ID Weeks	Heating loop upgrades	Building Integrity	Renovation	\$100,000
2G23XX	Law School	Heating loop upgrades	Building Integrity	Renovation	\$75,000
2G23XX	Davidson	Burner Control Upgrades & Upgrade BAS	Public Health, Safety, and Compliance	Maintenance	\$148,027
2G23XX	Pardee	Chemical storage rooms	Public Health, Safety, and Compliance	Maintenance	\$65,000
2G23XX	Lee Med	Repair HVAC for L55	Building Integrity	Renovation	\$35,000
2G23XX	Tunnels	Tunnel #3 floor repairs	Building Integrity	Maintenance	\$45,000
FY23 General Fund M&R Projects Total					\$4,855,072

FY23 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Sandford School of Medicine					
2G2351		Planning & Design			\$9,532
2G235X	SSOM	Restroom Renovations	Building Integrity	Renovation	\$145,857
2G235X	SSOM	Chiller Upgrades	Energy and Utility Savings	Maintenance	\$35,246
FY23 General Fund M&R Projects Total					\$190,635
Grand Total FY23 General Fund M&R Projects					\$16,601,112

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Category

- A. Public Health, Safety, and Compliance
- B. Building Integrity
- C. Programmatic Suitability
- D. Energy and Utility Savings
- E. Campus Infrastructure

⁽²⁾ M&R Class

- A. Maintenance
- B. Repair
- C. Renovation
- D. Alteration

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – Q

DATE: May 10, 2022

SUBJECT

FY23 Fee M&R Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-53-6](#) – Tuition Rates and Fees

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

In March 1993, the Board approved a per-credit-hour maintenance and repair fee on all on-campus courses. In 2007, the fee was increased to fund bonded critical deferred maintenance projects. The per-credit-hour fee, now part of the on-campus tuition rate, is currently at \$3.36 per credit hour. The M&R fee is used to pay bonded indebtedness and to fund new maintenance and repair projects. The fee is retained by each campus. Available funds are based on the estimated credit hour totals times the \$3.36 per credit hour approved fee. The FY23 projected revenues are as follows:

FY23 Fee M&R Allocation		
	FY23 Projected Credit Hours	\$3.36 M&R Fee Projected Revenue
BHSU	30,397	\$ 102,134.00
DSU	27,519	\$ 92,464.00
NSU	25,112	\$ 84,377.00
SDSMT	53,060	\$ 178,281.00
SDSU	203,507	\$ 683,784.00
USD	148,723	\$ 499,709.00
	488,318	\$ 1,640,749.00

IMPACT AND RECOMMENDATIONS

The FY23 available funding is projected to be \$1,640,749, a \$222,428 increase from FY22.

Approval of the FY23 Maintenance & Repair Fee projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY23 Maintenance & Repair Fee projects.

DRAFT MOTION 20220510_5-Q:

I move to approve the FY23 Maintenance and Repair Fee projects as presented in Attachment I.

FY23 Fee Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Black Hills State University					
6R2301		Series 2007 Critical M&R Bond Payment			\$47,598
6R23XX	E. Y. Berry Library	Library renovation	Building Integrity	Renovation	\$54,536
FY23 Fee M&R Projects Total					\$102,134
Dakota State University					
8R2301		Series 2007 Critical M&R Bond Payment			\$27,912
8R23XX		Planning & Design			\$4,552
8R23XX	Campus Wide	Door Security upgrades	Public Health, Safety, and Compliance	Alteration	\$35,000
8R23XX	Beadle Hall	Fire Escape paint	Building Integrity	A. Maintenance	\$25,000
FY23 Fee M&R Projects Total					\$92,464
Northern State University					
5R23XX	Campus Wide	Landscape / Concrete repair	Campus Infrastructure	Maintenance	\$50,000
5R23XX	Campus Wide	Office & Classroom updates/paint	Building Integrity	Maintenance	\$34,377
FY23 Fee M&R Projects Total					\$84,377
South Dakota School of Mines & Technology					
4R2301		Series 2007 Critical M&R Bond Payment			\$29,381
4R23XX		Planning & Design			\$8,914
4R23XX	Various	Security Access Upgrades	Programmatic Suitability	Alteration	\$91,086
4R23XX	O'Harra Building	O'Harra Renovations	Building Integrity	Renovation	\$20,000
4R23XX	Grounds	External Lighting Upgrades	Programmatic Suitability	Alteration	\$18,900
4R23XX	Paleontology	Lab Renovation	Programmatic Suitability	Renovation	\$10,000
FY23 Fee M&R Projects Total					\$178,281
South Dakota State University					
3R2301		Series 2007 Critical M&R Bond Payment			\$357,130
3R23XX		Planning & Design		Renovation	\$30,000
3R23XX	Various	Emergency Roof Repairs (SAV, SAD, SPC)	Building Integrity	Repair	\$75,000
3R23XX	Various	Classroom Upgrades (SWG, SPC, SCEH)	Programmatic Suitability	Renovation	\$128,907
3R23XX		Restroom Upgrades Second Floor (SWG)	Public Health, Safety, and Compliance	Renovation	\$92,747
FY23 Fee M&R Projects Total					\$683,784
University of South Dakota					
2R2301		Series 2007 Critical M&R Bond Payment			\$168,943
2R23XX	Campus	Mechanical Repairs and Upgrades	Energy and Utility Savings	Maintenance	\$165,095
2R23XX	Campus	Electrical Repairs and Upgrades	Energy and Utility Savings	Maintenance	\$60,000
2R23XX	Campus	Irrigation Line Maintenance and Landscape Upgrades	Energy and Utility Savings	Renovation	\$50,000
2R23XX	Dakota Dome	Pool Maintenance	Public Health, Safety, and Compliance	Maintenance	\$55,671
FY23 Fee M&R Projects Total					\$499,709
Grand Total FY23 Fee M&R Projects					\$1,640,749

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Category

- A. Public Health, Safety, and Compliance
 B. Building Integrity
 C. Programmatic Suitability
 D. Energy and Utility Savings
 E. Campus Infrastructure

⁽²⁾ M&R Class

- A. Maintenance
 B. Repair
 C. Renovation
 D. Alteration

SOUTH DAKOTA BOARD OF REGENTS

Informational Items **Consent**

AGENDA ITEM: 5 – R

DATE: May 10, 2022

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:5](#) – Executive Director

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

[BOR Policy 5:4](#) – Purchasing

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects ((\$50,000 - \$250,000))

South Dakota State University

Agricultural Experiment Station – Cold Room Relocation: SDSU requests the approval to use \$110,010 to purchase and install a US Cooler-manufactured, split two-room cooler that is thirty-one feet long, twenty-four feet deep, and eight feet high. The quote included the cost to provide and install a two-room cooler with separate doors in Room 106 of the HOF Building. The quote also included the walk-in box, refrigeration equipment, valves, and electronic temperature/defrost controls, refrigerant, ACR piping, installation, and start up. Condensing units will need to be placed on the roof of the building. SDSU requests delegation of this project.

Avera North – Generator: SDSU requests approval to use \$250,000 in local funds to select and design the installation of a new generator and distribution for the Avera Health Science wing. The goal of the generator would be to serve as a backup primarily for the ultracolds on the third floor. A 128KVA/100KW generator unit is included in the base cost. There is room between the building and transformers for a unit with a skintight outdoor enclosure and a skid mounted diesel fuel tank. An Automatic Transfer Switch (ATS) will be located in the basement main electrical room. System is planned for 205/120 Volt distribution. SDSU is requesting delegation of this project.

CMP – Baseball Bleacher Concrete: SDSU requests approval to use \$54,265 of private donations for the full design and construction of concrete surfacing behind and around the sides of the existing baseball field bleacher system to improve drainage and walkability. The project is located on the east side of the main campus of SDSU just east of the DJD Stadium. Work will be completed with the use of standing contractors. SDSU requests delegation of this project.

CMP – MEP Indefinite Delivery/Indefinite Quantity (IDIQ) Contract: SDSU requests approval to use various funds in the amount of \$150,000 for general work using the IDIQ contract. This is not for a specific project; projects that utilize this contract will have their own OSE and SDSU project number. Per the OSE structure for IDIQ contracts, this is a one-year contract, renewable for up to 3 years. This will be the first renewal of this contract.

Cottonwood House – Basement Build Out: SDSU requests approval to use \$73,000 of local funds for the full design and construction of building out an unfinished basement in the researcher temporary housing at the Cottonwood Research Field Station located approximately 2 miles east of Cottonwood, SD. The scope of the project would include minor electrical modifications, carpentry, and finish work. Carpentry and finish work would be provided by SDSU Facilities & Services and electrical work would be contracted with local electricians. SDSU requests the project be delegated.

ARPA Funded Projects

(Approved at BOR0821, 8-A. Legislative Approval 22.S.B.50)

Dakota State University

DSU requests approval to use \$631,248 in ARPA funds to install sanitary sewer in previously undeveloped areas of DSU's athletic facility, correct and mitigate storm water from the athletic facility to Memorial Creek or Lake Madison. This project includes utility installation for future expansion of the DSU athletic complex. Work includes the installment of storm sewer pipe as well as storm structures along with the construction of a regional detention facility to mitigate storm water runoffs to meet current city detention requirements and limit impact to downstream properties.

South Dakota School of Mines and Technology

SDSMT requests approval to use \$3,950,000 in ARPA funds to improve or replace the stormwater, water line, and sewer line.

Capital Asset Purchases

(\$250,000-\$500,000)

South Dakota State University

Used Cessna 172S: SDSU requests to use \$355,275 in Flight Training Fees to purchase a 2007 (or newer) used Cessna 172S with 1,000 hours (or less) total airframe. This purchase will support the growing Aviation program at SDSU.

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – S

DATE: May 10, 2022

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:5](#) – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On April 7, 2022, the building committee for the DSU Applied Research Lab, represented by Regent Venhuizen, chose to enter into negotiations with Journey Construction to serve as the Construction Manager at Risk.

On April 6, 2022, the building committee for the DSU Applied Research Lab, represented by Regent Venhuizen, chose to enter into negotiations with the team of Architecture Incorporated and HKS to serve as the project's Architecture Engineer firm.

On March 28, 2022, the building committee for the DSU Athletic Event Center, represented by Regent Rave, approved the project's Facility Design Plan at a total cost \$33,000,000.

On March 25, 2022, the building committee for the USD Wellness Center Addition, represented by Regent Roberts, approved the project's Facility Design Plan at a total cost of \$27,760,412.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – T

DATE: May 10, 2022

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. According to a NACUBO 2021 survey, the average outstanding accounts receivable as a percentage of the total dollar amount invoiced at the end of the fiscal year for FY20 was 4.4% for all institutions, 3.7% for public 4-year institutions.

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 exceptionally good collection rates with receivables below the national average for all the fiscal years reported. The table on page two identifies the total amounts uncollected for FY2017 through FY2021 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 Colleague.

(Continued)

INFORMATIONAL ITEM

Student Accounts Receivable Report

May 10, 2022

Page 2 of 5

Campus	Fiscal Year	Student Receivables per Fiscal Year	Total Student Revenue per Fiscal Year	% of Receivable to Total Revenue
BHSU	FY17	\$295,726	\$30,725,399	0.96%
	FY18	\$333,007	\$31,311,990	1.06%
	FY19	\$384,012	\$29,373,973	1.31%
	FY20	\$554,742	\$28,104,575	1.97%
	FY21	\$745,852	\$27,243,146	2.74%
DSU	FY17	\$300,155	\$24,720,535	1.21%
	FY18	\$312,821	\$26,432,837	1.18%
	FY19	\$346,819	\$27,874,927	1.24%
	FY20	\$215,138	\$28,107,913	0.77%
	FY21	\$397,792	\$28,430,434	1.40%
NSU	FY17	\$112,424	\$19,565,777	0.57%
	FY18	\$140,211	\$20,647,948	0.68%
	FY19	\$268,444	\$20,359,627	1.32%
	FY20	\$150,883	\$18,766,788	0.80%
	FY21	\$170,658	\$18,735,299	0.91%
SDSMT	FY17	\$203,608	\$38,389,289	0.53%
	FY18	\$165,435	\$38,113,837	0.43%
	FY19	\$189,930	\$37,233,583	0.51%
	FY20	\$254,916	\$34,805,198	0.73%
	FY21	\$246,237	\$32,021,241	0.77%
SDSU	FY17	\$1,355,700	\$142,110,670	0.95%
	FY18	\$1,366,137	\$144,015,502	0.95%
	FY19	\$2,099,428	\$143,745,194	1.46%
	FY20	\$1,904,100	\$134,433,056	1.42%
	FY21	\$1,597,702	\$135,915,743	1.18%
USD	FY17	\$795,606	\$103,446,867	0.77%
	FY18	\$867,353	\$105,482,833	0.82%
	FY19	\$1,190,786	\$109,447,018	1.09%
	FY20	\$1,085,208	\$104,483,105	1.04%
	FY21	\$1,321,915	\$103,346,969	1.28%
System	FY17	\$3,063,219	\$358,958,537	0.85%
	FY18	\$3,184,964	\$366,004,947	0.87%
	FY19	\$4,479,419	\$368,034,322	1.22%
	FY20	\$4,164,987	\$348,700,635	1.19%
	FY21	\$4,480,156	\$345,692,832	1.30%

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

May 10, 2022

Page 3 of 5

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 following table demonstrates the collection progress being made on receivables by year. For example, the balance of student receivables for the system as of 06/30/2015 was \$2,147,684. That receivable balance has gradually decreased every year to the point where it is \$673,552 as of 06/30/2021.

System Total							
Student Accounts Receivable Balances as of							
	6/30/2021	6/30/2020	6/30/2019	6/30/2018	6/30/2017	6/30/2016	6/30/2015
FY21	\$ 4,480,155						
FY20	\$ 1,799,388	\$ 4,164,987	\$ -	\$ -	\$ -	\$ -	\$ -
FY19	\$ 1,381,540	\$ 1,751,297	\$ 4,479,419	\$ -	\$ -	\$ -	\$ -
FY18	\$ 1,102,799	\$ 1,320,608	\$ 1,714,398	\$ 3,184,964	\$ -	\$ -	\$ -
FY17	\$ 1,030,298	\$ 1,160,651	\$ 1,391,085	\$ 1,792,924	\$ 3,063,219	\$ -	\$ -
FY16	\$ 919,320	\$ 1,004,392	\$ 1,130,317	\$ 1,359,163	\$ 1,696,685	\$ 2,931,867	\$ -
FY15	\$ 673,552	\$ 746,585	\$ 837,262	\$ 965,688	\$ 1,189,481	\$ 1,368,833	\$ 2,147,684

The timeframe in which institutions submit requests to the Board of Finance varies. The institutions usually submit write-offs annually.

Using Banner data, the table below compares the June 30, 2020, year-end AR balance to the June 30, 2021, balance and shows the percentage change in receivables. It also reports the student receivable write-off amounts approved by the Board of Finance.

TOTAL STUDENT ACCOUNT RECEIVABLES						
AS OF JUNE 30TH						
	BHSU	DSU	NSU	SDSMT	SDSU	USD
6/30/2020	\$2,099,850	\$1,820,884	\$965,293	\$953,376	\$7,446,391	\$4,755,010
6/30/2021	\$2,519,384	\$2,021,326	\$1,158,108	\$1,016,674	\$6,773,473	\$5,230,457
Inc/(Dec) in Receivables	\$419,534	\$200,442	\$192,815	\$63,298	(\$672,918)	\$475,447
Percentage Change in Receivables	19.98%	11.01%	19.97%	6.64%	-9.04%	10.00%
Write-Offs	\$944,310	\$383,610	\$539,293	\$256,182	\$967,437	\$1,459,476

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 more than three years. The table below summarizes the activity to-date with ORC.

Obligation Recovery Center Activity with the Regental Institutions					
As of June 30, 2021					
		Debts Referred	Debts Paid in Full	Net Payments	Payment Agreements Established
BHSU	Number*	918	350	524	35
	Amount	\$ 166,014.00	\$ 548,603.00	\$ 674,051.00	\$ 105,102.00
DSU	Number*	857	318	437	22
	Amount	\$ 1,425,972.00	\$ 419,482.00	\$ 518,559.00	\$ 72,622.00
NSU	Number*	623	251	356	12
	Amount	\$ 904,863.00	\$ 328,815.00	\$ 409,065.00	\$ 51,281.00
SDSMT	Number*	273	144	190	6
	Amount	\$ 590,384.00	\$ 216,296.00	\$ 263,139.00	\$ 25,789.00
SDSU	Number*	1,573	487	795	49
	Amount	\$ 4,360,512.00	\$ 1,061,057.00	\$ 1,400,492.00	\$ 228,288.00
USD	Number*	1,953	808	1,194	76
	Amount	\$ 4,319,864.00	\$ 1,427,740.00	\$ 1,802,370.00	\$ 299,657.00
Total	Number*	6,197	2,358	3,496	200
	Amount	\$ 11,767,609.00	\$ 4,001,993.00	\$ 5,067,676.00	\$782,739.00

*Number of cases, individuals may be duplicated.

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 a history of exceptionally good collection rates. The overall

Student Accounts Receivable Report

May 10, 2022

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outstanding system receivables for the five-year period of FY17-FY21 is 1.30%, well below the national average of 3.7% of student revenues at public 4-year institutions.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A

DATE: May 10, 2022

SUBJECT

Math Placement Guidelines

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:3](#) – System Undergraduate Admissions

BACKGROUND / DISCUSSION

Historically, initial math placement of incoming undergraduate students was driven by standardized test scores (most prominently, ACT math subscore). In 2013, SDSU proposed a new approach: Math Index, which integrates two data elements (HS GPA + standardized math test score) into a single measure of math readiness. Following development of a meaningful formula for calculation, SDSU launched its usage through an approved pilot project. In 2016, Math Index was embraced across the system as the key influential factor for initial placement. That format has been perpetuated through the current academic year.

The COVID-19 Pandemic prompted SDSU to research efficacy of using HS GPA (High School Grade Point Average) in isolation as an indicator of collegiate math readiness. Based on extensive investigation and evaluation, Dr. Donna Flint (SDSU) crafted a new math placement matrix in which HS GPA is preferentially utilized. That foundational premise along with the proposed math placement matrix was vetted by the Math Discipline Council (a membership comprised of twelve experienced mathematics professors); ultimately, a vote of the six universities resulted in approval.

A chosen representative of the Math Discipline Council – Dr. Kurt Cogswell of SDSU – presented this proposal to the Academic Affairs Council (AAC). Following discussion and deliberation, AAC approved this new approach to initial math placement.

IMPACT AND RECOMMENDATION

Given the pertinent relationship of math placement to undergraduate admissions (BOR Policy 2:3), this guideline merits approval from the Board of Regents. Consistent with the AAC membership's resolve, BOR senior staff members are supportive of the Math Discipline Council's recommendation.

ATTACHMENTS

Attachment I – AAC Math Placement Guideline 7.6.1

Attachment II – Appendix A – Math Placement Matrix

DRAFT MOTION 20220510_6-A:

I move to approve the Math Placement Guidelines, as presented.

AAC Guideline: 7.6-1 Mathematics Placement Guidelines**BOR Policy 2:3 System Undergraduate Admissions****1. Introduction:**

1.1. **Overview:** The South Dakota Board of Regents espouses a standardized process specific to initial placement of students in math courses. Consistently employed across the regental system, this targeted placement methodology is aligned with proven measures of math readiness.

1.2. **Rationale:** Students are placed in accordance with acknowledged skills and abilities. Such placement promises a match between student preparation/dispositions and course rigor; it positions students for collegiate success in mathematics, which retains vital importance. Moreover, precision in placement assures a fitting level of academic challenge for those who demonstrate higher levels of skill in mathematics.

1.3. **Scope:** All incoming, degree seeking students at the undergraduate level (associate and baccalaureate-degreed programs) are initially placed in math courses as established by approved guidelines.

Distinctions:

1.3.1. Newly degree-seeking students who have already completed mathematics course work at any regental institution bypass placement requirements; such students use completed course work to satisfy prerequisite requirements for future mathematics courses.

1.3.2. A subset of students successfully complete math course work outside of the South Dakota regental system; if an external course is approved as a transfer equivalency for a regental course which also satisfies the general education requirement for math, then the student is exempt from math placement; all other transfer students are placed in accordance with defined procedures.

1.3.3. For non-degree seeking students, placement is relevant only if students pursue registration in math course work. In such cases, placement procedures do apply.

1.4. **Special Circumstances:** Students who require remediation are afforded commensurate levels of supplemental, tailored support; this instructional benefit bolsters solid acquisition of mathematical skills and successful progression through general education requirements.

2. Initial Placement: Refer to matrix featured in Appendix A.**2.1. Courses below MATH 123 (Calculus I):**

2.1.1. High School GPA (HS GPA): As of fall 2022, HS GPA is used in isolation as a single measure of academic preparation. Its usage - which is preferential - promotes a student-friendly, streamlined method of initial placement.

Notes: HS GPA must be recent (no more than five years old). In context of incoming students who were home schooled, HS GPA is not employed for purposes of placement.

- 2.1.2. Math Index (MI): This measure of readiness integrates two data elements: HS GPA and ACT Math Subscore. Developed for use by the regental system in 2013, it is calculated as follows: $\{(HS\ GPA \times 250) + (ACT\ Math\ Subscore \times 17)\}$. The MI provides an alternative to HS GPA in isolation.

Notes: SAT Math Subscores are converted to ACT subscores (see concordance table presented in Appendix B). Consistent with HS GPA, standardized test scores must be recent (no more than five years old). ACT/SAT subscores are exclusively used to calculate MI; alternately stated, such standardized test scores are not utilized in isolation to place students.

- 2.1.3. Smarter Balanced Math Subscore (SB): In the spring of 2015, South Dakota High Schools collectively launched administration of this standardized test; SB test scores may be used to elevate math placement.
- 2.1.4. College Board Accuplacer Next Generation Math Test: In the event that a student's situation defies meaningful placement (due to absence of a viable HS GPA and/or SB test score), this Accuplacer mathematics test is used to determine placement.

2.2. MATH 123 (Calculus I):

- 2.2.1. College Board Accuplacer SD Calculus Test: Students must demonstrate readiness for calculus through not only HS GPA, but also Accuplacer test scores.
- 2.2.2. If interested, students whose placement points to the bracket of courses which includes MATH 115 (Pre-Calculus) may sit for the custom-designed South Dakota Calculus test; earning a cut score as indicated on the math placement matrix (Appendix A) enables registration in Calculus I.
- 2.2.3. As established, certain students (those without valid HS GPA and/or SB test score) must take the Math Accuplacer Test to determine initial placement. If motivated toward immediate placement in Calculus I, such students must first achieve a score of 250 or higher in the Advanced Algebra and Functions (AAF) domain of the math test – then progress to the South Dakota Calculus test and earn a specified cut score.
- 2.2.4. Each student may sit for the SD Calculus test twice; this includes once for initial placement and once for a challenge to that placement.

3. Initial Placement Notes:

- 3.1. As stated, HS GPA presents the primary driver for math placement. However, if employment of MI or SB test score points to a more favorable placement, students may choose the alternative most conducive to academic plans.
- 3.2. Within an explicit time frame (following course registration, but before start of the applicable term), new information (final HS GPA, new ACT math subscore) may become available. In such situations, placement is reassessed; changes to course registrations may be either merited or required.
- 3.3. Students who sit for the Accuplacer math test outside of the regental system may furnish official test scores; such scores are considered/applied to the approved regental math placement process.

4. Student Challenge of Initial Placement:

- 4.1. Incoming students are not universally receptive to math placement outcomes. Any student who feels strongly about higher placement may opt to challenge by sitting for the Accuplacer test.
 - 4.1.1. An established fee is assessed for each test attempt.
 - 4.1.2. The maximal number of allowed test attempts is two.
 - 4.1.3. Earned Accuplacer test score is used to calculate Challenge Index (CI). Developed for use across the regental system in 2019, the formula is as follows: $\{(HS\ GPA \times 290) + AAF + 20\}$.
 - 4.1.4. Calculation of CI hinges on student success specific to the Advanced Algebra and Functions Module (AAF) of the Accuplacer test. In its absence, CI is not calculated, and original placement remains intact.
- 4.2. Challenge through Accuplacer represents the system norm; however, at a subset of regental universities, students may challenge placement through ALEKS (a product of McGraw Hill). In contrast to Accuplacer, ALEKS surpasses simple proficiency testing; its PPL (Placement, Preparation, and Learning) Program engenders opportunity for each interested student to ascertain current skills, identify targeted level, obtain instruction designed to enhance skills/achieve target, and ultimately, sit for the exam used in math placement. Evaluated for regental purposes during a three-year pilot project, utilization status will transition from temporary to longstanding during the 2022-23 academic year; a suitable fee structure may be developed.
- 4.3. Note: Once a student initiates participation in a regental math course, the opportunity to challenge math placement concludes.

5. Exceptions:

- 5.1. Exception appeals are handled on a case-by-case basis by the requesting student's home university.
- 5.2. Any exceptions – which are intentionally rare - must be approved in advance of the census date established for the relevant term.

6. Inappropriate Course Enrollment:

- 6.1. Adherence to placement procedures is mandatory, not voluntary; students must register for courses as indicated by the math placement matrix.
- 6.2. Universities purposefully access information housed in the regental student information system to monitor appropriate course enrollments.
- 6.3. Upon identification, students who disregard placement directives are administratively withdrawn prior to census date for the term and notified of this outcome.

7. Additional Notes:

- 7.1. Testing Accommodations: The regental system conscientiously adheres to relevant legislation (South Dakota Human Relations Act of 1972, Rehabilitation Act of 1973, and Americans with Disabilities Act); in that spirit, each university offers reasonable accommodation for students who submit such requests in advance of scheduled test sessions.
- 7.2. Historical footnote: Traditionally, math placement procedures were set in BOR policy. In August of 2016, the board membership approved a transition from BOR policy to AAC Guidelines. However, changes to the placement matrix (specifically, material changes that directly impact the placement process) remain subject to BOR approval.

PLACEMENT CHART

Students may choose the highest placement from these options

COURSE	High School GPA	Math Index (MI) MI= $250 \times \text{HS GPA} + 17 \times \text{MATH ACT}^*$	Smarter Balanced Score	Accuplacer score (only if no valid HS GPA)	CHALLENGE INDEX CI = $290 \times \text{HS GPA} + \text{AAF}^{**} + 20$ If student does not reach AAF domain, no challenge index	ALEKS PPL (may vary by campus)
MATH 095, 101 or MATH 103/093	Basic Placement- anyone can take these courses- there is no placement or prerequisite requirement for these courses					
MATH 114 w/094	$2.34 \leq \text{HSGPA} < 3.03$	MI 950 or higher	2543-2627	QAS 224-254	CI 950 or higher	32
MATH 103 or MATH 114	$3.03 \leq \text{HSGPA} < 3.55$	MI 1150 or higher	2628 or higher	QAS 255-300 or AAF 200-249	CI 1150 or higher	46
MATH 115 or MATH 120 or MATH 121/121L or MATH/STAT 281	HSGPA is 3.55 or higher	MI 1300 or higher	NA	AAF 250-300 or Accuplacer SDCalculus 1-15	CI 1300 or higher	61
MATH 123 w/123L	HSGPA is 3.55 or higher AND Accuplacer SDCalculus 16 or higher	MI 1300 or higher AND Accuplacer SDCalculus 16 or higher	NA	AAF 250+ AND Accuplacer SDCalculus 16 or higher	CI 1300 or higher AND Accuplacer SDCalculus 16 or higher	76
MATH 123	HSGPA is 3.55 or higher AND Accuplacer SDCalculus 19 or higher	MI 1300 or higher AND Accuplacer SDCalculus 19 or higher	NA	AAF 250+ AND Accuplacer SDCalculus 19 or higher	CI 1300 or higher AND Accuplacer SDCalculus 19 or higher	89

*SAT is converted to equivalent ACT for MI calculation

** AAF (Advanced Alg. and Functions) Accuplacer Math score

Notes:

- Students are permitted to take the Accuplacer 2 times (student pays fee for each attempt; if no valid HS GPA- no charge for first attempt).
- Accuplacer domains: QAS: Quantitative Reasoning, Algebra & Statistics; AAF: Advanced Algebra and Functions
- Test Scores and HS GPA must be no more than 5 years old to be used for placement.
- ALEKS and Accuplacer access may vary by campus.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – B

DATE: May 10, 2022

SUBJECT

New Program Request – SDSMT – PhD in Data Science and Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

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

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests permission to offer a PhD program in Data Science and Engineering. The PhD in Data Science and Engineering will be an interdisciplinary degree that would span across many existing and emergent technical fields, including Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics and Applied Statics, Data Engineering, and Data Visualization. The proposed program will leverage collaborative opportunities with the following three departments on the SDSMT campus: 1) Computer Science & Engineering, 2) Mathematics, and 3) Industrial Engineering.

The Board approved the Intent to Plan at the [August 2021](#) meeting. Per BOR Policy 2:1, an external review of the program was conducted and the final report of the reviewers is included in Attachment II. SDSMT's response to the external review is included within the program proposal.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the program on campus. There are 14 new courses associated with the program, but only two of the proposed courses are being added specifically for this program. The others are associated with other programs at SDSMT, and many have already been offered as topics courses. SDSMT does not request new state resources. SDSMT anticipates 12 enrolled students and 3 graduates within four years.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request: SDSMT – PhD in Data Science and Engineering

Attachment II – External Program Review Report

DRAFT MOTION 20220510_6-B:

I move to authorize SDSMT to offer a PhD in Data Science and Engineering, as presented.



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:	Data Science and Engineering
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Doctor of Philosophy
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2022
PROPOSED CIP CODE:	30.7001
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:	8/21/2021
UNIVERSITY DEPARTMENT:	Computer Science & Engineering
BANNER DEPARTMENT CODE:	MCSC
UNIVERSITY DIVISION:	SDSMT Science & Letters
BANNER DIVISION CODE:	4L

☒ **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.

The South Dakota School of Mines & Technology (South Dakota Mines) requests approval to offer a Ph.D. in Data Science and Engineering. The proposed program will leverage collaborative opportunities between three different departments on the South Dakota Mines campus; the department of Computer Science & Engineering (CSE), the department of Mathematics (MATH), and the department of Industrial Engineering and Engineering Management (IE).

The purpose of the proposed degree program is to provide Ph.D.-level graduate students with the education and research training needed to be successful in the field of Data Science and Engineering. This program will be an interdisciplinary degree that would span across the many existing and emergent technical fields involving Machine Learning and Artificial Intelligence, Data Mining and Big Data, Data Analytics, Applied Statistics, Data Engineering and Data Visualization. Because Data Science and Engineering is multidisciplinary in nature (originating in the operations research area, to computational statistics, and now computing and computer science), the program would enable many collaborative opportunities within the South Dakota Mines campus, across the state of South Dakota, and throughout the U.S. Data Science is a rapidly growing interdisciplinary field that involves researchers from many STEM disciplines and applications can be found throughout science and engineering. Moreover, with the recent advances in business analytics, Data Science and Engineering continues to provide business leaders with valuable insights never before attainable. Our graduates would be able to participate in five emerging areas of Data Science: 1. Data Analytics, 2. Data Engineering, 3. Machine Learning & Artificial Intelligence, 4. Data Visualization, and 5. Operations Research.

The proposed program supports the BOR System strategic goals, and will enable South Dakota regental institutions to form strong collaborations in academic, scholarly research and economic growth activities across the state. The primary purposes of the proposed program are:

1. to enable South Dakota Mines to compete for more/larger federal research grants spanning the broad fields of machine learning/artificial intelligence, data science, data engineering, data visualization, and data analytics;
2. to enable an increase in research productivity from both junior and senior level faculty in three key departments at South Dakota Mines (two of which currently only offer a M.S. degree, and one that currently only offers a B.S. degree);
3. to make career opportunities at South Dakota Mines more attractive to top-tier faculty within the three aforementioned departments, thus improving faculty recruitment and retention efforts;
4. to support research commercialization prospects, drive innovation, and increase entrepreneurial opportunities;
5. to attract industry partners to collaborate on cutting-edge research, leading to increased job opportunities for students, increased job growth within South Dakota, and improvements in economic development across the state;
6. The program would increase collaboration between the three aforementioned departments on the South Dakota Mines campus, as well as providing a terminal degree option for the many existing B.S./M.S. offerings at other regental universities in the general

areas of computational statistics, data science, computer science, electrical engineering, industrial engineering, and mathematics.

This Ph.D. aligns well with the core mission of South Dakota Mines---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 research.

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

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](#)

Under SDCL 13-60, the primary purpose of South Dakota Mines is to educate scientists and engineers to address global challenges, innovate to reach our creative potential, and engage in partnerships to transform society. The emerging fields of Data Science and Data Engineering resides directly within this purpose. Moreover, a Ph.D. in Data Science and Engineering is consistent with the university mission statements in BOR policy 1:10:3 (South Dakota School of Mines & Technology). The university has Ph.D. programs in other disciplines.

The proposed Ph.D. in Data Science and Engineering is also in alignment with the South Dakota Mines 2019 – 2023 Strategic Plan as outlined in Table 1.

Table 1: South Dakota Mines strategic plan alignment.

Academic & Co-Curricular Excellence	Create and maintain distinctive majors, minors, certificates relevant to electrical and electronics fields that are responsive to changing industry and societal needs.
Research & Innovation	Obtain a Doctoral Research University Carnegie classification, Identify and pursue both government and non-governmental research funding opportunities in both fundamental and applied research. Increase knowledge and skills in proposal preparation and promote a culture of collaboration and support . Develop plans to integrate undergraduate research in the curriculum. Develop state-of-the-art facilities that bolster the research, instructional, and communication needs of the campus community.

As outlined in Table 2, Section 3, the proposed Ph.D. in Data Science and Engineering is directly aligned with the South Dakota Science & Innovation strategy and the South Dakota 2020 Vision that provides a framework for driving research and economic development within the state. Increasing annual research expenditures will advance knowledge, enhance technology transfer to

industry, aid in future commercialization efforts (potentially resulting in research start-ups and spin-offs), and catalyze economic development.

The Ph.D. in Data Science and Engineering supports the following System strategic goals (Policy 1:21):

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

The South Dakota Mines vision is to develop world-class leaders in science and engineering to benefit society. As stated in Section 3 (below), Data Science and Engineering is one of the fastest growing fields *globally* and plays a central role in a multitude of *science and engineering* application domains. New innovative research in these emerging areas will enable our graduate students to reach their *creative potential* and engage in *multidisciplinary partnerships to help transform society*.

The fastest growing component in STEM is Data Science. It is emerging as the “fourth fundamental pillar of the scientific method” with the other three being: theory, experimentation, and computation. One only needs to look at the recent calls for proposals at the National Science Foundation (NSF), National Institute of Health (NIH), the Department of Energy (DOE), and other federal agencies to see that Data Science, along with Artificial Intelligence and Machine Learning appear in increasing frequency. In addition to Industrial Engineering, this new program will be tightly connected with other engineering disciplines, including Chemical, Biological, Environmental, and Metallurgical, as they are seeing an explosion of data-science based research. The same is true for science disciplines like Physics, Chemistry and Biology - all requiring expertise in data science. Given the long-standing presence of these engineering and science disciplines at South Dakota Mines, the university is well-positioned to integrate Data Science into STEM fields.

South Dakota Mines has a long history of interdisciplinary collaboration in STEM research and academic programs. Two of the earliest Ph.D. programs offered at South Dakota Mines (Materials Engineering & Science, Ph.D. and Atmospheric & Environmental Sciences, PhD), were

each created and launched as collaborative endeavors involving numerous departments at the university. Interdisciplinary programs are incredibly efficient and effective, as they allow a university to utilize existing faculty expertise, facilities, and resources, and encourage cross-department cooperation and engagement. This culture will enable and encourage researchers at South Dakota Mines to engage in multidisciplinary data-science enable research. This cooperative culture will also encourage faculty and researchers to reach out to sister institutions to build state-wide collaborations in science and engineering.

This new degree program is consistent with the BOR strategic plan as the intent is to train both scientists and engineers in Data Science and Engineering to address significant challenges in industry, research, and economic development. A Ph.D. in Data Science and Engineering will increase the state's national and international reputation in data science research. This program will make South Dakota Mines Computer Science and Engineering, Mathematics, and Industrial Engineering faculty more competitive in the pursuit of external funding because they will be able to put together research proposals that include doctoral students as well as postdoctoral researchers from collaborative multi-disciplinary teams. The Ph.D. program would also make South Dakota Mines more attractive when recruiting faculty members within these three disciplines, because leading researchers typically seek positions in departments with a Ph.D. program.

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

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, agriculture, energy, medicine, and the entire Department of Defense are all producing vast amounts of data at unprecedented rates. In most of the aforementioned fields, there is more data available to be processed than can be performed by the current labor pool. Moreover, as data collection continues to grow in a multitude of application areas, new theories and algorithms need to be developed in an effort to: a) keep pace with current demand, b) help industries discover new insights from data and c) use these insights to provide data-driven solutions to current industry and governmental problems.

Agriculture has been and will continue to be a very important part of the South Dakota economy. To stay competitive, SD Ag producers are looking to automation and robotics to improve efficiency and raise yields. These technologies rely on machine learning at data. Data science will be pivotal to achieve these goals. South Dakota's finance and healthcare industries will continue to require access to data for business analytics, market research, customer development and security. During a global pandemic, many healthcare professionals rely more and more on Data Science and Data Engineering to understand, track/trace, and help mitigate Covid-19 [1]. Much of the needed technologies do not exist, thus the need for experts to develop the tools required by SD businesses.

Current analyses suggest that many more data scientists are needed to adequately process the tremendous volumes of information that are being generated. According to the world economic forum "*future of jobs report*" [2], technological advances resulting from Big Data analytics, machine learning, artificial intelligence, and data engineering is transforming the workplace. In fact, in the same report, "*data analysis and science*" made the top of the list of the emerging workforce in 2020 with Artificial Intelligence and Machine Learning coming in at number two

[2]. According to Glassdoor in their 50 Best Jobs in America for 2020, Data Scientist ranks #2 with a median salary of \$113,736 with Machine Learning Engineer at #17 with a median salary of \$104,837 and Data Analyst at #35 with a median salary of \$70,000 [3]. Moreover, according to the U.S. Bureau of Labor Statistics 20 fastest growing occupations, Statisticians are at #14 with a growth rate of 35% and Data Scientists and Mathematical Science Occupations ranks #29 with a growth rate of 31% [4].

A search of indeed.com (10/13/2021) using the key words “Data Science” brought up 42,625 listings on Data Science, Data Engineer and Statistics [5]. Companies/agencies involved in their search for talent in these areas includes 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.

Regarding South Dakota, arguably, two of the largest economic sectors are agriculture and energy. In addition to job opportunities in the global market, local companies have seen increases in Data Science and Data Engineering needs. Indeed, Black Hills Corporation has a history of hiring data scientists from South Dakota Mines to help with business analytics, load forecasting, and data driven insights into the future of energy demand [6]. Raven Industries (focused on intelligent/autonomous agriculture) have continuously hired data science and data engineers from South Dakota Mines with expertise in Computer Vision and Machine Learning, both of which will be directly enhanced by graduates of the proposed program [7].

In addition, with the recent announcement of Ellsworth Airforce Base receiving the B-21, and Northrup (along with many sub-contractors) winning the contract to build the “US Airforce’s next generation Long Range Strike Bomber (LRS-B)” [8], many opportunities for workforce development in the areas of data science and data engineering are on the horizon. Moreover, Data Science and Engineering does not require the infrastructure (expensive analytical laboratories) that other disciplines require, e.g., mining, manufacturing, agriculture, and healthcare. Similar to software engineering, Data Scientists and Data Engineers can work globally in their field while residing in the state of South Dakota, and contributing directly to the South Dakota economy. Similar to building capacity in Software Engineering, as indicated above, there is a huge market potential and opportunity for growth in South Dakota without the drawbacks of expensive investments. Furthermore, existing investments that have been made in South Dakota (e.g., the Sanford Underground Research Facility (SURF), Earth Resources Observation and Science (EROS) center, SD Fusion Center, healthcare, secure banking, intelligent agriculture, underground science, intelligent/advanced manufacturing, etc.) all have growing demands for Data Scientists and Data Engineers. In short, Data Science and Data Engineering spans the entire list of research priorities within South Dakota as outlined in the South Dakota 2020 Vision (as illustrated in Table 2) [9].

Table 2: South Dakota research goals as outlined by the South Dakota 2020 Vision.

<i>Value Added Agriculture and Agribusiness [10]</i>
As discussed above, Raven industries is one of the leading companies paving the way towards intelligent agriculture and agribusiness (see attached letter of support). The Ph.D. in Data Science and Engineering would provide may different opportunities to aid in these efforts, a subset of specific examples include: 1) solving complex problems in computer vision, 2)

learning mathematical models for autonomous tractor swarms, 3) analyzing/forecasting crop production and demand through data fusion, 4) providing insights into business analytics for the end producers, etc.

Energy and Environment [11]

As discussed, Black Hills Corporation has a history of hiring data scientists with advanced degrees (Ph.D. preferred) for a variety of big data analytics problems (see attached letter of support). The Ph.D. in Data Science and Engineering would certainly provide the requisite expertise to advance the energy sector within South Dakota through development of 1) statistical models for load-flow forecasting, 2) smart-grid integration and intelligent energy usage, 3) failure modeling of distribution systems, 4) outage detection and prediction, etc.

Materials and Advanced Manufacturing [12]

The future of materials and advanced manufacturing is deeply connected to data science and machine learning. Indeed, the current estimates of data science in manufacturing was valued at over \$900 million in 2019 with expected growth to \$4.55 billion by 2025 [13]. It is said that the manufacturing industry is “currently going through a 4th industrial revolution where data from machines, environment, and products are being harvested to get closer to that simple goal of Just in Time”. The Ph.D. in Data Science and Engineering proposed here would enable graduates to aid in this revolution through 1) predictive maintenance, 2) computer vision, 3) sales, development, logistics, and supply chain forecasting, 4) quality assurance, 5) smart manufacturing, etc. For example, Rapid City-based companies RPM and Associates [14] (a global leader in 3D printing of metals), VRC Metal Systems (advanced manufacturing) and B9 Creations [15] (novel development of 3D printers), are well suited to hire graduates of the proposed program.

Human Health and Nutrition [16]

Human health and nutrition have a history of producing vast amounts of data at an exponential rate. Gaining insight from this data has received significant attention in recent years requiring advanced algorithms ranging from natural language processing to deep convolutional neural networks. In fact, Sanford health is revolutionizing the healthcare industry through advanced data analytics and electronic medical records [17]. The Ph.D. in Data Science and Engineering proposed here would produce graduates that could pave the way toward many different advancements in human health and nutrition such as 1) data driven diets, 2) patient anomaly detection, 3) advanced analytics in pharmaceutical care, 4) computer vision and automated analysis, 4) food science and food manufacturing, etc.

Information Technology/Cybersecurity/Information Assurance [18]

By definition, Information Technology/Cybersecurity/Information Assurance is directly aligned with the Data Science and Engineering Ph.D. vision. As stated above, there are a multitude of opportunities within this particular thrust for graduates of the proposed program (too many to list). Furthermore, the Ph.D. program will directly benefit a recently (July 2021) established SD Governor’s Center (Center for Understanding and Disrupting the Illicit Economy) where collaborative workforce development is underway with Black Hills Information Security [19] (see attached letter of support).

Plant and Animal Bioscience [20]

Plant, animal, and bioscience in general has seen significant increases in using data science for scientific advancement. Indeed, the current NSF EPSCoR Track 1 Infrastructure Development research (collaboration between multiple South Dakota Universities) focused on bio-films, biofuels, and bioscience has a significant need for research in analysis and prediction of bioscience states. Graduates of the proposed Ph.D. would be able to aid researchers in biology, biomedical engineering, and bioscience in general through 1) using machine learning to

understand the genome to phenome processes (one of the NSF Big Ideas – “Understanding the Rules of Life” [20], consequently so is “Harnessing the Data Revolution”), 2) automated drug delivery, 3) genome sequencing, 4) generative biological structures for advance pharmaceuticals, etc.

Underground Science and Engineering [21]

Similar to the aforementioned research foci, underground science and engineering is currently producing more data than research teams can analyze. As stated in [21], “*over the centuries, chemistry, geoscience, physics, and their various sub-disciplines have generated and exploited among the largest and most complex data sets known to mankind*”. Similarly, as indicated state by the South Dakota Mines Physics Department Head Dr. Schnee, “*...all (or at least nearly all) of the experiments ongoing or to be sited at SURF will benefit from advanced analytical tools for data analysis*”. Graduates of the proposed program would enable researchers in underground science and engineering to solve previously unsolved problems, such as 1) data-driven modeling of complex behavior, 2) physics-enabled machine learning for analysis of complex events, 3) event detection and classification, 4) particle modeling and collision forecasts, etc.

Visualization [22]

As data science and data engineering continues to grow, being able to interpret, explain, and visualize said data is of continued importance, here data science and data visualization go hand in hand. EROS for example requires data visualization for massive amounts of satellite imagery to aid in analysis and interpretation of global tracking, change, and forecasting of the earth’s resources. As the antic goes, “a picture is worth a thousand words”, nothing is truer when dealing with large amounts of data and trying to understand trends, patterns, or anomalies in said data. Students enrolled in the Data Science and Engineering Ph.D. proposed here would be trained in more than the development of new data science algorithms but also new visualization techniques to present the results of said algorithms to the scientific community as whole. As such, they will at a minimum investigate problems related to 1) enhancing STEM education through data visualization, 2) data analytics and graphic design, 3) generative art (data generated intelligent art/music/etc. – sometimes referred to as deep fakes [23]), business analytics and exploratory visualization, etc.

It has been stated by Dr. Martha Pollack (provost at the University of Michigan, Ann Arbor) that “*Data Science has become a fourth approach to scientific discovery, in addition to experimentation, modelling, and computation*” [24]. It is important to note however, that many new jobs created for graduates of the proposed Ph.D. program in Data Science and Engineering are new enough 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.

Recently U.S. Sens. John Thune (R-S.D.) and Gary Peters (D-Mich.), members of the Senate Committee on Commerce, Science, and Transportation, introduced bipartisan legislation to help ensure the federal government can attract experts in the artificial intelligence (AI) field to public service. [25] Graduates of our Data Science and Engineering Ph.D. will have extensive training in multiple disciplines within A.I. There is a clear and present need for experts in Data Science in South Dakota and the surrounding states.

Footnotes

- [1] <https://ncbiinsights.ncbi.nlm.nih.gov/2020/03/26/cord-19-a-new-machine-readable-covid-19-literature-dataset/>
- [2] https://www3.weforum.org/docs/WEF_Future_of_Jobs_2020.pdf
- [3] https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm
- [4] <https://www.bls.gov/emp/tables/fastest-growing-occupations.htm>
- [5] <https://www.indeed.com/jobs?q=Data+Science&l=>
- [6] <https://careers.blackhillsenergy.com/search/data-analyst/jobs/in/sd-south-dakota>
- [7] <https://jobs.ravenind.com/search/?createNewAlert=false&q=machine+learning&locationsearch=>
- [8] <https://www.defensenews.com/home/2015/10/27/northrop-grumman-wins-air-force-s-long-range-strike-bomber-contract/>
- [9] <https://sdepscor.org/wp-content/uploads/2015/07/2020-Vision.pdf>
- [10] <https://towardsdatascience.com/6-ways-the-agricultural-industry-is-benefiting-from-data-scientists-b778d83f61db>
- [11] <https://activewizards.com/blog/top-10-data-science-use-cases-in-energy-and-utilities/>
- [12] <https://medium.com/@ODSC/data-science-in-manufacturing-an-overview-e6d648bf9c08>
- [13] “Big Data Analytics in Manufacturing Industry Market — Growth, Trends, and Forecast (2020–2025),” Mordor Intelligence, 2020.
- [14] <https://www.rpmandassociates.com>
- [15] <https://www.b9c.com>
- [16] <https://www.siliconrepublic.com/innovation/data-science-analytics-nutrition>
- [17] <https://research.sanfordhealth.org/services/sanford-data-collaborative>
- [18] <https://blog.insightdatascience.com/data-scientist-a-profession-for-quantitative-biologists-b95a6428abd7>
- [19] <https://www.blackhillsinfosec.com>
- [20] https://www.nsf.gov/news/special_reports/big_ideas/
- [21] https://indico.cern.ch/event/449964/attachments/1253648/1849677/Bigdata_physicalsciences.pdf
- [22] <https://towardsdatascience.com/10-viz-every-ds-should-know-4e4118f26fc3>
- [23] <https://aiartists.org/ai-generated-art-tools>
- [24] “50 Years of Data Science”, David Donoho, Journal of Computational and Graphical Statistics, 2017. Pre-Print available here:
<https://courses.csail.mit.edu/18.337/2015/docs/50YearsDataScience.pdf>
- [25] <https://www.thune.senate.gov/public/index.cfm/press-releases?ID=AB719FAD-D250-4C9B-9AA5-B41FFE39E2FD>

4. How will the proposed program benefit students?

The program will benefit students by engaging them in an interdisciplinary program curriculum that brings together the best of what several disciplines have to offer at the university. Further, the program will prepare students for employment in a rapidly growing field, and it will provide them with advanced skills and knowledge from doctoral level studies to set them apart from other job-seekers who only have bachelor or master’s degrees. Finally, the program will benefit students by expanding the ability to seek external grant funding, engaging them in graduate research where problems of today and tomorrow are explored and solved, and providing the necessary qualifications and experience for graduates of the program to educate others in industry and academia who have an interest in data science.

With a Ph.D. program in Data Science and Engineering in place, three different departments on the South Dakota Mines campus are brought together to provide a superior in-person state-of-the-art degree program. The collaboration of the science and engineering departments expands the applications and curriculum beyond those found in CS or Math programs alone. In other words, students are exposed to a wide range of applications since multiple departments and research groups are involved.

Data Science and Engineering credentials opens the door for jobs in a wide range of industries. The Data Science Council of America (DASCA) provides certification exams which allow

individuals to demonstrate their data science expertise. Once this Ph.D. program is approved, we can engage with DASCA to automatically provide Data Science credentials to the graduates increasing their employability in a dynamic market.

As mentioned, Data Science and Engineering is a rapidly growing discipline. Students at the undergraduate and Master's level must compete with others who have degrees in Computer Science, Computer Engineering, and Electrical Engineering. A Ph.D. in Data Science will provide the credentials to be competitive in the marketplace.

This program will be more attractive to both students and faculty from top-tier universities. From enhanced external financial support made possible by having a Ph.D. program, all three departments will be able to provide a greater number of assistantships to qualified graduate students, one of which (the Department of Mathematics) has no current graduate program and thus has no opportunity for graduate training or advisement.

With this research experience, the students in the proposed program will enjoy strong job prospects as outlined in Section 3. Moreover, with the massive growth in Data Science-like undergraduate and graduate programs (both within the State of South Dakota, the US, and the World), there is a massive shortage of terminal degree faculty available to advise and educate the future workforce in these areas. The proposed program will help fill this void in both the industrial and academic setting. Moreover, the proposed Ph.D. program will attract both students and faculty from top-tier universities. Current and future Mines students will have access to said faculty and collaborate with said students on undergraduate and graduate research. Finally, the proposed Ph.D. program will allow faculty to attract larger research grants in support of Ph.D. level research. Strong research programs have both monetary and educational benefit throughout the entire spectrum of student body (from undergraduate through the Ph.D. programs).

Finally, with each department offering graduate-level courses based on their unique areas of expertise, when combined, the students within all three departments will see a significant increase in graduate course offerings. In addition, this will promote multidisciplinary collaborations between the departments, helping students gain an appreciation for multidisciplinary teams while focusing on a specific research question within their chosen field of study.

As outlined in Sections 1 & 2, the proposed Ph.D. program in Data Science and Engineering will benefit students from three different departments on the South Dakota Mines campus. While complementary in nature, the research expertise (and thus research thrusts) within each of the three departments are not necessarily overlapping. Student will have the opportunity to select from a wide range of Data Science applications and research. In particular, research thrusts within the Math department will focus more on computational statistics and time-series forecasting, Industrial Engineering will focus on game theory, dynamic programming, and operations research, and Computer Science will focus on machine learning, artificial intelligence, and network analysis. The three programs mentioned above are the only departments without a pathway to a Ph.D. degree program. So this opens the door to students who would not otherwise have the option to pursue their studies. In addition, the new Ph.D. program will help fully establish South Dakota Mines as a comprehensive STEM university and help move the campus to our goal of achieving an R2 Carnegie Classification (Doctoral University-High Research Activity).

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale¹

No new degree is requested; South Dakota Mines is authorized to offer the Doctor of Philosophy (Ph.D.) degree.

B. What is the rationale for the curriculum?

Data Science and Engineering is a relatively new area of study that is extremely interdisciplinary in nature, therefore, the curriculum for most data science programs is highly dependent on the department from which the degree is being offered. For example, as outlined in “The 50 years of Data Science” [1], data science originated in Operations Research with heavy involvement from the Statistics community. As such, there are Ph.D. programs within either the Industrial Engineering community (Operations Research) or Mathematics Community (Computational Statistics). Over the last two decades, the field evolved to the Computer Science community with a focus on Machine Learning and Artificial Intelligence (generally this shift came about with the push toward computational cost associated with Big Data and Deep Learning). The proposed program for the Ph.D. in Data Science and Engineering at South Dakota Mines is (to the best of our knowledge) the first of its kind being offered in a truly collaborative fashion, with collaborations spanning Computer Science, Mathematics/Statistics, and Industrial Engineering/Operations Research. Historically, these three disciplines have laid the foundation for different aspects of the field. This level of collaboration is purposeful and intentional to both capitalize on efficiencies by utilizing existing faculty, facilities, and resources as well as leverage existing content expertise within those departments.

With the aforementioned details in mind, the South Dakota Mines Ph.D. program in Data Science and Engineering closely follows other existing Ph.D. programs offered on the South Dakota Mines campus. The curriculum provides a balance of coursework and dissertation credits while allowing for: 1) flexibility of individual plans of study; 2) the ability to develop depth of expertise; and 3) cross-disciplinary engagement and collaborations across three different departments on the South Dakota Mines campus. Such collaborations will allow for course sharing across all three departments, as well as several courses in related areas offered from a multitude of departments on the South Dakota Mines campus (outlined in Section 5-D below). In addition, such collaborations will enable shared access to experimental and laboratory resources by making these resources within each department available to a wider group of students and researchers. Finally, such collaborations will enable cross-disciplinary program committee members for student within the program itself. This approach will make optimal use of the state’s investments in the public university system. The curriculum also allows for sufficient flexibility to accommodate the continually evolving areas of research within the data science and engineering community.

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

Data Science is relatively new as an academic area. Nationally, curriculum in data science programs around the country vary drastically depending on which department the program is being administered from (as outlined in the table below). The proposed curriculum is headed towards the emerging standards seen in the leading accreditation organizations.

¹ “New Degree” means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

The leading computer science accreditation organization is CSAB (csab.org). CSAB is the member society responsible for ABET Computing Accreditation Commission (CAC) accreditation. ABET-CAC is currently evaluating potential criteria for accreditation for baccalaureate programs named Data Science or similar (with CSAB as the lead society). The current timeline puts initial ABET CAC accreditation for a Data Science program in 2023-2024 review cycle. Obviously since ABET is focused on undergraduate programs this does not directly impact the proposed Ph.D. However, it is important to understand the relation between the proposed ABET curriculum and the proposed curriculum for the Ph.D. in Data Science and Engineering.

ABET is considering the following fundamental topics:

- a) Data acquisition and representativeness
- b) Data management
- c) Data preparation and integration
- d) Data analysis
- e) Model development and deployment
- f) Visualization and communication of the knowledge obtained from the data

and the following applied topics:

- a) Data ethics including legitimate use and algorithmic fairness.
- b) Governance including privacy, security, and stewardship
- c) Statistics and mathematics including inference, modeling, linear algebra, probability and optimization
- e) Computing including data structures and algorithms

The Ph.D. in Data Science and Engineering will cover these topics in the required courses: Introduction to Data Science and Engineering, Data Analysis, Optimization Techniques, and Seminar. Additional depth in these topics is gained in the electives courses. The mathematics, statistics, and computing content would be background content since this is common in science and engineering degree programs (which is the background for admission to the proposed PhD program). The core difference, which is discussed below, is that an undergraduate program will expect the student to gain mastery of the core topics above. A Ph.D. program will expect the student to develop new tools, methods and concepts which will eventually be added to the toolkit of the working data scientist. The difference with the Ph.D. is that B.S. degrees in related fields do not generally require the student to make original contributions to the field, conduct independent research, understand and evaluate current literature, etc., and those activities are the defining characteristics of a Ph.D. program.

Master's degree students are generally required to master a given research topic but not make original contributions to the field. As such, they may understand related literature but likely cannot critically evaluate said literature. Students in the proposed PhD program will be required to make a significant contribution to the field of Data Science and Engineering in addition to what would be required of a master's level student in a similar field. That said, ABET accredits undergraduate programs; therefore, we would expect the ABET outcomes to be different than the outcomes present for a Ph.D. program.

Another organization that is involved in data science certification and accreditation at the baccalaureate and master's level is DASCA. Requirements for the highest level of

certification would be covered by our curriculum, which include: Data Sciences, Machine Learning, Artificial Intelligence, Time Series, Predictive/Prescriptive Analytics, Information Technology, Computer Science, Mathematics, Statistics, Data Visualization, Data Mining, Data Warehousing and application domains. While neither ABET nor DASCA have identified accreditation standards for programs at the doctoral level, the proposed Ph.D. curriculum is consistent with the emerging standards they are pursuing, which is in alignment with where the field is moving.

As outlined in Section 5-B (above), the proposed Ph.D. in Data Science and Engineering is, to the best of our knowledge, the first of its kind being offered in a truly collaborative cross-disciplinary fashion with collaborations spanning Computer Science, Mathematics/Statistics, and Industrial Engineering/Operations Research. As such, there is no single curriculum in a nationally recognized Ph.D. program in Data Science that is an ideal comparison program. The “closest” model for the proposed curriculum is that of New York University’s Ph.D. in Data Science (an NSF-NRT sponsored program) and is listed first in the table below.

South Dakota Mines chose to create a unique program due to the cross-disciplinary nature and collaboration of the proposed PhD degree. Nearly all other existing programs, while described as multidisciplinary, are housed and managed within a single program/department at their university. Our goal is a truly collaborative Ph.D. across the three aforementioned separate departments at the university.

While the proposed program curriculum is unique in South Dakota, the program curriculum is consistent with the emerging standards in data science around the nation. Within South Dakota, the closest Ph.D. program would be the Computational Statistics at SDSU. Computational Statistics is now a distinct academic discipline from data science. In addition, the program structure of the proposed Ph.D. (i.e., research credit, elective credit, core credits, and a series of examinations) is common among all Ph.D. programs in the table below (as well as on the South Dakota Mines campus). The core and elective credits have been chosen to be similar to the programs listed below when the program is being administered within either Math, Computer Science, or Industrial Engineering departments.

New York University	https://cds.nyu.edu/Ph.D.-curriculum-info/
Boise State University	https://www.boisestate.edu/computing/emphasis/data-science/data-science-phd/
Bowling Green State University	https://www.bgsu.edu/graduate/graduate-programs/data-science.html
Indiana University	https://soic.iupui.edu/degrees/data-science/data-science-phd/pos/
Stevens Institute of Technology	https://www.stevens.edu/school-business/business-phd-programs/phd-data-science/curriculum-overview
University of Southern California	https://www.marshall.usc.edu/programs/phd-program/departments/data-sciences-and-operations/requirements
University of Tennessee	https://bredesencenter.utk.edu/program-requirements-dse/
University of Washington	https://escience.washington.edu/education/phd/advanced-phd-data-science-option/
Worcester Polytechnic University	https://www.wpi.edu/academics/study/data-science-phd

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

Ph.D. in Data Science and Engineering	Credit Hours	Percent
Required courses	12	15.2%
Electives	24	34.7%
Dissertation	36	50%
Total Required for the Degree Total	72*	100%

* Subject to approval of the student's graduate advisory committee and compliance with South Dakota Mines Graduate Education policies, students may apply up to 24 credits of coursework and up to 6 credits of research from a previous graduate study to the Ph.D. requirements.

Required Courses

Prefix	Number	Course Title <i>(add or delete rows as needed)</i>	Credit Hours	New (yes, no)
CSC	559	Introduction to Data Science and Engineering	3	Yes
MATH	543	Data Analysis	3	No
ENGM	535	Optimization Techniques	3	No
CSC	790	Seminar	3	No
CSC/IENG/MATH	898	Dissertation	36	No
Subtotal			48	

Elective Courses:

The student may choose elective courses from the following lists of Computer Science, Industrial Engineering, Engineering Management, Mathematics, and other elective course options. The student's Graduate Advisory Committee must approve the selected elective courses the student plans to take in fulfillment of the Ph.D. requirements.

The following courses are available as **Computer Science electives** offered in the Computer Science and Computer Engineering department at South Dakota Mines.

It is important to note that six CSC courses in the chart are identified as being new (noted with an asterisk); however, they have been taught previously at South Dakota Mines under the "Topics" heading. As such, no course content was needed to be developed for these courses. There are only three truly new courses; CSC 745, CSC 780 and CSC 715 (which is cross-listed as IENG 715).

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CSC	512	Cryptology	3	No
CSC	514	Introduction to Computer Vision	3	No
CSC	516	Advanced Algorithms for Robotics	3	No
CSC	517	Scientific Computing	3	Yes*
CSC	523	Computer Graphics Fundamentals	3	No
CSC	524	Digital Image Processing	3	No
CSC	526	Cybersecurity	3	No
CSC	540	Parallel Programming and Implementation	3	No

		for Science and Engineering		
CSC	541	Network and Data Communications	3	No
CSC	545	Theory of Computation	3	No
CSC	547	Artificial Intelligence	3	No
CSC	548	Machine Learning	3	No
CSC	549	Advanced Topics in artificial Intelligence	3	No
CSC	554	Data Mining Theory	3	No
CSC	568	Graphical User Interface Programming	3	No
CSC	576	Mobile Computing Development	3	No
CSC	578	Multimedia Security	3	No
CSC/IENG	715	Data Visualization	3	Yes
CSC	730	Anomaly Detection	3	Yes*
CSC	745	Bayesian Inference	3	Yes
CSC	752	Computer Vision	3	No
CSC	755	Reinforcement Learning	3	Yes*
CSC	757	Natural Computing	3	Yes*
CSC	760	Deep Learning	3	Yes*
CSC	761	Advanced Artificial Intelligence	3	No
CSC	775	Network Science	3	Yes*
CSC	780	Advanced Data Engineering	3	Yes

The following courses are available as **Industrial Engineering/Engineering Management electives** offered in the Industrial Engineering department at South Dakota Mines.

The courses IENG 420/520 and IENG 620 are identified as being new; however, they have previously been offered as “Topics” courses, so no curriculum development was needed for these two courses.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
IENG	420/520	Game Theory Applications	3	Yes*
IENG	506	Occupational Biomechanics	3	No
IENG	515	Decision Analysis	3	No
IENG	555	Supply Chain Management and Logistics	3	No
IENG	620	Human Information Processing	3	Yes*
IENG/CSC	715	Data Visualization	3	Yes
IENG	735	Advanced Linear Programming	3	Yes
IENG	736	Nonlinear Optimization	3	Yes
IENG	737	Stochastic Programming	3	Yes
ENGM	615	Nonparametric Statistics	3	No
ENGM	621	Statistical Process Control	3	No
ENGM	663	Engineering Economics for Managers	3	No
ENGM	745	Forecasting for Business and Technology	3	No

The following courses are available as **Math electives** offered in the Mathematics department at South Dakota Mines.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH	513	Abstract Algebra	3	No
MATH	515	Advanced Linear Algebra	3	No
MATH	521	Complex Analysis	3	No
MATH	523	Advanced Calc I	3	No
MATH	532	Partial Differential Equations	3	No
MATH	547	Design of Experiments	3	No
MATH	551	Math Modeling	3	No
MATH	742	Mathematical Statistics	3	Yes
STAT	560	Time-Series Forecasting	3	No

The following courses are available as **other electives** offered in other departments at South Dakota Mines.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AES	519	High-Performance Computing in the Earth Sciences	3	No
AES	520	Remote Sensing for Research	3	No
AES	560	Atmospheric Dynamics I	3	No
AES	615	Earth Systems Modeling	3	No
AES	651	Measurement and Instrumentation	3	No
AES	660	Atmospheric Dynamics II	3	No
AES	744	Numerical Weather & Climate Prediction	3	No
EE	757	Intelligent Control Systems	3	No
EE	756	Advanced Linear Systems Theory	3	No
EE	655	Linear Systems Theory	3	No
EE	623	Random Signals and Noise	3	No
EE	621	Information and Coding Theory	3	No
GEOL	728	Linear Inverse Methods in Geology	3	No
ME	534	Sensors and Instrumentation	3	No
ME	555	Advanced Applications in Computational Mechanics	3	No
ME	673	Applied Engineering Analysis I	3	No
ME	773	Applied Engineering Analysis II	3	No
MES	600	Cyber-Physical-Social System for Understanding & Thwarting the Illicit Economy	1	No
PHYS	545	Statistical Mechanics	3	No
PHYS	581	Mathematical Physics	3	No
PHYS	777	Introduction to Quantum Information	3	No
PHYS	779	Group Theory	3	No

[1] “50 Years of Data Science”, David Donoho, Journal of Computational and Graphical Statistics, 2017. Pre-Print available online: <https://courses.csail.mit.edu/18.337/2015/docs/50YearsDataScience.pdf>

6. Student Outcomes and Demonstration of Individual Achievement

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

The proposed Ph.D. in Data Science and Engineering program objectives are to equip individuals to demonstrate the following knowledge and competencies before graduation:

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

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes								
	CSC 570*	CSC 690*	Math 543*	IENG 579*	CSC/ Math/ IENG 798	Electives	Qual Exam	Comp Exam	Diss. Defense
1. Acquire and apply the knowledge and skills to make an original contribution to the field of Data Science and Engineering.	X		X		X				
2. Conduct independent research within a supportive multidisciplinary framework.					X		X	X	X
3. Understand and critically evaluate the relevant literature in Data Science and Data Engineering.	X		X		X	X			
4. Communicate relevant Data Science and Engineering principles and theories by written, oral, and visual means.	X	X	X		X	X		X	X
5. Apply Data Science and Engineering principles and procedures to the recognition, interpretation, and understanding of prior and current knowledge in the field.	X	X	X		X	X	X	X	X
6. Exhibit and appropriate awareness of and commitment to the ethical conduct of research.				X	X			X	X

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

While DASCA has not identified accreditation standards for programs at the doctoral level, the proposed Ph.D. curriculum is consistent with the emerging standards they are pursuing, which is in alignment with where the field is moving. As such, graduates of the proposed Ph.D. program would be eligible to sit for the DASCA Data Scientist Certification.

The DASCA Data Scientist certification is a robust industry recognizable certification that will be valuable for graduates to possess, and which could be incorporated as a component of the overall program assessment plan to ascertain student learning and achievement in the field.

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?

Mastery will be demonstrated by assessing the outcomes identified in the previous table and adherence to the existing policies of the South Dakota Mines Graduate Education, particularly section VIII. Ph.D. Degree Requirements as outlined here:

<https://ecatalog.sdsmt.edu/content.php?catoid=20&navoid=4466>

The curriculum of the proposed program is rigorous. Students pursuing the Ph.D. will be required to complete 72 credit hours of coursework, approved by the student's Graduate Advisory Committee, with passing grades in each course and a 3.0 or better cumulative GPA. Students will also be required to demonstrate significant contributions to research, resulting in the production of an acceptable dissertation, covering original research, followed by an oral examination in defense of the dissertation.

Mastery of the material is ensured while working with the Graduate Advisory Committee to complete the coursework and the dissertation, and through performance on the written and/or oral examinations.

Advancement to Ph.D. candidacy will be based on satisfactory performance on a qualifying examination, coursework, and available information on research abilities and potential for success. The qualifying examination normally must be completed within the first two years of the Ph.D. program and is one of the best direct assessment instrument to measure student performance and mastery.

Students who exhibit unsatisfactory performance on the qualifying examinations may appeal for a second attempt. Such appeals will be evaluated and acted upon, as appropriate, by a committee of program faculty members.

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

In the proposed Ph.D. program in Data Science and Engineering, graduate courses can be taken from a variety of departments on the South Dakota Mines campus as per approval from the student's departmental advisor. Utilization of technology such as distance delivery (when needed, e.g., seminar) will be accomplished via The Access Grid or the Dakota Digital Network (DDN) and D2L. In addition, faculty expertise at other regental institutions (e.g., DSU, SDSU, USD, etc.) may be drawn upon when appropriate to teach specialty courses in the program or to serve on graduate dissertation committees.

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

As Ph.D. programs in data science and engineering are relatively new with a wide array of curricular ideas, the university did not engage any developmental consultants to assist with the development of the curriculum. Moreover, there are no professional or accrediting associations to assist with the development of the curriculum.

In lieu of developmental consultants and/or accrediting associations, the university has consulted with numerous industry professionals working in the field of data science and data engineering to guide the curriculum: Brian Fehrman, Javier Arceo, Kate Lemay, and Shane Swedlund. In addition, the Computer Science and Engineering department (i.e., the administrating department of the proposed degree) aims to establish an Industrial Advisory Board to help steer data science and engineering curricular activities from the undergraduate specialization through Ph.D. to ensure alignment with current industry trends. Letters of support from key industry partners are attached in Appendix E.

Finally, while not directly aligned with data science and engineering, existing graduate programs at South Dakota Mines include components of foundational coursework that will nicely support the proposed PhD program. The graduate curriculum in the Computer Science and Engineering department is the Computer Science and Engineering (MS) program and it has a heavy emphasis on machine learning, data visualization, and data science. In addition, two graduate programs in the Industrial Engineering and Engineering Management department currently exist as Engineering Management (MS) and Industrial Engineering (MS) and each have a heavy emphasis on operations research, optimization, and data science. There is no current graduate curriculum in Mathematics at South Dakota Mines; however, undergraduate research trends within the department are largely in the areas of computational statistics and data science.

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)?

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
Estimates	FY 23	FY 24	FY 25	FY 26
Students new to the university	2	1	2	2
Students from other university programs	2	1	1	1

Continuing students	0	4	6	9
=Total students in the program (fall)	4	6	9	12
Program credit hours (major courses)**	80	120	180	240
Graduates	0	0	0	3

*Do not include current fiscal year.

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

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

None

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

None

12. Delivery Location

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2022

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

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

The program budget is provided in Appendix B and is built on the understanding that existing resources (human and fiscal) must be utilized and no new funding is available. Much of the infrastructure and resources necessary to offer this program are in place. Sharing of courses and expertise between the CSE, Math, and IE programs at South Dakota Mines will allow for efficient use of resources. Existing university assistantship funds will be prioritized between the three departments to support Ph.D. students with teaching assistantships. Moreover, new faculty hires that are currently in the pipeline will be selected to support Ph.D. level research topics within the Data Science and Engineering space.

The 9-month FY21 salaries of eight total faculty at South Dakota Mines; four (4) in the CSE department, two (2) in the IE department, and two (2) in the MATH department were averaged arriving at \$82,860. Those eight faculty are Drs. Hoover, Rebenitsch, Loveland, Akowuah, Dubey, Ha, Caudle, and Braman. Assuming each spends about 25% of their time on the program, we have an FTE amount of 2.0. It is very important to note that **this salary is not a new expense**; it is listed in the budget as an expense, then also an off-setting contribution by South Dakota Mines. The CSE, IE, and MATH departments will contribute a total of three (3) Graduate Teaching Assistants (GTAs) to the proposed PhD. The cost of the GTA is \$26,744 each, so the total cost for GTAs is \$80,232. This is reflected in the budget as a contribution from the university. We anticipate tenure-track faculty line and grant funding allocation (through NSF NRT and SDBOR Governor's Center Award) providing one full time Graduate Research Assistantship (4 years) – but this was not included in the budget.

Faculty members will continue to apply for external funding through federal agencies and industry collaboration to support Ph.D. level graduate students and acquire additional specialized laboratory equipment, research materials, and supplies as needed. Current funding through the National Science Foundation (multiple awards – including an extent cross-disciplinary NSF National Research Traineeship [1] involving Computer Science & Engineering and Industrial Engineering), the Department of Defense, and the SDBOR Governor's Center on modeling and disrupting the illicit economy currently has funds allocated for Ph.D. graduate students in the data science and engineering research space. An NSF Track 1 collaboration is currently in development anticipating the direction and official call April 2022. This effort would be directly in the area of data science and engineering to support the proposed Ph.D. as well as applications of data science and engineering across a multitude of disciplines within the state of South Dakota.

Any additional resources needed to bring the program to a level that is competitive with similar programs across the country (and similar degree offerings within the region) will be requested

from the university during the annual budgeting process. Additional graduate research assistantships, with competitive stipends, and operating funds, e.g., travel to funding agencies and conference, will increase faculty competitiveness leading to greater success in obtaining external funding, increasing potential for startups and spinoffs, and advertising for recruiting of new students to the university.

[1]https://www.nsf.gov/awardsearch/showAward?AWD_ID=1828462&HistoricalAwards=false

- 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.**

Appendix C contains a list of potential external independent consultants for the Board’s consideration.

External Review of Proposed Ph.D.

The external consultants reviewed and evaluated the proposal and summarized their evaluation in a Report (Appendix F). South Dakota Mines was very pleased by the positive and supportive information contained in the report. The external consultants identified some recommendations for consideration, and we have made appropriate updates to the proposal to address the recommendations:

- **Recommendation 1: Enhance the Data Engineering content in the program**
 - o University Action: Updated the title and content of Required course CSC 559 to include Data Engineering content. The updated course title is “Introduction to Data Science and Engineering”.
 - o University Action: Updated the title and content of an Elective course CSC 780 to include advanced Data Engineering content. The updated course title is “Advanced Data Engineering”.
- **Recommendation 2: Include coursework in Visualization and Data Security**
 - o University Action: Added in a new Elective course covering Data Visualization content. This course has been developed as a cross-listed course between the CSC and IE departments. In addition to being available to students in the proposed PhD program, it will also be available as an Elective course to students in the Computer Science and Engineering (MS), Industrial Engineering (MS), and Engineering Management (MS) programs.
 - o University Action: Data Privacy and Security topics are of critical importance in the fields of Data Science and Engineering. As such crucial topics, content regarding privacy and security are embedded and covered in several courses throughout the curriculum. In addition to this embedded content across the curriculum, Data Security has been added as a topic within CSC 559. Additionally, the required number of Seminar credits has been increased from two to three credits (offset by a decrease in Elective credits from 25 to 24, for a net increase of 0 credits for the PhD program). The content of that increased Seminar credit will focus on ethics, which for computing professionals, includes Data Privacy and Security. The Association for Computing Machinery (ACM) has well-

documented ethical principles, including 1.6, 2.5, 2.9. which speak directly to the topics of Data Privacy and Security [1].

- Recommendation 3: Offer a Data Science and Engineering (MS) degree that students could earn on their way to completing the PhD

- University Action: This is an exciting proposition, and one the university absolutely plans to consider in AY23/24 or AY24/25. While the idea of offering a Data Science and Engineering (MS) program is certainly appealing, the university wants to be judicious and pragmatic in an approach to doing so. Conducting additional research regarding employment opportunities and industry demand for master's level graduates, ascertaining student demand for master's level study, conducting appropriate analysis to ensure any new master's degree offering would draw in predominantly new students to the university (and not redirect a large number of existing students away from other South Dakota Mines graduate programs), and engage appropriate leadership (BOR, University Advisory Board, state and regional economic development agencies, etc.) to ensure a master's level offering is in alignment with strategic priorities.

[1] <https://www.acm.org/code-of-ethics>

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:

☒ 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:

Please see attached letters of support from South Dakota industries expressing their strong support of the proposed Ph.D. program.

Appendix B: Budget Worksheet

South Dakota Mines, Ph.D in Data Science and Engineering

1. Assumptions

		1st FY23	2nd FY24	3rd FY25	4 th FY26
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		4	6	9	12
Program FY cr hrs, On-Campus		80	120	180	240
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE		2.00	2.00	2.00	2.00
Faculty Salary & Benefits, average	See p. 3	\$103,096	\$103,096	\$103,096	\$103,096
Faculty, Adjunct - number of courses		0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$5,000	\$5,000	\$5,000	\$5,000
Other FTE (see next page)		0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$32,380	\$32,380	\$32,380	\$32,380

2. Budget*Salary & Benefits*

Faculty, Regular	\$206,192	\$206,192	\$206,192	\$206,192
Faculty, Adjunct (rate x number of courses)	\$0	\$0	\$0	\$0
Other FTE	\$0	\$0	\$0	\$0
S&B Subtotal	\$ 206,192	\$ 206,192	\$ 206,192	\$ 206,192

Operating Expenses

Travel	\$0	\$0	\$0	\$0
Contractual Services	\$0	\$0	\$0	\$0
Supplies & materials	\$0	\$0	\$0	\$0
Capital equipment	\$0	\$0	\$0	\$0
OE Subtotal	\$0	\$0	\$0	\$0
Total	\$ 206,192	\$ 206,192	\$ 206,192	\$ 206,192

3. Program Resources

Off-campus support tuition/hr, HEFF net	GR	\$399.05	\$399.05	\$399.05	\$399.05
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	GR	\$287.49	\$287.49	\$287.49	\$287.49
On-campus tuition revenue	hrs x amt	\$22,999	\$34,499	\$51,749	\$68,998
Program fee, per cr hr (if any)	\$84.40	\$6,752	\$10,128	\$15,192	\$20,256
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$ 206,192	\$ 206,192	\$ 206,192	\$ 206,192
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$80,232	\$80,232	\$80,232	\$80,232

Total Resources	\$316,175	\$331,051	\$353,365	\$375,678
Resources Over (Under) Budget	\$109,983	\$124,859	\$147,173	\$169,486

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	\$82,860	\$30,000
University's variable benefits rate (see below)	0.1420	0.1420
Variable benefits	\$11,766	\$4,260
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$103,096	\$42,730

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

The 9-month FY21 salaries of 4 people in the South Dakota Mines CSE department, 2 people in the South Dakota Mines IE department, and 2 people in the South Dakota Mines MATH Department were averaged. They are the tenured and tenure-track faculty (Drs. Hoover, Rebenitsch, Loveland, Akowuah, Dubey, Ha, Caudle, and Braman).

Explain adjunct faculty costs used in table:

0 courses per year to be taught by adjuncts at \$5,000 per course (3cr*\$1666.67/cr for Ph.D. terminal degree adjuncts).

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

Staff expenses are covered by the three departments. Each department has a program assistant.

Summarize the operating expenses shown in the table:

Limited travel is currently provided to department faculty. Faculty have computational resources through the existing infrastructure in the Computer Science and Engineering department. It is expected that grants will cover additional travel, conferences, cloud computing time, etc.

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

Cost estimates of university redirection/allocation of 3 full-time Graduate Teaching Assistantships.

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

Off-Campus Tuition, HEFF & Net	FY19	HEFF	Net
--------------------------------	------	------	-----

	Rate			
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.

FY19				
On-Campus Tuition, HEFF & Net	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	<i>Change cell on page 1 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 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	<i>Change cell on page 1 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 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	<i>Change cell on page 1 to point to your net</i>
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 to point to your net</i>
x GR Nonresident - BHSU	\$612.40	\$70.43	\$541.97	
x GR Nonresident - SDSU, USD	\$626.85	\$72.09	\$554.76	<i>Change cell on page 1 to point to your net</i>
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

Univer- sity	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)

Appendix C: New Course Requests



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.

SDSM&T

Institution

Computer Science & Engineering

Division/Department

Click here to enter
a date.

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
CSC 417/517	Scientific Computing	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 the student information system.

Course Description

An introduction to current computational science with a focus on algorithmic development and implementation. Topics may include numerical linear algebra, interpolation, regression, nonlinear systems, optimization, Monte Carlo methods, finite difference methods, finite element methods, and multilevel methods.

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?
((CSC 170	Programming for Engineers & Scientists	Pre-Req
Or CSC 115	Test Driven Development	Pre-Req)
	and	
Math 315	Linear Algebra	Pre-Req
Math 381	Introduction to Statistics	Pre-Req)
	Or	
ENGM 435/535	Optimization Techniques	Pre-Req

Registration Restrictions

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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
CSC 410/510	Parallel Computing	3
Math 415/515	Advanced Linear Algebra	3

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

CSC 410/510 is focused on improving performance through parallelization of algorithms but not necessarily on mathematical or scientific computations. Math 415/515 is focused on numerical solutions to mathematical problems but is not primarily concerned with computational issues. The proposed course has elements of the two comparable courses. This course falls between the two comparison courses and provide skills on performance oriented numerical algorithms.

☐ **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: Course will be taught on a planned rotational basis alternating with current graduate electives.

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: CSC


4.2. Banner Department Code: MCSC

4.3. Proposed CIP Code: 30.3001

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		Click here to enter a date.
Request Originator	Signature	Date
Jeff McGough		Click here to enter a date.
Department Chair	Signature	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.
Large scale simulations and computations are core skills for many areas of science and engineering. This course is intended to offer to students, in a variety of disciplines, training in the standard tools in scientific computing.
 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? N/A
 4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. Students enrolled in the graduate section will be held to a higher standard.
 5. Desired section size 20
 6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Christer Karlsson, Associate Professor, PhD
 - Jeff McGough, Professor, PhD
 Both faculty have backgrounds in computing, scientific computing and mathematics and are qualified to teach computation science at both undergraduate and graduate levels.
 7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
 8. Note whether adequate library and media support are available for the course. Adequate.
 9. Will the new course duplicate courses currently 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. N/A
 11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 459/559	Introduction to Data Science and Engineering	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 the student information system.

Course Description

This course will provide a hands-on introduction to Machine Learning, Data Science, and Data Engineering by developing familiarity with fundamental machine learning concepts and common programming tools such as Python, Jupyter, numpy, scipy, sci-kit learn, and Keras; as well an introduction to supervised, unsupervised and semi-supervised learning. Initial data pre-processing methods, data storage and conversion, data privacy and security will also be discussed. The course will focus on practical implementation through concrete examples and projects.

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?
CSC 170	Programming for Engineers & Scientists	Pre-Req
	or	
CSC 215	Programming Techniques	Pre-Req
	and	
Math 381	Introduction to Statistics	Pre-Req

Registration Restrictions**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
CSC 448/548	Machine Learning	3
CSC 454/554	Data Mining Theory	3

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

The proposed course will introduce the student to the tools used in Machine Learning and Data Mining. This course will focus on the software and tools which have become standard in the data science field and will not delve into the theory in the same manner as CSC 448/548 and CSC 454/554. This course is intended for a wide audience with the goal to provide data science skills to students outside computer science. CSC 448/548 and CSC 454/554 are aimed at computer science and computer engineering students.

☐ **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:** Course will be taught on a planned rotational basis alternating with current graduate electives.

☐ **Yes. Specify below:**

- 3.2. Existing program(s) in which course will be offered (i.e., any current or pending majors, minors, certificates, etc.): Computer Science and Engineering
- 3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): R Lecture
- 3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face
- 3.5. Term change will be effective: 08/15/22
- 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?
☐ 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: CSC
- 4.2. Banner Department Code: MCSC
- 4.3. Proposed [CIP Code](#): 30.7001

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	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.

Data Science is no longer the exclusive domain of mathematics and computer science. Machine Learning, Data Mining, Data Engineering and other related fields, collectively known as data science are important tools for many disciplines. The goal of this course is to introduce the standard tools used in data science to a much wider audience. Students can enroll in the course with a background course in Python and a course in Probability/Statistics and avoid the three semesters of computer science prerequisites required for the existing courses in machine learning and data mining. Nearly all science and engineering students will have the required prerequisites and so the course will be available to nearly all majors on campus.

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? N/A
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made. Students enrolled in the graduate section will be held to a higher standard.
5. Desired section size 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Randy Hoover, Associate Professor, PhD
 - Christer Karlsson, Associate Professor, Ph
 - Rohan Loveland, Assistant Professor, Ph
 - Jeff McGough, Professor, PhD

All four faculty members currently teach courses in Artificial Intelligence, Machine Learning and Data Science. These faculty are active in research in various subfields of machine learning and data science, and are qualified to teach this subject at the undergraduate and graduate levels.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. Library is adequate.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 715	Data Visualization	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 the student information system.

Course Description

This course introduces the concepts, tools, and techniques for the presentation and visual analysis of data based on principles from graphic design and cognitive science to enhance the understanding of large complex data sets. We will focus on aspects of visualization related to tabular high-dimensional data, graphs, text, and other formats. The course begins with background skills, then presents an overview of principles from perception and design, visualization concepts, and then will discuss current visualization methods and software. Students will acquire hands-on experience designing and implementing interactive visualizations using cutting edge visualization libraries.

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

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
CSC 460	Scientific Visualization	3
INFS 776	Business Intel & Visualization	3

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

CSC 460 (DSU) is focused on the visualization of mathematical and scientific models. The proposed course will address large data sets which may not arise from mathematical models and may not be strictly numerical data. INFS 776 (DSU) focuses on business applications. The proposed course will focus on concepts and methods in visualization common across engineering, science and business.

☐ **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: Course will be taught on a planned rotational basis alternating existing graduate courses

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title
IENG 715	Data Visualization

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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed [CIP Code](#): 30.7103

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		4/13/2022
Request Originator	Signature	Date
Jeff McGough		4/13/2022
Department Chair	Signature	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.

Data Visualization refers to a collection of methods and tools to present, understand and analyze complex data sets. It is essential in all data intensive applications across engineering, science, business and health care. This course will serve all campus research groups that have data analysis needs.

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

- Christer Karlsson, Associate Professor, PhD
- Rohan Loveland, Assistant Professor, PhD
- Jeff McGough, Professor, PhD
- Lisa Rebenitsch, Assistant Professor, PhD
- Jeff Wolstad, Professor, PhD

Dr. Wolstad has taught visualization courses previously. Drs Hoover, Karlsson, Loveland and McGough work in machine learning / data science and have extensive professional experience with analysis and visualization of large data sets.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. Course will utilize what is available.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T	Computer Science and Engineering
Institution	Division/Department
	Click here to enter a date.
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
CSC 730	Anomaly Detection	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 the student information system.

Course Description
<p>The course will address anomaly detection in various types of data, ranging from single to high dimensionality, over a range of modalities. Topics will include current research developments in active and semi-supervised machine learning systems, including addressing the problems of developing high accuracy multi-class classifiers and finding rare, previously unknown classes in large datasets. The course will include both theory and a number of projects applying these techniques to a variety of real-world datasets.</p>

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

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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
CSC 447/547	Artificial Intelligence	3
CSC 448/548	Machine Learning	3

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

Both Artificial Intelligence and Machine Learning will address supervised and unsupervised learning. Semi-supervised and active learning methods are not addressed in these courses, but are gaining ground in the Machine Learning area due to the increasing availability of large datasets containing unknown categories.

☐ **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: Course will be taught on a planned rotational basis alternating with existing graduate courses.

☐ **Yes.** Specify below:

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

- 3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)):** R Lecture
If requesting an instructional method that is exempt from the [Section Size Guidelines](#), please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.
- 3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):** 001 Face to Face
- 3.5. Term change will be effective:** 8/15/2022
- 3.6. Can students repeat the course for additional credit?**
☐ Yes, total credit limit: _____ ☒ No
- 3.7. Will grade for this course be limited to S/U (pass/fail)?**
☐ Yes ☒ No
- 3.8. Will section enrollment be capped?**
☐ Yes, max per section: _____ ☒ 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
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:** CSC
- 4.2. Banner Department Code:** MCSC
- 4.3. Proposed [CIP Code](#):** 30.7101

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

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		Click here to enter a date.
Request Originator	Signature	Date
Jeff McGough		Click here to enter a date.
Department Chair	Signature	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.
 Increasingly large datasets are becoming available which contain too many samples for domain experts to individually review, and these datasets often include categories which are anomalous/rare. In these cases standard Machine Learning supervised classifiers are insufficient. This course will cover the semi-supervised and active learning paradigms, which are instrumental for the detection and development of classifiers for anomalous/rare categories.
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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
7. Note whether adequate facilities are available and list any special equipment needed for the course. No special facilities required.
8. Note whether adequate library and media support are available for the course. Library is adequate.
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 course database through for information about existing courses before submitting this form.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 745	Bayesian Inference	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 the student information system.

Course Description

This course focuses on the Bayesian inferential methods with emphasis on theory and applications. The recent developments of computational tools have brought Bayesian treatment of complex problems within the reach of practicing data scientists. This course will illustrate a variety of theoretical and computational methods, simulation techniques, and hierarchical models suitable for analyzing complex data. Broad topics include advanced Monte Carlo methods, asymptotic theories, adaptive methods, Bayesian nonparametrics, and POMDPs.

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

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
STAT 553	Applied Bayesian Statistics	3
STAT 752	Advanced Data Science	3

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

STAT 553 focuses more on applications of Bayesian inference whereas the proposed course focuses more on the theoretical aspects of Bayesian inference and Bayesian classifiers. STAT 752 provides an overview of Bayesian stats as a sub-topic in the data science curriculum whereas the proposed course provides an in-depth coverage of the topic of Bayesian reasoning, inference, and classifiers.

☐ **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: Course will be taught on a planned rotational basis alternating with existing graduate courses.

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: 20 ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ 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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed [CIP Code](#): 27.0501

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	Date
School/College Dean	Signature	Date

[Click here to enter a date.](#)

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

This course will bring Bayesian methods to the Data Science curriculum. It will enhance the toolkit for graduate students in data science, data engineering and in fields requiring additional computation tools.

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
- Randy Hoover, Associate Professor, PhD
 - Christer Karlsson, Associate Professor, PhD
 - Larry Pyeatt, Associate Professor, PhD
7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. Library is adequate.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 755	Reinforcement Learning	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 the student information system.

Course Description

This course introduces students to one of the main Machine Learning paradigms where an intelligent software agent takes actions and interacts with the world in order to maximize rewards. Understanding the importance and challenges of learning agents that make decisions is of vital importance today, with more and more companies interested in interactive agents and intelligent decision-making.

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

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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
CSC 447/547	Artificial Intelligence	3
CSC 448/548	Machine Learning	3

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

Both Artificial Intelligence and Machine Learning will address supervised and unsupervised learning. Reinforcement learning, the third major machine learning paradigm is not normally addressed in these 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.** 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: Course will be taught on a planned rotational basis alternating with existing graduate courses.

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed CIP Code: 30.7101

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	Date
School/College Dean	Signature	Date

[Click here to enter a date.](#)

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Reinforcement Learning and Deep Reinforcement Learning are fundamental topics and have emerged as front runners in data science, machine learning, and artificial intelligence research. The course will enhance both the breadth of study for future PhD level students in Data Science and Engineering as well as enhance individual research foci in and around learning from failure (a fundamental step toward building computational intelligence).

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Randy Hoover, Associate Professor, PhD
 - Rohan Loveland, Assistant Professor, PhD
 - Jeff McGough, Professor, PhD
 - Larry Pyeatt, Associate Professor, PhD

All four of these faculty currently work in Machine Learning. Dr. Pyeatt has specialized in reinforcement learning for two decades.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. The library is adequate.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 757	Natural Computing	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 the student information system.

Course Description

The course will address two of the major themes found in Natural Computing: biologically inspired algorithms and simulation of natural systems. The course will survey Simulated Annealing, Evolutionary Algorithms, Artificial Neural Networks, Swarms, and Cellular Automata. This course will model and simulate natural systems in order to solve problems which have eluded traditional solution methods.

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

--

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
CSC 447/547	Artificial Intelligence	3
CSC 448/548	Machine Learning	3

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

The Artificial Intelligence (AI) and Machine Learning (ML) courses will touch on Neural Networks and may discuss Genetic Algorithms. Simulated Annealing, Swarms, Immune Systems and others are normally not addressed. The intent of the proposed course is on developing novel algorithms using inspiration in nature. The AI and ML courses will focus more on the mathematical theory and algorithmic properties of the techniques under examination. Natural Computing focuses on the extraction of new algorithms and their relationship to the natural sciences.

☐ **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: Course will be taught on a planned rotational basis alternating with other graduate courses.

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed [CIP Code](#): 11.0102

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	Date
School/College Dean	Signature	Date

[Click here to enter a date.](#)

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Natural Computing is a field which mimics processes in nature to create novel algorithms which apply to problems which elude traditional solution techniques. It brings together researchers in biology, physics, chemistry with those in computing. Artificial Neural Networks, Evolutionary Algorithms, Swarms and Artificial Immune Systems are examples of bio-inspired algorithms. These tools comprise a significant component of modern machine learning. This course will give graduate students the background required to develop algorithms from processes found in nature.

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Randy Hoover, Associate Professor, PhD
 - Christer Karlsson, Associate Professor, PhD
 - Jeff McGough, Professor, PhD

Dr. McGough has taught this in the AI Topics course several times. He is currently active in bio-inspired computing research.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. Library is adequate.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 758	Planning Algorithms	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 the student information system.

Course Description

This course covers the theory and practice of motion planning. It unifies approaches found in artificial intelligence, machine learning, robotics and control theory. The course will address discrete and continuous spaces, planning under uncertainty, sample based planning, decision theory, configuration spaces and constrained planning.

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

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
CSC 447/547	Artificial Intelligence	3
CSC 448/548	Machine Learning	3

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

The Artificial Intelligence (AI) and Machine Learning (ML) courses will address some basic concepts in search and optimization which can be applied to path planning. These courses do not address the theory of planning, the diversity of planning approaches, motion planning algorithms, probabilistic or sample based methods or planning under uncertainty.

☐ **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: Course will be taught on a planned rotational basis alternating with other graduate courses.

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed CIP Code: 11.0102

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	Date
School/College Dean	Signature	Click here to enter a date. Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Recent advances in Artificial Intelligence, Machine Learning, Robotics and Controls have seen a convergence in approaches to motion planning. Planning Algorithms is the emerging field that addresses the common challenges of path planning, routing, navigation and control. This course will bring together tools from search, optimization, computational geometry, machine learning, reinforcement learning, Markov methods and sample based methods to address the current engineering challenges.

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Jeff McGough, Professor, PhD
 - Christer Karlsson, Associate Professor, PhD
 - Larry Pyeatt, Associate Professor, PhD

Dr. McGough has taught elements of motion planning in CSC 416/516.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. Library is adequate.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 760	Deep Learning	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 the student information system.

Course Description

The course will cover a range of topics from basic neural networks, convolutional and recurrent network structures, deep unsupervised and reinforcement learning, and applications to problem domains like speech recognition and computer vision.

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

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
CSC 447/547	Artificial Intelligence	3
CSC 448/548	Machine Learning	3

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

CSC 447/547 covers a wide range of classic AI algorithms (A*, binary search, etc.) with a brief introduction to classic neural network theory. CSC 448/548 covers a wide range of traditional machine learning approaches based on unsupervised, supervised, and semi-supervised learning. Neural networks are generally not discussed in 448/548.

☐ **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: Course will be taught on a planned rotational basis alternating graduate courses

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed CIP Code: 11.0102

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	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.
 Deep learning is one of the most powerful tools to emerge in machine learning in several decades. It has found applications in engineering, science, business and art. This course will serve all campus research groups that have data science needs which transcend the more traditional statistical and data science toolkit.
 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? N/A
 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 20
 6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Randy Hoover, Associate Professor, PhD
 - Christer Karlsson, Associate Professor, PhD
 - Rohan Loveland, Assistant Professor, PhD
 - Jeff McGough, Professor, PhD
- All four faculty members currently teach courses in Artificial Intelligence, Machine Learning and Data Science. These faculty are active in research in various subfields of machine learning and data science, and are qualified to teach this subject at the undergraduate and graduate levels.
7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
 8. Note whether adequate library and media support are available for the course. The library is adequate
 9. Will the new course duplicate courses currently 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. N/A
 11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 775	Network Science	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 the student information system.

Course Description

This course aims to investigate the topology and dynamics of complex networks, aiming to better understand the behavior, function, and properties of the underlying systems. The primary focus will be the study of algorithmic, computational, and statistical methods of network science, as well as applications in communications, biology, ecology, brain science, sociology and economics.

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

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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
Math 551	Math Modeling	3
Stat 560	Time Series Analysis	3

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

While both math modeling and time series analysis techniques will be used to uncover dynamics in time-varying graphs/networks, these topics are only a small fraction of what will be covered in the proposed course. Neither delve into aspects of centrality, connected sets, community evolution, and multi-graph modeling on dynamic spatiotemporal data.

☐ **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: Course will be taught on a planned rotational basis.

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed CIP Code: 11.0701

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	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.

Current campus research in human and drug trafficking, and supply chains all use network models. This course will provide the core tools for students to contribute to the current research efforts.

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Randy Hoover, Associate Professor, PhD
 - Kyle Caudle, Associate Professor, PhD

Both faculty members work machine learning techniques applied to network models and are qualified to teach this content at the graduate level.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. The library is adequate.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Institution**Computer Science & Engineering****Division/Department**

Click here to enter
a date.

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
CSC 780	Advanced Data Engineering	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 the student information system.

Course Description

This course provides an overview of the techniques and tools in Data Engineering. It introduces students to Big Data applications. Topics include how to clean and manipulate large data sets, design and develop applications using common industry tools, and utilize other Big Data ecosystem components to manipulate, analyze and perform computations on Big Data.

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

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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
CSC 454/554	Data Mining Theory	3
CSC 486/586	Data Mining Methods	3

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

Both Data Mining Theory (SDSMT) and Data Mining Methods (DSU, USD) are concerned with large data sets but focus on concepts and algorithms, and not on applications. The proposed course will focus on applications and tools.

☐ **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: Course will be taught on a planned rotational basis alternating existing graduate courses

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: CSC

4.2. Banner Department Code: MCSC

4.3. Proposed CIP Code: 30.7001

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		12/30/2021
Request Originator	Signature	Date
Jeff McGough		12/30/2021
Department Chair	Signature	Date
School/College Dean	Signature	Date

[Click here to enter a date.](#)

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Data Engineering refers to a collection of methods and tools to preprocess data required by machine learning algorithms. It is essential in all big data applications across engineering, science, business and health care. This course will serve all campus research groups that have data science needs.

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Randy Hoover, Associate Professor, PhD
 - Christer Karlsson, Associate Professor, PhD
 - Rohan Loveland, Assistant Professor, PhD

The three faculty members currently teach courses in Artificial Intelligence, Machine Learning and Data Science. These faculty are active in research in various subfields of machine learning and data science, and are qualified to teach this subject at the undergraduate and graduate levels.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. Course will utilize what is available.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T
Institution

Industrial Engineering/IENG
Division/Department

Click here to enter
a date.

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
IENG 420/520	Game Theory Applications	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 the student information system.

Course Description

A rational agent or player maximizes their own payoff, an assumption on which several artificial and human intelligence systems are designed. Students of this class will learn to model gaming scenarios by applying theoretical concepts in coalitional game theory and competitive games to large data sets with the intent to develop decision support tools to understand how rational players would act in presence of competitive and collaborative agents. These scenarios will be used to study actions of players or decision centers in infrastructure security, transportation, autonomous systems, and competition among technical organizations.
Students enrolled in IENG 520 will be held to a higher standard than those enrolled in IENG 420.

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?
IENG/MATH 381	Introduction to Probability and Statistics	Pre-Req

Registration Restrictions

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
MATH 282	Mathematics of Games	3
ECON 465/565	Game Theory	3

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

The proposed game theory course focuses entirely on the application of classical game theory concepts to the area of machine learning rooted in probability and statistics. The domain of MF focuses on collection and analysis of large data sets to predict and forecast behavior of decision-making entities. The integration of decision sciences and statistics-based utility function development using large data sets are generally not covered in any existing courses, and this course will be key for students interested in integrating data driven decision making into existing system architecture. Model development and programming tools needed for simulation of rational behavior among autonomous and non-autonomous systems will be the focus of this course. Existing courses do not provide the same emphasis on employing data mining techniques on large data sets in order to design systems that are capable of making binary decisions using incentives and disincentives present in the modeling environment.

☐ **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:

Course will be offered as a rotating elective course and can be managed within existing instructional resources

☐ **Yes.** Specify below:

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

Will be used as electives in the IEEM B.S. program, in the IENG and ENGM M.S. programs, and the upcoming PhD in Data Science and Engineering program.

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

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

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

001 Face-to-face Term Based Instruction

018 Internet Synchronous

015 Internet Asynchronous – Term Based Instruction

3.5. Term change will be effective: Fall 2022**3.6. Can students repeat the course for additional credit?**

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: IENG


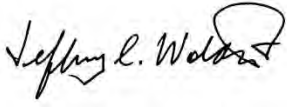
4.2. Banner Department Code: MIND

4.3. Proposed [CIP Code](#): 27.501

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

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Saurav Kumar Dubey		12/14/2021
Request Originator	Signature	Date
Jeff Woldstad		12/14/2021
Department Chair	Signature	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 following will teach upper level undergraduate and graduate students about concepts in decision sciences where competitive and collaborative actions need to be considered. The utilities or benefits of decision made by players or agents will be quantified using probabilistic and deterministic mathematical functions. More importantly, this course will teach students to design statistical utility functions from large data sets. These functions will seek to provide insight into predicted behaviors of autonomous and non-autonomous engineering systems. This course is intended at the 400/500 level. It will be used to meet elective requirements in the BS IEEM, as M.S. electives in IENG, and ENGM, as well as an elective in an upcoming PhD in Data Science and Engineering 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?
 - **Ph.D. in Data Science**
 - **M.S. in Industrial Engineering**
 - **M.S. in Engineering Management**
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

Students taking the graduate version (520) will be held to a higher standard than those in 420, including but not limited to, literature-related research and project leadership responsibilities.

5. Desired section size 40
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Saurav Kumar Dubey, Assistant Professor, PhD in Industrial Engineering
7. Note whether adequate facilities are available and list any special equipment needed for the course. **The course will use existing classroom facilities for lectures, with occasional visits to existing laboratories for demonstration purposes and project support. No new equipment will be needed.**
8. Note whether adequate library and media support are available for the course. **The library and media support available for all courses will be sufficient.**
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 SCHOOL OF MINES & TECHNOLOGY

Affected Departments Form

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

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

1. Changes to Existing Courses

☐ No students from other departments take this course

No further action is needed.

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

From which departments Mathematics, Computer Science and Engineering and Industrial Engineering

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

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

☐ Other departments require this course

Which departments: _____

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

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

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

2. Program Level Curriculum Changes

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

☐ Course changes do not affect any other departments

No further action is needed.

☐ Course changes affect other departments through changes in elective courses: Which departments _____

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

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

☐ Course changes affect other departments through changes in required courses

Which departments _____

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

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

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



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.

SDSM&T

Institution

Industrial Engineering

Division/Department

Click here to enter
a date.

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
IENG 620	Human Information Processing	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 the student information system.

Course Description

Mathematical models of human perception, cognition, and motor function. Topics include: Turing machines and automata, psychophysics, signal detection theory, information theory, problem solving and decision making, and movement control.

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

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
PSYC 533	Psychology of Human Performance	3
PSYC 536	Human Performance	3

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

The proposed course will focus much more heavily on mathematical models of human performance and behavior. The intended audience is engineers and computer scientists who have an interest in psychology and human performance.

☐ **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:

Course will be offered as a rotating elective course and can be managed using existing instructional resources.

☐ **Yes.** Specify below:

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

- Ph.D. in Data Science (pending)
- M.S. in Industrial Engineering (current)
- M.S. in Engineering Management (current)

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): Lecture-R
If requesting an instructional method that is exempt from the [Section Size Guidelines](#), please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.

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

001- Face-to-face Term Based Instruction

018- Internet Synchronous

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: IENG


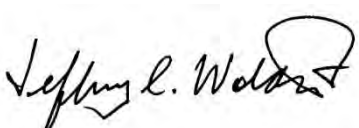
4.2. Banner Department Code: MIND

4.3. Proposed [CIP Code](#): 11.0401

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeffrey C. Woldstad		12/21/2021
Request Originator	Signature	Date
Jeffrey C. Woldstad		12/21/2021
Department Chair	Signature	Date
School/College Dean	Signature	Date

[Click here to enter a date.](#)

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

This course has been taught once as a special topics course. It provides needed instruction on human performance and computation within the Industrial Engineering, Engineering Management and Data Science graduate curriculums.

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?
 - Ph.D. in Data Science
 - M.S. in Industrial Engineering
 - M.S. in Engineering Management
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Jeffrey C. Woldstad, Professor and Department Head, Ph.D. in Industrial and Operations Engineering and Psychology
7. Note whether adequate facilities are available and list any special equipment needed for the course. Adequate facilities are available. No special equipment is needed.
8. Note whether adequate library and media support are available for the course. Adequate library and media support is available.
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. N/A
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 course database through for information about existing courses before submitting this form.

SDSM&T

Institution**Industrial Engineering and Engineering Management****Division/Department**

Click here to enter
a date.

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
IENG 715	Data Visualization	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 the student information system.

Course Description

This course introduces the concepts, tools, and techniques for the presentation and visual analysis of data based on principles from graphic design and cognitive science to enhance the understanding of large complex data sets. We will focus on aspects of visualization related to tabular high-dimensional data, graphs, text, and other formats. The course begins with background skills, then presents an overview of principles from perception and design, visualization concepts, and then will discuss current visualization methods and software. Students will acquire hands-on experience designing and implementing interactive visualizations using cutting edge visualization libraries.

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

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
CSC 460	Scientific Visualization	3
INFS 776	Business Intel & Visualization	3

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

CSC 460 (DSU) is focused on the visualization of mathematical and scientific models. The proposed course will address large data sets which may not arise from mathematical models and may not be strictly numerical data. INFS 776 (DSU) focuses on business applications. The proposed course will focus on concepts and methods in visualization common across engineering, science and business.

☐ **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: Course will be taught on a planned rotational basis alternating existing graduate courses.

☐ **Yes.** Specify below:

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

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

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)): 001 Face to Face

3.5. Term change will be effective: 08/15/2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title
CSC 715	Data Visualization

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: IENG


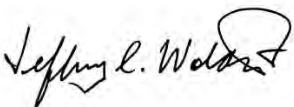
4.2. Banner Department Code: MIND

4.3. Proposed [CIP Code](#): 30.7103

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Jeff McGough		4/13/2022
Request Originator	Signature	Date
Jeff Woldstad		4/13/2022
Department Chair	Signature	Date
School/College Dean	Signature	Date

[Click here to enter a date.](#)

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Data Visualization refers to a collection of methods and tools to present, understand and analyze complex data sets. It is essential in all data intensive applications across engineering, science, business and health care. This course will serve all campus research groups that have data analysis needs.

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? N/A
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 20
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

- Christer Karlsson, Associate Professor, PhD
- Rohan Loveland, Assistant Professor, PhD
- Jeff McGough, Professor, PhD
- Lisa Rebenitsch, Assistant Professor, PhD
- Jeff Wolstad, Professor, PhD

Dr. Wolstad has taught visualization courses previously. Drs Hoover, Karlsson, Loveland and McGough work in machine learning / data science and have extensive professional experience with analysis and visualization of large data sets.

7. Note whether adequate facilities are available and list any special equipment needed for the course. Facilities and equipment are adequate.
8. Note whether adequate library and media support are available for the course. Course will utilize what is available.
9. Will the new course duplicate courses currently 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. N/A
11. Add any additional comments that will aid in the evaluation of this request. N/A



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.

SDSM&T

Industrial Engineering

Institution

Division/Department

[Click here to enter a date.](#)

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
IENG 735	Advanced Linear Programming	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 the student information system.

Course Description

Advanced topics in linear programming and convex optimization including theory, applications, and algorithms. Topics include convex sets and functions, geometry of linear programming, simplex method, duality theory, decomposition methods, interior-point methods, integer programming, and convex optimization. Several applications arising in data science, machine learning, artificial intelligence, and operations research will be discussed.

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?
ENGM 535	Optimization Techniques	Pre-Req

Registration Restrictions

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
MATH 675	Operations Research II	3
MATH 735	Numerical Modelling	3

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

The proposed course is similar to MATH 675, however, it will focus solely on linear optimization and will not consider other types of problems. In addition, the proposed course will apply these methods to problems associated with machine learning, signals and image processing, and large data sets.. Furthermore, optimization programming will be used throughout the proposed course.

☐ **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:

This course will be offered as a rotating elective course and can be managed within existing instructional resources.

☐ **Yes.** Specify below:

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

B.S. in Industrial Engineering and Engineering Management
 M.S. in Industrial Engineering
 M.S. in Engineering Management

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): Lecture - R
If requesting an instructional method that is exempt from the [Section Size Guidelines](#), please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):
 The delivery method will be primarily face-to-face/live (001) instruction.

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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:

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

4.1. University Department: IENG


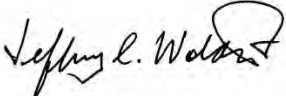
4.2. Banner Department Code: MIND

4.3. Proposed [CIP Code](#): 27.501

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

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Hyeong Suk Na		12/13/2021
Request Originator	Signature	Date
Jeffrey Woldstad		Click here to enter a date.
Department Chair	Signature	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.

Advanced linear programming has become a major emphasis in applications spanning data science, engineering, mathematics, and computer science. It is a class of problems for which there are both theoretically and practically fast and robust optimization techniques. Following the trend of linear programming, ever-larger groups of problems in a wide range of fields are being discovered as belonging to this class. However, there is currently no course available in the Ph.D. in Data Science curriculum to introduce graduate students to these techniques. This course will provide a comprehensive coverage of the theoretical foundation and numerical algorithms for advanced linear programming or convex optimization to prepare for more advanced coursework and research in this growing area of interest for engineers and scientists.

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?
 - Ph.D. in Data Science
 - M.S. in Industrial Engineering
 - M.S. in Engineering Management
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
5. Desired section size 30
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Suarav Kumar Dubey, Assistant Professor, Ph.D. in Industrial Engineering
 - Lin Guo, Assistant Professor, Ph.D. in Industrial Engineering
 - Hyeong Suk Na, Assistant Professor, Ph.D. in Industrial Engineering
7. Note whether adequate facilities are available and list any special equipment needed for the course. Traditional classroom facilities will be required with no special equipment needed.
8. Note whether adequate library and media support are available for the course. Adequate
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. N/A
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 course database through for information about existing courses before submitting this form.

SDSM&T

Industrial Engineering

Institution

Division/Department

12/13/2021

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
IENG 736	Nonlinear Programming	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 the student information system.

Course Description

Formulating, solving, and understanding nonlinear optimization problems. Topics include basic and advanced algorithms for solving unconstrained nonlinear optimization problems, Lagrange multiplier algorithms for solving constrained, non-convex optimization problems, feasible-point methods, and penalty and barrier methods.

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?
ENGM 535	Optimization Techniques	Pre-Req

Registration Restrictions

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
MATH 675	Operations Research II	3
MATH 735	Numerical Modelling	3

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

This course will focus on methods particular to solving non-linear optimization problems. The courses listed are more general and focus on a much larger range of optimization problems. In addition, the proposed course will apply these methods to problems associated with machine learning, signals and image processing, and large data sets.

☐ **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:

Course will be offered as a rotating elective course and can be managed within existing instructional resources.

☐ **Yes.** Specify below:

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

M.S. in Industrial Engineering
M.S. in Engineering Management

(New program: Ph.D. in Data Science)

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): Lecture-R
If requesting an instructional method that is exempt from the [Section Size Guidelines](#), please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.

3.4. Proposed delivery method by university (as defined by [AAC Guideline 5.5](#)):
 (001) Face-to-face

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit?
☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?
☐ Yes ☒ No

3.8. Will section enrollment be capped?
☒ Yes, max per section: 20 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ 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:

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

4.1. University Department: IENG

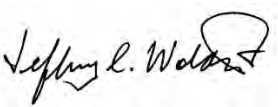
4.2. Banner Department Code: MIND

4.3. Proposed [CIP Code](#): 27.501

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Lin Guo		12/13/2021
Request Originator	Signature	Date
Jeffrey Woldstad		Click here to enter a date.
Department Chair	Signature	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.

This course will help graduate students in Data Science, Industrial Engineering, and Engineering Management thoroughly understand the nature of nonlinear optimization problems, which they may encounter in their research projects relevant with non-convex optimization, deep learning, deep neural networks, and so on.

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?

- Ph.D. in Data Science
- M.S. in Industrial Engineering
- M.S. in Engineering Management

Any students who may deal with optimization problems with nonlinearities will benefit from the course, regarding nonlinearity awareness, the formulation and approximation of nonlinear problems, solving and exploring the solution space of the problems, possible simplification techniques and metaheuristics, verification and validation of the models and solutions, and the interpretation and visualization of the results.

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 20

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

- Lin Guo, Assistant Professor, Ph.D. in Industrial and Systems Engineering
- Hyeong Suk Na, Assistant Professor, Ph.D. in Industrial and Manufacturing Engineering
- Saurav Kumar Dubey, Assistant Professor, Ph.D. in Industrial and Systems Engineering

7. Note whether adequate facilities are available and list any special equipment needed for the course. Yes, adequate facilities are available.

8. Note whether adequate library and media support are available for the course. Adequate

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. N/A

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 course database through for information about existing courses before submitting this form.

SDSM&T

Institution

Industrial Engineering

Division/Department

Click here to enter
a date.

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
IENG 737	Stochastic Optimization	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 the student information system.

Course Description

Advanced optimization techniques for problems under uncertainty. Topics include basic properties and theory, stochastic dynamic programming, two-stage recourse problems, multistage recourse problems, stochastic integer programs, approximation and sampling methods, and robust optimization.

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?
ENGM 535	Optimization Techniques	Pre-Req

Registration Restrictions

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
MATH 675	Operations Research II	3
MATH 735	Numerical Modelling	3

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

This course will focus on methods particular to solving stochastic optimization problems. The courses listed are more general and focus on a much larger range of optimization problems. In addition, the proposed course will apply these methods to problems associated with machine learning, signals and image processing, and large data sets.

☐ **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:

This course will be offered as a rotating elective course and can be managed within existing instructional resources.

☐ **Yes.** Specify below:

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

B.S. in Industrial Engineering and Engineering Management

M.S. in Industrial Engineering
M.S. in Engineering Management

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): Lecture-R
If requesting an instructional method that is exempt from the [Section Size Guidelines](#), please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.

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

The delivery method will be primarily face-to-face/live (001) instruction.

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: IENG


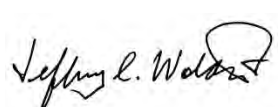
4.2. Banner Department Code: MIND

4.3. Proposed [CIP Code](#): 30.7101

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

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Hyeong Suk Na <hr/> Request Originator	<div style="text-align: center;">  <hr/> Signature </div>	<div style="text-align: center;"> 12/13/2021 <hr/> Date </div>
Jeffrey Woldstad <hr/> Department Chair	<div style="text-align: center;">  <hr/> Signature </div>	<div style="text-align: center;"> Click here to enter a date. <hr/> Date </div>
<hr/> School/College Dean	<hr/> Signature	<div style="text-align: center;"> Click here to enter a date. <hr/> Date </div>

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Stochastic optimization is the approach built on mathematical programming methodology, i.e., stochastic programming that is a framework for modeling optimization problems that involve uncertainty. While deterministic optimization problems have known parameters, many real-world problems have unknown parameters and its outcome is dependent on a random event that occurs in the future. Stochastic programming extends deterministic optimization by modeling uncertainty and incorporating probabilistic statements. This field is currently developing rapidly with contributions from many disciplines including data science, operations research, mathematics, and computer science. However, there is currently no course available in the Ph.D. in Data Science curriculum to introduce students to these techniques. This course will provide a foundation for future students to enter their Ph.D. program prepared for more advanced coursework and research in this growing area of interest for engineers and scientists.

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?
 - Ph.D. in Data Science
 - M.S. in Industrial Engineering
 - M.S. in Engineering Management
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
5. Desired section size 30
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Suarav Kumar Dubey, Assistant Professor, Ph.D. in Industrial Engineering
 - Lin Guo, Assistant Professor, Ph.D. in Industrial Engineering
 - Hyeong Suk Na, Assistant Professor, Ph.D. in Industrial Engineering
7. Note whether adequate facilities are available and list any special equipment needed for the course. Traditional classroom facilities will be required with no special equipment needed.
8. Note whether adequate library and media support are available for the course. Adequate
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. N/A
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 course database through for information about existing courses before submitting this form.

SDSM&T

Mathematics**Institution****Division/Department**

Click here to enter
a date.

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
MATH 742	Mathematical Statistics	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 the student information system.

Course Description

This course focuses on the theory of estimation to include method of moments, least squares maximum likelihood and maximum entropy methods. Completeness of statistics, Cramer-Rao bounds, asymptotic consistency, Bayesian decision rules and statistical decision theory. Theory of hypothesis testing will also be including the Neyman Pearson Lemma and uniformly most powerful tests. Applications to engineering and scientific problems as related to data science.

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

Permission of Instructor Required

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
STAT 585	Theory of Statistics I	3
STAT 684	Statistical Inference I	3

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

The proposed mathematical statistics course will include aspects of both of these courses but is more focused on the theory associated with tests and estimation theory as it relates to data science. This course will provide graduate students with important theory in both probability theory and hypothesis testing in a one semester course vice two semesters of more in depth study. The theory will be presented in a way that focuses on applications in engineering and data science.

☐ **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:

Course will be offered as a rotating elective course and can be managed within existing instructional resources

☐ **Yes.** Specify below:

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

Will be used as electives in the IEENG MS program, CSE MS program, and upcoming PhD in Data Science and Engineering program.

3.3. Proposed instructional method by university (as defined by [AAC Guideline 5.4](#)): Lecture (R)
If requesting an instructional method that is exempt from the [Section Size Guidelines](#), please provide a brief description of how the course is appropriate for the instructional method, as defined in AAC Guidelines.

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

001 Face-to-face Term Based Instruction

018 Internet Synchronous

015 Internet Asynchronous – Term Based Instruction

3.5. Term change will be effective: Fall 2022

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ 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

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: MATH

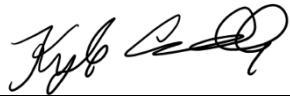

4.2. Banner Department Code: MMTH

4.3. Proposed [CIP Code](#): 27.0502

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

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Kyle Caudle		12/14/2021
Request Originator	Signature	Date
Travis Kowalski		12/30/2021
Department Chair	Signature	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 following will teach graduate students about concepts in probability and statistics as it relates to data science. The statistical theory will enable them to analyze more critically and to think more closely about the results from hypothesis tests. More importantly, this course will teach students to critically analyze data and make informed decisions. The theory gained in this course will allow them to think about how data is used to answer research questions. This course is intended at the 700 level. It will be used solely as an elective in an upcoming PhD in Data Science and Engineering 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? Ph.D. in Data Science
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
5. Desired section size 5
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
 - Saurav Kumar Dubey, Assistant Professor, PhD in Industrial Engineering

7. Note whether adequate facilities are available and list any special equipment needed for the course.

The course will use existing classroom facilities for lectures, with occasional visits to existing laboratories for demonstration purposes and project support. No new equipment will be needed.

8. Note whether adequate library and media support are available for the 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 SCHOOL OF MINES & TECHNOLOGY

Affected Departments Form

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

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

1. Changes to Existing Courses

- ☐ No students from other departments take this course
No further action is needed.
- ☒ No other departments require this course, but students from other departments take this course
From which departments Mathematics, Computer Science and Engineering and Industrial Engineering

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

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

- ☐ Other departments require this course: Which departments: _____

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

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

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

2. Program Level Curriculum Changes

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

- ☐ Course changes do not affect any other departments
No further action is needed.
- ☐ Course changes affect other departments through changes in elective courses
Which departments _____

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

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

- ☐ Course changes affect other departments through changes in required courses

Which departments _____

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

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

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

Appendix D: Independent External Consultants

Dr. Mike Frey

Applied and Computational Statistics Group Lead
NIST/ITL/SED Boulder
Email: michael.frey@nist.gov

Dr. Dave Marchette

Applied Mathematics Group
Naval Surface Warfare – Dahlgren Division
Email: david.marchette@navy.mil

Dr. James Gentle

Professor of Mathematics and Statistics (retired)
George Mason
Email: jgentle@gmu.edu

Dr. George Rudolph

Professor of Computer Science
Utah Valley University
Email: rudolph@uvu.edu

Kate Lemay

Director of Enterprise Data & Analytics
Black Hills Energy
Email: Kate.Lemay@Blackhillscorp.com

Dr. Soundar Kumara

Allen E. Pearce and Allen M. Pearce Professor of Industrial Engineering
Penn State University
Email: u10@psu.edu

Dr. Hui Yang

Professor of Industrial Engineering
Penn State University
Email: huy25@psu.edu

Dr. Eunshin Byon

Associate Professor of Industrial Engineering
University of Michigan
Email: ebyon@umich.edu

Dr. Youngjun Choe

Assistant Professor of Industrial Engineering
University of Washington
Email: ychoe@uw.edu

Dr. John Kobza

Professor and Department Head of Industrial Engineering
 University of Tennessee
 Email: jkabza@utk.edu

Dr. Jennifer Pazour

Associate Professor of Industrial Engineering
 Rensselaer Polytechnic Institute
 Email: pazouj@rpi.edu

Journal Editors

Dr. Li Feifei

Associate Editor: Data Science and Engineering
 Email: lifeifei@cs.utah.edu

Dr. Wang Xizhao

Editor in Chief: International Journal of Machine Learning and Cybernetics
 Email: xzwang@szu.edu.cn

Dr. Jun Yan

Editor in Chief: Journal of Data Science
 Email: jun.yan@uconn.edu

Dr. Longbing Cao

Editor in Chief: Journal of Data Science and Analytics
 Email: longbing.cao@uts.edu.au

Dr. Francis Bach

Editor in Chief: Journal of Machine Learning Research
 Email: francis.bach@ens.fr

Dr. Hendrik Blockeel

Editor in Chief: Machine Learning
 Email: Hendrik.blockeel@cs.kuleuven.be

Dr. Carson Woo

Editor in Chief: Data & Knowledge Engineering
 Email: carson.woo@sauder.ubc.ca

Appendix E: Letters of Support

Dr. Randy C. Hoover
Associate Professor
Computer Science & Engineering
South Dakota Mines
501 E. St. Joseph Street
Rapid City, SD 57701

Dear Dr. Hoover,

This letter is to express our strong support for your proposed collaborative **"Ph.D. program in Data Science and Engineering."**

Not only is Black Hills Information Security (BHIS) interested in this exciting new program, but we would also be interested in discussing possible collaboration on topics of interest in support of the program as well as current and future needs within BHIS. We have evaluated the proposed curriculum and it appears to be in-line with current trends and should serve the students, university, and external constituents well.

BHIS utilizes data science methods in many aspects of our day-to-day operations to help to better secure companies from threat actors. If your proposed program is approved by the South Dakota Board of Regents, we would be happy to work with your team on program structure as well as discuss current and future opportunities for students and faculty collaboration on the on-going projects of BHIS.

We are pleased to note that your proposed program is certainly aligned with current industry trends (both within and outside the security sector) and would provide ample opportunities for future graduates of the program both within and outside of South Dakota.

In summary, we are excited to support you proposed Ph.D. program and look forward to working with SDM on future projects.

Sincerely,

Brian Fehrman

Brian Fehrman

Security Analyst/Researcher/Developer

Black Hills Information Security / Active Countermeasures

Dr. Randy C. Hoover
Associate Professor
Computer Science & Engineering
South Dakota Mines
501 E. St. Joseph Street
Rapid City, SD 57701

Dear Dr. Hoover,

This letter is to express our strong support for your proposed collaborative **"Ph.D. program in Data Science and Engineering."**

Working as a data scientist for Fast and having worked at organizations like Goldman Sachs, the Commonwealth Bank of Australia, and AIG over the last 10 years, I am constantly looking for experienced talent in the data science and data engineering space. Not only am I interested in this exciting new program, I am currently discussing mechanisms for collaboration with SDM regarding senior designs, internships, co-ops, and research collaborations.

I have evaluated the proposed curriculum and it is aligned with current industry trends. If approved, the program would provide ample opportunities for future graduates both within and outside of South Dakota. Moreover, as a data scientist working in the field, I'd be happy to serve as an industrial advisor once the program is approved and the industrial advisory board is created.

In summary, we are excited to support you proposed Ph.D. program and look forward to working with SDM on future projects.

Sincerely,

Francisco Javier Arceo





Kate Lemay
 Director, Enterprise Data & Analytics
 Kate.Lemay@blackhillscorp.com

7001 Mt. Rushmore Rd
 Rapid City, SD 57702

Dr. Randy C. Hoover
 Associate Professor
 Computer Science & Engineering
 South Dakota Mines
 501 E. St. Joseph Street
 Rapid City, SD 57701

Dear Dr. Hoover,

This letter is to express our strong support for your proposed collaborative **“Ph.D. program in Data Science and Engineering.”**

Not only is Black Hills Corporation (BHC) interested in this exciting new program, but we would also be interested in discussing possible collaboration on topics of interest such as energy forecasting and big data analytics applications in support of the program as well as current and future needs within BHC. We have evaluated the proposed curriculum and it appears to be in-line with current trends and should serve the students, university, and external constituents well. This program would fill a void in current Ph.D. offerings in this field.

Black Hills Corporation is actively involved in data science and data engineering at the enterprise scale and have a recently established data science team to address many different facets of data science within energy sector. If your proposed program is approved by the South Dakota Board of Regents, we would be happy to work with your team on program structure as well as discuss current and future opportunities for students and faculty collaboration in the energy sector.

We are pleased to note that your proposed program is certainly aligned with current industry trends (both within and outside the energy sector) and would provide ample opportunities for future graduates of the program both within and outside of South Dakota.

In summary, we are excited to support your proposed Ph.D. program and look forward to working with SDM on future projects.

Sincerely,

Kate Lemay
 Director, Enterprise Data & Analytics

www.blackhillsenergy.com

We Solve Great Challenges.

Dr. Randy C. Hoover
Associate Professor
Computer Science & Engineering
South Dakota Mines
501 E. St. Joseph Street
Rapid City, SD 57701

Dear Dr. Hoover,

This letter is to express our strong support for your proposed collaborative "**Ph.D. program in Data Science and Engineering.**"

Not only is Raven interested in this exciting new program, but we would also like to discuss possible collaboration on topics of interest in support of the program as well as current and future needs within Raven. We have evaluated the proposed curriculum and it appears to be in-line with current trends and should serve the students, university, and external constituents well.

Raven is actively involved in data science, data engineering, as well as machine learning and artificial intelligence at the enterprise scale and have established development teams to address different facets of data science within Raven Applied Technology. If your proposed program is approved by the South Dakota Board of Regents, we would be happy to work with your team on program structure as well as discuss current and future opportunities for students and faculty collaboration in machine performance analytics and machine learning and artificial intelligence.

We are pleased to note that your proposed program is certainly aligned with current industry trends and would provide possible opportunities for future graduates of the program both within and outside of South Dakota.

In summary, we are excited to support you proposed Ph.D. program and look forward to working with SD Mines on future projects.

Sincerely,



Shane Swedlund
Engineering Manager
Raven Applied Technology
shane.swedlund@ravenind.com



205 E 6th Street, Sioux Falls, SD 57104
www.ravenind.com

APPENDIX F: GRADUATE PROGRAM EXTERNAL REVIEW REPORT

Review of the South Dakota School of Mines and Technology proposed Ph.D. Program in Data Science and Engineering

David J. Marchette¹ and George Rudolph²

¹Applied Mathematics Group, Naval Surface Warfare – Dahlgren
Division

²Department of Computer Science, Utah Valley University

April 8, 2022

Executive Summary

We have reviewed the proposed PhD program and conducted virtual interviews with the university leadership, with the department leadership for the three constituent departments involved in the proposed program, and with representative faculty from those departments. We find the proposal to be well organized, that it shows evidence of deep thought, that it describes an excellent program that will be a credit to the University. It meets an important need in the education of South Dakota students, and provides curriculum to prepare students to perform research in data science and engineering and to meet the needs of industry and academia for experts in this field. We believe it will attract new research faculty to the University as well. We recommend that the Board of Regents accept and implement this program.

No single program can cover all the sub-fields of a large, emerging, interdisciplinary field like data science. We identified a few suggestions for improvements, which are detailed below in the relevant sections, to the proposal and the program. These suggestions are recommendations for implementation, not requirements. Likely the details will be of most interest to the department leaderships and the faculty involved.

Section 1 provides information about Data Science as an interdisciplinary field for a reader who may need it, and gives distinctions that we recommend be clarified to make the program stronger. Sections 2-5 give more detailed answers to the questions outlined in the charge letter for this review.

1 Data Science as a Discipline

There are several existing disciplines to which data science (DS) is related. It is important that a DS program can be seen to be distinct from these, although since DS is an interdisciplinary program, it will intersect with these different disciplines. In particular, we will discuss Statistics (particularly applied and computational statistics) and machine learning (ML). We feel that it is important to emphasize “data” throughout the curriculum. All courses should discuss the use of data to illustrate the ideas, to explore limitations of theory and algorithms within a real-world context, and to suggest new ideas and theories. It is also important to emphasize that, while data science and data engineering both have a practical side and require familiarity with existing tools, algorithms and languages, it is also a discipline with rich theoretical underpinnings and the theory is an active and growing area of research. Thus, a data science Ph.D. program will have both a practical, application oriented aspect, and also a theoretical and basic research aspect, allowing for both basic and applied research Ph.D. projects.

Data science is clearly an interdisciplinary field, and we feel that a Ph.D. program, as proposed, could act as a bridge between many different departments. It will obviously foster interaction between the three core departments of Mathematics, Computer Science & Engineering and Industrial Engineering. By its nature, the DS degree will encourage interactions and collaboration throughout the scientific and engineering disciplines, all of which require the services of data scientists to process and analyze data, and which may also provide the data scientists with data sources and applications from which new ideas, theory and algorithms can be discovered. More broadly, there are many areas of sociology, psychology, history, and other disciplines in which data science can play a part, provide answers, and develop new research thrusts.

1.1 Applied and Computational Statistics

There is a tendency (particularly among statisticians) to claim that DS is nothing more than a subfield of statistics, particularly of applied and computational statistics. It is true that there is considerable overlap, and one could make the case that, like Computational Statistics, Bayesian Statistics and Biostatistics, DS is a subfield of statistics. It is clear that the proposed degree program takes a broader view of DS – including computer science and engineering aspects that are rarely, if ever, considered in the other sub-disciplines, and go beyond the field of statistics.

1.2 Machine Learning

Clearly, some concepts of machine learning (ML) are important to a data science curriculum and need to be covered. Similarly, many of the concepts of data science are important to, and should be taught in a machine learning curriculum. The distinction is similar to the DS vs DE discussion below: ML is the process

of developing algorithms that adjust their parameters to solve problems through the analysis of data, without requiring specific domain knowledge to engineer the solution. Data science is much broader, in the same sense that computer science is more than learning to program.

1.3 Data Science vs Data Engineering

The material provided does not lay out a clear distinction between these, although the discussion with the leadership, department heads, and faculty clarified the distinction and their thinking on this distinction. Roughly speaking, it seems that the distinction is: Data Engineering is concerned with “how?” and perhaps “what?”, and Data Science with “why?”. Thus, the data engineering introductory course emphasizes tools and applications. The introductory data science is also very focused on tools and applications, which is appropriate for an introductory course, and considerable thought has gone into distinguishing these. With the optimization course, these three courses act as a “leveling” curriculum that ensures a base knowledge of the key concepts underlying the rest of the curriculum.

The proposed new courses are heavily weighted towards the data science aspect of the curriculum, with few courses proposed for the data engineering aspects. This is in part due to the fact that many of the appropriate courses already exist in the computer science and engineering departments. More discussion of these specific courses, and how they would be incorporated into a data science degree program would strengthen the proposal, and ultimately result in a stronger program.

2 Program Curriculum

1. Does the proposed program meet or exceed current national standards and expectations for the discipline?

Yes, the program meets or exceeds national standards for the discipline. As discussed in the proposal and below in this document, Data Science is an emerging field. No widely agreed-upon national standards exist yet as we have for other engineering fields and professions. Nevertheless, this program is consistent with what we would expect nationally for Ph.D. programs in computer science, engineering and related fields.

2. Does the proposed program meet accreditation requirements where applicable?

There are no national accrediting bodies for Ph.D. programs in Data Science. The proposal mentions ABET and DASCA as accrediting agencies, but also correctly points out that ABET does not accredit graduate programs, and that they plan to apply for DASCA accreditation if the program is implemented. This will be nice, if it can be achieved, but not necessarily required. We have more to say about DASCA in recommendations below.

3. Will the proposed program provide students with sound preparation for their careers and serve them well as they seek employment?

Yes. The curriculum is a good mix of practical and theoretical, and we believe it will provide students with both the hands-on data analytics expected of data scientists and data engineers and a solid grounding in the theory. This will prepare students for academic positions if that is their preference, and to perform research in data science and engineering in the private sector. A strong focus on data, and collaborations with industry partners, will provide the students with a strong background in applications and the tools of data science.

4. What changes, if any, do you recommend?

Recommended changes are discussed in the following subsections.

2.1 Recommended Changes

2.1.1 Add Master's Degree Path

The proposal does not mention an associated Master's degree. We recommend that such a degree be provided as an "off ramp" for those students who cannot complete the full Ph.D. program—for example for family or other reasons. The school may decide in the future to make the Master's degree a terminal degree rather as a stepping-stone to the Ph.D. program, but that is a decision for the University to make.

2.2 Measuring Student Achievement

Section 6.B. of the program request mentions DASCA certification as a national instrument for measuring student achievement in the program. We agree that DASCA certification for the program and for individuals is a good goal. The fast-track option that is mentioned is a great feature of the program if it becomes available. However, we believe the best measures of individual student performance and mastery remain the qualifying exam and the dissertation.

2.2.1 Create University System-wide Data Repository

We recommend that the University consider implementing a data repository or data center associated with the degree. While designed to support the course work and the research projects of SDSMT PhD students, it could be available to the University as a whole. This issue may also be better addressed via statewide cyberinfrastructure for data centers and high performance computing resources.

2.2.2 Elaborate and Clarify Program Prerequisites

In the program request, there is little information about the prerequisites required for a student to enter the program. Basic calculus and some familiarity with computers and programming seem to be the bare minimum, and the four

introductory “leveling” courses should work to ensure a common base from which the rest of the curriculum will be built.

Meetings during the onsite interviews clarified for us that four required courses CSC 559, MATH 543, ENGM 535, CSC 690 are these leveling courses. We recommend that the proposal and literature supporting the program elaborate on this to make it clear and explicit.

2.2.3 Recommendations for Specific Courses

Overall, the selection of new courses is excellent, and demonstrates a strong emphasis on data science (DS) and data engineering (DE) as a discipline distinct from computer science, statistics, and artificial intelligence/machine learning (AI/ML). Below are some suggestions/discussions about the specific courses, and some thoughts on how they relate to DS DE. Overall, the course list appears strongly biased toward DS rather than DE, in part due to the existence of courses appropriate to data engineering that already exist in the Computer Science curriculum. These courses should be called out more explicitly in the proposal.

Where possible, we suggest books that might be associated with a course in order to illustrate the material that we think are relevant, rather than to suggest that the course use the specific text. We do not suggest that any specific text we propose contains all the appropriate subjects, but rather use them as an illustration of the basic topics to cover.

Planning Algorithms -- this course is certainly relevant to AI/ML. Search algorithms are clearly relevant to DS, and planning problems provide a rich set of important problems for a data scientist. As with most of the courses, an emphasis on the data should be made clear.

Network science -- this is clearly a DS topic. We like the books by Kolaczyk, [5, 6] and Erciyes, [2]. There is a distinction between graphs as they apply to algorithms, and graphs as data. A discrete math course or “traditional” graph theory course in a mathematics department is appropriate for the former, Kolaczyk and Erciyes are appropriate for the latter. Graphs-as-data, and graphs applied to data, are important topics in DS. An important aspect of network science that might not appear in a “traditional” network science course is graph projections (spectral embeddings) and spectral clustering, which are techniques that utilize graph theory and linear algebra to analyze data. Similarly, manifold learning/manifold discovery methods often utilize graphs to estimate a lower dimensional “manifold” associated with the true extent of the data.

Advanced Linear programming, Nonlinear programming, Stochastic optimization -- clearly important core-courses for a data science curriculum. The EM (expectation-maximization) algorithm, which is often used in fitting complex statistical models to data, could presumably be taught in Stochastic optimization, but could also be taught in the advanced statistics course. Stochastic optimization might also be a prerequisite to the deep learning course.

Deep learning, Reinforcement learning, Game theory -- these, on

their face, are not really DS, more AI/ML and mathematics. Certainly they should be taught, and can count as credits toward degree, but should be made more specific to DS. Possibly the recent book by Ye, [9], to give the deep learning course more of a DS flavor. We discussed the idea that one could view farming as a game between the farmer and pests, the environment, climate, etc. Thus, while the courses as they stand don't appear to be DS courses, a small change of focus, or incorporation of data into the curriculum, could strengthen their inclusion as part of the DS curriculum.

Scientific computing (SC), Natural computing, Human information processing (HIP) — Scientific computing teaches the basic ideas of some of the computational theory underpinning DS, and is one of the few new courses specific to DE. Certainly genetic algorithms and other ideas inspired by biology and physics are appropriate for a data science curriculum. HIP also has a strong connection to visualization. Paired with a visualization course, HIP might cover the biology of vision associated with visualization, while the visualization course could focus on the guidelines for producing good and informative graphics, and the pitfalls of poor or misleading displays. We discuss visualization below in the section on missing courses.

Mathematical statistics — as presented, this sounds like the second course in a traditional graduate statistics program. We would like to see more focus on areas specific to DS such as high dimensional data, model selection, curse of dimensionality, etc. The book by Wainwright, [8], for example, for a theoretical perspective. For more DS-centric approaches, the books by Koch, [4], or Lederer, [7], seem to be good texts around which to build such a course. The students will likely see principal components in the introduction to data science, but might not see other methods of dimensionality reduction, multidimensional scaling, and Procrustes analysis, all of which are important tools of data science. While the theory and methods discussed in the course description are important, and should have some coverage, they are more appropriate for a graduate degree in statistics than one in data science. Again, a focus on data and how the theory provides insight into data, would strengthen the case for its addition to the curriculum.

Bayesian inference — clearly appropriate to DS, although one could argue that if an applied statistics course is a prerequisite then this would be covered in that course. A graduate level course should really emphasize computation, Markov Chain Monte Carlo (MCMC) and related topics. The recent book by Heard, [3], might provide an outline of such a course.

Anomaly detection — clearly relevant to data science. Curse of dimensionality issues could be covered. Maybe this would be more appropriate as a topics course? It seems that a good background in statistics might be required for this course.

2.2.4 Missing Courses

Below we discuss some courses that we would like to see in a data science/data engineering curriculum. Obviously it is impossible to provide every possible

course in a program, and so we don't suggest that these courses necessarily need to be added. Some are suggestions for the future if the program grows sufficiently to allow for them.

Some of these possibly could be special topics, "seminars in" or reading courses. These courses may already exist in some form in the Computer Science, Engineering and Mathematics departments, but are clearly appropriate for a data science degree.

Topological data analysis — See for example, the books by Carlsson, [1], or Zomorodian, [10], although this book is already somewhat out of date. This is a growing research area in data science. For the program as it stands, we don't feel that it is necessary to cover this topic as a separate course, but it should be considered for the future of the program. The University might consider a future hire in this area for the Mathematics department.

Security and privacy — this is a huge issue in data science. In our meeting with the faculty it was noted that this is addressed in both the DE and DS core courses to some degree, but we feel that it would be important to work towards providing a separate course devoted to the subjects of data security and data privacy. This is particularly important for students performing research in the health sciences or working with businesses and industrial partners as an aspect of their degree program.

Visualization — this is obviously covered in the introductory DS course to some degree, in HIP, and to some degree in any course utilizing data. There is a strong focus on visualization in the proposal, but we did not see a specific course in the list of new courses. We feel that this is such an important topic, that although it is covered as an aspect of many of the DS courses, there should be a course devoted to it. Paired with HIP, as discussed above, this could be a strong two-course sequence that covered all aspects of this important topic. Any project with a strong component of collaboration with industry or application would benefit from a visualization course that covered the basics of proper display of data.

3 Faculty

1. Will the current and planned faculty be sufficient to offer a strong program?

Yes. The faculty is strong and dedicated to the program and we have no doubt they will implement a strong and valuable program. The request, section 17, item 1 (Assumptions) estimates 2 Full-Time Equivalent faculty to support the program, which comes from 25% time of 4 existing faculty. This should be enough to support the projected growth over the next few years as well as program kick-off.

2. Does the program require additional expertise to implement the program at a high level of quality?

The faculty can certainly implement this program as it stands. The team is strong, with expertise in all the aspects of the proposed curriculum. The faculty certainly have the experience and ability to advise Ph.D. candidates. As discussed above, the University could consider adding an expert in privacy and security. Similarly, the field of topological data analysis is a growing one and adding expertise in that field could be a consideration for the future.

3. Will the teaching, research, service expectations, and related resources be competitive when recruiting new faculty to staff the proposed program?

We believe that they will definitely be competitive, both for recruiting faculty and staff, and for recruiting highly qualified and dedicated students.

4 Services

1. Are the library resources and other services sufficient to support a high-quality program?

They are, with the caveat that we suggest the implementation of a data repository to support the research program and the courses.

5 Summary Recommendations

1. What do you see the strengths and weaknesses of the proposed program?

Strengths:

- (a) The new courses proposed define a strong program in data science and data engineering.
- (b) The overall program is well-thought-out and shows a dedication to producing a strong program and to training the next generation of data scientists and data engineers.
- (c) Teaming the mathematics and computer science and engineering departments gives the program both theoretical and practical depth, and allows for a wide range of data science and data engineering dissertation topics.
- (d) The strong interest in teaming with industry and government for students, projects and data ensures that the program will be relevant for students seeking industry employment as well as those seeking academic positions.

Weaknesses:

- (a) We feel that the program could be strengthened by emphasizing the aspects of data analysis throughout the courses, particularly the new machine learning and game theory courses.

- (b) The lack of a specific course in visualization. This should be a core course, and could be part of a two-semester sequence with the Human Information Processing course, or could be separate from it.
- (c) There is no course in data privacy and security, and this is an important issue in data science.
- (d) The focus of the new program is definitely more towards data science than data engineering. While the data science program can certainly stand on its own, the data engineering component strengthens the program over all, and we would have liked to have seen a bit more details of that aspect of the program.

None of the weaknesses are serious, and all were discussed during our meetings with the faculty.

2. What broader recommendations do you have for the university and the Board of Regents?

We have the following recommendations:

- (a) Implement a data repository to serve as a resource for the University as a whole. It would provide a resource for students in the program to use in their research, and provide a large collection of data sets to be used in courses in the program. This should include both raw data sets and data sets that are the processed products of various projects.
- (b) The forms required for the proposal seem to us to be overly restrictive. Using the content of this proposal as an example, we recommend that “data” be much more prominently discussed in each of the course descriptions, and suggest more discussion of how the courses fit together into (one or more) plans of study. An example of some “typical” course sequences for individuals with different backgrounds, interests, and research focuses, would give a better idea of how the program might work in practice. Clearly this kind of information would be provided in the course catalog, and we would have liked to see some of it in the proposal.

References

- [1] Gunnar Carlsson and Mikael Vejdemo-Johansson. *Topological Data Analysis with Applications*. Cambridge University Press, 2021.
- [2] Kayhan Erciyes. *Complex networks: an algorithmic perspective*. CRC Press, 2014.
- [3] Nick Heard. *An Introduction to Bayesian Inference, Methods and Computation*. Springer, 2021.
- [4] Inge Koch. *Analysis of multivariate and high-dimensional data*, volume 32. Cambridge University Press, 2013.

- [5] Eric D Kolaczyk. *Statistical analysis of network data: methods and models*. Springer, 2009.
- [6] Eric D Kolaczyk and Gábor Csárdi. *Statistical analysis of network data with R*, volume 65. Springer, 2014.
- [7] Johannes Lederer. *Fundamentals of High-Dimensional Statistics: with exercises and R labs*. Springer, 2022.
- [8] Martin J Wainwright. *High-dimensional statistics: A non-asymptotic viewpoint*, volume 48. Cambridge University Press, 2019.
- [9] Jong Chul Ye. *Geometry of Deep Learning: A Signal Processing Perspective*, volume 37. Springer Nature, 2022.
- [10] Afra J Zomorodian. *Topology for computing*, volume 16. Cambridge university press, 2005.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B

DATE: May 10, 2022

SUBJECT

FY23 USD – Sioux Falls Tuition Rates

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

At the March 2022 BOR meeting, rates for Associates Degree Program, Remedial, and Over Sixty-Five courses at the University of South Dakota – Sioux Falls location were not included in Attachment I to agenda item 7-B (FY23 On-Campus Tuition and Mandatory Fees). Following is a summary of the rates that should have been included.

USDSF Assoc Degree Program (Lower Div) Resident Over Sixty-Five	\$132.70
Remedial	\$287.35
Remedial STA/Teacher Cert	\$166.70

IMPACT AND RECOMMENDATIONS

The addition of the above rates will complete the FY23 On-Campus Tuition Schedule.

ATTACHMENTS

None

DRAFT MOTION 20220510_7-B:

I move to approve the addition of Associates Degree Program Remedial and Over Sixty-Five rates at the University of South Dakota – Sioux Falls to the FY23 On-Campus Tuition Schedule at the amounts listed above.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C

DATE: May 10, 2022

SUBJECT

NSU Energy Performance Contract

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 1-33B](#) – Energy Performance Contracts

[BOR Policy 5:3](#) – Agreements and Contracts

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements

BACKGROUND / DISCUSSION

The Energy Performance Contracts statute SDCL § 1-33B provides for energy saving projects to be financed with the utility & operational savings realized from energy performance projects. The projects must garner enough savings for the total project cost to be paid back within 15 years.

NSU contracted with SiteLogIQ Inc., an energy service company (ESCO), to complete an energy audit, which has identified nearly \$1.7 million of cumulative energy savings, including operational savings, over the 15-year period. The proposal includes such projects as updating LED lighting, building energy management system retro-commissioning to improve operation and comfort, sequencing exhaust fans to match occupancy needs, repairing the primary steam boiler system to enhance and extend useful life, repairing or replacing steam traps, replacing sinks, toilets, and urinals with high efficiency fixtures, and improving building envelopes at NSU.

A critical piece of the financing structure is to retain the general fund utility savings resulting from these projects. Those general fund savings will be retained by NSU to pay the annual debt service for project costs related to academic buildings. Utility savings in the revenue facilities will be used to pay the annual debt services for the portion of the project costs associated with revenue buildings. Once the energy loan has been repaid, the energy savings resulting from improvements to academic facilities will be returned to the State of South Dakota and the savings generated by the revenue buildings will be retained by the auxiliary system.

(Continued)

DRAFT MOTION 20220510_7-C:

I move to approve the NSU Energy Performance Contract at an estimated cost of \$1,700,000 to be paid for with energy savings over a 15-year period and to enter into a 15-year State Energy Loan at zero percent interest with the Bureau of Administration.

Per SDCL, the ESCO must perform measurement and verification of the energy savings for a three-year period. If those savings are not realized, the ESCO is responsible to cover the shortfall in the annual lease payment.

These projects will result in \$78,567 in utility savings each year, \$67,269 in savings to the State and another \$11,298 in savings to the Auxiliary System, which are broken down as follows:

<u>Utility</u>	<u>Savings</u>	<u>Savings Compares to</u>	<u>% Savings</u>
Electricity	826,700 kWh	73 homes' electricity for a year	35%
Natural Gas	13,230 MMBtu	142 homes' electricity for a year	30%
Water	530,200 gallons	16 peoples water usage for a year	5%

NSU has coordinated with the State Energy Office to prequalify NSU's guaranteed savings project with the State Energy Loan (SEL) program which will provide a zero percent (0.00%) loan to be repaid over a 15-year term. The project is expected to begin in the summer of 2022 and be completed within twelve months.

IMPACT AND RECOMMENDATIONS

NSU is requesting to enter into a performance contract with SiteLogIQ Inc. to complete multiple energy efficiency projects using utility savings to pay for the project. The total cost of the projects is estimated to be \$1,683,997. The projects are dependent on the state allowing the savings to be preserved for loan payments over the 15-year payback period.

Current Board policy requires contracts having significant policy implications to be approved by the Board. Because of the unique nature of this project, the Board is being asked to approve the contract with SiteLogIQ, Inc. and the application for 0% loan provided through the State Energy Office.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – D

DATE: May 10, 2022

SUBJECT

SDSMT Energy Performance Contract

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 1-33B](#) – Energy Performance Contracts

[BOR Policy 5:3](#) – Agreements and Contracts

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements

BACKGROUND / DISCUSSION

The Energy Performance Contracts statute SDCL 1-33B provides for energy saving projects to be financed with the utility & operational savings realized from energy performance projects. The projects must garner enough savings for the total project cost to be paid back within 15 years.

SDSMT contracted with SiteLogIQ Inc., an energy service company (ESCO), to complete an energy audit, which has identified nearly \$1.6 million of cumulative energy savings, including operational savings, over the 15-year period. The proposal includes such projects as updating LED lighting, building energy management system retro-commissioning to improve operation and comfort, sequencing exhaust fans to match occupancy needs, repairing the primary steam boiler system to enhance and extend useful life, repairing or replacing steam traps, replacing sinks, toilets, and urinals with high efficiency fixtures, and improving building envelopes at SDSMT.

A critical piece of the financing structure is to retain the general fund utility savings resulting from these projects. Those general fund savings will be retained by SDSMT to pay the annual debt service for project costs related to academic buildings. Utility savings in the revenue facilities will be used to pay the annual debt services for the portion of the project costs associated with revenue buildings. Once the energy loan has been repaid, the energy savings resulting from improvements to academic facilities will be returned to the State of South Dakota and the savings generated by the revenue buildings will be retained by the auxiliary system.

(Continued)

DRAFT MOTION 20220510_7-D:

I move to approve the SDSMT Energy Performance Contract at an estimated cost of \$1,600,000 to be paid for with energy savings over a 15-year period and to enter into a 15-year State Energy Loan at zero percent interest with the Bureau of Administration.

Per SDCL, the ESCO must perform measurement and verification of the energy savings for a three-year period. If those savings are not realized, the ESCO is responsible to cover the shortfall in the annual lease payment.

These projects will result in \$90,000 in utility savings each year, \$59,600 in savings to the State and another \$30,400 in savings to the Auxiliary System, which are broken down as follows:

<u>Utility</u>	<u>Savings</u>	<u>Savings Compares to</u>	<u>% Savings</u>
Electricity	1,102,000 kWh	98 homes' electricity for a year	50%
Natural Gas	6,900 MMBtu	74 homes' electricity for a year	30%
Water	1,814,000 gallons	54 peoples water usage for a year	10%

SDSMT has coordinated with the State Energy Office to prequalify SDSMT's guaranteed savings project with the State Energy Loan (SEL) program which will provide a zero percent (0.00%) loan to be repaid over a 15-year term. The project is expected to begin in the summer of 2022 and be completed within twelve months.

IMPACT AND RECOMMENDATIONS

SDSMT is requesting to enter into a performance contract with SiteLogIQ Inc. to complete multiple energy efficiency projects using utility savings to pay for the project. The total cost of the projects is estimated to be up to \$1,600,000. The projects are dependent on the state allowing the savings to be preserved for loan payments over the 15-year payback period.

Current Board policy requires contracts having significant policy implications to be approved by the Board. Because of the unique nature of this project, the Board is being asked to approve the contract with SiteLogIQ, Inc. and the application for 0% loan provided through the State Energy Office.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED
AGENDA ITEM: 7 – E
DATE: May 10, 2022

SUBJECT

SDSMT Mineral Industries Building – Revised Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds

[SDCL § 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of Institution

[BOR Policy 6:4](#) – Capital Improvements

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

The South Dakota School of Mines & Technology (SDSMT) requests approval of the revised Facility Design Plan for the construction of a new Mineral Industries building. The Preliminary Facility Statement (PFS) and Facility Program Plan (FPP) were approved at the June 2014 BOR meeting and March 2021 BOR meeting, respectively. The original Facility Design Plan was approved at the December 2021 Board meeting. The initial 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.

The Facility Design Plan is being resubmitted because the construction site location has changed. The current construction environment is volatile, and prices continue to increase. At the direction of the Construction Manager at Risk (CMAR) and Architect, a new location has been determined. This location was noted in the SDSMT master plan but was not originally chosen as a building site in the next 10 years. The change in site was estimated to save at least \$2M. The internal layout for the building has stayed the same. The main office areas and approximately 8,000 square feet of labs will be bid out as shelled

(Continued)

DRAFT MOTION 20220510_7-E:

I move to approve SDSMT's Revised Facility Design Plan for the Mineral Industries Building at a cost not to exceed \$34,000,000 funded by a combination of General, Private, and University Funds.

space. The plan will be to use the \$2.8M of contingency to finish the spaces. Further reduction in square footage will not meet the needs of all the departments housed in the current building.

IMPACT AND RECOMMENDATIONS

The new building will be 63,800 square feet. It will provide 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 retains 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 now and into the future.

To ensure the project is within budget, there will be an alternate or base bid to shell space (office areas on 2nd and 3rd floor and ~8,000 square feet of lab space). The project is holding ~\$2.8M in contingency and the plan would be to finish space as contingency allows.

Construction Funding Sources:

\$19,000,000 General Funds
 \$12,000,000 Private Funds
 \$3,000,000 University Funds
Total: \$34,000,000

Revised Cost Estimate:

Construction Cost Estimate	\$28,586,949
Commissioning	\$99,100
OSE Fees	\$100,000
Architect/Engineer Fees and Expenses	\$2,220,000
Pre-Construction Fee	\$70,000
Testing	\$30,000
Construction Contingency	\$1,405,500
Inflation Contingency	\$1,375,660
FF&E/Moving (including IT/BIT)	\$1,900,000
TOTAL ESTIMATED PROJECT COSTS	\$35,787,209
Alternate to Shell Space	(\$1,787,209)
TOTAL PROJECT BUDGET	\$34,000,000

ATTACHMENTS

Attachment I – SDSMT – Revised Facility Design Plan, New Mineral Industries Building

Attachment II – SDSMT – Revised Facility Design Plan, New Mineral Industries Building
Floor Plans, Site Plan, Perspectives

South Dakota School of Mines & Technology

Facility Design Plan

New Mineral Industries Building

Introduction:

The South Dakota School of Mines & Technology requests approval of the revised Facility Design Plan for the construction of a new Mineral Industries building. The Preliminary Facility Statement, Program Plan, and original Facility Design Plan were approved at the June 2014, March 2021, and December 2021 BOR meetings, respectively.

The Facility Design Plan is being resubmitted because the construction site location has changed. The current construction environment is volatile, and prices continue to increase. At the direction of our Construction Manager at Risk (CMAR) and Architect, a new location has been determined. This location was noted in our master plan but was not originally chosen as a building site in the next 10 years. The change in site was estimated to save at least \$2M. The internal layout for the building has stayed the same. The main office areas and approximately 8,000 square feet of labs will be bid out as shelled space. The plan would be to use the \$2.8M of contingency to finish out the spaces. Further reduction in square footage will not meet the needs of all the departments housed in the current building.

The new building will be 63,800 sq ft. It will provide 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 now and into the future.

a. Architectural, mechanical, and electrical schematic design:

Architectural:

The new Mineral Industries building will be 63,800 sq ft located between Classroom building and Electrical Engineering/Physics building and across the street from the O’Harra administrative building. The building will consist of masonry, metal panes 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 project will be striving to achieve LEED (Leadership in Energy and Environmental Design) Certified rating or equivalent Green Globes and therefore will be utilizing building materials that have low VOC (volatile organic compounds) materials and high performance mechanical and electrical systems.

In considering the design as a whole, the building is organized with three driving factors in mind: 1) efficient space utilization 2) efficient MEP distribution and 3) incorporation of highly collaborative areas. With those criteria in mind, each of the building floorplates are organized with a double loaded east-west corridor that connects each program area to the atrium as well as outdoor areas on the East and West. Office areas are located on the 2nd and 3rd floors. Teaching and research areas make up all three floors. Vibration sensitive and heavy floor loading requirement equipment are located on the first floor where isolated slab areas will be utilized to accomplish the needed vibration criteria. Reference Attachment A for building plans.

Mechanical:

The mechanical systems for this building will be connected to the campus chiller and steam/condensate loops unless a more cost-effective strategy is needed in the current construction climate. The mechanical systems will be designed to be efficient.

Other utilities to be noted include the extension of the domestic water. The sanitary sewer will be connected near the building site with relocation of some existing sanitary sewer in the building footprint. Gas tie in available for the building generator, if required.

All mechanical equipment will be tied into the University building automation system for monitoring of equipment and addressing heating/cooling issues within the building remotely if needed.

A NFPA 13 compliant wet-pipe sprinkler system will provide full coverage for the building. Quick-response sprinklers will be used throughout the facility. Offices and classrooms will be classified as light hazard. Laboratories, storage rooms, custodial closets, and mechanical rooms will be classified as Ordinary Hazard, Group 1 or Group 2, depending on the specific requirements.

Electrical:

The new site provides for several options for the electrical service to the facility and will most likely come from the west unless a more cost-effective route is determined. The new transformer will be connected to an existing utility pad mounted switch. Service entrance cabling will be copper and will be routed outside the building from the service transformer to a single-ended, main service switchboard located in the main electrical room on the first floor. All necessary

metering and switching requirements will be provided as required. All site electrical equipment including the pad mounted transformer and stand by generator will be located away from main building entries.

Lighting throughout the building will be LED (Light Emitting Diode) type fixtures and lighting levels will comply with applicable standards and energy code requirements. Lighting will be a combination of 2x2, 2x4, and Linear LED light fixtures. Lighting in offices, meeting rooms, labs, study rooms, and classrooms will be fully dimmable, and the building will have occupancy sensor controls to reduce energy consumption while providing flexibility to the occupants.

Voice and data systems will include jacks, cabling, conduit, racks, patch panels, testing, camera's, TV's, projectors, and card access.

A digital, addressable type, fire alarm control system with voice evacuation capabilities will be provided to satisfy all Life Safety and Code requirements. The system will be designed in accordance with all current codes and standards and will also satisfy all current accessibility guidelines. In addition, all necessary connections will be made for 24-hour fire alarm system monitoring.

b. Changes from Facility Program Plan/Design Plan:

The building site is changing to reduce overall project costs to meet budget. Building has already been reduced in size from 90,000 sq ft to 63,800 sq ft. Reducing overall square footage any further would not provide a building that can replace the current Mineral Industries building. To ensure that the building is within budget, the office areas and approximately 8,000 square feet of the lab spaces will be bid as shelled space.

c. Impact to existing building or campus-wide heating/cooling/electrical systems:

The building will be connected to the existing campus chiller, steam/condensate, and electrical loops providing the most cost-effective operating methods for this building unless a more cost effective alternative is found. Studies have been completed to ensure capacity within each loop.

d. Total project estimates:

Funding Sources –

\$19M General Funds
\$12M Private Funds
\$3M University Funds

The funding available is \$34M. The following is the breakdown of the project estimate:

Construction Cost Estimate	\$28,586,949
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South Dakota Mines Mineral Industries Building Facility Design Plan
May 2022

Commissioning	\$99,100
OSE Fees	\$100,000
Architect/Engineer Fees and Expenses	\$2,220,000
Pre-Construction Fee	\$70,000
Testing	\$30,000
Construction Contingency	\$1,405,500
Inflation Contingency	\$1,375,660
FF&E/Moving (including IT/BIT)	\$1,900,000
TOTAL ESTIMATED PROJECT COSTS	\$35,787,209
<hr/>	
ALTERNATE TO SHELL SPACE	(\$1,787,209)
TOTAL PROJECT BUDGET	\$34,000,000

To ensure the project is within budget there will an alternate or base bid to shell space (office areas on 2nd and 3rd floor and ~8,000 square feet of lab space). The project is holding ~\$2.8M in contingency and the plan would be to finish space as contingency allows.

e. Changes from cost estimate for operation or M&R expenses:

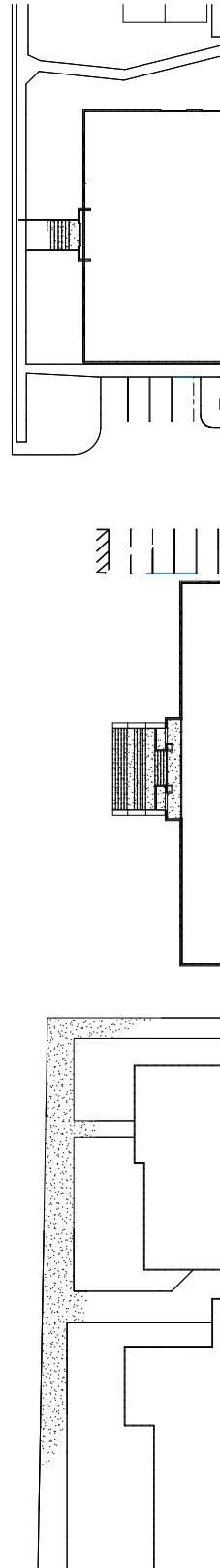
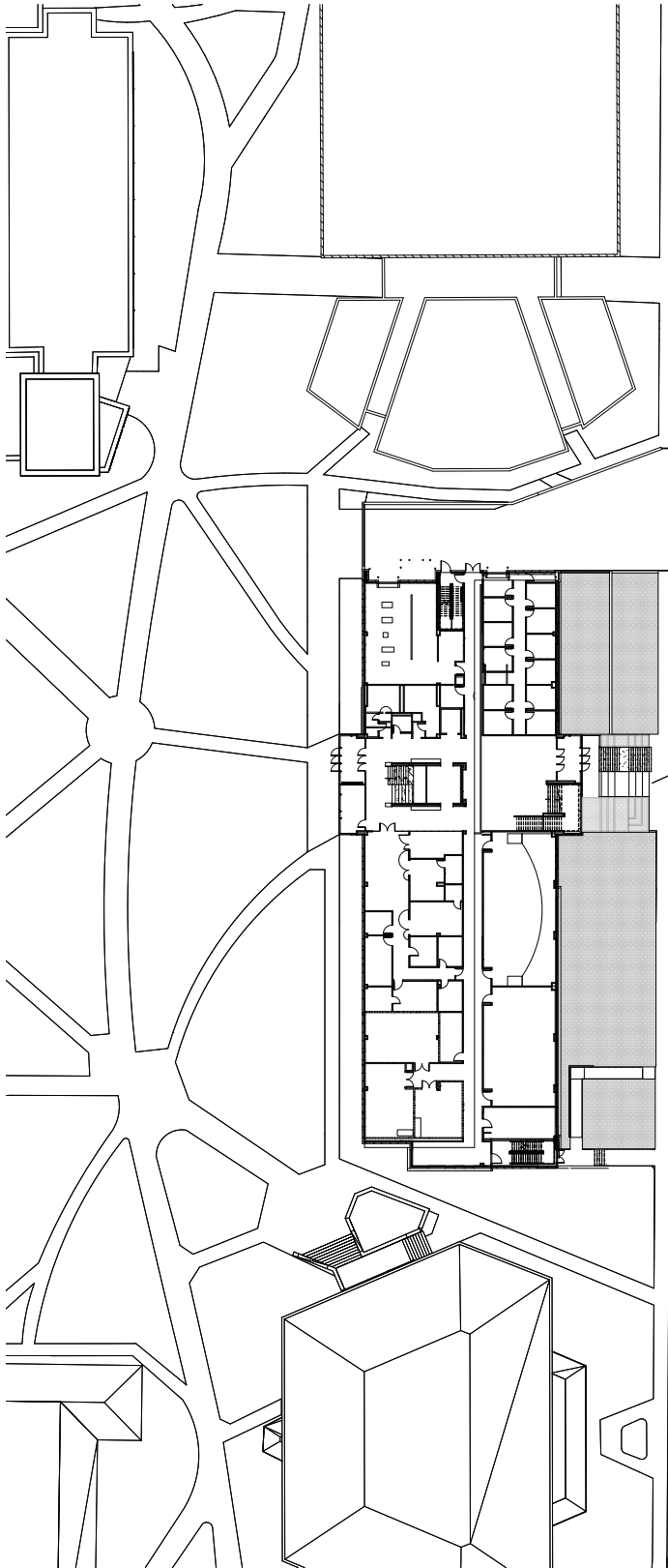
No changes.





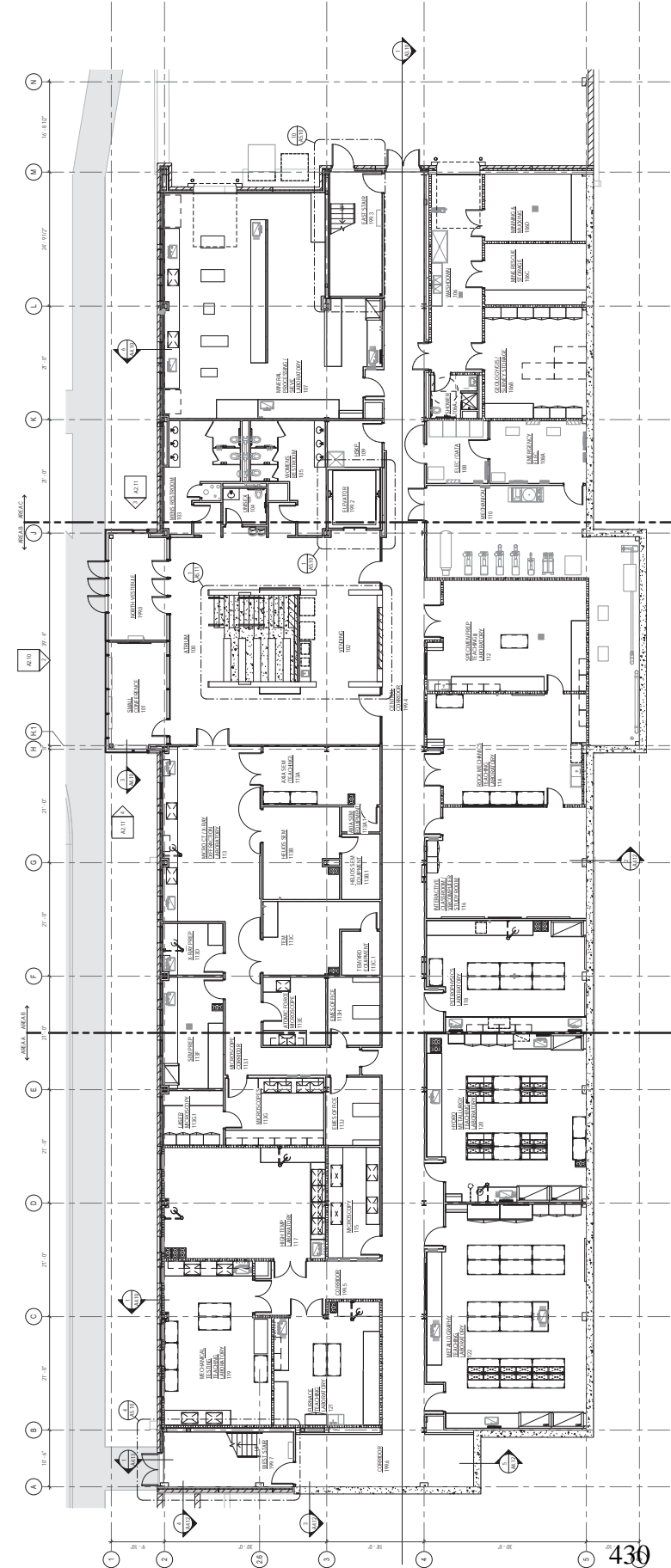






1 SITE PLAN
SCALE: 1" = 20'

Site and Foundation Bid
Package
South Dakota Mines -
Mineral Industries
Center of Excellence
Technology CT
South Dakota Mines
Rapid City, SD
CE No.: 888-003-21
OSE No.: R0721-06X
January 14, 2022

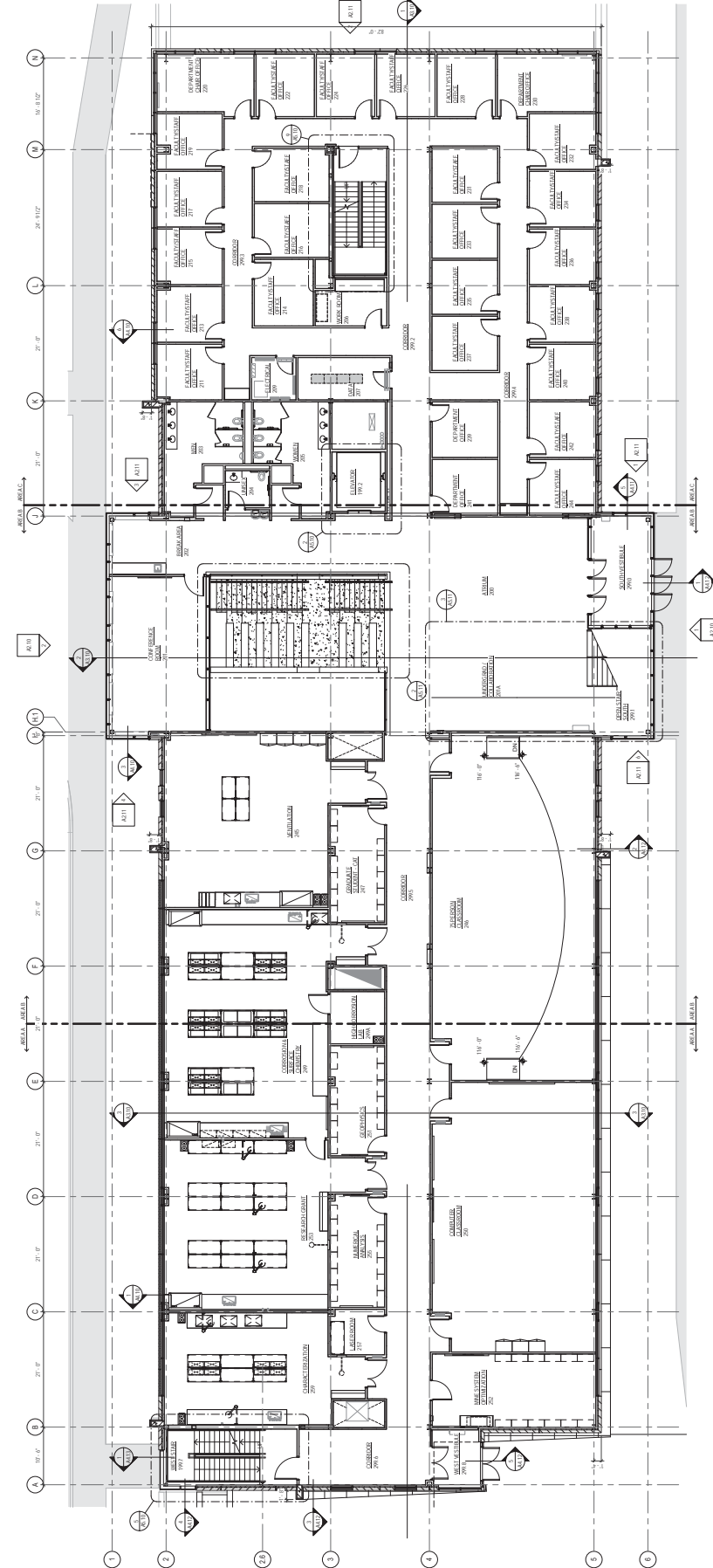


1 FIRST FLOOR PLAN

SCALE: 1/8" = 1'-0"

GENERAL PLAN NOTES

1. ALL INTERIOR WALLS / GENERAL PARTITIONWALLS ARE TO FACE OF MASONRY / FACE OF CONCRETE, AND TO FACE OF FORMER TYPE.
2. ALL EXTERIOR WALLS / GENERAL PARTITIONWALLS ARE TO FACE OF STUD AND FACE OF CONCRETE.
3. CONSTRUCTION OF WALLS AND CEILING PARTITIONWALLS TO BE SPECIFIED ON TAGS OF WALL.
4. REFER TO STRUCTURAL DRAWINGS FOR GRADING AND ELEVATION OF FLOOR SLAB.
5. ALL INTERIOR WALLS / PARTITIONWALLS SHALL BE SCHEDULE 40 STEEL STUD WALLS WITH 1/2" GYPSUM BOARD ON BOTH SIDES.
6. REFER TO INTERIOR WALLS / PARTITIONWALLS FOR FINISHES AND MATERIALS.
7. PROVIDE ALL LATCHES AT ALL DOOR AND WINDOW OPENINGS EXTERIORLY AND INTERIORLY.
8. ALL STEEL STUDS ARE 16" ON CENTER, 2" X 4" STEEL STUDS ARE 16" ON CENTER, 2" X 6" STEEL STUDS ARE 16" ON CENTER.
9. 5/8" CONCRETE BLOCKS SHALL BE SUBSTITUTED FOR 2" X 4" STEEL STUDS IN ALL EXTERIOR WALLS AND INTERIOR WALLS.
10. REFER TO CODE COMPLIANCE FOR FINISHES AND MATERIALS.
11. REFER TO CODE COMPLIANCE FOR FINISHES AND MATERIALS.
12. ALL OPENINGS IN EXTERIOR WALLS SHALL BE SEALED WITH FIRE RATED DOORS AND WINDOWS.
13. ALL OPENINGS IN EXTERIOR WALLS SHALL BE SEALED WITH FIRE RATED DOORS AND WINDOWS.
14. ALL EXTERIOR WALLS SHALL BE SEALED WITH FIRE RATED DOORS AND WINDOWS.
15. ALL WALLS IN MECHANICAL ROOMS SHALL BE RATED AND RESISTANT.



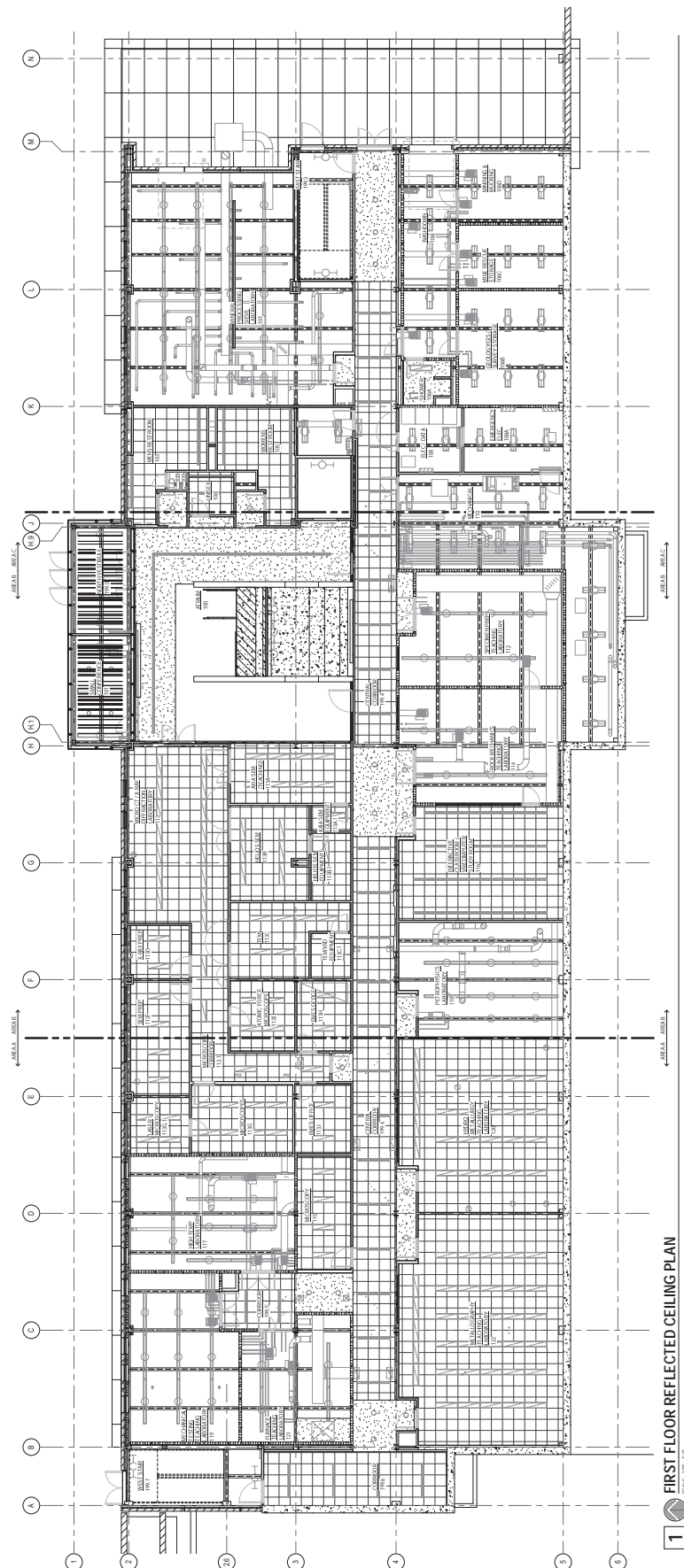
1 SECOND FLOOR PLAN

SCALE: 1/8" = 1'-0"









GENERAL PLAN NOTES

1. ALL INTERIOR WALLS / GENERAL PARTITIONS ARE TO FACE OF MASONRY / FACE OF CONCRETE, AND TOP FACE OF GYP BOARD, TYP.
2. ALL EXTERIOR WALLS / GENERAL PARTITIONS ARE TO FACE OF STUD AND FACE OF CONCRETE.
3. CONSTRUCTION OF WALLS ARE TO BE DETERMINED BY THE TYPE OF WALL.
4. REFER TO SPECIFICATIONS FOR GRADING AND EROSION CONTROL.
5. ALL INTERIOR WALLS / GENERAL PARTITIONS ARE TO BE CONSTRUCTED WITH 1/2" GYPSUM BOARD ON BOTH SIDES.
6. INTERIOR DOOR FRAMES SHALL BE USED ALONG WITH THE FRAME SIZE OF DOOR FRAME. FROM ADJACENT WALL, FLOOR, OR CEILING.
7. PROVIDE HALLWAYS WITH 8' MIN. CLEARANCE. HALLWAYS SHALL BE CONSTRUCTED WITH 1/2" GYPSUM BOARD ON BOTH SIDES.
8. ALL STEEL STUDS ARE 16" ON CENTER. 2x4 STUDS ARE REQUIRED AT ALL CORNERS AND INTERSECTIONS. WALLS SHALL BE 5/8" THICK.
9. INTERIOR DOOR FRAMES SHALL BE USED ALONG WITH THE FRAME SIZE OF DOOR FRAME. FROM ADJACENT WALL, FLOOR, OR CEILING.
10. CONTRACTOR SHALL BE RESPONSIBLE FOR PROVIDING AND INSTALLING APPROXIMATE FRAMING HEIGHT OF WALLS HEIGHT. REFER TO INTERIOR STUD FRAMING GUIDE (FILED) FOR SHEET AND INTERIOR FRAMING GUIDE (FILED) FOR SHEET AND INTERIOR FRAMING GUIDE (FILED) FOR SHEET.
11. REFER TO CODE COMPLIANCE PLANS FOR LOCATION OF FIRE RATED WALLS AND DOORS. SEPARATION WALL LOCATIONS AND DOORS ARE SHOWN.
12. ALL DOORS SHOWN ARE TO BE 44" HIGH WITH 20" CLEARANCE. DOORS SHALL BE CONSTRUCTED WITH 1/2" GYPSUM BOARD ON BOTH SIDES. REFER TO CODE COMPLIANCE PLANS FOR LOCATION OF FIRE RATED WALLS AND DOORS. SEPARATION WALL LOCATIONS AND DOORS ARE SHOWN.
13. ALL EXTERIOR WALLS / GENERAL PARTITIONS ARE TO FACE OF STUD AND FACE OF CONCRETE. REFER TO SPECIFICATIONS FOR GRADING AND EROSION CONTROL.
14. ALL SPANGLER GLAZING SHALL BE 1/2" THICK AND SPANGLER WALLS SHALL BE 1/2" THICK. REFER TO SPECIFICATIONS FOR GRADING AND EROSION CONTROL.
15. ALL WALLS IN MECHANICAL ROOMS SHALL BE 1/2" THICK AND 1/2" THICK.

[illegible]



1 FIRST FLOOR REFLECTED CEILING PLAN

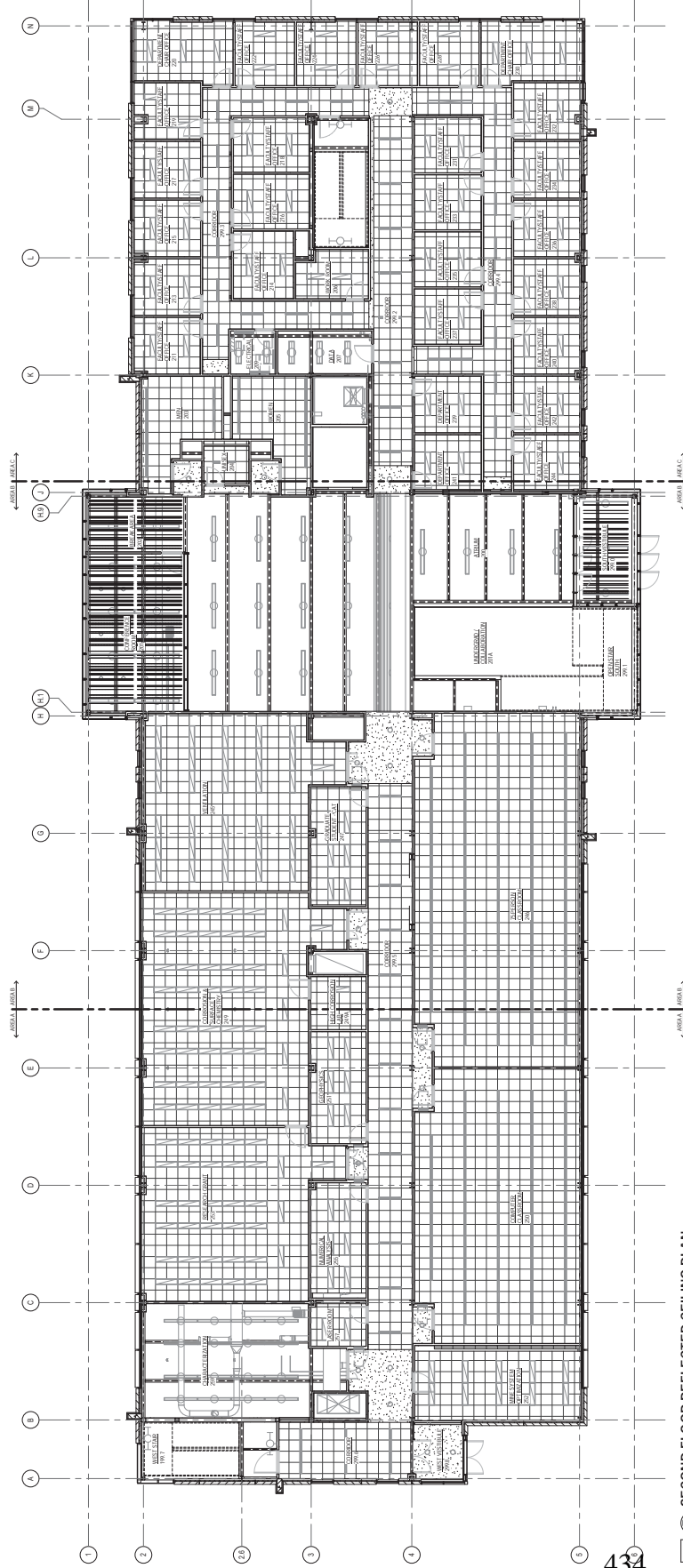
REFLECTED CLG LEGEND	
	OF SUPERDECOOR CLING SYSTEM
	COLORFUL PANEL WITH OPT. DE ROOF PANEL SCALE AND TYPE
	24 ACCESS PANEL REF. SPEC
	RECESSED PLANT MOUNTED DOWN LIGHTS, REF. ELECTRICAL
	RECESSED DOWNLIGHT REF. ELECTRICAL
	OUT STANCE, REF. ELECTRICAL
	CLING PANEL (CLING) AVAILABLE REF. MECHANICAL
	SUPPLY AIR DUCTS, REF. MECHANICAL

RCP ABBREVIATIONS

APC - ACOUSTICAL PANEL CEILING
MPPS - METAL PANELS OF IT
GPOW - GYPSUM DRY WALL
ACOM - ACOUSTIC CEILING

REFLECTED CLG GENERAL NOTES:

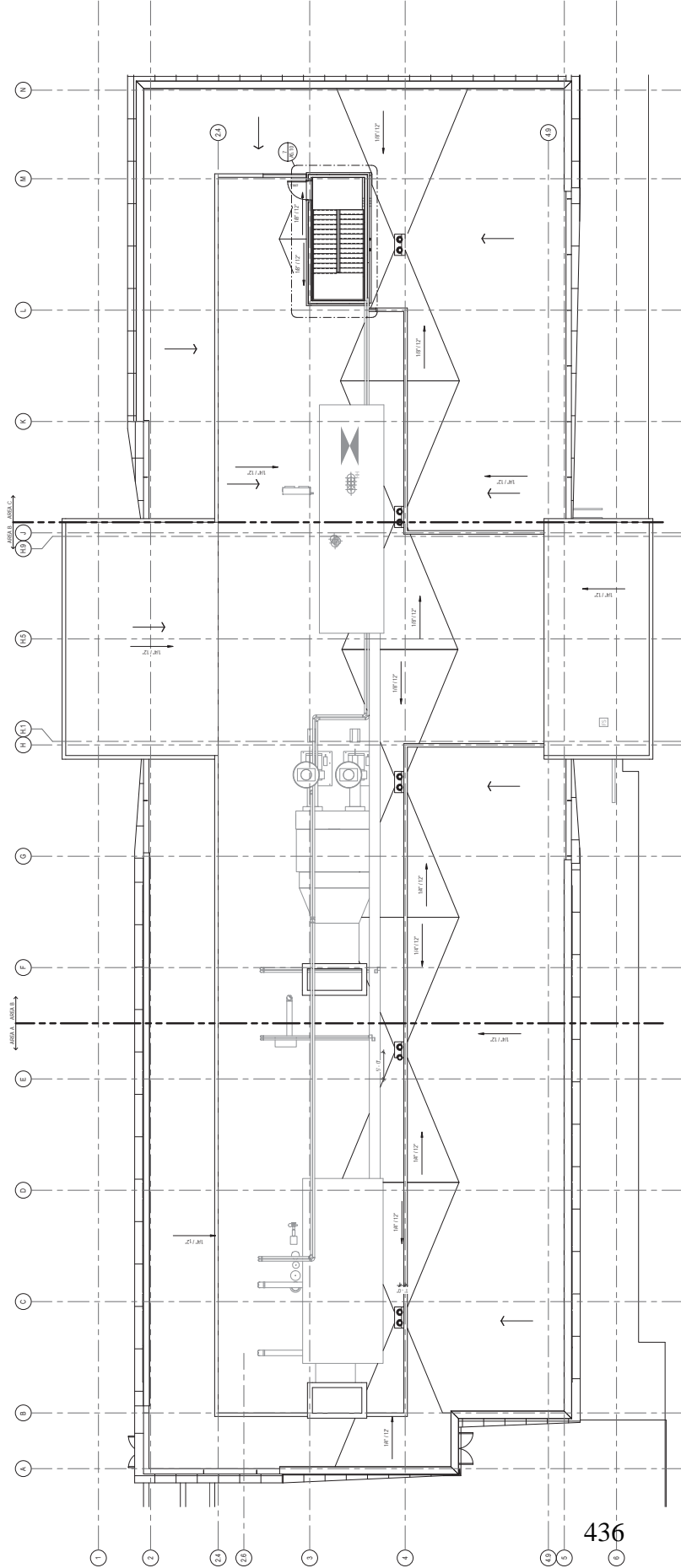
1. OPENLY AVAILABLE SHALL BE FRAMED ARTICLES, GAUGE 1.50xSTEEL STUDS @ 10" O.C. AND TYPE "X" GROW TO A ROOF FINISH.
2. UNCOMMON TO USES AND/OR CHEMICAL OR PHYSICAL PROPERTIES FOR REFERENCE ONLY. SEE ELECTRICAL AND MECHANICAL DRAWINGS FOR EXACT LOCATIONS.
3. ELEMENTARY PAGES ARE IN REFERENCE TO ARCHITECTURAL DRAWINGS.
4. WHERE CURTAINS ARE DIFFICULT TO STRUCTURE ABOVE, PAINT ALL UNFINISHED MATERIALS, COORDINATE COLOR, BUT NOT LIMITED TO, WITH THE CURTAINS. CURTAINS CONDUCTS A FACT RATHER THAN FINISH SHEET OR PAPER.
5. PROVIDE CURTAINS PANELS AS REQUIRED IN HARD TO CLEAN, COORDINATE WITH CHEMICAL AND MECHANICAL, ACIDS.



REFLECTED CLG LEGEND	
	SUSPENDED CEILING SYSTEM
	ACOUSTIC CEILING SYSTEM
	ACOUSTIC PANEL
	ACOUSTIC TILE
	ACOUSTIC Baffle
	ACOUSTIC Blanket
	ACOUSTIC Foam
	ACOUSTIC Wall
	ACOUSTIC Floor
	ACOUSTIC Ceiling
	ACOUSTIC Wall
	ACOUSTIC Floor
	ACOUSTIC Ceiling

- REFLECTED CLG GENERAL NOTES:
- OPEN BLANK AREAS SHALL BE FINISHED WITH SUSPENDED CEILING SYSTEM.
 - CEILING HEIGHTS SHALL BE AS SHOWN ON THE DRAWING. CEILING HEIGHTS SHALL BE AS SHOWN ON THE DRAWING.
 - CEILING HEIGHTS SHALL BE AS SHOWN ON THE DRAWING. CEILING HEIGHTS SHALL BE AS SHOWN ON THE DRAWING.
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 - CEILING HEIGHTS SHALL BE AS SHOWN ON THE DRAWING. CEILING HEIGHTS SHALL BE AS SHOWN ON THE DRAWING.

RCP ABBREVIATIONS	
AC	ACOUSTICAL PANEL CEILING
ACB	ACOUSTICAL Baffle
ACF	ACOUSTICAL FLOOR
ACW	ACOUSTICAL WALL
ACF	ACOUSTICAL FLOOR



1 ROOF PLAN

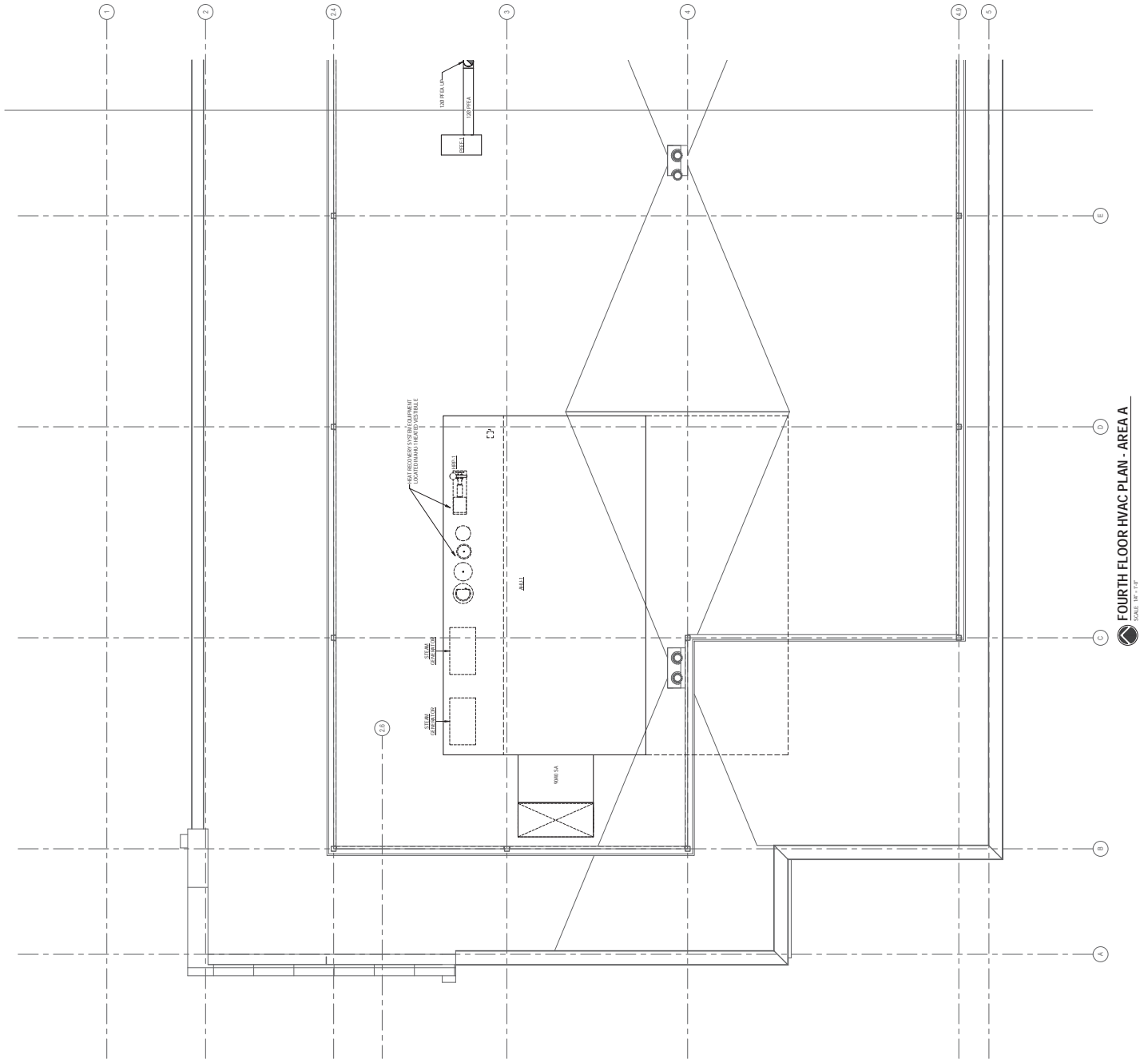
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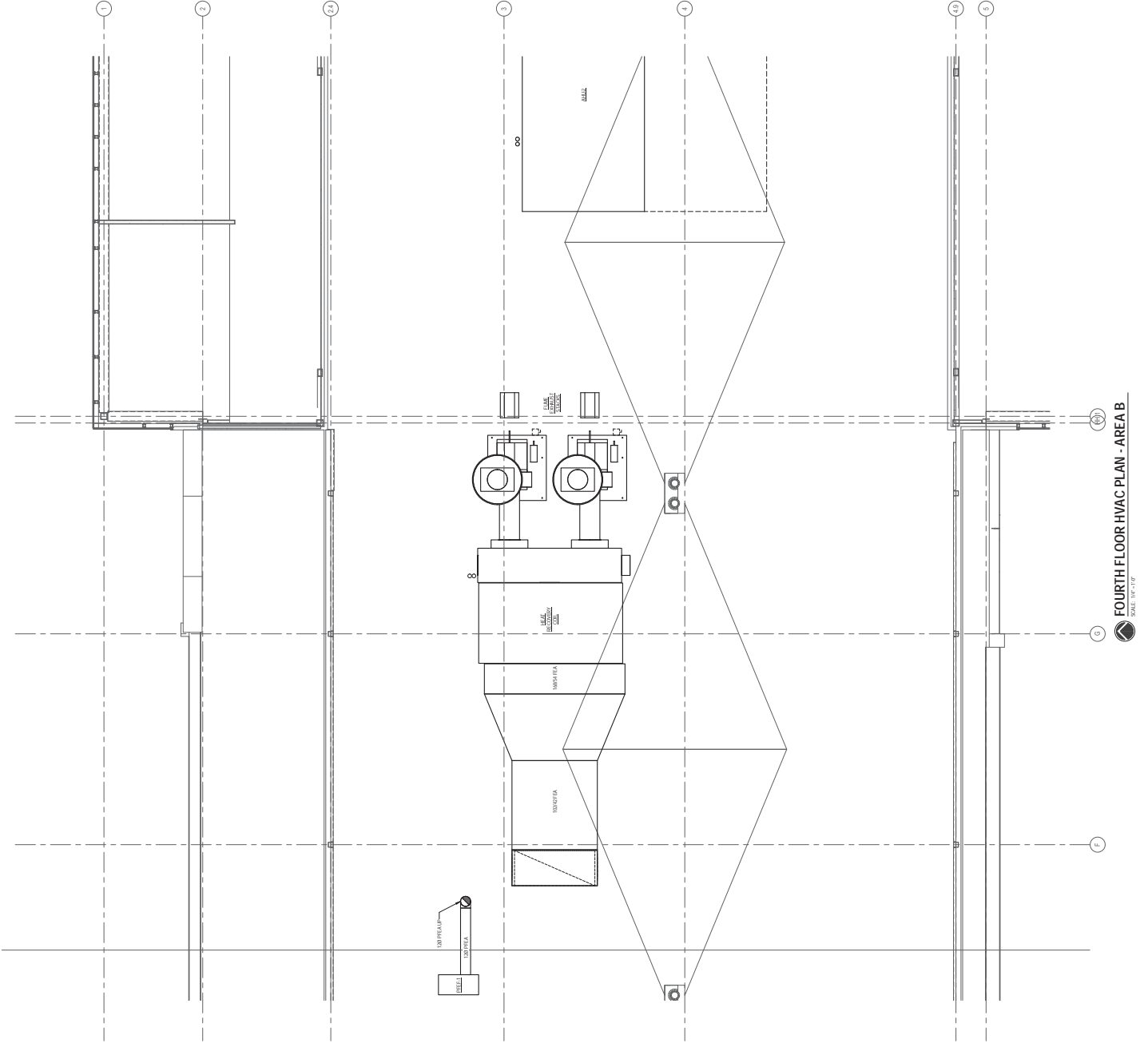
ROOF PLAN GENERAL NOTES:

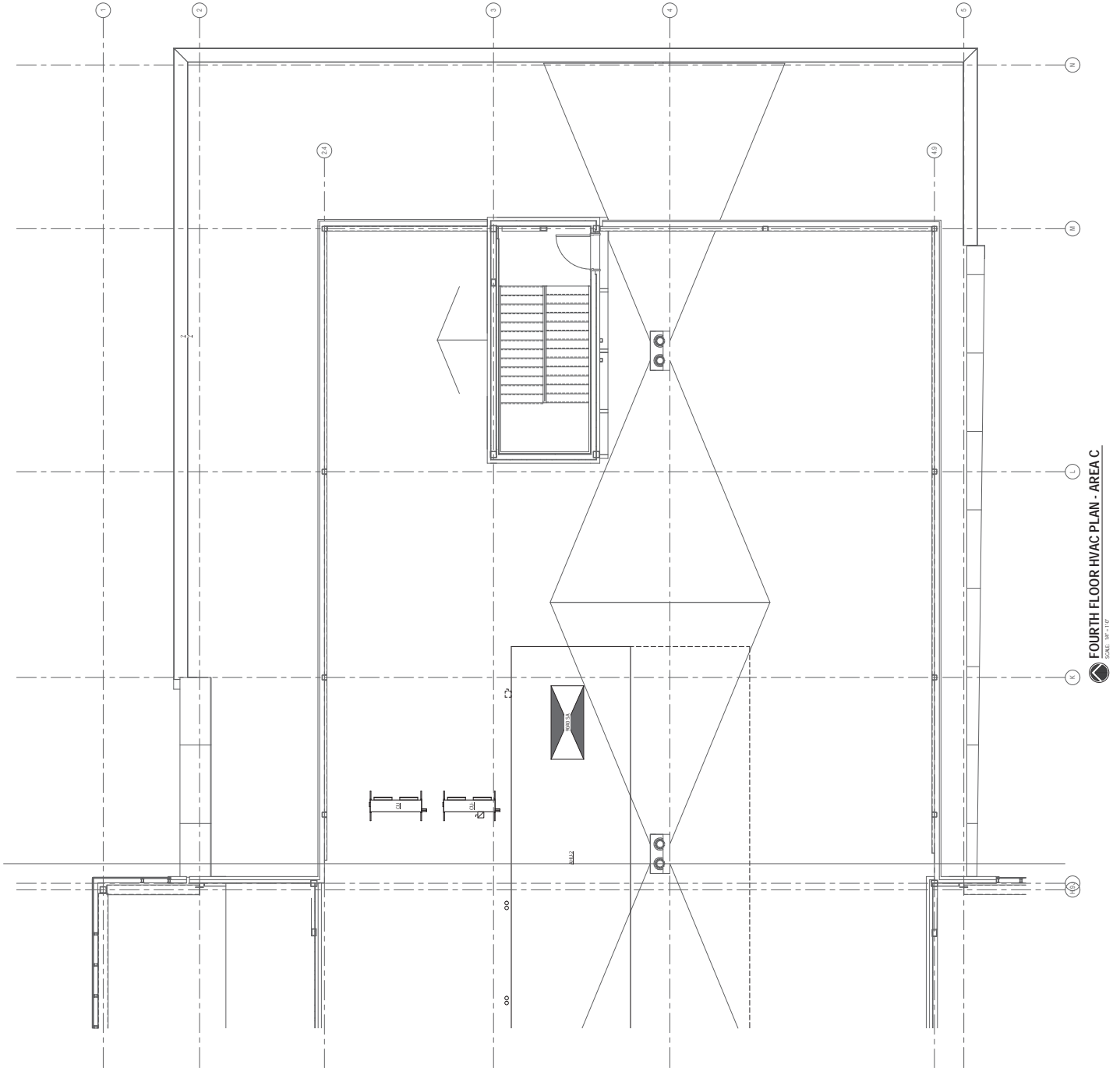
1. ALL ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
2. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
3. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
4. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
5. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
6. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
7. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
8. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
9. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
10. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.
11. ROOFING SHALL BE INSTALLED IN ACCORDANCE WITH THE MANUFACTURER'S MANUAL, RECOMMENDED ROOF SYSTEMS - 2021.

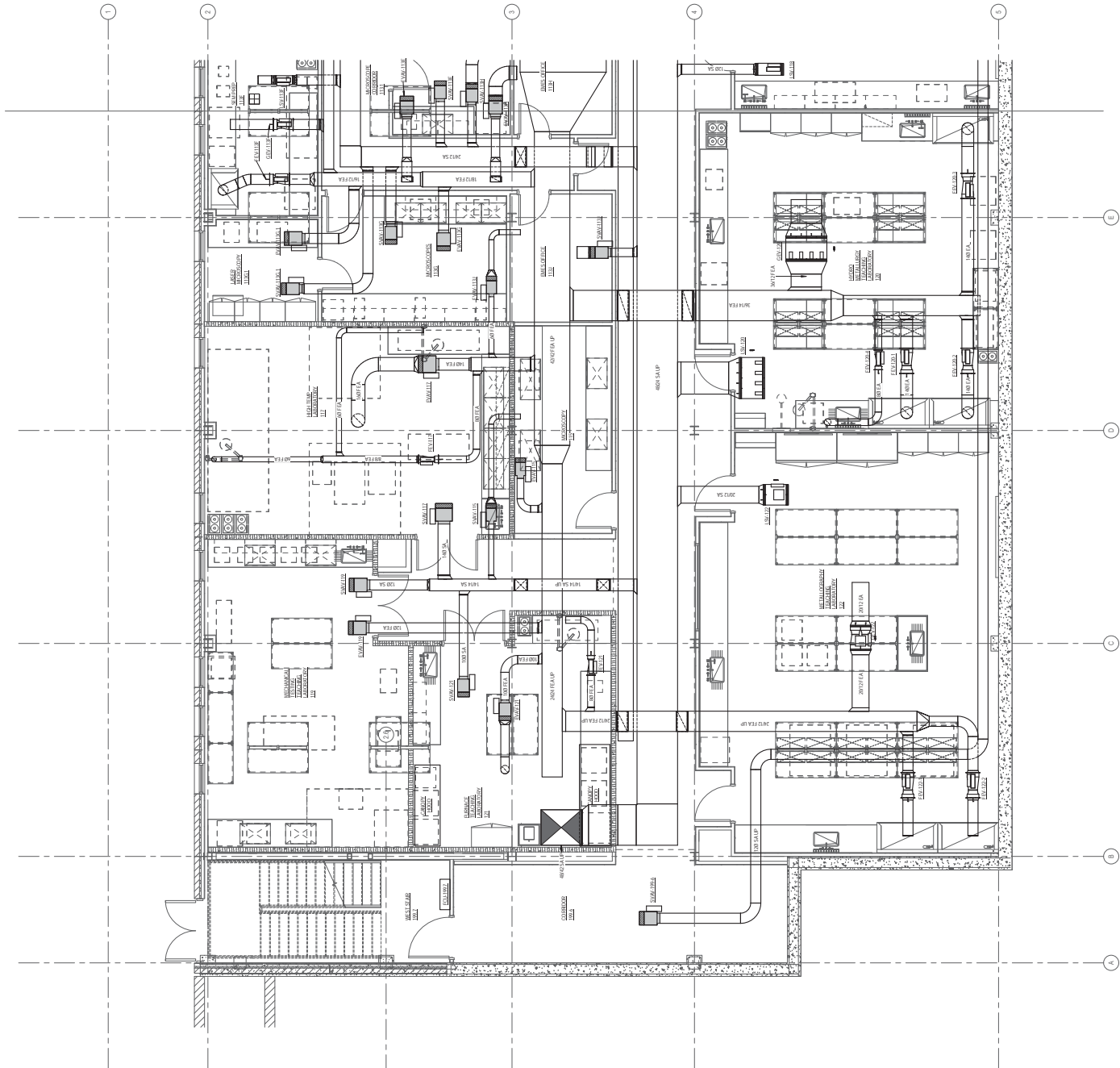
KEY NOTES
1

ROOF DRAINAGE & CALCULATIONS			
NO.	VERTICAL	TOTAL DRAINAGE	TOTAL DRAINAGE
1	1.000 SF	1.000 SF	1.000 SF
2	1.000 SF	1.000 SF	1.000 SF
3	1.000 SF	1.000 SF	1.000 SF
4	1.000 SF	1.000 SF	1.000 SF
5	1.000 SF	1.000 SF	1.000 SF
6	1.000 SF	1.000 SF	1.000 SF
7	1.000 SF	1.000 SF	1.000 SF
8	1.000 SF	1.000 SF	1.000 SF
9	1.000 SF	1.000 SF	1.000 SF
10	1.000 SF	1.000 SF	1.000 SF
11	1.000 SF	1.000 SF	1.000 SF

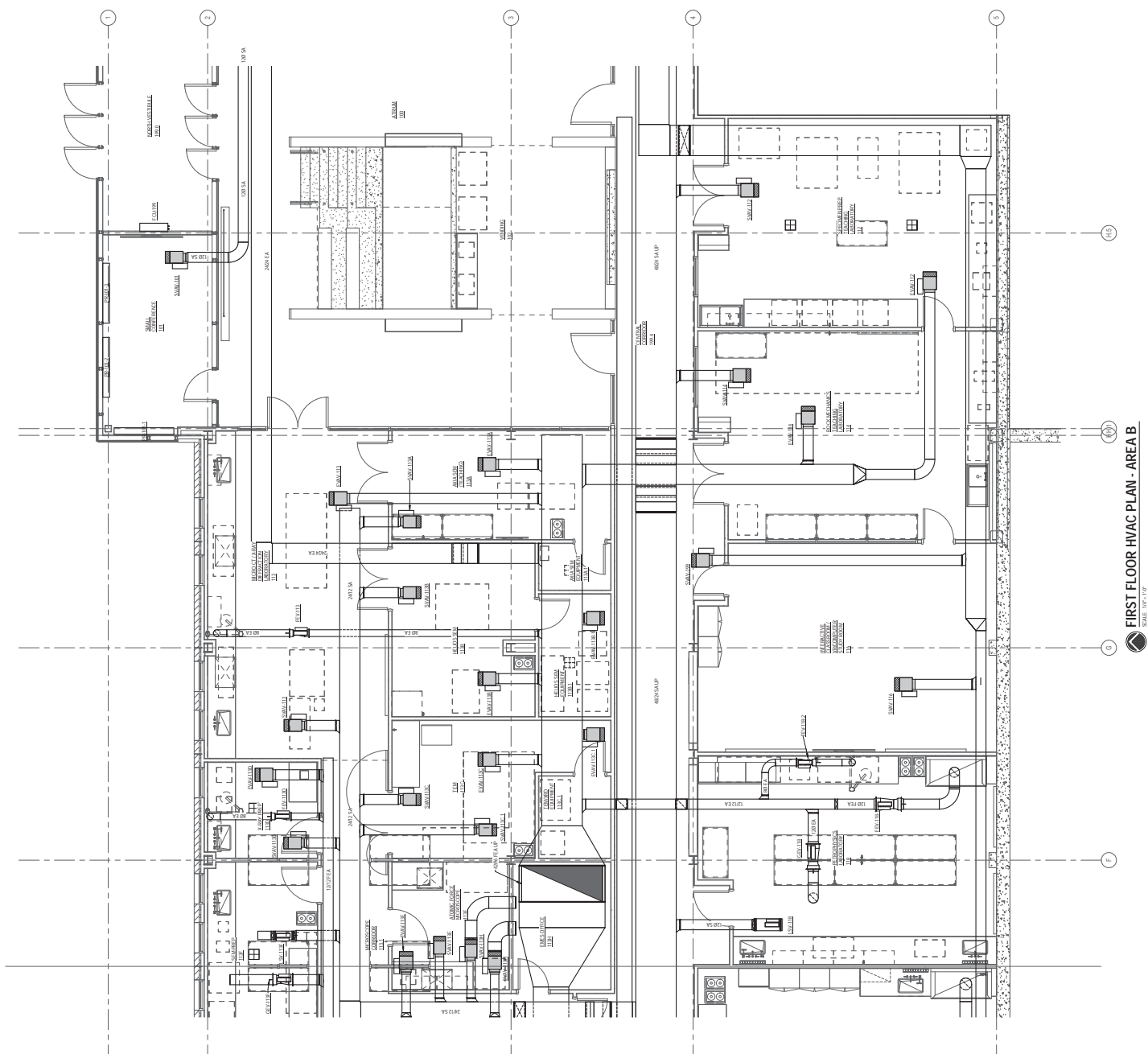


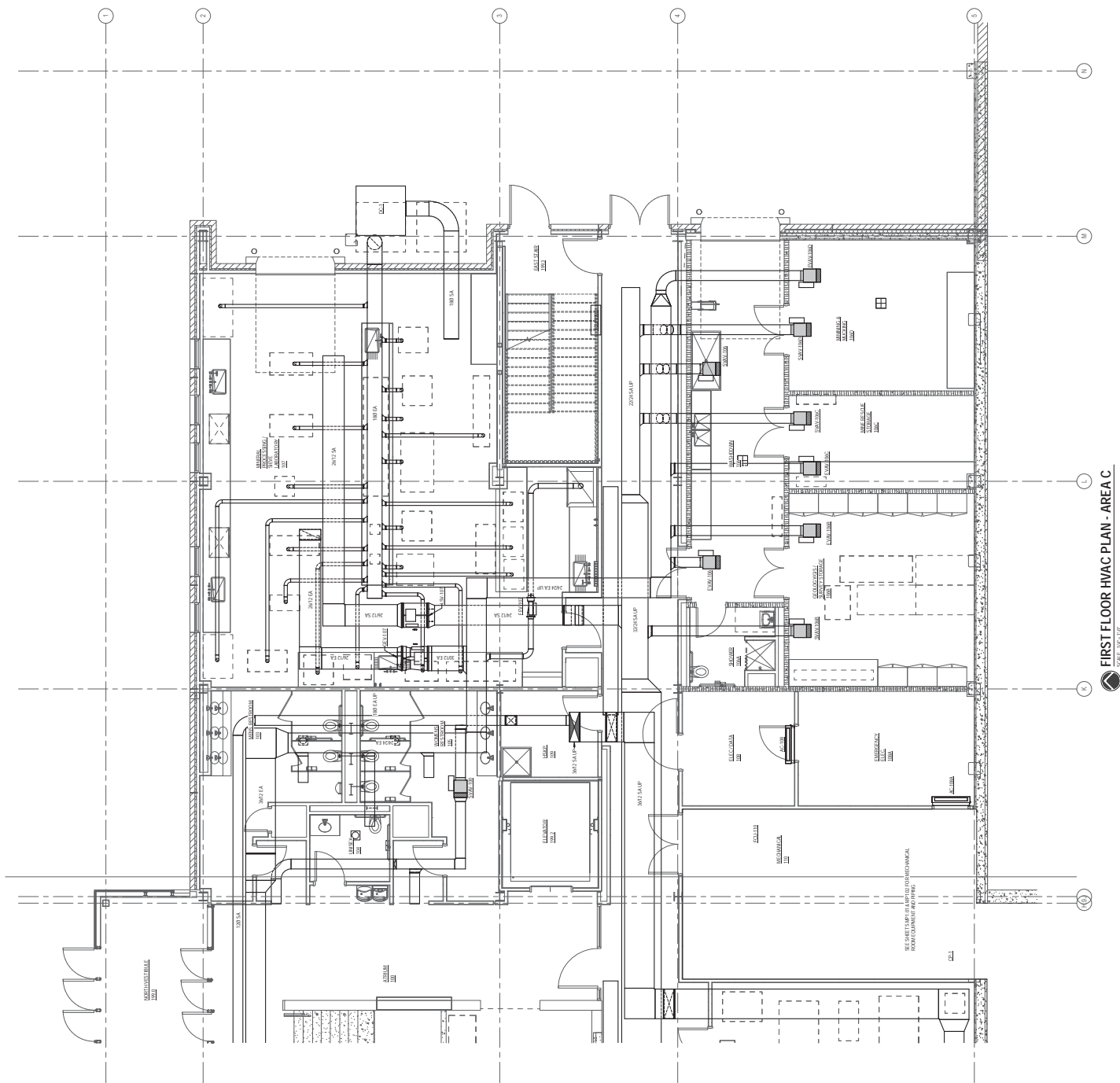


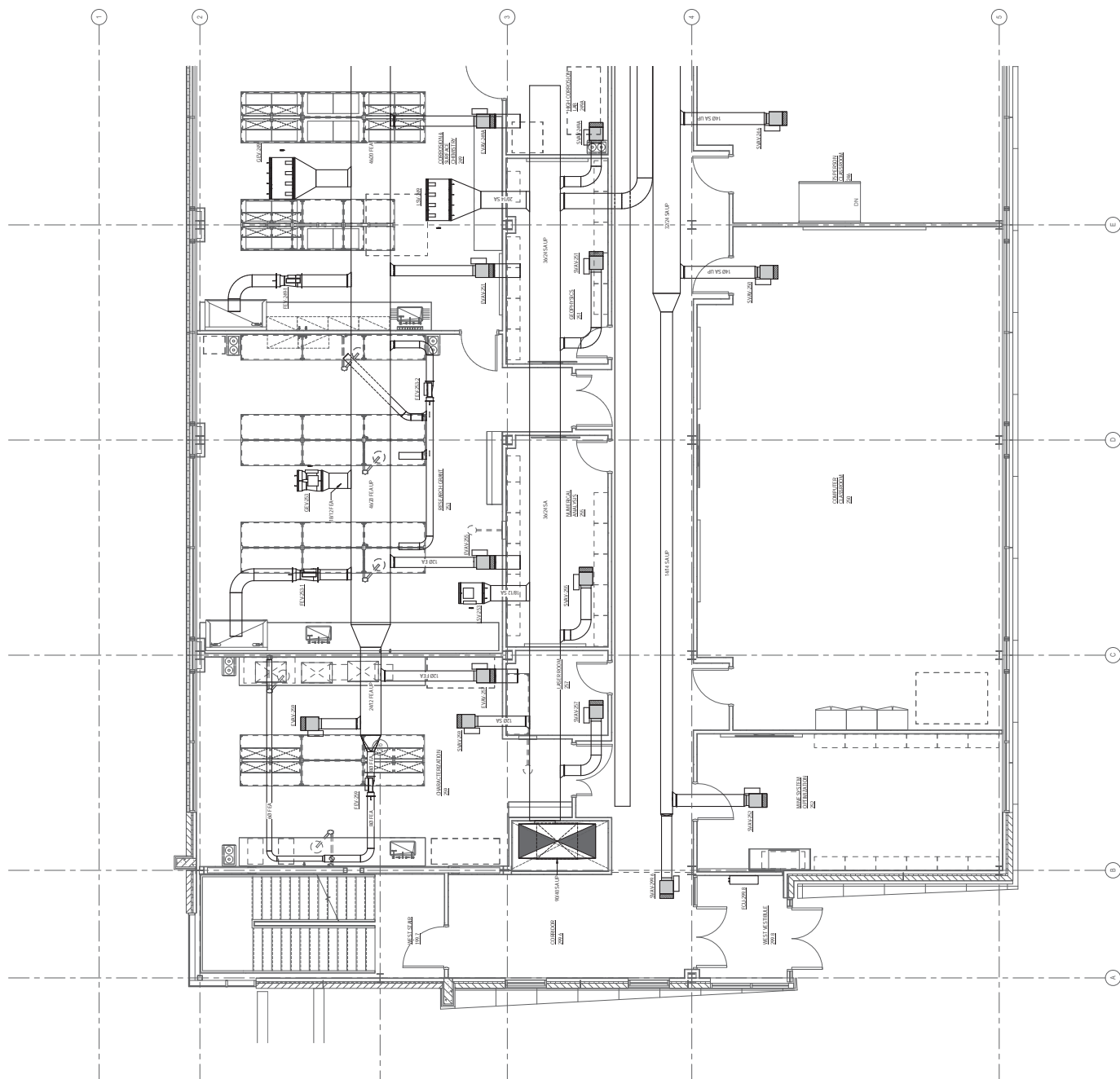




FIRST FLOOR HVAC PLAN - AREA A
SCALE: 1/8" = 1'-0"

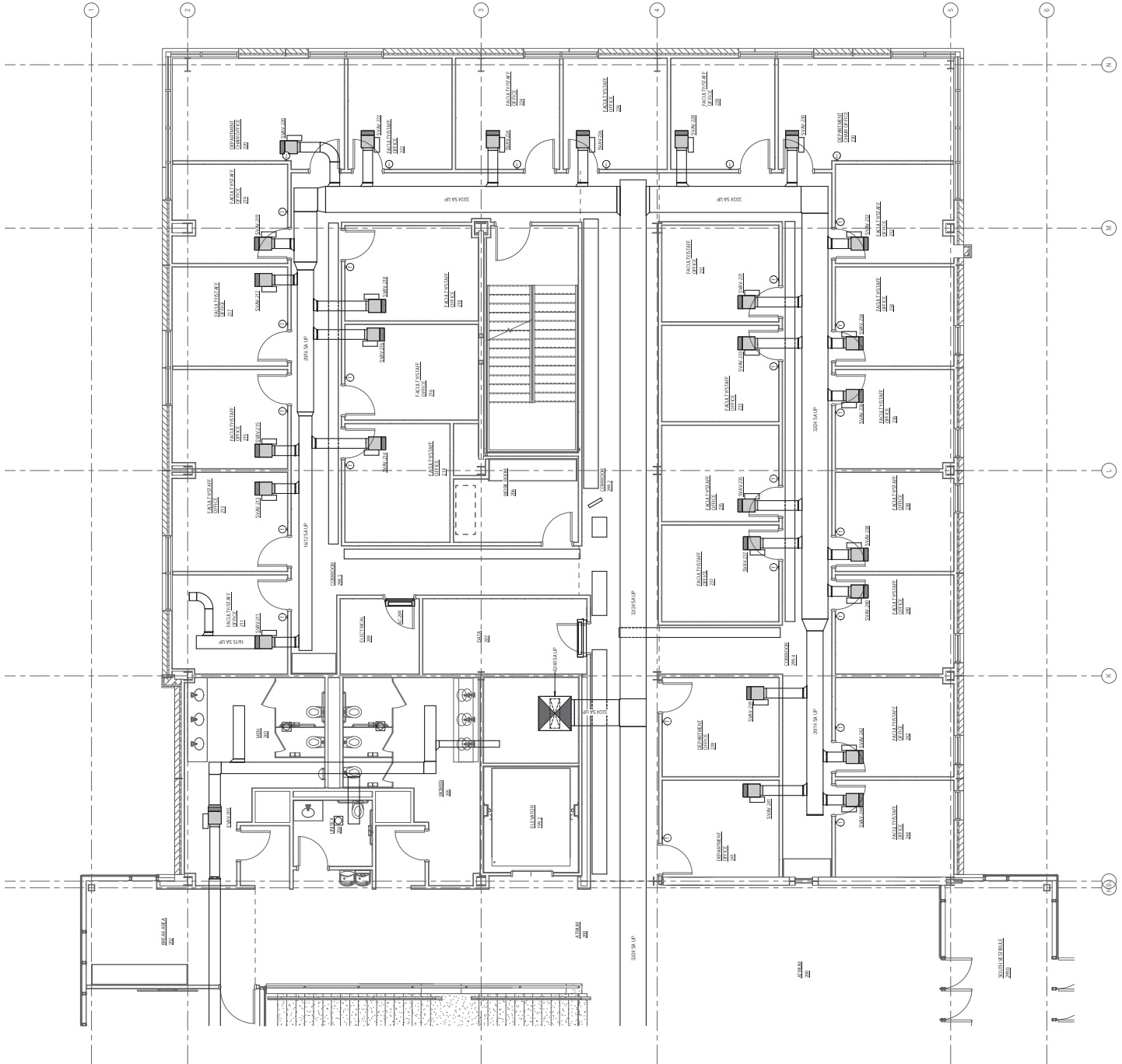




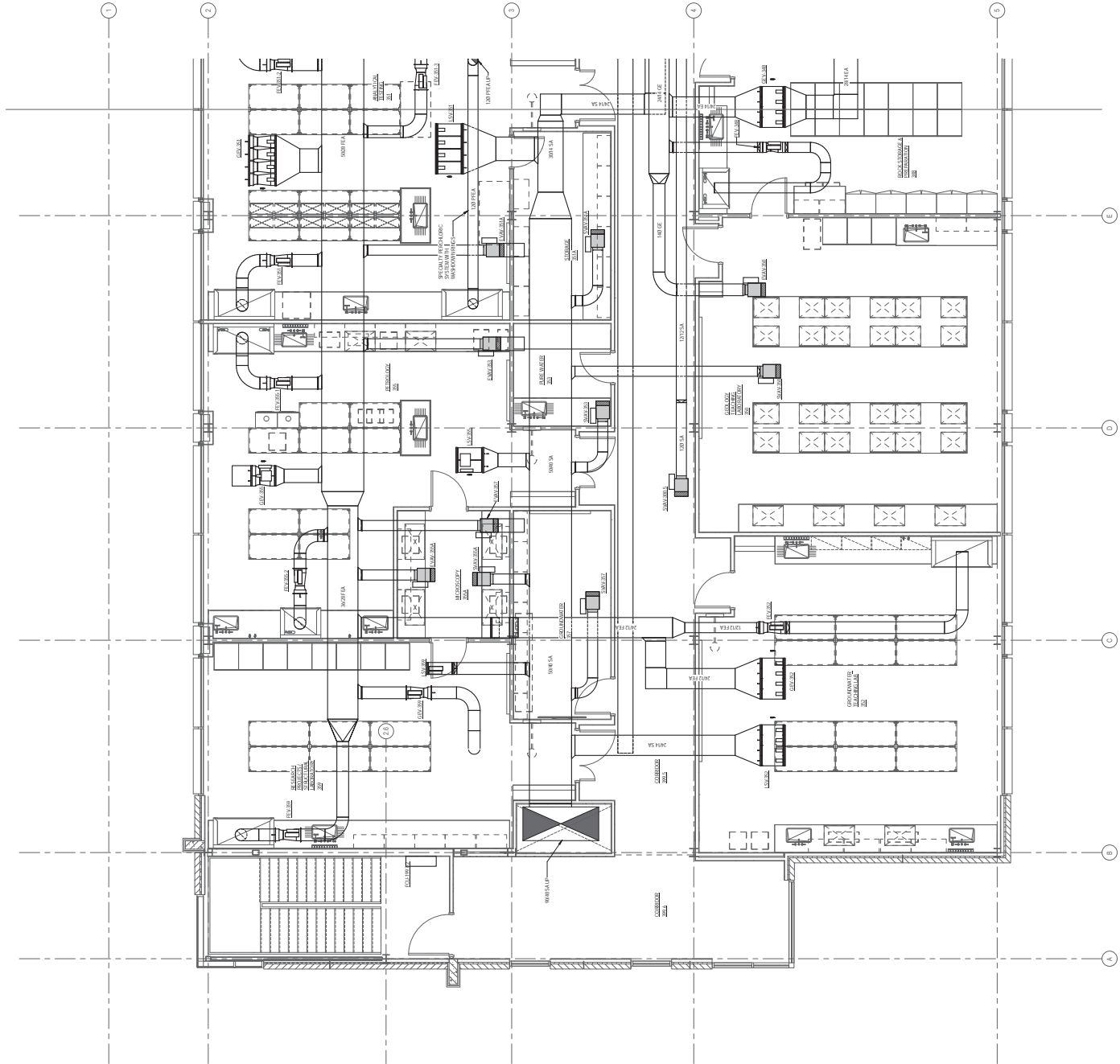


 SECOND FLOOR HVAC PLAN - AREA A
SCALE 1/8" = 1'-0"

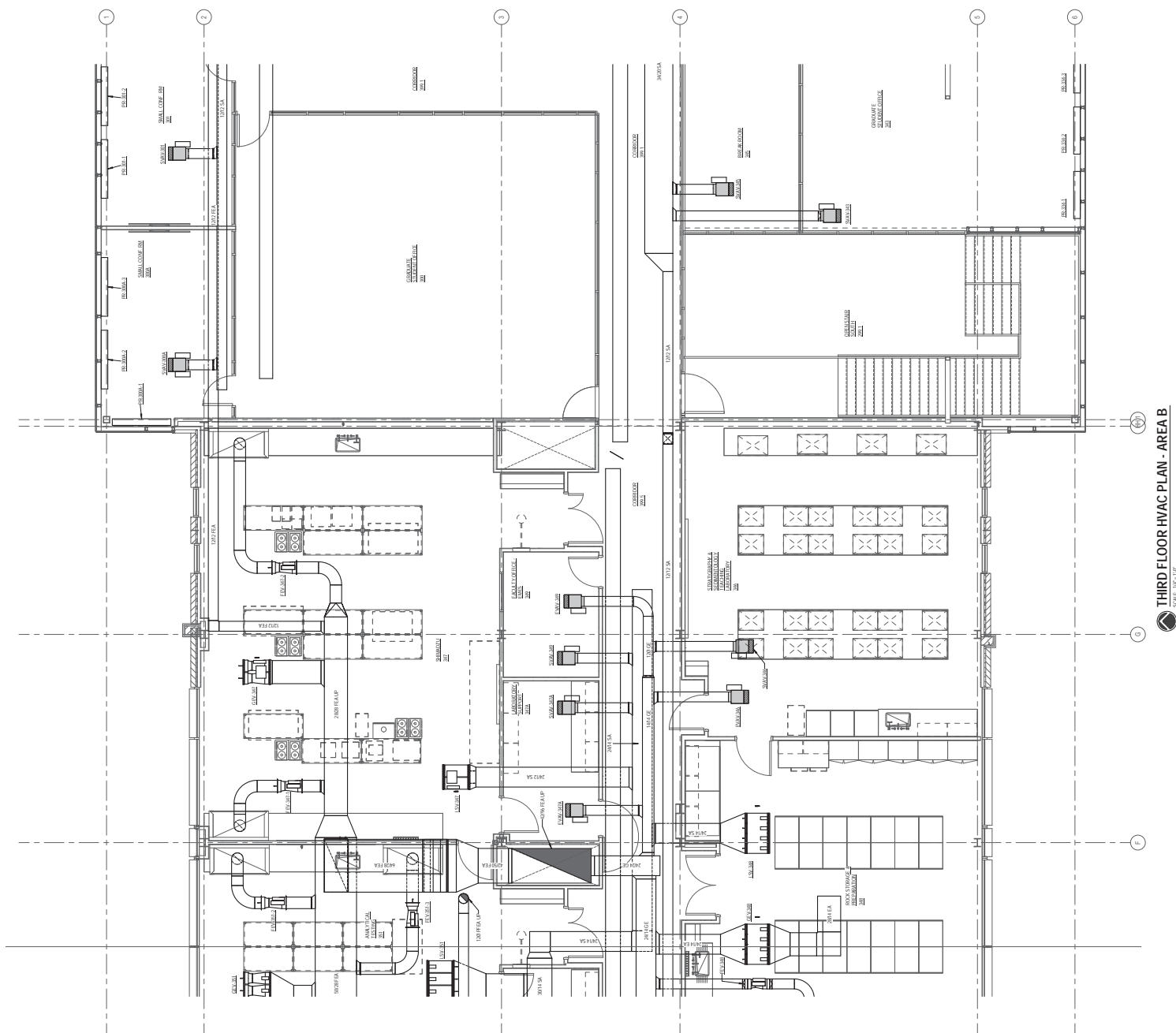
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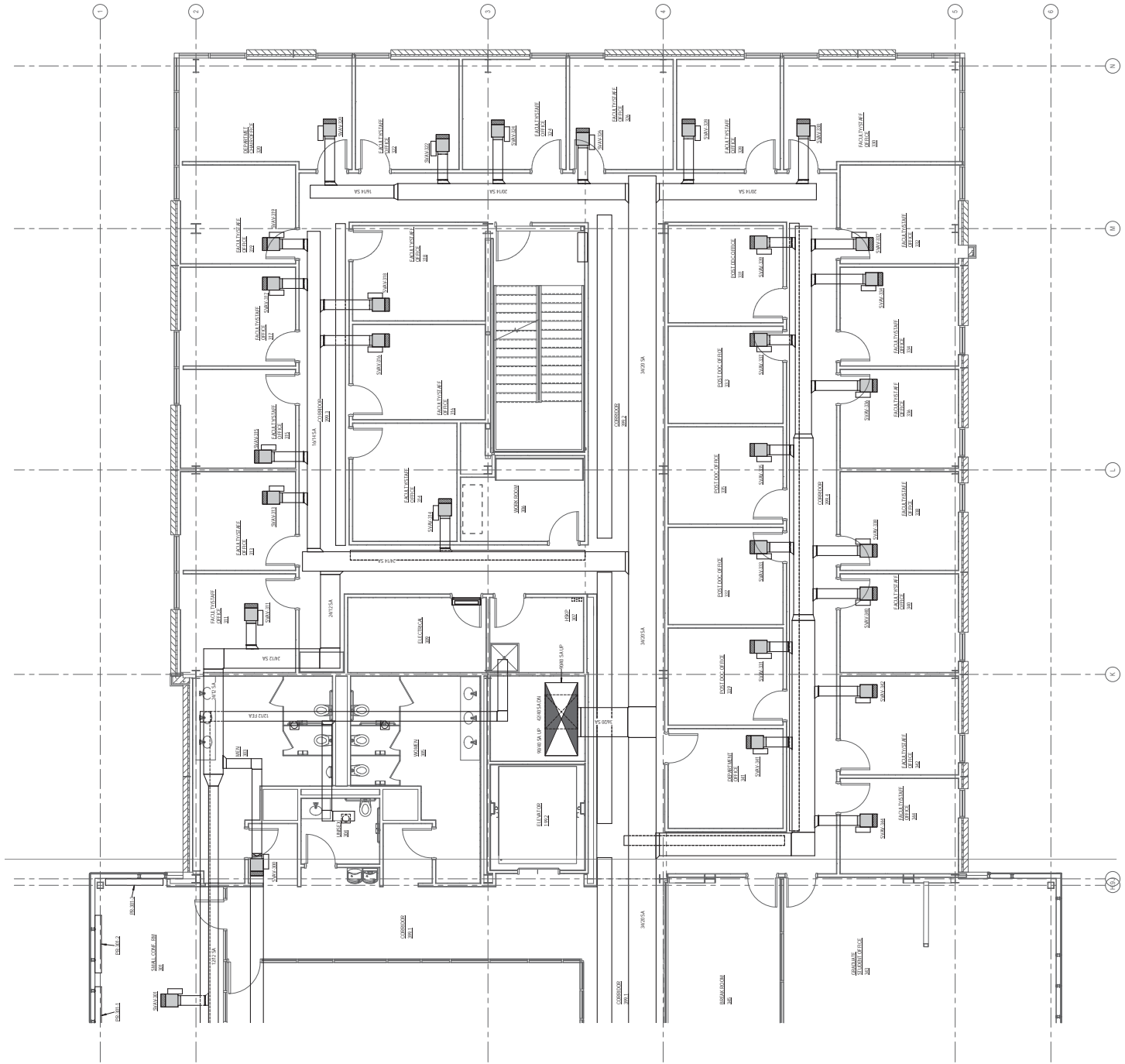


SECOND FLOOR HVAC PLAN - AREA C
SCALE: 1/8" = 1'-0"

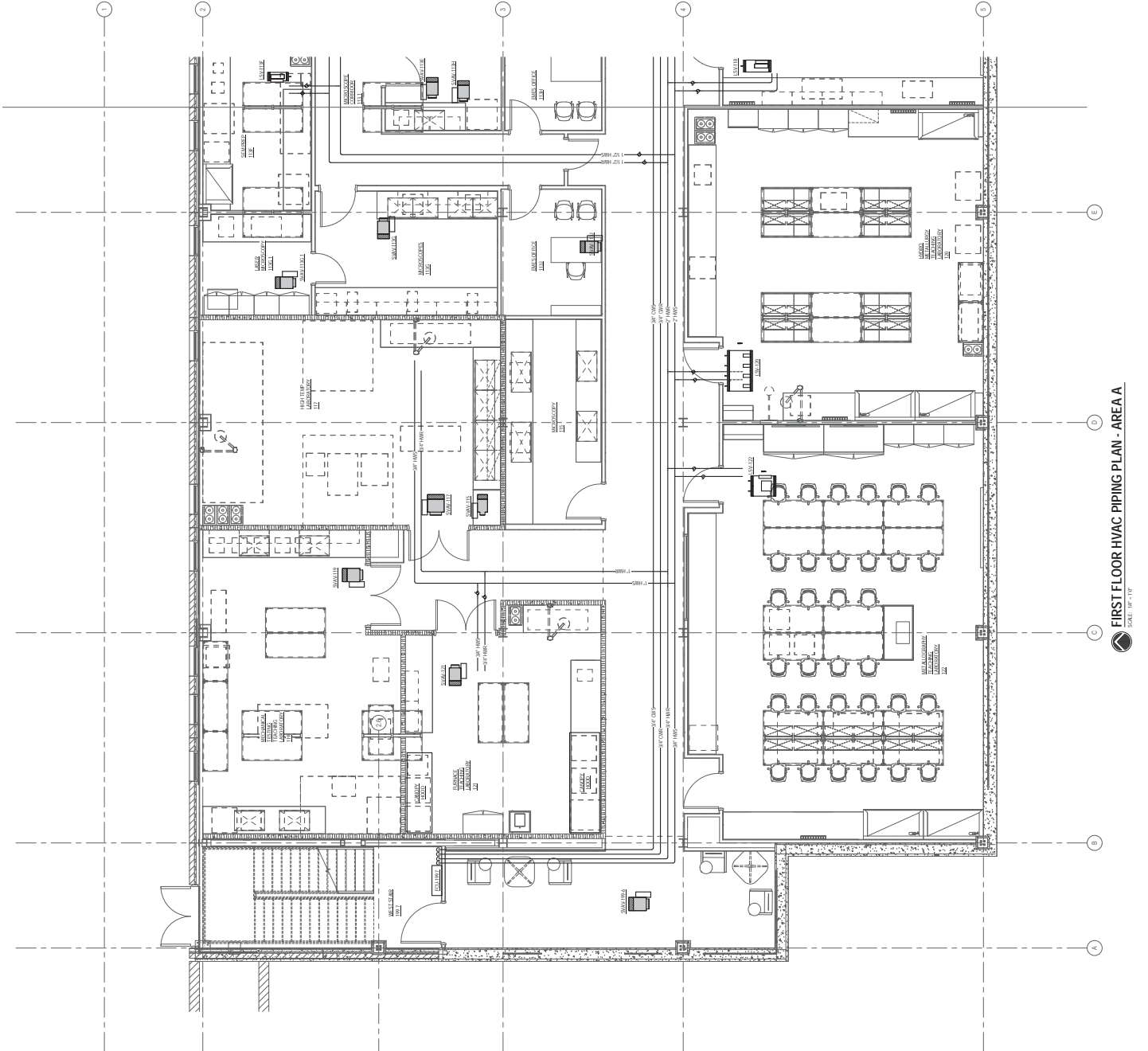


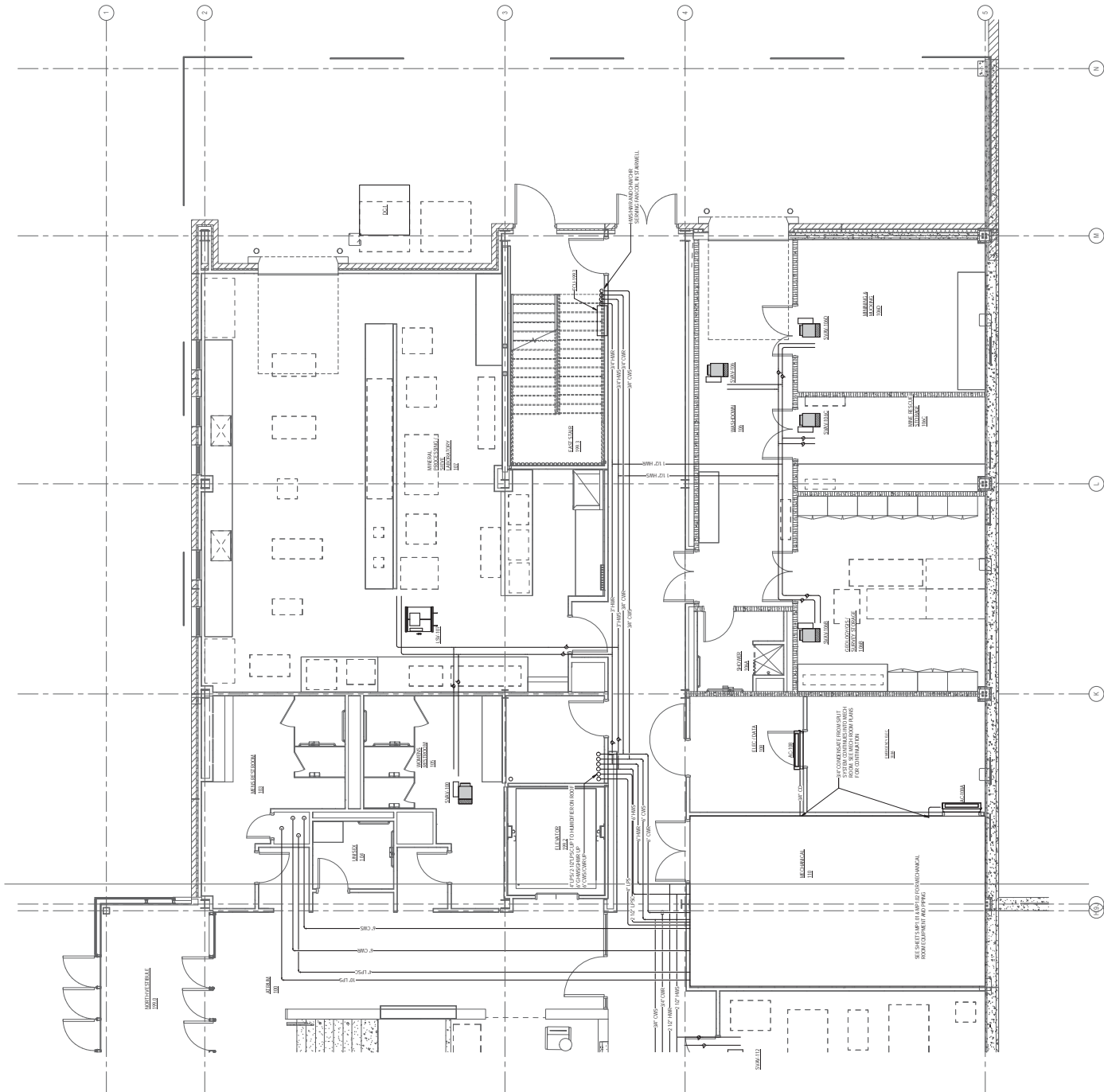
THIRD FLOOR HVAC PLAN - AREA A
SCALE: 1/8\"/>





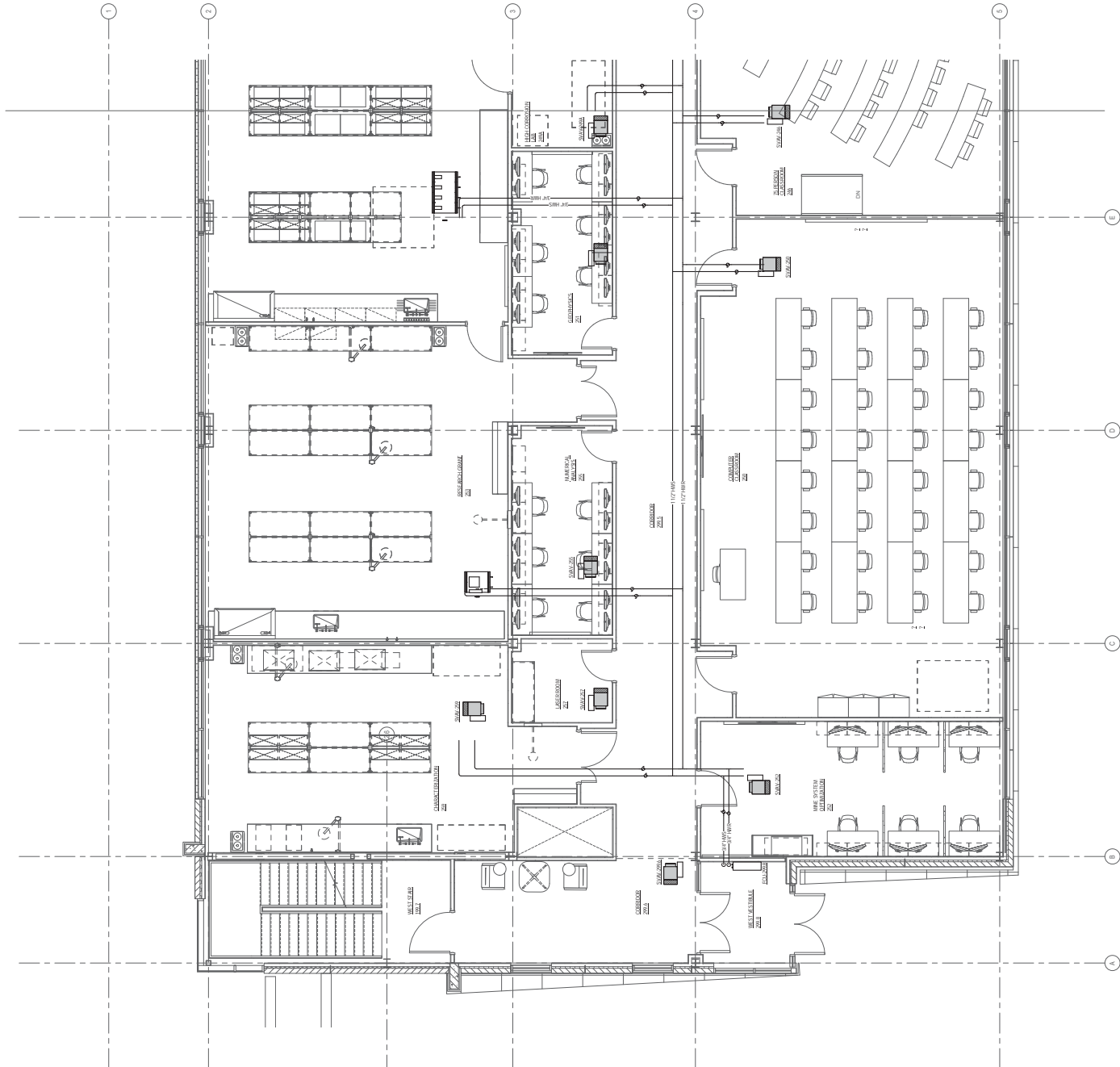
THIRD FLOOR HVAC PLAN - AREA C
SCALE: 1/8" = 1'-0"



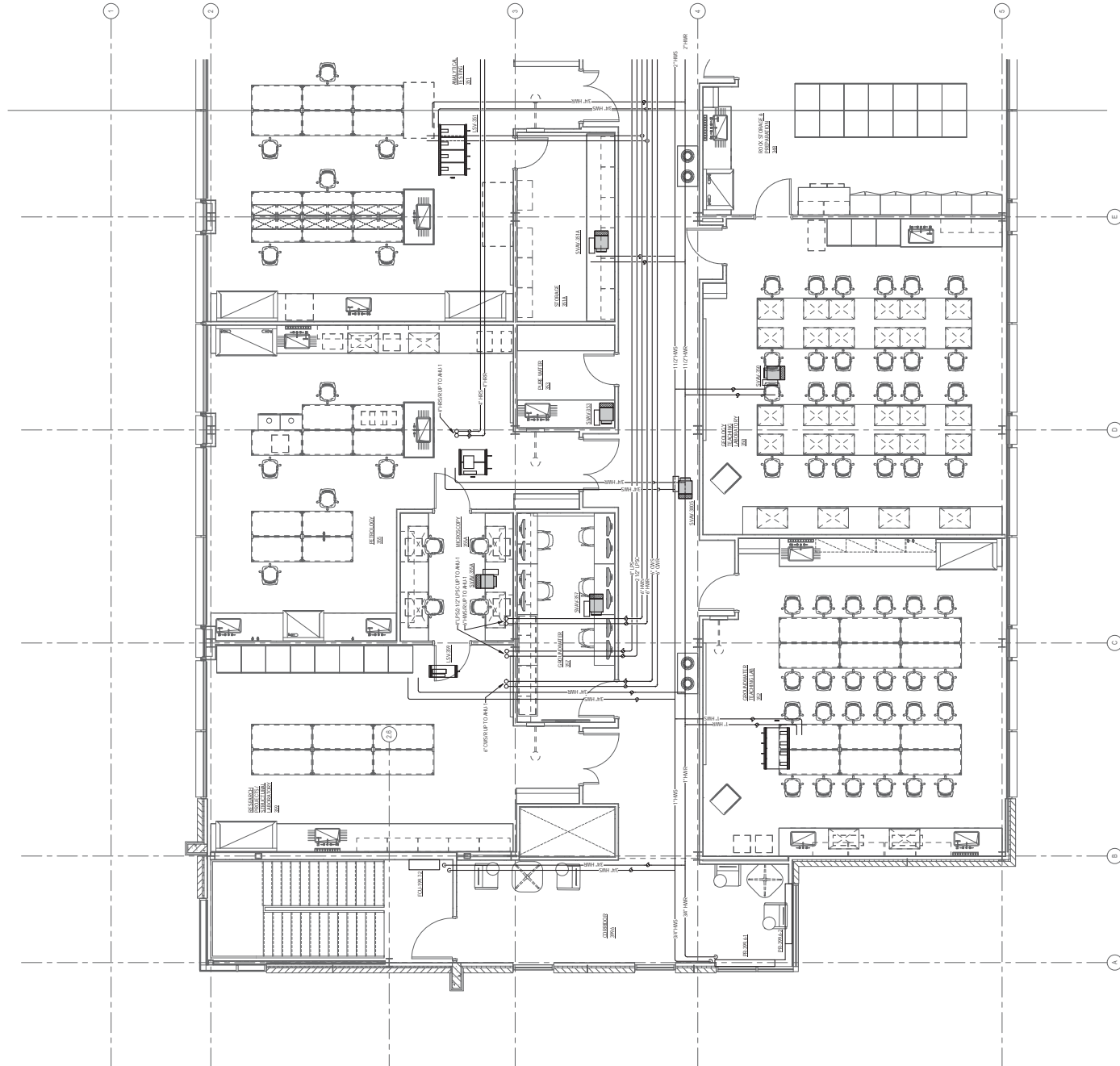


FIRST FLOOR HVAC PIPING PLAN - AREA C

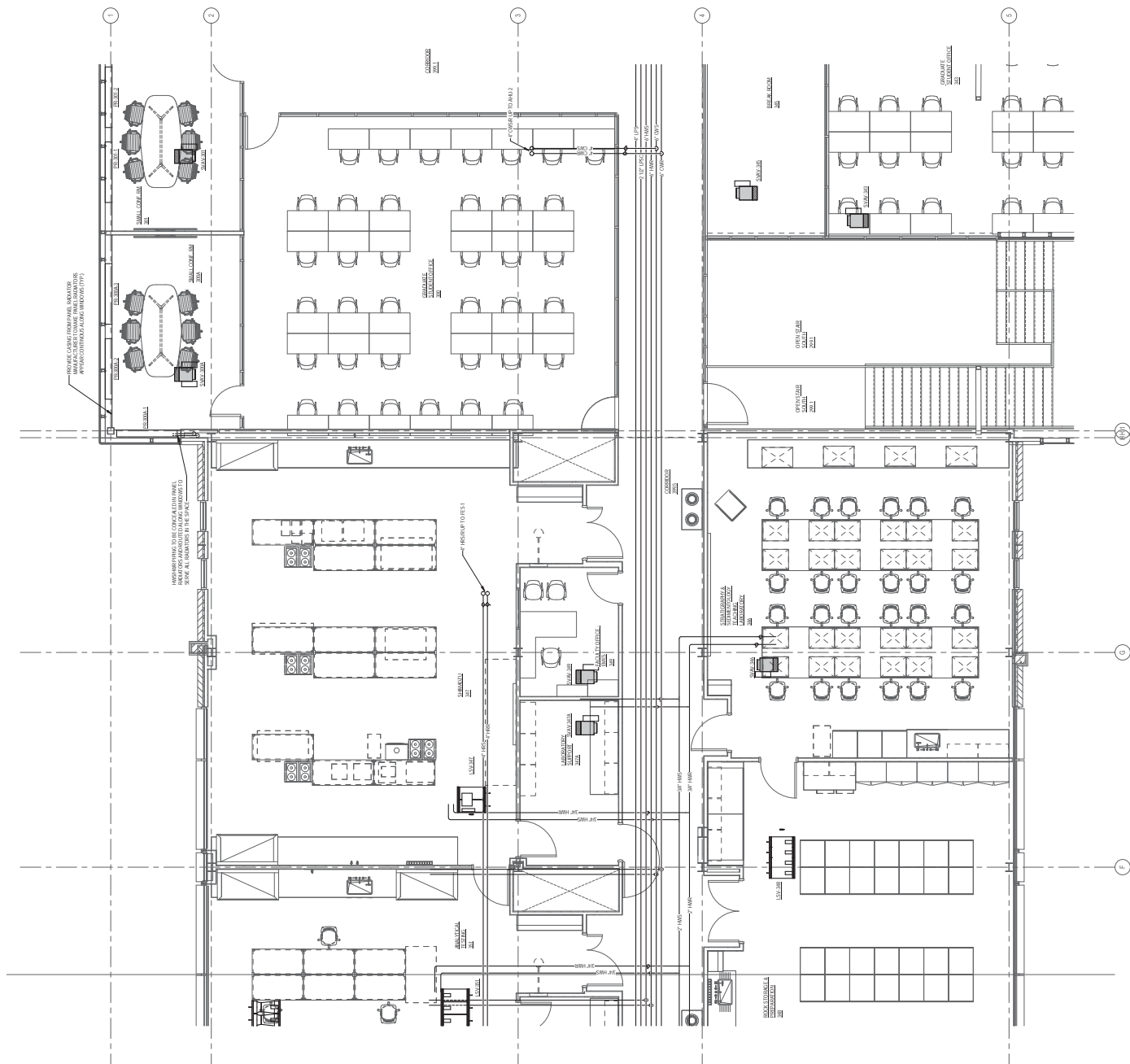
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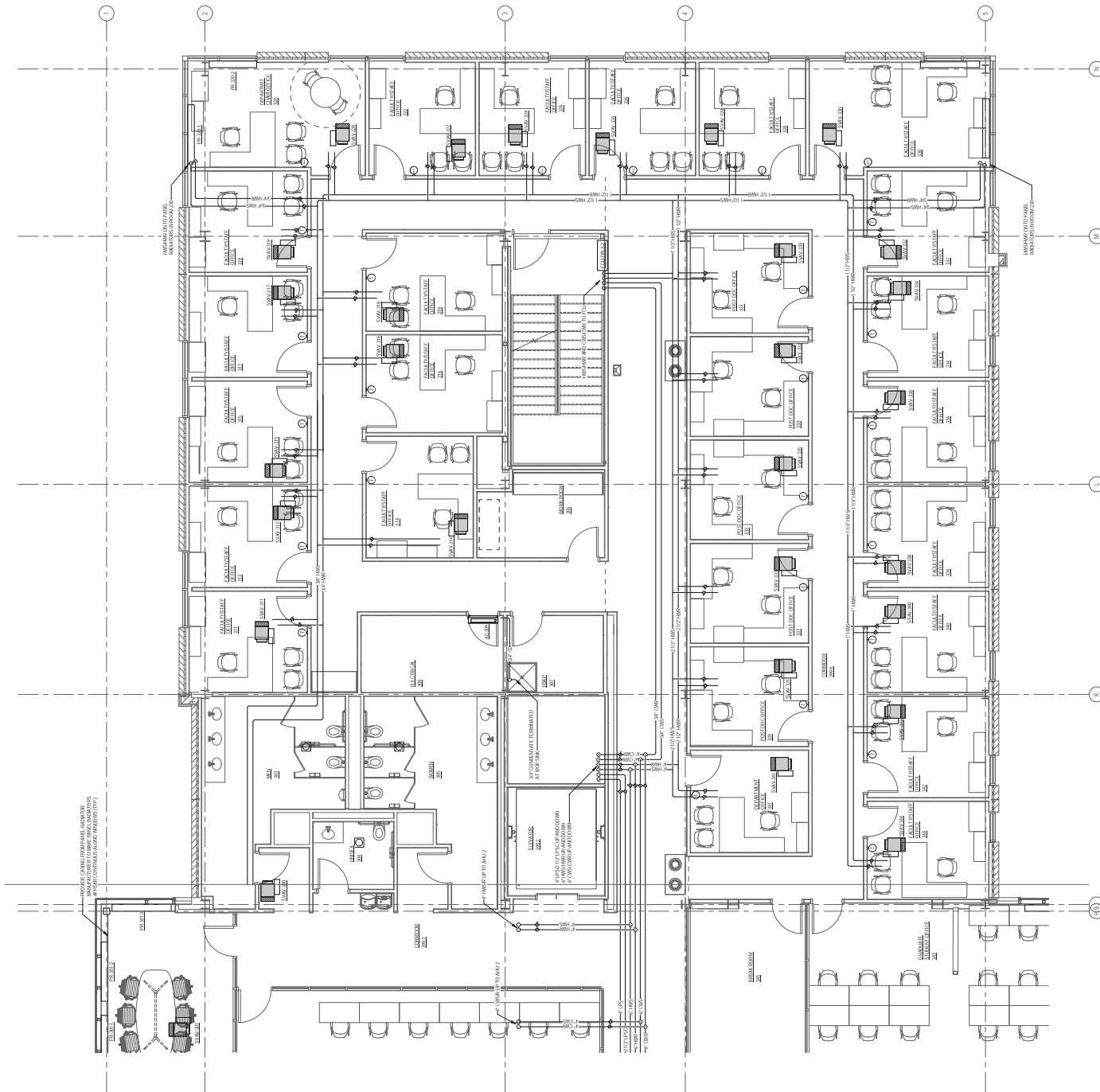
SECOND FLOOR HVAC PIPING PLAN - AREA A
SCALE: 1/4" = 1'-0"



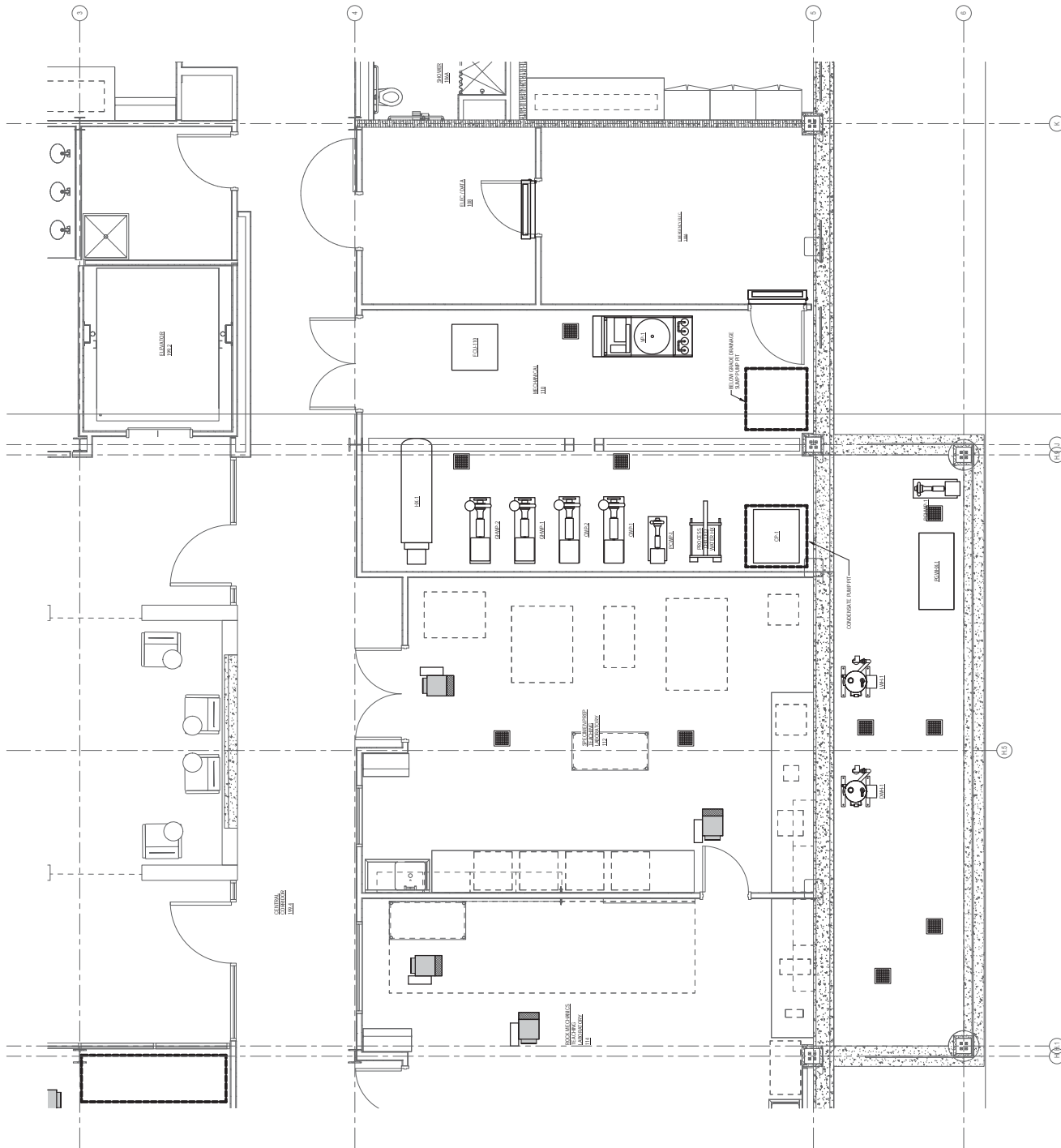
THIRD FLOOR HVAC PIPING PLAN - AREA A
SCALE: 1/8" = 1'-0"



THIRD FLOOR HVAC PIPING PLAN - AREA B
SCALE: 1/8" = 1'-0"



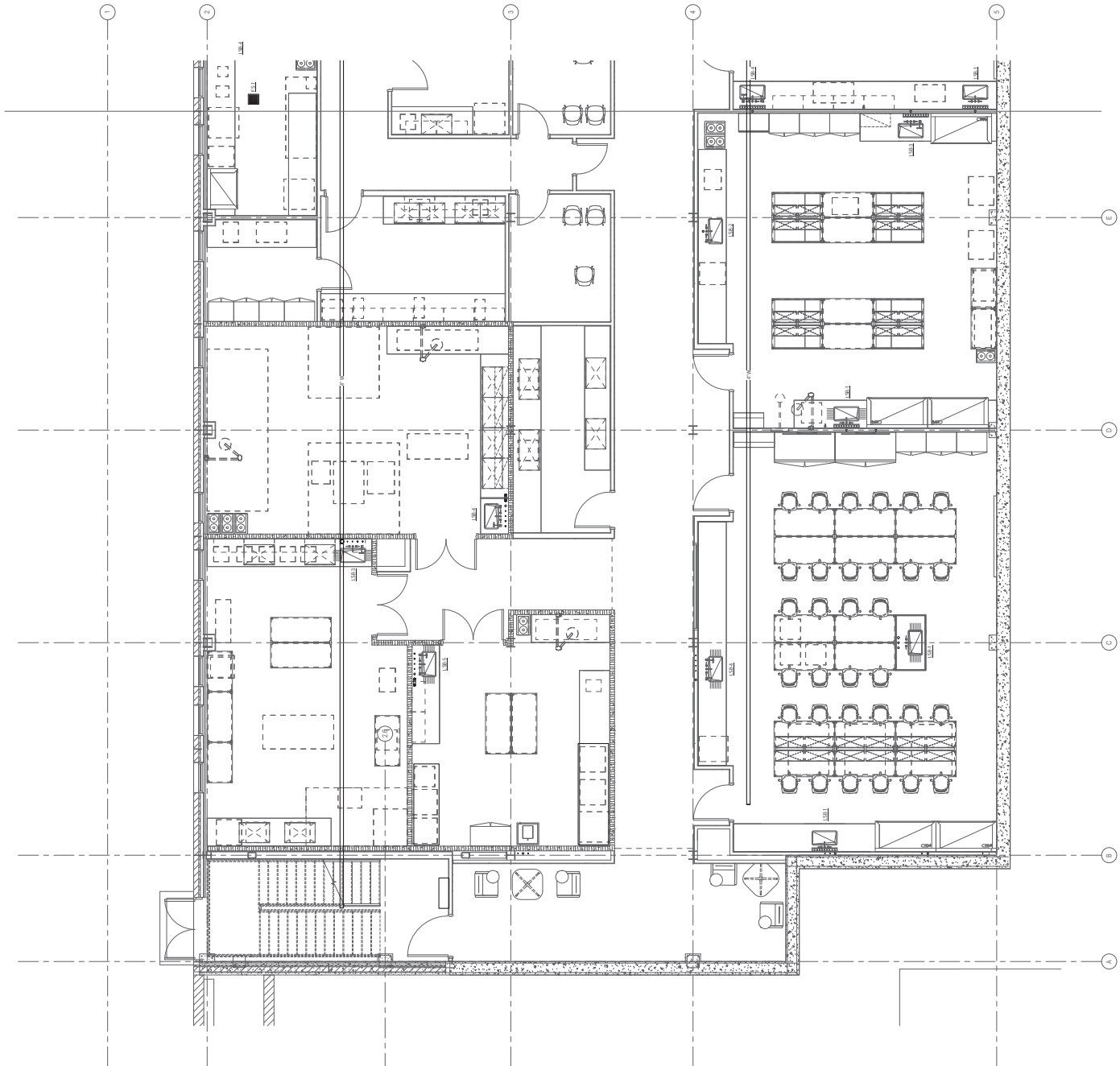
THIRD FLOOR HVAC PIPING PLAN - AREA C
 SCALE: 1/8" = 1'-0"



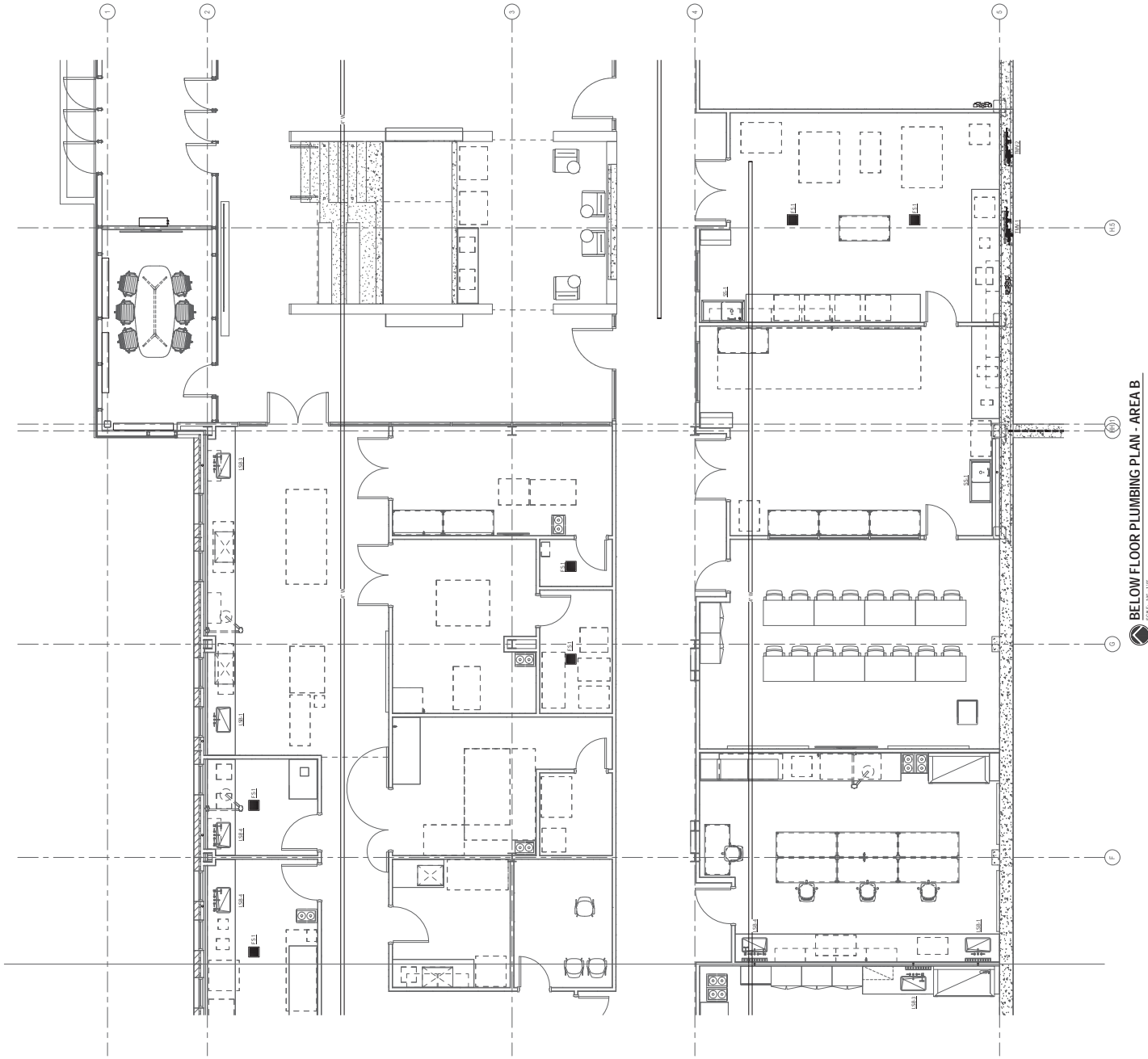
FIRST FLOOR MECHANICAL ROOM EQUIPMENT PLAN

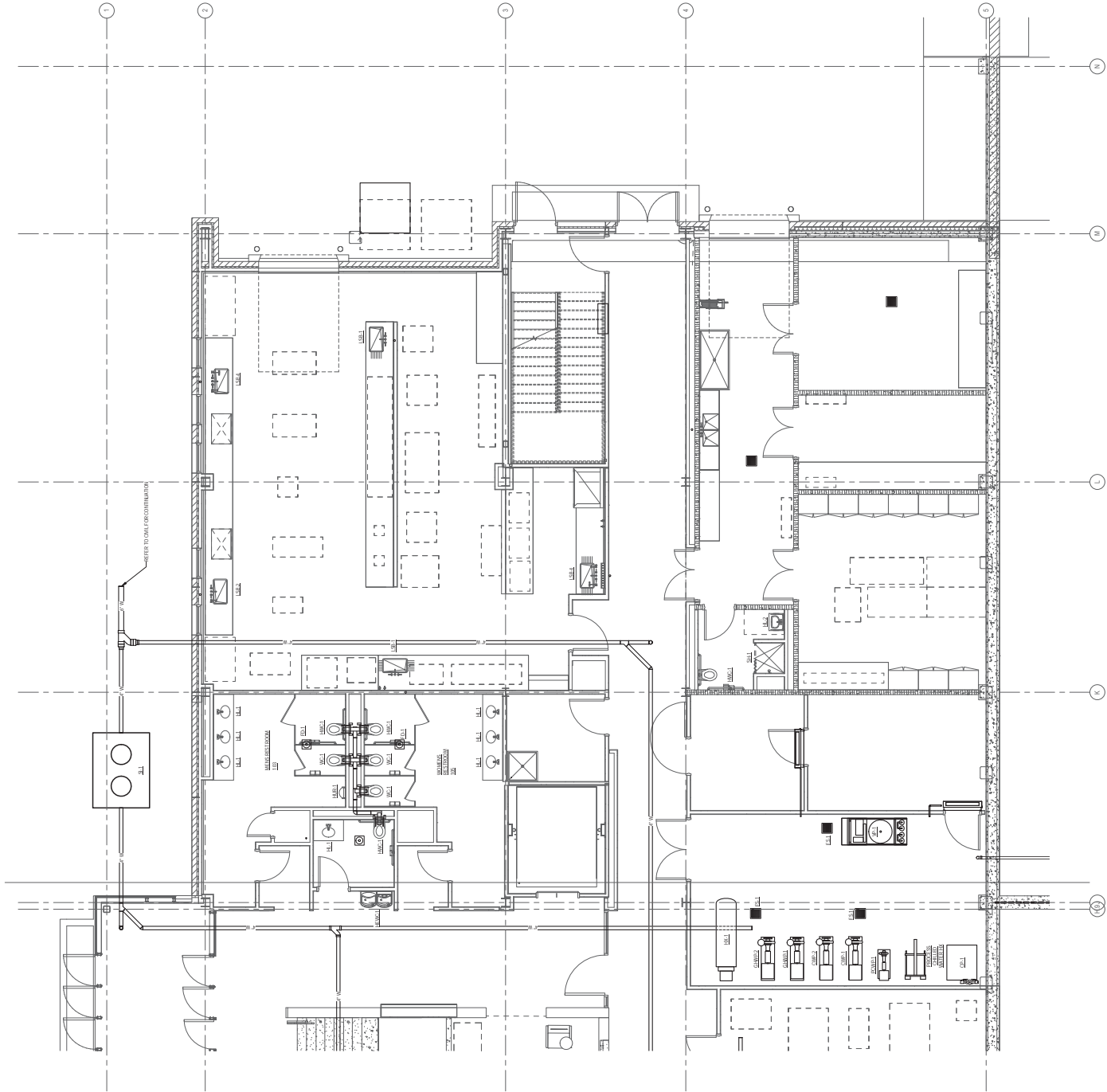


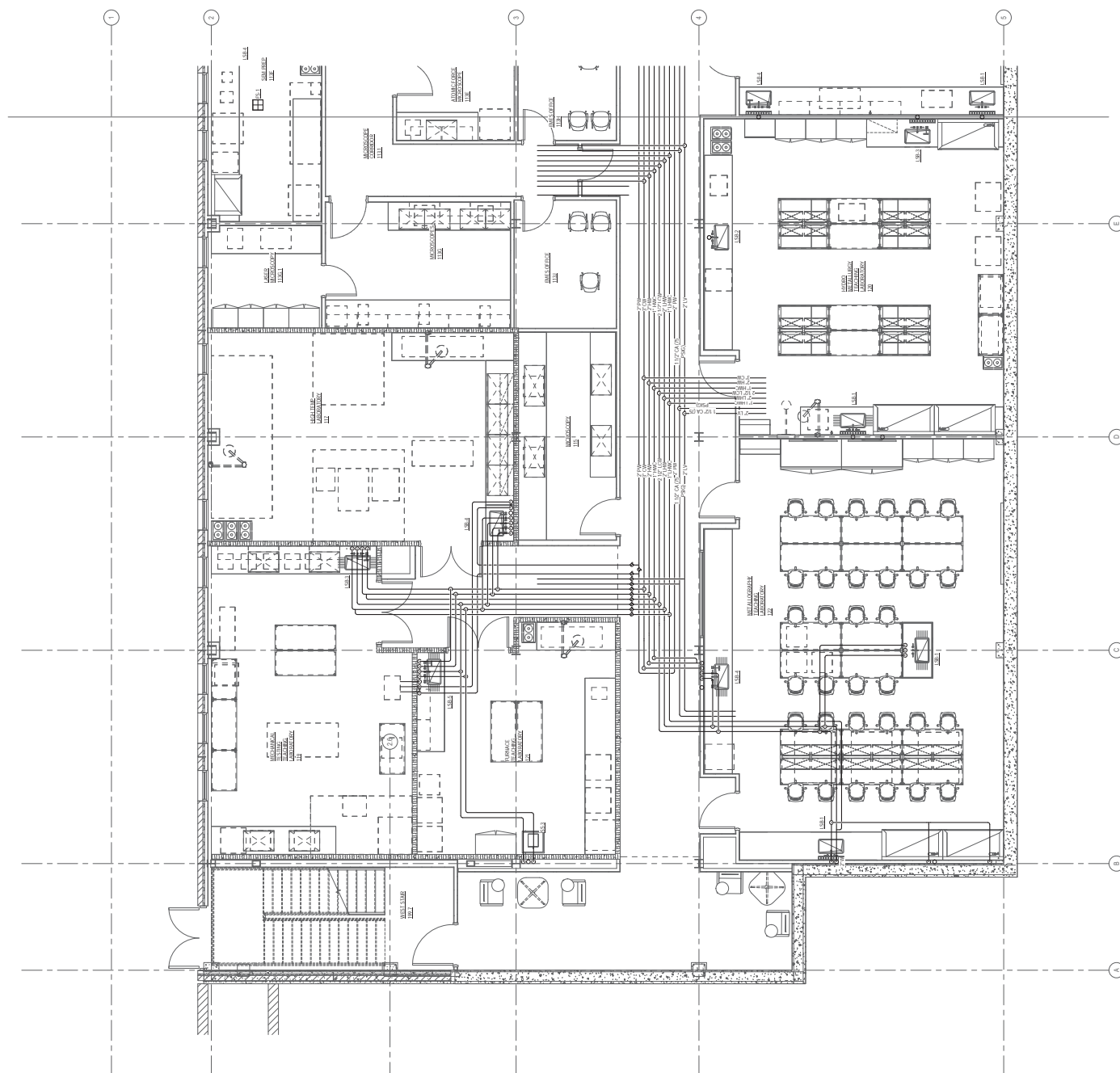
SCALE: 3/8" = 1'-0"

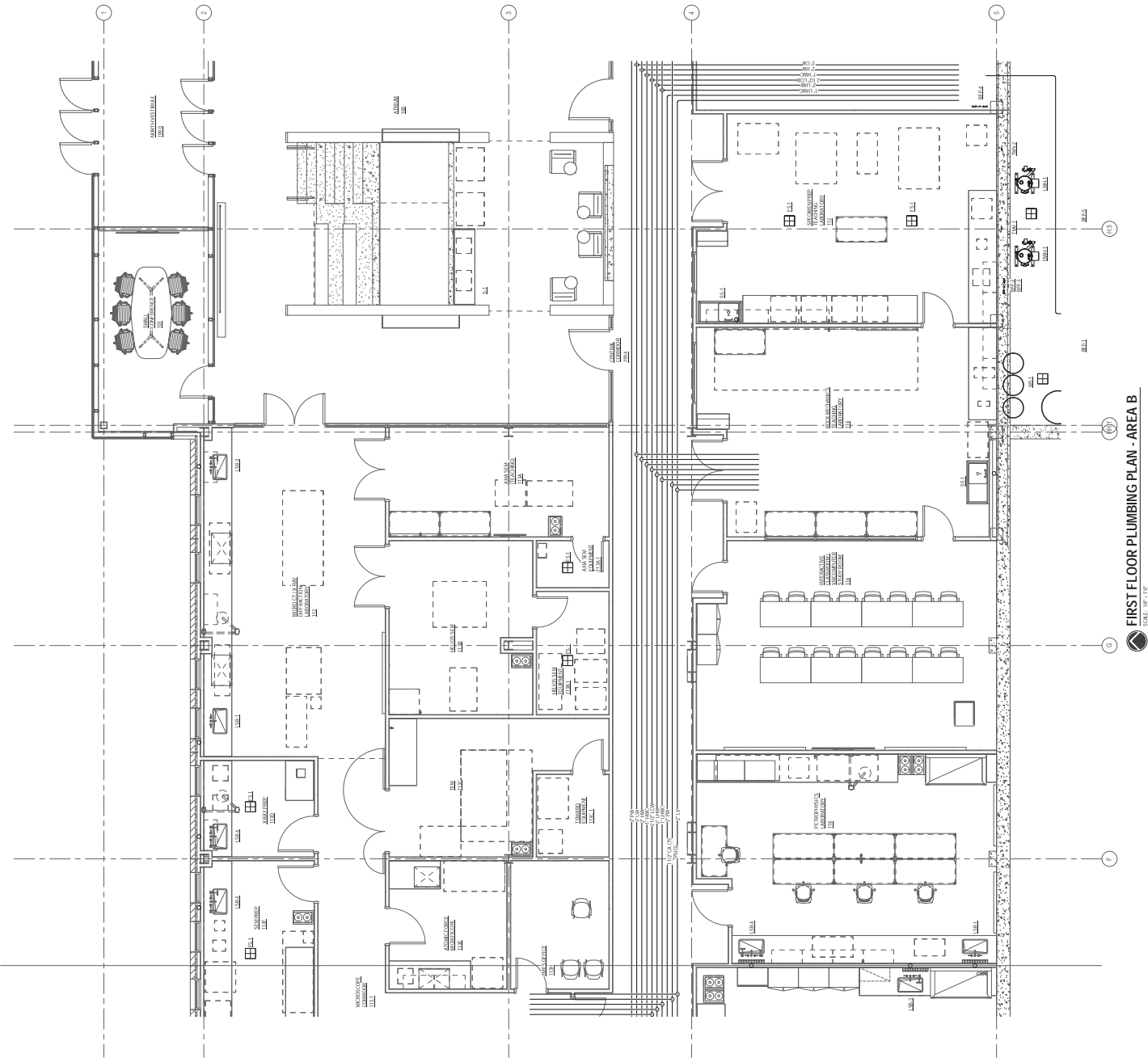


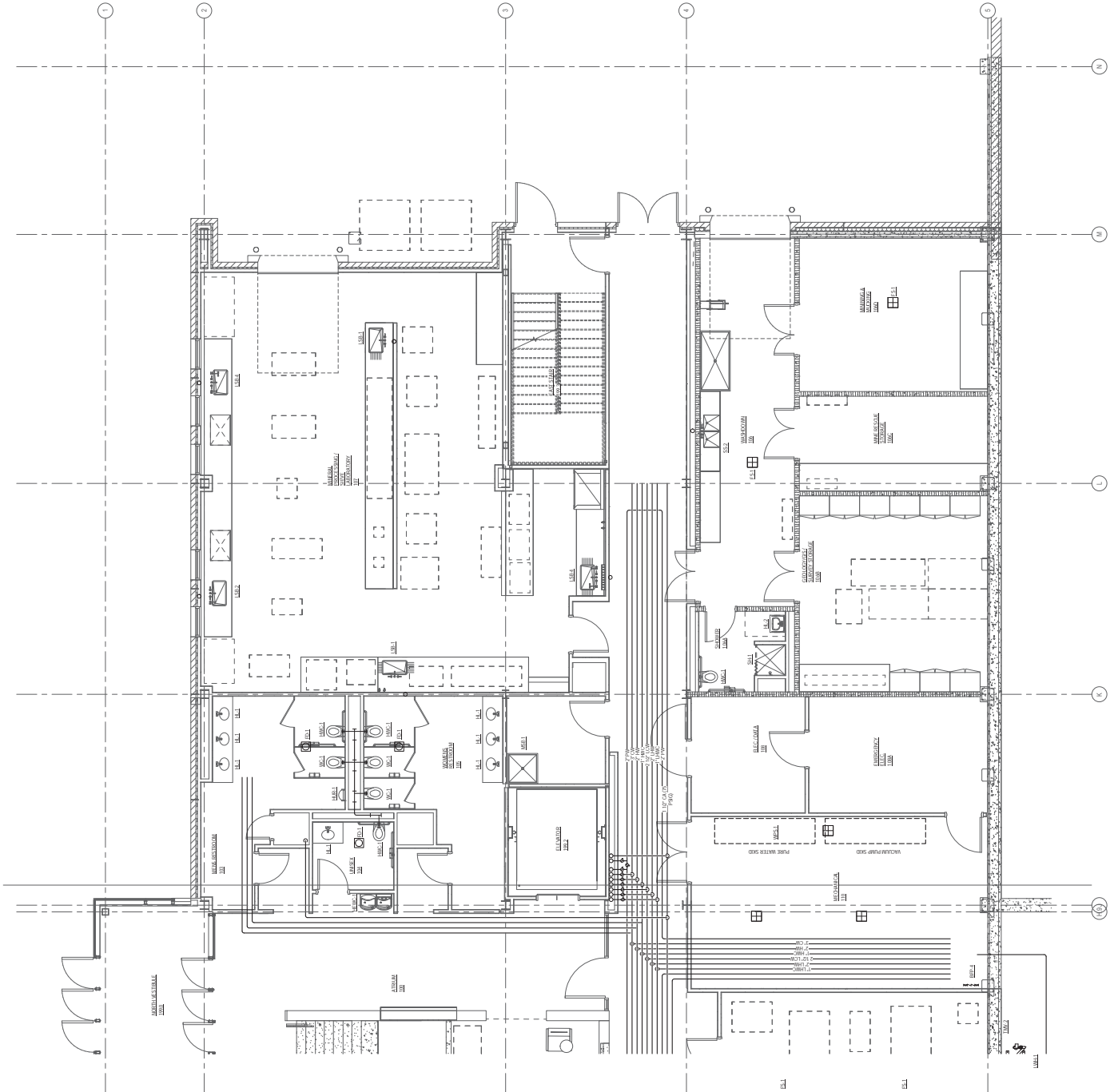
 BELOW FLOOR PLUMBING PLAN - AREA A
SCALE: 1/8" = 1'-0"



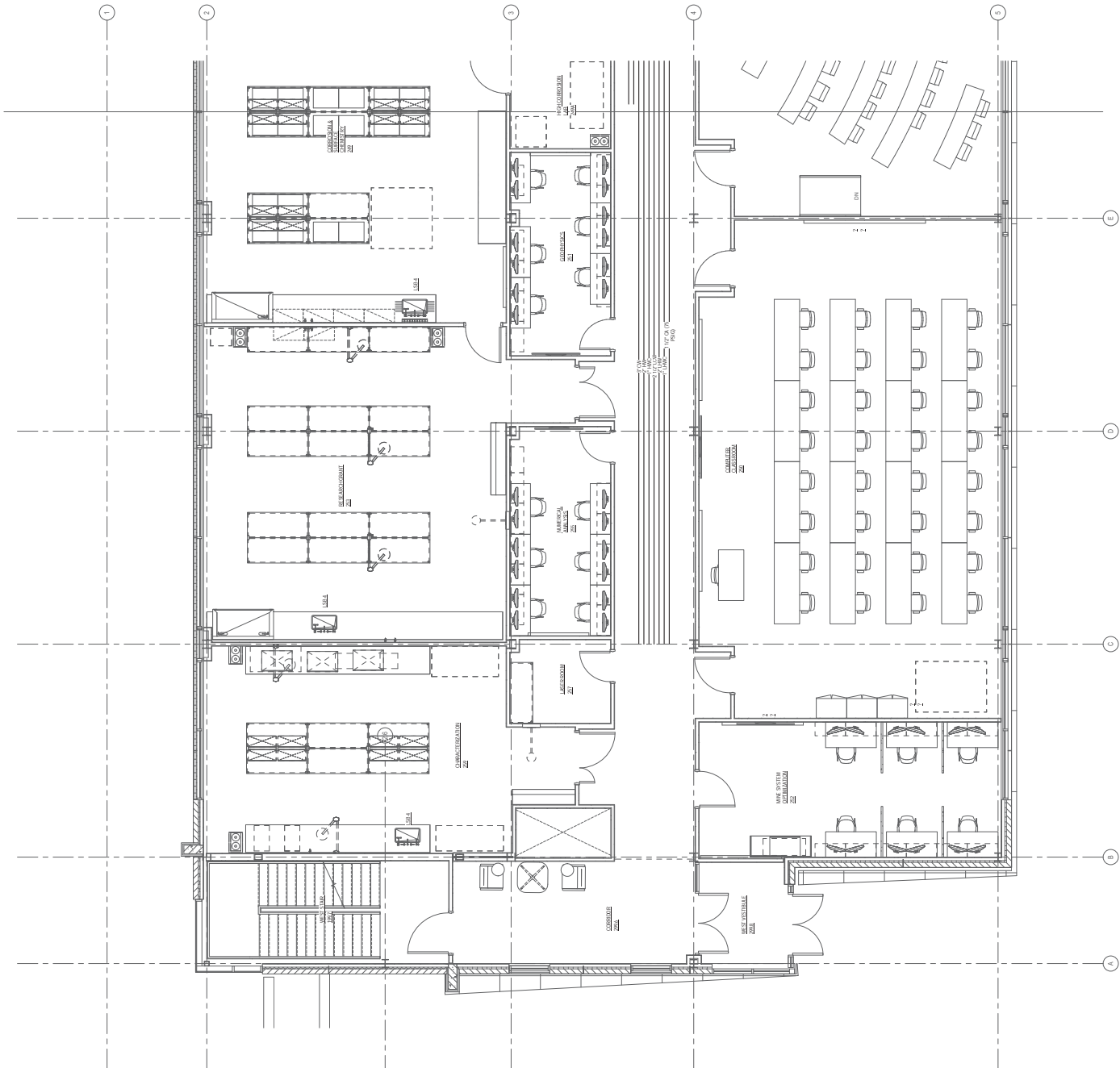




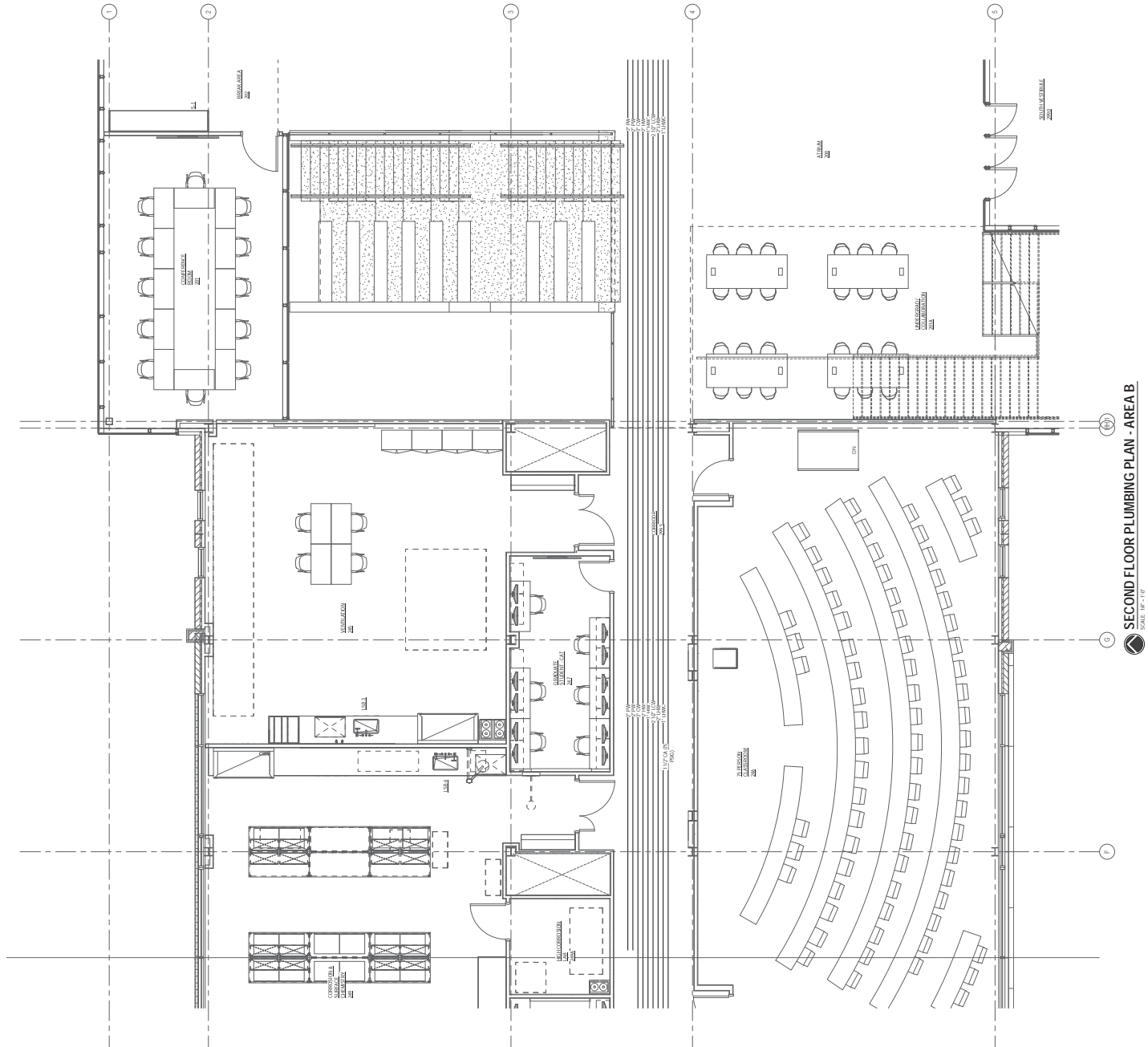


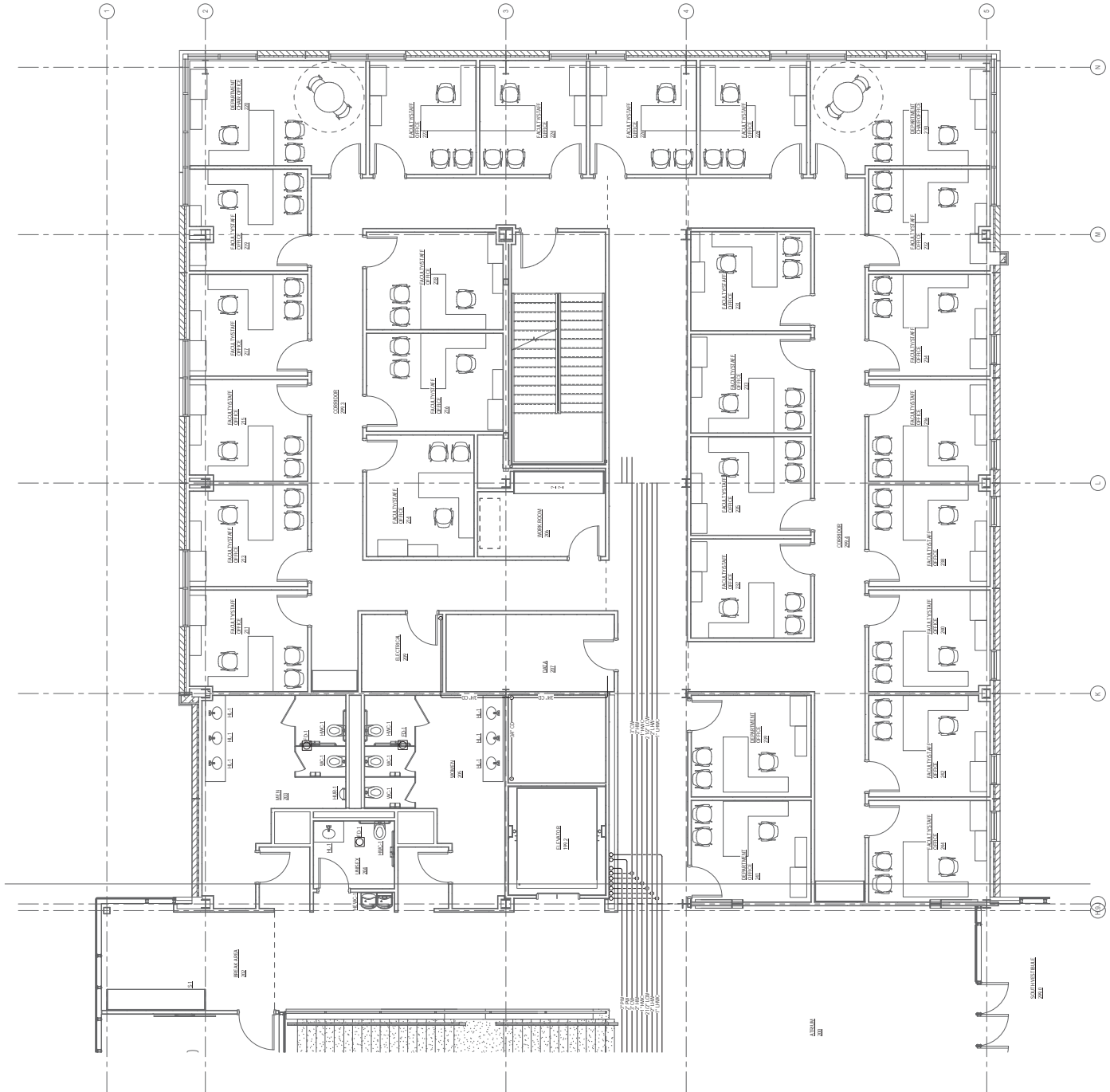


FIRST FLOOR PLUMBING PLAN - AREA C
SCALE: 1/8" = 1'-0"

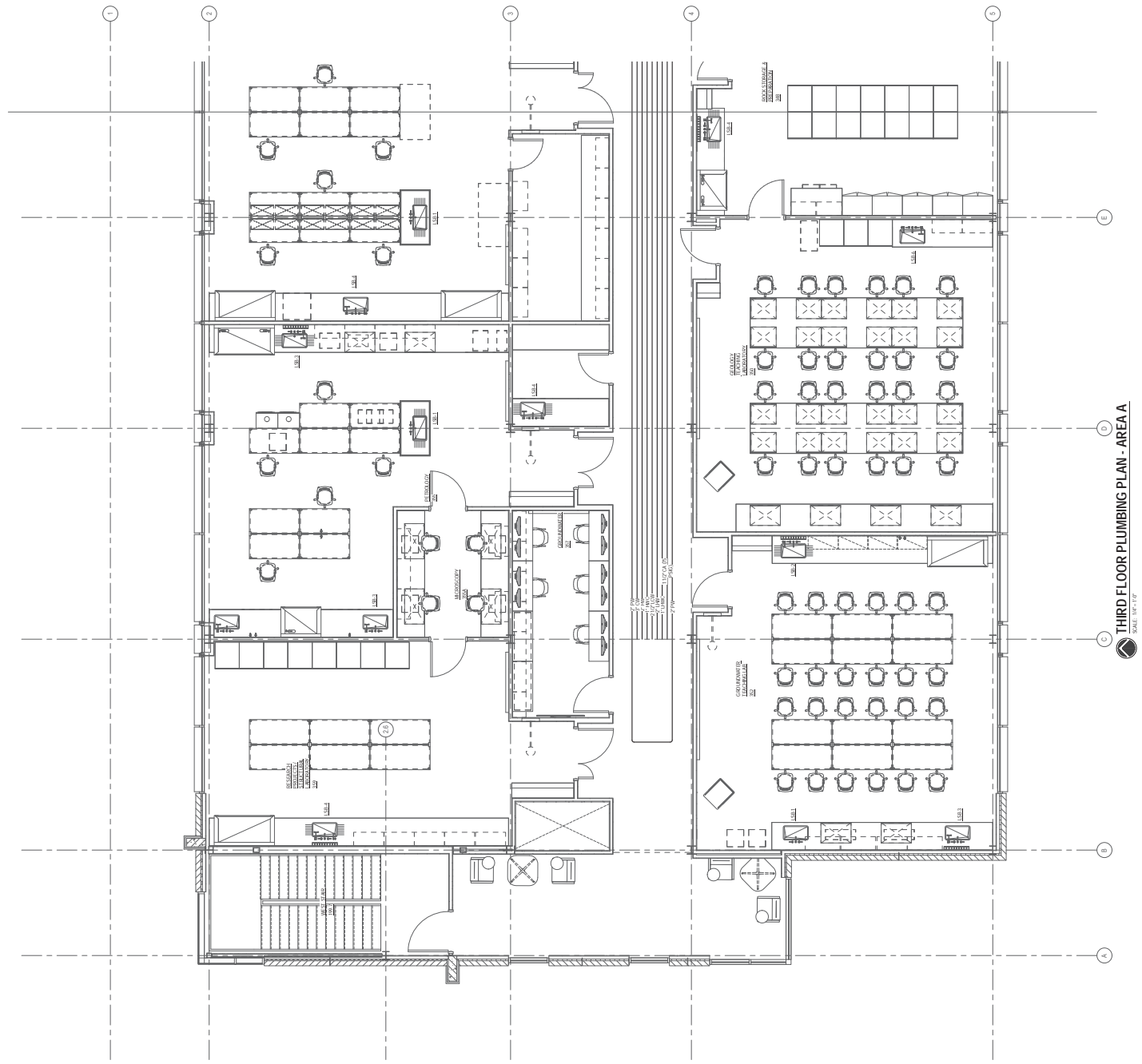


SECOND FLOOR PLUMBING PLAN - AREA A
SCALE: 1/8" = 1'-0"

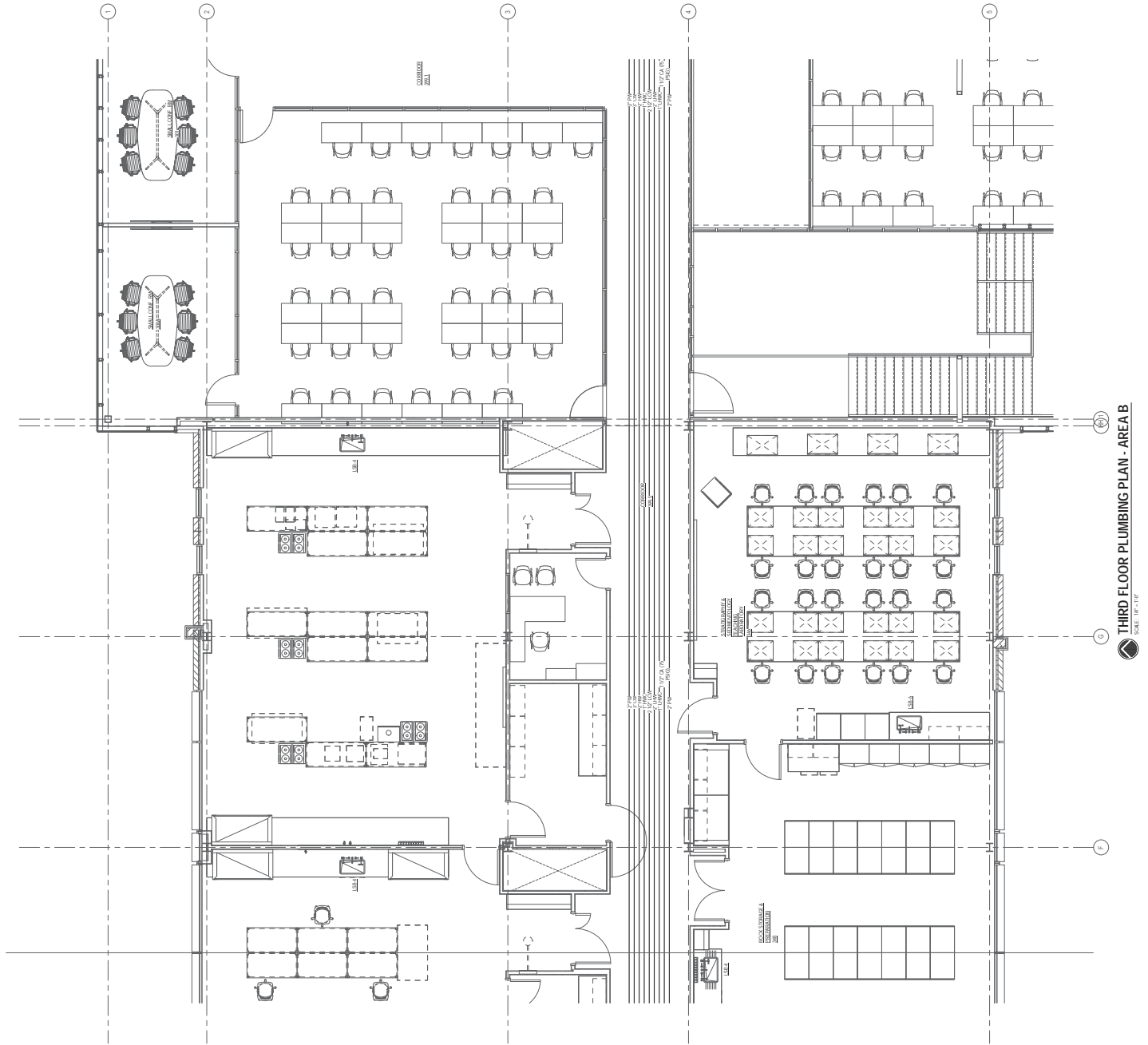




SECOND FLOOR PLUMBING PLAN - AREA C
SCALE: 1/8" = 1'-0"

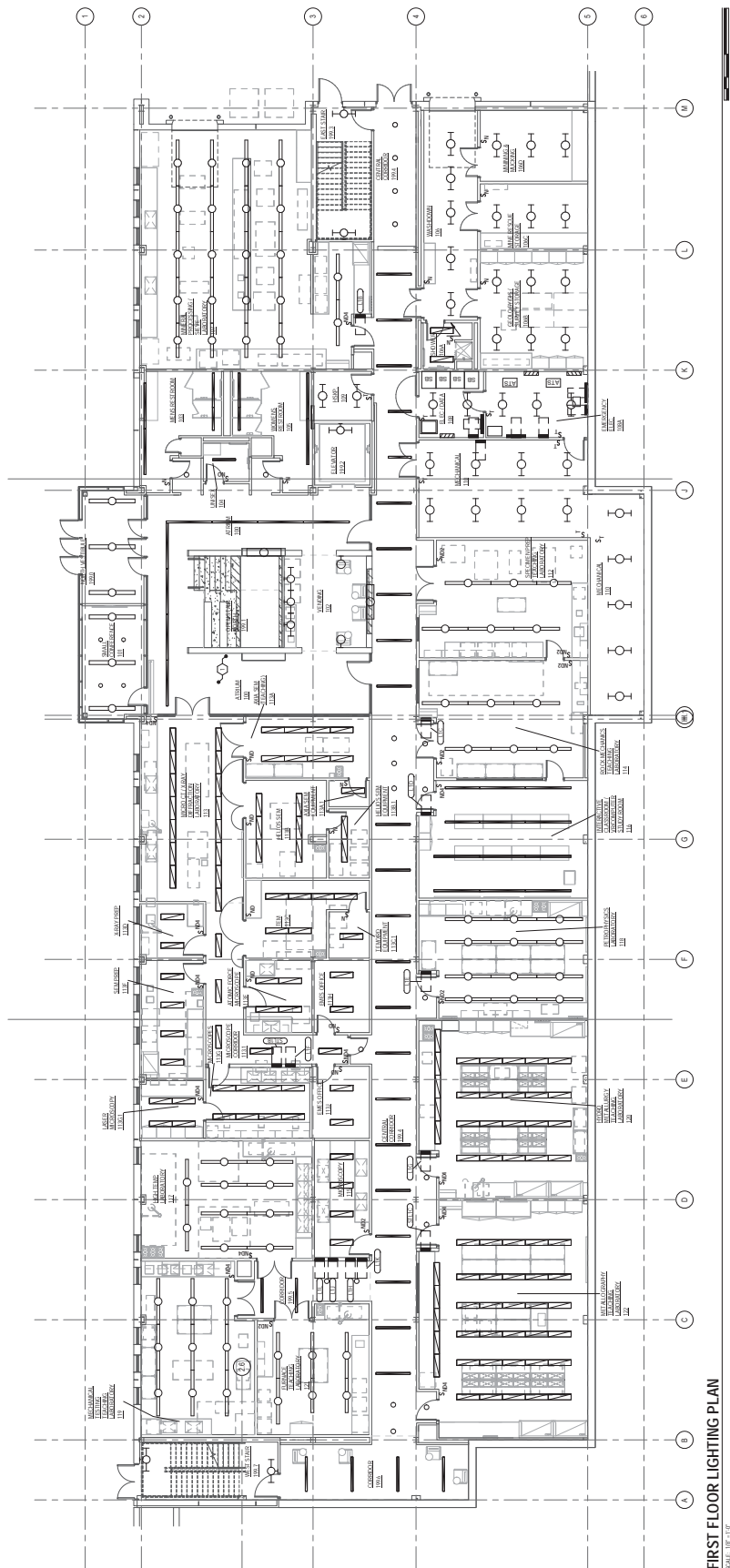


THIRD FLOOR PLUMBING PLAN - AREA A
SCALE: 1/4" = 1'-0"





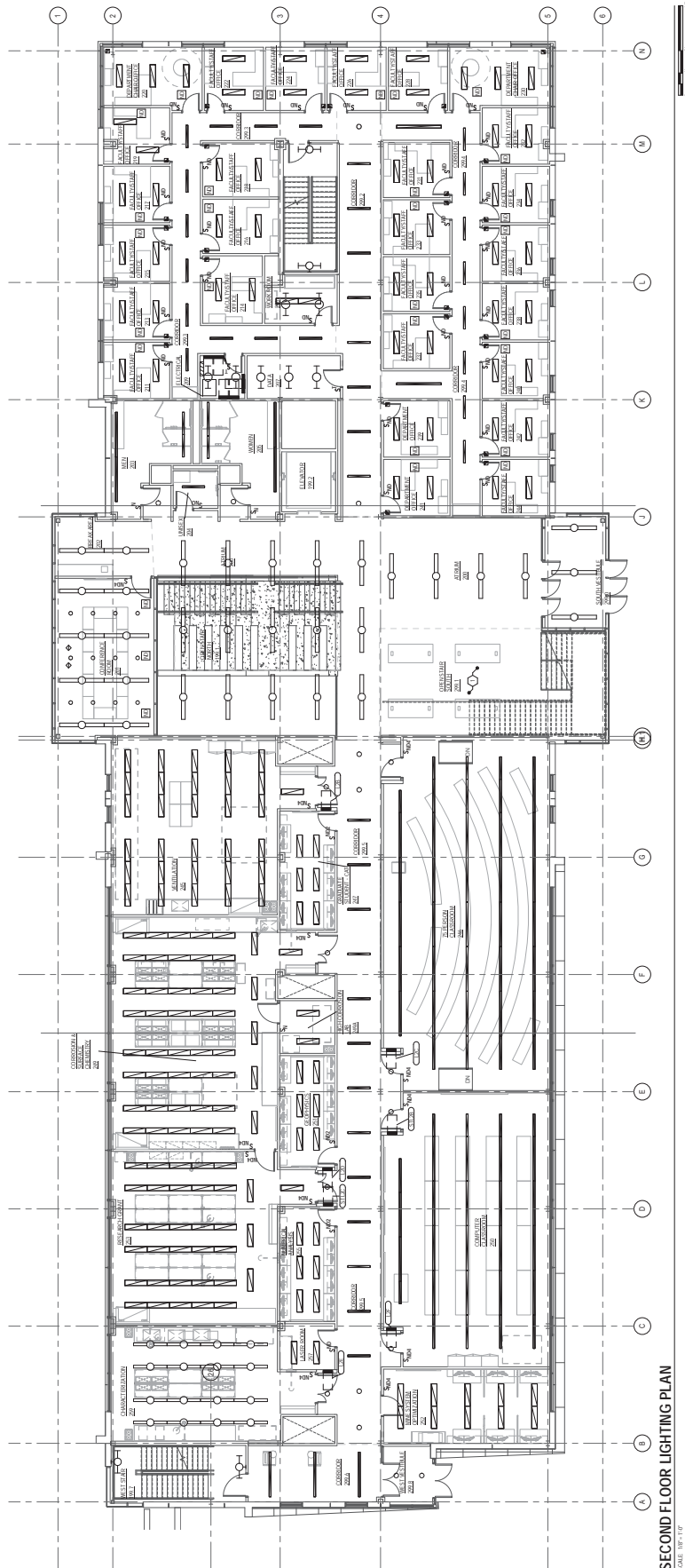
THIRD FLOOR PLUMBING PLAN - AREA C
SCALE: 1/8" = 1'-0"



FIRST FLOOR LIGHTING PLAN

SCALE: 1/8" = 1'-0"

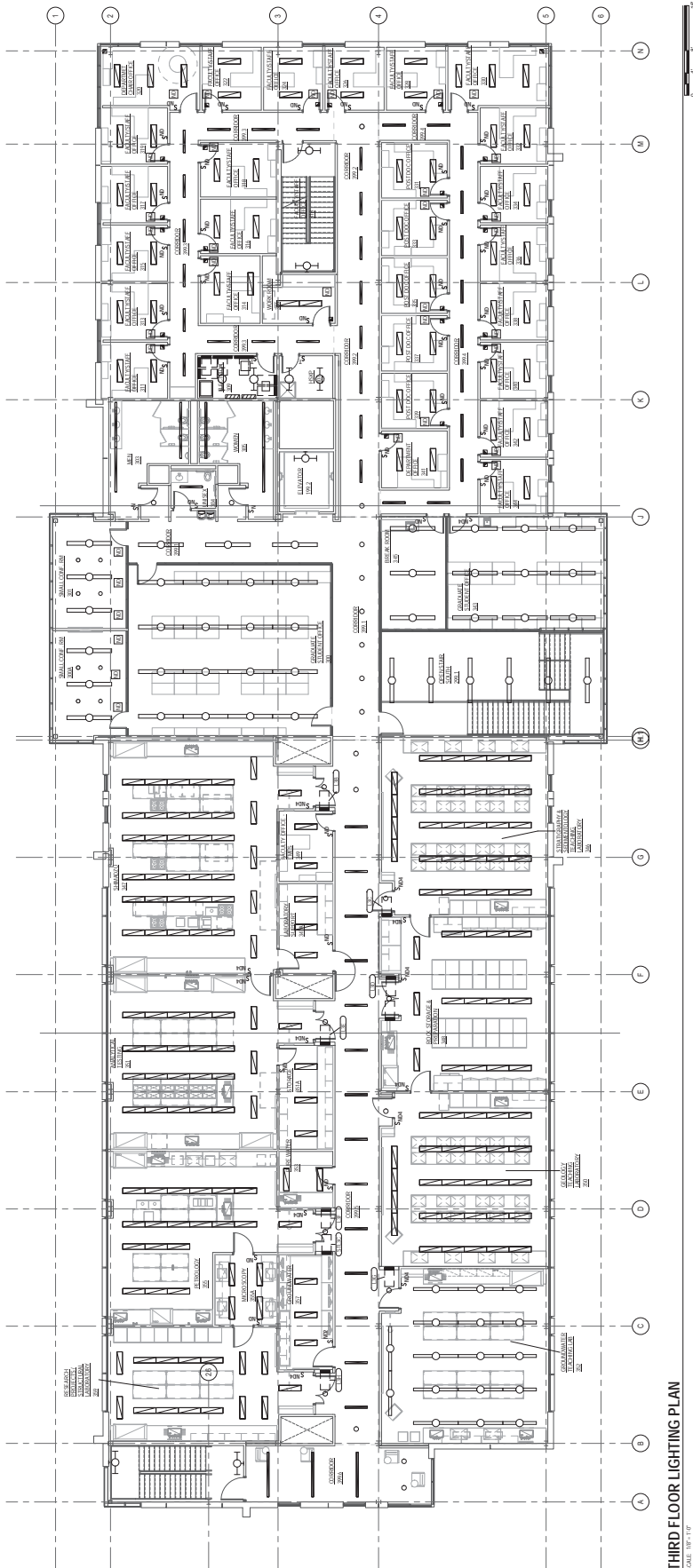
FIRST FLOOR LIGHTING PLAN NOTES	
KEY NOTE	DESCRIPTION
1	NOTES ARE LISTED IN ORDER OF THEIR BEING SHOWN ON THE DRAWING. SEE DRAWING FOR DETAILS.



SECOND FLOOR LIGHTING PLAN

SCALE: 1/8" = 1'-0"

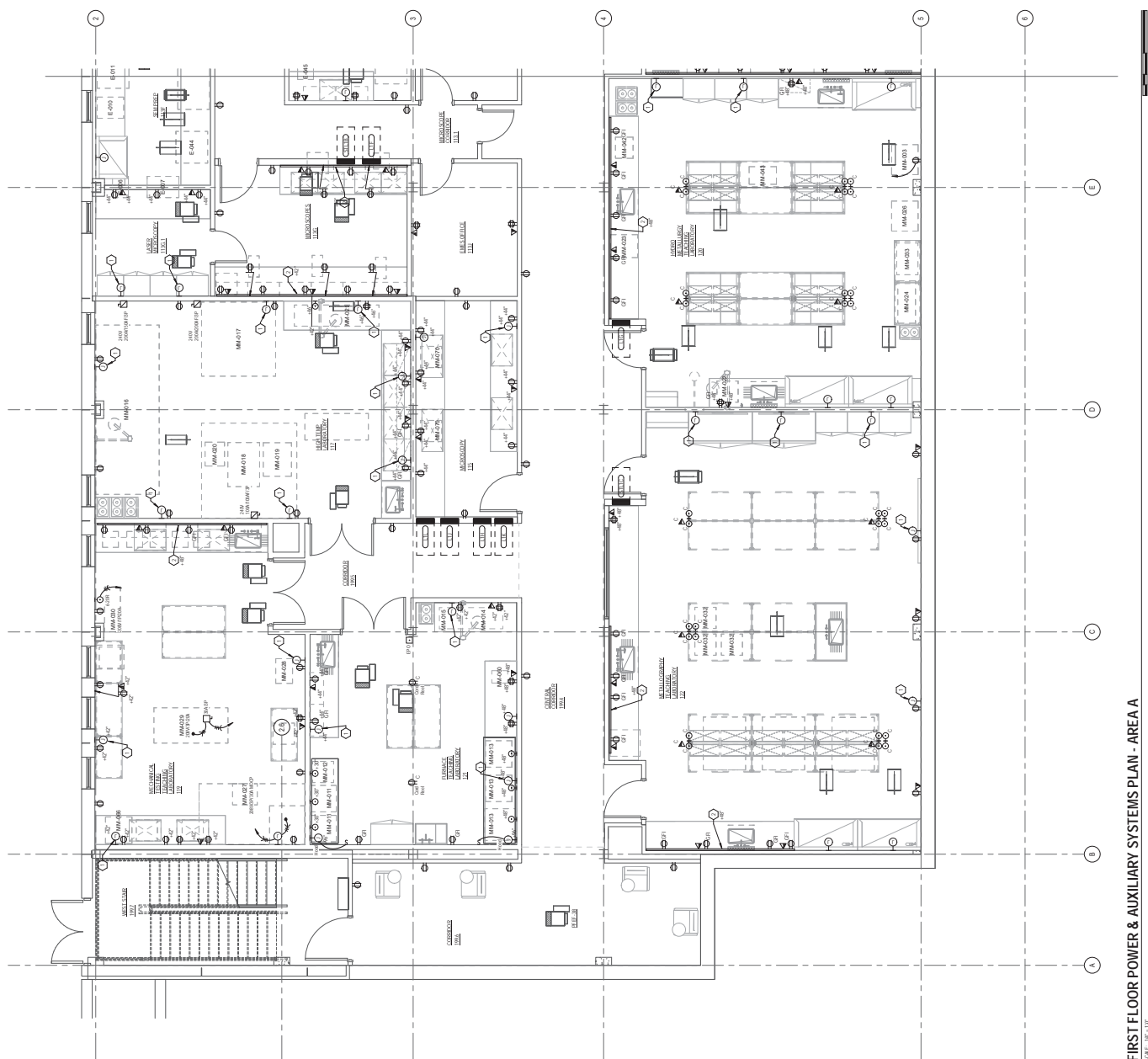
SECOND FLOOR LIGHTING PLAN NOTES	
KEY NOTE	DESCRIPTION
1	EXISTING LIGHTING FIXTURES TO REMAIN SHOWN ON THE PREVIOUS LIGHTING PLAN.



THIRD FLOOR LIGHTING PLAN

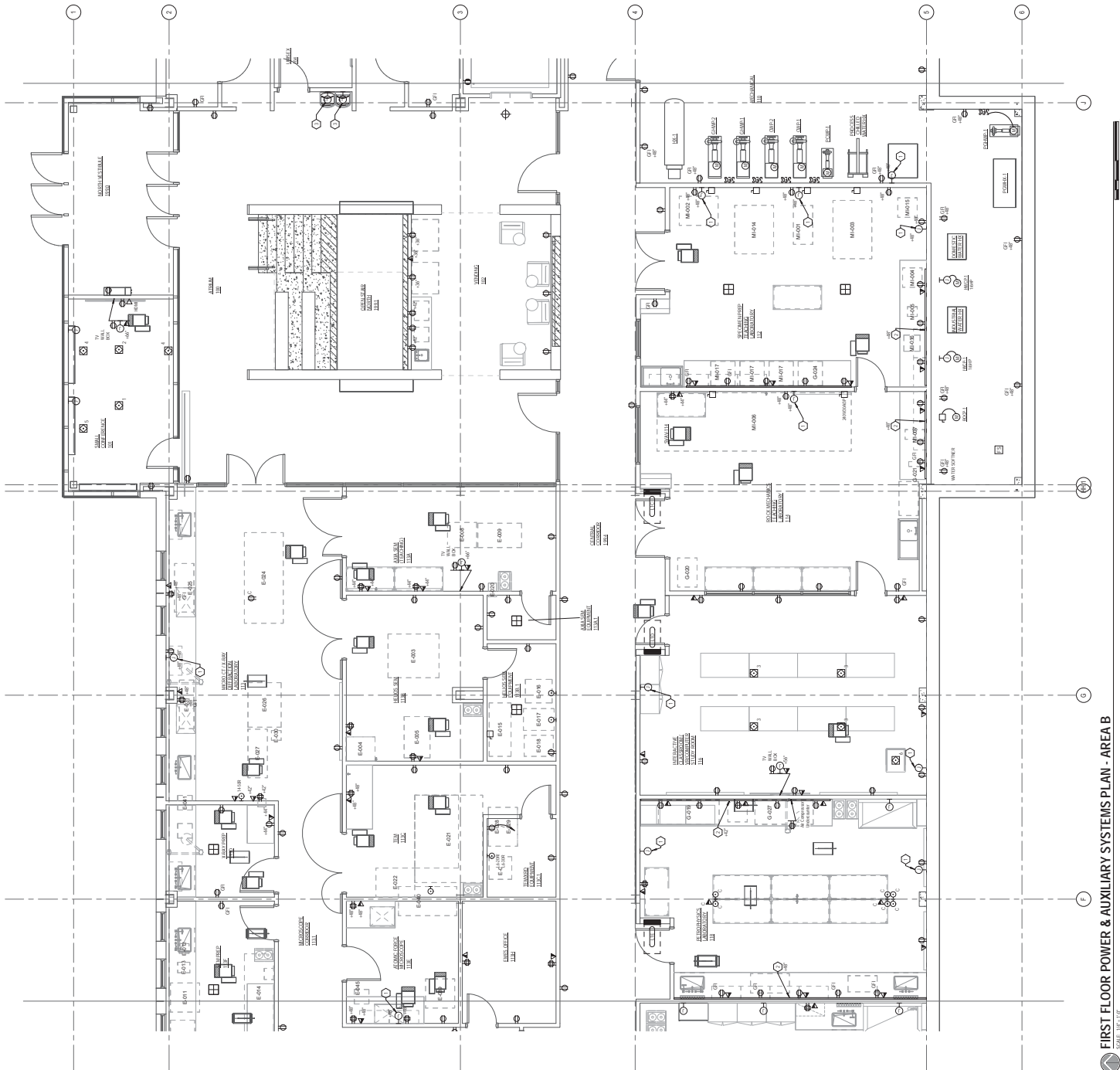
SCALE: 1/8" = 1'-0"

KEY NOTE	THIRD FLOOR LIGHTING PLAN NOTES DESCRIPTION

[illegible]

FIRST FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA A

KEYNOTE	DESCRIPTION
1	THIS KEYNOTE IS A GENERAL NOTE FOR THE ENTIRE PROJECT. IT IS NOT TO BE USED TO INDICATE A SPECIFIC LOCATION OR TO INDICATE A SPECIFIC SYSTEM. IT IS TO BE USED TO INDICATE A GENERAL NOTE FOR THE ENTIRE PROJECT.
2	THIS KEYNOTE IS A GENERAL NOTE FOR THE ENTIRE PROJECT. IT IS NOT TO BE USED TO INDICATE A SPECIFIC LOCATION OR TO INDICATE A SPECIFIC SYSTEM. IT IS TO BE USED TO INDICATE A GENERAL NOTE FOR THE ENTIRE PROJECT.
3	THIS KEYNOTE IS A GENERAL NOTE FOR THE ENTIRE PROJECT. IT IS NOT TO BE USED TO INDICATE A SPECIFIC LOCATION OR TO INDICATE A SPECIFIC SYSTEM. IT IS TO BE USED TO INDICATE A GENERAL NOTE FOR THE ENTIRE PROJECT.



FIRST FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA B
SCALE: 1/4" = 1'-0"

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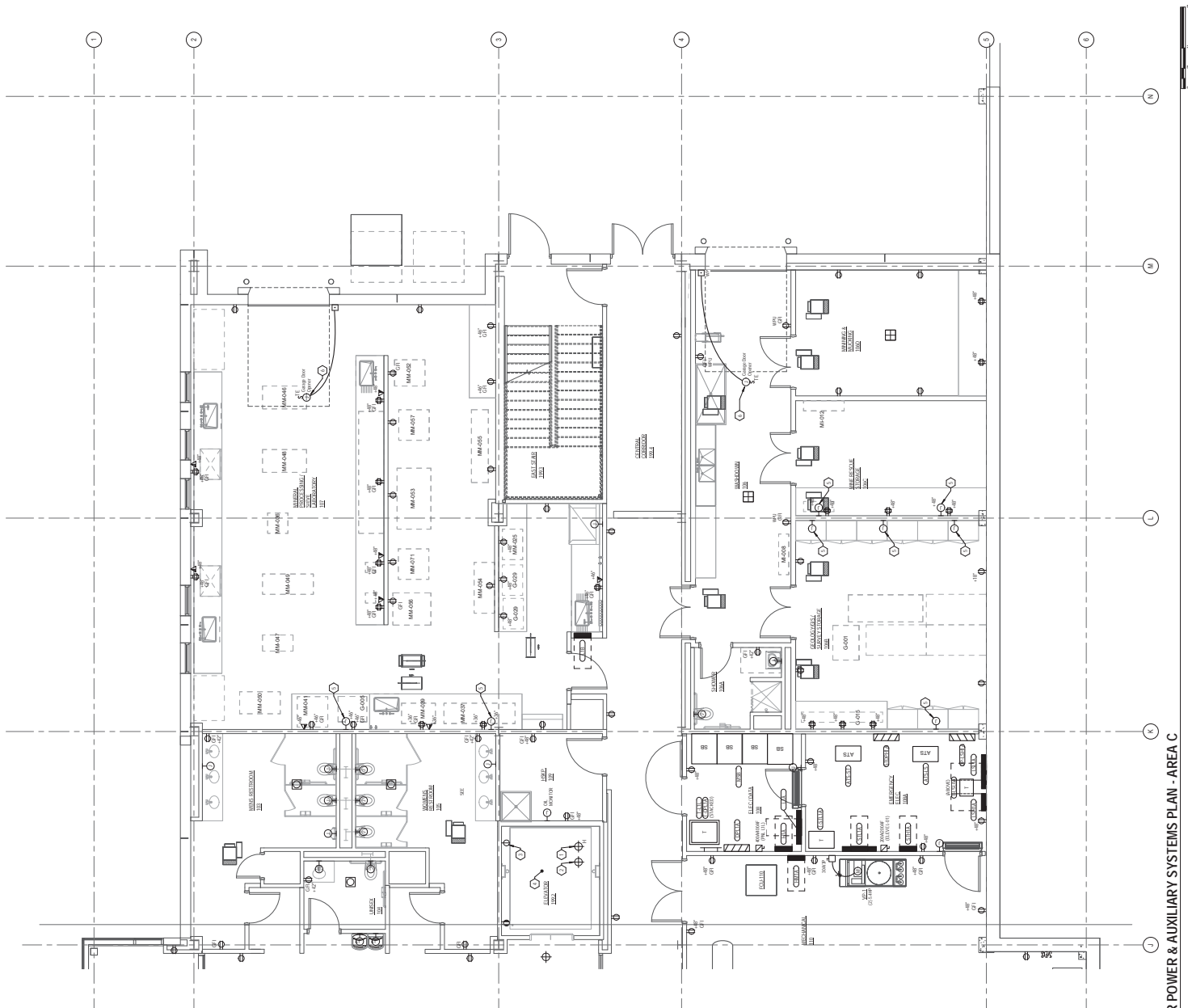
CE No.: 888-003-021
OSE No.: R0721-06X
October 22, 2021

DRAFT
PREPARED FOR: PRELIMINARY
SUBMISSION AND REVIEW ONLY -
NOT FOR CONSTRUCTION

First Floor Power &
Auxiliary Systems Plan -
Area B

E2.01b

KEY NOTE	DESCRIPTION
1	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES
2	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES
3	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES
4	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES
5	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES
6	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES
7	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES
8	EXISTING FIRST FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES



FIRST FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA C

Scale: 1/8" = 1'-0"

Design Development
 South Dakota Mines -
 Mineral Industries
 Center of Excellence

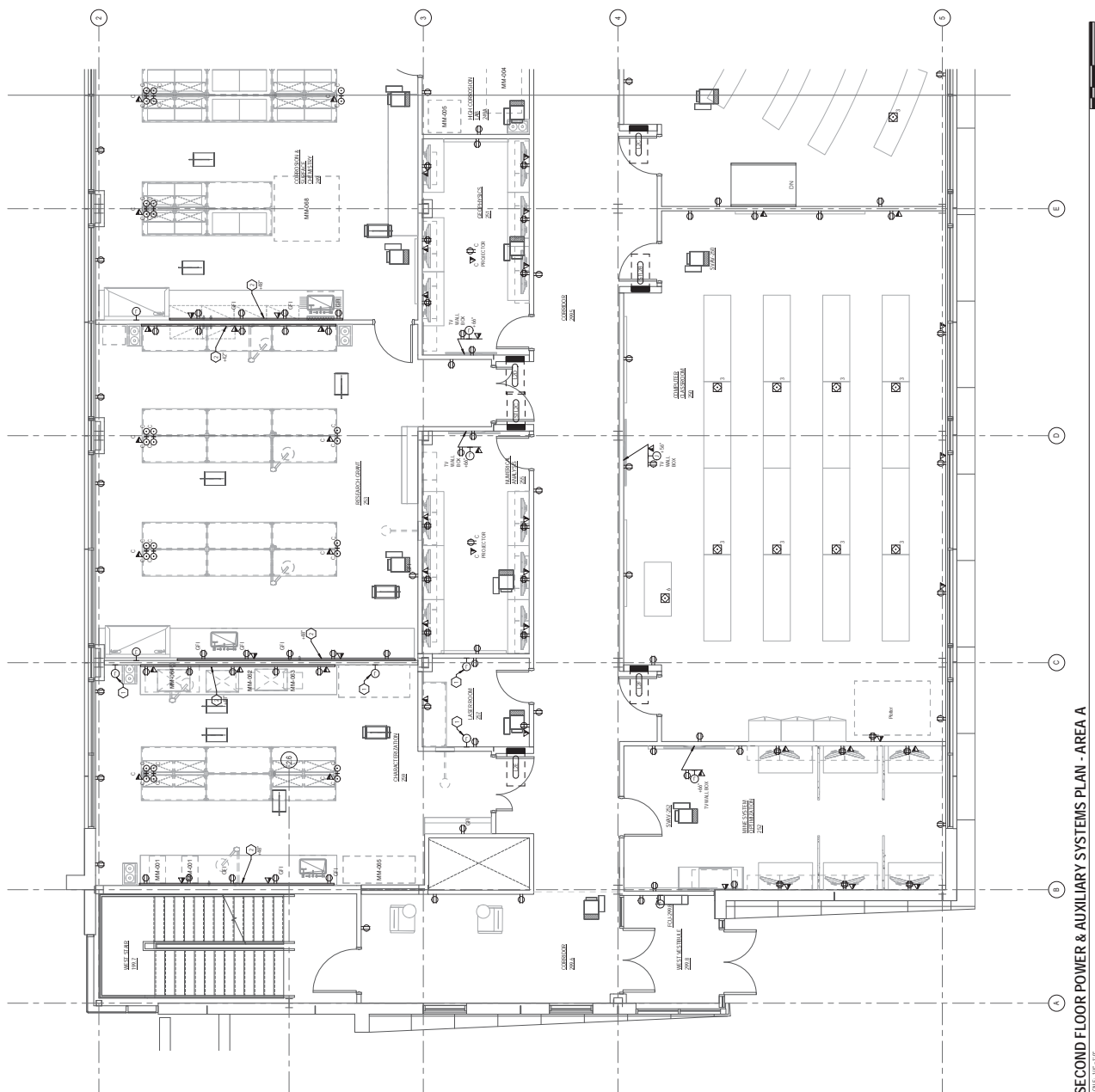
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 October 22, 2021

DRAFT
 PREPARED FOR: PRELIMINARY
 SUBMISSION AND REVIEW ONLY -
 NOT FOR CONSTRUCTION

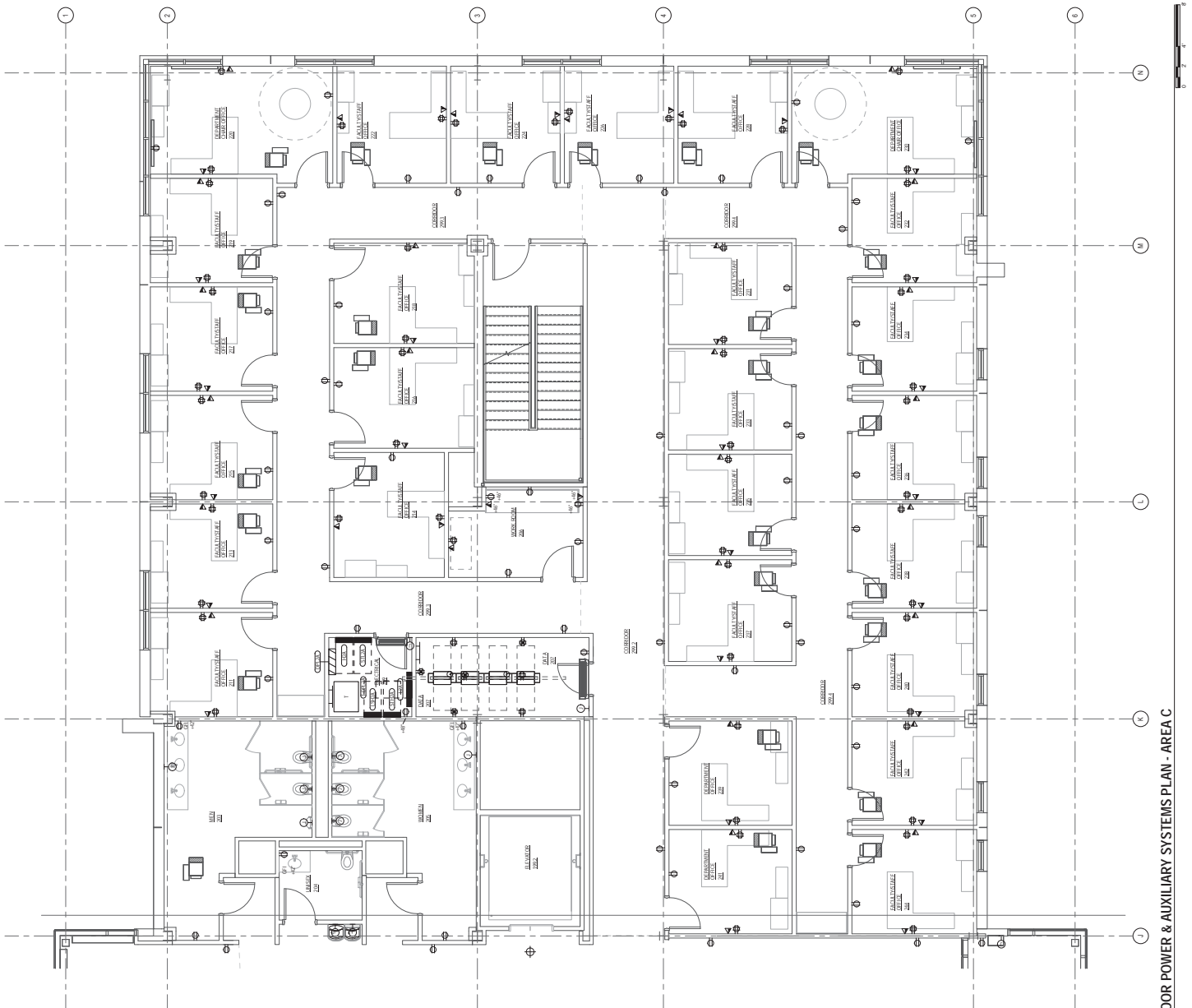
First Floor Power &
 Auxiliary Systems Plan -
 Area C

E2.01c

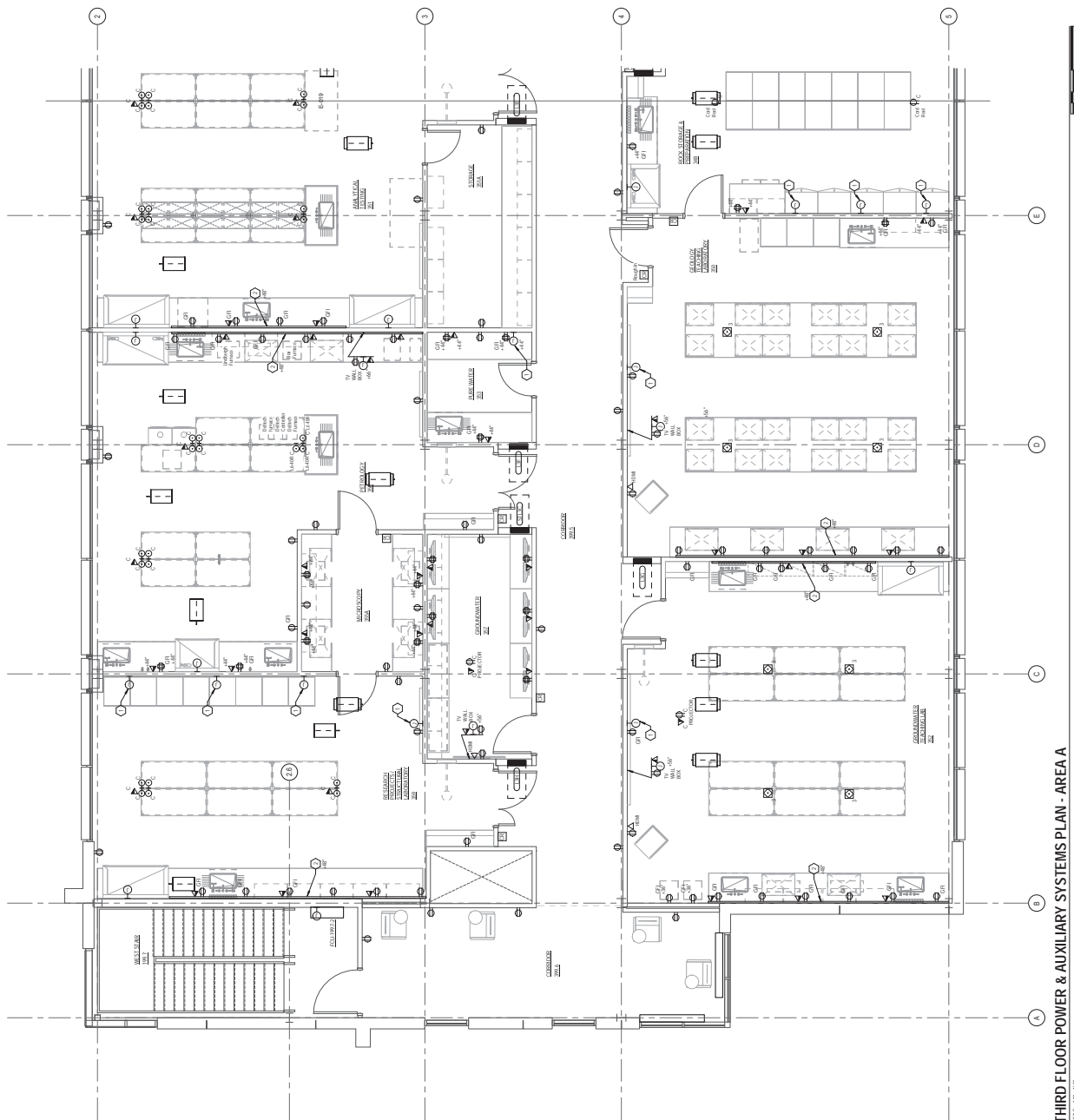
KEY NOTE	DESCRIPTION
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2	CONCRETE WITH STABLE GANGLER REINFORCING BARS AND COVER FOR FUTURE USE. FLASHING IN BAY WALL AT TOP OF WALLS OTHERWISE INDICATED. INCLUDE 1" COMPACT FIBROBLAST CONCRETE ALIVE WALL AND SUBGRADE ACCESSIBLE BUILT IN CORRIDOR. FLASH OUTSIDE BAYS.

 SECOND FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA A

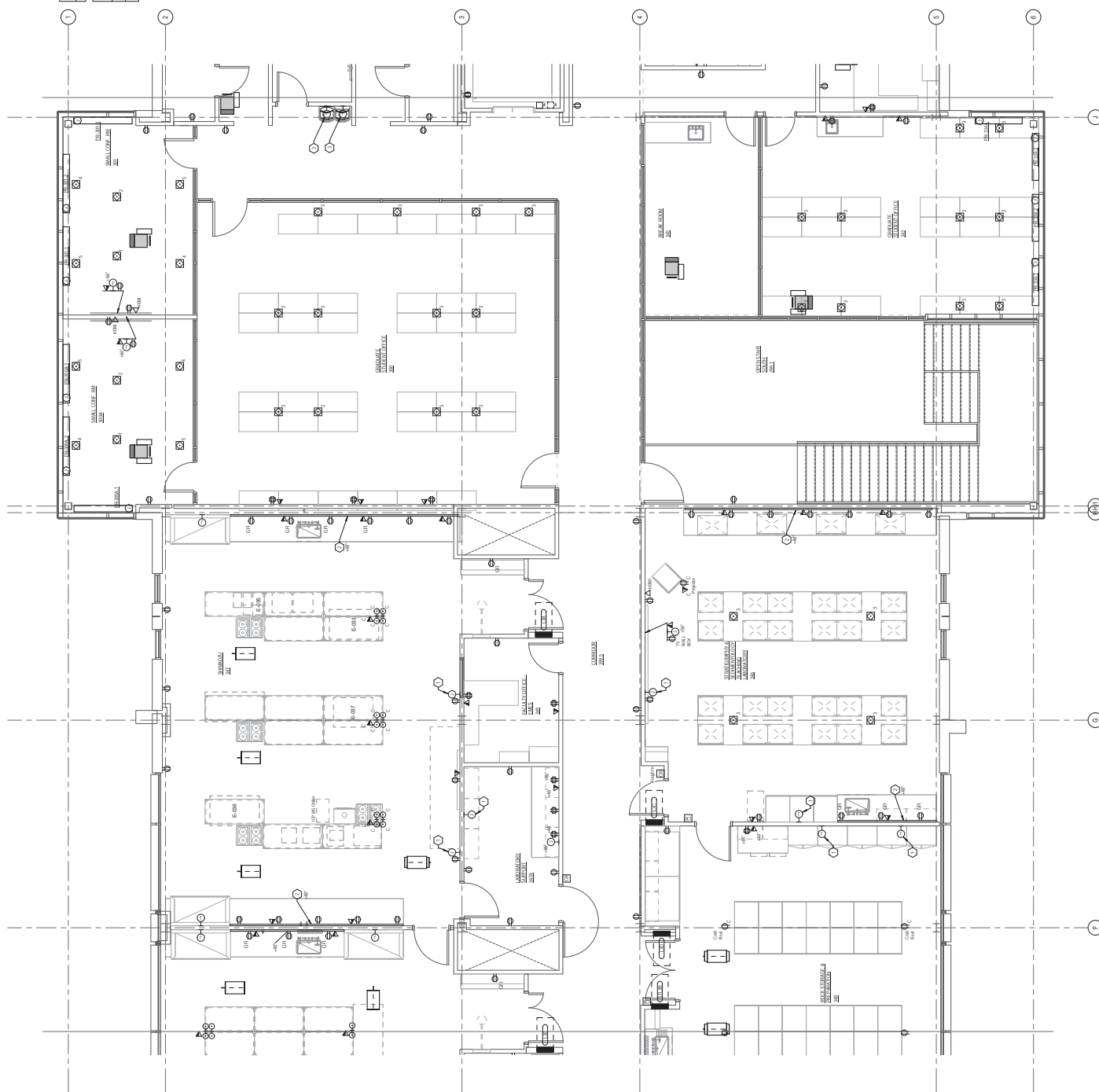
SECOND FLOOR POWER & AUXILIARY SYSTEMS - AREA C - PLAN NOTES	
KEY NOTE	DESCRIPTION



KEY NOTE	DESCRIPTION
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2	2 GANGELOUS WITH SINGLE GANGE TENSORING ANGLEBAR COVER FOR FUTURE USE. FLASHING IN WALL AT 1/4" IF UNLESS OTHERWISE INDICATED. ROUTE (1) TO COMCAST (FOR CABLE), CONSPICUOUS WALL AND STUD AND ACCESSIBLE CHIMNEY IN CORRIDOR. BUSH OUT COMING FROM WALL.



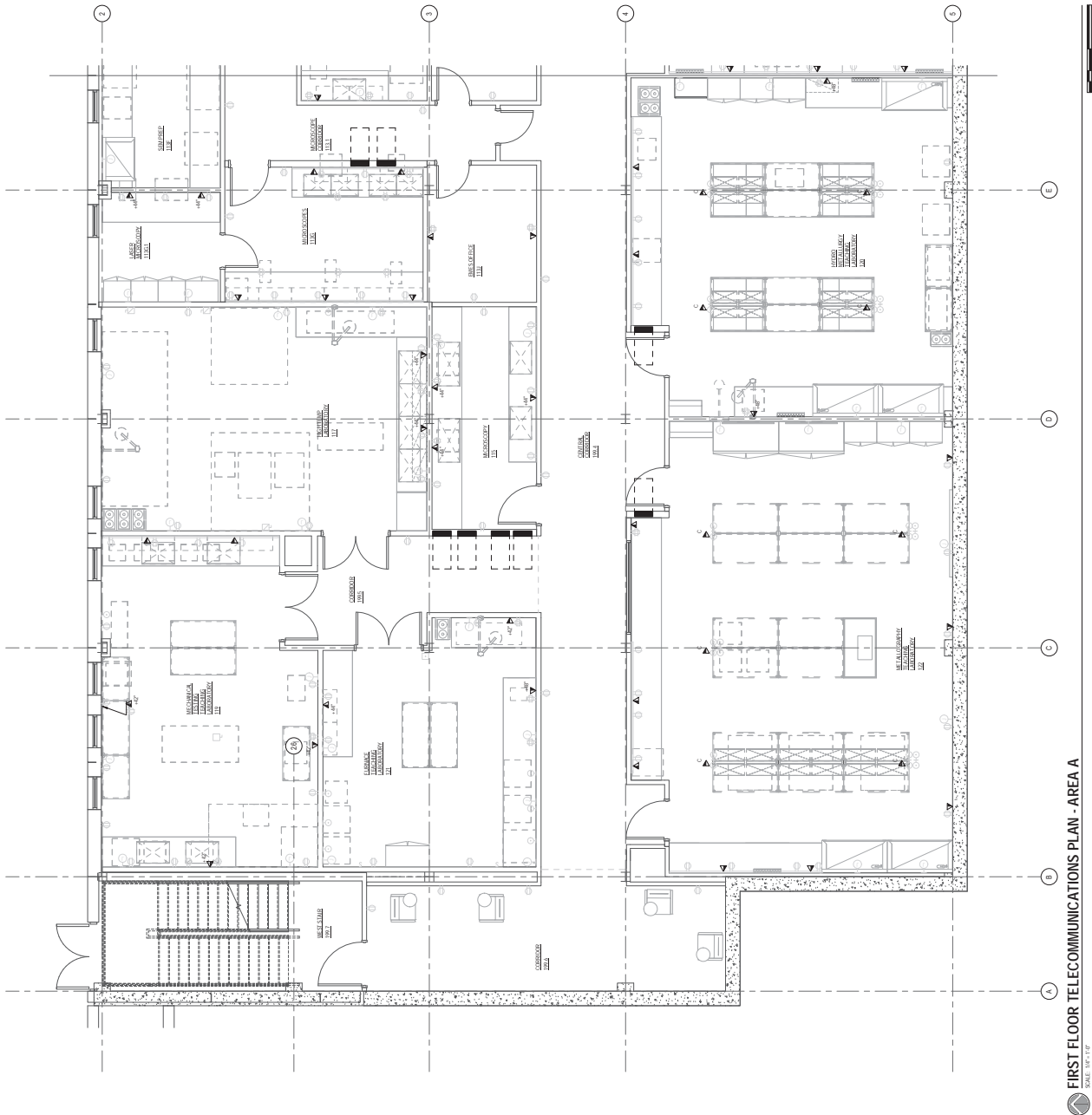
THIRD FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA A

[illegible]

 **THIRD FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA B**
SCALE: 1/8" = 1'-0"

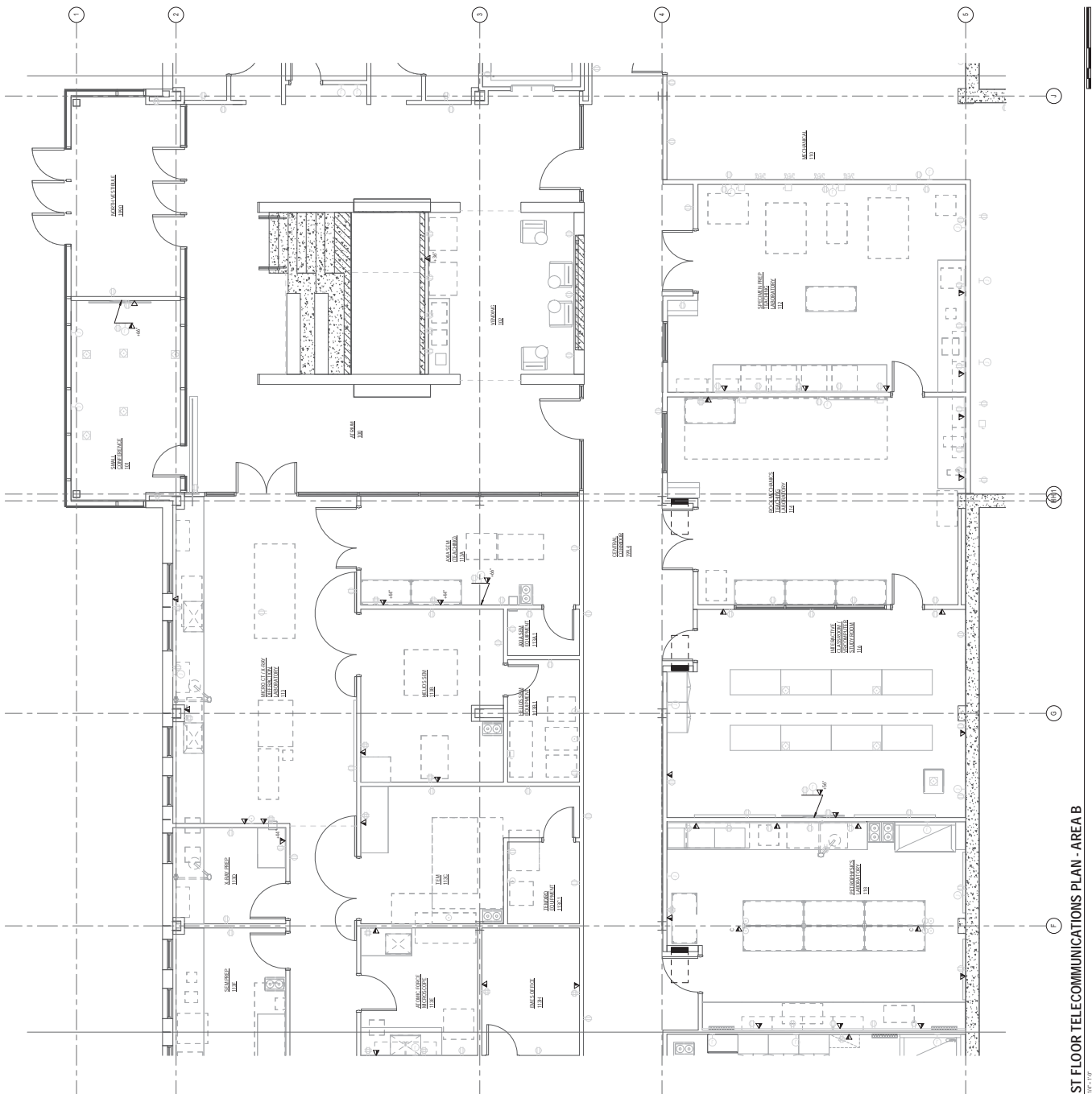
KEYNOTE	DESCRIPTION
ROOFTOP POWER & AUXILIARY SYSTEMS PLAN NOTES	

KEY NOTE	DESCRIPTION
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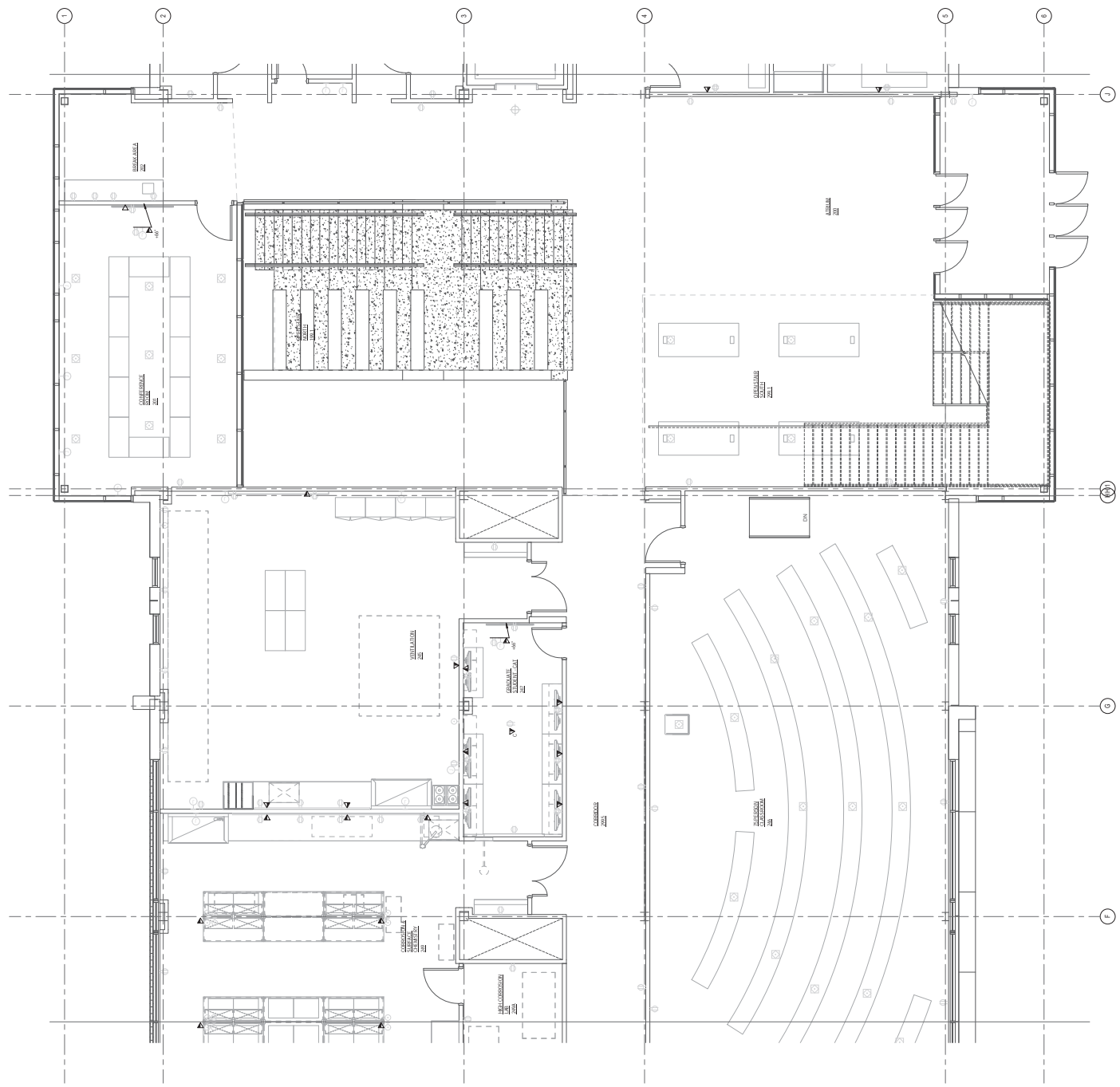
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SCALE: 1/8" = 1'-0"

KEY NOTE	DESCRIPTION
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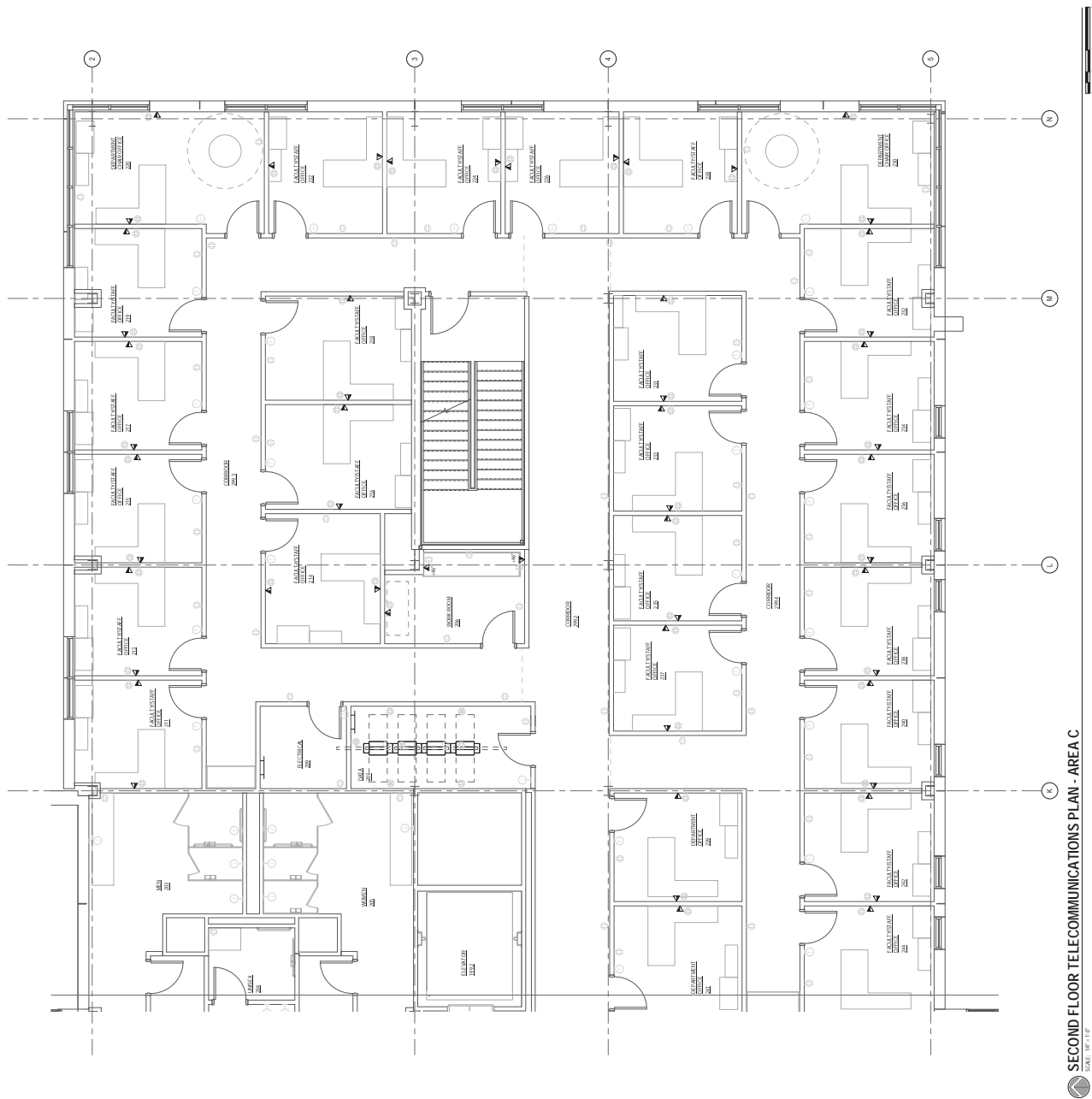


FIRST FLOOR TELECOMMUNICATIONS PLAN - AREA B
SCALE: 1/8" = 1'-0"

KEY NOTE	DESCRIPTION
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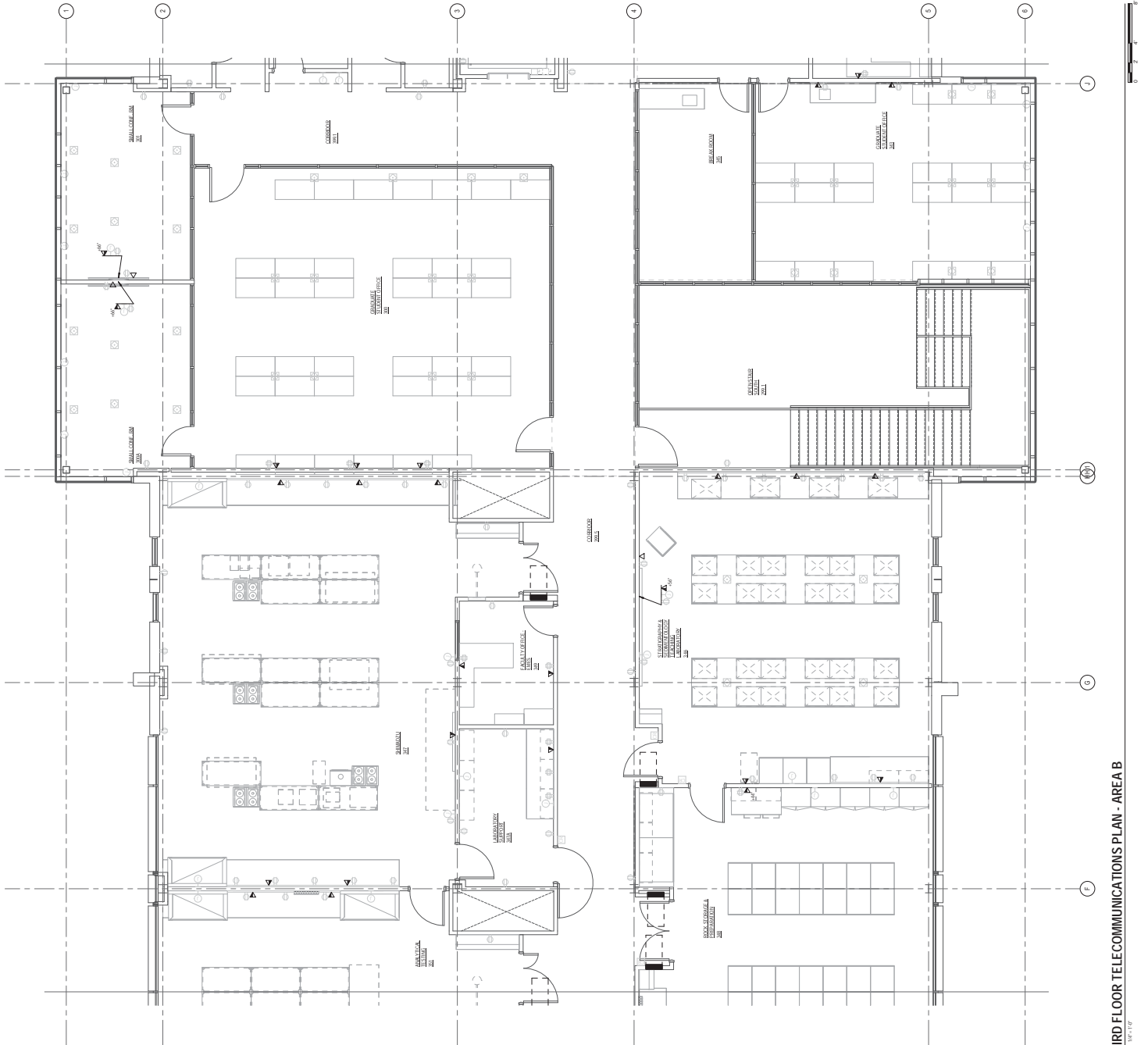
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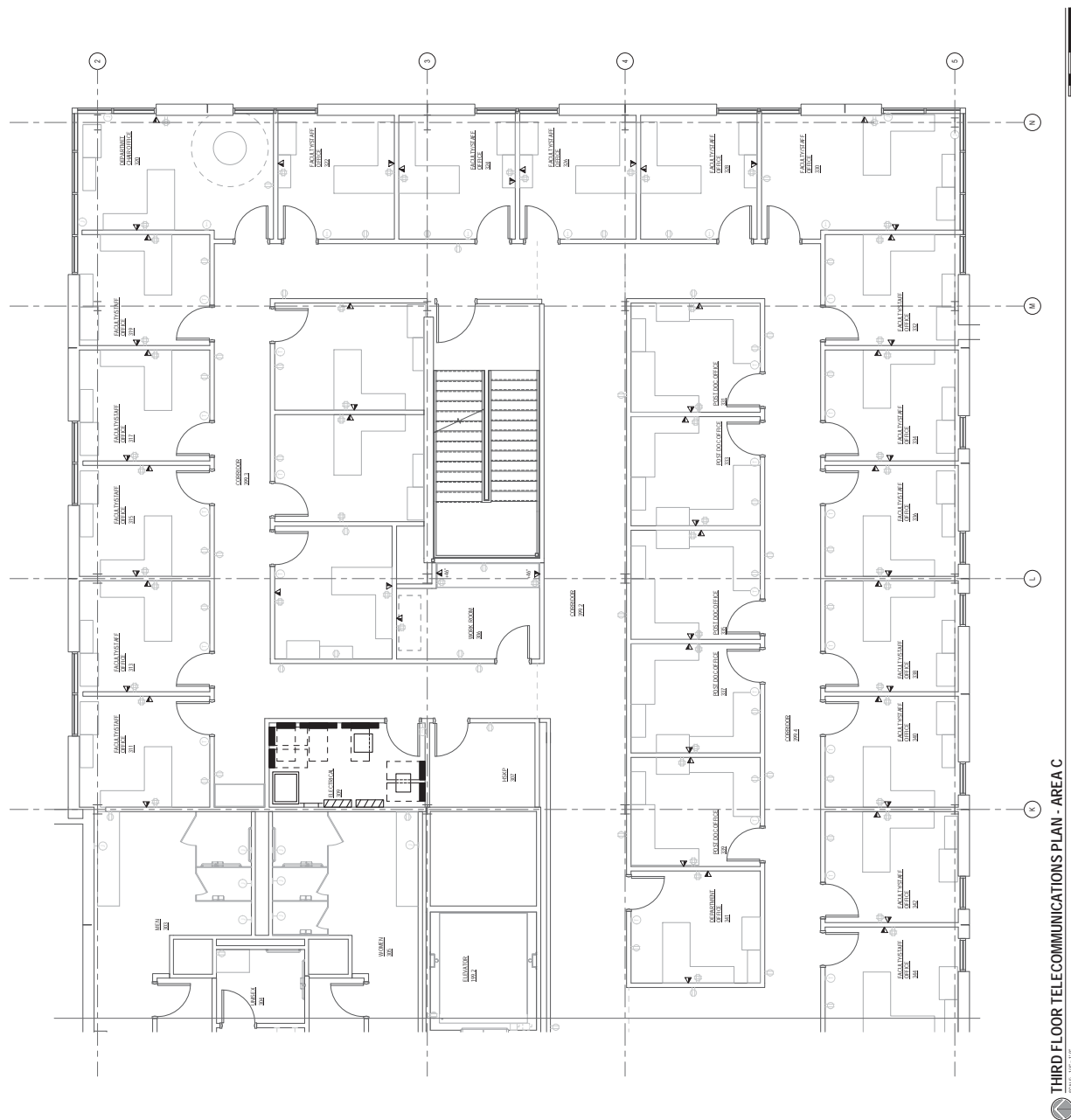
SECOND FLOOR TELECOMMUNICATIONS PLAN - AREA C

SCALE: 1/8\"/>

KEY NOTE	DESCRIPTION
1	THIRD FLOOR TELECOMMUNICATIONS PLAN NOTES - AREA B



KEY NOTE	DESCRIPTION
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THIRD FLOOR TELECOMMUNICATIONS PLAN - AREA C
SCALE: 1/4\"/>



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F

DATE: May 10, 2022

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 5-14-1](#) – Classification of Capital Improvements

[SDCL § 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects

- Payment of appropriated funds

[SDCL § 5-14-3](#) – Preparation of plans and specifications for capital improvements - State building committees - Approval by board or commission in charge of institution

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND/DISCUSSION

The attached list identifies the current capital improvement projects within the Board of Regents system and each project's regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.

(Continued)

INFORMATIONAL ITEM

5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

Informational only.

ATTACHMENTS

Attachment I – May 2022 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - May 2022

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	\$3,000,000 \$3,972,345 \$2,400,000 \$9,372,345	Oct-20 Design Plan	Construction	2022	Bastian
BHSU-RC Addition & Renovation for West River Nursing		SB43-2022	General	\$8,000,000	Oct-21	Planning	2025	Partridge
Lyle Hare Stadium Renovation			HEFF Private	\$5,114,644 \$2,000,000 \$15,114,644	Program Plan			
Dakota State University								
DSU-ARL		SB130-2022	Private	\$50,000,000	Jan-22 Facility Statement	A/E & CM Selection Design	2025	Venhuizen
Event Center		HB1021-2022	Private	\$28,047,000	Mar-22 Design Plan	CM Selection Design	2024	Rave
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave
Northern State University								
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Final Inspection	2021	Thares
Lincoln Hall Replacement		SB44-2022	General Funds	\$29,500,000	Oct-21 Facility Program Plan	Design	2024	Thares
South Dakota School of Mines and Technology								
Mineral Industries Building		SB156-2021	Private Local State	\$12,000,000 \$3,000,000 \$19,000,000 \$34,000,000	Dec-21 Facility Design	CM Selection Design		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
Student Innovation Center			Private		Jun-14	A/E Selection		Wink
Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R HEFF M&R Auxiliary Revenues Private	\$4,000,000 \$1,350,000 \$500,000 \$100,000 \$1,000,000 \$6,950,000	Facility Stmt Dec-20 Facility Design	Construction		Bastian
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection		Bastian

South Dakota Board of Regents Capital Improvement Projects - May 2022

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
South Dakota State University								
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency	\$1,575,000	Oct-16	Final Inspection	2020	Rave
			2018 State Bonded LDE/Animal Ready Fund	\$50,039,637	Design Plan			
			Local	\$2,600,000				
			ADRD L Fees	\$6,000,000				
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2				\$1,105,000				
				\$61,319,637				
			Donations	\$1,000,000	Mar-22	Construction	2023	Roberts
			HEFF M&R Precision Ag Funds	\$7,284,159	Design Plan (Revised)			
Dairy Unit - Dairy Research and Training Facilities		HB 1153- 2021		\$8,384,159				
			Private	\$7,500,000	Apr-20	Design	2023	Stork
			General Funds	\$7,500,000	Facility Stmt			
				\$15,000,000				
Lincoln Hall - Renovation			Private	\$3,500,000	Oct-21	Construction	2023	Bastian
			HEFF M&R 2021 HEFF Bonds	\$3,616,880	Design Plan (Revised)			
				\$10,000,000				
				\$17,116,880				
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	\$600,000	Dec-17	Planning	2022	Venhuizen
					Program Plan			
			Local	\$7,500,000	Dec-18	Final Inspection	2021	Venhuizen
Raven Precision Agricultural Center - Phase 1		HB1264-2018	General Funds	\$2,000,000	Design Plan			
			Private	\$16,600,000				
			2019 State Bonds	\$20,000,000				
				\$46,100,000				
Rodeo Grounds Practice Facility			Private	TBD	Apr-20	Planning	TBD	Stork
					Facility Stmt			
			Private	\$4,900,000	Oct-21	Construction	2022	Roberts
					Design Plan (Revised)			
Sanford Jackrabbit Athletic Center Wrestling Addition		SB 28-2021						
SI Marshall Center - Addition, Phase 2		HB1022-2022	Private	\$43,168,000	Dec-21	Phased Project	TBD	TBD
			Local	\$4,000,000	Design Plan	Design		
			HEFF M&R	\$6,000,000	(Revised)			
				\$53,168,000				
South Dakota Art Museum-New Construction			Donations	TBD	Mar-22	Planning	TBD	Brown
					Facility Stmt			
			2027 HEFF Bonds	\$7,500,000	Jun-2020	Planning	TBD	Bastian
			Private	\$3,315,000	Facility Stmt			
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012		\$10,815,000				
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds	\$5,000,000	Mar-16	Phased Project	2029	Roberts
			HEFF M&R	\$5,043,000	Program Plan	Design & Construction		
				\$10,043,000				
University of South Dakota								
National Music Museum		HB1065-2018	Private	\$9,095,000	Dec-18	Final Inspection	2020	Stork
			HEFF M&R	\$1,500,000	Design Plan			
				\$10,595,000				
Health Science Building		SB40-2020	HEFF Bond	\$7,500,000	Oct-21	Construction	2022	Stork
			M&R Bond	\$5,000,000	Design Plan			
			One-Time State Funds	\$5,000,000	(Revised)			
			Private Funds	\$4,500,000				
			Local Funds	\$875,000				
				\$22,875,000				

South Dakota Board of Regents Capital Improvement Projects - May 2022

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
South Dakota 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
REVENUE FACILITIES								
Black Hills State University								
University Wellness Center Addition			General & Private		Dec-16 Facility Stmt	Planning		Partridge
Dakota State University								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts
Northern State University								
N/A								
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
South Dakota State University								
Person Hall Renovations			Rent Revenues		Apr-21 Facility Stmt	Design	2023	NA Exempted
University of South Dakota								
Wellness Center Expansion		SB42-2022	Auxiliary Funds Auxiliary Bonds Private Funds Local Funds	\$5,000,000 \$3,900,000 \$10,500,000 \$8,360,412 \$27,760,412	Mar-22 Design Plan	Design	2024	Roberts

Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid - Board approves substantive changes from program Plan

Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – G

DATE: May 10, 2022

SUBJECT

BOR Policy 5:7 Revisions – Refunds (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:7 – Refunds](#)

BACKGROUND / DISCUSSION

In the past, Regental institutions utilized First Day Access (FDA) to allow students to receive digital course materials direct from the textbook vendor on the first day of class for a reduced cost and assessed a “First Day Access Fee” on the student’s bill. Updated guidance from the Code of Federal Regulations (CFR) Section 668.22 indicates that FDA should now be a “charge” vs. a “fee.” As a result, Board of Regents Policy 5:7 – Refunds has been updated to remove the classification of FDA as a fee.

Classifying FDA as a charge for federal financial aid purposes means that a student will either receive a 100% refund if they drop prior to census day or 0% if they drop after. When FDA was classified as a fee, students were receiving a prorated refund after census. This change to a charge is consistent with federal guidance under CFR.

IMPACT AND RECOMMENDATIONS

This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff. The Board staff recommends approval of the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Revisions to BOR Policy 5:7 – Refunds

DRAFT MOTION 20220510_7-G:

I move to approve the first reading of the proposed revisions to BOR Policy 5:7 – Refunds as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Refunds

NUMBER: 5:7

A. PURPOSE

To establish the governance in determining if a student is entitled to a financial refund based on the status of their registration cancellation or reason for the withdrawal.

B. DEFINITIONS

1. **Dropped Course:** An on-campus or off-campus course for which a student terminated enrollment while remaining actively enrolled in at least one additional course at a Regental university.
2. **Drop/Add Period:** The beginning of the term through the first ten percent of the term ends or the day following the first class meeting, whichever is later.
3. **Federal Title IV Financial Aid:** The federal student aid programs authorized under Title IV of the Higher Education Act (HEA) of 1965, as amended. The programs include federal grants, loans and work-study programs.
- ~~4. **First Day Access:** A course content solution where students are given access to digital course material on day one of classes through their institutions Learning Management Solution.~~
- ~~5.4.~~ **Home University:** The institution where the student plans to receive services or is pursuing a degree or program of study.
- ~~6.5.~~ **Non-Standard Term or Semester:** The summer term and all other academic calendar types with begin and/or end dates that are different from the officially adopted Fall and Spring academic terms.
- ~~7.6.~~ **Standard Term or Semester:** The officially adopted fall and spring academic terms.
- ~~8.7.~~ **Transcript:** A copy of the student's permanent academic record.

C. POLICY

1. Refunds of Tuition and Fees

1.1. Refunds for Dropped Course

- 1.1.1 A student receives a 100 percent refund of tuition and per credit hour fees for dropped courses within the drop/add period. No refund shall be provided for courses dropped after that time other than by administrative action.

1.1.2 When calculating ten percent of the term, all days of the term are to be counted with the exception of breaks of five or more consecutive days.

1.1.3 Any course meeting during a standard semester which meets for less time than the standard semester shall be treated as a non-standard semester course for refund purposes.

1.2. Withdrawal from the Regental System

Students who withdraw or are administratively withdrawn, suspended or expelled from the Regental system within the drop/add period receive a 100 percent refund of tuition and per credit hour fees. Students who withdraw or are administratively withdrawn, suspended, or expelled from the Regental system after the date the first 10 percent of the term ends for the period of enrollment for which they are assessed may be entitled to a refund as set forth herein.

2. Calculating Refunds

2.1. Students Receiving Federal Title IV Financial Aid

Students who received Federal Title IV student financial aid may receive a refund of tuition and fees and institutional charges if they withdraw from the Regental system during the first 60 percent of the term. The university offering the section would retain that portion of the tuition, fees, and institutional charges presumed to cover costs it incurred during the time that the student remained enrolled in the Regental system. Thus, for example, a student who withdrew from the Regental system after completing 45 percent of a semester would be entitled to a refund equal to 55 percent of the tuition, fees and institutional charges.

Students who withdraw after 60 percent of the term has been completed receive no refunds.

The intent of Section 2.1, Students Receiving Federal Title IV Financial Aid, is for implementing the Higher Education Act of 1965, as amended.

2.2. Date of Withdrawal

The date of withdrawal is determined to be the date on which:

- a student provides notification of his or her intent to withdraw to the Home University's designated office for processing withdrawals.
- the designated office for processing withdrawals becomes aware that the student ceased attendance;
- the designated office for processing withdrawals becomes aware that the student ceased attendance without providing written notification to the Home University because of illness, grievous personal loss, other such circumstances beyond the student's control, the date on which the Home University determines is related to that circumstance;
- the earlier date on which the student does not return from an approved leave of absence or the date the student notifies the Home University that he or she will not be returning to the institution;

- the date the student fails to meet the terms of a repayment agreement while maintaining his or her eligibility for Title IV funds;
- the date on which a student begins an academic leave of absence; or
- the date for a student who withdraws from the Regental system after rescinding an intent to withdraw is the date that the student first provided notification to the Home University's designated office for processing withdrawals or began the withdrawal process, unless the Home University chooses to document a last date of attendance at an academically related activity.

2.3. Students Who Receive a Refund

Students who receive a refund may be required to repay the appropriate Title IV aid program from which they received assistance for any sums that have not been retained by the Home University for services rendered or that will no longer be required to support other on-going expenses for attending the Regental system. Specific information about possible repayment obligations may be obtained through the financial aid offices at each Regental university. Payment options are available through the business office.

2.4. Students Who Do Not Receive Federal Title IV Financial Aid

Students who do not receive federal Title IV student financial aid and who withdraw from the Regental system may be entitled to a refund of tuition and fees and institutional charges calculated through 60 percent of an enrollment period. The refund shall be determined by computing the percentage of an enrollment period remaining after the date of withdrawal times the tuition and fees and institutional fees originally assessed the student. Dates of withdrawal will be determined in the same manner as is done for students receiving Title IV federal financial aid. At no time will refunds be awarded after the 60 percent point of the enrollment period.

2.5. Cancelled Registration

If a student's registration is cancelled, no tuition and fee payment is due. If payments have been made, a student is eligible for a full refund.

2.6. Extensions and Waivers

The president of the Home University, or a designee, may extend the time periods in sections 2.1 through 2.4 inclusive above, or waive sections 2.1 through 2.4 inclusive above, in the following circumstances:

- the death of the student;
- the student's disabling condition or severe illness;
- the death, disability, or severe illness of an immediate family member causing severe financial hardship to the student; or,
- other extenuating circumstances beyond the student's control.

3. Refunds of Residence Hall, Food Service Fees, ~~First Day Access Charges,~~ and Parking Permit

3.1. Residence Hall Fees

Students with a room contract who withdraw from the Regental system will receive a proportional refund at the time of withdrawal up to the 60 percent point after which no refund is available.

3.2. Food Service Fees

Students with a food service contract who withdraw from the Regental system will receive a proportional refund of their food service plan and 100 percent of the unused flex dollars at the time of withdrawal up to the 60 percent point. After the 60 percent point no refund is available.

~~3.3 First Day Access Charges~~

~~Refunds for First Day Access charges arising from a dropped course or withdrawal from the Regental system will be treated the same as refunds of tuition and fees in Section 1. Refunds of Tuition and Fees. Access to the First Day content will be removed upon a student's drop date or date of withdrawal.~~

3.43 Parking Permit

A student holding a valid parking permit for fall and spring semesters may receive a refund after the completion of the fall semester provided the student withdraws from the university and returns the actual permit or terminates the virtual permit prior to the beginning of the second semester.

4. Military Service - Withdrawal Without Penalty

4.1. Refund of Tuition and Fees

Students required to withdraw from the Regental system before completing a semester may receive credit or refund privileges if:

- they are regularly enrolled and belong to a military unit called for duty, or
- they are drafted and not eligible for deferment, and
- the discontinuance of class attendance is on the last practicable day before reporting for duty as determined by the student's Home University.

4.1.1 Eligible students who receive credit, or an incomplete, in progress, or normal progress grade for any course for which they are enrolled shall not be entitled to any refund of tuition or fees paid.

4.1.2 Eligible students who do not receive an incomplete, in progress, or normal progress grade or credit for a course in which they are enrolled shall be entitled to a full refund of tuition and academic fees.

4.1.3 The following table determines the eligibility for a grade or refund.

Options for Final Grades and Refunds

	WEEKS REMAINING IN STANDARD SEMESTER	
	More than 4 Weeks	Less than 4 Weeks
Course		
Grade	Refund	Student Options
A	Refund	A or Refund
B	Refund	B or Refund
C	Refund	C or Refund
D	Refund	Refund
F	Refund	Refund
S	Refund	S or Refund
U	Refund	Refund
I, IP, NP	Refund	I, IP, NP or Refund

NOTE: Course Grade is as determined by the instructor, either the grade to date or the final grade earned to date.

4.2. Refunds for Room and Board

Refunds for room and board shall be pro-rata refunds for the entire semester. Board flex plans will be refunded at 100% of the unused value.

4.3. Refunds for Books

Refunds for books for military personnel called up for active duty is as follows:

- New books with no markings or writing – 100% of purchase price
- New books with highlighting or writing – 75% of purchase price
- Books purchased used – 100% of used price

Books must be returned within the semester. Normal campus refund policies apply to books that are not returned prior to the end of the semester.

FORMS / APPENDICES

None

SOURCE:

RR 10:03, 1977, (Revised BOR, June 1991); RR 10:14, 1977; BOR April 1992, December 1992; October 1993; 64 Fed. Reg. 59016 (1999); BOR June 2000; December 2000; October 2001; January 2002; December 2002; March 2003; October 2004; December 2011; April 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – H

DATE: May 10, 2022

SUBJECT

BOR Policy 5:21 Revisions – System Collection Policy (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:21](#) – System Collection Policy

BACKGROUND / DISCUSSION

The current collection policy makes mention of a timeline for submittal of delinquent accounts to the Board of Finance for write-off at two years. The campus controllers would like clarification in the policy and an addition to the timeline indicating the requirement for accounts to be submitted for write-off no later than five years after delinquency.

IMPACT AND RECOMMENDATIONS

This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff. The Board staff recommends approval of the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 5:21 – System Collection Policy

DRAFT MOTION 20220510_7-H:

I move to approve the first reading of the proposed revisions to BOR Policy 5:21 – System Collection Policy as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Collection Policy

NUMBER: 5:21

A. PURPOSE

To establish the collection procedures for student, employee, vendor and customer receivables.

B. DEFINITIONS

None

C. POLICY

Standard collection procedure shall be used for student, employee, vendor and customer receivables including, but not limited to, tuition and fees, institutional student loans, traffic fines, library fines, daycare, housing fines, student health and other student charges of whatever kind or character; except that student obligations arising from participation in federal student financial aid programs shall be collected in the manner specified under federal regulation.

1. Delinquent Accounts and Holds

A commercial or vendor account shall become delinquent 45 days after the established due date. A student account shall become delinquent when a balance remains after the established deadlines. The debtor shall be informed that if the account is not satisfied in full or appropriate arrangements made by the due date, the account shall be referred to collections and will be subject to late fees.

- 1.1. All student accounts with an accounts receivable (AR) balance of \$250 or more shall have a hold placed on their account as soon as it becomes delinquent. The hold will stop a student from registering, adding or dropping classes, or obtaining an official transcript from the institution.
- 1.2. All student accounts with an accounts receivable balance less than \$250 shall have a hold placed on them when the student is no longer enrolled at the university or when the debt is over 180 days delinquent.
- 1.3. A hold shall not be removed until the account is satisfied in full. The institution recognizing the receivable may exercise discretion and override the hold upon consultation with the other institution.
- 1.4. The hold shall remain on a debtor's record even after the account is written-off, which shall stop the debtor from receiving services from the institution until the debt is satisfied.

- 1.5. For all commercial or vendor accounts that become delinquent, the university shall discontinue their services until accounts are paid in full.

2. Collection of Student, Commercial or Vendor Debt

- 2.1. Collection of student, commercial or vendor accounts that are less than \$250 shall proceed according to the following schedule:
 - 2.1.1. Accounts that are less than \$250 shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing. Debtors shall be responsible for all collection fees incurred where permitted under law.
 - 2.1.2. When in-house collection efforts are exhausted, the account may be referred to the State of South Dakota's Obligation Recovery Center.
 - 2.1.3. When collection efforts are exhausted and the account is at least two years but not to exceed five years delinquent, the account will be submitted to the Board of Finance to be written off in accordance with procedures established by the Board of Finance. Exceptions may be granted for accounts which have been delinquent for five years or more.
- 2.2. Collection of Student, Commercial or Vendor Accounts that are \$250 or more shall proceed according to the following schedule:
 - 2.2.1. Accounts that are \$250 or more shall be handled using in-house collection procedures, which shall consist of a minimum of three contacts to the debtor, with at least two of them being in writing, one by registered mail. The collection process on accounts \$250 or more shall be completed within 180 days from the date the account became delinquent. Debtors shall be responsible for all collection fees incurred where permitted under law.
 - 2.2.2. When an account is not in repayment or in-house collection efforts are exhausted, the account shall be referred to the State of South Dakota's Obligation Recovery Center for collection efforts.
 - 2.2.3. When the collection efforts by the Obligation Recovery Center have been exhausted and the debt has been referred back to the university, it will be submitted to the Board of Finance for write-off in accordance with procedures established by the Board of Finance.

3. Employee Debt Collection

Employee debts to their institutions may be satisfied through voluntary or involuntary deductions from salary, or they may be referred to a collection agency.

- 3.1. Employees shall be billed for debts to their employers in the same manner as others who owe monies to the employing institution.
- 3.2. Where employees fail to respond to demands for payment, an institution may refer the matter to a collection agency.
- 3.3. Employers may use involuntary salary deductions following these steps:

- Notify the debtor-employee that his or her monthly salary shall be reduced to cover the amount owed plus interest beginning with the salary earned during the month following that in which the notice is sent.
 - The notice sent to debtor-employees shall fix a time for an informal meeting between the institution's chief financial officer or that person's designee and the employee to discuss the debt and its resolution.
 - The meeting shall be scheduled no later than ten working days prior to the date of the first deduction.
 - If the debtor-employee contacts the institution in response to such notice, the institution may work out mutually acceptable terms for the use of salary deductions to repay all sums owed.
 - If the debtor-employee fails to respond to the notice, or if no mutually acceptable agreement is reached, the institution may recoup its claim from the debtor-employee's salary beginning with the installment payable for services provided during the month following that in which the notice was sent.
- 3.3.1. Deduction from salary may be in such amounts needed to satisfy the debtor-employee's obligations to the institution; provided that the deductions from salary shall comply with the priorities and limitations on deductions from wages established by [SDCL 21-18](#).
 - 3.3.2. Debtor-employees may challenge such deductions under grievance procedures established in Board policy or, where pertinent, collective bargaining agreements.
 - 3.3.3. If an employee succeeds in showing the deduction to have been improper, the institution shall make a lump sum payment of the amount deducted, plus 4% annual interest ([Category E Rate SDCL 54-3-16](#)) from the time of the deduction.

4. Late Fees

Late fees established by the Board may be assessed against delinquent accounts or interest may be assessed on delinquent accounts at the category F rate specified in [SDCL 54-3-16](#).

FORMS / APPENDICES:

None

SOURCE:

BOR December 1995; May 1996; June 2001; May 2003; March 2006; December 2010; May 2012; December 2015; December 2016; June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – I

DATE: May 10, 2022

SUBJECT

BOR Policy 6:4 Revisions – Capital Improvements (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND / DISCUSSION

A workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Key changes to Policy 6:4 – Capital Improvements include:

- Clarification that both SDCL § 5-14-1 and § 5-14-3 should be referenced in this policy. Previously only SDCL § 5-14-3 was referenced.
- Clarification that a building committee will be appointed upon approval of the Preliminary Facility Statement.
- Removal of the requirement for Board action at every phase of capital improvement process.
 - The Facility Design Plan will be approved by the building committee and submitted to the Board as an informational item only.
- In Section 3.2 – modify the policy for existing process of Facility Program Plan being approved prior to submission for legislative approval “in most cases.” There are times when projects are submitted for legislation by individuals outside of the BOR process.
- Section 3.3 would allow for a project to continue without reauthorization from the Board so long as cost is within the legislatively authorized amount (i.e., 125% of the proposed project cost).
- Removal of the building committee approval of final bid documents and specifications in Section 3.4 to eliminate unnecessary delays in bidding.

(Continued)

DRAFT MOTION 20220510_7-I:

I move to approve the first reading of the proposed revisions to BOR Policy 6:4 – Capital Improvements as outlined in Attachment I.

- Removal of building committee approval of bids for Design-Bid-Build or GMP for construction manager at risk projects in Section 3.4.1.
- Additional clarification allowing the project to continue without reauthorization from the Board so long as cost is within the legislatively authorized amount (i.e., 125% of the proposed project cost) and funds are available.
- Section 6 clarifies the process flow under the proposed changes above.

IMPACT AND RECOMMENDATIONS

This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff. The Board staff recommends approval of the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:4 – Capital Improvements

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Capital Improvements

NUMBER: 6:4

A. PURPOSE

To document the necessary steps for moving a capital project request forward.

B. DEFINITIONS

1. **Capital Improvement:** ~~Any new construction, addition, renovation, remodeling, or maintenance and repair project that has a total project cost of \$5.0M or more, including all related phase, shall be classified as a capital improvement. (SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of building size or total project cost, will be considered a capital improvement. (SDCL 5-14-1 and 5-14-3). Any repair, renovation, or alteration project that has a cost of \$5.0M or more shall be classified as a capital improvement. (SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of the cost, will be considered a capital improvement project.~~

C. POLICY

Building committees are assigned to capital improvements and the universities must garner all the necessary approvals from the Board and building committee before proceeding to the next step.

1. **Scope of Chapter**

As provided in SDCL § 5-14-1, capital improvements include expenditures for new construction or for the purchase of land and improvements affixed to it. Policy Numbers 6:1 and 6:2 govern the purchase of land and improvements.

1.1. Capital improvements include:

- The erection of a new facility;
- The addition, expansion or extension of an existing facility that adds to the facility's overall external dimensions or adds to the total gross square footage of the facility;
- Any major maintenance, repair, renovation or alteration project, as defined in Policy Number 6:6, whose cost exceeds \$5,000,000 whether done in phases or not.

1.2. Cost objects recognizable as capital improvement expenditures include:

Architectural and engineering services, site preparation, construction, furnishing, equipping such buildings and facilities or subsystems for use, including heating, plumbing, ventilation, water, sewer, and electrical facilities with necessary connections to existing systems, asbestos abatement where necessary, the construction of sidewalks, and the landscaping of grounds.

- 1.2.1. No costs associated with the acquisition of land may be charged against appropriations provided for new construction.

2. Justification for a New Facility

Requests for capital improvements may be justified in one or more of the following circumstances:

- Where the new construction shall replace a facility or subsystem that has become inadequate through deterioration or obsolescence and that cannot be renovated at a cost below fifty percent of the facility replacement value;
- Where new construction shall provide the most effective and economical means to meet current operational requirements;
- Where new construction shall provide the most effective and economical means to meet new operational requirements, such as may arise from increased enrollments; and
- Where the new construction shall upgrade existing facilities or subsystems to reasonable standards of safety set forth in [the applicable buildingsafety](#) codes or other suitably documented safety standards.

3. Review and Approval of Capital Improvements Requests

~~The review and approval of capital improvement projects involves four distinct phases. Board approval is required before a project may advance from one stage to another.~~ All projects meeting the definition of a capital improvement project— should be submitted for approval as governed by Board Policy 6:6. ~~A flow chart detailing the Board’s internal procedure can be found at the end of this policy.~~ All non-revenue projects require legislative approval, which usually happens after the facility program plan although it may happen at different stages. The Board will appoint a building committee upon approval of the Preliminary Facility Statement.

- 3.1. Preliminary Facility Statement - Requests [to the Board of Regents](#) to initiate the formal review of proposed capital improvement projects must be accompanied by a preliminary facility statement prepared by the institution ~~to the Board of Regents~~ that addresses the following:

- General programmatic needs to be addressed;
- Analysis of the student body or constituents to be served;
- Additional services to be offered;
- Compliance with master plan;
- Analysis of needs assessment based on the facilities utilization report;

- Location;
- Reallocation or demolition of old space, if any;
- Proposed funding source/sources; and
- Budget for development of a Facility Program Plan.

3.2. Facility Program Plan - If the Board authorizes the preliminary facility statement for a proposed capital improvement project, the institution shall prepare a facility program plan. The building committee must approve the program plan before sending to the BOR for approval. If an A/E firm will be involved in the development of the program plan, a building committee will need to be appointed to interview A/E firms for the purpose of developing the facility program plan and for the final design stage (see BOR Policy 6:5). In most cases, T the facility program plan must be approved before a capital improvement project is authorized for submission to the Legislature unless the project received legislative authorization through a previous capital improvement planning process. The program plan shall address the following:

- Initial cost estimates and Fund Sources – The funding plan for the project must identify the specific sources of the revenue and the financing structure that will be used to cover all of the costs associated with the project including but not limited to: planning costs, design costs, testing, infrastructure, construction, equipping the facility, land purchase, and landscaping.
- Programmatic justification for discrete spaces (classrooms, offices, etc.);
- Gross square footage;
- Site analysis;
- Description of key building features;
- Illustrative floor plans;
- ~~Initial cost estimates and funding sources;~~
- Maintenance and Repair – The campus must provide the Board with a funding plan on how they will meet the 2% M&R requirement on any capital improvement project. The funding plan must be specific as to the funding sources that will be used for maintenance and repair. The plan cannot reduce or negatively impact the funds already dedicated to maintenance and repair.
- On-going operational costs – The campus must include the budget and funding sources for ongoing operational costs including janitorial, utilities, and other costs. The operational cost projections should identify the estimates of utilities, custodial and maintenance services, supplies, materials, equipment, etc.;

3.3. Facility Design Plan

The Facility Design Plan must be approved by the building committee prior to being and submitted to the Board at the the Board's next regularly scheduled meeting for informational purposes for approval. Once this step is complete the project can

continue through construction as long as the project cost is within the legislative authority. This phase of the project planning process shall address the following:

- Architectural, mechanical, and electrical schematic design;
- Changes from facility program plan;
- Impact to existing building or campus-wide heating/cooling/ electrical systems;
- Total construction cost estimates (see 1.2.); and
- Changes from cost estimates for operational or M&R expenses.

3.3.1. The facility design costs should be part of the project costs and funded out of the approved revenue sources for the project.

3.3.2. If the facility is a non-revenue capital improvement project, the Board may approve the submission of legislation to authorize the construction and secure funding for the project.

3.3.3. ~~Final Board approval of the project is granted with approval of the Facility Design Plan.~~

3.4. Facility Bid Documents

~~The campus must submit a report to the Building Committee and BOR notifying them of the bid date or guaranteed maximum price (“GMP”) and project budget. Once the bid or GMP for construction manager projects is received, the campus must provide a notification to the building committee of actions taken as a result of the bid process the bid results and award of the bid (i.e. alternates chosen, project budget based on bid results, and value of an awarded project if the bids are not within budget). After the Board’s approval of the facility design plan in 3.3.3. above, the building committee will proceed with final bid documents.~~

~~3.4.1. The final bid documents, including plans and specifications, must be reviewed and approved by the building committee prior to issuing the bid documents to contractors for bids. This review and approval may be concurrent with BOA/OSE and institutional final review and approval.~~

3.4.12. If either the final cost estimates or the bids, including a reasonable contingency, are within the legislative spending authority and funds are available, the project can proceed. ~~exceed the approved level of funding, the project must come back to the Board for approval of a revised budget.~~

3.4.3. The campus building committee can work with OSE and the A/E firm to value engineer to get the project within budget. Any changes proposed by the BOA/OSE, the A/E, or the institution that would significantly alter the facility program plan or the design plan and building functionality must be reviewed and approved by ~~both~~ the building committee ~~and the Board~~.

3.5. Construction

~~The project proceeds to construction as long as Once the bids are approved by the building committee and the financing plan is in place, the project proceeds to construction.~~

4. Capital Improvement List

As part of the annual budget requests, the institutions will be asked for prioritized capital project lists for academic and for revenue projects. The lists will provide estimated costs as well as the proposed fund sources. Projects placed on the capital improvement list should not be placed on maintenance and repair lists.

4.1. A capital improvement status report will be provided to the Board at each meeting identifying the status and stage of each active capital improvement project.

5. Bureau of Administration Responsibility

The Bureau of Administration shall be responsible for all capital improvements pursuant to SDCL § 5-14-2 and the funds appropriated shall be paid on warrants drawn by the state auditor on vouchers duly approved by the Bureau of Administration, the authorized representative of the institution and the board.

6. Construction Methodologies

The following flowchart identifies the approvals necessary using the common building methods used by the state and the Board.

<u>Design-Bid-Build</u>	<u>Construction Management @ Risk</u>	<u>Design-Build</u>
<u>Campus selects design firm to conduct space planning and architectural programming (optional)</u>	<u>Campus selects design firm to conduct space planning and architectural programming (optional)</u>	<u>Campus selects design firm to conduct space planning and architectural programming (optional)</u>
<u>Campus Prepares Preliminary Facility Statement for a Capital Project</u>	<u>Campus Prepares Preliminary Facility Statement for a Capital Project</u>	<u>Campus Prepares Preliminary Facility Statement for a Capital Project</u>
<u>Board Approves Preliminary Facility Statement</u>	<u>Board Approves Preliminary Facility Statement</u>	<u>Board Approves Preliminary Facility Statement</u>
<u>Executive Director of BOR President Assigns Building Committee</u>	<u>Executive Director of BOR President Assigns Building Committee</u>	<u>Executive Director of BOR President Assigns Building Committee</u>

<u>Submit Work Request to BOR/OSE (for planning purposes or the full project)</u>	<u>Submit Work Request to BOR/OSE (for planning purposes or the full project)</u>	<u>Submit Work Request to BOR/OSE (for planning purposes or the full project)</u>
<u>Building Committee Interviews & Selects Architect/Engineer</u>	<u>Building Committee Interviews & Selects Architect/Engineer</u>	<u>Campus & OSE Interviews, Selects/Procures Criteria Developer</u>
<u>Programming & Schematic Design Completed by Campus/OSE/AE</u>	<u>Programming & Schematic Design Completed by Campus/OSE</u>	<u>Programming & Criteria Development & Concept Preparation</u>
<u>Design Development Completed by Campus/OSE/AE (optional)</u>	<u>Design Development Completed by Campus/OSE (optional)</u>	<u>Design Criteria & RFP for Design- Builder Completed by Campus, OSE, & Criteria Developer</u>
<u>Campus Develops Facility Program Plan</u>	<u>Campus Develops Facility Program Plan</u>	<u>Campus develops Facility Program Plan</u>
<u>Building Committee and BOR Approves the Facility Program Plan</u>	<u>Building Committee and BOR Approves the Facility Program Plan</u>	<u>Building Committee and BOR Approves the Facility Program Plan (optional)</u>
<u>Gain Legislative Approval (Note: Legislative approval may be obtained at PFS, FPP, or FDP)</u>	<u>Gain Legislative Approval (Note: Legislative approval may be obtained at PFS, FPP, or FDP)</u>	<u>Gain Legislative Approval (Note: Legislative approval may be obtained at PFS, FPP)</u>
<u>Submit Work Request to BOR/OSE (for the full project if not submitted before)</u>	<u>Submit Work Request to BOR/OSE (for the full project if not submitted before)</u>	<u>OSE Solicits for Design Build Firms for Pre-Qualification</u>
<u>Project proceeds through design development</u>	<u>Building Committee Interviews & Selects Construction Manager</u>	<u>Building Committee Approves Design Criteria, Budget, and List of Pre- qualified Firms</u>
<u>Campus Prepares Facility Design Plan</u>	<u>Project proceeds through design development</u>	<u>Pre-Qualified Firms Distributed RFP and Design Criteria to Provide Competitive Design-Build Proposals</u>
<u>Campus submits Facility Design Plan to Building Committee for approval.</u>	<u>Campus Prepares Facility Design Plan</u>	<u>Proposals Reviewed and Scored by OSE/Campus</u>

Campus submits Facility Design Plan to BOR as information item for a regularly scheduled BOR meeting.

Campus submits Facility Design Plan to Building Committee for approval.

Proposals Reviewed and Scored by OSE/Campus

Project Proceeds through Construction Documents

Campus submits Facility Design Plan to BOR as information item for a regularly scheduled BOR meeting.

Design-Build Firm Selected to Provide Best & Final Offer

Campus Notifies Building Committee and Board of Regents that Plan & specifications are complete and project will proceed to bidding (notification becomes information item for regularly scheduled BOR meeting)

Design Continues and Campus/OSE/AE/Contractor develop project design to secure Guaranteed Maximum Price

Campus provides report to BOR of pre-qualification process and selection of design-build firm (report is shared as information item to BOR at regularly scheduled meeting)

Project is Bid

Guaranteed Maximum Price Established

Project Proceeds through Design, Bidding, & Construction

Campus Notifies Building Committee and Board of Regents of bid results, negotiations made (if applicable), and project budget (notification becomes information item for regularly scheduled BOR meeting)

Campus Notifies Building Committee and Board of Regents that plans & specifications have been developed to sufficient detail and Guaranteed Maximum Price has been established with Construction Manager (notification becomes information item for regularly scheduled BOR meeting)

Building Committee Oversees Project

*If not within Legislatively Approved Spending Authority or project must be redesigned significantly then the revised project must be reviewed and approved by the Building Committee

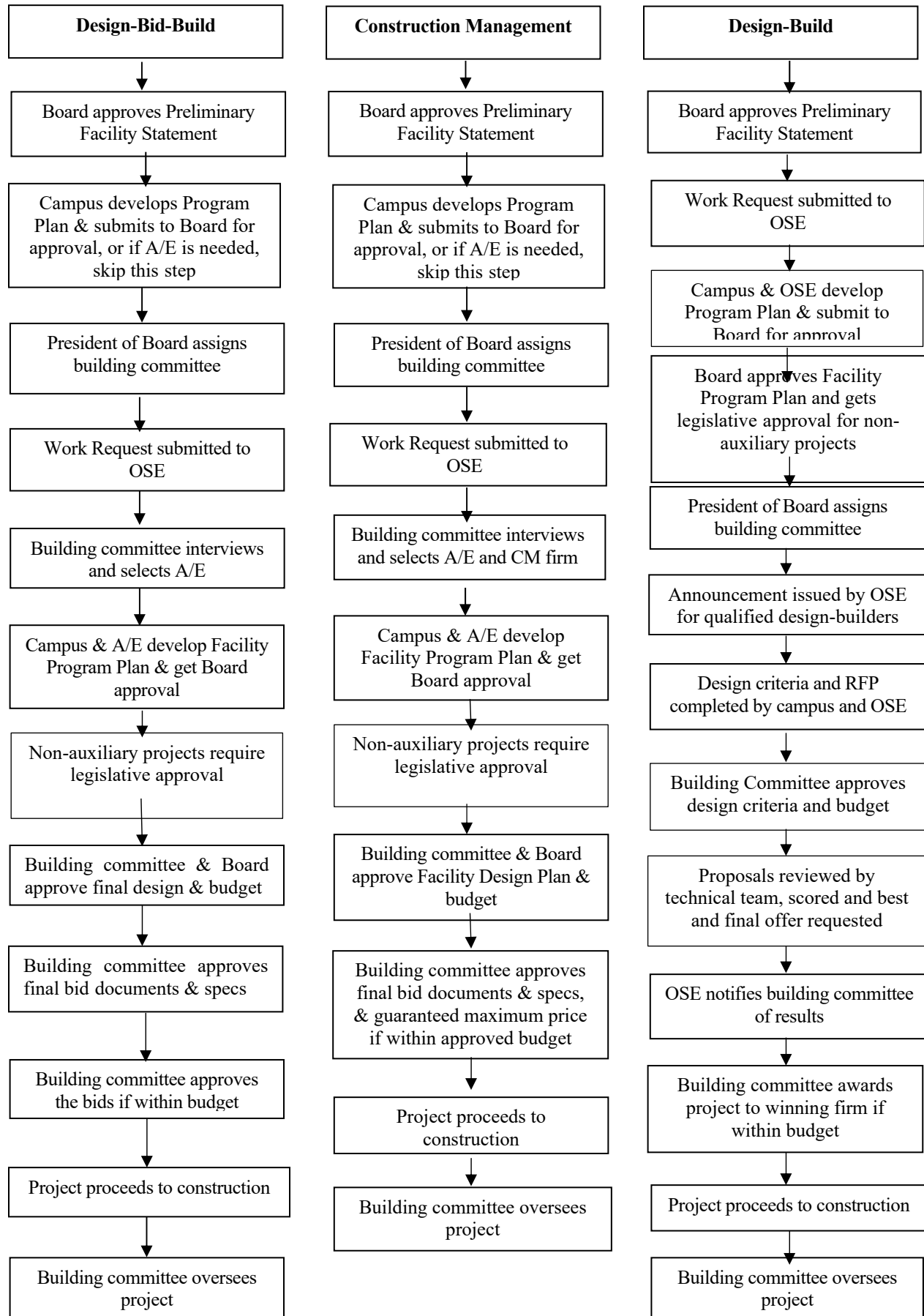
Project proceeds through final design, bidding, and award of bid packages (may be completed in stages)

Project proceeds to Construction and Occupancy

Project proceeds to Construction and Occupancy

Building Committee Oversees Project

Building Committee Oversees Project



FORMS/APPENDICES:

None.

SOURCE:

BOR June 1991; September 1991; April 1992; September 1992; December 1993; March 1995; October 1996; October 1998; December 2000; October 2002; March 2004; August 2006; April 2007; June 2010; August 2017; December 2018; August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – J

DATE: May 10, 2022

SUBJECT

BOR Policy 6:5 Revisions – Building Committees (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:5](#) – Building Committees

BACKGROUND / DISCUSSION

A workgroup has been reviewing existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Key changes to Policy 6:5 – Building Committees include:

- Clarification that both SDCL § 5-14-1 and § 5-14-3 should be referenced in this policy. Previously only SDCL § 5-14-3 was referenced.
- Section 1.1 clarifies that an architect engaged in preliminary work on a project may be eligible for final design and development so long as they were selected through a competitive process for the preliminary work.

IMPACT AND RECOMMENDATIONS

This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff. The Board staff recommends approval of the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:5 – Building Committees

DRAFT MOTION 20220510_7-J:

I move to approve the first reading of the proposed revisions to BOR Policy 6:5 – Building Committees as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Building Committees

NUMBER: 6:5

A. PURPOSE

To identify the makeup of a building committee, when a committee is required, and the responsibilities of the building committee.

B. DEFINITIONS

1. **Capital Improvement:** ~~Any new construction, addition, renovation, remodeling, or maintenance and repair project that has a total project cost of \$5.0M or more, including all related phases, shall be classified as a capital improvement (SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of building size or total project cost, will be considered a capital improvement. (SDCL 5-14-1 and 5-14-3). Any repair, rebuilding, renovation, alteration or construction project, that has a cost of \$5.0M or more, including all related phases, shall be classified as a capital improvement. (SDCL 5-14-3)~~

C. POLICY

The Board will appoint a Building Committee for each capital improvement project at the various schools and institutions in the System. The committee shall be appointed by the President of the Board and shall consist of the Executive Director who shall chair the committee, the president or superintendent of the institution or school, a Regent, and the State Engineer.

1. **Committee Responsibilities**

The building committee shall assume the following responsibilities:

- 1.1. The building committee shall ~~interview and~~ select architects for the purpose of developing and designing ~~capital improvements~~ facilities. Architects may be contracted ~~ed~~ for two phases: 1) the program plan development, if a formal A/E engagement is deemed necessary for this phase, and 2) the final design of the project. ~~All A/E engagements relative to capital improvements, whether done by the institution, their Foundation, or a related entity, must go through a Building Committee.~~ Any A/E firm that works on a master plan which includes specific designs or floor plans for buildings, in which the A/E firm was engaged by an institution, their Foundation, or a related entity but not selected by a competitive

~~process~~~~Building Committee~~, will not be considered by the Building Committee for the final design and development of any project contained in the master plan or preliminary concept development.

- 1.2. The building committee shall review proposed designs to assure their compliance with the requirements of Regents Policy Manual 6:4.
- 1.3. The building committee shall review proposed project budgets to assure their compliance with the requirements of Regents Policy Manual 6:4.
- 1.4. The building committee shall direct the state engineer to refer to it for additional review and approval all proposed design modifications that would affect the operating cost, utility or life expectancy of the capital improvement.
- 1.5. The building committee shall direct the state engineer to refer to it for additional review and approval of all proposed design modifications that would significantly affect the project budget.
- 1.6. The building committee shall direct the state engineer to advise ~~if~~ of all developments in the course of construction that might affect the legal rights or liabilities of the Board.
- 1.7. The building committee shall report to the full Board any developments that might affect the operating cost, utility or the life expectancy of the capital improvement, that might significantly affect the project budget or that might affect the legal rights or liabilities of the Board.

FORMS/APPENDICES:

None.

SOURCE:

BOR June 1991; April 1992; August 2006; June 2010; August 2017; August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – K

DATE: May 10, 2022

SUBJECT

BOR Policy 6:6 Revisions – Maintenance and Repair (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

A workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Key changes to Policy 6:6 – Maintenance and Repair include:

- Clarification that HEFF funds may not be used for master planning, but can be used for project planning in Section 2.2
- Throughout the policy the threshold requiring OSE management on projects is raised from \$50,000 to \$100,000 consistent with SDCL § 5-18A-14.
- Section 7.3 clarifies that Maintenance and Repair funds may be used for planning on projects that may exceed the \$5M threshold, making it a capital improvement, but cannot be used for planning new construction.

IMPACT AND RECOMMENDATIONS

This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff. The Board staff recommends approval of the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:6 – Maintenance and Repair

DRAFT MOTION 20220510_7-K:

I move to approve the first reading of the proposed revisions to BOR Policy 6:6 – Maintenance and Repair as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Maintenance and Repair

NUMBER: 6:6

A. PURPOSE

To provide guidance on what constitutes maintenance and repair and the process used to document and approve projects.

B. DEFINITIONS

1. **Alteration:** Alterations change the internal arrangement or other physical characteristics of an existing facility so that it may be effectively used for its designated purposes. Examples are partitioning a classroom into offices or converting a room to laboratory use by installing laboratory benches and fume hoods.
2. **Maintenance:** Maintenance is the recurrent, day-to-day, periodic or scheduled work required to preserve or to restore a facility to such conditions that it can be effectively used for its designed purpose. It includes work done to prevent damage to a facility that would be more costly to restore once damage took place and includes work performed to ensure immediate and continued safe use of the facility. Maintenance includes normal operating expenses (OE) and planned preventative maintenance but for funding purposes will be projects over \$10,000.
3. **Maintenance and Repair:** Any project that involves alteration, maintenance, renovation or repair to an existing facility or infrastructure.
4. **Operating Expenses:** Operating Expense (OE) funds as they relate to maintenance and repair include the routine, recurrent, periodic or scheduled work required to preserve existing facilities. OE encompasses all activities related to the normal operations of an institution, including purchase of materials, utilities, janitorial services, etc. OE will include maintenance, repair, renovation, or alteration projects smaller than \$10,000.
5. **Renovation:** Renovation is the total or partial upgrading of the facility to higher standards of quality or efficiency than originally existed. New installation of air conditioning, installation of grid ceilings with recessed fluorescent lighting to replace suspended incandescent lighting, and enclosing stairwells to comply with current fire safety codes are examples.
6. **Repair:** Repair is the restoration of a facility to such condition that it may be effectively utilized for its designated purpose. The repair is done by overhaul or replacement of major constituent parts that have deteriorated by action of the elements or usage. The deterioration has not been corrected through normal operations or maintenance. Replacing

roofs, tuck pointing buildings, and replacing air conditioning compressors are examples of repairs. For the purpose of determining funding, repairs are beyond OE capability and normally consist of projects in excess of \$10,000.

C. POLICY

1. Maintenance and Repair Categories

The following categories will be used to identify the types of maintenance and repair projects.

- 1.1. **Public Health, Safety, and Compliance:** Facilities should be maintained to comply with regulatory requirements required by OSHA, building codes, life safety codes, the Americans with Disabilities Act, and EPA requirements such as asbestos maintenance and abatement criteria.
- 1.2. **Building Integrity:** Building integrity includes the functional systems of the building, including but not limited to roofs, windows, foundations, primary and secondary structural systems, building envelope, safety systems, networking systems, heating systems, ventilating systems, air conditioning systems, electrical systems, and plumbing systems. Failure to maintain these subsystems will cause increased maintenance and repair costs and increased deterioration of the facility. Failure to maintain these systems can also affect functional characteristics that limit occupant use and comfort.
- 1.3. **Programmatic Suitability (school mission):** Facilities should be configured or space adapted to meet the changing school mission and program requirements.
- 1.4. **Energy and Utility Savings:** Energy conservation projects are facility alterations intended to reduce either energy consumption or operating costs, or both, including insulation of the building or any structure associated with the building, window or door replacement, weather stripping, or modifications that reduce energy consumption, automated or computerized energy control system, replacement or modification to increase the energy efficiency of the lighting, heating, air conditioning, or ventilating systems, energy recovery or cogeneration systems, energy source conversions which provide either operational or energy cost savings, or both; and other energy or utility-related improvements in facilities, systems, or technology that improve energy or metering efficiency.
- 1.5. **Campus Infrastructure:** Campus infrastructure is the networked systems and structures needed for the overall operation and function of the campus physical plant. Campus infrastructure includes electrical substations and power distribution systems, water and fire protection supply systems, sanitary and storm waste water systems, central heating and cooling plants, steam and chilled water supply and return systems, utility tunnels, roads, parking facilities, pedestrian and bicycle pathways, landscaping, security lighting and emergency call systems, and telecommunications systems. Campus infrastructure serves zones and individual buildings; it does not include the systems within buildings.

2. Maintenance and Repair Limitations

- 2.1. A maintenance and repair project may exceed \$5.0M in cost, but will then be subject to the additional requirements for Policy 6.4.
- 2.2. HEFF revenue uses are limited according to SDCL § 13-51-2. Uses include the maintenance and repair of existing facilities. Planning specific or multiple M&R projects within one building can be funded with HEFF. However, institutional, campus wide, or master planning should not be funded with HEFF. ~~Funds can be spent to plan specific maintenance and repair projects, but institutional campus-wide planning or master planning should not be funded with HEFF.~~ General funds dollars, M&R fee dollars, and Auxiliary System funds dedicated for maintenance and repair shall also be limited to planning projects and maintenance and repair of existing facilities. Furnishings, stand-alone technology, and non-fixed equipment are not considered maintenance and repair and should not be purchased with maintenance and repair funding.

3. Office of State Engineer

The Bureau of Administration is granted authority over capital improvements, major repairs, and remodeling in concert with State Building Committees (SDCL § 5-14-3), and for authorizing the procurement of public improvements for state agencies (SDCL § 5-18A-34). The Board recognizes the expertise that is provided by the Office of the State Engineer (OSE) in preparing, or causing to be prepared, preliminary plans, final plans, specifications, advertisements, notice and instructions to bidders, proposal forms, contract forms and all work incidental to securing bids and contracts, and the oversight and supervision of construction, repair, rebuilding, or alterations. The following guide shall be used in determining project administration:

- 3.1. OSE is not required to be involved in projects totaling less than ~~\$50,000~~ \$100,000 (all costs and contracts included) unless requested by the institution. The institution shall ensure that all statutory requirements including applicable bid laws, technical professions law, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution.
 - 3.1.1. Projects can be constructed by institutional personnel or by contracts depending on the most cost-effective method to be determined by the institution. Institutions shall be reimbursed for their effort from the project funds for all direct costs including institutional labor, project coordination, construction materials, and architect/engineering work.
- 3.2. OSE shall manage all projects totaling ~~\$100,000~~ \$50,000 or greater, except where a memorandum of agreement exists for special construction or where an institution receives authorization from OSE to manage the project. If authorization to manage the project is provided by OSE, the institution shall ensure that all statutory requirements including bid laws, technical professions laws, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution. As the request of OSE, the institution must provide

a complete set of these documents, including but not limited to the plans and specifications, bids received, contracts, and project costs. See SDCL §5-14-9.

4. Maintenance and Repair Funding

- 4.1. 2% Goal - The Board has determined that investing 2% of the building values into maintenance and repair on an annual basis is the minimum necessary to provide facilities that are functional, safe, and capable of meeting contemporary educational standards. While the 2% is determined based on the replacement values of roofed facilities, the investment must cover the entire supporting infrastructure of the campus including electrical grids, cooling and heating plants, underground tunnels and utility systems, roads, sidewalks, and landscaping.

When determining the 2% need for unique facilities such as outdoor athletic complexes or open-air football stadiums, the replacement value of the roofed portion of the building will be used to determine the 2% funding need.

- 4.2. Sources - Maintenance and repair funding comes from several sources. Revenues from the pesticide tax are provided for the Agricultural Experiment Station. Revenues from the special schools endowment are provided for the South Dakota School for the Deaf and the South Dakota School for the blind and Visually Impaired. Revenue facilities must provide sufficient resources to fund maintenance and repair needs. Higher Education Facilities Funds (HEFF), General funds and the Maintenance and Repair Fee provide support for academic facilities. Other projects are funded by various institutional funds or from funding identified through special legislation.

5. Maintenance and Repair Planning

10-Year M&R Planning – The institutions must submit a prioritized listing of all academic projects covering a ten year period with their annual operating budget request document. The minimum estimated project cost shall be \$10,000, including A/E fees. Project titles should identify the building or facility and depict the nature of the project. The projects should be identified in the year that they are needed and not in the year the funding is anticipated. The listing should identify the projects as maintenance, repair, alteration, or renovation. Each project should also be placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other. Detailed descriptions and justifications should be available for the upcoming year's projects. The plan shall be updated each year with project costs projected using current year dollars.

6. Maintenance and Repair Allocation

- 6.1. General Fund Allocation - The Board office shall determine the campus allocation from General funds based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs and the academic building gross square footage. The formula applies a 50%-50% averaging factor to the academic building square footage and replacement values to arrive at an equitable allocation of appropriated funds to each institution. The Centers are not included in the General funds allocation.

- 6.2. HEFF Allocation - The Board office shall determine the campus allocation from HEFF based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs, academic building gross square footage, and HEFF revenues for each campus and Center. Each of the factors is weighted 33 1/3% to arrive at an equitable allocation of appropriated funds to each institution.
- 6.3. M&R Fee – The maintenance and repair fee is retained on campus. The amount invested in maintenance and repair each year is determined using the per credit hour fee, that is a component of tuition, and the on-campus credit hour projection.
- 6.4. Replacement Values – The original replacement values for the buildings will be determined by the Office of Risk Management and will align with the annual insurance values in most cases. Adjustments to the values will be determined using the annual Building Cost Index or other inflation adjustment as determined by the Office of Risk Management. Each year the institutions must update their square footage to reflect all buildings that are occupied and add new buildings. The replacement value and square footage for new academic buildings or additions will be added to the total replacement values and the total gross square footage of the institution's academic building at a rate of twenty percent each year until the full indexed value and square footage of the new building is included in the allocation model.

7. Approval of Maintenance and Repair Projects

- 7.1. Annual M&R Project Approval – All projects funded with General funds, HEFF, M&R Fee funds, auxiliary or institutional funds shall be submitted to the Board for approval. Annual project lists will be requested along with the allocations.
- 7.2. The institutions can realign funds between approved projects as necessary. Projects not on the approved list estimated to cost \$~~10050~~,000 to \$250,000 must be submitted for the executive director's approval and projects more than \$250,000 must be submitted for Board approval. Project under \$~~10050~~,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.
- 7.3. Planning and Design – The institutions can allocate maintenance and repair funds into a Planning and Design Account. Fund expenditures must be related to current or future maintenance and repair projects and not to plan additions or new construction~~capital improvement projects~~. The institutions may expend the funds without Board approval to prepare cost estimates and to pay preliminary planning and design costs. See Section 2.2 for limitations in use.
- 7.4. Project Fund Balances – When a bid is accepted for an amount less than the estimated project cost, the remaining unobligated funds shall become available to the institution for other projects. These monies must be available to fund overruns on other projects, additional projects, emergency projects, and to fund change orders on existing projects. If these monies are not available in sufficient amounts to provide funding for bids that exceed the estimates or for an authorized emergency project, one or more existing project(s) shall be deleted from the institution's maintenance and repair list.

8. Auxiliary System Building Maintenance and Repair

The auxiliary system encompasses all the facilities that are pledged under BOR bond covenants. The facilities include most resident halls, student unions, and wellness centers. Parking facilities and bookstores may also be included. (See Policy 5:25 Auxiliary Revenue System)

- 8.1. Residence Hall 2% Requirement – In order to provide a planned and adequate maintenance and repair program for all campus residence halls, expenditures equal to at least 2% of the replacement value for all residence halls must be expended on maintenance and repair projects each fiscal year. Expenditures may be averaged over a five-year period to obtain the minimum 2% expenditure level. When determining the base for the 2% calculation, new buildings and major renovations will be included in the calculation at a rate of twenty percent each year until the full value of the new building or major renovation is included in the model. For purposes of a major renovation, it will be any project that is more than 20% of the current building value.

Maintenance and repair consists of expenditures for maintenance, repair, alteration and renovation projects. Bond proceeds may be included in the 2% maintenance and repair calculation for a period not to exceed fifteen years to the extent the funds were used for maintenance and repair and not new space. On-going expenses for operations and maintenance and routine replacement of capital assets are not to be included in the 2% calculation.

- 8.2. Furnishings with a minimum useful life of 15 years can be purchased from the repair and replacement reserve (RRR) auxiliary account, but normally are not utilized for Maintenance and Repair projects.

9. Special Schools and Agricultural Experiment Station Maintenance and Repair

Funds for maintenance of the facilities at the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired are provided from the special schools endowment. Funds for maintenance of the facilities at the Agricultural Experiment Station are provided from the revenues from the pesticide tax. All projects funded with other funds shall have Board approval.

These funds shall be allocated on an “urgency of need” basis. The executive director shall forward a recommended project list to the Board each fiscal year.

10. Maintenance and Repair Guidelines

- 10.1. Work Requests – All projects involving the OSE require an OSE work request signed by the president, executive director, or designees. OSE work requests are required for all planning and design projects, studies, and testing that is done outside the scope of an approved project. OSE work requests may be amended to reflect significant changes in scope, cost, procedure from planning to full design & construction, and/or procedure with successive phases of a multi-phase project. Projects that are done in phases through OSE require a work request for each phase. OSE work requests may be amended to reflect significant changes in scope, cost, procedure from planning to full design & construction, and/or procedure with successive phases of a multi-phase project.

- 10.2. A/E Selection and Fee – If authorization to manage the project is provided by OSE, the institutions may engage an Architect/Engineer or Consulting Engineering firm following state procurement regulations for engaging professional services (SDCL 5-18D-17 through 5-18D-22). The Office of the State Engineer shall informally advise upon any projects delegated to the institutions or formally carry out project planning and design at the request of the institution. The Office of the State Engineer shall formally carry out project planning for new construction or capital improvements (see Capital Improvements 6:4).

The A/E selection process used by OSE is based on the A/E expertise, past performance, geographic location, and the number of previous state contracts and shall be carried out in the manner described in SDCL § 5-14-3.

If hired by OSE, the design fee to be paid the Architect/Engineer shall be determined using accepted industry percentages applied to the total construction cost of the project; the design fee shall be based upon anticipated project scope.

- 10.3. Institutional Control of Project of \$~~50,000~~100,000-or More – A work request must be submitted to OSE requesting institutional control of a project of \$~~50,000~~100,000 or more. The work request should reflect the institution's intention to request such institutional control.

- 10.43. Award of Construction Projects – Projects to be constructed all or in part by contract shall be awarded through the competitive bid process according to SDCL Chapters 5-18A, 5-18B, and 5-18D.

After a project has been bid, the OSE or institution shall review the bids and identify the lowest responsible bidder meeting the specifications of the project pursuant with SDCL § 5-18A-5.

The designer of record shall compare the bids received and prepare a written tabulation and analysis of the bids and a recommendation on awarding contracts. The bids shall be accepted or rejected after evaluating the bids and the available funding. Projects shall ordinarily be rejected when the lowest construction bid (plus A/E fees) is determined to be out of line with estimated costs.

- 10.54. Change Orders – Change orders are modifications or changes to the original plans, specifications or contract documents. Add-on change orders to construction contracts should not be approved for payment purposes until they are signed by the appropriate persons according to the Board of Regents operating procedures.

Change orders may arise from unforeseen conditions discovered during construction, design errors not incorporated into the contract documents, changing program requirements, unanticipated needs, and end user requests.

Change orders may not be used to change the project scope. Changing the scope of a project requires a new bid. See SDCL § 5-18-B-19 as there are costs limits to change orders based on the construction contract. Change orders must comply with the cost limits set forth in SDCL § 5-18B-19.

11. Emergency Projects

An emergency project is a project that is necessary in order to protect public health and safety or to save a building's integrity. The executive director may give approval to any emergency project in consultation with the Board President or his or her authorized representative so that it may proceed until formal Board approval is granted. Emergency approval may also be given by the executive director for projects where substantial cost savings can be realized if advertised and awarded before approval can be obtained at the next regularly scheduled Board meeting. The requesting institution must demonstrate why this substantial cost savings could not be realized if approval were delayed until the next Board meeting. Emergency approval granted by the executive director is not the equivalent of an emergency per SDCL § 5-18A-9. Emergency award of a contract without advertising is only warranted when awaiting regular advertising for bids would seriously impair public services to be provided. Specific approval to proceed according to SDCL § 5-18A-9 must be requested from the Board General Counsel and approved by the executive director.

Funding for emergency projects will come from appropriate maintenance and repair pools at the institution requesting the emergency or from other institutional funds.

12. Approval and Authority

12.1. The following table shows the proper authorization and approval of all maintenance and repair projects.

Project Cost	Project Approval	Work Request	Contract Authorization
\$10,000 - \$49,999 99,999	Annual List Approved by Board Changes - Institution	Not needed unless campus requests OSE involvement	Institution or OSE
\$100,000 50,000 - \$250,000	Annual List Approved by Board Changes - Executive Director	Yes	OSE unless project is delegated to institution
Over \$250,000	Annual List Approved by Board Changes - Board	Yes	OSE unless project is delegated to institution

12.2. Special Legislation, SDBA Funded and Bonded Projects shall be handled according to the authorizing legislation.

13. OSE Operating Procedures

The following operating procedures shall be followed to ensure that the necessary approvals and signatures have been obtained on projects administered by OSE. This should include all projects of ~~\$100,000~~50,000 or more (unless OSE has given the institution control or a joint powers agreement is in place) and any project under ~~\$100,000~~50,000 where the institution desires OSE to handle it.

13.1. Routine HEFF (Higher Education Facilities Fund), Maintenance and Repair Fee, and Institutional Funded Projects:

- Work Request: An OSE work request must be signed by the president, executive director or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person.
- Contracts/Change Orders: The contracts and any change order should be sent to the institutional contact person. The President or his/her designee shall sign all contracts and change orders.
- Vouchers: The vouchers should be sent to the fiscal contact person identified for each institution.
- Correspondence: The institutional contact should be copied on correspondence.

13.2. Special Legislation Projects and Bonded Projects (Not South Dakota Building Authority):

- Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.
- Contracts/Change Orders: The contracts and control orders should be routed to the institutional contact person for the president's signature, and the Board office for the executive director's signature, or designees.
- Vouchers: The vouchers should be routed to the fiscal contact person at the institution for coding and final approval.
- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

13.3. South Dakota Building Authority (SDBA) Funded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board of Regents, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.
- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact person for the president's signature, the Board office for the executive director's signature, or designees.
- Vouchers: The vouchers should be routed to the SDBA for coding and approval.

- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

13.4. SDBA Bonded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution and the executive director of the Board of Regents, or designees.
- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents and the SDBA.
- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact persons for the president's signature, the Board office for the executive director's signature, and the SDBA for the executive secretary's signature and the president of the SDBA's signature, or designees.
- Vouchers: The vouchers should be routed to the SDBA for coding and approval.
- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on all correspondence.

14. Office of the State Engineer

The Office of the State Engineer shall assess a service charge on all projects. The charges shall be based upon all expenses incurred for plans, specifications and supervision of construction, including the actual and necessary expenses of the Bureau of Administration. (SDCL §§ 5-14-6).

FORMS/APPENDICES:

None

SOURCE:

BOR December 1993; October 1996; October 1998; March 2003; March 2004; April 2007; December 2010; April 2013; March-April 2016; August 2017; June 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – L

DATE: May 10, 2022

SUBJECT

BOR Policy 6:7 Revisions – Building Plaques (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:7](#) - Building Plaques

BACKGROUND / DISCUSSION

A workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Policy 6:7 – Building Plaques has been modified to read “Bid Opening” vs. “Bid Letting” for clarification purposes.

IMPACT AND RECOMMENDATIONS

This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff. The Board staff recommends approval of the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:7 – Building Plaques

DRAFT MOTION 20220510_7-L:

I move to approve the first reading of the proposed revisions to BOR Policy 6:7 – Building Plaques as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Building Plaques

NUMBER: 6:7

A. PURPOSE

To provide a standard format for building plaques in all new buildings and those with major renovations.

B. DEFINITIONS

1. **Bid OpeningLetting:** The date the bids are opened ~~requests are published~~ by the Office of the State Engineer.

C. POLICY

There shall be an appropriate building plaque installed in all state building projects in the Regental system. Building plaques are to be located on the exterior of the building near the main entrance or just inside the main entrance. The plaque shall be made of appropriate material such as aluminum or bronze alloy, and its size shall complement the facility in which it is located. The president of the institution shall propose a name for the facility to the Board of Regents for approval. The format of the plaque shall be as shown on page 3 of this policy, and the names appearing shall be as of the bid openingletting date.

1. Names and Dates on Building Plaques

Plaques installed on new construction projects shall contain the following information as of the bid openingletting date:

- 1.1. Name of the building
- 1.2. Year of construction (the year in which the groundbreaking occurs)
- 1.3. Name of the Governor of South Dakota
- 1.4. Names of the members of the Board
 - President
 - Vice President
 - Secretary
 - Members (alphabetical order)
 - Executive Director

- 1.5. Name of the President of the institution
- 1.6. Name of the State Engineer
- 1.7. Name of architect
- 1.8. Names of general contractors (alphabetical order)
- 1.9. Names of the South Dakota Building Authority board members and the Executive Secretary.

2. Plaque Format

The format for the plaque is shown on page 3 of this policy.

FORMS/APPENDICES:

Page 3: Sample of Plaque Format

SOURCE:

BOR July 1968; June 1989; April 1992; March 1993; December 2010; December 2012; August 2017.

SAMPLE OF FORMAT

THE X-Y-Z FACILITY
Year

GOVERNOR
Name

SOUTH DAKOTA BOARD OF REGENTS

Name, President	City
Name, Vice President	City
Name , Secretary	City
Name	City
Name	City
Name	City
Name	City
Name	City
Name	City
Name, Executive Director	City

X-Y-Z STATE UNIVERSITY
Name, President

ARCHITECTS/ENGINEERS

D. Johnson, P.E.	State Engineer
X-Y-Z Associates, Inc.	Architects/Engineers
A-B-C Company, Inc.	General Contractor

SOUTH DAKOTA BUILDING AUTHORITY

Name	Name
Name	Name
Name	Name
Name, Executive Secretary	Name

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – M

DATE: May 10, 2022

SUBJECT

BOR Policy 6:10 Revisions – Legislative Authorization of Private or Grant Funded Facilities (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:10](#) – Legislative Authorization of Private or Grant Funded Facilities

BACKGROUND / DISCUSSION

A workgroup has been reviewing the existing Board policies related to the building process and what changes/modifications could be implemented to expedite that process while still maintaining its integrity. The group consists of Jerilyn Roberts, SDSMT; Les Olive, formerly of SDSU; Holly Farris, BOR staff; Stacy Watters, State Engineer; and other interested parties.

Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities has been modified to clarify that this policy applies to any funding outside of state general funds and to include reference to both SDCL § 5-14-1 and § 5-14-3.

IMPACT AND RECOMMENDATIONS

This is a first reading of the policy. The recommended revisions were approved by the Business Affairs Council and are supported by the Board office staff. The Board staff recommends approval of the first reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities

DRAFT MOTION 20220510_7-M:

I move to approve the first reading of the proposed revisions to BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Legislative Authorization of Private or Grant Funded Facilities

NUMBER: 6:10

A. PURPOSE

To require that funding outside of state funding is in place before requesting legislation for capital projects.

B. DEFINITIONS

1. **Capital Projects:** Any—new—construction, addition, renovation, remodeling, or maintenance and repair that has a total project cost of \$5.0M or more shall be classified as a capital improvement—(SDCL 5-14-3). All new construction or any addition beyond mechanical space, regardless of building size or total project cost, will be considered a capital improvement. (SDCL 5-14-1 and 5-14-3). Any repair, rebuilding, renovation, alteration or construction project that has a cost of \$1.5M or more. (SDCL 5-14-3)

C. POLICY

1. **Guaranteed Funding**

Before a capital project may proceed to legislative authorization, private or grant dollars committed to the facility must be in-hand, pledged or guaranteed in writing by the university, university foundation, donor or funding entity.

FORMS / APPENDICES

None

SOURCE:

BOR May 2009; December 2018.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – N

DATE: May 10, 2022

SUBJECT

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

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:27](#) – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

BACKGROUND / DISCUSSION

The proposed revisions to BOR Policy 1:27 provide clarity around the structure of naming requests associated with gifts. Naming rights which are structured to span the duration of the useful life of a facility often cause ambiguity late in the life of the facility when discussions commence around replacement, renovation or demolition of the facility. Providing naming rights for a defined period of time (i.e., number of years) provides clarity for both the institution and the donor, alleviating the uncertainty around the point at which the naming rights cease. The revision to section 2.2 would require the parties to define the duration of the naming rights, which should be commensurate to the level of the gift, and not exceed the expected useful life of the facility. Additionally, the adjustment in section 2.4 removes the default premise of the naming generally being effective for the useful life of the facility, maintaining consistency with the change to section 2.2.

IMPACT AND RECOMMENDATION

The proposed revisions to BOR Policy 1:27 provide clarity around the duration for which naming rights are provided in association with a gift by requiring the length of time to be specified upfront vs. a general reference to the useful life of the facility.

Staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 1:27 – Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors Revisions

DRAFT MOTION 20220510_7-N:

I move to approve the first reading of the proposed revisions to BOR Policy 1:27, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Naming of Institutional Facilities, Programmatic Units, or Funded Academic Honors

NUMBER: 1:27

A. PURPOSE

To set parameters for the naming of institutional facilities, programmatic units, or funded academic honors.

B. DEFINITIONS

None

C. POLICY

1. Overview

The Board has a long-standing tradition of naming institutional facilities, programmatic units and funded academic honors in recognition of persons or entities who have made important contributions to enable or to advance the missions of the institutions. All naming in recognition of an honoree must be consistent with the Board's role as a public trust. Accordingly, all such proposals shall be reviewed and approved in accordance with this policy.

The Board shall approve the names of all new or existing campus facilities, such as roadways and buildings and additions (if they are to carry a different name from the original building), costing more than \$250,000, if the name is in recognition of a person, family or organization. It shall also approve the naming of programmatic units such as colleges, schools, institutes, centers or departments made in recognition of a person, family, or organization. The presidents and superintendents may name facilities and programmatic units that are not in recognition of a person, family or organization and which bear a generic descriptive name that is logically related to the use, offering(s) and/or location, and all wings, halls, rooms or other areas within buildings, and chairs, lecture series or other funded academic honors. Any such naming of new facilities by presidents and superintendents shall be included in the applicable facility plan approval(s) pursuant to BOR Policy 6:4.

2. Criteria for Naming

2.1. When naming a facility or programmatic unit for a person, family, or organization where there is no gift, the proposed honoree shall have achieved distinction in one or more of the following ways:

- 2.1.1. Serving the university in an academic or administrative capacity with high distinction, or
- 2.1.2. By contributed in other exceptional ways to the welfare and reputation of the university, to education, or to the community in genera.
- 2.2. When naming a facility or programmatic unit for a person, family, or organization where there is a gift to the institution, the naming shall be for a defined period of time, commensurate to the level of the gift. The duration of the naming may not exceed the expected useful life of the facility or the designated use of the area. Consideration shall be given to the following factors:
 - 2.2.1. The significance of the gift to the likely realization or success of a facility project or programmatic unit, based on the following guidelines:
 - 2.2.1.1. A name proposed for a new facility or a facility to be renovated so as to recognize a gift to the institution may be considered when the gift represents a substantial component of the projects' total cost.
 - 2.2.1.2. A name proposed for an existing but presently untitled facility so as to recognize a gift to the institution may be considered when the gift represents a significant proportion of the value of the facility.
 - 2.2.1.3. A name may be proposed for a programmatic unit to recognize an endowed gift to the institution if the gift is similar to donations received for comparable naming at peer institutions, provided that any associated endowment will be sufficient to sustain the program or a substantial portion of it, since the naming shall be in effect for the life of the program.
 - 2.2.1.4. If a fund raising drive or a contractual agreement may involve naming that is subject to Board approval, the Board must be apprised of such initiatives in advance.
 - 2.2.1.5. Before recommending a name in honor of an individual, corporate, or commercial entity, institutions must avoid any appearance of commercial influence or conflict of interest by taking additional due diligence. The naming for an individual associated with a corporation should be handled as any naming for an individual.
 - 2.2.1.5.1. Corporate names may be used to designate individual rooms or suites of rooms, as well as endowed chairs and professorships. Plaques in public spaces within buildings may recognize the contributions of corporations. The size, design, and wording of plaques and other signs that acknowledge corporate generosity and express institutional appreciation should be modest in size and appropriate to the public university or school setting.
 - 2.2.2. The urgency or need for the project or program, or continuing support for the program,
 - 2.2.3. The standing of the individual, family, or entity in the community or profession,

- 2.2.4. The nature and duration of the relationship of the proposed honoree to the university.
- 2.3. Prior to recommending to the Board the naming of a facility or programmatic unit for a person, family or organization, the president or superintendent shall have a reasonable assurance that:
 - 2.3.1. The proposed name will bring additional honor and distinction to the institution,
 - 2.3.2. The recognition implied by the naming is appropriate for the behavior exhibited by the individual, family, or organization, and
 - 2.3.3. Any philanthropic commitments connected with the naming can be realized.
- 2.4. A name will generally ~~be effective for~~ not extend beyond the useful life of the facility or the designated use of the area. If a facility must be replaced or substantially renovated, or the use of an area re-designated, it may be named for a new ~~donor~~ person, family, or organization, subject to the specific terms and conditions set forth in any gift agreements related to the prior naming action.
- 2.5. Under ordinary circumstances, serving Regents, elected officials, and institution employees are not eligible for a naming.
- 2.6. The Board may make exceptions to the standards and practices ordinarily required under this policy where, in its discretion, circumstances justify such departures to serve what it deems to be the best interests of the particular school or university or the system.
- 2.7. A naming conferred in recognition of a pledge is contingent on fulfillment of that pledge and will be approved on that condition.
- 2.8. If the institution proposes to change the function of a named facility or area, it must document the review of related gift agreements to determine if the proposed use is consistent with the restrictions that may have been previously stipulated. If the proposal for change in use is inconsistent, the institution shall consult with the General Counsel.
- 2.9. Notwithstanding any contractual provision to the contrary, if at any time following the approval of a naming, circumstances change substantially so that the continued use of that name may compromise the public trust, the Board may authorize an institution to discontinue use of the name.

FORMS / APPENDICES:

[Naming Request Form](#)

SOURCE:

BOR June 1994, formerly Board Policy 6:10 (Naming of Campus Facilities); BOR August 2006; June 2017 (Clerical); BOR December 2021.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

REVISED
AGENDA ITEM: 7 – O
DATE: May 10, 2022

SUBJECT

BOR Policy 4:49 Revisions – Multi-Year Employment Contracts (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:49](#) – Multi-Year Employment Contracts

BACKGROUND / DISCUSSION

BOR Policy 4:49 was implemented in March of 2016, at which time the catalyst for the policy was NCAA Division I head coaches. Consequently, the discretion to enter into multi-year coaches' contracts was limited to only those head coaches and athletic directors at the NCAA Division I level. Since that time, the market for collegiate coaches has continued to evolve, eroding the merits of the initial distinction in policy between NCAA Division I head coaches and other collegiate head coaches.

The proposed revisions to BOR Policy 4:49 simply strike the applicable references to "NCAA Division I", effectively leaving the multi-year contract option open for all head coaches and athletic directors within the system, assuming the other policy requirements are otherwise met.

IMPACT AND RECOMMENDATION

The proposed revisions to BOR Policy 4:49 remove the NCAA Division I requirement for multi-year contracts for head coaches and athletic directors, making the option available for head coaches and athletic directors at any level.

Staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:49 – Multi-Year Employment Contracts

DRAFT MOTION 20220510_7-O:

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of the proposed revisions to BOR Policy 4:49, as presented in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Multi-Year Employment Contracts

NUMBER: 4:49

A. PURPOSE

To allow multi-year employment contracts for the positions identified in this policy. Employment contracts for the positions identified in this policy may be offered for a term of one or more years up to the maximum term allowed by this policy.

In the event of a termination for convenience by the University, any early termination payout shall be paid from the University's unrestricted, non-unappropriated funds.

B. DEFINITIONS

1. **University:** Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, and the University of South Dakota.
2. **President:** The chief executive officer of a SD Board of Regents university.
3. **Unrestricted non-appropriated funds:** Funds received from tuition and fees, indirect cost recovery, campus auxiliary operations and enterprises, and other miscellaneous sources.
4. **Guaranteed Supplemental Compensation:** Compensation that is contractually guaranteed, but not included in the contractual base salary.

C. POLICY

1. Multi-Year Employment Contracts for ~~NCAA Division I~~ Head Coaches and Athletic Directors

The President of an institution may offer to enter into, or renew, subject to approval by the Board of Regents, a contract for the services of non-faculty exempt ~~NCAA Division I~~ Head Coaches and ~~one NCAA Division I~~ Athletic Directors for a term of more than one year, but not more than five years, except that such contracts may extend beyond five years by the minimum amount of time required to align it with the fiscal year calendar.

2. Multi-Year Employment Contracts for University Presidents

The South Dakota Board of Regents may enter into, or renew, a contract, for the services of University Presidents for a term of more than one year, but less than four years.

3. Multi-Year Employment Contract Requirements

All employment contracts shall define the entire employment relationship between the Board of Regents and the employee, and may incorporate by reference applicable Board of Regents and institutional policies and rules, and applicable law.

3.1. Multi-year employment contracts will only be considered when required to retain or compete for an employee.

3.1.3.2. All multi-year employment contracts for the services shall follow the Board approved model contract that corresponds to the position type. Should there be any proposed deviations from the Board-approved model contract, such proposed deviations shall be clearly and specifically identified.

3.2.3.3. Multi-year employment contracts submitted for Board approval shall include the following supporting documentation:

3.2.1.3.3.1. Base salary and guaranteed supplemental compensation;

3.2.2.3.3.2. All supplemental compensation incentives and their monetary value;

3.3.3. Base salaries, guaranteed supplemental compensation and incentive payments of similar positions from peer institutions (for institutional presidents) or conference institutions (for ~~NCAA Division I~~ Head Coaches and ~~NCAA Division I~~ Athletic Directors).

3.2.3.3.3.4. An explanation of the market factors necessitating the multi-year employment contract.

3.2.4.3.3.5. A summary of all current University multi-year contracts, including remainder of terms and compensation obligations in the event of a termination for convenience by the University.

3.2.5.3.3.6. A summary by account of all uncommitted, unrestricted non-appropriated funds that would be available for a termination for convenience payout.

3.2.6.3.3.7. The ratio between the uncommitted, unrestricted non-appropriated funds and the liability of a termination for convenience by the University on the largest potential multi-year contract payout.

FORMS / APPENDICES:

None

SOURCE:

BOR March 2016; BOR October 2018.