BOARD OF REGENTS
MINUTES OF THE MEETING
May 10, 2022

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ADJOURN
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-I. 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-I. 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.
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.

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.
## FY23 Non-Faculty Exempt Salary Analysis

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## FY22 Non-Faculty Exempt Salary Analysis

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**ATTACHMENT I**
## FY23 Faculty Salary Analysis

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## FY23 Non-Faculty Exempt Salary Analysis

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## FY23 Faculty Salary Analysis

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South Dakota State University
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APPROVE THE FOLLOWING TENURE AND/OR PROMOTION REQUESTS FOR THE FOLLOWING FACULTY MEMBERS:

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### SOUTH DAKOTA STATE UNIVERSITY

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### UNIVERSITY OF SOUTH DAKOTA

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UNIVERSITY OF SOUTH DAKOTA (CONTINUED)

Promotion: Scott Mollman
Laura Rose
Hannah Haksgaard
Ann Tweedy
Chelsea Wesner
Sabina Kupershmidt
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
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<td>Jianli Qi</td>
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<td>Permanent Additional Duties</td>
<td>$53,104.00</td>
<td>$48,276.00</td>
<td>10.0%</td>
<td>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.</td>
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<td>Bryan Peterson</td>
<td>Assistant MBB Coach</td>
<td>5/1/2022</td>
<td>Retention/Market</td>
<td>$90,000.00</td>
<td>$72,396.00</td>
<td>24.3%</td>
<td>JUSTIFICATION: SDSU would like the ability to counteroffer to retain Bryan Peterson. 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 also been contacted by St. Cloud State University for a position of head coach with a salary of approximately $119,000 (total comp &amp; 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 program’s success from coaching and recruiting.</td>
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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
- Bishop, Kasaundra
- Cordell, Hope
- Crandall, Rene
- Dokken, Renae
- Feldt, Nikolas
- Gonzalez Jr., Eladio
- Harris, Chandra
- Rank, Gary
- Schack, Elizabeth
- Sowers, (James) Clark
- Whartman, Amanda
- Wiedrick, Shannon

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

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

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

### BACHELOR OF SCIENCE
- Ahmed, Tasbeer
- Ahrendt, Kaelynn
- Amaral, Crystal
- Andersen, Josie
- Arthur, Kolton
- Barraclough, Ellie
- Beacom, Ashlee
- Beck, Kristine
- Big Eagle, Eric
- Bill, Dakota
- Blomberg, Jennifer
- Bolton, Ty
- Bonham, Xavier
- Booth, Haley
- Brand, Joel
- Brecht, Julie
- Brooks, Sage
- Bucks, Abigail
- Budmayr, Fallon
- Christensen, Bryce
- Christensen, Taylor
- Chu, Nga Man
- Chytka, Haley
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# Black Hills State University
## Graduation List
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### BACHELOR OF SCIENCE IN EDUCATION

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## Black Hills State University
### Graduation List

**MAY 2022**

### Master of Arts in Teaching
- Hamann, Alysha
- Owens, Hope

### 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
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Spring & Summer Graduates, Class of 2022
Dakota State University

ASSOCIATE OF ARTS
Sarah K. Baumberger         Melanie O. Little Wounded  Catherine Rose Stagliano
Marissa L. Jensen           Walker Douglas Olivier       Jordan Wickstrom
Katrina Jaylene Kauffman    Reece Scott Schulte

ASSOCIATE OF SCIENCE
Katelyn A. Bedient          John M. Helland            Tresa Ranee Monteith
Brandon E. Bruger           Tara L. Jorgensen          Caleb LeRoy Nielsen
Karissa Ann Busser          Danielle Sue Lien         Bernard Thomas O'Neill
Kayla Jane Cook             Miles P. Livermont         Zachary Brian Rohrbach
Ahmed Hasan Falih           Zachary B. Loo             Daniel L. Romero
Cody Gilbertson             Cody Mayer                 Franklin Joseph Ryland
Nicole Harming              Tiffany M. Messick        Shaly Caye Werdel

BACHELOR OF BUSINESS ADMINISTRATION
Erica Lynn Anderson         David Douglas Kirby         David James Ruddy Jr.
Catherine N. Anthony        Justin K. Mettling           Seth Sando
Morgan Miranda Lousia Dalluge Brent Stuart Miller       Solomon Shahan
Josh Giles                   Wyatt Minion               Kristin Tassler
Josh Goeden                 Joshua C. Pauley            Steven D. Tow
Landon D. Hoard             Cameron H. Pitts            Andrew Tverberg
Blaine Humann               Bobby Adam Punt            Brady Van Holland
Brook Inisco                Danielle R. Putnam         Marcus VandenBosch
Kelly Jennings               Kylie Randall              Ben Von Wald
Chelsea Kerkvliet            David M. Rice

BACHELOR OF GENERAL STUDIES
Noah Robert Angstadt        Brooke J. Gortmaker         Qua Johnson
Connor Castner              Nicholas Cody Hayden       Morgan K. Koepsell
Brenner Jon Furlong

BACHELOR OF SCIENCE
Joseph Abbott                Paige Bennett              Luke Christensen
Mason M. Allam               Taylor A. Blenner         Jacia Anne Christiansen
Rebekah Lynn Amussen         Hunter Boelz               Steven R. Clark
Katherine M. Badillo         Drake Booth                Brittany M. Cool
Cashlin Barbour             Keinen Richard Bousquet    Roman C. Cooley
Ernst Stephen Pablo Bateman  Zach Tyson Boyle          Calvin Luke Courtney
Daniel D. Bauer              Kyle Bruening              Jeanine G. Dashiel
Carson Beaner                Nicholas M. Camp           Max C. Davis
Trevor John Belaen           Vincent Campbell          Stephanie DeAmelia
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Benjamin Jay Wilson  Levi F. Wixon  Sol Zona
Charles J. Wittrock  Megan Jo Zephyr

BACHELOR OF SCIENCE IN EDUCATION

Tara J. Aslesen  Kayla Marie Kappler  Hunter T. Sanford
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May 7, 2022

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Abigail Irene Ashton
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Maria Luisa Jose Avila Ibarra
Solomon Steven Bach
Jordan Joseph Belka
Tava Jeanne Berg
Christina Marie Beusch
Seth Clay Brewer
Ashley Marie Bruzek
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Caleb Daniel DeBoer
Scott Patrick Diede
Connor Gabrielle Doran
Brandon Michael Dorshak
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Peyton Alexandra Ellingson
Payton Carter Eue

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Kelsey Gaulrapp
Farin Bernadette Gillissen
Rachel Ann Guthmiller
Michele Jo Lee Hagenlock
Zoe Alexandria Hardwick
Jackson James Harrison
Callie Rose Heath
Breanna Kaylin Insani
Chase Remington Jacobs
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Shaunay Maray Jones
Kylie McKenzie Kassube
Jacob Charles Kornmann
Kelsey Merilyn Kuo
Zachary Aldei Lanier
Brynne Renee Larvie
Caden Michael Maciejewski
Megan Malsam
Jessica Marie Martinez-Perez
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Jordan C. Menken
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Makenna Audrey Petersen
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Connor Warren Stubbe
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Bailey Jean Richter

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Jordyn Lynne Sterud
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Isaiah James Vilhauer
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Dillon Jensen
Lar Eh Paw
Sara Julia Taylor

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Megan Malsam
Drew Craig Talberg
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Dante Sergio Colicheski
Brandon Lee Heim
Livia Grace Inches
Zachary Aldei Lanier
Megan Elizabeth Mooberry
Michael Joseph Stubbs
Stephanie Joy Vanden Hoek
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South Dakota State University
Spring 2022 Candidates

DOCTOR OF PHILOSOPHY

Albert Aidoo          Katelyn Hurley          Md Sajjadur Rahman
Ahmad Alhomodi        Tanveer Hussain         Michael Robben
Ahmed Charif          Prajaktta Jadhav        Rifat Sultana
Nabin Dangal          Pratik Katwal          Chaitanya Valiveti
Bikram Das            Anil Kommineni         Jaya Yakha
Krishna Ghimire       Susan Kroger            Jinfeng Zhang
Renan Guidini

DOCTOR OF NURSING PRACTICE

Brooke Buum           Elizabeth Paul          Mariah Suess
Amanda Goblish        Hayley Rasmussen        Rebecca Taffe
Allison Hatcher       Ashley Regimbal         Laura Thomas
Dana Huether          Karl Sanyour            Lexi Tuholsky
Kary Johnson          Marie Schone

DOCTOR OF PHARMACY

Mason Arndt           Kaisa Fuerst            Makayla Kroeplin
Julia Beethe          Joscelin Givens         Maci Kruisselbrink
Ashley Bernardy       Quinten Glass           Ashley Lacey
Allison Bich          Grace Goehring          Tyler Leng
Zachary Birchem       Nathan Graves           Shawntessa Lester
Abigayle Blanchette   Lisa Greene             Jacob Lieberg
Kayla Brady           Sean Grosklags          Dusan Mirkovic
Briana Brandt         Hannah Haaland          Anna Mohr
Tate Broksieck        Lizzy Hagen             Dustin Moon
Emma Brumfield        Grace Heikens            Benjamin Ostebee
Breanna Brungardt     Ashley Hoffman          Kayla Pardy
Shelby Buller         Connor Holm             Victoria Peta
Mackenzie Carlbom     Kylie Horstman           Alexandra Peters
Ethan Case            Tannika Ingalls         Taylor Pies
Caitlin Daly          Aleesha Jantzen          Kirstyn Polasky
Ramsey Dehaan         Autumn Klaudt           Bethany Robasse
Ashley DeSmet         Hailey Kloiber          Mariah Roemen
Sarah Eich            Brittany Kludt           Morgan Sandersfeld
Elizabeth Emerson     Amelia Koster           Maggie Scheffler
Jhett Finkbeiner      Kiera Kraemer            Madalyne Schuldt
Paul Schwasinger  Kamryn Storm  Chad White  
Michelle Sestak  Allie Thompson  Caleb Whitmyre  
Taylor Severson  Jordan Thompson  Gabrielle Zantow  
Jacob Steckelberg  Derek Timm  Denisse Zepeda  
Bridget Stewart  Anthony True

**MASTER OF ARCHITECTURE**

Brakken Bierl  Nathaniel Krueger  Mitchell Schlingman  
Levi Brausey  Dakota Mathews Schmidt  Tyson Vogt  
Taylor Duerr  Dorcas Omilabu  Rebecca Woytaszek  
Jacob Fleming  Stuart Plimpton  
Joseph Kenny  Mahmoud Sadek

**MASTER OF ARTS**

Beatrice Benson  Morgan Janisch  Sarah-Michele Weaver  
Haley Greer  Jadah Morrison  Emma Williams  
Jordan Heisler  Alayna Steckelberg

**MASTER OF EDUCATION**

Kailee Brock  Shelbe Jarrett  Sabre Skjervem  
Alaina Corgard  Alaina Kauffman  Atlanta Stockberger  
Tyana Gottsleben  Nur Islamiah Mohamad  Kristin Stuckey  
Christi Hendrickson  Fuad  Melisa Zaug  
Michael Hulstein  Brenna Rubendall-Lavoy

**MASTER OF ENGINEERING**

Joshua Gross  Steffen Stoutamire

**MASTER OF MASS COMMUNICATION**

Richard Hughes  Deema Patterson  
Colton Nickelson  Jamie Reed

**MASTER OF PUBLIC HEALTH**

Jace Balbach  Ivy Ghandour
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BACHELOR OF SCIENCE IN NURSING

Ameem Alam
Emma Anderson
Marinda Archer
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Julia Berggren
Jessica Berndt
Carolyn Blaha
Oluwatunmise Bolaji-Oyenekan
Sarah Bradley
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Brielle Cords
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Lilly DeCook
Alecia Dolan
Morgan Ducheneaux
Regina Ehlman
Jacqueline Eichler

Avery Emmans
Norman Englert
Cooper Fox
Melissa Fromm
Amada Garner
Shelby Garoute
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MaKayla Gee
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Katelyn Hauth
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Lana Johnston
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Nicole M. Glasgow
Logan T. Hale
Joshua D. Houy
Young A. Kim
Jordan H. Kramer

Robert M. McCall
Kelley A. McCubbin
Nicholas J. Pekas
Rachel J. Post
Elizabeth K. Sterling
Renata J. Surette
Alison M. Vogelsang
Hannah G. Wollenzien

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Dustin E. Hinckley
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Valeriah R. Big Eagle
Kathryn R. Blaha
Tammi D. Haverly
Katie P. Kroeze
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Jessica L. Pomerene
Nicole D. Schutter
Valerie K. Seales
Lamont A. Sellers
John M. Williams

Doctor of Audiology

Brett M. Heuer
Corrine E. Reeves

Madeline S. Sicora
Desiree V. Su
Doctor of Occupational Therapy

Carissa M. Adams
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McKenze C. Carlson
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Landon L. Withrow
Albert Wu

Juris Doctor

Joshua M. Anderson
Chesney M. Arend
Anthony Baudler
Joshua J. Baumgart
Kalei A. Bjorklund
Samantha J. Bot
Tyler A. Bradley
Brett Bradshaw
Madelyn M. Braun
Patrick W. Brinkman
Specialist in Education

Talya J. Aasen
Kari B. Abelseth
Heidi S. Aderhold
Alex J. Anderson-Kahl
Karliana N. Clement

Hannah M. Draayer
Eric D. Elder
Brett M. Flemmer
Keith Flemmer
Allise L. Free
Master of Arts

Michael M. Abbott
Courtney Barnes
Amy N. Beasley
Heather Berdahl
Tunisia T. Billings
Michael L. Bliss
Courtney A. Carmody
Chase T. Casper
Phoenix E. Choal
Victoria L. Conner
Alex S. De Vries
Anneliese J. Donstad
Alisha L. Elder
Kelli J. Erickson
Jordan S. Esmay
Hannah B. Faiman
Jacob M. Ferdinand
Megan E. Hannemann
Mikaela R. Haskell
Jacqueline M. Hendry
Sierra A. Heppler
Stephen C. Hillis
Haley R. Hoffman
Christopher J. Hoover
Diana R. Humble
Brooke M. Jackson
Sarah D. Jager
Stefanie N. Johnson
Mikayla M. Kappenman

Brittany L. Kneebone
Hosea Y. Kost
Sabrina A. Luttig
Clara A. Macilravie-Canas
Nalini Maharajh
Miranda J. Marron
Michael T. Mehlbrech
Michaela C. Miller
Abigail M. Ostrem
Megan L. Otten
Joseph A. Schmidt
Mary Jo Schroeder
Kassidy Simmons
Hannah O. Sjerven
Hannah O. Sjerven
Samantha K. Slaughter
Tiyah R. Spaans
Sydney N. Stamatovich
Marissa A. Tuttle
Kaitlyn M. Von Rump
Marissa S. Waldner

Grace M. Ward
Blake E. Warner
Kerri L. Watchorn
Claire L. Weatherwax
Alayna P. West
Jonathan D. Wieger
Nicole Worley
Tyler J. Zenz
Master of Business Administration

Dakota J. Brunsman
Emily A. Chiarello
John D. Cronin
Makenzie M. DeLozier
Austin J. Felts
Rochelle Grambihler
Benjamin D. Hammer
Francis J. Hart
Alexander J. Hegg
Taite C. Heinz
Hannah K. Hunt
Justin D. Jones
Jessica N. Lamfers
Nicholas R. Lubbers
Sara D. Lum
Gregory E. Malmedal
Jason D. McLaughlin
Kylie J. Miller
Seth W. O'Dea
Jesa L. Pace
Jacob R. Parsons
Haley A. Pederson
Joshua D. Pete
Austin S. Price
Michelle B. Priest
Parker B. Rew
Artur R. Rodrigues
Kyle J. Schluttner
Taylor J. Schultz
Delaney E. Schuttler
Ethan G. Weber
Melanie A. Wilson
Derek J. Wolterman
Nicholas W. Young

Master of Fine Arts

Natalie L. Higgason
Yazmin R. Moktan
Casey B. Paradies
Sonia O. Perea-Morales

Master of Music

Vaughan M. Hennen
Christopher S. Iverson
Kayla J. Kaltenbach
Lucas S. Most
Brandon D. Sterling
Nathan L. Van Den Oever

Master of Professional Accountancy

Benjamin E. Boehrns
Noah J. Brown
Executive Master of Public Administration

Joshua R. Gaines
Bradley Neel

Master of Public Administration

Thomas H. Maher
Gianna M. Miranda
Benjamin A. Schmunk

Master of Public Health

Mayada N. Alazzawi
Irene T. Arango Gomez
Beth N. Bruggeman
Amanda L. Carpio
Marianne Durr

Sylvia A. Lasley
Jean A. Mitchell
Rebecca D. Pulse
Suzanne D. Reuter
Minga C. Vargas
Master of Science

Harjyot Athwal
Madalyn C. Bollig
Emily E. Clark
James C. Cooke
Mackenzie L. Decker
Mikala M. Fjerstad
Gwenn L. Harsha
Justin J. Henning
Naveen K. Janarthanam
Colewyn D. Knoblich
Elizabeth D. Leibel
Yanmin Lynch
Lauren A. Miller
Jessica E. Muehlbeier
Nurul Muttakin
Kenneth D. Pinillos
Anna C. Porter
Faith P. Rothenberger
Tyler M. Rousselle
Amena Begum Ruma
Ryan D. Rykhus
Rajan Shah
Ashen Anuradha Suduweli Kondage
Danielle E. Tesar
Rina Thapa
Kudirat A. Thompson
Madeline A. Valentin
Yongjin Yang

Master of Social Work

Abbey L. Aasen
Erin M. Adkins
Mickenna M. Andersen
Shelly Ann
Jill M. Baker
Ashlyn M. Banwart
Kathryn L. Beddow
Jamie L. Block
Sarah A. Borgers
Tashena J. Bronson
Kiley M. Burggraff
Aaron W. California
Ryan W. Davis
Sharon C. Fancher
Rachel M. Frick
Gail M. Fullerton
Lauren M. Glazier
Sheyenne G. Halstengard
Sonja M. Halverson
BreAnn Haugrud
MaryEllen K. Hilton
Molly A. Huber
Katherine M. Johnson
Melissa L. Johnson
Tyler Johnson
Stephanie M. Klemann
Curstie R. Konold
Cassandra E. Kretsch
Megan L. Kriech
Kyla J. Krogman-Glirbas
Casey M. Kutrip
Sierra J. Marshall
Sierra K. McConnell
Haley M. Michel
Jani L. Moran
Jessica E. Morse
Katrina M. Mulloy
Madeline S. Nooney
Jesse A. Olsen
Jazmin Perez Osorio
Noah L. Otten
Nicholas J. Palko
Alexandra Parra
Alyssa Platt
Madyssen R. Pravecek
Susanne Ridley
Morgan E. Rivera
Lindsay Rogness
Emily C. Ross
Nicole M. Roush
Jenna R. Schelhaas
Shalea A. Schloss
Rachel M. Schnepper
Molly J. Schoenfelder

Michelle J. Sharpe
Tatum R. Soukup
Starla J. Thacker
Maria J. Tinklenberg
Megan B. Van Sloten
Kaycee Verlinde
Amy L. Weyer
Riley L. Wolles

Bachelor of Arts

Baylee N. Abraham
Alexandria N. Allison
Grace N. Anderson
Dylan S. Antaya
Macy M. Bakken
Matthew L. Balk
Kerby R. Barnes
Emma Barton
Maggie J. Beck
Alexzandra C. Bjornson
Nichole K. Boese
Jaden R. Braaten
Anna Marija Bukina
Alexandra J. Buss
Paige A. Button
Katelyn Champion
Isabella L. Ciarico
Hailey S. Clevenger
Alexander E. Cook
Camille I. Cook
Cole M. Davis
Marcus J. Destin
Brayden B. Edwards
Tallon G. Everson
Peyton M. Fox
Sydney M. Fulton
Christopher R. Garver
Makenzee R. Gooley
Taylor R. Graves
Anna M. Harman
Derek M. Hartnett

Bailey M. Hauge
Emma L. Heyen
Jeannie L. Jedlicka
Derek W. Johnson
Parker W. Johnston
Jade J. Jolley
Hannah R. Juelfs
Madeline R. Kipp
Jonah K. Kinkel
Natalie Knoskova
Lanae L. Knight
Sydney R. Knutson
Chandler R. Kolberg
Danielle E. Konechne
Alisha E. Krug
Nathan J. Kucera
Claire M. Kurtz
Kenley R. Lamberty
Philip G. Larson
Carson H. Lee
Gavin J. LeMier
Cansas J. Lepkowski
Alee J. Lewis
Joseph A. Lincoln
Nathaniel Lund
Emily L. Maddox
Ryan D. Mahoney
Cooper S. McGreevy
Alison L. McMahon
Melissa P. Mikkelson
Micah J. Moen
Bachelor of Business Administration

Hermela M. Abraham
Colin M. Adams
Bailey R. Auen
John P. Balleweg
Raymond R. Bares
Kelsey L. Bartges
Zekarias T. Begossa
Nicole W. Bell
Maxwell P. Bent
Randall K. Bevers
Ross J. Block
Max J. Boecker
Trenton S. Bouwman
Brett M. Bowar
Blake T. Brown
Carson R. Buell
Logan Bunkers

Timothy A. Burns
Dylan W. Buys
Brady D. Cameron
Hollyn N. Carlton
Patrick D. Carney
Anna M. Casey
Shay M. Casey
Andrew J. Castle
Emily A. Christensen
Tyson G. Dahler
Logan J. Daul
Cameron M. DeCroock
Elma Delibasic
Makenzie M. DeLozier
Cody R. Dias
Logan J. Donelan
Kimberly Y. Dow
Bachelor of Fine Arts

Matthew G. Alter
Katherine A. Brust
Camille I. Cook
Tasha A. Determan
Casey R. Fay
Taylor L. Gravert
Kylie S. Groves
Amber L. Hoffman
Grace P. Kjelden
Brittnay A. Lewis
Mikayla G. Meyer
Mackenzie L. Moodie
Meghan R. Mount
Bethany M. Phelps

Kimberly M. Ransdell
Olivia J. Rohan
Chloe E. Sand
Jessica C. Schneiderman
Benjamin M. Schultz
Stephanie A. Schwartz
Isaac J. Schweitzer
Mariah A. Seeley
Madeline J. Skillman
Nathan A. Spencer
Claire M. Vetter
Ayden J. Whitney
Dakota J. Wilson
Tyler R. Wilson

Bachelor of General Studies

Mason C. Archambault
Stephanie Barnhill
James D. Binneboese
Rachel M. Burns
Spencer D. Copple
Jadyn A. DeWitte
Miranda M. Fuhrer

Xavier Fuller
Bradley A. Hearst
Rachel L. Heilman
Angela R. Hoeke
Delanee K. Nilles
Carmen O. Pacheco
Isaia P. Paopao
Bachelor of Music

Morgan S. Boeding  
Nicole E. Gerdes  
Dominick B. McClendon  
Emily A. Muirhead

Bachelor of Musical Arts

Emma L. Heyen  
Amanda O. Miller

Bachelor of Science

Katherine P. Adams  
Michaела S. Ahrenholtz  
Madison M. Aldrich  
Ali M. Alkuwayti  
Trevor J. Allen  
Alexis W. Allhiser  
Kelsie M. Anderson  
Michael M. Anderson  
Kaylie D. Andringa  
Haley A. Arens  
Kallo Y. Arno  
Meghan A. Atwell  
Charles E. Babcock  
Garrett T. Bach  
Avery K. Balster  
David M. Barnes  
Charles J. Bean  
Jonathon A. Beck  
Julianna K. Benge  
Alexander J. Bergeson  
DeLaney M. Berke  
Sidney R. Berndt  
Flannery M. Berreth  
Angela J. Bertsch  
Tory J. Bjorkman  
Holly E. Black  
Jake G. Bohnenkamp  
Tiahna R. Bonneau  
Zachary J. Borstad  
Gracie K. Bosch  
Megan M. Boston  
Jessica M. Boutch  
Mariah A. Brandner  
Cora A. Brown  
Brooke R. Bruns  
Katherine A. Brust  
Thuc Dan N. Bui  
Ashlynn R. Burke
Thiery Byishimo
Victoria E. Callegari
Alyssa R. Cam
Keegan R. Campbell
Brayden J. Case
Emily Chov
Brenden T. Christensen
Madison L. Christensen
Kylie N. Christiansen
Callie Clark
Mara J. Clark
Bryan W. Clements
Carli S. Cobler
Connor Y. Corcoran
Dawson C. Cork
Julia L. Cornell
Cailee A. Cuny
Kelly L. Dahlhoff
Isabelle I. Davenport
Caden L. DeLay
Shaina C. Determan
Lam H. Diep
Gabrielle A. Drapeau
Devin A. Dreesen
Leah E. Drengenberg
Collin J. Drey
Cloe R. Droegmiller
Hanna C. Dugue
Elizabeth A. Duncan
Lauren J. Eamiguel
Kaitlyn A. Egner
Morgan M. Eikanger
Autumn A. Eirinberg
Halston L. Evans
Isabel N. Fairbanks
Telishia L. Farley
Lindsay R. Farrell
Drake M. Farrokhi
Erin A. Fine
Samantha M. Frickson
Braden R. Gage
Tobias R. Gall
Madelynn R. Gartner
Yeelor M. Gbalea
Lalise F. Gemeda
Alison A. Gisi
Ella G. Goeldner
Rodrigo Meza Gonzalez
Saige M. Gourneau
Belle E. Grady
Sadie N. Green
Rachel D. Greiner
Chandler R. Grosenheider
Destiney R. Haak
Kendra A. Hammerschmidt
Sierra M. Hansen
Hannah J. Hanson
Kaylee M. Hanson
Timothy W. Hartman
Brynn M. Hass
Paige E. Heckenlaible
Joshua E. Henderson
Jessica L. Hicks
Jada M. Hirsh
Clara T. Ho
Tess C. Hokanson
Kendal R. Hook
Hannah A. Hovel
Chase B. Howe
Morgan A. Hughes
Rachel M. Huling
Kendra A. Hunter
Sean K. Husman
Kyle T. Ireland
Aliyah V. Jackson
Kellyn L. Jackson
Megan M. James
Taylor D. Janovy
Jacob M. Jeffcoat
Nicole T. Jenkins
Alexis D. Jensen
Beverly R. Johnson
Bailie R. Johnson
Bret J. Johnson
Tessa A. Johnson
William A. Johnston
Madyesen N. Jones
Chad D. Jones
Schylar L. Juffer
Kallie J. Jurgens
Drew L. Kaitfors
Max W. Kammerer
Kacy C. Kamphoff
James S. Kelley
Jennifer C. Kennedy
Madeleine R. Sable
Jackson L. Sadler
Brady P. Samuelson
Micah J. Schaefbauer
Erica L. Schaefer
Elizabeth L. Schenkel
Zachary S. Schild
Maya R. Schmidt
Emily L. Schnell
Erin E. Schnetzer
Sydney E. Schorg
Sophie L. Schriver
Paige C. Schroeder
Nathan C. Schultz
Bess C. Seaman
Kara M. Sears
McKinley R. Seifert
Rachel M. Sestak
Jordyn L. Sholes
Karen V. Simon
Madison R. Sippel
Mandy J. Sitzmann
Xavier J. Sneve
Cheyenne E. Springer
Cameron S. Steen
Nathan A. Stoffel
Natalie R. Strei
Kynsee L. Stricherz
Rylen W. Sudrala
Jessie T. Sullivan
Quentin E. Sullivan
Jessica J. Symens
Kylea N. Tallbear
Noel A. Taschner
Benjamin J. Tegethoff
Nathaniel W. Terveen

Kianna L. Thelen
Emily S. Theroux
Alicia M. Thompson
Brady T. Torborg
Hannah R. Tysdal
Taylor J. Uithoven
Keaton J. Van Roekel
Ciana N. Violet
Jaren L. Voss
Marco A. Walker
Megan C. Warner
Courtney M. Waterbury
Abigail J. Weideman
Vanessa A. Weigel
Rebecca A. Weiland
Joshua M. Weisbrod
Anastasia L. Weissenberger
Tobie J. Welch
Logan A. Wemhoff
William Whitaker
Samantha E. Whitting
Madison C. Wieck
Kira J. Wilde
Madalynn J. Wirkus
Darrin R. Witt
Geneva G. Wollman
Sierra G. Wollmann
Jacob C. Won
Casey N. Woods
Josephina Wright
Nicholas J. Yazbeck
Carter Yungwirth
Marlene Zamora-Ruiz
Brianna L. Zens
Brianna N. Zimmer
Kyle S. Zimmer
Sarah D. Zimmerman

Bachelor of Science in Education

Jessalyn C. Andela
Max D. Anderson
Jonathan E. Bader

Brianna M. Bautista
Summer A. Brinkman
Grace C. Cihak
Joshua A. Crabtree
Taylor A. Davis
Megan N. Dreger
Kailee G. Duncanson
Kaden R. Elder
Madison M. Elliott
Lucas H. Ferdinand
Caroline A. Flannery
Sydnie D. Fletcher
Cassie R. Hansen
Victoria M. Hansen
Sarah E. Heilesen
Samuel C. Heitzman
Emily A. Higgins
Jordyn R. Huber
Justin T. Jensen
Riley P. Johnson
Sierra L. Juffer
Bailey E. Kahle
Bailey L. Kahler
Kaitlyn M. Kaiser
Alexander M. Keen
Allison L. Kenney
Alisa A. Larsen
Carter E. Larson
Caytlin H. Lee
Kendall Leichtenberg
Jakob L. Limmer
Karli J. Maske
Kwincie D. Maynard
Madison R. McClure
Morgan L. McNew
Lindsey M. Meikle
Quinn E. Merriam
Libby A. Moore

Bachelor of Science in Nursing

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

Ashley D. Munk
Devon J. Myers
Kaylee M. Namken
Tyra R. Nance
Paige M. Nichols
Brandon M. O’Connell
Sarah K. Parks
Karissa M. Paulsen
Alexa L. Phillips
Carlee A. Popma
Wesley J. Privett
PresLeigh M. Pry
Trevor T. Rehurek
Anna M. Reifenrath
Alexandra S. Rosacker
Avery A. Sage
Halie S. Schwartz
Jessica M. Seekings
Paige A. Semmler
Bridget M. Singer
Katelyn M. Smith
Sydney L. Stallinga
Sawyer S. Sterud
Treyla B. Tucker
Bryce K. VanDenHoek
Hailey E. Wait
Jacob P. Waymire
Matthew A. Wegener
April A. Will
Courtney R. Wilson
Bethany G. Wynia
Ranee N. Yetts
Noah A. Youngberg
Kelsie G. Zimmerer

Andrea Archambeau
Monica C. Arens
Trevor J. Axtell
Emma M. Barnes
Hannah J. Best
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
16: Closed; Martin Luther King, Jr. Day Holiday Observed
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
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)
|          | S | M | T | W | T | F | S          |          | S | M | T | W | T | F | S          |          | S | M | T | W | T | F | S          |
| JULY     |   |   |   |   |   |   | 1          | 2         |   |   |   |   |   |   | 3          | 4         |   |   |   |   |   |   | 5          | 6         |   |   |   |   |   |   | 7          | 8         |
| AUGUST   | 3 | 4 | 5 | 6 | 7 | 8 | 9          | 10        | 11| 12| 13| 4 | 5 | 6 | 7          | 8          | 9 | 10        | 11        | 12 | 13| 14| 15 | 16 | 17 | 18         | 19         |
| SEPTEMBER|   |   |   |   |   |   | 1          | 2         |   |   |   |   |   |   | 3          | 4          |   |   |   |   |   |   | 5          | 6          |   |   |   |   |   |   | 7          | 8          |

| OCTOBER  |   |   |   |   |   |   | 2          | 3         |   |   |   |   |   |   | 4          | 5         |   |   |   |   |   |   | 6          | 7         |
| NOVEMBER | 2 | 3 | 4 | 5 | 6 | 7 | 8          | 9         | 10| 11| 12| 4 | 5 | 6 | 7          | 8          | 9 | 10        | 11        | 12 | 13| 14| 15 | 16 | 17 | 18         | 19         |

| DECEMBER |   |   |   |   |   |   | 1          | 2         |   |   |   |   |   |   | 3          | 4          |   |   |   |   |   |   | 5          | 6          |   |   |   |   |   |   | 7          | 8          |

| JANUARY  |   |   |   |   |   |   | 1          | 2         |   |   |   |   |   |   | 3          | 4          |   |   |   |   |   |   | 5          | 6          |   |   |   |   |   |   | 7          | 8          |
| FEBRUARY |   |   |   |   |   |   | 2          | 3         |   |   |   |   |   |   | 4          | 5          |   |   |   |   |   |   | 6          | 7          |   |   |   |   |   |   | 8          | 9          |
| MARCH    |   |   |   |   |   |   | 1          | 2         |   |   |   |   |   |   | 3          | 4          |   |   |   |   |   |   | 5          | 6          |   |   |   |   |   |   | 7          | 8          |

| APRIL    |   |   |   |   |   |   | 2          | 3         |   |   |   |   |   |   | 4          | 5          |   |   |   |   |   |   | 6          | 7          |   |   |   |   |   |   | 8          | 9          |
| MAY      |   |   |   |   |   |   | 2          | 3         |   |   |   |   |   |   | 4          | 5          |   |   |   |   |   |   | 6          | 7          |   |   |   |   |   |   | 8          | 9          |

| JUNE     |   |   |   |   |   |   | 1          | 2         |   |   |   |   |   |   | 3          | 4          |   |   |   |   |   |   | 5          | 6          |   |   |   |   |   |   | 7          | 8          |

**AUGUST 2-3:** New Staff On Duty; Orientation Days

**AUGUST 4:** Returning Staff On Duty

**SEPTEMBER 5:** Labor Day Holiday

**SEPTEMBER 12-14:** SFWR Evaluations

**SEPTEMBER 27-29:** Professional Days

**OCTOBER 10:** Native American Day Holiday

**OCTOBER 24-26:** SFWR Evaluations

**NOVEMBER 11:** Veterans Day Holiday

**NOVEMBER 24:** Thanksgiving Holiday

**DECEMBER 5-6:** Sioux Falls Evaluations

**DECEMBER 26:** Christmas Holiday

**JANUARY 2:** New Year's Day Holiday

**JANUARY 16:** Martin Luther King, Jr. Holiday

**FEBRUARY 6-8:** SFWR Evaluations

**FEBRUARY 20:** Presidents' Day Holiday

**FEBRUARY 28-MARCH 2:** Professional Days

**APRIL 3-5:** SFWR Evaluations

**APRIL 10:** Easter Monday

**MAY 23:** Last Day

**MAY 29:** Memorial Day Holiday

**JUNE 19:** Juneteenth Holiday

**JUNE 12-13:** Midwest Conference on Deaf Education MWCDE
I move to approve the request of SDSBVI for continued membership in the South Dakota High School Activities Association.
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.

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
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.

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR:</td>
<td>Individualized Studies</td>
</tr>
<tr>
<td>DEGREE:</td>
<td>Bachelors of Science</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>24.0199</td>
</tr>
<tr>
<td>SPECIALIZATIONS:</td>
<td>None</td>
</tr>
<tr>
<td>IS A SPECIALIZATION REQUIRED (Y/N):</td>
<td>No</td>
</tr>
<tr>
<td>DATE OF INTENT TO PLAN APPROVAL:</td>
<td>12/7/2021</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>General Studies</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>DGENS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>General Studies</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>DGES</td>
</tr>
</tbody>
</table>

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

AAC Form 2.9 – DSU BS in Individualized Studies
(Last Revised 04/2021)
1. What is the nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.

The 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. 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%. 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%

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of all students will change their major during the course of their college career. 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. 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. 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. 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. 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.
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.

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

<table>
<thead>
<tr>
<th>Individualized Major</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>System General Education Requirements</td>
<td>30</td>
<td>25%</td>
</tr>
<tr>
<td>Major Requirements</td>
<td>48</td>
<td>40%</td>
</tr>
<tr>
<td>Free Electives</td>
<td>42</td>
<td>35%</td>
</tr>
<tr>
<td>Degree Total</td>
<td>120</td>
<td>100%</td>
</tr>
</tbody>
</table>

Required Support Courses Outside the Major

None

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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.

AAC Form 2.9 – DSU BS in Individualized Studies
(If Revised 04/2021)
Major Requirements

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>105</td>
<td>Introduction to Computers</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>Choose one course from the following three courses</td>
<td></td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CIS</td>
<td>123</td>
<td>Problem Solving and Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td>130</td>
<td>Visual Basic Programming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>150</td>
<td>Computer Science I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>300-499</td>
<td></td>
<td>Depending upon student’s individualized program of study</td>
<td>21*</td>
<td>No</td>
</tr>
<tr>
<td>100-499</td>
<td></td>
<td>Depending upon student’s individualized program of study</td>
<td>18*</td>
<td>No</td>
</tr>
<tr>
<td>GS</td>
<td>491</td>
<td>Independent Study: Capstone</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total 48</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Same as in the text of the proposal)</td>
<td>CMST 101</td>
</tr>
<tr>
<td>Demonstrate effective oral and written communication</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate problem-solving and critical thinking skills</td>
<td>X</td>
</tr>
<tr>
<td>Be knowledgeable and proficient in computer literacy.</td>
<td></td>
</tr>
<tr>
<td>Demonstrate their proficiency in scholarly writing and applying conventions of appropriate style manuals (MLS, APA, ASA).</td>
<td>X</td>
</tr>
<tr>
<td>Demonstrate proficiency in marketing themselves for employment which fits their professional and career goals.</td>
<td>X</td>
</tr>
<tr>
<td>Additional learning outcome(s): 10</td>
<td></td>
</tr>
</tbody>
</table>

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.

AAC Form 2.9 – DSU BS in Individualized Studies
(Updated 04/2021)  
106
Studies degree where they would have flexibility in course selection and not need to complete their prescribed 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.

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimates</td>
<td>FY 22</td>
<td>FY 23</td>
<td>FY 24</td>
<td>FY 25</td>
</tr>
<tr>
<td>Students new to the university</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
</tbody>
</table>

_AAC Form 2.9 – DSU BS in Individualized Studies_  
_Last Revised 04/2021_
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)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td>Choose an item. Choose an item.</td>
</tr>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>No</td>
<td>If yes, identify institutions:</td>
</tr>
</tbody>
</table>

AAC Form 2.9 – DSU BS in Individualized Studies  
(Least Revised 04/2021)
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.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Reallocate existing resources</th>
<th>Development/Start-up</th>
<th>Long-term Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

Apply for external resources

If checking this box, please provide examples of the external funding identified below.

No

Ask Board to seek new State resources

Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

No

Ask Board to approve a new or increased student fee

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:

AAC Form 2.9 – DSU BS in Individualized Studies
(Release Revised 04/2021)
☐ 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.
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.
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

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td></td>
</tr>
</tbody>
</table>

B. Required Courses in the Minor

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

*Do not include current fiscal year.
### Prerequisites for Course - Include credits for prerequisites in subtotal below.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>DCOM</td>
<td>428</td>
<td>ASL I</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>DCOM</td>
<td>429</td>
<td>ASL II</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>DCOM</td>
<td>496</td>
<td>Practicum/Field experience</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ELED/SEED</td>
<td>470</td>
<td>P-12 Literacy Methods for English Language Learners</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.

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

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
<th>Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery</td>
<td>Yes</td>
<td>Delivery methods are defined in AAC Guideline 5.5.</td>
<td></td>
<td>Fall 2022</td>
</tr>
<tr>
<td>(online/other distance</td>
<td></td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>delivery methods)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery</td>
<td>Yes</td>
<td>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,</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>(online/other distance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>delivery methods)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AAC Form 2.8 – New Baccalaureate Degree Minor
(All Revised 04/2021)
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)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YES</strong>, 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.</td>
<td></td>
</tr>
</tbody>
</table>
| **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.”
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.
# New Baccalaureate Degree Minor

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED MINOR:</td>
<td>Public Policy</td>
</tr>
<tr>
<td>EXISTING RELATED MAJORS OR MINORS:</td>
<td>Political Science, Economics</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>45.1003</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Political Science, Economics</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>POLS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>2A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>X</th>
<th>Please check this box to confirm that (place an “X” in the left box):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The individual preparing this request has read <a href="#">AAC Guideline 2.8</a>, which pertains to new baccalaureate degree minor requests and that this request meets the requirements outlined in the guidelines.</td>
</tr>
<tr>
<td></td>
<td>• 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.</td>
</tr>
</tbody>
</table>

## 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.

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimates</td>
<td>FY XX</td>
<td>FY XX</td>
<td>FY XX</td>
<td>FY XX</td>
</tr>
<tr>
<td>Students enrolled in the minor (fall)</td>
<td>2</td>
<td>4</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>Completions by graduates</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
</tbody>
</table>

*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

---

4. [https://www.bls.gov/emp/tables/fastest-growing-occupations.htm](https://www.bls.gov/emp/tables/fastest-growing-occupations.htm)

AAC Form 2.8 – New Baccalaureate Degree Minor
(last revised 04/2021)
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

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirements in minor</td>
<td>9</td>
<td>50%</td>
</tr>
<tr>
<td>Electives in minor</td>
<td>9-18*</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>18-27**</td>
<td>100%</td>
</tr>
</tbody>
</table>

B. Required Courses in the Minor

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course - Include credits for prerequisites in subtotal below.</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON</td>
<td>201</td>
<td>Principles of Microeconomics</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>POLS</td>
<td>226</td>
<td>Introduction to Public Policy</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>STAT/MATH</td>
<td>281</td>
<td>Intro to Statistics</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>220</td>
<td>Business Statistics</td>
<td>None</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course - Include credits for prerequisites in subtotal below.</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON</td>
<td>441</td>
<td>International Trade</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ECON</td>
<td>410</td>
<td>Economic Growth &amp; Development</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ECON</td>
<td>472</td>
<td>Resources &amp; Environmental Economics</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ECON</td>
<td>301*</td>
<td>Intermediate Micro</td>
<td>Calculus</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ECON</td>
<td>433*</td>
<td>Public Finance</td>
<td>ECON 202: Macro</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ECON</td>
<td>450*</td>
<td>Industrial Organization</td>
<td>ECON 202: Macro</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ECON</td>
<td>445*</td>
<td>International Macroeconomics</td>
<td>ECON 202: Macro</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ECON</td>
<td>482*</td>
<td>Labor Economics</td>
<td>ECON 202: Macro</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

Choose 3 to 6 credits from the following POLS courses:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLS</td>
<td>438</td>
<td>Legislative Process</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>POLS</td>
<td>426</td>
<td>Public Policy Analysis and Program Evaluation</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>
### New Baccalaureate Degree Minor

**Prefix** | **Number** | **Course Title** | **Prerequisites for Course** | **Credit Hours** | **New (yes, no)**
--- | --- | --- | --- | --- | ---
POLS | 467 | Analytical Techniques | Include credits for prerequisites in subtotal below. | 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

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

*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.

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<table>
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<tr>
<th>Individual Student Outcomes</th>
<th>Effectively Analyze Quantitative Data</th>
<th>Describe the process of making new laws, policies, or regulations</th>
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</tr>
</thead>
<tbody>
<tr>
<td>ECON 201 Principles of Microeconomics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>POLS 226 Intro to Public Policy</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>STAT/MATH 281 Intro to Statistics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BADM 220 Business Statistics</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 441 International Trade</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ECON 410 Economic Growth &amp; Development</td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ECON 472 Resources &amp; Environmental Economics</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>ECON 301 Intermediate Micro</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ECON 433 Public Finance</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Individual Student Outcomes

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

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)?

<table>
<thead>
<tr>
<th>On campus</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off campus</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Does another BOR institution already</th>
<th>If yes, identify institutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
### Yes/No

**If Yes, identify delivery methods**

Delivery methods are defined in AAC Guideline 5.5.

**Intended Start Date**

<table>
<thead>
<tr>
<th>have authorization to offer the program online?</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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.**

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

### 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.

- **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:
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

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED CERTIFICATE:</td>
<td>Ethics in Technology</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>38.0104</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Business</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT CODE:</td>
<td>DBUS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>College of BIS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION CODE:</td>
<td>DCBIS</td>
</tr>
</tbody>
</table>

University Approval

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

[Signature]

Institutional Approval Signature

President or Chief Academic Officer of the University

2/9/2022

Date

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM</td>
<td>457</td>
<td>Business Ethics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CLI</td>
<td>370</td>
<td>Cyber-Ethics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PHIL</td>
<td>220</td>
<td>Introduction to Ethics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>201</td>
<td>Choose one of the following:</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Fundamentals of AI in Organizations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Introduction to Artificial Intelligence*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Applied Artificial Intelligence and Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC</td>
<td>247</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIS</td>
<td>378</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Demonstrate a broad understanding of relevant literature on ethical issues.</th>
<th>BADM 457</th>
<th>CLI 370</th>
<th>PHIL 220</th>
<th>BADM 201 or CSC 247 or CIS 378</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gain an awareness of the importance of considering ethical implications in making decisions</th>
<th>BADM 457</th>
<th>CLI 370</th>
<th>PHIL 220</th>
<th>BADM 201 or CSC 247 or CIS 378</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use ethical reasoning to anticipate issues that arise in the use of technology to create plans for avoiding them.</th>
<th>BADM 457</th>
<th>CLI 370</th>
<th>PHIL 220</th>
<th>BADM 201 or CSC 247 or CIS 378</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

7. **Delivery Location.**

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

<table>
<thead>
<tr>
<th>Intended Start Date</th>
<th>On campus</th>
<th>Off campus</th>
<th>Distance Delivery (online/other distance delivery methods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes/No</td>
<td></td>
<td></td>
<td>Yes/No</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td></td>
<td>online</td>
</tr>
</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>DSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED CERTIFICATE:</td>
<td>Supply Chain Management</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>52.0203</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Business</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>DBUSS</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>College of Business and Information Systems</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>DCBIS</td>
</tr>
</tbody>
</table>

☒ 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.

[Signature]

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**

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
<th>2018 Employed</th>
<th>2028 Employed</th>
<th>Job Outlook growth 2020</th>
<th>2020 Median Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>11–1021</td>
<td>General and Operations Managers</td>
<td>4,028</td>
<td>4,412</td>
<td>9.3%</td>
<td>$107,680</td>
</tr>
<tr>
<td>13–1111</td>
<td>Management Analysts</td>
<td>1,424</td>
<td>1,573</td>
<td>10.5%</td>
<td>$87,660</td>
</tr>
<tr>
<td>51–1011</td>
<td>Project Management Specialists and Business Operations Specialists</td>
<td>1,777,300</td>
<td>1,876,500</td>
<td>6%</td>
<td>$77,420</td>
</tr>
</tbody>
</table>

1 [https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx](https://dlr.sd.gov/lmic/menu_projections_occupation_statewide.aspx)

**U.S. Bureau of Labor Statistics**

<table>
<thead>
<tr>
<th>SOC Code</th>
<th>Occupation Title</th>
<th>2020 Employed</th>
<th>2030 Employed</th>
<th>Job Outlook growth 2020</th>
<th>2020 Median Pay</th>
</tr>
</thead>
<tbody>
<tr>
<td>11–1021</td>
<td>General and Operations Managers</td>
<td>2,704,400</td>
<td>2,913,900</td>
<td>8%</td>
<td>$107,680</td>
</tr>
<tr>
<td>13–1111</td>
<td>Management Analysts</td>
<td>907,600</td>
<td>1,032,000</td>
<td>14%</td>
<td>$87,660</td>
</tr>
<tr>
<td>51–1011</td>
<td>Project Management Specialists and Business Operations Specialists</td>
<td>1,777,300</td>
<td>1,876,500</td>
<td>6%</td>
<td>$77,420</td>
</tr>
</tbody>
</table>


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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(add or delete rows as needed)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BADM</td>
<td>729</td>
<td>Analysis of Managerial Decisions</td>
<td></td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>730</td>
<td>Supply Chain Management</td>
<td>BADM 729</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>BADM</td>
<td>732</td>
<td>Supply Chain Analytics</td>
<td>BADM 729 and BADM 730</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

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.**

<table>
<thead>
<tr>
<th>Individual Student Outcome (Same as in the text of the proposal)</th>
<th>BADM 729</th>
<th>BADM 730</th>
<th>BADM 732</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to use software to manipulate/manage supply chain or logistics data</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ability to understand, analyze, and use data</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop skills for assessing the reliability of data sources</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ability to assess information and information technologies critically</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Develop technology skills</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ability to integrate work experience with classroom knowledge, as applicable</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>Choose an item.</td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery methods are defined in <strong>AAC Guideline 5.5</strong>.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

AAC Form 2.7 – New Certificate
(Last Revised 04/2021)
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.*

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>Yes</td>
<td>If yes, identify institutions: USD has a 12-credit Operations and Supply Chain Management</td>
<td></td>
</tr>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td>Choose an item. Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>
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.

[Signature]

Institutional Approval Signature

3/14/2022

President or Chief Academic Officer of the University

Note: In the responses below, references to external sources, including data sources, should be documented with a footnote (including web addresses where applicable).
1. Is this a graduate-level certificate or undergraduate-level certificate *(place an “X” in the appropriate box)*?

   Undergraduate Certificate ☐  Graduate Certificate ☒

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

   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.

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 MSEd 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 MSEd 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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELRN</td>
<td>740</td>
<td>HyFlex Principles</td>
<td>N/A</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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.*

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>ELRN 740</th>
<th>ELRN 772</th>
<th>ELRN 750r</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe component parts of HyFlex course design.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Evaluate the appropriateness of HyFlex course design in supporting student learning.</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Create syllabi and lesson plans for HyFlex course offerings.</td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
### Implement best practices for HyFlex teaching in the context of specific courses.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### Assess technologies and apply best practices for integrating technologies in teaching and learning.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

### 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)?

<table>
<thead>
<tr>
<th>On campus</th>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Choose an item. Choose an item.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Off campus</th>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>Delivery methods are defined in AAC Guideline 5.5.</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does another BOR institution already have authorization to offer the program online?</th>
<th>Yes/No</th>
<th>If yes, identify institutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**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.*

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>
DRAFT MOTION 20220510_5-E(4):

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

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED CERTIFICATE:</td>
<td>Data Science</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>11.0102</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Computer Science</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>UCSC</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>College of Arts &amp; Sciences</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>2A</td>
</tr>
</tbody>
</table>

☒ 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**: SDCL § 13-59 | BOR Policy 1:10:4
- **DSU**: SDCL § 13-59 | BOR Policy 1:10:5
- **NSU**: SDCL § 13-59 | BOR Policy 1:10:6
- **SDSMT**: SDCL § 13-60 | BOR Policy 1:10:3
- **SDSU**: SDCL § 13-58 | BOR Policy 1:10:2
- **USD**: SDCL § 13-57 | BOR Policy 1:10:1

*Board of Regents Strategic Plan 2014-2020*

The offering of this 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 industry\(^1\) 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

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average for all occupations\(^2\), 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 2030\(^3\), 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)

---


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).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Include credits for prerequisites in subtotal below.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.**

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

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<table>
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<tr>
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<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>Yes</td>
<td>015- Internet asynchronous 018- Internet synchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

<table>
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<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

10. Additional Information:
Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 417/517</td>
<td>Programming for Scientific Computing</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 319</td>
<td>Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 350</td>
<td>Algorithms &amp; Data Structure</td>
<td>3</td>
</tr>
<tr>
<td>CSC 461</td>
<td>Programming Science</td>
<td>3</td>
</tr>
<tr>
<td>CSC 510</td>
<td>Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>CSC 555</td>
<td>Algorithms</td>
<td>3</td>
</tr>
<tr>
<td>CSC 561</td>
<td>Programming Science</td>
<td>3</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Common Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicate universities that are proposing this common course (place an “X” before the university):</td>
</tr>
<tr>
<td>BHSU</td>
</tr>
</tbody>
</table>

Section 3. Other Course Information

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

<table>
<thead>
<tr>
<th>No.</th>
<th>Replacement of ________</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(course prefix, course number, name of course, credits)</td>
</tr>
<tr>
<td></td>
<td>Effective date of deletion: ___________</td>
</tr>
</tbody>
</table>

| 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. |

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

3.4. 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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE OF PROPOSED CERTIFICATE:</td>
<td>Fundamentals of Medical Spanish</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>16.0905</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Modern Languages &amp; Linguistics</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>UMLL</td>
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<td>College of Arts &amp; Sciences</td>
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<tr>
<td>BANNER DIVISION CODE:</td>
<td>2A</td>
</tr>
</tbody>
</table>

X Please check this box to confirm that (place an “X” in the left box):
- The individual preparing this request has read AAC Guideline 2.7, which pertains to new certificate requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Elizabeth M. Freeburg

Institutional Approval Signature

President or Chief Academic Officer of the University

3/07/2022

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

| X | 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 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. 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.

---

2. [https://www.census.gov/quickfacts/fact/table/SD,US/RHI725219#RHI725219](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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Prerequisites for Course</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN</td>
<td>120</td>
<td>Medical Spanish I</td>
<td>-</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>SPAN</td>
<td>121</td>
<td>Medical Spanish II</td>
<td>-</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>SPAN</td>
<td>275</td>
<td>Basic Medical Conversations in Spanish</td>
<td>SPAN 120 and SPAN 121</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating effective oral and written communication</td>
<td>SPAN 120 SPAN 121 SPAN 275</td>
</tr>
<tr>
<td>Mastering basic Medical Spanish Vocabulary and Grammar</td>
<td>X X X</td>
</tr>
<tr>
<td>Gain ACTFL Novice Mid proficiency</td>
<td>X</td>
</tr>
<tr>
<td>Gain ACTFL Novice High proficiency</td>
<td>X</td>
</tr>
</tbody>
</table>
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)?

<table>
<thead>
<tr>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Student Outcome</td>
</tr>
<tr>
<td>SPAN 120</td>
</tr>
<tr>
<td>SPAN 121</td>
</tr>
<tr>
<td>SPAN 275</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gain ACTFL Novice High / Intermediate Low proficiency</th>
<th>X</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate capacity for limited medical conversations in Spanish</td>
<td>X</td>
</tr>
</tbody>
</table>

### On campus

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

### Off campus

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Delivery methods are defined in AAC Guideline 5.5. |

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Online</td>
<td>Fall 2022</td>
</tr>
</tbody>
</table>

### Does another BOR institution already have authorization to offer the program online?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If yes, identify institutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Distance Delivery (online/other distance delivery methods)</th>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Online</td>
<td>Fall 2022</td>
<td></td>
</tr>
</tbody>
</table>

10. Additional Information: N/A
Section 1. Course Title and Description

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 275</td>
<td>Basic Medical Conversations in Spanish</td>
<td>3</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 120</td>
<td>Medical Spanish I</td>
<td>Pre-req</td>
</tr>
<tr>
<td>SPAN 121</td>
<td>Medical Spanish II</td>
<td>Pre-req</td>
</tr>
</tbody>
</table>

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 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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 306</td>
<td>Spanish for Health Care Workers</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 308</td>
<td>Spanish for Health Professions</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th></th>
<th>No. Replacement of [course prefix, course number, name of course, credits]</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Effective date of deletion: _________</td>
</tr>
<tr>
<td>X</td>
<td>No. Schedule Management, explain below:</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>Yes. Specify below:</td>
</tr>
</tbody>
</table>

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.
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](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.

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

*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 AGEC 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.

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

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
- AGEC 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
• AGEC 354 - Agricultural Marketing and Prices Credits: 3
• AGEC 371 - Agricultural Business Management Credits: 3
  or MGMT 360 - Organization and Management (COM) Credits: 3
• AGEC 479 - Agricultural Policy Credits: 3
• AGEC 485 - Farming and Food Systems Economics Credits: 3
• AGEC 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 AGEC 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

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

☒ Please check this box to confirm that:
- The individual preparing this request has read AAC Guideline 2:11, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

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

[Signature]
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.

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

*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.

<table>
<thead>
<tr>
<th>Agricultural Business Minor</th>
<th>Credit hours</th>
<th>Credit hours currently available from this university online</th>
<th>Credit hours currently available from other universities available online</th>
<th>Credit hours new to this university for online delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor Requirements</td>
<td>9</td>
<td>9</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Minor Electives</td>
<td>9</td>
<td>9</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total, Requirements for the minor</strong></td>
<td><strong>18</strong></td>
<td><strong>18</strong></td>
<td><strong>9</strong></td>
<td><strong>0</strong></td>
</tr>
</tbody>
</table>

Requirements for the Agricultural Business Minor

- AGEC 354 - Agricultural Marketing and Prices Credits: 3
- AGEC 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
- AGEC 271 - Farm and Ranch Management Credits: 3
- AGEC/BLAW 352 - Agricultural Law Credits: 3
  or AGEC/BLAW 462 - Environmental Law Credits: 3
  or AGEC/BLAW 366 - Food Law Credits: 3
  or BLAW 350 - Legal Environment of Business (COM) Credits: 3
- AGEC 364 - Introduction to Cooperatives Credits: 3
- AGEC 471 - Advanced Farm & Ranch Management Credits: 3
- AGEC 478 - Agricultural Finance Credits: 3
- AGEC 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 AGEC.

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

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.
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

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
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.

<table>
<thead>
<tr>
<th>Estimates</th>
<th>Fiscal Years*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1st</td>
</tr>
<tr>
<td>Students new to the university</td>
<td>7</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>0</td>
</tr>
<tr>
<td>=Total students in the program at the site</td>
<td>7</td>
</tr>
<tr>
<td>Program credit hours (major courses)**</td>
<td>210</td>
</tr>
<tr>
<td>Graduates</td>
<td>7</td>
</tr>
</tbody>
</table>

*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.

<table>
<thead>
<tr>
<th>[Master of Arts, Kinesiology and Sport Management-Exercise Science Specialization]</th>
<th>Credit hours</th>
<th>Credit hours currently available from this university at this site</th>
<th>Credit hours currently available from other universities available at this site</th>
<th>Credit hours currently available via distance</th>
<th>Credit hours new to this university</th>
</tr>
</thead>
<tbody>
<tr>
<td>System General Education Requirements</td>
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<tr>
<td>Subtotal, Degree Requirements</td>
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<td></td>
</tr>
<tr>
<td>Required Support Courses</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>[Master of Arts, Kinesiology and Sport Management-Exercise Science Specialization]</td>
<td>Credit hours</td>
<td>Credit hours currently available from this university at this site</td>
<td>Credit hours currently available from other universities available at this site</td>
<td>Credit hours new to this university</td>
<td></td>
</tr>
<tr>
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<td>---</td>
<td>---</td>
<td>---</td>
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<td>Major Requirements</td>
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<td>Major Electives or Minor</td>
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<tr>
<td>Free Electives</td>
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<td><strong>Total, Degree with Proposed Major</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*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)

<table>
<thead>
<tr>
<th>Pref.</th>
<th>Num.</th>
<th>Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Coursework:</strong></td>
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<td></td>
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</tr>
<tr>
<td>KSM</td>
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<td>Seminar</td>
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<td>KSM</td>
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<td>Thesis</td>
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<tr>
<td>EDER</td>
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<td>Graduate Research &amp; Design</td>
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<tr>
<td><strong>Subtotal:</strong></td>
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<td>12</td>
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<tr>
<td><strong>Exercise Science Specialization:</strong></td>
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<td></td>
</tr>
<tr>
<td>EDER</td>
<td>762</td>
<td>Foundations of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>776</td>
<td>Applied Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>712</td>
<td>Laboratory Techniques in Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>716</td>
<td>Mechanics of Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>731</td>
<td>Advanced Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>732</td>
<td>Evaluation of Research in KSM</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Hours Required</strong></td>
<td></td>
<td></td>
<td>30</td>
</tr>
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</table>

Master of Arts, Kinesiology and Sport Management-Exercise Science Specialization Only, Plan B (non-thesis)

<table>
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<tr>
<th>Pref.</th>
<th>Num.</th>
<th>Title</th>
<th>Cr. Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Coursework:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>Seminar</td>
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<td>KSM</td>
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<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td>EDER</td>
<td>761</td>
<td>Graduate Research &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td><strong>Subtotal:</strong></td>
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<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Exercise Science Specialization:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDER</td>
<td>762</td>
<td>Foundations of Statistics</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>776</td>
<td>Applied Physiology of Exercise</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>712</td>
<td>Laboratory Techniques in Exercise Physiology</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>716</td>
<td>Mechanics of Motor Learning</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>731</td>
<td>Advanced Biomechanics</td>
<td>3</td>
</tr>
<tr>
<td>KSM</td>
<td>732</td>
<td>Evaluation of Research in KSM</td>
<td>3</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td><strong>Total Hours Required</strong></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

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.

José-Marie Guy interim President 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. 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 ¹²

LinkedIn published a study showing the top 15 In-Demand Jobs for 2021 and Digital Content Creator is listed as #9. ⁵When 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.


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 Plan?**

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.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minnesota</td>
<td>Digital Media Management</td>
</tr>
<tr>
<td>North Dakota</td>
<td>UND B.A. Communications Major</td>
</tr>
<tr>
<td></td>
<td>NDSU B.S. or B.A. Communications</td>
</tr>
<tr>
<td>Montana</td>
<td>None</td>
</tr>
<tr>
<td>Wyoming</td>
<td>None</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
<td>Choose an item. Choose an item.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If yes, identify institutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>No</td>
</tr>
</tbody>
</table>

10. What are the university’s plans for obtaining the resources needed to implement the program? Indicate “yes” or “no” in the columns below.

<table>
<thead>
<tr>
<th>Development/Start-up</th>
<th>Long-term Operation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reallocate existing resources</td>
<td>Yes</td>
</tr>
<tr>
<td>Apply for external resources</td>
<td>No</td>
</tr>
<tr>
<td>Check</td>
<td>Example of External Funding Provided</td>
</tr>
<tr>
<td>-------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Ask Board to seek new State resources**

*Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.*

<table>
<thead>
<tr>
<th>Check</th>
<th>Example of New State Resources Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**Ask Board to approve a new or increased student fee**

<table>
<thead>
<tr>
<th>Check</th>
<th>Example of Increased Fee Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
</tr>
</tbody>
</table>

**II. 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 Moorhead “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.

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: Bachelor of Arts Criminal Justice]
   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 Sheriff 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)

______________________________
Dean College of Arts and Sciences (Date)
NSU and STC Articulation Agreement for Bachelor Arts Criminal Justice Degree

AVPAA/Director Graduate Studies  (Date)

Provost/VP of Academic Affairs  (Date)

NSU President  (Date)
<table>
<thead>
<tr>
<th>NSU BS Major</th>
<th>To Be Taken at NSU</th>
<th>To Be Taken at STC</th>
<th>Total Credits at STC#</th>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Justice</td>
<td>21</td>
<td>15</td>
<td>18-21</td>
<td>7-8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>To Be Taken at NSU</th>
<th>Course for Course transfer toward Criminal Justice degree at NSU upon AAS completion at STC*</th>
<th>Block Transfer of Criminal Justice Electives toward BA degree at NSU upon AAS completion at STC**</th>
<th>Predicted Course for Course transfer of Transferrable General Education Requirements from STC toward general education at NSU^</th>
<th>Predicted Course transfer from STC toward general electives at NSU^^</th>
<th>Total Credits at STC#</th>
</tr>
</thead>
<tbody>
<tr>
<td>NSU BA Criminal Justice major open only to those with STC AAS in Law Enforcement Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Course for Course transfer of 5 credits from STC AAS Law Enforcement to NSU BA Criminal Justice: IDL 190 (2); CJUS 201 (3).
**Block Transfer of CJ 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.
NSU and STC Articulation Agreement for Bachelor General Studies Degree

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

## Degree Requirements

<table>
<thead>
<tr>
<th>General Elective Requirement/Block Transfer of up to 40 General Credits from any completed STC AAS Degree</th>
<th>40</th>
<th>40</th>
</tr>
</thead>
</table>

### 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
  - English Composition II: 3
- **Goal 2 - Oral Communications 3 credits**
  - 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
- **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
- **GS 490/491 Capstone 3 credits**
  - 3
- **Emphasis electives - Choose 3**
  - 45

### Total/Predicted BGS Requirements

| 50 | 2 |

### Total Degree Requirements

| 120 | 120 |
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 for 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: ______________________
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 program 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@vnuu.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@vnuu.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

Barry H. Dunn, President

Date: 12-02-21

for Vietnam National University of Agriculture

Nguyen Thi Lan, President

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.
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
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.

Univer
3/11/2022
sity Approval
President of the University
Date

1. Program Degree Level (place an “X” in the appropriate box):
   - Associate ☐
   - Bachelor’s ☒
   - Master’s ☐
   - Doctoral ☐

2. Category (place an “X” in the appropriate box):¹
   - Certificate ☐
   - Specialization ☐
   - Minor ☐
   - Major ☒

3. The program action proposed is (place an “X” in the appropriate box):²

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.
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):

<table>
<thead>
<tr>
<th>Associate</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctoral</th>
</tr>
</thead>
</table>

2. Category (place an “X” in the appropriate box before the category):¹

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Specialization</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
</table>

   X

3. The program action proposed is (place an “X” in the appropriate box following the action):²

<table>
<thead>
<tr>
<th>Inactive Status</th>
<th>Termination</th>
</tr>
</thead>
</table>

   See question 4  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

<table>
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<tbody>
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<tr>
<td>CIP CODE:</td>
<td>26.0101</td>
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<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Teacher Residency &amp; Education</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>UTRE</td>
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<td>UNIVERSITY DIVISION:</td>
<td>School of Education</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>2E</td>
</tr>
</tbody>
</table>

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):

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<thead>
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<th>Master’s</th>
<th>Doctoral</th>
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</thead>
<tbody>
<tr>
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<td></td>
<td></td>
<td></td>
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</tbody>
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2. Category (place an “X” in the appropriate box before the category):

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<th>Certificate</th>
<th>Specialization</th>
<th>Minor</th>
<th>Major</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. The program action proposed is (place an “X” in the appropriate box following the action):

<table>
<thead>
<tr>
<th>Inactive Status</th>
<th>Termination</th>
</tr>
</thead>
<tbody>
<tr>
<td>See question 4</td>
<td>X</td>
</tr>
</tbody>
</table>

   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.
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):
   - Associate  
   - Bachelor’s  
   - Master’s  
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):
   - Certificate  
   - Specialization  
   - Minor  
   - Major

3. The program action proposed is (place an “X” in the appropriate box following the action):
   - Inactive Status  
   - Termination  
   

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.
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

1. Program Degree Level (place an “X” in the appropriate box before the category):

   - Associate
   - X Bachelor’s
   - Master’s
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):

   - Certificate
   - Specialization
   - X Minor
   - Major

3. The program action proposed is (place an “X” in the appropriate box following the action):

   - Inactive Status
   - Termination X

   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

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**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)*:
   - Associate
   - Bachelor’s
   - Master’s
   - Doctoral

2. **Category** *(place an “X” in the appropriate box before the category)*:
   - Certificate
   - Specialization
   - Minor
   - Major

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**

   **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):

| Associate | X | Bachelor’s | Master’s | Doctoral |

2. Category (place an “X” in the appropriate box before the category):

| Certificate | Specialization | X | Minor | Major |

3. The program action proposed is (place an “X” in the appropriate box following the action):

Inactive Status [ ] Termination X

See question 4 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):
   - Associate    - X Bachelor’s    - Master’s    - Doctoral

2. Category (place an “X” in the appropriate box before the category):
   - Certificate    - Specialization    - Minor    - X Major

3. The program action proposed is (place an “X” in the appropriate box following the action):
   - Inactive Status    - Termination X
   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.
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
   - Bachelor’s [X]
   - Master’s
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):

   - Certificate
   - Specialization
   - Minor [X]
   - Major

3. The program action proposed is (place an “X” in the appropriate box following the action):

   - Inactive Status
   - Termination [X]

   See question 4
   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.

[Signature] 
President of the University  
[Date]

1. Program Degree Level (place an “X” in the appropriate box before the category):

   - Associate
   - Bachelor’s X
   - Master’s
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):

   - Certificate
   - Specialization
   - Minor X
   - Major

3. The program action proposed is (place an “X” in the appropriate box following the action):

   - Inactive Status
   - Termination X

   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

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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. **Program Degree Level (place an “X” in the appropriate box before the category):**
   - [ ] Associate
   - [X] Bachelor’s
   - [ ] Master’s
   - [ ] Doctoral

2. **Category (place an “X” in the appropriate box before the category):**
   - [ ] Certificate
   - [ ] Specialization
   - [X] Minor
   - [ ] Major

3. **The program action proposed is (place an “X” in the appropriate box following the action):**
   - Inactive Status
   - [ ] Termination
   - [X] 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

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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

---

1. Program Degree Level *(place an “X” in the appropriate box before the category)*:

   - Associate
   - Bachelor’s [X]
   - Master’s
   - Doctoral

2. Category *(place an “X” in the appropriate box before the category)*:

   - Certificate
   - Specialization
   - Minor [X]
   - Major

3. The program action proposed is *(place an “X” in the appropriate box following the action)*:

   - Inactive Status
   - Termination [X]

   *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: 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):
   - Associate
   - Bachelor’s
   - Master’s
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):
   - Certificate
   - Specialization
   - Minor
   - Major

3. The program action proposed is (place an “X” in the appropriate box following the action):
   - Inactive Status
   - Termination

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):
   - Associate
   - Bachelor’s
   - Master’s
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):
   - Certificate
   - Specialization
   - Minor
   - Major

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: 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):
   - Associate
   - Bachelor’s
   - Master’s
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):
   - Certificate
   - Specialization
   - Minor
   - Major

3. The program action proposed is (place an “X” in the appropriate box following the action):
   - Inactive Status
   - Termination

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

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020, USD Accessibility Check 02/2022)
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 Approval
To the Board of Regents and the Executive Director: I certify that I have read this proposal, that I believe it to be accurate, and that it has been evaluated and approved as provided by university policy.

President of the University

1. Program Degree Level (place an “X” in the appropriate box before the category):
   - Associate
   - Bachelor’s X
   - Master’s
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):
   - Certificate
   - Specialization
   - Minor X
   - Major

3. The program action proposed is (place an “X” in the appropriate box following the action):
   - Inactive Status
   - Termination X

   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

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Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020, USD Accessibility Check 02/2022)

236
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

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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. Program Degree Level (place an “X” in the appropriate box before the category):

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2. Category (place an “X” in the appropriate box before the category):

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3. The program action proposed is (place an “X” in the appropriate box following the action):

Inactive Status ☐ Termination X

See question 4 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

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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. Program Degree Level (place an “X” in the appropriate box before the category):

| Associate | Bachelor’s | Master’s | Doctoral |

2. Category (place an “X” in the appropriate box before the category):

| Certificate | Specialization | Minor | Major |

3. The program action proposed is (place an “X” in the appropriate box following the action):

Inactive Status [ ] Termination [X]

See question 4 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.

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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.

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020, USD Accessibility Check 02/2022)
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

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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

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</tr>
<tr>
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</table>

**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
   - Bachelor’s **X**
   - Master’s
   - Doctoral

2. **Category** *(place an “X” in the appropriate box before the category):*
   - Certificate
   - Specialization
   - Minor **X**
   - Major

3. **The program action proposed is** *(place an “X” in the appropriate box following the action):*
   - Inactive Status
   - Termination **X**

   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: 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):
   - Associate  
   - Bachelor’s  
   - Master’s  
   - Doctoral

2. Category (place an “X” in the appropriate box before the category):
   - Certificate  
   - Specialization  
   - Minor  
   - Major

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 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

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>USD</th>
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</thead>
<tbody>
<tr>
<td>DEGREE(S) AND PROGRAM:</td>
<td>Educational Administration and Leadership, MA and Ed.S. Curriculum Director specialization [UMA.EAL-CRR and UEDS.EAL-CRR]</td>
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<td>SITE PROPOSED FOR TERMINATION</td>
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<td>2E</td>
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</tbody>
</table>

**University Approval**

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

---

1. **Program Degree Level (place an “X” in the appropriate box):**
   - Associate
   - Bachelor’s
   - Master’s [X]
   - Doctoral

2. **Category (place an “X” in the appropriate box):**
   - Certificate
   - Specialization [X]
   - Minor
   - 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 a 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):

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<th>Proposed Revisions for USD</th>
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<td>Basic Biomedical Sciences</td>
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<td>Communication Disorders</td>
<td>Ph.D, Au.D, SLPD</td>
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<td>Social Work</td>
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</table>

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.
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<th>Discipline</th>
<th>BHSU</th>
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<th>NSU</th>
<th>SDSM&amp;T</th>
<th>SDSU*</th>
<th>USD</th>
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<td>Ph.D, DBA, Ed.D. with CPA, JD with CPA</td>
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*Updated March 2022 - October 2020*
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<tr>
<td>Construction Engineering &amp; Management</td>
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<td>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</td>
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**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) *(in the past; would be reevaluated with new appointments)*
### Terminal Degrees

<table>
<thead>
<tr>
<th>Discipline</th>
<th>BHSU</th>
<th>DSU</th>
<th>NSU</th>
<th>SDSM&amp;T</th>
<th>SDSU*</th>
<th>USD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Education (Ed.D)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Doctor of Arts (DA)</td>
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<tr>
<td>Doctor of Business Administration (DBA)</td>
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<tr>
<td>Doctor of Jurisprudence (JD)</td>
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<tr>
<td>Doctor of Medicine (MD)</td>
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<tr>
<td>Doctor of Music Arts (DMA)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Doctor of Pharmacy (PharmD)</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

*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.*

| Doctor of Philosophy (Ph.D)       |      |     |     |        |       |     |
| Doctor of Public Administration (DPA)|      |     |     |        |       |     |
| Doctor of Public Health (DPH)      |      |     |     |        |       |     |
| Doctor of Science (D.Sc)           |      |     |     |        |       |     |
| 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 disciplinary 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.

**Updated March 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

260
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; stelio1@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:

[multiple signatures]

Dr. Marye P. Gomes, President, Wayne State College

Stan Carpenter, Chancellor of the Nebraska State Colleges

For the South Dakota Board of Regents:

[multiple signatures]

Dr. Paul Turman
System Vice President for Academic Affairs
South Dakota Board of Regents

[dates]
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 the Academic Misconduct, agrees to the academic consequences, and signs a [Academic Misconduct Acknowledgement - 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.
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 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 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>
<thead>
<tr>
<th>Square Feet</th>
<th>Allocation</th>
<th>Replacement Value</th>
<th>Allocation</th>
<th>Total Allocation</th>
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<td>BHSU 530,880</td>
<td>$679,387</td>
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<td>SSOM 91,895</td>
<td>$117,601</td>
<td>$16,735,564</td>
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<td>$190,635</td>
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</table>

6,486,142 $8,300,556 $1,902,047,555 $8,300,556 $16,601,112

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DRAFT MOTION 20220510_5-P:
I move to approve the General Fund M&R requested projects for FY23 as listed in
Attachment I.

(Continued)
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
<table>
<thead>
<tr>
<th>Project #</th>
<th>Building Name</th>
<th>Project Name</th>
<th>M&amp;R Category</th>
<th>M&amp;R Class</th>
<th>Cost Estimate</th>
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<td>6G2301</td>
<td>Planning &amp; Design</td>
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<tr>
<td>6G23XX</td>
<td>Practice Field</td>
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<td>Campus Infrastructure</td>
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<td>6G23XX</td>
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<td>6G23XX</td>
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<td>6G23XX</td>
<td>Life Science Lab</td>
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<td>Programmatic Suitability</td>
<td>Renovation</td>
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<td>6G23XX</td>
<td>Life Science Lab</td>
<td>Fume Hood Upgrade PH II</td>
<td>Campus Infrastructure</td>
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<td>6G23XX</td>
<td>Campus</td>
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<td>Energy and Utility Savings</td>
<td>Alteration</td>
<td>$100,000</td>
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<td>6G23XX</td>
<td>Young Center</td>
<td>Door Replacements</td>
<td>Building Integrity</td>
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**FY23 General Fund M&R Projects Total**  
$1,368,282

**Dakota State University**

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**FY23 General Fund M&R Projects Total**  
$919,514

**Northern State University**

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**FY23 General Fund M&R Projects Total**  
$1,673,350

**South Dakota School of Mines & Technology**

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**FY23 General Fund M&R Projects Total**  
$1,626,331
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**University of South Dakota**

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## FY23 General Fund Maintenance & Repair Projects

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</table>

**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
I move to approve the FY23 Maintenance and Repair Fee projects as presented in Attachment I.
### FY23 Fee Maintenance & Repair Projects

<table>
<thead>
<tr>
<th>University</th>
<th>Project #</th>
<th>Building Name</th>
<th>Project Name</th>
<th>M&amp;R Category</th>
<th>M&amp;R Class</th>
<th>Cost Estimate</th>
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</thead>
<tbody>
<tr>
<td><strong>Black Hills State University</strong></td>
<td>6R2301</td>
<td>Series 2007 Critical M&amp;R Bond Payment</td>
<td>E. Y. Berry Library</td>
<td>Building Integrity</td>
<td>Renovation</td>
<td>$47,598</td>
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<tr>
<td></td>
<td>6R23XX</td>
<td>Library renovation</td>
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<tr>
<td><strong>Dakota State University</strong></td>
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<td>Series 2007 Critical M&amp;R Bond Payment</td>
<td>Library renovation</td>
<td>Library renovation</td>
<td>$54,536</td>
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<tr>
<td></td>
<td>8R23XX</td>
<td>Planning &amp; Design</td>
<td>Planning &amp; Design</td>
<td>Alteration</td>
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<td></td>
<td>8R23XX</td>
<td>Campus Wide</td>
<td>Door Security upgrades</td>
<td>Public Health, Safety, and Compliance</td>
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<td></td>
<td>8R23XX</td>
<td>Beadle Hall</td>
<td>Fire Escape paint</td>
<td>Building Integrity</td>
<td>A. Maintenance</td>
<td>$25,000</td>
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<tr>
<td><strong>Northern State University</strong></td>
<td>5R23XX</td>
<td>Campus Wide</td>
<td>Landscape / Concrete Repair</td>
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<td>5R23XX</td>
<td>Campus Wide</td>
<td>Office &amp; Classroom updates/paint</td>
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<td>Maintenance</td>
<td>$34,377</td>
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<tr>
<td><strong>South Dakota School of Mines &amp; Technology</strong></td>
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<td>Series 2007 Critical M&amp;R Bond Payment</td>
<td>Campus Wide</td>
<td>Programmatic Suitability</td>
<td>Alteration</td>
<td>$91,086</td>
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<tr>
<td></td>
<td>4R23XX</td>
<td>Planning &amp; Design</td>
<td>Planning &amp; Design</td>
<td>Programmatic Suitability</td>
<td>Alteration</td>
<td>$91,086</td>
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<tr>
<td></td>
<td>4R23XX</td>
<td>Various</td>
<td>Security Access Upgrades</td>
<td>Programmatic Suitability</td>
<td>Alteration</td>
<td>$91,086</td>
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<tr>
<td></td>
<td>4R23XX</td>
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<td>O'Hara Renovations</td>
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<td>4R23XX</td>
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<td>Lab Renovation</td>
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<td>Renovation</td>
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<td><strong>South Dakota State University</strong></td>
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<td>Series 2007 Critical M&amp;R Bond Payment</td>
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<td>Maintenance</td>
<td>$357,130</td>
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<td>Planning &amp; Design</td>
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<tr>
<td></td>
<td>3R23XX</td>
<td>Various</td>
<td>Emergency Roof Repairs (SAV, SAD, SPC)</td>
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<td>Repair</td>
<td>$75,000</td>
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<td></td>
<td>3R23XX</td>
<td>Various</td>
<td>Classroom Upgrades (SWG, SPC, SCEH)</td>
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<td>Renovation</td>
<td>$128,907</td>
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<td>3R23XX</td>
<td>Restroom Upgrades Second Floor (SWG)</td>
<td>Restroom Upgrades Second Floor (SWG)</td>
<td>Public Health, Safety, and Compliance</td>
<td>Renovation</td>
<td>$92,747</td>
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<tr>
<td><strong>University of South Dakota</strong></td>
<td>2R2301</td>
<td>Series 2007 Critical M&amp;R Bond Payment</td>
<td>Campus Wide</td>
<td>Energy and Utility Savings</td>
<td>Maintenance</td>
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<td>2R23XX</td>
<td>Campus</td>
<td>Mechanical Repairs and Upgrades</td>
<td>Energy and Utility Savings</td>
<td>Maintenance</td>
<td>$209,709</td>
</tr>
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<td>2R23XX</td>
<td>Campus</td>
<td>Electrical Repairs and Upgrades</td>
<td>Energy and Utility Savings</td>
<td>Maintenance</td>
<td>$209,709</td>
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<td></td>
<td>2R23XX</td>
<td>Campus</td>
<td>Irrigation Line Maintenance and Landscape Upgrades</td>
<td>Energy and Utility Savings</td>
<td>Renovation</td>
<td>$209,709</td>
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<tr>
<td><strong>University of South Dakota</strong></td>
<td>2R23XX</td>
<td>Dakota Dome</td>
<td>Pool Maintenance</td>
<td>Public Health, Safety, and Compliance</td>
<td>Maintenance</td>
<td>$209,709</td>
</tr>
</tbody>
</table>

**FY23 Fee M&R Projects Total** $102,134

**FY23 Fee M&R Projects Total** $92,464

**FY23 Fee M&R Projects Total** $84,377

**FY23 Fee M&R Projects Total** $178,281

**FY23 Fee M&R Projects Total** $683,784

**FY23 Fee M&R Projects Total** $499,709

**Grand Total FY23 Fee M&R Projects** $1,640,749

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Refer to BOR Policy 6:6 Maintenance & Repair

**M&R Category**

A. Public Health, Safety, and Compliance
B. Building Integrity
C. Programmatic Suitability
D. Energy and Utility Savings
E. Campus Infrastructure

**M&R Class**

A. Maintenance
B. Repair
C. Renovation
D. Alteration

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ATTACHMENT 1
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
INTERIM ACTIONS

<table>
<thead>
<tr>
<th>Maintenance and Repair Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>($50,000 - $250,000)</td>
</tr>
</tbody>
</table>

**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
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)
<table>
<thead>
<tr>
<th>Campus</th>
<th>Fiscal Year</th>
<th>Student Receivables per Fiscal Year</th>
<th>Total Student Revenue per Fiscal Year</th>
<th>% of Receivable to Total Revenue</th>
</tr>
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<tbody>
<tr>
<td>BHSU</td>
<td>FY17</td>
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<td>$30,725,399</td>
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<td>FY18</td>
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<td></td>
<td>FY19</td>
<td>$384,012</td>
<td>$29,373,973</td>
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<tr>
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<td>FY20</td>
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<td>System</td>
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<td>FY21</td>
<td>$4,480,156</td>
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<td>1.30%</td>
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</tbody>
</table>

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 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.

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FY17</td>
<td>1,030,298</td>
<td>1,130,137</td>
<td>2,931,867</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FY16</td>
<td>919,320</td>
<td>837,262</td>
<td>1,189,481</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FY15</td>
<td>673,552</td>
<td>746,585</td>
<td>1,368,833</td>
<td>2,147,684</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 |
|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| 6/30/2020                                       | 6/30/2021                                       | Inc/(Dec) in Receivables                         | Percentage Change in Receivables                  | Write-Offs                                      |
| BHSU                                           | $2,099,850                                     | $419,534                                        | 19.98%                                            | $944,310                                       |
| DSU                                            | $1,820,884                                     | $200,442                                        | 11.01%                                            | $383,610                                       |
| NSU                                            | $965,293                                       | $192,815                                        | 19.97%                                            | $539,293                                       |
| SDSMT                                          | $953,376                                       | $63,298                                         | 6.64%                                             | $256,182                                       |
| SDSU                                           | $7,446,391                                     | ($672,918)                                      | -9.04%                                            | $967,437                                       |
| USD                                            | $4,755,010                                     | $475,447                                        | 10.00%                                            | $1,459,476                                     |

284
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.

<table>
<thead>
<tr>
<th>Obligation Recovery Center Activity with the Regental Institutions</th>
<th>As of June 30, 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Debts Referred</td>
</tr>
<tr>
<td>BHSU</td>
<td>Number*</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>DSU</td>
<td>Number*</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>NSU</td>
<td>Number*</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>SDSMT</td>
<td>Number*</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>SDSU</td>
<td>Number*</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>USD</td>
<td>Number*</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
</tr>
<tr>
<td>Total</td>
<td>Number*</td>
</tr>
<tr>
<td></td>
<td>Amount</td>
</tr>
</tbody>
</table>

*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
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
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: \( \{(\text{HS GPA} \times 250) + (\text{ACT Math Subscore} \times 17)\} \). 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: \((\text{HS GPA} \times 290) + \text{AAF} + 20\).

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

<table>
<thead>
<tr>
<th>COURSE</th>
<th>High School GPA</th>
<th>Math Index (MI)[MI = 250 \times HS\ GPA + 17 \times MATH ACT^*]</th>
<th>Smarter Balanced Score</th>
<th>Accuplacer score (only if no valid HS GPA)</th>
<th>CHALLENGE INDEX[CI = 290 \times HS\ GPA + AAF^* + 20] If student does not reach AAF domain, no challenge index</th>
<th>ALEKS PPL (may vary by campus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 095, 101 or MATH 103/093</td>
<td>Basic Placement- anyone can take these courses- there is no placement or prerequisite requirement for these courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MATH 114 w/094</td>
<td>[2.34 \leq HSGPA &lt; 3.03]</td>
<td>MI 950 or higher</td>
<td>2543-2627</td>
<td>QAS 224-254</td>
<td>CI 950 or higher</td>
<td>32</td>
</tr>
<tr>
<td>MATH 103 or MATH 114</td>
<td>[3.03 \leq HSGPA &lt; 3.55]</td>
<td>MI 1150 or higher</td>
<td>2628 or higher</td>
<td>QAS 255-300 or AAF 200-249</td>
<td>CI 1150 or higher</td>
<td>46</td>
</tr>
<tr>
<td>MATH 115 or MATH 120 or MATH 121/121L or MATH/STAT 281</td>
<td>[HSGPA \text{ is 3.55 or higher}]</td>
<td>MI 1300 or higher</td>
<td>NA</td>
<td>AAF 250-300 or Accuplacer SDCalculus 1-15</td>
<td>CI 1300 or higher</td>
<td>61</td>
</tr>
<tr>
<td>MATH 123 w/123L</td>
<td>[HSGPA \text{ is 3.55 or higher AND Accuplacer SDCalculus } 16 \text{ or higher}]</td>
<td>MI 1300 or higher AND Accuplacer SDCalculus 16 or higher</td>
<td>NA</td>
<td>AAF 250+ AND Accuplacer SDCalculus 16 or higher</td>
<td>CI 1300 or higher AND Accuplacer SDCalculus 16 or higher</td>
<td>76</td>
</tr>
<tr>
<td>MATH 123</td>
<td>[HSGPA \text{ is 3.55 or higher AND Accuplacer SDCalculus } 19 \text{ or higher}]</td>
<td>MI 1300 or higher AND Accuplacer SDCalculus 19 or higher</td>
<td>NA</td>
<td>AAF 250+ AND Accuplacer SDCalculus 19 or higher</td>
<td>CI 1300 or higher AND Accuplacer SDCalculus 19 or higher</td>
<td>89</td>
</tr>
</tbody>
</table>

* 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).
- 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.
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.

<table>
<thead>
<tr>
<th>UNIVERSITY:</th>
<th>SDSM&amp;T</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROPOSED GRADUATE PROGRAM:</td>
<td>Data Science and Engineering</td>
</tr>
<tr>
<td>EXISTING OR NEW MAJOR(S):</td>
<td>New</td>
</tr>
<tr>
<td>DEGREE:</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>EXISTING OR NEW DEGREE(S):</td>
<td>Existing</td>
</tr>
<tr>
<td>INTENDED DATE OF IMPLEMENTATION:</td>
<td>Fall 2022</td>
</tr>
<tr>
<td>PROPOSED CIP CODE:</td>
<td>30.7001</td>
</tr>
<tr>
<td>SPECIALIZATIONS:</td>
<td>N/A</td>
</tr>
<tr>
<td>IS A SPECIALIZATION REQUIRED (Y/N):</td>
<td>No</td>
</tr>
<tr>
<td>DATE OF INTENT TO PLAN APPROVAL:</td>
<td>8/21/2021</td>
</tr>
<tr>
<td>UNIVERSITY DEPARTMENT:</td>
<td>Computer Science &amp; Engineering</td>
</tr>
<tr>
<td>BANNER DEPARTMENT CODE:</td>
<td>MCSC</td>
</tr>
<tr>
<td>UNIVERSITY DIVISION:</td>
<td>SDSMT Science &amp; Letters</td>
</tr>
<tr>
<td>BANNER DIVISION CODE:</td>
<td>4L</td>
</tr>
</tbody>
</table>

☑️ 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.

---

AAC Form 2.10 – New Graduate Degree Program

(Last Revised 04/2021)
1. What is the nature/purpose of the proposed program? Please include a brief (1-2 sentence) description of the academic field in this program.

The 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?

<table>
<thead>
<tr>
<th>University</th>
<th>SDCL §</th>
<th>BOR Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>13-59</td>
<td>1:10:4</td>
</tr>
<tr>
<td>DSU</td>
<td>13-59</td>
<td>1:10:5</td>
</tr>
<tr>
<td>NSU</td>
<td>13-59</td>
<td>1:10:6</td>
</tr>
<tr>
<td>SDSMT</td>
<td>13-60</td>
<td>1:10:3</td>
</tr>
<tr>
<td>SDSU</td>
<td>13-58</td>
<td>1:10:2</td>
</tr>
<tr>
<td>USD</td>
<td>13-57</td>
<td>1:10:1</td>
</tr>
</tbody>
</table>


development

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>
<thead>
<tr>
<th>Academic &amp; Co-Curricular Excellence</th>
<th>Create and maintain distinctive majors, minors, certificates relevant to electrical and electronics fields that are responsive to changing industry and societal needs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research &amp; Innovation</td>
<td>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.</td>
</tr>
</tbody>
</table>

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 statewide 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.
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>
<thead>
<tr>
<th>Value Added Agriculture and Agribusiness [10]</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
</tr>
</tbody>
</table>
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 biofilms, 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 pharma-ceutics, 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 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**
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 rationale\(^1\)

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.

<table>
<thead>
<tr>
<th>University</th>
<th>Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York University</td>
<td>[<a href="https://cds.nyu.edu/Ph.D.-curriculum-info/">https://cds.nyu.edu/Ph.D.-curriculum-info/</a>]</td>
</tr>
<tr>
<td>Boise State University</td>
<td>[<a href="https://www.boisestate.edu/computing/emphasis/data-science/data-science-phd/">https://www.boisestate.edu/computing/emphasis/data-science/data-science-phd/</a>]</td>
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<tr>
<td>Bowling Green State University</td>
<td>[<a href="https://www.bgsu.edu/graduate/graduate-programs/data-science.html">https://www.bgsu.edu/graduate/graduate-programs/data-science.html</a>]</td>
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<td>Indiana University</td>
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<td>Stevens Institute of Technology</td>
<td>[<a href="https://www.stevens.edu/school-business/business-phd-programs/phd-data-science/campus-overview">https://www.stevens.edu/school-business/business-phd-programs/phd-data-science/campus-overview</a>]</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>[<a href="https://www.marshall.usc.edu/programs/phd-program/departments/data-sciences-and-operations/requirements">https://www.marshall.usc.edu/programs/phd-program/departments/data-sciences-and-operations/requirements</a>]</td>
</tr>
<tr>
<td>University of Tennessee</td>
<td>[<a href="https://bredesencenter.utk.edu/program-requirements-dse/">https://bredesencenter.utk.edu/program-requirements-dse/</a>]</td>
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<tr>
<td>University of Washington</td>
<td>[<a href="https://escience.washington.edu/education/phd/advanced-phd-data-science-option/">https://escience.washington.edu/education/phd/advanced-phd-data-science-option/</a>]</td>
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<td>Worcester Polytechnic University</td>
<td>[<a href="https://www.wpi.edu/academics/study/data-science-phd">https://www.wpi.edu/academics/study/data-science-phd</a>]</td>
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</table>
D. Summary of the degree program (complete the following tables):

<table>
<thead>
<tr>
<th>Ph.D. in Data Science and Engineering</th>
<th>Credit Hours</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required courses</td>
<td>12</td>
<td>15.2%</td>
</tr>
<tr>
<td>Electives</td>
<td>24</td>
<td>34.7%</td>
</tr>
<tr>
<td>Dissertation</td>
<td>36</td>
<td>50%</td>
</tr>
<tr>
<td><strong>Total Required for the Degree Total</strong></td>
<td><strong>72</strong>*</td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

* 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**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title (add or delete rows as needed)</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
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<td>Introduction to Data Science and Engineering</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>MATH</td>
<td>543</td>
<td>Data Analysis</td>
<td>3</td>
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<tr>
<td>ENGM</td>
<td>535</td>
<td>Optimization Techniques</td>
<td>3</td>
<td>No</td>
</tr>
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<td>CSC</td>
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<td>Seminar</td>
<td>3</td>
<td>No</td>
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<td>CSC/IENG/MATH</td>
<td>898</td>
<td>Dissertation</td>
<td>36</td>
<td>No</td>
</tr>
</tbody>
</table>

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).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
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<tr>
<td>CSC</td>
<td>512</td>
<td>Cryptology</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>514</td>
<td>Introduction to Computer Vision</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>516</td>
<td>Advanced Algorithms for Robotics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>517</td>
<td>Scientific Computing</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>CSC</td>
<td>523</td>
<td>Computer Graphics Fundamentals</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>524</td>
<td>Digital Image Processing</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>526</td>
<td>Cybersecurity</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>540</td>
<td>Parallel Programming and Implementation</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>
for Science and Engineering

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC</td>
<td>541</td>
<td>Network and Data Communications</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>545</td>
<td>Theory of Computation</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>547</td>
<td>Artificial Intelligence</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>548</td>
<td>Machine Learning</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>549</td>
<td>Advanced Topics in artificial Intelligence</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>554</td>
<td>Data Mining Theory</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>568</td>
<td>Graphical User Interface Programming</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>576</td>
<td>Mobile Computing Development</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>578</td>
<td>Multimedia Security</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC/IENG</td>
<td>715</td>
<td>Data Visualization</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>CSC</td>
<td>730</td>
<td>Anomaly Detection</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>CSC</td>
<td>745</td>
<td>Bayesian Inference</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>CSC</td>
<td>752</td>
<td>Computer Vision</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>755</td>
<td>Reinforcement Learning</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>CSC</td>
<td>757</td>
<td>Natural Computing</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>CSC</td>
<td>760</td>
<td>Deep Learning</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>CSC</td>
<td>761</td>
<td>Advanced Artificial Intelligence</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>CSC</td>
<td>775</td>
<td>Network Science</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>CSC</td>
<td>780</td>
<td>Advanced Data Engineering</td>
<td>3</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG</td>
<td>420/520</td>
<td>Game Theory Applications</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>IENG</td>
<td>506</td>
<td>Occupational Biomechanics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>IENG</td>
<td>515</td>
<td>Decision Analysis</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>IENG</td>
<td>555</td>
<td>Supply Chain Management and Logistics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>IENG</td>
<td>620</td>
<td>Human Information Processing</td>
<td>3</td>
<td>Yes*</td>
</tr>
<tr>
<td>IENG/CSC</td>
<td>715</td>
<td>Data Visualization</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>IENG</td>
<td>735</td>
<td>Advanced Linear Programming</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>IENG</td>
<td>736</td>
<td>Nonlinear Optimization</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>IENG</td>
<td>737</td>
<td>Stochastic Programming</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>ENGM</td>
<td>615</td>
<td>Nonparametric Statistics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ENGM</td>
<td>621</td>
<td>Statistical Process Control</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ENGM</td>
<td>663</td>
<td>Engineering Economics for Managers</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ENGM</td>
<td>745</td>
<td>Forecasting for Business and Technology</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

The following courses are available as Math electives offered in the Mathematics department at South Dakota Mines.
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>513</td>
<td>Abstract Algebra</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MATH</td>
<td>515</td>
<td>Advanced Linear Algebra</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MATH</td>
<td>521</td>
<td>Complex Analysis</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MATH</td>
<td>523</td>
<td>Advanced Calc I</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MATH</td>
<td>532</td>
<td>Partial Differential Equations</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MATH</td>
<td>547</td>
<td>Design of Experiments</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MATH</td>
<td>551</td>
<td>Math Modeling</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MATH</td>
<td>742</td>
<td>Mathematical Statistics</td>
<td>3</td>
<td>Yes</td>
</tr>
<tr>
<td>STAT</td>
<td>560</td>
<td>Time-Series Forecasting</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>

The following courses are available as other electives offered in other departments at South Dakota Mines.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Number</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>New (yes, no)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AES</td>
<td>519</td>
<td>High-Performance Computing in the Earth Sciences</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>AES</td>
<td>520</td>
<td>Remote Sensing for Research</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>AES</td>
<td>560</td>
<td>Atmospheric Dynamics I</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>AES</td>
<td>615</td>
<td>Earth Systems Modeling</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>AES</td>
<td>651</td>
<td>Measurement and Instrumentation</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>AES</td>
<td>660</td>
<td>Atmospheric Dynamics II</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>AES</td>
<td>744</td>
<td>Numerical Weather &amp; Climate Prediction</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>EE</td>
<td>757</td>
<td>Intelligent Control Systems</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>EE</td>
<td>756</td>
<td>Advanced Linear Systems Theory</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>EE</td>
<td>655</td>
<td>Linear Systems Theory</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>EE</td>
<td>623</td>
<td>Random Signals and Noise</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>EE</td>
<td>621</td>
<td>Information and Coding Theory</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>GEOL</td>
<td>728</td>
<td>Linear Inverse Methods in Geology</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ME</td>
<td>534</td>
<td>Sensors and Instrumentation</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ME</td>
<td>555</td>
<td>Advanced Applications in Computational Mechanics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ME</td>
<td>673</td>
<td>Applied Engineering Analysis I</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>ME</td>
<td>773</td>
<td>Applied Engineering Analysis II</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>MES</td>
<td>600</td>
<td>Cyber-Physical-Social System for Understanding &amp; Thwarting the Illicit Economy</td>
<td>1</td>
<td>No</td>
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<tr>
<td>PHYS</td>
<td>545</td>
<td>Statistical Mechanics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PHYS</td>
<td>581</td>
<td>Mathematical Physics</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PHYS</td>
<td>777</td>
<td>Introduction to Quantum Information</td>
<td>3</td>
<td>No</td>
</tr>
<tr>
<td>PHYS</td>
<td>779</td>
<td>Group Theory</td>
<td>3</td>
<td>No</td>
</tr>
</tbody>
</table>


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.

<table>
<thead>
<tr>
<th>Individual Student Outcome</th>
<th>Program Courses that Address the Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Same as in the text of the proposal)</td>
<td>CSC 570*</td>
</tr>
<tr>
<td>1. Acquire and apply the knowledge and skills to make an original contribution to the field of Data Science and Engineering.</td>
<td>X</td>
</tr>
<tr>
<td>2. Conduct independent research within a supportive multidisciplinary framework.</td>
<td></td>
</tr>
<tr>
<td>3. Understand and critically evaluate the relevant literature in Data Science and Data Engineering.</td>
<td>X</td>
</tr>
<tr>
<td>4. Communicate relevant Data Science and Engineering principles and theories by written, oral, and visual means.</td>
<td>X</td>
</tr>
<tr>
<td>5. Apply Data Science and Engineering principles and procedures to the recognition, interpretation, and understanding of prior and current knowledge in the field.</td>
<td>X</td>
</tr>
<tr>
<td>6. Exhibit and appropriate awareness of and commitment to the ethical conduct of research.</td>
<td></td>
</tr>
</tbody>
</table>
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)?

<table>
<thead>
<tr>
<th>Fiscal Years*</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimates</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students new to the university</td>
<td>FY 23</td>
<td>FY 24</td>
<td>FY 25</td>
<td>FY 26</td>
</tr>
<tr>
<td>Students from other university programs</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

AAC Form 2.10 – New Graduate Degree Program
(Last Revised 04/2021)
Continuing students = Total students in the program (fall)

<table>
<thead>
<tr>
<th></th>
<th>0</th>
<th>4</th>
<th>6</th>
<th>9</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>12</td>
</tr>
</tbody>
</table>

Program credit hours (major courses)**

<table>
<thead>
<tr>
<th></th>
<th>80</th>
<th>120</th>
<th>180</th>
<th>240</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduates</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

*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)?

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>On campus</td>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, list location(s)</th>
<th>Intended Start Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off campus</td>
<td>No</td>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If Yes, identify delivery methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance Delivery (online/other distance delivery methods)</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Yes/No</th>
<th>If yes, identify institutions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does another BOR institution already have authorization to offer the program online?</td>
<td>No</td>
</tr>
</tbody>
</table>

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.
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 assistants, 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.


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**
  - **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”.
  - **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**
  - **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.
  - **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.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>x</td>
</tr>
</tbody>
</table>

**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:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td>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.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Headcount &amp; hours from proposal</th>
<th>1st FY23</th>
<th>2nd FY24</th>
<th>3rd FY25</th>
<th>4th FY26</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall headcount (see table in proposal)</td>
<td>4</td>
<td>6</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Program FY cr hrs, On-Campus</td>
<td>80</td>
<td>120</td>
<td>180</td>
<td>240</td>
</tr>
<tr>
<td>Program FY cr hrs, Off-Campus</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

| Faculty, Regular FTE | See p. 3 | 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 | See p. 3 | 0 | 0 | 0 | 0 |
| Faculty, Adjunct - per course | See p. 3 | $5,000 | $5,000 | $5,000 | $5,000 |

| Other FTE (see next page) | See p. 3 | 0.00 | 0.00 | 0.00 | 0.00 |
| Other Salary & Benefits, average | See p. 3 | $32,380 | $32,380 | $32,380 | $32,380 |

2. Budget

Salary & Benefits

| Faculty, Regular | $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 |
Provide a summary of the program costs and resources in the new program proposal.

<table>
<thead>
<tr>
<th>Estimated Salary &amp; Benefits per FTE</th>
<th>Faculty</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated salary (average) - explain below</td>
<td>$82,860</td>
<td>$30,000</td>
</tr>
<tr>
<td>University's variable benefits rate (see below)</td>
<td>0.1420</td>
<td>0.1420</td>
</tr>
<tr>
<td>Variable benefits</td>
<td>$11,766</td>
<td>$4,260</td>
</tr>
<tr>
<td>Health insurance/FTE, FY18</td>
<td>$8,470</td>
<td>$8,470</td>
</tr>
<tr>
<td>Average S&amp;B</td>
<td>$103,096</td>
<td>$42,730</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Off-Campus Tuition, HEFF &amp; Net</th>
<th>FY19</th>
<th>HEFF</th>
<th>Net</th>
</tr>
</thead>
</table>
### Variable Benefits Rates

<table>
<thead>
<tr>
<th>University</th>
<th>FY19</th>
</tr>
</thead>
<tbody>
<tr>
<td>BHSU</td>
<td>14.64%</td>
</tr>
<tr>
<td>DSU</td>
<td>14.36%</td>
</tr>
<tr>
<td>NSU</td>
<td>14.31%</td>
</tr>
<tr>
<td>SDSM&amp;T</td>
<td>14.20%</td>
</tr>
<tr>
<td>SDSU</td>
<td>14.38%</td>
</tr>
<tr>
<td>USD</td>
<td>14.34%</td>
</tr>
</tbody>
</table>

*Change the benefits rate cell in the table on page 2 to point to the rate for your university.*

---

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

### On-Campus Tuition, HEFF & Net

<table>
<thead>
<tr>
<th>On-Campus Tuition, HEFF &amp; Net</th>
<th>Rate</th>
<th>HEFF</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>UG Resident - DSU, NSU</td>
<td>$243.30</td>
<td>$27.98</td>
<td>$215.32</td>
</tr>
<tr>
<td>UG Resident - SDSU, USD</td>
<td>$248.35</td>
<td>$28.56</td>
<td>$219.79</td>
</tr>
<tr>
<td>UG Resident - BHSU</td>
<td>$254.20</td>
<td>$29.23</td>
<td>$224.97</td>
</tr>
<tr>
<td>UG Resident - SDSMT</td>
<td>$249.70</td>
<td>$28.72</td>
<td>$220.98</td>
</tr>
<tr>
<td>GR Resident - DSU, NSU</td>
<td>$319.40</td>
<td>$36.73</td>
<td>$282.67</td>
</tr>
<tr>
<td>GR Resident - SDSU, USD</td>
<td>$326.05</td>
<td>$37.50</td>
<td>$288.55</td>
</tr>
<tr>
<td>GR Resident - BHSU</td>
<td>$328.20</td>
<td>$37.74</td>
<td>$290.46</td>
</tr>
<tr>
<td>GR Resident - SDSMT</td>
<td>$324.85</td>
<td>$37.36</td>
<td>$287.49</td>
</tr>
<tr>
<td>UG Nonresident - DSU, NSU</td>
<td>$342.40</td>
<td>$39.38</td>
<td>$303.02</td>
</tr>
<tr>
<td>UG Nonresident - BHSU</td>
<td>$355.70</td>
<td>$40.91</td>
<td>$314.79</td>
</tr>
<tr>
<td>UG Nonresident - SDSU, USD</td>
<td>$360.50</td>
<td>$41.46</td>
<td>$319.04</td>
</tr>
<tr>
<td>UG Nonresident - SDSMT</td>
<td>$391.10</td>
<td>$44.98</td>
<td>$346.12</td>
</tr>
<tr>
<td>GR Nonresident - DSU, NSU</td>
<td>$596.30</td>
<td>$68.57</td>
<td>$527.73</td>
</tr>
<tr>
<td>GR Nonresident - BHSU</td>
<td>$612.40</td>
<td>$70.43</td>
<td>$541.97</td>
</tr>
<tr>
<td>GR Nonresident - SDSU, USD</td>
<td>$626.85</td>
<td>$72.09</td>
<td>$554.76</td>
</tr>
<tr>
<td>GR Nonresident - SDSMT</td>
<td>$652.00</td>
<td>$74.98</td>
<td>$577.02</td>
</tr>
<tr>
<td>UG Sioux Falls Associate Degree</td>
<td>$275.40</td>
<td>$31.67</td>
<td>$243.73</td>
</tr>
</tbody>
</table>

*Variable Benefits Rates*

*Change cell on page 1 to point to your net*

---

*Rates updated February 2019 (JP)*
Appendix C: New Course Requests
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.

**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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 417/517</td>
<td>Scientific Computing</td>
<td>3</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(( CSC 170</td>
<td>Programming for Engineers &amp; Scientists</td>
<td>Pre-Req</td>
</tr>
<tr>
<td>Or CSC 115</td>
<td>Test Driven Development</td>
<td>Pre-Req )</td>
</tr>
<tr>
<td>Math 315</td>
<td>Linear Algebra</td>
<td>Pre-Req</td>
</tr>
<tr>
<td>Math 381</td>
<td>Introduction to Statistics</td>
<td>Pre-Req )</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGM 435/535</td>
<td>Optimization Techniques</td>
<td>Pre-Req</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 410/510</td>
<td>Parallel Computing</td>
<td>3</td>
</tr>
<tr>
<td>Math 415/515</td>
<td>Advanced Linear Algebra</td>
<td>3</td>
</tr>
</tbody>
</table>

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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

Request Originator
Signature
Date

Department Chair
Signature
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
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.

<table>
<thead>
<tr>
<th>SDSMT Institution</th>
<th>Computer Science &amp; Engineering Division/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Click here to enter a date.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Institutional Approval Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 459/559</td>
<td>Introduction to Data Science and Engineering</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 170</td>
<td>Programming for Engineers &amp; Scientists</td>
<td>Pre-Req</td>
</tr>
<tr>
<td>or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CSC 215</td>
<td>Programming Techniques</td>
<td>Pre-Req</td>
</tr>
<tr>
<td>and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math 381</td>
<td>Introduction to Statistics</td>
<td>Pre-Req</td>
</tr>
</tbody>
</table>

AAC Form 1.5 – New Course Request
(Revision 09/2020)
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.*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
<tr>
<td>CSC 454/554</td>
<td>Data Mining Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

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.]

☐ Yes. 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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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
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.

**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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 715</td>
<td>Data Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

*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)**

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
</table>

**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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 460</td>
<td>Scientific Visualization</td>
<td>3</td>
</tr>
<tr>
<td>INFS 776</td>
<td>Business Intel &amp; Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

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:  

☐ Yes. 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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG 715</td>
<td>Data Visualization</td>
</tr>
</tbody>
</table>

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

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
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

Institutional Approval Signature

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 730</td>
<td>Anomaly Detection</td>
<td>3</td>
</tr>
</tbody>
</table>

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 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.

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)

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 447/547</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Request Originator</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff McGough</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jeff McGough</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School/College Dean</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

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: ☒ 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?
   ☒ 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

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 745</td>
<td>Bayesian Inference</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Registration Restrictions

AAC Form 1.5 – New Course Request
(Last Revised 09/2020)
**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.*

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<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 553</td>
<td>Applied Bayesian Statistics</td>
<td>3</td>
</tr>
<tr>
<td>STAT 752</td>
<td>Advanced Data Science</td>
<td>3</td>
</tr>
</tbody>
</table>

*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.]

- [x] 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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

Request Originator

Signature

Date

12/30/2021

Department Chair

Signature

Date

12/30/2021

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 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
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 & Engineering
Institution | Division/Department

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 755</td>
<td>Reinforcement Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

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.

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<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 447/547</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

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
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.

<table>
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<tr>
<th>Institution</th>
<th>Computer Science &amp; Engineering</th>
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<tbody>
<tr>
<td>SDSM&amp;T</td>
<td></td>
</tr>
<tr>
<td>Division/Department</td>
<td></td>
</tr>
</tbody>
</table>

Institutional Approval Signature  

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 757</td>
<td>Natural Computing</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
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<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

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.

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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 447/547</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

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 Computer Science & Engineering
Institution Division/Department

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 758</td>
<td>Planning Algorithms</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

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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.

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 447/547</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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

Effectivedelete 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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

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.

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<tbody>
<tr>
<td>SDSM&amp;T</td>
<td></td>
</tr>
<tr>
<td>Division/Department</td>
<td>Click here to enter a date.</td>
</tr>
</tbody>
</table>

Institutional Approval Signature

<table>
<thead>
<tr>
<th>Date</th>
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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.

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<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 760</td>
<td>Deep Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

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<th>Pre-Req/Co-Req?</th>
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Registration Restrictions

AAC Form 1.5 – New Course Request
(Rev. 09/2020)
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.

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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 447/547</td>
<td>Artificial Intelligence</td>
<td>3</td>
</tr>
<tr>
<td>CSC 448/548</td>
<td>Machine Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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: ☒ 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?
   ☑ 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
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

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

AAC Form 1.5 – New Course Request
(Last Revised 09/2020)
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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math 551</td>
<td>Math Modeling</td>
<td>3</td>
</tr>
<tr>
<td>Stat 560</td>
<td>Time Series Analysis</td>
<td>3</td>
</tr>
</tbody>
</table>

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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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
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
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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 454/554</td>
<td>Data Mining Theory</td>
<td>3</td>
</tr>
<tr>
<td>CSC 486/586</td>
<td>Data Mining Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.10. **Is this prefix approved for your university?**
   - ☒ Yes  ☐ No
   
   *If no, provide a brief justification below:*

<table>
<thead>
<tr>
<th>Section 4. Department and Course Codes (Completed by University Academic Affairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1. <strong>University Department Code:</strong>    CSC</td>
</tr>
<tr>
<td>4.2. <strong>Banner Department Code:</strong>       MCSC</td>
</tr>
<tr>
<td>4.3. <strong>Proposed CIP Code:</strong>            30.7001</td>
</tr>
</tbody>
</table>
   
   *Is this a new CIP code for the university?*  ☐ Yes  ☐ No
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: ☒ 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?
   ☒ 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
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.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSM&amp;T</td>
<td>Industrial Engineering/IENG</td>
</tr>
</tbody>
</table>

Click here to enter a date.

Institutional Approval Signature

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG 420/520</td>
<td>Game Theory Applications</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG/MATH 381</td>
<td>Introduction to Probability and Statistics</td>
<td>Pre-Req</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 282</td>
<td>Mathematics of Games</td>
<td>3</td>
</tr>
<tr>
<td>ECON 465/565</td>
<td>Game Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

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 IndicateUniversities 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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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
Request Originator

Jeff Woldstad
Department Chair

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: ☒ 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?
   ☒ 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.
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

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG 620</td>
<td>Human Information Processing</td>
<td>3</td>
</tr>
</tbody>
</table>

*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)**

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 533</td>
<td>Psychology of Human Performance</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 536</td>
<td>Human Performance</td>
<td>3</td>
</tr>
</tbody>
</table>

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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
<td>12/21/2021</td>
</tr>
</tbody>
</table>

### Department Chair

<table>
<thead>
<tr>
<th>Signature</th>
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</tr>
</thead>
<tbody>
<tr>
<td>[Signature]</td>
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</table>

### School/College Dean

<table>
<thead>
<tr>
<th>Signature</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>Click here to enter a date.</td>
<td></td>
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</tbody>
</table>

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

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 460</td>
<td>Scientific Visualization</td>
<td>3</td>
</tr>
<tr>
<td>INFS 776</td>
<td>Business Intel &amp; Visualization</td>
<td>3</td>
</tr>
</tbody>
</table>

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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSC 715</td>
<td>Data Visualization</td>
</tr>
</tbody>
</table>

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

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
### 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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG 735</td>
<td>Advanced Linear Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

**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)

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGM 535</td>
<td>Optimization Techniques</td>
<td>Pre-Req</td>
</tr>
</tbody>
</table>

### 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.*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 675</td>
<td>Operations Research II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 735</td>
<td>Numerical Modelling</td>
<td>3</td>
</tr>
</tbody>
</table>

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.):
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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

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

Hyeong Suk Na
Request Originator

12/13/2021

Jeffrey Woldstad
Department Chair

Click here to enter a date.

Hyeong Suk Na

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.
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.

<table>
<thead>
<tr>
<th>Institution</th>
<th>Division/Department</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>SDSM&amp;T</td>
<td>Industrial Engineering</td>
<td>12/13/2021</td>
</tr>
</tbody>
</table>

Institutional Approval Signature

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG 736</td>
<td>Nonlinear Programming</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

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<th>Prefix &amp; No.</th>
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<th>Pre-Req/Co-Req?</th>
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</thead>
<tbody>
<tr>
<td>ENGM 535</td>
<td>Optimization Techniques</td>
<td>Pre-Req</td>
</tr>
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</table>

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.

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<td>Operations Research II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 735</td>
<td>Numerical Modelling</td>
<td>3</td>
</tr>
</tbody>
</table>

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.]

☐ Yes. 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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

Lin Guo
Request Originator

12/13/2021
Date

Jeffrey Woldstad
Department Chair

Click here to enter a date.

School/College Dean

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 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.
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

Institutional Approval Signature

Date

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**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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IENG 737</td>
<td>Stochastic Optimization</td>
<td>3</td>
</tr>
</tbody>
</table>

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)**

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGM 535</td>
<td>Optimization Techniques</td>
<td>Pre-Req</td>
</tr>
</tbody>
</table>

**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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 675</td>
<td>Operations Research II</td>
<td>3</td>
</tr>
<tr>
<td>MATH 735</td>
<td>Numerical Modelling</td>
<td>3</td>
</tr>
</tbody>
</table>

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:  

☐ Yes. Specify below:

☐ 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):

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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
Request Originator

Jeffrey Woldstad
Department Chair

School/College Dean

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.
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: South Dakota Board of Regents
Division/Department: Academic Affairs Forms

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 742</td>
<td>Mathematical Statistics</td>
<td>3</td>
</tr>
</tbody>
</table>

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)

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Pre-Req/Co-Req?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>STAT 585</td>
<td>Theory of Statistics I</td>
<td>3</td>
</tr>
<tr>
<td>STAT 684</td>
<td>Statistical Inference I</td>
<td>3</td>
</tr>
</tbody>
</table>

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):*

<table>
<thead>
<tr>
<th>Prefix &amp; No.</th>
<th>Course Title</th>
</tr>
</thead>
</table>

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

Request Originator

Travis Kowalski

Department Chair

School/College Dean

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.
   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.
The purpose of this document is to ensure that curriculum changes in one department that alter courses required or commonly taken by other documents 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
☐ 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: ebvon@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
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
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
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. Marchette\textsuperscript{1} and George Rudolph\textsuperscript{2}

\textsuperscript{1}Applied Mathematics Group, Naval Surface Warfare – Dahlgren Division
\textsuperscript{2}Department 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 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, al-
though the discussion with the leadership, department heads, and faculty clari-
fied 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 dis-
cussion 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 stan-
dards 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 imple-
mented. 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 dimen-
sionality 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


SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B
DATE: May 10, 2022

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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/DISCUSION
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

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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

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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 use 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)

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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:

<table>
<thead>
<tr>
<th>Utility</th>
<th>Savings</th>
<th>Savings Compares to</th>
<th>% Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>826,700 kWh</td>
<td>73 homes’ electricity for a year</td>
<td>35%</td>
</tr>
<tr>
<td>Natural Gas</td>
<td>13,230 MMBtu</td>
<td>142 homes’ electricity for a year</td>
<td>30%</td>
</tr>
<tr>
<td>Water</td>
<td>530,200 gallons</td>
<td>16 peoples’ water usage for a year</td>
<td>5%</td>
</tr>
</tbody>
</table>

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

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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 use 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)

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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:

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<tr>
<th>Utility</th>
<th>Savings</th>
<th>Savings Compares to</th>
<th>% Savings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity</td>
<td>1,102,000 kWh</td>
<td>98 homes’ electricity for a year</td>
<td>50%</td>
</tr>
<tr>
<td>Natural Gas</td>
<td>6,900 MMBtu</td>
<td>74 homes’ electricity for a year</td>
<td>30%</td>
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<tr>
<td>Water</td>
<td>1,814,000 gallons</td>
<td>54 peoples water usage for a year</td>
<td>10%</td>
</tr>
</tbody>
</table>

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 2\textsuperscript{nd} and 3\textsuperscript{rd} 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:**

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<th>Amount</th>
</tr>
</thead>
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<tr>
<td>OSE Fees</td>
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**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
### Commissioning Costs

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**ALTERNATE TO SHELL SPACE**

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($1,787,209)

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.
Section Title: GENERAL PLAN NOTES

1. All dimensions given are to face of masonry, face of concrete, and to face of gyp. board, typ. (1/8" = 1'-0"

2. All exterior wall, general plan dimensions are to face of stud and face of concrete.

3. Construction of walls are designated starting on tag side of walls.

4. All interior wall framing noted in wall type schedule extends to structural decking, brace as required. Provide deep leg sauce to structure.

5. Interior door frames shall be installed with the hinge side of door frame 4" from adjacent wall, unless otherwise dimensioned.

6. Provide bullnose units @ all door and window openings, end walls, and outside corners in CMU walls.

7. All steel studs are min. 25 ga. Unless noted otherwise. 20 ga steel studs required at all cementitious backer board and abutments.

8. 5/8" cementitious backer board shall be substituted for gyp. board in all locations where ceramic and/or porcelain wall tile is required to be installed.

9. Refer to code compliance plans for location of smoke vents and smoke separation wall locations and requirements.

10. All openings in rated assemblies shall be sealed with fire / smoke rated materials and assemblies. Install rated joint sealants at both faces of assemblies.

11. Rated wall assemblies and partitions indicated shall have staggered sheathing and gyp. board joints on opposite sides of assembly. Seal assemblies at construction perimeters, decking material (top & bottom), behind control joints, and at all openings in rated assemblies.

12. All spandrel glazing shall have metal stud and gyp. board furring walls at interior side of glazing where exposed to view.

13. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.

14. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.

15. All ceiling finishes shall be consistent with recipe specifications and details. Indoor ceiling finishes shall not be painted.

16. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.

17. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.

18. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.

19. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.

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29. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.

30. All interior wall finishes shall be consistent with recipe specifications and details. Indoor walls shall not be painted.
REFERENCES:

1. All interior wall dimensions are to face of partition, at perimeters, and through fire rated assemblies. Reference code.
2. All interior wall finishes are to be installed.
3. Reference wall type schedule for sound attenuation insulation required within stud cavity. 21'-0" MBLIES.
4. 16'-8 1/2" E resistant gypsum board as specified.
5. Penetrations with a continuous bead of acoustical joint sealant. Install acoustical joint sealants at both faces of assemblies.
6. All openings in rated assemblies shall be sealed with fire / smoke rated materials and assemblies. Install rated joint sealants at both faces of assemblies.
7. All STC-RATED WALL ASSEMBLIES AND PARTITIONS INDICATED SHALL HAVE STAGGERED SHEATHING AND GYP. BOARD JOINTS ON OPPOSITE SIDES OF ASSEMBLIES.
8. Seal assemblies at construction perimeters, decking material (top & bottom), behind control joint, and at all openings in rated assemblies. Provide deep leg sliding joints as required to provide structural integrity.
9. All steel stud frames are MIN. 25 GA. UNLESS NOTED OTHERWISE. 20 GA STEEL STUDS REQUIRED AT ALL CEMENTITIOUS BACKER BOARD AND ABUTMENTS.
10. 5/8" CEMENTITIOUS BACKER BOARD SHALL BE SUBSTITUTED FOR GYP. BOARD IN ALL LOCATIONS WHERE CERAMIC AND / OR PORCELAIN WALL TILES ARE REQUIRED.
11. Contractor shall be responsible for pricing and installation of appropriate framing needed for walls height. Refer to interior steel framing gage table (1) on sheet A0.00 for framing gages and stud sizing requirements.
12. All spandrel glazing shall have metal stud and furring walls at interior side of glazing where exposed to view.
13. All structural concrete and masonry shall be designed and constructed to meet the requirements of the project.
14. All structural steel shall be designed and constructed to meet the requirements of the project.
15. All reinforcing steel shall be designed and constructed to meet the requirements of the project.
16. All reinforcing steel shall be designed and constructed to meet the requirements of the project.
17. All structural steel shall be designed and constructed to meet the requirements of the project.
18. All structural steel shall be designed and constructed to meet the requirements of the project.
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20. All structural steel shall be designed and constructed to meet the requirements of the project.
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23. All structural steel shall be designed and constructed to meet the requirements of the project.
24. All structural steel shall be designed and constructed to meet the requirements of the project.
25. All structural steel shall be designed and constructed to meet the requirements of the project.
4. REFER TO STRUCTURAL DRAWINGS FOR GROUTING AND REINFORCEMENT OF CMU WALLS.

5. ALL INTERIOR WALL FRAMING NOTED IN WALL TYPE SCHEDULE EXTENDS TO STRUCTURAL DECKING, BRACE AS REQUIRED. PROVIDE DEEP LEG SLI

6. INTERIOR DOOR FRAMES SHALL BE INSTALLED WITH THE HINGE SIDE OF DOOR FRAME 4" FROM ADJACENT WALL, UNLESS OTHERWISE DIMENSIONED

7. PROVIDE BULLNOSE UNITS @ ALL DOOR AND WINDOW OPENINGS, END WALLS, AND OUTSIDE CORNERS IN CMU WALLS.

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9. 5/8" CEMENTITIOUS BACKER BOARD SHALL BE SUBSTITUTED FOR GYP. BOARD IN ALL LOCATIONS WHERE CERAMIC AND /OR PORCELAIN  WALL TIL

10. CONTRACTOR SHALL BE RESPONSIBLE FOR PRICING AND INSTALLATION OF APPROPRIATE FRAMING NEEDED FOR WALLS HEIGHT. REFER TO

11. REFER TO CODE COMPLIANCE PLANS FOR LOCATION OF FIRE RATED WALLS AND SMOKE SEPARATION WALL LOCATIONS AND REQUIREMENTS.

12. ALL STC - RATED WALL ASSEMBLIES AND PARTITIONS INDICATED SHALL HAVE STAGGERED SHEATHING AND GYP. BOARD JOINTS ON OPPOSITE SIDES OF ASSE

13. CAVITIES. SEAL ASSEMBLIES AT CONSTRUCTION PERIMETERS, DECKING MATERIAL (TOP & BOTTOM), BEHIND CONTROL JOINTS, AND AT ALL OPE

14. 57. ALL WALL BOARD IN MECHANICAL ROOMS SHALL BE MOLD & MOISTURE RESISTANT.
REFLECTED CLG GENERAL NOTES:

1. GPDW BULKHEADS SHALL BE FRAMED WITH 25 GAUGE 3 5/8" STEEL STUDS @ 16" O.C. AND 5/8" TYPE 'X' GPDW TO 6" ABOVE FINISH CEILING. BRACE AS REQUIRED.

2. LIGHTING FIXTURES AND MECHANICAL DIFFUSERS / GRILLES ARE SHOWN FOR REFERENCE ONLY, SEE ELECTRICAL AND MECHANICAL DRAWINGS FOR EXACT LOCATIONS.

3. ELEVATION TAGS ARE IN REFERENCE TO ARCHITECTURAL ELEVATIONS.

4. WHERE CEILINGS ARE EXPOSED TO STRUCTURE ABOVE, PAINT ALL UNFINISHED MATERIALS OVERHEAD INCLUDING, BUT NOT LIMITED TO ROOF DECKING, DUCTS, PIPES, CONDUITS & JUNCTION BOXES; SEE FINISH SHEETS FOR PAINT.

5. PROVIDE ACCESS PANELS AS REQUIRED IN HARD LID CEILINGS. COORDINATE WITH MECHANICAL AND ELECTRICAL ACCESS REQUIREMENTS.
REFLECTED CLG LEGEND
5/8" SUSPENDED GPDW CEILING SYSTEM
ACOUSTICAL PANEL CEILING SYSTEM. SEE
ROOM FINISH SCHEDULE & RCP FOR TYPE.
2x2 ACCESS PANEL. REF: SPEC.

RCP ABBREVIATIONS
APC - ACOUSTICAL PANEL CEILING
MPS - METAL PANEL SOFFIT
GPDW - GYPSUM DRY WALL
AFB - ACOUSTICAL FELT BAFFLE

RETURN AIR / EXHAUST AIR GRILLE, REF: MECHANICAL
SUPPLY AIR DIFFUSER, REF: MECHANICAL.
RECESSED & PENDANT MOUNTED
LIGHT FIXTURES, REF: ELECTRICAL
RECESSED DOWNLIGHT, REF: ELECTRICAL
EXIT SIGNAGE, REF: ELECTRICAL

REFLECTED CLG GENERAL NOTES:
1. GPDW BULKHEADS SHALL BE FRAMED WITH 25 GAUGE 3 5/8" STEEL
STUDS @ 16" O.C. AND 5/8" TYPE 'X' GPDW TO 6" ABOVE FINISH
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SEE FINISH SHEETS FOR PAINT.
5. PROVIDE ACCESS PANELS AS REQUIRED IN HARD LID CEILINGS.
COORDINATE WITH MECHANICAL AND ELECTRICAL ACCESS
REQUIRMENTS.
GENERAL NOTES:

1. All roofing shall be installed in accordance with the NRCA Roofing Manual: Membrane Roof Systems 2007.

2. Roofing system shall be a 60mil full fastened TPO roofing system over polyisocyanurate roof insulation. System should qualify for a minimum 20 year warranty.

3. Roof insulation thickness shall be provided as noted on roof plan.

4. The roof slope shall be 1/4" per foot unless indicated otherwise or as required for crickets and saddles. Slope direction is down as indicated, slope is noted in distance per foot.

5. Typical notation: (+4 1/2" e.g.) indicates the height or thickness of materials above the roof deck including tapered polyisocyanurate insulation, and/or typ. base polyisocyanurate insulation thickness. Slope requirements dictate thicknesses - verify thickness indications.

6. Provide chamfers, crickets and saddles as required @ insulation height transitions & obstructions to drainage.

7. Verify all mechanical penetrations with mechanical and food service drawings and mechanical contractor.

8. Provide roof walkway pads min 30" wide in walkway areas to and around mechanical equipment, & @ top & bottom of ladder locations, & downsput locations as per the roofing manufacturer's roofing warranty requirements.

9. Install roof drains in accordance with NRCA Roofing Manual. Install new accessories as required per original manufacturer.

10. Install through wall scuppers, conductor heads and downsputs in accordance with Sheet Metal and Air Conditioning Contractors National Association (SMACNA) and National Roofing Contractors Association (NRCA) Roofing Manual.

11. Install mechanical equipment with 12" minimum to top of curb from adjacent new roof membrane & provide 2-piece flashing. Adjust curbs as necessary to maintain minimum flashing requirements.
1. OVERHEAD LIGHTING IN ATRIUM & OPEN STAIR ARE SHOWN ON THE SECOND FLOOR LIGHTING PLAN.

SCALE: 1/8" = 1'-0"
SECOND FLOOR LIGHTING PLAN

SCALE: 1/8" = 1'-0"

SECOND FLOOR LIGHTING PLAN NOTES

1 OVERHEAD LIGHTING IN OPEN STAIR AREAS SHOWN ON THE THIRD FLOOR LIGHTING PLAN.

Design Development
South Dakota Mines - Mineral Industries Center of Excellence

CE No: 888-003-021
OUE No: B0721-06X
October 22, 2011

DRAFT
Second Floor Lighting Plan
E1.02
SECOND FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA A

1 2 GANG BOX WITH SINGLE GANG EXTENSION RING AND BLANK COVER FOR FUTURE USE. FLUSH MOUNT IN WALL AT +18" AFF UNLESS OTHERWISE INDICATED. ROUTE (1)-1" CONDUIT FROM BOX, CONCEALED UP WALL AND STUB ABOVE ACCESSIBLE CEILING IN CORRIDOR. BUSH CONDUIT ENDS.

2 SURFACE MOUNTED RACEWAY. SEE THE SURFACE MOUNTED RACEWAY DETAIL FOR ADDITIONAL INFORMATION. RACEWAY TO BE MOUNTED AT HEIGHT INDICATED ON PLANS.

SCALE: 1/4" = 1'-0"
THIRD FLOOR POWER & AUXILIARY SYSTEMS PLAN - AREA A

THIRD FLOOR POWER & AUXILIARY SYSTEMS - AREA A - PLAN NOTES

KEY NOTE DESCRIPTION

1 2 GANGL BOX WITH SINGLE GANGL EXTENSION RING AND BLANK COVER FOR FUTURE USE. FLUSH MOUNT IN WALL AT +18" AFF UNLESS OTHERWISE INDICATED. ROUTE (1)-1" CONDUIT FROM BOX, CONCEALED UP WALL AND STUB ABOVE ACCESSIBLE CEILING IN CORRIDOR. BUSH CONDUIT ENDS.

2 SURFACE MOUNTED RACEWAY. SEE THE SURFACE MOUNTED RACEWAY DETAIL FOR ADDITIONAL INFORMATION. RACEWAY TO BE MOUNTED AT HEIGHT INDICATED ON PLANS.
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2. SURFACE MOUNTED RACEWAY. SEE THE SURFACE MOUNTED RACEWAY DETAIL FOR ADDITIONAL INFORMATION. RACEWAY TO BE MOUNTED AT HEIGHT INDICATED ON PLANS.

3. PROVIDE 120V ELECTRICAL CONNECTION TO ELECTRIC WATER COOLER. COORDINATE CONNECTION REQUIREMENTS WITH ELECTRIC WATER COOLER SUPPLIER/INSTALLER.
1. Locate heat detector within 2'-0" of each sprinkler head for code required elevator recall.

2. Locate smoke detector in this area. Provide all necessary relays and connections to elevator controller for code required elevator recall. Coordinate connection with the elevator supplier/installer.

3. Provide 30A non-fused disconnect located in elevator hoistway for elevator cab lighting. Disconnect shall be locatable in the closed position with a locking mechanism that cannot be removed. Disconnect to be provided with a positively driven auxiliary contact. Contact shall open when disconnect is opened.

4. Electrical connection to elevator controller. Coordinate exact connection location with the elevator supplier/installer. See the one-line diagrams for feeder sizing.
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
SDCL § 5-14-3 – 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.
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)
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

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<th>Facility Name</th>
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<th>Legislative Action / YR</th>
<th>Fund Type</th>
<th>Legislative/ Approved Amount</th>
<th>Most Recent Board Action</th>
<th>Current Project Status</th>
<th>Projected Completion Date</th>
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## South Dakota Board of Regents Capital Improvement Projects - May 2022

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<th>Legislative Action / YR</th>
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<th>Legislative / Approved Amount</th>
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### REVENUE FACILITIES

**Black Hills State University**

- University Wellness Center Addition
  - General & Private
  - Dec-16 Facility Stmt
  - Planning
  - Partridge

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<td>Aug-21</td>
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**Northern State University**

- N/A

- 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

- Pierson Hall Renovations
  - Rent Revenues
  - Apr-21 Facility Stmt
  - Design
  - 2023
  - NA
  - Exempted

- University of South Dakota

- Wellness Center Expansion
  - SB42-2022
  - Auxiliary Funds
  - $5,000,000
  - Mar-22 Design Plan
  - 2024
  - Roberts

- Local Funds
  - $8,360,412
  - $27,760,412

**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
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. Home University: The institution where the student plans to receive services or is pursuing a degree or program of study.
6. 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. Standard Term or Semester: The officially adopted fall and spring academic terms.
8. 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.

3.4. **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

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>More than 4 Weeks</th>
<th>Less than 4 Weeks</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>Refund</td>
<td>A or Refund</td>
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<tr>
<td>B</td>
<td>Refund</td>
<td>B or Refund</td>
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<td>C</td>
<td>Refund</td>
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<td>S or Refund</td>
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<td>U</td>
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<tr>
<td>I, IP, NP</td>
<td>Refund</td>
<td>I, IP, NP or Refund</td>
</tr>
</tbody>
</table>

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.

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**FORMS / APPENDICES**

None

**SOURCE:**

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.
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)

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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
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 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, 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 funding 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;

• 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 submitted to the Board at 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.

3.4.2. 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.

<table>
<thead>
<tr>
<th>Design-Bid-Build</th>
<th>Construction Management @ Risk</th>
<th>Design-Build</th>
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</thead>
<tbody>
<tr>
<td>Campus selects design firm to conduct space planning and architectural programming (optional)</td>
<td>Campus selects design firm to conduct space planning and architectural programming (optional)</td>
<td>Campus selects design firm to conduct space planning and architectural programming (optional)</td>
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<tr>
<td>Campus Prepares Preliminary Facility Statement for a Capital Project</td>
<td>Campus Prepares Preliminary Facility Statement for a Capital Project</td>
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<td>Board Approves Preliminary Facility Statement</td>
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<td>Executive Director of BOR President Assigns Building Committee</td>
<td>Executive Director of BOR President Assigns Building Committee</td>
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<td>Building Committee Interviews &amp; Selects Architect/Engineer</td>
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<td>Building Committee Interviews &amp; Selects Architect/Engineer</td>
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<td>Building Committee Interviews, Selects/Procures Criteria Developer</td>
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<td>Programming &amp; Schematic Design Completed by Campus/OSE/AE</td>
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<td>Programming &amp; Schematic Design Completed by Campus/OSE</td>
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<td>Design Development Completed by Campus/OSE (optional)</td>
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<td>&amp; Criteria Developer</td>
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<td>Campus Develops Facility Program Plan</td>
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<td>Campus develops Facility Program Plan</td>
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<td>Building Committee and BOR Approves the Facility Program Plan</td>
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<td>Gain Legislative Approval (Note: Legislative approval may be</td>
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<td>Project proceeds through design development</td>
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<td>Building Committee Interviews &amp; Selects Construction Manager</td>
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<td>Building Committee Approves Design Criteria, Budget, and List of Pre-</td>
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<td>Project proceeds through design development</td>
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<td>Pre-Qualified Firms Distributed RFP and Design Criteria to Provide</td>
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<td>Competitive Design-Build Proposals</td>
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<td>Campus submits Facility Design Plan to Building Committee for</td>
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<td>Campus Prepares Facility Design Plan</td>
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<td>Proposals Reviewed and Scored by OSE/Campus</td>
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<tr>
<td>Campus submits Facility Design Plan to BOR as information item for a regularly scheduled BOR meeting.</td>
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<td>Proposals Reviewed and Scored by OSE/Campus</td>
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<tr>
<td>Design-Build Firm Selected to Provide Best &amp; Final Offer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Proceeds through Construction Documents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus submits Facility Design Plan to BOR as information item for a regularly scheduled BOR meeting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Committee and Board of Regents that Plan &amp; specifications are complete and project will proceed to bidding (notification becomes information item for regularly scheduled BOR meeting)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campuses provide 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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project is Bid</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guaranteed Maximum Price Established</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Proceeds through Design, Bidding, &amp; Construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Committee Oversees Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project proceeds through final design, bidding, and award of bid packages (may be completed in stages)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*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</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project proceeds to Construction and Occupancy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Committee Oversees Project</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FORMS/APPENDICES:

None.

SOURCE:
I move to approve the first reading of the proposed revisions to BOR Policy 6:5 – Building Committees as outlined in Attachment I.
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 facilities. Architects may be contracted 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
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.
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 $50,000100,000 (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 $100,00050,000 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 $100,000 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 $100,000 (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 $50,000100,000 or More – A work request must be submitted to OSE requesting institutional control of a project of $50,000100,000 or more. The work request should reflect the institution’s intention to request such institutional control.

10.4. Award of Construction Projects – Projects to be constructed all or in part by contract shall be awarded through the competitive bid process according to SDCL Chapters 5-18A, 5-18B, and 5-18D.

After a project has been bid, the OSE or institution shall review the bids and identify the lowest responsible bidder meeting the specifications of the project pursuant with SDCL § 5-18A-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.

10.5. Change Orders – Change orders are modifications or changes to the original plans, specifications or contract documents. Add-on change orders to construction contracts should not be approved for payment purposes until they are signed by the appropriate persons according to the Board of Regents operating procedures.

Change 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.

<table>
<thead>
<tr>
<th>Project Cost</th>
<th>Project Approval</th>
<th>Work Request</th>
<th>Contract Authorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000 - $49,999</td>
<td>Annual List Approved by Board</td>
<td>Not needed unless campus requests OSE involvement</td>
<td>Institution or OSE</td>
</tr>
<tr>
<td>999,999</td>
<td>Changes - Institution</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$100,000 - $250,000</td>
<td>Annual List Approved by Board</td>
<td>Yes</td>
<td>OSE unless project is delegated to institution</td>
</tr>
<tr>
<td></td>
<td>Changes - Executive Director</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Over $250,000</td>
<td>Annual List Approved by Board</td>
<td>Yes</td>
<td>OSE unless project is delegated to institution</td>
</tr>
<tr>
<td></td>
<td>Changes - Board</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 or more (unless OSE has given the institution control or a joint powers agreement is in place) and any project under $100,000 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:
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.
A. PURPOSE

To provide a standard format for building plaques in all new buildings and those with major renovations.

B. DEFINITIONS

1. Bid Opening Letting: 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 opening letting date.

1. Names and Dates on Building Plaques

Plaques installed on new construction projects shall contain the following information as of the bid opening letting 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:

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

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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

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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.
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.
None

**SOURCE:**
BOR May 2009; December 2018.
SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – N
DATE: May 10, 2022

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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

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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.
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 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

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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

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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.
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:

3.2.3.3.1. **Base salary and guaranteed supplemental compensation;**

3.2.3.3.2. **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).**

3.2.3.3.4. **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.