

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 11, 2021**

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**BOARD OF REGENTS
MINUTES OF THE MEETING
May 11, 2021**

The South Dakota Board of Regents met on May 11, 2021 via Zoom at 9:00 a.m. Central Time with the following members in attendance:

ROLL CALL:

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

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

TUESDAY, MAY 11, 2021

Regent Bastian declared a quorum present and called the meeting to order at 9:00 a.m. He welcomed three new regents to the Board of Regents: Tony Venhuizen, Jeff Partridge, and Tim Rave.

1-A Approval of the Agenda

IT WAS MOVED by Regent Stork, seconded by Regent Wink, to approve the agenda as published.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on March 30-31, 2021

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to approve the minutes of the meeting on March 30-31, 2021.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

1- D Election to Fill Vacancy of BOR Vice President

IT WAS MOVED by Regent Wink, seconded by Regent Venhuizen, to elect Regent Pam Roberts as Vice President effective May 11, 2021.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

IT WAS MOVED by Regent Wink, seconded by Regent Roberts, to elect Regent Jim Thares as Secretary effective May 11, 2021.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

1- E Appointment of Board Committees

Regent Bastian announced appointments for 2021-22 standing board committees effective May 21, 2021.

Academic and Student Affairs

Regent Joan Wink, Chair
Regent Barb Stork

Regent Brock Brown

Budget and Finance

Regent Jim Thares, Chair

Regent Pam Roberts

Regent Jeff Partridge

Audit

Regent Pam Roberts, Chair

Regent Tim Rave

Regent Tony Venhuizen

A copy of the Appointment of Board Committees can be found on page 37 of the official minutes.

Motion to Dissolve into Executive Session

IT WAS MOVED by Regent Roberts, seconded by Regent Venhuizen, to dissolve into Executive Session at 9:10 a.m. on Tuesday, May 11th, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, and that it rise from Executive Session at 12:00 p.m. and recess until 1:00 p.m. when the Board will reconvene in public session 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.

ROLL CALL:

Stork – AYE

Thares – AYE

Wink – AYE

Brown – AYE

Partridge – AYE

Rave – AYE

Venhuizen – AYE

Roberts – AYE

Bastian – AYE

Motion passed.

The Board dissolved into executive session at 9:10 a.m.

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

3-A Report and Actions of Executive Session

Regent Roberts reported that the Board dissolved into Executive Session at 9:10 a.m. on Tuesday, May 11, 2021, 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 12:25 p.m. and reconvening in public session at 1:00 p.m. to resume the regular order of business.

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

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

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Secretary's Report can be found on pages **30** to **36** of the official minutes.

3-B Reports on Individual Regent Activities

No reports from individual regents.

3-C Reports from Individual Presidents and Superintendents

President Dunn announced that the SDSU football team is going to the FCS National Championship.

3-D Report from Student Federation

Elizabeth Benzmilller, SDSMT student, introduced herself as the new chair of the Student Federation.

3-E (1) Report of the Executive Director – Return to Normal Transition

Dr. Brian Maher, BOR Executive Director, explained that the university campuses are working to transition to pre-COVID operations by the fall 2021 semester. The universities became “mask optional” environments as of May 10, 2021.

Dr. Janice Minder, System Vice President of Academic Policy & Planning, provided further explanation of the “back to normal” transition, which includes standard seating capacity, face mask optional, faculty and staff returning to typical working situations unless a special accommodation is granted. She said any action may be re-evaluated based on evolving health considerations.

A copy of the Report of the Executive Director – Return to Normal Transition can be found on page **38** of the official minutes.

3-E (2) Report of the Executive Director – SB55 Task Force Update

Dr. Brian Maher, BOR Executive Director & CEO, said the SB55 Task Force subcommittees have worked diligently over the last several months to examine and scrutinize regental processes in order to determine priority efficiency opportunities and efforts. The task force met on April 15 to continue this work, and the Board staff shared task force progress with the Joint Committee on Appropriations on April 23. The process of formalizing subcommittee recommendations for the final report will continue at the next scheduled task force meeting on May 13 in Sioux Falls. He said while we are getting closer to concluding the SB55 Task Force meetings, there is much work to do in the future to conclude the work of the task force.

A copy of the Report of the Executive Director – SB55 Task Force Update can be found on page **39** of the official minutes.

3-E (3) Report of the Executive Director – NSU Presidential Search

Kayla Bastian, System Director of Human Resources, explained that the Board of Regents has launched its search for the next president of Northern State University. She said the presidential advertisement and leadership profile have been released, and Dr. Maher is actively seeking nominations for the position. Additionally, Dr. Maher has conducted a series of constituent listening sessions at NSU in preparation for the search. A presidential search committee of regents and campus/community representatives has been established to guide the search. She noted that the Board will make every best effort to have a new NSU president in place by the beginning of the Fall 2021 semester.

A copy of the Report of the Executive Director – NSU Presidential Search can be found on page **40** of the official minutes.

3-F Resolution of Recognition

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to recognize Jim Morgan for his service to South Dakota’s system of public higher education.

ROLL CALL:

Stork – AYE

Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Resolution of Recognition can be found on pages 41 to 42 of the official minutes.

4. Public Comment Period

Dr. Alan Aldrich, professor at the University of South Dakota, asked the Board of Regents to review his letter relating to the policy of faculty grievances.

Mary Kraljic, librarian at South Dakota State University, asked the Board of Regents to review her letter about faculty grievances.

Dr. Mark Gary, president of COHE and professor at Dakota State University, said he felt strongly that it is an error to remove the panel from the faculty grievance.

CONSENT AGENDA

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve consent agenda items 5-A through 5-P.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

Academic and Student Affairs

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 **43** to **98** 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.

A copy of the Academic Calendar – Special Schools can be found on pages **99** to **101** 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 **102** to **103** of the official minutes.

5-D (1) New Certificate Request – BHSU – Accounting (Undergrad)

Authorize BHSU to offer an undergraduate certificate in Accounting, as presented.

A copy of the New Certificate Request – BHSU – Accounting (Undergrad) can be found on pages **104** to **110** of the official minutes.

5-D (2) New Certificate Request – USD – Sustainability in Business (Undergrad)

Authorize USD to offer an undergraduate certificate in Sustainability in Business, as presented.

A copy of the New Certificate Request – USD – Sustainability in Business (Undergrad) can be found on pages **111** to **116** of the official minutes.

5-E (1) New Specialization Request – DSU – Integrative Biology (BS in Biology)

Authorize DSU to offer a specialization in Integrative Biology within the BS in Biology, as presented.

A copy of the New Specialization Request – DSU – Integrative Biology (BS in Biology) can be found on pages **117** to **121** of the official minutes.

5-E (2) New Specialization Request – DSU – Biology Education (BS in Biology)

Authorize DSU to offer a specialization in Biology Education within the BS in Biology, as presented.

A copy of the New Specialization Request – DSU – Biology Education (BS in Biology) can be found on pages 122 to 126 of the official minutes.

5-E (3) New Specialization Request – SDSMT – Geology (PhD in Geology, Geological Engineering, and Mining Engineering)

Authorize SDSMT to offer a specialization in Geology within the PhD in Geology, Geological Engineering, and Mining Engineering, as presented.

A copy of the New Specialization Request – SDSMT – Geology (PhD in Geology, Geological Engineering, and Mining Engineering) can be found on pages 127 to 131 of the official minutes.

5-E (4) New Specialization Request – SDSMT – Geological Engineering (PhD in Geology, Geological Engineering, and Mining Engineering)

Authorize SDSMT to offer a specialization in Geological Engineering within the PhD in Geology, Geological Engineering, and Mining Engineering, as presented.

A copy of the New Specialization Request – SDSMT – Geological Engineering (PhD in Geology, Geological Engineering, and Mining Engineering) can be found on pages 132 to 136 of the official minutes.

5-E (5) New Specialization Request – SDSU – Industry Relations (BS in Animal Science)

Authorize SDSU to offer a specialization in Industry Relations within the BS in Animal Sciences, as presented.

A copy of the New Specialization Request – SDSU – Industry Relations (BS in Animal Science) can be found on pages 137 to 144 of the official minutes.

5-E (6) New Specialization Request – USD – Nonprofit Management (MS in Administration)

Authorize USD to offer a specialization in Nonprofit Management within the MS in Administration, as presented.

A copy of the New Specialization Request – USD – Nonprofit Management (MS in Administration) can be found on pages 145 to 149 of the official minutes.

5-F (1) New Site Request – DSU – PhD in Cyber Defense (campus)

Approve DSU's new site proposal to offer the PhD in Cyber Defense on campus.

A copy of the New Site Request – DSU – PhD in Cyber Defense (campus) can be found on pages **150** to **153** of the official minutes.

5-F (2) New Site Request – DSU – Information Technology Management Certificate (online)

Approve DSU's new site proposal to offer the undergraduate certificate in Information Technology Management online.

A copy of the New Site Request – DSU – Information Technology Management Certificate (online) can be found on pages **154** to **157** of the official minutes.

5-F (3) New Site Request – DSU – Technology Database Management Certificate (online)

Approve DSU's new site proposal to offer the undergraduate certificate in Technology Database Management online.

A copy of the New Site Request – DSU – Technology Database Management Certificate (online) can be found on pages **158** to **161** of the official minutes.

5-F (4) New Site Request – DSU – Web Application Development Certificate (online)

Approve DSU's new site proposal to offer the undergraduate certificate in Web Application Development online.

A copy of the New Site Request – DSU – Web Application Development Certificate (online) can be found on pages **162** to **165** of the official minutes.

5-F (5) New Site Request – DSU – High Performance and Research Computing Certificate (online)

Approve DSU's new site proposal to offer the undergraduate certificate in High Performance and Research Computing online.

A copy of the New Site Request – DSU – High Performance and Research Computing Certificate (online) can be found on pages **166** to **169** of the official minutes.

5-F (6) New Site Request – DSU – Network and Telecommunications Administration Certificate (online)

Approve DSU's new site proposal to offer the undergraduate certificate in Network and Telecommunications Administration online.

A copy of the New Site Request – DSU – Network and Telecommunications Administration Certificate (online) can be found on pages **170** to **173** of the official minutes.

5-F (7) New Site Request – DSU – Object Oriented Programming Certificate (online)

Approve DSU's new site proposal to offer the undergraduate certificate in Object Oriented Programming online.

A copy of the New Site Request – DSU – Object Oriented Programming Certificate (online) can be found on pages **174** to **177** of the official minutes.

5-F (8) New Site Request – SDSU – PhD in Nursing (online)

Approve SDSU's new site proposal to offer the PhD in Nursing online.

A copy of the New Site Request – SDSU – PhD in Nursing (online) can be found on pages **178** to **184** of the official minutes.

5-G (1) New Program Request – BHSU – Minor in Accounting

Authorize BHSU to offer a minor in Accounting, on campus and at BHSU-Rapid City, as presented.

A copy of the New Program Request – BHSU – Minor in Accounting can be found on pages **185** to **192** of the official minutes.

5-G (2) New Program Request – SDSU – Minor in Aerospace Engineering

Authorize SDSU to offer a minor in Aerospace Engineering on campus, as presented.

A copy of the New Program Request – SDSU – Minor in Aerospace Engineering can be found on pages **193** to **201** of the official minutes.

5-H Accelerated Program Request – SDSU – Biological Sciences (MS) – Veterinary Medicine Specialization

Approve SDSMT's proposal to offer an accelerated pathway to the MS in Green and Sustainable Chemistry, as presented.

A copy of the Accelerated Program Request – SDSU – Biological Sciences (MS) – Veterinary Medicine Specialization can be found on pages **202** to **205** of the official minutes.

5-I Requests to Seek Accreditation – USD

Approve USD's requests to seek accreditation from the Council on Education for Public Health (CEPH) for their BS in Public Health; and from the Commission on Collegiate Nursing Education (CCNE) for their Doctor of Nursing Practice (DNP) with specialization in Organizational Systems and Leadership; Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health programs.

A copy of the Requests to Seek Accreditation – USD can be found on pages **206** to **213** of the official minutes.

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

Approve SDSU's request to terminate the Elementary Education Specialization and Secondary Education Specialization within the M.Ed. in Education Administration; and USD's request to inactivate the Ph.D. in Counseling and Psychology in Education – Counselor Education Specialization, as presented.

A copy of the Inactive Status and Program Termination Requests – SDSU & USD can be found on pages **214** to **220** of the official minutes.

5-K USD Department Reorganization Request

Approve USD's request to move their Public Health, MPH and Health Sciences, PhD programs from an administrative department code to an existing academic department code, as presented in Attachment I.

A copy of the USD Department Reorganization Request can be found on pages **221** to **222** of the official minutes.

5- L BOR Policy 2:12 – Distance Education (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 2:12 – Distance Education, as presented.

A copy of the BOR Policy 2:12 – Distance Education (Second Reading) can be found on pages **223** to **230** of the official minutes.

5-M BOR Policy 4:13 – Faculty Evaluation (Second Reading)

Approve the second and final reading of the proposed revisions to BOR Policy 4:13, as outlined in Attachment I.

A copy of the BOR Policy 4:13 – Faculty Evaluation (Second Reading) can be found on pages **231** to **236** of the official minutes.

5-N General Education Revisions

Approve the revisions to system General Education course options as presented, effective Fall 2021.

A copy of the General Education Revisions can be found on page **237** of the official minutes.

Budget and Finance

5-O FY22 General Fund M&R Projects

Approve the FY22 General Fund M&R projects as presented in Attachment I.

A copy of the General Fund M&R Projects can be found on pages **238** to **242** of the official minutes.

5-P FY22 Fee M&R Projects

Approve the FY22 Maintenance and Repair Fee projects as presented in Attachment I.

A copy of the FY22 Fee M&R Projects can be found on pages **243** to **245** of the official minutes.

Informational Items – No Board Action Necessary

5-Q Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **246** to **249** of the official minutes.

5- R Capital Projects List

A copy of the Capital Projects List can be found on pages **250** to **254** of the official minutes.

5- S Building Committee Report

A copy of the Building Committee Report can be found on page **255** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A (1) BOR Policy Revisions – BOR Policy 2:10 – Minimum Progression Standards (First Reading)

Dr. Janice Minder, System Vice President for Academic Policy and Planning, stated that the Academic Affairs Council (AAC) created a committee that included academic leadership and staff from academic records, financial aid and the Board of Regents. This collaborative team discussed both academic standing and specifically academic probation as it relates to both academic and financial aid rules.

The outcome of this work is displayed in the proposed revisions to BOR Policy 2:10 provided in Attachment I of the agenda item. AAC discussed the need to ensure that academic probation adheres to guidelines that can be used both by the academic and the financial aid departments. Specifically, the application of consistent practices between financial aid and the academic units

will eliminate confusion, allow the campuses to work with students sooner for student success, and increase awareness of the academic policy between functional units on the campus.

IT WAS MOVED by Regent Wink, seconded by Regent Venhuizen, to approve the first reading of the proposed revisions to BOR Policy 2:10, as presented.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 2.10 – Minimum Progression Standards (First Reading) can be found on pages 256 to 267 of the official minutes.

6-A (2) BOR Policy Revisions – BOR Policy 4:4 – Non-Faculty Exempt Employment Provisions, BOR Policy 4:7 – Grievance Faculty, and BOR Policy 4:14 – Faculty Discipline and Disciplinary Procedures

Nathan Lukkes, Board of Regents General Counsel, noted that the Board approved the first reading of the proposed revisions to BOR Policies 4:4, 4:7 and 4:14 at its March meeting. During the Board's discussion in March there were two issues identified for revision in BOR Policies 4:4 and 4:7, both of which are now reflected in Attachments I and II of the agenda item. The first was to include a statement indicating how deadlines will be treated in the event the last day falls on a weekend, holiday, or other day in which administrative offices are closed, which is now found in Section C.6.1.14 of BOR Policy 4:4 (Attachment I) and Section D.18 of BOR Policy 4:7 (Attachment II). The second change was to remove the option to elect a documentary review by a peer panel in Step 2 of the grievance process in BOR Policies 4:4 and 4:7. The remainder of the proposed revisions to BOR Policies 4:4, 4:7 and 4:14 are the same substantive form as what was presented to, and approved by, the Board in March.

Regent Wink thanked her university colleagues for their input and help throughout the development of this Board policy. She said the process helps the person bringing the grievance to clarify the problem, and it creates a clean and honest process for the administration. Regent Bastian asked for clarification on the peer review panel that was part of the COHE agreement and how it worked within that process.

General Counsel Lukkes said one of the challenges under the old process via collective bargaining was that there were occasions when there would be two or three hearings on the same issue depending on which policy the issue fell under. The intention of the policy is to make a review process that includes document review only to reduce redundancy.

Regent Wink invited the presidents to comment. SDSU President Dunn said the current process with faculty review panel is not onerous. BHSU President Nichols confirmed that there are a lot of stop out points in a grievance because you can often reach resolution before it reaches the Board level. In her experience, those grievances that utilize the panel worked well, but it definitely took more time.

Regent Bastian asked President Nichols for her perspective on the panel and timeframes as proposed in the first reading at the March Board meeting. After a brief review, President Nichols felt that the timelines proposed were reasonable.

IT WAS MOVED by Regent Wink to approve the second and final reading of the proposed revisions to BOR Policy 4:4, BOR Policy 4:7 and BOR Policy 4:14, as presented, with the addition of the peer review panel as drafted in step two of the first reading.

IT WAS MOVED by Regent Brown, seconded by Regent Partridge, to approve the second and final reading of the proposed revisions to BOR Policy 4:4, BOR Policy 4:7 and BOR Policy 4:14, as presented.

ROLL CALL:

Stork – AYE
Thares – NAY
Wink – NAY
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – NAY

Motion passed.

A copy of the BOR Policy Revisions – BOR Policy 4:4 – Non-Faculty Exempt Employment Provisions, BOR Policy 4:7 – Grievance Faculty, and BOR Policy 4:14 – Faculty Discipline and Disciplinary Procedures can be found on pages 268 to 294 of the official minutes.

6-B (1) New Program Request – NSU – BA in Global Language and Culture

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that Northern State University (NSU) requests authorization to offer a Bachelor of Arts in Global Language and Culture. The proposed program is designed to provide students with skills and experiences to

communicate effectively in global contexts across various cultural setting. The applied language skills inherent in this program provide students with the direct experience needed to navigate a globalized world in practical settings. Students will play an active role in determining their own curriculum by choosing one language as their concentration within the major.

This program proposal was first brought forward to the Board in March but approval was withheld. Instead the proposal was sent back to system and institutional staff for additional information to be added to address concerns regarding 1) the effects of workload on existing faculty of the new courses requested and 2) employers that would benefit from individuals if they had this degree. The revised proposal from NSU provided in Attachment I of the agenda item reflects those concerns.

Regent Venhuizen said he would be interested to know why the history of the country and its government is not included in the curriculum.

In response, Dr. Erin Fouberg, NSU Associate Vice President of Academic Affairs, said the study of government would likely be more appropriate in a pure Spanish or German major (or one of the like). She said the impetus of this proposed program is to accommodate the global work force need for cultural competency and global communications, especially considering that higher level foreign language coursework is not popular with students.

Regent Brown asked if President Dunn or Provost Hedge would comment on the similarity of this program to that at SDSU. Provost Hedge acknowledged that the proposed program was discussed at AAC, and it was determined that their differentiation justified its movement forward in the process.

Regent Partridge asked about the connection of this degree with business. Associate Provost Fouberg said that this degree program is a way to take some of the traditional majors like Spanish, history, etc. and connect the students with the global economy. She provided examples of her discussions with employers, which provided positive feedback on the program and learning outcomes from the perspective of industry.

Regent Stork said she isn't convinced that we are finished fine tuning the additional courses that would be offered as part of the program. For instance, she agrees we need more bilingual employees but feels that an immersion program is required to be an interpreter. She thinks this proposed program demonstrates the need for the refined process of developing academic programming, which is being developed as a result of SB55.

Dr. Fouberg said the process of writing curriculum has often been done in a way that makes sense internally. She acknowledged that the questions asked about this program in March helped her to understand that they need to do a better job of articulating the skills we expect the students to have upon graduation from the program and how they relate to contributions within the workforce.

In response to a question, Dr. Fouberg explained that the expected faculty workload at each institution is different, so in the case of NSU the faculty are expected to teach four classes in the

fall and four in the spring semester. The course for this program would be plugged into the faculty course rotation every four to six years.

IT WAS MOVED by Regent Wink, seconded by Regent Partridge, to authorize NSU to offer the Bachelor of Arts (BA) in Global Language and Culture, as presented.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the New Program Request – NSU – BA in Global Language and Culture can be found on pages **295** to **350** of the official minutes.

6-B (2) New Program Request – SDSU – BS in Concrete Industry Management

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that South Dakota State University (SDSU) requests permission to offer a BS program in Concrete Industry Management. The BS in Concrete Industry Management will be housed within the Department of Construction and Operations Management in the Jerome J. Lohr College of Engineering. The Concrete Industry Management program will fill a growing need for technical managers in the concrete industry. The program produces graduates grounded in business management who are knowledgeable of concrete applications, properties of materials, are prepared to manage people, finances, and production systems as well as market products and services related to the concrete industry. There are currently only four CIM undergraduate programs in the nation and SDSU was selected by the CIM North Central Region Patrons Group and the National Steering Committee for Concrete Industry Management as the location for an expansion program. As part of this arrangement, SDSU will receive \$1M in targeting funds over five years to launch the next Concrete Industry Management program in the country. The MOU between SDSU and these two organizations was approved at the December 2020 BOR Meeting.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to authorize SDSU to offer a BS in Concrete Industry Management, as presented.

ROLL CALL:

Stork – AYE

Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the New Program Request – SDSU – BS in Concrete Industry Management can be found on pages 351 to 388 of the official minutes.

6-C New Specialization Request – BHSU – Forest and Grassland Ecology

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that Black Hills State University (BHSU) requests authorization to offer a specialization in Forest and Grassland Ecology within the BS in Biology. BHSU seeks to offer a specialization in the west river region where forest resources and employment opportunities are located. There is state and regional demand for graduates with specific knowledge and technical skills necessary to meet workforce needs in agencies and the private sector. The US Forest Service employs over 30,000 individuals, with geographic concentrations matching the distribution of forest resources. Degree programs in forestry, ecology, botany, and biology are preferred. BHSU has a commitment from an industry partner for \$345K in start-up funds over the new specialization's first three years.

IT WAS MOVED by Regent Wink, seconded by Regent Partridge, to authorize BHSU to offer a specialization in Forest and Grassland Ecology within the BS in Biology, as presented.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the New Specialization Request – BHSU – Forest and Grassland Ecology can be found on pages 389 to 393 of the official minutes.

6-D(1)(a) Agreements/Collaboration/Articulation – Agreements on Academic Cooperation – SD School of Mines and Technology

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that South Dakota School of Mines and Technology (SDSMT) seeks approval to enter into an agreement of academic cooperation with University of Nicosia, Nicosia, Cyprus. SDSMT actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the South Dakota School of Mines and Technology's agreement on academic cooperation with University of Nicosia, as presented.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Agreements on Academic Cooperation – SD School of Mines and Technology can be found on pages **394** to **396** of the official minutes.

6-D(1)(b) Agreements/Collaboration/Articulation – Agreements on Academic Cooperation – University of South Dakota

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that the University of South Dakota (USD) seeks approval to enter into an agreement on academic cooperation with the Cultural Exchange Network (CENET) for participation in The Magellan Exchange program.

The purpose of The Magellan Exchange is to provide carefully selected and highly motivated participants from member institutions the opportunity to study and intern (in some cases) in another culture. They may study at selected universities and intern in the environment of the host culture, thus broadening their perspective and understanding of the world. The host institutions and companies (when applicable), in turn, have the benefit of motivated and advanced-level students with a fresh perspective.

IT WAS MOVED by Regent Wink, seconded by Regent Venhuizen, to approve the University of South Dakota's agreement on academic cooperation with the Cultural Exchange Network (CENET) for participation in The Magellan Exchange program.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Agreements on Academic Cooperation – University of South Dakota can be found on pages **397** to **401** of the official minutes.

6-D(2)(a) Agreements/Collaboration/Articulation – Articulation Agreements – South Dakota State University

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that South Dakota State University (SDSU) requests approval to enter into program-to-program articulation agreements for interested transfer students at Minnesota West Community & Technical College as well as Western Dakota Technical College.

Regent Rave asked for clarification on articulation agreements generally. Dr. Lien said articulation agreements create clear, transparent paths for students on their available options for transfers.

SDSU Provost Hedge said they also provides upward mobility options for students who start out in a technical college.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve South Dakota State University's articulation agreements with Minnesota West Community & Technical College and Western Dakota Technical College, as presented.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE

Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Articulation Agreements – South Dakota State University can be found on pages **402** to **427** of the official minutes.

6-D(2)(b) Agreements/Collaboration/Articulation – Articulation Agreements - University of South Dakota

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that the University of South Dakota (USD) requests approval to enter into program-to-program articulation agreements for interested transfer students with Southeast Technical College (STC). This agreement would allow students who have completed coursework in Associate of Applied Science degrees at STC to apply credit toward the Bachelor of Business Administration degree program majors at USD

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve the University of South Dakota's articulation agreement with Southeast Technical College, as presented in Attachment I of the agenda item.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Articulation Agreements – University of South Dakota can be found on pages **428** to **432** of the official minutes.

6-D(3)(a) Agreements/Collaboration/Articulation – Dual Credit In-District Delivery Agreements – DSU & O’Gorman High School

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that Dakota State University (DSU) is seeking to enter into a Memorandum of Understanding (MOU) with O’Gorman High School (OGH) in Sioux Falls. The MOU establishes a partnership with DSU, through the Beacom College of Computer and Cyber Sciences, to create and operate the Computer Science Academy of the O’Gorman High School. The intent is to offer one DSU Beacom College Course, CS150, to O’Gorman High School students during the Fall Semester, 2021.

Regent Partridge asked about dual enrollment generally, particularly how the cost is split between the state and the student. Dr. Maher said that the school district can pay the portion on behalf of the student if they choose.

IT WAS MOVED by Regent Wink, seconded by Regent Partridge, to approve the MOU between Dakota State University and O’Gorman High School, as presented, and 2) the course as presented for the Fall 2021 semester for in-district delivery of High School Dual Credit courses.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Dual Credit In-District Delivery Agreements – DSU & O’Gorman High School can be found on pages **433** to **436** of the official minutes.

6-D(3)(b) Agreements/Collaboration/Articulation – Dual Credit In-District Delivery Agreements – NSU & Brandon Valley High School

Dr. Joelle Lien, System Associate Vice President of Academic Affairs, stated that Northern State University (NSU) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Brandon Valley School District (BVHS). In 2019 the BOR approved Brandon Valley High School's request to offer HSDC In-District Delivery of SPCM 101 Fundamentals of Speech delivered by Northern. As a result of the program’s success, BVHS has requested that NSU expand the program to offer two sections of Fundamentals of Speech in the Fall 2021 through Spring 2025 semesters.

IT WAS MOVED by Regent Wink, seconded by Regent Rave, to approve 1) the MOU between the Board of Regents and the Brandon Valley School District, and 2) the course request as presented for Fall 2021 through Spring 2025 for in-district delivery of High School Dual Credit courses.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the Dual Credit In-District Delivery Agreements – NSU & Brandon Valley High School can be found on pages **437** to **440** of the official minutes.

6-D(4) BHSU & SDSMT Computer Science MOU

Nathan Lukkes, Board of Regents General Counsel, explained that Ellsworth Air Force Base recently issued a request for proposal for post-secondary institutions seeking to deliver education programming on Ellsworth AFB, with submissions due April 30, 2021. The RFP identified the education needs on Ellsworth AFB, which included an undergraduate degree in Information and Computer Science, a degree not currently through BHSU. The ability of an institution to address the educational needs identified in the RFP is a condition of eligibility, and Ellsworth AFB will not consider joint proposals from institutions. As a result, BHSU and SDSMT are seeking to collaborate in the delivery of SDSMT's existing computer science program through BHSU, which would be limited to BHSU's offerings at Ellsworth AFB, should BHSU be selected through the RFP process. The MOU seeks to provide BHSU with the authority to transcribe and offer the degree in accordance with BOR Policy 2:29, section 1. C.5, with the underlying computer science programming delivered by SDSMT.

Regent Roberts recognized the good collaboration done between the two institutions.

IT WAS MOVED by Regent Wink, seconded by Regent Roberts, to approve the BHSU & SDSMT Computer Science MOU set forth in Attachment I of the agenda item.

ROLL CALL:

Stork – AYE
Thares – AYE

Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the BHSU & SDSMT Computer Science MOU can be found on pages 441 to 443 of the official minutes.

BUDGET AND FINANCE

7-A FY23 Informal Budget Hearing Format

Heather Forney, System Vice President of Finance and Administration, proposed the schedule for the FY23 Informal Budget Hearings that will take place on the second day of the June Board meeting (6/24/21). At these hearings, each campus will provide documentation of their top three priorities for one-time funding, with at least one of those priorities related to projects that address pandemic response. SDSU/CES/AES will have 25 minutes to present; SDSD and SDSBVI will each have five minutes to present; USD/Law School/Sanford School of Medicine will have 25 minutes to present; BHSU, DSU, NSU, and SDSMT will all have 20 minutes to present; and there will be 20 minutes allotted at the end for system requests. A final budget adoption will occur at a special Board meeting in July.

A copy of the FY23 Informal Budget Hearing Format can be found on page 444 of the official minutes.

7-B BHSU – RC Renovation & Addition for West River Nursing Education

BHSU President Laurie Nichols said one of the issues discussed very early on in the planning for the West River Nursing effort was facilities as both the SDSU and USD nursing facilities need upgrading. This happened at roughly the same time as the SB55 Task Force effort commenced. This prompted the decision to move from the current location at Monument Health for the didactic coursework to BHSU-RC as well as planning for renovations to the BHSU-RC to accommodate the other space needs.

Kathy Johnson, BHSU Vice President of Finance and Administration, presented the Preliminary Facility Statement for BHSU-Rapid City's Renovation and Addition for West River Nursing Education. This PFS proposes consolidating all West River nursing education at a single site, which will help respond to the acute need for nursing professionals in the Rapid City area by providing a state-of-the-art nursing education facility. The overall scope and probable cost of the project will be identified in the FPP phase but anticipated funding sources include private donor funding, Higher Education Facilities Funds, federal funds, and a request to the State of South

Dakota for General Funds. SDSU will take the lead on development of the FPP with in-house staff.

Regent Partridge was appointed to the building committee by President Bastian.

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to approve BHSU-Rapid City's Preliminary Facility Statement for a renovation and addition to BHSU-RC to consolidate all West River nursing education at a single site.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the BHSU – RC Renovation & Addition for West River Nursing Education can be found on pages **445** to **453** of the official minutes.

7-C NSU Auxiliary System Property Acquisition

Veronica Paulson, Interim NSU President / NSU Vice President of Finance and Administration, presented NSU's request for authorization to acquire property from the NSU Foundation with auxiliary cash reserves. The appraisal for the property stated a fair market price for the property at \$60,200. However, NSU's agreement with its Foundation states that NSU will reimburse the Foundation for the actual cost of their investment into the property, totaling \$67,400.82. NSU will also have to pay related closing costs, estimated at \$885. Until a future project to redevelop that property to meet campus needs, the property will continue to be used as a rental property.

IT WAS MOVED by Regent Roberts, seconded by Regent Rave, to authorize NSU to acquire from the NSU Foundation the property described as 219 12th Ave SE, Aberdeen, SD. Housing and auxiliary facility funds will be used to purchase this property.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE

Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the NSU Auxiliary System Property Acquisition can be found on pages **454** to **456** of the official minutes.

7-D SDSU Berg Agriculture Hall Revised FDP

Michael Holbeck, SDSU Vice President of Finance and Budget, presented the revised Facility Design Plan for the renovation of the 1st and 2nd floors of Berg Agricultural Hall, which was approved by its building committee on May 6th, 2021. The FDP was revised to accommodate the reduction in scope of the project to match the funding available. The \$2,000,000 requested by the legislature and Governor's budget was not approved, which necessitated a reduction in project scope. Much of the FDP presented in December 2020 remains the same; the reduction will occur in the faculty and research office space to retain the agriculture extension and offices for 4-H, College of Agriculture and Food Sciences Administration, and Agricultural Experiment Station.

IT WAS MOVED by Regent Roberts, seconded by Regent Rave, to approve SDSU's Revised Facility Design Plan for renovation of the 1st and 2nd floors of Berg Agricultural Hall at a cost not to exceed \$8,384,159.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the SDSU Berg Agriculture Hall Revised FDP can be found on pages **457** to **469** of the official minutes.

7-E SDSU SJAC – Wrestling Addition FDP

Michael Holbeck, SDSU Vice President of Finance and Budget, presented the Facility Design Plan for the SDSU Sanford Jackrabbit Athletic Center, which was approved by its building committee on May 6th, 2021. This is the second phase of the Stanley J. Marshall Center Additions and Renovations. The project estimate is currently \$450,000 higher than the estimated cost and the legislatively authorized amount due distinctly to the recent inflation of metal materials costs. SDSU has raised the necessary funds to the level of estimated project budget. The link joining the wrestling addition to the Dykhouse Center and a rooftop patio outside of the coaches' offices, both formerly included in the base costs of the project are now listed as alternates due to the increased estimated cost. If affordable at the time of bidding, one or both alternates may be taken.

Regent Venhuizen asked for clarification on the location of the wrestling addition. Mike Holbeck said it will be by the indoor practice facility by the east side of the football stadium.

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to approve SDSU's Facility Design Plan with a total budget of \$4,399,162 for design and construction of the Sanford Jackrabbit Athletic Center Wrestling Addition using private donations.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the SDSU SJAC – Wrestling Addition FDP can be found on pages **470** to **481** of the official minutes.

7-F SDSU Aviation Hangar Update and Lease

Michael Holbeck, SDSU Vice President of Finance and Budget, presented an update on the SDSU Aviation Hangar Lease. At the presentation of a Preliminary Facility Statement for a new Airport Hangar at the August 2020 Board meeting, it was suggested that SDSU look for options to lease hangar space from a third party. The current hangar solution does not meet the needs of SDSU's aviation program, nor does it allow room for it to grow, so a new solution is necessary. SDSU and the SDSU Foundation have reached an agreement for the Foundation to pursue leasing land and building an 8-12 plane hangar with the intention of leasing said hangar to SDSU. The lease would be for five years with the option to renew every five years with an annual lease rate not to exceed

\$84,000 per year. The Foundation is actively fundraising for this facility and any fundraising success could reduce the annual lease rate. The SDSU Foundation proposal was found to be the best proposal, including the two responses to an RFP SDSU sent out for a hangar space.

Regent Roberts said the original concern was not about the aviation program, but it was to try to find the most economical situation. She recognized that SDSU has reviewed every possible opportunity over the last year, and she is comfortable that the current recommendation is best.

Regent Stork agreed that the institution has looked at this issue thoroughly and apologized for not asking more thorough questions when the agenda item was first considered last August. She said the more information that can be provided upfront the better and faster the outcome.

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to authorize the Executive Director to finalize and execute a hangar lease with the SDSU Foundation, consistent with the directives of the Board, with the executed lease to be reported to the Board at its final meeting after its execution.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE
Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

A copy of the SDSU Aviation Hangar Update and Lease can be found on pages **482** to **483** of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Partridge, seconded by Regent Rave, to adjourn the meeting.

ROLL CALL:

Stork – AYE
Thares – AYE
Wink – AYE
Brown – AYE
Partridge – AYE
Rave – AYE

Venhuizen – AYE
Roberts – AYE
Bastian – AYE

Motion passed.

The meeting adjourned at 3:15 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 11, 2021, 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-C – Approve Dr. Maher's recommendations as presented within the item.

2-E – Amend and renew the annual contracts as directed for 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, 2020 through June 21, 2021, and authorize the staff to take actions necessary and appropriate to effectuate the same.

2-F – Approve the FY22 salary policy recommendations as outlined in Attachment I.

2-I (2) – Approve the promotion and tenure requests listed in Attachment II.

2-I (3) – Approve the request to grant tenure to Steven Macias (USD) as an Associate Professor.

2-I (4) – Approve the leave request for Hao Fong (SDSMT).

2-I (5) – Accept the System Scholarship Committee's recommended recipients and alternates for the 2021-22 Fowler, Bjugstad, and Scarborough scholarships, as presented.

2-I (6) – Approve the salary adjustments and appointments as outlined in Attachment III.

2-I (7) – Approve the terms in the employment contract as outlined in Attachment I for SDSU men's wrestling coach, Damion Hahn.

2-I (8) – Approve the contract extension and terms of the addendum to the employment contract as outlined in Attachment I for SDSU women's softball coach, Krista Wood.

2-I (9) – Approve the contract extension and terms of the addendum to the employment contract as outlined in Attachment I for SDSU men's basketball coach, Eric Henderson.

2-I (10) – Approve the contract extension and terms of the addendum to the employment contract for USD women's basketball coach, Dawn Plitzuweit.

BLACK HILLS STATE UNIVERSITY						
Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Kathy Johnson	Vice Pres for Finance & Admin	22-Feb-21	Sal Adj-Unusual Circumstance	\$180,000.00	\$141,310.00	27%
DAKOTA STATE UNIVERSITY						
Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Minakshi Pokharel	Manager of Development	22-Feb-21	Title Change	\$81,962.00	\$75,890.00	8%
SD SCHOOL OF MINES & TECHNOLOGY						
Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Abu Md Numan-Al-Mobin	Research Scientist III	22-Feb-21	Reclassification	\$43,680.00	\$35,938.00	22%
SOUTH DAKOTA STATE UNIVERSITY						
Name	Title	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Michelle Watkins	Web Services Coordinator	22-Mar-21	Change Salary Rate/Pay Grade	\$50,032.00	\$43,506.00	15%
Courtney Jones	Grant Programs Specialist	22-Mar-21	Reclassification	\$43,506.00	\$36,989.00	18%

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

BLACK HILLS STATE UNIVERSITY

Promotion: Michael Tolan
Daniel Jensen
Brianna Mount
John VanBenthuisen
Kelly Kirk
Emilia Flint
Daniel Swenson
Symeon Waseen
Matthew Bauman

Tenure: Daniel Jensen
Brianna Mount
John VanBenthuisen

DAKOTA STATE UNIVERSITY

Promotion: Kyle Cronin
Austin O'Brien
Joe Ren
Pam Rowland
Josh Stroschein
Kevin Smith
Stacy Berry
Cherie Noteboom
Ashley Podhradsky

Tenure: Kyle Cronin
Austin O'Brien
Joe Ren
Pam Rowland
Josh Stroschein
Kevin Smith

NORTHERN STATE UNIVERSITY

Promotion: Kristi Brownfield
Marla Fogderud
Amber Henderson
John Long
Audrey Miller
Guangwei Ding
Elizabeth Haller

Tenure: Kristi Brownfield
Marla Fogderud
Amber Henderson
John Long
Audrey Miller

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Promotion: Liangping Li
Bret Lingwall
Travis Walker
Mark Bowron
Grant Crawford
Ivy Allard

Tenure: Liangping Li
Bret Lingwall
Travis Walker
Andrea Brickey

SOUTH DAKOTA STATE UNIVERSITY

Promotion: Hande Briddick
Michael Gonda
Rebecca Martin
Christopher Saunders

Tenure: Jeffrey Doom
Timothy Hansen
Deepthi Kolady
Ekaterina Koromyslova
Alan Leffler
Semhar Michael
Joshua Reineke
Mostafa Tazarv
Nacasius Ujah
Tong Wang
Weiwei Zhang
Clifford Hall

UNIVERSITY OF SOUTH DAKOTA

Promotion: Elise Boxer
Prentis Clark
Edwin Gerrish
Benjamin Hagen
Zhongkui Hong
Lisa Ann Robertson
Bernard Wone
David De Jong
Daniel Hajovsky
Daniel Mourlam
Gabriel Strouse
Jonathan Allender-Zivic
Timothy Campbell
Neil Fulton
Kyle Brouwer
Chaoyang Jiang
Brennan Jordan
Shane Nordyke
Hoaran Sun
Aimee Sorensen
Cheryl Hartman
Joshua Houy
Lynita Newswander
Stephanie Spars

Tenure: Elise Boxer
Prentis Clark
Edwin Gerrish
Benjamin Hagen
Zhongkui Hong
Lisa Ann Robertson
Bernard Wone
David De Jong
Daniel Hajovsky
Daniel Mourlam
Gabriel Strouse
Jonathan Allender-Zivic
Timothy Campbell
Neil Fulton

UNIVERSITY OF SOUTH DAKOTA – HEALTH AFFAIRS / SCHOOL OF MEDICINE

Promotion: Pasquale Manzerra
Michael Chaussee
Valeriy Kozmenko
Becca Jodre
Soonhee Roh
Fernando Bula Rudas
Sarah Flynn
Laurie Hogden
Lesta Whalen
Jessica White
Benson Hsu
Kyle Roux
Ashwani Singal
Jill Weimer

**Dakota State University
FY22 Non-Faculty Exempt Salary Analysis**

Name	FY22 Salary
Drealan, Anthony	51,084.00
Theophilus, Rebecca	48,984.00
Fedeler, Melinda	54,416.00

**Dakota State University
FY22 Faculty Salary Analysis**

Name	FY22 Salary
Larson, Haley	54644.00
Romero, Wendy	61068.00
Pederson, Erik	66637.00
Klungseth, Scott	59505.00
Staiger, Scott	58971.00
Francis, Mary	75716.00

**Dakota State University
FY22 Lecturer Salary Analysis**

Name	FY22 Salary
Jones, Kimberly	48243.00
Richardson, David	46977.00

**Northern State University
FY22 Non-Faculty Exempt Salary Analysis**

Name	FY22 Salary
Aldridge, Brent	95,000.00
Gauer, Ashley	52,500.00
Hieb, Austin	52,500.00
Kirkwood, Donnell	33,415.00
Vancura, Holly	40,000.00
Hall, Cathy	109,387.00
Frewaldt, Megan	62,710.00

**South Dakota School of Mines and Tech.
FY22 Faculty Salary Analysis**

Name	FY22 Salary
Caudle, Kyle	78149.00
Davies, Cindy	65288.00
Katzenstei, Kurt	93149.00
Pagnac, Darrin	74291.00

**South Dakota School of Mines and Tech.
FY22 Lecturer Salary Analysis**

Name	FY22 Salary
Wagner, Heidi	85091.00

**South Dakota State University
FY22 Non-Faculty Exempt Salary Analysis**

Name	FY22 Salary
Froseth, Maggan	39,631.00
Heylens, Kathleen	83,000.00
Johnson, Connie	45,000.00
Heaton, Timothy	96,091.00
Kilber, Michael	69,531.00

**University of South Dakota
FY22 Non-Faculty Exempt Salary Analysis**

Name	FY22 Salary
Ward, Stephen	88,380.78
Barnett, Julie	60,825.00
Wagner, Brittany	61,728.09
Carter, Katie	61,863.71
Gotto, Nathan	54,664.33
Thompson, Jennifer	85,956.14

**University of South Dakota
FY22 Faculty Salary Analysis**

Name	FY22 Salary
Kraus, Sonja	54985.51

**University of South Dakota
FY22 Lecturer Salary Analysis**

Name	FY22 Salary
Potter, Kari	38287.79

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 1 – E

DATE: May 11, 2021

SUBJECT

Appointment of Board Committees

CONTROLLING STATUTE, RULE, OR POLICY

[Board of Regents' By-Laws, Section 5.0](#)

BACKGROUND / DISCUSSION

The President of the Board of Regents appoints Board committee members and ceremonial representatives each year.

IMPACT AND RECOMMENDATIONS

Board of Regents' President John Bastian has made the following 2021-22 committee and ceremonial representative assignments effective May 21, 2021.

Committee on Academic and Student Affairs

Joan Wink, Chair
Barb Stork
Brock Brown

Committee on Budget and Finance

Jim Thares, Chair
Pam Roberts
Jeff Partridge

Audit Committee

Pam Roberts, Chair
Tim Rave
Tony Venhuizen

Ceremonial Representatives

Black Hills State University – Jim Thares
Dakota State University – Tony Venhuizen
Northern State University – Joan Wink
South Dakota School for the Blind and Visually Impaired – Jim Thares
South Dakota School of Mines and Technology – Jeff Partridge
South Dakota State University – Barb Stork
University of South Dakota – Tim Rave

ATTACHMENTS

None

INFORMATION ONLY

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – E (1)

DATE: May 11, 2021

SUBJECT

Report of the Executive Director – Return to Normal Transition

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

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

IMPACT AND RECOMMENDATIONS

An initial [news release](#) on “return to normal” operations was provided by the Board of Regents on March 15, 2021. This statement indicated that the university campuses would transition to pre-COVID operations by the fall 2021 semester.

In an effort to begin this transition, the presidents requested permission to lift the on-campus mask requirement at their April 27th Council of Presidents meeting. They requested that the change go into effect at the conclusion of the spring 2021 semester. Dr. Maher accepted these requests and determined that the universities would become “mask optional” environments as of May 10, 2021.

Additional transition efforts are on-going and will take place over the next several weeks. However, the presidents have requested that any action may be re-evaluated based on evolving health considerations.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – E (2)

DATE: May 11, 2021

SUBJECT

Report of the Executive Director –Senate Bill 55 Task Force Update

CONTROLLING STATUTE, RULE, OR POLICY

[Senate Bill 55](#)

BACKGROUND / DISCUSSION

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

Past and Future Meetings of the Full Task Force:

October 8, 2020 (Rapid City)

November 12, 2020 (Vermillion)

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

April 15, 2021 (Spearfish)

May 13, 2021 (Sioux Falls)

June 3, 2021 (Brookings)

Overview of Recent Activity

The SB55 Task Force subcommittees have worked diligently to examine and scrutinize regental processes to determine priority efficiency opportunities and efforts. It met on April 15 to continue this work, and on April 23 the Board staff was invited to discuss the task force progress to-date with the Joint Committee on Appropriations. The process of formalizing subcommittee recommendations for the final report will continue at the next task force meeting on May 13 in Sioux Falls.

IMPACT AND RECOMMENDATIONS

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

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – E (3)

DATE: May 11, 2021

SUBJECT

Report of the Executive Director – NSU Presidential Search

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:6 – Appointment, Authority, and Responsibilities of Presidents and Superintendents](#)

BACKGROUND / DISCUSSION

With President Downs' decision to resign his presidency at Northern State University, the Board of Regents has launched its search for the next president.

President Bastian has appointed Regent Thares to chair the NSU Presidential Search Committee, and he has appointed Regents Wink and Roberts to serve as search committee members. He himself will serve as ex-officio. The search committee will be represented by campus and community members as well, and this membership is expected to be established soon.

The NSU presidential search [webpage](#) is now live, which includes the position advertisement and leadership profile. Nominations for the position are welcome and should be submitted to nsupresident@sdbor.edu.

IMPACT AND RECOMMENDATION

The Board will make every best effort to have a new NSU president in place by the beginning of the Fall 2021 semester.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

AGENDA ITEM: 3 – F

DATE: May 11, 2021

SUBJECT

Resolution of Recognition – Regent Jim Morgan

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Regent Jim Morgan served the people of the state of South Dakota for six years, from April 3, 2015, to April 19, 2021, as a member of the South Dakota Board of Regents.

IMPACT AND RECOMMENDATION

The South Dakota Board of Regents wishes to recognize Regent Jim Morgan for his outstanding service to the higher education system in South Dakota.

ATTACHMENTS

Attachment I – Special Resolution: Regent Jim Morgan

DRAFT MOTION 20210511_3-F:

I move to recognize Jim Morgan for his service to South Dakota’s system of public higher education.

SPECIAL RESOLUTION

WHEREAS, Jim Morgan served the people of the state of South Dakota for six years, from April 3, 2015, to April 19, 2021, as a member of the South Dakota Board of Regents; and

WHEREAS, Regent Morgan served with distinction as Secretary and Vice President of the Board of Regents; and

WHEREAS, Regent Morgan served on countless building committees, carefully overseeing the investment of public and private resources in capital improvements for the betterment of the public higher education system, and;

WHEREAS, Regent Morgan exemplified steady, thoughtful leadership as the Board embarked on initiatives to promote strong academic standards, to develop innovative approaches to resource allocation and performance assessment, and to improve relationships with South Dakota policymakers; and

WHEREAS, Regent Morgan took an active and involved role to ensure that South Dakota's public resources were always invested wisely to achieve the academic, research, and service missions of the Board of Regents' system; and

WHEREAS, Regent Morgan served throughout his tenure on the Board with utmost integrity and steadfast dedication to the improvement of South Dakota's system of public higher education and its constituent institutions;

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to applaud and recognize Regent Jim Morgan for his dedicated service, leadership, and vision; and

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

Adopted this 11th day of May, 2021.

SOUTH DAKOTA BOARD OF REGENTS



John W. Bastian, President



Pam Roberts, Secretary

Special Resolution Number 03-2021

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A

DATE: May 11, 2021

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, the University of South Dakota, and the South Dakota School for the Blind and Visually Impaired request approval of the graduation lists for Spring 2021.

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 20210511_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 2021

ASSOCIATE OF ARTS

Baumberger, Lauren
Derrek, Olivia

Hammond, Anya
Haushild, Levi

Hayward, Jeffrey
Kuzmic, Kathleen

ASSOCIATE OF SCIENCE

Fite, Tanner
Haibeck, Megan
Holmes, Joshua
Johnson, Ellen
Kellsy, Kendra

Larson, Nora
Littau, Gracie
Rahder, Heather
Schacher, Alexis
Schmitt, Danielle

Stark, Megan
Stefánsson, Snjólfur
Tindall, Jaden
Utter, Shaelyn

BACHELOR ARTS

Quail, Alexis

BACHELOR OF FINE ARTS

Anderson, Chloe
Bentz, Haley
Carroll, Cora
Christofferson, Hope

Kline, Adrienne
Nelles, Kyle
O'Neal, Samantha
Reger, Cheyanne

Rowell, Taylor Rae
Skaug, Anne
Soriano, Gina
Wilhelmi, Thérèse

BACHELOR OF GENERAL STUDIES

Downing, Tauri
Gleason, Marshel
Kessler, Levi

Night Pipe, Frank
Reiners, Carol
Tibbetts, Melanie

Tivis, Isaiah
Warner, Beau

BACHELOR OF SCIENCE

Aguilar Zamora, Jorge
Allen, Amber
Anderson, Courtney
Authier, Alicia
Avila, Jack
Ballard, Rachael
Bassford, Jacquelyn
Bates, Lukas
Bates, Madison
Beck, Ryan
Beckwith, Levi
Berger, Sydney

Bloomhall, Sydney
Bollwerk, Carlee
Borbely, Cheyanne
Bottomley, Thomas
Bradsky, Isaac
Brink, Tayle
Bunch, Raymond
Butler, Molly
Cameron, Tyler
Case, Bethany
Cass, Hannah
Cazer, Andrew

Cerveny, Erika
Chapman, Aaron
Christensen, Brynn
Chytka, Tucker
Ciccariello, Anne
Clarke, Ryan
Claymore, Kellen
Cline, Cody
Comfort, Chandler
Conde, Luis
Davis, Katherine
Davis, Zachary

Black Hills State University Graduation List

MAY 2021

DeJong, Alex	Kalmbach, Kaylee	Montgomery, Aaron
Denekamp, Samantha	Kane, Rachel	Morgan, Helayna
Dibley, Esta	Keith, Khiry	Nelson, Tavis
Dill, Bailie	Kelly, Julia	Neumiller, Hannah
Dohman, Maxwell	Kemp, Katherine	Nicks, Samantha
Donovan, Thomas	Kjerstad, Brian	O'Brien, Bailie
Ducheneaux, Halayna	Klein, Austin	O'Neal, Samantha
Ederhoff, Spencer	Klunder, Shalynn	Orgil, Temuulen
Edwards, Stephen	Kniffen, Noah	O'Rourke, Joseph
Eining, Jacob	Koch, Clayton	Palmer, Collin
Eissler, Tiaja	Koistinen, Mikayla	Parks, Benjamin
Enright, Cameron	Kolbeck, Ivy	Parrish, Bailey
Erickson, Joshua	Konechne, Shelby	Paul, Jessica
Feldt, Lauren	Kortan, Dylan	Penning, Wray
Ferguson, Madison	Kotek, Tanner	Perry, Mckayla
Fidler, Madalyn	Kremers, Erin	Peters, Courtney
Fox, Dustin	LaCroix, Brent	Peterson, Casey
Gamble, Tanner	LaCroix, Sierra	Pierce, Lauren
Goddard, Isabella	Langseth, Zoe	Pope, Nicholas
Gossard, Adrienne	Larcher, Rebeka	Popkes, Dustin
Grendahl, Keith	Larsen, Dane	Porter, Neal
Hale Huppler, Aleisha	Larson, Justin	Postelnicu, Laurentiu
Ham, Morgan	Last Horse, Summerrose	Pritchard, Alicia
Hanson, Millie	Learn, Trista	Quick, Kolter
Harley, Rachelle	Malm, Jessica	Rafferty, Mark
Heid, Shayla	Mardian, Holly	Raherisoanjato, Jessie
Henricksen, Breanne	Marshik, Jennifer	Raymond, Jaleece
Henricksen, Brittany	Martinez, Alyssia	Reed, Jennifer
Henricksen, Bryce	McDaniel, Kerry	Reiners, Dylan
Heredia, Monique	McDonald, Abigail	Richard, Terence
Hills, Seth	McDonnell, Angie	Rider, Samantha
Hollick, Emmalee	McPherson, Jordyn	Rodriguez, Ayla
Hoops, Gwendolyn	Measner, Caleb	Roller, Adrienne
Hower, Hannah	Mehlhaff, Christopher	Rowell, Taylor Rae
Huang, JiaXin	Merkle, Savannah	Ruby, Aiden
Hudyma, Mayson	Merrill, Jeffrey	Ryks, Erika
Ingalls, Alexander	Messler, Kathryn	Schauer, Brooklyn
Irvine, Terry	Mez, Jamie	Schlotte, Eryn
Janis, Koty	Miller, Adam	Schmidt, Natalia
Johnson, Baylee	Miner, Alberta	Scott, David
Johnston, Savana	Mitchell, Johanna	Sin, Connie

Black Hills State University Graduation List

MAY 2021

Skaug, Anne	Terkildsen, Nicolette	Vela, Derek
Smith, Ashley	Thorman, Bryce	Walker, Racquel
Smith, Connor	Tian, Yuan	Walloch, Elyssa
Standing Bear, Cortez	Timm, Cooper	Walter, Kade
Starr, Jynessa	Todd, Felicia	Warns, Emily
Stewart, Ashtin	Tollefson, Mesa	Whitney-Catbagan,
Stone, Emma	Trullinger, Moriah	Christina
Storm, Shane	Uffelman, Ashley	Wientjes, Racquel
Strong, Makenzi	Ulrich, Krista	Wintersteen, Kelsey
Summers, Andrea	VanDenHemel, Kelsey	
Susel, Nolan	VanDyke, Leon	

BACHELOR OF SCIENCE IN EDUCATION

Anderson, Kayla	Goehring, Julette	Langenbau, Kristi
Arnold, Brittney	Grussing, Randi	Larsen, Maddisen
Baldwin, Zoe	Hagen, Austin	Lewis, Mackenzie
Bates, Samantha	Haines, Carrell	Lutter, Chelsey
Bennett, Ciera	Hauf, Alexis	McCarty, Jessika
Benson, Brody	Haug, Jessica	Moe, Kassandra
Blake, Valerie	Henwood, Taylor	Murray, Caitlin
Brotsky, Cody	Hoffman, Lia	Nicholas, Hoyt
Bussinger, Riley	Hoffmann, Mallary	Olson, Rylann
Cameron, Elizabeth	Jackson III, Hallard	Orozco, Lexus
Carrier, Sandra	Jensen, Jace	Podhradsky, Tavia
Christensen, Tianna	Johnson, Coleman	Quail, Alexis
Clark, Kaylee	Jones, Jada	Ramirez, Leticia
Clark, Vanessa	Justin, Caleb	Richards, Brooke
Cooper, Woodrow	Kephart, Allison	Samuelson, Megan
Culberson, Madison	Kjerstad, Brian	Schmidt, Kaylee
Drapeaux, Haley	Kolb, Deaundra	Sherman, Josephine
Duerre, Chantel	Krauter, Sydney	Sieveke, Cassidy
Eisenbraun, Ashley	Kruse, Noel	Smith, Rebecca
Finch, Benjamin	Kumpf, Kaitlyn	Snipes, Ta'Keyah
Fischer, Elizabeth	LaCroix, Sierra	Soriano, Gina
Tschetter, Haley	Watkins, Kyla	Winckler, Karlie
Vela, Tayci	Wheeler, Hudson	Ziegler, Jacob
Wasserburger, Dyllynn	Williams, Kaytlyn	

Black Hills State University Graduation List

MAY 2021

MASTER OF ARTS IN TEACHING

Carcamo, Oscar	Chap, Peter
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MASTER OF BUSINESS ADMINISTRATION

Horner, Jonathon	Litz, Paige
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MASTER OF EDUCATION

Haag, Megan	Shafer, Sarah
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MASTER OF SCIENCE

Bengston, Myiah	Husher, Mallory	Phillip, Kadim
Bierbaum, Darin	Hutcherson, Rachel	Punderson, Matraysia
Carrier, Jamiason	Lager, Mary	Rank, Torri
Carr-Kiprotich, Kaitlyn	Layton, Kevin	Shaw, Samuel
DeJong, Tate	Leigh, Janee	Sidwell, Erin
Deurmier, Luke	Lundquist, Lily	Taylor, Isaac
Dupuis, Meghan	Lust, Rebecca	Wicks, Karee
Gula, Cara	Maddalena, Martin	
Haxton, Kyle	McKinney, Dakota	
Hilkemann, Nichola	Mullikin, Rylee	
Howard, Matthew	Odegard, Regan	

Black Hills State University Graduation List

MAY 2021

CERTIFICATES

Authier, Alicia	Ham, Morgan	Pope, Nicholas
Beck, Ryan	Hanson, Millie	Rider, Samantha
Beckwith, Levi	Hastings, Kathryn	Sin, Connie
Cazer, Andrew	Huber, Ty	Stefánsson, Snjólfur
Cline, Cody	Koch, Clayton	Susel, Nolan
Conde, Luis	Kumley, Irene	Wilhelmi, Therese
Davis, Zachary	Larson, Nora	
Dibley, Esta	Marron, Bridget	
Fidler, Madalyn	Nicks, Samantha	
Hale Huppler, Aleisha	Palmer, Collin	

Spring & Summer Graduates, Class of 2021 Dakota State University

ASSOCIATE OF ARTS

Jacqueline A Segarra

ASSOCIATE OF SCIENCE

Terra M. Badmilk
Brayten D. Batcheler
Rachel Benson
Shila Bhandari
Adugna Mosissa Deressa
Sujan Dhakal
Shelby Lynn Fieseler
Cylie Lea Hanson
Joshua Robert Hofer
Maxwell Pierce Hoiberg

Thomas L Kunkel
Cole Parlet
Zachary Hunter Peterson
Chase Shane Potter
Brandi Mariah Rhody
Shiquing S. Santana Sencion
Kishor Siwakoti
Clayton Skancke
Sabrina Nicole Smith
Christian Michael Snyder

Peter Robert Sorenson
Ariana J Storley
Zack R. Strife
Gezahegne Bekele Tegegne
Samantha Lynn Tredway
Andrew J. Turner
Daniel Jay Van Deest
Christine Vogel

BACHELOR OF BUSINESS ADMINISTRATION

Erica Lynn Anderson
Dalyn Noah Bakkedahl
John Michael Berryhill
Brock J. Bumann
Chelsey Lea Carper
Kristen Renee Dowling
Brady Robert Elder
Amanda Diane Eulberg
Kiley Kristine Everson

Marissa M. Fick
Catherine Ann Garvin
Zachary D Guenther
Jesse D. Johnson
Daidrick Kibbie
Gracie Cora Kluever
Chris Leo Kropuenske
Denise Dawn Minnaert
Ryan Aye Nagaki

Jessica M. Olinger
Elizabeth Marie Olson
Alexis Elizabeth Robson
Jose I. Sanchez
Mason Andrew Thompson
Jessica Ruth Vander Windt
Kayla Marie Warnke
Jacob Scott Yaeger

BACHELOR OF GENERAL STUDIES

Kylee Nicole Anderson
Daniel Aaron Crites
Benjamin Robert Fox
Marissa Lynn Guillory
Allison Rane Heim
Marcello A Holguin

Hayden Hooks
Ayami Ishiguro
Cole C McCarty
Ivy Ann K Griffith
Tyler Wade Moulton
Mitchell Nowak

Keeghan Shane Pingel
Jayme Oren Skaggs
Tanya Snover
Timothy Ryan Wagner

BACHELOR OF SCIENCE

Tarek Talaat Abdelmotaleb
Rebekah Lynn Amussen
Samson Argo
Maaz Arif
Jordan Christopher Arndt
Jackson Edwin Augspurger
Jacob Matthew Banghart
Carson Paul Beaner
Matthew Allen Beasley

Shane Nolan Beranek
Nathaniel Tate Berg
Theodore David Bergmann
Odin Alexander Bernstein
John Michael Berryhill
Alexander Joeseph Biehn
James R Bigger III
Jason Edward Biggerstaff
Alec James Bollman

John James DARTH Vader Bonar
Fabian Boria
Paul Adrian Borota
Garrett Austin Boyce
Charles D Brown V
Micah David Brown
Morgan David Brown
Braden Paul Burns
Bethany Ann Cable

Alex Carbajal
 Terra Kay Carpenter
 Eric Joseph Case
 Braeden Terry Cates
 Riley Daniel Cates
 Cody Robert Chalupa
 Maurice Christion
 Travis C. Cuperus
 Braden S Curnow
 Jeffrey Daniel Currin
 Nolan Vaughn Czerwinski
 Kory Daniels
 Cody Jon Davelaar
 Geoffrey Roland Davis
 Jeremy Aaron Davis
 Rylan C DeHaa
 Hunter Charles Dean
 Killian J. Debacker
 Derek Wayne Degnan
 Andrew Charles Dodge
 Derek William Douglas
 Samuel Morgan Drummond
 Matthew Louis Dunn
 Gabriel T Engelhardt
 Duncan Simon English
 Martin L Erck
 Alexis Marie Evans
 Bridgette Anne Fanger
 Shelby Lynn Fieseler
 Tristan Blake Fletcher
 Connor L. Ford
 Haley Ann Frank
 Angel Gamboa
 Shelby Shaunette Gary
 Drew Allynson Gatchell
 Michael D. Gibbons
 Christopher P. Glanzer
 Kyle Christopher Gosh
 Cody James Gromer
 Tavyn Cole Hallan
 Joshua Anthony Hammrich
 Kerry Lynn Hardacre
 Beau James Harris
 Shelia Kay Hart-Weber
 Derek Douglas Hecker
 Gabrielle Herlyn
 Jacob T Hince
 Brian Scott Hoaas
 Thaniel Malachi Hofflander
 Nathan Ray Huisman
 Seth Joseph Huot
 Murad Ibrahim
 Aaron David Ingalls

Massoud Andrey Jahandideh
 Riley Christian Janke
 Colin C Jensen IV
 Tylan Chase Jensen
 Trudy Marie Jones
 Lee J Kampshoff
 Sanjeev Khadka
 Noah Stephen Klingaman
 Elisabeth J. Klumpp
 Tori Rae Knowles
 Grant Thomas Koehler
 Samuel David Kooima
 Isaac W Kortan
 Casey Korver
 Adam N. Kovacs
 Samantha N Kovalewski
 Travis Lee Krakow
 Melissa A Krapf
 Dalton Harrison Lage
 Gabe Elias Lamb
 Kira Nicole Lange
 Rebecca L Lange
 Scott Nicholas Lehman
 Xitlali Jessica Lopez
 Braxten James Loppnow
 Jessica Faye Lynch
 Lauren Anne Mason
 Nicholas Storm Mattern
 Broderick A. May
 Evan Michael McCreary
 Nicholas Timothy Medema
 Amanda Christina Melendrez
 Conner Lewis Meriweather
 Racquel Worsley Fletcher
 Lucas Miller
 Dean Vincent Minder
 Michael Christopher Moore
 David Charles Stewart
 Moracco
 Blake Ashton Nedved
 Justin Taylor Newbold
 David Christopher Noid
 Nick Charles Offerman
 Chase Jerome Opsahl
 Jeremy Allen Osborne
 Nicholas S. Otto
 Seth Douglas Owens
 Carl Paret
 Albert Michael Pavlinac
 Aaron Ray Petersen
 Heather Aline Petersen
 Cora Peterson
 Kobey PJ Phoummany

Neil Gordon Player
 Sophie Marie Perry Pokorney
 John Arthur Prosper
 Spencer Eugene Raap
 Evan J. Read
 Quinn Micheal Remmers
 Jacob W. Riley
 Jeremy Ryan Ring
 Juliette Alejandra Rios
 Bhim Rizal
 Wesley Forrest Robertson
 Jaclynn Bernadette Rogers
 Korinne Lorraine Roggenbuck
 Andrew Joseph Rotert
 Amanda F. Ruiz
 Addison James Ryken
 Colin Sabers
 Brendan Scott Sacilowski
 Gregory Richard Sage
 Marianna Sallman
 Holly Jo Sando
 Kaytlyn Nicole Schaefer
 Mason Henry Schmidgall
 Trevor Christopher Schmidt
 Thomas James Schopen
 Logan Shaw
 Matthew Stephen Skadsen
 Austin Jarod Smith
 Johnathon Lee Stampe
 Matthew Delmar Steckelberg
 Zachary Dane Steffen
 Nicole R. Stewart
 Ross Michael Stewart
 Brock Richard Stien
 Cole Noah Stokes
 Jacob Jackson Strauss
 Zachary Dean Tchida
 Carter Reid Thompson
 Derrek Jordan Thompson
 Jesse Ryan Thorkildsen
 Nicholas James Tomassetti
 Dilyn Donald Tramp
 Samantha Lynn Tredway
 Brandon James Twite
 Jordan Christopher Utech
 Daniel Jay Van Deest
 Regina Darline Van Driel
 Brandon C. Van Rosendale
 Alejandro Vera-Gonzalez
 Matthew Phillip Verrette
 Sofia Maria Vizcarrondo
 Michael David Walker
 Drew Daniel Wenande

Madison B Whitcomb
Dylan Jay Williams
Victorie R. Wilson

Daniel Michael Wolff
Noah C. Woodman
Joshua Frederick Wright

Benjamin C Young

BACHELOR OF SCIENCE IN EDUCATION

Denyelle Ageson
Mallory LeAnn Johnson
Aughenbaugh
Jenna Ann Barnhart
Grace Anne Bauer
Margaret M Bowie
Ally L. Bright
Brandon Gabriel Broderick
Amy M Carroll
Grant Alexander Dunbar
Tanya Renee Fletcher

Nicole Lynn Frank
Kaylee A Frey
Michael Steven Garry
Amanda Graff
Rebecca Jo Harr
Elizabeth Himley
Nicole Renee Horsley
Angela L. Hupf
Isaac Lee James
Samantha Leigh Jennings
Katelyn Jo Kampshoff

Shaun Christian Maher
Maranda Marie McMartin
Savannah Estee Miller
Noah Salmen
Jebidiah P. Sanford
Wyatt H. Sanford
Kylee Renee Schrank
Noah James Schuldt
Amanda L. Simons
Abbie J Strasser
Seth Allen Henry Weidenbach

DOCTOR OF PHILOSOPHY

Diaa Faisal Abu-Shaqra
Hassan Mohammed Alyami
Charles Anthony Badami
Jonah Lee Baron
Ganga Prasad Basyal
Gerald Chikukwa
Armel B. Djangone

Erasmus Ekpo Etim
Tyler J. Flaagan
Howard Brian Goodman
Stephen Larry Hendrix
Thomas Michael Jernejcic
Richard Martell Matthews III
Matthew Turman McNulty

Mohammad Muntasir Nur
Francisca Afua Opoku-
Boateng
Sharmila Paul
Srinivasulu Reddy Vuggumudi

MASTER OF BUSINESS ADMINISTRATION

Allen D. Evans

Mariah Lynn Palmquist

MASTER OF SCIENCE

Kasie Kelvin Awagu
Bailey Cristian Belisario
Seema Bhandari
Allen L. Bull Bear Jr.
Tara Lynn Burton
Madel Guiao Cahill
Grant Carlson
Barbara Coutts
Maxwell Marty Cruse
Austin Cundiff
Pamela Rae Davis
Alex Joseph Derr
Tatiana Dombrowski
Griffin Dean Egener
Luke R Fleck
Rylie Fleckenstein
Rodney D. Fulk
Laxmi Manasa Gorugantu
Leron Ashworth Gray

Brenden Hansen
Nathan Jerome Harmer
Taylor Hietpas
Kevin Patrick Hobart
Esperanza Lucy Honny
Jacob Dean Horstman
Laura Ann Huffman
Sai Anurag Illendula
Shawn Daniel Jaacks
Koby Kevin Jackson
Kyle Stephen Kaplan
Jarod W. Keene
Jonathan Kim
Kyle Ronald Korman
Jonathan Ross Lein
Jeremy Edward Lewis
Christopher Loutsch
Jeremiah Lee Lowhorn
Sakan Luerakoran

Lilibeth Presa Lumbreras
Evan Edward Miles
Monica Eva Milligan
Henry Mubiru
Joseph Paul Murray
Jordan Oberg
Emmanuel Opoku
Kara J. Paulson
Snigdha Peddi
Caitlin Jane Pick
Zachary Daniel Quintana
James Ralph Riddick II
Timothy J. Ries
Ashley Nichole Roark
Natalie Ivanna Rodriguez
Collin Theodore Rumpca
Emily Marie Sartor
Dustin Ryan Schafbuch
Sai Neelima Seru

Roshni Sharma
 Jean-Michel Armand Shema
 Shingiro
 Nicholas Steven Shenefield
 Katherine L. Shuck
 Lidia Soto

Logan Michael Stratton
 Nicholas James Stryker
 Justin Donald Tank
 Hanna Lynn Thiry
 Hans E. Verhoeven
 Man Wang

Christian James Weelborg
 Michael S Whitehead
 Brady Jay Woudstra
 Danny G. Zapata

MASTER OF SCIENCE IN EDUCATION

Bruce Douglas Abels
 Jalen Alan Boyd
 Jessica J. Dawson

Jonathon Michael Forster
 Robin Rene' Schwebach
 Lucy Lynn Spencer

Jayda Laurine Templeton
 Katilyn Ann Van't Hof
 Jill M. Vincent

**NORTHERN STATE UNIVERSITY
APPLICANTS FOR MAY COMMENCEMENT
May 8, 2021**

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Lara D. Cline
Zachary Debois Cooke
Linda K. Faner

Carl Thomas Mathwig
Joel Joseph Pohland
Becky Jo Schaefer

Kathleen Marie Winghart

MASTER OF SCIENCE

William Clifford Ellwanger

MASTER OF SCIENCE IN EDUCATION

Corel Jane Anthony
Rachel Jo Arbach
Lindsey K. Bachman
Lauretta Ruby Bebo
Jared Ryan Brugmann
Jamie Ann Cedar
Maura Chadwick
Madison Caitlin Claymore
Kory Steven Foss
Jason William Goebel
Madeleine Marie Gonsoir
Thomas Berhanu Haile

Shane M. Haley
Jenna C. Helgeson
Errol Todd Hochstetler
William Raphael Holtan
Jacob Robbins Iery
Elizabeth Nicole Katz
Samuel Jonathan Krapf
Adam Robert Leach
Stephanie Leigh Litzen
Cassandra Marie Maillet
Brandt Steven Gregory McCall

Steven Austin McKee
Alicia Ann Merrill
Hayley Jo Miller
Griffin Ronald Douglas Osing
Miranda C. Schultz
Tyler Lee Severson
Madalyn A. Sikkink-Pederson
Thomas Stopak
Lane Alexis Weeman
Rebecca Lynn Zeeb
Michael Joseph Zerr

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS IN HONORIBUS

Madison Marie Leapaltdt

Steven Meyer

BACHELOR OF ARTS

Kelson D. Brewer
Charles Whittaker Chandler
Grant Tennyson Duvall
Antonio Lamar Frazier
Emeline Ollie Glover
Tomi Jo Hagedorn

Tony Shenandoah Mangialetti
Toni Marie Mayer
Makenzie Merritt
Patrick William Miniham
Joshua Dean Moore
Sydney Morton

Shay Hunter Potter
Sierra F. Reed-Quongsing
Kassidy Lynne Richter
Danelle Brooke Wigdahl
Morgan Dawn Wilson

BACHELOR OF FINE ARTS

Kate Lynn Finley

Brandi L. Krueger

BACHELOR OF MUSIC EDUCATIONEric Isaiah Bishop
Adam Thomas Henning

Sara Jode Krebsbach

Grace Nicole Woodstead

BACHELOR OF SCIENCE IN HONORIBUSRoko Dominovic
Parker Laurance HegerHaley Rose Hillstrom
Madison Marie LeapaldtVanisa Petriti
Emily Elizabeth Reiten**BACHELOR OF SCIENCE**Paola Sofia Aguayo
Zahra Almubsher
Preston Charles Arity
Betty Jo Austin
Terrina Barnes
Kelson D. Brewer
Benjamin William Carolin
Tori Rennee Collesso
Joshua F. Cox
Regan Eve Dennis
Stephany Ariadna Estrada
Matt Fetherhuff
Lincoln James Flakus
Isaiha Andrew Fletcher
Parker David Fox
Zac J. Fries
Natalie Rose Gabbert
Megan Rozella Geist
Christopher Lee Gerlach
Jenna R. Grismer
Jayden Noel GrossDakota Danielle Hutzler
Dylan Huyser
Peter Raymond Jamieson, Jr.
Andrew Paul Kallman
Bryce Ryan Krattiger
Amy Kay Kueter
Cade Michael Larson
Austin Howard Leuning
Jasmine Jayde Louis
Mikayla Grace Markuson
Toni Marie Mayer
Patrick Sean McCormack
Samuel Allen McMacken
Caryssa Erin Mielitz
Donovan J. Miller
Joshua Rodney Moser
Tyler James Nelson
Lauren Rochelle Nikolas
Gavin Scott Noeldner
Hannah Elizabeth Peterson
Michael PfennigAndrew Michel Pugliano
Rachel Marie Reinke
Sara L. Scepaniak
Chanel Renee Siebenthal
Alec Sigdestad
Laura Michelle Snyder
Casey Jane Solseng
Mason Shaw Stark
Tyler James Stenger
Kendra Kay Strande
Jared Forrest Taylor
Tori Rae Thorpe
Robert R. Vomacka
Nicholas Wayne Ward
Killian Cole Warner
Michael Thomas Wiesmann
Ezekiel James Thompson Wills
Victoria Win
Matthew Ronald Wolf
Alexandra M. Woytassek
Shantel Marie Yde

BACHELOR OF SCIENCE IN EDUCATION

Jessica Jean Adler	Alayna Marie Johnson	Eric Daniel Pedersen
Paige Marie Bakken	Haley J. Johnson	Jesse Erin Roshau
Kiara Rikki Borkhuis	Siarra Jenalyn Johnson	Nicolette R. Schmidt
Jordyn Alexis Bortnem	Elizabeth Sue Klamm	Ashley Kay Schwarz
Clay Frederick Busskohl	Katelyn R. Koehler	Joie Jacqueline Spier
Hannah Lee Comes	Kendall Ella Kohler	Kennady Thompson
Jacob Tresley Cross	Molly Ann Kueter	Sara Marie Van Regenmorter
Jonathon Douglas Fargher	Landon Allen Leuning	Cory Thomas Weeks
Reilly Nicole Fuhrman	Colton Ray McClemans	Witnie Delene Weinheimer
Mariah Ann Graff	Molly Lynn Moes	Kylie Ann Werner
Kaitlin Marie Hanson	Nicholas Daniel Mohr	Amelia L. Whittlinger
Lexi Jo Hoffman	Hazel Elizabeth Ohm	Sierra Cecilia Wieseler
Hannah Ruth Isaacson	Masen Lynn Oltmanns	Amber Karen Windish

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

Be Be Arnar	Zachary Andrew Kjolsing	Jetaime Simone Ochotorena
Madeline J. Breidenbach	Naw Gay Moo	Iyana Adilia Vernon
Tina R. Davis		

ASSOCIATE OF SCIENCE

Megan Rozella Geist	Peter Raymond Jamieson, Jr.	Vanisa Petriti
---------------------	-----------------------------	----------------

CANDIDATES FOR CERTIFICATES

Terrina Barnes	Kassidy Lynne Richter	Robert R. Vomacka
Megan Rozella Geist	Chanel Renee Siebenthal	Morgan Dawn Wilson
Amy Kay Kueter		

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
1	Sever	Thomas	Gilbertson	AA	General Studies	May 2021
2	Austin	James	Haider	AA	General Studies	May 2021
3	Shelby	Renee	Hinkle	AA	General Studies	May 2021
4	Greydon	Scott	Shangreux	AA	General Studies	May 2021
5	Shaina	Brook	Colombe	BS	Applied and Computational Mathematics	May 2021
6	Dirk	Ambrose	Dosch	BS	Applied and Computational Mathematics	May 2021
7	Dirk	Ambrose	Dosch	BS	Applied and Computational Mathematics	May 2021
8	Delaina	Nicole	Engle	BS	Applied and Computational Mathematics	May 2021
9	Olivia	Hedy	Briggs	BS	Applied Biological Sciences	May 2021
10	Tana	Lynn	Dahlberg	BS	Applied Biological Sciences	May 2021
11	Jordan	Kay	Fostvedt	BS	Applied Biological Sciences	May 2021
12	Rebecca	Lynn	Johnson	BS	Applied Biological Sciences	May 2021
13	Nicholas	Ryan	Massie	BS	Applied Biological Sciences	May 2021
14	Michaela	Marie	Shaklee	BS	Applied Biological Sciences	May 2021
15	Laramie	Jaela	Colvin	BS	Atmospheric and Environmental Sciences	May 2021
16	Austin	Joseph	Jerke	BS	Atmospheric and Environmental Sciences	May 2021
17	Joseph	Map	Kragness	BS	Atmospheric and Environmental Sciences	May 2021
18	Kyle	Jacob	Bergevin	BS	Biology	May 2021
19	Annie	Evelyn	Brinson	BS	Biology	May 2021
20	Mikayla	Rose	Hibbard	BS	Biology	May 2021
21	Jeffrey	Jae	Lehman	BS	Biology	May 2021
22	Mikayla	Marie	Madden	BS	Biology	May 2021
23	Magan	Demoyne	Vaughn	BS	Biology	May 2021
24	Jack	Frederick	Batho	BS	Biomedical Engineering	May 2021
25	Carol	Colleen	Page	BS	Biomedical Engineering	May 2021
26	Samantha	Leigh	Smith	BS	Biomedical Engineering	May 2021
27	Ramtin	Mashhadi Mohammad	Ababaf	BS	Business Management in Technology	May 2021
28	Austin	Michael	Hammer	BS	Business Management in Technology	May 2021
29	Carlton	Michael	LaFrance	BS	Business Management in Technology	August 2021
30	Steven		Nolasco	BS	Business Management in Technology	May 2021
31	Michael	Lawrence	Retland	BS	Business Management in Technology	May 2021
32	Aren	Charles	Wells	BS	Business Management in Technology	May 2021
33	Allec	Marc-Kristopher	Williams	BS	Business Management in Technology	May 2021
34	Erin	Breanne	Afdahl	BS	Chemical Engineering	May 2021
35	Kirsten	Mary	Anderson	BS	Chemical Engineering	May 2021
36	Anthony	Robert Federick	Best	BS	Chemical Engineering	May 2021
37	Beth	Ann	Blake	BS	Chemical Engineering	May 2021
38	Daniel	Carl	Cerfus	BS	Chemical Engineering	May 2021
39	Lily	Constance	Cutler	BS	Chemical Engineering	May 2021
40	Jacob	William	Dempsey	BS	Chemical Engineering	May 2021
41	Enae	Isabelle	Dessler	BS	Chemical Engineering	May 2021
42	Erick	William	Hoon	BS	Chemical Engineering	May 2021
43	Zachary	Ray	Hoopman	BS	Chemical Engineering	May 2021
44	Khang	Trong	Huynh	BS	Chemical Engineering	May 2021
45	Spencer	John	Kabran	BS	Chemical Engineering	May 2021
46	Nikita	Alexandrovich	Nesterov	BS	Chemical Engineering	May 2021
47	Dakin	Matthew	Nolan	BS	Chemical Engineering	May 2021
48	Abisola	Iyanuolu	Ojoawo	BS	Chemical Engineering	May 2021
49	Gregory	Warren	Opdahl	BS	Chemical Engineering	May 2021
50	Emily	Ann	Rolfes	BS	Chemical Engineering	May 2021
51	Shakole	Marissa	Rugh	BS	Chemical Engineering	May 2021
52	Megan	Jacquelyn	Snyder	BS	Chemical Engineering	May 2021
53	Landon	Robert	Sohler	BS	Chemical Engineering	May 2021
54	Jared	John	Wilson	BS	Chemical Engineering	May 2021
55	Spencer	Louis	Zur	BS	Chemical Engineering	May 2021
56	Kyle	Jacob	Bergevin	BS	Chemistry	May 2021
57	Lily	Constance	Cutler	BS	Chemistry	May 2021
58	Mikayla	Rose	Hibbard	BS	Chemistry	May 2021
59	Karen		Ly	BS	Chemistry	May 2021
60	Adam	Mitchell	Price	BS	Chemistry	May 2021
61	Collin	David	Rodmyre	BS	Chemistry	May 2021
62	Anna	N.	Allen	BS	Civil Engineering	May 2021
63	Reece	Austin	Blanton	BS	Civil Engineering	May 2021
64	Faith		Bottum	BS	Civil Engineering	May 2021
65	Zachary		Bunker	BS	Civil Engineering	May 2021
66	Mark	Alexander	Cedar Face	BS	Civil Engineering	May 2021
67	Jeremy	Abayan	Dalldorf	BS	Civil Engineering	May 2021
68	Dawson	Michael	Fagerland	BS	Civil Engineering	May 2021
69	Andrew	James	Ferris	BS	Civil Engineering	May 2021

70	Joshua	William	Fleming	BS	Civil Engineering	May 2021
71	Enya	Kathryn	Guettler	BS	Civil Engineering	May 2021
72	Joel	Daniel	Haas	BS	Civil Engineering	May 2021
73	Thayne	Joarden	Hage	BS	Civil Engineering	May 2021
74	Benjamin	Jensen	Hector	BS	Civil Engineering	May 2021
75	William	Dale	Hein	BS	Civil Engineering	May 2021
76	Christian	James	Heinrich	BS	Civil Engineering	May 2021
77	Will	Patrick	Hoban	BS	Civil Engineering	May 2021
78	Carson	Daniel	Hunt	BS	Civil Engineering	May 2021
79	Tanner	Allen	Jacobs	BS	Civil Engineering	May 2021
80	Luke	Michael	Koski	BS	Civil Engineering	May 2021
81	Colton	Michael	Levitt	BS	Civil Engineering	May 2021
82	Joseph	Leonard	Luebbers	BS	Civil Engineering	May 2021
83	Stephen	Cody	MacLake	BS	Civil Engineering	May 2021
84	Jordan	Duane	Medlock	BS	Civil Engineering	August 2021
85	Joseph	Bryan	Mulcahey	BS	Civil Engineering	May 2021
86	Ira	Michael Pace	Murphey	BS	Civil Engineering	May 2021
87	Timothy	R.	Myers	BS	Civil Engineering	May 2021
88	Ryan	James	Nelson	BS	Civil Engineering	May 2021
89	Cornelio	Adrian	Perez	BS	Civil Engineering	May 2021
90	Jared	Reed	Pollard	BS	Civil Engineering	May 2021
91	Louis	Arthur	Ratcliffe	BS	Civil Engineering	May 2021
92	Kate	Leanne	Schumann	BS	Civil Engineering	May 2021
93	Nicholas	Laurence	Sperry	BS	Civil Engineering	May 2021
94	Austin	James	Stahlke	BS	Civil Engineering	May 2021
95	Calvin	David	Tohm	BS	Civil Engineering	May 2021
96	Joshua	Allen	Trapp	BS	Civil Engineering	May 2021
97	Nicholas	Anthony	Bennett	BS	Computer Engineering	May 2021
98	Clayton	J.	Heeren	BS	Computer Engineering	May 2021
99	Oliver	John	Kotalik	BS	Computer Engineering	May 2021
100	Jason	Anthony Finch	Mitchell	BS	Computer Engineering	May 2021
101	Avery	Charles	Schroer	BS	Computer Engineering	May 2021
102	Ryan	Casson	Shell	BS	Computer Engineering	May 2021
103	Timothy	Alley	Adcock	BS	Computer Science	May 2021
104	Levi	Demase	Bergevin	BS	Computer Science	May 2021
105	Nicholas	Evan	Boudreau	BS	Computer Science	May 2021
106	Riley	Isaiah	Campbell	BS	Computer Science	May 2021
107	Zackery	Joesph	Culberson	BS	Computer Science	May 2021
108	Ashlyn	Therese	Davie	BS	Computer Science	May 2021
109	William	J.	Doering	BS	Computer Science	May 2021
110	Ayden	John Morgan	Drabek	BS	Computer Science	May 2021
111	Nathaniel	Edward	Fagrey	BS	Computer Science	May 2021
112	Nathan	Clint	Fjelstad	BS	Computer Science	May 2021
113	Timothy	William	Ford	BS	Computer Science	May 2021
114	Vedang	Deepak	Gaonkar	BS	Computer Science	May 2021
115	Logan	Robert	Grosz	BS	Computer Science	May 2021
116	Lawrence	Wayne Pike	Hartnett	BS	Computer Science	May 2021
117	Gabriel	Dean	Hofer	BS	Computer Science	May 2021
118	Kenji	Keith	Johnson	BS	Computer Science	May 2021
119	Gwyneth	Storm	Kardelis	BS	Computer Science	May 2021
120	Erica	Lynn	Keeble	BS	Computer Science	May 2021
121	Jennifer	Suzanne	Kulich	BS	Computer Science	May 2021
122	Caden	Patrick	Lambert	BS	Computer Science	May 2021
123	Logan	Lee	Larson	BS	Computer Science	May 2021
124	Deborah	Kaye	Liknes	BS	Computer Science	May 2021
125	Haley	Lynn	Linnig	BS	Computer Science	May 2021
126	Keshav		Manghat	BS	Computer Science	May 2021
127	Sterling	Robin	McKenzie	BS	Computer Science	May 2021
128	Taylor	James	O'Brien	BS	Computer Science	May 2021
129	Terry	Joseph	Pallas	BS	Computer Science	May 2021
130	Matthew	Allen	Reff	BS	Computer Science	May 2021
131	Benjamin	Carter	Sjoberg	BS	Computer Science	May 2021
132	Woodlin	Glenn	Smith	BS	Computer Science	May 2021
133	Ethan	Lee	Steidl	BS	Computer Science	May 2021
134	Philip	Robert	Telkamp	BS	Computer Science	May 2021
135	Daniel	Ray	Tesch	BS	Computer Science	May 2021
136	Kendric	Alexander	Thompson	BS	Computer Science	May 2021
137	Morgan		Vagts	BS	Computer Science	May 2021
138	Samantha	Ranae	Wolfe	BS	Computer Science	May 2021
139	Trey	David	Young	BS	Computer Science	May 2021

140	Ian		Anderson	BS	Electrical Engineering	May 2021
141	Ellie	Nicole	Burczek	BS	Electrical Engineering	May 2021
142	Tyler	Mathew	Kraft	BS	Electrical Engineering	May 2021
143	Kolton		Kugler	BS	Electrical Engineering	May 2021
144	Dalton	Anthony	Lund	BS	Electrical Engineering	May 2021
145	Vageesh	Sandip	Prabhu Tendulkar	BS	Electrical Engineering	May 2021
146	Skye	Itza-Chu	Rutan-Bedard	BS	Electrical Engineering	May 2021
147	Jacob	Joseph	Schmit	BS	Electrical Engineering	May 2021
148	Ryan	Chase	Stremick	BS	Electrical Engineering	May 2021
149	Jacob	Allen	Whempner	BS	Electrical Engineering	May 2021
150	Jacob	Kyle	Wicklund	BS	Electrical Engineering	May 2021
151	Chase	Randall	Wiederhoeft	BS	Electrical Engineering	May 2021
152	Lindsey	Carla	Cederberg	BS	Geological Engineering	May 2021
153	Garrett	Paul	Hukill	BS	Geological Engineering	May 2021
154	Lucas	Anthony	Olvera	BS	Geological Engineering	May 2021
155	Hillary	Rose	Ping	BS	Geological Engineering	May 2021
156	Kate	Leanne	Schumann	BS	Geological Engineering	May 2021
157	Liam	James Ryan	Smith	BS	Geological Engineering	May 2021
158	Christian		Albayaalde	BS	Geology	August 2021
159	Jimmy	Melvin	Bradford	BS	Geology	May 2021
160	Garrett	Michael	Fedora	BS	Geology	May 2021
161	Anthony	Edward	Gordon	BS	Geology	May 2021
162	John	Bruce	Hewitt	BS	Geology	May 2021
163	Gage	Anders	Koistinen	BS	Geology	May 2021
164	Patrick	Cavanaugh	Mulligan	BS	Geology	May 2021
165	Michael	Lynn	Nieland	BS	Geology	May 2021
166	Gabriel	Stephan	Poteet	BS	Geology	August 2021
167	Caleb	W.	Schraeder	BS	Geology	August 2021
168	Benjamin	Michael	Stec	BS	Geology	May 2021
169	Adam	G.	Vantellingen	BS	Geology	May 2021
170	Bryan	Chisomaga	Akunna	BS	Industrial Engineering and Engineering Management	May 2021
171	Joshua	G.	Baumann	BS	Industrial Engineering and Engineering Management	May 2021
172	Amelia	Bea	Bracewell	BS	Industrial Engineering and Engineering Management	May 2021
173	Brayden	Patrick	Burg	BS	Industrial Engineering and Engineering Management	May 2021
174	Austin	Blake	Chapman	BS	Industrial Engineering and Engineering Management	May 2021
175	Rosalia	Jane	Dawley	BS	Industrial Engineering and Engineering Management	May 2021
176	Emma	Marie	Eckel	BS	Industrial Engineering and Engineering Management	May 2021
177	Thomas	Antony	Engelmann	BS	Industrial Engineering and Engineering Management	May 2021
178	Amanda	Joy	Haas	BS	Industrial Engineering and Engineering Management	May 2021
179	Amelia	Rose	Haines	BS	Industrial Engineering and Engineering Management	May 2021
180	Jedidiah		Hall	BS	Industrial Engineering and Engineering Management	May 2021
181	Trevor	Bowen	Heinemann	BS	Industrial Engineering and Engineering Management	May 2021
182	Kassandra	Kaye	Herding	BS	Industrial Engineering and Engineering Management	August 2021
183	Preston	Timothy	Herring	BS	Industrial Engineering and Engineering Management	May 2021
184	Ryan	King	Higginbotham	BS	Industrial Engineering and Engineering Management	May 2021
185	Nicholas	James	House	BS	Industrial Engineering and Engineering Management	May 2021
186	Jacob	Anthony	Jahner	BS	Industrial Engineering and Engineering Management	May 2021
187	Edensky	Eddy	Lormeus	BS	Industrial Engineering and Engineering Management	May 2021
188	Spencer	Timothy	Malsom	BS	Industrial Engineering and Engineering Management	May 2021
189	Dakota	Skye	Merrival	BS	Industrial Engineering and Engineering Management	May 2021
190	Michael	Russell	Nelson	BS	Industrial Engineering and Engineering Management	May 2021
191	Jasmine	Jayne	Peiper	BS	Industrial Engineering and Engineering Management	May 2021
192	Juel	Clifford	Pluimer II	BS	Industrial Engineering and Engineering Management	May 2021
193	Laura	M.	Staiano	BS	Industrial Engineering and Engineering Management	May 2021
194	Spencer	Dean	Swedlund	BS	Industrial Engineering and Engineering Management	May 2021
195	Grant	Thomas	Syverstad	BS	Industrial Engineering and Engineering Management	May 2021
196	Ryan	Elizabeth	Weiss	BS	Industrial Engineering and Engineering Management	May 2021
197	Macy	Lenore	Ziegler	BS	Industrial Engineering and Engineering Management	May 2021
198	Taylor	Jane	Kerr	BS	Interdisciplinary Sciences	May 2021
199	Cameron	Robert	Anderson	BS	Mechanical Engineering	May 2021
200	Alvin	Kenechukwu	Aneke	BS	Mechanical Engineering	May 2021
201	Jack	Frederick	Batho	BS	Mechanical Engineering	May 2021
202	Hayley	Mikah	Benson	BS	Mechanical Engineering	May 2021
203	Derrick	Michael	D'Agostino	BS	Mechanical Engineering	May 2021
204	Bradley	Scott	Day	BS	Mechanical Engineering	May 2021
205	Matthew	J.	Dietz	BS	Mechanical Engineering	May 2021
206	Tanner	Thomas	Farnsworth	BS	Mechanical Engineering	May 2021
207	Shane	Price	Good	BS	Mechanical Engineering	May 2021
208	James	Ryan	Gormley	BS	Mechanical Engineering	May 2021
209	Samuel	Maurice	Gusso	BS	Mechanical Engineering	May 2021

210	Marcus	Andrew	Hall	BS	Mechanical Engineering	May 2021
211	Ethan	Patrick	Hanson	BS	Mechanical Engineering	May 2021
212	Justin	Charles	Johnson	BS	Mechanical Engineering	May 2021
213	Ian	James	Jones	BS	Mechanical Engineering	May 2021
214	Tyler	James	Kaul	BS	Mechanical Engineering	May 2021
215	Nicolas	Richard	Kirkvold	BS	Mechanical Engineering	May 2021
216	Thomas	Mathias	Machamer	BS	Mechanical Engineering	May 2021
217	Landon	Earl	Marzahn	BS	Mechanical Engineering	May 2021
218	Kyle	Andrew	Mullette	BS	Mechanical Engineering	May 2021
219	Robert	Vern	Munyan	BS	Mechanical Engineering	May 2021
220	Andrew	Earl	Nelson	BS	Mechanical Engineering	May 2021
221	Ian	McKay	Nelson	BS	Mechanical Engineering	May 2021
222	Jacob	Barnette	Peterson	BS	Mechanical Engineering	May 2021
223	Trey	Daniel	Powell	BS	Mechanical Engineering	May 2021
224	Nicholas	Eric	Pugh	BS	Mechanical Engineering	May 2021
225	Mycala	Leann	Read	BS	Mechanical Engineering	May 2021
226	Mark	Daniel	Rotert	BS	Mechanical Engineering	May 2021
227	Anthony	Wayne	Roth	BS	Mechanical Engineering	May 2021
228	Kobey	D.	Rushton	BS	Mechanical Engineering	May 2021
229	Jeremiah	Thomas	Scott	BS	Mechanical Engineering	May 2021
230	Riley	Jaden	Singer	BS	Mechanical Engineering	May 2021
231	Elora	Lee	Solomon	BS	Mechanical Engineering	May 2021
232	John	Thomas	Steever	BS	Mechanical Engineering	May 2021
233	Keyin	Christopher	TBurrell	BS	Mechanical Engineering	May 2021
234	Camden	Lee	Weeldreyer	BS	Mechanical Engineering	May 2021
235	Ryan	Paul	Witcraft	BS	Mechanical Engineering	May 2021
236	Murdoch	Alexander	Word	BS	Mechanical Engineering	May 2021
237	Nicholas	Kolby	Zell	BS	Mechanical Engineering	May 2021
238	Seth	Elijah	Baker	BS	Metallurgical Engineering	May 2021
239	Trevor	Scott	Bormann	BS	Metallurgical Engineering	May 2021
240	Nicholas	Giulio	D'Attilio	BS	Metallurgical Engineering	May 2021
241	Madilyn	Rae	Fesenmaier	BS	Metallurgical Engineering	May 2021
242	Isaac	Scott	Hammer	BS	Metallurgical Engineering	May 2021
243	Garret	Sutton	Hohn	BS	Metallurgical Engineering	May 2021
244	Bryce	Delane	King	BS	Metallurgical Engineering	May 2021
245	Sean	Michael	Miller	BS	Metallurgical Engineering	May 2021
246	Zachary	Jason	Myers	BS	Metallurgical Engineering	May 2021
247	Tyler	Jay	Reikofski	BS	Metallurgical Engineering	May 2021
248	Jamison	Matthew	Smith	BS	Metallurgical Engineering	May 2021
249	Mariah	Katrael	Soebbing-Volk	BS	Metallurgical Engineering	May 2021
250	Kole	Curtis	Vollmer	BS	Metallurgical Engineering	May 2021
251	Bryce	Michael	Watson	BS	Metallurgical Engineering	May 2021
252	Rhys	E.	Baker	BS	Mining Engineering	May 2021
253	Andrew	William	Boss	BS	Mining Engineering	May 2021
254	Jacob	Marvin	Collier	BS	Mining Engineering	May 2021
255	Andrew	D.	Giandonato	BS	Mining Engineering	May 2021
256	Andrew	James	Lawver	BS	Mining Engineering	May 2021
257	Channing	Keefe	Lennon	BS	Mining Engineering	May 2021
258	Archibald	Warren	Minerich	BS	Mining Engineering	August 2021
259	Trevor	James	Mutchler	BS	Mining Engineering	May 2021
260	Dillon	C.	Owens	BS	Mining Engineering	May 2021
261	Larissa	Choi	Pawlowski	BS	Mining Engineering	May 2021
262	John	Elliot	Rank	BS	Mining Engineering	May 2021
263	Darren	Michael	Sroor	BS	Mining Engineering	May 2021
264	Patrick	Thomas	Todey	BS	Mining Engineering	May 2021
265	Jordan		Toler	BS	Mining Engineering	August 2021
266	Kenneth	Jon	Veith	BS	Mining Engineering	May 2021
267	Joseph	Eamon	Brett	BS	Physics	May 2021
268	Jeffrey	Thomas	Gillaspie	BS	Physics	May 2021
269	Marcus	Andrew	Hall	BS	Physics	May 2021
270	Jonathan	Robert	Hulscher	BS	Physics	May 2021
271	Abigail	Jeanne	Otten	BS	Physics	May 2021
272	Sage	Ryan	Preble	BS	Physics	May 2021
273	Francesca		Facchini	BS	Pre-Professional Health Sciences	May 2021
274	Torre	N.	Kavanaugh	BS	Pre-Professional Health Sciences	May 2021
275	Cade	Nicholas	Nathan	BS	Pre-Professional Health Sciences	May 2021
276	Taylor	Alexis	Haire	BS	Science, Technology, and Society	May 2021
277	Lucas	George	Graunke	MS	Atmospheric and Environmental Sciences	May 2021
278	Amanda	Joan	Penning	MS	Atmospheric and Environmental Sciences	May 2021
279	Colin	Robert	Bertsch	MS	Biomedical Engineering	May 2021

280	Taylor	MacKenna	Bright	MS	Biomedical Engineering	May 2021
281	Kaitlyn	Aurelia Jing	Dickinson	MS	Biomedical Engineering	May 2021
282	Anna	Grayce	Haugen	MS	Biomedical Engineering	May 2021
283	Colin	Thomas	Jones	MS	Biomedical Engineering	May 2021
284	Nhu	Y.	Mai	MS	Biomedical Engineering	May 2021
285	Deborah	Alex	Rankin	MS	Biomedical Engineering	May 2021
286	Le Ba Nghia		Thai	MS	Biomedical Engineering	May 2021
287	Maxwell	Thomas	Veazey	MS	Biomedical Engineering	May 2021
288	Christopher	Sean	Beal	MS	Chemical Engineering	May 2021
289	Hannah	Marie	Dudak	MS	Chemical Engineering	May 2021
290	David	Robert	Sutton	MS	Chemical Engineering	May 2021
291	Korder	Ronald	Cropsey	MS	Civil and Environmental Engineering	May 2021
292	Kaleb	Timothy	Hedman	MS	Civil and Environmental Engineering	May 2021
293	Hunter	Brooks	Kiewel	MS	Civil and Environmental Engineering	May 2021
294	Ryan	Conner	Peyton	MS	Civil and Environmental Engineering	May 2021
295	Rashed		Rahman	MS	Civil and Environmental Engineering	May 2021
296	William	Frederick	Schultze	MS	Civil and Environmental Engineering	May 2021
297	Theron	Lee	Singleton	MS	Civil and Environmental Engineering	May 2021
298	Trey	Keenan	Smith	MS	Civil and Environmental Engineering	May 2021
299	Chase	Scott	Storgaard	MS	Civil and Environmental Engineering	May 2021
300	Rosemary	Aladiada	Akoh	MS	Computer Science and Engineering	May 2021
301	Christina	Marie	Bergevin	MS	Computer Science and Engineering	May 2021
302	Alexander	Johann	Frye	MS	Computer Science and Engineering	May 2021
303	Tyler	Allen	Kleinsasser	MS	Construction Engineering and Management	May 2021
304	David	Jason	Musgrave	MS	Construction Engineering and Management	May 2021
305	Westley	Erik	Siebrath	MS	Construction Engineering and Management	May 2021
306	Hunter	Anton	Volk	MS	Construction Engineering and Management	August 2021
307	Ahsan		Aqueeb	MS	Electrical Engineering	May 2021
308	Md Rahan		Chowdhury	MS	Electrical Engineering	May 2021
309	MD Abir		Hossen	MS	Electrical Engineering	May 2021
310	Md Shamimul		Islam	MS	Electrical Engineering	May 2021
311	Mingyang		Mao	MS	Electrical Engineering	May 2021
312	Ronald	Keith	Ross	MS	Electrical Engineering	May 2021
313	Thomas	G.	Walker	MS	Electrical Engineering	May 2021
314	Hanna	Rae	Bankers	MS	Engineering Management	May 2021
315	Kamfung		Chan	MS	Engineering Management	May 2021
316	Brian	Scott	Clapham	MS	Engineering Management	May 2021
317	Daniel	Barrett	Digatono	MS	Engineering Management	August 2021
318	Matthew	Jacob	Greenfield	MS	Engineering Management	May 2021
319	Alexandra	Veturia	Kliche	MS	Engineering Management	August 2021
320	Jacob	P.	Sydow	MS	Engineering Management	May 2021
321	Emily	Marie	Wegner	MS	Engineering Management	May 2021
322	Jichao		Bao	MS	Geology and Geological Engineering	May 2021
323	Brittany	Sabrina	Coupe	MS	Geology and Geological Engineering	May 2021
324	Devin	Pesola	Last	MS	Geology and Geological Engineering	May 2021
325	Stephanie	Alicia	Loose	MS	Geology and Geological Engineering	May 2021
326	Wyatt	Scot	Tatge	MS	Geology and Geological Engineering	May 2021
327	Frank	Holland	Torvik	MS	Geology and Geological Engineering	May 2021
328	Mathew	Nicholas	Weinberger	MS	Geology and Geological Engineering	May 2021
329	Carson	Donald	Reimers	MS	Geology, Geological Engineering, and Mining Engineering	May 2021
330	Kevin	Daniel	Barz	MS	Materials Engineering and Science	May 2021
331	Caleb	Michael	Dillinger	MS	Materials Engineering and Science	May 2021
332	Logan	Anthony	Elers	MS	Materials Engineering and Science	May 2021
333	Marcie	MaryAnna	Hinker	MS	Materials Engineering and Science	May 2021
334	Runzhou		Huang	MS	Materials Engineering and Science	May 2021
335	Jackson	William	King	MS	Materials Engineering and Science	May 2021
336	Tyler	James	Ryther	MS	Materials Engineering and Science	May 2021
337	Ana Carolina		Sousa Ribeiro	MS	Materials Engineering and Science	May 2021
338	Austin	Lee	Wilbanks	MS	Materials Engineering and Science	May 2021
339	Carter	John	Barkley	MS	Mechanical Engineering	May 2021
340	Daniel	Joseph	Boe	MS	Mechanical Engineering	May 2021
341	Steven	Lee	Dixler	MS	Mechanical Engineering	May 2021
342	Terrence	Scott	Kuca	MS	Mechanical Engineering	May 2021
343	Enis		Sefa	MS	Mechanical Engineering	May 2021
344	Andrew	Joseph	Snyder	MS	Mechanical Engineering	May 2021
345	Zachery	Levi	Style	MS	Mechanical Engineering	May 2021
346	Tristan	Nicolas	Von Nieda	MS	Mechanical Engineering	May 2021
347	Samuel	William Fry	Blakely	MS	Mining Engineering and Management	May 2021
348	Michael	Wilfred	Dickson	MS	Mining Engineering and Management	May 2021
349	Safiatu	Barrie	Narteh	MS	Mining Engineering and Management	May 2021

350	Ryan	Patrick	Turnwall	MS	Mining Engineering and Management	May 2021
351	Christopher	Earl	Young	MS	Mining Engineering and Management	May 2021
352	Gavin	Jeffrey	Davidson	MS	Paleontology	May 2021
353	Grace	Ann	DeVault	MS	Paleontology	May 2021
354	Chamaka	Sandeepa	Senarath	MS	Physics	May 2021
355	Daniel	Ralph	Tronstad	MS	Physics	May 2021
356	Virali	Jayesh	Parekh	PhD	Biomedical Engineering	May 2021
357	Ajibola	Adewale	Adewole	PhD	Chemical and Biological Engineering	May 2021
358	Eswar Arunkumar		Kalaga	PhD	Chemical and Biological Engineering	August 2021
359	John	Joseph	Costello IV	PhD	Civil and Environmental Engineering	May 2021
360	MD Sazadul		Hasan	PhD	Civil and Environmental Engineering	May 2021
361	Michael	Paul	Baranowski	PhD	Geology and Geological Engineering	May 2021
362	Jennifer	Marie	Bednar	PhD	Geology and Geological Engineering	May 2021
363	Lilly	Marie	Jones	PhD	Geology and Geological Engineering	May 2021
364	Brian	Lee	James	PhD	Materials Engineering and Science	May 2021
365	Bernardo		Moreno Baqueiro Sansao	PhD	Materials Engineering and Science	August 2021
366	Leila		Sorkhi	PhD	Materials Engineering and Science	May 2021
367	Forest	Cater	Thompson	PhD	Materials Engineering and Science	May 2021
368	Nikhil		Pokharel	PhD	Nanoscience and Nanoengineering	May 2021
369	Joseph	Andrew	Street	PhD	Physics	August 2021

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A K M Ahsan Ahmed	Samantha Egolf	Kaavya Rathnakumar
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Linto Antony	Yue Huang	Warren Rusche
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Jashanjeet Kaur Dhaliwal	Teerath Singh Rai	Alyssa Zweifel

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Roxann Hackbarth	Amy Newstrom
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 Caleb Breece
Noah Brentlinger
 Makenna J. Brester

Alissa M. Byrd
 Tracy Grayson R. Cannon-Lass
 Kelly V. Christensen
 Cameryn D. Cole
 Bailey A. Collins
 Emily D. Cote
 Kenley K. Cotter
 Tessa M. Dalberg
 Josephine A. Denning
 Averil E. Devish
 Brooklyn M. DeVries

Megan Dierking

Kylie A. Doering

Carter A. Edman

Alexis L. Ellerbeck

Katelyn E. Endres

Alexander V. Faiman

Marie G. Fennema

Clare M. Fiore

Francis R. Fitzgibbons

Taylor M. Freeman

Abby Frommelt

Cooper C. Fuchs

Ryan C. Fucs

Hannah K. Gadeken

Madison B. Gallagher

Benjamin M. Gellerman

Cecilia E. Gillen

Taylor R. Hagen

Jessica R. Hansen

Lindsey A. Hasvold

Andre D. Hawkins

Ethan E. Hazlett

Shawn W. Henley

Hannah K. Hernes

Kendall M. Holland

Amber R. Hulse

Alyssa L. Hurley

Claire B. Jeanson

Abuk D. Jiel

Brenden T. Johnson

Morgan M. Johnson

Samuel V. Johnson

Isabella M. Jones

Brooklyn J. Jongeling

Zachry D. Jorgensen

Sierra L. Kamin

Orin A. Kaufman

Landon M. Kemp

Whitney Kniffen

Emma E. Koehler

McKenna L. Kutz

Tate T. Leverenz

Kaira E. Liberto

Nathaniel J. Lund

Thomas H. Maher

Arenne L. Marksbury

Kaleb G. Martin

Madisen M. Martinez

Alyssa P. Mehlhaff

Victoria M. Mendoza

Maren I. Miller

Grace E. Moran

Casie M. Neiman

Alesha G. Nelson

Dylan D. Novak

Carissa M. Occhipinto

Maria C. Ordonez Carbajal

Maya B. Parry

Naivetya Patle

Gordon L. Philipp

Myah J. Red Horse

Kylee R. Retzlaff

Raquel A. Rosenbaum

Kaitlin M. Savary

Mikayla K. Schultz

George J. Seitz

Whitney A. Sitzman

Jakob A. Sjovold

Gavyn T. Spotted Tail

Mark A. Springman

Josephine K. Starner

Veronica R. Steinhoff

William H. Summers

Kelli L. Susemihl

Gregg M. Taylor

Kara L. Tesch

Michael R. Trimble

Ashley A. Tschappat

Megan R. Turner

Carly R. Uthe

Denise F. Van Veldhuizen

Christina M. Vogel

Kaleb A. Walker

Nicholas R. Walter

Erin E. Weightman

Ross J. Weisbecker

Will A. West

Adam T. Wiegert

Elizabeth J. Woods

Gillian E. Woodward

Jacob C. Wuertz

Iyankawin F. Yellow Hawk

Sierra M. York

Camille C. Ysbrand

Bachelor of Business Administration

Jacob P. Alvine
 Morgan R. Amundson
 Taylor N. Andersen
Thomas K. Arend
 Tate D. Arends
 Emily E. Arteman
 Dillon D. Axtell
 Emma G. Bankers
Dalton W. Barse
 Jonna R. Bart
 Jack C. Baustian
 Andrea R. Benda
Trevor A. Bertram
 Tristen T. Boeckholt
 Benjamin E. Boehrns
 Kaylin D. Bohr
 Alyssa V. Bossman
 Clay C. Brouwer
 Noah J. Brown
 Heydi M. Castillo
 Cooper H. Chwialkowski
 Justis W. Clayton
 Emily D. Cote
 Tyler B. Coulander
 Carson S. Coulter
Tyler J. Cunningham
 Blake J. Cwach
 Austin D. Davoux
 Teya E. Deas
 Bethany M. DeGroot
 Keegan M. Donelan
 Taylor M. Downing
 Hallie J. Downs
 Haley A. Duffield
Samuel J. Edman
 Lukas S. Eide
 Olivia J. Emerson
 Ashton A. Emmett
 Sydnie J. Fiala
 Alyssa M. Fick
 Thad T. Fogarty
 Taylor D. Gannon

Devin L. Gilbertson
 Nicole A. Gramm
 Emily L. Grathoff
 Drew J. Greenhaw
 Levi Q. Gruschin
 Nicholas D. Hanson
 Hunter V. Headlee
 Thane T. Hein
 Dawson E. Hill
 Justin W. Hiller
 Nicole A. Hilsendeger
 Hadi B. Hindieh
 Rachel L. Holler
 Rebecca L. Hupke
 Margaret J. Jamtgaard
 Amanda R. Jandt
 Nathaniel C. Janssen
 Alex N. Jared
 Jaden R. Javers
 Alex A. Jensen
 Jace M. Jerome
 Duncan E. Johnson
 Quinton L. Johnson
 Sidney N. Juffer
 Mubarak Kadir
 Kelsi L. Kearney
 Trisha Kelly
Margaret S. Kleiman
 Jonathan R. Knapp
 Laura A. Knutson
 George P. Konidas
 Garrett M. Kroger
 Morgan B. Leiferman
 Drew Lillestol
 Johnathon T. Loofe
 Nicholas R. Lubbers
 Aaron R. Mallinger
 Arthur E. McCray
 Jasmine E. McDonald
 Kenneth M. McMahan
 Ryan J. Metzger
 Jacob C. Michel

Kylie J. Miller
 Sydney J. Miller
 Tiffany M. Miller
 Yashashkarm Modawel
 Benjamin J. Newman
 Hoang S. Nguyen
 Franklyn L. Nienow
 Riley W. Nordstrom
 Seth W. O'Dea
 Spencer J. Olson
 Maritza R. Orozco
 Seth A. Overbay
 Reed M. Overweg
 Morgan L. Palmer
 Bret M. Pearson
 Brandon T. Peters
 Louis A. Peterson
 Abbey R. Phillips
 Chase B. Pibal
 Logan D. Rahn
 Hillary J. Raker
 Taten A. Raml
 Zachary B. Renken
 Katherine A. Rhoads-Mullin
 Kevin R. Robers
 Nicholas A. Rokusek
 Evan J. Sakry

Savannah M. Schauuff
 Trevor D. Schmidt
 Crista A. Schultze
 Delaney E. Schuttler
 Riley P. Schwans
 Justin L. Schweer
 Julianne M. Seppala
 Scott A. Sidlo
 Samantha K. Slaughter
 Katrina M. Sommer
 Braden P. Sommers
 Devin M. Spartz
 Amanda R. Sterling
 Noah K. Stoeckman
 Cole R. Streich
 Kalie N. Swensen
 Courtney Tang Man Wah
 Devin R. Tebay
 Joshua E. Thomas
 Erin E. Thompson
 Andrew R. Tiede
 Alexander B. Walter
 Logan P. Warzecha
 Cheridan J. Wenzel
 Noah W. Werner
 Ashley N. Wojcik
 Carson D. Zubke

Bachelor of Fine Arts

Sydney A. Bitz
 Lauren O. Boyd
 Eleanor N. Carle
 Lisbeth E. Castro
 Lily B. Crooks
 Lauren M. Dowell
 Christopher A. Dupic
 Leah A. Dusterhoft
 Sara E. Garcia
 Shelby D. Gibbins
 Carter R. Hoffer
 Amber M. Houselog

Sadie J. Johanson
 Jenna F. Kari
 Morgan C. Krege
 Elise M. Langenfeld
 Alea M. Meyer
 Joseph V. Moubry
 Alivia G. Olson
 Subharaj Pal
 Tyler Anthony Peters
 Abby R. Schwedhelm
 Lindsay K. Seier
 Nathan A. Spencer

Levi O. Sternburg
Ethan J. Tasa

Catherine E. Wick

Bachelor of General Studies

Zack C. Anderson
Randolph Baker
Sara M. Benson-Davis
Tyler D. Chisom
BayLee Dansby
Krisztian Z. Fasi
Samuel Gerst
Bakhari T. Goodson
Mary E. Grandi
Chelsey R. Green
Kiara K. Harkema
Kierra G. Hart

De Shonte' M. Helm
Justin J. Henning
Habibou Jallow
Chontaya N. Justice
Grant M. Lambert
William R. O'Hara
Emily M. Parks
Ahsan A. Qureshi
Samuel E. Ruetz
Brett R. Samson
Stanley Umude

Bachelor of Music

William P. Danner
Tara J. Droppers
Sean D. Fenenga
Tessa M. Hansen

Savannah N. Kirsch
Nicholas S. Mettler
Nicole M. Santos
Lukas D. Stoeber
Dusty J. Wright

Bachelor of Musical Arts

Dominick B. McClendon

Bachelor of Science

Jordan E. Adler
Michaela S. Ahrenholtz
Kiaya R. Alderson

Delaney E. Aldrich
Owen G. Alvine
Habiba K. Aly

Jacey L. Anderberg
 Alex N. Anderson
 Ashley K. Anderson
 Jacob P. Anderson
Jamison Anderson
 Carter J. Andre
 Skylar L. Arellano-Myers
 Sean F. Arnburg
 Jack R. Baker
Ashlyn Banwart
Makayla J. Beeck
 Henok A. Bekele
 Brooklyn D. Bennett
 Alison R. Benz
 Abigail G. Berglund
 Lauren Bleeker
 Heather N. Block
 Brock R. Boerboom
 Shane H. Boomer
 Sarah A. Borgers
 Jessica M. Boutch
 Cole N. Brand
 Harlie A. Breck
 Alexis M. Brolsma
 Danielle E. Brown
 Laura E. Brown
 Brooke C. Bruinsma
 Courtney M. Buchholz
 Tammy M. Buck
 Hannah L. Budde
 Jacqueline J. Buller
 Ryan Burdine
 Brittney J. Buss
 Kelsey A. Butler
 Morghan A. Byrnes
 Maralyn M. Carder
Kellie Castillo
 Myles Ching
 Jacey K. Choquette
Taylor M. Clark
 Griselda Cobian
 Madison D. Coleman
 Carly R. Cooper
 Brenden J. Corbett
 Madison A. Corcoran
 Tear R. Cottier
 Blake W. Coughenour
 Linze M. Cowman

Jenna R. Cox
 Cynthia H. Curtis
 Jack M. Dailey
 Justin J. Daniel
 BayLee A. Dansby
 Misty S. Davis
 Ryan W. Davis
 Taylor N. De Boer
 Sierra R. Deck
 Bailey C. DeJong
 Zachary J. DeJong
 Jessica M. Delgado
 Haley M. den Hoed
Kierstin R. Denning
 Nicole A. Detches
 Alexis R. Devers
 Taya R. DeVine
 Averil E. Devish
 Zachary J. Dibbern
 Selinda Dinh
 Emily V. Do
 Anna R. Doering
 Kylie A. Doering
 Philip J. Dohn
 Brook G. Doke
 Erin C. Doll
 Madison K. Dooley
 Jordan L. Drews
Spencer M. Dundas
 Kino A. Dunkley
 Emily D. Eining
Ashley L. Esselink
Daniel A. Estrada
 Lillianna M. Estus
 Brooke C. Etrheim
 Shannon N. Fanning
 Beteilhum T. Fanta
 Arianna V. Feller
 Bennett M. Fierro
 Collin D. Fischer
 Christian S. Fossum
Taylor R. Frederick
Chandler L. Fredrich
 Rachel M. Frick
 Mitchell H. Fulton
 Madison B. Gallagher
 Isabella M. Gasca
 Alexandra E. Geddes

Dalton D. Genzlinger
 Holly A. Gerberding
 Ashley R. German
 William F. Getzin
 Ashmita Ghosh
 Brock G. Goeden
 Kallie M. Goettsch
 Ryan S. Golden
 Devin S. Gomez
 Erin G. Gordon
 Jaida M. Gortmaker
 Adam L. Grady
 Afton J. Grady
Gabriele B. Grams
 Daniel D. Greblunas
 Brady J. Greger
 Jackie L. Greger
 Ramanjot Grewal
 Alexandra M. Gross
 Amiah J. Grosvenor
 Grace N. Guy
 Kaitlin M. Haas
 Tucker J. Hall
 MaKayla C. Hamling
 Carlie J. Hanson
 Tera J. Hanson
Ethan T. Hare
 Emma C. Harkleroad
 Peyton N. Harrison
Chandler M. Harstad
 Deana L. Hart
 Mallory I. Hatzell
 Brooke N. Haverhals
 Sadie J. Hedges
 Callie L. Henrich
 Tasheena E. Henry
Stephen Hillis
 Elisa C. Hillman
 Justin L. Hillman
 Grace A. Hofer
Emma V. Hoffman
Emily J. Hohenberger
 Dakota J. Holthaus
 Skyler M. Hortop
Kaitlyn M. Housenga
 Thodah E. Hovor
 Sunny Huettner
 Makiah A. Hunt

Paige R. Hurlburt
Hiliary Blaire Huss
 Shelby J. Irvine
 Alexis A. Isaacson
 Kennedy R. Ischen
 Carrie N. Ishmael
Kenedy Marie Jager
Gavin F. James
 Melisa Jaquez-Hernandez
 Alysa N. Jensen
 Madelyn M. Jensen
 Hallie K. Jerome
 Kaitlyn E. Jesse
 Lindsey R. Jibben
 Alexandra R. Job
 Anna M. Jochum
 Carter G. Johnke
 Connor W. Johnson
 Jamie L. Johnson
 Madison M. Johnson
 Mercy N. Jolo
 Isabella M. Jones
 Tori D. Jones
 Dylan J. Kallhoff
Tyler Kann
 Abby C. Kays
 Kadra K. Kayser
 Peyton G. Keller
 Jacob P. Kenny
 Armand T. Khan
Jessica Lee King
 Amber L. Kirkpatrick
 Cedric O. Kirschman
 Madeline M. Kjera
 Moira L. Kleinschmit
 Peter D. Klug
 Katlyn J. Knakmuhs
 Meredith K. Knapp
 Ryan L. Knight
 Chaelor J. Koolstra
Mariah Kosidowski
Katelyn N. Kranz
 Christopher A. Kreitzinger
 Cassandra E. Kretsch
 Michael L. Krogstad
 McKenzi R. Kruger
 Jennifer N. Kruid
 Shawn J. Kuhnelt

Cassandra A. Kulm
 Austin R. Lammers
 Alec A. Lamoreux
 Kory M. Lane
 Sarah J. Lane
 Haley L. Larson
 Kathryn M. Larson
 Travis A. Larson
Morgan L. Lawler
Isabelle M. Lehman
 Allison R. Leonard
 Luke D. Lewandowski
 Annika D. Lilleberg
 James B. Linn
 Jennifer L. Liseo
 Madisyn R. Louder
 Dale W. Loudon
 Abigail A. Lund
 Kyra J. Lunde
 Janice M. Lund
 Andrew D. Luse
 Christina R. Lusk
 Tristan Lutter
Maila V. Manninen
 Robert J. Marlow
 Sierra J. Marshall
Makena M. Masuen
 Mackenzie McClure
Connor M. McCormick
 Carissa M. McMahon
 Brendan P. Mehrer
 Collin G. Melanson
 David S. Melanson
 Jaime Mendez
 Haley M. Michel
 Lucas J. Michelson
 Emily L. Mickelson
 Janessa J. Milbrodt
 Cameron J. Miller
 Robin R. Miller
 Gianna M. Miranda
 Madison O. Mogck
 Brittni A. Moke
 Haley M. Molstad
 Mitchell L. Monif
 Devon E. Moore
 Leah J. Naasz
 Cora A. Naiberk

Ashlyn E. Nelson
Blake A. Nelson
 Dylan F. Nelson
 Laura E. Nelson
Madeleine A. Nelson
 Andrew J. Nerland
 Hoang S. Nguyen
 Kimberly N. Nguyen
 Erin N. Niemeyer
 Madeline S. Nooney
 Tanner L. Nordseth
 Daniel M. Novak
 Miranda L. O'Donnell
Kaylee A. Oehlerking
 Hannah J. Olson
 Maria C. Ordonez Carbajal
 Abigail M. Ostrem
 Bryce P. Pape
 Carson J. Park
 Naivetya Patle
 Nicole M. Pedersen
 Samantha N. Pedneau
 Logan S. Peterson
 Daniel J. Petra
 Kelsey R. Phelps
 Peyton E. Pietz
 Adam B. Pilgrim
 Xavier A. Pinex
 Parker R. Piorkowski
 Sara J. Pizzo
 Madisen L. Prasek
 Mark H. Rausch
 Alyssa L. Reinschmidt
 Sam Renneberg
 Nicole A. Reuland
 Andrew M. Reuter
 Diana S. Reyes
 Holly S. Richardson
 Michael J. Rickord
 Abigail R. Ripperda
 Nicholas M. Rise
 Emma M. Roach
Alexander J. Rodriguez
 Christian A. Roeder
 Christopher S. Roemeling
Renee L. Roemer
Baylee J. Ruby
 Rachel A. Rucker

Haley S. Rust
Elma Sahuric
 Gracelyn Sales
Isela Sanchez-Espinoza
 Brittany R. Schafer
 Addie J. Scheidegger
 Autumn J. Schlotman
 Braden W. Schneider
 Jasmine M. Schneider
 Hallie R. Schock
 Bailey M. Schubert
Brady J. Schutt
 Madison E. Seiler
 Omar M. Sharif
 Michelle J. Sharpe
Holly A. Sidlo
 Braydin P. Sik
 Amber R. Simek
 Kanwarjot Singh
 Megan M. Sitter
 Surekchha Siwakoti
 Brady M. Skillingstad
 Matthew F. Slagus
 Austin W. Sokolowski
 Courtney A. Sprinkel
 Tara L. Stein
 James T. Steinhaus
 Joshua F. Stork
 Camren J. Strecker
 Joel C. Stroman
 Bret W. Sundleaf
Kyra J. Sundleaf
 Sydney R. Suttan
 Keturah M. Swartwout
 Courtney L. Syverson
 Wasim T. Tadese
 Diana M. Tassew
 Benam F. Tewelde
 Danielle A. Thompson
 Erin E. Thompson
 Carlie Thorup
Garret R. Tiehen
 Camden M. Tolvanen

Noel N. Tolvanen
 Kandice Tomlinson
 Emma J. Top
Billy Trosper
 Miranda L. Trujillo
 Rae M. Tucker
 Dylan K. Underwood
Gina Felisa Underwood
 Jessica D. Van Keulen
 Denise F. Van Veldhuizen
 Abbey J. Vanden Brink
 Rylie S. Van Der Zwaag
 Haley C. Varcoe
 Jacque S. Verdoorn
 Madalyn M. Vermeulen
 Brittany S. Vial
 Riane S. Vickery
 Kyler W. Vugteveen
 Mateya R. Walder
 Tayah L. Waldera
 Madison T. Walker
Daryn Walton
 Grace E. Waters
 Jesse J. Weber
 Landon J. Wellendorf
 Jacob W. Wente
 Brody C. Werner
 Morgan L. Werner
 Callie A. Wersal
 Mason P. Whitehead
 Jordyn M. Wiekeraad
 Kalei J. Wilson
 Lauren B. Wobken
 Holly A. Wolf
 Allison D. Wood
 Matthew J. Woodard
 Barbara S. Wright
 Erik P. Wuestewald
 Jessica R. Wulf
 Alexis M. Yim
 Simone E. Youssefpour
 Mollie A. Zvorak

Bachelor of Science in Education

Brady J. Albrecht
 Cassandra E. Axtell
 Emily A. Badura
 Abigail G. Beeson
 Cayley R. Bohlen
 Kody Case
 Hope C. Clarke
 Makenzie G. Dean
 Haleigh J. Diede
 Izaak Dallas Farrer
 Brooke M. Faxon
 Adrianna L. Haack
 Julia A. Hakes
 Lindsey J. Hale
 Emily R. Hansmann
 Mackenzie L. Harte
 Rachel L. Hegerfeld
 Madison R. Hemmelrick
 Allyson N. Hento
 Natalie I. Hertz
 Sydney M. Hirsch
 Annaliese E. Howe
 Elizabeth M. Hulsing
 Nicolette J. Jeffords
Carter G. Johnke
 Mary C. Johnson
 Victoria R. Jones

Quentin J. Judas
 Cassity L. Kerner
Mitchel J. Kludt
 Alycen M. Knaack
 Allison G. Ludwig
 Andrew C. McCormick
 Kaylee R. Mediger
 Alyssa E. Mendenhall
 Brittney Ounnarath
 Dani M. Peterson
 Kade E. Rotnicke
 Rose M. Ruffinott
Lauren E. Salerno
 Shayna M. Schelm
 Eryn R. Schryvers
 Nicole T. Simmons
Samantha J. Simonsen
 Autumn M. Smith
 Brooklyn S. Stekl
 Maddison J. Sullivan
 Caitlyn H. Thomas
 Wyatt J. Thompson
Alex P. Troupal
 Kelly J. Vondrak
 Ellie R. Walker
 Taylor A. Weeldreyer
 Brody C. Werner

Bachelor of Science in Nursing

Katelyn H. Anderson
 Kimberly E. Avitia
 Abbey M. Baker
 Jenny R. Beetsch
 Sierra R. Bos
 Savannah M. Boyum
 Allison Bruck
 Miranda B. Buckingham
 Shealyn M. Bunch
 Haley M. Burdick

Stephanie R. Charnes
 Stacy M. Clites
 Sydnie M. Collins
 Jenna G. Coppock
 Gayle M. Costello
 Valeria V. Cross
 Dylan R. Daniels
 Caprice A. Delperdang
 Ciara B. Eberle-Faulk
 Meredith R. Ellis

Sidney M. Epp
Rachel A. Fallon
 Alexis L. Flynn
 Camille C. Fowler
 Lexi L. Gefre
Kelsey A. Gieske
 Gabrielle N. Gilliana
Amanda K. Gravholt
 Bertille N. Gwanulla
 Molly T. Haas
 Miranda K. Hall
 Demeri L. Hanson
Madison T. Hardy
 Rachel D. Hawkins
Renee Jean Henriksen
 Renee E. Hochhalter
 Paige M. Holloway
 Abigale L. Jensen
 Schena L. Jensen
 Grace M. Jesse
 Nicholas R. Johnson
 Jamie S. Justesen-Hentges
 Kathryn M. Kaipust
 Kolbi A. Kennedy
 Taylor D. Kerr
 Ram K. Kharel
 Christina R. Kindvall
 Janae R. Kleinwolterink
 Melissa J. Klootwyk
 Janel D. Knobloch
 Mariah E. Kostal
 Akur M. Kur
Sydney N. Lammers
 Kaitlyn P. Laney
 Jason A. Larson
 Chelsy J. Lesmeister
 Grant B. Linneman
 Sarah A. Lisko
Michael T. Locati
 Jessica L. Lorenzen
 Shelli Lott
 Miranda K. Ludemann
 Heather M. Lundy
 Kayla M. Lupkes
 Raenae H. Martin
 Allison D. Mason
 Jenna A. McCall

Darian L. McDonald
 Kaylin L. McKee
 Julia A. McKenney
Lisa Anne McPherson
 MaKenna N. Menning
Jennifer A. Miller
 Shaylie K. Miller
Amy Moksnes
 Emma K. O'Brien
Jordan E. Otterberg
 Raeann M. Patrick
 Amara M. Pennel
 Charles R. Perry
 Elijah D. Pommer
 Jennifer M. Pratt
 Jessica C. Purcell
 Caleb A. Rector
 Marisa R. Rivera
 Regina F. Rock
 Alexandria M. Roth
 Tracie A. Roth
 Megan F. Rusk
 Emily E. Ruzhitsky
 Taylor M. Salonen
 Aubrey E. Schlimes
Bailey A. Schroeder
 Rhiannon J. Sieg
 Brooke H. Simonson
 Jessica R. Skopec
 Katrina R. Smith
 Mitchell R. Smith
 Kylie C. Stephens
 Amy M. Taylor
 Taylor A. Terronez
 Ryan S. Thaler
 Taya E. Thomas
 Hannah N. Tietjen
 Abbey E. Tschetter
 Rachel K. Van Iperen
 Emily D. VanBockern
 Nicholas J. Vifquain
 Jade M. Visker
Chaska L. Walker
Tawnya D. Wawrzyniak
 Katie A. Weber
 Taylor L. Wilke
 Leighton T. Young

Associate of Arts

Bailey R. Bernal
Hayley C. Bray
Samantha S. Day
Isaiah M. Greathouse
Katelyn M. Langner
Vanessa N. Lingle

Allison K. McGuire
Thomas Jacob Mittan
Yuliia Mozhchil
Sarah Giron Munoz
Latrell A. Yancy
Elliott X. Zimmer

Associate of Science

Richard K. Hanson

Erin R. McNeill

**South Dakota School for the Blind and Visually Impaired
2020 - 2021 Graduation List**

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

Schelbie Rae DeHaai, Miller SD

Jazontae Ari-Denise Johnson, Aberdeen SD

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B

DATE: May 11, 2021

SUBJECT

Academic Calendar – Special Schools

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:6.2](#) – Academic Calendars

BACKGROUND / DISCUSSION

Pursuant to BOR Policy 2:6.2, the academic calendars for 2021-2022 are provided for the South Dakota School for the Blind and Visually Impaired (Attachment I) and the South Dakota School for the Deaf (Attachment II).

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSBVI Academic Calendars: 2021-2022

Attachment II – SDSD Academic Calendars: 2021-2022

DRAFT MOTION 20210511_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.

South Dakota School for the Blind and Visually Impaired

2021 - 2022 School Year

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
AUGUST							SEPTEMBER							OCTOBER						
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
						0/0							17/17	31						20/37
NOVEMBER							DECEMBER							JANUARY						
	1	2	3	4	5	6				1	2	3	4							1
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
						19/56							13/69	30	31					20/89
FEBRUARY							MARCH							APRIL						
		1	2	3	4	5			1	2	3	4	5						1	2
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23
27	28						27	28	29	30	31			24	25	26	27	28	29	30
						18/107							23/130							18/148
MAY							HOMEGOINGS: Classes dismiss at 12:10; Dorms close at 1:00 PM; Professional Development 1:00-3:00 PM December 17: Christmas Program April 14: Spring Concert May 26: Awards Program and Commencement							QUARTER		START		END		
1	2	3	4	5	6	7								1st (42 Days)		9/8/2021		11/5/2021		
8	9	10	11	12	13	14								2nd (41 days)		11/8/2021		1/21/2022		
15	16	17	18	19	20	21								3rd (43 Days)		1/24/2022		3/25/2022		
22	23	24	25	26	27	28								4th (41 Days)		3/28/2022		5/27/2022		
29	30	31					2022 Extended School Year (ESY) Dates: June 6 - 24 and July 11 - 29													
						19/167														
AUGUST 26 - 27: New Staff On Duty; Orientation Days											DECEMBER 27 - 31: No Classes									
AUG 30 - SEPT 3: Professional Development / Classroom Prep											DECEMBER 31: New Year's Day Holiday Observed; Closed									
SEPTEMBER 6: Labor Day Holiday; Closed											JANUARY 1: New Year's Day									
SEPTEMBER 7: Registration Day; No Classes; Dorms open 1:00 PM											JANUARY 3: No Classes; Dorms open 1:00 PM									
SEPTEMBER 8: Classes Begin (School Day is 8:00 AM - 3:00 PM)											JANUARY 17: In Session - Martin Luther King, Jr.									
OCTOBER 8: Homegoing; Dorms close at 1:00 PM											FEBRUARY 17: Homegoing; Dorms close at 1:00 PM									
OCTOBER 11: Native American Day Holiday; Closed											FEBRUARY 18: Closed									
OCTOBER 12: Parent/Teacher Conferences; Dorms open 10:00 AM											FEBRUARY 21: Presidents' Day Holiday; Closed									
NOVEMBER 11: In Session - Veterans Day											FEBRUARY 22: Parent/Teacher Conf; Dorms open 10:00 AM									
NOVEMBER 23: Homegoing; Dorms close at 1:00 PM											APRIL 14: Homegoing; Dorms close at 1:00 PM									
NOVEMBER 24: Closed											APRIL 15: Good Friday; No Classes									
NOVEMBER 25: Thanksgiving Day Holiday; Closed											APRIL 18: Easter Monday; No Classes									
NOVEMBER 26: No Classes											APRIL 19: No Classes; Dorms open at 1:00 PM									
NOVEMBER 28: Dorms open at 1:00 PM											MAY 26: Last Day of School; Dorms close at 1:00 PM									
DECEMBER 17: Homegoing; Dorms close at 1:00 PM											MAY 30: Memorial Day Holiday; Closed									
December 20 - 24: No Classes																				
DECEMBER 24: Christmas Holiday Observed; Closed											BOR Meeting: May 11, 2021									

SD School for the Deaf

2021 - 2022 School Year

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
JULY							AUGUST							SEPTEMBER						
				1	2	3	1	2	3	4	5	6	7				1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		
													17/17						2/6	19/36
OCTOBER							NOVEMBER							DECEMBER						
					1	2		1	2	3	4	5	6				1	2	3	4
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31					2/6	20/56						4/6	18/74						4/6	21/95
JANUARY							FEBRUARY							MARCH						
						1			1	2	3	4	5			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28						27	28	29	30	31		
30	31				4/6	20/115						4/6	19/134						4/6	23/157
APRIL							MAY							JUNE						
					1	2	1	2	3	4	5	6	7				1	2	3	4
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		
					6/6	18/175						6/6	19/194							
AUGUST 5 -6: New Staff On Duty; Orientation Days											DECEMBER 31: New Year's Day Holiday									
AUGUST 9: Returning Staff On Duty											JANUARY 17: Martin Luther King, Jr. Holiday									
SEPTEMBER 6: Labor Day Holiday											January 31 February 1 -2: SF / WR Evaluation Team Testing Day									
SEPTEMBER 14 - 15: Rapid City Evaluation Team Testing Days											FEBRUARY 21: Presidents' Day Holiday									
SEPTEMBER 28 -29: Professional Days											MARCH 29 - 30 Professional Days									
OCTOBER 11: Native American Day Holiday											April 4-6: Sioux Falls/WR Evaluation Team Testing									
OCTOBER 25 - 26: Sioux Falls Evaluation Team Testing Days											APRIL 17: Easter									
NOVEMBER 11: Veterans Day Holiday											APRIL 18: Easter Monday									
NOVEMBER 16 - 17: Professional Days											MAY 26: Last Day									
NOVEMBER 25: Thanksgiving Holiday											MAY 30: Memorial Day Holiday									
DECEMBER 6 - 7: Sioux Falls Evaluation Team Testing Days																				
DECEMBER 24: Christmas Holiday																				

BOR Meeting: May

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C

DATE: May 11, 2021

SUBJECT

SDSBVI Membership in South Dakota High School Activities Association

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired requests approval for continued membership in the South Dakota High School Activities Association. The membership begins July 1, 2021 and ends on June 30, 2022, with the supervision, control, and regulation of any and all high school interscholastic activities being delegated to said Association.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDHSAA School Board Resolution 2021-2022

DRAFT MOTION 20210511_5-C:

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



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

SCHOOL BOARD RESOLUTION

Authorizing Membership in the South Dakota High School Activities Association

By resolution, the School Board of:

South Dakota School for the Blind and Visually Impaired / South Dakota Board of Regents
 (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 – South Dakota School for the Blind and Visually Impaired / Aberdeen SD

This is to be for the period which begins July 1, 2021 and ends on June, 30, 2022 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, 2021 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, 2021

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

REVISED
AGENDA ITEM: 5 – D (1)
DATE: May 11, 2021

SUBJECT

New Undergraduate Certificate: BHSU Accounting

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer an undergraduate certificate in Accounting. The accounting certificate is intended to provide students with a basic understanding of accounting and to expand their knowledge in areas such as individual income tax, budgeting and business decisions, Quickbooks and accounting software, accounting systems or nonprofit accounting. The certificate will be ideal for business majors and other majors who want to own and operate their own small business or who want to have a basic understanding of accounting. The certificate can also be an option for working professionals who want to improve or enhance the knowledge of accounting for their personal or professional goals.

IMPACT AND RECOMMENDATION

BHSU plans to offer the proposed undergraduate certificate on campus and at BHSU – Rapid City. BHSU does not request state resources for the program. The certificate does not require any new courses, as it will include courses that are currently offered as part of BHSU's Accounting major.

Board staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: BHSU – Accounting

DRAFT MOTION 20210511_5-D(1):

I move to authorize BHSU to offer an undergraduate certificate in Accounting, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

Use this form to propose a certificate program at either the undergraduate or graduate level. A certificate program is a sequence, pattern, or group of academic credit courses that focus upon an area of specialized knowledge or information and develop a specific skill set. Certificate programs typically are a subset of the curriculum offered in degree programs, include previously approved courses, and involve 9-12 credit hours including prerequisites. In some cases, standards for licensure will state explicit requirements leading to certificate programs requiring more than 12 credit hours (in such cases, exceptions to course or credit requirements must be justified and approved). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Certificate Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

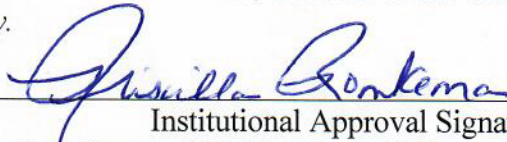
UNIVERSITY:	BHSU
TITLE OF PROPOSED CERTIFICATE:	Accounting Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	52.0301
UNIVERSITY DEPARTMENT:	School of Business
BANNER DEPARTMENT CODE:	BSCB
UNIVERSITY DIVISION:	College of Business & Natural Sciences
BANNER DIVISION CODE:	6B

☒ **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

Click here to enter a date
3/3/2021
Date

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

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

Undergraduate Certificate ☒

Graduate Certificate ☐

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

The accounting certificate is intended to provide students with a basic understanding of accounting and to expand their knowledge in areas such as individual income tax, budgeting and business decisions, Quickbooks and accounting software, accounting systems or nonprofit accounting. The certificate will be ideal for business majors and other majors who want to own and operate their own small business or who want to have a basic understanding of accounting.

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		

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.

Individuals with accounting knowledge are in demand by employers as evidenced in the information noted below. Basic accounting knowledge as provided in this certificate will also benefit those who want to own and operate their own businesses.

The U.S. Bureau of Labor Statistics indicates that jobs in the accounting sector are projected to grow “4 percent from 2019 to 2029, about as fast as the average for all occupations.”¹

The South Dakota Department of Labor and Regulations listed accounting as number 5 in its “Top 30 Hot Careers in SD 2018 - 2028”.²

¹ [U.S. Bureau of Labor Statistics](#)

² [South Dakota Department of Labor and Regulations](#)

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

- Business administration majors in all specializations other than accounting who want to add additional accounting expertise to enhance their skills and knowledge personally and professionally.
- Majors outside of the School of Business who want to own their own and operate their own business.
- Community members who would like to improve and enhance their knowledge of accounting for their personal or professional goals.

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 accounting certificate could be a stand-alone option for those seeking to increase their knowledge in accounting to advance in their current positions or to improve their understanding of areas such as tax or Quickbooks to help personally or in their own small businesses.

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 value-added credential would be beneficial for all of the business specializations other than accounting (management, marketing, human resource management, and economics) as well as other majors outside of the School of Business that would use the Certificate in Accounting to supplement their degrees and increase job opportunities in the marketplace.

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.

The courses required for the Accounting Certificate would also help a student to meet the requirements for the bachelor's degree in Business Administration in any of the specialization areas other than accounting.

7. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form). Certificate programs by design are limited in the number of credit hours required for completion. Certificate programs consist of nine (9) to twelve (12) credit hours, including prerequisite courses. In addition, certificates typically involve existing courses. If the

curriculum consists of more than twelve (12) credit hours (including prerequisites) or includes new courses, please provide explanation and justification below.

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I		3	No
ACCT	211	Principles of Accounting II	ACCT 210	3	No
ACCT	300/400	Accounting Elective	ACCT 211	3	No
ACCT	300/400	Accounting Elective	ACCT 211	3	No
Subtotal				12	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Students will have an increased understanding of the fundamentals of accounting and working knowledge of accounting practices, financial statements as well as the ability to apply the knowledge to their own businesses. Application of accounting knowledge will allow students to budget and manage financial resources more effectively in their own businesses and jobs.

Depending on the accounting electives chosen, students will develop competencies in Quickbooks software application and use, individual income tax preparation, budgeting and financial analysis.

- B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row.** Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	<i>EXAMPLE</i> SPCM 101	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number
<i>EXAMPLE:</i> Demonstrate effective oral and written communication	X					
Recognize commonly used financial statements, their components and how information from business transactions flows into the statements.	X	*ACCT 210	ACCT 361	ACCT 460	ACCT electives	
Demonstrate knowledge of preparation of financial statements in accordance with Generally Accepted Accounting Principles through analysis and synthesis of information.	X	*ACCT 210	ACCT 460	ACCT electives		
Demonstrate knowledge of internal controls over cash and identify missing or ineffective controls and the risks involved.	X	*ACCT 210	ACCT electives			
Identify characteristics of partnerships and account for partnership transactions.	X	*ACCT 211	ACCT electives			
Understand the components of the statement of cash flows and the significance of the information presented.	X	*ACCT 211	ACCT electives			
Use basic financial statement analysis tools such as ratios and other methods to evaluate financial performance	X	*ACCT 211	ACCT 460	ACCT electives		
Demonstrate development of values including the role of accounting in society and business ethics.	X	*ACCT 210	*ACCT 211	ACCT 460	ACCT electives	
Identify and define types of costs and effectively use cost volume profit analysis to understand and make business decisions.	X	*ACCT 211	ACCT 460	ACCT electives		
Learn relevant financial accounting career skills, applying quantitative and qualitative knowledge to future career in business.	X	*ACCT 210	*ACCT 211	ACCT 361	ACCT 430	ACCT electives
Learn relevant managerial accounting career skills, applying quantitative and qualitative knowledge to future career in business.	X	*ACCT 211	ACCT 460	ACCT electives		

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

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	BHSU Rapid City	Fall 2021

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

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D (2)

DATE: May 11, 2021

SUBJECT

New Undergraduate Certificate: USD Sustainability in Business

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 Sustainability in Business. Sustainable business is an emerging trend and a growing need for South Dakota businesses, as well as business at the national and international levels. While USD currently provides an undergraduate and graduate degree in Sustainability, other regional and national universities are also focusing their programs that emphasize business initiatives concerning sustainability issues. The Sustainability in Business certificate is designed to fill this gap.

The certificate will be targeted to students of the Beacom School of Business with an interest in sustainable operations, green marketing, entrepreneurship and implications of sustainability in economics, accounting and management. The certificate will also be aimed at students of the School of Arts and Sciences with an interest in understanding the business case for sustainable practices.

The certificate is an exception to AAC Guidelines for new certificates, which are typically between nine and twelve credit hours. The certificate in Sustainability in Business has thirteen credit hours due to a four-credit course within the curriculum.

IMPACT AND RECOMMENDATION

USD plans to offer the proposed undergraduate certificate on campus. USD does not request state resources for the program. The certificate does not require any new courses.

Board staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: USD – Sustainability in Business

DRAFT MOTION 20210511_5-D(2):

I move to authorize USD to offer an undergraduate certificate in Sustainability in Business, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Certificate

UNIVERSITY:	USD
TITLE OF PROPOSED CERTIFICATE:	Sustainability in Business
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	52.0201
UNIVERSITY DEPARTMENT:	Entrepreneurship, Management, and Marketing
BANNER DEPARTMENT CODE:	UEMM
UNIVERSITY DIVISION:	Beacom School of Business
BANNER DIVISION CODE:	2B

☒ **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.

<i>Elizabeth M. Freeburg</i> <hr style="border: 0; border-top: 1px solid black;"/> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	3/16/2021 <hr style="border: 0; border-top: 1px solid black;"/> 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? Please include a brief (1-2 sentence) description of the academic field in this certificate.

Sustainable business is an emerging trend and a growing need for South Dakota businesses as well as business at the national and international levels. While USD currently provides an undergraduate and graduate degree in sustainability (offered through the College of Arts & Sciences), other regional and national universities are also focusing their programs that emphasize business initiatives concerning sustainability issues. Our sustainable business certificate is designed to fill this gap.

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.

Not applicable. USD has both a major in business and sustainability.

Mission Relevance

Sustainable business is a topic that is relevant to liberal arts education as it integrates social, economic, business, and scientific principles. As such, our certificate will train future leaders and support USD's position as the flagship public liberal arts university in the state.

Relevance to USD Strategic Goals-

Theme 1: Academic Excellence

The proposed Sustainable Business certificate will provide students with a credential in an underserved area that is in high demand and relevant to a liberal arts education. It also expands teaching, research, and service opportunities for faculty in sustainability topics.

Theme 2: Engagement

As a key topic for business, government, and tribal communities, a Sustainable Business program will expand engagement with stakeholders.

Theme 4: Diversity

Social issues such as climate change are highly relevant to many including native communities in South Dakota. The Sustainable Business certificate will attract a diverse group of students, faculty, and guest participation.

Theme 5: Serving South Dakota

As the regental institution with both an AACSB accredited business school and a sustainability undergraduate program, USD is uniquely positioned to offer a Sustainable Business certificate to serve South Dakota.

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.

The Bureau of Labor Statistics (BLS), as part of the Green Jobs Initiative of 2009, identified the distribution of establishments by sector producing green goods and services. Second only to the construction industry, professional and business services made up 36.2% of "green jobs" as classified by the BLS.¹ Furthermore, the BLS estimates that employment in such occupations is expected to grow at a rate faster than the average for all occupations at 5% from 2019-2029. The average median pay for occupations in this sector, at \$69,820, also exceeded the median annual wage for all occupations, at \$39,810 in 2019.² While the BLS discontinued the Green Jobs Initiative in 2013 because of budget cuts, employment related specifically to solving environmental problems is at least as fast as average job growth for all sectors with expected growth in some sectors to far exceed average rates.³

1. <https://www.bls.gov/green/>

2. <https://www.bls.gov/ooh/business-and-financial/home.htm>

3. https://www.bls.gov/careeroutlook/2018/data-on-display/green-growth.htm?view_full

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 target audience for USD's Sustainable Business certificate includes:

- Students of the Beacom School with an interest in sustainable operations, green marketing, entrepreneurship, and implications of sustainability in economics, accounting, and management
- Students of the School of Arts and Sciences with an interesting in understanding the business case for sustainable practices

6. Certificate Design

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

This certificate has the ability to be a stand-alone education credential option. Examples of demand areas/job titles include:

- Operations management/sustainable supply chain management
- Chief sustainability officer
- Sustainability specialist
- Sustainable product development
- Sustainability consultant
- Renewable energy analyst
- Zero-waste program manager
- Sustainable design coordinator
- Environmental analyst

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

Yes, this certificate has the ability to supplement a student's major field of study.

- Biomedical Engineering
- Biology
- Chemistry
- Political Science

C. Is the certificate a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s) to which the certificate stacks and the number of credits from the certificate that can be applied to the program.

Yes, this is the primary intent of the certificate.

- Bachelor's degree in Business Administration: All Majors (13 credits)
- Bachelor of Arts or Science in Economics (13 credits)
- Bachelor of Science or Arts degree in Sustainability (7-10 credits depending upon specialization)
- Minor in Economics (3 credits)
- Minor in Sustainability (10 credits)

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

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
SUST	111	Sustainable Society*		3	No
SUST	113/113L	Sustainable Environment*		4/0	No
ECON	472	Resource & Environmental Economics	ECON 201**	3	No
BADM	492	Special Topics: Sustainable Business	Instructor Permission Required	3	No
Subtotal				13***	

*Note: Students pursuing degrees either the BA and BS in sustainability are required to take these courses as part of their degree program. SUST 111 fulfills SGR #3 and SUST 113/113L is currently listed as 4/0 credits fulfills SGR #6.

**Note: Students pursuing degrees in all business majors and either the BA and BS in sustainability and economics are required to take this course as part of their degree program. ECON 201 also fulfills SGR #3.

***Note: Students pursuing degrees in all business majors and either the BA and BS in sustainability and economics are required to take some of these courses as part of their degree programs. No student will take over 12 required credits specifically for this certificate.

8. Student Outcome and Demonstration of Individual Achievement.

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

See table in part B.

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

Individual Student Outcome	Program Courses that Address the Outcomes				
	SUST 111	SUST 113	ECON 201	ECON 472	BADM 492
Demonstrate a basic understanding of sustainability impacts within society	X				
Demonstrate a basic understanding of environmental sustainability		X			
Demonstrate a basic understanding of challenges of sustainability in business and organizational setting	X	X	X	X	X
Demonstrate an understanding of sustainability through the lens of economics including the concepts of externalities, cost-benefit analysis, and economic efficiency			X	X	
Demonstrate knowledge of how to champion, market, and brand sustainable business practices, innovation, and Triple Bottom Line approaches for strategic competitive advantage.				X	X

9. Delivery Location.

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

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

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

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

10. Additional Information:

The University of South Dakota includes the state's only Sustainability undergraduate degree program and the state's leading School of Business. In recent years, the University has seen increased interest from students in both areas. The proposed Sustainability in Business certificate is a joint partnership between these programs with each area contributing two courses. Students will have a background in all the components of Sustainability with the inclusion of SUST 111 (the social science aspects) and SUST 113/113L (the natural science aspects). Both areas are needed for students to have the foundational content in Sustainability. The certificate includes two upper-level courses from the Beacom School of Business. Students will study scarcity, resource allocation, markets, and public policy in ECON 472. Then, students will combine the foundational content from Sustainability and Economics for an application to business. In the BADM 492 course, students will learn about production, market selection, branding, and social responsibility. The curriculum goals for the certificate require all four courses. Since one of the courses has a lab component, the certificate requires 13 total credits. The targeted students will be including the lab course as part of their general education natural science requirements; therefore, the extra credit is not onerous. The Beacom School of Business and the College of Arts and Sciences believe there will be sufficient demand for the certificate at the current credit requirement.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (1)

DATE: May 11, 2021

SUBJECT

New Specialization: DSU Specialization in Integrative Biology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a specialization in Integrative Biology within the BS in Biology. DSU is proposing to combine the Bachelor of Science in Biology and the Bachelor of Science in Biology Education majors, and then package the existing courses into a 21-hour Biology core and two specializations (Integrative Biology or Biology Education). The goal of the specialization in Integrative Biology is to prepare graduates to become employees for the science-based industries, medical fields, and agencies that use modern technology. This program provides an excellent background in computer science/information systems technology, as well as a solid foundation in biology, supporting sciences, and mathematics. This program also provides an excellent foundation for persons wishing to pursue a specialized professional career such as medicine, dentistry, etc. or to obtain advanced education in the health fields or biological sciences.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the specialization on campus. The specialization will not require the creation of any new courses. DSU is not requesting additional state resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Integrative Biology

DRAFT MOTION 20210511_5-E(1):

I move to authorize DSU to offer a specialization in Integrative Biology within the BS in Biology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Integrative Biology
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	B.S. in Biology
INTENDED DATE OF IMPLEMENTATION:	5/10/2021
PROPOSED CIP CODE:	26.9999
UNIVERSITY DEPARTMENT:	College of Arts and Science
BANNER DEPARTMENT CODE:	DSCI
UNIVERSITY DIVISION:	DAS
BANNER DIVISION CODE:	DSCI

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature

President or Chief Academic Officer of the University

1/27/2021

Date

1. Level of the Specialization (place an "X" in the appropriate box):

Baccalaureate ☒ Master's ☐ Doctoral ☐

2. What is the nature/purpose of the proposed specialization?

The university is proposing to combine the Bachelor of Science in Biology and the Bachelor of Science in Biology Education majors, take the existing courses and package them into a 21-hour core and two specializations (Integrative Biology or English Education). The goal of the specialization in Integrative Biology is to prepare graduates to become employees for the science-based industries, medial fields, and agencies that use modern technology. This program provides an excellent background in computer science/information systems technology as well as a solid

foundation in biology, supporting sciences and mathematics. This program also provides an excellent foundation for persons wishing to pursue a specialized professional career such as medicine, dentistry, etc. or to obtain advanced education in the health fields or biological sciences.

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

This specialization is the current the Bachelor of Science in Biology major offered by Dakota State University. Instead of having two different undergraduate Biology programs, DSU is proposing to combine the two programs under one umbrella. Enrollment numbers for Biology range from 25-30 students over the last 5 years. South Dakota Occupational Employment Projections for 2019-2021 project a 3.6% job growth in the Biological Technician; 3.6% job growth in Environmental Sciences and 6.8% growth in the Medical Sciences.¹

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

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
Biology Component			19	
BIOL	343	Cell and Molecular Biology	4	no
BIOL	343L	Cell and Molecular Biology Lab	0	no
Choose 15 credits from the following:			15	
BIOL	325	Physiology	4	no
BIOL	325L	Physiology Lab	0	no
BIOL	365	Vertebrate Zoology	4	no
BIOL	365L	Vertebrate Zoology	0	no
BIOL	410	Conservation Biology	3	no
BIOL	422	Immunology	3-4	no
BIOL	442L	Immunology Lab	0-1	no
BIOL	450	Aquatic Biology	4	no
BIOL	450L	Aquatic Biology Lab	0	no
BIOL	492	Topics* May be repeated	1-4	no
Math and Science Support Component			22	
Note: Students planning to pursue a career in medicine or health professions are encouraged to take CHEM 326, CHEM 460, CHEM 492, MATH 123 or MATH 201, PHYS 111 or 211 and PHYS 113 or 213				
CHEM	112	General Chemistry	4	no
CHEM	112L	General Chemistry Lab	0	no
CHEM	114	General Chemistry II	4	no
CHEM	114L	General Chemistry II Lab	0	no
MATH	281	Introduction to Statistics	3	no
Choose 11 credits from the following:			11	
CHEM	326	Organic Chemistry I	3	no

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.

CHEM	326L	Organic Chemistry I Lab	1	no
CHEM	328	Organic Chemistry II	3	no
CHEM	328L	Organic Chemistry II Lab	1	no
CHEM	332	Analytical Chemistry	3	no
CHEM	332L	Analytical Chemistry Lab	1	no
CHEM	460	Biochemistry	3	no
CHEM	492	Topics* (repeatable)	1-4	no
EXS	350	Exercise Physiology	3	no
EXS	350L	Exercise Physiology Lab	1	no
EXS	353	Kinesiology	2-3	no
HIM	130	Basic Medical Terminology	2	no
HLTH	422	Nutrition	3	no
MATH	123	Calculus I	4	no
MATH	125	Calculus II	4	no
MATH	418	Mathematical Modeling	3	no
PHYS	111	Intro to Physics I	4	no
PHYS	111L	Intro to Physics I Lab	0	no
PHYS	113	Intro to Physics II	4	no
PHYS	113L	Intro to Physics II Lab	0	no
PHYS	211	University Physics I	4	no
PHYS	211L	University Physics I Lab	0	no
PHYS	213	University Physics II	4	no
PHYS	213L	University Physics II Lab	0	no
Science Technology Courses			15	
CSC	105	Introduction to Computers	3	no
CIS	123	Problem Solving & Programming OR	3	no
CIS	130	Visual Basic Programming OR		
CSC	150	Computer Science OR		
ENGL	379	Technical Communication	3	no
BIOL	303	Introduction to Biological Instrumentation	3	no
BIOL	335	Introduction to Bioinformatics	3	no
Social Science Course – Select a course from Social Science listing with prefix ANTH, HIST or SOC that is not already used to satisfy general education requirements.			3	no
Total number of hours required for completion of specialization			59	
Total number of hours required for completion of major			80	
Total number of hours required for completion of degree			120	

5. Delivery Location²

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

² The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.

AAC Form 2.6 – New Specialization – Integrative Biology
(Last Revised 01/2021)

University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods ³	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? ⁴

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

³ Delivery methods are defined in [AAC Guideline 5.5](#).

⁴ This question responds to HLC definitions for distance delivery.

AAC Form 2.6 – New Specialization – Integrative Biology
(Last Revised 01/2021)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (2)

DATE: May 11, 2021

SUBJECT

New Specialization: DSU Specialization in Biology Education

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a specialization in Biology Education within the BS in Biology. DSU is proposing to combine the Bachelor of Science in Biology and the Bachelor of Science in Biology Education majors, and then package the existing courses into a 21-hour Biology core and two specializations (Integrative Biology or Biology Education). The goal of the specialization in Biology Education is to prepare graduates to teach biology in secondary schools. All DSU student education graduates complete a K-12 Educational Technology Endorsement.

IMPACT AND RECOMMENDATION

DSU requests authorization to offer the specialization on campus. The specialization will not require the creation of any new courses. DSU is not requesting additional state resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: DSU – Biology Education

DRAFT MOTION 20210511_5-E(2):

I move to authorize DSU to offer a specialization in Biology Education within the BS in Biology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	DSU
TITLE OF PROPOSED SPECIALIZATION:	Biology Education
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	B.S. in Biology
INTENDED DATE OF IMPLEMENTATION:	5/10/2021
PROPOSED CIP CODE:	26.9999
UNIVERSITY DEPARTMENT:	College of Arts and Science - DAS
BANNER DEPARTMENT CODE:	DSCI
UNIVERSITY DIVISION:	DAS
BANNER DIVISION CODE:	DSCI

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature
President or Chief Academic Officer of the University

2/23/2021

Date

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

1. Level of the Specialization (*place an "X" in the appropriate box*):

Baccalaureate ☒ Master's ☐ Doctoral ☐

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

The university is proposing to combine the Bachelor of Science in Biology and the Bachelor of Science in Biology Education majors, take the existing courses and package them into a 21-hour

core and two specializations (Integrated Biology or English Education). The goal of the specialization in Biology Education is to prepare graduates to teach biology in secondary schools. All DSU student education graduates complete a K-12 Educational Technology Endorsement.

- 3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential.** *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

This specialization is the current Biology Education major offered by Dakota State University. Instead of having two different undergraduate Biology programs, DSU is proposing to combine the two programs under one umbrella. Enrollment numbers for Biology Education range from 2-5 over the last 5 years. Science education is a consistent need within the state of South Dakota. According to the BOR Fact Books only 10 Biology/Biology teachers were awarded degrees in FY20 and only 4 the year before. South Dakota Occupational Employment Projections for 2019-2021 project a 3.9% job growth with a total of 16 annual openings in the state of South Dakota.¹

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

- 4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):**

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
Biology Component			11	
BIOL	325	Physiology	4	no
BIOL	325L	Physiology Lab	0	no
Choose 7 credits from the following:			7	
BIOL	335	Introduction to Bioinformatics	3	no
BIOL	343	Cell and Molecular Biology	4	no
BIOL	343L	Cell and Molecular Biology Lab	0	no
BIOL	365	Vertebrate Zoology	4	no
BIOL	365L	Vertebrate Zoology	0	no
BIOL	410	Conservation Biology	3	no
BIOL	422	Immunology	3-4	no
BIOL	442L	Immunology Lab	0-1	no
BIOL	450	Aquatic Biology	4	no
BIOL	450L	Aquatic Biology Lab	0	no
BIOL	492	Topics *	1-4	no
* May be repeated provided student does not enroll in the same topics courses.				
Chemistry Component			8	
CHEM	112	General Chemistry	4	no
CHEM	112L	General Chemistry Lab	0	no
CHEM	114	General Chemistry II	4	no
CHEM	114L	General Chemistry II Lab	0	no

Computer Technology Component			12	
CSC	105	Introduction to Computers	3	no
CIS	123	Problem Solving & Programming OR	3	no
CIS	130	Visual Basic Programming OR		
CSC	150	Computer Science OR		
CIS	350	Computer Hardware, Data Comm & Networking	3	no
BIOL	303	Introduction to Biological Instrumentation	3	no
Professional Education			28	
All Professional Education courses must be completed with a “C” or better. ¹ - Completed prior to admission to Teacher Education				
EDFN	338	Foundations of American Ed	2 ¹	no
EPSY	302	Educational Psychology	3 ¹	no
SEED	295	Practicum	1 ¹	no
SPED	100	Intro to Persons with Exceptionalities	3 ¹	no
Admission to the Teacher Education Program is required for the remaining courses.				
EDFN	475	Human Relations	3 ¹	no
SEED	302	Secondary/Middle Content Area: Major	2	no
SEED	401	Methods of Educational Technology	1	no
SEED	440	Classroom Management	2	no
SEED	450	Reading and Content Literacy	3	no
SEED	488	7-12 Student Teaching	8	no
Total number of hours required for completion of specialization			59	
Total number of hours required for completion of major			80	
Total number of hours required for completion of degree			120	

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5.	Intended Start Date

Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.
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B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the specialization through distance learning (e.g., as an on-line program)? *This question responds to HLC definitions for distance delivery.*

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (3)

DATE: May 11, 2021

SUBJECT

New Specialization: SDSMT Specialization in Geology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests authorization to offer a specialization in Geology within the PhD in Geology, Geological Engineering, and Mining Engineering. The purpose of this proposed specialization is to reinstate the Geology Specialization, which has been in existence for approximately twenty-five years and was inadvertently deleted from the Geology, Geological Engineering, and Mining Engineering Ph.D. program when the Mining Engineering Specialization was added to the program in 2017. The academic field for the specialization includes the areas of energy resources, geophysics, groundwater and environmental topics, paleontology, economic geology, mineral resources, structure of the Earth and tectonics, and geomechanics.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. The specialization will not require the creation of new courses. SDSMT is not requesting additional state resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSMT – Geology

DRAFT MOTION 20210511_5-E(3):

I move to authorize SDSMT to offer a specialization in Geology within the PhD in Geology, Geological Engineering, and Mining Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Geology
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Geology, Geological Engineering, and Mining Engineering Ph.D.
INTENDED DATE OF IMPLEMENTATION:	7/1/2021
PROPOSED CIP CODE:	400601
UNIVERSITY DEPARTMENT:	Geology and Geological Engineering
BANNER DEPARTMENT CODE:	GGE
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	4E

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature
President or Chief Academic Officer of the University

3/8/2021

Date

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

1. Level of the Specialization (*place an “X” in the appropriate box*):

Baccalaureate ☐ Master's ☐ Doctoral ☒

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

The purpose of this proposed specialization is to reinstate the Geology Specialization, which has been in existence for approximately twenty-five years and was inadvertently deleted from the Geology, Geological Engineering, and Mining Engineering Ph.D. program when the Mining Engineering Specialization was added to the program in 2017. This is a particularly significant issue for geology students in the Ph.D. program whose transcripts currently indicate they have a Mining Engineering Specialization when they do not. **This proposed Geology Specialization is in addition to the existing Mining Engineering Specialization and does not replace the Mining Engineering Specialization. There is also a separate request to add a Geological Engineering Specialization. In total, there will be three specializations for this doctoral program: Mining Engineering (already exists), Geology (this request), and Geological Engineering (separate request).**

The academic field for the specialization of geology includes the following broad fields of study:

- Energy resources
- Geophysics
- Groundwater and environmental topics
- Paleontology, sedimentation, and stratigraphy
- Petrology, economic geology, and mineral resources
- Structure (of the Earth) and tectonics
- Geomechanics

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

Records within the Department of Geology and Geological Engineering indicate that sixteen people have received the Ph.D. degree with a Geology Specialization since AY 2000-2001 illustrating the desirability of the specialization to students in the Geology, Geological Engineering, and Mining Engineering Ph.D. program. The workforce demand is clearly documented by the American Geoscience Institute (AGI) who maintains and publishes annual figures for geoscience graduate employment trends (please see AGI data sheet:

https://www.americangeosciences.org/sites/default/files/DB_2021-003-COVID-RecentGrads-Dec2020.pdf).

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours*	New (yes, no)
GEOL	700	Developing and Planning Research	1	No
GEOL	808	Fundamental Problems in Engineering and Science	3	No
GEOL	898D	Dissertation	36	No
GEOL/GEOE/PALE	XXX	GEOL/GEOE/PALE electives appropriate for the specialization and approved by the graduate committee	15	No
XXX	XXX	Other electives It is recommended that six (6) to twelve (12) hours of coursework be taken outside the Department of Geology and Geological Engineering.	17	No

Total number of hours required for completion of specialization

72

Total number of hours required for completion of major

72

Total number of hours required for completion of degree

72

*Credit distribution based on pending major program modification rather than the current catalog.

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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

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

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

Please see attached geoscience employment trend data (AGI, 2020):

https://www.americangeosciences.org/sites/default/files/DB_2021-003-COVID-RecentGrads-Dec2020.pdf.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (4)

DATE: May 11, 2021

SUBJECT

New Specialization: SDSMT Specialization in Geological Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota School of Mines and Technology (SDSMT) requests authorization to offer a specialization in Geological Engineering within the PhD in Geology, Geological Engineering, and Mining Engineering. The purpose of this proposed specialization is to reinstate the Geological Engineering Specialization, which has been in existence for approximately twenty-five years and was inadvertently deleted from the Geological Engineering, Geological Engineering, and Mining Engineering Ph.D. program when the Mining Engineering Specialization was added to the program in 2017. The academic field for the specialization includes the areas of energy and mineral resources, geophysics, groundwater and environmental topics, geomechanics, geotechnics, and natural hazards.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. The specialization will not require the creation of new courses. SDSMT is not requesting additional state resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSMT – Geological Engineering

DRAFT MOTION 20210511_5-E(4):

I move to authorize SDSMT to offer a specialization in Geological Engineering within the PhD in Geology, Geological Engineering, and Mining Engineering, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Geological Engineering
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Geology, Geological Engineering, and Mining Engineering Ph.D.
INTENDED DATE OF IMPLEMENTATION:	7/1/2021
PROPOSED CIP CODE:	14.3901
UNIVERSITY DEPARTMENT:	Geology and Geological Engineering
BANNER DEPARTMENT CODE:	GGE
UNIVERSITY DIVISION:	4E
BANNER DIVISION CODE:	4E

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature
President or Chief Academic Officer of the University

3/8/2021

Date

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

1. Level of the Specialization (*place an “X” in the appropriate box*):

Baccalaureate ☐ Master’s ☐ Doctoral ☒

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

The purpose of this proposed specialization is to reinstate the Geological Engineering Specialization, which has been in existence for approximately twenty-five years and was inadvertently deleted from the Geology, Geological Engineering, and Mining Engineering Ph.D. program when the Mining Engineering Specialization was added to the program in 2017. This is a particularly significant issue for geological engineering students in the Ph.D. program whose transcripts currently indicate they have a Mining Engineering Specialization when they do not. **This proposed Geological Engineering Specialization is in addition to the existing Mining Engineering Specialization and does not replace the Mining Engineering Specialization. There is also a separate request to add a Geology Specialization. In total, there will be three specializations for this doctoral program: Mining Engineering (already exists), Geology (separate request), and Geological Engineering (this request).**

The academic field for the specialization of geological engineering includes the following broad fields of study:

- Energy and mineral resources
- Geophysics
- Groundwater and environmental topics
- Geomechanics and Geotechnics
- Natural hazards

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. *For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.*

Records within the Department of Geology and Geological Engineering indicate that seven people have received the Ph.D. degree with a Geological Engineering Specialization since AY 2000-2001 illustrating the desirability of the specialization to students in the Geology, Geological

Engineering, and Mining Engineering Ph.D. program. Having a Geological Engineering Specialization is important to distinguish students who have earned B.S. and/or M.S. degrees in geological engineering. The workforce demand for geological engineers is encompassed within the larger category of geoscience and is clearly documented by the American Geoscience Institute (AGI) who maintains and publishes annual figures for geoscience graduate employment trends (please see AGI data sheet: https://www.americangeosciences.org/sites/default/files/DB_2021-003-COVID-RecentGrads-Dec2020.pdf).

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours*	New (yes, no)
GEOE	700	Developing and Planning Research	1	No
GEOL	808	Fundamental Problems in Engineering and Science	3	No
GEOE	898D	Dissertation	36	No
GEOL/GEOE/PALE	XXX	GEOL/GEOE/PALE electives appropriate for the specialization and approved by the graduate committee	15	No
XXX	XXX	Other electives It is recommended that six (6) to twelve (12) hours of coursework be taken outside the Department of Geology and Geological Engineering.	17	No

Total number of hours required for completion of specialization

72

Total number of hours required for completion of major

72

Total number of hours required for completion of degree

72

*Credit distribution based on pending major program modification rather than the current catalog.

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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

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

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

Please see attached geoscience employment trend data (AGI, 2020):

https://www.americangeosciences.org/sites/default/files/DB_2021-003-COVID-RecentGrads-Dec2020.pdf.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (5)

DATE: May 11, 2021

SUBJECT

New Specialization: SDSU Specialization in Industry Relations

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a specialization in Industry Relations within the BS in Animal Science. The purpose of the Industry Relations specialization is to provide Animal Science majors with enhanced communications and public relations skills, and is directed toward a growing career field of public relations or communications specialists within the livestock industry. These positions have a strong focus on developing relationships between and among livestock producers, allied industry and consumers.

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer the specialization on campus. The specialization will not require the creation of new courses. SDSU is not requesting additional state resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Industry Relations

DRAFT MOTION 20210511_5-E(5):

I move to authorize SDSU to offer a specialization in Industry Relations within the BS in Animal Sciences, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Industry Relations
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Animal Science (B.S.)
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
PROPOSED CIP CODE:	01.0901
UNIVERSITY DEPARTMENT:	Animal Science
BANNER DEPARTMENT CODE:	SANS
UNIVERSITY DIVISION:	Agriculture, Food & Environmental Sciences
BANNER DIVISION CODE:	3F

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Institutional Approval Signature

President or Chief Academic Officer of the University

2/24/2021

Date

1. Level of the Specialization:

Baccalaureate ☒ Master's ☐ Doctoral ☐

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

South Dakota State University (SDSU) requests authorization to offer an Industry Relations Specialization in the B.S. of Animal Science. The purpose of the Industry Relations specialization is to provide Animal Science majors with enhanced communications and public relations skills and is directed toward a growing career field of public relations or communications specialists within the livestock industry. These positions have a strong focus on developing relationships between and among livestock producers, allied industry and consumers.

The University does not request new state resources.

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

Livestock production contributes significantly to the South Dakota economy, through livestock sales and value-added activities. Livestock and poultry sales totaled over \$4.55 billion in 2017. Value-added activities associated with input manufacturing and food processing contributed another \$5.8 billion and 75,516 jobs. Furthermore, South Dakota is ranked in the top 15 states in the nation for beef cows (#5), cattle and calf sales (#7), other animals sales (#7), bison (#1), sheep, goat and wool sales (#8) and hog and pig sales (#12).¹ Research by the Center for Food Integrity indicates farmers, ranchers and food companies, along with federal regulatory agencies are held responsible by consumers for ensuring the health and safety of food, but not all are trusted to get that job done. To ensure continued economic growth of livestock and value-added industries in South Dakota and the United States, increased communication and consumer engagement is needed. Building trust with consumers requires communication, which provides greater transparency.²

Graduates of the proposed specialization will span the disciplines and occupations of agricultural and food scientists³ and public relations specialists⁴. According to the US Bureau of Labor, average median pay for these groups in 2019 was \$65,160 and \$61,150, respectively. Job growth was predicted to faster than average at 6% and 7%, respectively. Twenty-four percent of Animal Science graduates will spend at least a portion of their careers in management positions, another 14% in sales positions and another 7% in education. Those with “miscellaneous agriculture” degrees are also very likely to be employed in education (17%), management (17%) or sales (15%) positions. These types of positions require a high level of communication skills for success.⁵

Numerous career fields exist under the umbrella of “animal science”. As noted, many are oriented to business, management, and sales; however, a growing career field is public relations or communications specialists. The purpose of the Industry Relations specialization is to provide Animal Science majors with enhanced communications and public relations skills. Employers and stakeholders emphasize the need for graduates with excellent written and oral communication skills who can effectively communicate with diverse clientele and consumers. Many animal industry jobs continue to increase in the technical and science background required to be successful, yet there is a gap of science understanding between trained professionals and the general public. Furthermore, the animal industry and food processing workforces are very diverse, with approximately 45% of workers across all levels being a race or ethnicity other than white.⁶ Thus, a basic understanding of intercultural

¹ “2019 South Dakota Agriculture Economic Contribution Study”; prepared for SD Department of Agriculture; https://sdda.sd.gov/office-of-the-secretary/Photos-Publications/2019_FinalSD_AECS.pdf.

² “A Clear View of Transparency and How It Builds Consumer Trust”. 2015. Center for Food Integrity. <http://www.foodintegrity.org/>.

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Agricultural and Food Scientists, at <https://www.bls.gov/ooh/life-physical-and-social-science/agricultural-and-food-scientists.htm> (visited January 02, 2021).

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Public Relations Specialists, at <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm> (visited January 14, 2021).

⁵ Carnevale, A.P., J. Strohl, and M. Melton. 2011. “What’s it Worth? The Economic Value of College Majors”. <https://repository.library.georgetown.edu/bitstream/handle/10822/559309/whatsitworth-complete.pdf?sequence=1&isAllowed=y>.

⁶ Data USA. <https://datausa.io/profile/soc/food-processing-workers-all-other#demographics>

communication will enhance productivity across all segments of these industries. This specialization will provide the strong science foundation currently provided by the Animal Science curriculum, along with an emphasis on written and oral communication skills, leadership, intercultural communication, and public relations. The University expects the demand for graduates to be high for communications/public relations specialists and management trainees in breed and industry associations (e.g., American Angus Association, National Pork Producers Council), livestock production and service organizations (e.g., Pipestone System, Christensen Farms, Wakefield Pork, Riverview), food companies (JBS, Seaboard), and others. Each of the examples provided are those for which students have recently been hired or completed an internship which had a strong communications and/or public relations focus. The specialization will also provide greater opportunities for individuals involved in a family farm/ranch to gain additional employment through freelance communications and to provide a foundation for additional leadership within livestock commodity and other related organizations.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

Animal Science (B.S.) – Industry Relations Specialization	Credit Hours	Credit Hours	Percent
System General Education Requirements	30-32		
Subtotal, Degree Requirements		30-32	25-27%
College of Agriculture, Food & Environmental Sciences Requirements		1	1%
Major Requirements	57		
Animal Science – Industry Relations Specialization Requirements	18		
Subtotal, Program Requirements		75	63%
General Electives		12-15	10-13%
Degree Total ⁷		120	100%

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	101	Composition I (SGR #1)	3	No
ENGL	201	Composition II (SGR #1)	3	No
CMST OR CMST	101	Fundamentals of Speech (SGR #2)	3	No
	215	Public Speaking (SGR #2)		
ECON	201	Principles of Microeconomics (SGR #3)	3	No
		Student Choice (SGR #3)	3	No
		Student Choice (SGR #4)	3	No
		Student Choice (SGR #4)	3	No
MATH	114	College Algebra	3	No

⁷ Board Policy 2:29 requires each baccalaureate level degree program to require 120 credit hours and each associate degree program to require 60 credit hours. Exceptions to this policy require documentation that programs must comply with specific standards established by external accreditation, licensure, or regulatory bodies or for other compelling reasons and must receive approval by the Executive Director in consultation the President of the Board of Regents.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL OR BIOL	101-101L 151-151L	Biology Survey I and Lab (3 cr.) (SGR #6) General Biology I and Lab (4 cr.) (SGR #6)	3-4	No
BIOL OR BIOL	103-103L 153-153L	Biology Survey II and Lab (3 cr.) (SGR #6) General Biology II and Lab (4 cr.) (SGR #6)	3-4	No
Subtotal			30-32	

College of Agriculture, Food and Environmental Sciences Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Students who wish to complete a Bachelor of Science in Agriculture, Food and Environmental Sciences must complete a minimum of <u>11</u> 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. Review major requirements and the Group 1 list to determine if additional courses are required.		
		Select from Group 1 courses	1	No
AS	101-101L	Introduction to Animal Science and Lab (3, 1 cr.) (Major requirement)	--	No
AS	241-241L	Introduction to Meat Science and Lab (3 cr.) (Major requirement)	--	
AS	319-319L	Livestock Feeds and Feeding and Lab (3 cr.) (Major requirement)	--	No
Subtotal*			1	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ACCT OR AGEC	210 354	Principles of Accounting Agricultural Marketing and Prices	3	No
AS	101-101L	Introduction to Animal Science and Lab	4	No
AS	119	Opportunities in Animal and Veterinary Science	1	No
AS OR VET	120 120	Survey of Animal Science (1 cr.) Introduction to Veterinary Medicine (1 cr.)	1	No
AS	219	Principles of Nutrition	3	No
AS	241-241L	Introduction to Meat Science and Lab	3	No
AS	285-285L	Livestock Evaluation and Marketing and Lab	3	No
AS	319-319L	Livestock Feeds and Feeding and Lab	3	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AS	332	Livestock Breeding and Genetics	4	No
AS	333-333L	Livestock Reproduction and Lab	3	No
AS	389	Current Issues in Animal Science	3	No
ABS OR AS OR AS OR AS OR AS	482 322 400 494 498	<i>Experiential Learning Requirement, select at least 1 credit from the following list:</i> International Experience (2-4 cr.) Advanced Livestock Evaluation (1 cr.) Judging Team (1-2 cr.) Internship (1-12 cr.) Undergraduate Research/Scholarship (1-3 cr.)	1	No
AS OR AS OR AS OR AS OR AS OR AS	445-445L 450 474-474L 475-475L 476-476L 477-477L 478-478L	<i>Capstone Requirement: Select a minimum of nine credits from the following:</i> Value-Added Meat Products and Lab (3 cr.) Meat Product Safety and HACCP (3 cr.) Cow/Calf Management and Lab (3 cr.) Feedlot Operations and Management and Lab (3 cr.) Horse Production and Lab (3 cr.) Sheep and Wool Production and Lab (3 cr.) Swine Production and Lab (3 cr.)	9	No
CHEM OR CHEM	106-106L 112-112L	Chemistry Survey and Lab (3, 1 cr.) General Chemistry I and Lab (3, 1 cr.)	4	No
CHEM	108-108L	Organic and Biochemistry and Lab (4, 1 cr.)	5	No
VET	223-223L	Anatomy and Physiology of Domestic Animals and Lab	4	No
VET	403	Animal Diseases and Their Control	3	No
Subtotal			57	

Animal Science – Industry Relations Specialization Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
		Select a total of 6 credits from the following. Must select from a minimum of 2 prefixes.	6	No
ADV	314	Digital Promotions (3 cr.)		
OR				
ADV	411-411L	Media Analytics and Studio (3 cr.)		
OR				
MCOM	219	Social Media Strategies (3 cr.)		
OR				
MCOM	270	Data Analysis in Communication (3 cr.)		
OR				
MCOM	331-331L	Video Production and Lab (3 cr.)		
OR				
MCOM	336	Feature Writing (3 cr.)		
OR				
MCOM	430	Media Law (3 cr.)		
OR				
PUBR	243	Public Relations Principles (3 cr.)		
OR				
PUBR	345	Public Relations Writing (3 cr.)		
OR				
CMST	201	Interpersonal Communications (3 cr.)		
OR				
CMST	320	Communication in Interviewing (3 cr.)		
OR				
CMST	434	Small Group Communication (3 cr.)		
GLST	280	Developing Intercultural Competence (3 cr.)	3	No
OR				
GLST	489	Capstone Intercultural Competencies (3 cr.)		
OR				
CMST	470	Intercultural Communication (3 cr.)		
OR				
ADV	476	Global and Multicultural Advertising		
LDR	210	Foundations of Leadership (3 cr.)	3	No
OR				
LDR	310	Leadership in Context (3 cr.)		
OR				
LDR	435	Organizational Leadership and Team Development (3 cr.)		
MCOM	210-210L	Basic Newswriting and Lab	3	No
CMST	311	Business and Professional Communication	3	No
Subtotal			18	

5. 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 specialization through distance technology (e.g., as an on-line program)?

	Yes/No	<i>Intended Start Date</i>
On campus	Yes	2021-2022 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in AAC Guideline 5.5.</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	No		

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

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

45% of the Animal Science (B.S.) - Industry Relations Specialization is available online.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (6)

DATE: May 11, 2021

SUBJECT

New Specialization: USD Specialization in Nonprofit Management

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Nonprofit Management within the MS in Administration. Communities across South Dakota and the region increasingly rely on the nonprofit sector to deliver private and public services. As our students express more interest in these jobs, the Administration program seeks to develop a specialization that provides the expertise and skills for careers in the nonprofit sector. The nonprofit sector offers many opportunities for committed employees in a wide variety of organizational contexts (e.g., arts and culture, religion, education, health care, human services and international). The sector in South Dakota is equally vibrant, with over 6,000 organizations serving communities across the state.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization online. The specialization will not require the creation of new courses. USD is not requesting additional state resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: USD – Nonprofit Management

DRAFT MOTION 20210511_5-E(6):

I move to authorize USD to offer a specialization in Nonprofit Management within the MS in Administration, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Nonprofit Management
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Master of Science in Administration
INTENDED DATE OF IMPLEMENTATION:	8/23/2021
PROPOSED CIP CODE:	52.0201
UNIVERSITY DEPARTMENT:	Political Science
UNIVERSITY DIVISION:	Arts and Sciences

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

<u>Elizabeth M. Freeburg</u> Institutional Approval Signature <i>President or Chief Academic Officer of the University</i>	<u>3/12/2021</u> Date
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1. Level of the Specialization:

Baccalaureate ☐ Master's ☒ Ed. Specialist ☐ Doctoral ☐

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

Communities across South Dakota and the region increasingly rely on the nonprofit sector to deliver private and public services. As our students express more interest in these jobs, the program seeks to develop a specialization that provides the expertise and skills for careers in the nonprofit sector.

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

Pre-Covid 19 data show the continuous growth of the nonprofit sector nationwide and in South Dakota.

The Bureau of Labor Statistics reported in 2017 that nonprofit organizations account for 12.5 million jobs in the United States, amounting to 10.2 percent of all private sector employment. In South Dakota, nonprofits constitute 14.8 percent of the private sector employment, ranking South

Dakota eleventh among all states as measured by nonprofit employment as a percentage of total private sector employment.¹

Moreover, in 2016 the Bureau of Labor Statistics noted that employment in the nonprofit sector has continued to increase from 2007, while total private employment decreased by 3 percent. A similar trend was noted for wages, where growth in nominal wages in the nonprofit sector has outpaced wage growth in the public and for-profit sectors.²

Recent survey research supports the nonprofit sector trends noted by labor statistics. A survey of nonprofit organizations in 2016 noted that the number of organizations reporting an increase in staffing levels rose by 2 percent. This increase put the percentage of nonprofit organizations experience growth at 51 percent (Nonprofit HR, “2016 Nonprofit Employment Practices Survey Results”).³

Additional insights into the sector in South Dakota come from a profile of nonprofits in the state compiled by the Independent Sector.⁴ The 2016 profile estimates that 45,200 people work in the state’s nonprofit sector, constituting just over 14 percent of the total workforce. This is one percent higher than the figure estimated by the Bureau of Labor Statistics in 2014, suggesting a continued trend of growth in the sector in South Dakota. The profile also reported that nonprofits in the state generate \$6.2 billion per year and have assets of \$14.6 billion. The income generated by South Dakota nonprofits is 15.23 percent of the state’s GDP, as reported for 2015 at \$40.7 billion.⁵

Furthermore, the average weekly wage in nonprofit organizations was \$1,032 in 2017. That was 97 percent of the \$1,064 average weekly wage for all private sector establishments. In South Dakota, the average weekly wage in nonprofits was 124 percent of the average for all private sector establishments.⁶

Leaders and workers in nonprofit organizations need skills that are unique to the sector. These include understanding financial models based on fundraising and other revenue generation; different means of debt financing; unique program assessment and measures of success; and strategic partnerships with community members and other nonprofit organizations.

In summary, the national nonprofit sector is healthy. It offers many opportunities for committed employees in a wide variety of organizational contexts (e.g., arts and culture, religion, education, health care, human services and international). The sector in South Dakota is equally vibrant, with over 6,000 organizations serving communities across the state. We expect an increased demand for professionals educated in nonprofit management not only to lead and manage nonprofit organizations but also to deal with impacts of Covid-19.

¹ <https://www.bls.gov/opub/ted/2019/district-of-columbia-had-highest-share-of-employment-in-nonprofits-nevada-the-lowest-in-2017.htm>

² <https://www.bls.gov/opub/mlr/2016/article/nonprofits-in-america.htm>.

³ <https://www.nonprofithr.com/wp-content/uploads/2016/04/2016NEPSurvey-final.pdf>.

⁴ <https://www.independentsector.org/resource/state-profile-south-dakota/>

⁵ <http://www.southdakotadashboard.org/economic-output-gdp#0-7131-g>

⁶ <https://www.bls.gov/opub/ted/2019/district-of-columbia-had-highest-share-of-employment-in-nonprofits-nevada-the-lowest-in-2017.htm>

4. List the proposed curriculum for the specialization (including the requirements for completing the major – **highlight courses in the specialization**):

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
POLS	521	The Nonprofit Sector	3	No
POLS	522	Fund Raising Public/Nonprofit Organizations	3	No
POLS	523	Nonprofit Governance and Administration	3	No
xxx	xxx	Advisor approved specialization elective	3	No
MSAS	763	Professional Writing for Administration	3	No
MSAS	764	Research in Administrative Practice	3	No
MSAS	786	Capstone	3	No
EMPA/POLS	722	Budgetary and Fiscal Management	3	No
EMPA/POLS	733	Administrative Law and Government	3	No
EMPA/POLS	769	Administrative Thought and Ethics	3	No
SPCM	754	Managerial Communication	3	No
xxx	xxx	Advisor approved core elective	3	No

Total number of hours required for completion of specialization

12

Total number of hours required for completion of major

24

Total number of hours required for completion of degree

36

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	No	

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

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5.	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	Online	Fall 2021

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

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

6. Additional Information:

The Department currently offers a graduate certificate in nonprofit management. Addition of the nonprofit management specialization in the M.S. in Administration program is expected to attract additional students for the nonprofit certificate, and vice versa. These two programs are designed to complement each other giving students the widest range possible at the graduate level. We also anticipate networking opportunities in the programs to enhance the students' professional development. This benefit, along with the fact that this M.S. in Administration program can be completed with only 24 additional credit hours beyond the certificate, will provide a substantial advantage to graduate students interested in nonprofit sector careers.

Elective coursework in nonprofit management will facilitate student development of both subject matter expertise and professional capacity building. Given that there are many elective options within our Department and across campus for the nonprofit studies students, we expect electives to play an important role in the program of study of our students. Our program advisors will work closely with students to identify electives that fit professional development goals and can advance student networking and capacity building at the highest level possible.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (1)

DATE: May 11, 2021

SUBJECT

New Site: DSU PhD in Cyber Defense (On Campus)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval to offer the PhD in Cyber Defense on campus. DSU's original approval of the program in Fall 2019 was for the program to only be offered online. Moving this program to allow on campus delivery in addition to online will provide access to this program for students who wish to be on campus. Enrollment for the program grew from 18 in Fall 2019 to 34 in Fall 2020. The program is extremely competitive, with over 150 applicants in each of the first two years of limited cohorts of 20 students. Moving the program on campus will allow DSU to increase the size of the cohort.

IMPACT AND RECOMMENDATION

DSU anticipates 27 graduates from the program within four years. While the program will be on-campus, some courses will still be offered online. Currently, many of the required and elective courses are offered both face-to-face and online. The university requests no new resources, as the additional expense to offer this program on-campus is minimal.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: DSU PhD in Cyber Defense

DRAFT MOTION 20210511_5-F(1):

I move to approve DSU's new site proposal to offer the PhD in Cyber Defense on campus.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Ph.D. Cyber Defense
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	001 – Face to Face DSU Campus
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	11.1003
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DHPD.CYD
UNIVERSITY DIVISION:	DCOC
BANNER DIVISION CODE:	DCYO

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

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

University Approval

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

President of the University

2/11/2021

Date

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

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

Dakota State University requests authorization to deliver the Ph.D. in Cyber Defense on-campus. DSU received approval to offer this program Fall 2019. The proposal stated the program would be offered only online. Enrollment numbers for Fall 19 were 18 and the enrollment numbers for Fall 20 had grown to 34. This is a very competitive program with over 150 applicants in each of the first two years with limited cohorts. Moving this program to allow on campus delivery in addition to online will provide access to this program for students who wish to be on-campus.

There are no changes in the program requirements as a result of the requested addition of an on-campus site.

- 2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.**

No other university in the system offer this program.

- 3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).**

This is a very competitive program with over 150 applicants in each of the first two years with limited cohorts. Current cohort is 20 and allowing on-campus course sections would allow the university to increase the cohort. The enrollment numbers below include the online students and on campus students.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	25	27	30	30
Students from other university programs	0	0	0	0
=Total students in the program at the site	25	52	57	60
Program credit hours (major courses)**				
Graduates			25	27

*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?**

We don't anticipate any impact on the other majors within the system.

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

Ph.D. Cyber Defense	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
Required Courses	24	24	0	24	0
Research Core	9	0	0	9	0
Dissertation	27	0	0	27	0

Electives	12	12	0	12	0
<i>Total, Degree with Proposed Major</i>	72				

*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.

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

The university does not provide university housing to graduate students in any program. Student services, however, are available both undergraduate and graduate on-campus students as well as off-campus students. On-campus students have access to the Library, computer labs, dining services, community recreation facilities, etc.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

No.

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

The on-campus program is not structured such that 100% of the courses are offered face-to-face but rather only a portion of the student's program will be on-campus. Currently, several of the required and elective courses are already offered in both face-to-face and on-line modalities (note: some of these courses are shared with other on-campus doctoral programs). In addition, the dissertation coursework for students will primarily be on-campus working with faculty on specific research projects. Thus, additional expenses to offer this program on-campus as well as on-line are minimal.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (2)

DATE: May 11, 2021

SUBJECT

**New Site: DSU Undergraduate Certificate in Information Technology Management
(Online)**

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval to offer the undergraduate certificate in Information Technology Management online. DSU currently has majors in Information Systems so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the technology profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate stacks into DSU's associate and bachelor's degrees.

IMPACT AND RECOMMENDATION

DSU anticipates 4 graduates from the new site within four years. All credit hours for the program are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: DSU Undergraduate Certificate in Information
Technology Management

DRAFT MOTION 20110511_5-F(2):

I move to approve DSU's new site proposal to offer the undergraduate certificate in Information Technology Management online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

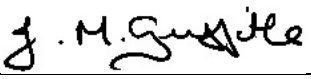
UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Information Technology Management Certificate
NEW SITE(S): <i>Include address of new physical locations.</i> <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Internet Asynchronous – Term Based Instruction - 015
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	110103
UNIVERSITY DEPARTMENT:	College of Business & Info Systems
BANNER DEPARTMENT CODE:	DINF - DCERTU.ITM
UNIVERSITY DIVISION:	DBUS
BANNER DIVISION CODE:	DINF

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

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

University Approval

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



President of the University

1/8/2021

Date

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

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

Dakota State University requests authorization to deliver the Information Technology Management Certificate via online delivery. DSU currently has majors in Information Systems so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the technology profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate will ‘stack’ into DSU’s associate and bachelor’s degrees.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

No other university in the system offer this certificate online.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).

DSU has had this certificate since 2001 and enrollment numbers are consistently around 1-5 students. Some of those students that have completed this certificate are distance students, however, we would like to promote this certificate as being online. Also develop articulation agreements as a feeder program into our associate and bachelor’s degree programs. We anticipate increasing enrollments once this request is approved.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	3	4	4	4
Students from other university programs	0	0	0	0
=Total students in the program at the site	3	7	8	8
Program credit hours (major courses)**	18	42	48	48
Graduates		3	4	4

*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 courses in this certificate have been offered online for quite some time. We don’t anticipate any significant impact on the other majors within the system.

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

Information Technology Management Certificate	Credit hours	Credit hours	Credit hours	Credit hours	Credit hours
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		currently available from this university at this site	currently available from other universities available at this site	currently available via distance	new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses	12	12	6	12	0
Major Requirements	12				
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

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

Student support services are available through the existing services provided to all online students and are available from DSU.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

No.

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

No additional costs are expected as all courses in the certificate are scheduled to be taught online.

Prefix	Number	Course Title	Credit hours	Online
CIS	130	Visual Basic Programming OR	3	F, SP, SU
CIS	123	Problem Solving & Programming OR		
CSC	150	Computer Science I		
CIS	325	Management Info. Systems	3	F, SP, SU
CIS	484	Database Management Systems	3	F, SP
CSC	163	Hardware, Virtualization & Data Communication	3	F, SP

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (3)

DATE: May 11, 2021

SUBJECT

**New Site: DSU Undergraduate Certificate in Technology Database Management
(Online)**

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval to offer the undergraduate certificate in Technology Database Management online. DSU currently has majors in Information Systems so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the technology profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate stacks into DSU's associate and bachelor's degrees.

IMPACT AND RECOMMENDATION

DSU anticipates 4 graduates from the new site within four years. All credit hours for the program are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: DSU Undergraduate Certificate in Technology Database Management

DRAFT MOTION 20210511_5-F(3):

I move to approve DSU's new site proposal to offer the undergraduate certificate in Technology Database Management online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

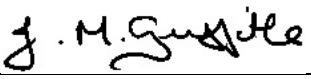
UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Technology Database Management Certificate
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Internet Asynchronous – Term Based Instruction - 015
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	110101
UNIVERSITY DEPARTMENT:	College of Business & Info Systems
BANNER DEPARTMENT CODE:	DINF - DCERTU.TDB
UNIVERSITY DIVISION:	DBUS
BANNER DIVISION CODE:	DINF

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

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

University Approval

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



President of the University

1/8/2021

Date

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

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

Dakota State University requests authorization to deliver the Technology Database Management Certificate via online delivery. DSU currently has majors in Information Systems so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the technology profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate will ‘stack’ into DSU’s associate and bachelor’s degrees.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

No other university in the system offer this certificate online.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).

DSU has had this certificate since 2002 and enrollment numbers are consistently around 1-3 students. Some of those students that have completed this certificate are distance students, however, we would like to promote this certificate as being online. Also develop articulation agreements as a feeder program into our associate and bachelor’s degree programs. We anticipate increasing enrollments once this request is approved.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	3	4	4	4
Students from other university programs	0	0	0	0
=Total students in the program at the site	3	7	8	8
Program credit hours (major courses)**				
Graduates		3	4	4

*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 courses in this certificate have been offered online for quite some time. We don’t anticipate any significant impact on the other majors within the system.

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

Technology Database Management Certificate	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses	12	12	6	12	0
Major Requirements	12				
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

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

Student support services are available through the existing services provided to all online students and are available from DSU.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

No.

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

No additional costs are expected as all courses in the certificate are scheduled to be taught online.

Prefix	Number	Course Title	Credit hours	Online
CIS	123	Problem Solving & Programming OR	3	F, SP, SU
CIS	130	Visual Basic Programming OR		
CSC	150	Computer Science I		
CIS	332	Structured Systems Analysis & Design	3	F, SP, SU
CIS	484	Database Management Systems	3	F, SP
CIS	487	Database Programming	3	F, SP

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (4)

DATE: May 11, 2021

SUBJECT

New Site: DSU Undergraduate Certificate in Web Application Development (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval to offer the undergraduate certificate in Web Application Development online. DSU currently has majors in Information Systems so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the technology profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate stacks into DSU's AS degree in Web Development.

IMPACT AND RECOMMENDATION

DSU anticipates 4 graduates from the new site within four years. All credit hours for the program are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: DSU Undergraduate Certificate in Web Application Development

DRAFT MOTION 20210511_5-F(4):

I move to approve DSU's new site proposal to offer the undergraduate certificate in Web Application Development online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

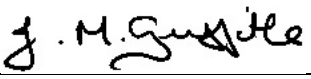
UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Web Application Development Certificate
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Internet Asynchronous – Term Based Instruction - 015
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	110801
UNIVERSITY DEPARTMENT:	College of Business & Info Systems
BANNER DEPARTMENT CODE:	DINF - DCERTU.WAD
UNIVERSITY DIVISION:	DBUS
BANNER DIVISION CODE:	DINF

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

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

University Approval

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



President of the University

1/8/2021

Date

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

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

Dakota State University requests authorization to deliver the Web Application Development Certificate via online delivery. DSU currently has majors in Information Systems so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the technology profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate will ‘stack’ into DSU’s AS in Web Development degree.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If “yes,” identify the institutions and programs and explain why authorization is requested.

No other university in the system offer this certificate online.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace “XX” in the table with the appropriate year).

DSU has had this certificate since 2002 and enrollment numbers are consistently around 1-6 students. Some of those students that have completed this certificate are distance students, however, we would like to promote this certificate as being online. Also develop articulation agreements as a feeder program into our associate and bachelor’s degree programs. We anticipate increasing enrollments once this request is approved.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	3	4	4	4
Students from other university programs	0	0	0	0
=Total students in the program at the site	3	7	8	8
Program credit hours (major courses)**				
Graduates		3	4	4

*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 courses in this certificate have been offered online for quite some time. We don’t anticipate any significant impact on the other majors within the system.

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

Web Applications Development Certificate	Credit hours	Credit hours	Credit hours	Credit hours	Credit hours
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		currently available from this university at this site	currently available from other universities available at this site	currently available via distance	new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses	12	12	6	12	0
Major Requirements	12				
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

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

Student support services are available through the existing services provided to all online students and are available from DSU.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

No.

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

No additional costs are expected as all courses in the certificate are scheduled to be taught online.

Prefix	Number	Course Title	Credit hours	Online
CIS	123	Problem Solving & Programming OR	3	F, SP, SU
CIS	130	Visual Basic Programming OR		
CSC	150	Computer Science I		
CIS	275	Web Application Programming I	3	F, SP
CIS	375	Web Application Programming II	3	F, SP
CIS	484	Database Management Systems	3	F, SP

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (5)

DATE: May 11, 2021

SUBJECT

New Site: DSU Undergraduate Certificate in High Performance and Research Computing (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval to offer the undergraduate certificate in High Performance and Research Computing online. DSU currently has majors in Computer Science and Cyber Security, so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the networking and security profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate stacks into DSU's bachelor's degrees.

IMPACT AND RECOMMENDATION

DSU anticipates 4 graduates from the new site within four years. All credit hours for the program are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: DSU Undergraduate Certificate in High Performance and Research Computing

DRAFT MOTION 20210511_5-F(5):

I move to approve DSU's new site proposal to offer the undergraduate certificate in High Performance and Research Computing online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

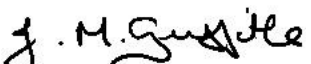
UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	High Performance and Research Computing Certificate
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Internet Asynchronous – Term Based Instruction - 015
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	110101
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCSG - DCERTU.HPC
UNIVERSITY DIVISION:	DCSCS
BANNER DIVISION CODE:	DCSG

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

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

University Approval

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



President of the University

1/8/2021

Date

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

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

Dakota State University requests authorization to deliver the High Performance and Research Computing Certificate via online delivery. DSU currently has bachelor's degrees in Computer Science and Cyber Security so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the networking and security profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate will 'stack' into either degree mentioned above.

- 2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.**

No other university in the system offer this certificate online.

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

DSU has had this certificate since 2008 and enrollment numbers are consistently around 1-2 students. Some of those students that have completed this certificate are distance students, however, we would like to promote this certificate as being online. We anticipate increasing enrollments once this request is approved.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	3	4	5	6
Students from other university programs	0	0	0	0
=Total students in the program at the site	3	7	9	11
Program credit hours (major courses)**				
Graduates		3	4	4

*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 courses in this certificate have been offered online for quite some time. We don't anticipate any significant impact on the other majors within the system.

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

High Performance and Research Computing Certificate	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses	12	12	3	12	0
Major Requirements	12				
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

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

Student support services are available through the existing services provided to all online students and are available from DSU.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

No.

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

No additional costs are expected as all courses in the certificate are scheduled to be taught online.

Prefix	Number	Course Title	Credit hours	Online
CSC	300	Data Structures	3	F, SP, SU
CSC	410	Parallel Computing	3	F, SP
CSC	433	Computer Graphics	3	F
CSC	460	Scientific Visualization	3	SP

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (6)

DATE: May 11, 2021

SUBJECT

New Site: DSU Undergraduate Certificate in Network and Telecommunications Administration (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval to offer the undergraduate certificate in Network and Telecommunications Administration online. DSU currently has Associate and Bachelor's degrees in Network and Security Administration, so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the networking and security profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate stacks into DSU's associate and bachelor's degrees.

IMPACT AND RECOMMENDATION

DSU anticipates 4 graduates from the new site within four years. All credit hours for the program are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: DSU Undergraduate Certificate in Network and Telecommunications Administration

DRAFT MOTION 20210511_5-F(6):

I move to approve DSU's new site proposal to offer the undergraduate certificate in Network and Telecommunications Administration online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.


UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Network and Telecommunications Administration Certificate
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Internet Asynchronous – Term Based Instruction - 015
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	111001
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCYO - DCERTU.NTA
UNIVERSITY DIVISION:	DCSCS
BANNER DIVISION CODE:	DCYO

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

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

University Approval

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



President of the University

1/8/2021

Date

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

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

Dakota State University requests authorization to deliver the Network and Telecommunications Administration Certificate via online delivery. DSU currently has an Associate and Bachelor's degrees in Network and Security Administration so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the networking and security profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate will 'stack' into DSU's Network and Security Administration majors.

- 2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.**

No other university in the system offer this certificate online.

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

DSU has had this certificate since 2002 and enrollment numbers are consistently around 1-3 students. Some of those students that have completed this certificate are distance students, however, we would like to promote this certificate as being online. We anticipate increasing enrollments once this request is approved.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	3	4	5	6
Students from other university programs	0	0	0	0
=Total students in the program at the site	3	7	9	11
Program credit hours (major courses)**				
Graduates		3	4	4

*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 courses in this certificate have been offered online for quite some time. We don't anticipate any significant impact on the other majors within the system.

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

Network and Telecommunications Administration Certificate	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses	12	12	6	12	0
Major Requirements	12				
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

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

Student support services are available through the existing services provided to all online students and are available from DSU.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

No.

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

No additional costs are expected as all courses in the certificate are scheduled to be taught online.

Prefix	Number	Course Title	Credit hours	Online
CIS	350	Computer Hardware, Data Communications and Networking	3	F, SP
CSC	105	Introduction to Computers	3	F, SP, SU
CSC	285	Networking I	3	F, SP
CSC	385	Networking II	3	F, SP

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (7)

DATE: May 11, 2021

SUBJECT

New Site: DSU Undergraduate Certificate in Object Oriented Programming (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests approval to offer the undergraduate certificate in Object Oriented Programming online. DSU currently has majors in Computer Science and Cyber Security, so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the networking and security profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate stacks into DSU's bachelor's degrees.

IMPACT AND RECOMMENDATION

DSU anticipates 4 graduates from the new site within four years. All credit hours for the program are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: DSU Undergraduate Certificate in Object Oriented Programming

DRAFT MOTION 20210511_5-F(7):

I move to approve DSU's new site proposal to offer the undergraduate certificate in Object Oriented Programming online.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

Use this form to request authorization to deliver an entire existing degree program (graduate program, undergraduate major or minor, certificate, or specialization) at a new site or by distance delivery (including online delivery). Board of Regents approval is required for a university to offer programs off-campus and through distance delivery. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Site Request Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	Object Oriented Certificate
NEW SITE(S): <i>Include address of new physical locations. Delivery methods are defined in AAC Guideline 5.5.</i>	Internet Asynchronous – Term Based Instruction - 015
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
CIP CODE:	110101
UNIVERSITY DEPARTMENT:	Beacom College of Computer and Cyber Sciences
BANNER DEPARTMENT CODE:	DCSG - DCERTU.OOP
UNIVERSITY DIVISION:	DCSCS
BANNER DIVISION CODE:	DCSG

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

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

University Approval

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

President of the University

1/8/2021

Date

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

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

Dakota State University requests authorization to deliver the Object Oriented Programming Certificate via online delivery. DSU currently has bachelor's degrees in Computer Science and Cyber Security so the courses in this certificate are currently on the rotation for online delivery. Moving this certificate to online delivery will provide access to this certificate for existing students and students stepping into the networking and security profession. As the state and region continues to expand and attract new business, the skills of these graduates are needed within the new and expanding business. This certificate will 'stack' into either degree mentioned above.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.

No other university in the system offer this certificate online.

3. Are students enrolling in the program expected to be new to the university or redirected from other existing programs at the university? Complete the table below and explain the methodology used in developing the estimates (replace "XX" in the table with the appropriate year).

DSU has had this certificate since 2002 and enrollment numbers are consistently around 1-3 students. Some of those students that have completed this certificate are distance students, however, we would like to promote this certificate as being online. Also develop articulation agreements as a feeder program into our associate and bachelor's degree programs. We anticipate increasing enrollments once this request is approved.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	3	4	5	6
Students from other university programs	0	0	0	0
=Total students in the program at the site	3	7	9	11
Program credit hours (major courses)**				
Graduates		3	4	4

*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 courses in this certificate have been offered online for quite some time. We don't anticipate any significant impact on the other majors within the system.

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

Object Oriented Programming Certificate	Credit hours	Credit hours currently available from this university at this site	Credit hours currently available from other universities available at this site	Credit hours currently available via distance	Credit hours new to this university
System General Education Requirements					
<i>Subtotal, Degree Requirements</i>					
Required Support Courses	12	12	6	12	0
Major Requirements	12				
Major Electives or Minor					
<i>Subtotal, Requirements of the Proposed Major</i>					
Free Electives					
<i>Total, Degree with Proposed Major</i>					

*If the major will be available in more than one degree (e.g., BA, BS, BS Ed) at the new site(s) and the number or distribution of credits will vary with the degree, provide a separate table for each degree.

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

Student support services are available through the existing services provided to all online students and are available from DSU.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

No.

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

No additional costs are expected as all courses in the certificate are scheduled to be taught online.

Prefix	Number	Course Title	Credit hours	Online
CIS	275	Web Application Programming	3	F, SP
CSC	150	Computer Science I	3	F, SP
CSC	250	Computer Science II	3	F, SP
CSC	260	Object Oriented Design	3	F, SP

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F (8)

DATE: May 11, 2021

SUBJECT

New Site: SDSU PhD in Nursing (Online)

CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval to offer the undergraduate certificate in Information Technology Management online. The Ph.D. program in the College of Nursing was established in 2005 as a face-to-face program (offered via the executive weekend model) to prepare nurse scholars and researchers to work in academia, healthcare organizations and systems, health related industry, public health, and health policy arenas. Currently, students attend one of the three sites in classrooms where video-conferencing equipment is available, and the course is delivered to the students simultaneously.

Unfortunately, applications and enrollment have declined impart due to competition in online delivery of Ph.D. programs. Online delivery is needed to increase the competitiveness of the program with other online programs and to recruit place-bound students both from the region and nationally. Increasing numbers of universities across the nation are offering nursing Ph.D. programs online and leveraging advances in technology and online teaching innovations to offer the same curriculum as campus programs. SDSU intends to shift the delivery of the program to 100% online from its current format.

Most nursing Ph.D. students are employed full-time and are often place bound. Delivering the program online, asynchronously will allow flexibility so students can complete the program while continuing to maintain employment and complete learning activities/projects at times that work best for them. The online approach to delivery is aligned with SDSU's commitment to excellence and access to affordable education and consistent with the university's land grant mission.

(Continued)

DRAFT MOTION 20210511_5-F(8):

I move to approve SDSU's new site proposal to offer the PhD in Nursing online.

IMPACT AND RECOMMENDATION

SDSU anticipates 8 graduates from the new site within four years. All credit hours for the program are currently available online. The university requests no new resources.

Board office staff recommends approval to offer the certificate online.

ATTACHMENTS

Attachment I – New Site Request Form: SDSU PhD in Nursing



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

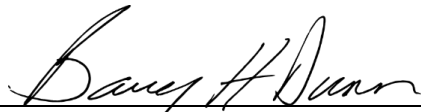
UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Nursing (Ph.D.)
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
CIP CODE:	51.3808
UNIVERSITY DEPARTMENT:	Grad Study - Nursing
BANNER DEPARTMENT CODE:	SGNU
UNIVERSITY DIVISION:	Graduate School
BANNER DIVISION CODE:	3G

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

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

University Approval

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



President of the University

2/24/2021

Date

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

South Dakota State University (SDSU) requests authorization to offer the doctorate in philosophy (Ph.D.) in nursing online. The Ph.D. program in the College of Nursing was established in 2005 as a face-to-face program (offered via the executive weekend model) to prepare nurse scholars and researchers to work in academia, healthcare organizations and systems, health related industry, public health, and health policy arenas. Currently, students attend one of the three sites in classrooms where video-conferencing equipment is available, and the course is delivered to the students simultaneously. Unfortunately, applications and enrollment have declined impart due to competition in online delivery of Ph.D. programs. Online delivery is needed to increase the competitiveness of the program with other online programs and to recruit place-bound students both from the region and nationally. Increasing numbers of universities across the nation are offering nursing Ph.D. programs online and leveraging advances in technology and online teaching innovations to offer the same curriculum as campus programs.

In terms of workforce demand, there is a severe shortage of doctorally prepared nursing faculty. The American Association of Colleges of Nurses (AACN) reports that over 60,000 qualified applicants were turned away from BSN and graduate nursing programs in 2016. Insufficient number of faculty was a primary reason cited for not accepting all qualified applicants. AACN reports the national nurse faculty vacancy rate of 7.9%, and more than 90% of these vacancies require or prefer a doctoral degree.¹ Nurses with research doctorates are needed in many other areas in the workforce. Increasing the number of early career nurses with research doctorates is a national priority of the American Colleges of Nursing and a key goal of the seminal Institute of Medicine report *The Future of Nursing*,² and more recent reports of progress on this national goal.³ Career opportunities in academia, industry and government are abundant.

Most nursing Ph.D. students are employed full-time and are often place bound. Delivering the program online, asynchronously will allow flexibility so students can complete the program while continuing to maintain employment and complete learning activities/projects at times that work best for them. The online approach to delivery is aligned with SDSU's commitment to excellence and access to affordable education and consistent with the university's land grant mission.

The University does not request new state resources to deliver the program online.

2. Are any other Regental universities authorized to offer a similar program at the proposed site(s) or through distance delivery? If "yes," identify the institutions and programs and explain why authorization is requested.

No. The SDSU College of Nursing program is the only Ph.D. program in South Dakota. South Dakota State University and the University of South Dakota offer a doctorate in nursing practice (DNP). The DNP program prepares Advanced Practice Registered Nurses (APRNs) to transform clinical practice as clinicians and leaders. The Ph.D. in Nursing prepares the nurse scientists.

Related Ph.D. programs in the region and Peer Institutions:

Minnesota

- University of Minnesota delivers the Ph.D. in Nursing curriculum in a HyFlex instruction format that combines face-to-face and online learning.
- Capella University offers a Ph.D. in Nursing education that is online.

Nebraska

- University of Nebraska Medical Center delivers the Ph.D. in nursing. The curriculum is offered in a hybrid format with both asynchronous and synchronous classes.

¹ www.aacnnursing.org/news-information/research-data

² IOM. The future of nursing: Leading change, advancing health. Washington, DC: The National Academies Press; 2011.

³ <https://www.nap.edu/catalog/21838/assessing-progress-on-the-institute-of-medicine-report-the-future-of-nursing>

North Dakota

- University of North Dakota – delivers the Ph.D. in nursing curriculum online with one on-campus experience of 3-5 days. There are also synchronous online classes.

Wyoming

- University of Wyoming offers an interdisciplinary Ph.D. program in Biomedical Sciences. It is not an online program.

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

Students who enroll in the program will be new to the university. The online Ph.D. program is expected to attract an average of 8-12 students per year. This estimate is based on shifting the program from the way the program is currently delivered to only be offered online.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	8	8	10	12
Students from other university programs	0	0	0	0
=Total students in the program at the site	8	16	26	38
Program credit hours (major courses) **	120	240	390	570
Graduates				8

*Do not include current fiscal year.

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

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

No impact on existing Regental programs is anticipated. Delivering the Ph.D. program online is expected to enhance enrollment of students.

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

Nursing (Ph.D.)	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
90 Credit Option (BS to Ph.D.)					
Core Requirements	37	37	0	37	0
Dissertation	23-26	23-26	0	23-26	0
Electives	27-30	27-30	0	27-30	0

Nursing (Ph.D.)	Credit hours	Credit hours currently available from this university online	Credit hours currently available from other universities available online	Credit hours currently available online	Credit hours new to this university
60-credit Option (Post Masters)					
Core Requirements	25	25	0	25	0
Dissertation	23-26	23-26	0	23-26	0
Electives	9-12	9-12	0	9-12	0

Requirements for Ph.D. in Nursing

60 Credit Plan

- HSC 631 - Biostatistics I Credits: 3
- HSC 731 - Biostatistics II Credits: 3
- NURS 810 - Doctoral Seminar Credits: 1 (2 credits required)
- NURS 815 - Philosophical Basis for Nursing Inquiry Credits: 3
- NURS 820 - Theory Development in Nursing Credits: 3
- NURS 825 - Qualitative Research Methods in Nursing Credits: 3
- NURS 830 - Quantitative Methods in Nursing Research Credits: 3
- NURS 835 - Ethical Issues Influencing Practice and Research in Health Credits: 2
- NURS 845 - Measurement and Instrument Evaluation in Health Sciences Research Credits: 3
- NURS 898D - Dissertation - PhD (COM) Credits: 1-24 (23-26 credits required)
- Electives Credits: 9-12

(Must include one additional statistics or research methods course. Methods or statistics will be found in the title. Graduate students must consult with their advisors prior to registration.)

90 Credit Plan

- HSC 631 - Biostatistics I Credits: 3
- HSC 731 - Biostatistics II Credits: 3
- NURS 615 - Foundations of Advanced Nursing Credits: 3
- NURS 670 - Health Policy, Legislation, Economics and Ethics Credits: 3
- NURS 675 - Cultural Competence in Health Care Credits: 3
- NURS 810 - Doctoral Seminar Credits: 1 (2 credits required)
- NURS 815 - Philosophical Basis for Nursing Inquiry Credits: 3
- NURS 820 - Theory Development in Nursing Credits: 3
- NURS 825 - Qualitative Research Methods in Nursing Credits: 3
- NURS 830 - Quantitative Methods in Nursing Research Credits: 3
- NURS 835 - Ethical Issues Influencing Practice and Research in Health Credits: 2
- NURS 840 - Health Promotion Theory and Research in Underserved Populations Credits: 3
- NURS 845 - Measurement and Instrument Evaluation in Health Sciences Research Credits: 3
- NURS 898D - Dissertation - PhD (COM) Credits: 1-24 (23-26 credits required)

- Electives Credits: 27-30
(Must include one additional statistics or research methods course. Methods or statistics will be found in the title. Graduate students must consult with their advisors prior to registration.)

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

A faculty member will serve as the academic and dissertation advisor to students. Students will only be accepted if there is an advisor available. Faculty-student communication will be conducted using e-mail, phone, Zoom, and other technologies facilitating long-distance communication.

Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance and online research guides that are available for enrolled students.
- Distance library services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, PubMed, and JSTOR.
- Students in the College of Nursing also have access to the Wegner Health Sciences Library at the University of South Dakota.

7. Is this program accredited by a specialized accrediting body? If so, address any program accreditation issues and costs related to offering the program at the new site(s).

No.

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

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.

The College of Nursing does not request new state resources to delivery of the Ph.D. program online. Self-support tuition generated from the offerings will adequately fund the program. Because all courses are already being delivered, a budget is not provided. It is anticipated that revenue from 570 student credits hours will be \$265,000 per year once the projected student enrollment targets are reached. No additional costs or resources are required. Courses will be taught by the faculty at the College of Nursing from all campus sites.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – G (1)

DATE: May 11, 2021

SUBJECT

New Program: BHSU Minor in Accounting

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer a minor in Accounting. The accounting minor will give students the opportunity to gain a concentration of knowledge in accounting and to potentially specialize in either taxation or auditing. The minor will complement a wide variety of other degrees that require or recommend a minor such as psychology, photography or SDSMT students wishing to add business knowledge to their degrees.

IMPACT AND RECOMMENDATION

BHSU plans to offer the minor in Accounting both on campus and at BHSU-Rapid City. BHSU does not request new state resources. No new courses will be required, as all courses in the minor are part of the Accounting major at BHSU.

ATTACHMENTS

Attachment I – New Program Request Form: BHSU – Minor in Accounting

DRAFT MOTION 20210511_5-G(1):

I move to authorize BHSU to offer a minor in Accounting, on campus and at BHSU-Rapid City, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

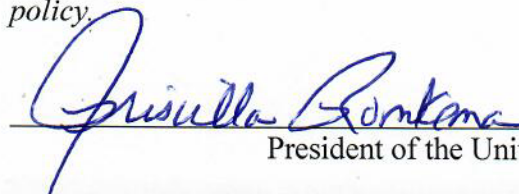
UNIVERSITY:	BHSU
TITLE OF PROPOSED MINOR:	Accounting Minor
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Bachelor of Science
EXISTING RELATED MAJORS OR MINORS:	Business Administration – Specialization in Accounting Professional Accountancy
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	52.0301
UNIVERSITY DEPARTMENT:	School of Business
BANNER DEPARTMENT CODE:	BSCB
UNIVERSITY DIVISION:	College of Business & Natural Sciences
BANNER DIVISION CODE:	6B

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

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



President of the University



Date

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

1. Do you have a major in this field (*place an "X" in the appropriate box*)? ☒ ☐
Yes No
2. If you do not have a major in this field, explain how the proposed minor relates to your university mission 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		

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 accounting minor will give students the opportunity to gain a concentration of knowledge in accounting and to potentially specialize in either taxation or auditing. This is an excellent complement to a wide variety of other degrees that require or recommend a minor such as psychology, photography or SDSMT students wishing to add business knowledge to their degrees.

4. How will the proposed minor benefit students?

An accounting minor will provide students with information necessary to give them an edge when applying for jobs. There are many times when multiple applicants with the same degree are applying for a job. A minor in accounting can help provide the applicant with the additional knowledge that helps them to emerge as the better job candidate. Many employers specifically request applicants with accounting background for non-accounting jobs.

For anyone who wants to start their own business, they will need to know the basics of accounting and how to run their operations. A minor in accounting will help provide the groundwork to understanding the financial side of being an entrepreneur.

An accounting minor will complement many degree areas and helps to prepare students for a wide variety of financial situations they will face in their jobs or in the businesses they own.

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.

Individuals with accounting knowledge are in demand by employers as evidenced in the information noted below. Basic accounting knowledge as provided in this certificate will also benefit those who want to own and operate their own businesses.

The U.S. Bureau of Labor Statistics indicates that jobs in the accounting sector are projected to grow “4 percent from 2019 to 2029, about as fast as the average for all occupations.”¹

The South Dakota Department of Labor and Regulations listed accounting as number 5 in its “Top 30 Hot Careers in SD 2018 - 2028”.²

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students enrolled in the minor (fall)	5	7	10	10
Completions by graduates	3	5	7	10

*Do not include current fiscal year.

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

Ten schools were used as comparisons for the curriculum choices. Comparisons were made to schools in South Dakota and to peer and aspirant schools designated by the School of Business AACSB accreditation. Two schools did not have accounting minors. The other eight programs ranged from 16 credit hours to 27 credit hours in the minor. All of the programs include the same three required classes (or their equivalent) as in the BHSU proposed minor. Most of the programs have at least two electives consisting of upper level accounting courses. The proposed BHSU accounting minor will have three upper level accounting electives so it is consistent with these programs. Two programs specifically designate all of the classes required in the minor. Based on this information, the proposed BHSU accounting minor is consistent with national standards.

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.

¹ [U.S. Bureau of Labor Statistics](#)

² [South Dakota Department of Labor and Regulations](#)

A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I	None	3	No
ACCT	211	Principles of Accounting II	ACCT 210	3	No
ACCT	310	Intermediate Accounting I	ACCT 211	3	No
Subtotal				9	

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
**Students will choose 3 of the following courses to complete the minor.					
ACCT	311	Intermediate Accounting II	ACCT 310	3	No
ACCT	360	Accounting Information Systems	ACCT 211	3	No
ACCT	361	Accounting Computer Applications	ACCT 211	3	No
ACCT	430	Income Tax Accounting	ACCT 211	3	No
ACCT	431	Advanced Income Tax	ACCT 430	3	No
ACCT	450	Auditing	ACCT 311	3	No
ACCT	454	Advanced Auditing and Assurance	ACCT 450	3	No
ACCT	460	Managerial Accounting	ACCT 211	3	No
ACCT	470	Non-profit Accounting	ACCT 211	3	No
ACCT	480	Advanced Accounting	ACCT 311	3	No
Subtotal				9	

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

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes					
	EXAMPLE SPCM 101	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number
EXAMPLE: Demonstrate effective oral and written communication	X					
Prepare financial statements in accordance with Generally Accepted Accounting Principles through analysis and synthesis of information.	X	*ACCT 210	*ACCT 211	*ACCT 310	ACCT 311	ACCT 480
Prepare statement of cash flows and interpret the results of the statement.	X	*ACCT 211	*ACCT 310	ACCT 311	ACCT 470	
Apply critical and analytical decision-making skills to accounting issues.	X	*ACCT 310	ACCT 311	ACCT 450 ACCT 454	ACCT 460	ACCT 480
Effectively use emerging accounting and business information technology.	X	*ACCT 310	ACCT 311	ACCT 360	ACCT 361	ACCT 430 ACCT 431
Research technical accounting issues.	X	*ACCT 310	ACCT 311	ACCT 430 ACCT 431	ACCT 450 ACCT 454	ACCT 480
Demonstrate knowledge and understanding of internal controls and identify missing or ineffective controls and the risks involved.		*ACCT 210	*ACCT 310	ACCT 450	ACCT 454	ACCT 460 ACCT 470
Effectively use cost volume profit analysis to understand and make strategic business decisions.	X	*ACCT 211	ACCT 460			
Analyze ethical issues: identify ethical issues in an accounting/management context, critically apply ethical reasoning to an accounting/management situation, choose an appropriate course of action based on professional ethical standards, and evaluate multiple stakeholders' perspectives in the accounting/management situation.	X	*ACCT 210	*ACCT 211	*ACCT 310 ACCT 311 ACCT 430 ACCT 431	ACCT 450 ACCT 454 ACCT 460	ACCT 470 ACCT 480
Demonstrate relevant financial accounting career skills, applying quantitative and qualitative knowledge to future career in business.	X	*ACCT 310 ACCT 311	ACCT 360 ACCT 361	ACCT 430 ACCT 431	ACCT 450 ACCT 454	ACCT 460 ACCT 470 ACCT 480
Demonstrate relevant managerial accounting career skills, applying quantitative and qualitative knowledge to future career in business.	X	*ACCT 211	ACCT 460			

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

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.*

Instructional approaches used to teach courses in the minor are the same as classes taught in the major which include lecture, discussion, problem solving and practical application of accounting information and calculations. Technologies include classroom technologies and software that provides practical application and experience to students to prepare them for their future jobs.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	BHSU Rapid City	Fall 2021

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

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

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

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.

This minor will not have any one-time costs or continuing investments. All of the courses in the minor are currently in the accounting major so no new resources or investments are required. The program will be marketed with the accounting program so no new costs will be required other than an update to any marketing materials and the BHSU website information. The minor should increase numbers in the courses and provide additional revenue.

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

☐ 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: 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.

There have been several requests for an accounting minor in the last few years from students in various areas. This minor does not require any new courses to be developed and is a cost effective enhancement to BHSU programming while providing an excellent opportunity for students to add this beneficial minor to their degree program.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – G (2)

DATE: May 11, 2021

SUBJECT

New Program: SDSU Minor in Aerospace Engineering

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a minor in Aerospace Engineering. Aerospace Engineering is the primary field of engineering concerned with design and development of aircraft and spacecraft. Applications include traditional piloted fixed-wing and rotary-wing aircraft, as well as unmanned aircraft of various types. The Aerospace Engineering minor will provide students with enhanced knowledge in aerospace applications, as well as opportunities for employment in aerospace-related industries and agencies.

SDSU requests an exception to the Board policy that limits minors to a total of 18 credit hours, including prerequisites. The minor itself is 18 credit hours, but depending on the courses take to fulfill the requirements, students may need 13-19 credits of prerequisites. For this reason, SDSU is only targeting the minor to students enrolled in the Aerospace Studies, Agricultural & Biosystems Engineering B.S., the Mechanical Engineering B.S., and the Civil Engineering B.S., as these students will take most, if not all, of these prerequisites as part of the requirements for their selected major. Therefore, students allowed to take the minor will be much closer to the 18 credit limit currently in policy.

IMPACT AND RECOMMENDATION

SDSU plans to offer the minor in Aerospace Engineering on campus. SDSU does not request new state resources. No new courses will be required

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – Minor in Aerospace Engineering

DRAFT MOTION 20210511_5-G(2):

I move to authorize SDSU to offer a minor in Aerospace Engineering on campus, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

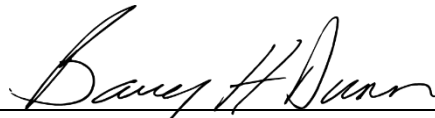
UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Aerospace Engineering
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Mechanical Engineering, Civil Engineering, Agricultural & Biosystems Engineering
EXISTING RELATED MAJORS OR MINORS:	Aerospace Studies, Agricultural & Biosystems Engineering (B.S.), Mechanical Engineering (B.S.), Civil Engineering (B.S.)
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
PROPOSED CIP CODE:	14.0201
UNIVERSITY DEPARTMENT:	Mechanical Engineering
BANNER DEPARTMENT CODE:	SMEC
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

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

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



President of the University

3/24/2021

Date

- Do you have a major in this? ☐ Yes ☒ No
- 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.

The mission of the University is provided in SDCL 13-58-1. The Legislature established South Dakota State University as the state's comprehensive land grant university. Board Policy 1:10:2 South Dakota State University Mission Statement authorizes service to

students and clients through teaching, research, and extension activities. The university offers baccalaureate and graduate programs in engineering, including mechanical engineering. Mechanical and aerospace engineering are often found combined in a single department in larger institutions. There is a significant amount of commonality of coursework and applications. The proposed minor supports the university's strategic plan to achieve excellence through transformative education by developing and growing high-quality and distinct academic programs designed to meet the needs of diverse students and market demands. The proposed minor supports the BOR Strategic Plan goal of recruiting, retaining and graduating students in STEM fields by providing the opportunity to earn a minor in an area of practice that is in demand both by students and industry.

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.

Aerospace Engineering is the primary field of engineering concerned with design and development of aircraft and spacecraft. Applications include traditional piloted fixed-wing and rotary-wing aircraft, as well as unmanned aircraft of various types. The minor specifies a sequence of courses and academic experiences that provide a basic background in concepts required to solve design problems in aerospace applications.

4. How will the proposed minor benefit students?

The Aerospace Engineering minor would provide students with enhanced knowledge in aerospace applications as well as opportunities for employment in aerospace-related industries and agencies.

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.

New versions of aircraft, especially autonomous fixed-wing and rotary wing types of various sizes are being continuously developed. The autonomous versions are becoming ubiquitous in a variety of applications, including production agriculture. Engineering expertise in aerospace systems design is required for development and refinement of these new designs.

Based on Bureau of Labor Statistics the expected growth in aerospace engineering jobs is about 3% from 2019 to 2029.¹ Another resource reported expected growth of about 6% from 2016 to 2026². The median income for an aerospace engineer was listed as \$116,500.¹

There are at least six companies involved in aerospace/defense manufacturing in SD, accounting for a total of \$61 million in sales.³⁴ In addition, South Dakota is home to Ellsworth Air Force Base with approximately 3600 military and civilian employees and the South Dakota Air National Guard 114th Fighter Wing with nearly 1100 assigned service members.

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Aerospace Engineers, on the Internet at <https://www.bls.gov/ooh/architecture-and-engineering/aerospace-engineers.htm> (visited October 15, 2020).

² <https://www.careerexplorer.com/careers/aerospace-engineer/job-market/>

³ <https://www.zoominfo.com/companies-search/location-usa--south-dakota-industry-aerospace-defense>

⁴ <https://www.aiaa-aerospace.org/research-center/statistics/state-level-data/>

South Dakota State University hosts Detachment 780 of the Air Force Reserve Officers Training Corps. Engineering students in the AFROTC program would be able to enhance their career preparation with the Aerospace Engineering specialization.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students enrolled in the minor (fall)	10	12	15	20
Completions by graduates	0	6	10	12

*Do not include current fiscal year.

The faculty in the mechanical engineering department took a poll of senior students interested in an Aerospace Engineering minor in the Fall 2019 semester. Results from the survey are shown in the table below.

Class	No. of students that would enroll in minor	Total no. of students surveyed	Percent
ME 412 - Internal Combustion Engines	22	25	88%
ME 413 - Turbomachinery	20	22	91%
ME 451 - Automatic Controls	16	34	47%

Accounting for students enrolled in more than one of these courses, there were 15 senior students who indicated a desire to enroll in an Aerospace Engineering minor.

Some representative comments from the survey:

- I wanted this minor since freshman year.
- I wish this was already a minor.
- Would like more opportunity for aero classes and projects. Wanted it for a while.

SDSU anticipates that the number of enrolled students and the number earning the minor will approach that of the Sustainable Energy Systems minor which has been available for nearly ten years. In 2019-20 there were 31 students enrolled in the SSES minor and 26 graduates earned the minor.

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

Students completing the minor will gain an understanding of the basic concepts of solid mechanics and fluid mechanics required to design aircraft or spacecraft as well as advanced concepts in aerospace applications. The proposed aerospace engineering minor curriculum is modeled after aerospace engineering minors at other institutions. See Figure 1.



Academic Year 2020-21
Minor in Aerospace Engineering (EMAE)
Department of Mechanical Engineering - Engineering Mechanics
Credits Required: 18

Student Name and ID Number _____

Required Courses: 10 credits minimum	Credits
MEEM 2150 Mechanics of Materials (3) OR ENG 2120 Statics-Strengths of Materials* (4)	
MEEM 3201 Intro Fluid Mechanics & Heat Transfer (4) OR ENG 3200 Thermodynamics/Fluid Mechanics* (4)	
MEEM 4810 Intro to Aerospace Engineering (3)	

Elective Courses: 4 credits minimum	Credits
ENT 4950 Enterprise Project Work V** (2)	
ENT 4960 Enterprise Project Work VI** (2)	
ENT 4961 Enterprise Project Work VII** (1)	
MEEM 4202 Int. Fluid Mech & Heat Transfer (3/4)	
MEEM 4210 Computational Fluids Eng. (3)	
MEEM 4701 Analytical & Experimental Modal Analysis (4)	
MEEM 4720 Space Mechanics (3)	
MEEM 4230 Compressible Flow/Gas Dynamics (3)	
MEEM 4820 Intro to Aerospace Propulsion (3)	
MSE 4430 Composite Materials (3)	

Remaining Elective Courses: select remaining credits from the following course list	Credits
MEEM 4150 Intern Mechanics of Materials (3)	
MEEM 4170 Failure of Materials in Mechanics (3)	
MEEM 4180 Engineering Biomechanics (3)	
MEEM 4201 Applied Thermodynamics (3)	
MEEM 4630 Human Factors (3)	
MEEM 4650 Quality Engineering (3)	
MEEM 4704 Acoustics and Noise Control (3)	
MEEM 4705 Intro to Robotics and Mechatronics (4)	
MEEM 4707 Autonomous Systems (3)	
MSE 4120 Material and Process Selection in Design(3)	

*Minor credit cannot be granted for ME majors for these two courses.

**Requires minor advisor approval of project.

Credits Required = 18

Prerequisite courses can be found in the undergraduate catalog.

Figure 1: Aerospace Engineering minor from Michigan Tech.⁵

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

A. Distribution of Credit Hours

Aerospace Engineering Minor	Credit Hours	Percent
Requirements in minor	12	67 %
Electives in minor	6	33 %
Total	18	100 %

⁵ <https://www.mtu.edu/registrar/students/major-degree/minors/audit/engineering/202008/minor-in-aerospace-engineering-emaef.pdf>

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
EM	321	Mechanics of Materials	EM 214	3 (3) *	No
EM	331	Fluid Mechanics	EM 215	3 (3)	No
ME OR ME	311 314	Thermodynamics I Thermodynamics	PHYS 211-211L and EM 215	3 (7)	No
ME	431	Aerodynamics	EM 331	3	No
Subtotal				12 (10)*	

*Credit hours in parentheses () indicate prerequisite courses not counted in the minor requirements. The net number of prerequisite credits not counted is 10. These prerequisites are fundamental natural science (PHYS 211-211L) and engineering science (EM 214, EM 215) courses required to be taken by all engineering students who might choose to earn the minor and therefore are not applicable to the minor itself.

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

Select 6 credits from the following:

Prefix	Number	Course Title	Prerequisites for Course	Credit Hours	New (yes, no)
ME	413	Turbomachinery	EM 331 & ME 312	3 (6) *	No
ME	417-417L	Computer-Aided Engineering and Lab		3	No
ME	437	Gas Dynamics I	EM 331 & MATH 331	3 (6)	No
ME	441	Robotic Systems	ME 321	3 (3)	No
ME	442	Applications of Computational Fluid Dynamics	MATH 321, EM 331, & ME 311	3 (9)	No

*Credits in parentheses () are prerequisites that are either required courses in the minor (EM 331, ME 311 or 314) or are required courses for engineering students who might choose to earn the minor (MATH 321, MATH 331, ME 312) and are therefore not applicable to the minor itself.

9. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students will gain a necessary knowledge of aerospace engineering and the impact of aerospace engineering solutions in the primary fields of aircraft and spacecraft. Students will develop skills to implement in the fields of professional, governmental, or academic environments in aerospace engineering. The following are the specific student outcomes for the Aerospace Engineering minor:

1. Ability to apply mathematics and engineering science to the design of structural elements, propulsion systems, and other fundamental components of aircraft or spacecraft;

- Achieved by successfully completing the required courses for the minor; augmented by completing one or more elective courses in turbomachinery, gas dynamics, or robotic systems;
- 2. Understanding of, and ability to apply the concepts of fluid mechanics and aerodynamics to the design of aircraft;
 - Achieved by successfully completing the required courses in fluid mechanics and aerodynamics; augmented by completing one or more elective courses in turbomachinery, gas dynamics and computational fluid dynamics;
- 3. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice in the aerospace industry;
 - Achieved by successfully completing projects in the aerodynamics course as well as in one or more of the technical elective courses;
- 4. An understanding of professional and ethical responsibility in engineering practice in the aerospace industry;
 - Achieved by studying design tradeoffs, modeling limitations and potential failure risks in required aerodynamics course and augmented in elective courses turbomachinery, gas dynamics and computational fluid dynamics;

Individual Student Outcome	Program Courses that Address the Outcomes								
	EM 321*	EM 331*	ME 311* or ME 314*	ME 431*	ME 413	ME 417-417L	ME 437	ME 441	ME 442
1. Ability to apply mathematics and engineering science to the design of structural elements, propulsion systems and other fundamental components of aircraft or spacecraft	X	X	X	X	X		X	X	
2. Understanding of, and ability to apply the concepts of aerodynamics to the design of aircraft		X		X	X		X		X
3. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice in the aerospace industry				X	X	X	X	X	X
4. An understanding of professional and ethical responsibility in aerospace engineering				X	X		X		X

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

Standard classroom technologies will be used. Face-to-face lecture will be the dominant instructional method.

11. Delivery Location

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

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux

Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	2021-2022 Academic Year

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

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

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

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

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

The University requests an exception to the Board policy that limits minors to a total of 18 credits, including prerequisites. The proposed Aerospace Engineering minor is intended only for students earning bachelor's degrees in engineering. Students will complete the prerequisites as part of the basic bachelor's degree requirements, regardless of the minor. The 18 credits included in the proposed minor prescribe a path to developing expertise in aerospace engineering through specific electives and focused experiential work.

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.

The Department of Mechanical Engineering already has the resources, personnel, and infrastructure required to implement the minor. No new investments are required at this time. The department has been building capacity for the minor for some time now. They invested \$100,000 in a fully-instrumented gas turbine (jet) engine for the undergraduate lab several years ago. They have hired two faculty members with degrees and substantial experience in the aerospace industry. Jeffery Doom holds a Ph.D. in Aerospace Engineering and worked for GE Global Research in the Gas Turbine division before coming to SDSU. Marco Ciarcià holds an M.S. in Aerospace Engineering and a Ph.D. in M.E. with specialization in orbital mechanics and control. He had five years' experience in research at the Naval Postgraduate School in Monterey, CA before joining our faculty. Dr. Ciarcià also operates the Aerospace Robotics and Testbed Lab in the department. The Department has been regularly offering standard courses that are basic to aerospace engineering.

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

☐ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H

DATE: May 11, 2021

SUBJECT

Accelerated Program: SDSU – MS in Biological Sciences – Veterinary Medicine Specialization

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) is proposing an accelerated pathway for the attainment of the MS in Biological Sciences with a specialization in Veterinary Medicine. The accelerated program proposes 19 overlapping credits, and will require Board approval.

IMPACT AND RECOMMENDATION

The Food Animal Health Specialization in the B.S. in Animal Science is requested in conjunction with the Professional Program in Veterinary Medicine (PPVM) and Biological Sciences (M.S.) – Veterinary Medicine Specialization. The PPVM is a non-degree program at SDSU, providing the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) degree, which will be completed at the University of Minnesota College of Veterinary Medicine. The Food Animal Health Specialization will allow students to complete course requirements for acceptance to veterinary school, along with a strong foundation in food animal production and management. Ultimately, this will aid in reducing time and money students incur in pursuit of a professional Doctor of Veterinary Medicine degree, while improving the bachelor's degree graduation rate of students pursuing DVM degrees.

The Food Animal Health Specialization, in conjunction with the PPVM, will address needs for food animal veterinarians, thus supporting animal health, food safety, and biosecurity needs of South Dakota's large livestock industries. Students will be trained in animal disease diagnostics and most are expected to directly participate in animal health research.

(Continued)

DRAFT MOTION 20210511_5-H:

I move to approve SDSMT's proposal to offer an accelerated pathway to the MS in Green and Sustainable Chemistry, as presented.

Currently some students pursuing a Doctor of Veterinary Medicine degree complete the requirements for acceptance to veterinary school without completing a Bachelor of Science degree. This specialization will allow students to complete the requirements for acceptance to veterinary school and graduate with a Bachelor's degree after completion of their first year in the Professional Program for Veterinary Medicine. The accelerated program will allow students to apply 19 credits from the PPVM towards the Animal Science (B.S.) – Food Animal Health Specialization while actively pursuing their M.S. and DVM, thus reducing total time and cost to attain the B.S. and M.S. (from SDSU) and DVM (from UMN) degrees.

The following courses are eligible for both undergraduate and graduate program credit:

- VET 602 Integrated Biochemistry and Physiology (7 cr.)
- VET 604 Clinical Skills I (1 cr.)
- VET 606 Critical Scientific Reading (1 cr.)
- VET 625 Basic Pathology (2 cr.)
- VET 626 Agents of Disease I (4 cr.)
- VET 627 Preventative Medicine (4 cr.)

Board office staff recommends approval.

ATTACHMENTS

Attachment I – Accelerated Program Request Form: SDSU – MS in Biological Sciences – Veterinary Medicine Specialization



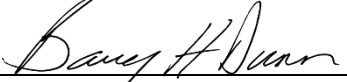
SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Accelerated Graduate Program Request

UNIVERSITY:	SDSU
NAME AND DEGREE OF UNDERGRADUATE PROGRAM:	Animal Science (B.S.) - Food Animal Health Specialization
NAME AND DEGREE OF GRADUATE PROGRAM:	Biological Sciences (M.S.) – Veterinary Medicine Specialization

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

04/07/2021

Date

1. Maximum number of credits allowed to transfer between undergraduate and graduate program:

Nineteen (19)

2. Is the response to Question 1 more than thirteen (13) credit hours?

Yes ☒ (requires BOR approval) No ☐ (does not require BOR approval)

3. What is the proposed date (day/month/year) the accelerated program would begin?

2021-2022 Academic Year

4. Please provide a brief explanation of the accelerated program, including specific courses eligible for both the undergraduate and graduate program credit.

Students must follow policy and procedures outlined in [SDSU Policy 2:22 Use of Graduate Credit for Undergraduate Degree Requirements](#).

The Food Animal Health Specialization is requested in conjunction with the Professional Program in Veterinary Medicine (PPVM) and Biological Sciences (M.S.) – Veterinary Medicine Specialization. The PPVM is a non-degree program at SDSU, providing the first two years of coursework towards the Doctor of Veterinary Medicine (DVM) degree, which will be completed at the University of Minnesota College of Veterinary Medicine. The Food Animal Health Specialization will allow students to complete course requirements for acceptance to veterinary school, along with a strong foundation in food animal production and management. Ultimately, this will aid in reducing time and money students incur in pursuit of a professional Doctor of Veterinary Medicine degree, while improving the bachelor's degree graduation rate of students pursuing DVM degrees.

The Food Animal Health Specialization, in conjunction with the PPVM, will address needs for food animal veterinarians, thus supporting animal health, food safety, and biosecurity needs of South Dakota's large livestock industries. Students will be trained in animal disease diagnostics and most are expected to directly participate in animal health research.

Currently some students pursuing a Doctor of Veterinary Medicine degree complete the requirements for acceptance to veterinary school without completing a Bachelor of Science degree. This specialization will allow students to complete the requirements for acceptance to veterinary school and graduate with a Bachelor's degree after completion of their first year in the Professional Program for Veterinary Medicine. The accelerated program will allow students to apply 19 credits from the PPVM towards the Animal Science (B.S.) - Food Animal Health Specialization while actively pursuing their M.S. and DVM, thus reducing total time and cost to attain the B.S. and M.S. (from SDSU) and DVM (from UMN) degrees.

The following courses are eligible for both undergraduate and graduate program credit:

- VET 602 Integrated Biochemistry and Physiology (7 cr.)
- VET 604 Clinical Skills I (1 cr.)
- VET 606 Critical Scientific Reading (1 cr.)
- VET 625 Basic Pathology (2 cr.)
- VET 626 Agents of Disease I (4 cr.)
- VET 627 Preventative Medicine (4 cr.)

In June 2020, the SDBOR approved the accelerated pathway request for the [Professional Program in Veterinary Medicine](#). This request will allow the creation of the required program code in Banner for the Biological Sciences (M.S.) – Veterinary Medicine Specialization [SMS.BIL-VMD.AP].

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 5 – I

DATE: May 11, 2021

SUBJECT

Request to Seek Accreditation – USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:10](#) – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION

Board of Regents Policy 1:10 specifies that “Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs.” In accordance with Board policy, the University of South Dakota requests approval to seek accreditation from the following accrediting agencies:

- Accrediting Agency: Council on Education for Public Health (CEPH)
Program: BS in Public Health
- Accrediting Agency: Commission on Collegiate Nursing Education (CCNE)
Program: Doctor of Nursing Practice (DNP) with specialization in Organizational Systems and Leadership; Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health

The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general reference document on institutional and specialized/program accreditation is available on the academic Reports and Accountability [webpage](#) of the BOR website.

- [Special Analysis: Accreditation in Higher Education](#)

(Continued)

DRAFT MOTION 20210511_5-I:

I move to approve USD’s requests to seek accreditation from the Council on Education for Public Health (CEPH) for their BS in Public Health; and from the Commission on Collegiate Nursing Education (CCNE) for their Doctor of Nursing Practice (DNP) with specialization in Organizational Systems and Leadership; Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health programs.

IMPACT AND RECOMMENDATION

Program accreditation is available through the Council on Education for Public Health (CEPH). CEPH is the nationally recognized accrediting body for both schools of public health and public health programs. Program accreditation is required for students to sit for the CPH examination. Accreditation not only benefits students, but also the program and School of Health Sciences. It would underscore the quality of the program administration, activities, and curriculum. Broader recognition of the program enhances the ability to attract high-quality students.

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. The Commission ensures the quality and integrity of baccalaureate, and graduate programs in nursing. The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Request to Seek Accreditation Form: CEPH

Attachment II – Request to Seek Accreditation Form: CCNE



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Request to Seek Accreditation

UNIVERSITY:	University of South Dakota
PROGRAM:	Bachelor of Science in Public Health
CIP CODE:	51.2201
UNIVERSITY DEPARTMENT:	Department of Public Health & Health Sciences
UNIVERSITY DIVISION:	School of Health Sciences (USD)

University Approval

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

_____ President of the University	Click here to enter a date. _____ Date
--------------------------------------	---

1. Level of program seeking accreditation (*place an "X" in the appropriate box*):

- | | | |
|--------------------------------------|------------------------------------|--|
| <input type="checkbox"/> Certificate | <input type="checkbox"/> Associate | <input checked="" type="checkbox"/> Bachelor's |
| <input type="checkbox"/> Doctoral | <input type="checkbox"/> Master's | |

2. Accrediting Agency:

Council on Education for Public Health (CEPH)

3. What are the advantages of accreditation?

Program accreditation is available through the Council on Education for Public Health (CEPH). CEPH is the nationally recognized accrediting body for both schools of public health and public health programs. Program accreditation is required for students to sit for the CPH examination.

CEPH accredited programs offer the following benefits to students:

- **Comprehensiveness:** CEPH accredited schools and programs provide a variety of degrees in public health, including undergraduate, masters' and doctoral degrees in many areas of study.
- **Rigor:** Each CEPH school or program goes through a rigorous accreditation process on a regular basis to assure students of a quality educational experience.
- **Flexibility:** Many CEPH accredited schools and programs offer online, dual degree and executive programs.
- **Qualification:** Provides eligibility to sit for the Certified in Public Health (CPH) exam, administered by the Board of Public Health Examiners (NBPHE).
- **Opportunity:** Eligibility for public health internships and experiences sponsored by various agencies, as well as student assistance resources that are available only through accredited schools or programs.

- Recognition: CEPH accredited schools and programs are peer-reviewed, students can be sure their institution has met the standards established by CEPH. (www.ceph.org)

Accreditation would also benefit the program and School of Health Sciences for similar reasons. Achieving accreditation underscores the quality of the program administration, activities, and curriculum. Broader recognition of the program enhances the ability to attract high-quality students. Our public health colleagues who hire our public health graduates also benefit from them coming from a public health program in being assured of the quality of education they have received, and that it was based on achievement of the CEPH competencies.

4. What are the anticipated costs involved in accreditation, including:

A. Costs involved in undergoing self-study and preparing the application for accreditation:

The self-study and preparation of the application for CEPH accreditation will be completed by the faculty of the Department of Public Health and Health Sciences. There are no additional costs for the Department.

B. Out-of-pocket costs related to dues or site visits:

Accreditation Orientation Workshop (fee for 1 attendee)	\$200
Initial Application Submission Fee:	\$1,000
Program Applicant Fee (\$2,500 per year until accreditation is achieved, typically 3 years)	\$7,500
Accreditation Review Fee	\$3,000
Total Estimated Out-of-Pocket Costs related to dues/site visits	\$11,700

C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):

CEPH Annual Support Fee	\$4,138
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Curriculum: The curriculum for this degree is designed to meet CEPH requirements. Continuous curriculum improvement will occur in accordance with the CEPH accreditation criteria.

Faculty: Accreditation preparation will be conducted by faculty in the Department of Public Health and Health Sciences.

5. What is the source of the revenue needed?

USD School of Health Sciences

6. What is the estimated date for submission of accreditation application?

In order to submit an accreditation application, a student must have already graduated from the program or that there is solid evidence that the unit will graduate at least one student by the time the preliminary self-study is submitted. The B.S. in Public Health anticipates submitting the application for accreditation June 2025.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Request to Seek Accreditation

UNIVERSITY:	University of South Dakota
PROGRAMS:	Doctor of Nursing Practice (DNP) with specialization in Organizational Systems and Leadership. Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health
CIP CODE:	
UNIVERSITY DEPARTMENT:	Department of Nursing
UNIVERSITY DIVISION:	School of Health Sciences (USD)

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. Level of program seeking accreditation:

- ☐ Certificate
 ☐ Associate
 ☐ Bachelor's
☒ Doctoral
 ☒ Master's

2. Accrediting Agency:

Commission on Collegiate Nursing Education (CCNE)

3. What are the advantages of accreditation?

The Commission on Collegiate Nursing Education (CCNE) is an autonomous accrediting agency, contributing to the improvement of the public's health. The Commission ensures the quality and integrity of baccalaureate, and graduate programs in nursing. The Commission serves the public interest by assessing and identifying programs that engage in effective educational practices. CCNE accreditation supports and encourages continuing self-assessment by nursing programs and supports continuing growth and improvement of collegiate professional education.

Accreditation by CCNE is intended to accomplish at least five purposes:

1. To hold nursing programs accountable to the community of interest – the nursing profession, consumers, employers, higher education, students and their families, and to

one another by ensuring that these programs have mission statements, goals, and outcomes that are appropriate to prepare individuals to fulfill their expected roles.

2. To evaluate the success of a nursing program in achieving its mission, goals, and expected outcomes.
3. To assess the extent to which a nursing program meets accreditation standards.
4. To inform the public of the purposes and values of accreditation and to identify nursing programs that meet accreditation standards.
5. To foster continuing improvement in nursing programs – and, thereby, in professional practice.

The BSN program at USD has full accreditation, and we are seeking accreditation for the DNP and MSN programs. Accreditation would also benefit the program and School of Health Sciences for similar reasons as those listed above. Achieving accreditation underscores the quality of the program administration, faculty, curriculum and resources necessary to implement a successful program. This accreditation fosters continuous quality improvement within the programs. Broader recognition of the programs enhances the ability to attract high-quality students. Our nursing professional colleagues who hire our nursing graduates, also benefit by being assured of the quality of education they have received, and that it was based on achievement of the American Association of Colleges of Nursing (AACN) Essentials.

4. What are the anticipated costs involved in accreditation, including:

A. Costs involved in undergoing self-study and preparing the application for accreditation:

The self-study and preparation of the application for CCNE accreditation will be completed by the faculty of the Department of Nursing. There are no additional costs for the Department.

B. Out-of-pocket costs related to dues or site visits:

Initial Application Submission Fee: \$2,000/program	\$4,000.00
Onsite evaluation costs (travel and meals)	\$5,850.00

Total Estimated Out-of-Pocket Costs related to dues/site visits	\$9,850.00
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C. Base budget implications including incremental costs and minimum base resources required (dollars and FTE):

CCNE Membership Annual Fee	\$2,777.00
AACN Membership Annual Fee	\$5,539.00

Curriculum: The curriculum for this degree is designed to meet CCNE requirements. Continuous curriculum improvement will occur in accordance with the CCNE accreditation criteria.

Faculty: Accreditation preparation will be conducted by faculty in the Department of Nursing

5. What is the source of the revenue needed?

Department of Nursing

6. What is the estimated date for submission of accreditation application?

In order to submit an accreditation application, a degree program must have student's enrolled for the equivalent of one academic year (2 semesters) prior to hosting an on-site evaluation. The DNP started in January 2021 and the MSN will begin August 2021. We are seeking accreditation two semesters after the start of the MSN program. On-site evaluations are generally scheduled with CCNE a minimum of 12 months in advance. The Department of Nursing anticipates submitting the application for the site visit in February 2021 with an anticipated site visit in August 2022.



UNIVERSITY OF
SOUTH DAKOTA
SCHOOL OF HEALTH SCIENCES

February 8, 2021

Commission on Collegiate Nursing Education (CCNE)
655 K Street NW Suite 750
Washington, DC 20036-1120

RE: Request to initiate New Program Accreditation

Dear CCNE,

On behalf of the University of South Dakota Department of Nursing, I am writing to request accreditation for our new Doctor of Nursing Practice (DNP) with specialization in Organizational and Systems Leadership be initiated by CCNE. We will also be starting a Master of Science (MSN) in Nursing with specialization of nursing informatics and e-health. The MSN program will begin in August 2021. The South Dakota Board of Regents has given us the authority to offer both programs. We are requesting an onsite visit in Fall 2022 for both programs.

Respectfully,

Anne Pithan DNP, RN, CMSRN, CNE

Anne Pithan DNP, RN, CMSRN, CNE
Department of Nursing Chair

Haifa Samra

Dr. Haifa Samra
Dean of School of Health Sciences

Dr. Kurt Hackemer
Provost and Vice-President of Academic Affairs

President Sheila Gestring
President of the University of South Dakota

NURSING

414 East Clark Street · Vermillion, SD 57069-2390 · 605-658-5600 · 605-658-3301 fax · www.usd.edu/nursing

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – J

DATE: May 11, 2021

SUBJECT

Inactive Status and Program Termination Requests – SDSU &USD

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.12](#) – Programs on Inactive Status

[AAC Guideline 2.13](#) – Program Termination

BACKGROUND / DISCUSSION

South Dakota State University has submitted requests asking that the following programs be terminated (see Attachment I).

- Degree Program: Educational Administration (M.Ed.) – Elementary Education Specialization (Terminate)
Justification: South Dakota provides only a PK-12 principal certification option. Separate elementary and secondary specializations pose a certification problem for our students. State certification also requires internship experience at both elementary and secondary levels, so one Educational Administration program that encompasses both levels is necessary to address these certification requirements and simplify the process for students.
- Degree Program: Educational Administration (M.Ed.) – Secondary Education Specialization (Terminate)
Justification: South Dakota provides only a PK-12 principal certification option. Separate elementary and secondary specializations pose a certification problem for our students. State certification also requires internship experience at both elementary and secondary levels, so one Educational Administration program that encompasses both levels is necessary to address these certification requirements and simplify the process for students.

(Continued)

DRAFT MOTION 20210511_5-J:

I move to approve SDSU's request to terminate the Elementary Education Specialization and Secondary Education Specialization within the M.Ed. in Education Administration; and USD's request to inactivate the Ph.D. in Counseling and Psychology in Education – Counselor Education Specialization, as presented.

The University of South Dakota has submitted a request asking that the following program be inactivated (see Attachment II).

- Degree Program: Ph.D. in Counseling and Psychology in Education – Counselor Education Specialization (Inactivate)

Justification: Due to lack of enrollment for the past three years, the counselor education program faculty ask to move the doctoral program to inactive status for up to five years. Inactive status will allow us ample time in which to rebrand and relaunch a more robust and competitive program and curriculum.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Program Termination Requests

Attachment II – USD Program Inactivation Request



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Educational Administration (M.Ed.) – Elementary Education Specialization
CIP CODE:	13.0401 - Educational Administration Major CIP 13.1202 – Elementary Education Specialization CIP
UNIVERSITY DEPARTMENT:	Teaching, Learning & Leadership
BANNER DEPARTMENT CODE:	STLL
UNIVERSITY DIVISION:	Education & Human Sciences
BANNER DIVISION CODE:	3H

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

03/24/2021

Date

1. Program Degree Level:

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

2. Category:¹

Certificate ☐ Specialization ☒ Minor ☐ Major ☐

3. The program action proposed is:²

Inactive Status ☐ Termination ☒

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

South Dakota provides only a PK-12 principal certification option. Separate elementary and secondary specializations pose a certification problem for our students. State certification also requires internship experience at both elementary and secondary levels, so one Educational Administration program that encompasses both levels is necessary to address these certification requirements and simplify the process for students.

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

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?

Current students will be allowed to graduate with the Elementary Education Specialization.

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)?

Fall 2020

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*)?

Fall 2020

e. What is the last term or date (day/month/year) by which a student can graduate from the program?

Spring 2026

f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

No cost savings anticipated.

g. What are the resulting employee terminations and other possible implications including impact on other programs?

SDSU expects no impact on other programs.



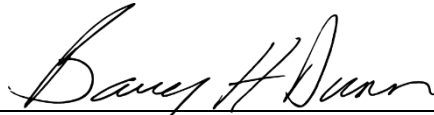
SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Educational Administration (M.Ed.) – Secondary Education Specialization
CIP CODE:	13.0401 - Educational Administration Major CIP 13.1205 – Secondary Education Specialization CIP
UNIVERSITY DEPARTMENT:	Teaching, Learning & Leadership
BANNER DEPARTMENT CODE:	STLL
UNIVERSITY DIVISION:	Education & Human Sciences
BANNER DIVISION CODE:	3H

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

03/24/2021

Date

1. Program Degree Level:

Associate ☐ Bachelor's ☐ Master's ☒ Doctoral ☐

2. Category:¹

Certificate ☐ Specialization ☒ Minor ☐ Major ☐

3. The program action proposed is:²

Inactive Status ☐ Termination ☒

5. TERMINATION WITH ENROLLED STUDENTS

a. Provide a justification for terminating the program:

South Dakota provides only a PK-12 principal certification option. Separate elementary and secondary specializations pose a certification problem for our students. State certification also requires internship experience at both elementary and secondary levels, so one Educational Administration program that encompasses both levels is necessary to address these certification requirements and simplify the process for students.

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

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?

Current students will be allowed to graduate with the Secondary Education Specialization.

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)?

Fall 2020

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*)?

Fall 2020

e. What is the last term or date (day/month/year) by which a student can graduate from the program?

Spring 2026

f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

No cost savings anticipated.

g. What are the resulting employee terminations and other possible implications including impact on other programs?

SDSU expects no impact on other programs.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
 Program Termination or
 Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Ph.D. in Counseling and Psychology in Education-Counselor Education Specialization [UPHD.CPE-CNE]
CIP CODE:	42.2803
UNIVERSITY DEPARTMENT:	Counseling and Psychology in Education-UCPE
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:

Associate ☐ Bachelor's ☐ Master's ☐ Doctoral ☒

2. Category:¹

Certificate ☐ Specialization ☒ Minor ☐ Major ☐

3. The program action proposed is:²

Inactive Status ☒ Termination ☐
See question 4 *See questions 5 and 6*

4. INACTIVE STATUS

- A. Provide a justification for inactivating the program:** Due to lack of enrollment for the past three years, the counselor education program faculty ask to move the doctoral program to inactive status for up to five years. Inactive status will allow us ample time in which to rebrand and relaunch a more robust and competitive program and curriculum.
- B. If there are current students in the program, what are the implications of placing the program on inactive status?**
 Implications would not impact the majority of the currently enrolled students, three of whom are in the dissertation process. Remaining courses needed by students not in the dissertation phase have already been planned. There are no known negative implications for the current students.
- C. What is the last date (day/month/year) by which a student can graduate in the program:**
 5/31/2025
- D. What is the proposed date (day/month/year) inactive status takes effect (the proposed date for inactive status is also the last date a student may enroll in or declare the program)?**
 3/1/2021

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

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.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – K

DATE: May 11, 2021

SUBJECT

USD Department Reorganization Request

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:14](#) – Campus Organization Structure

BACKGROUND / DISCUSSION

The University of South Dakota requests to move two programs from an administrative department code to an existing academic department code.

- Public Health, MPH
- Health Sciences, PhD

Currently these program codes report to School of Health Sciences and Dean of Health Sciences; this change would make it so they report to UHSC/Public Health and Health Sciences Department, effective immediately to align program codes with the appropriate department.

IMPACT AND RECOMMENDATIONS

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Department Reorganization Request

DRAFT MOTION

Approve USD's request to to move their Public Health, MPH and Health Sciences, PhD programs from an administrative department code to an existing academic department code, as presented in Attachment I.



UNIVERSITY OF
SOUTH DAKOTA

April 6, 2021

Dr. Joelle Lien
Associate Vice President for Academic Affairs
South Dakota Board of Regents
306 East Capitol Avenue
Pierre, SD 57501

RE: Request to Move Two Programs from Administrative Department Code to Existing Academic Department Code

Dear Dr. Lien,

In accordance with Board policies 2:14 "Campus Organizational Structure" and 1:6 "Appointment, Authority, and Responsibilities of Presidents and Superintendents," I ask you to request Board approval to allow us to move two programs from an administrative department code to an existing academic department code.

Currently these program codes report to 2H/School of Health Sciences and UHSD/Dean of Health Sciences.

UMPH.PBH-USD Public Health, MPH
UPHD.HSC-USD Health Sciences, PHD

We would like to change them so that they report to UHSC/Public Health and Health Sciences Department, effective immediately. This change is needed to align the program codes with the appropriate department. The Dean's Office was once used to house academic interdisciplinary programs but should not be considered an academic unit, particularly with leadership changes and reorganizations that can happen over time.

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

Sincerely,

Kurt Hackemer
Provost and Vice President for Academic Affairs

KH/lk

cc: Haifa AbouSamra, Dean, School of Health Sciences

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – L

DATE: May 11, 2021

SUBJECT

BOR Policy 2:12 – Distance Education Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:12](#) – Distance Education

BACKGROUND / DISCUSSION

Federal regulations regarding distance education took effect on July 1, 2020, as previously discussed at AAC in [April 2019](#). These regulations have necessitated changes to BOR Policy 2:12 – Distance Education.

The biggest change is that the definition of “Distance Education Course” for the system will be changing. Distance Education is now defined in federal regulations, and so BOR institutions are required to follow that definition. One result of this that will likely have a larger impact is that any one-way and two-way transmissions are considered distance education, which would include DDN. In the current definition, “electronic delivery on or off campus through means other than DDN” are considered distance education, meaning DDN has not been considered distance education. Under the federal regulations, DDN is distance education, and will need to be considered as such moving forward.

Other revisions to the policy include clarifying who has approval authority in 3.1.3, which will now state that the Chief Academic Affairs Officer or designee can approve graduate faculty for distance education courses. This is in line with other changes made to BOR Policy & AAC Guidelines recently. Clarification was also added to the definition of credit hours within this policy. The revisions reference BOR Policy 2:32 – Definition an Assignment of Credit Hours, and also clarify that thirty hours of student homework are expected and required for each credit hour. Passing references were added to include the Quality Assurance AAC Guidelines, as well as BOR Policy 4:34 – Intellectual Property. These references provide clarity for the reader as to where these policies and guidelines can be found.

(Continued)

DRAFT MOTION 20210511_5-L:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:12 – Distance Education, as presented.

IMPACT AND RECOMMENDATION

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

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:12

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Distance Education

NUMBER: 2:12

A. PURPOSE

To regulate the programs and courses offered for college credit through correspondence, electronic delivery, and off-campus delivery, in order to provide broader access to credit bearing college level educational opportunities and to assist communities in making effective use of the resources of South Dakota's public universities.

B. DEFINITIONS

~~1. **Distance Education Course:** Any course offered for college credit through correspondence, online delivery, electronic delivery on or off campus through means other than DDN, or out of state field experiences such as internships, cooperative education, or practica that meet educational prerequisites for licensure or certification by a state agency, or that are required for degree completion.~~

1. As defined by federal regulations¹, distance education courses use one or more of the technologies listed below to deliver instruction to students who are separated from the instructor or instructors and to support regular and substantive interaction² between the students and the instructor or instructors, either synchronously or asynchronously. The technologies that may be used to offer distance education include: 1.) the internet, 2.) one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices, 3.) audio conference, or 4.) other media used in course in conjunction with any of the technologies listed previously. As further defined by SARA policy, distance education also includes interactive video and correspondence courses or programs. Additionally, refer to AAC Guideline 5.5 – Delivery Method Code Guidelines.

2. **Distance Program:** Any academic program (i.e., certificate, minor, or major) with curriculum approved by the Board of Regents to be offered through correspondence or online delivery.

¹ 34 CFR § 600.2

² Per federal regulations, when used in the definition of “distance education”, “substantive interaction” means: “engaging students in teaching, learning, and assessment, consistent with the content under discussion, and also includes at least two of the following: (i) Providing direct instruction; (ii) Assessing or providing feedback on a student’s coursework; (iii) Providing information or responding to questions about the content of the course or competency; (iv) Facilitating a group discussion regarding the content of a course or competency; or (v) Other instructional activities approved by the institution’s or program’s accrediting agency.”

3. **Off-Campus Center:** Any location approved by the Board of Regents other than the six designated campus locations where programs (certificate, minor, or major) are offered by one or more institutions within the system to meet demand within the area served.

C. POLICY

1. Applicable Policies, Standards and Guidelines

Unless specifically exempted, all Board and campus policies, standards and guidelines for on campus instruction, including admissions requirements, course evaluation requirements, course prerequisites, faculty qualifications, access to appropriate student support services and instructional equipment, and student rights and responsibilities, also apply to distance education instruction.

2. Administration

- 2.1. All distance education programs and courses, including correspondence study, should be coordinated in each institution under one authority.
- 2.2. Campuses should engage established curriculum processes for planning and executing distance education courses and programs.
- 2.3. For academic programs that lead to licensure and certification, personnel with direct oversight of the academic program are responsible for assessing compliance with the licensure and certification requirements for states outside of South Dakota. Alignment of program requirements to states outside South Dakota shall be shared by program personnel with continuing education and admission offices at the respective campus.
- 2.4. For all academic programs that have field experiences, internships, cooperative education, or practica required for degree completion that occur outside South Dakota, personnel with direct oversight of the academic programs shall share information regarding these “learning placements and opportunities” with continuing education offices at the respective campus for state authorization reporting purposes.

Board of Regents approval is required to offer and market distance programs and programs offered at off-campus centers.

3. Faculty

3.1. Qualifications and Appointment

- 3.1.1. Individuals who are not regular faculty members and who are appointed to teach a distance education course must meet the same qualifications as members of campus faculty. All such appointments must have the approval of the appropriate Dean(s) and the institutional Chief Academic Affairs Officer prior to employment being offered or the course being scheduled. University policies may also require approval at the department level.
- 3.1.2. The person teaching the course and meeting classes must be the individual whose name appears on the grade report (class roster) in the office of the

registrar. Any exceptions to this policy must be approved by the institutional Chief Academic Affairs Officer.

- 3.1.3. Only persons that the institution has approved as graduate faculty may teach graduate courses. Only persons with terminal degrees, or in special cases exceptional scholarly qualifications, may teach 700 level courses. In the latter case, exceptions must be approved by the ~~Graduate Dean and~~ institutional Chief Academic Affairs Officer or designee. Each course taught for graduate credit at the 500 or 600 level by faculty who do not hold a terminal degree, instructor rank, or graduate faculty standing on a campus must have the ~~recommendation of the Graduate Dean/Director and~~ approval of the institutional Chief Academic Affairs Officer or designee.

3.2. Evaluation

Board of Regents and university policies governing faculty evaluation, including student evaluation of instruction, apply to off campus and distance education courses.

3.3. Compensation

Faculty compensation shall be consistent with Board ~~of Regents~~ Policy 4:5 – Faculty Compensation.

4. Courses

4.1. Requirements

Institutions must be able to demonstrate that graduate and undergraduate courses have intellectual demands and requirements comparable to graduate and undergraduate courses offered on campus. Distance education courses ~~should~~ shall have equivalent standards, rigor, student outcomes, substance and assignments as courses offered on campus.

4.2. Assessment

- 4.2.1. Course and instructional program assessment policies of the university transcribing the course apply to off campus and distance education instruction.
- 4.2.2. All courses using electronic delivery must comply with system Quality Assurance evaluation requirements and be evaluated at least once every three years, consistent with the requirements of AAC Guideline 5.8 – System-Wide Quality Assurance Rubric and AAC Guideline 5.9 – Online Course Quality Assurance Guidelines.

4.3. Class Schedules

- 4.3.1. The time and place for scheduling distance education classes shall be determined by each institution. The schedule for course and program offerings shall be approved by the institutional Chief Academic Affairs Officer.
- 4.3.2. Distance education courses in which instruction is face-to-face shall be offered over a period of time which allows for appropriate levels of instruction and out-of-class study and reflection. The adequacy of calendar and instructional contact time shall be evaluated by the following measures: (1) number of

instructional contact hours, (2) number of days on which the instructor meets with the class and (3) the total length of time from the first to the last class meeting. The following criteria shall be considered standards. Any practice that deviates downward from these standards must be approved by the institutional Chief Academic Affairs Officer.

4.3.2.1. Contact Hours: As specified in Board Policy 2:32 – Definition and Assignment of Credit Hours, One credit hour ~~for~~requires a minimum of fifteen (15) contact hours. A contact hour is fifty (50) minutes of instruction time. A minimum of thirty (30) hours of student homework is required for each credit hour.

4.3.2.2. Instructional: One credit hour of academic work may be awarded for instruction spanning at least three calendar days.

4.3.3. Distance education courses may be scheduled on a semester basis and require that students complete learning experiences on a particular timeline (i.e. each week). Also, distance education courses may be offered asynchronously to allow students maximum flexibility in participation. Asynchronous courses may or may not necessarily be offered on a semester basis. The required length for a distance education course is determined by course expectations and scheduling. Typically, a one credit hour course lasting for a semester equates to 45 hours of engagement by the student.

5. Intellectual Property

Universities shall ensure compliance with copyright laws and all Board policies concerning intellectual property, including Board Policy 4:34 – Intellectual Property.

6. Access to Appropriate Academic and Student Services

6.1. Books, journals and other library resources that are necessary to conduct a course on campus must also be available in a convenient manner to students enrolled in a distance education course. These resources may be provided by the home campus library, by local public libraries, by agreements with other cooperating institutions, and/or electronically.

6.2. All distance education related activities shall ensure that students have access to appropriate advising, counseling, and academic support assistance.

7. Contracting with Agencies Outside the Board of Regents

Refer to Board Ppolicies 2:13 Third Party Requests for University Credit, 5:5 Tuition and Fees and 5:17 Instructional Funding.

8. Courses Sponsored by Another Regental Institution

8.1. A university may agree to sponsor a course taught by another university and delivered electronically to the sponsoring university's campus or to another site at which the sponsoring university is authorized to offer the instruction. Board Policy 5:17 (Instructional Funding) and 5:18 (Off-Campus State-Funded Programs and Courses) apply when a sponsored course is received at an off-campus location.

- 8.2. The university that requests to receive a course delivered electronically by another university is the "sponsoring" university. The university whose faculty member is teaching the course delivered electronically to the sponsoring university is the "originating" university.
- 8.3. The sponsoring university shall have a course that is equivalent to the course being taught at the originating university or may use variable topics to offer the course as an elective in an approved degree program.
- 8.4. Authorization to sponsor a course delivered electronically from another Regental university does not constitute an alternative procedure for obtaining Board approval for new courses or programs.
- 8.5. The sponsoring university shall register students for its own course and collect tuition as if it were teaching the course. The originating university shall register students taking the course on its campus and collect tuition and according to its usual procedures. Refer to ~~Board~~ OR P policy 5:5 – Tuition and Fees: General Procedures.
- 8.6. The sponsoring university and the originating university shall agree in advance and in writing on the compensation to be paid to the originating university by the sponsoring university and on the responsibilities of each institution for library resources, instructional equipment and supplies, access to the instructor, personnel at the sponsoring university, faculty evaluation, and for compliance with other Board policies.
 - 8.6.1. The originating university is responsible for payment of charges related to electronic delivery unless otherwise provided in the written agreement.
 - 8.6.2. Procedures for handling complaints and grievances from students follow the process of the originating institution in collaboration with the institutional Chief Academic Affairs Officer at the sponsoring institution.
- 8.7. A course offered as a sponsored course at one or more sites may be offered to one or more additional sites if such arrangements are provided for in the written agreement between the sponsoring and originating universities.
- 8.8. Universities may negotiate sponsored course agreements with regionally accredited non-system institutions.
 - 8.8.1. Such agreements shall be included on the interim action reports prepared by the Executive Director for the Board at their regularly scheduled meeting.
 - 8.8.2. Universities shall not advertise or participate in the advertising of any electronically delivered course, register students for any course, or enter into any contracts for the purpose of implementing a sponsored course agreement with non-system institutions prior to approval by the Board.
 - 8.8.3. Actions by the non-regental institution prior to Board approval do not establish any Board or university obligations.

FORMS / APPENDICES:

None

SOURCE:

BOR September 1989; BOR June 1992; BOR May 2001; BOR March 2005; BOR August 2016; BOR June 2018.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – M

DATE: May 11, 2021

SUBJECT

BOR Policy 4:13 – Faculty Evaluation (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:13](#) – Faculty Evaluation

BACKGROUND / DISCUSSION

This is the second reading of the proposed policy revisions. There have been no substantive changes since the Board heard the first reading at the March meeting. There are several proposed revisions to BOR Policy 4:13 to add clarity, and to eliminate processes that are not currently being utilized. The substantive recommended changes are outlined below:

1. Movement of the language related to faculty improvement plans into a newly created section, and added language to clarify that faculty members may be put on a work improvement at any point in time that a supervisor identifies deficiencies in performance.
2. Removal of the system research officer from the evaluation process on research faculty, this is not currently occurring and should be managed at the campus level.
3. Removal of the requirement that the institutional president approves a work improvement plan, and replacing with the appropriate vice president.
4. Removed the word “serious” from Section 5.4 to remove ambiguity.
5. Removal of all references to “unit” faculty.

IMPACT AND RECOMMENDATION

The Board staff recommends that the Board approve the second and final reading of the proposed revisions as outlined in Attachment I.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:13

DRAFT MOTION 20210511_5-M:

I move to approve the second and final reading of the proposed revisions to BOR Policy 4:13, as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Faculty Evaluation

NUMBER: 4:13

A. PURPOSE

To promote positive communication between faculty and administration; increase awareness of institutional program objectives and needs; provide information for decisions on professional training, staff improvement programs and those conditions which promote quality performance; provide basic information for personnel decisions such as discipline, contract renewal, salary and pay matters, tenure, and promotion; and assess faculty member performance relative to institution standards implementing Board Policy 4:38.

B. DEFINITIONS

1. **Faculty:** For purpose of this policy, the term “faculty” includes both faculty (professorial, lecturer, librarian, and professor of practice ranks) and research faculty ranks unless the context explicitly differentiates between the ranks.

C. POLICY

1. Performance Evaluations

- 1.1. Performance evaluations will be conducted in accordance with the following guidelines:
- 1.2. All faculty members will receive a performance evaluation and a review on an annual basis. These will be conducted by the faculty member's immediate supervisor, and will include the results of student evaluations when the responsibilities of the faculty member include teaching. In those instances involving faculty members who hold dual appointments to the instructional and research faculty, primary responsibility for the evaluation will reside with the research supervisor, who shall consult with the instructional supervisor in matters relating to the individual's teaching and service responsibilities.
- 1.3. The administration of each public university shall develop a process for faculty evaluations. Institutional administrations are responsible for implementation of the procedure and the evaluation process and for the development and revision of standards implementing Board Policy No. 4:38. The administration of each institution will provide a written form for use in the annual performance evaluation of faculty. Institutions must issue current institutional standards to faculty no later than August 1. Upon request to the supervisor, a faculty member will receive in writing the guidelines and performance expectations intended to be used for the performance evaluation. Institutions must complete faculty performance evaluations by March 15.

- 1.3.1. The evaluation form will include an assessment of the faculty member's performance in the areas of teaching, research and scholarship, and service.
- 1.3.2. The evaluation form will include an assessment of the research faculty member's original contributions to research, contribution to the effective work of any research teams to which the research faculty member has been assigned, grant awards, contracts received, intellectual properties issued or other measures of research accomplishment.
- 1.4. Upon completion of the performance evaluation, the supervisor will discuss the results with the faculty member. ~~If deficiencies in performance are identified by the supervisor, an improvement plan which will provide for guidance by the administration to remedy deficiencies relating to the performance of assigned duties may be developed by the administration. No improvement plan will be implemented until the immediate supervisor has held a meeting with the faculty member to discuss the plan and until such constructive plan has been submitted and approved by the institutional president. If the faculty member disagrees with any aspect of the improvement plan, the faculty member will have the right to respond in writing to the areas of disagreement within ten working days of the meeting. All such written objections and comments of the faculty member will be attached to the evaluation and to any improvement plan that may be developed. If the faculty member fails to correct the serious deficiencies identified in the improvement plan, that faculty member may be subject to termination for cause.~~
- 1.5. The vice president for academic affairs will review the completed evaluation and make appropriate recommendations about contract renewal, augmentation monies, promotion, or tenure, or performance. Copies of any recommendations made by the vice president for academic affairs will be sent to the faculty member before the vice president for academic affairs forwards them to the president. The faculty member may submit a response within the five (5) working days which will be attached to the evaluation before it is forwarded to the president.
- 1.6. The evaluation of research faculty will ~~involve institutional and system officials~~ include a review by the institutional chief research officer and appropriate vice president for academic affairs or vice president for health affairs.
 - 1.6.1. The chief research officer will review the completed evaluation of research faculty and make appropriate comments about contract renewal, augmentation monies, promotion, or tenure, or performance before the evaluation is forwarded to the appropriate vice president for academic affairs or vice president for health affairs. Copies of any comments made by the chief research officer will be sent to the faculty member before the chief research officer forwards them to the vice president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the appropriate vice president for academic affairs or vice president for health affairs.
 - 1.6.2. The vice president for academic affairs will review the completed evaluation, recommendations by the chief research officer and any responses of the system officials and make appropriate recommendations to the president. Copies of any recommendations made by the vice president for academic affairs will be sent

to the faculty member before the vice president forwards them to the president. ~~The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the system vice president for research.~~

~~1.6.3. The system vice president for research will review the completed evaluation, any additional comments and responses and make appropriate comments before the evaluation is submitted to the institutional president. Copies of any comments made by the system vice president for research will be sent to the faculty member before the system vice president for research forwards them to the institutional president. The faculty member may submit a response within the five working days which will be attached to the evaluation before it is forwarded to the president.~~

- 1.7. The completed performance evaluation will be in written form and signed by the evaluator(s) with a copy furnished to the faculty member. The faculty member will have ten working days within which to respond in writing to the performance evaluation. All such responses will be attached to the completed performance evaluation and placed with the evaluation in the faculty member's personnel file.
- 1.8. In addition to the formal evaluations provided for under this article, the respective institutional faculty senate may provide for informal evaluations that serve to encourage and support faculty member experimentation with new instructional techniques.
- 1.9. Faculty ~~unit~~ members serving on tenure track appointments will be responsible for proposing their own professional development plans in the areas of teaching, scholarship and service. Individualized professional development plans must address institutional standards for faculty performance, and they must be designed to permit individuals to progress towards the levels of high performance in all areas of professional activity and extramural recognition for ongoing scholarly accomplishment and leadership that would be expected of persons holding the rank of professor. Each institution shall determine the length of time that professional plans are applicable. Faculty ~~unit~~ members serving on term contracts will not prepare professional development plans.

2. Self-Evaluation Document Limits

- 2.1. Self-evaluation forms submitted by the faculty member shall not exceed forty (40) pages and may include appendices that shall not exceed an additional sixty (60) pages, for a total maximum limit of one-hundred (100) pages. Institutions may establish lower maximum page limits but may not exceed the limits stated in this policy. Any pages submitted that exceed the page limits shall not be reviewed and shall not be part of the performance evaluation.

3. Student Opinion Surveys

- 3.1. Student opinion surveys will be used as part of the evaluation of faculty members with teaching responsibilities. The term "student opinion surveys" indicates the specific survey instrument selected by the Board and administered by the institutions to students enrolled in a course. The Board will select, or develop, a student opinion survey

instrument whose validity and reliability have been, or may be, established to a level of nationally accepted confidence.

- 3.2. If student opinion surveys indicate serious deficiencies in a faculty member's performance, the faculty member's supervisor may meet with the faculty member and prescribe corrective action. This may include classroom observations at the discretion of the administration or if requested by the faculty member, review of instructional design and materials, and other relevant methods. Faculty members may supplement student opinion surveys with additional relevant information documenting the achievement of student learning outcomes.
- 3.3. Student opinion surveys will not be used as the sole criterion for personnel actions.
- 3.4. Confidentiality and security will be maintained for all student opinion survey data.

4. Performance Ratings

- 4.1. When applying performance based salary adjustments, all faculty will be compensated in accordance with their performance ratings based upon the annual evaluations. Ratings will be based on the following scale:
 - Fail to Meet Expectations = 0
 - Met Expectations = 1
 - Exceeded Expectations = 2
 - Substantially Exceeded Expectations = 3
- 4.2. The performance ratings shall be assigned to each area of responsibility assigned to the faculty member, which may include a combination of teaching, research and/or service workload responsibilities.
 - 4.2.1. The ratings for each area of responsibility will be multiplied by the percent of effort assigned to each area of workload responsibility, and then the sums will be added together to derive an overall, weighted performance rating.
 - 4.2.2. Any faculty who has an overall rating of less than 1, will be assigned a 0.

5. Faculty Improvement Plans

- 5.1. If at any point in time a supervisor identifies deficiencies in faculty performance, ~~deficiencies in performance are identified by the supervisor, an improvement plan which will provide guidance tofor guidance by the administration to~~ remedy deficiencies relating to the performance of assigned duties may be developed by the administration.
- 5.2. No improvement plan will be implemented until the immediate supervisor has held a meeting with the faculty member to discuss the plan, and until such improvement ~~constructive~~ plan has been submitted and approved by the appropriate institutional vice president for academic affairs or vice president for health affairs. ~~president.~~
- 5.3. If the faculty member disagrees with any aspect of the improvement plan, the faculty member will have the right to respond in writing to the areas of disagreement within ten working days of the meeting. All such written objections and comments of the

faculty member will be attached to the evaluation and to any improvement plan that may be developed.

5.4. If the faculty member fails to correct the ~~serious~~ deficiencies identified in the improvement plan, that faculty member may be subject to termination for cause.

~~5.1.1.~~

FORMS / APPENDICES:

None

SOURCE:

BOR August 2004; BOR April 2009; BOR August 2020; BOR May 2021.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – N

DATE: May 11, 2021

SUBJECT

General Education Revisions

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2:26](#) – Associate General Education Requirements

[AAC Guideline 8.3](#) – Associate Degree General Education Curriculum Requirements

[AAC Guideline 8.4](#) – Baccalaureate General Education Curriculum Requirements

[AAC Guideline 8.1](#) – General Education Implementation Guidelines

BACKGROUND / DISCUSSION

At its most recent meeting on May 11, 2020, the System General Education Committee discussed a proposal from Dakota State University for General Education course revisions, and *recommended approval* of the following:

DAKOTA STATE UNIVERSITY

Revision(s) to SGR #6:

- Add – [BIOL 106/106L: Human Biology](#)

IMPACT AND RECOMMENDATION

The recommendation from the System General Education Committee are further supported by AAC. Approval would allow students to select one of these courses to meet the General Education goals beginning Fall 2021.

Board staff recommends approval.

ATTACHMENTS

None

DRAFT MOTION 20210511_5-N:

I move to approve the revisions to system General Education course options as presented, effective Fall 2021.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – O

DATE: May 11, 2021

SUBJECT

FY22 General Fund M&R Allocation and Projects

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Table 1 identifies the distribution of the FY22 General Fund M&R funding for the universities. The University Centers are not in this allocation because the Centers do not receive general fund support. The General Fund M&R allocation formula is based on 50% of the replacement values and 50% of the gross square footage for academic buildings. Board Policy 6:6 allows that up to 5% of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project.

Table 1
FY22 General Fund M&R Allocation

Academic Buildings					
	<u>Square Feet</u>	<u>Allocation</u>	<u>Replacement Value</u>	<u>Allocation</u>	<u>Total Allocation</u>
BHSU	512,125	\$612,863	\$153,694,851	\$646,562	\$1,259,425
DSU	336,626	\$402,842	\$87,190,888	\$366,794	\$769,636
NSU	604,674	\$723,617	\$159,475,570	\$670,880	\$1,394,497
SDSM&T	591,481	\$707,829	\$190,839,370	\$802,821	\$1,510,650
SDSU	2,212,670	\$2,647,913	\$628,325,204	\$2,643,232	\$5,291,145
USD	1,859,693	\$2,225,504	\$528,852,721	\$2,224,772	\$4,450,276
SSOM	91,895	\$109,971	\$17,942,591	\$75,481	\$185,452
	6,209,164	\$7,430,539	\$1,766,321,194	\$7,430,542	\$14,861,081

Attachment I provides the FY22 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.

(Continued)

DRAFT MOTION 20210511_5-S:

I move to approve the FY22 General Fund M&R projects as presented in Attachment I.

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 FY22 available funding is \$14,861,081 – an increase from FY21 of \$3,654,196.

Approval of the FY22 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY22 General Fund Maintenance and Repair projects

FY22 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
<u>Black Hills State University</u>					
6G2201		Planning & Design			\$62,971
6G22XX	Campus	Carpet Replacement	Public Health, Safety, and Compliance	Maintenance	\$70,000
6G22XX	Young Center	Elevator Upgrade	Public Health, Safety, and Compliance	Repair	\$50,000
6G22XX	Campus	HVAC Upgrade	Building Integrity	Maintenance	\$100,000
6G22XX	Young Center	Hydronic Upgrade	Building Integrity	Maintenance	\$250,000
6G22XX	Campus	Irrigation Upgrade & Expansion	Campus Infrastructure	Renovation	\$50,000
6G22XX	Campus	Window Replace & Repair	Building Integrity	Maintenance	\$100,000
6G22XX	Campus	Sidewalk Repair	Campus Infrastructure	Repair	\$175,000
6G22XX	Campus	Solar Lights	Programmatic Suitability	Renovation	\$125,000
6G22XX	Jonas Academic	Entries Landscape	Building Integrity	Renovation	\$75,000
6G22XX	Stadium	Outdoor Track Repair	Programmatic Suitability	Repair	\$25,000
6G22XX	Campus	Exterior Electrical	Building Integrity	Repair	\$30,000
6G22XX	Campus	Landscape and Trees	Building Integrity	Repair	\$40,000
6G22XX	Campus	Perimeter signage and landscape	Programmatic Suitability	Repair	\$30,000
6G22XX	Campus	Parking lot storm water drainage	Programmatic Suitability	Repair	\$50,000
6G22XX	Campus	Interior Painting	Building Integrity	Maintenance	\$26,454
FY22 General Fund M&R Projects Total					\$1,259,425
<u>Dakota State University</u>					
8G2201		Planning & Design			\$38,482
8G22XX	Physical Plant	Boiler Replacement	Programmatic Suitability	Renovation	\$450,000
8G22XX	East Hall	Window Replacement	Programmatic Suitability	Renovation	\$200,000
8G22XX	Various locations	Fire Alarm Replacements	Public Health, Safety, and Compliance	Renovation	\$50,000
8G22XX	East Hall	Elevator Repair	Public Health, Safety, and Compliance	Maintenance	\$20,000
8G22XX	Kennedy Center	ADA Door Upgrades	Public Health, Safety, and Compliance	Alteration	\$11,154
FY22 General Fund M&R Projects Total					\$769,636
<u>Northern State University</u>					
5G2201		Planning & Design			\$69,725
5G22XX	Barnett Center	Locker room HVAC renovation	Energy and Utility Savings	Renovation	\$600,000
5G22XX	Admin/Spafford/DH	Install addressable fire alarm system	Public Health, Safety	Renovation	\$300,000
5G22XX	Campus wide	Exterior wayfinding signage	Campus Infrastructure	Renovation	\$335,000
5G22XX	Tunnel system	Tunnel maintenance	Campus Infrastructure	Maintenance	\$89,772
FY22 General Fund M&R Projects Total					\$1,394,497
<u>South Dakota School of Mines & Technology</u>					
4G2201		Planning & Design			\$76,000
4G22XX	Tunnels	Utility Infrastructure Tunnel	Campus Infrastructure	Maintenance	\$395,650
4G22XX	Power Plant	Boiler 4 Replacement	Campus Infrastructure	Renovation	\$205,000
4G22XX	Music Center	Music Center Stair Repair	Building Integrity	Renovation	\$200,000
4G22XX	Campus	Campus Concrete Repair	Campus Infrastructure	Repair	\$40,000
4G22XX	CBEC	Lab Upgrades	Programmatic Suitability	Renovation	\$50,000
4G22XX	CBEC	CBEC2228 Lecture Hall Upgrade	Programmatic Suitability	Renovation	\$50,000
4G22XX	Campus	Irrigation Upgrades	Campus Infrastructure	Maintenance	\$40,000

FY22 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
4G22XX	Civil Mechanical	Dust Collection	Public Health, Safety, and Compliance	Alteration	\$16,000
4G22XX	Devereaux Library	Devereaux Library Update	Building Integrity	Renovation	\$350,000
4G22XX	McLaury	McLaury Roof/Gutters	Building Integrity	Maintenance	\$63,000
4G22XX	Various	Building Control Upgrades	Energy and Utility Savings	Alteration	\$25,000
FY22 General Fund M&R Projects Total					\$1,510,650
<u>South Dakota State University</u>					
3G2201	Campus	Planning funds for Future M&R Projects & Building Renovations (SBL, SWSC, SAE)	Planning	Renovation	\$265,000
3G22XX	Agricultural Engineering	Connect to north chiller plant; replace steam & condensate	Building Integrity	Repair	\$400,000
3G22XX	Agricultural Heritage Museum	Roof Repairs - clay tile, flashing	Building Integrity	Maintenance	\$18,600
3G22XX	Alfred Dairy Science	Ventilation System Replacement	Building Integrity	Repair	\$32,000
3G22XX	Animal Science Arena	Replace Roof & Drain Pipes	Building Integrity	Maintenance	\$358,000
3G22XX	Animal Science Complex	Improve Ventilation in Compressor Room	Building Integrity	Maintenance	\$37,000
3G22XX	Bailey Rotunda	Steam condensate line replacement	Building Integrity	Maintenance	\$170,000
3G22XX	Berg Hall	Renovate first and second floors	Capital Improvement	Renovation	\$711,000
3G22XX	Berg Hall	Repair Exit Stairway Plaster	Building Integrity	Repair	\$25,800
3G22XX	Berg Hall	Roof Replacement	Building Integrity	Maintenance	\$160,000
3G22XX	Berg Hall	Upgrade means of egress	Public Health, Safety, and Compliance	Renovation	\$80,000
3G22XX	Briggs Library	Reseal all exterior caulk joints	Building Integrity	Maintenance	\$50,000
3G22XX	Briggs Library	Replace Cooling Tower & Boilers; connect to central steam & chilled water	Building Integrity	Maintenance	\$660,000
3G22XX	Campus	Masonry and Concrete Wall Repairs (SBL, SNP, SPC)	Building Integrity	Maintenance	\$121,000
3G22XX	Campus	General Classroom Upgrades (SWG, SAV, SAE, SNP)	Programmatic Suitability	Maintenance	\$50,000
3G22XX	Campus	Retrofit Entrances for Key Card Access	Public Health, Safety, and Compliance	Alteration	\$22,500
3G22XX	Campus	General accessibility improvements (SHF, SOHO)	Public Health, Safety, and Compliance	Maintenance	\$30,000
3G22XX	Campus	Campus site repairs & improvements	Public Health, Safety, and Compliance	Maintenance	\$30,000
3G22XX	Campus	COVID-19 Repairs	Public Health, Safety, and Compliance	Repair	\$50,000
3G22XX	Central Chiller Plant	Equipment Upgrades & Repairs	Campus Infrastructure	Maintenance	\$200,000
3G22XX	Central Heating Plant	Equipment Upgrades & Repairs	Campus Infrastructure	Maintenance	\$448,100
3G22XX	Coughlin Campanile	Paint exterior metal - railings, light fixtures, window frames	Building Integrity	Maintenance	\$10,000
3G22XX	Coughlin Campanile	Roof replacement	Building Integrity	Maintenance	\$65,000
3G22XX	Coughlin Campanile	Plaster ceiling repairs	Building Integrity	Repair	\$10,000
3G22XX	Crothers Engineering Hall	Replace galvanized piping, asbestos abatement, & insulation	Campus Infrastructure	Maintenance	\$116,645
3G22XX	Grove Hall	Exhaust Air Improvements	Energy and Utility Savings	Maintenance	\$86,500
3G22XX	Morrill Hall	Re-line & repair sanitary sewer mains	Building Integrity	Repair	\$300,000
3G22XX	Pugsley Center	Roof replacement	Building Integrity	Maintenance	\$500,000
3G22XX	Stanley J. Marshal Center	Replace HVAC system & ductwork in office area	Building Integrity	Maintenance	\$98,000
3G22XX	Wecota Hall	Repair steam distribution	Campus Infrastructure	Maintenance	\$86,000
3G22XX	Wintrode Center	Boiler Replacement	Building Integrity	Maintenance	\$100,000
FY22 General Fund M&R Projects Total					\$5,291,145
<u>University of South Dakota</u>					
2G2201		Planning & Design			\$170,215
2G22XX	Akeley	Roof Replacement	Building Integrity	Maintenance	\$180,000
2G22XX	Continuing Ed	Roof Replacement	Building Integrity	Maintenance	\$90,000

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ATTACHMENT I

FY22 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
2G22XX	Fine Arts	Colton Interior Renovation	Building Integrity	Repair	\$1,000,000
2G22XX	McKusick	Interior Renovations	Building Integrity	Renovation	\$2,300,000
2G22XX	South Dakota Union	Building Renovation	Building Integrity	Renovation	\$570,061
2G22XX	Old Main	Replace doors	Energy & Utility Savings	Renovation	\$80,000
2G22XX	Slagle Hall	Renovate 312 to offices	Programmatic Suitability	Renovation	\$60,000
FY22 General Fund M&R Projects Total					\$4,450,276
Sandford School of Medicine					
2G2251		Planning & Design			\$9,273
2G225X	HSC	Bathroom Upgrades	Building Integrity	Renovation	\$176,179
FY22 General Fund M&R Projects Total					\$185,452
Grand Total FY22 General Fund M&R Projects					\$14,861,081

Refer to BOR Policy 6:6 Maintenance & Repair

- 242
- (1)

M&R Category

A.

Public Health, Safety, and Compliance

B.

Building Integrity

C.

Programmatic Suitability

D.

Energy and Utility Savings

E.

Campus Infrastructure

- (2)

M&R Class

A.

Maintenance

B.

Repair

C.

Renovation

D.

Alteration

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – P

DATE: May 11, 2021

SUBJECT

FY22 Fee M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL § 13-53-6](#) – Tuition Rates and Fees

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

In March 1993, the Board approved a per-credit-hour maintenance and repair fee on all on-campus courses. In 2007, the fee was increased to fund bonded critical deferred maintenance projects. The per-credit-hour fee, now part of the on-campus tuition rate, is currently at \$3.36 per credit hour. The M&R fee is used to pay bonded indebtedness and to fund new maintenance and repair projects. The fee is retained by each campus. Available funds are based on the estimated credit hour totals times the \$3.36 per credit hour approved fee. The FY22 projected revenues are as follows:

	FY22	\$3.36 M&R Fee
	Projected Credit Hours	Projected Revenue
BHSU	30,139	\$101,268
DSU	26,793	\$90,024
NSU	23,505	\$78,977
SDSM&T	30,939	\$103,954
SDSU	172,466	\$579,484
USD	138,278	\$464,614
	422,119	\$1,418,321

IMPACT AND RECOMMENDATIONS

The FY22 available funding is projected to be \$1,418,321, a \$370,483 decrease from FY21.

Approval of the FY22 Maintenance & Repair Fee projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY22 Maintenance & Repair Fee projects.

DRAFT MOTION 20210511_5-P:

I move to approve the FY22 Maintenance and Repair Fee projects as presented in Attachment I.

FY22 Fee Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
<u>Black Hills State University</u>					
6R2201		Series 2007 Critical M&R Bond Payment			\$48,121
6R22XX	Campus	Water Softener Replacement	Building Integrity	Maintenance	\$53,147
FY22 Fee M&R Projects Total					\$101,268
<u>Dakota State University</u>					
8R2201		Series 2007 Critical M&R Bond Payment			\$28,218
8R2202		Planning & Design			\$4,806
8R22XX	Campus Wide	Security Door Hardware Upgrades	Campus Infrastructure	Alteration	\$52,000
8R22XX	Campus Wide	ADA Upgrades	Public Health, Safety & Compliance	Renovation	\$5,000
FY22 Fee M&R Projects Total					\$90,024
<u>Northern State University</u>					
5R22XX	Campus wide	Landscape and concrete repair	Campus Infrastructure	Maintenance	\$50,000
5R22XX	Campus wide	Elevator repair	Building Integrity	Maintenance	\$10,000
5R22XX	Campus wide	Roof Repair	Building Integrity	Maintenance	\$18,977
FY22 Fee M&R Projects Total					\$78,977
<u>South Dakota School of Mines & Technology</u>					
4R2201		Series 2007 Critical M&R Bond Payment			\$29,704
4R2202		Planning & Design			\$5,180
4R22XX	Civil & Mechanical	Civil Labs	Programmatic Suitability	Renovation	\$50,000
4R22XX	Various	Classroom Upgrades	Programmatic Suitability	Alteration	\$19,070
FY22 Fee M&R Projects Total					\$103,954
<u>South Dakota State University</u>					
3R2201		Series 2007 Critical M&R Bond Payment	M&R Bond	Payment	\$395,577
3R22XX	Campus	Planning Future M&R Projects (SBL, SWSC, SAE)	Planning	Renovation	\$30,000
3R22XX	Briggs Library	Replace Cooling Tower & Boilers; connect to central steam & chilled water	Energy and Utility Savings	Renovation	\$53,907
3R22XX	Campus	General Classroom Upgrades (SWG, SAV, SAE, SNP)	Building Integrity	Renovation	\$100,000
FY22 Fee M&R Projects Total					\$579,484
<u>University of South Dakota</u>					
2R2201		Series 2007 Critical M&R Bond Payment			\$170,798
2R22XX	Campus	Mechanical Repairs and Upgrades	Energy & Utility Savings	Maintenance	\$123,816
2R22XX	Campus	Electrical Repairs & Upgrades	Energy & Utility Savings	Maintenance	\$60,000
2R22XX	Campus	Irrigation Line Maintenance & Landscape upgrades	Energy & Utility Savings	Renovation	\$30,000
2R22XX	Campus	UPS Replacement	Energy & Utility Savings	Maintenance	\$50,000
2R22XX	Dakota Dome	Pool Maintenance	Public Health, Safety & Compliance	Maintenance	\$30,000
FY22 Fee M&R Projects Total					\$464,614
Grand Total FY22 Fee M&R Projects					\$1,418,321

Refer to BOR Policy 6:6 Maintenance & Repair

⁽¹⁾ M&R Category

FY22 Fee Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
A.		Public Health, Safety, and Compliance			
B.		Building Integrity			
C.		Programmatic Suitability			
D.		Energy and Utility Savings			
E.		Campus Infrastructure			
⁽²⁾ M&R Class					
A.		Maintenance			
B.		Repair			
C.		Renovation			
D.		Alteration			

SOUTH DAKOTA BOARD OF REGENTS

Informational Items **Consent**

AGENDA ITEM: 5 – Q

DATE: May 11, 2021

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:5](#) – Executive Director

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

[BOR Policy 5:4](#) – Purchasing

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

<u>Maintenance and Repair Projects</u> (\$50,000 - \$250,000)

Black Hills State University

Campus-Wide – Campus and Solar Metering: BHSU requests approval to spend \$41,101 in University Funds and \$40,589 in IRP Grant funding to purchase and install a series of electrical smart meters to collect information for Energy Cap, solar production, energy verification, and savings. There will be 6 solar meters and 11 building meters that will monitor the electrical consumption on campus. The project will be bid per state of SD Procurement regulations, to include turnkey installation.

Dakota State University

Community Center – Roof Replacement: DSU requests approval to spend \$40,000 of their CC Major M&R Reserve Fund to replace the Community Center roof. DSU will hire a design firm to review the current roof plans and condition and to develop a cost estimate for replacing the Community Center roof. DSU would like to look at the cost for the whole roof and consider phasing possibilities due to the size of the roof. The Community Center roof is original to the 2000 construction, which is an EPDM roof system. The roof is leaking and pulling away from the parapet walls in some locations. DSU is hoping to decide on scope and move into full design according to the Joint Powers Agreement established prior to the construction of the facility.

Northern State University

Barnett Center – Steam Coil Replacement: NSU requests approval to replace two bad steam coils in the arena air handler units using \$47,846 of general funds. The replacement steam coils will be purchased using the OMINIA National Purchasing Contract.

South Dakota School of Mines and Technology

Power Plant – Boiler 4 Replacement (Process Steam): The 1950s high pressure boiler that supports the process steam for multiple autoclaves and the process steam for the chemical engineering laboratory is beyond its useful life. SDSMT are completing repairs to allow us to keep it in service until a new boiler can be installed. The process of these repairs found further degradation, increasing the urgency of the replacement to ensure continuity of operation and health and safety of SDSMT staff. The work order has been revised to add \$205,000 of local cash funds due to FY22 General Funds not being available yet. Once the FY22 General Funds are available, SDSMT will use the General Funds allocated to this project to back fill the local cash funds.

South Dakota State University

Wecota Hall – Remodel Room 006 into Research Lab: SDSU requests approval to spend \$101,000 of local funds to renovate a Geography Department class lab into a research laboratory. Work will occur in Room 006 (approximately 540 sf) and include laboratory casework, countertops, filtration fume hood, minor plumbing modifications, refinishing, electrical power modifications, and lighting modifications. The amount asked for would

cover the full design and construction of this project. This project would be designed and constructed by SDSU Facilities & Services. SDSU requests delegation of the project to the University due to the small nature of the project and the capability of the planning, design, and construction personnel to complete the project.

University of South Dakota

CCSF – GEAR Building – Upgrades to Supply and Exhaust Fans: USD requests approval to spend \$100,000 from the 2019 and 2021 HEFF funds, 2H1965 and 2H2174 respectively, to reduce the amount of air flow to and being exhausted from the Clean Lab spaces in room 128 and 129 as requested by the building occupants. This project will be full design, cost estimate, and construction administration to complete these changes to the mechanical systems providing supply and exhaust to these two (2) rooms.

New Prefix Approvals

South Dakota State University

- CIM: Concrete Industry Management

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx

Contracts Requiring Action by the Executive Director

All academic agreements approved by the System Associate Vice President for Academic Affairs can be found on the Miscellaneous Academic Agreements and Contracts webpage at the following link:

<https://www.sdbor.edu/administrative-offices/academics/aac/Academic-Agreements-Contracts/Pages/Miscellaneous.aspx>

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – R

DATE: May 11, 2021

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds

[SDCL 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements State
Building Committees – Approval by Board or Commission in Charge
of institution

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND/DISCUSSION

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).

(Continued)

INFORMATIONAL ITEM

4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.
5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

No impact

ATTACHMENTS

Attachment I – May 2021 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - May 2021

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	\$3,000,000 \$3,972,345 <u>\$2,400,000</u> \$9,372,345	Oct-20 Design Plan	Construction	2022	Bastian
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
Event Center					Dec-16 Facility Stmt	Planning		Schaefer
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Schaefer
Northern State University								
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Construction	2021	Thares
South Dakota School of Mines and Technology								
Mineral Industries Building		SB156-2021	Private Local State	\$12,000,000 \$3,000,000 <u>\$19,000,000</u> \$34,000,000	Mar-21 Program Plan	CM Selection Design		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Wink
Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R HEFF M&R Auxiliary Revenues Private	\$4,000,000 \$1,000,000 \$500,000 \$100,000 <u>\$1,000,000</u> \$6,600,000	Dec-20 Facility Design	Bid		Bastian
Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection		Bastian
South Dakota State University								
American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 <u>\$500,000</u> \$4,500,000	Jun-18 Design Plan	Final Inspection	2020	Schaefer
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	\$1,575,000 \$50,039,637 \$2,600,000 \$6,000,000 <u>\$1,105,000</u> \$61,319,637	Oct-16 Design Plan	Final Inspection	2020	Morgan
Aviation Hangar			Private University		Aug-20 Facility Stmt	Planning	TBD	TBD
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			Donations HEFF M&R	\$1,000,000 <u>\$7,194,384</u> \$8,194,384	Dec-20 Design Plan	Design	2023	Morgan
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$1,135,000 <u>\$1,400,000</u> \$2,535,000	May-18 Facility Stmt	Final Inspection	2020	NA Exempted

South Dakota Board of Regents Capital Improvement Projects - May 2021

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
Dairy Unit - Dairy Research and Training Facilities		HB 1153- 2021	Private General Funds	\$7,500,000 <u>\$7,500,000</u> \$15,000,000	Apr-20 Facility Stmt	Design	2023	Stork
Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	\$4,250,000 \$2,993,765 <u>\$10,000,000</u> \$17,243,765	Dec-20 Program Plan	Design	2023	Bastian
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	\$600,000	Dec-17 Program Plan	Planning	2022	Not Assigned
Pugsley Center - Renovation			Private HEFF M&R	\$12,600,000 <u>\$4,000,000</u> \$16,600,000	Aug-17 Facility Stmt	Planning	TBD	Morgan
Raven Precision Agricultural Center - Phase 1		HB1264-2018	Local General Funds Private 2019 State Bonds	\$7,500,000 \$2,000,000 \$16,600,000 <u>\$20,000,000</u> \$46,100,000	Dec-18 Design Plan	Construction	2021	Morgan
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning	TBD	TBD
South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	Planning		Morgan
Stanley Marshall Center Addition-Phase 2 Sanford Jackrabbit Athletic Center Wrestling Addition		SB 28-2021	Private	\$3,950,000	Dec-20 Program Plan(Revised)	Design	2022	Morgan
The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	\$7,500,000 \$3,315,000 <u>\$10,815,000</u>	Jun-2020 Facility Stmt	Planning	TBD	TBD
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds HEFF M&R General Fund M&R Local Funds	\$7,000,000 \$10,381,500 \$1,024,127 <u>\$50,000</u> \$18,455,627	May-17 Design Plan (revised)	Final Inspection	2019	Schaefer
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 <u>\$5,043,000</u> \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Schaefer

University of South Dakota

Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	\$14,500,000 \$8,719,888 <u>\$5,400,398</u> \$28,620,286	Oct-18 Design Plan	Final Inspection	2020	Schieffer
National Music Museum		HB1065-2018	Private HEFF M&R	\$9,095,000 <u>\$1,500,000</u> \$10,595,000	Dec-18 Design Plan	Final Inspection	2020	Schieffer
Health Science Building		SB40-2020	HEFF M&R Private/Local One-Time State Funds	\$12,500,000 \$4,500,000 <u>\$5,000,000</u> \$22,000,000	Oct-20 Design Plan	Construction	2022	Stork

South Dakota School for the Blind & Visually Impaired

New School		HB1071-2018	Private GOED	\$11,847,916 <u>\$5,000,000</u> \$14,347,916	Aug-18 Facility Design Plan	Final Inspection	2020	Thares
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REVENUE FACILITIES

Black Hills State University

South Dakota Board of Regents Capital Improvement Projects - May 2021

	Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
254	University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
	Dakota State University								
	New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Construction	2021	Schaefer
Northern State University									
N/A									
South Dakota School of Mines and Technology									
	Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
South Dakota State University									
	Pierson Hall Renovations			Rent Revenues		Apr-21 Facility Stmt	A/E Selection	2023	NA Exempted
University of South Dakota									
	Wellness Center Expansion			Auxiliary Funds Auxiliary Bonds Private	\$10,000,000 \$6,000,000 \$5,700,000 \$21,700,000	Jun-19 Facility Stmt	Planning	TBD	Roberts

- Board Action:**
- 1) Preliminary Facility Statement
 - 2) Facility Program Plan
 - 3) Design
 - 4) Bid - Board approves substantive changes from program Plan

- Project Status:**
- 1) Planning
 - 2) A/E Selection
 - 3) Design
 - 4) Bid
 - 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – S

DATE: May 11, 2021

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:5](#) – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On April 6, 2021, the building committee for the SDSMT Devereaux Library Renovation, represented by Regent Bastian, approved the construction bid documents for the project.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A (1)

DATE: May 11, 2021

SUBJECT

BOR Policy 2:10 – Grades and Use of Grade Point averages (GPA) – Revisions to Minimum Progression Standards (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:10](#) – Grades and Use of Grade Point Averages (GPA)

[34 CFR § 668.34](#) – Satisfactory Academic Progress

BACKGROUND / DISCUSSION

Academic Affairs Council (AAC) created a committee that included academic leadership and staff from academic records, financial aid and the Board of Regents. This collaborative team discussed both academic standing and specifically academic probation as it relates to both academic and financial aid rules.

The outcome of this work is displayed in the proposed revisions to BOR Policy 2:10 provided in Attachment I. AAC discussed the need to ensure that academic probation adheres to guidelines that can be used both by the academic and the financial aid departments. Specifically, the application of consistent practices between financial aid and the academic units will eliminate confusion, allow the campuses to work with students sooner for student success, and increase awareness of the academic policy between functional units on the campus.

In this policy, the following changes are being recommended:

- Section 4.1.1. – Outlines that academic standing as provided will now be based on the number of credit hours completed. In the past, it was based on class designation and credit hours.
- Section 4.1.1 – Also accommodates the needs of both academic and financial aid operational needs.
- Section 4.1.1 – Provides that the academic standing process will be processed at the end of the Spring term during the end of term processes.

(Continued)

DRAFT MOTION 20210511_6-A(1):

I move to approve the first reading of the proposed revisions to BOR Policy 2:10, as presented.

- Section 4.1.2 – States that students will be evaluated for academic probation at the end of Spring academic term.
- Section 4.1.3. – Cleans up the class level based on changes in Section 4.1.1. to ensure consistent application of policy.

IMPACT AND RECOMMENDATION

This is the first reading of the proposed revisions to this policy. The recommendation was approved by the Academic Affairs Council and is supported by the System Vice President for Academic Policy and Planning.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:10

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Grades and Use of Grade Point Averages (GPA)

NUMBER: 2:10

A. PURPOSE

To define undergraduate and graduate level grades to be used at Board of Regents institutions, and to describe the use of grade point averages for the purposes of minimum progression, graduation standards, academic amnesty, and various academic honors.

B. DEFINITIONS

- 1. External Transfer Student:** A degree or non-degree seeking student who transfers from a non-Regental institution.
- 2. Internal Transfer Student:** A degree or non-degree seeking student who transfers among one of the six Regental institutions which results in the change to the students “home” designation.
- 3. Dual Credit Student:** A student who has earned college credit prior to their high school graduation, where the credit is included on both the official high school and postsecondary institution transcript.

C. POLICY

1. Undergraduate Grades

Undergraduate Grades will be assigned to the undergraduate academic level and to all courses and sections with course numbers ranging from 001 to 499. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
B	Above Average	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Lowest Passing Grade	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
RI	Incomplete (Remedial)	Does not calculate into any GPA
RS	Satisfactory (Remedial)	Does not calculate into any GPA
RU	Unsatisfactory (Remedial)	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
WD	Withdrawal (First 6 Courses)	Does not calculate into any GPA, no credit granted

WW	Withdrawal (All Courses in a term)	Does not calculate into any GPA, no credit granted
WFL	Withdrawal (7 th Course or higher)	0.0 grade points per semester hour
AU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
SP	Satisfactory Progress	Does not calculate into any GPA
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to Recitation Grade	0 credit course
NG	No Grade	0 credit tracking course
NR	Grade not Reported by Instructor	Does not calculate into any GPA
Grade*	Academic Amnesty	Does not calculate into any GPA, no credit given

2. Undergraduate Grade Descriptions, Uses, and Restrictions

- 2.1. AU: An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.
- 2.2. CR: A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.
- 2.3. EX: An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.
- 2.4. I: An incomplete (I) grade may be granted only when all of the following conditions apply:
 - A student has encountered extenuating circumstances that do not permit him/her to complete the course.
 - The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
 - The student does not have to repeat the course to meet the requirements.
 - The instructor must agree to grant an incomplete grade.
 - The instructor and student must agree on a plan to complete the coursework.
 - The coursework must be completed within one semester; extensions may be granted by the Chief Academic Affairs Officer.
 - If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, RS, RU, or U.

- If the student does not complete the course within the specified time, the grade assigned will be F (Failure) or U (Unsatisfactory) or RU (Remedial Unsatisfactory) if the student had requested S/U within the time specified in BOR Policy 2:6, section 9.
- 2.5. IP: An in progress (IP) grade may be granted only when all of the following conditions apply:
- The requirements for the course (for every student enrolled in the course) extend beyond the current term.
 - The extension beyond the current term must be defined before the class begins.
 - The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Chief Academic Affairs Officer.
 - A definite date for completion of the course must be established in the course syllabus.
- 2.6. NG: A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).
- 2.7. RI, RS, RU: Remedial grades (RI, RS, RU) may be granted only for courses numbered 001 to 099.
- 2.8. S/U: A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.
- 2.9. SP: A satisfactory progress (SP) grade may be granted only for students enrolled in MATH 095. If the grade of SP is awarded the following conditions apply:
- The grade is an alternative to RS and RU.
 - The student must have made satisfactory progress during the course but the student did not develop mastery of all the required content. If the student successfully mastered the materials, the grade of RS should be assigned. If satisfactory progress was not made, the grade of RU should be assigned.
- 2.10. WD: Beginning with the Fall 2015 term, a grade of withdrawal (WD) may be assigned only six times during a student's undergraduate career. If the student drops additional classes, a grade of WFL will be assigned. Withdrawal grades assigned to continuously enrolled students prior to this term will not count against the limit. Additionally, those withdrawal grades assigned at a non-Regental institution prior to entry as a transfer student will not be counted against the six course limits. This limit does not include W grades assigned if a student withdraws from all classes in a given term, which will be assigned a WW grade. The campus Chief Academic Affairs Officer may make exceptions to this requirement in those cases where there are unique factors.

3. Definition and Calculation of Grade Point Averages

The following grade point averages are calculated each academic term (Fall, Spring, Summer):

- 3.1. Institutional GPA: based on credits earned at a specific Regental university. Utilized to determine if degree requirements have been met and to determine Honors Designation at graduation.
- 3.2. System Term GPA: based on credits earned at any of the six Regental universities within a given academic term (Fall, Spring, Summer). Utilized to determine minimum progression status.
- 3.3. Transfer GPA: based on credits earned and officially transferred from an accredited college or university outside the Regental system. When a letter grade that normally calculates into the grade point average exists for a non-academic course (e.g., credit earned via examination), it will be included in the transfer GPA.
- 3.4. Cumulative GPA: based on all credits earned by the student (transfer credit plus system credit). Utilized to determine minimum progression status and to determine if degree requirements have been met and to determine Honors Designation at graduation.
 - 3.4.1. When a course has been repeated for credit, all attempts will be entered on the transcript, but the last grade earned will be used in the calculation of the cumulative grade point average (See also 2:5, section B.7).

4. Minimum Progression Standards

- 4.1. Minimum progression standards and related actions are based on the student's cumulative grade point average and system term grade point average.
 - 4.1.1. Good Academic Standing: A student who meets or exceeds the cumulative grade point average requirements ~~listed below~~ is considered to be in good academic standing. The Academic Standing process is completed at the end of the Spring Term. The GPA is monitored throughout the Fall and into the Spring term by the academic advising team to best position the student for success. The required GPAs are based on ~~class level~~ credit hour completion. Students who have taken more credit hours are expected to meet a higher GPA standard.

<u>Class</u>	<u>Credit Hour Range</u>	<u>GPA Standard</u>
Freshman	0-29.99 <u>44.99</u>	1.8
Sophomore	30-59.99	1.8
Junior	60-89.99 <u>90+</u>	2.0
Senior	90+	2.0

- 4.1.2. Academic Probation: If a student's cumulative grade point average falls below the GPA standard for his/her designated class rank as listed in Section 4.1.1 ~~in any~~ at the end of the Spring academic term ~~(i.e. fall, spring, summer)~~, the student is placed on academic probation for the following term.

- 4.1.2.1. While on academic probation the student must earn a system term grade point average that meets or exceeds the GPA standard required for their class level.
- 4.1.2.2. When a student on academic probation achieves a cumulative grade point average that meets or exceeds the GPA standard for his/her class level, the student is returned to good academic standing.
- 4.1.3. Academic Suspension: A student on academic probation who fails to maintain a term grade point average that meets or exceeds the GPA standard required ~~for his/her class level~~ is placed on academic suspension for a minimum of two academic terms.
 - 4.1.3.1. A student on academic suspension will not be allowed to enroll for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Also refer to BOR Policy 2:3, Section C.9.7. Students on Probation/Suspension.)
 - 4.1.3.2. Only Academic Suspension will be entered on the student's transcript. Academic probation will be noted in the internal academic record only.
- 4.2. Students enrolling in the Regental system for the first time with prior credit, including internal and external transfer students and dual credit students, shall not be placed on probation by their designated home institution until they have been enrolled at a Regental university for one (1) academic term.

5. Minimum Progression Standard Report

Each ~~year-Fall~~ the Board of Regents will receive data on the minimum progression status for students in the Regental system. For each institution, data will be disaggregated to identify the number of undergraduate students in Good Standing, Returning to Good Standing, Placed on Probation, and Suspended for each admission classification.

6. Minimum Graduation Standards

To be awarded a baccalaureate degree, an associate degree or a certificate a student must at a minimum have a cumulative GPA of 2.0 or higher. With Board approval, additional requirements including more specific GPA requirements may be established for some programmatic offerings and these must be met.

7. Academic Amnesty

- 7.1. The goal of academic amnesty is to respond to the academic needs of individuals as they develop newly identified potential. Through the application of academic amnesty, the student's prior academic record can be excluded from current work under certain conditions.
- 7.2. To be eligible for Academic Amnesty, the student must:

- 7.2.1. Be an undergraduate, full-time or part-time, degree-seeking student at one of the universities in the South Dakota Regental system;
- 7.2.2. Not have been enrolled in any postsecondary institution for a minimum of three consecutive terms (including only Fall and/or Spring terms) prior to the most recent admission to the home institution. Exceptions may be granted in rare cases only by the Board of Regents Vice President for Academic Affairs upon recommendation by the Chief Academic Affairs Officer;
- 7.2.3. Have completed a minimum of twelve (12) graded credit hours taken at any Regental university with a minimum grade point average of 2.0 for the twelve (12) credit hours after the most recent admission to the home institution;
- 7.2.4. Not have earned a baccalaureate degree from any university;
- 7.2.5. Not have been granted any prior academic amnesty at any Regental university;
- 7.2.6. Submit a formal Academic Amnesty Petition to his/her home university following the procedures established by that university.
- 7.3. Conditions of Academic Amnesty:
 - 7.3.1. Academic amnesty does not apply to individual courses.
 - 7.3.2. Academic amnesty may be requested for:
 - 7.3.2.1. All previous postsecondary education courses, or
 - 7.3.2.2. All previous postsecondary education courses at a specific postsecondary institution, or
 - 7.3.2.3. A specified time period not to exceed one academic year (Fall/Spring) completed at any postsecondary institution(s).
 - 7.3.3. Academic amnesty, if granted, shall not be rescinded.
 - 7.3.4. Courses for which academic amnesty is granted will:
 - 7.3.4.1. Remain on the student's permanent record;
 - 7.3.4.2. Be recorded on the student's undergraduate transcript with the original grade followed by an asterisk (*);
 - 7.3.4.3. Not be included in the calculation of the student's grade point average because no credit is given;
 - 7.3.4.4. Not be used to satisfy any of the graduation requirements of the current degree program.
- 7.4. Academic amnesty decisions will be made by the student's home institution, will be honored by all undergraduate programs within the home institution, and will be honored by all undergraduate programs at other institutions within the South Dakota Regental system.
- 7.5. Universities outside of the South Dakota Regental system are not bound by the academic amnesty decisions made by the South Dakota Regental system.

- 7.6. Regental graduate programs and graduate professional schools may consider all previous undergraduate course work when making admission decisions.

8. Dean's List Designation

- 8.1. Undergraduate, full-time students may be designated for the Dean's List at the end of the fall and spring terms. The Dean's List designation is determined by the home university and is based on a student's total course registrations for academic credit for the term from any Regental university. The Dean's List designation does not appear on the transcript.
- 8.2. To be awarded Dean's List designation, students must meet the following guidelines.
- 8.2.1. Students must have earned a minimum of twelve (12) credit hours in courses numbered 100-699 during the term.
- 8.2.2. Students must achieve a System Term GPA of at least 3.50.
- 8.2.3. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

9. Academic Recognition for Undergraduate, Part-Time Students

- 9.1. Undergraduate, part-time students taking fewer than twelve (12) credits per term may be designated for Academic Recognition for Part-Time Students at the end of the fall and spring terms. The Academic Recognition for Part-Time Students designation is determined by the home university. The Academic Recognition for Part-Time Students designation does not appear on the transcript. To be awarded the Academic Recognition for Part-Time Students designation, students must meet the following guidelines:
- 9.1.1. Students must have completed at least twelve (12) credit hours prior to the current semester at one or more Regental institutions.
- 9.1.2. The student must have earned at least three (3) and up to eleven (11) credit hours of 100-699 level courses during the term.
- 9.1.3. Students must achieve a System Term GPA of at least 3.50.
- 9.1.4. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

10. Honors Designation at Graduation

- 10.1. Post-baccalaureate Degree: The institution granting the degree determines the Honors Designation for its post-baccalaureate graduates. Common practices of the academy and of the specific discipline shall be followed.
- 10.2. Baccalaureate Degree: The institution granting the degree determines the Honors Designation for its graduates. To earn an Honors Designation at graduation the undergraduate student must meet both the following cumulative and institutional grade point averages:

Summa Cum Laude	equal to or greater than 3.9
Magna Cum Laude	equal to or greater than 3.7 and less than 3.9

Cum Laude equal to or greater than 3.5 and less than 3.7

10.2.1. The undergraduate student must have completed a minimum of sixty (60) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)

10.3. Associate Degree: The institution granting the degree determines the Honors Designation for its associate-level graduates. To earn an Honors Designation at graduation, an associate-level graduate must meet both the following cumulative and institutional grade point averages:

With highest honor equal to or greater than 3.9

With high honor equal to or greater than 3.7 and less than 3.9

With honor equal to or greater than 3.5 and less than 3.7

10.3.1. An associate-level graduate must have completed a minimum of thirty (30) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)

11. Graduate Grades

Graduate Grades will be assigned to the Graduate Academic Level and to all Courses and Sections with course numbers of 500 or greater. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
B	Good	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Unsatisfactory	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
AU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
NG	No Grade	0 credit tracking course
NP	Normal Progress	Does not calculate into any GPA
NR	Grade not Reported by instructor	Does not calculate into any GPA
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to	0 credit course

Recitation Grade

12. Graduate Grade Descriptions, Uses, and Restrictions

- 12.1. AU: An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.
- 12.2. CR: A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.
- 12.3. EX: An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.
- 12.4. I: An incomplete (I) grade may be granted only when all of the following conditions apply:
- A student has encountered extenuating circumstances that do not permit him/her to complete the course.
 - The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
 - The student does not have to repeat the course to meet the requirements.
 - The instructor must agree to grant an incomplete grade.
 - The instructor and student must agree on a plan to complete the coursework.
 - The coursework must be completed within one calendar year; extensions may be granted by the Graduate Dean.
 - If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, or U.
 - If the student does not complete the course within the specified time, the Incomplete grade remains on the transcript.
- 12.5. IP: An in progress (IP) grade may be granted only when all of the following conditions apply:
- The requirements for the course (for every student enrolled in the course) extend beyond the current term.
 - The extension beyond the current term must be defined before the class begins.
 - The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Chief Academic Affairs Officer.
 - A definite date for completion of the course must be established in the course syllabus.
- 12.6. NG: A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's

Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).

- 12.7. NP: A normal progress (NP) grade may be granted by an instructor when the instructor determines that a graduate student is making normal progress in a graduate Thesis/Dissertation course. If a graduate student does not enroll for a period of one calendar year, the NP grade may change to I (Incomplete) upon approval by the Graduate Dean. The NP grade calculates into attempted credits but does not calculate into completed credits or grade point averages.
- 12.8. S/U: A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.

13. Last Date of Academic Activity

Each university must have in place a practice for determining and recording the Last Date of Academic Activity, whenever reporting a final grade of F, U, or RU.

FORMS / APPENDICES:

None

SOURCE:

BOR May 1996; BOR December 1998; BOR March 2002; BOR June 2002; BOR August 2002; BOR October 2002; BOR June 2003; BOR October 2003; BOR March 2004; BOR May 2004; BOR October 2004; BOR March 2005; BOR May 2005; BOR June 2005; BOR August 2005; BOR October 2005; BOR August 2006; BOR October 2006; BOR June 2009; BOR August 2009; BOR March-April 2011; BOR December 2011; BOR December 2013; BOR December 2014; BOR June 2015; BOR August 2015; BOR May 2018; BOR December 2020.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – A (2)

DATE: May 11, 2021

SUBJECT

BOR Policy 4:4 – Non-Faculty Exempt Employment Provisions, 4:7 – Grievance Faculty, and BOR Policy 4:14 – Faculty Discipline and Disciplinary Procedures (Second and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 4:4](#) – Non-Faculty Exempt Employment Provisions

[BOR Policy 4:7](#) – Grievance Faculty

[BOR Policy 4:14](#) – Faculty Discipline and Disciplinary Procedures

BACKGROUND / DISCUSSION

The Board approved the first reading of the proposed revisions to BOR Policies 4:4, 4:7 and 4:14 at its [March](#) meeting. During the Board’s discussion in March there were two issues identified for revision in BOR Policies 4:4 and 4:7, both of which are reflected in Attachments I and II. The first of which was to include a statement indicating how deadlines will be treated in the event the last day falls on a weekend, holiday or other day in which administrative offices are closed, which is now found in section C.6.1.14 of BOR Policy 4:4 (Attachment I) and section D.18 of BOR Policy 4:7 (Attachment II). The second change was to remove the option to elect a documentary review by a peer panel in step 2 of the grievance process in BOR Policies 4:4 and 4:7, which change is reflected in the attached drafts. The remainder of the proposed revisions to BOR Policies 4:4, 4:7 and 4:14 are the same substantive form as what was presented to, and approved by, the Board in March.

IMPACT AND RECOMMENDATION

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

(Continued)

DRAFT MOTION 20210511_6-A(2):

I move to approve the second and final reading of the proposed revisions to BOR Policy 4:4, BOR Policy 4:7 and BOR Policy 4:14, as presented.

BOR Policy Revisions - 4:4, 4:7 & 4:14

May 11, 2021

Page 2 of 2

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 4:4

Attachment II – Proposed Revisions to BOR Policy 4:7

Attachment III – Proposed Revisions to BOR Policy 4:14

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Non-Faculty Exempt Employment Provisions

NUMBER: 4:4

A. PURPOSE

To define the process and provisions relating to the appointment, employment, conduct expectations, compensation practices, and grievance procedures for Non-Faculty Exempt (NFE) employees. This policy supersedes all other BOR policies relating to NFE employees.

B. DEFINITIONS

1. Day: Calendar days

1.2. Executive Director: The chief executive officer of the SD Board of Regents.

2.3. Grievance: An alleged misinterpretation, misapplication or violation of a specific term or provision of Board policy, or other agreements, contracts, policies, rules, regulations or statutes that directly affect terms and conditions of employment for the individual employee.

3.4. Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and the Visually Impaired, ~~State-South Dakota~~ School for the Deaf, University of South Dakota, and the Office of the Executive Director.

4.5. Internal Equity Adjustment: A salary adjustment to reduce or eliminate an internal pay rate disparity within an Institution or defined Institutional department.

5.6. Market Equity Adjustment: A salary adjustment to reduce or eliminate an external pay rate disparity using recognized market data and peer groups.

6.7. Non-Faculty Exempt (NFE): Employees who are exempt from the Civil Service Act by virtue of their administrative and professional functions.

7.8. Performance Adjustment: A salary adjustment made in recognition of work performance that meets or exceeds performance standards documented through an established review process.

8.9. President: The chief executive officer of a South Dakota Board of Regents University.

9.10. Student Employee: Student employees, including teaching and research fellows, are exempt from the Civil Service System. Student employees are considered temporary employees and not eligible for benefits unless meeting the requirements under the Affordable Care Act.

10.11. Superintendent: The chief executive officer of a South Dakota Board of Regents Special School.

~~11. Working Day: Monday through Friday, except for holidays and other times when the Institution's administrative offices are closed.~~

C. POLICY

1. Appointment

All NFE Institutional personnel will be employed upon the approval of the President, Superintendent, or Executive Director. BOR Policies 1:5 and 1:6 outline when Board approval is required for appointment.

- 1.1. If an Institution wishes to hire a candidate who was previously terminated for cause, or who resigned in lieu of termination, the President or their delegate, and the Office of the Executive Director shall be advised of the circumstances surrounding the termination. The President, Superintendent, or Executive Director will approve or deny the rehire based upon legitimate business and position related reasons.
- 1.2. If an Institution appoints a candidate who is employed by another Institution, the Institutions shall share position related information with the requesting academic or human resource office, and the appointing authority will consider that legitimate business and position related information in the hiring process prior to appointment.

2. Employment Contracts

- 2.1. Upon appointment of a benefit-eligible employee, the University or Special School will issue an employment contract, which may be renewed annually at the discretion of the University President or Superintendent.
- 2.2. NFE employment contracts shall not be more than one year in length, unless otherwise specified in, and issued pursuant to, BOR Policy 4:49.
- 2.3. During a valid contract term, NFE employees may be reassigned for non-discriminatory purposes without cause to any position, so long as the salary is not decreased during the term of the current contract.
- 2.4. NFE Employment contracts may be non-renewed without cause by providing written notice of the non-renewal to the NFE employee prior to the expiration of the current contract term.
- 2.5. An NFE employment contract creates no obligation of the Institution for continued employment beyond the term of the contract and non-renewal of the contract is not an action which can be grieved under BOR or Institutional policy.
- 2.6. NFE employment contracts may be terminated for cause, or as a part of a reduction in force in conformity with this policy and applicable law.

3. Compensation Administration

- 3.1. All compensation adjustments that meet the criteria identified in BOR Policy 1:5(5) and 1:6(4) require Board approval.
- 3.2. Compensation upon Hire or Transfer
 - 3.2.1. Compensation for employees at hire or transfer will be set comparative to the market value of the position as well as the internal equity of the Institution.

- 3.2.2. Institutional hiring authorities shall consult with human resources on compensation decisions at hire or transfer, and the Institution shall consider the position requirements, institutional priorities and the candidate's education, experience, skills, and abilities.

3.3. Annual Salary Adjustments

Decisions concerning annual salary policy adjustments will be made in accordance with legislative process and BOR policies. The President, Superintendent or Executive Director determines the Institutional priorities and establish guidelines for salary allocations.

- 3.3.1. Administrators responsible for making individual salary recommendations will follow approved guidelines:
 - 3.3.1.1. The Legislature will identify the salary pool and the Board will approve a total salary policy pool for which Institutions can distribute based on market, performance or institutional priorities.
 - 3.3.1.2. The President, Superintendent or Executive Director can apply institutional priorities to a specific department or area of concentration so long as it is a portion of the total salary policy pool.
 - 3.3.1.3. Administrator recommendations will be reviewed by the appropriate Vice President and/or President.
 - 3.3.1.4. All annual salary policy for benefit eligible employees must be applied through the HRFIS system, those meeting the criteria for Board approval in BOR Policy 1:5 or 1:6 must be report to the Board for approval at its regularly scheduled meeting in May.

3.4. Other Base Salary Adjustments

- 3.4.1. Additional Duty Pay: An increase, permanent or temporary, to base salary not exceeding ten percent (10%) may be granted based on a documented additional workload.
- 3.4.2. Duties and Responsibilities Changes: An increase based upon significant change in the duties, scope and responsibility of a position as documented in an approved position description.
 - 3.4.2.1. The adjustment shall be consistent with previous institutional priority decisions of the Institution and must be made in light of internal equity.
- 3.4.3. Internal Equity Adjustment: An increase to base salary to reduce or eliminate documented institutional internal salary disparities that are found after an analyses of position duties, individual qualifications, experience, longevity, work performance -or institutional priorities.
- 3.4.4. Market Adjustment: An increase to base salary to reduce or eliminate a documented external salary inequity.

3.5. Instruction of Academic Courses

- 3.5.1. An NFE employee may be allowed to instruct an undergraduate or graduate course with the appropriate approval process at the Institution.
- 3.5.2. Compensation for the instructional work should be comparable to the rates provided to temporary faculty for comparable instruction.
- 3.5.3. If the instructional workload is assigned as an overload, the work related to course instruction should be completed outside of the scope of the employee's regular position.

4. Reduction in Force

- 4.1. An Institution may lay off or reduce the percent time of an NFE employee during a current contract term for the following reasons:

- 4.1.1. Legislative action;
- 4.1.2. Loss of grant, contract or other funding;
- 4.1.3. Governor's executive order; or
- 4.1.4. Reorganization. An Institution may only use this as a means to lay off an employee for such occasions as privatization, the movement of a function to another state agency, the elimination of an organizational function, the consolidation of departments or functions, or a reduction in a program's activities.

4.2. Layoff Notification

- 4.2.1. An employee shall be given a minimum of fourteen (14) calendar day's written notice prior to the effective date of the layoff or reduction in percent time. The notice shall include:
 - 4.2.1.1. The effective date and reason(s) for the layoff;
 - 4.2.1.2. Information concerning the right to appeal;
 - 4.2.1.3. The timeline in which the employee may present reasons in -writing why the layoff should not take place;
 - 4.2.1.4. Notice is effective the day of deposit in the mail of a certified notice, the date electronically sent, or the date personally delivered to the employee.
- 4.2.2. A copy of the layoff notification should be forwarded to the system human resources officer at the time the action is taken.

4.3. Priorities for Layoff

- 4.3.1. When more than one NFE employee exists in any classification, department, or geographic location designated for a reduction in force, the following criteria will be used to identify the employee(s) who will be laid off or have reduced hours:
 - 4.3.1.1. Performance;
 - 4.3.1.2. Longevity with the Institution and employment status;
 - 4.3.1.3. Special knowledge, skills, abilities and potential of the employee;

- 4.3.1.4. Type and mixture of funding for position and fund status;
- 4.3.1.5. Future needs of the department;
- 4.3.1.6. Geographic location.

4.4. Benefits

- 4.4.1. Any accrued and vested leave will be paid in accordance with South Dakota administrative rules and statutes.

5. Code of Conduct

Employees are expected to maintain an effective, orderly, safe and efficient work environment.

5.1. Professional Conduct/Misconduct Defined

- 5.1.1. Disciplinary action, up to and including termination, may be taken, upon notice and a right to respond, for conduct within or outside the scope of employment. Disciplinary action may be taken for just cause, including, but not limited to the reasons listed below:
 - 5.1.1.1. The employee has violated any Board of Regents or institutional policy;
 - 5.1.1.2. The employee violated a confidentiality agreement, non-disclosure agreement, policy, regulation, or law;
 - 5.1.1.3. The employee disrupts the efficiency or morale of the department;
 - 5.1.1.4. The employee is careless or negligent with the money or other property of the state or property belonging to any person receiving services from the state or has stolen or attempted to steal money or property of the state or property belonging to any person receiving services from the state;
 - 5.1.1.5. The employee has failed to maintain a satisfactory attendance record based on the established working hours or has had unreported or unauthorized absences;
 - 5.1.1.6. The employee has made a false or misleading statement or intentionally omitted relevant information during the application and selection process;
 - 5.1.1.7. The employee has intentionally falsified a state record or document;
 - 5.1.1.8. The employee has violated statutes or standard work rules established for the safe, efficient, or effective operation of the campus;
 - 5.1.1.9. A failure to correct deficiencies in performance;
 - 5.1.1.10. A breach of recognized published standards of professional ethics for the employee's profession;
 - 5.1.1.11. Conviction of any felony or the conviction of a misdemeanor involving immoral actions;
 - 5.1.1.12. The unlawful or unauthorized manufacture, distribution, dispensing, possession or use of alcohol or controlled substances while on duty or while on premises owned and controlled by the Board of Regents or used

by the Board of Regents for educational, research, service or other official functions.

5.1.1.13. Insubordination,

5.1.1.14. The use of alcohol, marijuana, or other controlled substances, which impairs performance of duties.

5.1.1.15. Theft of state owned or controlled property.

5.1.1.16. Intentionally and wrongfully counseling, inciting, or participating in a prohibited student or employee activity.

5.1.1.17. Any substantial or irremediable impairment of the ability of a staff employee to perform assigned duties.

5.2. Termination of Faculty Appointment

If an NFE employee holds faculty rank, and/or tenure, then the appropriate faculty termination procedures shall be applied.

6. Grievance Procedures

The grievance procedure provides a just and equitable method for resolution of grievances that affect the terms and conditions of employment.

6.1. General Provisions

6.1.1. Grievance procedures are available to NFE employees.

6.1.2. No offer of settlement of a grievance by either party shall be admissible as evidence in later grievance proceedings or elsewhere.

6.1.3. No settlement of a grievance shall constitute a binding precedent in the settlement of similar grievances.

6.1.4. If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed withdrawn.

6.1.4.1. The parties to any grievance may, by mutual written agreement, waive the time limits provided herein.

6.1.5. If the administration fails to act in time, the grievant may proceed to the next review level by filing the grievance with the appropriate official and within the timeframe required under Section 6.2 and any subsequently issued decision on the matter at the bypassed level will be void.

6.1.6. The Board, administration, or supervisors shall not retaliate against any non-faculty exempt employee for filing or participating in a grievance.

6.1.7. Employees who voluntarily terminate their employment shall have their grievances under this policy immediately withdrawn and shall not benefit by any later settlement of an individual or group grievance.

6.1.8. Grievance records shall not be maintained in the individual's personnel files; but shall be maintained in a separate file.

6.1.9. Required written notice may be sent via the Postal Service, delivered by hand, or sent through electronic mail.

6.1.9.1. Notice will be effective on the date postmarked by the Postal Service, on the date delivered by hand or on the date sent electronically, provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.

6.1.10. Grievances will be filed with the lowest administrative level having the authority to dispose of the grievance. If the office of the President, Executive Director, or Vice President represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed at Step 2, Step 3 or Step 4 as applicable.

6.1.11. Throughout the grievance process, the grievant shall include copies of the original grievance and all responses and decisions from prior steps, if any.

6.1.12. Throughout each step of the grievance process, any decision issued by the institution shall be provided simultaneously to the grievant and each administrator who issued a decision in prior steps, if any. All decisions issued by the institution in response to a grievance shall include a statement of findings and conclusions supporting the decision.

6.1.13. Informal resolution may be attempted by the parties to a grievance at any point during the grievance procedure. If a grievance is resolved informally, the institution will be under no obligation to proceed further with the grievance.

6.1.14. If the deadline for any action(s) set forth herein falls on a Saturday, Sunday, legal holiday, or any other day in which the institution's administrative offices are closed, the timeframe for the action shall continue to run until the end of the first day thereafter when the institution's administrative offices are open.

6.2. Grievance Procedures

6.2.1. Step One – Grievance to Immediate Supervisor

6.2.1.1. An employee may file a grievance in writing with the immediate supervisor within fourteen (14) ~~calendar~~ days of the date on which the grievant knew, or should have known, of the action or condition which occasioned the grievance.

6.2.1.2. The supervisor, upon receipt of the grievance, will investigate and provide a response to the grievant within seven (7) ~~calendar~~ days.

6.2.1.3. If the employee is not satisfied with the response, the employee has seven (7) ~~calendar~~ days to proceed to the next step.

6.2.2. Step Two – Grievance to Vice President

6.2.2.1. The employee may submit, in writing, a grievance of decision of the supervisor to the appropriate Vice President of the institution.

6.2.2.2. A written response shall be delivered to the employee within fourteen (14) ~~calendar~~ days following receipt.

~~6.2.2.1-6.2.2.3.~~ If the employee is not satisfied with the response, the employee has seven (7) days to proceed to the next step.

6.2.3. Step 3 – Grievance to President, Superintendent, or Executive Director

6.2.3.1. The employee may grieve, in writing, the decision from step two to the President, Superintendent, or Executive Director.

6.2.3.2. The President, Superintendent, or Executive Director shall investigate the matter, personally or through an appointed designee or panel.

6.2.3.3. A written response shall be delivered to the grievant within fourteen (14) ~~calendar~~ days following receipt.

~~6.2.3.3.1. A copy of the decision shall be provided to the employee, supervisor, Vice President, and President, Superintendent or Executive Director as applicable, and shall include a statement of findings and conclusions supporting the decision.~~

6.2.3.4. If the employee is dissatisfied with the response rendered, the employee has seven (7) ~~calendar~~ days following receipt to proceed to step four.

6.2.4. Step 4 – Grievance to the Board

6.2.4.1. The employee may grieve the decision of the President to the Board.

6.2.4.2. ~~The Executive Director may attempt to achieve an informal resolution of the grievance. If the Executive Director elects not to pursue informal resolution, or if informal resolution cannot be secured, the~~ The Executive Director shall select a hearing examiner within fourteen (14) days following receipt of the grievance.

6.2.4.3. The hearing examiner shall hold ~~investigative hearings~~ a hearing pursuant to SDCL ch. 1-26 with all parties involved in the grievance no later than thirty (30) days after the hearing examiner is appointed. ~~and The hearing examiner shall prepare a proposed determination including findings of fact and conclusions of law for the Board's consideration. The proposed determination shall be provided to the board within thirty (30) days of the hearing or fourteen (14) days prior to the next regularly scheduled Board meeting, whichever is sooner.~~

6.2.4.4. The Board's decision shall be issued to the employee within ten (10) ~~calendar~~ days from the date the grievance is considered by the Board. If the Board fails to respond within the specified time period, or if the employee is not satisfied with the decision, the employee may grieve in accordance with South Dakota Codified Law Chapter 1-26

FORMS / APPENDICES:

None.

SOURCE:

August 2019.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Grievance--Faculty

NUMBER: 4:7

I. Faculty Grievance Procedure

The following grievance procedure is applicable to non-bargaining unit faculty. Special Schools ~~B~~bargaining unit faculty grievance procedures are contained in the Special Schools COHE/BOR contract.

A. Purpose

All problems should be resolved, whenever possible, before the filing of a grievance. Open communication is encouraged between administrators and faculty members so that resorting to the formal grievance procedure will not be necessary. -The purpose of this policy is to promote prompt and efficient procedures for investigating and resolving grievances.

B. Resorting ~~T~~to Other Procedures

If the faculty member seeks resolution of any civil rights claim in any forum or by any set of procedures other than those established in this policy, whether administrative or judicial, the institution or Board will be under no obligation to proceed any further with the matter unless the grievant is under an obligation to exhaust administrative remedies in order to bring such other action. The act of filing an action or claim in any other forum in order to avoid violating a time limitation will not be considered a violation of the intent of this policy.

C. Definitions

~~For the purpose of this Article:~~

(1) Day: Calendar days.

(2) Executive Director: The chief executive officer of the Board of Regents.

(3) Grievance: The term "grievance" means aAn alleged misinterpretation, misapplication, or violation of the laws of the State of South Dakota or of a rule, policy, or regulation of the Board of Regents or the institution at which the faculty member is employed, and which affects him personallya specific

term or provision of Board policy, or other agreements, contracts, policies, rules, regulations, or statutes that directly affect terms and conditions of employment for the individual employee.

(24) Grievant: The term "grievant" means a named faculty member or a group of named faculty members who has filed a grievance under this procedure.

(5) Institution: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, South Dakota School for the Blind and Visually Impaired, South Dakota School for the Deaf, University of South Dakota, and the Office of the Executive Director.

(6) President: The chief executive officer of a South Dakota Board of Regents University.

(7) Superintendent: The chief executive officer of a South Dakota Board of Regents Special School.

~~(3) "Working days", as used herein, means those days when the offices of the institution or Board are open for business—Monday through Friday—exclusive of legal holidays. Working days will not be counted under special circumstances where the faculty member is unavailable to process his grievance by reason of travel or absence necessitated for continuing education, in special cases of emergency, during holiday or vacation except where a grievance has already been filed, and where an extension of time has not been made the subject of a written agreement.~~

D. General Provisions:

1) No offer of settlement of a grievance by either party to the grievance will be admissible as evidence in later grievance proceedings, or elsewhere. No settlement of a grievance will constitute a binding precedent in the settlement of similar grievances.

2) If the grievance concerns non-renewal, denial of promotion, or denial of tenure, the grievance review will be limited to determining whether the decision was the result of failure to follow procedures. The burden of proof in such cases shall rest with the grievant.

3) Neither the institution nor the Board of Regents will retaliate or effect reprisals against any faculty member for processing or participating in a grievance.

4) In the event a grievance is filed near the end of an academic year and strict adherence to time limits will result in hardship to any party, the parties will do

everything reasonable to allow the grievance to be processed in an expeditious manner.

- 5) If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed waived.
- 6) If the administration fails to act in time, the grievant may proceed to the next review level by filing the grievance with the appropriate official and within the timeframe required under Section E and any subsequently issued decision on the matter at the bypassed level will be void.
- 7) The parties to the grievance may, in their discretion, waive any of the time limitations provided for herein; provided, however, that such waiver must be in writing and signed by both parties involved at the particular level or step of the grievance process.
- 8) Required written notice may be sent via the Postal Service, delivered by hand, or sent through electronic mail. Notice will be effective on the date postmarked by the Postal Service, on the date delivered by hand, or on the date sent electronically, provided that, where disruption of institutional electronic communications systems interferes with delivery of an electronic notice, the effective date of notices sent electronically will be delayed until service has been restored.
- 9) Grievance records will not be maintained in any faculty member's institutional personnel file.
- 10) In the case of a grievance concerning discipline or a termination pursuant to reduction procedures, the burden of proof will rest upon the administration to the extent required by law. In all other cases the burden of proof will rest upon the grievant.
- 11) Each party to the grievance will bear his own expense in a grievance proceeding. The institution or the Board will bear the expense of providing the Hearing Examiner and all attendant costs thereto.
- 12) A grievant will be permitted at any time prior to the time the Hearing Examiner sets the matter down for hearing, by written notice, to amend a grievance by further specifications. However, the filing of such amendments will not act to extend any time constraints.
- 13) Throughout the grievance process, the grievant shall include copies of the original grievance and all responses and decisions from prior steps, if any.

- 14) Throughout each step of the grievance process, any response or decision issued by the institution shall be provided simultaneously to the grievant and each administrator who issued a decision in prior steps, if any. All decisions issued by the institution in response to a grievance shall include a statement of findings and conclusions supporting the decision.

D. Representation

- 15) Faculty members, in processing grievances, may represent themselves or may be represented by someone of their choice.

E. Confidentiality

- 16) The grievance proceedings will be maintained as confidential, subject only to the necessity of the parties to prepare their cases. All meetings and conferences will be held in a confidential setting.

F. Time Limitations

~~When any action which is required to be taken within a specified time period is not taken in time, the following will apply:~~

- ~~1) If the grievant fails to act within the time limits provided herein, the administration will have no obligation to process the grievance and it will be deemed withdrawn.~~
- ~~2) In the case where the administration fails to act in time, the grievant may proceed to the next review level and any subsequently issued decision on the matter at the bypassed level will be void.~~

- 17) Informal resolution may be attempted by the parties to a grievance at any point during the grievance procedure. If a grievance is resolved informally, the institution will be under no obligation to proceed further with the grievance.

- 18) If the deadline for any action(s) set forth herein falls on a Saturday, Sunday, legal holiday, or any other day in which the institution's administrative offices are closed, the timeframe for the action shall continue to run until the end of the first day thereafter when the institution's administrative offices are open.

G. Steps For Processing A GrievanceGrievance Procedure

1) Step One

- a. The grievant may file a grievance in writing with the lowest administrative level having authority to dispose of the grievance within fourteen (14) days of the date on which the grievant knew, or

should have known, of the action or condition which occasioned the grievance.

- i. If the appropriate Vice President of the institution is the lowest administrative level having authority to dispose of the grievance, the grievance will be filed as a first instance at Step Two. The applicable filing period remains fourteen (14) days.
- ii. If the President or Superintendent is the lowest administrative level having authority to dispose of the grievance, the grievance will be filed as a first instance at Step Three. The applicable filing period remains fourteen (14) days.
- b. The administrator, upon receipt of the grievance, will investigate and provide a response to the grievant within seven (7) days of receipt of the grievance.
- c. If a grievant is not satisfied with the response, the grievant has seven (7) days to proceed to Step Two.

2) Step Two

- a. The grievant may file, in writing, a grievance of the Step One decision with the appropriate Vice President of the institution.
- b. ~~, the Step One response, any additional documentation filed with the in Step Two~~ The Vice President of the institution shall review the grievance and provide a response to the grievant within fourteen (14) days following receipt of the grievance.
- c. ~~seven~~ If a grievant is not satisfied with the response, the grievant has seven (7) days to proceed to Step Three.

3) Step Three

- a. The grievant may file, in writing, a grievance of the Step Two decision with the President or Superintendent of the institution.
- b. The President or Superintendent shall, personally or through a designee, review the grievance and provide a response to the grievant within fourteen (14) days.
- c. If a grievant is not satisfied with the response, the grievant has seven (7) days to proceed to Step Four.

4) Step Four

- a. The grievant may file, in writing, a grievance of the Step Three decision with the Board.
- b. The Executive Director shall select a hearing examiner within fourteen (14) days following receipt of the grievance.
- c. The hearing examiner shall hold a hearing pursuant to SDCL ch. 1-26 with all parties involved in the grievance no later than thirty (30) days after the hearing examiner is appointed. The hearing examiner shall

prepare a proposed determination including findings of fact and conclusions of law for the Board's consideration. The proposed determination shall be provided to the board within thirty (30) days of the hearing or fourteen (14) days prior to the next regularly scheduled Board meeting, whichever is sooner.

d. The Board's decision shall be issued to the grievant within ten (10) days from the date the grievance is considered by the Board. If the Board fails to respond within the specified time period or if the grievant is not satisfied with the decision, the grievant may grieve to the circuit court in accordance with SDCL ch. 1-26.

~~1) — Step 1~~

~~A grievant must first present a grievance, identified as such, in writing and informally, at the lowest administrative level having authority to dispose of the grievance. The grievance must be filed within fifteen (15) working days of the date on which the grievant knew or should have known of the action or condition which occasioned the grievance. The administrator, upon learning of the grievance, will investigate the grievance as deemed appropriate and will respond to the grievant in writing within seven (7) working days; such investigation may include a private meeting with the grievant. Notwithstanding the foregoing, if the office of the President or Superintendent represents the lowest administrative level having authority to dispose of the grievance, then the grievance will be filed in the first instance at Step 2; in this circumstance, the applicable filing period remains fifteen (15) working days.~~

~~2) — Step 2 General Procedures~~

~~If the grievance is not resolved in Step 1, the grievant will formalize the grievance by filing it with the President or Superintendent of the institution within five (5) working days of the Step 1 decision. The filing requires the legal name of the grievant, a statement of the specific rule, regulation, policy, or law alleged to have been violated, the relief requested, the name of the representative, if any, and evidence that the grievant attempted an informal adjustment of the grievance, as required in Step 1.~~

~~If, at the time of the notice and filing of the Step 2 grievance, as above provided, grievant elects to invoke the intervention or assistance of a standing peer faculty committee, grievant shall so note. The standing peer faculty committee will be comprised of faculty members of recognized standing in the community, two of whom will be designated by the faculty member at the time of the notice, and two of whom will be designated by the administration within one day of the receipt of the notice.~~

~~The President or Superintendent, or their designees, will conduct an investigation, which may include the services of an investigative panel, for the purpose of arriving at an ultimate decision on the merits. Based on the~~

~~investigative results of such investigation, and the recommendations that may be generated by the investigative process employed, the President or Superintendent will prepare a proposed decision on the grievance.~~

~~In the proposed decision, under circumstances where all, or even a part of, the requested relief is to be denied grievant, the President or Superintendent will schedule a conference with the grievant, which will be held no sooner than four (4) days after the proposed decision, grievant will also receive all material and documentation generated by the investigative process employed.~~

~~At the time of the meeting and informal conference the grievant, his representative, and a second representative designated by the administration, will attempt to reach a settlement. At the time of the conference, grievant will be entitled to present his or her position on the matter in issue, which may include investigative materials and recommendations of the peer faculty committee, if such was noticed as above provided. If no settlement is reached at the conference, the President or Superintendent will proceed to issue a decision which will be issued, and the grievant notified, within twenty (20) working days after the grievance was filed at Step 2. The decision will include a statement of the findings and conclusions supporting the decision.~~

~~Except as otherwise agreed, all meetings in regard to Step 2 grievances will be held on the campus where the grievance occurs.~~

~~3) Optional step 2 procedures for certain grievances involving termination of employment.~~

~~The special procedures set out hereunder are available only in three circumstances: where the grievance arises from a dismissal for cause, a termination of a tenure contract or a reduction in force.~~

~~If such a grievance is not resolved in Step 1, the grievant will formalize the grievance by filing it with the President or Superintendent of the institution within five (5) working days of the Step 1 decision. The filing requires the legal name of the grievant, a statement of the specific rule, regulation, policy, or law alleged to have been violated, the relief requested, the name of the representative, if any, and evidence that the grievant attempted an informal adjustment of the grievance, as required in Step 1.~~

~~If, at the time of notice and filing of the Step 2 grievance form, as above provided, grievant elects to invoke the intervention or assistance of a faculty hearing panel, grievant will so note on a grievance form or the right will be waived.~~

~~If the grievant waives the right to a faculty hearing panel, grievance procedures and timeline will be those outlined in 5.4.6(7)(b)(i).~~

~~If the grievant elects to have a faculty hearing panel review the matter, the following will apply:~~

~~a. Within ten days after filing a notice, the president of the institution will formally appoint the faculty hearing panel comprising those individuals selected pursuant to paragraph (b) below and charge it to conduct a grievance hearing on the record. The grievant and the party responding on behalf of the administrative decision maker will have the right to call and examine witnesses and to introduce evidence. The panel will make written findings and conclusions based upon the record taken as a whole and will forward its recommended disposition of the matter to the president. In reaching its conclusions, the panel should consider that the administration has the burden of proof as set out in Division I, Section 6.8(7). The panel may request legal advice in determining applicable due process standards in the matter before it. The institution will be responsible for necessary arrangements to provide competent, disinterested legal advice.~~

~~b. The hearing panel will be made up of three faculty members, one selected by the president of the institution or a designee, one selected by the grievant and a third selected by the first two. In the event that the persons designated by the parties cannot agree upon a third member, the lists of candidates and recommendations will be forwarded to the executive director who will select a third member. This process will be completed within seven working days and will extend the deadlines for all subsequent proceedings by seven working days.~~

~~c. The three panel members will select a chairperson. The chair of the faculty hearing panel, in consultation with the grievant and other necessary parties, will fix a date for a hearing, which must be held no later than forty-five (45) days after the filing of the Step 2 grievance.~~

~~d. Within ten working days of the date of hearing, a panel will issue written findings and conclusions and will forward them, a hearing transcript and an advisory recommendation to the president.~~

~~Within ten (10) working days after receiving the recommendation from the faculty hearing panel, the president will render his decision in writing to the affected faculty member and the local COHE president. The decision will include a statement of the president's findings and conclusions in support of the decision if these differ from those of the faculty hearing panel.~~

~~Except as otherwise agreed, all meetings in regard to the Step 2 grievance will be held on the campus where the grievance occurs.~~

~~4) Step 3~~

~~If a grievance has not been resolved in Step 2, the grievant may submit the grievance to the Board of Regents. The Step 3 grievance will be filed with the Executive Director within ten (10) working days following receipt of the Step 2 decision. A copy of the Step 3 grievance will be sent by the grievant to the President or Superintendent of the institution.~~

~~The Executive Director will have fifteen (15) working days within which to attempt, at his discretion, a resolution through informal means.~~

~~If no resolution is achieved within the time herein last provided, the formal grievance will be referred to a Hearing Examiner who will be designated by the Board of Regents and who will, within ten (10) days after his designation and appointment, set the matter down for full hearing to be held no earlier than seven (7) days and no later than fifteen (15) days after his notice of appointment has been postmarked to grievant.~~

~~Such hearing will be conducted in a confidential setting and all parties to the grievance will make no public statements about the case during the pendency of the proceedings.~~

~~All parties to the grievance have the right to obtain witnesses and present evidence. The institution(s) will cooperate with the Hearing Examiner in securing witnesses and in making available specifically identified and relevant documentary and other evidence requested by the grievant(s), to the extent not limited by contract or law. Faculty members will respond to requests to give testimony under oath, incidental to the processing of any grievance. The parties to the grievance have the right to cross-examine witnesses. Where a witness cannot or will not appear, but the Hearing Examiner determines that the interest of justice requires admission of their statement, then the Hearing Examiner will arrange for a deposition. The Hearing Examiner may grant continuances when requested by either party to enable either party to investigate evidence, or for any other reason deemed appropriate. The Hearing Examiner will keep a record of the proceedings.~~

~~The hearing will not be conducted under strict rules of legal evidence and is not a contested case. Every possible effort will be made to obtain the most reliable evidence.~~

~~The Hearing Examiner will make a recommendation to the Board which will take the form of findings of fact, conclusions of law, and an order of disposition and which will be issued within fifteen (15) working days of the hearing or of the expiration of any briefing schedule established by the hearing examiner. A copy of the recommendation will be provided to the grievant(s) and the President or Superintendent. The recommendation must be based solely on the record, pertinent institutional and Board policies, and the law of the land. Whenever the recommendation reverses or modifies the Step 2~~

~~decision, it must be accompanied by a statement of reasons and referred along with the record, to the Central Office of the Board of Regents.~~

~~The Board will make a final decision based upon the recommendation of the Hearing Examiner. In addition, it may review the record pertinent to the issues. Such decision will be made at the next regularly scheduled Board meeting following receipt of the recommendation, provided the recommendation is received ten (10) working days prior to the Board meeting. If not received in time, the recommendation will be acted upon at the subsequent meeting. If the Board rejects or modifies the recommendation of the Hearing Examiner, the Board will provide the grievant with the reasons for rejecting or modifying the recommendation. Appeals from the decision of the Board of Regents will be governed by SDCL 3-18-15.2, and other laws in such cases made and provided.~~

~~H. Miscellaneous Provisions~~

- ~~1) No offer of settlement of a grievance by either party to the grievance will be admissible as evidence in later grievance proceedings, or elsewhere. No settlement of a grievance will constitute a binding precedent in the settlement of similar grievances, unless otherwise agreed.~~
- ~~2) If the grievance concerns non-renewal, denial of promotion, or denial of tenure, the grievance review will be limited to determining whether the decision was the result of failure to follow procedures, unless otherwise provided in this Agreement. The burden of proof, in such cases, shall rest with the grievant.~~
- ~~3) Neither the institution nor the Board of Regents will retaliate or effect reprisals against any faculty member for processing or participating in a grievance.~~
- ~~4) In the event a grievance is filed near the end of an academic year and strict adherence to time limits will result in hardship to any party, the parties will do everything reasonable to allow the grievance to be processed in an expeditious manner.~~
- ~~5) Grievance records will not be maintained in any faculty member's institutional personnel file.~~
- ~~6) The parties to the grievance may, in their discretion, waive any of the time limitations provided for herein; provided, however, that such waiver must be in writing and signed by both parties involved at the particular level or step of the grievance machinery.~~
- ~~7) In the case of a grievance concerning a discipline or a termination pursuant to reduction procedures, the burden of proof will rest upon the administration to~~

~~the extent required by law. In all other cases the burden of proof will rest upon the grievant.~~

~~8) Each party to the grievance will bear his own expense in a grievance proceeding. The institution or the Board will bear the expense of providing the Hearing Examiner and all attendant costs thereto.~~

~~9) A grievant will be permitted at any time prior to the time the Hearing Examiner sets the matter down for hearing, by written notice, to amend a grievance by further specifications. However, the filing of such amendments will not act to extend any time constraints.~~

SOURCE: Current Policy Manual 5.4.6; BOR April 2009; BOR [DATE].

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Faculty Discipline and Disciplinary Procedures

NUMBER: 4:14

1. Discipline and Disciplinary Procedures

A. Preamble

The Board, through its institutional administrators, has the duty to maintain a competent, productive, effective and ethical workforce and to ensure observance of obligations and rights established by law, rule or policy and implicated in university operations. This duty extends to supervision of faculty member conduct. To discharge this duty, the Board and its administrators possess the inherent power to discipline employees, including faculty members, who fail to adhere to expectations for competent, productive, effective and ethical teaching, research or service, who violate laws, rules or policies implicated in university operations, or who engage in misconduct, neglect of duty, insubordination or otherwise unacceptable conduct. This article ensures that the exercise of the power to discipline comports with the requirements of due process.

B. Alternative Measures

Subject to the reserved authority required by *Worzella v. Board of Regents of Education*, 77 S.D. 447, 93 N.W.2d 411 (S.D. 1958), the Board has delegated to institutional administrators provisional authority to discipline any faculty members for failure to adhere to expectations for: competent, productive, effective and ethical teaching, research or service; violation laws, rules or policies implicated in university operations; or misconduct, neglect of duty, insubordination or otherwise unacceptable conduct, including such conduct identified in section 2 of this policy. The authority delegated to institutional administrators must be exercised consistently with Board policy. The delegated authority includes the power to determine the discipline to be imposed and its effective date.

Taking into consideration the circumstances that warrant discipline, past service, scholarly achievements and other mitigating or aggravating circumstances, discipline may include any of the following alternative actions:

- 1) Warnings;
- 2) Warnings to be filed with the personnel file of the faculty member;

- 3) Required training or current substance abuse treatment at the cost of the faculty member;
- 4) Suspension from duties with, or without, loss of pay commensurate therewith;
- 5) Reassignment;
- 6) Demotion;
- 7) Discharge.

C. Interim Suspension

Unlike a disciplinary suspension under paragraph B (4) above, an interim suspension from duties during the pendency of an active review of allegations of conduct warranting discipline is not deemed to be a discipline under this article.

The decision to place a faculty member on interim suspension pursuant to this section does not require compliance with the Stage One notice procedures set forth in section D, below, but an informal pre-suspension process will ordinarily be provided. Absent the need for quick action or manifest impracticality, a faculty member will be informed, either orally or in writing, of the basis for the suspension, given an explanation of the evidence supporting the action and afforded an opportunity to respond before being placed on interim suspension.

In circumstances that require quick action or where the pre-suspension process is impractical, and where independent third-party findings confirm reasonable grounds for the allegations against the faculty member, the administration may place a faculty member on interim suspension before providing the requisite information, explanation and opportunity to respond.

The administration may withhold pay where the circumstances that trigger the interim suspension implicate public trust in ways that would preclude continued discharge of assigned responsibilities.

D. Procedures

The following procedures apply to all disciplinary measures other than warnings and warnings filed in the personnel file.

The disciplinary procedure comprises two stages. The first stage is designed to provide an initial check against mistaken decisions, by creating an opportunity to determine whether there are reasonable grounds to believe that the charges against the employee are true and support the proposed action. At the first stage, the faculty member will receive oral or written notice of the allegations, an explanation of the

evidence, and an opportunity to tell the faculty member's side of the story. At the close of the first stage ~~hearing-conference~~ the administration may impose the selected discipline. The second stage assures clear and actual notice of the reasons for the disciplinary action in sufficient detail to enable presentation of evidence relating to them; notice of both the names of those who have made allegations against the faculty member and the specific nature and factual basis for the charges; a reasonable time and opportunity to present testimony on any disputed issue of material fact; and a hearing before an impartial decision-maker.

1) *Stage One: Pre-Discipline ~~Hearing-Conference~~*

If the administration determines that there are reasonable grounds for discipline, the faculty member will be furnished written notice of the allegations supporting the determination, an explanation of the evidence relied upon by the administration and the intended disciplinary action. The matter will be discussed with the faculty member at a personal conference which will be held at a time not sooner than ~~fourteen (14) calendar days~~ ~~ten (10) working days~~, nor later than ~~twenty-one (21) calendar days~~ ~~fifteen (15) working days~~ from the date of the transmission of the written notice, unless otherwise agreed by the faculty member and the administration. The faculty member may bring to this ~~meeting-conference~~ a representative chosen by the faculty member. At the close of the personal conference, or within ~~five—seven (75)~~ ~~calendar~~ ~~working~~ days thereafter, the administration will notify the faculty member whether it will discipline the faculty member, how and the effective date of the discipline.

2) *Stage Two: Post-Discipline Hearing Rights*

Faculty members who have been disciplined after completion of Stage One ~~hearings-personal conferences~~ may challenge the action through the grievance procedures established in Board Policy No. 4:7. Any grievance appeal under this section will begin at Step ~~23 of Board Policy No. 4:7.I.E.~~

In all cases, the burden to prove the charges will rest with the administration to the extent provided by law; provided that the faculty members will bear the burden to prove affirmative defenses or counterclaims relating to a challenged discipline.

2. Unprofessional Conduct

The Board recognizes that academic tradition has established common and accepted standards of acceptable conduct and that academic disciplines may assemble and publish statements applying such standards to the unique circumstances of their respective professions. While the Board expects faculty members to adhere to accepted professional standards, whether published or not, it also recognizes that university lecture halls,

laboratories and work environments have become subject to manifold levels of governmental regulations and contractual restrictions that also establish or imply standards of conduct needed to protect the special interests that justify the regulations and restrictions.

Even standards published by professional organizations or conduct expectations grounded in statute, rule, policy or contract may be subject to change over time or may be extended to technological or social contexts that emerge following their original adoption. These circumstances preclude the establishment of comprehensive policy that catalogs each form of conduct that violates the essential principles recognized by professionals or established in statute, rule, or policy contract. Thus, the Board provides the following instances to illustrate, without limitation, forms of unacceptable conduct that expose faculty members to discipline, but this enumeration is neither intended, nor could be intended, to preclude disciplinary action for other conduct that violates accepted standards or emergent requirements of statute, rule, policy or contract:

- A. Neglect of duty, misconduct, incompetence, abuse of power or other actions that manifest an unfitness to discharge the trust reposed in public university faculty members or to perform assigned duties;
- B. A failure to correct deficiencies in performance in compliance with a constructive plan;
- C. A breach of recognized published standards of professional ethics;
- D. Conviction of any felony or the conviction of a misdemeanor involving moral turpitude;
- E. Unauthorized absence from duties without prior notification or justifiable cause or excuse for the absence;
- F. The manufacture, distribution, dispensing, possession or use of alcohol or controlled substances shall be cause for discipline where:
 - 1) The conduct is unlawful or unauthorized and occurs while acting within the scope of employment; while on premises owned and controlled by the Board of Regents or used by the Board of Regents for educational, research, service or other official functions; or while participating in any capacity in activities sponsored by the Board; or
 - 2) The conduct has been authorized and is lawful, but the use significantly impairs the faculty member in the performance of his duties; or
 - 3) Other conduct that involves a failure to conform to laws regulating alcohol and controlled substances and that results in injury to the person or the rights of others.

- G. The failure or refusal to follow or comply with Board or institutional policies, regulations or published work rules or with lawful orders or instruction of a superior;
- H. Theft, misuse, abuse or wrongful destruction of state owned or controlled property controlled real, personal or intellectual property, including information systems, databases and similar resources;
- I. Participation in strike activities proscribed by SDCL Chapter 3-18;
- J. Violations of rights assured to students, employees or others under federal or state laws or regulations or Board or institutional policies and regulations;
- K. Use of the powers and prerogatives of a faculty member to coerce or to induce others to engage in unlawful conduct or conduct prohibited under Board or institutional policy;
- L. Failure to comply with health or safety regulations, to require compliance by students or others under a faculty member's supervision or to comply with duly issued emergency orders;
- M. Misrepresentation of authority or other conduct intended to deceive or to assist another to deceive others, irrespective of the motives;
- N. Interference with or disruption of the efficiency or morale of educational, research or service programs, workplaces or organizational units, including actions that violate expectations for civil conduct among professors and when working with students, as provided in Board Policy No. 4:38 (54), or failure at all times to be accurate, to exercise appropriate restraint and to show respect for the opinions of others, as required under Board Policy No. 1.11 (1)(C); or
- O. Any substantial or irremediable impairment of the ability of a faculty member to perform assigned duties.

SOURCE: 1991 Policy Manual 5:4:2 and 5:4:3; BOR April 2009; BOR December 2010.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED

AGENDA ITEM: 6 – B (1)

DATE: May 11, 2021

SUBJECT

New Program: NSU BA in Global Language and Culture

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

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

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

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval of the program.

ATTACHMENTS

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

DRAFT MOTION 20210511_6-B(1):

I move to authorize NSU to offer the Bachelor of Arts (BA) in Global Language and Culture, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

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

UNIVERSITY:	Northern State University
MAJOR:	Global Language and Culture
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Arts (BA)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	30.2001
SPECIALIZATIONS:	N/A
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	9/2/2020
UNIVERSITY DEPARTMENT:	Languages, Literature, and Communication Studies
BANNER DEPARTMENT CODE:	NLAC
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

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

University Approval

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

President of the University

Click here to enter a
date.

Date

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

Northern State University's Global Language and Culture program is designed to provide students with skills and experiences to communicate effectively in global contexts across various cultural settings. This contextualized learning of languages and culture prepares students to take on a wide variety of professional roles locally, nationally, and internationally.

The BA in Global Language and Culture is interdisciplinary. Students will take coursework from across the curriculum and will gain foundational knowledge in disciplines including sociology, business, history, government, cultural and communication studies, and modern language. The engaging curriculum will be taught by current Northern faculty from different disciplines. The program is designed around a vibrant and accessible curriculum that enables students to become effective participants in a global community.

Northern State University's BA in Global Language and Culture is not a foreign language program but rather a global cultural studies program that incorporates the practical use of language, including English, Spanish, French, and Chinese, in a global context.¹ In today's globalized world, students need direct experience using language skills in practical settings, including digital networks where we can communicate across political boundaries. The applied language skills in English and in foreign languages that are built into this program provide students with direct experience in global communications.

Students will play an active role in choosing courses in their BA in Global Language and Culture to help achieve their professional knowledge and skill and career goals, thus facilitating student-centered learning.² Majors in the program will choose one language, which they will take through the intermediate level. NSU currently employs an adjunct instructor of Chinese, a Professor of German, an Associate Professor of Spanish, and an Instructor of Spanish. Presently, students who major in this program will choose between Chinese, German, or Spanish, but expansion may include additional languages as the program grows, potentially including French³, languages offered through Northern's study abroad partners, or online language courses offered at other SDBOR institutions.

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

Northern State University's Mission, Vision and Values states that Northern's mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors."⁴ Such opportunities are much more in the grasp of students who are well-versed in the languages and cultures of other parts of the world.

The global cultural studies focus of this program along with the inclusion of a language will enhance the global nature of the learning opportunities that Northern offers its students.

¹ Only 16 of the 120 credits for this program require a new language (Chinese, Spanish, or German).

² There is only one set of learning outcomes and cross-curricular skills for this program.

³ NSU is currently seeing healthy enrollments in FREN 101 and FREN 102. It is anticipated that NSU may, at some point, propose a French minor that will be included within this program.

⁴ NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

Without these opportunities, our students venturing abroad for professional or personal purposes or even just communicating with people in other parts of the world (a prospect made increasingly more likely by digital communications) will not have the cultural knowledge to truly benefit from experiences.

In 2018, *Babbel Magazine* (a publication of the world's first language learning application and a leader in the online language learning industry) reported that Chinese is the most spoken language in the world followed by Spanish as the second most spoken language in the world, including more native speakers than are fluent in the English language.⁵ The same source reports that German is the second most commonly spoken language in Europe and is a significant language for a thorough understanding of developments in philosophy, science, and art.⁶

This program promotes Northern's vision to be "regionally recognized as a student-centered, diverse community dedicated to excellence in teaching and learning, creativity and global awareness."⁷ Additionally, it will allow students to espouse Northern's three primary values of Community ("building a culture of inclusion, belonging and collegiality that respects diversity in knowledge, culture and world view"), Discovery ("pursuing rigor and excellence in education, inquiry and engagement for the benefit of our students, state and region"), and Integrity ("adhering to the highest standards of honesty, fairness and transparency with a commitment to responsible stewardship of resources").⁸ We are not achieving these values if we are not giving our students the tools to venture out into the world and to understand it as they explore it and find their place within it, personally and/or professionally.

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

Forbes magazine reported in 2017 that today's college students are more career-focused early on in their college experiences, and they are also more likely to want hands-on experiential learning of exactly the kind this program advocates and the kind being measured by the Board of Regents under its Academic Quality and Performance objective. The same *Forbes* article notes that 13% of today's college students already operate their own business upon entering college, making the necessity for global communication tools even more urgent and more apparent to them.⁹

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

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

⁶ Bohn, Thea. "What are the 10 Most Spoken Languages in Europe." *Babbel Magazine*. 18 April 2018. <https://www.babbel.com/en/magazine/most-spoken-languages-europe/>

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

⁸ NSU Mission, Vision and Values. <https://northern.edu/about/office-president/mission>

⁹ Kozinsky, Sieva. "How Generation Z is Shaping the Change in Education." *Forbes Magazine*. 24 July 2017. <https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/#45a0add96520>

South Dakota students must prepare to be forward-thinking, proactive players on the world stage, and Northern's Global Language and Culture program gives students the 21st century skills they need to succeed in a global context. In this ever-evolving global climate, awareness of the cultural nuances that can bring communities and nations together rather than driving them apart is imperative to a student's success on the global stage. The SDBOR aligned the system general education with LEAP and adopted cross-cutting skills in 2016.¹⁰ The cross-cutting skills specify several 21st century skills¹¹ employers in South Dakota and the SDBOR desire, including: critical and creative thinking, information literacy, civic knowledge and engagement, and intercultural knowledge. Students who graduate with a BA in Global Language and Culture will take courses across disciplines that will help them think critically and creatively while developing information literacy in many global contexts. Extensive research demonstrates that Americans who travel abroad gain a better appreciation of their government system, and students who take courses that demonstrate multiple global perspectives will develop deeper understanding and appreciation for their own civic knowledge and engagement. Students who earn a BA in Global Language and Culture will clearly develop intercultural knowledge.

A significant gap exists between employers' desire for recent college graduates to have skills in global understanding and employers' ratings of those skills for recent graduates. The AAC&U "21st Century Framework" report found 96% of employers listed "problem solving in diverse settings" and 78% listed "intercultural skills and understanding of societies and cultures outside the US" as a most important priorities for college learning outcomes.¹² The same AAC&U report noted that employers give college graduates low scores for preparedness in "awareness/experience of diverse cultures outside US," with only 15% of employers saying recent college graduates are well prepared in this area.¹³

Northern State University's BA in Global Language and Culture will give students a background knowledge across disciplines, as coursework in sociology, government, geography, communication studies, and language are required. Students will elect to study one of 3 major languages through the beginning (101, 102) and intermediate (201, 202) levels, and each of these 3 languages (Spanish, German, or Chinese) is already taught at Northern through the advanced (301, 302) level. Additionally, students in the BA in Global Language and Culture will take 4 interdisciplinary courses in the major – each designed around a different topic that gives students perspective on major global issues (e.g. global health and nutrition; ethnic and nationalist conflict) or offers them insight into the cultural nuances that provide context to deeper understanding of global communications – whether those communications are conducted in English, Spanish, Chinese, or German (e.g. humor, identities, cinema).

Preparing students with 21st century skills in global communications directly benefits South Dakota companies, non-profits, and government agencies. The SDWINS 2016-2017 South Dakota Workforce Initiative Annual Report asserts, "South Dakota wins when our youth are prepared to compete in a global high-tech economy," and "South Dakota wins when our

¹⁰ SDBOR Academic Affairs Council. General Education Action Steps. 2016.
https://www.sdbor.edu/administrative-offices/academics/aac/Documents/5_AAC0116.pdf

¹¹ AAC&U. A 21st Century Framework for Quality College Learning Already Exists.
<https://www.aacu.org/sites/default/files/files/about/CGSkeynoteDec15.pdf>

¹² Ibid., p. 4.

¹³ Ibid, p. 9.

workforce is qualified and prepared for all types of careers.”¹⁴ South Dakota needs a workforce that cannot only program computers and develop intelligences in a global high-tech economy, but also a workforce who can effectively communicate these developments in a global context with partners around the country and around the world.

Majors in Global Language and Culture directly benefit companies, non-profits and government agencies through their understanding cultural nuance and context coupled with their intermediate to advanced language skills. This combination of knowledge enables graduates to better convey a thought or communication with global partners without creating gaffes that are costly to businesses.¹⁵

Global Language and Culture majors could pursue employment opportunities at South Dakota manufacturing and biofuel corporations with an international component, such as Molded Fiber Glass Co., with one of its 11 national entity locations based in Aberdeen, and in the fields of health care or agricultural, technological, and other industries that provide services internationally or participate in international trade. According to the South Dakota Governor’s Office of Economic Development, there are currently 51 foreign owned firms in South Dakota. Seven of these firms are owned by Germany or predominantly German speaking countries, two are owned by Chinese speaking countries, and one is owned by a Spanish speaking country.¹⁶ Additionally, fourteen are owned by Canada where, according to the Canadian Office of the Commissioner of Official Languages, Chinese is ranked third in the top five languages spoken.¹⁷ Twelve firms are owned by the United Kingdom where, according to Edvoy, German, Spanish, and Chinese are all ranked in the top seven in-demand languages for the best-paid jobs at UK owned firms.¹⁸

According to *Business Roundtable*, Mexico, Germany, and China are three of the top six export markets for the United States. The United States exports \$229.7 billion in goods and \$32.0 billion in services to Mexico, \$49.4 billion in goods and \$31.6 billion in services to Germany, and \$115.6 billion in goods and \$54.2 billion in services to China.¹⁹ Looking specifically at South Dakota, China and Mexico are in the top three of six top export markets. In 2019, the state exported \$554 million in goods and \$60 million in services to Mexico and \$903 million in goods and \$95 million in services to China.²⁰ Global Language and Culture majors may pursue further studies in a foreign language that will enable them to work as translators. According to the U.S. Bureau of Labor Statistics, interpreters and translators have a 20% growth in job outlook for 2019-2029, which is “much faster than average.”²¹ Edvoy, a

¹⁴SDWINS. “South Dakota Workforce Initiatives Annual Report: Final SDWINS Report 2016-2017.” https://dlr.sd.gov/publications/documents/sdwins_annual_report_2016_2017.pdf

¹⁵ Maltby, Emily. 19 January 2020. Expanding Abroad? Avoid Cultural Gaffes. *Wall Street Journal*. <https://www.wsj.com/articles/SB10001424052748703657604575005511903147960>

¹⁶ South Dakota Governor’s Office of Economic Development. “Foreign Owned Firms in South Dakota.” 2018. <https://sdgoed.com/wp-content/uploads/2019/02/Foreign-Companies-in-SD.pdf>

¹⁷ Canadian Office of the Commissioner of Official Languages. “Top 5 Languages Spoken in Canada.” 2020. <https://www.clo-ocol.gc.ca/en/newsletter/2018/top-5-languages-spoken-canada>

¹⁸ Edvoy. International Education Consultancy. 2021. <https://edvoy.com/articles/7-languages-to-study-for-the-best-paid-jobs-in-the-uk/>

¹⁹ *Business Roundtable*. “U.S. Economic Growth Depends on Trade.” 2016. <https://www.businessroundtable.org/policy-perspectives/trade-international/benefits-of-trade>

²⁰ *Business Roundtable*. “How South Dakota’s Economy Benefits from International Trade and Investment.” 2020. https://s3.amazonaws.com/btr.org/BRT_General_Trade_SD_2020.pdf

²¹ U.S. Bureau of Labor and Statistics. “Occupational Outlook Handbook.” 2020. <https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm>

collaboration with the International Education Consultancy, reports that “Spanish is the most widely spoken language in the world, after Mandarin Chinese”²²

4. How will the proposed program benefit students?

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

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

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

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

- Increased career opportunities in a globalized market.
- A culture and language focus that will decidedly augment other majors/minors, such as within the Millicent Atkins School of Education as well as international business; sociology; English; government; creative writing; and history, thereby providing students with a competitive edge in the job market.²³
- Practical and experiential learning in the language chosen for this major through activities and communication with international students at all campuses within the regental system as well as with students in countries whose primary language is one offered within this program (this communication would be facilitated by digital praxis networks).
- The opportunity to participate in the NSU Global Living and Learning Community in Wolves Memorial Suites

²² Edvoy. International Education Consultancy. 2021. <https://edvoy.com/articles/7-languages-to-study-for-the-best-paid-jobs-in-the-uk/>

²³ Dr. Doug Ohmer, Dean of the NSU College of Professional Studies, has intimated that with the implementation of this proposed program, the School of Business would add SPCM 470 Intercultural Communication (a course within this program) as an elective for the BA in International Business. The BA in International Business already requires 8 credits of introductory foreign language and 6-8 credits of intermediate foreign language or study abroad experience, which would provide one opportunity for courses that could double count between majors. Additionally, Dean Ohmer would add 8 credits of a language to the minor in International Business.

- Demonstrated proficiency in the cultural and sociolinguistic aspects of a language.
- A curriculum that delivers both depth and breadth of knowledge in global and cultural studies including theory, literacy, linguistics, and rhetoric.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale? *This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.*

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

B. What is the rationale for the curriculum?

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

Courses identified with a GLC prefix will each have an accompanying 1-credit language lab section offered in Chinese, German, or Spanish. Labs cannot be applied to a language minor, and labs are only required for majors within the program. This will allow the opportunity for non-majors to enroll in any non-lab GLC course and have it count toward the 300 level and above credit requirements that must be fulfilled by majors in all programs. Labs are taught in the language of the individual lab section and offer practice of the language within different contexts. Non-lab courses are taught in English. Each lab is focused on study of its accompanying non-lab course topic as it pertains to the countries whose primary language is associated with the lab section. The intent is for students to practice and further their language skills and expand their knowledge of the countries and cultures that speak the language, examining the language in a global context. Labs are repeatable in each of the offered languages.

- Faculty course loads. All courses that comprise the 24 credits of Major Requirements for the program (see Item 5.D. of this document) are currently offered on a regular rotation within their respective programs and will be taught by current faculty who are regularly assigned to teach the courses as part of their regular course load. The six GLC prefix courses and accompanying GLC prefix labs that comprise the Major Electives for the program (see Item 5.D. of this document) will be offered on a rotation. To begin, *one* GLC course and accompanying lab sections will be offered each semester as we build momentum in the program, and this will move to two to three GLC courses and accompanying lab sections taught on a rotation each semester once the program is more established. Regardless, course rotations will be such that all declared majors could graduate within a regular four-year span.

Each GLC lab section will be taught by current NSU language faculty who have a specialization in the language associated with the lab section (Chinese, German, or Spanish), and the labs will be incorporated into their regular course rotation. Due to the interdisciplinary nature of the program, the GLC non-lab courses will be taught (on a rotation) by current NSU faculty in various disciplines with expertise in the course topic. Given the course topics, these non-lab courses could be taught on a rotation by current NSU faculty in sociology, government, biology, history, criminal justice, communication studies, English, education, and theatre. The faculty assignment and rotation of the non-lab course offerings will align with course enrollments in the current NSU faculty member's regular course load to eliminate the need for overloads.

In keeping with the interdisciplinary design of the program, the input for the curriculum within the GLC prefix also had an interdisciplinary backing, with each GLC course grounded in the research of the discipline, designed by NSU faculty with solid expertise in their respective disciplines. A brief rationale for each course is provided here:

- GLC 300: Transcultural Digital Literacies. According to a 2019 special issue of the journal *Media and Communication* devoted to “Critical Perspectives on Digital Literacies - Creating a Path Forward”: “In the world outside of school, contemporary students are routinely reading, writing, communicating, acting, and learning internationally, translingually, and multimodally, thanks to the prevalence of digital online communication. . . . Today, the global online contexts are considered as one of essential literacy environments, and the globally networked online contexts will become a main stage of future literacy practices.”²⁴
- GLC 301: Global Health and Nutrition. This course has as its central focus the role of global health in the nutritional systems and structures of global cultures. According to the article “Re-imagining Global Health through Social Medicine,” the study of global health “has emerged as a priority for the social, biological, and medical sciences.”²⁵
- GLC 302: Global Identities. The concept of global identities is a major focus within all of the social sciences, from geography and history to sociology and psychology, because they recognize the significance of examining the interconnected nature of social groupings on a global scale. According to the NCCJ, the interconnectedness of social groupings “is mainly referred to as only being an issue in the minority community and while it manifests there, it is more wide-spread and exists within all [global] communities.”²⁶ Examining multiple components of inequity is needed to develop an understanding of their global structural underpinnings, such as tradition and policy, and the global mediation of identity.
- GLC 303: Cinema in International Contexts. The study of international films/theatre allows for the reconsideration of how we define culture and cinema and how new insights (social, historical, emotional, psychological, etc.) and cultures come to life outside the dominant structures of the Hollywood tradition.

²⁴ Lee, Kewman et. al. “Multidimensional Approaches to Examining Digital Literacies in the Contemporary Global Society.” *Media and Communication: Critical Perspectives on Digital Literacies - Creating a Path Forward*. 7:2 (2019). pp. 36-46. <https://www.cogitatiopress.com/mediaandcommunication/article/view/1987/1987>

²⁵ Adams, Vincanne. “Re-Imagining Global Health through Social Medicine.” *Global Public Health*. 14:10 (2019). pp. 1383-1400. <https://www.tandfonline.com/doi/full/10.1080/17441692.2019.1587639>

²⁶ “Intersectionality.” NCCJ. 2021. <https://www.nccj.org/intersectionality>

According to the *Global Cinema* series published by Palgrave MacMillan, looking at cinema within an international context presents “transnational themes, industries, [and] economies, and . . . promotes theoretically transformative and politically challenging projects that rethink film studies from cross-cultural, comparative perspectives.”²⁷

- GLC 304: Ethnic Conflict and Nationalism. This course takes a sociologic view on the topic of ethnicity and nationalism. It addresses several questions presented in the core text for this topic *Ethnicity and Nationalism: Anthropological Perspectives*: “How do ethnic groups remain distinctive under different social conditions?; What is the relationship between ethnic identity and ethnic political organization?; Is nationalism always a form of ethnicity? . . . What happens to ethnic relations when societies are industrialized?; In which ways can history be important in the creation of ethnicity?; What is the relationship between ethnicity and culture?”²⁸
- GLC 305: Comedy, Humor, and Culture. Comedy and humor studies are an active subsection of communication studies with particular interest to those in the fields of sociology, psychology, cultural anthropology, and theatre. Research shows that humor is culturally specific, and its study is beneficial in breaking through cultural boundaries. According to the Association for Psychological Science, “Laughter is universal across human cultures . . . Like other human emotions and expressions, laughter and humor provide psychological scientists with rich resources for studying human psychology, ranging from the developmental underpinnings of language to the neuroscience of social perception.”²⁹ A 2019 article in *Frontiers in Psychology*, the largest journal in the field of psychological sciences, research into comedy and humor “investigates how culture impacts individuals’ humor perception and usage as well as humor’s implications for psychological well-being.”³⁰ The study of comedy and humor provides theoretical frameworks in which various forms of borders, limits, and cultural boundaries can be studied.

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

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

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

BA Global Language and Culture	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		

²⁷ Marciniak, K., A. Imre and A. O’Healy (Eds). *Global Cinema*. New York: Palgrave Macmillan, 2012.

<https://www.palgrave.com/gp/series/15005?page=2>

²⁸ Eriksen, Thomas H. *Ethnicity and Nationalism: Anthropological Perspectives*. London: Pluto Press, 1993.

<https://static1.squarespace.com/static/5c03b76b96e76fd25bee32fe/t/5c486cee352f534aa63951a8/1548250352365/Ethnicity+and+Nationalism+Anthropological+Perspectives.pdf>

²⁹ Michel, Alexandra. “The Science of Humor is No Laughing Matter.” *Association for Psychological Science*. 2017 March 31. <https://www.psychologicalscience.org/observer/the-science-of-humor-is-no-laughing-matter>

³⁰ Jiang, Tonglin et. al. “Cultural Differences in Humor Perception, Usage, and Implications.” *Frontiers in Psychology*. 10:123, 2019. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6361813/>

Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	0		
Major Requirements	24		
Major Electives	16		
Subtotal, Program Requirements		40	
Free Electives		50	75%
Degree Total		120	100%

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

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

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Choose 12 credits (or equivalent to 4 semesters) in a language minor:				
		Chinese		No
		German		No
		Spanish		No
(NOTE: a language minor is 18 credits – only 12 credits of the minor will count toward the major. With completion of the remaining minor credits, the minor will be granted with the major.)				
Choose 4 of the following:				
ANTH	210	Cultural Anthropology	3	No
ENGL	215	Literature in Global Contexts	3	No
GEOG	210	World Regional Geography	3	No
GEOG	320	Regional Geography	3	No
LING	435	Second Language Development	3	No
POLS	250	Introduction to International Relations	3	No
POLS	440	Comparative Government	3	No
POLS	454	International Law and Organization	3	No
SPCM	470	Intercultural Communication	3	No
Subtotal			24	

Major Electives:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Choose 4 of the following:				
*GLC	300	Transcultural Digital Literacies	3	Yes
*GLC	301	Global Health and Nutrition	3	Yes
*GLC	302	Global Identities	3	Yes
*GLC	303	Cinema in International Contexts	3	Yes
*GLC	304	Ethnic Conflict and Nationalism	3	Yes
*GLC	305	Comedy, Humor, and Culture	3	Yes
EXCH	389	Student Exchange – International	4	No

		(students study abroad through a study abroad program in a predominantly Chinese, German, or Spanish speaking country) ³¹		
Choose 4 of the following (students taking EXCH 389 will choose 3 of the following): - All GLC lab sections are offered in Chinese, German, and Spanish				
*GLC	300L	Transcultural Digital Literacies	1	Yes
*GLC	301L	Global Health and Nutrition	1	Yes
*GLC	302L	Global Identities	1	Yes
*GLC	303L	Cinema in International Contexts	1	Yes
*GLC	304L	Ethnic Conflict and Nationalism	1	Yes
*GLC	305L	Comedy, Humor, and Culture	1	Yes
Subtotal			16	

*indicates proposed new courses added specifically for the major

To maintain the academic standards set forth by the Northern State University Department of Languages, Literature, and Communication Studies, the department in which the proposed Global Language and Culture program will be housed, a grade of C or better is required in all courses taken to fulfill the major requirements and major electives. This is in keeping with the “C or better” grade requirement already established in all majors and minors offered through the Department of Languages, Literature, and Communication Studies.

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? *The knowledge and competencies should be specific to the program and not routinely expected of all university graduates, and must relate to the proposed assessments in B and C below. Complete the table below to list specific learning outcomes—knowledge and competencies—for courses in the proposed program in each row. Label each column heading with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X in the corresponding table cell for any student outcomes that will be met by the courses included. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.*

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

³¹ Faculty-Led Travel does not count toward these credits.

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

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

N/A

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

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

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

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

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No outside consultants were engaged.

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

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	4	6	8	10
Students from other university programs ³²	2	4	6	8
Continuing students		6	16	20
=Total students in the program (fall)	6	16	20	38
Program credit hours (major courses)** ³³	48	192	240	456
Graduates			2	4

*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.

Anecdotally, we have two current students interested in adding this proposed program as a second major, two other potential students who reached out to current NSU language faculty with an interest in enrolling in this proposed program, and a few potential international students who have expressed an interest in this proposed program. It is significant to note that because no marketing is yet associated with this proposed program, this interest in the proposed program all stems from word of mouth.

We do not expect students to be redirected from existing programs at the university other than a possible movement of Spanish majors and any remaining German majors. We also expect some current Chinese minors, German minors, and Spanish minors to add this major. Additionally, due to the amount of credits and the possible overlap in major requirement courses, this program is a beneficial supplement as a probable double major to students studying in communication studies, international business, international studies, government, sociology, education, Spanish, and entrepreneurship. Many courses that will be offered in this proposed program will double count between majors, thereby providing the opportunity to add the BA in Global Language and Culture as a second major. We do anticipate that a majority of students enrolling in this program will be new to the university.

We believe the strength of our current NSU language faculty and participating current NSU faculty in all interdisciplinary course offerings, the strength of the curriculum and of the university, and the multinational forward-thinking nature of the program will be recruiting strengths for the BA in Global Language and Culture.

To calculate the first-year enrollment, we looked at our spring 2020 language majors and communication studies majors in these areas and calculated a percentage of those majors. As of spring 2020, there were 3 remaining German majors, 12 Spanish majors, and 27 communication studies majors. We calculated a 6% approximation of these majors who may enter the program as majors or as double majors, which does not include majors in other

³² It is anticipated that these students would be current foreign language minors who add this major or students who add a foreign language minor when adding this program.

³³ This figure assumes that students in this 40- hour program will take an average of 6 credit hours per semester (12 credit hours per year) in the required or elective courses for this major.

programs who may choose to double major in this program. To calculate the fourth-year enrollment, we anticipated that the expanding need for a global outlook (as discussed in Items 2 and 4 of this document) that is addressed by this program would serve as a recruiting tool. This would then allow for an increase in students entering the program by its fourth year.

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

No.

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

No exceptions are requested.

12. Delivery Location

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

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

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	As stated above, while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.	Fall 2021
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

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

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

This program requires no additional personnel and no additional costs. The program consists of 24 credits hours from courses already offered and 16 credit hours from new courses that will all be staffed by existing faculty. The current faculty possess the workload capacity to take on the required major coursework for this program as part of their in-load (see “Faculty course load” discussion within Item 5.B. of this document).

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

☐ Yes ☒ No

Explanation (if applicable):

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

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

Appendix B
Budget & Resources

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

1. Assumptions

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

2. Budget

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

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	UG	\$215.32	\$215.32	\$215.32	\$215.32
On-campus tuition revenue	hrs x amt	\$60,290	\$129,192	\$163,643	\$249,771
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0
Total Resources		\$60,290	\$129,192	\$163,643	\$249,771

Appendix B
Budget & Resources

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

Resources Over (Under) Budget	\$13,952	\$81,854	\$94,137	\$180,265
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Provide a summary of the program costs and resources in the new program proposal.

Appendix B
Budget & Resources

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

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

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

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

Explain adjunct faculty costs used in table:

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

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

Not applicable.

Summarize the operating expenses shown in the table:

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

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

Not applicable. No discipline fees attached to this program.

Appendix B
Budget & Resources

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

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

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

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

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

Variable Benefits Rates

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

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

NSU

Institution

College of Arts and Sciences /

Department of Languages, Literature, and Communication Studies

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
GLC 300	Transcultural Digital Literacies	3
GLC 300L	Transcultural Digital Literacies Lab – Chinese	1
GLC 300L	Transcultural Digital Literacies Lab – German	1
GLC 300L	Transcultural Digital Literacies Lab – Spanish	1

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

GLC 300 Course Description

Students are increasingly learning from nonlocal contexts through digital platforms. Transcultural digital literacy explores the use of these digital platforms to learn and create knowledge that crosses national/international boundaries and cultural borders. By engaging with digitally mediated texts, students make connections across borders, examine global identity as something outside a singular category of difference, and construct how they represent themselves to others within a particular culture. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 300L Course Description

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

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

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

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

Registration Restrictions

N/A

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

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

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

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

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

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

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

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**

☐ **No.** 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 and all lab sections will be included in current NSU faculty's regular workload, with course rotations managed accordingly.

☐ **Yes.** Specify below:

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

This course and its lab will be offered in the proposed Global Language and Culture program.

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

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

GLC 300 = Discussion/Recitation

GLC 300L = Laboratory

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

Face-to-Face / Online - while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 300 ☐ Yes, total credit limit: ☒ No
 GLC 300L ☒ Yes, total credit limit: 3 (each in a different language) ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☒ Yes, max per section: 30 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ Yes ☒ No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

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

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

4.1. University Department Code: _____

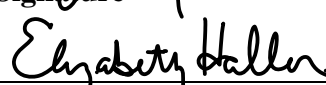

4.2. Banner Department Code: _____

4.3. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Dr. Elizabeth Haller		10/18/2020
Request Originator	Signature	Date
Dr. Elizabeth Haller		10/18/2020
Department Chair	Signature	Date
Dr. Alyssa Kiesow		11/30/2020
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Northern State University is proposing a new BA degree program Global Language and Culture. This new course will be one of the required/elective courses specific to this program.

2. Note whether this course is: ☒ Required ☐ Elective

This course and its accompanying lab section(s) are part of the “choose 4 of the following” required courses for this proposed program, as indicated on the New Undergraduate Degree Program form that is being filed with this New Course Request form.

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

We expect this course to be of interest to Chinese minors, German minors, Spanish minors, and Professional Writing and Rhetoric minors as well as students in international business, sociology, government, entrepreneurship, education, English, and communication studies programs.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

N/A

5. Desired section size 30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

This course will be taught on a rotation by current NSU faculty with a specialization in the course topic. Each lab section will be taught by one of our current NSU foreign language faculty with a specialization in the language associated with the lab section.

Dr. Juan Gonzalez, Associate Professor of Spanish – PhD

Ms. Tetiana White, Instructor of Communication Studies and Spanish – MA
Dr. Ginny Lewis, Professor of German – PhD
Dr. Chiara Wang, Adjunct Instructor of Chinese – PhD
Dr. Elizabeth Sills, Assistant Professor of Communication Studies – PhD
Dr. Justin Foote, Assistant Professor of Communication Studies – PhD
Dr. Ben Harley, Assistant Professor of English – PhD
Dr. Lysbeth Benkert-Rasmussen, Professor of English – PhD
Teacher education faculty in the Millicent Atkins School of Education

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities are available, and no special equipment is needed for this course.

8. Note whether adequate library and media support are available for the course.

Adequate library and media support is available for this course

9. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

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.

NSU

Institution

College of Arts and Sciences /

Department of Languages, Literature, and Communication Studies

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
GLC 301	Global Health and Nutrition	3
GLC 301L	Global Health and Nutrition Lab – Chinese	1
GLC 301L	Global Health and Nutrition Lab – German	1
GLC 301L	Global Health and Nutrition Lab – Spanish	1

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

GLC 301 Course Description

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

GLC 301L Course Description

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

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

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

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

Registration Restrictions

N/A

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

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

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

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

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

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

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

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**

☐ **No.** 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 and all lab sections will be included in the faculty’s regular workload, with course rotations managed accordingly.

☐ **Yes.** Specify below:

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

This course and its lab will be offered in the proposed Global Language and Culture program.

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

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

GLC 301 = Discussion/Recitation

GLC 301L = Laboratory

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

Face-to-Face / Online - while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 301 ☐ Yes, total credit limit: ☒ No

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

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes

☒ No

3.8. Will section enrollment be capped?

☒ Yes, max per section: 30

☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ Yes

☒ No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

☐ Yes

☒ No

If no, provide a brief justification below:

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

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

4.1. University Department Code: _____


4.2. Banner Department Code: _____

4.3. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Dr. Elizabeth Haller		10/18/2020
Request Originator	Signature	Date
Dr. Elizabeth Haller		10/18/2020
Department Chair	Signature	Date
Dr. Alyssa Kiesow		11/30/2020
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Northern State University is proposing a new BA degree program Global Language and Culture. This new course will be one of the required/elective courses specific to this program.

2. Note whether this course is: ☒ Required ☐ Elective

This course and its accompanying lab section(s) are part of the “choose 4 of the following” required courses for this proposed program, as indicated on the New Undergraduate Degree Program form that is being filed with this New Course Request form.

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

We expect this course to be of interest to Chinese minors, German minors, and Spanish minors as well as students in biology and the newly accepted program in Biochemistry (particularly those students in Biology or Biochemistry whose focus is pre-med), nursing, international business, government, sociology, entrepreneurship, education, and communication studies programs.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

N/A

5. Desired section size 30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

This course will be taught on a rotation by current NSU faculty with a specialization in the course topic. Each lab section will be taught by one of our current NSU foreign language faculty with specialization in the language associated with the lab section.

Dr. Juan Gonzalez, Associate Professor of Spanish – PhD
Ms. Tetiana White, Instructor of Communication Studies and Spanish – MA
Dr. Ginny Lewis, Professor of German – PhD
Dr. Chiara Wang, Adjunct Instructor of Chinese – PhD
Dr. Pamela Monaghan-Geernaert, Assistant Professor of Sociology – PhD
Dr. Amy Dolan, Assistant Professor of Biology – PhD
Dr. Jon Schaff, Professor of Government – PhD
Dr. Dave Grettler, Professor of History – PhD
Health and physical education faculty in the Millicent Atkins School of Education

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities are available, and no special equipment is needed for this course.

8. Note whether adequate library and media support are available for the course.

Adequate library and media support is available for this course

9. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

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.

NSU

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Department of Languages, Literature, and Communication Studies

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
GLC 302	Global Identities	3
GLC 302L	Global Identities Lab – Chinese	1
GLC 302L	Global Identities Lab – German	1
GLC 302L	Global Identities Lab – Spanish	1

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

GLC 302 Course Description

Considers contemporary understandings of the interconnected nature of social groupings and their different representations in a global context. Students will consider a wide range of identities and social locations. Students will analyze global identities as a theoretical framework and explores research drawn from sociology, cultural anthropology, history, and psychology. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 302L Course Description

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

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

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

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

Registration Restrictions

N/A

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

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

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

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

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

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

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

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**

☐ **No.** 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 and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

☐ **Yes.** Specify below:

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

This course and its lab will be offered in the proposed Global Language and Culture program.

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

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

GLC 302 = Discussion/Recitation

GLC 302L = Laboratory

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

Face-to-Face / Online - while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 302 ☐ Yes, total credit limit: ☒ No

GLC 302L ☒ Yes, total credit limit: 3 (each in a different language) ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☒ Yes, max per section: 30 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ Yes ☒ No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

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

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

4.1. University Department Code: _____

4.2. Banner Department Code: _____

4.3. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Dr. Elizabeth Haller		10/18/2020
Request Originator	Signature	Date
Dr. Elizabeth Haller		10/18/2020
Department Chair	Signature	Date
Dr. Alyssa Kiesow		11/30/2020
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Northern State University is proposing a new BA degree program Global Language and Culture. This new course will be one of the required/elective courses specific to this program.

2. Note whether this course is: ☒ Required ☐ Elective

This course and its accompanying lab section(s) are part of the “choose 4 of the following” required courses for this proposed program, as indicated on the New Undergraduate Degree Program form that is being filed with this New Course Request form.

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

We expect this course to be of interest to Chinese minors, German minors, and Spanish minors as well as students in sociology, criminal justice, international business, government, education, history, and communication studies programs.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

N/A

5. Desired section size 30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

This course will be taught on a rotation by current NSU faculty with a specialization in the course topic. Each lab will be taught by one of our current NSU foreign language faculty with specialization in the language associated with the lab.

Dr. Juan Gonzalez, Associate Professor of Spanish – PhD

Ms. Tetiana White, Instructor of Communication Studies and Spanish – MA

Dr. Ginny Lewis, Professor of German – PhD
Dr. Chiara Wang, Adjunct Instructor of Chinese – PhD
Dr. Pamela Monaghan-Geernaert, Assistant Professor of Sociology – PhD
Dr. Kristi Brownfield, Assistant Professor of Sociology – PhD
Dr. Jon Schaff, Professor of Government – PhD
Dr. Steven Usitalo, Professor of History – PhD
Dr. Dave Grettler, Professor of History – PhD
Dr. Nuurianti Jalli, Assistant Professor of Communication Studies – PhD

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities are available, and no special equipment is needed for this course.

8. Note whether adequate library and media support are available for the course.

Adequate library and media support is available for this course

9. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

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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College of Arts and Sciences /

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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
GLC 303	Cinema in International Contexts	3
GLC 303L	Cinema in International Contexts Lab – Chinese	1
GLC 303L	Cinema in International Contexts Lab – German	1
GLC 303L	Cinema in International Contexts Lab – Spanish	1

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

GLC 303 Course Description

An examination of critical films and digital theatre across international borders. Students will develop media literacy skills with a global perspective, analyzing diverse global cinematic traditions. Particular attention will be paid to the cultural, political, and economic forces that impact cinematic and theatrical production, distribution, and consumption. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 303L Course Description

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

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

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

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

Registration Restrictions

N/A

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

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

Prefix & No.	Course Title	Credits
GLST 435	Global Film	3
THEA 305	World Cinema: Film and Culture	3

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

GLST 435 explores the relationship between global films, culture, and historical experience, and THEA 305 adopts a comparative approach of perspectives on global cinema and American cinema. Conversely, GLC 303 examines international perspectives and traditions of global cinema and digital theatre with a focus on how outside forces (cultural, political, and economic) impact their production, distribution, and viewing. There is no equivalent to the proposed GLC 303L courses.

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

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

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**

☐ **No.** 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 and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

☐ **Yes.** Specify below:

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

This course and its lab will be offered in the proposed Global Language and Culture program.

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

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

GLC 303 = Discussion/Recitation

GLC 303L = Laboratory

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

Face-to-Face / Online - while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 303 ☐ Yes, total credit limit: ☒ No

GLC 303L ☒ Yes, total credit limit: 3 (each in a different language) ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes

☒ No

3.8. Will section enrollment be capped?

☒ Yes, max per section: 30

☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ Yes

☒ No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

☐ Yes

☒ No

If no, provide a brief justification below:

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

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

4.1. University Department Code: _____

4.2. Banner Department Code: _____

4.3. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Dr. Elizabeth Haller		10/18/2020
Request Originator	Signature	Date
Dr. Elizabeth Haller		10/18/2020
Department Chair	Signature	Date
Dr. Alyssa Kiesow		11/30/2020
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Northern State University is proposing a new BA degree program Global Language and Culture. This new course will be one of the required/elective courses specific to this program.

2. Note whether this course is: ☒ Required ☐ Elective

This course and its accompanying lab section(s) are part of the “choose 4 of the following” required courses for this proposed program, as indicated on the New Undergraduate Degree Program form that is being filed with this New Course Request form.

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

We expect this course to be of interest to Chinese minors, German minors, Spanish minors as well as students in history, sociology, theatre, international business, government, education, English, and communication studies programs.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

N/A

5. Desired section size 30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

This course will be taught on a rotation by current NSU faculty with a specialization in the course topic. Each lab will be taught by one of our current NSU foreign language faculty with specialization in the language associated with the lab.

Dr. Juan Gonzalez, Associate Professor of Spanish – PhD

Ms. Tetiana White, Instructor of Communication Studies and Spanish – MA

Dr. Ginny Lewis, Professor of German – PhD
Dr. Chiara Wang, Adjunct Instructor of Chinese – PhD
Dr. Kristi Brownfield, Assistant Professor of Sociology – PhD
Dr. Kane Anderson, Assistant Professor of Acting and Directing – PhD
Dr. Elizabeth Haller, Associate Professor of English – PhD
Dr. Jon Schaff, Professor of Government – PhD
Dr. Christopher Near, Assistant Professor of Criminal Justice – PhD
Dr. Ken Blanchard, Professor of Government – PhD
Dr. Pen Pearson, Professor of English – PhD

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities are available, and no special equipment is needed for this course.

8. Note whether adequate library and media support are available for the course.

Adequate library and media support is available for this course

9. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

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.

NSU

Institution

College of Arts and Sciences /

Department of Languages, Literature, and Communication Studies

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
GLC 304	Ethnic Conflict and Nationalism	3
GLC 304L	Ethnic Conflict and Nationalism Lab – Chinese	1
GLC 304L	Ethnic Conflict and Nationalism Lab – German	1
GLC 304L	Ethnic Conflict and Nationalism Lab – Spanish	1

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

GLC 304 Course Description

Explores the intersection of ethnicities and nationalist ideologies in a global context. Students will analyze various research related to nationalism, nationalist movements, ethnicity, and global dimensions of political activity in developed and developing countries. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 304L Course Description

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

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

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

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

Registration Restrictions

N/A

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

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

Prefix & No.	Course Title	Credits
POLS 141	Governments of the World	3
GLST 480	Ethics of Globalization	3

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

While POLS 141 focuses on international political philosophy and governmental systems, and GLST 480 is centered on examining ethics and moral philosophical foundations of globalization theory, GLC 304 explores national identity and ethnic politics in a global context, including the practices and strategies of governmental management of ethnic tension. There is no equivalent to the proposed GLC 304L courses

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

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

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☐ **No. 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 and all lab sections will be included in the faculty’s regular workload, with course rotations managed accordingly.

☐ **Yes. Specify below:**

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

This course and its lab will be offered in the proposed Global Language and Culture program.

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

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

GLC 304 = Discussion/Recitation

GLC 304L = Laboratory

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

Face-to-Face / Online - while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 304 ☐ Yes, total credit limit: ☒ No

GLC 304L ☒ Yes, total credit limit: 3 (each in a different language) ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes

☒ No

3.8. Will section enrollment be capped?

☒ Yes, max per section: 30

☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ Yes

☒ No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

☐ Yes

☒ No

If no, provide a brief justification below:

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

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

4.1. University Department Code: _____

4.2. Banner Department Code: _____

4.3. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Dr. Elizabeth Haller		9/18/2020
Request Originator	Signature	Date
Dr. Elizabeth Haller		9/18/2020
Department Chair	Signature	Date
Dr. Alyssa Kiesow		11/30/2020
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Northern State University is proposing a new BA degree program Global Language and Culture. This new course will be one of the required/elective courses specific to this program.

2. Note whether this course is: ☒ Required ☐ Elective

This course and its accompanying lab section(s) are part of the “choose 4 of the following” required courses for this proposed program, as indicated on the New Undergraduate Degree Program form that is being filed with this New Course Request form.

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

We expect this course to be of interest to Chinese minors, German minors, and Spanish minors as well as students in criminal justice, sociology, international business, sociology, education, history, government, English, and communication studies programs.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

N/A

5. Desired section size 30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

This course will be taught on a rotation by current NSU faculty with a specialization in the course topic. Each lab section will be taught by one of our current NSU foreign language faculty with specialization in the language associated with the lab section.

Dr. Juan Gonzalez, Associate Professor of Spanish – PhD

Ms. Tetiana White, Instructor of Communication Studies and Spanish – MA

Dr. Ginny Lewis, Professor of German – PhD
Dr. Chiara Wang, Adjunct Instructor of Chinese – PhD
Dr. Pamela Monaghan-Geernaert, Assistant Professor of Sociology – PhD
Dr. Kristi Brownfield, Assistant Professor of Sociology – PhD
Dr. Christopher Near, Assistant Professor of Criminal Justice – PhD
Dr. Jon Schaff, Professor of Government – PhD
Dr. Steven Usitalo, Professor of History – PhD
Dr. Ric Dias, Professor of History – PhD
Dr. Justin Foote, Assistant Professor of Communication Studies – PhD
Dr. Nuurianti Jalli, Assistant Professor of Communication Studies – PhD

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities are available, and no special equipment is needed for this course.

8. Note whether adequate library and media support are available for the course.

Adequate library and media support is available for this course

9. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

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.

NSU

Institution

College of Arts and Sciences /

Department of Languages, Literature, and Communication Studies

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
GLC 305	Comedy, Humor, and Culture	3
GLC 305L	Comedy, Humor, and Culture Lab – Chinese	1
GLC 305L	Comedy, Humor, and Culture Lab – German	1
GLC 305L	Comedy, Humor, and Culture Lab – Spanish	1

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

GLC 305 Course Description

Examines cultural histories and traditions of humor to develop an understanding of cultural communication. Explores comedy and humor as culturally specific, analyzing their role in breaking through cultural boundaries. Students study cross-cultural transmissions of comedy and humor, considering them as theoretical frameworks in which various forms of borders, limits, and cultural boundaries can be studied. Majors in the Global Language and Culture program should register for the lab component that corresponds to their language emphasis.

GLC 305L Course Description

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

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

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

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

Registration Restrictions

N/A

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

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

Prefix & No.	Course Title	Credits
SPCM 470	Intercultural Communication	3
ENGL 350	Humor in American Culture	3

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

SPCM 470 looks at theories and characteristics of intercultural communication, with inclusion of creative communication, and ENGL 350 focuses entirely on American literary humor. GLC 305 explores and often challenges the belief that humor is universal, providing a comprehensive exploration of humor on a global scale, looking at cultural traditions of humor and cross-cultural transmission of comedic style and acceptance. There is no equivalent to the proposed GLC 305L courses.

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

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

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**☐ **No.** 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 and all lab sections will be included in the faculty's regular workload, with course rotations managed accordingly.

☐ **Yes.** Specify below:

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

This course and its lab will be offered in the proposed Global Language and Culture program.

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

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

GLC 305 = Discussion/Recitation

GLC 305L = Laboratory

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

Face-to-Face / Online - while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.

3.5. Term change will be effective:

Fall 2021

3.6. Can students repeat the course for additional credit?

GLC 305 ☐ Yes, total credit limit: ☒ No
 GLC 305L ☒ Yes, total credit limit: 3 (each in a different language) ☐ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☒ Yes, max per section: 30 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database?

☐ Yes ☒ No

If yes, indicate the course(s) to which the course will equate (add lines as needed):

Prefix & No.	Course Title

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

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

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

4.1. University Department Code: _____

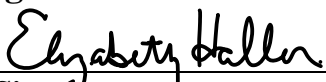
4.2. Banner Department Code: _____

4.3. Proposed [CIP Code](#): _____

Is this a new CIP code for the university? ☐ Yes ☐ No

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Dr. Elizabeth Haller		10/18/2020
Request Originator	Signature	Date
Dr. Elizabeth Haller		10/18/2020
Department Chair	Signature	Date
Dr. Alyssa Kiesow		11/30/2020
School/College Dean	Signature	Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.

Northern State University is proposing a new BA degree program Global Language and Culture. This new course will be one of the required/elective courses specific to this program.

2. Note whether this course is: ☒ Required ☐ Elective

This course and its accompanying lab section(s) are part of the “choose 4 of the following” required courses for this proposed program, as indicated on the New Undergraduate Degree Program form that is being filed with this New Course Request form.

3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?

We expect this course to be of interest to Chinese minors, German minors, and Spanish minors as well as students in theatre, English, sociology, psychology, history, international business, government, education, and communication studies programs.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.

N/A

5. Desired section size 30

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).

This course will be taught on a rotation by current NSU faculty with a specialization in the course topic. Each lab will be taught by one of our current NSU foreign language faculty with specialization in the language associated with the lab.

Dr. Juan Gonzalez, Associate Professor of Spanish – PhD

Ms. Tetiana White, Instructor of Communication Studies and Spanish – MA

Dr. Ginny Lewis, Professor of German – PhD
Dr. Chiara Wang, Adjunct Instructor of Chinese – PhD
Dr. Kristi Brownfield, Assistant Professor of Sociology – PhD
Dr. Elizabeth Sills, Assistant Professor of Communication Studies – PhD
Dr. Kane Anderson, Assistant Professor of Acting and Directing – PhD
Dr. Lysbeth Benkert-Rasmussen, Professor of English – PhD

7. Note whether adequate facilities are available and list any special equipment needed for the course.

Adequate facilities are available, and no special equipment is needed for this course.

8. Note whether adequate library and media support are available for the course.

Adequate library and media support is available for this course

9. Will the new course duplicate courses currently being offered on this campus?

☐ Yes ☒ No

If yes, provide justification.

10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.

N/A

11. Add any additional comments that will aid in the evaluation of this request.

N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

REVISED

AGENDA ITEM: 6 – B (2)

DATE: May 11, 2021

SUBJECT

New Program: SDSU – BS in Concrete Industry Management

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests permission to offer a BS program in Concrete Industry Management. The BS in Concrete Industry Management will be housed within the Department of Construction and Operations Management within the Jerome J Lohr College of Engineering. The Concrete Industry Management program will fill a growing need for technical managers in the concrete industry. The program produces graduates grounded in business management who are knowledgeable of concrete applications, properties of materials, are prepared to manage people, finances, and production systems as well as market products and services related to the concrete industry. There are currently only four CIM undergraduate programs in the nation and SDSU was selected by the CIM North Central Region Patrons Group and the National Steering Committee for Concrete Industry Management as the location for an expansion program. As part of this arrangement, SDSU will receive \$1M in targeting funds over five years to launch the next Concrete Industry Management program in the country. The MOU between SDSU and these two organizations was approved at the [December 2020](#) BOR Meeting.

The intent to plan for this program was approved at the March BOR Meeting.

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer the program on campus. SDSU does not request new state resources. Twelve new courses will be required for the program. The new course request forms for these courses can be found on the BOR [website](#). SDSU intends to start the program with a small cohort of 7 students, growing to an anticipated 151 students by the fourth year of the program. Four graduates are anticipated by the fourth year, with that increasing to reflect the growth in the cohort over the first few years. These projections are based historical recruitment and retention data from the other CIM programs in the country.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – BS in Concrete Industry Management

DRAFT MOTION 20210511_6-B(2):

I move to authorize SDSU to offer a BS in Concrete Industry Management, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

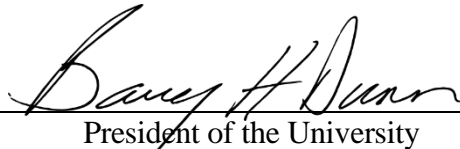
UNIVERSITY:	SDSU
MAJOR:	Concrete Industry Management
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Bachelor of Science (B.S.)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year
PROPOSED CIP CODE:	15.1501
SPECIALIZATIONS:	N/A
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	3/30/2021
UNIVERSITY DEPARTMENT:	Construction & Operations Management
BANNER DEPARTMENT CODE:	SCOM
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

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

- The individual preparing this request has read [AAC Guideline 2:9](#), 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

3/16/2020

Date

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

South Dakota State University (SDSU) requests authorization to offer a B.S. in Concrete Industry Management. The Concrete Industry Management program will fill a growing need for technical managers in the concrete industry. The program produces graduates grounded in business management who are knowledgeable of concrete applications, properties of materials, are prepared to manage people, finances, and production systems as well as market products and services related to the concrete industry.¹

¹ <https://www.concretedegree.com/the-cim-program/>

The demand for graduates with a B.S. in Concrete Industry Management has outstripped supply as there are currently only four CIM undergraduate programs in the nation: Middle Tennessee State University, New Jersey Institute of Technology, California State University – Chico, and Texas State University. The University does not request new state resources to offer the program. The CIM North Central Region Patrons Group in concert with the National Steering Committee for Concrete Industry Management programs saw the need for a program in the upper Midwest and sent out an RFP to future potential universities to house an expansion program in summer 2020. SDSU was selected as the recipient for over \$1M in targeted funds over five years to launch the next Concrete Industry Management program.

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

South Dakota State University’s mission is to “*provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human science, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.*” (SDCL 13-58-1)²

Furthermore, Board-approved programs currently include “*...programs in the agricultural sciences, aviation, education, engineering and technology, human sciences, humanities and liberal arts, nursing, performing and visual arts, pharmaceutical sciences, physical and biological sciences, and social sciences.*” (Board Policy 1:10:2)³

A Bachelor of Science in Concrete Industry Management supports the South Dakota Board of Regents Strategic Plan 2014-2020⁴ goals and relevant action steps:

Goal 1: Student Success

- Grow the number of undergraduate and graduate degrees awarded.
 - Encourage campuses to create innovative programs to attract and retain in SD, more non-resident students.

Goal 2: Academic Quality and Performance

- Grow the number of students participating in experiential learning.
- Increase the number of accredited programs.⁵

Goal 3: Research and Economic Development

- Increase the number of graduates from STEM programs.
 - Encourage development of academic programs and certificates that align with existing and future state workforce needs.

Goal 4: Affordability and Accountability

- Reduce education and related spending per degree.
 - Identify new and innovative ways to deliver high-quality academic courses and programs that create new markets and reduce cost.

² Retrieved from: https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-58-1

³ Retrieved from: <https://www.sdbor.edu/policy/documents/1-10-2.pdf>

⁴ Retrieved from: https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

⁵ The CIM program outcomes have been designed to meet the requirements for future ATMAE accreditation.

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

The demand for graduates with a B.S. in Concrete Industry Management has outstripped supply as there are currently only four CIM undergraduate programs in the nation: Middle Tennessee State University, New Jersey Institute of Technology, California State University – Chico, and Texas State University. The University does not request new state resources to offer the program. The CIM North Central Region Patrons Group in concert with the National Steering Committee for Concrete Industry Management programs saw the need for a program in the upper Midwest and sent out an RFP to future potential universities to house an expansion program in summer 2020. SDSU was selected as the recipient for over \$1M in targeted funds over five years to launch the next Concrete Industry Management program.

Typical career opportunities for a person with a CIM degree include concrete plant manager, precast production manager, precast product sales, product distribution sales manager, field engineer, concrete testing (in-plant and in field), materials quality control, concrete product distribution manager, and project manager. The current CIM degree programs have enjoyed strong recruitment of their graduates and SDSU anticipates similar positive outcomes.

As this new program will primarily serve concrete industry management workforce needs for the North Central Region (South Dakota, North Dakota, Minnesota, Wisconsin, Iowa, Illinois, Michigan, Nebraska, and Missouri), U.S. Bureau of Labor Statistics national data ⁶ is presented here.

Sector	Timeframe	Avg. Change in Demand
Precast Concrete Products	2000 – 2020	+3.1% per year
Concrete Pipe Manufacturing	2000 – 2020 For 2020	+3.6% per year 7.2% per month
Pre-stressed Concrete Bridge Beams	2018 – 2020	8.6% per year
Other Concrete Product Manufacturing	2010 – 2020	3.4% per year

The demand for Concrete Industry Management program graduates is very strong and, based on the most recent CIM Annual Report for 2018-2019⁷ there were 472 students enrolled at the four institutions with the CIM degree, had 69 graduates, and an average 80% industry retention rate in the five years following graduation. The compelling reason for the National Steering Committee to establish a new CIM program at SDSU is current and forecast demand for program graduates in the Midwest region.

4. How will the proposed program benefit students?

The demand for managers in the concrete industry is strong and growing particularly as the current managerial workforce reaches retirement age and replacements are needed. The proposed Concrete Industry Management program will provide a career path for students interested in concrete applications in construction, concrete product manufacturing, industrial sales, and supply chain management. The North Central Region Patrons Group is especially interested in a high-quality learning experience at a reasonable cost and is making a substantial commitment to cover resource needs to launch the new program at SDSU to fund faculty, lab equipment, and scholarships for students in addition to hiring a recruiter to bring students to

⁶ <https://beta.bls.gov/dataQuery/find?q=concrete+industrial-organizational&q=concrete>

⁷ <https://www.concretedegree.com/about/cim-annual-report/>

SDSU for the CIM program. It is anticipated most CIM students will be from South Dakota, consistent with current enrollment trends at SDSU.

5. Program Proposal Rationale:

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

This is not a new degree.

B. What is the rationale for the curriculum?

The overarching objective for this new program is to produce graduates grounded in the basics of concrete material production techniques and their application to construction projects. The Concrete Industry Management curriculum incorporates this technical content with a required management or marketing minor to address the specific needs of the concrete industry.⁸ This program will have a decided technical management emphasis melding mathematics, materials science, design of structures and forms with at least one industry-based internship experience.

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 CIM program curriculum was developed with input from Dr. Heather Brown, CIM Program Director at Middle Tennessee State University, Gene Martineau, National Steering Committee Chair, and Thor Becken, Regional Patrons Group Chair. The core course content is common to all CIM programs and the learning outcomes are aligned with future planned accreditation with the Association of Technology, Management, and Applied Engineering (ATMAE).

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

B.S. in Concrete Industry Management	Credit Hours	Credit Hours	Percent
System General Education Requirements	31		
Subtotal, Degree Requirements		31	26%
Supporting Coursework	31		
Major Requirements	58		
Subtotal, Program Requirements		89	74%
Electives		0	0%
Degree Total		120	100%

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	101	Composition I SGR #1 Written Communication	3	No

⁸ <https://www.concretedegree.com/the-cim-program/>

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL OR ENGL	201	Composition II (3 cr.)	3	No
	277	Technical Writing in Engineering (3 cr.) SGR #1 Written Communication		
CMST	101	Fundamentals of Speech SGR #2 Oral Communication	3	No
ECON	201	Principles of Microeconomics SGR #3 Social Sciences/Diversity	3	No
		SGR #3 Social Sciences/Diversity	3	No
		SGR #4 Humanities and Arts/Diversity	3	No
		SGR #4 Humanities and Arts/Diversity	3	No
MATH	114	College Algebra SGR #5 Mathematics	3	No
CHEM	106-106L	Survey of Chemistry & Lab SGR #6 Natural Sciences	3, 1	No
PS	243	Principles of Geology SGR #6 Natural Sciences	3	No
Subtotal			31	

Supporting Coursework

Prefix	Number	Course Title	Credit Hours	New (yes, no)
GE	101	Introduction to Engineering & Technology Professions	1	No
GE	469	Project Management	3	No
OM	425	Production and Operations Management	3	No
OM	463	Supply Chain Management	3	No
STAT	281	Introduction to Statistics	3	No
Select <u>one</u> of the following minors:			18	
Management Minor:				
ACCT	210	Principles of Accounting I	3	No
ACCT	211	Principles of Accounting II	3	No
BADM / MGMT	360	Organization & Management	3	No
CSC / MGMT	325	Management Information Systems	3	No
FIN	310	Business Finance	3	No
HRM	460	Human Resource Management	3	No
Marketing Minor:				
ADV	314	Digital Promotions	3	No
ADV	370	Advertising Principles	3	No
MKTG	370	Marketing	3	No
MKTG	476	Marketing Research	3	No
MGMT	334	Small Business Management	3	No
MKTG	474	Personal Selling	3	No
Subtotal			31	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CIM	101	Introduction to Concrete Industry Management	2	Yes
CIM	125	Plans & Specifications	1	Yes
CIM	210-210L	Fundamentals of Concrete: Properties and Testing & Lab	3, 1	Yes
CIM	216	Concrete Methods and Materials	3	Yes
CIM	230	Concrete Construction Systems	3	Yes
CIM	310	Management of Concrete Facilities	3	Yes
CIM	350	Concrete Applications and Estimating	3	Yes
CIM	370	Concrete Production and Delivery	3	Yes
CIM	440-440L	Advanced Concrete Materials & Lab	3, 1	Yes
CIM	450	Concrete Repair and Restoration	3	Yes
CIM	471	Capstone Experience	3	Yes
CIM	494	Internship	3	Yes
CM	130	Management Tools & Analysis	3	No
CM OR GE	400 425	Risk Management & Construction Safety (3 cr.) Occupational Safety & Health Management (3 cr.)	3	No
CM	460	Sustainable Building Systems & Design	3	No
CM	473	Construction Law & Contracts	3	No
MNET	367-367L	Production Strategy & Lab	3, 0	No
Technical	Elective	Any 200-400 Level CM, OM, GE course or Advisor Approved Technical Elective	8	No
Subtotal			58	

6. Student Outcomes and Demonstration of Individual Achievement

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

	Program Courses that Address the Outcomes																
Individual Student Outcome	CIM 101	CIM 125	CIM 210	CIM 216	CIM 310	CIM 350	CIM 370	CIM 440	CIM 450	CIM 471	CIM 494	CM 130	CM 400 or GE 425	CM 460	CM 473	MNET 367	Tech Electives
An ability to apply knowledge of mathematics, science, and technology to technical problems.	X								X		X						
A knowledge of modern techniques, tools, and concrete construction methods.			X	X			X		X					X			
An ability to conduct standard tests and experiments, to analyze and interpret data.			X					X			X					X	
An understanding of principles of concrete production, efficiency and quality management procedures.					X		X			X							

	Program Courses that Address the Outcomes																
Individual Student Outcome	CIM 101	CIM 125	CIM 210	CIM 216	CIM 310	CIM 350	CIM 370	CIM 440	CIM 450	CIM 471	CIM 494	CM 130	CM 400 or GE 425	CM 460	CM 473	MNET 367	Tech Electives
An ability to communicate effectively in oral and written forms and demonstrate effective teamwork skills.		X	X			X				X	X						X
An understanding of the legal, professional and ethical responsibilities of the profession.	X				X								X		X		
An ability to apply basic accounting and management principles applicable to the concrete industry.					X					X	X	X					

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

Students will be expected to earn at least two American Concrete Institute (ACI) certifications⁹ via the required coursework. The ACI Field Concrete Testing and Concrete Flatwork Finishing specialist certifications are externally validated performance outcomes the University will use to measure competence. An additional ACI certification in Concrete Testing will be an option for students.

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?

These certifications have a written and a performance exam. Student must have at least 60% correct on the written portion and score a minimum of 70% overall. The new CIM Program Director will have credentials to cover the Job Task Analysis content and will facilitate the exams. Students who fail to meet the minimum standards will risk earning a lower grade in CM 210 Fundamentals of Concrete and/or CIM 216 Concrete Methods and Materials. This may also have an impact on their post-graduation employability but will not preclude them from graduating with a degree.

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

Most courses will be lecture format using active learning and inductive teaching techniques. Some courses will be offered in departmental computer labs for students to use software used in the industry. There are a number of concrete materials labs that will require students learn how to use testing and measuring equipment as well as fabrication processes to build forms and fixtures.

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting

⁹ American Concrete Institute Certifications: <https://www.concrete.org/certification/certificationprograms.aspx>

associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No. The University did not use developmental consultants but worked with the CIM National Steering Committee. This group has funded and supported development of four Concrete Industry Management programs across the nation and is the driving force behind the new degree program at SDSU. They have reviewed the draft curriculum, provided constructive feedback and guidance, and will work closely with SDSU as the program is launched and grows. The Department of Construction and Operations Management has contacted ATMAE to verify timelines and any future changes to accreditation standards to assure SDSU has a program that can meet their requirements.

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

It is expected that students will be both new to the University and redirected from other programs. Starting fall 2021, the CIM Patrons Group in concert with the new Concrete Industry Management program coordinator will launch a regional recruiting drive. It is anticipated the program will start with 7 students in fall 2021 and grow to 151 students by FY25. A retention rate of 85% has been applied between the freshman and sophomore year. At the junior and senior level, retention rates rise to 98%. This is based on historical recruitment and retention data for the department.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 22	FY 23	FY 24	FY 25
Students new to the university	2	25	40	60
Students from other university programs	5	8	8	8
Continuing students	0	6	38	83
=Total students in the program (fall)	7	39	86	151
Program credit hours (major courses)**	49	624	996	1812
Graduates	0	0	2	4

*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.

Yes. The Concrete Industry Management program is required to seek accreditation under the Association of Technology, Management, and Applied Engineering (ATMAE). It is anticipated the University could apply for a site visit as early as year six of the program (FY 26) based on ATMAE standards and outcomes assessment data reporting requirements. The external funds provided in the first five years by the Patrons Group will cover faculty, facilities, equipment, technical support, and administrative resources necessary to achieve accreditation.

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

Explain any requests for exceptions to Board Policy. If not requesting any exceptions, enter "None."

None.

12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	2021-2022 Academic Year

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

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

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

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

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

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

The CIM National Steering Committee and the regional concrete industry Patrons Group have formed a 501(c)3 in support of the new program. They have committed to provide \$200,000 per year for five years to SDSU for the program. This will provide funding for program management, faculty and staff, lab equipment, travel, and scholarships for students. It is expected program revenues from tuition and fees will ultimately offset the donor contributions by year five when their support can go to scholarships for students in the program.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program? If yes, explain.

☒ Yes ☐ No

Explanation: The Concrete Industry Management program is an analog to existing programs in the department and college that levy the \$84.40/credit hour Engineering Discipline fee. While the program will have startup funds from the industry Patrons Group, it is expected to be self-supporting by year 5. The proforma SDSU developed included Engineering Discipline fee demonstrating the University could meet this requirement.

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

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

☐ NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

Appendix A Budget

South Dakota State University, B.S. in Concrete Industry Management

1. Assumptions

		1st FY22	2nd FY23	3rd FY24	4th FY25
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		7	39	83	151
Program FY cr hrs, On-Campus		49	624	996	1,812
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE		1.00	2.00	2.50	2.75
Faculty Salary & Benefits, average	See p. 3	\$111,412	\$111,412	\$111,412	\$111,412
Faculty, Adjunct - number of courses		1	2	2	3
Faculty, Adjunct - per course	See p. 3	\$4,000	\$4,000	\$4,000	\$4,000
Other FTE (see next page)		0.33	0.50	0.50	1.00
Other Salary & Benefits, average	See p. 3	\$59,941	\$59,941	\$59,941	\$59,941

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$111,412	\$222,824	\$278,530	\$306,383
Faculty, Adjunct (rate x number of courses)		\$4,000	\$4,000	\$4,000	\$4,000
Other FTE		\$19,781	\$29,971	\$29,971	\$59,941
S&B Subtotal		\$135,193	\$256,795	\$312,501	\$370,324
<i>Operating Expenses</i>					
Travel		\$2,400	\$3,000	\$3,500	\$5,000
Contractual Services		\$600	\$600	\$600	\$600
Supplies & materials		\$7,500	\$8,500	\$5,000	\$6,000
Capital equipment		\$10,000	\$15,000	\$75,000	\$50,000
OE Subtotal		\$20,500	\$27,100	\$84,100	\$61,600
Total		\$155,693	\$283,895	\$396,601	\$431,924

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$300.94	\$300.94	\$300.94	\$300.94
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
On-campus support tuition/hr, HEFF net	UG	\$219.79	\$219.79	\$219.79	\$219.79
On-campus tuition revenue	hrs x amt	\$10,770	\$137,149	\$218,911	\$398,259
Program fee, per cr hr (if any)	\$84.40	\$4,136	\$52,666	\$84,062	\$152,933
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0

Grants/Donations/Other	\$200,000	\$200,000	\$200,000	\$200,000
Total Resources	\$214,905	\$389,814	\$502,973	\$751,192
Resources Over (Under) Budget	\$59,212	\$105,919	\$106,372	\$319,268

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

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$90,000	\$45,000
University's variable benefits rate (see below)	0.1438	0.1438
Variable benefits	\$12,942	\$6,471
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$111,412	\$59,941

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

Using the OK Survey for CIP 15.1501 Engineering/Industrial Management faculty, 12 month Asst. Professor at 90%. This will be Professor of Practice rank, currently under review by Provost's Task Force.

Explain adjunct faculty costs used in table:

1-2 courses per year to be taught by adjuncts at \$4000 per course.

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

We will need a dedicated lab manager in year 4 of the program. Until then, we will leverage our existing AME Lab Coordinator & hire qualified student helpers.

Summarize the operating expenses shown in the table:

Year 1: 1 FTE Program Director/Faculty Member Salary & Benefits; computer software & lab supplies; travel to industry conference & oversight committee meeting. Year 2: 1 FTE Asst. Professor Tenure Track added; computer lab updates. Year 3: 1 FTE Lecturer Track faculty member added; major purchases of concrete testing and fabrication equipment; Year 4: 1 FTE NFE Lab manager added; additional dedicated concrete lab equipment.

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

The CIM National Steering Committee and the regional industry Patrons Group have signed an MOU with SDSU to provide at least \$200,000 per year to fund the program.

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

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

Externally Supported	\$40.00
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State-support: Change cell on page 1 to use the UG or GR net amount for your university.

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

Variable Benefits Rates

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

Appendix B
New Course Requests



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Course Request

<u>SDSU</u>	<u>Jerome J. Lohr College of Engineering / Construction & Operations Management</u>
Institution	Division/Department
<u>Dennis D. Hedge</u>	<u>2/24/2021</u>
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 101	Introduction to Concrete Industry Management	2

Course Description
Introduction to the concrete industry, its history, job functions and professional organizations. Covers contemporary practices in precast, ready mix, and related industry sectors.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
CM 101	Introduction to Construction	1
GE 101	Introduction to Engineering & Technology Professions	1

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

CIM 101 is limited to concrete industry topics and professional practices. CM 101 targets construction managers – a different career path. GE 101 is a survey of all majors and affiliated career paths in engineering, computer science, mathematics, applied management, and engineering technology.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

<u>Teresa Hall</u> Request Originator	<u>Teresa J.K. Hall</u> Signature	<u>1/8/2021</u> Date
<u>Teresa Hall</u> Department Chair	<u>Teresa J.K. Hall</u> Signature	<u>1/8/2021</u> Date
<u>Bruce Berdanier</u> School/College Dean	<u>Bruce Berdanier</u> Signature	<u>1/15/2021</u> Date

- Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
This course and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).
- Note whether this course is: ☒ Required ☐ Elective
- In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
- If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
- Desired section size 35
- Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
- Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course.
- Note whether adequate library and media support are available for the course.
There is adequate library and media support available.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 125	Plans and Specifications	1

Course Description
Introduction to reading construction plans to gain an understanding pre-construction build specifications. Commercial, heavy construction, and residential plans are covered.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
CM 124	Construction Graphics	2
GE 121	Engineering Design Graphics I	1

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

CIM 125 is narrowly focused on concrete elements of the construction project and includes highway projects. CM 124 is an introductory CAD course that covers all building systems from foundation to framework to mechanical/electrical systems. GE 121 is an introductory drawing course to prepare engineers to create component drawings.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

Teresa Hall	Teresa J.K. Hall	1/8/2021
Request Originator	Signature	Date
Teresa Hall	Teresa J.K. Hall	1/8/2021
Department Chair	Signature	Date
Bruce Berdanier	Bruce Berdanier	1/15/2021
School/College Dean	Signature	Date

- Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
This course and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).
- Note whether this course is: ☒ Required ☐ Elective
- In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
- If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
- Desired section size 35
- Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
- Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course. Test equipment in the Crothers Concrete Lab will be used for some lab exercises. Funding to purchase flatwork and forms, etc., will be provided by the external industry group.

8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 210	Fundamentals of Concrete: Properties & Testing	3
CIM 210L	Fundamentals of Concrete: Properties & Testing Lab	1

CIM 210 Course Description
Concrete testing, admixtures, placing and finishing. Effects of concrete-making processes on properties of fresh and hardened concrete materials. Course and lab includes preparatory for ACI Field Technician Certification exam.

CIM 210L Course Description
Lab to accompany CIM 210.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CHEM 106	Chemistry Survey	Pre-requisite
CIM 125	Plans and Specifications	Pre-requisite
CIM 210-210L	Fundamentals of Concrete: Properties & Testing/ Lab	Co-requisite

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
CEE 216-216L	Civil Engineering Materials & Lab	2, 1
CEE 456	Concrete Theory & Design	3

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

CIM 210-210L are limited to concrete materials and testing in the field as well as in labs.
CEE 216-216L covers the gamut of metallic and non-metallic building materials, one

module on concrete. CEE 456 is an engineering design course with a focus on structural design and in-lab materials testing.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: CIM 210: R – Lecture; CIM 210L: L - Laboratory

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Teresa Hall	Teresa J.K. Hall	1/8/2021
Request Originator	Signature	Date
Teresa Hall	Teresa J.K. Hall	1/8/2021
Department Chair	Signature	Date
Bruce Berdanier	Bruce Berdanier	1/15/2021
School/College Dean	Signature	Date

- Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
This course and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).
- Note whether this course is: ☒ Required ☐ Elective
- In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
- If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
- Desired section size 35

6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course. Test equipment in the Crothers Concrete Lab will be used for some lab exercises. Funding to purchase flatwork and forms, etc., will be provided by the external industry group.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 216	Concrete Methods and Materials	3

Course Description	Methods of concrete production, placement, and finishing. Field applications including foundations, pavements, structural elements. Overview of precast manufacturing processes including continuous and discrete systems; ASTM concrete material properties, specifications and testing are covered.
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Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CIM 101	Introduction to Concrete Industry Management	Pre-requisite

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
CEE 216	Civil Engineering Materials	2

Prefix & No.	Course Title	Credits
CM 216	Construction Methods and Materials	3

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

CIM 216 content is limited to concrete materials and placement methods. CEE 216 covers the gamut of metallic and non-metallic materials, only one module on concrete. CM 216 is focused on commercial building processes and all material types used in construction.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Teresa Hall	Teresa J.K. Hall	1/8/2021
Request Originator	Signature	Date
Teresa Hall	Teresa J.K. Hall	1/8/2021
Department Chair	Signature	Date
Bruce Berdanier	Bruce Berdanier	1/15/2021
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 and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).

2. Note whether this course is: ☒ Required ☐ Elective

3. In addition to the major/program in which this course is offered, what other majors/programs will be

affected by this course?

None.

4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 230	Concrete Construction Systems	3

Course Description

In-depth examination of how the concrete construction industry functions. Building codes, permits and standards; contracts and competitive bidding; quality assurance, customer relations, and regional markets.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CIM 216	Concrete Methods and Materials	Pre-requisite
CM 216	Construction Methods and Materials	Pre-requisite

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
CM 332	Building Construction Methods and Systems	3
ARCH 434	Technology of Systems	3

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

CIM 230 is focused on regulatory issues and practices in the concrete industry. CM 332 covers commercial building practices including structure and finishes. ARCH 434 encompasses building system, design, performance, and sustainability.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

<u>Teresa Hall</u>	<u>Teresa J.K. Hall</u>	<u>1/8/2021</u>
Request Originator	Signature	Date
<u>Teresa Hall</u>	<u>Teresa J.K. Hall</u>	<u>1/8/2021</u>
Department Chair	Signature	Date
<u>Bruce Berdanier</u>	<u>Bruce Berdanier</u>	<u>1/15/2021</u>
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 and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).

2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management	
Institution	Division/Department	
Dennis D. Hedge		2/24/2021
Institutional Approval Signature		Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 310	Management of Concrete Facilities	3

Course Description
Overview of the manufacturing process common to all concrete production facilities. Emphasis on the first-line supervisor and/or plant manager role. Ready mix, masonry, precast, prestress, and concrete pipe manufacturing covered.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CIM 230	Concrete Construction Systems	Pre-requisite

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
MNET 367-367L	Production Strategy & Lab	3, 0
OM 425	Production & Operations Management	3

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

CIM 310 is limited to concrete production facilities which tend to be continuous production operations. MNET 367-367L addresses all types of manufacturing facilities with an emphasis on process improvement. OM 425 includes production planning and inventory control but is framed for generic manufacturing and/or service operations.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

NEW COURSE REQUEST Supporting Justification for On-Campus Review

<u>Teresa Hall</u>	<u>Teresa J.K. Hall</u>	<u>1/8/2021</u>
Request Originator	Signature	Date
<u>Teresa Hall</u>	<u>Teresa J.K. Hall</u>	<u>1/8/2021</u>
Department Chair	Signature	Date
<u>Bruce Berdanier</u>	<u>Bruce Berdanier</u>	<u>1/15/2021</u>
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 and accompanying new course requests are to establish the new B.S. in Concrete Industry

Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).

2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 350	Concrete Applications and Estimating	3

Course Description
Uses of concrete in construction of buildings, pavement, and other facilities. Site plans, formwork selection and design, material performance, and project requirements are used to develop the cost estimate and delivery schedule.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CIM 216	Concrete Methods and Materials	Pre-requisite

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
CM 232	Cost Estimating	3
CM 352	Advanced Cost Estimating with BIM	3

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

CIM 350 is limited to concrete products used in commercial and heavy construction projects. CM 232 develops the pre-construction bid estimate that includes all materials and labor for a commercial build project. CM 352 covers commercial construction project estimates using building systems modeling and analysis.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

NEW COURSE REQUEST

Supporting Justification for On-Campus Review

Teresa Hall	Teresa J.K. Hall	1/8/2021
Request Originator	Signature	Date
Teresa Hall	Teresa J.K. Hall	1/8/2021
Department Chair	Signature	Date
Bruce Berdanier	Bruce Berdanier	1/15/2021
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 and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).

2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 370	Concrete Production and Strategy	3

Course Description
Managing concrete production systems in the ready mix and precast industry sectors. Concrete manufacturing facility operation, production equipment systems, delivery scheduling, and managing the concrete product supply chain.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CIM 230	Concrete Construction Systems	Pre-requisite

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
MNET 367	Production Strategy	3
CM 443	Construction Planning and Scheduling	3

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

CIM 370 is focused on concrete manufacturing facilities, scheduling, delivery of ready mix product, and precast supply chains. MNET 367 seeks to optimize all manufacturing sector processes with an emphasis on lean manufacturing. CM 443 encompasses the entire construction build project from foundation to finish and uses specialized software to track the project.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Teresa Hall	Teresa J.K. Hall	1/8/2021
Request Originator	Signature	Date
Teresa Hall	Teresa J.K. Hall	1/8/2021
Department Chair	Signature	Date

Bruce Berdanier
School/College Dean

Bruce Berdanier
Signature

1/15/2021
Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
This course and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).
2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

SDSU
Institution

Jerome J. Lohr College of Engineering / Construction &
Operations Management
Division/Department

Dennis D. Hedge

Institutional Approval Signature

2/24/2021

Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 440	Advanced Concrete Materials	3
CIM 440L	Advanced Concrete Materials Lab	1

CIM 440 Course Description
Concrete mix designs and procedures using ASTM and ACI standards. Material properties, admixture differences and behaviors, testing and analysis, and quality control of concrete products will be covered.

CIM 440L Course Description
Lab to accompany CIM 440.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
CIM 370	Concrete Production and Delivery	Pre-requisite
CIM 440/440L	Advanced Concrete Materials / Lab	Co-requisite

Registration Restrictions

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ **Unique Course**

Prefix & No.	Course Title	Credits
CEE 216-216L	Civil Engineering Materials & Lab	2, 1
CEE 456	Concrete Theory & Design	3

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

CIM 210-210L are limited to concrete materials and testing in the field as well as in labs. CEE 216-216L covers the gamut of metallic and non-metallic building materials, one module on concrete. CEE 456 is an engineering design course with a focus on structural design and in-lab materials testing.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: CIM 440: R – Lecture; CIM 440L: L - Laboratory

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

NEW COURSE REQUEST Supporting Justification for On-Campus Review

Teresa Hall	Teresa J.K. Hall	1/8/2021
Request Originator	Signature	Date
Teresa Hall	Teresa J.K. Hall	1/8/2021
Department Chair	Signature	Date
Bruce Berdanier	Bruce Berdanier	1/15/2021
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 and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).
2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course. Test equipment in the Crothers Concrete Lab will be used for some lab exercises. Funding to purchase flatwork and forms, etc., will be provided by the external industry group.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 450	Concrete Restoration and Repair	3

Course Description
Overview of the causes of deterioration and failure in fresh and hardened concrete. Identification of damage patterns and methods to control problems in concrete. Repair materials and methods to strengthen and restore concrete structures.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

Senior standing or instructor approval.

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
MNET 243-243L	Introduction to Materials Science & Lab	3, 0
MET 450	Forensic Engineering	3

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

CIM 450 prepares students to identify and remediate damage and failures in concrete (composite) materials. MNET 243-243L is a survey course on various engineering materials and how they are produced. MET 450 covers failure analysis in metallic, non-metallic, and composite materials using specialized lab equipment including scanning electron microscopy.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

<u>Teresa Hall</u> Request Originator	<u>Teresa J.K. Hall</u> Signature	<u>1/8/2021</u> Date
<u>Teresa Hall</u> Department Chair	<u>Teresa J.K. Hall</u> Signature	<u>1/8/2021</u> Date
<u>Bruce Berdanier</u> School/College Dean	<u>Bruce Berdanier</u> Signature	<u>1/15/2021</u> Date

1. Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
This course and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).
2. Note whether this course is: ☒ Required ☐ Elective
3. In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
4. If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
5. Desired section size 35
6. Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
7. Note whether adequate facilities are available and list any special equipment needed for the course.
The Department of Construction & Operations Management has adequate instructional facilities for this course.
8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.

9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A



**SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS**

New Course Request

SDSU	Jerome J. Lohr College of Engineering / Construction & Operations Management
Institution	Division/Department
Dennis D. Hedge	2/24/2021
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
CIM 471	Capstone Experience	3

Course Description

This course is an in-depth study of an industry-based problem to demonstrate technical and professional competence. Results are presented in a seminar-style formal review in collaboration with industry stakeholders.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?
None		

Registration Restrictions

Senior standing or instructor approval.

Section 2. Review of Course

2.1. Will this be a unique or common course?

☒ Unique Course

Prefix & No.	Course Title	Credits
CM 471	Capstone Experience	2
OM 471	Capstone Experience	2

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

CIM 471 is a demonstration of competence prior to graduation with the CIM degree. The problem or project may be individual or a team assignment and is limited to the concrete industry applications. CM 471 is a team-based project within the commercial construction industry sector. OM 471 is a team-based project conceptualized in the fall semester in OM 470 Project Management and implemented in spring semester. Projects tend to come from the manufacturing or services sector.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ Yes. Specify below: Concrete industry patrons will cover salary and benefits to hire new faculty for the CIM program.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 – Face to Face Term Based Instruction

3.5. Term change will be effective: Fall 2021

3.6. Can students repeat the course for additional credit? ☐ Yes ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)? ☐ Yes ☒ No

3.8. Will section enrollment be capped? ☐ Yes, max per section: ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? ☐ Yes ☒ No

3.10. Is this prefix approved for your university? ☐ Yes ☒ No - Request for new CIM prefix included in this curriculum proposal.

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

4.1. University Department Code: SCOM

4.2. Proposed CIP Code: 15.1501

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

**NEW COURSE REQUEST
Supporting Justification for On-Campus Review**

Teresa Hall	Teresa J.K. Hall	1/8/2021
Request Originator	Signature	Date
Teresa Hall	Teresa J.K. Hall	1/8/2021
Department Chair	Signature	Date
Bruce Berdanier	Bruce Berdanier	1/15/2021
School/College Dean	Signature	Date

- Provide specific reasons for the proposal of this course and explain how the changes enhance the curriculum.
This course and accompanying new course requests are to establish the new B.S. in Concrete Industry Management (CIM) at SDSU. The CIM program requirements ultimately will result in an accredited program under the Association of Technology, Management, and Applied Engineering (ATMAE).
- Note whether this course is: ☒ Required ☐ Elective
- In addition to the major/program in which this course is offered, what other majors/programs will be affected by this course?
None.
- If this will be a dual listed course, indicate how the distinction between the two levels will be made.
N/A
- Desired section size 35
- Provide qualifications of faculty who will teach this course. List name(s), rank(s), and degree(s).
Search is currently underway for the first CIM faculty member who will teach in the CIM program as well as serve as Program Director. The Department is seeking a person with at least 10 years relevant industry experience, credentials consistent with a Professor of Practice rank.
- Note whether adequate facilities are available and list any special equipment needed for the course.

The Department of Construction & Operations Management has adequate instructional facilities for this course.

8. Note whether adequate library and media support are available for the course.
There is adequate library and media support available.
9. Will the new course duplicate courses currently being offered on this campus? ☐ Yes ☒ No
10. If this course may be offered for variable credit, explain how the amount of credit at each offering is to be determined.
N/A

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 6 – C

DATE: May 11, 2021

SUBJECT

New Specialization: BHSU Specialization in Forest and Grassland Ecology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer a specialization in Forest and Grassland Ecology within the BS in Biology. BHSU seeks to offer a specialization in the west river region where forest resources and employment opportunities are located. There is state and regional demand for graduates with specific knowledge and technical skills necessary to meet workforce needs in agencies and the private sector. The US Forest Service employs over 30,000 individuals, with geographic concentrations matching the distribution of forest resources. Degree programs in forestry, ecology, botany, and biology are preferred.

IMPACT AND RECOMMENDATION

BHSU requests authorization to offer the specialization on campus. The specialization will require the creation of two new courses. BHSU has entered into a private partnership within the industry to help fund the program, including the addition of these new courses. BHSU is not requesting additional state resources to offer the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: BHSU – Forest and Grassland Ecology

DRAFT MOTION 20110511_6-C:

I move to authorize BHSU to offer a specialization in Forest and Grassland Ecology within the BS in Biology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

Use this form to propose a new specialization within an existing degree program. Specializations provide students with an alternative to the primary format of the major or it may be one of several tracks within a broad major. Specializations contain courses within the discipline(s) of the existing program. Specializations appear in the institutional catalog and on the transcript. Majors that offer specializations typically have one-third to two-thirds of the credits in common with the remaining course work fulfilling the requirements of the specialization(s) offered. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Specialization Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU
TITLE OF PROPOSED SPECIALIZATION:	Forest and Grassland Ecology
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Biology
INTENDED DATE OF IMPLEMENTATION:	8/1/2021
PROPOSED CIP CODE:	03.0502
UNIVERSITY DEPARTMENT:	School of Natural Sciences
BANNER DEPARTMENT CODE:	BSNS
UNIVERSITY DIVISION:	College of Business and Natural Sciences
BANNER DIVISION CODE:	B6

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

- The individual preparing this request has read [AAC Guideline 2.6](#), which pertains to new specialization requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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


 Institutional Approval Signature
 President or Chief Academic Officer of the University

3/3/2021
 Click here to enter a date.
 Date

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

1. Level of the Specialization (place an "X" in the appropriate box):

Baccalaureate ☒ Master's ☐ Doctoral ☐

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

Black Hills State seeks to offer a specialization in the west river region where forest resources and employment opportunities are located. There is state and regional demand for graduates with specific knowledge and technical skills necessary to meet workforce needs in agencies and the private sector.

3. Provide a justification for the specialization, including the potential benefits to students and potential workforce demand for those who graduate with the credential. For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

Forestry and related jobs experienced a 1.4% growth from 2009-2019, with an expected decline of 0.2% from 2019-2029 nationally¹, contrasting with a projected 0.4% annual growth in South Dakota through 2026².

The US Forest Service employs over 30,000 individuals, with geographic concentrations matching the distribution of forest resources. Degree programs in forestry, ecology, botany, and biology are preferred. Additional federal and state agencies also hire for a range of professions requiring a specialized bachelor's degree. Wage projections as of 2015 equaled \$58,230 for foresters, with an estimated 8% increase by 2024, in addition to a projected 15,900 job openings due to retirement replacement needs¹.

South Dakota ranks in the highest tier of location quotient of foresters by state (as of May 2019) indicating there is an above average concentration of that profession compared to national levels of employment. Regional states with equally high demand include Montana and Wyoming; the latter does not offer a BS degree program in forestry¹.

4. List the proposed curriculum for the specialization (including the requirements for completing the major – *highlight courses in the specialization*):

¹ [U.S. Bureau of Labor Statistics 2020](#)

² [South Dakota Department of Labor & Regulation 2020](#)

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
		Required Biology Core: students entering the Forest and Grassland Ecology emphasis are exempt from the BIOL 371/L Genetics and BIOL 373/L Evolution requirement		
BIOL	151/L	General Biology I/Lab	4	No
BIOL	153/L	General Biology II/Lab	4	No
BIOL	490	Seminar	2	No
		Forestry Specialization: Required Courses		
BIOL	160	Natural History of the Black Hills	2	Yes
BIOL	311/L	Principles of Ecology/Lab	4	No
BIOL	301/L	Plant Systematics/Lab	4	No
BIOL	360/L	Silviculture & Forest Management/Lab	4	Yes
BIOL	405/L	Entomology/Lab	4	No
BIOL	461/L	Agrostology/Lab	4	No
BIOL	462/L	Dendrology/Lab	4	No
BIOL	460/L	Plant Ecophysiology & Soils/Lab	4	No
MATH	281	Introduction to Statistics	3	No
BIOL	3-400 level	Two upper-division Biology electives	8	No

Total number of hours required for completion of specialization

41

Total number of hours required for completion of major

51

Total number of hours required for completion of degree

120

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2021

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	No		Choose an item. Choose an item.

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

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

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

Support for this new specialization was received by Dr. Dennis Hedge, SDSU Provost, via email (June 13, 2020) who stated he had no questions about the proposal, and felt it was “a very logical addition for BHSU”.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (1) (a)

DATE: May 11, 2021

SUBJECT

Agreement on Academic Cooperation – SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, South Dakota School of Mines and Technology (SDSMT) seeks approval to enter into an agreement on academic cooperation with University of Nicosia, Nicosia, Cyprus.

IMPACT AND RECOMMENDATION

The South Dakota School of Mines and Technology actively seeks international partnership opportunities with universities that are reviewed and deemed to be a good match in our academic and research areas. These partnerships provide pathways for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange, unless otherwise specified in a supplemental written agreement, exchange students will pay tuition and fees to their host institution. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. This agreement would be valid for a period of five years.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: SDSMT & University of Nicosia

DRAFT MOTION 20210511_6-D(1)(a):

I move to approve the South Dakota School of Mines and Technology’s agreement on academic cooperation with University of Nicosia, as presented.



MEMORANDUM OF UNDERSTANDING

between

**South Dakota School of Mines & Technology
Rapid City, South Dakota, USA**

and

**University of Nicosia
Nicosia, Cyprus**

University of Nicosia, Nicosia, Cyprus (hereafter referred to as “Nicosia”) and the South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as “South Dakota Mines”), believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by faculty members and general staff (administrative and technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.
- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - Visits for studying teaching principles and methods
 - Exchange of academic materials and other information
 - Participation in seminars, congresses and meetings
- Student participation
 - Each party will recommend potential students for matriculation of the other university's appropriate academic programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and paying tuition and fees to the host institution.

Nicosia and South Dakota Mines agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university's home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five years with the understanding that it can be terminated by either party with six months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of University of Nicosia by	Signed on behalf of South Dakota School of Mines & Technology By
Nicos Kartakoullis President of the Council	Jim Rankin, PhD PE President
Date:	Date:

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (1) (b)

DATE: May 11, 2021

SUBJECT

Agreements on Academic Cooperation – USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Board of Regents Policy 5:3 requires board action on a range of items including “Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded.” To comply with this requirement, the University of South Dakota (USD) seeks approval to enter into an agreement on academic cooperation with the Cultural Exchange Network (CENET) for participation in The Magellan Exchange program.

IMPACT AND RECOMMENDATION

The purpose of The Magellan Exchange is to provide carefully selected and highly motivated participants from member institutions the opportunity to study and intern (in some cases) in another culture. They may study at selected universities and intern in the environment of the host culture, thus broadening their perspective and understanding of the world. The host institutions and companies (when applicable), in turn, have the benefit of motivated and advanced-level students with a fresh perspective.

Regarding student exchange, each institution agrees to accept and enroll up to 4 exchange students per university and academic year on a full-time enrollment status. Exchange students will pay tuition and fees to their home institution. Students will be responsible for paying for their own housing, meals, travel, health insurance, and any other incidental costs.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: USD & Cultural Exchange Network

DRAFT MOTION 20210511_6-D(1)(a):

I move to approve the University of South Dakota’s agreement on academic cooperation with the Cultural Exchange Network (CENET) for participation in The Magellan Exchange program.

The Magellan Exchange,

offered by Cultural Exchange Network (Cenet)

I. INTRODUCTION

The purpose of The Magellan Exchange is to provide carefully selected and highly motivated participants from member institutions the opportunity to study and intern (in some cases) in another culture. They may study at selected universities and intern in the environment of the host culture, thus broadening their perspective and understanding of the world. The host institutions and companies (when applicable), in turn, have the benefit of motivated and advanced-level students with a fresh perspective. In addition, the exchange program provides a cost effective system for international program development.

Students will complete an application listing three preferred institutions that are part of the exchange program. Applications are processed by The Magellan Exchange, which will coordinate placements in order to maintain parity over a reasonable period of time.

II. EXCHANGE PROGRAM OPTIONS

Full-time Academic Option

The defining aspect of the Full-time Academic Option is that students are full-time students (12-15 US credit hours or the equivalent) at the host institution and are not involved in an internship experience.

Concurrent Classes and Part-time Internship Option

The defining aspect of the Concurrent Option is that participants are enrolled students at the host institution while participating in a part-time internship. It is expected that students will enroll in two or three academic courses, live in a residence hall on campus (if available and desired), and take part in student life activities, while participating in a 15-20 hour per week internship.

Note: This option is not available at all member institutions.

Duration

Program participation may be for one or two semesters, though some institutions may limit participation to one semester only. Shorter-term options are available in some locations.

Faculty Exchanges

Member institutions will be encouraged to exchange faculty members during the academic year for periods of 10 to 14 days. The visiting faculty member will give lectures in appropriate classes on subjects related to his/her teaching discipline and meet with students interested in participating in the exchange program. The home institution will be responsible for travel expenses and the host institution for housing.

III. ROLE OF THE MAGELLAN EXCHANGE

- The Magellan Exchange will identify institutions which will benefit from and contribute to The Magellan Exchange Program.
- In order to keep costs as low as possible, The Magellan Exchange will coordinate the placement of students with the objective of maintaining parity over time. Students will pay tuition to their home institution and room and board at their host location.
- To prepare the students for their program, The Magellan Exchange and the host schools will provide pre-departure and arrival orientation materials.
- The Magellan Exchange will provide assistance with recruitment in the form of brochures, presentations, promotional fliers and other methods.

IV. ROLES OF THE MEMBERSHIP

Role of Students

All students, by taking part in the exchange program, agree to the following requirements:

- Possess sufficient language skills to successfully complete the academic program and internship (if applicable).
- Be responsible for locating and financing their own room, board, and other living expenses. The host universities will provide assistance in securing housing as needed and appropriate.
- Carry adequate health insurance that includes repatriation and medical evacuation in compliance with host country/institution regulations. Insurance policies will be made available for purchase in some cases.
- Attend all orientation and evaluation sessions organized by the host institution.
- Abide by all university and company rules, policies, and regulations.
- Complete all classes and projects assigned.
- Complete all reports required by the home institution and/or company in a timely manner.
- Abide by all federal, state, and city laws and regulations of the host country. Failure to do so may result in dismissal from the program and early return to the home country.

Role of Participating Universities

- Appoint an individual in the university who will serve as the institutional coordinator for the exchange program. This individual will serve as the contact for The Magellan Exchange, will advise and assist the visiting students, and will promote the exchange program.
- Keep The Magellan Exchange informed of the number of students interested in participating.
- Streamline the application process in order to facilitate the exchange program and to register the participants as non-degree special students.
- Accept proof of English proficiency as indicated on the online application form. TOEFL should be waived.
- Provide necessary documentation to secure a visa.
- Provide guidance in selecting appropriate classes suited to the individual's interest and major.
- Provide students information concerning housing and meal plans.
- Assist with possible part-time internship arrangements when appropriate and possible.
- Complete mid-term and final semester evaluations of the part-time internship experience, if applicable.
- Provide an official transcript listing courses and grades at the conclusion of the semester.

Role of Coordinators

Each member institution is expected to appoint a coordinator for promoting The Magellan Exchange and for approving applications. However, an institution, for purposes of strengthening communications and reaching students in a variety of disciplines, may choose to appoint coordinators representing The Magellan Exchange in each faculty and/or college. As there is interest on the part of the coordinators to visit other member institutions, The Magellan Exchange will organize site visits at which time the coordinators may discuss areas of mutual interest.

Coordinating Committees may be organized along discipline or academic subjects such as business, technology, nursing, education, social work, etc. An institution may have the same coordinator on all the committees or different coordinators for each area.

Role of the Advisory Committee

Since input from member institutions is important to The Magellan Exchange, an advisory committee of institutional representatives and/or coordinators, elected by the membership at the Annual Conference, will be utilized. Representatives from varying geographic locations will serve rotating 2-year terms and will provide input as needed.

V. Membership

The Founding Member Institutions are as follows:

Aachen University of Applied Sciences Aachen, Germany	Southwest Missouri State University ¹ Springfield, Missouri, United States
Provinciale Hogeschool Limburg ² Hasselt, Belgium	Northwest Missouri State University Maryville, Missouri, United States
Satakunta Polytechnic ³ Pori, Finland	Eastern Illinois University ⁴ Charleston, Illinois, United States
Hogeschool Limburg ⁵ Heerlen, The Netherlands	University of Missouri – Rolla ⁶ Rolla, Missouri, United States
Hautes Etudes Commerciales Liege ⁷ Liege, Belgium	University of North Alabama Florence, Alabama, United States

Other member institutions and their joining dates are as follows:

Delta State University Cleveland, Mississippi, United States	November 10, 1997	Morehead State University ⁸ Morehead, Kentucky, United States	November 10, 1997
Southeast Missouri State University Cape Girardeau, Missouri, United States	November 10, 1997	Tennessee Technological University Cookeville, Tennessee, United States	November 9, 1998
University of Northern Colorado ⁹ Greeley, Colorado, United States	December 9, 1998	Rovaniemi Polytechnic ¹⁰ Rovaniemi, Finland	October 14, 2000
Rennes School of Business Rennes, France	October 14, 2000	Arkansas State University ¹¹ Jonesboro, Arkansas, United States	September 30, 2001
Washburn University Topeka, Kansas, United States	September 30, 2001	Valencia Polytechnic University Valencia, Spain	March 31, 2004
Vorarlberg Polytechnic ¹² Dornbirn, Austria	March 31, 2004	University of Monterrey Monterrey, Mexico	August 25, 2005
Eastern Kentucky University ¹³ Richmond, Kentucky, United States	September 18, 2006	Coventry University ¹⁴ Coventry, England	January 25, 2007
University of Wisconsin-River Falls ¹⁵ River Falls, Wisconsin, United States	February 18, 2008	University of North Carolina-Pembroke Pembroke, North Carolina, United States	August 29, 2008
Schmalkalden University of Applied Sciences Schmalkalden, Germany	September 29, 2008	International Business Academy Kolding, Denmark	July 30, 2009
Blaise Pascal University ¹⁶ Vichy, France	November 6, 2009	Anyang University Anyang, South Korea	November 9, 2009
Latin American Univ. of Science & Tech. San Jose, Costa Rica	September 16, 2010	Rotterdam Univ. of Applied Sciences Rotterdam, The Netherlands	November 3, 2010
Midwestern State University ¹⁷ Wichita Falls, Texas, United States	December 16, 2010	Northern State University Aberdeen, South Dakota, United States	January 3, 2011
St. Mary's University San Antonio, Texas, United States	February 6, 2012	Dakota State University Madison, South Dakota, United States	April 19, 2012
University of Tasmania ¹⁸ Hobart, Tasmania, Australia	October 22, 2014	Weber State University Ogden, Utah, United States	November 9, 2015
Austin Peay State University Clarksville, Tennessee, United States	December 15, 2015	Lindenwood University St. Charles, Missouri, United States	March 2, 2017
University of Belgrade Belgrade, Serbia	June 21, 2017	Troy University Troy, Alabama, United States	September 17, 2017
Wright State University Dayton, Ohio, United States	April 2, 2018	ESERP Business School Barcelona, Spain	May 17, 2018
Park University Parkville, Missouri, United States	July 5, 2018	University College Leuven-Limburg Leuven, Belgium	January 1, 2021

¹ Southwest Missouri State University became Missouri State University in 2005.

² Provinciale Hogeschool Limburg became PXL University College in 2013.

³ Satakunta Polytechnic became Satakunta University of Applied Sciences in 2006.

⁴ Eastern Illinois University withdrew from The Magellan Exchange in 2003.

⁵ Hogeschool Limburg is now known as Zuyd University of Applied Sciences.

⁶ University of Missouri – Rolla is now known as Missouri University of Science & Technology.

⁷ Hautes Etudes Commerciales Liege became HEC Management School – University of Liege; they withdrew in 2020.

⁸ Morehead State University withdrew from The Magellan Exchange in 2017.

⁹ University of Northern Colorado withdrew from The Magellan Exchange in 2001.

¹⁰ Rovaniemi Polytechnic became Lapland University of Applied Sciences in 2014.

¹¹ Arkansas State University withdrew from The Magellan Exchange in 2014.

¹² Vorarlberg Polytechnic became Vorarlberg University of Applied Sciences in 2005.

¹³ Eastern Kentucky University withdrew from The Magellan Exchange in 2018.

¹⁴ Coventry University withdrew from The Magellan Exchange in 2008.

¹⁵ University of Wisconsin-River Falls withdrew from The Magellan Exchange in 2015.

¹⁶ Blaise Pascal University became Université Clermont Auvergne in 2017.

¹⁷ Midwestern State University withdrew from The Magellan Exchange in 2013.

¹⁸ University of Tasmania withdrew from The Magellan Exchange in 2017.

VI. FINANCING THE PROGRAM

A program of this magnitude involving institutions around the world requires careful planning and efficient use of resources. Programs structured on individual bases (institutions working independently with overseas contacts) have been shown to be expensive to maintain. A cooperative program with all partners sharing in the cost appears to be one of the more efficient and economical solutions.

The Magellan Exchange will provide the administration and coordination for the program. New member institutions shall be assessed an annual membership fee and a one-time \$500 administrative fee upon joining. The membership fee is currently \$1,265 per year. Students pay an application processing fee. Currently, the fee is \$165 per semester or academic year and \$75 per short-term program.

The students will pay tuition and fees to their own institutions with no additional tuition payment to the host institution. Any supplemental fees for specific courses (such as art, labs, technology, etc.) will be the responsibility of the visiting student. Each student will be responsible for room, board, health insurance, transportation, books, supplies, personal expenses, passport, and visa and/or residence permit. A simple online application process will be utilized and is available on The Magellan Exchange website, www.magellanexchange.org.

On occasion an institution may wish to limit the number of incoming exchange participants. Should a student desire to study at a member institution which cannot accept the individual as an exchange participant, it is recommended that the student be allowed to enroll at the host institution and be charged in-state tuition.

VII. NON-DISCRIMINATION

Signing parties shall not, in the operation of this Agreement, discriminate against any individual on the basis of race, religion, sex, creed, national origin, or disability.

VIII. COOPERATIVE AGREEMENT

The following parties enter into a Cooperative Agreement in order to further the process of internationalization at the institutions involved in The Magellan Exchange. This agreement may be terminated by either party with a six-month written notification. During the remaining months, all accounts will be settled and projects in process finalized.

IX. Addendum by University of South Dakota

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the Member Institution. Termination for any of these reasons is not a default by the Member Institution nor does it give rise to a claim against the Member Institution.

Cultural Exchange Network (CENET)
Cape Girardeau, Missouri



Robyn Walker, Executive Director

January 22, 2021

Date

Date

Please sign and return this agreement to The Magellan Exchange:

Email: info@magellanexchange.org

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (2) (a)

DATE: May 11, 2021

SUBJECT

Articulation Agreements – SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, South Dakota State University requests approval for the following articulation agreements:

- Students who have completed coursework in the Associate of Science degree in Agriculture-Plant Science GIS/GPS at Minnesota West Community & Technical College (MN West) can apply credit toward the Bachelor of Science degree in Agronomy at SDSU.
- Students who have completed coursework in the Associate of Science degree in Agriculture-Plant Science GIS/GPS at Minnesota West Community & Technical College (MN West) can apply credit toward the Bachelor of Science degree in Precision Agriculture at SDSU.

(Continued)

DRAFT MOTION 20210511_6-D(2)(a):

I move to approve South Dakota State University’s articulation agreements with Minnesota West Community & Technical College and Western Dakota Technical College, as presented.

- Students who have completed coursework in the Associate of Science degree in Agriculture Production Management at Minnesota West Community & Technical College (MN West) can apply credit toward the Bachelor of Science degree in Animal Science-Industry Specialization at SDSU.
- Students who have completed coursework in the Associate of Science degree in Agriculture Business at Minnesota West Community & Technical College (MN West) can apply credit toward the Bachelor of Science degree in Agriculture Business at SDSU.
- Students who have completed coursework in the Associate of Applied Science degree in Surgical Technology at Western Dakota Technical College (WDT) can apply credit toward the Bachelor of General Studies degree at SDSU.
- Students who have completed coursework in the Associate of Applied Science degree in Surgical Technology at Western Dakota Technical College (WDT) can apply credit toward the Bachelor of Science or Bachelor of Arts degree in Interdisciplinary Studies at SDSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSU Articulation Agreements: MN West

Attachment II – SDSU Articulation Agreements: WDT

<p style="text-align: center;">MINNESOTA STATE COLLEGES AND UNIVERSITIES*</p> <p style="text-align: center;">ARTICULATION AGREEMENT BETWEEN</p>	<p style="text-align: center;">Minnesota West Community & Technical College AND South Dakota State University</p>
<p>*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.</p>	

This Agreement is entered into between Minnesota West Community & Technical College (MN West) (hereinafter sending institution), and South Dakota State University (SDSU) (hereinafter receiving institution).

The sending institution has established an **Agriculture-Plant Science GIS/GPS, A.S.** (hereinafter sending program), and the receiving institution has established a **B.S. in Agronomy** (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

Transfer of Credits

- A. The receiving institution will accept 60 credits from the sending program. A total of 65 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table.

Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective on 08/15/2019 and shall remain in effect until the end date of 08/15/2024 unless terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties within six months of the end date.

July 6, 2011

PROGRAM ARTICULATION TABLE						
	College (sending)			University (receiving)		
Institution	MN West			SDSU		
Program name	Agriculture – Plant Science GIS/GPS			Agronomy		
Award Type (e.g., AS)	AS			BS		
Credit Length	60			125		
CIP code (6-digit)						
Describe program admission requirements (if any)						
<p align="center">Instructions</p> <ul style="list-style-type: none"> List all required courses in both academic programs. MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution. Do not indicate a goal area for general education courses that are not part of the MnTC. For restricted or unrestricted electives, list number of credits. Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion. Show equivalent university-college courses on the same row to ensure accurate DARS encoding. Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a "substitution" only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank. <p align="center">(To add rows, place cursor outside of the end of a row and press enter.)</p>						
SECTION A - Minnesota Transfer Curriculum-General Education						
College (sending)				University (receiving)		
course prefix, number and name	Goal(s) 1	Credits		course prefix, number and name	Goal(s) ¹	Credits Applied
						Equiv Sub Wav
Minnesota Transfer Curriculum-General Education						
ENGL 1101, Composition I		3		ENGL 101, Composition I	SGR #1	3
SPCH 1101, Introduction to Speech		3		SPCM 101, Fundamentals of Speech	SGR #2	3
ECON 2201, Prin. of Macroeconomics		3		ECON 202, Prin. of Macroeconomics	SGR #3	3
GEOG 1100, Introduction to Geography		3		GEOG 101, Introduction to Geography	SGR #3	3
PHIL 1101, Introduction to Philosophy		3		PHIL 100, Introduction to Philosophy	SGR #4	3
PHIL 2201, Introduction to Ethical Theory		1		PHIL 100T, Philosophy Transfer Elective		1
PHIL 2202, General Applied Ethics		1		PHIL 100T, Philosophy Transfer Elective		1
PHIL 2205, Business Ethics		2		PHIL 100T, Philosophy Transfer Elective		2
MATH 1111, College Algebra		3		MATH 114, College Algebra	SGR #5	3
BIOL 1110, Principles of Biology I		4		BIOL 151/151L, General Biology I & Lab	SGR #6	4
BIOL 2230, Plant Biology		4		BOT 201/201L, General Botany & Lab	SGR #6	4
CHEM 1101, General Inorganic Chemistry I		5		CHEM 112/112L, General Chemistry I & Lab		5
MnTC/General Education Total		35				
Special Notes, if any:						

¹ MnTC goal areas transfer to the receiving college/university according to the goal areas designated by the sending college/university

SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other

(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). Restricted electives (in Major) fulfill a specific requirement within a major. Example A: "Chose two of the following three courses;" Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).

Major, Emphasis, Restricted, Unrestricted Electives or Other Courses				
AGRI 1102, Principles of Agronomy	3	PS 103/103L, Crop Production and Lab	3	
AGRI 1103, Introduction to Soil Science	3	PS 213/213L, Soils and Lab	3	
AGRI 2202, Weed Control	3	PS 210/210L, Turf/Weed Management for Horticulture	3	
AGRI 2203, Soil Fertility & Fertilizers	3	PS 100T, Plant Science Transfer Elective	3	
AGRI 2204, GIS/GPS	3	PRAG 203, Introduction to Precision Agriculture	3	
AGRI 2212, Corn & Soybean Production	3	PS 100T, Plant Science Transfer Elective	3	
Unrestricted electives (7 credits). Suggest taking the following to fulfill SDSU requirements.				
AGRI 1152, Ag Marketing & Prices	3	AGEC 354, Agricultural Marketing and Prices	3	
PHYS 1100, Survey of Physics & Lab	4	PHYS 101/101L, Survey of Physics & Lab	4	
Major, Emphasis, Unrestricted Electives Total	25	Total College Credits Applied (sum of sections A and B)	60	

SECTION C - Remaining University (receiving) Requirements

List major requirements & required support courses here	course prefix, number and name		Credits
	ENGL 201, Composition II		3
	SGR Goal #4, Arts/Humanities Elective. Select a course from the list in the SDSU catalog. Course prefix cannot be PHIL.		3
	ABS 475/475L, Integrated Natural Resource Mgmt & Lab		3
	BOT 327/327L, Plant Physiology & Lab or BOT 419/419L, Plant Ecology & Lab		3-4
	CHEM 108/108L, Organic and Biochemistry & Lab or CHEM 120/120L, Elementary Organic Chemistry & Lab		4-5
	PRAG 423, Soil Fertility and Plant Nutrient Management		3
	PS 223/223L, Principles of Plant Pathology & Lab		3
	PS 285, Agricultural Computations		2
	PS 383/383L, Principles of Crop Improvement & Lab or BIOL 202/202L, Genetics and Organismal Biology & Lab or BIOL 371, Genetics		3-4
	PS 405/405L, Entomology & Lab or PS 407/407L, Insect Pest Management & Lab		3
	PS 445/445L, Weed Science & Lab		3
	PS 490, Seminar or HO 490, Seminar		1
	PS 492, Topics (1 credit) and PS 421/421L, Soil Microbiology & Lab (3 credits) or PS MICR 231/231L, General Microbiology & Lab (4 credits)		4
	PS 494, Internship or HO 494, Internship		1
	STAT 281, Introduction to Statistics		3
	Natural Resources Stewardship Elective (see list in SDSU catalog)		3-4
	Agronomy, Horticulture, and Plant Science Electives (see list in SDSU catalog)		13
	University elective credits not counted elsewhere. Take as needed to reach 65 credits at SDSU and 125 credits total.		
	Total Remaining University Credits		65

SECTION D - Summary of Total Program Credits

College (sending) Credits		University (receiving) Requirements	
MnTC/General Education	35		
Major, Emphasis, Unrestricted Electives or Other	25		
Total College Credits	60	Total College Credits Applied	60
		Remaining credit to be taken at the university (receiving institution)	65
		Total Program Credits	125
Special Notes, if any:			

July 6, 2011

College	Name	Signature	Date
Chief Academic Officer			
Title			
University	Name	Signature	Date
Chief Academic Officer			
Title			

<p style="text-align: center;">MINNESOTA STATE COLLEGES AND UNIVERSITIES*</p> <p style="text-align: center;">ARTICULATION AGREEMENT BETWEEN</p>	<p style="text-align: center;">Minnesota West Community & Technical College AND South Dakota State University</p>
<p>*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.</p>	

This Agreement is entered into between Minnesota West Community & Technical College (MN West) (hereinafter sending institution), and South Dakota State University (SDSU) (hereinafter receiving institution).

The sending institution has established an **Agriculture-Plant Science GIS/GPS, A.S.** (hereinafter sending program), and the receiving institution has established a **B.S. in Precision Agriculture** (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

Transfer of Credits

- A. The receiving institution will accept 60 credits from the sending program. A total of 73 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table.

Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective on 08/15/2019 and shall remain in effect until the end date of 08/15/2024 unless terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties within six months of the end date.

July 6, 2011

PROGRAM ARTICULATION TABLE						
	College (sending)			University (receiving)		
Institution	MN West			SDSU		
Program name	Agriculture – Plant Science GIS/GPS			Precision Agriculture		
Award Type (e.g., AS)	AS			BS		
Credit Length	60			120		
CIP code (6-digit)						
Describe program admission requirements (if any)						
<p align="center">Instructions</p> <ul style="list-style-type: none"> List all required courses in both academic programs. MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution. Do not indicate a goal area for general education courses that are not part of the MnTC. For restricted or unrestricted electives, list number of credits. Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion. Show equivalent university-college courses on the same row to ensure accurate DARS encoding. Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a "substitution" only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank. <p align="center">(To add rows, place cursor outside of the end of a row and press enter.)</p>						
SECTION A - Minnesota Transfer Curriculum-General Education						
College (sending)				University (receiving)		
course prefix, number and name	Goal(s) 1	Credits		course prefix, number and name	Goal(s) ¹	Credits Applied
						Equiv Sub Wav
Minnesota Transfer Curriculum-General Education						
ENGL 1101, Composition I		3		ENGL 101, Composition I	SGR #1	3
SPCH 1101, Introduction to Speech		3		SPCM 101, Fundamentals of Speech	SGR #2	3
ECON 2201, Prin. of Macroeconomics		3		ECON 202, Prin. of Macroeconomics	SGR #3	3
GEOG 1100, Introduction to Geography		3		GEOG 101, Introduction to Geography	SGR #3	3
PHIL 1101, Introduction to Philosophy		3		PHIL 100, Introduction to Philosophy	SGR #4	3
PHIL 2201, Introduction to Ethical Theory		1		PHIL 100T, Philosophy Transfer Elective		1
PHIL 2202, General Applied Ethics		1		PHIL 100T, Philosophy Transfer Elective		1
PHIL 2205, Business Ethics		2		PHIL 100T, Philosophy Transfer Elective		2
MATH 1111, College Algebra		3		MATH 114, College Algebra	SGR #5	3
BIOL 1110, Principles of Biology I		4		BIOL 151/151L, General Biology I & Lab	SGR #6	4
BIOL 2230, Plant Biology		4		BOT 201/201L, General Botany & Lab	SGR #6	4
CHEM 1101, General Inorganic Chemistry I		5		CHEM 112/112L, General Chemistry I & Lab		5
MnTC/General Education Total		35				
Special Notes, if any:						

¹ MnTC goal areas transfer to the receiving college/university according to the goal areas designated by the sending college/university

SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other

(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). Restricted electives (in Major) fulfill a specific requirement within a major. Example A: "Chose two of the following three courses;" Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).

Major, Emphasis, Restricted, Unrestricted Electives or Other Courses				
AGRI 1102, Principles of Agronomy	3	PS 103/103L, Crop Production and Lab	3	
AGRI 1103, Introduction to Soil Science	3	PS 213/213L, Soils and Lab	3	
AGRI 2202, Weed Control	3	PS 210/210L, Turf/Weed Management for Horticulture	3	
AGRI 2203, Soil Fertility & Fertilizers	3	PS 100T, Plant Science Transfer Elective	3	
AGRI 2204, GIS/GPS	3	PRAG 203, Introduction to Precision Agriculture	3	
AGRI 2212, Corn & Soybean Production	3	PS 100T, Plant Science Transfer Elective	3	
Unrestricted electives (7 credits). Suggest taking the following to fulfill SDSU requirements. ENGL 1102, Composition II PHYS 1100, Survey of Physics & Lab	3 4	ENGL 201, Composition II PHYS 101/101L, Survey of Physics & Lab	3 4	Sub
Major, Emphasis, Unrestricted Electives Total	25	Total College Credits Applied (sum of sections A and B)	60	

SECTION C - Remaining University (receiving) Requirements

	course prefix, number and name		Credits
List major requirements & required support courses here	SGR Goal #4, Arts/Humanities Elective. Select a course from the list in the SDSU catalog. Course prefix cannot be PHIL.		3
	ABS 475/475L, Integrated Natural Resource Mgmt & Lab		3
	ACCT 210, Principles of Accounting I or AGEC 271, Farm and Ranch Management or AGEC 354, Agricultural Marketing and Prices		3
	AST 273/273L, Microcomputer Applications in Ag & Lab		3
	AST 313/313L, Farm Machinery Systems Management & Lab		3
	AST 333/333L, Soil and Water Mechanics & Lab		3
	AST 390, Seminar or PS 490, Seminar		1
	AST 412/412L, Fluid Power Technology & Lab		3
	AST 426/426L, Emerging Technologies in Agriculture & Lab or PRAG 428, Use of Soil and Plant Sensors in Crop Production		3
	AST 494, Internship or PS 494, Internship		1
	CHEM 120/120L, Elementary Organic Chemistry and Lab		4
	ET 210-210L, Introduction to Electronic Systems		4
	PRAG 304/304L, Elec. Diagnostics for Farm Machinery & Lab		3
	PRAG 340, Climate Risk Management with Precision Ag		3
	PRAG 345/345L, Principles and Implications of Chemical Application Systems & Lab		3
	PRAG 410/410L, Soil Geography and Land Use Interp & Lab or PS 462/462L, Environmental Soil Management & Lab		3
	PRAG 423, Soil Fertility and Plant Nutrient Management		3
	PRAG 427, Precision Ag Data Mapping		2
	PRAG 440/440L, Crop Mgmt with Precision Farming & Lab		3
	PS 223/223L, Principles of Plant Pathology & Lab		3
	PS 405/405L, Entomology & Lab or PS 407/407L, Insect Pest Management & Lab		3
	PS 445/445L, Weed Science & Lab		3
	STAT 281, Introduction to Statistics		3
	STAT 383, Geospatial Data Analysis		3
	Crop Production Elective. Complete four credits from the following three courses. PRAG 424, Wheat Production (2 credits) PRAG 425, Soybean Production (credits) PRAG 426, Corn Production (2 credits)		4
	Note: Student must earn at least a C grade in each major required class and a cumulative GPA of 2.5 or higher in major required classes. See SDSU catalog for details.		
	Total Remaining University Credits		73

July 6, 2011

SECTION D - Summary of Total Program Credits			
College (sending) Credits		University (receiving) Requirements	
MnTC/General Education	35		
Major, Emphasis, Unrestricted Electives or Other	25		
Total College Credits	60	Total College Credits Applied	60
		Remaining credits to be taken at the university (receiving institution)	73
		Total Program Credits	133
Special Notes, if any: B.S. in Precision Agriculture at SDSU requires a minimum of 120 credits, but student would need at least 133 credits to earn both the A.S. from MN West and the B.S. from SDSU.			

College	Name	Signature	Date
Chief Academic Officer			
Title			
University	Name	Signature	Date
Chief Academic Officer			
Title			

July 6, 2011

**MINNESOTA STATE COLLEGES AND
UNIVERSITIES*
ARTICULATION AGREEMENT
BETWEEN**

**Minnesota West Community & Technical College
AND
South Dakota State University**

*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.

This Agreement is entered into between Minnesota West Community & Technical College (MN West) (hereinafter sending institution), and South Dakota State University (SDSU) (hereinafter receiving institution).

The sending institution has established an **A.S. in Agriculture Production Management** (hereinafter sending program), and the receiving institution has established a **B.S. in Animal Science-Industry Specialization** (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

Transfer of Credits

- A. The receiving institution will accept 62 credits from the sending program. A total of 60 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table.

Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective on 08/15/2019 and shall remain in effect until the end date of 08/15/2024 unless terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties within six months of the end date.

PROGRAM ARTICULATION TABLE

	College (sending)	University (receiving)
Institution	MN West	SDSU
Program name	Agriculture Production Management	Animal Science-Industry Specialization
Award Type (e.g., AS)	AS	BS
Credit Length	60	120
CIP code (6-digit)		
Describe program admission requirements (if any)		

Instructions

- List all required courses in both academic programs.
- MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution.
- Do not indicate a goal area for general education courses that are not part of the MnTC.
- For restricted or unrestricted electives, list number of credits.
- Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion.
- Show equivalent university-college courses on the same row to ensure accurate DARS encoding.
- Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a "substitution" only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank.

(To add rows, place cursor outside of the end of a row and press enter.)

SECTION A - Minnesota Transfer Curriculum-General Education

College (sending)			University (receiving)			
course prefix, number and name	Goal(s) ¹	Credits	course prefix, number and name	Goal(s) ¹	Credits Applied	Equiv Sub Wav
Minnesota Transfer Curriculum-General Education						
ENGL 1101, Composition I		3	ENGL 101, Composition I	SGR #1	3	
ENGL 1102, Composition II		3	ENGL 201, Composition II	SGR #1	3	
SPCH 1101, Introduction to Speech		3	SPCM 101, Fundamentals of Speech	SGR #2	3	
ECON 2202, Prin. of Microeconomics		3	ECON 201, Prin. of Microeconomics	SGR #3	3	
Select any course from Area 5, History and the Social and Behavioral Sciences, that doesn't have an ECON prefix.		3	Note: ABS 203, Global Food Systems, is a program requirement, but a substitution will be allowed (must <u>not</u> have an ECON prefix).	SGR #3	3	Sub
Select two courses from Area 6, Humanities and Fine Arts. Note: to meet SDSU requirements, should choose two courses with different prefixes or a foreign language sequence.		6	SGR Goal #4. Arts and Humanities. Choose 2 courses with different prefixes or a foreign language sequence.	SGR #4	6	
MATH 1111, College Algebra		3	MATH 114, College Algebra	SGR #5	3	
BIOL 1110, Principles of Biology I		4	BIOL 151/151L, Gen Biology I & Lab	SGR #6	4	
CHEM 1150, Survey of Chemistry		4	CHEM 106/106L, Chem Survey & Lab	SGR #6	4	
MnTC/General Education Total		32				

***Special Notes, if any:** Although only 30 credits of general education courses are required for the A.S. in Agriculture Production Management, students are encouraged to complete 32 credits to account for the specific science courses (BIOL 1110 and CHEM 1150) needed for the B.S. in Animal Science at SDSU.

¹ MnTC goal areas transfer to the receiving college/university according to the goal areas designated by the sending college/university

SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other

(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). Restricted electives (in Major) fulfill a specific requirement within a major. Example A: "Chose two of the following three courses;" Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).

Major, Emphasis, Restricted, Unrestricted Electives or Other Courses				
AGRI 1101, Introduction to Animal Science	3	AS 101/101L, Introduction to Animal Science & Lab	3	
AGRI 2201, Principles of Animal Nutrition	3	AS 219, Principles of Animal Nutrition	3	
AGRI 2216, Introduction to Meat Science	3	AS 241/241L, Introduction to Meat Science & Lab	3	
AGRI 1152, Agricultural Marketing and Prices	3	AGEC 354, Agricultural Marketing and Prices	3	
Choose a minimum of 18 credits from the following list, including at least 2 credits of AGRI 2297 Internship.				
AGRI 1102, Principles of Agronomy	3	PS 103/103L, Crop Production and Lab	3	
AGRI 1103, Introduction to Soil Science	3	PS 213/213L, Soils and Lab	3	
AGRI 1110, Introduction to Horticulture	3	HO 111/111L, Introduction to Horticulture & Lab	3	
AGRI 1121, Dairy Technician	2	DS 100T, Dairy Science Transfer Elective	2	
AGRI 1125, Custom Application	2	PS 100T, Plant Science Transfer Elective	2	
AGRI 1151, Farm Records & Business Analysis	4	AGEC 100T, Ag Economics Transfer Elective	4	
AGRI 2202, Weed Control	3	PS 210/210L, Turf/Weed Management for Horticulture	3	
AGRI 2203, Soil Fertility & Fertilizers	3	PS 100T, Plant Science Transfer Elective	3	
AGRI 2204, GIS/GPS	3	PRAG 203, Introduction to Precision Agriculture	3	
AGRI 2212, Corn & Soybean Production	3	PS 100T, Plant Science Transfer Elective	3	
AGRI 2214, Machinery Principles and Management	3	AST 100T, Ag Systems Tech Transfer Elective	3	
AGRI 2235, Special Topics in Agriculture	1-3	ABS 292, Topics	1-3	
AGRI 2251, Principles of Farm & Ranch Management	4	AGEC 271, Farm and Ranch Management	4	
AGRI 2297, Agriculture Production Management Internship	2-8	ABS 100T, Agricultural Transfer Elective	2-8	
Major, Emphasis, Unrestricted Electives Total	30	Total College Credits Applied (sum of sections A and B)	62	


SECTION C - Remaining University (receiving) Requirements

List major requirements & required support courses here	course prefix, number and name		Credits
	ACCT 210, Principles of Accounting I		3
	AS 285/285L, Livestock Evaluation and Marketing & Lab		3
	AS 319/319L, Livestock Feeds and Feeding & Lab		3
	AS 332, Livestock Breeding and Genetics		4
	AS 333/333L, Livestock Reproduction & Lab		3
	AS 389, Current Issues in Animal Science		3
	CHEM 108/108L, Organic and Biochemistry & Lab or CHEM 326/326L, Organic Chemistry I & Lab		4-5
	Capstone Requirement. Select 9 credits from the following: AS 445/445L, Value-Added Meat Products & Lab, 3 credits AS 450, Meat Product Safety and HACCP, 3 credits AS 474/474L, Cow-Calf Management & Lab, 3 credits AS 475/475L, Feedlot Operations and Mgmt & Lab, 3 credits AS 476/476L, Horse Production & Lab, 3 credits AS 477/477L, Sheep and Wool Production & Lab, 3 credits AS 478/478L, Swine Production & Lab, 3 credits		9
	VET 223/223L, Anatomy and Physiology of Domestic Animals & Lab		3
	VET 403, Animal Diseases and Their Control		3
	Electives. Take as needed to reach at least 60 credits at SDSU.		
	Total Remaining University Credits		60

SECTION D - Summary of Total Program Credits

College (sending) Credits		University (receiving) Requirements	
MnTC/General Education	32		
Major, Emphasis, Unrestricted Electives or Other	30		
Total College Credits	62	Total College Credits Applied	62
		Remaining credit to be taken at SDSU	60
		Total Credits (MN West + SDSU)	122
		Total SDSU Program Credits	120

Special Notes, if any: Although only 60 credits are required for the A.S. in Agriculture Production Management, students are encouraged to complete 62 credits to account for the specific science courses (BIOL 1110 and CHEM 1150) needed for the B.S. in Animal Science at SDSU. B.S. in Animal Science from SDSU requires a minimum of 120 credits, but at least 122 credits are needed to complete both the A.S. from MN West and the B.S. from SDSU.

College	Name	Signature	Date
Chief Academic Officer			
<u>Dean of Ag. & Business</u>	Paul Lanoue		2-23-2021
Title			
University	Name	Signature	Date
Chief Academic Officer			
Provost & Vice President Academic Affairs	Dennis Hedge		
Title			

<p style="text-align: center;">MINNESOTA STATE COLLEGES AND UNIVERSITIES*</p> <p style="text-align: center;">ARTICULATION AGREEMENT BETWEEN</p>	<p style="text-align: center;">Minnesota West Community & Technical College AND South Dakota State University</p>
<p>*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.</p>	

This Agreement is entered into between Minnesota West Community & Technical College (MN West) (hereinafter sending institution), and South Dakota State University (SDSU) (hereinafter receiving institution).

The sending institution has established an **A.S in Agriculture Business** (hereinafter sending program), and the receiving institution has established a **B.S. in Agricultural Business** (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

Transfer of Credits

- A. The receiving institution will accept 61 credits from the sending program. A total of 60 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table.

Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective on 08/15/2019 and shall remain in effect until the end date of 08/15/2024 unless terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties within six months of the end date.


PROGRAM ARTICULATION TABLE						
	College (sending)		University (receiving)			
Institution	MN West		SDSU			
Program name	Agriculture Business		Agricultural Business			
Award Type (e.g., AS)	AS		BS			
Credit Length	60		120			
CIP code (6-digit)						
Describe program admission requirements (if any)						
<p align="center">Instructions</p> <ul style="list-style-type: none"> List all required courses in both academic programs. MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution. Do not indicate a goal area for general education courses that are not part of the MnTC. For restricted or unrestricted electives, list number of credits. Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion. Show equivalent university-college courses on the same row to ensure accurate DARS encoding. Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a "substitution" only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank. <p align="center">(To add rows, place cursor outside of the end of a row and press enter.)</p>						
SECTION A - Minnesota Transfer Curriculum-General Education						
College (sending)			University (receiving)			
course prefix, number and name	Goal(s) ¹	Credits	course prefix, number and name	Goal(s) ¹	Credits Applied	Equiv Sub Wav
Minnesota Transfer Curriculum-General Education						
ENGL 1101, Composition I		3	ENGL 101, Composition I	SGR #1	3	
ENGL 1102, Composition II		3	ENGL 201, Composition II	SGR #1	3	
SPCH 1101, Introduction to Speech		3	SPCM 101, Fundamentals of Speech	SGR #2	3	
MATH 1118, Applied Calculus or MATH 112, Calculus I (Alternatively, student could take MATH 1111, College Algebra as a prerequisite, if needed, for Calculus)		4	MATH 121, Survey of Calculus or MATH 123, Calculus I	SGR #5	4	
ECON 2201, Principles of Macroeconomics or ECON 2202, Principles of Microeconomics		3	ECON 201, Prin. of Microeconomics or ECON 202, Prin. of Macroeconomics	SGR #3	3	
SOCIAL SCIENCE ELECTIVE (choose from Political Science, History, Psychology, Sociology or Geography; course must have a prefix other than ECON)		3	Social Science Elective as indicated in SDSU catalog under SGR #3 (course must have a prefix other than ECON)	SGR #3	3	
HUMANITIES/FINE ARTS ELECTIVES (choose 2 courses with different prefixes or a foreign language sequence)		6	Arts & Humanities Electives as indicated in SDSU catalog under SGR #4 (choose 2 courses with different prefixes or a foreign language sequence)	SGR #4	6	
Natural Sciences Electives		6	Natural Sciences Electives as indicated in SDSU catalog under SGR #6	SGR #6	6	

¹ MnTC goal areas transfer to the receiving college/university according to the goal areas designated by the sending college/university

MnTC/General Education Total		31	SDSU General Education Total		31
Special Notes, if any:					
SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other					
(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). <u>Restricted electives (in Major)</u> fulfill a specific requirement within a major. Example A: “Chose two of the following three courses;” Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).					
Major, Emphasis, Restricted, Unrestricted Electives or Other Courses					
BUS 1101, Intro to Business	4	BADM 101, Survey of Business	4		
BUS 2201, Principles of Accounting I	4	ACCT 210, Principles of Accounting I	4		
AGRI 2251, Principles of Farm & Ranch Management	4	AGEC 271, Farm & Ranch Management	4		
AGRI 1152, Ag Marketing and Prices	3	AGECI 354, Agricultural Marketing and Prices	3		
Choose a minimum of 15 credits including an internship (AGRI 2299) of at least 2 credits from the following:					
AGRI 110, Intro to Animal Science, 3 AGRI 1102, Principles of Agronomy, 3 AGRI 1103, Introduction to Soil Science, 3 AGRI 1110, Intro to Horticulture, 3 AGRI 1121, Dairy Technician, 2 AGRI 1125, Custom Application, 2 AGRI 2201, Principles of Animal Nutrition, 3 AGRI 2202, Weed Control, 3 AGRI 2203, Soil Fertility & Fertilizers, 3 AGRI 2204, Intro to GPS/GIS, 3 AGRI 2212, Corn & Soybean Production, 3 AGRI 2214, Machinery Prin. & Management, 3 AGRI 2216, Introduction to Meat Science, 3 AGRI 2235, Special Topics in Agriculture, 1-3 AGRI 2299, AGRI-Business Internship, 2-8	15	AS 101/101L, Intro to Animal Science and Lab PS 103/103L, Crop Production and lab PS 213/213L, Soils and Lab HO 111, Introduction to Horticulture and Lab DS 100T, Elective PS 100T, Elective AS 219, Principles of Animal Nutrition PS 100T, Elective PS 100T, Elective PRAG 100T, Elective PRAG 100T, Elective AST 100T, Elective AS 241/241L, Introduction to Meat Science ABS 292, Topics AGEC 100T, Elective	15		
Unrestricted elective credits (if none enter 0)		College's unrestricted elective credits accepted in transfer (if none enter 0)			
Major, Emphasis, Unrestricted Electives Total	61	Total College Credits Applied (sum of sections A and B)		61	

SECTION C - Remaining University (receiving) Requirements		
List major requirements & required support courses here	course prefix, number and name	Credits
	ACCT 211, Principles of Accounting II	3
	AGEC 371, Agricultural Business Management	3
	AGEC 485, Farming and Food Systems Economics	3
	AGEC 479, Agricultural Policy	3
	AGEC electives	6
	BADM 321, Business Statistics II or DSCI 424, Operations Research	3
	BLAW 350, Legal Environment of Business	3
	ECON 201, Principles of Microeconomics or ECON 202, Principles of Macroeconomics (both required, but one filled by General Education requirement)	3
	ECON 301, Intermediate Microeconomics or ECON 431, Managerial Economics	3
	ECON 302, Intermediate Macroeconomics or ECON 330, Money & Banking	3
	ECON 319, Seminar with Industry Leaders	2
	ENGL 379, Technical Communications	3
	FIN 310, Business Finance	3
	HRM 460, Human Resource Management	3
	MGMT/CSC, 325 Management Information Systems	3
	MGMT 360, Organization & Management	3
	MKTG 370, Marketing	3
	STAT 281, Intro to Statistics	3
	Electives as needed to reach 60 credits at SDSU	
	Total Remaining University Credits	60

SECTION D - Summary of Total Program Credits			
College (sending) Credits		University (receiving) Requirements	
MnTC/General Education	31		
Major, Emphasis, Unrestricted Electives or Other	30		
Total College Credits	61	Total College Credits Applied	61
		Remaining credits to be taken at SDSU	60
		Total Credits needed (MN West + SDSU)	121
		Total SDSU Program Credits	120
Special Notes, if any: B.S. in Agricultural Business at SDSU requires a minimum of 120 credits, but student would need at least 121 credits to earn both the A.S. from MN West and the B.S. from SDSU.			

College	Name	Signature	Date
Chief Academic Officer			
<u>Dean of Ag. & Business</u>	Paul Lanoue		2-23-2021
Title			
University	Name	Signature	Date
Chief Academic Officer			
Provost & Vice President Academic Affairs	Dennis Hedge		
Title			

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
**Associate of Applied Sciences Degree Program in
 Surgical Technology**

Towards the
**General Studies Major
 Bachelor of General Studies BGS Degree Program**

Between
 Western Dakota Tech
 and
 SOUTH DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Western Dakota Tech (WDT) and South Dakota State University (SDSU).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide WDT students who have completed the A.A.S. degree in Surgical Technology an opportunity to earn a Bachelor of General Studies degree with a major in General Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 51 technical course credits from the A.A.S. degree in Surgical Technology. Additional transferable system general education credits may be earned at WDT and may be transferred to SDSU. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in General Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at WDT if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

System General Education Requirements SGRs (21-27 credits from classes on the approved lists in the SDSU Bulletin.)

1. SGR Goal #1: Written Communication ENGL 101 Composition I and ENGL 201 Composition II (6 credits)
2. SGR Goal #2: Oral Communication (0-3 credits)
3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of modern foreign language courses)
4. SGR Goal #6: Social Sciences (0-3 credits)
5. SGR Goal #5: Mathematics (3 credits)
6. SGR Goal #6: Natural Sciences (6 credits)

Major Requirements: 48 credits

1. GS 490, Capstone (3 credits)
2. Major electives (45 credits)
 - a. 20 academic credits must be upper division
 - b. 15 technical credits from transfer block will be applied to the major

Total minimum number of credits at SDSU: 69

Total number of technical credits from WDT: 51

Total minimum credits required: 120

Additional Requirements:

1. Students transferring from Western Dakota Tech must have a cumulative GPA of “C” (2.0 on a 4.0 scale)
2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech with approval from the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of Fall 2021 Terms at WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

VII. Acceptance of Agreement

For South Dakota State University

Date: _____
Dean, College of Arts, Humanities and Social Sciences

Date: _____
Provost and Vice President for Academic Affairs

For Western Dakota Tech

Date: _____
President, Western Dakota Tech

PLAN OF STUDY FOR
Associate of Applied Science in Surgical Technology to enroll in SDSU's Bachelor of
General Studies

60 CREDITS AAS DEGREE SURGICAL TECHNOLOGY

- 15 credits in general education
- 45 credits in technical education

Course	No.	Course Title	Credits
General Education Requirements			
CIS	105	MICROCOMPUTER SOFTWARE APPLICATIONS I	3
SPCM	101	FUNDAMENTALS OF SPEECH* <i>or</i>	3
ENGL	106	WORKPLACE COMMUNICATIONS I*	
MATH	100	ELEMENTARY ALGEBRA** <i>or higher</i>	3
PSYC	101	GENERAL PSYCHOLOGY <i>or</i>	3
PSYC	103	HUMAN RELATIONS IN THE WORKPLACE	
SOC	100	INTRODUCTION TO SOCIOLOGY	3
		Total	15
Technical Requirements			
HC	114	ANATOMY & PHYSIOLOGY FOR THE HEALTH PROFESSIONS	3
HC	135	MEDICAL LAW AND ETHICS	2
HC	213	MEDICAL TERMINOLOGY I	3
HC	225	PATHOPHYSIOLOGY <i>online</i>	3
ST	102	INTRODUCTION TO SURGICAL TECHNOLOGY	3
ST	111	INTRODUCTION TO SURGICAL TECHNOLOGY LAB	3
ST	128	SURGICAL PHARMACOLOGY <i>online</i>	2
ST	130	SURGICAL PROCEDURES I	3
ST	131	PRINCIPLES AND PRACTICES OF SURGICAL TECHNOLOGY I	3
ST	230	SURGICAL PROCEDURES II	3
ST	231	PRINCIPLES AND PRACTICES OF SURGICAL TECHNOLOGY II	3
ST	250	SURGICAL TECHNOLOGY CLINICALS	13
ST	251	SURGICAL TECHNOLOGY CERTIFICATION REVIEW <i>online</i>	1
		Total	45

Suggested Transferable coursework

- MATH 114, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- SPCM 101, Fundamentals of Speech (3 credits)

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

Agreement with Respect to Applying the
**Associate of Applied Sciences Degree Program in
 Surgical Technology**

Towards the
**Interdisciplinary Studies Major
 Bachelor of Science Degree
 Bachelor of Arts Degree**

Between
 Western Dakota Tech
 and
 SOUTH DAKOTA STATE UNIVERSITY

I. Parties

The parties to this agreement are Western Dakota Tech (WDT) and South Dakota State University (SDSU).

II. Purpose

The purpose of this agreement is to:

- A. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institution's programs;
- B. provide increased educational opportunities for students from South Dakota and the region;
- C. extend and clarify educational opportunities for students; and
- D. provide WDT students who have completed the A.A.S. degree in Surgical Technology an opportunity to earn a Bachelor of Science or Bachelor of Arts degree with a major in Interdisciplinary Studies at SDSU.

III. Academic Program

- A. Upon successful completion of the major requirements, as indicated below, SDSU will accept 51 technical course credits from the A.A.S. degree in Surgical Technology. Additional transferable system general education credits may be earned at WDT and may be transferred to SDSU. Students must meet all Board of Regents policies and university graduation requirements to receive a degree.
- B. Requirements to be completed at SDSU to earn a Bachelor of Science or Bachelor of Arts degree with a major in Interdisciplinary Studies are outlined below.

The general education coursework to meet South Dakota Regental System's General Education Requirements (SGR) must also be completed as outlined below. This coursework may be taken at WDT if equivalent courses are available. Please note that BOR Policy 2.5 states, "Total transfer credit for work at two-year technical or community college may not exceed one-half of the hours required for completion of the baccalaureate degree at the accepting institution unless an approved program-specific waiver exists." For this program, that number is 60 credits.

System General Education Requirements SGRs (21-27 credits from classes on the approved lists in the SDSU Bulletin.)

1. SGR Goal #1: Written Communication ENGL 101 Composition I and ENGL 201 Composition II (6 credits)
2. SGR Goal #2: Oral Communication (0-3 credits)
3. SGR Goal #4: Humanities and Arts/Diversity (6 credits in 2 disciplines or a sequence of modern foreign language courses)
4. SGR Goal #6: Social Sciences (0-3 credits)
5. SGR Goal #5: Mathematics (3 credits)
6. SGR Goal #6: Natural Sciences (6 credits)

College of Arts, Humanities and Social Sciences Requirements (3-9 credits)

Bachelor of Science Degree Requirements 7 credits

1. Natural Sciences Class (4 credits) from the approved list in SDSU Bulletin, taken as needed to earn 10 or more science credits from at least two different disciplines, with a minimum of two labs
2. A minor, second major, teaching specialization: *Satisfied in full by completion of the A.A.S. degree from WDT.*
3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Bachelor of Arts Degree Requirements 3-9 credits

1. Completion of a Modern Foreign Language through the 202 level (0-6 credits)
2. A minor, second major, teaching specialization: *Satisfied in full by completion of the A.A.S. degree from WDT.*
3. AHSS 111, Introduction to Global Citizenship and Diversity, (3 credits)

Major Requirements (40 credits)

1. IDL 362 - Interdisciplinary Inquiry and Integration (3 credits)
2. IDL 479 - Interdisciplinary Studies Capstone (3 credits)
3. UC 489 - Transition to Careers (1 credit)
4. Goal-based Plan of Study [up to 15 credits from the technical block may count toward Plan of study] (33 credits)

Program or General Electives (0-17 credits): if/as needed to reach 120 credit hours total required for graduation.

Total minimum number of credits at SDSU: 69

Total number of technical credits from WDT: 51

Total minimum credits required: 120

Additional Requirements:

1. Students transferring from Western Dakota Tech must have a cumulative GPA of “C” (2.0 on a 4.0 scale) and no course grade below a “C” (2.0 on a 4.0 scale).
2. At least 33 credits for the degree must be upper-division (300 or higher) courses.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Western Dakota Tech with approval from the South Dakota Board of Education. Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Effective Date of Agreement

Start Date of Fall 2021 Terms at WDT and SDSU. The agreement applies to students who graduated from WDT within the 10 years immediately prior to application and admission into SDSU.

VII. Acceptance of Agreement**For South Dakota State University**

Date: _____
Dean, College of Arts, Humanities and Social Sciences

Date: _____
Provost and Vice President for Academic Affairs

For Western Dakota Tech

Date: _____
President, Western Dakota Tech

PLAN OF STUDY FOR
Associate of Applied Science in Surgical Technology to enroll in SDSU's Bachelor of
Science or Bachelor of Arts degree in Interdisciplinary Studies

60 CREDITS AAS DEGREE SURGICAL TECHNOLOGY

- 15 credits in general education
- 45 credits in technical education

Course	No.	Course Title	Credits
General Education Requirements			
CIS	105	MICROCOMPUTER SOFTWARE APPLICATIONS I	3
SPCM	101	FUNDAMENTALS OF SPEECH* <i>or</i>	3
ENGL	106	WORKPLACE COMMUNICATIONS I*	
MATH	100	ELEMENTARY ALGEBRA** <i>or higher</i>	3
PSYC	101	GENERAL PSYCHOLOGY <i>or</i>	3
PSYC	103	HUMAN RELATIONS IN THE WORKPLACE	
SOC	100	INTRODUCTION TO SOCIOLOGY	3
		Total	15
Technical Requirements			
HC	114	ANATOMY & PHYSIOLOGY FOR THE HEALTH PROFESSIONS	3
HC	135	MEDICAL LAW AND ETHICS	2
HC	213	MEDICAL TERMINOLOGY I	3
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ST	102	INTRODUCTION TO SURGICAL TECHNOLOGY	3
ST	111	INTRODUCTION TO SURGICAL TECHNOLOGY LAB	3
ST	128	SURGICAL PHARMACOLOGY <i>online</i>	2
ST	130	SURGICAL PROCEDURES I	3
ST	131	PRINCIPLES AND PRACTICES OF SURGICAL TECHNOLOGY I	3
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ST	231	PRINCIPLES AND PRACTICES OF SURGICAL TECHNOLOGY II	3
ST	250	SURGICAL TECHNOLOGY CLINICALS	13
ST	251	SURGICAL TECHNOLOGY CERTIFICATION REVIEW <i>online</i>	1
		Total	45

Suggested Transferable coursework

- MATH 114, College Algebra (3 credits)
- PSYC 101, General Psychology (3 credits)
- SPCM 101, Fundamentals of Speech (3 credits)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (2) (b)

DATE: May 11, 2021

SUBJECT

Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreements:

- Students who have completed coursework in Associate of Applied Science degrees at Southeast Technical College (STC) can apply credit toward the Bachelor of Business Administration degree program majors at USD.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Articulation Agreements: STC

DRAFT MOTION 20210511_6-D(2)(b):

I move to approve the University of South Dakota’s articulation agreement with Southeast Technical College, as presented in Attachment I.

**University of South Dakota Beacom School of Business (BBA Majors)
and
Southeast Technical College (A.A.S. Degrees)**

I. Parties

The parties to this agreement are the University of South Dakota (USD), Beacom School of Business and Sioux Falls School District, Southeast Technical College (STC).

II. Purpose

The purpose of this agreement is to:

- A. replace the Program to Program Articulation Agreement with Respect to Applying the Associate of Applied Sciences Degree Programs towards the Bachelor of Business Administration Degree Program majors between STC and USD dated [SDBOR, December, 2005];
- B. have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- C. provide increased educational opportunities for students from South Dakota and the region;
- D. extend and clarify education opportunities for students;
- E. provide STC students who have completed A.A.S. degrees an opportunity to earn a major in the USD Bachelor of Business Administration degree.

III. Academic Program

- A. STC A.A.S Accounting to USD B.B.A. Accounting

Upon successful completion of the USD requirements specified in III.D. below, USD will accept up to 41 course credits from STC's A.A.S. degree in Accounting for students majoring in Accounting within the Bachelor of Business Administration degree program at USD. Students must successfully complete the A.A.S. degree in Accounting from STC prior to transferring to USD for the block transfer course credits to be accepted. General Education coursework indicates STC coursework excluding technical course credits. Students must meet all S.D. Board of Regents policies and university graduation requirements in order to receive a degree.

- B. STC A.A.S Business Administration or Accounting to USD BBA non-accounting majors

Upon successful completion of the USD requirements specified in III.D. below, USD will accept up to 41 course credits from STC's A.A.S. degrees in Business Administration or Accounting for students in the Bachelor of Business Administration degree program with a non-accounting major at USD. Students must successfully complete the A.A.S. degree in Business Administration or Accounting from STC prior to transferring to USD for the block transfer course credits to be accepted. General Education coursework indicates STC coursework excluding technical course credits. Students must meet all S.D. Board of Regents policies and university graduation requirements in order to receive a degree.

- C. STC A.A.S non-business administration and non-accounting to USD BBA non-accounting majors

Upon successful completion of the USD requirements specified in III.D. below, USD will accept up to 32 course credits from STC's A.A.S. degrees for students in the Bachelor of Business Administration degree program with a non-accounting major at USD. Students must successfully complete the A.A.S. degree in from STC prior to transferring to USD for the block transfer course credits to be accepted. General Education coursework indicates STC coursework excluding technical course credits. Students must meet all S.D. Board of Regents policies and university graduation requirements in order to receive a degree. Students completing the A.A.S. degree in Marketing will be receive credit for BADM 370 Principles of Marketing.

- D. Requirements to be completed at USD to earn a Bachelor of Business Administration degree with Accounting Major or Non-Accounting Major are outlined below as are courses to be taken at STC.

	To Be Taken at USD			To Be Taken at STC	
USD BBA Major	Major Credits	Upper Level Credits in order to meet the 60 required	Pre-major Support Credits*	Block Transfer of Pre-major Support Credits upon A.A.S. completion **	Block Transfer of credits toward meeting the general education requirements at USD
USD BBA Accounting major open only to those with A.A.S. in Accounting					
Accounting	54	6	16-17	9	32
The following USD BBA majors are open to students who completed a A.A.S. in Business Administration or A.A.S. in Accounting at STC.					
Business Administration	50	10	16-17	9	32
Economics	51	9	16-17	9	32
Finance	50	10	16-17	9	32
Human Resource Management	50	10	16-17	9	32
Health Services Administration	51	9	16-17	9	32
Innovation & Entrepreneurship	51	9	16-17	9	32
Management	50	10	16-17	9	32
Marketing	50	10	16-17	9	32
Operational Analytics	51	9	16-17	9	32
The following USD BBA majors are open to students who completed a A.A.S. not in Business Administration or Accounting at STC.					
Business Administration	50	10	25-26	0	32
Economics	51	19	25-26	0	32
Finance	50	10	25-26	0	32
Human Resource Management	50	10	25-26	0	32
Health Services Administration	51	9	25-26	0	32
Innovation & Entrepreneurship	51	9	25-26	0	32
Management	50	10	25-26	0	32
Marketing	50	10	25-26	0	32
Operational Analytics	51	9	25-26	0	32
* Pre-major coursework includes CMST 210-3cr., BADM 220-3 cr., ECON 201-3 cr., ECON 202-3 cr., and MATH 121-4 cr. or MATH 123-5 cr. for a total of 16-17 credits.					
** A.A.S. degree requirements sufficient for completion of BADM 101, ACCT 210, ACCT 211. Block transfer on completion of the A.A.S. in Accounting or Business Administration					

C. Additional Requirements for Bachelor of Business Administration Majors

1. Students must take ENGL 205 Business Writing (3 cr) as part of the BBA degree. If a student has taken a different composition course, the student must complete a senior research paper on a business topic.
2. Students must have a cumulative GPA of 2.5 (on a 4.0 scale), a GPA of 2.5 in business, accounting, marketing, business and technical coursework, and no course grade below a "C" (2.0 on a 4.0 scale) for admission to their major.
3. Students must complete a minimum of 60 credits of upper level (300 or 400) coursework. BBA major coursework credit is included in this requirement.
4. No more than two business courses (ACCT, BADM, BLAW, DSCI, ECON, ENTR, FIN, HRM, HSAD, MKTG, MGMT) with grades of D, F, or WDF are permitted.
5. No more than 6 credit hours may be counted toward a business major from any of the following four categories: (1) internships/practicums, (2) study tour, (3) independent studies/readings and (4) service learning activities. In addition, no more than 6 credits total from the list may be applied to any business major (i.e., business electives), and no more than 12 credits total from the list can be applied toward a business degree (i.e., business and/or free electives). No more than 6 credits of Satisfactory/Unsatisfactory graded business coursework may be applied toward a business major.
6. Students must pass an exit examination.

IV. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

V. Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Southeast Technical College with approval by the South Dakota Board of Education.

Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of the agreement, except in rare instances in which retroactive implementation of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

VI. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

This Agreement depends upon the continued availability of appropriated funds and expenditure authority from the Legislature for this purpose. If for any reason the Legislature fails to appropriate or grant expenditure authority or funds become unavailable by operation of law or federal funds reductions, this Agreement will be terminated by the University of South Dakota. Termination for any of these reasons is not a default by the University of South Dakota nor does it give rise to a claim against the University of South Dakota.

VII. Effective Date

Start Date of the 2018 term at STC and USD. The agreement applies to students who graduated from STC in 2020 and subsequent years.

VIII. Acceptance of Agreement:

Robert Griggs, President
Southeast Technical College

Date

Sheila K Gestring, President
University of South Dakota

Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (3) (a)

DATE: May 11, 2021

SUBJECT

Dual Credit In-District Delivery: DSU Computer Science Academy MOU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:5](#) – Transfer of Credit

[AAC Guideline 7.1](#) – Dual / Concurrent Credit Administration Guidelines

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Dakota State University (DSU) is seeking to enter into a Memorandum of Understanding (MOU) with O’Gorman High School (OGH) within the Bishop O’Gorman Catholic Schools system. The MOU establishes a partnership with DSU, through the Beacom College of Computer and Cyber Sciences, to create and operate the Computer Science Academy of the O’Gorman High School. Similar MOUs are currently in place between DSU and the [Southern Hills Education Consortium](#), [Sioux Falls](#), and [Madison](#) School Districts.

IMPACT AND RECOMMENDATION

The attached MOU allows the ability to offer one DSU Beacom College Course, CSC150 – Computer Science I, to O’Gorman High School students during the Fall 2021 semester.

Board office staff recommends approval of the MOU.

ATTACHMENTS

Attachment I – Memorandum of Understanding: DSU & OGH

DRAFT MOTION 20210511_6-D(3)(a):

I move to approve the MOU between Dakota State University and O’Gorman High School, as presented, and 2) the course as presented for the Fall 2021 semester for in-district delivery of High School Dual Credit courses.

Memorandum of Understanding

Between

South Dakota Board of Regents (SDBOR) and Dakota State University (DSU)

and

O’Gorman High School, Sioux Falls (OGH)

This Memorandum of Understanding (MOU) sets for the terms and understanding between the SDBOR, DSU and the OGH to create and operate the Computer Science Academy of the O’Gorman High School.

Background

WHEREAS, the O’Gorman High School is interested in providing to their students additional and advanced educational programming in computer science; and,

WHEREAS, Dakota State University through its Beacom College of Computer and Cyber Sciences is able to provide such additional and advanced educational programming; and,

WHEREAS, the South Dakota Board of Regents, Dakota State University (The Beacom College of Computer and Cyber Sciences) and the O’Gorman High School desire to enter into this Memorandum of Understanding setting out the following working arrangements that each of the partners agree are necessary to complete the project.

Project Intent

To offer one DSU Beacom College Course, CS150, to O’Gorman High School students during the Fall Semester, 2021.

Description

This agreement will bring university level computer and cyber educational opportunities into the OGH school district and provide these O’Gorman students with transferable credits. The course to be delivered Fall 2021:

- CSC150 – Computer Science I (An introduction to computer programming. Focus on problem solving, algorithm development, design, and programming concepts. Topics include sequence, selection, repetition, functions, and arrays.)

Accommodations for the Project

1. CSC150 is already approved for dual credit offering.
2. Students enrolled through the High School Dual Credit program receive a reduced tuition rate, which is one-third of the reduced rate of the course as established by the Board of Regents in its Tuition and Fee Schedule. No additional course level fees

(e.g., lab fee, program fee, discipline fee, laptop fee, delivery fee, etc.) will be assessed to students enrolled in this program. The e-text fee may be assessed to those students if this is a requirement for the course. Students shall cover all instructional costs associated with the courses they are enrolled in each semester including but not limited to course materials, texts, and related instructional supplies. The student is ultimately responsible for obtaining all required textbooks and supplies necessary to complete the course.

Administration of Course Offerings

This section of the MOU sets forth the commitments of each party to develop and deliver courses as in-district high school dual credit and/or concurrent credit courses.

In-District Dual Credit

The in-district delivery of courses through the South Dakota High School Dual Credit (HSDC) program established in SDCL 12-28-37.1 allows eligible high school students to complete courses offered by DSU faculty members. Such courses are governed by SDBOR policies and follow established processes for admissions, registration, billing and grade reporting. OGH agrees to record dual credit coursework on the student's transcript and use it to calculate academic standing.

Authority

1. All current and applicable SDBOR and DSU policies, guidelines and procedures apply to all course offerings and enrollment requirements unless a specific exemption has been approved by the SDBOR.
 - a. DSU academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
 - b. OGH accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.
2. Enrollment
 - a. DSU will determine the maximum/minimum enrollment for the in compliance with guidelines and policies established by the SDBOR, and with input from OGH.
3. Tuition and course materials
 - a. Applicable tuition rates will be determined by SDBOR and/or DSU policy and legislative requirements, with the OGH responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
 - b. OGH or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

Point of Contact for Each Partner

Dr. Pat Engebretson, Dean, The Beacom College of Computer and Cyber Sciences and Brenda Mitzel Ed. S., Director of Instruction and Programs, Bishop O'Gorman Catholic Schools.

Agreement Signatures

Brenda Mitzel Ed. S. Date
Director of Instruction and Programs
O’Gorman High School

 Date
Principal
O’Gorman High School

Pat Engebretson, DSc. Date
Dean
Beacom College of Computer and Cyber Sciences
Dakota State University

James Moran, Ph.D. Date
Provost
Dakota State University

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (3) (b)

DATE: May 11, 2021

SUBJECT

Dual Credit In-District Delivery Agreement: NSU & Brandon Valley School District

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:5](#) – Transfer of Credit

[AAC Guideline 7.1](#) – Dual / Concurrent Credit Administration Guidelines

BACKGROUND / DISCUSSION

Northern State University (NSU) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Brandon Valley School District (BVHS). In 2019 the BOR approved Brandon Valley High School's request to offer HSDC In-District Delivery of SPCM 101 Fundamentals of Speech delivered by Northern. (*NOTE: In February 2020, the SPCM course prefix changed to CMST.*)

As a result of the program's success, BVHS has requested that NSU expand the program to offer two sections of Fundamentals of Speech in the Fall 2021 through Spring 2025 semesters.

IMPACT AND RECOMMENDATION

The attached MOU between the Board of Regents and Brandon Valley School District complies with established guidelines for In-District Delivery and would allow the continued delivery of CMST 101 Fundamentals of Speech through Spring 2025.

Board office staff recommends approval of the MOU.

ATTACHMENTS

Attachment I – MOU Between SDBOR and Brandon Valley School District

Attachment II – NSU Request: CMST Course at Brandon Valley High School

DRAFT MOTION 20210511_6-D(3)(b):

I move to approve 1) the MOU between the Board of Regents and the Brandon Valley School District, and 2) the course request as presented for Fall 2021 through Spring 2025 for in-district delivery of High School Dual Credit courses.

MEMORANDUM OF UNDERSTANDING
 South Dakota Board of Regents/Brandon Valley
 High School/District
 March 2021

1. Purpose

The purpose of this Memorandum of Understanding (MOU) is to establish guidelines for a collaborative partnership between the South Dakota Board of Regents and the Brandon Valley High School/District. Both parties share a goal of developing and promoting a partnership to deliver fully accredited transferable university courses taught by university personnel at designated school district sites. This MOU will be effective August 1, 2021 through July 31, 2025.

2. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Brandon Valley High School/District. The South Dakota Board of Regents designates Northern State University as the institution providing instruction under this MOU.

3. Responsibilities

3.1 Authority

- 3.1.1** All current and applicable regental and university policies, guidelines and procedures apply to all course offerings and enrollment requirements.
- 3.1.2** University academic departments, faculty and/or personnel will determine the textbooks and course materials required for each course.
- 3.1.3** Brandon Valley High School/District accepts responsibility for providing appropriate facilities, equipment and technology to deliver university courses in a manner that meets university standards.

3.2 Development and coordination of course offerings

- 3.2.1** Institutional staff will serve as the point of contact for communications between the regental system office and the school district regarding course offerings, instructor assignments and schedule of classes.
- 3.2.2** Brandon Valley High School/District will propose course offerings for each semester, with the Institution determining the final schedule of course offerings in collaboration with the regental system office.

3.3 Scheduling and delivery of courses

- 3.3.1** The calendar and schedule for courses will align with the university calendar for each semester.
- 3.3.2** Course schedules must meet university accreditation requirements in regard to total hours of class time for the semester, as outlined in SDBOR Policy 2:32, Definition and Assignment of Credit Hours.
- 3.3.3** All courses will be taught by university personnel, to be approved by Northern State University for each course.

3.4 Enrollment

- 3.4.1** The Northern State University will determine the minimum/maximum enrollment for each course and the number of course sections offered each semester with input from Brandon Valley High School/District. However, guidelines and policies established by the Board of Regents require that in-district delivery shall only occur for sections with a minimum of 18 students; Brandon Valley High School/District shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

3.4.2**3.5 Tuition and course materials**

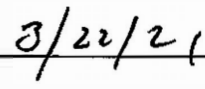
- 3.5.1** Applicable tuition rates will be determined by regental and/or university policy and legislative requirements, with the Brandon Valley High School/District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
- 3.5.2** Brandon Valley High School/District or its students will be responsible for the purchase of textbooks and materials required for each course, to be determined by the school district.

3.6 Registration and advising

- 3.6.1** Northern State University staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
- 3.6.2** All students enrolled in Northern State University courses will be assigned an advisor to manage all questions, issues and concerns. Students should not rely on school district staff for guidance on any issues involving university courses.
- 3.6.3** Course registration processes will follow regental system and university requirements and procedures, and Northern State University staff will process registrations and assist students as needed.
- 3.6.4** Instructors for university courses will utilize their university's internal early alert system to inform Institutional advisors of any academic performance concerns.
- 3.6.5** Northern State University staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:


 Brandon Valley High School/District


 Date

 South Dakota Board of Regents

 Date



March 24, 2021

South Dakota Board of Regents
306 East Capitol Ave
Suite 200
Pierre SD 57501

Subj: REQUEST TO OFFER HIGH SCHOOL DUAL CREDIT IN-DISTRICT
DELIVERY MODEL AT BRANDON VALLEY HIGH SCHOOL

Ref: (a) AAC Guideline 7.1 paragraph 6
(b) Brandon Valley High School Request for HSDC In-District Delivery by NSU

In 2019 the BOR approved Brandon Valley High School's request to offer HSDC In-District Delivery of SPCM 101 Fundamentals of Speech delivered by Northern. The program was successful and BVHS has requested Northern expand the program to offer two sections of Fundamentals of Speech in the fall and spring semesters.

Per references (a) and (b), Northern State University requests approval of Memorandum of Understanding South Dakota Board of Regents/Brandon Valley School District. Upon approval, Northern will offer HSDC In-District delivery of CMST 101 Fundamentals of Speech from fall 2021 through spring 2025.

Sincerely,

Ronald E. Brownie
Director, Online & Continuing Education

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D (4)

DATE: May 11, 2021

SUBJECT

BHSU & SDSMT Computer Science MOU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:29](#) – Definitions of Credits and Related Institutional Requirements

BACKGROUND / DISCUSSION

Ellsworth Air Force Base (“Ellsworth AFB”) recently issued a request for proposals for post-secondary institutions seeking to deliver educational programming on Ellsworth AFB, with submissions due April 30, 2021. The RFP identified the educational needs on Ellsworth AFB, which included an undergraduate degree in Information and Computer Science, a degree not currently available through BHSU. The ability of an institution to address the educational needs identified in the RFP is a condition of eligibility. Additionally, Ellsworth AFB will not consider joint proposals from institutions.

As a result, BHSU and SDSMT are seeking to collaborate in the delivery of SDSMT’s existing computer science program through BHSU, as further described in Attachment I, which would be limited to BHSU’s offerings at Ellsworth AFB, should BHSU be selected as one of two institutions to offer programming at Ellsworth AFB. The foregoing does not constitute a new degree offering, nor does it expand or grow BHSU’s faculty in the area of computer science. The MOU set forth in Attachment I simply seeks to provide BHSU with the authority to transcribe and offer the degree in accordance with BOR Policy 2:29, section 1.C.5, with the underlying computer science programming delivered by SDSMT.

IMPACT AND RECOMMENDATION

Approval of the MOU set forth in Attachment I would provide BHSU with the opportunity to compete to, and if selected, deliver programming on Ellsworth AFB. Currently no system institutions are allowed to deliver courses on Ellsworth AFB.

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU & SDSMT Computer Science MOU

DRAFT MOTION 20210511_6-D(4):

I move to approve the BHSU & SDSMT Computer Science MOU set forth in Attachment I.

MEMORANDUM OF UNDERSTANDING

By and Between

Black Hills State University (BHSU) and South Dakota School of Mines & Technology (SDSMT)
For the Delivery of a Computer Science Baccalaureate at Ellsworth Air Force Base

1. The purpose of this memorandum of understanding (MOU), subject to Board of Regents ("BOR") approval pursuant to BOR Policy 2:29, is to outline the inter-institutional agreement between BHSU and SDSMT pertaining to the delivery, offering and transcription of the existing SDSMT Computer Science baccalaureate degree ("CS Degree") through BHSU in connection with its delivery of certain programming on Ellsworth Air Force Base.
2. Upon approval of the BOR, this MOU shall remain in effect until one of the following occurs:
 - a. The parties mutually agree to modify this MOU;
 - b. The parties mutually agree to terminate this MOU;
 - c. BHSU ceases to deliver programming on Ellsworth Air Force Base; or
 - d. Failure or withdrawal of any BOR required approvals or authorizations.
3. BHSU and SDSMT will collaborate to deliver the CS Degree currently offered at SDSMT through BHSU, solely for the purposes of BHSU's programming to be delivered at or through Ellsworth Air Force Base. The CS Degree delivered pursuant to this MOU is authorized for transcription and degree-granting authority by BHSU pursuant to BOR Policy 2:29, Section 1.C.5.
4. Students eligible for participation and receipt of the CS Degree authorized herein shall be limited to those enrolled at BHSU and participating at, or through BHSU's presence on, Ellsworth Air Force Base ("Participating Students"). For avoidance of doubt, all Participating Students shall apply to and be enrolled at BHSU.
5. BHSU shall be responsible for billing and collection of any and all required tuition and fees from Participating Students. BHSU shall compensate SDSMT at a rate equivalent to the tuition and fees collected on all CS Degree courses delivered by SDSMT faculty. The compensation shall occur within fourteen (14) days following the final date for students to withdrawal and receive a refund in the applicable term. Any adjustments to the tuition and fees after that time will be paid or credited within 15 days from the end of the month in which they were made. Late fees will remain with BHSU since they are responsible for the billing and payment process.
6. Any Higher Learning Commission ("HLC") notification necessary to create this consortial relationship will be the responsibility of each institution's HLC coordinator.
7. A Curriculum and Assessment Committee, consisting of at least one person from BHSU and one person from SDSMT, shall provide curricular oversight, in addition to planning, facilitating and coordination of the necessary programming to provide for the CS Degree offering and transcription through BHSU. Additional members may be added with the

approval of both BHSU and SDSMT. Any actions or decisions of the Curriculum and Assessment Committee shall be mindful of and consistent with any applicable accreditation standards.

8. The Parties will make good faith effort to comply with the standard minimum credit hour requirements for the degree granting institution (i.e., BHSU) set forth in BOR Policy 2:29, specifically that a minimum of 30 credit hours are earned from the degree granting institution and that 15 of the last 30 credits earned preceding completion are earned from the degree granting institution, but given the nature of the Participating Students and the structure of the CS Degree authorized hereunder, compliance with the foregoing may be difficult if not impossible in some instances. As a result, the Parties preemptively authorize waiver of the aforementioned requirements for the CS Degree authorized hereunder in instances in which the fulfillment of the standard requirements are not feasible, and by virtue of its approval of this MOU, BOR authorizes and approves the same.
9. The specific course offerings to be provided by SDSMT will be determined by the Curriculum and Assessment Committee, and adjusted from time to time as necessary and appropriate to facilitate the offering of the CS Degree hereunder, and attached hereto as Exhibit I.
10. BHSU shall be responsible for the provision of all student services for Participating Students. SDSMT's obligations and responsibilities hereunder will be limited to providing the curriculum and instructional delivery as determined by the Curriculum and Assessment Committee and set forth in Exhibit I.
11. Any communication with representatives of Ellsworth Air Force Base regarding the delivery of the CS Degree provided herein will be handled by or facilitated through BHSU.
12. BHSU and SDSMT agree to share and maintain data in accordance with FERPA and other applicable data security requirements and policies for the purpose of delivery, offering and transcription of the CS Degree. BHSU and SDSMT staff will be provided the appropriate level of access to pull and use data concerning Participating Students in the CS Degree offered hereunder.
13. This MOU may be reviewed annually and modified in writing by mutual consent of the Parties. Either Party may terminate the MOU upon provision of one-year advance written notice.

BHSU

 4-27-2021
 Laurie Nichols (Date)
 President

SDSMT

 4-27-2021
 Jim Rankin (Date)
 President

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – A

DATE: May 11, 2021

SUBJECT

FY23 Informal Budget Hearing Format

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 4-7-7](#) – Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

Board of Regents budget hearings have historically been held in conjunction with the June Board meeting. Last year's format was an individual presentation from each of the presidents, superintendent, and the executive director discussing highest priorities and key budget issues. For FY23, the campuses will be instructed to provide documentation of their top three (3) priorities for one-time funding during their presentation, with at least one of those priorities related to projects that address pandemic response.

IMPACT AND RECOMMENDATIONS

The current plan is to have the informal budget hearings on June 24th. The proposed schedule is below.

FY23 Informal Budget Hearings	Thursday, June 24, 2021
SDSU/CES/AES	9:00 – 9:25 am
SDSD	9:25 – 9:30 am
SDSBVI	9:30 – 9:35 am
USD/Law School/SSOM	9:35 – 10:00 am
SDSM&T	10:00 – 10:20 am
DSU	10:20 – 10:40 am
NSU	10:40 – 11:00 am
BHSU	11:00 – 11:20 am
System Requests	11:20 – 11:30 am

A final budget adoption will occur at a special Board meeting in July.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B

DATE: May 11, 2021

SUBJECT

**BHSU-Rapid City Renovation & Addition for West River Nursing Education
Preliminary Facility Statement (PFS)**

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement
Projects – Payment of Appropriated Funds

[SDCL 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State
Building Committees – Approval by Board or Commission in Charge of
Institution

[BOR Policy 6:4](#) – Capital Improvements

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

Black Hills State University in cooperation with South Dakota State University and the University of South Dakota request approval of this Preliminary Facility Statement for a renovation and addition to Black Hills State University – Rapid City to consolidate all West River nursing education at a single site.

These three universities, in collaboration with Monument Health and the West River Area Health Education Center, established the West River Health Science Center (WRHSC) in 2020 to help address the nursing shortfall in western South Dakota. The Joint Committee on Appropriations (JCA) issued a Letter of Intent from the 2020 legislative session regarding the operation of the West River Health Science Center (WRHSC).

IMPACT AND RECOMMENDATIONS

Black Hills State University has been offering on-site face-to-face courses in Rapid City since the 1950's with a program at Ellsworth Air Force Base (EAFB) that has since

(Continued)

DRAFT MOTION 20210511_7-B:

I move to approve BHSU-Rapid City's Preliminary Facility Statement for a renovation and addition to BHSU-RC to consolidate all West River nursing education at a single site. A building committee representative should be appointed to oversee this project.

expanded to serve the entire Rapid City region. Beginning in 2006, the educational facility at EAFB was converted to the financial services center; subsequently this facility was no longer available, requiring programs to be relocated to multiple sites within Rapid City. The University Center Rapid City building was opened in April 2011 and allowed the consolidation of course offerings in a single location.

Each of the six Regental institutions has offered courses at the site during its 10-year existence, although BHSU has historically offered the vast majority of credit hours hovering around 90% of all offerings in the facility. The name was changed to Black Hills State University – Rapid City in 2015 to recognize BHSU's majority offerings and the management model that already existed. BHSU currently funds all operating costs to run the facility from the tuition revenues generated at that specific location, as required in state statute, although both SDSU and USD have office space and administrative staff in the building.

This joint venture between BHSU and the SDSU and USD nursing programs is an opportunity to better utilize and expand the services offered at BHSU–RC; to provide enhanced facilities for the nursing programs that will better meet the needs of those programs; and to assist with meeting regional workforce development by providing needed nursing graduates.

Proposed Funding Source(s)

The overall scope and probable cost of the project will be identified in the Facility Program Plan phase after this Preliminary Facility Statement is approved. At this time, anticipated funding sources for the project include private donor funding, Higher Education Facilities Funds, federal funds, and a request to the State of South Dakota for General Funds.

ATTACHMENTS

Attachment I – BHSU-Rapid City Renovation & Addition for SDSU & USD West River Nursing Education-BHSU Pre-Nursing Education PFS

**BHSU-Rapid City Renovation & Addition
for
SDSU & USD West River Nursing Education
BHSU Pre-Nursing Education**

***Preliminary Facility Statement
April 2021***

Black Hills State University in cooperation with South Dakota State University and the University of South Dakota request approval of this Preliminary Facility Statement for a renovation and addition to Black Hills State University – Rapid City to consolidate all West River nursing education at a single site.

These three universities, in collaboration with Monument Health and the West River Area Health Education Center, established the West River Health Science Center (WRHSC) in 2020 to help address the nursing shortfall in western South Dakota. The Joint Committee on Appropriations (JCA) issued a Letter of Intent from the 2020 legislative session regarding the operation of the West River Health Science Center (WRHSC). The letter states,

The West River Health Science Center (WRHSC) is a newly created entity that will be located within the Rapid City University Center currently managed by Black Hills State University. The role of the WRHSC is to provide a one-stop service for students who wish to pursue a nursing or health-related degree. The Center's immediate focus will provide access for students to the pre-nursing curriculum via an Associate Degree in Applied Health Science offered through BHSU. With students' satisfactory progress, a seamless admission process will occur into the BSN programs offered by USD and SDSU in Rapid City.

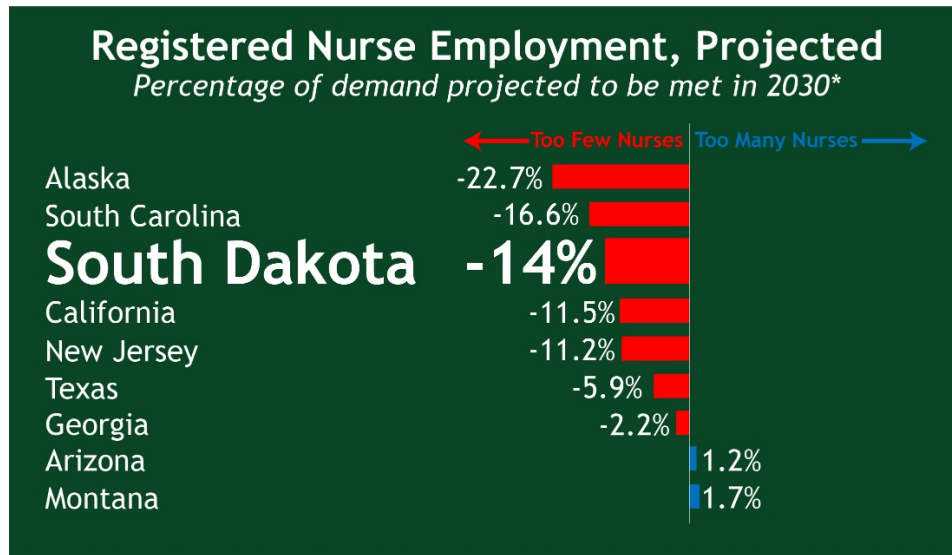
Black Hills State University – Rapid City History

Black Hills State University has been offering on-site face-to-face courses in Rapid City since the 1950's with a program at Ellsworth Air Force Base (EAFB) that has since expanded to serve the entire Rapid City region. Beginning in 2006, the educational facility at EAFB was converted to the financial services center; subsequently this facility was no longer available requiring programs to be relocated to multiple sites within Rapid City. The University Center Rapid City building was opened in April 2011 and allowed the consolidation of course offerings in a single location.

Each of the six Regental institutions has offered courses at the site during its 10-year existence, although BHSU has historically offered the vast majority of credit hours hovering around 90% of all offerings in the facility. The name was changed to Black Hills State University – Rapid City in 2015 to recognize BHSU's majority offerings and the management model that already existed. BHSU currently funds all operating costs to run the facility from the tuition revenues generated at that specific location, as required in state statute, although both SDSU and USD have office space and administrative staff in the building.

General Programmatic Needs to be Addressed

This joint venture between BHSU and the SDSU and USD nursing programs is an opportunity to better utilize and expand the services offered at BHSU–RC; to provide enhanced facilities for the nursing programs that will better meet the needs of those programs; and to assist with meeting regional workforce development by providing needed nursing graduates. The following table identifies South Dakota as having the third highest projected shortfall of registered nurses in the nation by 2030 (state to state comparison by RegisteredNursing.org).



South Dakota State University and the University of South Dakota’s nursing programs continue to grow and improve. The programs have made a vast impact on health care in South Dakota. More than 2,000 graduates of these programs reside in the state. The statewide programs currently enroll over 1,200 students and are projected to grow in the next five years. Currently, SDSU enrolls up to 48 undergraduate nursing students and USD enrolls up to 24 in their West River Nursing cohorts each fall and spring. Additional enrollments are obtained in SDSU’s accelerated and graduate programs. The table below provides the total number of nursing students currently enrolled in any SDSU or USD program West River as well as the total number of nursing graduates from this academic year. BHSU’s Allied Health program, which provides all the pre-nursing curriculum required for a student to migrate directly into both SDSU and USD’s nursing program currently enrolled 68 students in the Fall of 2020 with expectations to grow as a feeder to these nursing programs.

**Total Rapid City Nursing Student Enrollment
Spring 2021 – All Cohorts**

	SDSU	USD	Total
Undergraduate BSN	161	68	229
BSN Accelerated Program	<u>16</u>	<u>NA</u>	<u>16</u>
Total BSN Students	177	68	245
Graduate Nursing Students *	31	0	31
Total Nursing Students in Rapid City	<u>208</u>	<u>68</u>	<u>276</u>

**Graduate students include MS-FNP, DNP, Post Grad FN Cert, and Post Grad Psych NP Cert. It does not include online non-APRN Masters or PhD students.*

**Rapid City Nursing Graduates
Academic Year 2021**

	SDSU	USD	Total
BSN Graduates	83	29	112
MS-FNP, DNP Graduates	<u>10</u>	<u>0</u>	<u>10</u>
Total Nursing Graduates	93	29	122
% of Nursing Graduates Staying in Rapid City*	65%	89%	

**Reflects BSN graduates who accepted their 1st RN position in Western SD.*

The nursing programs currently operate out of the Monument Health Sciences Building, which is donated at no cost by Monument Health. Both programs have office, classroom, and ad hoc simulation lab space in the Monument Health Sciences Building which does not adequately support the nursing programs' needs. The building lacks program space, support infrastructure, and needs significant renovations. To meet additional space needs SDSU leases office and classroom space in a privately owned building on Mt. Rushmore Road and USD contracts with Western Dakota Technical College for simulation lab space. Both programs use classroom, conference room, and office space at Black Hills State University – Rapid City as well. Locating both programs in a single location which provides adequate classroom, lab and office space to meet each program's current and growth needs will make them more accessible to students, reduce space redundancies, increase program exposure, and increase utilization of BHSU-RC. The primary goal of this project proposal is to consolidate all nursing programs and all locations into a single site with facilities that meet the program needs.

In the spring of 2014 both SDSU and USD developed a comprehensive space analysis of their nursing programs with the consulting firm JBA Incorporated. The analysis concluded that new facilities would be required to accommodate the current space requirements of both nursing

programs in Rapid City. In a joint effort BHSU, SDSU, and USD are revisiting the space needs identified in that analysis. Using that information as a starting point we are reassessing the space needs required for each program and identifying space efficiencies that arise from a shared location. The expansion of BHSU-RC will address the need for nursing simulation and skills lab space; while maximizing the use of existing gathering, general classroom, office space, and service space in the facility. The renovation and expansion of BHSU-RC will create a state-of-the-art nursing education facility that will provide opportunities for students, faculty, and practitioners, and support the healthcare needs of western South Dakota. As identified by Monument Health, an acute need for nursing professionals has been identified in the Rapid City area. Providing state-of-the-art nursing education facilities will help these programs respond to that need.

Fall 2021 plans are already underway to jumpstart meeting these space needs. All didactic nursing classes for both SDSU and USD will be located at BHSU-RC by the Fall 2021 semester. In fact, SDSU's accelerated nursing cohort already relocated these courses to BHSU-RC right after spring break. Three classrooms have been dedicated to SDSU to meet these didactic course needs and an additional three classrooms are assigned to USD's nursing program beginning this fall. This will allow those programs to have exclusive use of those classrooms to meet their nursing scheduling needs. The skills lab and simulation courses will continue to be offered at the Monument Health, Mt. Rushmore Road, and Western Dakota locations until this proposed renovation and addition can be completed to meet those needs bringing the full program offerings to the BHSU-RC site. Office renovations are in the planning stages to also accommodate additional SDSU and USD nursing faculty and advisors with dedicated office space at BHSU-RC.

Analysis of the Student Body or Constituents to be Served

BHSU-RC was originally constructed as a general classroom and office building in 2011. The existing building supports a wide range of academic functions including offices, classrooms, meeting rooms, tutoring, veteran's assistance, IT help desk and other student services. BHSU offered 4,050 student credit hours of the total 4,490 offered at BHSU-RC in the Fall 2020 semester, serving 579 students in 106 sections. All of BHSU's courses were offered at BHSU-RC in the Fall 2020 semester, whereas SDSU and USD courses were offered in multiple sites as shown in the comparable data below.

	BHSU	SDSU	USD
SCH	4,050	202	238
Headcount	579	46	78
Sections	106	14	12

BHSU, SDSU and USD see distinct potential in the renovation and expansion of Black Hills State University – Rapid City to support nursing education. SDSU currently serves 256 undergraduate students and 24 graduate students in their Rapid City program. The SDSU College of Nursing projects their Rapid City enrollment will grow to 368 undergraduate students if they have adequate facilities. USD currently serves 72 undergraduate students, has a current capacity of 36 seats and will be able to expand to 48 admits per semester or 96 total per year. The existing shared spaces

and services at BHSU-RC will accommodate the current didactic space needs for the nursing programs; however, the renovation and addition is necessary to accommodate growth in nursing education, provide the specialized laboratory skills and simulation spaces that continue to reside in facilities outside of BHSU-RC, and to provide adequate faculty and administrative space for programs including the SDSU College of Nursing Native American Nursing Education Center and graduate programming.

Additional Services to be Offered

A building expansion is required to accommodate the specialized functions and space needs of both nursing programs. Additional space needs include nursing faculty offices, seminar rooms, classrooms, skills training laboratories, simulation laboratories, and support spaces. The addition will meet the needs of a contemporary nursing program, be capable of adapting to changing curriculum, and allow for growth within each program.

Compliance with Master Plan

This project aligns with the South Dakota Board of Regents' mission to provide excellent, efficient, accessible, equitable and affordable public universities that improve South Dakota's overall educational attainment. The project will reinforce the vision to enhance the state workforce development and economic development, particularly in western South Dakota. The intended outcomes of this project will follow outcomes identified in the Board of Regents' strategic plan. The shared outcomes include increasing the number of undergraduate degrees awarded, improving retention rates, improving graduation rates, and increasing student participation in experiential learning. The project would also reinforce SDSU & USD's vision to be national leaders in nursing education in concert with BHSU's goal to provide general education and pre-nursing curriculum through the Allied Health program.

In December of 2013, the Board of Regents authorized FourFront Design of Rapid City to complete a master plan process for the BHSU-RC site to guide the on-going site development and provide a framework for the future. The plan was completed in 2014 with involvement from BHSU, SDSU, and USD and includes a detailed site analysis of the 41-acre property, which includes the consolidation of nursing programs as the next phase of development at the site. This project proposal supports the master plan.

Analysis of Needs Assessment Based on the Facilities Utilization Report

Currently, BHSU uses the 23 classroom spaces at BHSU-RC primarily in the evening hours from 4-10 Monday through Thursday. Some daytime classes are scheduled, but the majority of the classrooms sit empty during the day. All nursing didactic classes are offered during the daytime and can currently fit into the BHSU-RC facility without much disruption to the current schedule. The addition of the skills lab and simulation labs to consolidate the entire programs in a single location will require expanding the facility. Additional space will also be required to meet the specialized needs of the nursing programs to meet their specific strategic and accreditation requirements. The addition to the facility will respond directly to operating requirements that support the curriculum. The addition will enhance the student experience by promoting hands-on

experiences that teach students to practice nursing with expertise, professionalism, and a passion for helping others. Students will receive hands-on learning experiences with state-of-the-art simulation and skills labs.

The greatest factors affecting space needs over the last 10 years are:

- USD moved from an Associate's degree program to a Bachelor's of Science program. This move from offering a 2-year degree to a 4-year degree increased the number of courses required for graduation. This degree change responded to requirements from private industry for highly qualified health care professionals in nursing.
- SDSU is now providing graduate school nursing education so students may obtain a master's, DNP, or Ph.D. in nursing.
- There has been movement across the medical and health care education from simple classroom practice laboratories to sophisticated practice laboratories and simulation labs so students may practice skills in as realistic a manner as possible while they matriculate through their education. This has significantly increased the need for specialized and dedicated laboratory space. This too, is in response to private industry needs for highly qualified health care professionals.
- Growth in enrollment has been small, but steady and in increments of 8 students in each program. The need for health care professionals in the West River region is high and growth is desired. The ability to increase enrollment in any significant manner has been hampered by the inadequate nature of the current leased space. Also, efforts have concentrated on meeting current instructional needs with additional leased space in other locations and other options.
- Monument Health and its predecessor have been hampered and unable to allocate additional space in their current facilities and the costs for any needed renovations are borne by SDSU or USD.

Location

Black Hills State University – Rapid City is in the northeast corner of Rapid City off Interstate 90 exit 61. It is managed by Black Hills State University who offers general education courses in addition to full-time degrees. Most of the BHSU classes are offered in the evening hours with limited use during the day, although plans are in place to offer more classes during the day and on weekends to better meet the needs of the current student population. Classrooms, offices, student gathering space, and student services are readily available during the day. BHSU-RC is a 15-minute drive from the Rapid City Medical Center on the Highway 16 bypass that loops around the south side of Rapid City. The facility has adequate parking to accommodate the increased usage that the nursing program would bring to the facility. An addition to the building will most likely be placed to the east side of the current facility, where growth is anticipated in the master plan.

Reallocation of Old Space

Completion of the project will result in the consolidation of nursing program space at Black Hills State University – Rapid City and alleviate the need for space from Monument Health and commercially leased space on Mt. Rushmore Road. The expansion of BHSU-RC will also reduce the financial and logistical burden of renting simulation space from Western Dakota Technical College.

Proposed Funding Source(s)

The overall scope and probable cost of the project will be identified in the Facility Program Plan phase after this Preliminary Facility Statement is approved. At this time, anticipated funding sources for the project include private donor funding, Higher Education Facilities Funds, federal funds, and a request to the State of South Dakota for General Funds.

Budget for Development of a Facility Program Plan

The 2021 Legislative Session provided one-time funding to help get the West River Health Sciences Center up and running. A portion of this funding (\$30,000) is for facility renovation and is available to assist with these planning efforts. Planning and Design funds from the Black Hills State University – Rapid City HEFF allocation is also available and will be used for the services necessary to conduct this planning study, conceptual design, and cost analysis. The budget for these services is \$40,000.

SDSU is taking the lead on development of the Facility Program Plan with in-house staff. A design team will be required for further planning after the Facility Program Plan stage. The three universities request a building committee be formed for selection of an Architectural/Engineering design consultant after the approval of the Facility Program Plan.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C

DATE: May 11, 2021

SUBJECT

NSU Auxiliary System Property Acquisition

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:2](#) – Acquisition and Disposal of Real Property

[SDCL 13-51A-2](#) – Power to Acquire Property

BACKGROUND / DISCUSSION

Northern State University requests the Board of Regents' authorization to acquire property from the NSU Foundation from housing and auxiliary facilities system ("Revenue System") funds. The property is adjacent to the campus and located at 219 12th Ave SE in Aberdeen.

IMPACT AND RECOMMENDATIONS

This acquisition will be made in accordance with applicable law and Board of Regents Policy 6:2 regarding the acquisition of real property which requires the following elements:

- A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board's authority.**

To be completed by the Board office

- B. A statement of the business rationale for the acquisition referencing the land acquisition plan set forth in § 6:2(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;**

The acquisition of this property is in line with NSU's Campus Master Plan completed in 2017 and is supported by the property purchase plan completed in August of 2018.

NSU is in the heart of a residential area with very limited opportunities to secure campus borders and provide areas for future growth and development. Strategic investment in property adjacent to campus is necessary in order to achieve long term

(Continued)

DRAFT MOTION 20210511_7-C:

I move to authorize NSU to acquire from the NSU Foundation the property described as 219 12th Ave SE, Aberdeen, SD. Housing and auxiliary facility funds will be used to purchase this property.

goals of the master plan. This property lies just across the street on the north side of campus near Briscoe Hall and Wolves Memorial Suites. NSU owns the adjoining lot on the west side of this property.

A single-family home currently sits on the property. Costs could be incurred at some time in the future to remove the home and develop the lot to meet campus needs identified at the time. Until then, the home will continue to be used as rental property.

C. A report from an independent appraiser stating a fair market price for the property;

An independent appraisal has been completed for the property as of March 30, 2021 with an appraised value of \$60,200. The report is available from NSU upon request.

D. An environmental audit report, including any action plan required to abate identified environmental hazards;

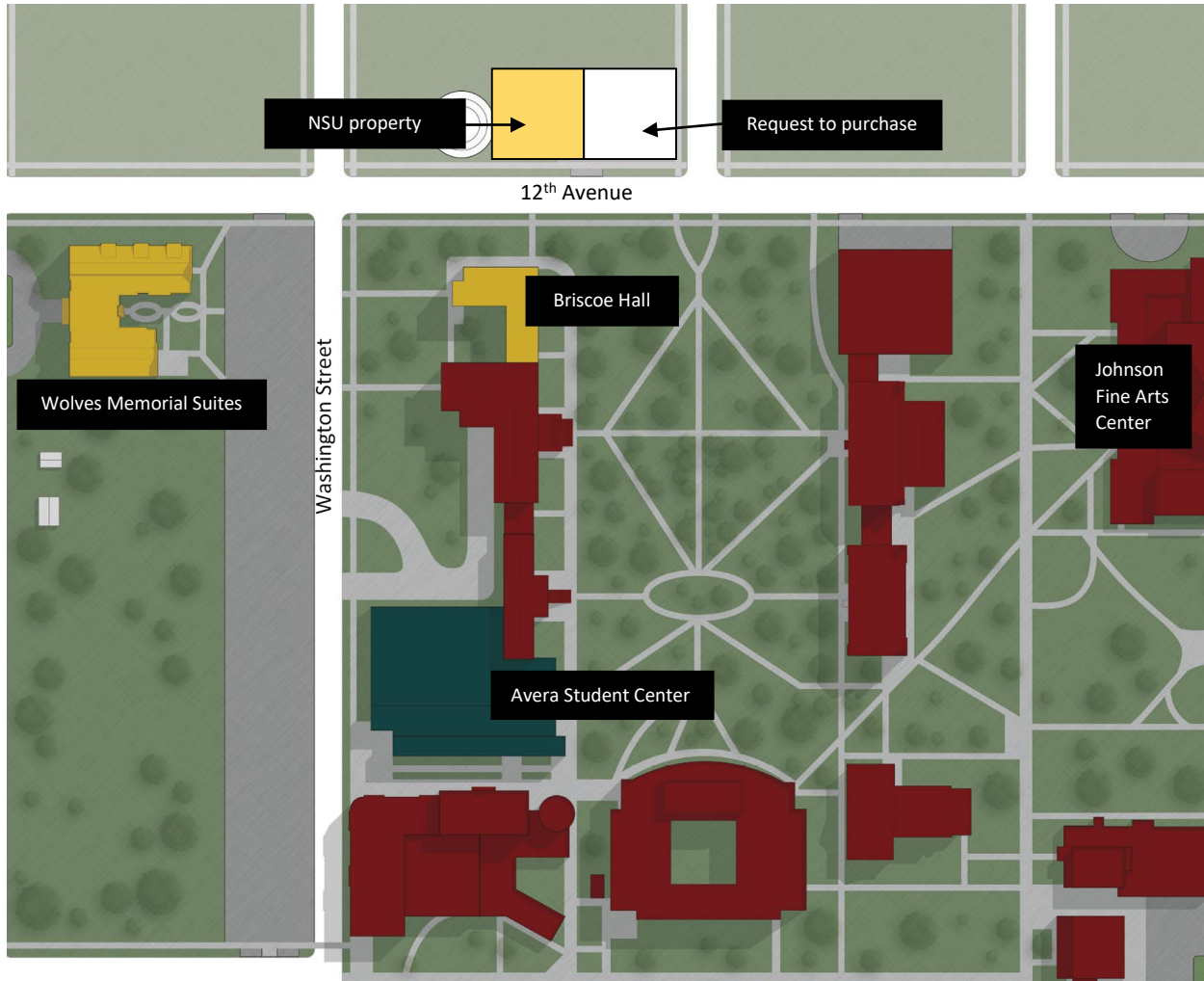
A Phase I Environmental Site Assessment was completed for each property. No hazards were identified on any of the properties.

E. A financial plan and acquisition budget addressing the land price, incidental expenses and (costs for related improvements or services needed to make the property serviceable;

Auxiliary cash reserves will be used to purchase the property at a cost of \$67,400.82 plus related closing costs. (Closing costs are estimated at \$885.)

ATTACHMENTS

Attachment I - Property Map



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – D

DATE: May 11, 2021

SUBJECT

SDSU Berg Agricultural Hall – Revised Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) - Classification of Capital Improvements

[SDCL 5-14-2](#) - Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds

[SDCL 5-14-3](#) - Preparation of Plans and Specifications for Capital Improvements – State Building Committee – Approval by Board or Commission in Charge of Institution

[BOR Policy 6:4](#) – Capital Improvements

[BOR Policy 6:6](#) – Maintenance & Repair

BACKGROUND / DISCUSSION

SDSU seeks approval of a revised Facility Design Plan for the Renovation of the 1st and 2nd Floors of Berg Agricultural Hall. The project scope has been reduced to match the funding available to the project. Per BOR Policy 6:4, since the project scope has been changed, it is necessary to resubmit the Facility Design Plan for approval of the project.

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

Funding authority for this project exists through approval of the Raven Precision Agriculture Center (HB 1264 – 2018 legislative session). Spending authority of \$55,000,000 was approved. The funding appropriated for the project was \$46,100,000 which allowed for construction of the new building, the Raven Precision Agriculture

(Continued)

DRAFT MOTION 20210511_7-D:

I move to approve SDSU's Revised Facility Design Plan for renovation of the 1st and 2nd floors of Berg Agricultural Hall at a cost not to exceed \$8,384,159.

Center. The remaining funding authority in HB1264 is \$11,125,000 and provides for the renovation of the 1st and 2nd floors of Berg Agricultural Hall.

The Facility Design Plan presented to the BOR in December 2020 included \$2,000,000 in appropriated general funds from the 2021 legislative session. The funding request was included with the 2021 BOR budget request to the governor's office as special one-time funding. This was not supported in the governor's budget. During the legislative session HB 1240 was introduced to provide \$2,000,000 in general funds for the benefit of this project. HB 1240 was eventually deferred to the forty-first day, effectively denying this request.

As a result, the project scope needed to be reduced to fit the available funding. The preliminary design of the project has been revised to reduce the scope of the project. SDSU is resubmitting the Facility Design Plan for approval.

IMPACT AND RECOMMENDATIONS

A primary goal of the project is to provide modern classroom and laboratory space and assist in developing a workforce of agronomists and engineers. This goal remains and is the continued focus of the project.

- The following laboratories will be provided as part of the project, Entomology Labs, Plant Pathology Lab, and Plant Virology Lab. The Plant Pathology Diagnostic Lab and the Arboriculture Lab, which were formerly included in the scope of the project, will be designed as shell space for future outfitting and construction. Renovation of these laboratories will be included as add alternates to the plans and will be completed as funding allows. The second-floor labs to be fully renovated or included as bid alternates are highlighted on the floor plans.
- In lieu of two renovated classroom spaces, only one will be fully renovated, a teaching laboratory for Plant Pathology & Entomology. The Biology Laboratory formerly in the scope of the project will not be fully renovated.
- Less space on the first floor will be fully or moderately renovated. This space includes conference rooms, office space, and office support space.
- All space on the first and second floors will receive the essential infrastructure improvements originally planned. These include all offices, labs, conference rooms, storage spaces, and classrooms.
- All interior corridor walls will be refinished and doorways enlarged to comply with accessibility requirements.
- Soft cost allowances for new furnishings and equipment have been reduced.

The combination of these efforts has reduced the project estimate and budget to the funding available to the project.

The project funding sources are summarized as follows:

PROJECT FUNDING SOURCES:		
	Donations	\$1,000,000
	HEFF (FY18, FY19, FY21)	\$2,236,000
	HEFF General (FY20, FY21 & FY22)	\$4,944,159
	HEFF Fee (FY21)	\$104,000
	Estimated funds from Precision Ag	\$100,000
	TOTAL	\$8,384,159
PROJECT ESTIMATE SUMMARY:		
	Construction Costs	\$6,290,623
	Asbestos Abatement	\$165,175
	Construction Costs Subtotal	\$6,455,798
	Design/Professional/LEED Services	\$686,870
	Construction Testing/Commissioning	\$38,735
	Project Administration	\$345,385
	Project Relocation Costs	\$150,000
	Furnishings/Network/Technology/Equip	\$125,000
	Signage/Window Coverings/Custodial	\$50,000
	Owner Contingency (~7%)	\$451,906
	Non-Construction Costs Subtotal	\$1,847,896
	Total Estimated Project Cost	\$8,303,694

Note: The construction costs include the renovation of the Arboriculture Laboratory which is noted as an Alternate. This laboratory will be designed and bid as an alternate to allow flexibility as the project proceeds into advanced design, bidding, and construction.

ATTACHMENTS

Attachment I – Revised Facility Design Plan

Attachment II – Floor Plans Illustrating Changes in Scope

Attachment III – Chart of Project Schedule

**FACILITY DESIGN PLAN (REVISED)
FOR
RENOVATION OF THE 1ST & 2ND FLOORS OF
BERG AGRICULTURAL HALL
RAVEN PRECISION AGRICULTURE CENTER (PHASE 2)
SOUTH DAKOTA STATE UNIVERSITY
March 24, 2021**

SDSU seeks approval of this revised Facility Design Plan to construct the last phase of the Raven Precision Agriculture Center. The project is renovation of the 1st and 2nd floors of Berg Agricultural Hall.

SDSU requests that this revised Facility Design Plan be approved which will allow the second phase of the project to proceed to design development, construction drawings, bidding, and construction.

Project summary:

The Precision Agriculture Center Preliminary Facility Statement was approved by the Board of Regents in August 2015. A building committee was appointed and the design team of EAPC Architects, with the Clark Enersen Partners as laboratory design consultants, were selected to design the project. A Revised Preliminary Facility Statement was approved by the Board of Regents in December 2016. The Facility Program Plan was approved by the Board of Regents in October 2017. The scope of the project included construction of a new building and renovation of Berg Agricultural Hall. The Facility Design Plan for Renovation of the 1st and 2nd Floors of Berg Agricultural Hall was approved in December of 2020.

Funding authority for this project exists through approval of the Raven Precision Agriculture Center (HB 1264 – 2018 legislative session). Spending authority of \$55,000,000 was approved. The funding appropriated for the project was \$46,100,000 which allowed for construction of the new building, the Raven Precision Agriculture Center. The spending authority remained for the Renovation of Berg Ag Hall.

SDSU seeks to utilize the remaining authority granted by HB 1264 to complete the renovation of the first and second floors of Berg Agricultural Hall. We are utilizing EAPC, the design team selected by the building committee, to update the scope of the renovations and they will continue as the designers of this project.

The Facility Design Plan presented to the BOR in December 2020 included \$2,000,000 in appropriated general funds from the 2021 legislative session. The funding request was included with the 2021 BOR budget request to the governor's office as a special one-time request of funding. This was denied. During the legislative session HB 1240 was introduced to provide \$2,000,000 in general funds for the benefit of this project. HB 1240 was eventually deferred to the forty-first day, effectively denying this request. As a result, the project scope needed to be reduced to fit the available funding.

We have described planned changes to the scope of the project below and on the attached drawings. An updated project schedule is also provided.

a. Architectural, Mechanical, and Electrical Schematic Designs

The program space requirements and scope of the project were developed in 2017. The renovated space in Berg Ag Hall will include research laboratories, laboratory support space, two classroom laboratories, and office space. The plans have been modified to further minimize the amount of space to receive major renovations and maximize space to receive minor renovations. One, possibly two laboratories will be constructed as shelled space to reduce project costs. One classroom, in lieu of two will be upgraded. Minimal office space modifications will be made.

The basement and third floor were renovated in 2009-2010 with the 2007 BOR Critical M&R Bond Issue. That project provided the infrastructure (sprinkler system, electrical transformer upgrade, electrical switchgear upgrade, mechanical space, and elevator) that will support the necessary renovations to the remainder of the building.

The space needs remain consistent with the programmatic needs described in the Precision Ag Project Facility Program Plan from 2017. The spaces to be included in the renovations are included in an attachment to this Facility Design Plan. A goal for development of precision agriculture is to provide modern classroom and laboratory space and assist in developing a workforce of agronomists and engineers. This goal remains and is the continued focus of the project.

The Berg Agricultural Hall phase of the Raven Precision Agriculture Center includes:

- Specialized laboratories (e.g., plant pathology, plant disease research, and crop pest management) to support cross disciplinary collaborative research in crop production and pest management. The following laboratories will be

provided as part of the project, Entomology Labs, Plant Pathology Lab, and Plant Virology Lab. The Plant Pathology Diagnostic Lab and the Arboriculture Lab will be designed as shell space for future outfitting and construction. Both laboratories will be included as add alternates to the plans to be fitted out as the funding allows.

- Space for scientists, faculty, extension specialists, students, and administrative personnel.

Architectural

The first and second floors of Berg Agricultural Hall will be renovated under the scope of the project to provide updated research laboratories and improved office space. This work will include new layouts and modernization of a large portion of the first and second floors as well as complete mechanical, fire protection and electrical upgrades in all affected areas. The mechanical shell spaces built as part of the 2010 renovations and located at each floor will be used to accommodate new equipment and infrastructure. Specific benefits to the Plant Science portion of the Precision Ag curriculum will include:

- Four new research laboratories and their associated support spaces focusing on Plant Pathology, Plant Virology, Entomology. One research laboratories focusing on Arboriculture will be constructed as shell space and included as bid alternates.
- The Plant Pathology Diagnostic Service Laboratory suite will be constructed as a shell space and included as a bid alternate.
- One teaching laboratories for Plant Pathology & Entomology will be renovated in a current Food Science Research Laboratory space. A Biology Laboratory will receive only infrastructure modifications.
- Reassigned Plant Science Faculty and Technician Offices
- Reassigned Plant Science Graduate Student Work areas to accommodate up to 36 students.

All space on the first and second floors will receive the essential infrastructure improvements. These include all offices, conference rooms, storage spaces, and classrooms. These modifications include:

- Heating system replacement
- Asbestos containing materials abatement
- Central system air conditioning
- Fire sprinklers
- New ceilings and upgraded lighting systems
- Enlarged doorways as needed to provide ADA access

- New vinyl composition tile floor
- Painting will be limited to new walls and patching
- No upgrades will be made to exterior walls. SDSU may consider modifications if budget allows via an add alternate to the plans.
- Interior corridor walls will be covered with gypsum board and painted

This project will also include moderate renovations to one non-research/teaching area of the first floor as needed to accommodate the new lab configurations and provide a replacement plant science classroom. Areas that receive median level renovations will receive all the previously noted modifications, but will also include:

- Additional electrical modifications
- Refinishing all walls
- Relocation of one or more walls

Laboratories on the second floor will receive substantial work. These will be gutted and completely renovated or constructed as shell space. The labs will include all new finishes along with wood laboratory casework, epoxy resin or phenolic countertops, stainless steel fixtures, built-in equipment, and other finishes appropriate to each lab space. Attached are schematic floor plans of the project. The second-floor labs to be fully renovated or included as bid alternates are highlighted on the floor plans.

The existing corridor walls are a dated glazed green block, and the current plan is for these to remain, but covered with gypsum board and painted to match the aesthetics of the 2010 renovations.

Mechanical

The 2010 project constructed the space that will be utilized as mechanical rooms for the building. The first and second floors each have a mechanical room that will contain the air-handling units, laboratory exhaust systems, circulation pumps, and controls to serve the climate control needs of each floor. The mechanical systems throughout the first and second floors of the building will be upgraded for better occupant comfort, health, & safety. The existing through the wall air conditioners and multi split systems serving many of the internal spaces will be removed, along with the old air handler providing minimal ventilation. This equipment will be replaced with new air handling units to provide a central variable air volume system for each floor. Standalone humidification devices will be integrated with the air handlers to control humidity in the building. The heating, ventilating, and air conditioning systems will be installed to serve the entire floor, regardless of the extent of architectural remodeling.

New laboratory exhaust fans will be installed on the roof and ducted from existing and new mechanical chases to the areas they serve. Where laboratory areas may contain harmful chemical vapors, particulate, & biological aerosols, exhaust fans will discharge these harmful chemicals at least 10 feet above the roof of the building. Redundant exhaust fans will be provided for the exhaust system. For laboratories, air handling units will provide once through air flow utilizing 100% outside air for laboratory ventilation.

Plumbing system utilities upgrades will include domestic & reverse osmosis water, compressed air, vacuum, and sanitary and chemical waste piping to serve the lab and research spaces. Areas within each laboratory will be provided for containerized laboratory gases (e.g. carbon dioxide, nitrogen) and piping from the tanks to benchtops or fume hoods. The existing fire suppression system will be expanded to serve the first and second floors.

Electrical

The electrical infrastructure of the existing building (120/208V 3 phase, 3,000 ampere service) will be expanded to serve the renovated laboratories. LED lighting systems and lighting controls will be used throughout the facility. Fixtures that require emergency egress shall be provided integrated battery packs in similar design to existing remodeled spaces. Receptacle layouts will support lab equipment and general-purpose needs. Raceways will be provided for all computer and telecommunications needs. Key card access security system will be provided at all necessary laboratories for secure controlled access. Addressable fire alarms will be utilized where detection is required to supplement the fire suppression needs.

b. Changes from the Facility Design Plan

The design of the project has been changed as described in the project summary above and the architectural description to meet the reduced budget. A substantial portion of the project scope remains unchanged.

The laboratories, most classrooms, and much of the laboratory support space remain the same as presented in December 2020. Faculty and research office space will be reduced slightly to retain the agriculture extension and 4-H offices within the building. The building will continue to retain the administrative offices for the College of Agriculture and Food Sciences, as well as offices for the SDSU Agricultural Experiment Station.

c. Impact to Existing Building or Campus-Wide Heating/Cooling/Electrical Systems

The renovations will have no effect on campus heating, cooling, or electrical utility systems. The building infrastructure (steam, chilled water, water service, fire sprinkler, sanitary sewer, and electrical services) were upgraded by the renovation project completed in 2008-2010. No further upgrades are anticipated.

d. Total Construction Cost Estimates

The available project funding is shown below and is less than the spending authority. The project is being designed to the funding that can be provided to the project.

The project funding sources are summarized as follows:

Donations	\$ 1,000,000
HEFF (FY2018, 2019, 2021)	\$ 2,236,000
HEFF General (FY2020, FY2021, & FY2022)	\$ 4,944,159
HEFF Fee (FY2021)	\$ 104,000
Estimated funds from Raven Precision Ag Center	\$ 100,000
Total	\$ 8,394,159

Project Estimate Summary

Construction Costs	\$ 6,290,623
Asbestos Abatement	\$ 165,175
Construction Costs Subtotal	\$ 6,455,798
Design/Professional Services/LEED Services	\$ 686,870
Construction Testing/Commissioning	\$ 38,735
Project Administration	\$ 345,385
Project Relocation Costs	\$ 150,000
Furnishings/Network/Technology/Signage/Equipment	\$ 125,000
Signage/Window Coverings/Custodial/equipment	\$ 50,000
Owner Contingency (~7%)	\$ 451,906
Non-Construction Costs Subtotal	\$ 1,847,896
Estimated Project Cost	\$ 8,303,694

e. Changes from Cost Estimates for Operational or M&R Expenses

Impact to M&R: The project is for building renovations to an existing building. We do not anticipate any changes to maintenance and repair needs.

Budget for ongoing operations: Berg Ag Hall is not fully air conditioned on the first and second floors. The existing laboratories are not ventilated to the same standards as modern facilities. We anticipate the fully renovated laboratory space will use

more electrical energy, as the density of power outlets will be greater. Some of the additional utility costs will be offset by the energy efficiency of a modern HVAC system. We estimate the additional electrical utility costs to be \$12,000.

There will be costs for purchasing custodial equipment and stocking the building with maintenance supplies that will serve the renovated space. This equipment will replace outdated existing equipment. The cost of this equipment is included in the budget of the project. We do not anticipate any additional costs for routine maintenance expenses. The floor areas and uses of the building to be served by custodial services and routine minor maintenance will be unchanged.

Annual M&R impact - none

Utility Costs - \$12,000/year estimated

One-time maintenance equipment costs - \$30,000


Custodial and simple maintenance costs - unchanged


Attachments: Architectural Floor Plans, Project Milestone Graph

End of report 4/17/2021

LEGEND

 CORRIDOR UPGRADES


 FULLY RENOVATED CLASSROOM SPACE


 FORMERLY RENOVATED SPACE THAT WILL NOW RECEIVE ONLY INFRASTRUCTURE UPGRADES

ALTERNATE - SPACE TO RECEIVE ONLY INFRASTRUCTURE UPGRADES - DEPENDENT UPON FUNDING

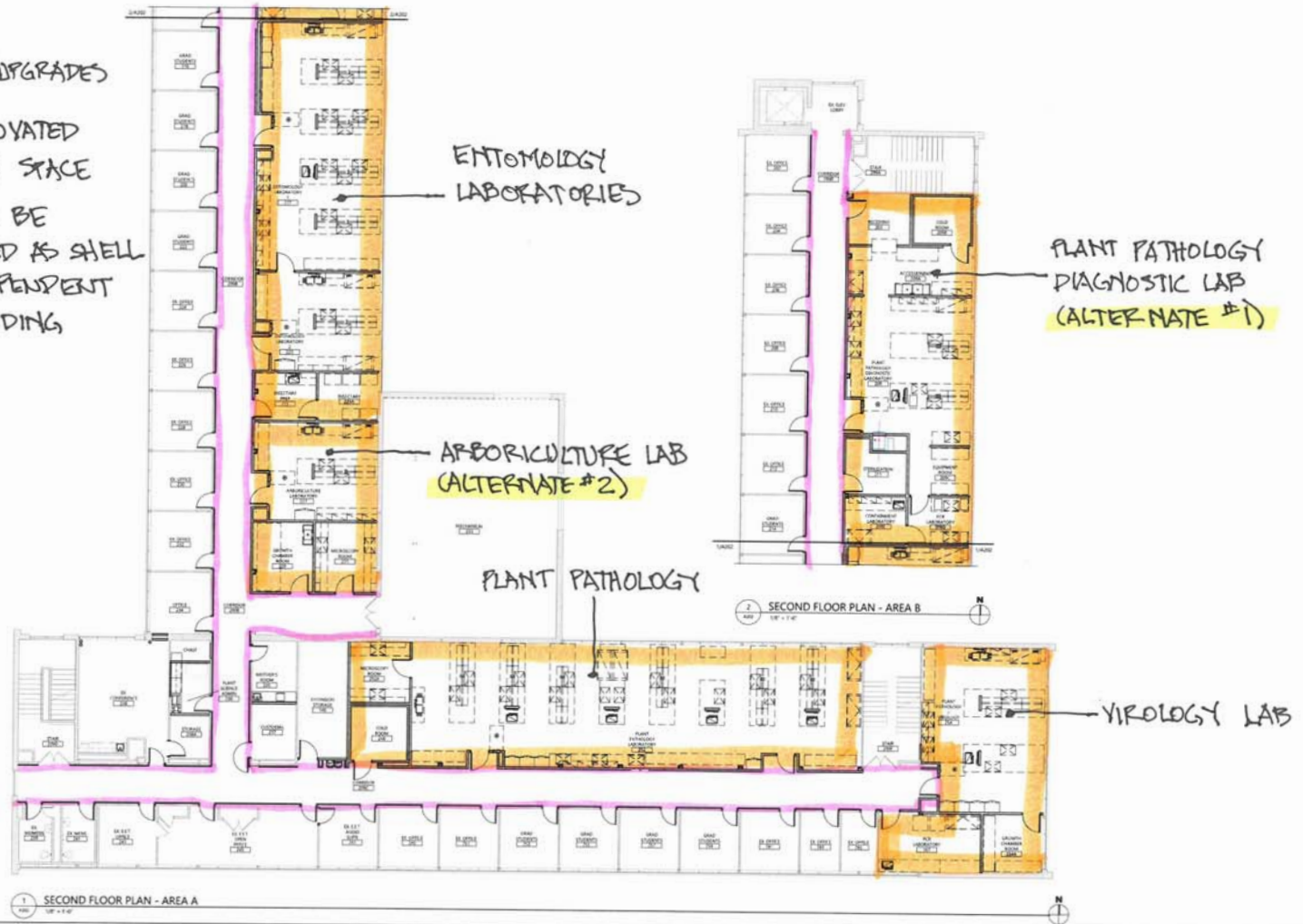


LEGEND

 CORRIDOR UPGRADES

 FULLY RENOVATED LABORATORY SPACE

ALTERNATE - SPACE TO BE CONSTRUCTED AS SHELL SPACE-DEPENDENT UPON FUNDING



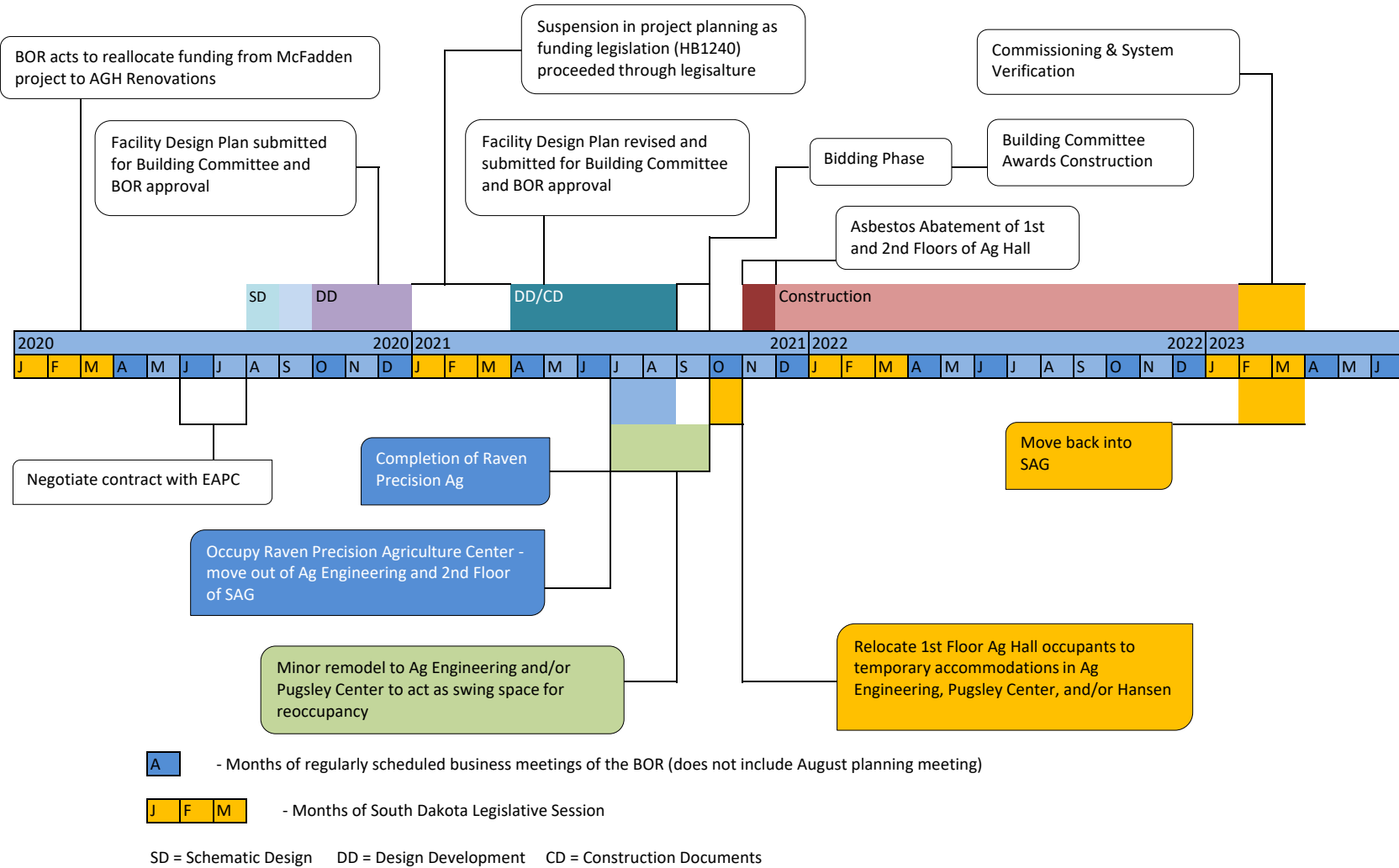
PRECISION AGRICULTURE BERG AG HALL RENOVATION

03/25/2021



BERG AGRICULTURAL HALL RENOVATIONS

South Dakota State University
UPDATED SCHEDULE (3/24/2021)



SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – E

DATE: May 11, 2021

SUBJECT

SDSU Sanford Jackrabbit Athletic Center (SJAC) Wrestling Addition Facility Design Plan (FDP)

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of Capital Improvement Projects
– Payment of Appropriated Funds

[SDCL 5-14-3](#) – Preparation of Plans and Specifications for Capital Improvements – State Building Committee – Approval by Board or Commission in Charge of Institution

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND / DISCUSSION

South Dakota State University requests approval of the Facility Design Plan to construct an addition to the Sanford Jackrabbit Athletic Center which will provide a dedicated wrestling practice facility. This is the second phase of the Stanley J Marshall Center Additions and Renovations.

The Preliminary Facility Statement (PFS) was approved at the May 2016 Board of Regents meeting. The Facility Program Plan (FPP) was approved at the December 2016 Board of Regents meeting. A revised Facility Program Plan was approved at the December 2020 Board of Regents meeting. Senate Bill 28, which authorized the project, was approved by the legislature during the 2021 legislative session.

IMPACT AND RECOMMENDATIONS

There have been no substantive changes from the Facility Program Plan. The floor plan of the building has been refined to include proper support spaces and improve the ratio of assignable to non-assignable floor areas. A summary of space needs is as follows:

(Continued)

DRAFT MOTION 20210511_7-E:

I move to approve SDSU's Facility Design Plan with a total budget of \$4,399,162 for design and construction of the Sanford Jackrabbit Athletic Center Wrestling Addition using private donations.

• Mat practice area	8,078 sf
• Coaches' lockers & offices	1,049 sf
• Toilets/showers & lockers	1,130 sf
• Cardio training & conditioning	1,237 sf
• Team lounge & study area	1,733 sf
• Mechanical, custodial	971 sf
• <u>Vestibule, lobby, corridors, circulation</u>	<u>647 sf</u>
• Subtotal (net assignable space)	14,845 sf
• <u>Unassigned space</u>	<u>610 sf</u>
• Total (gross area of the proposed addition)	15,455 gsf

The spending authority approved via SB28 was \$3,950,000. SB28 did include a provision for cost inflation to a limit of 25% over the spending authority. The current project cost estimate is \$4,399,162, which is within the acceptable limit established by the legislation. A breakdown of the project cost estimate is as follows.

Construction Costs

New Addition Building Construction	\$ 3,016,217
Site and Utilities Construction	\$ 134,760
General Construction Overhead & Fees	\$ 315,098
Construction contingency (approx. 7%)	<u>\$ 242,625</u>
Subtotal – Construction Costs	\$ 3,708,700

Non-construction Costs

Design & Professional Fees	\$ 376,037
Project Management & OSE Costs	\$ 132,077
Furnishings, Equipment, Signage	\$ 34,000
Owner Contingency (approx. 4%)	<u>\$ 148,348</u>
Subtotal – non-construction Costs	\$ 690,462

Total Estimated Project Costs

\$ 4,399,162

The project estimate is currently \$450,000 higher than the estimated cost from last year and the legislatively authorized amount. A distinct reason for the cost increase is recent inflation of metal materials costs. Steel materials, in all forms, have shown increases varying from 40% to 150% in the last 6 months. Project architects estimate that the increase due to steel cost inflation alone is approximately \$325,000. The project includes contingency allowances totaling approximately 11% of the construction costs, which we feel are adequate for this stage of the project. The University has raised funds to the level of estimated project budget. Two items formerly included in the base costs of the project, are now included as bid alternates. SDSU would accept the alternates if bids are favorable. Alternate 1 would add a link to join the wrestling addition with the Dykhouse Center.

Alternate 2 would add a rooftop patio outside the coaches' offices. One or both may be taken if affordable at the time of bidding.

ATTACHMENTS

Attachment I - Facility Design Plan

Attachment II - Addition - Floor Plans

Attachment III - Addition - Exterior Perspective

Attachment IV - Chart of Project Schedule

**FACILITY DESIGN PLAN
FOR
SANFORD JACKRABBIT ATHLETIC COMPLEX – WRESTLING PRACTICE ADDITION
PHASE 2 of the STANLEY J MARSHALL CENTER ADDITIONS & RENOVATION
SOUTH DAKOTA STATE UNIVERSITY
DATE: April 2, 2021**

SDSU requests approval of this Facility Design Plan for design and construction of an addition to the Sanford Jackrabbit Athletic Center. The project was approved by the South Dakota Legislature at the 2021 session (SB 28). This is the second phase of the multiple phase project to provide new practice facilities and to renovate the Stanley J Marshall Center. The Preliminary Facility Statement (PFS) was approved at the May 2016 Board of Regents meeting. The Revised Facility Program Plan (FPP) was approved at the December 2020 Board of Regents meeting.

a. ARCHITECTURAL, MECHANICAL, AND ELECTRICAL SCHEMATIC DESIGN

Attached are floor plans illustrating the architectural design of the project. Features of the architectural, mechanical, and electrical design are described below.

Architectural & Structural:

The addition will be constructed in a similar manner to the Sanford Jackrabbit Athletic Complex. The building will be a concrete slab-on-grade facility with a structural steel rigid frame, steel bar joist secondary framing, and steel deck roof. The exterior skin of the building will include a glazed curtain wall on the west side and insulated metal panels to match the existing building on the remaining exposed walls. The existing south and west walls of the Sanford Jackrabbit Athletic Complex will become two of the interior walls of the wrestling practice addition.

The south edge of the addition will be 2 stories high and include a mezzanine level. The primary space inside the addition will be the mat practice area and will include 4 collegiate sized practice mats. This portion of the addition will match the height of the existing strength and conditioning area of the Sanford Jackrabbit Athletic Complex. Spaces under the mezzanine on the first floor will include team locker room, entry & vestibule, shower & restroom facilities, strength and conditioning space, mechanical space, and a custodial room. The mezzanine level will include team lounge and study areas, mechanical space, and coaches' offices. The mezzanine level will overlook the mat practice area.

Concrete footings will make up the foundation of the building. Helical piers may be used where the rigid frame columns are near building columns and footings of the Sanford Jackrabbit Athletic Facility. The grade of the site will be adjusted so the floor level of the addition matches the adjacent building. The floor will be concrete slab on grade. A structural steel long span rigid frame will cover the mat practice area. The structural steel frame, secondary steel bar joists, and concrete deck will support the mezzanine. The roof structure will be steel bar joists spanning the rigid frame, topped with a steel deck and single ply roofing system. Due to its proximity to the Dana J Dykhouse stadium, the south wall will have a masonry core to provide the 2-hour fire resistance required. The remainder of the exterior walls will be steel frame. The exterior skin will be pre-insulated metal panels or aluminum curtain wall and window systems.

Interior walls will be gypsum board over steel studs. Finishes will vary according to the room function. Offices, study areas, and team rooms will be carpeted. The mat area will be concrete but covered by wrestling mats. The showers will be finished in ceramic tile. The locker room will be indoor/outdoor carpet. Most support spaces will be unfinished concrete. All walls will be painted.

Mechanical:

Heating and Cooling - Heating and cooling for the addition will be provided with a modular high efficiency air to water heat recovery chiller that will produce both chilled water and heating water for the building. This device is also capable of heat recovery such that when the unit is producing chilled water it is capable of using normally wasted heat to simultaneously produce heated water for domestic building needs. Supplemental high efficiency natural gas boilers will also be installed to provide heated water when the loads exceed the capacity of the high efficiency system. Distribution pumps will be provided for both the heating and chilled water systems. Hydronic equipment such as boilers, pumps, and associated accessories will be in the mechanical room on the first floor. The heat recovery chiller will be in a mechanical room in Sanford Jackrabbit Athletic Complex.

Ventilation - Ventilation for the addition will be provided by (2) air handling units and (1) dehumidification unit located in the mechanical room on the second floor, and (1) air to air energy recovery ventilator located in the existing second floor mechanical room in the existing HPF building to the west of the addition. One of the air handling units will serve the large mat area, while the other air handling unit will serve all the other spaces ancillary to the mat area (such as offices, lounges, lockers, etc.). The air handling units in the addition will be provided with chilled and heating water coils. Finally, a dehumidification unit will be provided for the mat area, to dehumidify the space whenever outside air and mechanical cooling alone cannot dry out the space below maximum relative humidity. Supply and return ductwork will be routed from each air handling unit into the spaces they serve.

Plumbing - A new water service for the addition will be provided in the first-floor mechanical room and be connected to existing site utilities just the south of the addition. A water softener will also be provided to soften all water to the building. Finally, domestic hot water will be generated through a double wall heat exchanger connected to the building heating loop. This will allow water heating to be done in the summer with recovered heat from the heat recovery chiller. A hot water recirculation system will also be installed with recirculation pump and accessories. Domestic hot, hot water recirculation, and cold-water piping will be extended to plumbing fixtures in the building. All plumbing equipment will be in the mechanical room on first floor. New sanitary sewer for plumbing fixtures will be connected to the existing sewer main routed under the new addition. A new dedicated sewer service will not be required for the addition. Natural gas for the new boilers will be extended from the existing gas meter on the adjacent HPF building to the west, with a larger meter likely required to carry the additional load.

Fire Protection - A new water service for the addition will be provided in the first-floor mechanical room and be connected to existing site utilities just the south of the addition. Sprinkler risers with all accessories will be provided for the addition as well as a fire department connection located on the exterior of the addition. A fire sprinkler system will be installed throughout the new addition.

Temperature Controls - All new heating/cooling, ventilation, and plumbing equipment will be controlled and monitored with a new direct digital control building automation system. This system will be connected to the existing campus building automation system.

Site Electrical Service & Distribution - The SJAC electrical services will be extended to provide power distribution out of the wrestling addition mechanical room for lighting and power to the space. Additional

panelboards and transformers will be added as required for the power needs of the space and the new mechanical equipment. The electrical service is a 480Y/277-volt system for the mechanical equipment and larger loads with step down transformers for 120/208v loads as required.

Site Lighting - The building will have exterior wall light fixtures lighting up the perimeter and adjacent sidewalk. The building perimeter and sidewalks will maintain lighting levels per South Dakota State University's standards that aid in Campus security.

Normal Electrical Distribution – Switchboards will include 480Y/277-volt switchboards to serve mechanical equipment loads, new pumps, lighting, and other miscellaneous equipment in mechanical rooms. 208Y/120-volt step-down transformers and panelboards will be provided as required to serve receptacles, and small equipment loads throughout the building as needed. Panelboards will be UL-labeled, copper bus, bolt-on breaker type with separate ground bus. Locations must be approved by owner and must be flexible for users. All panels to be locked and in secured spaces.

Emergency System: Emergency egress lighting, exit lighting, fire alarm, etc. will be provided as required by Code. The fire alarm system will be an extension of SJAC addressable voice evacuation system. Devices, pull stations, audio/visual horns/speakers, visual strobe lights, sprinkler system flow switches, and other devices as required will be compatible with the existing system. This will allow emergency notification through the fire alarm system. A connection to the BAS system will be provided.

Lighting - Lighting will be designed with user input to provide the best lighting types and sources to suit the needs of the space. Occupancy sensors will be utilized to provide energy conservation and comply with IECC and per ASHRAE 90. All exterior lighting on the building will be LED type with full cut-off fixtures. Lighting will not be installed over areas without frequent access. All light fixtures will have a high efficiency rating. LED lighting will be used throughout the addition.

Special systems - Cable TV will be provided to the facility. Access control will be provided at all public entry points, compatible with for owner "Blackboard" system. Video Surveillance cameras will be provided at all public entry points and connected to the University safety and security system. Sound and P/A system will be provided as coordinated with the owner. Network cabling will be provided for owner-furnished wireless access points. Telecommunications and User Network Data Lines will be provided to connect to the University data network for student and coaches' access.

b. CHANGES FROM THE FACILITY PROGRAM PLAN

There have been no substantive changes from the Facility Program Plan. The floor plan of the building has been refined to include proper support spaces and improve the floor plan efficiency.

Program floor areas have been refined and are as follows. The refinements in design have allowed more floor area to be devoted to program spaces. Less floor area is assigned to support space. The total floor area of the addition is 15,455 sf.

• Matt practice area	8,078 sf
• Vestibule/lobby	392 sf
• Coaches' lockers	234 sf
• Toilets/showers	425 sf
• Lockers	705 sf

• Strength & Conditioning	1,237 sf
• Coaches Offices	815 sf
• Team Lounge & Study Area	1,733 sf
• Mechanical, Custodial	971 sf
• <u>Corridors, circulation</u>	<u>255 sf</u>
• Subtotal (net assignable space)	14,845 sf
• <u>Unassigned space</u>	<u>610 sf</u>
• Total (gross area of the proposed addition)	15,455 gsf

c. IMPACT TO EXISTING BUILDING OR CAMPUS-WIDE HEATING/COOLING/ELECTRICAL SYSTEMS

This addition will be constructed west of the strength training and conditioning space on the Sanford Jackrabbit Athletic Complex (SJAC). This addition will be bounded by the exterior walls of the SJAC on the north and east sides. No campus utilities will require modification, but selected site utilities will require modification that are located under the addition.

The electrical service to the SJAC will need to be encased in concrete and a pull pit relocated outside the building footprint. The SJAC sanitary sewer service line under the addition may need to be replaced to a material suited to being under an occupied building. The storm sewer piping serving both the SJAC and the stadium will need to be relocated outside the footprint of the addition. All other utilities and services will be extended from the SJAC to this addition.

d. TOTAL CONSTRUCTION & PROJECT COST ESTIMATES

The spending authority approved via SB28 was \$3,950,000 which matches the project budget from the Facility Program Plan. It did include a provision for cost inflation to a limit of 25% over the spending authority. The current project cost estimate is \$4,399,162. A breakdown of the project cost estimate is as follows.

Construction Costs

New Addition Building Construction	\$ 3,016,217
Site and Utilities Construction	\$ 134,760
General Construction Overhead & Fees	\$ 315,098
Construction contingency (approx. 7%)	<u>\$ 242,625</u>
Subtotal – Construction Costs	\$ 3,708,700

Non-construction Costs

Design & Professional Fees	\$ 376,037
Project Management & OSE Costs	\$ 132,077
Furnishings, Equipment, Signage	\$ 34,000
Owner Contingency (approx. 4%)	<u>\$ 148,348</u>
Subtotal – non-construction Costs	\$ 690,462

Total Estimated Project Costs	\$ 4,399,162
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The project estimate is currently \$450,000 higher than the estimated cost from last year and the legislatively authorized amount. A distinct reason for the cost increase is recent inflation of metal

materials costs. Steel materials, in all forms, have shown increases varying from 40% to 150% in the last 6 months. Project architects estimate that the increase due to material costs inflation is approximately \$325,000. The University has raised funds to the level of estimated project budget. We have identified a series of alternates that we can take advantage of if bids are favorable or if additional reductions need to be made. Alternates 1 and 2 noted below will be taken if affordable at the time of bidding.

The legislative authorized spending authority is \$3.950,000, but it did include the flexibility for up to a 25% increase from inflation, additional funding, etc. The Estimated project cost remains within the current authority.

The following items will be included as alternates to the project.

- Alternate 1 - Corridor link from the Dykhouse Center to the Wrestling Addition \$ 161,970
- Alternate 2 - Roof Patio \$ 49,372

The project schedule is included as an attachment to this Facility Design Plan.

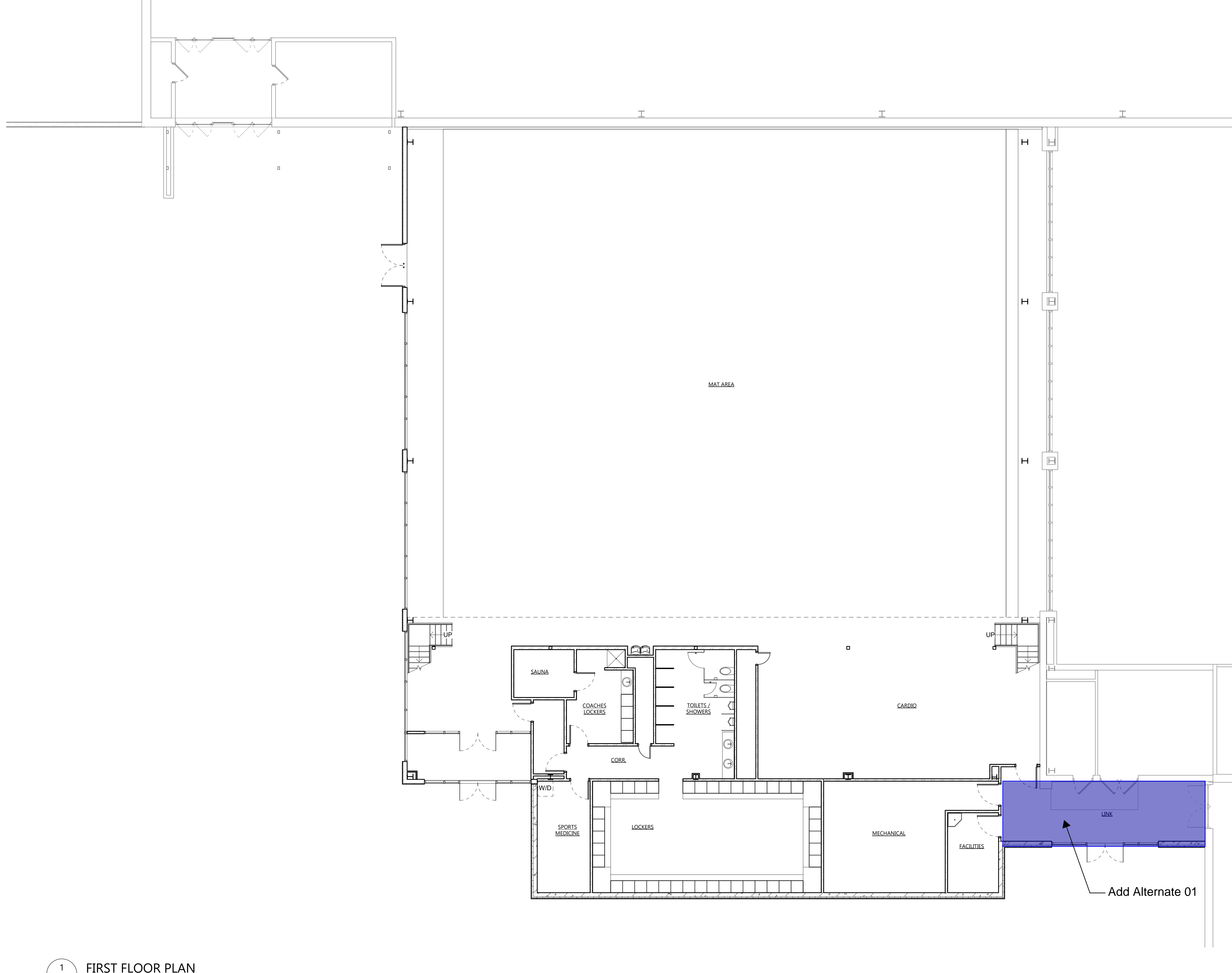
e. CHANGES FROM COST ESTIMATES FOR OPERATIONAL OR M&R EXPENSES

Estimates for operational and M&R expenses remain unchanged from the estimates prepared for the Facility Program Plan. Utility consumption costs are estimated at \$24,714 annually. Utility connection costs are included with construction costs.

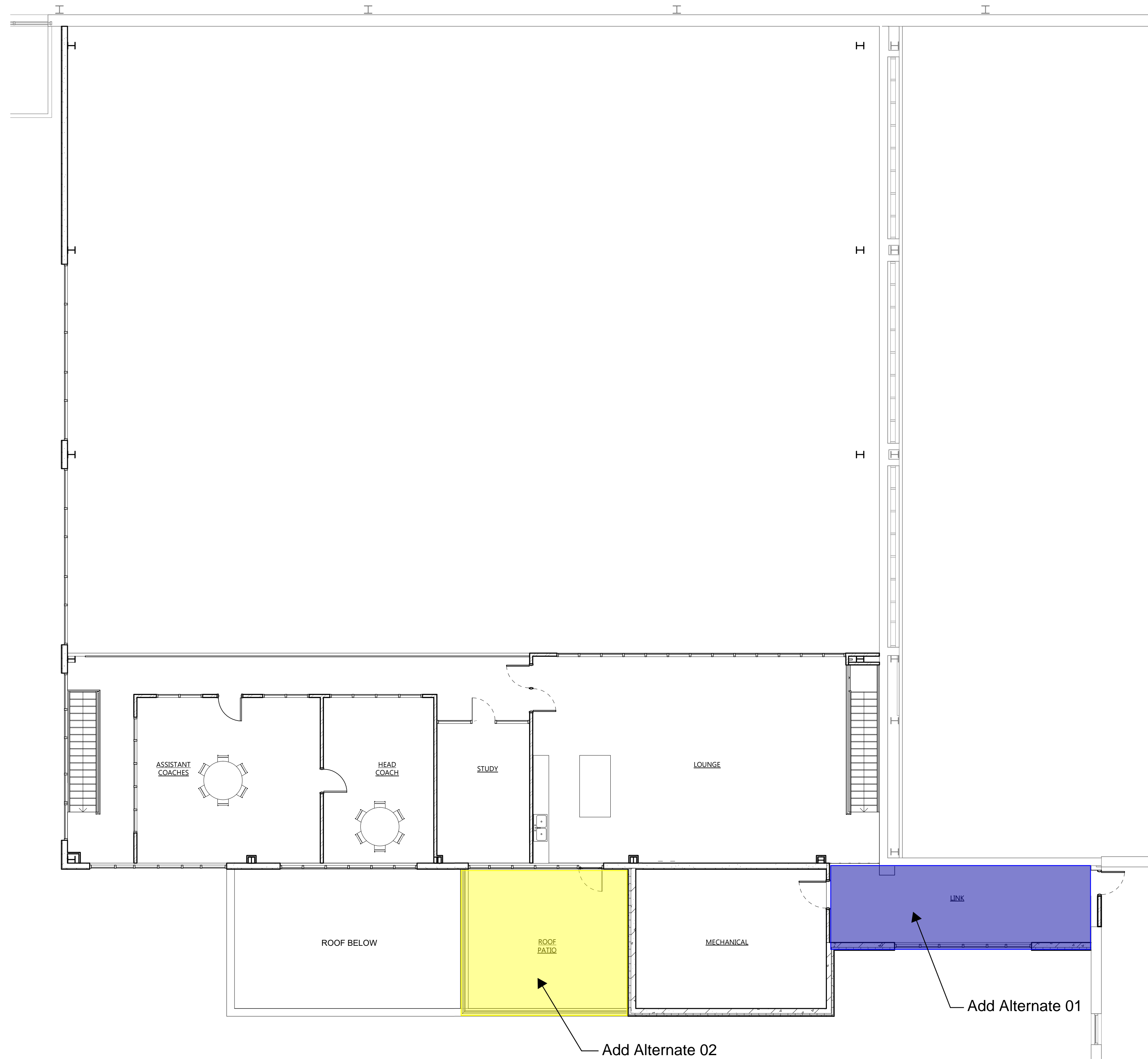
Estimated routine operational and maintenance expenses are \$49,736, excluding initial equipment purchases for custodial equipment. This includes the value of 0.5 FTE custodial employees. Custodial equipment purchases for setting up the facility upon occupancy are estimated at \$24,714 and included within the project budget. These are unchanged from the Facility Program Plan.

Annual funding for maintenance and repair should be approximately 2% of the estimated replacement value of the facility. The estimated cost of annual M&R is estimated at \$65,051. Via approval of the Facility Program Plan and legislative approval, HEFF will be used to as the funding source for maintenance and repair. This is unchanged from the Facility Program Plan

End of Report
4/5/2021



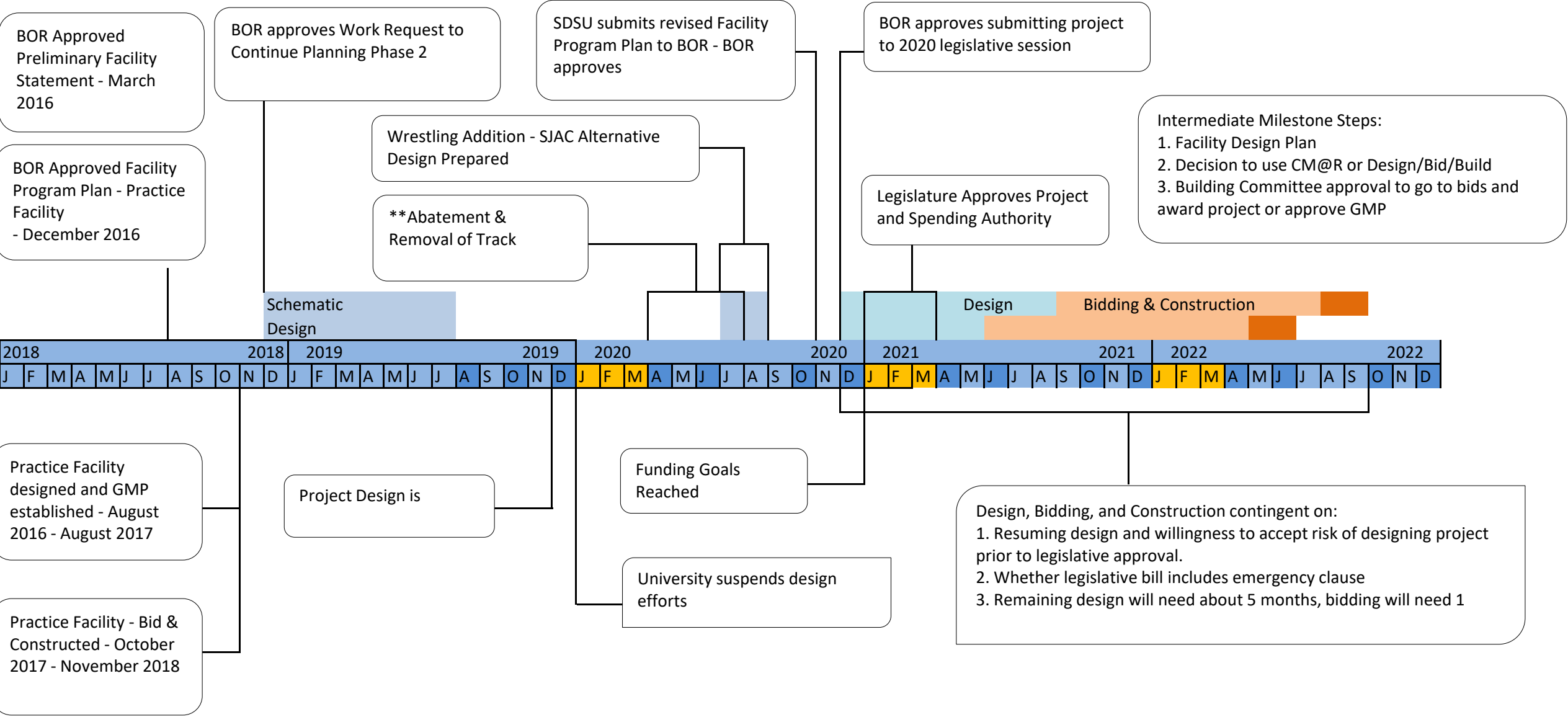
1 FIRST FLOOR PLAN
A201.1
1/8" = 1'-0"



1 SECOND FLOOR PLAN
A202.1 1/8" = 1'-0"



WRESTLING ADDITION TO SJAC OR STANLEY MARSHALL CENTER
SOUTH DAKOTA STATE UNIVERSITY
UPDATED PROJECTED SCHEDULE (09/21/2020)



■ - Months of regularly scheduled business meetings of the BOR (does not include August planning meeting)

J F M - Months of South Dakota Legislative Session

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – F

DATE: May 11, 2021

SUBJECT

SDSU Aviation Hangar Update and Lease

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

As discussed at the August meeting, the SDSU Aviation Education program currently occupies a hangar at the Brookings Municipal Airport, which is owned and operated by the University. This hangar is designed to store 6 aircrafts but is currently storing 10. In addition, SDSU is storing 3 aircrafts in rented spaces. While a ratio of 8:1 student to aircraft would allow for maximum flexibility and student flight time, the SDSU program has set a goal of 10:1, which, with careful management still allows for students to progress through the program in a timely manner and maintains cost effectiveness.

Current enrollment in the SDSU Aviation Education program is 187 and the program operates 13 aircrafts. Based on the goal ratio of 10:1 student per aircraft, available hangar space would limit enrollment capacity to 130 students. The current enrollment of 187 students and the limitation in available hangar spaces (13) result in a 14.3:1 ratio.

SDSU pilots continue to have excellent job placement and over the last five years. 100% of graduates have been employed in aviation pilot positions. While graduates fly domestically and internationally, a large number choose to stay in South Dakota. Graduates of SDSU's aviation program fly for companies such as: Sanford AirMed, Avera, Delta, Alpine Air, SkyWest, Sun Country, SD Air-National Guard, SD Army National Guard, Air Force, Poet Ethanol, Charter First and serve as flight instructors. The job outlook for airline and commercial pilots is projected to grow five percent from 2019 to 2029 (U.S. Bureau of Labor Statistics). SDSU is positioned well to help address the workforce need for pilots, but to sustain the current enrollment level they must address the need for aircraft storage space. Without the additional hangar space, SDSU cannot store

DRAFT MOTION 20210511_7-F:

I move to authorize the Executive Director to finalize and execute a hangar lease with the SDSU Foundation, consistent with the directives of the Board, with the executed lease to be reported to the Board at its first meeting after its execution.

enough airplanes to serve the current student enrollment in the program and will have to cap enrollment.

At the August 2020 BOR meeting, SDSU presented a Preliminary Facility Statement for a new Airport Hangar. During the discussion at that meeting, it was suggested that SDSU look for options to lease hangar space or have another party build the hangar space and then lease it to SDSU.

In response to those suggestions, SDSU has verified that there is no current hangar space available for rent in Brookings. In addition, at the December 2020 BOR meeting, SDSU informed the BOR that SDSU had started discussions with their Foundation and were looking at options for additional hangar space in Brookings. The University investigated acquiring an existing hangar, having the SDSU Foundation build a hangar to lease back to the university, or leasing space from a private developer. In April of 2021 SDSU released an RFP for hangar space to be leased by the University. The University received two responses for aircraft hangar space capable of housing 12 aircrafts. One response had a significantly higher lease rate than the Foundation proposal and the other was a similar cost but was lessor quality construction than the proposed Foundation hangar.

To address the limitation the lack of hangar space imposes on student enrollment in the Aviation Education program, the SDSU Foundation has agreed to pursue leasing land and building a hangar to store 8-12 planes with the intention of leasing the hangar to the University. SDSU is requesting approval to enter into a lease agreement with the SDSU Foundation. The lease would be for 5 years with an option to renew every 5 years, with an annual lease rate not to exceed \$84,000 per year. The Foundation continues to actively fundraise for this facility and any fundraising success could reduce the annual lease rate.

After comparing the RFP responses to the SDSU Foundation proposal, SDSU has determined the best course of action from a fiscal and practical position, is to pursue a lease agreement with its Foundation.

IMPACT AND RECOMMENDATIONS

The proposed hangar is anticipated to be between 10,000 and 12,000 square feet at a cost of \$1.4M to \$1.6M. The annual lease payments of \$84,000 are based upon a cost of \$1.5M at an interest rate of 3.7% paid back over 30 years.

ATTACHMENTS

None

The South Dakota Board of Regents adjourned its special meeting on May 11, 2021 and will meet again for its next regular business meeting on June 23-24, 2021.

I, Brian Maher, Executive Director & CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on May 11, 2021.

A handwritten signature in black ink that reads "Brian L. Maher". The signature is written in a cursive style with a large, stylized 'B' and 'M'.

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