BOARD OF REGENTS
MINUTES OF THE MEETING
May 14, 2019

Contents

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Board of Regents Central Office (Teleconference)
Pierre, South Dakota
May 14, 2019

The South Dakota Board of Regents convened by teleconference at 9 a.m. Central Time on May 14, 2019 with the following members in attendance:

ROLL CALL:

Lucas Lund – PRESENT
David Mickelson – PRESENT
Jim Morgan, Secretary – PRESENT
Pam Roberts – PRESENT
Randy Schaefer – PRESENT
Jim Thares – PRESENT
Joan Wink – PRESENT
John Bastian, Vice President – PRESENT
Kevin Schieffer, President – PRESENT

Also present were Dr. Paul B. Beran, Executive Director and CEO; Nathan Lukkes, Board of Regents General Counsel; Jay Perry, Interim System Vice President for Academic Affairs; Kayla Bastian, Director of Human Resources; Monte Kramer, System Vice President of Finance &Administration; Janelle Toman, Director of Communications; Leah Ahartz, Budget Manager; Molly Weisgram; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Tim Downs, NSU President; Sheila Gestring, USD President; Marjorie Kaiser, Special Schools; Heather Forney, SDSMT Vice President of Finance and Administration; and other members of the Regental system and public.

TUESDAY, MAY 14, 2019

BOARD WORK

Regent Schieffer called the public meeting of the Board of Regents to order at 9 a.m. and declared a quorum present.

1-B Approval of the Agenda

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

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

1-C Declaration of Conflicts

Regent Morgan noted that he would be abstaining from item 5-B NSU Capital Asset Purchase (Greater than $500,000) because he's on the Daktronics Board and Daktronics may be a potential vendor for the scoreboard and video display contract authorized by the item.

1-D Approval of the Minutes – Meetings on April 2-4, 2019

IT WAS MOVED by Regent Thares, seconded by Regent Morgan, to approve the minutes of the meeting on April 2-4, 2019.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

1-E Rolling Calendar

This item was deferred until the June Board meeting to ensure a thoughtful approach to making the May 2020 meeting a conference call and incorporating SDSMT into the hosting locations in the coming year.

A copy of the Rolling Calendar agenda item can be found on pages **729** of **733** of the official minutes.

CONSENT AGENDA

IT WAS MOVED by Regent Wink, seconded by Regent Mickelson, to approve consent agenda items 2-A through 2-Q(3).

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

CONSENT – ACADEMIC AND STUDENT AFFAIRS

2-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 **734** to **792** of the official minutes.

2-B Academic Calendar – Special Schools

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

A copy of the Academic Calendar – Special Schools can be found on pages **793** to **797** of the official minutes.

2-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 **798** to **799** of the official minutes.

2-D General Education Revisions

Approve the removal of POLS 102 and CHEM 110/110L and addition of PHIL 242, HSC 280/280L, and SUST 113/113L from the system General Education goals for USD as presented beginning Fall 2019.

A copy of the General Education Revisions can be found on pages **800** to **802** of the official minutes.

2-E (1) New Program Requests – SDSMT – BS in Atmospheric & Environmental Sciences

Authorize SDSMT to offer a BS in Atmospheric & Environmental Sciences, as presented.

A copy of New Program Requests – SDSMT – BS in Atmospheric & Environmental Sciences can be found on pages **803** to **825** of the official minutes.

2-E (2) New Program Requests – SDSMT – BS in Business Management in Technology

Authorize SDSMT to offer a BS in Business Management in Technology, including online, as presented.

A copy of New Program Requests – SDSMT – BS in Business Management in Technology Atmospheric & Environmental Sciences can be found on pages **826** to **855** of the official minutes.

2-E (3) New Program Requests – SDSMT – BS in Science, Technology and Society

Authorize SDSMT to offer a BS in Science, Technology, and Society, as presented.

A copy of New Program Requests – SDSMT – BS in Science, Technology and Society can be found on pages **856** to **873** of the official minutes.

2-E (4) New Program Requests – SDSMT – Minor in Engineering Management

Authorize SDSU to offer a minor in Engineering Management, including online, as presented.

A copy of New Program Requests – SDSMT – Minor in Engineering Management can be found on pages **874** to **885** of the official minutes.

2-E (5) New Program Requests – SDSMT – BS in Pre-Professional Health Sciences

Authorize SDSMT to offer a BS in Pre-Professional Health Sciences, as presented.

A copy of New Program Requests – SDSMT – BS in Pre-Professional Health Sciences can be found on pages **886** to **910** of the official minutes.

2-F (1) New Certificate Request – DSU – Data Analytics (Undergrad)

Authorize DSU to offer an undergraduate certificate in Data Analytics, including online, as presented.

A copy of New Certificate Request – DSU – Data Analytics (Undergrad) can be found on pages **911** to **916** of the official minutes.

2-F (2) New Certificate Request – SDSU – Pre-Construction Planning (Undergrad)

Authorize SDSU to offer an undergraduate certificate in Pre-Construction Planning, including online, as presented.

A copy of New Certificate Request – SDSU – Pre-Construction Planning (Undergrad) can be found on pages **917** to **923** of the official minutes.

2-F (3) New Certificate Request – USD – Introduction to Child Life (Undergrad) & Advanced Child Life (Undergrad)

Authorize USD to offer undergraduate certificates in Introduction to Child Life and Advanced Child Life, as presented.

A copy of New Certificate Request – USD – Introduction to Child Life (Undergrad) & Advanced Child Life (Undergrad) can be found on pages **924** to **949** of the official minutes.

2-G New Specialization – SDSU – Data Science, Mathematics, and Statistics Specializations (PhD in Computational Science and Statistics)

Authorize SDSU to offer specializations in Data Science, Mathematics, and Statistics in the PhD in Computational Science and Statistics, as presented.

A copy of the New Specialization – SDSU – Data Science, Mathematics, and Statistics Specializations (PhD in Computational Science and Statistics) can be found on pages **950** to **957** of the official minutes.

2-H (1) Agreements on Academic Cooperation – Black Hills State University

Approve the agreements on academic cooperation between Black Hills State University and 1) Aalen University of Applied Sciences, 2) Bielefeld University of Applied Sciences, and 3) Mongolian National University of Education.

A copy of Agreements on Academic Cooperation – Black Hills State University can be found on pages **958** to **973** of the official minutes.

2-H (2) Agreements on Academic Cooperation – Northern State University

Approve the agreement on academic cooperation between Northern State University and Global Village Program Yonsei University at Wonju.

A copy of Agreements on Academic Cooperation – Northern State University can be found on pages **974** to **979** of the official minutes.

2-H (3) Agreements on Academic Cooperation – University of South Dakota

Approve the University of South Dakota's agreements on academic cooperation with Vytautas Magnus University, and the Western Interstate Commission for Higher Education.

A copy of Agreements on Academic Cooperation – University of South Dakota can be found on pages **980** to **991** of the official minutes.

2-I (1) Articulation Agreements – South Dakota State University

Approve the articulation agreements between South Dakota State University and Dakota Wesleyan University, Alexandria Technical and Community College, Northeast Community College, the University of South Dakota, Lake Area Technical Institute, and Ridgewater College, as presented.

A copy of Articulation Agreements – South Dakota State University can be found on pages **992** to **1032** of the official minutes.

2-I (2) Articulation Agreements – University of South Dakota

Approve the articulation agreements between the University of South Dakota and South Dakota State University, and Western Iowa Tech Community College, as presented.

A copy of Articulation Agreements – University of South Dakota can be found on pages **1033** to **1051** of the official minutes.

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

Approve SDSU and USD's respective program inactivation and termination requests, as presented.

A copy of Inactive Status and Program Termination Requests – SDSU & USD can be found on pages **1052** to **1071** of the official minutes.

2-K (1) Naming Request – SDSU – Department of Geography and Geospatial Sciences

Approve SDSU's requests to rename the Department of Geography to the Department of Geography and Geospatial Sciences.

A copy of the Naming Request – SDSU – Department of Geography and Geospatial Sciences can be found on pages **1072** to **1074** of the official minutes

2-K (2) Naming Request – SDSU – Department of Allied and Population Health

Approve SDSU's requests to create a new Department of Allied and Population Health.

A copy of the Naming Request – SDSU – Department of Allied and Population Health Geography can be found on pages **1075** to **1077** of the official minutes.

2-K (3) Naming Request – SDSU – School of American and Global Studies

Approve SDSU's requests to create a new School of American and Global Studies, as presented.

A copy of the Naming Request – SDSU – School of American and Global Studies can be found on pages **1078** to **1081** of the official minutes.

2-L BOR Policy 2:7 and 2:26 Revisions (First and Final Reading)

Waive the two-reading requirement of By-Laws Section 5.5.1, and approve the first and final reading of the proposed revisions to BOR Policies 2:7 and 2:26, as presented.

A copy of the BOR Policy 2:7 and 2:26 Revisions (First and Final Reading) can be found on pages **1082** to **1088** of the official minutes.

CONSENT – BUDGET AND FINANCE

2-M M&R Projects

Approve SDSU's renovation project for the West River Agronomy Center north of Sturgis, SD, at a cost of $350,000 paid for with ag research fees.

A copy of the M&R Projects can be found on pages **1089** to **1090** of the official minutes.

2-N FY20 Revised AES M&R Project List

Approve the revised AES M&R projects for FY20 as requested.

A copy of the FY20 Revised AES M&R Project List can be found on pages **1091** to **1092** of the official minutes.

2-O FY20 General Fund M&R Allocation & Projects

Approve the General Fund M&R requested projects for FY20 as listed on Attachment I of the agenda item.

A copy of the FY20 General Fund M&R Allocation & Projects can be found on pages **1093** to **1097** of the official minutes.

2-P FY20 Fee M&R Projects

Approve the FY20 Fee M&R projects as requested.

A copy of the FY20 Fee M&R Projects can be found on pages **1098** to **1099** of the official minutes.

2-Q (1) BOR Policy Revisions Policy 5:5:2 – Tuition & Fees: Off-Campus Tuition (Second Reading)

Approve the second reading of BOR Policy 5:5:2 – Off-Campus Tuition with the revisions as shown in Attachment I of the agenda item.

A copy of the BOR Policy Revisions Policy 5:5:2 – Tuition & Fees: Off-Campus Tuition (Second Reading) can be found on pages **1100** to **1103** of the official minutes.

2-Q (2) BOR Policy Revisions Policy 5:18 – Off-Campus State Funded Programs

Approve the second reading to delete BOR Policy 5:18 – Off-Campus State- Funded Programs.

A copy of the BOR Policy Revisions Policy 5:18 – Off-Campus State Funded Programs can be found on pages **1104** to **1105** of the official minutes.

2-Q (3) BOR Policy Revisions Policy 7:4 – Security and IT Systems (Second Reading)

Approve the second and final reading of BOR Policy 7:4 – Security and IT Systems with the revisions shown in Attachment I.

A copy of the BOR Policy Revisions Policy 7:4 – Security and IT Systems (Second Reading) can be found on pages **1106** to **1112** of the official minutes.

PLANNING, GOVERNANCE AND RESOURCE DEVELOPMENT

3-A Reports on Individual Regent Activities

Regent Morgan reported that he participated in the Research Commercialization Council and EPSCOR meeting in Chamberlain on May 13. He said there is a lot of great things going on in research in the state and would request a recap of these activities at a future Board meeting.

3-B Report of the Executive Director

Dr. Paul B. Beran, Board of Regents Executive Director and CEO, provided an overview of the interim actions of the executive director.

3-C Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages **1113** to **1116** of the official minutes.

3-D Revisions to the BOR Bylaws

Nathan Lukkes, Board of Regents General Counsel, described proposed revisions to the By-Laws of the Board as requested at the April Board meeting. He explained that these changes were drafted with the intent to streamline the committee structure and to allow for the effective and efficient administration of Board business.
IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to approve the first reading of the proposed revisions to the By-Laws set forth in Attachment I of the agenda item.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

A copy of Revisions to the BOR Bylaws can be found on pages **1117** to **1126** of the official minutes.

3-E Appointment of Board Committees

Regent Schieffer said because the Board's By-Laws are currently undergoing revisions that affect Board Committees, it would be prudent to wait until the second reading of By-Law changes are approved before appointing Board Committees. He said if any particular Regent has a specific request for serving on a specific Board committee they should let him know and he will do his best to accommodate. This item will be deferred until the next meeting.

ACADEMIC AND STUDENT AFFAIRS

4-A (1) Routine Information Items – Section Size Report – FY2019

Dr. Jay Perry, System Interim Vice President for Academic Affairs, explained that as the public university system advances its efforts to balance instructional effectiveness with organizational efficiency, course section size has emerged as an important accountability measure. The annual Section Size Report evaluates the extent to which the state's six public universities continue to meet Regental policy with respect to minimum enrollment per course section. He said the chief take away of the report is that the Regental institutions are doing a good job with complying with the section size limits and being efficient in not having low enrolled courses on the books.

Regent Schieffer asked if the system is considering a push to make the policy goals even tighter. Dr. Perry said there is a balance to strike as the institutions like to tout the small class size so

students have close access to the instructors. He said the Academic Affairs Council (AAC) is planning to take this issue up to determine if there are other efficiencies to be gained.

Regent Wink said she understands the good and bad of the issue. She appreciates what Dr. Perry and the presidents have done in this regard.

A copy of the Section Size Report – FY2019 can be found on pages **1127** to **1132** of the official minutes.

4-A (2) Routine Information Items – Credit Hours to Degree Report 2019

Dr. Jay Perry, System Interim Vice President for Academic Affairs, explained that in October 2011, the Board of Regents adopted a policy change establishing new credit hour limits for undergraduate degree programs. While the Regental system previously had observed – by convention, but not as a matter of policy – unofficial limits of 128 credit hours for bachelor's degree programs and 64 credit hours for associate degree programs, the above policy change established firm limits of 120 hours and 60 hours for these respective program types. This report tracks the effects of this policy change by examining the average number of credit hours completed by Regental graduates in recent years. Overall the 2019 report shows that the mean credit accumulation of students has continued to fall since 2011 when the policy changed. This proves that the policy change has provided an affordability gain for students.

A copy of the Credit Hours to Degree Report 2019 can be found on pages **1133** to **1137** of the official minutes.

4-A (3) Routine Information Items – Teacher Education Report 2018

Dr. Jay Perry, System Interim Vice President for Academic Affairs, explained that this report provides a data-driven snapshot of the five teacher education programs in the public university system (i.e., BHSU, DSU, NSU, SDSU, and USD). Data are shown for a variety of performance measures, including student enrollments, academic performance, degree completions, graduate placement, and labor force outcomes.

Dr. Perry said the number of teacher graduates placed overall has increased slightly, and 50% of the teacher graduates overall are placed in South Dakota, which is a remarkable increase over the last several years. He explained issues indicated by the report, which include the drop in the number of students who have taken teacher jobs and remained employed in that field has dropped by six percent. This is likely due to the low compensation for teachers in South Dakota.

A copy of the Teacher Education Report 2018 can be found on pages **1138** to **1151** of the official minutes.

4-B Intent to Plan Request – NSU – MSEd in Special Education

Dr. Jay Perry, System Interim Vice President for Academic Affairs, stated that Northern State University (NSU) requests permission to plan a Master of Science in Education (MSEd) in Special Education. NSU currently offers a Bachelor of Science in Special Education; the proposed MS would include specializations in Visual Impairments and Generalist Special Education, including seeking accreditation through the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). The U.S. Department of Postsecondary Education has identified special

education as an area of teacher shortage in South Dakota for over a decade, with teachers of students with visual impairments at an even greater need.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to authorize NSU to develop a program proposal for a MSEd in Special Education, as presented.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – EXCUSED
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

A copy of the Intent to Plan Request – NSU – MSEd in Special Education can be found on pages **1152** to **1162** of the official minutes.

4-C (1) Dual Credit In-District Delivery Approvals – UC-SF & Tea School District

Dr. Jay Perry, System Interim Vice President for Academic Affairs, explained that the University Center – Sioux Falls (UC-SF) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Tea Area School District. The MOU presented between the Board and the Tea Area School District complies with established guidelines for In-District Delivery.

IT WAS MOVED by Regent Wink, seconded by Regent Bastian, to approve 1) the MOU between the Board of Regents and the Tea Area School District, and 2) the course requests as presented starting Fall 2019 for in-district delivery of High School Dual Credit courses.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – EXCUSED
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – UC-SF & Tea School District can be found on pages **1163** to **1166** of the official minutes.

4-C (2) Dual Credit In-District Delivery Approvals – USD & Dakota Valley School District

Dr. Jay Perry, System Interim Vice President for Academic Affairs, explained that the University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Dakota Valley School District. The MOU presented between the Board and the Dakota Valley School District complies with established guidelines for In-District Delivery.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve 1) the MOU between the Board of Regents and the Dakota Valley School District, and 2) the course request as presented for the 2020-21 academic year for in-district delivery of High School Dual Credit courses.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – EXCUSED
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

A copy of the Dual Credit In-District Delivery Approvals – USD & Dakota Valley School District can be found on pages **1167** to **1170** of the official minutes.

BUDGET AND FINANCE

5-A FY21 Informal Budget Hearings Format

Dr. Monte Kramer, System Vice President of Finance and Administration, proposed a schedule for the campus presentations to the Board for the FY21 Informal Budget Hearings. At this time each campus will be instructed to provide details of its top one or two priorities during its presentation. The Board may determine system priorities based upon the campus presentations.

A copy of FY21 Informal Budget Hearings Format can be found on page **1171** of the official minutes.

5-B NSU Capital Asset Purchase (Greater than $500,000)

Dr. Monte Kramer, System Vice President for Finance and Administration, explained that purchases of equipment, supplies, and services by an institution with a per-unit cost exceeding $500,000 must be approved by the Board. He said NSU requests the authority to purchase a new center-hung scoreboard and four-screen video display for Wachs Arena at a cost of approximately $900,000. The scoreboard will be paid for using private donations.

IT WAS MOVED by Regent Roberts, seconded by Regent Mickelson, to approve NSU's request to purchase a new scoreboard for Wachs Arena at an estimated cost of $900,000 to be paid for with private donations.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – ABSTAIN
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

A copy of NSU Capital Asset Purchase (Greater than $500,000) can be found on pages **1172** of the official minutes.

5-C SDSU Campanile Avenue Facility Design Plan

SDSU is submitting its Facility Design Plan for approval of Phase 1 for the construction and replacement of utility infrastructure, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue. Phase I of the project is estimated to cost $2,858,900 and will be funded using HEFF M&R, General Fund M&R, and parking revenues. The design plan for Phase II of the project will be brought back to the Board for approval.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve SDSU's Facility Design Plan for the Campanile Avenue Utility Upgrades at a cost not to exceed $5,733,000 using HEFF M&R, General Fund M&R, and parking revenues.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE

Bastian – AYE
Schieffer – AYE

Motion passed.

A copy of SDSU Campanile Avenue Facility Design Plan can be found on pages **1173** to **1183** of the official minutes.

5-D USD Auxiliary System Property Acquisition

Dr. Monte Kramer, System Vice President of Finance and Administration, explained that USD requests authorization for USD to purchase property from the USD Foundation. The property located at 308 E. Cherry Street, Vermillion, SD 57069 will be purchased for $112,000 using housing and auxiliary facilities funds. An additional $10,000 is estimated to cover external painting and some miscellaneous repairs.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to authorize USD to acquire from the USD Foundation the property described as 308 E. Cherry Street, Vermillion, SD, E ½ of Lot 23 and all of Lot 24 EXC Lot H1 of Lot 24 McKellars Addition. Housing and auxiliary facilities funds will be used to purchase the property.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – EXCUSED

Motion passed.

A copy of USD Auxiliary System Property Acquisition can be found on pages **1184** to **1187** of the official minutes.

5-E (1) BOR Policy Revisions Policy 5:26 – Bond Compliance and Management

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed proposed changes to BOR policy 5:26 – Bond Compliance and Management.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the first reading of the revisions made to BOR Policy 5:26 – Bond Compliance.

ROLL CALL:

Lund – AYE
Mickelson – AYE

Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – EXCUSED

Motion passed.

A copy of BOR Policy Revisions Policy 5:26 – Bond Compliance and Management can be found on pages **1188** to **1226** of the official minutes.

5-E (2) BOR Policy Revisions Policy 6:6 – Maintenance and Repair

Dr. Monte Kramer, System Vice President of Finance and Administration, reviewed proposed changes to BOR policy 6:6 – Maintenance and Repair. The changes clarify when a building committee is required, the 2% goal and the basis on which the 2% is calculated, the HEFF annual allocation and how it is calculated, and how building replacement values are determined. It was pointed out that section 4 now includes new language on how to determine the 2% need for unique facilities such as outdoor athletic complexes or open-air football stadiums.

IT WAS MOVED by Regent Roberts, seconded by Regent Lund, to approve the first reading of the revisions made to BOR Policy 6:6 – Maintenance and Repair.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – EXCUSED

Motion passed.

A copy of BOR Policy Revisions Policy 6:6 – Maintenance and Repair can be found on pages **1227** to **1239** of the official minutes.

5-F (1) Routine Information Items – Building Committee Report

Information was provided on the actions taken by the building committees.

A copy of Routine Information Items – Building Committee Report can be found on pages **1240** of the official minutes.

5-F (2) Routine Information Items – Capital Project List

The Capital Project List was shared with the Board.

A copy of Routine Information Items – Capital Project List can be found on pages **1241** to **1245** of the official minutes.

6. Period for Public Comment

Regent Bastian offered members of the public an opportunity to make comments. No comments were expressed.

7. Regents Dissolve into Executive Session

IT WAS MOVED by Regent Morgan, seconded by Regent Thares, that the Board dissolve into executive session at 9:55 a.m. on Tuesday, May 14, 2019, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business; that it rise from executive session at approximately 11:45 a.m. to resume the regular order of business; and that it report its deliberations while in executive session.

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – EXCUSED

Motion passed.

8. Regents Reconvene in Public Session Via Teleconference

8-A Report and Actions of Executive Session

After convening at 9:00 a.m. on Tuesday, May 14, 2019, the Board dissolved into executive session at 9:55 a.m. in order 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, rising from Executive Session at 12:20 p.m. to resume the regular order of business.

Regent Morgan reported that 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.

President Schieffer said many issues were covered during executive session. He commented on one specifically that had to do with contractual issues around the School for the Deaf property sale. He noted that early in the morning the Board had an exchange with the Governor's office on what and wasn't covered in the guarantees. Based on what he takes to be a "make whole" commitment, which includes both the soft and construction costs as outlined in the email exchange with the Governor's office, and assuming that the general lease terms will be substantially the same as last year's, he is comfortable supporting the motion.

Regent Morgan thanked President Schieffer for the time and effort he has put toward the School for the Deaf property sale over the last few years.

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

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed.

A copy of the Secretary's Report can be found on pages **711** to **728** of the official minutes.

ADJOURMENT

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

ROLL CALL:

Lund – AYE
Mickelson – AYE
Morgan – AYE
Roberts – AYE
Schaefer – AYE
Thares – AYE
Wink – AYE
Bastian – AYE
Schieffer – AYE

Motion passed. The meeting adjourned at 12:35 p.m.

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 14, 2019, *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:

7-A.1 – Approve the salary adjustments and appointments as outlined in Attachment I.

7-A.2 – Approve the FY20 salary policy recommendations as outlined in Attachment II.

7-A.3 – Accept the factual findings that were reached by the institution and accept the conclusions drawn from those facts and the action taken on their basis, effectively upholding President Gestring's decision on USD Grievance No. 2019-01.

7-A.4(a) – Approve the appointment and five year contract for Eric Henderson for the period of March 28, 2019 – June 22, 2024 at an annualized salary of $275,000.

7-A.4(b) – Approve the five year contract for Justin Sell for the period of June 22, 2019 – June 22, 2024 at an FY20 annualized salary of $276,750.

7-A.4(c) – Approve the three year contract for Krista Wood for the period of June 22, 2019 – June 22, 2024 at an annualized salary of $75,000.

7-A.5 – Accept the System Scholarship Committee's recommended recipients and alternates for the 2019-20 Fowler, Bjugstad, and Scarborough scholarships. Award the 2019-20 Annis Irene Fowler/Kaden Scholarship to Allison King and Marie Jackson (First Alternate: Bailey Richter, Second Alternate: Riley Hannum); award the 2019-20 Ardell Bjugstad Scholarship to Rhaecine Sam and TyRay Codotte (Alternate: Quentin Eastman); award the 2019-20 Marlin R. Scarborough Board of Regents Memorial Scholarship to Vianna Walderna (First Alternate: Hannah Heumille, Second Alternate: Cole Heidemann).

7-A.6 – Award four (4) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Kalyan Chakraborty (NSU); three (3) years of prior service credit toward tenure and three (3) years of prior service credit toward promotion for Travis Walker (SDSMT); three (3) years of prior service credit toward promotion for Patricia Crawford (SDSU); and one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Santosh KC (USD).

7-A.7 – Approve the request for a one (1) year extension of time for tenure consideration for Dr. Maribeth Latvis (SDSU).

7-A.8 – Approve the request to grant tenure to Dr. Ralph Davis (SDSMT) as a Professor.

7-A.9 – Approve the promotion and tenure requests of the universities:

- *The BHSU promotion and/or tenure requests were approved for the following faculty members: Colin Garnett was promoted to Associate Professor and granted tenure; Daniel May was promoted to Associate Professor and granted tenure; Denice Turner was promoted to Associate Professor and granted tenure; Gina Gibson was promoted to Professor; and Pamela Arneson was promoted to Senior Lecturer.*

- *The DSU promotion and/or tenure requests were approved for the following faculty members: Ben Jones was granted tenure; Joseph Staudenbaur was granted tenure; Insu Park was promoted to Associate Professor and granted tenure; Steve Graham was promoted to Professor; and Ronghua Shan was promoted to Professor.*

- *The NSU promotion and/or tenure requests were approved for the following faculty members: Kristi Bockorny was promoted to Associate Professor and granted tenure; Andria Moon was promoted to Associate Professor and granted tenure; Cheryl Wold was promoted to Associate Professor and granted tenure; and Darci Bultema was promoted to Professor;*

- *The SDSM&T promotion and/or tenure requests were approved for the following faculty members: Lori Groven was promoted to Associate Professor and granted tenure; Bharat Jasthi was promoted to Associate Professor and granted tenure; Christer Karlsson was promoted to Associate Professor and granted tenure; Lisa Kunza was promoted to Associate Professor and granted tenure; Kayla Pritchard was promoted to Associate Professor and granted tenure; Albert Romkes was promoted to Associate Professor and granted tenure; Rajesh Shende was promoted to Professor; and Jason Ash was granted tenure.*

- *The SDSU promotion and/or tenure requests were approved for the following faculty members: Emmanuel Byamukama was granted tenure; Christopher Graham was granted tenure; Lin Wei was granted tenure; Suvobrata Chakravarty was granted tenure; Parashu Kharel was granted tenure; Leann Horsley was granted tenure; Mary Isaacson was granted tenure; Junwon Seo was granted tenure; Lacey McCormack was granted tenure; Cody Christensen was granted tenure; Kunsoon Park was granted tenure; David Wiltse was granted tenure; Graham Wrightson was granted tenure; Katherine Malone was granted tenure; Jose Alvarez was granted tenure; Rocky Dailey was granted tenure; Melissa Hauschild-Mork was granted tenure; Andrew Robinette was granted tenure; Angela McKillip was granted tenure; Xijin Ge was promoted to Professor; Rosemarie Nold was promoted to Professor; Jose Gonzalez Hernandez was promoted to Professor; Mary Bowne was promoted to Professor; Hemachand Tummala was promoted to Professor; Molly Enz was promoted to Professor; William Prigge was promoted to Professor; Richard Hardin was promoted to Professor; and Yajun Wu was promoted to Professor.*

- *The USD promotion and/or tenure requests were approved for the following faculty members: Shelie Vacek was promoted to Associate Librarian; Hannah Haksgaard was promoted to Associate Professor; Chet Barney was promoted to Associate Professor and granted tenure; Bridget Diamond-Welch was promoted to Associate Professor and granted*

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tenure; Sara Lampert was promoted to Associate Professor and granted tenure; David Lane was promoted to Associate Professor and granted tenure; Joel Sander was promoted to Associate Professor and granted tenure; Victor Shonk was promoted to Associate Professor and granted tenure; Jeff Wesner was promoted to Associate Professor and granted tenure; David Carr was promoted to Professor; Patricia Downey was promoted to Professor; Cory Knedler was promoted to Professor; Raluca Simons was promoted to Professor; Thomas Simmons was promoted to Professor and granted tenure; Michael McKey was promoted to Senior Lecturer; and Debra Norris was promoted to Senior Lecturer.

- *The USD – Health Affairs/School of Medicine promotion and/or tenure requests were approved for the following faculty members: Erik Mutterer was promoted to Associate Professor; Shana Cerny was promoted to Associate Professor and granted tenure; Kory Zimney was promoted to Associate Professor and granted tenure; William Schweinle was promoted to Professor; Samuel Sathyanesan was promoted to Professor and granted tenure; Alaa Al Nofal was promoted to Associate Professor; Mir Hyder Ali was promoted to Associate Professor; Jay Allison was promoted to Associate Professor; Kristi Egland was promoted to Associate Professor; Erik Ehli was promoted to Associate Professor; Melissa Jensen was promoted to Associate Professor; Jennifer Reed was promoted to Associate Professor; Michelle Schimelpfenig was promoted to Associate Professor; Maria Stys was promoted to Associate Professor; and Thavam Thambi-Pillai was promoted to Professor;*

- *The promotion and/or tenure requests were denied for the following faculty members: NSU 4 was denied promotion to Professor; SDSMT 1 was denied promotion to Associate Professor and denied tenure; SDSMT 2 was denied promotion to Associate Professor and denied tenure; SDSMT 3 was denied promotion to Associate Professor and denied tenure; SDSU 20 was denied promotion to Professor.*

7-A.10 – Approve the request to appoint Brent Tulloss (DSU) to the rank of Lecturer.

7-C – Approve the renewal of presidential contracts for the period of June 22, 2019 through June 21, 2020, within the parameters discussed, with FY20 salaries as follows: SDSU President Barry Dunn - $390,948, USD President Sheila Gestring - $390,948, DSU President José-Marie Griffiths - $287,000, SDSMT President James Rankin - $358,176, NSU President Tim Downs - $260,852, BHSU President Tom Jackson - $260,852, SDSBVI/SDSD Superintendent Marjorie Kaiser - $183,348, and BOR Executive Director/COE Paul Beran - $338,250.

7-E – Approve and adopt the Resolution set forth in Attachment III, requesting the Commissioner of School and Public Lands to proceed with the sale and acquisition as stated therein; approve the use of up to $1.7M of the Board's reserve fund to provide interim financing to cover any necessary renovations of the building and associated professional services, to be repaid on terms approved by the Board President; and further approve proceeding with all actions necessary and appropriate to accommodate the conditional land exchange, renovation and lease contemplated herein, upon approval of the Board President.

BLACK HILLS STATE UNIVERSITY

Name	Title	Effective Date	Job Change Reason	Rate	Salary	Previous Rate	Prevous Salary	% Increase
Hans Nelson	Director, Corp and Career Dev	22-Feb-19	Permanent Additional Duties	$30.05	$62,500.00	$26.80	$55,750.00	12.1%

DAKOTA STATE UNIVERSITY

Name	Title	Effective Date	Job Change Reason	Rate	Salary	Previous Rate	Prevous Salary	% Increase
Jordan Schuh	Student Dev Counselor/ADA Coor	22-Mar-19	Permanent Additional Duties	$25.96	$45,000.00	$22.16	$38,404.00	17.2%

NORTHERN STATE UNIVERSITY

Name	Job Desc.	Eff. date	Job Change Reason	Rate	Salary	Previous Rate	Prevous Salary	% Increase
Timothy Houge	Associate Professor	22-Feb-19	Permanent Additional Duties	$46.15	$72,000.00	$33.25	$51,873.00	38.8%

SOUTH DAKOTA STATE UNIVERSITY

Name	Title	Effective Date	Job Change Reason	Rate	Salary	Previous Rate	Prevous Salary	% Increase
Kacie Richard	Finance & Budget Coordinator	22-Mar-19	Reclassification	$37.52	$78,043.00	$34.27	$71,272.00	9.5%
Junwei Wang	Post Doc Research Associate	22-Mar-19	Change Salary Rate/Pay Grade	$26.49	$27,000.00	$23.55	$24,000.00	12.5%

UNIVERSITY OF SOUTH DAKOTA

Name	Title	Effective Date	Job Change Reason	Rate	Salary	Previous Rate	Prevous Salary	% Increase
Erin Srstka	Community Projects Director	22-Mar-19	Reclassification	$45.67	$95,000.00	$26.57	$55,275.00	71.9%

APPOINTMENTS REPORTING TO THE PRESIDENT,SUPERINTENDENT or EXECUTIVE DIRECTOR

Name	Title	Effective Date	Salary	Institution
James Moran	Interim Vice President for Academic Affairs	22-Jun-19	$200,000.00	Dakota State University

BLACK HILLS STATE UNIVERSITY

PZRSAPM

                         South Dakota Board of Regents
                           Black Hills State University
                         FY20 Non-Faculty Exempt Salary Analysis   04/30/2019 09:14:30

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perfm	FY20 Inst	FY20 Prom	FY20 Adj
Thompson, Clarissa	Academic Affairs	BE9130	Recruitment & R	1.00	12	35,000.00	40,000.00	5,000.00	14.29	14.29	.00	.00	.00	.00
Hettick, Janette	College of Liberal Arts	BE9204	Retention & Rec	1.00	12	35,700.00	40,000.00	4,300.00	12.04	6.44	5.60	.00	.00	.00
Weber, Dana	College Of Business Nat. Sciences	BE9202	Retention & Rec	1.00	12	35,350.00	38,000.00	2,650.00	7.5	2.83	4.67	.00	.00	.00

PZRSAPM

                         South Dakota Board of Regents
                           Black Hills State University
                         FY20 Unit Faculty Salary Analysis   04/30/2019 09:14:37

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Gibson Gina	School of Arts and Humanities	BE9622	Professor, Digital Communicat	1.00	9	2	2	2	132446.70	64442.00	72462.00	8020.00	2.45	.57	1.38	.49	10.00	.00
Turner Denice	School of Education	BE9777	Associate Professor,	1.00	9	2	2	2	78792.30	54940.00	60735.00	5795.00	2.55	.47	1.59	.49	8.00	.00
Garnett Colin	School of Mathematics & Soc Science	BE9899	Associate Professor, Mathematic	1.00	9	2	2	2	79595.10	55454.00	61285.00	5831.00	2.52	.32	1.71	.49	8.00	.00
May Daniel	School of Mathematics & Soc Science	BE9950	Associate Professor, Mathematic	1.00	9	2	2	2	79595.10	55649.00	61500.00	5851.00	2.51	.32	1.71	.49	8.00	.00

PZRSAPM

                         South Dakota Board of Regents
                           Black Hills State University
                         FY20 Lecturer (Unit) Salary Analysis   04/30/2019 09:14:49

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 %Adj
Arneson Pamela	School of Natural Sciences	BE9981	Senior Lecturer, Science	1.00	9	2	0	0	0.00	59756.00	65570.00	5814.00	3.73	.00	3.32	.41	6.00	.00

DAKOTA STATE UNIVERSITY

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PZRSAPM                                South Dakota Board of Regents
                                          Dakota State University
                                    FY20 Non-Faculty Exempt Salary Analysis            04/30/2019 09:15:21
Version : 042014.16a
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Name	Department	Position	Title	FTE	Mths	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perfm	FY20 Inst	FY20 Prom	FY20 Adj
Drealan, Anthony	Athletics - Intercolleg Athletics	DE9961	Instructor of P	1.00	12	42,307.00	45,809.00	3,502.00	8.28	.00	2.72	5.55	.00	.00
Osborn, Laura	University Assessment	DE9590	Interim Dir of	1.00	12	63,000.00	67,808.00	4,808.00	7.63	.00	2.87	4.76	.00	.00

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PZRSAPM                                South Dakota Board of Regents
                                          Dakota State University
                                       FY20 Unit Faculty Salary Analysis               04/30/2019 09:15:24
Version : 042014.16a
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Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Graham Steven	Computer Science Game Design HR	DE9688	Associate Professor of Compute	1.00	9	2	2	2	105507.90	91235.00	102022.00	10787.00	1.82	.39	1.43	.00	10.00	.00
Park Insu	Informations Systems HR	DE9562	Assistant Professor	1.00	9	1	1	1	93262.50	88803.00	96925.00	8122.00	1.15	.19	.95	.00	8.00	.00
Shan Ronghua	Informations Systems HR	DE9909	Associate Professor	1.00	9	2	1	1	105507.90	95136.00	106243.00	11107.00	1.67	.32	1.35	.00	10.00	.00

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PZRSAPM                                South Dakota Board of Regents
                                          Dakota State University
                                     FY20 Non-Unit Faculty Salary Analysis             04/30/2019 09:15:30
Version : 042014.16a
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Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Pauli Crystal	VP for Academic Affairs	DE9990	Dean for Colleg of Educati	.50	12	0	0	0	78792.30	56700.00	64623.00	7923.00	13.97	.00	2.46	11.51	.00	.00

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PZRSAPM                                South Dakota Board of Regents
                                          Dakota State University
                                     FY20 Lecturer (Unit) Salary Analysis              04/30/2019 09:15:30
Version : 042014.16a
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Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 %Adj
Lynch Michael	Arts & Sciences	DE9580	Instructor of Speech	1.00	9	3	0	0	39625.20	38806.00	44015.00	5209.00	13.42	.00	3.89	9.53	.00	.00
Anderson Katie	Education	DE9923	Instructor	1.00	9	3	1	2	63271.80	52641.00	61000.00	8359.00	3.20	.00	3.20	.00	12.68	.00

NORTHERN STATE UNIVERSITY

South Dakota Board of Regents
Northern State University
FY20 Non-Faculty Exempt Salary Analysis   04/30/2019 09:15:35

Name	Department	Position	Title	FTE	Mths	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perfm	FY20 Inst	FY20 Prom	FY20 Adj
Fritz, Dylan	Athletics - Intercolleg Athletics	NE9664	Strength Coach	1.00	12	45,806.00	52,000.00	6,194.00	2.50	.00	2.50	.00	.00	11.02
Holmes, Terri	Athletics - Intercolleg Athletics	NE9672	Assist Dir of A	1.00	12	52,161.00	60,000.00	7,839.00	2.50	.00	2.50	.00	.00	12.53
Sather, Paul	Athletics - Intercolleg Athletics	NE9753	Coach	1.00	11	100,000.00	108,500.00	8,500.00	2.50	.00	2.50	.00	.00	6.00
Lien, Joelle	Provost	NE9763	Assoc VPAA/Dir	1.00	12	104,395.00	130,000.00	25,605.00	3.71	.00	3.71	.00	.00	20.82
Knigge, David	VP for Finance Business & Admin	NE9686	Assistant Contr	1.00	12	61,500.00	70,000.00	8,500.00	2.50	.00	2.50	.00	.00	11.32

South Dakota Board of Regents
Northern State University
FY20 Unit Faculty Salary Analysis   04/30/2019 09:15:39

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Brown Gratia	Dept of Art	NE9447	Assistant Professor	1.00	9	3	3	3	55761.30	40910.00	44210.00	3300.00	5.05	.62	1.61	2.82	.00	3.02
Bockorny Kristi	Dept of Management &	NE9598	Assistant Professor	1.00	9	3	2.33	3	132759.90	82420.00	92317.00	9897.00	2.51	.94	1.57	.00	8.00	1.50
Bultema Sk Darci	Dept of Music & Thea	NE9333	Associate Professor	1.00	9	3	2.67	3	66712.50	54738.00	62561.00	7823.00	2.03	.42	1.61	.00	10.00	2.26
Moon Andria	Elementary Secondary & Spe	NE9498	Assistant Professor	1.00	9	3	2.67	3	57553.20	53838.00	60360.00	6522.00	1.81	.22	1.60	.00	8.00	2.30
Wold Cheryl	Elementary Secondary & Spe	NE9335	Assistant Professor	1.00	9	2.67	2.33	3	61366.50	51707.00	56771.00	5064.00	1.79	.35	1.44	.00	8.00	.00

SD SCHOOL OF MINES & TECHNOLOGY

Name	Department	Position	Title	FTE	Mths	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perfm	FY20 Inst	FY20 Prom	FY20 Adj
Gasper, Bridget	Athletics	ME9347	Cheerleading Co	.15	10	3,120.00	3,420.00	300.00	9.62	.00	.00	9.62	.00	.00
Headley, Cory	Student Activities & Leadership	ME9661	Director of Stu	1.00	12	55,660.00	60,001.00	4,341.00	2.50	.00	.00	2.50	.00	5.30

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Groven Lori	Chemical & Biological En	ME9373	Assistant Professor	1.00	9	1	2	2	82952.10	89414.00	98789.00	9375.00	2.48	.18	1.84	.47	8.00	.00
Sani Rajesh	Chemical & Biol	ME9679	Professor	1.00	9	2	2	2	121644.90	91908.00	102634.00	10726.00	5.14	1.07	2.66	1.41	.00	6.53
Shende Rajesh	Chemical & Biological En	ME9612	Associate Professor	1.00	9	2	2	2	99207.90	90256.00	102074.00	11818.00	3.09	.59	1.56	.94	10.00	.00
Pritchard Kayla	Department of Social Scien	ME9890	Assistant Professor	1.00	9	2	1	2	64842.30	60041.00	66420.00	6379.00	2.62	.53	1.62	.47	8.00	.00
Kunza Lisa	Dept of Chem & Appli	ME9361	Assistant Professor	1.00	9	2	2	2	78265.80	76391.00	84580.00	8189.00	2.72	.44	1.81	.47	8.00	.00
Karlsson Christer	Dept of Math	ME9653	Assistant Professor	1.00	9	2	1	1	93262.50	88528.00	97381.00	8853.00	2.00	.43	1.10	.47	8.00	.00
Jasthi Bharat	Materials & Metallurgical	ME9797	Assistant Professor	1.00	9	2	2	2	92933.10	80693.00	89186.00	8493.00	2.53	.70	1.35	.47	8.00	.00
Romkes Albert	Mechanical Engineering	ME9362	Assistant Professor	1.00	9	1	2	1	82425.60	85067.00	93914.00	8847.00	2.40	.20	1.73	.47	8.00	.00

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 %Adj
Bienert Debra	Dept of Math	ME9335	Lecturer	1.00	9	2	0	2	0.00	46496.00	50857.00	4361.00	3.38	.00	3.14	.23	6.00	.00

SOUTH DAKOTA STATE UNIVERSITY

South Dakota Board of Regents
South Dakota State University
FY20 Non-Faculty Exempt Salary Analysis   04/30/2019 09:16:07

Name	Department	Position	Title	FTE	Mths	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perfm	FY20 Inst	FY20 Prom	FY20 Adj
Wood, Alexander	Admissions	SE8098	Coordinator-Mul	1.00	12	46,970.00	51,246.00	4,276.00	9.10	.58	1.60	6.92	.00	.00
Bergstrom, Brian	Intercollegiate Athletics	SE9795	Assistant Coach	1.00	12	67,000.00	84,000.00	17,000.00	.20	.21	.00	.00	.00	25.17
Drietz, Jeffrey	Intercollegiate Athletics	SE6403	Athletic Facili	1.00	12	32,448.00	37,000.00	4,552.00	14.03	.97	1.53	11.53	.00	.00
Eck, Jason	Intercollegiate Athletics	SE9807	Assistant Coach	1.00	12	80,000.00	93,000.00	13,000.00	.00	.00	.00	.00	.00	16.25
Glidden, Tyler	Intercollegiate Athletics	SE6626	Coordinator-Men	1.00	12	40,480.00	50,000.00	9,520.00	.55	.55	.00	.00	.00	22.97
Hanenberger, Eric	Intercollegiate Athletics	SE8176	Associate Head	1.00	12	51,109.00	55,000.00	3,891.00	7.61	.63	1.87	5.11	.00	.00
Hansen, Justin	Intercollegiate Athletics	SE6421	Broadcast Servi	1.00	12	32,627.00	37,000.00	4,373.00	13.40	.96	1.54	10.90	.00	.00
Jackson, Daniel	Intercollegiate Athletics	SE6637	Assistant Coach	1.00	12	57,000.00	65,000.00	8,000.00	.06	.06	.00	.00	.00	13.98
Klinkefus, Charles	Intercollegiate Athletics	SE8104	Assistant Coach	1.00	12	86,020.00	110,000.00	23,980.00	.24	.24	.00	.00	.00	27.64
Lujan, Zachary	Intercollegiate Athletics	SE9802	Assistant Coach	1.00	12	40,000.00	44,000.00	4,000.00	10.00	.57	9.43	.00	.00	.00
Rogers, James	Intercollegiate Athletics	SE9804	Assistant Coach	1.00	12	63,000.00	84,000.00	21,000.00	.29	.29	.00	.00	.00	33.04
Schleusner, Luke	Intercollegiate Athletics	SE9796	Assistant Coach	1.00	12	55,000.00	70,000.00	15,000.00	.50	.50	.00	.00	.00	26.77
Smith, Christian	Intercollegiate Athletics	SE6941	Assistant Coach	1.00	12	45,000.00	50,000.00	5,000.00	.38	.38	.00	.00	.00	10.73
Stiegelmeier, John	Intercollegiate Athletics	SE9821	Head Coach-Foot	1.00	12	255,000.00	300,000.00	45,000.00	2.50	1.50	1.00	.00	.00	15.15
Bauman, Peter	Natural Resource Management	EE9756	Extension Field	1.00	12	77,447.00	84,079.00	6,632.00	2.56	.53	1.78	.26	6.00	.00
Hansen, Daniel	Pharmacy & Allied Hlth Profession	SE9973	Associate Dean-	1.00	12	127,083.00	142,889.00	15,806.00	2.44	.37	1.72	.35	10.00	.00
Horsley, Trisha	Undergraduate Nursing	SE6633	Assistant Dean/	1.00	12	126,500.00	138,420.00	11,920.00	1.42	.00	1.42	.00	8.00	.00
Tonsager, Aaron	Undergraduate Nursing	SE6675	Simulation/Lear	1.00	12	60,494.00	65,414.00	4,920.00	8.13	.20	2.98	4.96	.00	.00

Name	Department	Position	Title	FTE	Mths	Inst	Resr	Sevr	Ag 1	Ag 2	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Bisson, Bryan	University Housing	SE8329	Assistant Direc	1.00	12							51,294.00	56,005.00	4,711.00	9.18	.41	1.95	6.82	.00	.00
Uecker, Tobias	University Housing	SE6855	Associate Direc	1.00	12							56,372.00	61,239.00	4,867.00	8.63	.48	1.95	6.21	.00	.00

PZRSAPM
South Dakota Board of Regents
South Dakota State University
FY20 Unit Faculty Salary Analysis   04/30/2019 09:16:18

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Inst	Resr	Sevr	Ag 1	Ag 2	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Wei Lin	Ag & Biosystems En	AE9604	Associate Professor	1.00	9	1	1	2	0	1	89430.30	76891.00	84330.00	7439.00	1.67	.21	1.20	.26	8.00	.0
Byamukama Emmanuel	Agronomy,Hortic & Plant Sci	SE9260	Associate Professor/	1.00	9	0	2	2	3	2	78812.10	73506.00	81552.00	8046.00	2.95	.36	2.04	.54	8.00	.0
Clay David	Agronomy,Hortic & Plant Sci	SE9401	Distinguis Professor	1.00	9	3	3	3	0	3	116850.60	101562.00	109910.00	8348.00	3.30	.82	2.08	.39	.00	4.9
Gonzalez H Jose	Agronomy,Hortic	AE9880	Professor	1.00	9	1	3	1	1	3	125079.30	80922.00	91118.00	10196.00	2.60	.43	1.68	.49	10.00	.0
Graham Christophe	Agronomy,Hortic & Plant Sci	SE9112	Associate Professor/	1.00	9	0	3	1	2	1	75745.80	70402.00	77547.00	7145.00	2.15	.16	1.42	.57	8.00	.0
Wu Yajun	Biology & Micro	SE9316	Professor	1.00	9	2	2	1	0	2	125079.30	79590.00	89864.00	10274.00	2.91	.38	1.65	.88	10.00	.0
Chakravart Suvobrata	Chemistry & Biochemistry	SE8231	Associate Professor	1.00	9	1	2	2	0	1	82272.60	74372.00	81862.00	7490.00	2.07	.19	1.88	.00	8.00	.0
Seo Junwon	Civil & Environmental	SE9489	Associate Professor	1.00	9	1	3	2	0	2	94708.80	83461.00	92228.00	8767.00	2.50	.33	1.57	.60	8.00	.0
Christense Cody	Consumer Sciences	SE8969	Associate Professor	1.00	9	3	3	0	3	3	73892.70	72256.00	80157.00	7901.00	2.93	.20	2.28	.45	8.00	.0
Park Kunsoon	Consumer Sciences	SE9051	Associate Professor	1.00	9	1	3	0	3	3	96823.80	74519.00	82659.00	8140.00	2.92	.72	1.78	.42	8.00	.0
Malone Katherine	English	SE9505	Associate	1.00	9	2	3	0	0	3	72456.30	60159.00	65922.00	5763.00	1.58	.26	1.32	.00	8.00	.0
Isaacson Mary	Graduate Nursing	SE6896	Associate Professor	1.00	9	2	2	0	0	2	84821.40	73555.00	81409.00	7854.00	2.68	.35	1.10	1.22	8.00	.0
Christian H Michele	M Briggs Library	SE9255	Archivist & Special Collection	1.00	12	0	0	0	2	1	72714.60	72835.00	80480.00	7645.00	2.50	.23	1.95	.32	8.00	.0
McCormack Lacey	Health & Nutritional S	SE7664	Associate Professor	1.00	9	2	3	2	2	2	79851.60	68128.00	75566.00	7438.00	3.16	.64	1.86	.65	7.76	.0
Wiltse David	Hist, Poli Sci, Philo	SE9490	Associate Professor	1.00	9	2	2	2	0	2	83527.20	67112.00	74010.00	6898.00	2.28	.29	1.52	.46	8.00	.0
Wrightson Graham	Hist, Poli Sci, Philo	SE9488	Associate Professor	1.00	9	2	1	2	0	2	75429.90	58477.00	64482.00	6005.00	2.27	.32	1.49	.45	8.00	.0

Name	Department	Position	Title	FTE	Mths	Inst	Resr	Sevr	Ag 1	Ag 2	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Ge Xijin	Mathematics & S	SE9161	Professor	1.00	9	2	2	2	1	1	142424.10	103182.00	116034.00	12852.00	2.46	.00	1.80	.65	10.00	.0
Alvarez Jose	Modern Languages and G	SE8094	Associate Professor	1.00	9	3	2	2	0	3	70668.00	58579.00	64502.00	5923.00	2.11	.28	1.70	.14	8.00	.0
Enz Molly	Modern Language	SE8017	Professor	1.00	9	3	3	2	2	2	109578.60	66834.00	75337.00	8503.00	2.72	.62	1.98	.13	10.00	.0
Tummala Hemachand	Pharmaceutical	SE9166	Professor	1.00	9	2	3	2	0	2	126234.00	99693.00	112295.00	12602.00	2.64	.41	2.06	.18	10.00	.0
Kharel Parashu	Physics	SE6892	Associate	1.00	9	2	3	3	0	3	81964.80	71929.00	79332.00	7403.00	2.29	.38	1.91	.00	8.00	.0
Dailey Rocky	School of Communicatio	SE7526	Associate Professor	1.00	9	2	1	3	0	2	75579.30	65062.00	71230.00	6168.00	1.48	.22	1.26	.00	8.00	.0
Cempellin Leda	School of Desig	SE8223	Professor	1.00	9	3	1	0	2	2	91372.50	68836.00	74328.00	5492.00	7.98	.84	4.79	2.35	.00	.0
Hardin Richard	School of Desig	SE8043	Professor	1.00	9	2	2	0	0	2	91372.50	62235.00	69902.00	7667.00	2.32	.49	1.31	.52	10.00	.0
McKillip Angela	School of Design	SE9332	Associate Professor	1.00	9	2	2	0	3	2	77461.20	67921.00	74714.00	6793.00	2.25	.32	1.60	.33	7.75	.0
Hauschild-Melissa	School of Performing A	SE8976	Associate Professor	1.00	9	2	2	0	0	1	67723.20	60714.00	66481.00	5767.00	1.50	.22	1.28	.00	8.00	.0
Robinette Andrew	School of Performing A	SE9223	Associate Professor	1.00	9	2	2	0	0	1	66712.50	55389.00	60624.00	5235.00	1.45	.26	1.20	.00	8.00	.0
Bowne Mary	Teaching, Learn	SE9088	Professor	1.00	9	2	3	1	1	3	79809.30	68081.00	76867.00	8786.00	2.91	.66	1.82	.43	10.00	.0

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South Dakota Board of Regents
South Dakota State University
FY20 Non-Unit Faculty Salary Analysis   04/30/2019 09:16:41

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	Ag 1	Ag 2	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Nold Rosemarie	Animal Science	SE9472	Assistant Department	.50	12	0	0	0	0	0	105537.60	53818.00	59970.00	6152.00	1.44	.00	.93	.51	9.99	.00
Nold Rosemarie	Animal Science	SE6999	Assistant Department	.50	12	0	0	0	0	0	105537.60	60649.00	66975.00	6326.00	1.56	.29	.82	.45	8.87	.00
Prigge William	Hist, Poli Sci, Philo	SE7617	Department Head/Profe	.17	12	0	0	0	0	0	111764.70	20738.00	22869.00	2131.00	2.85	.88	1.31	.66	7.43	.00
Prigge William	Hist, Poli Sci, Philo	SE7997	Department Head/Profe	.83	12	0	0	0	0	0	111764.70	75292.00	85044.00	9752.00	2.96	.31	1.76	.88	9.99	.00
Heiberger Amy	Pharmacy Clinical	SE9421	Associate Professor	1.00	12	0	0	0	0	0	90490.50	107805.00	119006.00	11201.00	2.39	.00	1.50	.89	8.00	.00
Hellwig Thaddaus	Pharmacy Clinic	SE9419	Professor	1.00	12	0	0	0	0	0	126234.00	121006.00	135993.00	14987.00	2.75	.34	1.36	1.04	9.64	.00
Peters Stacy	Pharmacy Clinic	SE9118	Professor	1.00	12	0	0	0	0	0	126234.00	116793.00	131262.00	14469.00	2.39	.26	1.41	.72	10.00	.00

South Dakota Board of Regents
South Dakota State University
FY20 Lecturer (Unit) Salary Analysis   04/30/2019 09:16:49

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	Ag 1	Ag 2	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Merriman Janet	Construction &	SE8224	Lecturer	1.00	9	2	0	2	0	2	0.00	68726.00	74055.00	5329.00	3.75	.00	3.17	.58	4.00	.00
Nusz Norma	Construction & Operations Mg	SE9027	Senior Lecturer	1.00	9	2	0	2	0	2	0.00	68597.00	74585.00	5988.00	2.73	.08	2.14	.51	6.00	.00

ATTACHMENT II   8

UNIVERSITY OF SOUTH DAKOTA

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South Dakota Board of Regents
University of South Dakota
FY20 Non-Faculty Exempt Salary Analysis

04/30/2019 09:17:11

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perfm	FY20 Inst	FY20 Prom	FY20 Adj
Sanderson, Carrie	Dean of Health Sciences	QE8666	Dir, Ctr Prev C	1.00	12	116,408.75	127,500.00	11,091.25	2.40	.00	2.40	.00	.00	7.13
Barnett, Brett	Intercolleg Athletics	UE9831	Head Coach-Wome	1.00	12	38,000.00	40,855.00	2,855.00	7.51	.00	2.25	5.26	.00	.00
Bennett, Brett	Intercolleg Athletics	UE7070	Head Coach Wome	1.00	12	38,000.00	40,855.00	2,855.00	7.51	.00	2.25	5.26	.00	.00
Vining, John	Intercolleg Athletics	UE7533	Head Coach, Men	1.00	12	38,000.00	40,850.00	2,850.00	7.50	.00	2.24	5.26	.00	.00
Warren, Cubie	Intercolleg Athletics	UE9821	Assistant Coach	1.00	12	32,000.00	34,500.00	2,500.00	7.81	.00	7.81	.00	.00	.00
Anthony, Aaron	University Center	FE9996	Academic Servic	1.00	12	50,053.93	55,042.74	4,988.81	9.97	.00	7.96	2.01	.00	.00

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South Dakota Board of Regents
University of South Dakota
FY20 Unit Faculty Salary Analysis

04/30/2019 09:17:20

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Performance Inst	Performance Resr	Performance Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Lane David	Anthropology & Sociology	UE6838	Associate Professor	1.00	9	2	2	3	78471.90	62337.29	68682.53	6345.24	2.18	.45	1.73	.00	8.00	.00
Freese Lauren	Art	UE9081	Assistant	1.00	9	2	3	2	61537.50	43334.57	47999.59	4665.02	3.85	.94	1.18	1.72	.00	6.92
Hansen Amber	Art	UE9059	Assistant	1.00	9	2	2	2	46410.30	44759.91	48592.70	3832.79	1.86	.38	1.48	.00	.00	6.70
Hook Phillip	Art	UE8918	Associate	1.00	9	2	2	2	69931.80	57705.92	62043.18	4337.26	2.32	.71	1.61	.00	.00	5.20
Meyer Christophe	Art	UE9090	Associate	1.00	9	2	3	2	69931.80	56423.38	61556.11	5132.73	3.78	.78	1.68	1.32	.00	5.32
Wesner Jeff	Biology	UE9434	Associate	1.00	9	3	3	3	82123.20	71630.01	79865.61	8235.60	3.50	.26	1.78	1.45	8.00	.00
Vacek Shelie	Health Science Library	QE8654	Assoc Librarian	1.00	12	3	0	2	72714.60	66232.83	73968.31	7735.48	3.68	.99	2.09	.60	8.00	.00
Lampert Sara	History	UE9049	Associate	1.00	9	2	3	2	75429.90	58073.18	64892.36	6819.18	3.74	.41	1.54	1.79	8.00	.00

Name	Department	Position	Title	FTE	Mths	Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Campbell Timothy	Music	UE7248	Assistant Professor	1.00	9	2	3	1	54580.50	43936.35	48605.08	4668.73	3.80	.71	1.39	1.70	.00	6.83
Feris Alessandra	Music	UE9008	Assistant Professor	1.00	9	2	2	2	54580.50	44787.72	48249.85	3462.13	2.15	.69	1.46	.00	.00	5.58
Kocher Christophe	Music	UE9165	Professor	1.00	9	2	2	1	87304.50	60995.06	68486.21	7491.15	2.44	1.03	1.42	.00	.00	9.84
Sander Joel	Physics	UE7378	Associate	1.00	10	2	3	2	81964.80	87644.39	97402.59	9758.20	3.13	.25	1.70	1.19	8.00	.00
Welch Bridget	Pol Science & Crimi	UE9141	Associate Professor	1.00	9	2	2	2	83527.20	62030.11	68083.71	6053.60	1.76	.44	1.32	.00	8.00	.00
Barney Chet	School of Business	UE9501	Associate Professor,	1.00	9	2	2	2	143315.10	115418.19	129878.17	14459.98	2.36	.56	1.42	.38	8.00	2.17
Carr David	School of Busin	UE9533	Professor	1.00	9	2	2	2	174378.60	105791.91	118788.23	12996.32	2.28	.52	1.39	.38	10.00	.00
Tiahrt Thomas	School of Business	UE9156	Assist Prof Decis	1.00	9	2	2	2	125063.10	89368.71	96801.86	7433.15	2.73	.97	1.38	.37	.00	5.59
Winter Carole	School of Business	UE9193	Assistant Professor	1.00	9	2	2	2	89814.60	82608.00	90361.47	7753.47	2.37	.46	1.42	.48	.00	7.02
Allender-Z Jonathan	Theatre	UE9188	Assistant	1.00	9	2	3	2	54611.10	44452.55	49161.89	4709.34	3.84	.70	1.46	1.68	.00	6.75
Downey Patricia	Theatre	UE7590	Professor	1.00	9	2	2	2	96429.60	60829.18	68095.31	7266.13	1.95	.51	1.44	.00	10.00	.00
Quinn Caitlin	Theatre	UE9138	Assistant	1.00	9	2	2	2	54611.10	44787.55	48770.35	3982.80	2.19	.70	1.50	.00	.00	6.70
Shonk Victor	Theatre	UE9068	Associate	1.00	9	2	2	2	60922.80	52522.22	57636.27	5114.05	1.74	.31	1.42	.00	8.00	.00
Stollenwer Joseph	Theatre	UE9053	Assistant	1.00	9	2	2	2	54535.50	43436.05	47357.07	3921.02	2.12	.73	1.39	.00	.00	6.91

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South Dakota Board of Regents
University of South Dakota
FY20 Non-Unit Faculty Salary Analysis   04/30/2019 09:17:33

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Performance Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 Adj
Knedler Cory	Art	UE9956	Chair, Art	.53	11	2	2	2	114586.20	44064.07	49124.08	5060.01	2.08	.54	1.54	.00	9.40	.00
Knedler Cory	Art	UE9503	Chair, Art	.47	11	2	2	2	114586.20	37670.74	42183.57	4512.83	1.98	.50	1.48	.00	10.00	.00
Potter Kari	Dean of Health Sciences	QE8661	Chair, Med Lab Sciences/I	.60	12	2	0	3	54193.50	48535.49	52500.00	3964.51	2.45	.14	1.14	1.17	.00	5.72
Potter Kari	Dean of Health Sciences	QE8662	Chair, Med Lab Sciences/I	.40	12	2	0	3	54193.50	32356.99	35000.01	2643.02	2.45	.14	1.14	1.17	.00	5.72

Name	Department	Position	Title	FTE	Mths	Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 %Adj
Sathyanesa Samuel	Dean of the Med - Ba	QE8741	Associate Professor	1.00	11	2	3	3	81844.20	102954.55	119099.68	16145.13	5.68	.63	1.73	3.32	10.00	.00
Mutterer Erik	Dental Hygiene	QE9846	Assistant Professor	1.00	9	2	0	2	54339.30	69157.10	75562.26	6405.16	1.26	.00	1.26	.00	8.00	.00
Cerny Shana	Occupational Therapy	QE9768	Assistant Professor	1.00	12	3	3	3	64541.70	80866.25	89331.78	8465.53	2.47	.77	1.70	.00	8.00	.00
Nissen Ranelle	Occupational Therapy	QE9800	Associate Professor	1.00	12	3	3	3	76531.50	79469.58	91000.00	11530.42	4.14	1.31	1.66	1.17	.00	10.37
Zimney Kory	Physical Therapy	QE8952	Assistant Professor	1.00	12	3	3	3	64273.50	82097.02	91823.11	9726.09	3.85	.78	1.89	1.17	8.00	.00
Schweinle William	Physician Assistant	QE8955	Associate Professor	1.00	12	2	3	3	73536.30	102634.62	115072.16	12437.54	2.12	.46	1.66	.00	10.00	.00
Simons Raluca	Psychology	UE9186	Professor	1.00	10	2	3	3	126408.60	83840.20	95156.33	11316.13	3.50	.53	1.93	1.03	10.00	.00
Haksgaard Hannah	School of Law	LE9988	Associate Professor	1.00	9	3	2	1	110207.70	81937.57	92017.00	10079.43	4.30	.28	1.27	2.75	8.00	.00
McKey Michael	School of Law	LE9978	Senior Lecturer	1.00	10	3	0	3	0.00	67842.67	74016.38	6173.71	3.10	.00	2.67	.43	6.00	.00
Simmons Thomas	School of Law	LE9979	Professor	1.00	9	3	3	3	170330.40	106422.67	120428.14	14005.47	3.16	.34	1.90	.92	10.00	.00

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South Dakota Board of Regents
University of South Dakota
FY20 Lecturer (Unit) Salary Analysis   04/30/2019 09:17:45

Version : 042014.16a

Name	Department	Position	Title	FTE	Mths	Inst	Resr	Sevr	90% Oklah	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perf	FY20 Inst	FY20 Prom	FY20 %Adj
Brown Angela	Communication	DUE8936	Instructor	1.00	11	3	0	2	53608.50	58000.21	62424.84	4424.63	2.46	.00	2.46	.00	.00	5.17
Martin Thomas	School of Busin	UE7771	Instructor	1.00	9	2	2	2	74475.00	67266.03	73119.99	5853.96	2.75	.00	2.30	.45	.00	5.95
Norris Debra	Social Work	QE9776	Senior Lecturer	1.00	10	3	0	3	0.00	83727.98	90940.05	7212.07	2.61	.46	2.16	.00	6.00	.00

BOARD OF REGENTS

Name	Department	Position	Title	FTE	Mths	FY19 Base	FY20 Salary	Total Increase	FY20 Slry	FY20 Mrkt	FY20 Perfm	FY20 Inst	FY20 Prom	FY20 Adj
Bastian, Kayla	Human Resources	RE9983	Director of Hum	1.00	12	89,649.84	102,250.00	12,600.16	14.05	2.50	.00	.00	.00	11.55

RESOLUTION

Resolution requesting the sale and acquisition of certain real property located in Minnehaha County as authorized in Chapter 111 of the 2018 Session Laws (HB 1064 from the 2018 Legislative Session) by way of a conditional land exchange pursuant to SDCL § 5-3-7.

The South Dakota Board of Regents ("SD BOR"), on behalf of the South Dakota School for the Deaf, as authorized in Chapter 111 of the 2018 Session Laws (HB 1064 from the 2018 Legislative Session), hereby requests the Commissioner of School and Public Lands to draw up all necessary documents and to forward them to the Governor to request their execution in order to effectuate a conditional land exchange in accordance with SDCL § 5-3-7, which includes the following transactions:

1. Transfer title of the South Dakota School for the Deaf property, as described below, to the Sioux Falls Ministry Center, with a sale price equal to or greater than its appraised value:

   Lot 1, School for the Deaf Addition to the City of Sioux Falls, Minnehaha County, South Dakota, to include any adjacent H Lots, as appropriate, previously described as all unplatted land located in the South Half of Section 15, Township 101 North, Range 49 West of the 5th Principal Meridian, Minnehaha County South Dakota ("SDSD Property"); and

2. Acquire title of certain real property, as described below, with a purchase price equal to or less than its appraised value:

   Tract 1A, Lot 1A, Menard's Addition to the City of Sioux Falls, Minnehaha County, South Dakota, commonly known as 4101 West 38th Street, Sioux Falls, South Dakota ("TCF Building").

The proceeds from the sale of the SDSD Property, net of any costs associated with the preparation for sale and subsequent sale, shall be used to acquire the TCF Building, with any remaining proceeds going to fund the necessary renovations of the TCF Building and associated costs, as authorized in Chapter 111 of the 2018 Session Laws (HB 1064 from the 2018 Legislative Session). This resolution shall also serve to ratify, request and/or approve any and all documents, transactions, filings and/or actions necessary to effectuate the conditional land exchange contemplated herein.

Dated this _____ day of May, 2019

SOUTH DAKOTA BOARD OF REGENTS

By _____
Kevin V. Schieffer
President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at its meeting conducted via teleconference on the 14th day of May, 2019, and I hereby certify that the same is a true, correct, and complete copy thereof and that the same has not been rescinded.

Dated this _____ day of May, 2019

SOUTH DAKOTA BOARD OF REGENTS

By_____
James Morgan
Secretary

SOUTH DAKOTA BOARD OF REGENTS

Board Work

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SUBJECT
Rolling Calendar

CONTROLLING STATUTE, RULE, OR POLICY
Board of Regents' By-Laws, Section 5.0

BACKGROUND / DISCUSSION
The Board of Regents schedules its Board meetings using a rolling calendar. Therefore, at each regularly scheduled business meeting, the Board approves the dates and location of the meeting that will take place the following year. This allows the Board to have a year's worth of regularly scheduled meetings on the calendar at all times.

IMPACT AND RECOMMENDATIONS
This will establish the May 2020 Board of Regents' meeting dates and location as May 12-14, 2020 in Rapid City.

ATTACHMENTS
Attachment I – Proposed calendar of 2020 dates and locations
Attachment II – Important dates to avoid
Attachment III – 2020 calendar
Attachment IV – Dates and locations for BOR meetings over the previous 10 years

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DRAFT MOTION 20190514_1-E:
I move to approve the May 2020 Board of Regents' meeting dates and location a May 12-14 in Rapid City.

2020 Calendar

BOR ITEMS DUE (from campus)	COPS TOPICS DUE (from COPS)	COPS MAILOUT	COPS MEETING	BOR INTERNAL POSTING	BOR MAILOUT	BOR MEETINGS	BOR MEETING LOCATION	BOR APPROVAL DATE
March 2	March 5	March 10	March 17	March 19	March 24	March 31 – April 2, 2020 (Tues-Thurs)	NSU, Aberdeen	March 31, 2019
April 13	April 16	April 21	April 28	April 30	May 5	May 12-14, 2020 (Tues-Thurs)	SDSMT, Rapid City	
May 26 (10 a.m.)	May 28	June 2	June 9	June 11	June 16	June 23-25, 2020 (Tues-Thurs)	DSU, Madison	
July 6	July 9	July 14	July 21	July 23	July 28	August 4-6, 2020 (Tues-Thurs)	Pierre	
Sept. 8 (10 a.m.)	Sept. 10	Sept. 15	Sept. 22	Sept. 24	Sept. 29	Oct. 6-8, 2020 (Tues-Thurs)	SDSU, Brookings	
Nov. 4	Nov. 10	Nov. 12	Nov. 19	Nov. 24	Dec. 1	Dec. 8-10, 2020 (Tues-Thurs)	BHSU, Spearfish	

DATES TO KEEP IN MIND
2020

January 1, Wednesday	**New Year Holiday Observed**
January 14, Tuesday	Session Begins
January 20, Monday	**Martin Luther King Jr. Day**
February 17, Monday	**President's Day**
March 9-13, Mon-Fri	Spring Break
March 12, Thursday	Last day of main run of session
March 17, Tuesday	St. Patrick's Day
March 30, Monday	**Veto Day**
April 10, Friday	Good Friday
April 12, Sunday	**Easter**
April 5-7, Sun-Tues	National Conference on Trusteeship (AGB) (Wash, DC)
May 4-8, Mon-Fri	Finals Week at Campuses
May 9, Saturday	University Commencements
May 22, Friday	SDSBVI Commencement
May 25, Monday	**Memorial Day**
July 4, Saturday	**Independence Day**
July 31-Aug 9, Fri-Sun	Sturgis Rally
September 7, Monday	**Labor Day**
September 25-26, Fri-Sat	Buffalo Roundup
October 12, Monday	**Native American Day**
October 17, Saturday	First day of Pheasant Hunting Season
October 23-24, Fri-Sat	Governor's Hunt
November 11, Wednesday	**Veterans Day**
November 26, Thursday	**Thanksgiving**
December 10-16, Thurs-Wed	Finals Week at Campuses
December 19, Saturday*	University Commencement (SDSM&T, etc.)
December 25, Friday	**Christmas**

*Winter commencement
dates under development for
applicable institutions.

HOLIDAYS IN 2020

NEW YEAR'S DAY
Wednesday, January 1

M.L. KING JR. DAY
Monday, January 20

PRESIDENT'S DAY
Monday, February 17

ASH WEDNESDAY
Wednesday, February 26

ST. PATRICK'S DAY
Tuesday, March 17

PASSOVER
Sundown, April 8 through April 16

GOOD FRIDAY
Friday, April 10

EASTER
Sunday, April 12

MOTHER'S DAY
Sunday, May 10

MEMORIAL DAY
Monday, May 25

FATHER'S DAY
Sunday, June 21

INDEPENDENCE DAY
Saturday, July 4

LABOR DAY
Monday, September 7

ROSH HASHANAH
Sundown, Sept. 18 through Sept. 19

YOM KIPPUR
Sundown, Sept. 27 through Sept. 28

COLUMBUS DAY
Monday, October 12

ELECTION DAY
Tuesday, November 3

VETERANS DAY
Wednesday, November 11

THANKSGIVING DAY
Thursday, November 26

HANUKKAH
Sundown, Dec. 10 through Dec. 18

CHRISTMAS
Friday, December 25

2020

JANUARY
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

MARCH
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

APRIL
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MAY
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

JUNE
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

JULY
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

AUGUST
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

SEPTEMBER
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

OCTOBER
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

NOVEMBER
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

DECEMBER
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

YEAR	January	March/April	May	June	August	October	December
2020		3/31-4/2, NSU					
2019		4/2-4, BHSU	14, Phone	25-27, SDSU	6-8, Pierre	1-3, DSU	10-12, USD
2018		3/27-29, BHSU	8-10, USD	26-28, SDSU	7-9, Pierre	2-4, SDSMT	4-6, NSU
2017		3/28-30, BHSU	9-11, SDSU	27-29, NSU	8-10, Pierre	3-5, DSU	5-7, SDSD
2016		3/30-4/1, SDSM&T	10-12, SDSU	28-30, DSU	2-4, Pierre	4-6, NSU	6-8, USD
2015		3/31-4/2, USD	12, Phone	9-11, DSU	10-12, Pierre	6-8, NSU	1-3, BHSU
2014		4/1-3, DSU	13, Phone	10-12, USD	12-14, Pierre	7-9, NSU	2-4, SDSMT
2013		4/3-4, NSU	15-16, SDSU	19-20, USD	14-15, SF	9-10, BHSU	4-5, SDSMT
2012	25 – Pierre	3/28-29, NSU/SDSBVI	16-17, SDSU	28-29, DSU	8-9, Pierre	10-11, USD	12-13, BHSU
2011		3/31-4/1, SDSU	19-20, NSU	29-30, DSU	9-11, BHSU	12-13, USD	15-16 SDSMT
2010		3/31-4/1, NSU	13-14, USD	24-25, SDSU	11-13, BHSU	13-14, SDSMT	16-17 Pierre

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

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 Impared request approval of the graduation lists for Spring 2019.

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 Impared

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DRAFT MOTION 20190514_2-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
June 25 – 27, 2019

MAY 2019

ASSOCIATE OF ARTS

Alexander, Haley	Eggebrecht, Payten	Reiter, Joseph
Arthur, Kolton	Forbes, Danette	Wiley, Katie
Carrier, Sandra	Hadley, Kaitlyn	Winter, Nathan
Cole, Lexie	Masters, Hannah	

ASSOCIATE OF SCIENCE

Brien, Jennifer	Hammell, Madyson	Pedersen, Jessica
Danhoffer, Rebecca	Hillard, Sierra	Pourier, Amber
Divis, Alisha	Johnson, Raven	Shamblin, Leah
Dodd, Christel	Mahler, Erin	Trujillo, Miranda
Drewitz, Hannah	Palko, Nicholas	

BACHELOR OF ARTS

Smithpeters, Stephanie
Sorensen, Elizabeth

BACHELOR OF FINE ARTS

Anderson, Jennifer	Hrbek, Heidi	Schoenfelder, Brittany
Bachmann-Siedschlag, Maizie	Murphy, Alison	Anderson, Jennifer

BACHELOR OF GENERAL STUDIES

Aksamit, Lisa	Jolovich, Cody	Speck, Amber
Clemen, Levi	Jordan, Robert	Sturzenbecher, Kimberly
Gordon, Andres	Lerwick, Daniel	Surdez, Todd
Houston, Madison	Oleson, Kristjan	White, Sasha
James, Christopher	Saylors, Justin	

BACHELOR OF SCIENCE

Aadland, Cassandra	Anderson, Elliott	Backhaus, Colton
Aberson, Josiah	Andriamanantena, Mikaelah	Baker, Kristofer
Acton, Miranda	Bach, Luis	Ballard, Jordyn

Black Hills State University
June 25 – 27 2019

MAY 2019

Barnes, Ericka	Fried, Levi	Knutson, Jonathon
Baum, Aisha	Gall, Payton	Kovall-Scarlett, Jared
Bay, Kianah	Gallentine, Landon	LaCompte, Baylee
Beaty, Anthony	George, Kevin	Langenberg, Holly
Beaver, Megan	Gill, Samantha	Langi, Isaac
Beets, Eric	Goddard, Austin	Larochelle, Danielle
Belus, Abby	Golliher, Rebecca	LeBlond, Alyssa
Benton, Jamie	Grable, Brian	Lech, Ellise
Bergmann, Theodore	Graves, Kyle	Levey, Jessica
Betancur, Sierra	Grote, Kasey	Lindbloom, Reed
Bitterman, Benjamin	Gutherless, Samantha	Linn, Laura
Bloemendaal, Molly	Hager, Ann'D	Logue, Justin
Bohlinger, John	Hall, Katharine	Loveday, Annette
Borchert, Amanda	Halstengard, Sheyenne	Martinez, Aries
Bortz, Tyler	Hart, Madison	May, Sidney
Brethauer, Jeremy	Hebel, Andrew	McAmis, Janie
Broberg, Erin	Her Many Horses, Keegan	McFarland, Ashley
Brooks, Shane	Hester, Cathryn	McGrady, Cheyenne
Burshia, Vicki	Hilton, Laken	Mehalick, Ryan
Busetti, Mercedes	Hintgen, Samuel	Mendes, Patrick
Carey, Rebecca	Holmstrom, Adam	Mikkelson, Mikenzie
Castrogiovanni, Hannah	Hullihen, Tristan	Miller, Lillian
Cazer, Tamara	Jacobs, Dylan	Monroe V, John
Chapel-Steinlicht, Natay	Jasper, Christian	Moore, Victoria
Chumley, George	Johnson, Christopher	Munger, Dawson
Clark, Haley	Johnson, Hannah	Nelson, Darbi
Clayton, Marquise	Johnston, Carlee	Newson, Tanner
Clegg, Lucas	Johnston, Carson	Niles, Elizabeth
Couch, Drew	Jolovich, Courtney	Odle, Katelyn
Croteau, Keith	Jones, Alison	Oerlline, David
Dather, Rachel	Jones, Misty	Oler, Melanie
Davis, Nicole	Jorgensen, Raven	Osthus, Wyatt
DeBolt, Mikkayla	Kaitfors, Kevin	Owens, Hannah
Deziel, Nathaniel	Kari, Tyler	Patterson, Lane
Diede, Alex	Kattenhorn, Tate	Pelofske, Dean
Drexler, Benjamin	Kenser, Kyle	Penney, Julie
Eberhard, Courtnee	Kerner, Lisa	Petersen, Bradley
Ehresmann, Bethany	Kirwan, KayDee	Peterson, Tanister
Falconer, Courtney	Klassen, Stephanie	Porter, Liam
Fischer, Jordan	Knudsen, Wylee	Powers, Collin
Fredrick, Nathan	Knutelski, Keenan	Price, Sierra

Black Hills State University
June 25 – 27 2019

MAY 2019

Prill, Benjamin	Scott, Sarah	Torrence, Katherine
Raisanen, Melinda	Shultz, Ryan	Watkins, Taylor
Ravert, Garrett	Siebrasse, Ashley	Watson, Zachary
Rich, Casey	Sinks, Bobbi	Wattenhofer, Megan
Richards, Alexandra	Sivertsen, Lee	Weatherill, Emily
Richardson, Teryn	Smithpeters, Stephanie	Wellman, Allen
Riss, Sage	Soderstrom, Shayna	Wiley, Alexandra
Rogers, Jett	Sorensen, Elizabeth	Williamson, Robert
Roosendaal, Courtney	Staton, Jordan	Wilts, Jase
Rorison, Anna	Stenson, Seth	Winters, Rachel
Rosencranz, Zeb	Stevens, Elizabeth	Woodward, Logan
Rostad, Chelsie	Swan, Robert	
Roth, Cailey	Swiftwater, Eriq	
Ruffin-Hill, Kyla	Taragan, Jasmine	
Satterlee, Sarah	Taylor, Amie	
Schlosser, Alexandria	Theisen, Jonah	
Schraeder, Logan	Thomas, Amber	
Scott, Bobbie	Toles, Ariel	

BACHELOR OF SCIENCE IN EDUCATION

Aksamit, Eryn	Gronlund, Garrett	Miles, Taylor
Amiotte, Taylor	Harris, Michelle	Montgomery, Sarah
Barzeski, Druanna	Hedman, Alli	Mullen, Jordan
Bauernfeind, Hannah	Hespen, Megan	Myers, Aleesha
Benson, Ashley	Hill, Carley	Nelson, Savannah
Bertram, Keely	Holmes, Sterling	Newman, Kelsey
Biggerstaff, Kyle	Johns, Kassy	Parish, Kayti
Blanchard, Leighton	Karas, Jeremiah	Phares, Kiley
Cameron, Emily	Keegan, Daxton	Rabenberg, Ellie
Clark, Emma	Kissack, Cylee	Rabenberg, Lexy
Davis, Savannah	Lewis, Virginia	Ranken, Amber
Dittman, Thea	Lobdell, J'Nai	Schramm, Shelby
Edens, Jess	Loftus, Kelsey	Seamans, Julia
Ellendorf, Jessa	Loveday, William	Shippy, Halley
Fauber, Cheyenne	Ludemann, Kurt	Skovlund, Makenzie
Fauth, Brooklyn	Malcolm, Fraser	Smith, Morgan
Florey, Alyssa	Marshall, James	Stugelmeyer, Sierra
Friedt, Avery	Martel, Cindy	Thalacker, Kattie
Geiger, Makeesha	Matt, Jessica	Thompson, Corinna
Gottlob, William	Mazurie, Jack	Van Zee, Kari

Black Hills State University
June 25 – 27 2019

MAY 2019

Wasson, Logan   Wientjes, Remington
Weinzirl, Colin   Wolery, Courtney
White, Tasarah   Woods, Brooke

MASTER OF BUSINESS ADMINISTRATION

Bueno, Joseph   Lee, Linda   Park, Myeongshin

MASTER OF EDUCATION

Buchholz, Jillianne   Rasmussen, Kendra   Whited, Evelyn
Gleason, Victoria   Tollefson, Megan   Wille, Kristen
Osborn, Angela   Ward, Melody

MASTER OF SCIENCE

Barnes, Kelly   Goode, Ellen   Orth, Robert
Beck Byrd, Claire   Hart, Jordynne   Pischke, Jill
Bradeen, Nan   Lee, Murray   Premer, Talan
Brink, Sandrine   Loeffen, Kaitlin   Sander, Kyle
Buckmiller, Melissa   Malik, Naveen   Statler, Crystal
Dancsisin, Kristi   Martin, Morgan   Stukel, Wendy
Dowling, Matthew   Merrill, Brenna   Wilhelm, Angel
Ferguson, Brandi   Murray, Jeffrey   Williamson, James
Fitzsimmons, Nicole   Nisley, Elizabeth

CERTIFICATES

Ballard, Jordyn   Graves, Kyle   Martinez, Aries
Bertsch, Adam   Grote, Kasey   Pennington, Bobbie
Bushong, Gereth   Hrbek, Heidi   Robles, Jackelin
DeBolt, Mikkayla   Jacobs, Dylan   Ross, Jessica
Giesler, Katie   Larson, Ricky   Simmons, Gary
Golliher, Rebecca   Laubach, Rachel   Watson, Zachary
Good, Kristina   Loveday, William

Dakota State University
Spring & Summer Graduates, Class of 2019

ASSOCIATE OF ARTS

Levar Colbert	Naomi Elaine Larson
Alex A. Horstman	Christian A. Sanchez

ASSOCIATE OF SCIENCE

Levi Anderson	Brittney K. Hermeling	Jared Thomas Reimer
Wyatt L. Crandall	Million A. Kosgei	Luke M. Reimnitz
Max Cruse	David Krogh	Joshua Robinson
Jeanine Dashiell	Wade D. Larson	Lucas Roe
Ashley Danielle DeSchepper	Shelby V. Markworth	Brandi E. Savage
Nico S. Edrich	Paul Masselink	Ariana Storley
Norika K. Fletcher	Sara Morgans	Vaille Alena Swenson
Patrick Gallo	Brooke Murray	Kristin Tassler
Briana G. Gross	Rylee P. Pottratz	Mistie J. Walden
Meghan K. Handegard	Jessica A. Quittem	Mikenzie Lynn Winter

BACHELOR OF BUSINESS ADMINISTRATION

Tanner W. Barnhart	Marissa Ann Jongeling	Kaylee R. Spreier
Bailey J. Bays	Anne N. Lehman	Nicole Ann Stemwedel
Samantha C. Bennett	Shannon Kay Meyer	Mark E. Streff
Adam C. Bucciarelli	Brittney Joanne Moore	Dalee Sybrant
Lindsey Herr	Dyshawn Proudlove	Cody J. Thompson
Mahcia Davis	Brock M. Reinhiller	Kristen L. Williams
Ryan K. Dozier	Angela T. Roberts	Zac Woods
Joshua M. Harris	Nolan Sonnenburg	Paulina Zach

BACHELOR OF GENERAL STUDIES

Tammie Ankrum	Terry Anthony Jones, Jr.	Jennifer R. Nelson
Shelby Lynn Borgers	Johnelle K. Maniego	Brywn A. Wellesley-Ractliffe
Jessica J. Danko	Bailee Jo Matucha	Kennedy Wright

BACHELOR OF SCIENCE

Laurie A. Abbuhl	Corbin Thomas Birkbeck	Kelley Marie Criddle
Chris Andersen	Brett R. Blackstock	Thomas J. Crockett
Chrystene Faye Deelyn Anderson	Alison K. Bodewitz	Nicholas S. Crowley
Jack C. Anundson	Tri Minh Bui	Max Cruse
Nikolay Babinchuk	Bradley Jacob Bullock	Antony S. Culhane
William Bakeberg	Dale L. Butler	Michael A. Cutshaw
Kaitlyn Barnes	Peter E. Carle	Andrey D. Danilson
Lyndsey L. Baumberger	David J. Castle	Scott Matthew Davidson
Brent A. Beckstrom, III	Frederick S. Cheung	Alex Y. Davidyuk
Erica G. Behrens	Michael C. Clark	Cullen P. Davis
Samantha Beinlich	River Collins	Bernard A. Dawaare
	Nathan D. Cregut	Kory M. Dehne

Jordan M. Dennison
Alex Derr
Jack Donovan
Gus Trevor Dubetz
Michael Dundas
David Enersen
Tyler A. Ensz
Jordan Entz
Kody J. Everson
April Farmer
Matthew G. Fickbohm
Riley M. Fitzpatrick
Mariah L. Fixen
Elizabeth M. Fjeldheim
Thomas M. Fletcher
Shauna M. Fogle
Anthony B. Foote
Landon Frederes
Morgan L. Frewaldt
Logan John Frey
Patrick Gallo
Mitchell Galloway
Michael J. Garippo
Erik Goff
Adam J. Good
Ethan Kalob Grahn
Bradley Gregorich
Nicholas J. Griffin
Noah J. Gross
Melanie Gunn
Blenda N. Hadsall
Kyle J. Haight
Quinton Robert Conner
Halliday
Alexis Hanson
Eric J. Hanssen
Vicki L. Harlan
Jade Heairet
Janell Healy
Josh Heesch
Aaron Steven Henricks
Cristian R. Hernandez
Rodriguez
Kyle D. Jepsen

Mercedes M. Jochims
Andrew I. Jorgenson
Justin Jungemann
Hope L Juntunen
Zyenom E. Kas
Adam C. Katrenak
Tristan J. Kattenberg
Jarod W. Keene
Kelsey L. Kitzelman
Samuel Klaers
Cody A. Kluth
Jayme Lynn Knauer
Kyle J. Koball
Austin Krieger
Gabe Landwehr
Kelsey Lee
Colt V. Lehr
Lucas Leinen
Trever Listman
Chase A. Lucas
Patrick D. Maher
Paul J. Manley
Manuel A. Marin
Leah Marie Marsh
Ashton P. Meester
Dylan Merrifield
Layne W. Meyers
Brian James Millsaps
Jack A. Morgan
Garrett Ryan Mullins
Ezra G. Neptune
Allison K. Neugebauer
Erin J. Newbury
Vinh Nguyen
Samantha Paige Nielsen
Alexander E. Noid
Nicholas M. O'Donnell
Ryan S. Odens
Kenneth Glenn Olson
Quinn E. Olson
Emmanuel Opoku
Gideon Owusu
Michael Padderatz
Nick Pannell

Zachary WJ Pike
Briann Katrice Pitts
Justin V. Pontarelli
Kimberly D. Popp
Casey R. Powers
Myron C. Prostrollo
Thomas Dean Punt
Lexi Quam
Andrew S. Racz
Jose Adan Ramirez
Luke R. Reiner
Andrew Thomas Reps
Jared Richardson
Jacob W. Riley
Matthew A. Rotschafer
Ipsita Salim
Kellen J. Salzman
Logan Shadow Sampson
Daniel Schmagel
Ashley Marie Schock
Daniel A. Sebit
Logan R. Shroyer
James Dylan Sigler
Logan M. Stratton
John E. Streff
Michael James Stydel
Ryan Styles
Nelofar Sultan
Vaille Alena Swenson
Paul C. Taggart
John Wayne Townsend
Hans E. Verhoeven
Tyler A. Versluys
Ryan Michael Voyles
Travis Gerard Wallert
Eric M. Wate
Christian Weelborg
Brandon M. Widner
Drew A. Wiese
Hunter B. Wood
Julie Yang
Abbey R. Young
Zachary Scott Zuccaro

BACHELOR OF SCIENCE IN EDUCATION

Landon Joseph Ahlers
Haley R. Asimakopoulos
Christy Boyum
Danielle Forster
Eric Gauer
Hannah N. Glanzer

Dustin D. Groen
Jacob G. Habeger
Amy Halling
Michele L. Hoisington
Maggie Johnson
Alexis Marie Kortan

Audrey A. Kosman
Amanda L Larson
Loren E. Larson
Taylor L. Liebing
Paige L. Elsasser
Hannah Jade McCalmont

Emma M. McInerney
Amanda Valeen Nelson
Preston D. Nordling
Brendon Lee Pitts
Ashley L. Schmit
Shelbee Schultz

Christian Small
Kristen K. Steffen
Ashley M. Stenger
Katherine Stier
Hailey W. Stuart
Hannah V. Stuart

Shelby L. Thompson
Erika Nicole Trapp
Jacob R. Tvedt
Shelby Vogel
Kennedy Christine Wagner

DOCTOR OF PHILOSOPHY

Tareq Zeyad Allan
Gerald M. Auger
Bramwell J. Brizendine
Kevin R. Callies
Charles V. Frank Jr.

Keith J. Jones
Lawrence Master
Martha Wagner McNeil
Kyle Murbach
Tareq Nasralah

Matofam Tamandja
Cody Michael Welu
Dallas Wright

MASTER OF BUSINESS ADMINISTRATION

Nick Bittner
Stacy A. Collins
Brooke A. Compton

Tyrel P. Herrlein
Thad J. Kaltsulas
Lyndsay Raynes

Nicole A. Smith

MASTER OF SCIENCE

Dason D. Adamos
Breanna Joann Adsit
William D. Affeldt
Joel N. Allen
Gyanendra B. Bam
Wisam Barkho
Hilary D. Hoffman
John Russell Benson
Chirag P. Bhojani
Jovana Bogdanovic
William H. Boldt
Evan J. Bolt
Cole J. Bosma
Saurabh Chhatwal
Donnie Hayden Clemons
Leighton Christopher Colvin
Bikram Dangi
Ryan D. Davis
Sinasi Eldeniz
Aravind Gajula

Jeremy D. Gamet
Prashanth kumar Gurappagari
Aoun Haider
Nivedita Hari
Lori Lynne Harshbarger
Karissa Fassler
Markus Helfer
Zachary C. Hoiberg
Dylan M. Johnson
Karan Kalsaria
Naga Siva Rama Teja Kantipudi
Ranjana Khanal
Philemon K. Korir
Thomas A. Lange
Yuhao Liu
Jeremiah L. Lowhorn
Deepak G. Macwan
Jon Mark Mendenhall
Justin Miller
Matthew Miller

Sidney J. Moorhead
Kanthi Narukonda
Terry J. O'Neil
Akshita Panyam
Shane E. Prevost
Viswanathan Ramamurthy
Scott Lawrence Rizzo
Jason T. Schneider
Jennifer L. Schulte
Michael C. Shlanta
Ila Sinha
Nicholas M. Stasko
Jonathan M. Stevens
Shivaditya Singh Tomar
Evan K. Varney
Tessa C. Weeldreyer
Andrew D. Welty
Stephen Rakem Werre
Rhonda S. West
Ruben Dario Zacarias-Avalos

MASTER OF SCIENCE IN EDUCATION

Jennifer A. Funke
Nathaniel W. Rauen
Kaylee Rae Vander Wal

NORTHERN STATE UNIVERSITY
APPLICANTS FOR MAY COMMENCEMENT
May 4, 2019

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Michael Hebert   Sheri Holt   Stephanie Oeltjenbruns

MASTER OF SCIENCE IN EDUCATION

Ziyad A. Alayuni   Jared Meiklejohn   Eric N. Swenson
Shelby Leann Anderson   Courtney J. Moore   Sithembiso Tamhla
Lisa Johanna Dawson   Mat M. Orr   Jenifer R. Toennies
Anders Dzurak   Jordan A Petersen   Benjamin M. Watkins
Laura Beth Gatzke   Timothy Prescott   Donald G. Weismann
Morgan K. George   Taylor J. Rolf   Kelsey A. Weismantel
Lisa Mae Lambrechts   Bailey A. Roshau   Nick Weismantel
Gerardo Magana   Megan L. Smidt

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS IN HONORIBUS

Shanae C. Doerr   Lauren Ann Paatela   Maida Walters

BACHELOR OF ARTS

Courtney L. Bladow   Hannah Rose Higdon   Jule C. L. Mercer
Shelby Braun   Jo Ann M. Jernberg   Jamie A. Mlnarik
Chett R. Dauwen   Sarah M. Johnson   Hope J. Owens
Shannon Pauline Dooley   Seth Keeble   Jacob G. Sigurdson
Josh Haan   Erin C. Kuestermeyer   Brooke Louise Thielbar
David Hales   Becca June Langbehn   Mary Elizabeth Wachs
Brooke D. Heppner   Alexandria Elizabeth Lockhart   Suzanne T. Yback
Kyla L. Herman

BACHELOR OF GENERAL STUDIES

Kathleen A. Daly

BACHELOR OF MUSIC EDUCATION

Lindsey Marie Friedrichsen   Elsa G. Swanson   Catherine A. Woodmansey
Scott Glodt   Joni G. Willoughby

BACHELOR OF SCIENCE IN HONORIBUS

Shanae C. Doerr

Hongyu Lu

Lauren Ann Paatela

BACHELOR OF SCIENCE

Adam Acker
Abdulaziz Albassri
Neima M. Ali
Austin M. Behrens
Brandon T. Bicek
Taylor A. Bistodeau
Donte J. Blanchard
Stacey L. Burgard
Dillon W. Burton
Zachary R. Busch
Antonio C. Campanella
Ryder Carey
Lixin Chen
Luke R. Chevalier
Mallika Choudhary
Shelley Elizabeth
Christianson
Jasmine Coughlin
KawLar M. Dah
Justin A. Decker
Kaiden M. Dorris
Lane A. Doxtader
Rachel Eite
Collin J. Faretta
Anika L. Fredrick
Bo M. Fries
Haley Marie Grandpre
Alexander D. Gray
Karlina B. Harney

Tyler D. Harris
Calli M. Hegge
Houstyn P. Heinz
Jenna C. Helgeson
Brianna S. Hellwig
Shandray L. Hern
TJ Hochstetler
Ruilin Huang
Holt W. Hunziker
Joseph Austin Jay
Hannah Jo Kastigar
Chaka Kelly
McCamey L. Kimbler
Gabe King
Tyler S. Kjenstad
Alison M. Kuch
Alazae T. LeFaive
Logan LeGrand
Megan Lero
Michael L. Lout
Alisha D. Maier
Greg Malsom
LaRae L. Mock
Ywa Pa Moo
Makenzie Louise Murtha
Austin Neilan
Mitchell T. Newman
Andrew E. Nichols
Anna C. Noeldner

Brady Ogdahl
Sierra R. Ohm
Jake R. Olson
Sarah L. Olson
Hanneke Oosterwegel
Tanner A. Peltier
Blake S. Perryman
Derek R. Peters
Tayla Peterson
Rachael N. Platt
Dyllan D. Roberts
Itoitz Rodriguez
Errondosoro
Matthew J. Rohrbach
Tyler Sandve
Matt Schlosser
Lorisa Marie Schoenbeck-
Rudolph
Taylor A. Schumacher
Sydney A. Shintaffer
Courtney J. Sjerven
Kaitlyn Sommers
Dakota C. Stilson
Candace Stoner
Tyler J. Ulmer
Katie C. Vetsch
Jacob Wiedrich
Makyl Ziegler

BACHELOR OF SCIENCE IN EDUCATION IN HONORIBUS

Cheri Compton

Maida Walters

BACHELOR OF SCIENCE IN EDUCATION

Rachel D. Baer
Kiana M. Beutler
Margaret K. Bieber
Chrisandra C. Bierne
Carly M. Binfet
Sarah Renee Black

Cody A. Braeger
Jessica A. Bury
Andrea Hailey Christianson
Ashley A. Dunn
Kalina G. Emaus
Ashley C. Farrand

Calista S. Giannonatti
Pamela M. Gruba
Libby A. Hansen
Hannah R. Hepperle
Mitchell J. Holler
Carly J. Hubert

Dakota J. Hurst
Rori C. Hutcheson
Carley R. Kueter
Paige M. Larson
Catherine M. Leber
Alexis Lewis

Katherine M. Magera
Breanna S. Marzahn
Toriana Mekash
Kaylee R. Pinkert
Leah K. Reilly
Theodora F. Schweitzer

Rachel Lynne Smith
Hailey J. Stiegelmeier
Katie R. Strande
Allison Z. Sundquist
Chance Wade Torrence
Kasey R. Waage

CANDIDATES FOR THE ASSOCIATE DEGREES

ASSOCIATE OF ARTS

Shelby L. Glover
Rose Marie Habeger
Zackary L. Martinmaas
Lahmay May

Lu Say Paw
Eh Moo Abner Shee
Yoko Ma Takashi
DeAnne L. Taylor

Allison Samantha Valero Castillo
Mercedes L. Walton
Aleshia L. White

ASSOCIATE OF SCIENCE

Abdulaziz Albassri

Hanneke Oosterwegel

Ellie Wintersteen

CANDIDATES FOR CERTIFICATES

Anika L. Fredrick
David Z. Hales
Greg Malsom

Tanner A. Peltier
Elsa G. Swanson
Brooke Louise Thielbar

Maida Walters
Makyl Ziegler

First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Alberto	Andres	Baez	AA	General Studies	May 2019	
Samuel	Kevin	Bonebright	BS	Applied and Computational Mathematics	May 2019	
Brady	Alexander	Bos	BS	Applied and Computational Mathematics	May 2019	Magna
Aaron	McKee	Campbell	BS	Applied and Computational Mathematics	May 2019	Magna
Nicholas	Theodore	Chmielewski	BS	Applied and Computational Mathematics	May 2019	
Samuel	Jeffery	Huntington	BS	Applied and Computational Mathematics	May 2019	
Kyle	Stephen	Lady	BS	Applied and Computational Mathematics	May 2019	Summa
Deborah	Alex	Rankin	BS	Applied and Computational Mathematics	May 2019	
Katelyn	Nicole	Wachendorf	BS	Applied and Computational Mathematics	May 2019	
Laura	Anna Elizabeth	Brunmaier	BS	Applied Biological Sciences	May 2019	
Kyden	Fraser	DeGross	BS	Applied Biological Sciences	May 2019	
Catherine	Ellen	Iverson	BS	Applied Biological Sciences	May 2019	
Meerab		Joseph	BS	Applied Biological Sciences	May 2019	
Kendra	Marie	Kimball	BS	Applied Biological Sciences	May 2019	
Ethan	Robert	Klimisch	BS	Applied Biological Sciences	May 2019	
Hannah	Grace	Leppert	BS	Applied Biological Sciences	May 2019	Summa
Deborah	Alex	Rankin	BS	Applied Biological Sciences	May 2019	
Kelsey	Lee	Schecher	BS	Applied Biological Sciences	May 2019	
Alexandra	Hope	Wagner	BS	Applied Biological Sciences	May 2019	
Bailey	RoseMary	Baker	BS	Chemical Engineering	May 2019	Cum
Connel	Jon	Bjorkstrand	BS	Chemical Engineering	May 2019	
Guy	Christian	Clay	BS	Chemical Engineering	May 2019	Cum
Jacy	Rae	Grieves	BS	Chemical Engineering	May 2019	
Isaac		Harwood	BS	Chemical Engineering	May 2019	
Samuel	A.	Houchins	BS	Chemical Engineering	May 2019	
Tristan	William	Kenny	BS	Chemical Engineering	May 2019	
Karissa	Marie	Kjenstad	BS	Chemical Engineering	May 2019	
Conner	Jeremie	Kneip	BS	Chemical Engineering	May 2019	Summa
Kai	James	Knipper	BS	Chemical Engineering	May 2019	
Gian	Joseph	Laurenti	BS	Chemical Engineering	May 2019	
Shayla	Rae	Lindsey	BS	Chemical Engineering	May 2019	
Chad	Logan	Marley	BS	Chemical Engineering	May 2019	Summa
Jacob	Aaron	Milbrandt	BS	Chemical Engineering	May 2019	Magna
Jenna	Leigh	Mueller	BS	Chemical Engineering	May 2019	Magna

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First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Victoria	LeAnne	Parks	BS	Chemical Engineering	May 2019	
Madison	Caeleigh	Puntillo	BS	Chemical Engineering	May 2019	
Darien	A.	Raymond	BS	Chemical Engineering	May 2019	
Donovan	Matthew	Schoenefeld	BS	Chemical Engineering	May 2019	Cum
Christopher	Steven	Schultz	BS	Chemical Engineering	May 2019	Cum
Daniel	Lee	Seilkop	BS	Chemical Engineering	May 2019	
Aaron	Nicholas	Slattery	BS	Chemical Engineering	May 2019	
Matthew	Duane	Spandl	BS	Chemical Engineering	May 2019	
Tyann	Rae	Steckelberg	BS	Chemical Engineering	May 2019	
Sidney	William	Vondra	BS	Chemical Engineering	May 2019	Summa
Alex	Calvin	Voog	BS	Chemical Engineering	May 2019	
Abraham	Davis	Waldner	BS	Chemical Engineering	May 2019	Magna
Erica	Rochelle	Westerman	BS	Chemical Engineering	May 2019	Magna
Denton	H.	Aanenson	BS	Chemistry	May 2019	
Ethan	Robert	Klimisch	BS	Chemistry	May 2019	
Hannah	Grace	Leppert	BS	Chemistry	May 2019	Summa
Josie	Elaine	McAllister	BS	Chemistry	May 2019	
Jordan	Ray	McArthur	BS	Chemistry	May 2019	Cum
Joel	Andrew	Swanson	BS	Chemistry	May 2019	Magna
Kiley	Renae	Westergaard	BS	Chemistry	May 2019	
Nicholas	Gregg	Andersen	BS	Civil Engineering	May 2019	
Brett	Anthony Bolin	Anderson	BS	Civil Engineering	May 2019	
Kylie	Rae	Berger	BS	Civil Engineering	May 2019	
Amanda	Joyce	Booton-Popken	BS	Civil Engineering	May 2019	
Sophie	Seville	Brogdon	BS	Civil Engineering	May 2019	
Mindy	Kay	Castle	BS	Civil Engineering	May 2019	Summa
Lucas	Daniel	Chmela	BS	Civil Engineering	May 2019	Cum
Jace	David	Christiansen	BS	Civil Engineering	May 2019	
Hannah	Elizabeth	Covey	BS	Civil Engineering	May 2019	
Adam	Joseph	Dando	BS	Civil Engineering	May 2019	
Everette		Deveaux	BS	Civil Engineering	May 2019	
Cody	D.	Dilger	BS	Civil Engineering	May 2019	
Griffin	Davey	Facciano	BS	Civil Engineering	May 2019	
Timothy	Dean	Felker	BS	Civil Engineering	May 2019	Cum

First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Derek	J.	Ferwerda	BS	Civil Engineering	May 2019	
David	Thomas	Grifo	BS	Civil Engineering	May 2019	
Kinslee		Hage	BS	Civil Engineering	May 2019	
Christopher	George	Hailey	BS	Civil Engineering	May 2019	
McKinley	Rae	Harm	BS	Civil Engineering	May 2019	
John	Wyatt	Hauso	BS	Civil Engineering	May 2019	
Victoria	Jo	Helfenstein	BS	Civil Engineering	May 2019	
Zane	Lee	Hiller	BS	Civil Engineering	May 2019	
Will	Patrick	Hoban	BS	Civil Engineering	May 2019	
Morgan	Leigh	Jensen	BS	Civil Engineering	May 2019	
Ronald	Lwamba	Kitoy	BS	Civil Engineering	May 2019	
Tyler	Allen	Kleinsasser	BS	Civil Engineering	May 2019	Summa
Chance	Clay	Knutson	BS	Civil Engineering	May 2019	
Troy	Alexander	Kurtz	BS	Civil Engineering	May 2019	
Elizabeth	Kyle	Larsen	BS	Civil Engineering	May 2019	
Rachel	Grace	Lovelace	BS	Civil Engineering	May 2019	Magna
Dylan	C.	Maher	BS	Civil Engineering	May 2019	
Michael	Patrick	Mansfield	BS	Civil Engineering	May 2019	Magna
Kazuhisa		Matsuda	BS	Civil Engineering	May 2019	Summa
Chanclor	Dell	McAllister	BS	Civil Engineering	May 2019	
Jamir	Akil	Moore	BS	Civil Engineering	May 2019	
David	J.	Musgrave	BS	Civil Engineering	May 2019	
Chad	Gordon	Reimer	BS	Civil Engineering	May 2019	Magna
Zachary	Douglas	Sextro	BS	Civil Engineering	May 2019	Magna
Joshua	Daniel	Sherwood	BS	Civil Engineering	May 2019	
Allison	Jane	Smith	BS	Civil Engineering	May 2019	
William	Allen	Smith	BS	Civil Engineering	May 2019	Magna
Amber	Rose	Steele	BS	Civil Engineering	May 2019	
Brennen	Michael	Udager	BS	Civil Engineering	May 2019	
Jennifer	Elyse	Wales	BS	Civil Engineering	May 2019	Magna
David	Russell	Donahue	BS	Computer Engineering	May 2019	
Christian	Cavell	Fattig	BS	Computer Engineering	May 2019	
Blake	Mitchell	Gagnon	BS	Computer Engineering	May 2019	
Ashton	Paul	Grissom	BS	Computer Engineering	May 2019	

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First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Ezra	D.	Grothe	BS	Computer Engineering	May 2019	Cum
Tyler	Lindsay	Kinnear	BS	Computer Engineering	May 2019	
Thomas	Gregory	LeVoir	BS	Computer Engineering	May 2019	
Garrett	Ross	McIntosh	BS	Computer Engineering	May 2019	
Jared	Thomas	O'Connor	BS	Computer Engineering	May 2019	
Dylan	Thomas	Payne	BS	Computer Engineering	May 2019	
Anneka	Celeste	Swedlund	BS	Computer Engineering	May 2019	Cum
Nicholas	Z.	Wendt	BS	Computer Engineering	May 2019	Summa
Wesley	Michael	Adams	BS	Computer Science	May 2019	
Ian	Robert	Beamer	BS	Computer Science	May 2019	
Christopher		Blumer	BS	Computer Science	May 2019	
Kathleen	Frances	Brown	BS	Computer Science	May 2019	
Evan	Michael	Burandt	BS	Computer Science	May 2019	
Aaron	McKee	Campbell	BS	Computer Science	May 2019	Magna
Lucas	Duane	Carpenter	BS	Computer Science	May 2019	
Hannah	Rochelle	Carroll	BS	Computer Science	May 2019	
Josef	John	Ceritelli	BS	Computer Science	May 2019	
Darla	Rae	Drenckhahn	BS	Computer Science	May 2019	
Nathan	Andrew	Ducasse	BS	Computer Science	May 2019	
Mark	Kendrick	Ebarle	BS	Computer Science	May 2019	Magna
Lyndon	Stephen	Engel	BS	Computer Science	May 2019	
Aaron	P.	Gibbs	BS	Computer Science	May 2019	
Naomi	E.	Green	BS	Computer Science	May 2019	
James	Joseph	Hinker	BS	Computer Science	May 2019	
Ryan	J.P.	Hinrichs	BS	Computer Science	May 2019	
Lawrence	James	Hoffman	BS	Computer Science	May 2019	
Tanner	Lee	Holthus	BS	Computer Science	May 2019	
Cameron	James	Javaheri	BS	Computer Science	May 2019	Summa
Kyle	J.	Lorenz	BS	Computer Science	May 2019	
Ryan	Jacob	McCaskell	BS	Computer Science	May 2019	
Alex	James	Murtha	BS	Computer Science	May 2019	
Soham	Gaurish	Naik	BS	Computer Science	May 2019	
Garret	Jadd	Odegaard	BS	Computer Science	May 2019	Cum
Zachary	Arthur	Owen	BS	Computer Science	May 2019	

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First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Michael	David	Pfeifer	BS	Computer Science	May 2019	Cum
Isaac	George	Rath	BS	Computer Science	May 2019	
Jeffrey	Roy	Ross	BS	Computer Science	May 2019	
Matthew	Joseph	Schallenkamp	BS	Computer Science	May 2019	
Dylan	Curtis	Shaffer	BS	Computer Science	May 2019	
Krey	Morris	Warshaw	BS	Computer Science	May 2019	
Johnathan	Harold	Westlund	BS	Computer Science	May 2019	
Mathias	Robert	Wingert	BS	Computer Science	May 2019	
Aaron	James	Zuhlsdorf	BS	Computer Science	May 2019	
Grace	M.	Andersen	BS	Electrical Engineering	May 2019	Cum
Joshua	Wayne	Burkart	BS	Electrical Engineering	May 2019	
Joshua	Paul	Eixenberger	BS	Electrical Engineering	May 2019	
Landon	John	Engel	BS	Electrical Engineering	May 2019	
Jacob	James	Fleck	BS	Electrical Engineering	May 2019	
Alexander	Johann	Frye	BS	Electrical Engineering	May 2019	Magna
Taylor		Goodell	BS	Electrical Engineering	May 2019	
Evan	Atkins	Hoffman	BS	Electrical Engineering	May 2019	
Carter	Lee	Kasuske	BS	Electrical Engineering	May 2019	
Cole	Greyson	McCarty	BS	Electrical Engineering	May 2019	
Andrew	Peter	Montoya	BS	Electrical Engineering	May 2019	Summa
Austen	Leslie	Palmer	BS	Electrical Engineering	May 2019	
Keagan	Patrick	Peters	BS	Electrical Engineering	May 2019	Summa
Mariya		Sachek	BS	Electrical Engineering	May 2019	
Ishaan	Vinayak	Shetye	BS	Electrical Engineering	May 2019	Magna
Josiah	Lee	Taves	BS	Electrical Engineering	May 2019	Summa
Evan	Paul	Tellinghuisen	BS	Electrical Engineering	May 2019	
Walter	Blair	Vaughan	BS	Electrical Engineering	May 2019	Magna
Colter	Kenneth	Carzoli	BS	Geological Engineering	May 2019	
Westin	Roy	Hinkel	BS	Geological Engineering	May 2019	
Justine	Marie	Langas	BS	Geological Engineering	May 2019	
Andrew	C.	Lee	BS	Geological Engineering	May 2019	
Ian	Grant	Rapp	BS	Geological Engineering	May 2019	
Abhishek		Ray	BS	Geological Engineering	May 2019	
Carson	Donald	Reimers	BS	Geological Engineering	May 2019	

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First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Martin	Sinue	Rodriguez	BS	Geological Engineering	May 2019	
Davis	Ray	Smith	BS	Geological Engineering	May 2019	
Maxwell	Thomas	Southbloom	BS	Geological Engineering	May 2019	Summa
Andrew	Demetre	Tillman	BS	Geological Engineering	May 2019	
Jacob	Lyle Diehl	Adams	BS	Geology	May 2019	
Ryan	Alejandro	Bozer	BS	Geology	May 2019	
Rachel	Rose	Jones	BS	Geology	May 2019	
Victoria	Michell Ann	Karnes	BS	Geology	May 2019	
Elizabeth	J.	Kilcer	BS	Geology	May 2019	
Logan	Joseph	Kocab	BS	Geology	May 2019	
Nicholas	Joseph	Reid	BS	Geology	May 2019	
Seth	Galen	Vandenberg	BS	Geology	May 2019	
Tristan	Michael	Walker	BS	Geology	May 2019	Cum
Desiray	Hoebing	Wilson	BS	Geology	May 2019	Magna
Broc	Chandler	Barthel	BS	Industrial Engineering and Engineering Management	May 2019	
Jordan	Walter	Beyer	BS	Industrial Engineering and Engineering Management	May 2019	Cum
Anna	Sinclare	Breidt	BS	Industrial Engineering and Engineering Management	May 2019	Summa
Daniel	Delfin	Conde	BS	Industrial Engineering and Engineering Management	May 2019	Cum
Zachary	James	Darling	BS	Industrial Engineering and Engineering Management	May 2019	
Kristin	Renee	Darnell	BS	Industrial Engineering and Engineering Management	May 2019	
Emmy	Lynn	Dressen	BS	Industrial Engineering and Engineering Management	May 2019	Summa
Savanah	Michel	Eckhardt	BS	Industrial Engineering and Engineering Management	May 2019	
Adam	Michael	Gettinger	BS	Industrial Engineering and Engineering Management	May 2019	Cum
Emily	Louise	Hagge	BS	Industrial Engineering and Engineering Management	May 2019	Cum
Saige	Rayanne	Herbert	BS	Industrial Engineering and Engineering Management	May 2019	
Brendan	Douglas	Holm	BS	Industrial Engineering and Engineering Management	May 2019	
Connor	Lee	Janovy	BS	Industrial Engineering and Engineering Management	May 2019	Cum
Christina	Marie	Koeck	BS	Industrial Engineering and Engineering Management	May 2019	
Preston	Reed	Kraenzel	BS	Industrial Engineering and Engineering Management	May 2019	
Nicholas	Nathan	Limoges	BS	Industrial Engineering and Engineering Management	May 2019	
Mitchell	Thomas	Newhouse	BS	Industrial Engineering and Engineering Management	May 2019	
Jacob	Cade	Oberpriller	BS	Industrial Engineering and Engineering Management	May 2019	Magna
Nathan	Louis	O'Hanlon	BS	Industrial Engineering and Engineering Management	May 2019	
Margaret	Layne	Rizor	BS	Industrial Engineering and Engineering Management	May 2019	Cum

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First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Alysia	Marie	Rupp	BS	Industrial Engineering and Engineering Management	May 2019	Cum
Megan	Sue	Shoemaker	BS	Industrial Engineering and Engineering Management	May 2019	
Eileen	Allison	Spilman	BS	Industrial Engineering and Engineering Management	May 2019	
Karl	Anthony	Stark	BS	Industrial Engineering and Engineering Management	May 2019	
Jakob	William	Stevenson	BS	Industrial Engineering and Engineering Management	May 2019	Cum
Jakeb	J.	Sullivan	BS	Industrial Engineering and Engineering Management	May 2019	
Grady	James	Tibbs	BS	Industrial Engineering and Engineering Management	May 2019	
Taylor	Elizabeth	Topping	BS	Industrial Engineering and Engineering Management	May 2019	
Paul	Douglas	Vinke	BS	Industrial Engineering and Engineering Management	May 2019	
Brandon	Christopher	Bockstanz	BS	Interdisciplinary Sciences	May 2019	
Lydia	Celeste	Ford	BS	Interdisciplinary Sciences	May 2019	
Tylin	Raye	Hillard	BS	Interdisciplinary Sciences	May 2019	Cum
Taylor	Nicole	Molstad	BS	Interdisciplinary Sciences	May 2019	
Mark	A.	Owens	BS	Interdisciplinary Sciences	May 2019	
Ethan	Robert	Sager	BS	Interdisciplinary Sciences	May 2019	
Fabian		Sanchez	BS	Interdisciplinary Sciences	May 2019	Magna
Jaden	Edward	Balster	BS	Mechanical Engineering	May 2019	
Carter	John	Barkley	BS	Mechanical Engineering	May 2019	Magna
Blake	Curtis	Bauer	BS	Mechanical Engineering	May 2019	
Dustin	Allen	Berg	BS	Mechanical Engineering	May 2019	
Brandon	Richard	Bernhardt	BS	Mechanical Engineering	May 2019	
Daniel	Joseph	Boe	BS	Mechanical Engineering	May 2019	Summa
Zeke	Mac Allan	Brallier	BS	Mechanical Engineering	May 2019	
Zane	Robert	Brandt	BS	Mechanical Engineering	May 2019	
Brandon	Lee	Conley	BS	Mechanical Engineering	May 2019	
Walter	Russell	Coombe	BS	Mechanical Engineering	May 2019	
Nicholas	Alan	Edwards	BS	Mechanical Engineering	May 2019	
Joshua	Nelson	Fogel	BS	Mechanical Engineering	May 2019	Cum
Isaac	Louis	Fredrick	BS	Mechanical Engineering	May 2019	Magna
Kale	Howard	Friesen	BS	Mechanical Engineering	May 2019	
Robert	Joseph	Gerarden	BS	Mechanical Engineering	May 2019	
Chase	Earl	Goddard	BS	Mechanical Engineering	May 2019	
Quintan	Evan	Green	BS	Mechanical Engineering	May 2019	Magna
Sarah	A.	Hemler	BS	Mechanical Engineering	May 2019	Cum

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First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Cody	C.	Henrichsen	BS	Mechanical Engineering	May 2019	
Cole	Dean	Hoelscher	BS	Mechanical Engineering	May 2019	Magna
Matthew	R.	Howard	BS	Mechanical Engineering	May 2019	Summa
Samuel	Jeffery	Huntington	BS	Mechanical Engineering	May 2019	
Brian	Anthony	Joachim	BS	Mechanical Engineering	May 2019	
Dillon	Casey	John	BS	Mechanical Engineering	May 2019	
Kyle	Walter	Johnson	BS	Mechanical Engineering	May 2019	Cum
Christian	Lonzell	Jones	BS	Mechanical Engineering	May 2019	
Clint	William	Jordan	BS	Mechanical Engineering	May 2019	Magna
Jason	Travis	Kaufman	BS	Mechanical Engineering	May 2019	
Kevin	Richard	Kinney	BS	Mechanical Engineering	May 2019	
Orrenzo	Adam	Lee	BS	Mechanical Engineering	May 2019	
Kurtis	Dean	Mentele	BS	Mechanical Engineering	May 2019	
Jeffrey		Miesen	BS	Mechanical Engineering	May 2019	
Caleb	Frank	Mueller	BS	Mechanical Engineering	May 2019	
Grant	Jacob	Nelson	BS	Mechanical Engineering	May 2019	
Patrick	R.	Neuf	BS	Mechanical Engineering	May 2019	
Miles	Teddy	Neville	BS	Mechanical Engineering	May 2019	
Calvin	Edgar	Nodsle	BS	Mechanical Engineering	May 2019	
Christopher	James	Oram	BS	Mechanical Engineering	May 2019	Summa
Eric	John	Pickron	BS	Mechanical Engineering	May 2019	
John	Charles	Quinby	BS	Mechanical Engineering	May 2019	
Simon	Wade	Schaefer	BS	Mechanical Engineering	May 2019	Magna
Zachary	Scott	Schlag	BS	Mechanical Engineering	May 2019	
Jacob	Allen	Schluckebier	BS	Mechanical Engineering	May 2019	
John	Dupont	Seifert	BS	Mechanical Engineering	May 2019	Magna
Weston	David	Shutts	BS	Mechanical Engineering	May 2019	
Winzel	Joseph	Sterling	BS	Mechanical Engineering	May 2019	
Daniel	J.	Stiver	BS	Mechanical Engineering	May 2019	
Hannah	Nicole	Stork	BS	Mechanical Engineering	May 2019	
Jessy	Taylor	Stueven	BS	Mechanical Engineering	May 2019	Cum
Spencer	Shane	Stupak	BS	Mechanical Engineering	May 2019	
Christina	Gabrielle	Taylor	BS	Mechanical Engineering	May 2019	Summa
Trevor	Dale	Tecklenburg	BS	Mechanical Engineering	May 2019	

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First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Brady	Clifton	Vinson	BS	Mechanical Engineering	May 2019	
Thomas	James	Voboril	BS	Mechanical Engineering	May 2019	
Brandon	Lee	Volk	BS	Mechanical Engineering	May 2019	
Tristan	Nicolas	von Nieda	BS	Mechanical Engineering	May 2019	Magna
Mitchel	P.	Anderton	BS	Metallurgical Engineering	May 2019	Cum
Jonathan	Thomas	Barkl	BS	Metallurgical Engineering	May 2019	Summa
Lucas	Joel	Bartek	BS	Metallurgical Engineering	May 2019	
Trenton	Cory	Blow	BS	Metallurgical Engineering	May 2019	Cum
Annie	Marie	Bruch	BS	Metallurgical Engineering	May 2019	
Benjamin	Lee	Evans	BS	Metallurgical Engineering	May 2019	
Kayla	Jo	Gill	BS	Metallurgical Engineering	May 2019	
Anna	Joy	Haydock	BS	Metallurgical Engineering	May 2019	
Mishael	D.	Ivanov	BS	Metallurgical Engineering	May 2019	
Samuel	James	Jacobs	BS	Metallurgical Engineering	May 2019	Summa
Bryce	Miles	Johnson	BS	Metallurgical Engineering	May 2019	
Karl	Michael	Keller	BS	Metallurgical Engineering	May 2019	Magna
Averyonna	Raye	Kimery	BS	Metallurgical Engineering	May 2019	Magna
Hannah	Marie	Moen	BS	Metallurgical Engineering	May 2019	
Robert	Benedito	Schrock	BS	Metallurgical Engineering	May 2019	
Jeremy	Lane	Schumacher	BS	Metallurgical Engineering	May 2019	
George	Everett	Tillman, Jr.	BS	Metallurgical Engineering	May 2019	
Mathew	Joseph	Volkmer	BS	Metallurgical Engineering	May 2019	
Alexander	Edward	Cantrall	BS	Mining Engineering	May 2019	
Kyla	Renee	Coan	BS	Mining Engineering	May 2019	
Matthew	Steven	Fehr	BS	Mining Engineering	May 2019	
Torger	Anders	Henckel	BS	Mining Engineering	May 2019	
Ethan		Peterson	BS	Mining Engineering	May 2019	
Nathan	James	Secosh	BS	Mining Engineering	May 2019	
Randi	Madison	Seiwald	BS	Mining Engineering	May 2019	
Andres		Torres	BS	Mining Engineering	May 2019	
Harold	Jake	Zoodsma	BS	Mining Engineering	May 2019	
Brady	Alexander	Bos	BS	Physics	May 2019	Magna
Michael	David	Thompson	BS	Physics	May 2019	Cum
Gabriel	Dennis	Wieczorek	BS	Physics	May 2019	

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ATTACHMENT IV 20

First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
John	Nelson	Wieland	BS	Physics	May 2019	Cum
Mitchell	Joseph	Kern	MS	Atmospheric and Environmental Sciences	May 2019	
Krystal	Marie	Kossen	MS	Atmospheric and Environmental Sciences	May 2019	
Nathan	Logan Jeffrey	Lynum	MS	Atmospheric and Environmental Sciences	May 2019	
Sarah	Ann	Zabawa	MS	Atmospheric and Environmental Sciences	May 2019	
Erica	Michelle	Everson	MS	Biomedical Engineering	August 2019	
Madison	Leigh	Larsen	MS	Biomedical Engineering	May 2019	
Barbara	Anne Marie	Hadrava	MS	Chemical Engineering	May 2019	
John	Daniel	Lillevold	MS	Chemical Engineering	May 2019	
Ayobami		Alao	MS	Civil and Environmental Engineering	May 2019	
Moses		Bangura	MS	Civil and Environmental Engineering	May 2019	
Isaac	Edmund	Bliek	MS	Civil and Environmental Engineering	May 2019	
Gideon	Grant	Bode	MS	Civil and Environmental Engineering	May 2019	
Andrew	Paull	Brown	MS	Civil and Environmental Engineering	May 2019	
Natalie	Marie	Buckley	MS	Civil and Environmental Engineering	May 2019	
Kimberlynn	Dawn	Cameron	MS	Civil and Environmental Engineering	May 2019	
Jordan	D.	Copeland	MS	Civil and Environmental Engineering	August 2019	
Logan	Jordan	Gayton	MS	Civil and Environmental Engineering	May 2019	
Spencer	Wayne	Heidbrink	MS	Civil and Environmental Engineering	May 2019	
Joshua	Benjamin	Knock	MS	Civil and Environmental Engineering	May 2019	
Skylar	Jeanne	Larson	MS	Civil and Environmental Engineering	May 2019	
Alexis	J.	Long	MS	Civil and Environmental Engineering	May 2019	
Emily	Louise	Newton	MS	Civil and Environmental Engineering	May 2019	
Jason	Dale	Phillips	MS	Civil and Environmental Engineering	May 2019	
Drew	James	Pitt	MS	Civil and Environmental Engineering	May 2019	
Tad	Roland	Radtke	MS	Civil and Environmental Engineering	May 2019	
Sambhu		Sapkota	MS	Civil and Environmental Engineering	May 2019	
Matthew	Peter	Seitzer	MS	Civil and Environmental Engineering	May 2019	
Stacia	Burke	Slowey	MS	Civil and Environmental Engineering	May 2019	
Benjamin	Gregory	Garcia	MS	Computational Sciences and Robotics	May 2019	
Anthony	Allen	Morast	MS	Computational Sciences and Robotics	May 2019	
Cassidy	Joy	Trapp	MS	Construction Engineering and Management	May 2019	
Rizbi		Hassan	MS	Electrical Engineering	May 2019	
Kavitha		Konduru	MS	Electrical Engineering	May 2019	

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ATTACHMENT IV 21

First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Kylie	Rae	Berger	MS	Engineering	May 2019	
Olalekan	Emmanuel	Ajayi	MS	Engineering Management	May 2019	
Michael	Oluwatomisin	Babalola	MS	Engineering Management	May 2019	
Nickolas	G.	Fletcher	MS	Engineering Management	May 2019	
Heidi	Laura	Hendrickson	MS	Engineering Management	May 2019	
Ahoua	Simon B.	Konney	MS	Engineering Management	May 2019	
Chase	Elliott	Olson	MS	Engineering Management	May 2019	
Jason	Daniel	Roskilly	MS	Engineering Management	May 2019	
Awat		Safari	MS	Engineering Management	May 2019	
Anthony	Brian	Shanks	MS	Engineering Management	May 2019	
Boris		Western	MS	Engineering Management	May 2019	
Devin	Pesola	Last	MS	Geology and Geological Engineering	May 2019	
Colton	James	Medler	MS	Geology and Geological Engineering	May 2019	
Ryan	Frank	Puzel	MS	Geology and Geological Engineering	May 2019	
Fleford	Santos	Redoloza	MS	Geology and Geological Engineering	May 2019	
Alexander	Luis	Rogaski	MS	Geology and Geological Engineering	May 2019	
James	Joseph	Sanovia	MS	Geology and Geological Engineering	May 2019	
Cody	Christopher	Stock	MS	Geology and Geological Engineering	May 2019	
Caleb	Scott	Ubl	MS	Geology and Geological Engineering	May 2019	
Darin	Thomas	James	MS	Materials Engineering and Science	May 2019	
Michelle	Marie	Jensen	MS	Materials Engineering and Science	May 2019	
Lance	Nolan	Kotter	MS	Materials Engineering and Science	May 2019	
Ryan	Dean	Macy	MS	Materials Engineering and Science	May 2019	
Golibsho		Nasymov	MS	Materials Engineering and Science	May 2019	
James	L.	Tomich	MS	Materials Engineering and Science	May 2019	
Kathryn	Elizabeth	Weyeneth	MS	Materials Engineering and Science	May 2019	
Steven	Lee	Dixler	MS	Mechanical Engineering	August 2019	
Yun Seok		Gwon	MS	Mechanical Engineering	May 2019	
Joshua	J.	Hammell	MS	Mechanical Engineering	May 2019	
John	J.	Rapp	MS	Mechanical Engineering	May 2019	
Serge	Muluvo	Kavunga	MS	Mining Engineering and Management	May 2019	
Daniel	Douglas	Koelfgen	MS	Mining Engineering and Management	May 2019	
Abigail	Mae	Labahn	MS	Mining Engineering and Management	May 2019	
Alvar	Jose	Marin Quispe Quispe	MS	Mining Engineering and Management	May 2019	

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ATTACHMENT IV 22

First Name	Middle Name	Last Name	Degree	Major	Graduation Date	Honors
Tochukwu	Michael	Emeakaroha	MS	Nanoscience and Nanoengineering	May 2019	
Divya		Kota	MS	Nanoscience and Nanoengineering	May 2019	
Xavier	Mary	Pasala	MS	Nanoscience and Nanoengineering	May 2019	
Jacquelyn	Yvonne	Belock	MS	Paleontology	May 2019	
Reid		Cummins	MS	Paleontology	May 2019	
Julie	Ann	Driebergen	MS	Paleontology	May 2019	
Benjamin	Nate	Zalneraitis	MS	Paleontology	May 2019	
Michael	Charles	Montalbano	MS	Physics	May 2019	
Marit	Elise	Johnson	PhD	Biomedical Engineering	May 2019	
Mohit		Bibra	PhD	Chemical and Biological Engineering	May 2019	
Clinton	Joseph	Chapman	PhD	Chemical and Biological Engineering	May 2019	
Amber	Christine	Jerke	PhD	Chemical and Biological Engineering	May 2019	
Jia		Wang	PhD	Chemical and Biological Engineering	May 2019	
Jerome	Thomas	Wright	PhD	Civil and Environmental Engineering	May 2019	
Andrew	David	Clift	PhD	Geology and Geological Engineering	May 2019	
Umit		Yildiz	PhD	Geology and Geological Engineering	May 2019	
Jacob	Benjamin Siv	Petersen	PhD	Materials Engineering and Science	May 2019	
Michael	A.	Bowles	PhD	Physics	May 2019	

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ATTACHMENT IV   23

South Dakota State University
Spring 2019 Candidates

DOCTOR OF PHARMACY

Nicole Anderson	Shelby Foley	Austin Oyen
Morgan Beckmann	Kassandra Friese	Meghan Perry
Kelly Beneke	Riley Georgeson	Hannah Poppen
Anna Bills	Kendra Goblirsch	Nicole Rasmussen
Kaya Borg	Adam Goetz	Sydney Rechtenbaugh
Catheryn Bouma	Kayla Guy	Brandon Reiff
Kylie Brooks	Brant Haase	Erika Roby
Michaela Bunde	Allyson Helms	Kathryn Sandgren
Analisa Buysse	Corrina Hemmer	Dillon Schenkel
Bailie Carlson	Chelsea Hoffmann	Christopher Schneider
Tyler Chramosta	Megan Ingebrigtson	Chelsea Scholten
Joshua Collett	Danielle Jensen	Brooke Schwasinger
Hadley Cropsey	Morgan Klein	Whitney Specht
Megan Czmowski	Samuel Koob	McKayla Thieman
Taylor Davis	Austin Kott	Taylor Thooft
Cheryl Day	Christian Kroll	Zachary Turner
Hilary Deragisch	Darren Kueter	Shannon Vorthmann
Brady Diveley	Aerial Lapke	Shelby Wagner
Brittany Elgersma	Kylea Larsen	Madeline Walder
Nicholas Elgersma	Calvin Limberg	Theresa Wallace
Michael Erickson	Yi Liu	Khia Warzecha
Tiffany Espe	Jenna Lund	Allison Weinacht
Madicen Fanslau	Jacob Maland	Kenton Welbig
Christian Farrell	Rebecca Matzek	Matthew Wlodyga
Abigale Ferdinand	Lauren Metzger	Jacob Wormer
Katie Ferguson	Kiara Oltman	

DOCTOR OF PHILOSOPHY

Ibrahim Abusallout	Nancy Awasti	Janice Eibensteiner
Metab Alharbi	Behzad Bahrami	Wesley Gentry
Khaleal Abdulha	Mohammed Bakkari	Jonathan Kleinjan
Almusaylim	Somshuvra Bhattacharya	Confiance Mfuka
Yahya Alqahtani	Dalal Bin Hamdan	Paul Okello
Khaled Alseud	Ethan Blom	Anwar Sarah
Sami Alzarea	Michael Bredeson	Neha Singh
Ethan Andersen	Shanmugapriya	Jessica Stadick
John Apraku	Dharmarajan	
Francis Arpan	Amos Dwamena	

DOCTOR OF NURSING PRACTICE

Jani Lerback	Pamila Van Meeteren

MASTER OF ARCHITECTURE

Jesse Dunn	Ted LaCoursiere	Jacob Ricke
Blake Foxley	Megan Leebens	Riley Walz
Aspen Greene	Emily Linehan	
Nicholas Kummer	Cassie Pospishil	

MASTER OF ARTS

Danielle Dickerson	Paul Dybedahl	Rikki Roscoe

MASTER OF EDUCATION

Rebecca Beck	Alanna Kremkow	Cassi Severson
Rhonda Carda	Patricia Lager	Savanna Tomoson
Emily Crooks	Stephen Miedema	Kas Williams
Erin Ellinger	Kaitlin Palmer	Jennifer Wingate
Janette Hettick	Mariah Pederson	Jasmin Zetina
Natalie Howard	Todd Rahlf	
Samantha Kinder		

MASTER OF ENGINEERING

Wiphawi Brua

MASTER OF MASS COMMUNICATION

Chelsie Bakken	Carolin Gladysch	Mariah Oliver
Dastinee Domonoske	Thomas Melville	Daniel Ruiter

MASTER OF PUBLIC HEALTH

Allison Fink	Raven Gray	Deandra McLaughlin

MASTER OF SCIENCE

Kaitlyn Abrahamson	Zoe Arnold	Andrea Boglic
Khalid Alsaleem	Naresh Avula	Kelsey Bowen
David Andersen	Nihal Badam	Jessica Braga-Henebry
Erica Anderson	Dwarika Bhattarai	Izzet Bulbul

Olivia Burns
Elizabeth Bye
William Cahyadi
Alyssa Campbell
Anirban Chakraborty
Yugeen Chaulagain
Andrew Cheney
Cassidy Christopherson
Peng Dai
Ffion Davies
Viola Davies
Michaela Della
Tanvee Deshpande
Samitinjaya Dhakal
Cole Dierks
Myranda Dunmire
Kapil Duwadi
Quinn Fargen
Zachary Fehringer
Tanner Feterl
Alyssa Finke
Gina Fritz
Maggan Froseth
Elizabeth Gadberry
Emilee Geddes
Samantha Gildemeister
Nicholas Gillen
Gavin Glynn
Bailey Gullikson
Kidus Guye
Ahmed Hammam
Alaina Hanks
Austin Hanson
Alexander Harms
Joshua Harvey
Spencer Harwood
Austin Heins
Blake Henderson
Drew Hicks
Abbey Hillestad
Amy Hommes
Deborah Howell
Yuchi Hu
Kaden Huntrods

Appuhamilage
Iluppangama
Sai Bhaskar Raju Indukuri
Rohit Jain
Amanda Jensen
Angela Jensen
Lexi Jones
Alyssa Kauffman
Karter Keefer
Rebecca Kolstrom
Karley Konkol
Muhammed Koparan
Samantha Kratovil
Leah Kroeger
Richa Kumar
Bailey Larson
Shala Larson
Mohammed Lashram
Kari Lena
Allison Leonard
Kyle Lifferth
Jennifer Lutze
Abigail Martens
Sibyl Mathew
Ian McClure
Kimberly McGraw
Andre McIntyre
Nikita Medvedev
Makenna Meier
Lance Merrick
Michael Jay Miguel
Samantha Modrick
Anzar Mudassir
Prateek Munankarmi
Amanda Nack
Hunter Nedland
Sarah Nelsen
Gabriella Nowicki
Samantha Nystrom
Sean O'Connor
Adam O'Gorman
Lydia Olagunju
Kathleen Olson
Matthew Olson
Rebecca Ortmeier

Rebecca Ortmeier
Nikhil Karthik
Pamidimukkala
Priti Paudyal
Dillon Pedersen
Heath Pederson
Lucas Pereira
Joshua Peterson
Mahesh Reddy
Pochamreddy
Lezlie Pommer
Amanda Putnam
Shelby Rachel
Bipin Rajpurohit
Shashikanth Reddy
Kaitlin Reece
Jedidiah Reimnitz
Andrew Richter
Nathan Rotert
Adam Rowland
Laura Rudie
Samuel Ruppert
Kelsey Sanders
Teddrick Schaffer
Meghan Schenk
Chelsea Schossow
Lawrence Sethor Segbehoe
Jonathan Shaeffer
Dinesh Shrestha
Charlene Shutika
Divya Sinha
Maty Skinner
Nicholas Stegmeier
Shane Stiles
David Sturdevant
Claire Sylvestre
Augustine Tarkom
Augustine Tarkom
Yohannes Tecleab
Keith Thompson
Megan Tschakert
Kaitlyn Tusha
Roberto Villegas-Diaz
Cankun Wang
Max Weaver

Alec Williams

Joseph Wollbrink

Silvia Zanini

Kai Zhang

Kelsey Zvejnieks

BACHELOR OF SCIENCE IN NURSING

Kathryn Beck

Lia Bertolini

Emily Bertolotto

Micaela Besser

Zachary Birkland

Nathan Bostic

Alan Breck

Curtis Brodd

Melissa Bueno

Paige Bultena

Carly Byrne

Molly Cape

Jacey Chorlton

Samuel Corbett

Maria Corio

Lesley Cornell

Amanda Culberson

Madisen Dean

Megan DeBoer

Karli Dockendorf

Kylee Essen

Brendon Eymer

Collin Fanton

Kennedy Fast

Kayla Flanagan

Leah Goulet

Katelynn Gray

Baylee Groos

Sarah Haak

Jordan Hanisch

Allison Harris

Jordan Hauger

Shelby Hauswedell

Tara Heinz

Jessica Henkel

Maryn Howard

Anna Iverson

Timothy Jackson

Cassie Jacobsen

Rachel Janssen

Elizabeth Job

Olivia Johansen

Kaci Johnson

Rebecca Johnson

Courtney Jorgenson

Kirstan Keffeler

Abigail Kephart

Sarah Kiser

Rebecca Klein

Taylor Knudson

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Joshua Long

Jasmine Mandel

Jordan Marotz

Kristin McGee

Morgan McKinney

Allison Metzger

Amy Morman

Kaylee Muller

Cally Neises

Emma Nyquist

Susie Olson

Alyssa Otto

Haley Pazour

Kendra Peck

Onna Petersen

Adrienn Peterson

Andrea Pommer

Reegyn Powers

Larry Prokop

Leah Queck

Sarah Rathbun

Frances Shepherd

Bailey Sherwood

Jordon Silbernagel

Aubrey Snell

Katherine Soliday

Devin Soliz

Sarah Sperl

Christopher Stanford

Amanda Stassen

Leah Steiner

Drew Stephens

Jill Stoks

Brett Struve

Rebecca Susemihl

Theresa Tatten

Brittney Thiel

Tessa Tigert

Allison Treinen

Madison Uchytil

Mariah VanderWal

Julie VanKeulen

Morgan Walz

Jenna Weaver

Jarah Weeks

Hope Weihe

Brittnay Welbig

Mikayla Wendland

Shelby Westergaard

Hannah Williams

Alec Williamson

Tasia Woelber

Brandilyn Wolles

Angela Wollmann

Emily Woodward

Nikki Zobel

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Jordan Beck	Matthew Cole	Shelby Wrage
Nathan Benson	Tia Muller	Macey Zeinstra
Nicholas Carroll	Michael Schultz	Gabrielle Ziese

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Ahmed Abouelhassan	Amanuel Gebre	Rosanna Novellino
Ali Al Inizi	Jenna Girard	Nicholas Peterson
Muhannad Alkhaibari	Evan Greeneway	Prateek Rai
Abdullah Alqudaihi	Saumya Gupta	Jared Rothmeier
Shahad Alqudaihi	Riley Heck	Sara Schoening
Yousef Al-Wreidat	Ezekial Hilmoe	Daniel Sitter
Abigail Berg	Matthew Hoffman	Theodore Sjurseth
Cassandra Borden	Graham Huckins	John Stearns
Isiah Bubany	Sam Ireland	Jordan Twedt
Matthew Buenger	Gunnar Kern	Rebecca Urban
Tyler Cleveland	Brad Koch	Benjamin Walter
Taylor Duerr	William Koch	Matthew Warejcka
Meagan Eggleston-Davis	Pratik Modani	Cody Willett
Gunnar Ensz	Nathan Muschamp	Nicholas Zolnowsky
Austin Frosig	Joshua Nelson	

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Rezvi Ahmed	Kyle Kolda	Minxuan Sun
Clay Christianson	Yasindu Pathirana	Abu Daud Talukder
Adam Decker	Daniel Pengra	Brock Totman
Jacob Gordon	Benjamin Rolf	Sean Walter
Jonathan Hedman	Andrew Serie	Hindapothdeni Wijesooriya
Jared Hudson	Jacob Simondet	
Craig Jorgensen	Jaden Stading	

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Naif Alaboud	Christopher Gullickson	Olivia Kragt
Connor Buell	Kyle Hansen	Kirk Kranz
Brody Elkins	Trevor Hanzlik	Cody Latusek
Andrew Forest	Wesley Heinricy	Alexander Madson
Gregor Fraser	Blake Hess	Darin Maier
Thane Goetz	Justin Imm	Spencer Millar
Kaitlin Groendyk	Adam Karst	Riley Schmidt

Lee Smith   Jacob Weber   Robert Zavagno
Tanner Solberg   Lexi Weisbeck
Jacob Vitek   Sierra Winter

BACHELOR OF SCIENCE IN DATA SCIENCE

Samuel Ivanecky   Alexander Wade

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Mohamed Ayoub   Devin Cressy   Nathan Reynhout
Naif Yahya Bardan   Cole Donahue   Dylan Schueler
Erin Benson   Jared Fusselman   Evan Tarrell
Sterling Berg   Matthew Knutson   Brenton Thompson
Samuel Bisgard   Mariangel Machado
Dugan Bradley   Gimenez
Brant Burckhard   Grant Metzger

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Jeremy Brinkman   Chol Riak
Logan Negus   William Schneider

BACHELOR OF SCIENCE IN MATHEMATICS

Max Ausdemore   Hannah Huss   Sydney Palmer
Samantha Bridges   Samuel Ivanecky   Nathan Remmich
Kimberly Coats   Matthew Knecht   Anna Schleper
Brodrick Gilbertson   Lexi LaFave   Timothy Slavik
Brandon Hansen   Jake Larson   Alexander Wade
Riley Haug   Kristina Luczak   Patrick Weinandt
Michelle Hecht   Jacie McDonald   Alex Wieseler
Jonathan Hedman   Cole Meester

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Emily Anderson   Kenny Diaminda   Connor Hall
Taylor Anderson   Bradley Drake   Brady Hallenbeck
Reid Behrens   Matthew Fitzgerald   Alex Heuer
Samuel Blair   Jacob Gangelhoff   Austin Holzer
Logan Boettcher   Adam Geffre   Madelynn Hotchkiss
Jason Brenden   Noah Greenfield   Cory Jacques
Nicholas Covington   Austin Habermel   Ethan Jones

Andrew Kirschenman
Scott Landes
Andrew Lentz
Stetson Lippert
Victor Lobato Da Silva Costa
Kevin Lund
Zachary Needham
Ryan O'Gorman

Bruce Ogwu
Anthony Peterson
Jason Scheffert
Anna Schleper
Benjamin Schroeder
Easton Schuster
Peder Solberg
Ethan Steiner
Huy Trinh

Zachary Tucker
Tyler Waege
Adrian Weerakkody
Isaac Wente
Ross Wick
Carly Worman
Trent Wulf

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Tanya Anderson
Brady Dam
Jackson Ewing

Emma Finkenbiner
Cole Fischer
Mathew Fulkerson

Jacob VanderHeiden

BACHELOR OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Keith Abraham
Morgan Ackerman
Aszhia Albrecht
Brock Anderson
Haley Anderson
Anthony Anker
Conner Archer
Colton Arends
Adam Arens
Jacob Arlt
Rachel Bakker
Kirsten Barott
Tanner Baustian
Jarid Bechen
Brianna Becher
Maggie Becher
Amy Beckstrand
Kurt Beidler
Marissa Bergseng
Katelyn Berndt
Natasha Bettin
Turner Blasius
Jacob Boerboom
Matthew Borah

JasiAnna Borman
Tonner Bowman
Tanner Brandt
Brandon Bratsch
Elliot Braun
Kurt Braun
Austin Broin
Carla Bromenschenkel
Joshua Brown
Tyler Brown
Jaxson Brueggeman
Elizabeth Buckhaus
Leah Bunkers
Michael Burival
Nathan Byers
Jacob Carsten
McKenna Cech
Stephanie Choudek
Kaitlyn Cihoski
Hannah Colgrove
Alexander Colling
Jasmine Collins
Tate Corporon
Ian Cote

Aaron Cuthrell
Alex Dahle
Jennifer Dailey
Peyton DeJong
Alexis Derrickson
Jon Dilworth
Annie Dion
Jennifer Domanski
Daniel Domenichini
Abigail Donkers
Dusty Dykstra
Brandon Ebert
Samantha Ellison
Elisabeth Else
MiKayla Emanuel
Jason Eral
Breck Erickson
Michaela Erickson
Reed Feller
Isaac Fest
Lacey Fields
Craig Fishel
David Flanery
Eric Flanigan

Tristin Fliehe
Sharon Folk
Cody Franken
Ashley Froke
Krista Fuoss
Kelsey Garber
Emily Gaspar
Timothy Gassman
Amanda Gehm
Kristen Giefer
Landon Giles
Cody Gilliland
Mallory Glisczinski
Ian Grassel
Olivia Grave
Zachery Grygiel
Alex Guttormsson
Seth Gutz
Autumn Haan
William Haas
Samantha Hagedorn
Marcus Hahn
Cole Halvorson
Logan Hammer
Lacey Hansen
Hailey Hanson
Shelby Hanson
Benjamin Hanzen
Jacob Harms
Matthew Harpestad
Tye Harris
Alyssa Hatcher
Cole Hauge
Stephanie Hauger
Jenna Hayungs
Emily Heiberger
Andrew Heine
Katie Hendrickson
Rachel Hepfner
Emily Hermsen
Jaci Hermstad
Dylan Herr
Wyatt Hespe
Braedon Hinker
Katherine Hodge

Hiedi Hoftiezer
Eric Hokanson
Madison Hokanson
Erin Holdsclaw
Harley Hoogendoorn
Nickales Hossle
Jacob Howard
Jordanne Howe
Jennifer Huber
Zoey Huntley
Patrick Hybertson
Carlie Jackson
Reid Jensen
Riley Johnsen
Reed Johnson
Ryan Johnson
Samuel Johnson
Brody Jones
Vance Jones
Shaye Jungwirth
Wyatt Kaping
Adam Kappes
Angelica Kasper
Mariah Kessler
Tayler Keyser
Austin Kittelson
Anthony Kjolsing
Jaclynn Knutson
Keaton Knutson
Megan Knutson
Matthew Koch
Lane Konrad
Mohit Manoj Kotkar
Alison Krieger
Callie Kukuchka
Colton Kunkel
Brandon Laborde
Wyatt Larson
Jennifer LaVoy
Dylan Lick
Luke Lick
Zackery Louwagie
Austin Maag
Alysha Madsen
Michael Madsen

Sarah Manderfeld
Lane Marienau
Andrew Marx
Lesley Mason
Gabriel McKinney
Mitchel Mehlhaf
Haley Meier
Nicholas Meixell
Austin Messmer
Alexandra Miller
Uday Mishra
Allison Mockler
Alicia Mogler
Taylor Moline
Derek Moore
Aaron Muehler
Breanna Mueller
Riley Mullaney
Renee Nehring
Henry Neyens
Ashlee Nilson
Matthew Obermeyer
Nicholas O'Connell
William O'Connor
Caitlin Oeltjenbruns
Madison Okerstrom
Bailey Olson
Connor Olson
Luke Orr
Robert Orsten
Jacquelyn Pajl
David Parsley
Jennifer Perryman
Lonnie Petersen
Derek Peterson
Kaelyn Platz
Justin Plimpton
Austin Popken
Megan Popkes
Kayla Post
Sydney Pridie
Travis Pundsack
Tamara Putz
Shantel Raatz
Madelyn Regier

Robert Reifenrath
Joshua Reimers
Ashley Reiner
Emily Resch
Dylan Riedl
Nolan Rine
Jackson Ringkob
Rebecca Roberson
Blake Roetman
Kathryn Rogers
Daniel Roker
Austin Rossow
Brendan Roth
Martina Rutledge
Jacob Samuelson
Benjamin Sayers
Samantha Schaefer
Payton Schafers
Michael Scheitler
Brandon Schiefelbein
Skyler Schiefelbein
Star Schipper
Connor Schlotfeldt
Lacey Schmitz
Kyle Schnabel
Kacy Schniedermeyer
Andrea Schubloom
Madison Schwartz

Zachary Schwartz
Andrew Shutrop
Han Si
Katelyn Siltanen
Chelsea Smith
Rochelle Smith
Lesley Soles
Grant Sonnek
Derek Soukup
Zachary Sousa
Penny Speich
Andrea Strong
John Stubbendick
Julia Stueven
Shianne Teas
Makayla Tepfer
Kyle Tews
Jana Thorstenson
Nicholas Timmerman
Mitchell Timp
Abigail Toft
Samantha Toft
Amanda Tolzin
Daniel Tomasello
Antonio Topete
Chauncey Trapp
Jessica Triebwasser
Seth Tupper

Dillon Van Holland
Rebecca Van Regenmorter
Travis Vander Streek
Abigail Vlaminck
Alexandra Vlcek
Danielle Voelkel
Benjamin Wagner
Sara Wambeke
Libbey Warner
Tyler Warren
Rebecca Watkins
Jarod Weber
Joshua Weinheimer
Haidee Wersal
Dylan Wicks
Andrew Wiebenga
Samantha Williams
Hannah Wilner
Courtney Winkel
Lindsey Wolles
Sawyer Wollmann
Johnathon Wolthuizen
Matthew Wordes
Logan Zeisler
Shawn Zollner

ASSOCIATE OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Nathan Beech
Greer Hofer
Paul Mesner
Riley Meyer

Melissa Pauley
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Colleen Nichole Turner

Mercedez Shay Velasquez

Kelli Elizabeth Wagner

Melissa Kay Waind

Jennifer Kay Walker

Breanna White

Tutush D Woldemariam

Bachelor of Arts

Rachel Ann Abele

Wyatt T Adam

Samantha Kay Albers

Kendyll Layne Albrecht

Holly J. Anderson

Zoe Marie Anderson

Nicole Gwendolyn Andrews

Anna Marie Andrews

Jordan Brianna Aspen

Megan Jo Bach

Rodrigo Balmaceda

Peter Michael Banasiak

Rachel Ellen Barrett

Jacob Lee Baumgartner

Joseph Baustian

Jessilynn Grace Bean

Rachael LeeAnn Berg

Jordan A. Bixenman

Raven L. Blahnik

Daniel Norman Blessinger

Halle Victoria Bowar

Maria Michelle Brady

Mitchell K. Branjord

Allison Kay Bristol

Kendra LeeAnn Broekhuizen

Cooper Lee Brunsting

Libby Bullerdick

Sydney Jade Busch

Andrew August Candela

Kimberly Nicole Cap

Stone Edward Conley

Glyniel Josephine Costello-Brown

Brittney Ann Davis-Schacht

Blake Douglas Donnelly

Anthony Thomas Drazick

Karina Ann Dufoe

Olivia Marie Edoff

Alyssa C. Fernandez

Kurt Nathan Finster

Kenzie M. Fischer

Bjorn Roger Flanagan

Riley Aurora Fritz

Renee Gallagher

Brendan Ray Gayken

Rebecca K Goth

Lane William Graber

Madison Shelby Green

Hannah Michelle Gupton

Ashley S. Guthmiller

Kylie Rose Hagen

Joshua D. Haiar

Louisa Clarice Hansen

Sydney Marie Hardin

Lucas William Heitkamp

Jesse William Henrichs

Jenna Marie Herrick

William R. Himmler

Morgan A. Holt

Gabrielle Susan Horton

Ryan Husby

Bethany A. Hutto

Marcus Daniel Ireland

Justin William Jacobson

Christopher Lowell Jahr

Shukri Mursal Jama

Ryan Edward John

Kylie Jo Johnson

Mandy Marie Juhnke

Addie Marie Kaster

William Malikai Kayser

Sabrina Nicole Kelly

Madeleine Mary Kennebeck

Miki Kennerly
Taylor Marie Kidd
Hannah Marie Kieliszewski
Kelsey Marie Koupal
Emma Jo Larson
Juliana Catherine Layman
Maria Kay Lewis
Lucas G. Lund
Candra Dawn Mahrt
Pedro Juan Martínez Agosto
Samuel Craig Matson
Addison Craig McCauley
Michael D. McGraw
Teagan K. McNary
Katie L. Meirose
Britney Grace Miersma
Afiwa M. Missoh
Baylie Irene Moravec
Lynette Lee Moreland
John Morris
Evan Joel Murtha
Holden Kendall Neal
Blaine Alexander Nelson
Lauren Sophie Nelson
Madison M. Nemitz
Rachel Alane Newville
Paige Solveig Northagen
Gunnar Daniel Olson
Abby Ostrem
Scott Douglas Passmore
Hannah Kaylynn Person

Skyler J. Ponwith
Maria Nicole Potratz
Makayla Marie Raley
Joseph B Reagan
Justice Taylor Redding
Gabriela Revolorio
Alexandrea Lyn Roberts
Kelsey Lynn Rokahr
Molly Ellen Cook Schiermeyer
Matthew Ernest Schirado
Jessica Lynn Schulz
Andrew James Schwarz
Jacob Erik Selgestad
Cody Allen Senn
Kaitlyn Sicard Redlegs
Jordan David Wayne Smith
Andrew T. Soukup
Donald Chase Stehly
Mackenzie W. Stone
Jill Virginia Swanson
Cyrisha Thelma Swanson
Chase Michael Swearingen
Austin David Thompson
Heather V. Townsend
Max Tushla
Rebecca Irene Vaca
Chelsea Vang
Alexander Jason Warford
Gregory Neil Wescott
Sydney Mackenzie Wilson
Emily Mary Wollmann

Bachelor of Business Administration

Brian Alexander Anthonia
Isaac Quinn Armstead
Isaac Babalola
Kassitti Anastasia Balomenos
Hailey M. Bies
Ashlynn Kay Blenner
Joshua J. Bloom
Andrew Brown
Libby Bullerdick

Prestin J. Butzke
Cole Jacob Cahoy
Tyler Lee Carr
Cole Cheeseman
Pedro Chequetti
Emma Beth Collins
Danira Deolinda Corbafo Da Costa
Joshua J. Cunningham
Braden T De Boer

Dillon Neil Deffenbaugh
Clayton Dean Ebright
Kara L. Ellefson
Braden Steven Ellingson
Megan Marie Erickson
Shampaign Dajanique Fields
Natalie Fischer
Joseph Wayne Fox
Jaicee Lei Frank
Cole Ethan Frankman
Johnathan Fritzie-Gasper
Jacob T. Gapp
Samuel John Giessinger
McKenna Rae Golden
Jacob Ryan Grady
Emma McCrea Groninger
Kane Cristofer Guisinger
Melissa Jane Gunnink
Robert Christian Gunter
Daniel Hade
Tyler J. Hagedorn
Benjamin Allen Hamann
April Michelle Hanisch
Tyler Jeffrey Hattervig
Richard Thomas Hecht
Elizabeth Ann Hegerfeld
Mackenzie Kate Hellwig
Kayla Jewell Henderson
Cory M. Herbert
Austin Michael Herbst
Jamie Lyn Holscher
Spencer Boyd Hopkins
Trevor Austin Hovaldt
Keith Joseph Hurly
Daniel Benson Jech
Yuqi Jiang
Jenna Lane Johnson
Jordan David Jones
Justin Dominic Jones
Michael Allen Jost
Kayla A. Kieler
Saah E Kindy
Gage Phillip Klein
Baylor Lee Korth
Jayden Wade Korthals
Tanner Wayne Koster
Steven Andrew Kranz
Wendy A. Kuhnert

Brian Duane Kuyper
Han Jung kwon
Emma Lang
MacKenzie R. Lee
Pierce William Libbey
Tate Todd Lindsay
Paige Ann Lonbaken
Zachary Lundquist
Thuc Trinh Le Luong
Lucas Mace
Christina Joy Marquez
Sara Jean Martin
Jeaneen Michele Mathewson
MacKenzie Brie Mellick
Phillip Mark Millar
Alexis L. Morrison
Jessica May Mullenberg
Lucas William Murphy
Hailey Paige Murray
Jill Michelle Nelsen
Matthew Ward Nelson
Michele D Novacek
Kyle S. Olinger
Raechel Joan Oyen
Bret Michael Pearson
Alayna Rose Pederson
Luis F. Peguero
Hannah Kaylynn Person
Katelyn Mary Petry
Miranda Rose Pfund
Ben Allen Pinkerman
Ward Matthew Reesman
Boston Ryan-Patrick Rew
Brandon Timothy Rich
Jacob Richter
Alexis Claire Ritzman
Stephanie Rodriguez
Justin Todd Fritzgerald Rosebrock
Dillon Sampson
Joshua Sayler
Hannah Michaela Schaefer
Logan James Schiebout
Parker Schnabel
Max Jay James Seward
Megan Ann Smith
Luke A. Snyder
Rita Lynn Stange
Kianna R. Stewart

Jacob A. Stockberger
Katie Marie Storm
Payton Suter
Jared Dylan Thorson
Celso Jay Valencia
Derek J VanderMay
Brooke Jocelyn VanGerpen
Cassandra Nicole Voss
Amanda Joy Waldner
Savannah Jean Walter

Bolong Wang
Jonathan Earle Webb
Dakota Weisbecker
Tyler Wenande
Nathan Brett Wendler
Daniel Ryan Wetering
Stacy Elizabeth Williams
Chase P. Wood
Griffin James Bridger York

Bachelor of Fine Arts

Dillon M. Bryant
Amanda Diane Finstrom
Daniel Bernard Frye
Tess M. Jones
Nathaniel James Keane
Skyler Christopher Kidd
Alyeska June Krull
Javier E. Lara-Ruiz
Aaron Robert Marsh
Katie L. Meirose
Alexandra L. Newcomb-Weiland
Caleb I. Olson

Isaac Otterman
Mattie Marie Penisten
Alexander James Swoboda Peterson
Charlee Lorae Riker
Hannah Michaela Schaefer
Kiah Corrin Schaeffer
Sydney Lorinda Schake
Rachel Louise Smith
Emily Christine Swan
Jensen Elaine Twite
Ashley Ann Zimmer

Bachelor of General Studies

Dustie L. Durham
Alyssa Kay Fothergill
De Shonte' Marie Helm
Madison Taylor Kenney
Cassandra Elizabeth Sera Martin
Spencer N. McAdoo
Madison T. McKeever
Shekendra Morgan

Mollie Bea Nickerson
Shayla K. Ostrihonsky
Madeleine Nicolle Pace
Adam J. Palmer
Jason T. Reisdorfer
Kelsey Paige York
Savannah Rae Aanderud

Bachelor of Music

Ian Maclean Reiland-Smith

Bachelor of Musical Arts

Sadie Potter
Ethan Patrick Rahn

Katherine Ruth Zimmer

Bachelor of Science

Riley William Ackerman
Cody Isaac Adrian
Joshua Ramon Afdahl
Samuel P Alvine
Benjamin G. Anane-Asamoah
Drew Logan Andela
Taylor J. Andersen
Makenzie Kay Anthony
Chesney Marie Arend
Selena Avila
Joseph Michael Bader
Natalie Anne Basta
Jessilynn Grace Bean
Michaela Beckman
Rachel Nicole Beckman
Kyle Jonathan Bergeson
Peyton Marie Bjorkman
Rachel Marie Blackmun
Sydney Lee Bodensteiner
AJ Boose
Katryna Michelle Booth-Malnack
Shelby Gudrun Bork
Jordan Dean Bosch
Justin Lee Boulware
Ashley Anne Brage
Samuel Briese

Rebecca Kaye Brimmer
Alyssa Elizabeth Brown
Correan Lynn Brown
Kassidi Nicole Browning
Rachel Nicole Bruening
Trey Burch-Manning
Madeline McClaine Butterfield
Brigitte Juanita Byrd
Sean Callahan
Kelley R. Callanan
Cassidy Morgon Campbell Halls
Kimberly Nicole Cap
Alison A. Cappy
Jenna M. Carlon
Dennis Marek Carlson
Dylan Chad Carlson
McKenze Clare Carlson
Trever Dale Carlson
Erica JoLynn Carrels
Braden Dale Carroll
Pedro Chequetti
Brittani Marie Clark
Cole Ryan Clemitson
Parker Collins
Kourtney Colpitts
Jordyn   Janeen Cook

Cassandra Arielle Cristini

Sydney Kate Daane

Julia M. Darland

Haydn Daudt

Jamarian Dariese Latarence Davis

Avery Landon Del Grosso

Kierstyn Nichole Dell

Brandon Derby

Baylor M. DeVries

Alexa Dillon

Samantha Kay Dlugosh

William Doctorman

Natalia Carol Dohman

David Joseph Doss

Hayley Jo Dotseth

Macey Rae Dozark

Anthony Thomas Drazick

Darienne Ashley Driesen

Nicole Marie Driggs

Allysha Duffel

Ciara A. Duffy

Nathaniel Cole Dusini

Miranda Ann Ebach

Braeden Jay Edleman

Regan Nicole Enos

Erin Lynn Farnham

Taylor Grace Faw

Quinn Elizabeth Fawcett

Megan Marie Feerick

MaKayla Lee Fiksdal

Mallory Ellen Fine

Patricia Ann Fischbach

Jordan Elizabeth Fischer

Heather LeAnn Folkers

Timothy Forehand

Breana Nicole Foresman

McKayla Marie Foust-Newton

Josh D. Fox

Allyson Raye Frankenhoff

Preston James Gary Frederick

Imrann M.K Gabriel

Nathan Lee Garrett

Yeelor Moses Gbalea

Dasashe W Gelaw

Brandi Rose German

Liam Noah Gibbons

Marcus Alan Ambrose Girres

Falmata Gishe

Maria Ann Jean Glover

Riley Gohl

Michaela Elizabeth Goldammer

Autumn Elizabeth Gomez

Courtney Lynn Gould

Eden R. Gramm

Cheyenne N. Graves

Alysa Nichole Gregg

Alyssa Leonore Gregg

Grayson Barbara Gruenhagen

Katelyn Shawn Gundvaldson

Emily Elizabeth Haar

Victoria Ann Hagg

Tanner D. Hall

Tiana Hall

McKenna Marie Halverson

Aislynn Chanel Hamann

Derek Michael Hammer

Benjamin D. Hammer

Paige Lorrine Hanisch

Amber Lee Hanson

Whitney   Hanson

Ashlyn Marie Hartman

Abby Elizabeth Hayes

Dustin Lee Heiden

Justin Daniel Heinrichs

Alexandra Rae Helgerson

Melissa Hessman

Brayden John Hilton

Tyler Jon Hofer

Hannah Hofmaier

Vanessa Ann Hohn

Abigail Lynn Hollub

Colin Hoogendoorn

Tayler LaRaye Hoogeveen

Spencer Boyd Hopkins

Aubrey Kathryn Houska

Sarah Elizabeth Houska

Zhe Huang

Brooke C. Hubert

Imani Iris Huerta

Kristine Regina Hunt

Chase Allen Huntimer

Andrew W. Iddings

Jedidiah D. Jacobson

Fadumo Jamal-Baba

Christopher Joseph James

Kiar Jasper

Leah Dorothy Jeseritz
Blake R Johnson
Cari A. Johnson
Cassandra Sharon Jones
Nathan Thomas Jones
Orlin Evan Jones
Austin Thomas Jungers
Elizabeth Maisie Kainrath
Tayler Nicole Karas
Nathan Daniel Kautz
Diana Marie Kautz Smallwood
Justin Adam Kertis
Drew Marie Keuck
Muhammad Babar Khokhar
Evan Alexandra King
Megan Blanche Knoll
Taylor Nicole Koch
Kyler Kooi
Coleman John Koons
Michael Steven Kopren
Walker Lee William Kor
Mariah Jane Kosidowski
Lauren Renae Kratz
Taylor Renee Kruisselbrink
Tad Austin Lacey
Kevin Maisog Lagang
Kayla Marie LeBon
Emily Marie Lehan
Ali Morgan Leonard
Maria Caroline Letcher
Douglas M. Lewis
Ashley Paula Liang
Austin James Lindeman
Erayna Jean Aileen Lister
Cynthia Luna
Danielle Lee Mack
Paige Leigh Madsen
Kimberly Iris Magnuson
Laurel Anna Maier
Andrew Maudal
Addison Craig McCauley
Nicholas McKie
Connor McMahon
Maddison Lea Medbourn
Callie Jean Meyer
Amanda L. Micheli
Melisa   Miftari
Erica L. Miller

Jamey Lee Miller
Jazmyn Rose Miller
Layne B. Miller
Kylie Ann Minske
Kayla M. Mitzel
Amelia Ellen Morris
Miranda Rose Morrow
Logan Nicholas Mudder
Elise M. Mueller
Caleb P. Munce
Byeongmin Nam
Laura Renae Neff
Blaine Alexander Nelson
Jasmina Nicole Nelson
Cassandra Marie Ness
Lilly C. Nettles
Austin Michael Neumann
John Lee Nguyen
Nijie Myrnan Andree Princesse Niamba
Anna Nichols Kristine Nichols
Devon C. O'Brien
John Arthur O'Connor
Heather Michelle O'Leary
Mariah Ann Olson
Robert Hector Ortiz
Morgan Elise Osterloo
Karissa Elizabeth Palmer
Mykayla Lynn Palmer
Paige R. Paquette
Ethan L. Parr
Elizabeth Paige Pearson
Jesse   Pease
Leah Nicole Pechacek
Alexis D Petersen
Michael John Peterson
Heather Patricia Plueger
Paige Marie Podoll
Christian Daniel Pollema
Hannah Reed Poppens
Christian Emil Pospisil
Halle Jane Randall
Tanner Redlin
Kolby Cramer Reinke
Patrick Alan Reiter
Mitchell Wiley Riner
Kaylee Elizabeth Ripplinger
Shawn Porter Roe
Jessica Lauren Rogers

Evan Reed Rolling
Katie Marie Rosenstengel
Emily Helen Roth
Alex W Saavedra-Guerrero
Nathan Travers Sanchez
Allison Sanner
Briana Mari Sargent
Brieana Christine Satre
Sydney Nicole Schad
Haley Anne Schild
Brennan Schmidt
Walker Elias Schmidt
Brittany Marie Schmit
Bailley Alexis Schneider
Melanie Lee Schneider
Quinn Marie Schroeder
Kolby J Scott
Rachael   Severson
Keeley Sherlock
Sarah Marie Shippy
Carmelita Samira Shouldis
Halle Sieve
Jacob Jeffrey Simmons
Lauren Nicole Sissel
Matthew L Skinner Jr.
Christian Valentino Skunk
Logan James Slack
Andrew Marvin Smith
Luke Brendan Smith
Sydney Michelle Smith
Parker Spitzer
Tessiah E'lisabet Sprague
Craig A Stanton
Alexander Riley Steinley
Dalee A. Stene
Karli Eileen Stephenson
Lucas James Sternhagen
Michaela Elizabeth Sterrett
Sawyer John Stevens
Trina A. Stewart
Coral Breanne Suarez

Issei   Takeuchi
Nathan Tatsumi
Jacob E. Taylor
Myles Allen Taylor
Cassandra Renee Tester
Hayden Jack Thompson
Courtney Dianne Tiesler
Jessica Sharon Tisher
Cecelia Thi Tran
Cole Michael Uithoven
Emily Elisabeth Ullom
Breanna Lynn Van Bochove
Allison Anne VanLaecken
Jake Vollmer
Madisyn Nicole Waage
Tanner William Waddell
Jessica Renae Wahlgren
Emily M Wald
Brianna Kay Waltner
Jennifer Lin Walz
Syreeta J Warrington
Morgan Rae Weber
Ashley Weber
Chelsy Kaylene Wederquist
Alyssa Marie Weiler
Elizabeth Rae Welk
Tyler Wenande
Sommer Katherine West
Daniel Roman Whirlwind Soldier Petite
Taylor Ann White
Alanisse Amuelle Williams
Kjerstin Lynn Williams
Danielle L. Wilson
Atara Leah Wipf
Laura Grey Wolf
Sonyea M. Woolfolk
Tatum ReAnna Wren
Zachary Jay Wynia
Anthony Bernard Zeller
Nicole Marie Zirpel
Chazni Zwaan

Bachelor of Science in Education

Payton Marie Allen
Kelsey C. Amezquita
Amelia Joy Atkins
Jamie Kay Barnett
Claire Elizabeth Bennett
Chandler Leigh Brons
Olivia Marie Bruening
Connor Thomas Burchill
Katherine Grace Coffeen-Spencer
Alex Dalton Coker
Brett Lane Cuperus
Matthew John Decker
Sarah Nicole Dreyer
Sydney Leigh Esselink
Timothy Furness
Theresa Marie Godlewski
Andrew Danton Gray
Kallie Marie Grieme
Melissa Renee Griese
Taylor Lee Hento
Emily Christian Hill
Abbey Autumn Hilt
Megan Horkey
Samantha Ann Hyronimus
Callie Jo Jarman
Shannen Lynne Jennings
MacKenzie Marie Jensen
Ashley Victoria Johnson
Amanda Lee Jordan
Jessica A. Jordano
Katelyn Kendall

Tari Marie Knock
Kasey Marie Knutson
Mackenzie Deanne Kopren
McKayla J. Kramer
Kaci Ann Kruger
Connor H. Kuipers
Kathleen E. M. Lehrkamp
McKenzie Lynn Lenihan
Kyra Elaine Martens
Kelsie Mastel
Jacob W Meyer
Samantha Kay Most
Blake A Muldbakken
Imalay Rivera
David Lamont Douglas Robinson
Nicole Marie Roth
Jonah Michael Rothermel
Samantha Jo Schartz
Austin James Simmons
Maddie Marie Stanek
Carly Elizabeth Sternhagen
Corey Nicole Strang
Matthew Brady Taverna
Tanner Kim Termansen
Jack K. Thony
Haley Ann Unzen
Madison Nicole Waldner
Dalton Thomas Waterman
Taylor A Wiley
Alexis M. Wilson
Nicholas John Zangara

Bachelor of Science in Nursing

Mary Aberle
Sydnee Kay Alexander
Sydney Allen
Brooke Ilene Arndt
Alexander James Ask

Jared W. Barrie
Gretchen M. Biersbach
Courtney Joy Bolkema
Myranda Jo Brandner
Emily Ann Brosamle

Justin A. Broveak
Haley Jo Bruggeman
Taiya Lynn Bunde
Lindsay Lee Burrer
Elizabeth Mae Byrd
Michaela Ann Cermak
Felicia Suzann Cherveny
Christine Lea Marie Cook
Mindella Holly Cronin
Stephanie Yaa Donkor
Justine M Dye
Nina   Emmick
Courtney E. Espeland
Allison Ann Farella
Kari Nicole Feller
Sage McKenzie Fraser
Allyson Hailey Gartner
Kacee Charline Gaughenbaugh
Jacie Lynn Gerig
Lauren Marie Giandinoto
Briana Marie Gieseke
Katie Good-Opdahl
Leanne Marie Gregerson
Hattie Joan Groeneweg
Kristen Marie Gropel
Lexie Marie Guenther
Taylor Ann Gustafson
Merissa Renee Hall
Sydney Nicole Hammrich
Alina Gabriela Hanak
Kayla Anne Hanson
Michele Lynn Harkin-Meverden
Amy Elisa Haslip
Noah John Hauck
Calli Piper Hensley
Alexandra Lee Hillestad
Amy Christine Hodge
Steven Paul Howell
Claudia Kay Ibarra
Shelby Lynn Jensen
Alea Whitney Johnson
Brianna Lynne Johnson
Samantha Jo Jung
Daulton J. Keiser
Michael Mason Keller
Patricia Louise Knodell
Tyler Edmund Koch
Karissa N. Langland

Heather Ann Larson
Michael Paul Lee
Talia Ann Lego
Hunter J. Leighton
Taylor Shay Loken
Isabelle F. Loudenslager
Britt Layne Ludlow
Emily Mae Luxem
Brinkley Lyon
Brandi Lyn Martian
Dessalegne G. Mati
Ronda Jean Mayrose
Shalina Ann McClelland
Elizabeth Ann McDowell
Veronica Joy Meaike
Amanda Paige Michl
Jamie Marie Mitzel
Cuinsey Marie Murphy
Courtney Shania Naasz
John M. Newcum
Katey Lee Nguyen
Kathy Olson
Brett T. Padgett
Brittney Jean Peaslee
Cassandra Mae Pieschke
Dana Marie Pottebaum
Kylee Michelle Pourier
Tracy Lynn Prins
Abby Blair Quinnell
Karina Ann Ramirez
Madison Maye Reisch
Andrea Rutstein
Makenzie Alissa Sabo
Sarah Lynn Schank
Taryn Nancy Schneck
Allie Jo Scholten
Stephanie Lynn Schroeder
Jordyne Rae Schultz
Jessica K. Seehafer
Haley Nichole Severson
Alexis Marie Shoup
Bridgett Gabrielle Smith
Caroline Ann Smith
Sheri L. Spaans
Matthew Gary Springer
Brandon S. Stanton
Elise Ann Steinbeck
Amber Leigh Steiner

Delaney Marie Stroschein
Nyssa Marlyne Marie Sumser
Tori Renee Svalland
Stephanie Lynn Tanner
Shelley Lynn Tech
Cooper Forrest Thau
Tareza Jo Thiele
Seth E. Titus
Alex John Vander Hoek
Samantha Marie Vanderostyne

Kaitlin Varcoe
Makenzi Sue Vlotho
Kiera Anne Vroegop
Jenna Renee Warwick
Sylvia Mae Weidenaar
Kaitlynn   Weum
Casey Lynn Wharton
Brandis Michelle Williams
Page Wise
Arielle Anne Wolterman

Associate of Arts

Jessica M. Boutch
Cayla Thomas Carpenter
Tristan C. Chasing Hawk
Alex Groeneweg

Anna Elizabeth Haiar
Kristen Jean Kolb
Emily Nicole Moser
Joshua Ethan Thomas

Associate of Science

Juan Pedro Escobedo Garcia
David J Kolb

South Dakota School for the Blind and Visually Impaired
2018-2019 Graduation List

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

Jordan Houseman, Lake Andes SD

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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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 2019-2020 and 2020-2021 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 recommend approval.

ATTACHMENTS
　　Attachment I – SDSBVI Academic Calendars: 2019-2021
　　Attachment II – SDSD Academic Calendars: 2019-2021

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DRAFT MOTION 20190514_2-B:
　　I move to approve the proposed academic calendars for the South Dakota School for the
　　Deaf and the South Dakota School for the Blind and Visually Impaired.

South Dakota School for the Blind and Visually Impaired — 2019 - 2020 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**						
0/0				1	2	3	1	2	3	4	5	6	7			1	2	3	4	5
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
11	12	13	14	15	16	17	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30					19/19	27	28	29	30	31		22/41
NOVEMBER							**DECEMBER**							**JANUARY**						
					1	2											1	2	3	4
3	4	5	6	7	8	9	1	2	3	4	5	6	7	5	6	7	8	9	10	11
10	11	12	13	14	15	16	8	9	10	11	12	13	14	12	13	14	15	16	17	18
17	18	19	20	21	22	23	15	16	17	18	19	20	21	19	20	21	22	23	24	25
24	25	26	27	28	29	30	22	23	24	25	26	27	28	26	27	28	29	30	31	
					18/59		29	30	31				0/59							15/74
FEBRUARY							**MARCH**							**APRIL**						
						1	1	2	3	4	5	6	7				1	2	3	4
2	3	4	5	6	7	8	8	9	10	11	12	13	14	5	6	7	8	9	10	11
9	10	11	12	13	14	15	15	16	17	18	19	20	21	12	13	14	15	16	17	18
16	17	18	19	20	21	22	22	23	24	25	26	27	28	19	20	21	22	23	24	25
23	24	25	26	27	28	29	29	30	31				20/112	26	27	28	29	30		20/132
					18/92															

S	M	T	W	T	F	S			
MAY							School Day: 8:00 AM - 3:15 PM		
					1	2	HOMEGOINGS: Classes dismiss at 12:10; Dorms close at 1:00 PM; Professional Development 1:00-3:00 PM		
3	4	5	6	7	8	9			
10	11	12	13	14	15	16			
17	18	19	20	21	22	23	April 9: Spring Concert		
24	25	26	27	28	29	30	May 22: Awards Program and Commencement		
31					16/148				

QUARTER	START	END
1st (37 Days)	9/4/2019	10/25/2019
2nd (37 days)	10/28/2019	1/31/2020
3rd (37 Days)	2/3/2020	3/27/2020
4th (37 Days)	3/30/2020	5/22/2020

2020 Extended School Year (ESY) Dates: June 7 - 26 and July 12 - 31

AUGUST 22 - 23: New Staff On Duty; Orientation Days	**JANUARY 1:** New Year's Day Holiday
AUGUST 26 - 30: Professional Development / Classroom Prep	**JANUARY 12:** Dorms open 10:00 AM at new SDSBVI
SEPTEMBER 2: Labor Day Holiday	**JANUARY 13:** Classes Resume at new SDSBVI
SEPTEMBER 3: Registration Day; No Classes; Dorms open 1:00 PM	**JANUARY 20:** In Session - Martin Luther King, Jr.
SEPTEMBER 4: Classes Begin (School Day is 8:00 AM - 3:15 PM)	**FEBRUARY 13:** Homegoing; Dorms close at 1:00 PM
OCTOBER 11: Homegoing; Dorms close at 1:00 PM	**FEBRUARY 14:** Closed
OCTOBER 14: Native American Day Holiday	**FEBRUARY 17:** Presidents' Day Holiday
OCTOBER 15: Parent/Teacher Conferences; Dorms open 10:00 AM	**FEBRUARY 18:** Parent/Teacher Conf; Dorms open 10:00 AM
NOVEMBER 11: In Session - Veterans Day	**MARCH 18:** Homegoing; Dorms close at 1:00 PM
NOVEMBER 26: Homegoing; Dorms close at 1:00 PM	**MARCH 19 - 20:** Spring Break; No Classes
NOVEMBER 27: Closed	**MARCH 22:** Dorms open at 1:00 PM
NOVEMBER 28: Thanksgiving Holiday	**APRIL 9:** Homegoing; Dorms close at 1:00 PM
NOVEMBER 29 until JANUARY 11 - No Classes; move to new SDSBVI	**APRIL 10:** Good Friday; No Classes
DECEMBER 25: Christmas Holiday	**APRIL 13:** No Classes; Dorms open at 1:00 PM
	MAY 22: Last Day of School; Dorms close at 1:00 PM
BOR Meeting: May 14, 2019 (revised 4/15/19)	**MAY 25:** Memorial Day Holiday

794

South Dakota School for the Blind and Visually Impaired   2020 - 2021 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			1	2	3	4	5						1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
2	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31					0/0							16/16							21/37
NOVEMBER							**DECEMBER**							**JANUARY**						
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
						18/55							17/72	31						20/92
FEBRUARY							**MARCH**							**APRIL**						
	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
28							28	29	30	31				25	26	27	28	29	30	
						18/110							22/132							19/151

S	M	T	W	T	F	S
MAY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					15/166

HOMEGOINGS: Classes dismiss at 12:10; Dorms close at 1:00 PM; Professional Development 1:00-3:00 PM

December 23: Christmas Program

March 30: Spring Concert

May 21: Awards Program and Commencement

QUARTER	START	END
1st (42 Days)	9/9/2020	11/6/2020
2nd (40 days)	11/9/2020	1/15/2021
3rd (43 Days)	1/18/2021	3/19/2021
4th (41 Days)	3/20/2021	5/21/2021

2021 Extended School Year (ESY) Dates: June 6 - 25 and July 11 - 30

AUGUST 27 - 28: New Staff On Duty; Orientation Days
AUG 31 - SEPT 4: Professional Development / Classroom Prep
SEPTEMBER 7: Labor Day Holiday
SEPTEMBER 8: Registration Day; No Classes; Dorms open 1:00 PM
SEPTEMBER 9: Classes Begin (School Day is 8:00 AM - 3:00 PM)
OCTOBER 9: Homegoing; Dorms close at 1:00 PM
OCTOBER 12: Native American Day Holiday
OCTOBER 13: Parent/Teacher Conferences; Dorms open 10:00 AM
NOVEMBER 11: In Session - Veterans Day
NOVEMBER 24: Homegoing; Dorms close at 1:00 PM
NOVEMBER 25: Closed
NOVEMBER 26: Thanksgiving Holiday
NOVEMBER 27: No Classes
NOVEMBER 29: Dorms open at 1:00 PM
DECEMBER 23: Homegoing; Dorms close at 1:00 PM
DECEMBER 24: No Classes

DECEMBER 25: Christmas Holiday
DECEMBER 28-31: No Classes
JANUARY 1: New Year's Day Holiday
JANUARY 3: Dorms open 1:00 PM
JANUARY 18: In Session - Martin Luther King, Jr.
FEBRUARY 11: Homegoing; Dorms close at 1:00 PM
FEBRUARY 12: Closed
FEBRUARY 15: Presidents' Day Holiday
FEBRUARY 16: Parent/Teacher Conf; Dorms open 10:00 AM
MARCH 30: Homegoing; Dorms close at 1:00 PM
MARCH 31 - April 1: Spring Break; No Classes
APRIL 2: Good Friday; No Classes
APRIL 5: No Classes; Dorms open at 1:00 PM
MAY 21: Last Day of School; Dorms close at 1:00 PM
MAY 25: Memorial Day Holiday

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BOR Meeting: May 14, 2019 (revised 4/10/19)

SD School for the Deaf

2019 - 2020 School Year

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S

AUGUST

S	M	T	W	T	F	S
18/18	2/6			1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

SEPTEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					20/38

OCTOBER

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		22/60

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
					4/6	17/77

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				21/98

JANUARY

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						21/119

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
						19/138

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				22/160

APRIL

S	M	T	W	T	F	S
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
					6/6	19/179

MAY

S	M	T	W	T	F	S
				1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31					15/194

Contract Days	194
Professional Days	6
Total	200

AUGUST 1 - 2: New Staff On Duty; Orientation Days	JANUARY 1: New Year's Day Holiday
AUGUST 5: Returning Staff On Duty	JANUARY 20: Martin Luther King, Jr. Holiday
AUGUST 14 - 15: Professional Days	FEBRUARY 3 - 5: Evaluation Team Testing Days
SEPTEMBER 2: Labor Day Holiday	FEBRUARY 17: Presidents' Day Holiday
SEPTEMBER 16 - 18: West River Evaluation Team Testing Days	MARCH 23 - 25: Evaluation Team Testing Days
OCTOBER 7 - 9: Sioux Falls Evaluation Team Testing Days	APRIL 12: Easter
OCTOBER 14: Native American Day Holiday	APRIL 13: Easter Monday
NOVEMBER 11: Veterans Day Holiday	APRIL 28 - 29: Professional Days
NOVEMBER 13 - 14: Professional Days	MAY 21: Last Day
NOVEMBER 28: Thanksgiving Holiday	
DECEMBER 2 - 4: Sioux Falls Evaluation Team Testing Days	
DECEMBER 25: Christmas Holiday	BOR Meeting: May 14, 2019 (revised 4/15/19

SD School for the Deaf — 2020 - 2021 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		1	2	3	4	5							1	2	3
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
2	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31				2/6	17/17							21/38							21/59
NOVEMBER							**DECEMBER**							**JANUARY**						
1	2	3	4	5	6	7			1	2	3	4	5						1	2
8	9	10	11	12	13	14	6	7	8	9	10	11	12	3	4	5	6	7	8	9
15	16	17	18	19	20	21	13	14	15	16	17	18	19	10	11	12	13	14	15	16
22	23	24	25	26	27	28	20	21	22	23	24	25	26	17	18	19	20	21	22	23
29	30						27	28	29	30	31			24	25	26	27	28	29	30
					4/6	17/76							22/98	31						19/117
FEBRUARY							**MARCH**							**APRIL**						
	1	2	3	4	5	6		1	2	3	4	5	6					1	2	3
7	8	9	10	11	12	13	7	8	9	10	11	12	13	4	5	6	7	8	9	10
14	15	16	17	18	19	20	14	15	16	17	18	19	20	11	12	13	14	15	16	17
21	22	23	24	25	26	27	21	22	23	24	25	26	27	18	19	20	21	22	23	24
28							28	29	30	31				25	26	27	28	29	30	
						19/136							23/159						6/6	19/178

S	M	T	W	T	F	S
MAY						
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					16/194

Contract Days	194
Professional Days	6
Total	200

AUGUST 3 - 4: New Staff On Duty; Orientation Days	**JANUARY 1: New Year's Day Holiday**
AUGUST 5: Returning Staff On Duty	**JANUARY 18: Martin Luther King, Jr. Holiday**
AUGUST 11 - 12: Professional Days	**FEBRUARY 2 - 4: Sioux Falls Evaluation Team Testing Days**
SEPTEMBER 7: Labor Day Holiday	**FEBRUARY 15: Presidents' Day Holiday**
SEPTEMBER 14 - 16: West River Evaluation Team Testing Days	**MARCH 22 - 24: West River Evaluation Team Testing Days**
OCTOBER 12: Native American Day Holiday	**APRIL 4: Easter**
OCTOBER 27 - 29: Sioux Falls Evaluation Team Testing Days	**APRIL 5: Easter Monday**
NOVEMBER 11: Veterans Day Holiday	**APRIL 6 - 7: Professional Days**
NOVEMBER 17 - 18: Professional Days	**MAY 24: Last Day**
NOVEMBER 28: Thanksgiving Holiday	
DECEMBER 1 -3: Sioux Falls Evaluation Team Testing Days	
DECEMBER 25: Christmas Holiday	BOR Meeting: May 14, 2019 (revised 4/15/19)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 2 – C
DATE: May 14, 2019

****

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, 2019 and ends on June 30, 2020, 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 2019-2020

****

DRAFT MOTION 20190514_2-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, 2019 and ends on June, 30, 2020 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, 2019 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, 2019** |
| |
+-------------------------+

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 2 – D
DATE: May 14, 2019

****

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
The Board of Regents approved revisions to General Education courses at the March 2018 meeting. Those revisions came at the culmination of a major redesign effort of the system General Education requirements. As part of the General Education redesign effort, a process was implemented to bring coursework revisions to the Board of Regents one time per year.

Further, Board has maintained a set of limited General Education courses for the system. This is accomplished through a process that limits the number of courses approved as General Education coursework for each institution; institutions must remove an existing General Education course from the approved matrix in order to approve a new course.

At their November 2018 and April 2019 meetings, the Academic Affairs Council reviewed and approved the respective removal and addition of the following from the current slate of General Education courses offered at the University of South Dakota (USD). The system General Education Committee also supports these revisions being advanced for consideration by the Board:

> *Goal #3 Social Sciences*
> Remove POLS 102 American Political Issues (USD)

(Continued)
****
DRAFT MOTION 20190514_2-D:
I move to approve the removal of POLS 102 and CHEM 110/110L and addition of PHIL 242, HSC 280/280L, and SUST 113/113L from the system General Education goals for USD as presented beginning Fall 2019.

> ### Goal # 4 – Humanities & Fine Arts
> Add PHIL 242 Ethics, Law, and Literature (USD)
>
> ### Goal #6 – Natural Sciences
> Remove CHEM 110/110L Chemistry & the Environment / Lab (USD)
> Add HSC 280/280L Essentials of Human Anatomy and Physiology / Lab (USD)
> Add SUST 113/113L Sustainable Environment / Lab (USD)

IMPACT AND RECOMMENDATION

The inactivation of the two courses are specific to USD and are proposed because the institution no longer regularly offers the courses. The deletion of these courses will provide USD with options to offer future replacement courses that meet the General Education requirements, specifically, those described below.

PHIL 242 Ethics, Law, and Literature: The core goal of PHIL 242 is to explore the values required to organize a society around the institutions of law and justice. This approach to political life differs from empirical accounts of how societies are structured because the focus is not to describe social forms, but to evaluate their costs and benefits. Because of the multidisciplinary approach of combing questions of law and ethics together with the methodology of fiction and literature, this course is especially well suited for introducing students to the comparative strengths of the humanities and arts. To understand the basic claim that fiction (and art more broadly) plays a crucial role in the formation of social and political life, students have to learn core concepts of aesthetics (e.g., its essential subjective and affective elements) in addition to core concepts of the humanities (e.g., which values make human life worth living). Moreover, students have to learn basic concepts of justice such moral injury and retribution in order to evaluate responses as different as vengeance, punishment, and forgiveness.

HSC 280/280L Essentials of Human Anatomy and Physiology/Lab: Helps students gain an understanding and awareness of this science. This course provides the necessary knowledge that is foundational to work in the healthcare industry in support positions including clinical analytics, coding, billing, insurance claims, public health and other areas of health care such as paramedic practice and sports medicine. Including this five credit hour course as a general education course will be a huge benefit for those individuals seeking careers in health care such as those mentioned above. Adding HSC 280 to the general education courses will benefit a number of students currently enrolled at USD in health sciences and sport sciences and, in addition, will benefit transfer students.

SUST 113/113L Sustainable Environment/Lab: Sustainable Environment is founded in sciences currently offered at USD, earth science and biology, but in a new context, sustainability. This course will be a useful and desirable course for many students. Framing science within the context of societal issues, as is done in SUST 113/113L, has been found to be more effective in engaging students in science, especially students who are underrepresented in STEM fields. By making SUST 113/113L a course that fulfills SGR #6, USD will be promoting science to a broad audience. Further, as is recognized in the

zero-sum policy, other institutions wishing to offer this course may do so with no penalty on their zero-sum matrix.

Board staff recommends approval of the aforementioned revisions to the list of approved General Education courses for the system.

ATTACHMENTS
None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
 New Program: SDSMT BS in Atmospheric & Environmental Sciences

CONTROLLING STATUTE, RULE, OR POLICY
 BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
 The South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a Bachelor of Science (BS) in Atmospheric & Environmental Sciences. The intent to plan was waived as this currently exists as a specialization within the Interdisciplinary Studies degree program. SDSMT is requesting to convert this specialization into a standalone major (SDSMT is requesting to convert all three specializations within Interdisciplinary Studies into standalone majors and eliminating the Interdisciplinary Studies major). The Atmospheric & Environmental Sciences major would be the only Meteorology/Atmospheric Science related undergraduate program in South Dakota. It is complemented by existing MS and PhD Atmospheric and Environmental Sciences Programs at SDSMT.

IMPACT AND RECOMMENDATION
 SDSMT does not require additional resources to offer the program. SDSMT anticipates graduating seven students per year after full implementation.

 Board office staff recommends approval of the program.

ATTACHMENTS
 Attachment I – New Program Request Form: SDSMT – BS in Atmospheric & Environmental Sciences

****

DRAFT MOTION 20190514_2-E(1):
 I move to authorize SDSMT to offer a BS in Atmospheric & Environmental Sciences, 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:	SDSM&T
MAJOR:	
EXISTING OR NEW MAJOR(S):	**Atmospheric & Environmental Sciences**
DEGREE:	
EXISTING OR NEW DEGREE(S):	**B.S.**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**40.0401 (Atmos. Sci. & Meteorology, General)**
SPECIALIZATIONS:[1]	**None**
IS A SPECIALIZATION REQUIRED (Y/N):	**No**
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	**Atmospheric & Environmental Sciences Program (Supporting Departments: CEE, CABS, PHYS, MATH)**
UNIVERSITY DIVISION:	

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

Click here to enter a date.

_____   _____
President of the University   Date

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

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

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

The SD Mines B.S. degree in Atmospheric and Environmental Sciences (henceforth, BS-AES) will succeed and replace the already existing Atmospheric Sciences specialization program, i.e., the B.S. degree in Interdisciplinary Sciences, (henceforth, IS-ATM). This is part of a larger plan at SD Mines to move the former specializations of the current Interdisciplinary Sciences Program into free-standing programs. The three specializations that comprised the current Interdisciplinary Sciences Degree with be separated into three new degrees of which the BS-AES will be one of them and the Interdisciplinary Sciences program, and its specializations will be terminated.

The discipline of Atmospheric and Environmental Science is broad. It is primary considered to subsume traditional Meteorology ("weather"), and Climate Science. However, the research programs and existing coursework includes Air and Water Quality, Water Resources, Fire Weather and Incident Meteorology (which also includes Emergency Management), and Ecological Studies.

As impacts from extreme weather events bear onto the national and regional economies, the larger discipline of atmospheric sciences is expected to intersect with agriculture, engineering, health and labor and other areas not previously considered to be part of the atmospheric sciences umbrella.

This proposed degree is nearly identical to the specialization under Interdisciplinary Sciences being replaced. The differences come down to reducing the number of required 300- and 400-level Social Sciences and Humanities credits and replacing them with upper-level science and engineering courses as *approved program electives*, rather than *free electives*. A look at the list of approved program electives in Section D, below, suggests how these courses will more strongly support student preparation in science and engineering and make several complementary minors more readily attainable for students. Complementary minors already extant at SD Mines include the following:

- Applied Biological Sciences
- Computational Statistics
- Computer Science
- Environmental Engineering
- Environmental Sciences
- Geospatial Technology
- Global Engineering
- Mathematics
- Sustainable Engineering

While the existing program already meets the rigorous federal requirements to qualify for a government job title of "Meteorologist" or similar position[2]. and the expectations of atmospheric sciences degrees as described by the American Meteorological Society[3], increasing student preparation in science and engineering will position the program for accreditation under ABET,

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[2] The US Government Office of Personnel Management expectation for Meteorologists (GS-1340) is available at https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/1300/meteorology-series-1340/
[3] The American Meteorological Statement-in-Force regarding BS Degrees in Atmospheric Sciences is available at https://www.ametsoc.org/ams/index.cfm/about-ams/ams-statements/statements-of-the-ams-in-force/bachelor-s-degree-in-atmospheric-science/

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

Inc. The American Meteorological Society is working with the ABET, Inc. to define criteria for accreditation under the Applied and Natural Science Accreditation Commission (ABET-ANSAC).

This program will continue to be the only Meteorology / Atmospheric Sciences Bachelor's Degree Program in South Dakota. It is complemented by existing M.S. and Ph.D. Atmospheric and Environmental Sciences Programs.

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?**[4]

The proposed BS-AES aligns with the university mission. BOR Policy 1:10:3 and SDCL 13-60-1 identify the mission of South Dakota School of Mines and Technology as that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering. The university has authorization to offer undergraduate programming in engineering and sciences. The Board implemented SDCL 13-60-1 by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation.

- Responsiveness to SD BOR Goals

  - Goal 1: Student Success

    - Students entering meteorology programs often enter with an expectation to go into the National Weather Service, Television and other "traditional" job avenues. While US Bureau of Labor Statistics [See Section 3] show growth in *all* areas of Atmospheric Sciences, the expected growth in traditional high-visibility areas is lower than other prospective employment avenues such as Engineering Services, and Information Sciences which are growing.

    - Our proposed successor to IS-ATM leverages both a rigorous background in atmospheric and environmental science, *but also encourages enrollment in one of SD Mines cross-cutting minors* that include Environmental Engineering, Environmental Sciences, Sustainability Science, and Computer Science. This widens job potential for our students as well as provides the regional and national hiring base to have access to graduates with strong backgrounds in weather and climate as well as areas such as air/water quality, hydrology, and information technology w.r.t weather and climate services.

  - Goal 2: Academic Quality and Performance

    - The existing IS-ATM and proposed BS-AES degrees are "full meteorology" degrees meeting the rigorous federal requirements to qualify for a government

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

job title of "Meteorologist" or similar position. The degree also meets the expectations of atmospheric sciences degrees as described by the American Meteorological Society (AMS) current Statement-in-Force regarding Bachelor's Degrees in Atmospheric Sciences. In addition, the AMS Board on Higher Education is working with ABET, Inc. Applied and Natural Science Accreditation Commission (ABET-ANSAC) towards an accreditation mechanism for undergraduate atmospheric sciences programs. Such accreditation will further support student employment for private sector positions, and also increase visibility for the university's energy and environment initiatives.

- Goal 3: Research and Academic Development

  - The Atmospheric and Environmental Sciences Program at SD Mines has tradition of research excellence since 1959 with the formation of the school's Institute of Atmospheric Sciences.
  - Within the AES program, research is a high priority. In recent years, its research has branched out from traditional meteorology, intersecting its research agenda with other units at SD Mines such as infrastructure resiliency w.r.t. extreme weather events and climate change, aquatic biogeochemistry/ecology and fire meteorology.
  - This degree will continue this cross-cutting program of integrating climate, weather, and environmental sciences into neighboring science, information, and engineering fields to produce a flexible graduating workforce for the private industry, government, and research communities.

- Goal 4: Affordability and Accountability

  - The proposed AES degree is a continuation of the existing IS-ATM degree and does not expect to add significant cost to the SD Mines budget.

3. **Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

Most employment statistics of Atmospheric Scientists and Meteorologist are aggregated nationally, and state-level statistics normally do not exist except for states with large research laboratories. However, alumni of SD Mine's Atmospheric and Environmental Sciences programs (the IS-ATM, AES M.S., and AES Ph.D. degrees) have been employed in South Dakota at the National Weather Service Offices in Rapid City and Aberdeen, the USGS Dakota Water Science Center, USGS EROS Data Center, Department of Natural Resources, and private companies such as Re/Spec, Inc. Many of these positions leverage the broader skills that do not necessarily solely leverage their traditional "meteorology" coursework, but also leverage complementary disciplines such as hydrology, natural hazards, remote sensing, etc.

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Nationally, the US Bureau of Labor Statistics expects jobs that explicitly call for *Atmospheric Sciences (Meteorology)* degrees are expected to increase 12% between 2016 and 2026[5]. *There are* **no** *current job titles in this classification that are expected to decline.*

- This is above the national overall average of all occupational categories of 7%, and above the national overall average of all physical science categories of 10%.

- These projections may also neglect new avenues for employment for atmospheric and environmental sciences degrees that emerge due to climate change and the impact said climate change has on other public and private sectors.

- As one further examines the existing statistics, the smallest growth is in federal government. There is larger growth expected in the area of weather services in the private sector including information science and engineering sectors. (See Table 1, next page).

Table 1: US Dept. of Labor, Bureau of Labor Statistics 2016-2026 Projections for Atmospheric Sciences Positions

Employment by industry, occupation, and percent distribution, 2016 and projected 2026

Atmospheric and space scientists

(Employment in thousands)

Industries with fewer than 50 jobs, confidential data, or poor quality data are not displayed

Hiring Domain	2016			2026			
	Employment	Percent of industry	Percent of occupation	Employment	Percent of industry	Percent of occupation	Percent change
Total employment	10.4	0.0	100.0	11.7	0.0	100.0	12.0
Television broadcasting	0.8	0.6	7.4	0.8	0.6	6.8	3.1
Engineering services	0.1	0.0	0.9	0.1	0.0	1.0	13.0
Computer systems design and related services	0.1	0.0	1.0	0.1	0.0	1.1	19.8
Management, scientific, and technical consulting services	0.6	0.0	5.9	0.8	0.0	6.6	25.4
Research and development in the physical, engineering, and life scien	2.4	0.4	23.0	2.8	0.4	24.2	17.8
Management of companies and enterprises	0.1	0.0	0.5	0.1	0.0	0.5	8.6
Colleges, universities, and professional schools; private	0.1	0.0	1.0	0.1	0.0	1.0	15.3
Colleges, universities, and professional schools; state	1.5	0.1	14.9	1.6	0.1	14.1	6.4
Federal government, excluding postal service	3.1	0.1	29.5	3.1	0.1	26.9	2.3
State government, excluding education and hospitals	0.1	0.0	1.2	0.1	0.0	1.1	3.8

Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics

While we wish to maintain the traditional core meteorology curriculum that has historically been geared towards government employment or media, our modifications from the existing program, such as the approved major electives, is designed to facilitate enrollment in SD Mines' many degree minor programs such as those listed below. This allows more of our graduates to have a wider range of opportunities in industry and in areas that are not necessarily part of the traditional job trajectories for "Atmospheric Sciences" graduates.

- Complementary SD Mines Minors for Atmospheric Science Disciplines include the following:
  - Applied Biological Sciences
  - Computational Statistics
  - Computer Science

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[5] The US Bureau of Labor Statistics for Atmospheric Scientists and Meteorologists Occupational Outlooks can be found at https://www.bls.gov/ooh/life-physical-and-social-science/atmospheric-scientists-including-meteorologists.htm

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- Environmental Engineering
- Environmental Sciences
- Geospatial Technology
- Global Engineering
- Mathematics
- Sustainable Engineering

4. How will the proposed program benefit students?

The existing IS-ATM degree at SD Mines satisfies US Government Office of Personnel Management GS-1340 Meteorology Series as well as the expectations for Atmospheric Degrees as recommended by the American Meteorological Society. Students in the IS-ATM specialization are advised by AES Faculty and the specialization's upper-level coursework is dominated by same AES coursework required in the proposed successor degree.

However, the current IS-ATM degree's "branding" with Interdisciplinary Sciences implies that the degree is something other than a Meteorology or Atmospheric Sciences degree. This makes the degree less visible to potential students and employers alike and makes the promotion of the degree by SD Mines' admissions and recruitment efforts challenging.

The expectation for students to take intersecting minors with atmospheric sciences will likewise both employability and visibility.

Furthermore, the AMS Board on Higher Education is considering expanding its support of programs offering meteorology and atmospheric sciences degrees by working with ABET-ANSAC to assess a way forward with respect to degree accreditation. Such accreditation will further support student employment and visibility for the university's other Energy and Environment initiatives.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?[6]
A new degree is not proposed. This degree is a continuity of the existing Interdisciplinary Sciences Atmospheric Sciences Specialization and will replace it.

B. What is the rationale for the curriculum?

The curriculum is relatively unchanged from the existing B.S. in Interdisciplinary Sciences (Atmospheric Sciences Specialization). This curriculum already exists and has been taught for 14 years and has produced 30 graduates since 2004.

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[6] 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.

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The curriculum satisfies US Government Office of Personnel Management GS-1340 Meteorology Series and the expectations for Atmospheric Degrees as recommended by the American Meteorological Society. We specifically target these goals even with available graduate programs in Atmospheric and Environmental Science at SD Mines since these recommended guidelines also require courses (e.g., Math, Chemistry and Physics coursework) that cannot be taken at most institutions for graduate credit.

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?*

As with the existing IS-ATM Program the BS-AES Degree Program satisfies the US Government Office of Personnel Management (OPM) GS-1340 Meteorology Series. See Section 16 for course-outcome crosswalks. Courses indicated in this OPM Series are required for federal employment in positions calling for a "Meteorologist" in the title. It is critical for any competitive Atmospheric Science or Meteorology Program in the US to offer these classes as part of their curriculum. At SD Mines all students must have these requirements to graduate.

- Basic Requirements for the US OPM GS-1340 (Meteorology) Individual Occupational Requirements are:

  - A: University Degree: meteorology, atmospheric science, or other natural science major that included:
    1. At least 24 semester (36 quarter) hours of credit in meteorology/atmospheric science including a minimum of:
       a. Six semester hours of atmospheric dynamics and thermodynamics;
       b. Six semester hours of analysis and prediction of weather systems (synoptic/mesoscale);
       c. Three semester hours of physical meteorology; and
       d. Two semester hours of remote sensing of the atmosphere and/or instrumentation.
    2. Six semester hours of physics, with at least one course that includes laboratory sessions.
    3. Three semester hours of ordinary differential equations.
    4. At least nine semester hours of course work appropriate for a physical science major in any combination of three or more of the following: physical hydrology, statistics, chemistry, physical oceanography, physical climatology, radiative transfer, aeronomy, advanced thermodynamics, advanced electricity and magnetism, light and optics, and computer science.

  - B: Alternative to A: Combination of education and experience -- course work as shown in A above, plus appropriate experience or additional education.

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The program meets Program Expectations Expressed by American Meteorological Society (Adopted 30 May 2017).[7]   As the AMS will be the organization that prescribes expectations should US Meteorology programs take the ABET route for accreditation, SD Mines is well positioned to be in compliance with these expectation with little or nominal reorganization.

With compliance with the AMS Program Expectations, the curriculum is also in compliance with the 2012 UN World Meteorological Organization's Implementation of Education and Training Standards in Meteorology and Hydrology expectations (with respect to Meteorology)[8].

D. Summary of the degree program:

- Summary of Changes from IS-ATM are below. Otherwise the program is identical to the existing IS-ATM program.

  o Upper-Level Humanities and Social Sciences courses required for the IS-ATM degree are removed and replaced with both program-approved and free electives.
  o Degree-approved electives include courses required for several complementary minors available at SD Mines.
  o Students will be expected to enroll in SD Mines applied science / engineering / technology minors. Many of the degree-approved electives include classes required for these minors. This is the largest change to the program.
  o

Credit Hour Distribution for Degree Program

B.S. in **Atmospheric and Environmental Sciences**	Credit Hours	Credit Hours	Percent
System General Education Requirements	30 + 1		
Subtotal, Degree Requirements		31	26%
Required Support Courses (not included above)	34		
Major Requirements	24		
Major Electives	24		
Subtotal, Program Requirements		82	68%
Free Electives		7	6%
Degree Total[9]		120	100%

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[7] https://www.ametsoc.org/ams/index.cfm/about-ams/ams-statements/statements-of-the-ams-in-force/bachelor-s-degree-in-atmospheric-science/). See Section 16 for course student outcome and ABET-ANSAC crosswalks.

[8] The 2012 UN World Meteorological Organization's Implementation of Education and Training Standards in Meteorology and Hydrology expectations (with respect to Meteorology) can be found at http://www.wmo.int/pages/prog/dra/etrp/documents/1083_Manual_on_ETS_en_rev.pdf

[9] 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.

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH*	123	Calculus 1 *(also BOR Goal #5 + 1cr)**	4	No
MATH	125	Calculus 2	4	No
MATH	225	Calculus 3	4	No
MATH	321	Differential Equations	3	No
CSC	111 or 150 & L or 170 & L	Introduction to Computer Programming + Lab or Computer Science 1 + Lab or Programming for Engineers & Scientists + Lab	2 2-1 3	No
CHEM*	112	General Chemistry 1 *(also BOR Goal 6)**	3	No
CHEM*	112L	General Chemistry 1 Lab *(also BOR Goal 6)**	1	No
CHEM*	114	General Chemistry 2 *(also BOR Goal 6)**	3	No
CHEM	114L	General Chemistry 2 Lab	1	No
PHYS	211/A	University Physics 1	3	No
PHYS	213/A	University Physics 2	3	No
PHYS	213L	University Physics 2 Lab	1	No
BIOL	311	Principles of Ecology	3	No
IS	201	Science, Technology, and Society	3	No
IS**	401	Writing & Research in the Interdisciplinary Sciences	3	No
IS**	498	Undergraduate Research and Scholarship	3	No
		Subtotal	34	

* Courses in Red are counted in the SD General Education and SD Mines University Requirements and are not part of this section's subtotal.

** IS 401 and IS 498 will eventually be converted to AES prefixes. These classes research methods and senior capstone, respectively, and are not new courses.

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
AES	201	Introduction to Atmospheric Sciences	3	No
AES	401	Atmospheric Physics	3	No
AES	404	Atmospheric Thermodynamics	3	No
AES	406	Global Environmental Change	3	No
AES	430	Radar Meteorology	3	No
AES	450/L	Synoptic Meteorology 1 & Lab	2-1	No
AES	455/L	Synoptic Meteorology 2 & Lab	2-1	No
AES	460	Atmospheric Dynamics 1	3	No
		Subtotal	24	

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

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Prefix	Number	Course Title	Credit Hours	New (yes, no)
AES	403	Biogeochemistry	3	No
AES	405	Air Quality	3	No
AES	419	High Performance Computing in Earth Sci	3	No
AES	492	Topics	3	No
AES	520	Remote Sensing for Research	3	No
AES	540	Atmospheric Electricity	3	No
AES	570	The Wildfire Environment	3	No
AES	592	Topics	3	No
AES	603	Biosphere-Atmosphere Interactions	3	No
AES	612	Atmospheric Chemistry	3	No
AES	615	Earth Systems Modeling	3	No
AES	625	Scaling in Geosciences	3	No
AES	643	Precip Physics and Cloud Modifications	3	No
AES	651	Measurement and Instrumentation	3	No
AES	660	Atmospheric Dynamics 2	3	No
AES	692	Topics	3	No
BIOL	151	General Biology 1	3	No
BIOL	151L	General Biology 1 Lab	1	No
BIOL	153	General Biology 2	3	No
BIOL	153L	General Biology 2 Lab	1	No
BIOL	311L	Principles of Ecology Lab	1	No
BIOL	333/L	Aquatic Ecology and Watershed Management & Lab	4	No
CEE	325	Introduction to Sustainable Design	3	No
CEE	326	Intro to Environmental Engineering 1	3	No
CEE	327/L	Intro to Environmental Engineering 2 & Lab	2-1	No
CEE	425	Sustainable Engineering	3	No
CEE	426	Envir Engineering Unit Ops & Processes	3	No
CEE	427	Envir Engineering Biological Proc Design	3	No
CEE	437/L	Watershed and Floodplain Modeling & Lab	2-1	No
CEE	622	Environmental Impact Statements	3	No
CEE	634	Surface Water Hydrology	3	No
CP	497	Cooperative Education	2	No
CSC	250	Computer Science 2	4	No
CSC	251	Finite Structures	2 or 4	No
CSC	300	Data Structures	4	No
EM	311	Fluid Mechanics	3	No
GEOE/CEE	475	Groundwater & Lab	2-1	No
GEOL	361	Oceanography 1	3	No
GEOL	416	Introduction to GIS & Lab	2-1	No
GEOL	417	Geospatial Databases	3	No
GEOL	419	Advanced Geospatial Databases	3	No
GEOL	420	Introduction to Remote Sensing	3	No

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Prefix	Number	Course Title	Credit Hours	New (yes, no)
IENG	466	Project Planning and Control	3	No
MATH	315	Linear Algebra	3	No
MATH	381	Intro to Probability and Statistics	3	No
MATH	443	Data Analysis	3	No
PHYS	211L	University Physics Laboratory 1 Lab	1	No
PHYS	419	Vibration Waves and Optics	3	No
POLS	407	Environmental Law and Policy	3	No
		Subtotal	21	

6. Student Outcomes and Demonstration of Individual Achievement

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

Proposed outcomes for the B.S. degree in Atmospheric Sciences are listed below. As US Atmospheric Sciences programs fall into ABET ANSAC accreditation outcomes, these will be modified to fit into existing ABET ANSAC criteria. (Much of the AMS expectations listed in Objective 2 below are already in agreement with most of the ABET ANSAC expected student outcomes.) Crosswalks for the BS-AES, OPM GS-1340, AMS, and ABET-ANSAC outcomes are provided in Section 16.

- o **OBJECTIVE 1:** Students will have strong scientific and technical skills.
  Outcomes
  1. Students will have information literacy (cross-cutting outcome).
     The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and convey that information to address the need or problem at hand.
  2. Students will be skilled at problem solving (cross-cutting outcome).
     The process of designing, evaluating and implementing a strategy to answer an open-ended question or achieve a desired goal.
  3. Students will skilled at inquiry and analysis (cross-cutting outcome).
     A systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
  4. Students will be skilled at critical and creative thinking (cross-cutting outcome).
     A habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. Both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
  5. Students will demonstrate skills with instrumentation, software, and data analysis.

o **OBJECTIVE 2:** Students will effectively understand and apply the basic principles of atmospheric sciences and meteorology.

  Outcomes

  1. Students will demonstrate competency in applying basic skills areas expected to qualify as a meteorologist as per the Federal Government OPM GS-1340 Meteorology Series.
  2. Students will demonstrate the expected skill set as presented by the American Meteorological Society Statement Bachelor's Degree in Atmospheric Sciences.
     a. demonstrate mastery of the fundamental principles governing the atmosphere and the characteristic atmospheric processes across spatial and temporal scales
     b. demonstrate integrated understanding of the linked Earth–atmosphere–ocean–cryosphere–biosphere system
     c. apply diagnostic, prognostic, and technological tools to evaluate atmospheric processes across a multitude of scales
     d. effectively communicate scientific information in oral and written form at an appropriate level for their audience (See Also Objective 3)
     e. understand and utilize the principles of proper ethical behavior within the atmospheric sciences regarding professional conduct and be aware of the scientific limits of prediction (See Also Objective 4)
     f. create, synthesize, or apply knowledge within the atmospheric sciences or between the atmospheric sciences and other disciplines, for example, through a capstone experience.

o **OBJECTIVE 3**: Students will communicate effectively.

  Outcomes

  1. Students will communicate in writing about scientific and technical concepts concisely and completely.
  2. Students will organize and communicate ideas using words, mathematical equations, tables, graphs, pictures, diagrams, and other visualization tools.

o **OBJECTIVE 4:** Students will have strong professional/workplace skills.

  Outcomes

  1. Students will have the ability work well in teams ("Teamwork" cross-cutting outcome). Behaviors under the control of individual team members - effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.
  2. Students will be able to plan, organize, and prioritize work.
  3. Students will be aware and conform with acceptable professional discipline and conduct as per the American Meteorological Society's Guidelines for Professional Conduct. (See Article XII, AMS Constitution)[10].

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

- Presently there is no national field test or similar system to test student achievement within Meteorology and Atmospheric Sciences Programs.

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[10] The AMS Guidelines for Professional Conduct as Listed in the AMS Constitution can be found at https://www.ametsoc.org/ams/index.cfm/about-ams/ams-organization-and-administration/constitution-and-bylaws/?utm_source=annualreport2015&utm_medium=pdf&&utm_campaign=AnnualReport

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C. **How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[11] What are the consequences for students who do not demonstrate mastery?**

- Student mastery will be determined through academic performance and grade point averages as per SD Mines and SD BOR policies.
- Students are required to present a research project (Senior Thesis/Capstone) for graduation reviewed by the students advisory committee (three faculty) and public defense.
- Students who fail to meet academic thresholds will not graduate.
- For students aspiring to post-baccalaureate education, a cumulative 3.0 GPA is typically the lower limit for which graduate programs will accept students with assistantships. Likewise, the federal government's hiring protocols typically use GPA as part of their hiring criteria.

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.*

- Classroom Lectures
- Laboratories
- Senior Capstone/Thesis
- Cooperative Education and Internships

8. **Did the University engage any developmental consultants to assist with the development of the curriculum?[12] 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?**

- SD Mines has had a Baccalaureate Degree in Atmospheric Sciences nearly identical to this one since 2004.

- SD Mines is an active member of the University Consortium of Atmospheric Research and is active at the Biennial AMS Meteorology/Atmospheric Sciences Heads and Chairs Meetings where university policy is discussed before the AMS Board of Higher Education.

- Both the existing and proposed Atmospheric Sciences programs at SD Mines are compliant with both AMS and Federal Government guidelines and expectations.

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

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

- SD Mines is active in cooperation with the AMS Board of Higher Education on a way forward with an accreditation mechanism with ABET-ANSAC.

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

| | Fiscal Years* | | | |
	1st	2nd	3rd	4th
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	8	10	12	16
Students from other university programs	3*	3	3	3
Continuing students	12*	16	20	25
=Total students in the program (fall)	23	29	35	44
Program credit hours (major courses)**	120	147	177	231
Graduates	4	5	5	7

*Do not include current fiscal year.

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

- Assumptions and Methods
  - Projections of new students uses a moderate growth model.
    - This is in part due to the current IS-ATM degree being presented within the larger SD Mines Interdisciplinary Sciences program which reduced its visibility.
    - Also this program will be approved after the end of the current admissions cycle for the coming 19-20 Academic Year.
    - SD Mines Admissions is planning to remarket the current IS-ATM as a separate and distinct degree on approval of the BS-AES degree.
  - Presumes all students transfer to new program in year 1 (est. FY 20) as a continuation of the existing IS-ATM degree. Rising Seniors in year 1 may wish to remain in the IS-ATM degree program.
  - We anticipate a modest transfer rate from other schools and local programs as the program grows.
  - Student in-major AES course loads presume current typical student flow
    - 3 cr hours for Student Academic Year 1
    - 0 cr hours for Student Academic Year 2
    - 15 cr hours for Student Academic Year 3
    - 15 cr hours for Student Academic Year 4
  - As per Section 9 requirements, these numbers do not include existing enrollments from various SD Mines programs including Mining Engineering which requires 2 hours of AES 404 (Atmospheric Thermodynamics), and other academic programs for which AES classes are approved electives.
  - Distance courses are not expected at present time.

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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.**

American Meteorological Society is currently discussing adopting ABET-ANSAC for accreditation purposes. SD Mines, as a school with an existing ABET Accreditation "culture," is willing to work with the larger AES academic program, and the AMS Board of Higher Education to facilitate this process

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."*

We request a waiver of the Intent to Plan phase for this program because this is a successor to the existing IS-ATM program.

12. **Delivery Location[13]**

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 2019**

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

	Yes/No	***If Yes, identify delivery methods[14]***	***Intended Start Date***
Distance Delivery (online/other distance delivery methods)	No	NA	Choose an item.Choose an item.

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

[14] Delivery methods are defined in AAC Guideline 5.5.

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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 certificate through distance learning (e.g., as an online program)? [15]

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

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

- No New Costs are Anticipated
  - Program will operate as a continuation of the existing B.S. of Interdisciplinary Sciences Degree's Atmospheric Sciences Specialization.
  - SD Mines already has the required Atmospheric and Environmental Sciences faculty, courses, and encumbered workload to provide the degree as part of its existing and continuing budgets.   New positions may be requested in proportion to growth in the program.
  - Based on the projected new student enrollment (see question 9. above), increased budget projections for the new AES degree are as follows:
- Revenue Calculations below were generated by Heather Forney, SD Mines Interim VP for Finance.
  - Calculations are based on the current AES faculty workload split between the AES program and the AES faculty's host programs in Civil and Environmental Engineering, Chemistry and Applied Biology, Mathematics, and Physics.
  - The Faculty workload costs include components dedicated to graduate education as graduate and undergraduate classes are often cross-listed in the program. As such the faculty costs per undergraduate student as presented below may be larger than the actual faculty undergraduate teaching costs.
  - Cost of student attendance estimated at $11,505/y (the cost of resident (est @ 75% student body) and non-resident (est @ 24% student body) cost of attendance less SD Mines computer tablet fee and general activity fee). Costs also includes an $82/credit hour for the specific discipline fees in AES for *required* AES classes and are applied above by projected student headcount per year in program. Special discipline fees below do not include fees generated by approved electives.

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[15] This question responds to HLC definitions for distance delivery.

	FY19	FY20	FY21	FY22	FY23
Fall Headcount	12	23	29	35	44
FY Credit Hours (on-campus)	360	690	870	1,050	1,320
Resident On-campus tuition (net of HEFF) - 50% @ $220.98	$ 39,776.40	$ 76,238.10	$ 96,126.30	$ 116,014.50	$ 145,846.80
Non-Resident On-campus tuition (net of HEFF) - 50% @ $346.12	$ 62,301.60	$ 119,411.40	$ 150,562.20	$ 181,713.00	$ 228,439.20
Math Special Discipline Fee 11 Credits/Student @ $40.95	$ 1,801.80	$ 3,153.15	$ 4,504.50	$ 5,855.85	$ 7,207.20
Science/Eng/AES Special Discipline Fee 65 Credits/Student @ $82	$ 18,696.00	$ 28,536.00	$ 34,522.00	$ 40,098.00	$ 50,266.00
Total Revenue	**$ 122,575.80**	**$ 227,338.65**	**$ 285,715.00**	**$ 343,681.35**	**$ 431,759.20**
FT Faculty - 4 at 20% effort/1 at 40% effort	$ 100,240.40	$ 100,240.40	$ 100,240.40	$ 100,240.40	$ 100,240.40
Benefits for FT faculty - see above	$ 13,873.27	$ 13,873.27	$ 13,873.27	$ 13,873.27	$ 13,873.27
Health Insurance for FT faculty - equivalent of 1.2 FTE	$ 12,085.20	$ 12,085.20	$ 12,085.20	$ 12,085.20	$ 12,085.20
Adjuncts - none	$ -	$ -	$ -	$ -	$ -
Operating Expense - supplies, copies, etc	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
Total Expenses	**$ 127,198.87**	**$ 127,198.87**	**$ 127,198.87**	**$ 127,198.87**	**$ 127,198.87**
Net Profit	**$ (4,623.07)**	**$ 100,139.78**	**$ 158,516.13**	**$ 216,482.48**	**$ 304,560.33**

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):

- As a continuation of the existing IS-ATM program and as a partner program with the existing M.S. and Ph.D.'s in Atmospheric and Environmental Sciences we do not expect to attach any new fees to the program. Any existing fees applied from the existing undergraduate program, such as the existing special discipline fee, will be transferred to the new B.S. AES degree in a seamless manner.

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,

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

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

☒   NO,

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

16. Additional Information:

- Annex 1: URL's from text

  o US Office of Personnel Management GS-1340 Meteorology Series Requirements
    - https://www.opm.gov/policy-data-oversight/classification-qualifications/general-schedule-qualification-standards/1300/meteorology-series-1340/

  o Current American Meteorological Society Statement-in-Force Regarding Bachelor's Degrees in Atmospheric Sciences (Adopted 30 May 2017)
    - https://www.ametsoc.org/ams/index.cfm/about-ams/ams-statements/statements-of-the-ams-in-force/bachelor-s-degree-in-atmospheric-science/

  o 2012 UN World Meteorological Organization's Implementation of Education and Training Standards in Meteorology, Volume 1 - Meteorology
    - http://www.wmo.int/pages/prog/dra/etrp/documents/1083_Manual_on_ETS_en_rev.pdf

  o 2019-2020 Accreditation Board for Engineering and Technology's Applied and Natural Science Accreditation Commission Criteria for Accrediting Applied and Natural Science Programs
    - https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-applied-and-natural-science-programs-2019-2020/

  o US Department of Labor, Bureau of Labor Statistics, Occupational Outlook Handbook, 2016-2026 Projections for Atmospheric Scientists (Including Meteorologists)
    - https://www.bls.gov/ooh/life-physical-and-social-science/atmospheric-scientists-including-meteorologists.htm

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

- Appendix A1: Course Crosswalk for General Program Outcomes (Section 6 A)

Course Designation and Title		1.1 Information Literacy	1.2 Problem Solving	1.3 Inquiry and Analysis	1.4 Critical and Creative Thinking	1.5 Instrumentation and software	2.1 GS 1340 – Meteorology Series	2.2 AMS Specifications	3.1 Communicate in writing.	3.2 Communicate in multiple ways	4.1 Teamwork	4.2 Plan, organize, and prioritize work	4.3 AMS Ethics/Diversity
ENGL 101[BOR1&2]	Composition 1	X		X	X				X	X		X	
BOR Goal 3	SOC Req (6 hrs)	X		X	X				X	X		X	
BOR Goal 4	HUM Req (6 hrs)	X		X	X				X	X		X	
MATH 123[BOR5]	Calculus 1	X	X				G					X	
CHEM 112[BOR6]	Gen Chem 1	X	X			X						X	
CHEM 112L[BOR6]	Gen Chem 1 Lab	X	X			X						X	
CHEM 114[BOR6]	Gen Chem 2	X	X			X						X	
CHEM 114L	Gen Chem 2 Lab	X	X			X						X	
MATH 125	Calculus 2	X	X				G					X	
CSC 150	Comp Sci 1	X	X			X	G	A				X	
CSC 170	Prog for Eng & Sci	X	X			X	G	A				X	
AES 201	Intro to Atm Sci	X	X	X			G	A				X	
MATH 225	Calculus 3	X	X				G					X	
IS 201	Science Tech & Soc	X		X					X	X		X	X
PHYS 211	University Physics 1	X	X				G					X	
PHYS 213	University Physics 2	X	X				G					X	
PHYS 213L	University Physics 2 Lab	X	X		X		G					X	
ENGL 279[BOR1&2]	Tech Comm 1 (BOR)	X		X	X			A	X	X		X	
ENGL 289[BOR1&2]	Tech Comm 2 (BOR)	X		X	X			A	X	X		X	
MATH 321	Diff Eq	X	X				G					X	
AES 401	Atmos Physics	X	X				G	A				X	
AES 404	Atmos Thermo	X	X				G	A				X	
AES 406	Glob Env Change	X		X	X		G	A	X	X		X	
AES 430	Radar Met	X	X			X	G	A				X	
AES 450	Synoptic Met 1	X	X			X	G	A				X	
AES 455	Synoptic Met 2	X	X			X	G	A			X	X	
AES 460	Atmos Dyn 1	X	X				G	A				X	
IS 401	Writing & Res in IS	X		X	X			A	X	X		X	
IS 498	Underg Research	X		X	X			A	X	X		X	
APPROVED ELECTIVES							G	A					

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

- Appendix A2: Course Crosswalk for US OPM GS 1340 Meteorology Series

Course Designation and Title	2.1 a. i. Atmos Dyn & Thermodynamics	2.1 a. ii Wx Analysis & Prediction	2.1 a. iii Physical Meteorology	2.1 a. iv Rem Sens & Instruments	2.1 b Calc-Based Physics & Lab	2.1 c Math Through Diff-Equations	2.1 d Physical/Geo/Atm Science
ENGL 101[BOR1&2] Composition 1							
BOR Goal 3 SOC Req (6 hrs)							
BOR Goal 4 HUM Req (6 hrs)							
MATH 123[BOR5] Calculus 1						G	
CHEM 112[BOR6] Gen Chem 1							G
CHEM 112L[BOR6] Gen Chem 1 Lab							G
CHEM 114[BOR6] Gen Chem 2							G
CHEM 114L Gen Chem 2 Lab							G
MATH 125 Calculus 2						G	
CSC 111 Into to Comp Prog & Lab							G
CSC 150 Comp Sci 1							G
CSC 170 Prog for Eng & Sci							G
AES 201 Intro to Atm Sci		G					
MATH 225 Calculus 3						G	
IS 201 Science Tech & Soc							
PHYS 211 University Physics 1					G		
PHYS 213 University Physics 2					G		
PHYS 213L University Physics 2 Lab					G		
ENGL 279[BOR1&2] Tech Comm 1 (BOR)							
ENGL 289[BOR1&2] Tech Comm 2 (BOR)							
MATH 321 Diff Eq						G	
AES 401 Atmos Physics			G				
AES 404 Atmos Thermo	G						
AES 406 Glob Env Change							G
AES 430 Radar Met				G			
AES 450 Synoptic Met 1		G					
AES 455 Synoptic Met 2		G					
AES 460 Atmos Dyn 1	G						
IS 401 Writing & Res in IS							
IS 498 Underg Research							

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

- Appendix A3: Course Crosswalk for AMS Student Outcomes (does not include all components of Section 2.2 of the General Program Outcomes Crosswalk.   See the Current American Meteorological Society Statement-in-Force Regarding Bachelor's Degrees in Atmospheric Sciences for details.

Course Designation and Title		1. demonstrate mastery of the fundamental principles governing the atmosphere and the characteristic atmospheric processes across spatial and temporal scales.	2. demonstrate integrated understanding of the linked Earth–atmosphere–ocean–cryosphere–biosphere system.	3. apply diagnostic, prognostic, and technological tools to evaluate atmospheric processes across a multitude of scales.	4. apply critical and analytical thinking to solve relevant scientific problems in both individual and collaborative settings across and related to the atmospheric sciences.	5. effectively communicate scientific information in oral and written form at an appropriate level for their audience.	6. understand and utilize the principles of proper ethical behavior within the atmospheric sciences regarding professional conduct and be aware of the scientific limits of prediction.	7. create, synthesize, or apply knowledge within the atmospheric sciences or between the atmospheric sciences and other disciplines, for example, through a capstone experience.
ENGL 101[BOR1&2]	Composition 1					A		
BOR Goal 3	SOC Req (6 hrs)							
BOR Goal 4	HUM Req (6 hrs)							
MATH 123[BOR5]	Calculus 1							
CHEM 112[BOR6]	Gen Chem 1							
CHEM 112L[BOR6]	Gen Chem 1 Lab							
CHEM 114[BOR6]	Gen Chem 2							
CHEM 114L	Gen Chem 2 Lab							
MATH 125	Calculus 2							
CSC 111	Intro to Comp Prog & L							
CSC 150	Comp Sci 1							
CSC 170	Prog for Eng & Sci							
AES 201	Intro to Atm Sci		A					
MATH 225	Calculus 3							
IS 201	Science Tech & Soc					A	A	
PHYS 211	University Physics 1							
PHYS 213	University Physics 2							
PHYS 213L	University Physics 2 Lab							
ENGL 279[BOR1&2]	Tech Comm 1 (BOR)					A		
ENGL 289[BOR1&2]	Tech Comm 2 (BOR)					A		
MATH 321	Diff Eq							
AES 401	Atmos Physics	A						
AES 404	Atmos Thermo	A						
AES 406	Glob Env Change	A	A				A	
AES 430	Radar Met			A				
AES 450	Synoptic Met 1	A		A			A	
AES 455	Synoptic Met 2	A		A			A	
AES 460	Atmos Dyn 1	A						
IS 401	Writing & Res in IS				A	A		A

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

| IS 498 | Underg Research | | | | A | A | | A |

- Appendix A4: 2019-2020 Accreditation Board for Engineering and Technology's Applied and Natural Science Accreditation Commission Criteria for Accrediting Applied and Natural Science Programs

Course Designation and Title	1) An ability to identify, formulate, and solve broadly defined technical or scientific problems by applying knowledge of mathematics and science and/or technical topics to areas relevant to the discipline.	2) An ability to formulate or design a system, process, procedure or program to meet desired needs.	3) An ability to develop and conduct experiments or test hypotheses, analyze and interpret data and use scientific judgment to draw conclusions.	4) An ability to communicate effectively with a range of audiences.	5) An ability to understand ethical and professional responsibilities and the impact of technical and/or scientific solutions in global, economic, environmental, and societal contexts.	6) An ability to function effectively on teams that establish goals, plan tasks, meet deadlines, and analyze risk and uncertainty.
ENGL 101[BOR1&2] Composition 1				X		
BOR Goal 3 SOC Req (6 hrs)						
BOR Goal 4 HUM Req (6 hrs)						
MATH 123[BOR5] Calculus 1	X					
CHEM 112[BOR6] Gen Chem 1	X		X			
CHEM 112L[BOR6] Gen Chem 1 Lab	X		X			
CHEM 114[BOR6] Gen Chem 2	X		X			
CHEM 114L Gen Chem 2 Lab	X		X			
MATH 125 Calculus 2	X					
CSC 111 Intro to Comp Prog & L	X					
CSC 150 Comp Sci 1	X					
CSC 170 Prog for Eng & Sci	X					
AES 201 Intro to Atm Sci	X					
MATH 225 Calculus 3	X					
IS 201 Science Tech & Soc				X	X	
PHYS 211 University Physics 1	X		X			
PHYS 213 University Physics 2	X		X			
PHYS 213L University Physics 2 Lab	X					
ENGL 279[BOR1&2] Tech Comm 1 (BOR)				X		
ENGL 289[BOR1&2] Tech Comm 2 (BOR)				X		
MATH 321 Diff Eq	X					
AES 401 Atmos Physics	X					
AES 404 Atmos Thermo	X					
AES 406 Glob Env Change	X				X	X
AES 430 Radar Met	X					
AES 450 Synoptic Met 1	X					X
AES 455 Synoptic Met 2	X					X
AES 460 Atmos Dyn 1	X					
IS 401 Writing & Res in IS	X	X	X	X		
IS 498 Underg Research	X	X	X	X		

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Program: SDSMT BS in Business Management in Technology

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
The South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a Bachelor of Science (BS) in Business Management in Technology. By integrating business and management with engineering and science, graduates will be positioned to manage a business, lead a team of engineers and scientists, manage complex projects and budgets, and understand the financial impact of decisions on a project or within a company. Graduates will possess both technical knowledge and business and management skills necessary to successfully own and manage a company, manage large multidisciplinary projects, excel at technical sales, or manage the financial aspects of engineering or science projects. SDSMT reports that nearly 140,000 new jobs are projected in all engineering disciplines by the year 2026; in addition, 800,000 new jobs are projected in management and business during that same time period.

The program will be a collaboration between SDSMT and Black Hills State University (BHSU). Each university will offer coursework that relates to their approved missions; engineering coursework will be provided by SDSMT while business-related coursework will be provided by BHSU. Students graduating from the program will receive a Bachelor of Science degree from SDSMT.

IMPACT AND RECOMMENDATION
Neither BHSU nor SDSMT requires additional resources to offer the program. The program will include an online option.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Program Request Form: SDSMT – BS in Business Management in Technology

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DRAFT MOTION 20190514_2-E(2):
I move to authorize SDSMT to offer a BS in Business Management in Technology, including online, 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:	SDSM&T
MAJOR:	**Business Management in Technology**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	**Bachelor of Science**
EXISTING OR NEW DEGREE(S):	**Existing**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	**Mining Engineering and Management School of Business (Black Hills State)**
UNIVERSITY DIVISION:	

University Approval

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

Click here to enter a date.

_____   _____
President of the University   Date

1. **What is the nature/purpose of the proposed program?**
   The new program will be called Business Management in Technology. The program will be a joint program between the South Dakota School of Mines and Technology (SD Mines) and Black Hills State University (BHSU). Although the program will be designed as a joint program between SD Mines and BHSU and will be delivered as such, students graduating from the program will receive a Bachelor of Science degree from SD Mines (refer to Question 13 regarding how revenue from the program will be distributed to each university).

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

The purpose of the new program will be to provide students with a solid technical foundation in science and engineering, while integrating management and business courses throughout the curriculum. A student graduating with a BS in this program will possess both technical knowledge and business and management skills necessary to successfully own and manage a company, manage large multidisciplinary projects, excel at technical sales, or manage the financial aspects of engineering or science projects.

The program is designed for students who wish to pursue a degree with a technical emphasis but also have an interest in obtaining skills and knowledge in business and management. Students will take engineering, science, and some management courses at SD Mines, and will take business courses through BHSU. Students from both universities can enroll in the program.

Minimal initial resources will be required for the new program and strong support has been expressed by faculty involved from SD Mines and BHSU and the respective administrations.

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

For SD Mines, the SDBOR implemented SDCL 13-60-1 "by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education."

The proposed program supports the mission of SD Mines and serves the state of South Dakota, the region, and the nation by preparing students who will become leaders in the engineering and science fields.

SD Mines is currently working through a new strategic planning process, which includes new articulations of this mission and a new "vision" statement. The SDBOR has yet to approve the new strategic plan, but the alignment of this program and the goals and initiatives of the new strategic plan are referenced herein.

The new public articulation of the mission is as follows:

> SD Mines mission is "to **educate** scientists and engineers to address global challenges**, innovate** to reach our creative potential, and **engage** in partnerships to transform society."

This new program will help educate our students, create innovative solutions to challenges, and engage the students with our industry partners. The following two Strategic Initiatives of the new strategic plan are strongly supported by this program:

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

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- **Academic and Co-curricular Excellence**

  - We anticipate the new program will increase enrollment by providing a degree option focused on science and engineering with a strong business and management underpinning.

  - The new program promises increase the diversity of the student body at SD Mines (i.e., increase in both female and minority students).

  - The new program responds to changing industry needs. With respect to students, a recent study conducted by Ruffalo Noel Levitz (RNL) surveyed over 400 seniors in high school who were interested in pursuing STEM-related studies in college. Within the category of "Business," 21% were interested in "STEM Business" (the top selection of "Business Administration" was selected by 22% of surveyed students). With respect to the industry, the same study reported data from the *Job Outlook 2018 Spring Update* (National Association of Colleges and Employers, www.naceweb.org). When questioned about which disciplines respondents would be hiring in the next year (respondents could select several disciplines), 82% indicated they would be hiring in Business, while 73% indicated Engineering (with many of the respondents chose both disciplines). This indicates a strong external demand for the new program.

- **Outreach and Engagement**

  - The new program will make possible new local, state, and national partnerships with companies that will not only hire the graduates of the program, but who will also provide other program support because of the unique focus of the program within South Dakota and the upper Midwest.

BHSU is authorized by Board Policy 1:10:4 to offer undergraduate and graduate programming in business, including an MBA program. BHSU's expertise in business and close proximity to SD Mines makes it a natural partner for this program.

The collaborative Business Management in Technology BS degree proposal supports the Board of Regents Strategic Plan 2014-2020 as follows:

- **Student Success** – The new program will grow the enrollment at SD Mines and BHSU and ideally attract both new in-state and out-of-state students. The new degree will grow the number of undergraduate degrees awarded and improve first year retention rates.

- **Academic Quality and Performance** – The new program curriculum includes many courses that already exist at both SD Mines and BHSU. Through various accreditation processes, these courses have been shown to be academically rigorous and thus the new program will be of high quality.

- **Research and Economic Development** – It is anticipated that the new program will create graduates who can start their own company in many different engineering and science fields within the state of South Dakota. The new program may also bring new

industry support to both SD Mines and BHSU in the form of scholarships, fellowships, and other program funds that can help recruit students and provide monies to the universities to help advance further strategic initiatives. The new degree will contribute directly to the state's workforce and economic development and encourage development of academic programs and certificates that align with existing and future state workforce needs.

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

As mentioned previously, the demand for graduates in the individual fields of business and engineering is a significant priority in the United States based on responses to a survey for the *Job Outlook 2018 Spring Update* (www.naceweb.org).

In creating a new program that combines these fields, SD Mines and BHSU are directly addressing these workforce demand needs. For example, research conducted by Ruffalo Noel-Levitz (RNL) in September 2018 for SD Mines provided the national STEM skill projections by growth. The results (shown in Figure 1) validate the strong need for employees within business, project management, and technical areas. The data in Figure 1 clearly indicate the strong projected growth of business, engineering, and other technical careers, along with a very large number of current job postings within these areas. In addition, AACSB accreditation recommendations call for increased inclusion of technical, scientific, and engineering in business programs, and BHSU and SD Mines are responding to the needs of future students and regional, national, and international employers. In fact, discussions occurring during Career Fairs at SD Mines between the Director of Career Services, Mr. Matthew Hanley, and several large employers of SD Mines graduates, such as Caterpillar, Nucor, and Kiewit, indicate a strong demand for graduates possessing both technical skills and business management knowledge.

According to the Bureau of Labor Statistics, nearly 140,000 new jobs are projected in all engineering disciplines by the year 2026[3]. Couple this with projections of over 800,000 new jobs by 2026 in the area of management and business[4], and there is no doubt that a significant number of graduates in these fields will be necessary to fill the growth of these industries.

Additional data from the Bureau of Labor Statistics indicates that the median annual wages for engineering and business management occupations is around $100,000, so graduates from this program will be in high demand and earn a very good salary over the course of their careers.

Lastly, the demand for graduates in engineering and business management seems to align well with Governor Noem's economic development plan that seeks to "produce job-holders, not degree-holders" as job placement should be very high for these graduates[5]. This new program could also help recruit new businesses and industries to South Dakota by graduating students that will possess the skills necessary to not only start new high tech companies, but also further the growth of those companies that are already located in South Dakota.

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[3] Elka Torpey, "Engineers: Employment, pay, and outlook," *Career Outlook,* U.S. Bureau of Labor Statistics, February 2018, available from https://www.bls.gov/careeroutlook/2018/article/engineers.htm.
[4] "Management Occupations," *Occupational Outlook Handbook*, Bureau of Labor Statistics, February 2018, available from https://www.bls.gov/ooh/management/home.htm?view_full.
[5] "Kickstarting the Economy," KristiForGovernor, available from https://www.kristiforgovernor.com/policy/kickstarting-the-economy/.

SKILL CLUSTER	POSTINGS REQUESTED	GROWTH CATEGORY
Business: Project Management	**1,144,479**	**Much Faster**
Customer and Client Support: Basic Customer Service	837,761	Much Faster
Sales: General Sales	481,961	Much Faster
Information Technology: JavaScript and jQuery	**441,076**	**Much Faster**
Health Care: Advanced Patient Care	385,752	Much Faster
Information Technology: Software Quality Assurance	**354,709**	**Much Faster**
Information Technology: Cybersecurity	**328,939**	**Much Faster**
Media and Writing: Writing	299,032	Much Faster
Information Technology: Cloud Solutions	**269,955**	**Much Faster**
Engineering: Drafting and Engineering Design	**247,508**	**Much Faster**
Finance: General Accounting	216,384	Much Faster
Finance: Billing and Invoicing	210,669	Much Faster
Information Technology: Big Data	**190,117**	**Much Faster**
Manufacturing and Production: Lean Manufacturing	**187,978**	**Much Faster**
Human Resources: Employee Training	185,701	Much Faster
Marketing and Public Relations: Online Marketing	130,640	Much Faster
Analysis: Data Visualization	**118,176**	**Much Faster**
Analysis: Data Science	**108,617**	**Much Faster**
Human Resources: Recruitment	77,070	Much Faster
Sales: Company Product and Service Knowledge	75,837	Much Faster

Figure 1. Results of 2018 RNL National Program Demand Research Findings

4. How will the proposed program benefit students?

Most graduates of engineering and science programs do not obtain the strong business or management skills needed in today's technical industry or to successfully manage a company. Similarly, most graduates of business and management programs do not graduate with special expertise in an engineering, technical, or scientific discipline.

By integrating business and management with engineering and science, graduates will be well-positioned to manage a business, lead a team of engineers and scientists, manage complex projects and budgets, and understand the financial impact of decisions on a project or within a company. Having strong business and management skills will also provide the student with the background necessary to start his/her own company or excel at technical sales.

5. Program Proposal Rationale:

a. If a new degree is proposed, what is the rationale?[6]

No new degree is proposed. The students will be awarded a Bachelor of Science degree.

b. What is the rationale for the curriculum?

The curriculum plan for the new program has been developed in consultation with faculty from both SD Mines and BHSU. The course layout over the period of eight semesters has

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[6] 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.

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also been developed. Most of the courses that have been selected for the program already exist at either SD Mines or BHSU and are currently being taught (there are only a couple of new courses required and, in some cases, only cross-listing of existing courses will be necessary).

The curriculum includes many foundational engineering and science courses such as mathematics through calculus I, chemistry courses with labs, physics courses with labs, statics, dynamics, and fluid mechanics.

These courses are combined with management courses (i.e., project management, production/operations management, managerial finance, leadership, decision analysis, and data analytics) and business courses (i.e., international business, economics, legal environment in business, business management, business ethics, entrepreneurship, and small business management) to create the curriculum.

In addition, students must take twelve (12) elective credits in one of several possible discipline areas: materials, mineral industries, industrial/safety, or science. These electives will be science or engineering courses that will provide the student with a greater depth and breadth of technical knowledge. As stated previously, most of the proposed courses already exist and are currently being taught at both SD Mines and BHSU. Only a couple of new courses will need to be created and most of these new courses merely need to be cross-listed with existing courses.

c. **Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

There are five programs in the US similar to the proposed program, with two of the programs at the MS-level and three at the BS-level. These programs are at Rutgers (MS), University of Texas (BS), Purdue (MS), Berkeley (BS), and Stanford (BS).

The proposed curriculum was developed after examining the three similar BS programs, although the SD Mines/BHSU program has several differences and is not as discipline-specific as the programs at UT, Berkeley, or Stanford (i.e., the programs at these three universities typically relate to one particular area of engineering such as mechanical engineering whereas the proposed new program will not be tied to a engineering or science discipline).

The proposed curriculum includes numerous "foundational" engineering and science courses comprised of mathematics, computer programming, chemistry, physics, statics, dynamics, and fluid mechanics. Communication courses, humanities, and social science courses are included. Core courses in management and business include project management, operations, finance, leadership, analytics, economics, legal environment, and ethics.

Elective courses allow the student to choose a discipline focus area in either engineering or science, as detailed in Appendix C. The curriculum is intended to provide a graduate with a solid foundation in engineering, science, management, and business. A graduate can find employment in the public and private sector or start his or her own company.

The tables below provide the proposed curriculum, which will be 120 credits. There are no unusual requirements. Courses highlighted below are taught by BHSU (non-highlighted are taught by SD Mines).

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

Bachelors of Business Management in Technology	Credit Hours	Credit Hours	Percent
System General Education Requirements	30 + 2*		
Subtotal, Degree Requirements		30 + 2*	27%
Required Support Courses (not included above)	27		
Major Requirements	49		
Major Electives	12		
Subtotal, Program Requirements		88	73%
Free Electives		0	0%
Degree Total[7]		120	100%

*Two additional credits in System General Education because of lab courses.

Required Support Courses outside the Major

NOTE: yellow highlights indicate course is taught by BHSU

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
MATH	102/102L	College Algebra/Lab	4	No
MATH	123	Calculus I	4	No
BADM	220	Business Statistics	3	No
MIS	205	Advanced Computer Applications	3	No
BADM	323	Information Systems for Business Analytics	3	No
PHYS	113/113L	Introductory Physics II/Lab	4	No
BADM	344	Managerial Communications	3	No
PSYC	331	Industrial and Organizational Psychology	3	No
		Subtotal	27	

Major Requirements

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
ECON	201	Microeconomics	3	No
EM	216	Statics and Dynamics	4	No
ACCT	201*	Survey of Accounting	3	Yes
BADM	320	Quantitative Decision Analysis	3	No

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[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.

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

EM	331	Fluid Mechanics	3	No
BADM	350	The Legal Environment of Business	3	No
IENG	352/353/354	Creativity & Innovation/Commercialization/Marketing	3	No
BMIT	376**	Managerial Finance for Engineers & Scientists	3	Yes
BADM	425	Production/Operations Management	3	No
IENG	492/592***	Supply Chain Management	3	Yes
LEAD	310****	Leadership in Context	3	Yes
BADM BADM	438 334	Entrepreneurship II or Small Business Management	3	No
BMIT BADM	446** or 460	Human Resource Management for Engineers & Scientists or Human Resource Management	3	Yes
BADM	457	Business Ethics	3	No
BMIT	470**	Project Management	3	Yes
BMIT BADM	476** or 407	International Business for Engineers & Scientists or International Business	3	Yes
		Subtotal	49	

*New course to be created at BHSU (paperwork submitted concurrently).
**Course that will need to be cross-listed with an existing course offered at SD Mines (paperwork not submitted concurrently).
***New course to be created at SD Mines (initially offered in fall 2018, paperwork not submitted concurrently).
****System course to be offered at SD Mines (paperwork not submitted concurrently).

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
		See attached curriculum plan in Appendix C. Elective courses have been organized into several "specialization" areas, although students can take courses from more than one specialization.	12	No
		Subtotal	12	

6. **Student Outcomes and Demonstration of Individual Achievement**
   a. **What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation?**

   The following outcomes, aligned with the Criterion 3 outcomes of ABET, Inc. are expected (refer to Appendix A where learning outcomes are mapped to the proposed curriculum):

   1. Graduates of the program will have an ability to identify, formulate, and solve problems by applying principles of engineering, science, mathematics, and business.
   2. Graduates of the program will have the ability to apply engineering, science, and business concepts to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

3. Graduates of the program will have the ability to communicate effectively with a wide range of audiences.
4. Graduates of the program will have an ability to recognize ethical and professional responsibilities in technical situations and make informed judgments, which must consider the impact of solutions in global, economic, environmental, and societal contexts.
5. Graduates of the program will have the ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.
6. Graduates of the program will have the ability to develop and conduct appropriate experimentation, analyze and interpret data, and use judgment to draw conclusions.
7. Graduates of the program will have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

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

No. Nonetheless, the program may utilize questions that are similar to the morning session of the Fundamentals of Engineering (FE) exam to assess individual student achievement in areas where the FE exam covers concepts delivered in the program.

c. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[8] What are the consequences for students who do not demonstrate mastery?

Student mastery will be assessed via academic performance in the program and GPA obtained per university and SDBOR policies. Students that possess a GPA that does not meet the minimum standards of the universities or SDBOR will not be allowed to graduate. For students who are interested in pursuing post-baccalaureate studies in business or management, a cumulative GPA of 3.0 is generally required for most MS programs in these areas and graduates of the program will be well-positioned to enter an MBA program.

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

Courses will be taught both face-to-face on the SD Mines campus or University Center campus in Rapid City or will be delivered on-line using D2L and other distance course delivery systems (i.e., Adobe Connect, Zoom, or the system LMS). Courses will be composed of lectures and laboratories. Internship or cooperative education experiences will also be strongly encouraged.

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

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

8. **Did the University engage any developmental consultants to assist with the development of the curriculum?[9] 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?**

SD Mines and BHSU did not consult any developmental consultants or professional or accrediting associations to assist with the development of the curriculum. SD Mines and BHSU faculty who are experts in the areas of engineering, science, management, and business were involved in the development of the curriculum and the curriculum is modeled after similar existing programs in the United States. (See the response to Question 5c.)

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 a vast majority of the students enrolling in the program will be new incoming freshman to SD Mines or BHSU or new students who will transfer from other universities. However, it is entirely possible that there will be some existing SD Mines students who may re-direct themselves to the new program because of the reduced math requirements and business focus, which will certainly help with the retention of these students.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the universities	10	20	25	30
Students from other university programs	3	6	10	10
Continuing students	0	10	29	51
= Total students in the program (fall)	13	36	64	91
Program credit hours (major courses)**	390	1,080	1,920	2,730
Graduates	0	0	0	7

*Do not include current fiscal year.
**This is the total number of credit hours generated by students in the program in the required or elective program courses. Use the same numbers in Appendix B – Budget.

Methodology
The table above provides the program credit hour and graduate projections for the new program in its entirety (i.e., the total number of students in the program irrespective of whether they are SD Mines or BHSU students).

The estimate assumes more rapid growth for the first and second year, with slower growth thereafter. This is assumed to be conservative and the program could grow much more rapidly over the four-year period. Transfer student numbers are merely estimates. Continuing student numbers are based on assumptions regarding retention. The following percentages were used based on continuation in each year: 79% first to second year, 66% second to third year, 59% third to fourth year, and 10%

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

continuing for a fifth year (i.e., most continuing students will graduate at the end of the fourth year). The retention rate for transfers from other university programs is slightly different, with the following rates used: 76% (second year), 56% (third year), 33% (fourth year). These numbers are based on actual retention rates for new students and inter-department transfer students at SD Mines and seem appropriate for this overall estimate.

The program credit hours were computed by simply multiplying 30 credit hours by the number of students in the program. This is a reasonable average number of credit hours that students would be expected to take in any given academic year regardless if the student is at SD Mines or BHSU. The budget estimation was prepared using the Appendix B spreadsheet per SDBOR and working with the Vice President for Finance and Administration at SD Mines. Revenue estimates were completed by examining the courses taken by each student in each semester and using the appropriate tuition and fee costs per each university based on the courses. The budget and revenue projections contained herein are comprehensive in nature and are reflective of the total number of students in the program, but do account for when courses are taken during the student's time in the program and where those courses are delivered. To that end, each university will receive the tuition and fee revenue generated by the credit hours from their respective course offerings in this program. Using the credit hour breakdown in Appendix C, approximately 72% of the credits will be delivered by SD Mines, with 28% delivered by BHSU. Therefore, it will be observed that the total revenue distribution between the two universities is approximately the same percentage based on the revenue calculations.

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

The most likely way to achieve accreditation of the program is through ABET and the Engineering Technology Accreditation Commission (ETAC). Other accreditation options could include AACSB (business), although this is less likely given the blended nature of the program's course offerings. ABET accreditation through the Engineering Accreditation Commission (EAC) is not possible as this program is not an engineering degree, but ABET accreditation through ETAC is desired and will be sought.

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

No.

12. **Delivery Location[10]**

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)?**

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

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

	Yes/No	Intended Start Date	
On campus	Yes	**Fall**	**2019**

	Yes/No	If Yes, list location(s)	Intended Start Date	
Off campus	Yes	Some courses could be taken at the Black Hills State University – Rapid City (4300 Cheyenne Boulevard, Rapid City, SD 57709)	**Fall**	**2019**

	Yes/No	If Yes, identify delivery methods[11]	Intended Start Date	
Distance Delivery (online/other distance delivery methods)	Yes	018 Internet synchronous 030 Blended/Hybrid	**Fall**	**2019**

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)? [12]

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

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

The budget has been prepared with the assistance of the Department of Finance and Administration at SD Mines. The total net revenue for the program per student was calculated by examining each semester of the program and applying the appropriate university tuition and fee rate to each course. Based on this, the total revenue that BHSU and SD Mines would obtain per student over the length of the entire program was computed. For example, assuming a student is charged the applicable in-state rates (tuition and appropriate fees) from each university, the total revenue to BHSU will be $10,676 and the total revenue to SD Mines will be $22,428 per student (approximately a 30% to 70% distribution, which is consistent with the credit hour distribution). On the other hand, assuming a student is charged the applicable out-of-state rates, the total revenue to BHSU will be $14,939 and the total revenue to SD Mines will be $33,457 per student (approximately 30% to 70% distribution).

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[11] Delivery methods are defined in AAC Guideline 5.5.
[12] This question responds to HLC definitions for distance delivery.

In order to complete the SDBOR budget spreadsheet in Appendix B, the Vice President of Finance and Administration and SD Mines followed a similar process as described above and examined the exact sequence of courses in the program and applied the appropriate tuition and fee rate to each course based on which university is delivering the course. The estimated number of students in the program were then incorporated into each fiscal year and an annual revenue per university was calculated. In addition, it was assumed that the composition of students will be 50% in-state and 50% out-of-state (where in-state also accounts for students that receive the in-state tuition rate from the surrounding states). The net tuition and fee rates per student were not increased from year to year.

No new full-time faculty are included in the budget for the first two years of the program since nearly all of the proposed courses are being offered and taught at both SD Mines and BHSU. New courses that are being proposed will be taught by current faculty. However, two adjunct faculty are included each fiscal year, with both of those faculty at SD Mines in the first two fiscal years (fewer courses are delivered at BHSU in the first two years). In fiscal year 3 and 4, one adjunct is assumed at each university.

Starting in the third fiscal year, it is assumed that one new full-time faculty member will be hired at SD Mines. In the fourth fiscal year, a full-time faculty member will be hired at BHSU. Miscellaneous program and office expenses are included in the budget starting in the first year and these expenses are also intended to account for other miscellaneous program support such as distance delivery software and other required technologies.

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): None.

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

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

☒   NO,
    the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

16. Additional Information:

At SD Mines, the program will initially be housed under the Department of Mining Engineering and Management. Since it is proposed as a multidisciplinary program that involves several academic departments, as the enrollment increases, the program could become an interdisciplinary program at SD Mines with a program coordinator who advises students and manages the curriculum, along with faculty representatives from each academic department involved in the curriculum and at BHSU. Of course, the program could also evolve in to its own department at SD Mines as enrollment grows and the revenue and fees generated through the program is able to support a new department on campus. At BHSU, the program will be housed under the School of Business.

As mentioned previously, this new program will be a collaborative program between SD Mines and BHSU. Some logistical challenges are created. For example, SD Mines offers very few undergraduate courses on-line or in a hybrid format; therefore, BHSU students taking courses that are only offered at SD Mines would need to travel to Rapid City.

SD Mines will create more course offerings on-line, but this will take time. Enrollment growth within the new proposed program could push the on-line initiative at SD Mines, especially if resources become available through the revenue generated by this program.

Attachments

Appendix A – Learning outcomes
Appendix B – Budget worksheets
Appendix C – Proposed curriculum

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

APPENDIX A – LEARNING OUTCOMES

SD MINES / BHSU   **Appendix A**
Proposal for Business Management in Technology

Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes							
	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number
Graduates of the program will have an ability to identify, formulate, and solve problems by applying principles of engineering, science, mathematics, and business.	MATH 123*	BADM 220*	MIS 205*	BADM 323*	CHEM 112*	PHYS 111*	EM 216*	EM 331*
Graduates of the program will have the ability to apply engineering, science, and business concepts to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.	ACCT 201*	BADM 320*	IENG 352/353/354*	BADM 310*	BADM 425*	IENG 492*	BMIT 470*	BMES 476*
Graduates of the program will have the ability to communicate effectively with a wide range of audiences.	ENGL 101*	ENGL 279*	ENGL 289*	BADM 344*				
Graduates of the program will have an ability to recognize ethical and professional responsibilities in technical situations and make informed judgments, which must consider the impact of solutions in global, economic, environmental, and societal contexts.	PHIL 200*	SOC 285*	PSYC 331*	BADM 350*	LEAD 310*	BADM 457*		
Graduates of the program will have the ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.	BMIT 376*	BMIT 446*	BMIT 470*	BMIT 476*	BADM 438*			
Graduates of the program will have the ability to develop and conduct appropriate experimentation, analyze and interpret data, and use judgment to draw conclusions.	CHEM 112L*	PHYS 111L*	PHYS 113L*					
Graduates of the program will have an ability to acquire and apply new knowledge as needed, using appropriate learning strategies.	IENG 352/353/354*	LEAD 310*	BADM 457*					

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

Electives	Outcomes						
	1	2	3	4	5	6	7
ME 126L	x	x	x	x	x		
MET 232	x				x	x	
MET 330	x						
EM 321	x						
CEE 284	x						
CEE 316/316L	x	x				x	
MEM 120	x		x	x			
GEOL 201	x	x					
GEOE 221/221L	x					x	
MEM 201L					x	x	
MEM 204	x	x					x
MEM 301/301L	x				x	x	
MEM 303	x	x					x
IENG 215	x	x		x			x
IENG 302	x	x					
IENG 331	x	x		x	x		x
IENG 366	x	x	x	x			
IENG 431	x	x		x		x	x
EE 303	x					x	
BIOL 151		x					
BIOL 153		x					
CSC 150/150L	x	x					
CEE 325	x	x		x		x	
CEE 337	x	x					

APPENDIX B – BUDGET WORKSHEETS

Appendix B
Budget & Resources

BS in Business Management in Technology (SD Mines Budget)

1. Assumptions

		1st	2nd	3rd	4th
Headcount & hours from proposal		FY20	FY21	FY22	FY23
Fall headcount (see table in proposal)		13	36	64	91
Program FY cr hrs, On-Campus		390	990	1,572	2,076
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	*0.00*	*0.00*	*1.00*	*1.00*
Faculty Salary & Benefits, average	See p. 3	$103,715	$103,715	$103,715	$103,715
Faculty, Adjunct - number of courses	See p. 3	2	2	1	1
Faculty, Adjunct - per course	See p. 3	$5,000	$5,000	$5,000	$5,000
Other FTE (see next page)	See p. 3	*0.00*	*0.00*	*0.00*	*0.00*
Other Salary & Benefits, average	See p. 3	$10,071	$10,071	$10,071	$10,071

2. Budget

	1st	2nd	3rd	4th
Salary & Benefits				
Faculty, Regular	$0	$0	$103,715	$103,715
Faculty, Adjunct (rate x number of courses)	$10,000	$10,000	$5,000	$5,000
Other FTE	$0	$0	$0	$0
S&B Subtotal	$10,000	$10,000	$108,715	$108,715
Operating Expenses				
Travel	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0
Supplies & materials	$5,500	$5,500	$5,500	$5,500
Capital equipment	$0	$0	$0	$0
OE Subtotal	$5,500	$5,500	$5,500	$5,500
Total	**$15,500**	**$15,500**	**$114,215**	**$114,215**

3. Program Resources

		1st	2nd	3rd	4th
Off-campus support tuition/hr, HEFF net	UG	$300.94	$300.94	$300.94	$300.94
Off-campus tuition revenue	hrs x amt	$0	$0	$0	$0
On-campus support tuition/hr, HEFF net	UG	$220.98	$220.98	$220.98	$220.98
On-campus tuition revenue - Resident	hrs x amt	$43,092	$109,387	$173,694	$229,382
On-campus support tuition/hr, HEFF net	UG	$346.12	$346.12	$346.12	$346.12
On-campus tuition revenue - Nonresident	hrs x amt	$67,494	$171,331	$272,053	$359,276
Program fee, per cr hr (Engineer/Science)	$82.00	$8,528	$23,616	$40,672	$55,924
Program fee, per cr hr (IS)	$68.20	$2,660	$5,320	$7,366	$8,389
Program fee, per cr hr (Math)	$40.95	$3,726	$9,091	$13,595	$16,175

Appendix B - Budget   3/26/2019, 8:11 PM

Appendix B
Budget & Resources

BS in Business Management in Technology (SD Mines Budget)				
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	**$125,500**	**$318,745**	**$507,380**	**$669,146**
Resources Over (Under) Budget	**$110,000**	**$303,245**	**$393,165**	**$554,931**

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

Appendix B
Budget & Resources

BS in Business Management in Technology (SD Mines Budget)

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	$82,000	$0
University's variable benefits rate (see below)	0.1420	0.1420
Variable benefits	$11,644	$0
Health insurance/FTE, FY18	$10,071	$10,071
Average S&B	$103,715	$10,071

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

The FY 20 salaries of Lecturer-track faculty at SD Mines in the Mining Engineering and Management Department were used for the faculty salaries.

Explain adjunct faculty costs used in table:

Two courses per year to be taught by adjuncts at $5,000 per course.

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

None.

Summarize the operating expenses shown in the table:

Copies, office supplies, program technology such as on-line software.

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

Appendix B
Budget & Resources
BS in Business Management in Technology (SD Mines Budget)

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

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

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

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

Variable Benefits Rates

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

Appendix B
Budget & Resources

BS in Business Management in Technology (BHSU Budget)				

1. Assumptions

		1st	2nd	3rd	4th
Headcount & hours from proposal		FY20	FY21	FY22	FY23
Fall headcount (see table in proposal)		13	36	64	91
Program FY cr hrs, On-Campus		0	90	348	654
Program FY cr hrs, Off-Campus		0	0	0	0
Faculty, Regular FTE	See p. 3	*0.00*	*0.00*	*0.00*	*1.00*
Faculty Salary & Benefits, average	See p. 3	$103,715	$103,715	$103,715	$103,715
Faculty, Adjunct - number of courses	See p. 3	0	0	1	1
Faculty, Adjunct - per course	See p. 3	$5,000	$5,000	$5,000	$5,000
Other FTE (see next page)	See p. 3	*0.00*	*0.00*	*0.00*	*0.00*
Other Salary & Benefits, average	See p. 3	$10,071	$10,071	$10,071	$10,071

2. Budget

	1st	2nd	3rd	4th
Salary & Benefits				
Faculty, Regular	$0	$0	$0	$103,715
Faculty, Adjunct (rate x number of courses)	$0	$0	$5,000	$5,000
Other FTE	$0	$0	$0	$0
S&B Subtotal	$0	$0	$5,000	$108,715
Operating Expenses				
Travel	$0	$0	$0	$0
Contractual Services	$0	$0	$0	$0
Supplies & materials	$1,000	$1,000	$1,000	$1,000
Capital equipment	$0	$0	$0	$0
OE Subtotal	$1,000	$1,000	$1,000	$1,000
Total	**$1,000**	**$1,000**	**$6,000**	**$109,715**

3. Program Resources

		1st	2nd	3rd	4th
Off-campus support tuition/hr, HEFF net	UG	$300.94	$300.94	$300.94	$300.94
Off-campus tuition revenue	hrs x amt	$0	$0	$0	$0
On-campus support tuition/hr, HEFF net	UG	$346.12	$346.12	$346.12	$346.12
On-campus tuition revenue	hrs x amt	$0	$31,151	$120,451	$226,365
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

Appendix B
Budget & Resources

BS in Business Management in Technology (BHSU Budget)				
Total Resources	**$0**	**$31,151**	**$120,451**	**$226,365**
Resources Over (Under) Budget	**($1,000)**	**$30,151**	**$114,451**	**$116,650**

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

Appendix B
Budget & Resources

BS in Business Management in Technology (BHSU Budget)

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		$82,000	$0
University's variable benefits rate	(see below)	0.1420	0.1420
Variable benefits		$11,644	$0
Health insurance/FTE, FY18		$10,071	$10,071
Average S&B		$103,715	$10,071

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

A new Lecturer-track faculty will be hired in fiscal year 4 of the program using similar salary and benefits to SD Mines.

Explain adjunct faculty costs used in table:

Two courses per year to be taught by adjuncts at $5,000 per course.

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

None.

Summarize the operating expenses shown in the table:

Copies, office supplies, program technology such as on-line software.

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

Appendix B
Budget & Resources

<mark>BS in Business Management in Technology (BHSU Budget)</mark>

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

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

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

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

Variable Benefits Rates

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

APPENDIX C – PROPOSED CURRICULUM

South Dakota School of Mines Technology

Bachelor of Science in Business Management in Technology

	Credit Hour	Gen Ed Courses	Support Courses	Major Courses
Mathematics				
MATH 102/102L College Algebra	4		x	
MATH 120 Trigonometry	3	x		
MATH 123 Calculus I	4		x	
BADM 220 Business Statistics	3		x	
	14			
Computer Science				
MIS 205 Advanced Computer Applications	3		x	
BADM 323 Information Systems for Data Analytics	3		x	
	6			
Science				
CHEM 112/112L General Chemistry I / Lab	4	x		
PHYS 111/111L Introductory Physics I / Lab	4	x		
PHYS 113/113L Introductory Physics II / Lab	4		x	
	12			
Writing & Communication				
ENGL 101 Composition I	3	x		
ENGL 279 Technical Communications I	3	x		
ENGL 289 Technical Communications II	3	x		
BADM 344 Managerial Communications	3		x	
	12			
Humanities & Social Science				
SS General Education*	3	x		
HUM General Education**	3	x		
PHIL 200 Introduction to Logic	3	x		
SOC 285 Society and Technology	3	x		
PSYC 331 Industrial and Organizational Pyschology	3		x	
	15			
Major Core Program Courses				
ECON 201 Microeconomics	3			x
EM 216 Statics and Dynamics	4			x
ACCT 201 Survey of Accounting	3			x
BADM 320 Quantitative Decision Analysis	3			x
EM 331 Fluid Mechanics	3			x
BADM 350 The Legal Environment of Business	3			x
IENG 352/353/354 Creativity & Innovation/Commercialization/Marketing	3			x
BMIT 376 Managerial Finance for Engineers and Scientists	3			x
BADM 425 Production/Operations Management	3			x
IENG 492/592 Supply Chain Management	3			x
LEAD 310 Leadership in Context	3			x
BADM 438 Entrepreneurship II (or BADM 334 - Small Business Management)	3			x
BMIT 446 or Human Resource Management for Engineers and Scientists or BADM 460 Human Resource Management	3			x
BADM 457 Business Ethics	3			x
BMIT 470 Project Management	3			x
BMIT 476 or International Business for Engineers and Scientists or BADM 407 International Business	3			x
	49			
Major Elective Courses*				
Engineering/Science Elective	3			
Engineering/Science Elective	3			
Engineering/Science Elective	3			
Engineering/Science Elective	3			
	12			

TOTAL CREDITS   120

Taught by Black Hills State University

* Recommend taking PSYC 101, SOC 150, POLS 250
**Recommend taking HUM 100, HUM 200

***Major Elective Courses
Materials
      ME 126L Design for Manufacturing (2)
      MET 232 Properties of Materials (3)
      MET 330 Physics of Metals (3)
        EM 321 Mechanics of Materials (3)
      CEE 284 Applied Numerical Methods (3)
   CEE 316/316L Engineering and Construction Materials/Lab (3)
Mineral Industries
      MEM 120 Introduction to Mining (3)
     GEOL 201 Physical Geology (3)
  GEOE 221/221L Geology for Engineers/Lab (3)
     MEM 201L Surveying for Mining and Geological Engineers (2)
     MEM 204 Surface Mining and Unit Operations (3)
  MEM 301/301L Computer Applications in Mining/Lab (3)
     MEM 303 Underground Mining Methods (3)
Industrial
     IENG 215 Cost Estimating for Engineers (3)
     IENG 302 Engineering Economics (3)
     IENG 331 Safety Engineering (3)
     IENG 366 Engineering Management (3)
    IENG 431 Industrial Hygiene (3)
       EE 303 Basic Circuits (3)
Science
     BIOL 151 General Biology I (3)
     BIOL 153 General Biology II (3)
  CSC 150/150L Computer Science I/Lab (3)
     CEE 325 Introduction to Sustainable Design (3)
     CEE 337 Engineering Hydrology (3)

Bachelor of Science in Business Management in Technology

Freshman - Fall			**Freshman - Spring**		
MATH 102/102L	4		MATH 120	3	
MIS 205	3		CHEM 112/112L	4	(pre-req = MATH 102)
ENGL 101	3		PHYS 111/111L	4	(pre-req = MATH 102)
SS Gen Ed	3		PHIL 200	3	
HUM Gen Ed	3			14	
	16				

Sophomore - Fall			**Sophomore - Spring**		
MATH 123	4		BADM 220	3	
PHYS 113/113L	4		ENGL 289	3	
ENGL 279	3		EM 216	4	(pre-req = MATH 123)
SOC 285	3		ACCT 201	3	
	14		ECON 201	3	
				16	

Junior - Fall			**Junior - Spring**		
BADM 344	3	(pre-req = ENGL 201)	PSYC 331	3	(pre-req = PSYC 101)
EM 331	3	(pre-req = EM 216)	BMIT 376	3	
BADM 320	3	(pre-req = MATH 102)	LEAD 310	3	
BADM 323	3	(pre-req = BADM 220)	BMIT 446 or BADM 460	3	
IENG 352/353/354	3		BADM 350	3	
	15			15	

Senior - Fall			**Senior - Spring**		
BADM 425	3	(pre-req = BADM 220)	BMIT 470	3	
BMIT 476 or BADM 407	3		BADM 438 or BADM 334	3	(pre-req = BADM 336)
IENG 492/592	3		BADM 457	3	
Elective	3		Elective	3	
Elective	3		Elective	3	
	15			15	

27	Business courses
30	Management courses
31	Engineering/Science courses
32	General Education courses
120	

32	General Education courses
27	Support courses
49	Major courses (Core Program courses)
12	Major Elective courses
120	

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
   New Program: SDSMT BS in Science, Technology, and Society

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
   The South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a Bachelor of Science (BS) in Science, Technology, and Society. The intent to plan was waived as this currently exists as a specialization within the Interdisciplinary Studies degree program. SDSMT is requesting to convert this specialization into a standalone major (SDSMT is requesting to convert all three specializations within Interdisciplinary Studies into standalone majors and eliminating the Interdisciplinary Studies major). The Science, Technology, and Society major would combine rigorous coursework in the Natural Sciences with a firm grounding in the Social Sciences and Humanities, combining the strength of the SDSMT's science and engineering programs with the understanding of the human and societal dimensions of scientific progress.

IMPACT AND RECOMMENDATION
   SDSMT does not require additional resources to offer the program. SDSMT anticipates graduating seven students per year after full implementation.

   Board office staff recommends approval of the program.

ATTACHMENTS
   Attachment I – New Program Request Form: SDSMT – BS in Science, Technology, and Society

****
DRAFT MOTION 20190514_2-E(3):
   I move to authorize SDMT to offer a BS in Science, Technology, and Society, 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:	SDSM&T
MAJOR:	**B.S.: Science, Technology, and Society**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	
EXISTING OR NEW DEGREE(S):	**Existing Degree (B.S.)**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**30.15 (Science, Technology, and Society)**
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	**Humanities & Social Sciences**
UNIVERSITY DIVISION:	

University Approval

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

_____   Click here to enter a date.
President of the University   Date

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

The B.S. in Interdisciplinary Sciences (B.S.I.S.), established in 2004 at the South Dakota School of Mines and Technology (SD Mines), currently encompasses three specializations: Science, Technology, and Society; Pre-Professional Health Sciences; and Atmospheric Sciences. IS students must declare one of these three specializations within the IS degree and, with the guidance of a skilled academic advisor, develop a curricular program of interdisciplinary coursework focused on the identified academic specialization.

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

The overarching purpose of the proposed curricular modification is to eliminate the B.S. in Interdisciplinary Sciences degree and replace it with three independent, free-standing baccalaureate degree programs, namely, a B.S. in Science, Technology, and Society; a B.S. in Health Sciences; and a B.S. in Atmospheric & Environmental Sciences. (NOTE: Separate proposals have been prepared requesting stand-alone degrees for each of the three current B.S.I.S. specializations.)

This proposal explicitly requests approval of a B.S. in Science, Technology, and Society (STS) to replace the current specialization in Science, Technology, and Society offered under the B.S. in Interdisciplinary Sciences. The proposed B.S. in Science, Technology, and Society will be administered and advised by the faculty of the SD Mines Department of Humanities and Social Sciences.

As SD Mines continues to meet the demand for rigorous STEM education, it must also meet the pursuant demand from students for the professional skills to guide tomorrow's technology policy toward the public's best interests. Since the 1970s, universities throughout the country have responded to this need by creating Science, Technology, and Society (STS) programs. Although the SD Mines Department of Humanities and Social Sciences offers a specialization in STS as part of its B.S. in Interdisciplinary Sciences (IS) degree program, the placement of the STS degree beneath the administrative label of "Interdisciplinary Sciences" does not effectively articulate the academic programs it encompasses or facilitate current and prospective student awareness of the possibilities an STS course of study offers. In the interest of transparency, heightened visibility, and programmatic clarity, it would be beneficial to articulate the STS program as a distinct and unique major at SD Mines and within the South Dakota system of higher education.

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

For SD Mines, the SDBOR implemented SDCL 13-60-1 "by authorizing graduate and undergraduate programs in engineering and the sciences to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The South Dakota School of Mines and Technology is the technological university within the South Dakota System of Higher Education."

The proposed program supports the mission of SD Mines and serves the state of South Dakota, the region, and the nation by preparing students, with expertise in understanding science and technology as human institutions that are defined by broader cultural, social, and ethical contexts, who will become leaders in the engineering and science fields.

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

SD Mines is currently working through a new strategic planning process, which includes new articulations of this mission and a new "vision" statement. The SDBOR has yet to approve the new strategic plan, but the alignment of this program and the goals and initiatives of the new strategic plan are referenced herein.

The new public articulation of the mission is as follows:

> *SD Mines mission is "to **educate** scientists and engineers to address global challenges, **innovate** to reach our creative potential, and **engage** in partnerships to transform society.*

This new program will help educate our students to understand the social and cultural implications of new technologies, engage the students with our industry partners and with public policymakers, and encourage students to focus on developing innovative methods to manage and articulate the meaning of scientific and technological change in a democratic society.

The following Strategic Initiatives of the new strategic plan are strongly supported by this program:

- *Continuously improve on the curriculum and experiences that makes our university both extraordinary and distinctive*
   - The STS degree provides students the opportunity to pursue a nationally respected and well-established degree program, and one that is not available elsewhere in the SDBOR system

- *Advance innovative, hands-on, project-based learning strategies integrated across disciplines*
   - At its very core, STS is an interdisciplinary endeavor designed to integrate knowledge, principles, and methodologies from multiple academic fields; as proposed, the STS program at SD Mines will emphasize student engagement in community-based projects that heighten understanding of how scientific and technological innovations intersect with social, cultural, and economic contexts

- *Create and maintain distinctive programs that are responsive to changing industry and societal needs*
   - The field of STS prepares students to manage and communicate scientific and technological research initiatives, design and influence science and technology policy, and contribute to careers in science journalism, science law, and science education

The new STS program supports the Board of Regents Strategic Plan as follows:

Student Success:
Designed for students wishing to focus on careers relating to the environment and sustainability or policy and law, the STS program prepares students for admission to law school or graduate school, and for careers in public policy, public service, science writing, environmental science, science and technology firms, science education, the military, and law enforcement. As a STEM-related degree, STS graduates offer a winning combination of communication, analytical, critical thinking, and problem-solving skills unusual among recent college graduates.

Academic Quality and Performance:
The Science, Technology, and Society program provides flexibility in a range of fields and individualized design that enables students to shape the content of the degree to meet their own career goals. STS students design a program that promotes scientific, analytical, communication, and leadership skills; and emphasizes job shadowing, internships, and undergraduate research experiences.

Research and Economic Development:
Students in the STS program are strongly encouraged to be active participants in both the SD Mines honors program known as EPICS or Engineering/Science Projects in Community Service; and Mines Advantage, a campus program designed to increase professional preparedness through involvement in community service, internships, research experiences, and leadership development. In so doing, students emerge with a commitment to use their interdisciplinary training to address critical social issues and provide policy guidance.

Affordability and Accountability:
The STS degree is a continuation of the existing Interdisciplinary Sciences specialization in STS that requires no additional faculty or state resources. Instructional needs are met by existing faculty in the Humanities and Social Sciences who also offer twenty-one of the thirty credit hours of the SDBOR required general education curriculum. As such, it continues to be an exceptionally effective use of university faculty and resources.

3. **Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota.** *Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.*

The combination of skills that students gain in an STS major prepares them for a wide range of professional careers. STS graduates develop critical thinking, research, written and oral communication, leadership and organization, mathematical and technical competencies, combined with a strong foundation in the natural sciences. As a result, STS graduates work broadly in the fields of education and public outreach, law and public policy, public health, government and public services, and non-profits.

Students graduating with an STS degree are prepared to succeed in the current economy. In the National Association of Colleges and Employers' (NACE) list of "Key Attributes Employers Seek on Students' Resumes," the top seven skills reported are core elements of the STS curriculum: Problem-Solving Skills, Ability to Work in a Team, Communication Skills (written), Leadership, Strong Work Ethic, Analytical/quantitative skills, and Communication Skills (verbal).

Over the past several years, SD Mines graduates in STS have accepted positions with the Bureau of Land Management; South Dakota Department of Labor; Americorps; the City of Rapid City;

Pennington County; the Rapid City Police Department; Disney Company; Thrivent Financial; C-Lock Technologies; ART Technology; graduate programs in Public Policy, Rural Sociology, Administrative Studies Counseling, and Business Administration; as well as law schools such as California Western University, Gonzaga University, and the University of South Dakota.

The following table summarizes the placement of all Interdisciplinary Sciences students who graduated between 2013-2017 and indicates a 100% placement rate for graduates of the existing IS program.

Year	# Grads	No US Work Auth.	Other	Grad Ed-In SD	Grad Ed-Outside SD	Seeking Work	Working in SD	Working Outside SD	Total Working	Total Placed	% Working Grads in SD	% Grads Staying in SD	% Placed Overall	Avg. Offer SDSMT	Avg.Offer National ***
2012-2013	18	0	3	6	4	5	4	1	5	18	80%	67%	100%	**	n/a
2013-2014	15	0	1	6	5	11	1	2	3	15	33%	50%	100%	$42,900*	n/a
2014-2015	12	0	2	2	3	5	4	1	5	12	80%	60%	100%	**	n/a
2015-2016	13	0	2	1	2		3	5	8	13	38%	36%	100%	**	n/a
2016-2017	10	0	3	2	1		2	2	4	10	50%	57%	100%	$40,420*	n/a

* Avg based on less than 5 salary offers
**Pursuing graduate degrees or no salaries reported

Nationally, the U.S. Department of Labor, Bureau of Labor Statistics provides the following projections for growth in likely occupational paths for STS graduates:

Table 1: US Dept. of Labor, Bureau of Labor Statistics 2016-2026 Projections							
Employment by detailed occupation, 2016 and projected 2026							
Likely occupations in the fields of Science, Technology, and Society							
(Numbers in thousands)							
2016 National Employment Matrix title	**Employment**				**Change, 2016–26**		**Occupational openings, projected 2016–26 annual average**
	Number		**Percent distribution**				
	2016	**2026**	**2016**	**2026**	**Number**	**Percent**	
Art, design, entertainment, sports, and media occupations	2,772.9	2,941.0	1.8	1.8	168.1	6.1	288.9
Community and social service occupations	2,570.7	2,942.6	1.6	1.8	371.9	14.5	330.7
Conservation Scientists	22.3	23.7	0.0	0.0	1.4	6.3	2.0
Education, training, and library occupations	9,426.5	10,315.4	6.0	6.2	888.9	9.4	918.5
Environmental science and protection technicians, including health	34.6	38.8	0.0	0.0	4.2	12.1	4.6
Environmental scientists and specialists, including health • Including environmental analyst	89.5	99.4	0.1	0.1	9.9	11.1	9.5
Law enforcement workers	1,285.0	1,300.1	0.8	0.8	15.2	1.2	91.0
Legal occupations	1,283.3	1,399.5	0.8	0.8	116.2	9.1	90.8
Management occupations	9,533.1	10,340.4	6.1	6.2	807.3	8.5	841.5
Miscellaneous life, physical, and social science technicians	159.3	174.8	0.1	0.1	15.4	9.7	20.7
Public relations specialists • Including environmental communications specialist, public affairs officer, and management, scientific, and technical consulting services	259.6	282.6	0.2	0.2	22.9	8.8	28.2
Source: Employment Projections program, U.S. Department of Labor, U.S. Bureau of Labor Statistics							

4. How will the proposed program benefit students?

The B.S. degree in Science, Technology, and Society (STS) combines rigorous coursework in the Natural Sciences with a firm grounding in the Social Sciences and Humanities. It offers students an undergraduate degree that combines the strength of SD Mines science and engineering programs with the contextual understanding of the human and societal dimensions of scientific progress provided by related coursework in the Humanities and Social Sciences.

Students learn to connect scientific and technological innovations to real-world problems and analyze the societal impact of those innovations. A degree in STS teaches students to distinguish between sound and unsound interpretations of scientific information, employ cogent reasoning and ethical considerations in examining scientific issues of historical and contemporary concern,

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

and effectively communicate the ways in which science and technology shape cultures, values, and institutions and vice versa.

Confronting issues from climate change to biodiversity loss involves not only continual scientific and technological progress, it demands an understanding of the historical origins of current developments and the limits of current knowledge, communication across cultures, and an examination of the ethical implications of our choices.

As such, STS provides essential training for STEM students. The STS degree achieves these objectives through a flexible yet rigorous course of study. It builds on the strengths of our existing faculty and curriculum and encourages collaboration across multiple departments and initiatives such as Mines Advantage and EPICS.

The STS major thus furthers the SD Mines commitment to bring interdisciplinarity, collaboration, and respect for the human dimensions of technological innovation to its students as they prepare to address the scientific and engineering challenges of the 21st century. Identified by the National Academy of Engineering as the "Grand Challenges for Engineering," an international consortium of leading scientists and technological innovators has grouped these 21st century issues into four categories: sustainability, health, security, and joy of living. In every case, the multi-dimensional skills of STS students will be an essential component in addressing the global implications these complex challenges present to humanity.

On the local level, the following capstone projects serve as examples of the research initiatives completed by STS graduates between 2013-17.
- The Economic and Political Implications of Nuclear Energy in Colorado (2017)
- The Legal Ramifications of Paleontological Resources on Reservation Land (2017)
- Why is Geothermal Energy a Viable Energy Source for South Dakota? (2016)
- Understanding Racially Biased Policing (2016)
- The Judicial System and the Psychological and Physical Behaviors of Sane Automatism (2016)
- Bringing an Oasis to a Food Desert (2015)
- Induced Seismicity and the Oil and Gas Industry (2014)
- Oil Production, Horizontal Drilling, Hydraulic Fracturing and Natural Gas Flaring in North and South Dakota: Historical Perspective and Current Issues (2013)

5. Program Proposal Rationale:

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

The Bachelor of Science degree is not a new degree at the South Dakota School of Mines and Technology.

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[3] This question refers to the type of degree, not the program. For example, if your university has authorization to offer the Bachelor of Science and the program requested is a Bachelor of Science, then the request is not for a new degree.

B. What is the rationale for the curriculum?

The Science, Technology, and Society program provides flexibility in a range of fields and individualized design that allows students to shape the content of the degree to meet their own career goals. Working closely with faculty advisors, STS students design a program that promotes science, analytical, communication, and leadership skills, and emphasizes job shadowing, internships, and undergraduate research experiences.

Designed for students wishing to focus on careers relating to the environment and sustainability, or policy and law, the Science, Technology, and Society program prepares students for admission to law school or graduate school, and for careers in public policy, public service, science writing, environmental science, science and technology firms, education, the military, and law enforcement.

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?*

There are no national standards established for Science, Technology, and Society academic credentials. Nonetheless, STS constitutes a well-established academic field as indicated by the following prominent institutions of higher education that offer undergraduate degree programs in the field:
- Brown University
- Cornell University
- Georgia Institute of Technology
- New Jersey Institute of Technology
- Polytechnic Institute of New York University
- Rensselaer Polytechnic Institute
- Rochester Institute of Technology
- Stanford University
- Stevens Institute of Technology,
- University of California, Davis
- University of Texas at Austin
- University of Virginia

The academic field of STS is also represented by professional societies and academic journals, and it supports a significant academic following as attested to by the following professional organizations:
- The Society for Social Studies of Science
- Society for the History of Technology
- European Association for the Study of Science and Technology
- Asia-Pacific Science, Technology & Society Network
- Japanese Society for Science and Technology Studies
- Society for Literature, Science, and the Arts
- History of Science Society
- Society for the History of Technology

These organizations include academics, professionals in government and industry, public officials concerned with research and development as well as science and technology policy, scientists and engineers who wish to understand the social implications of their profession, and citizens concerned about the impact of science and technology in their lives and communities.

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

B.S. Science, Technology, and Society	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	24		
Major Requirements	12		
Major Electives	33		
Subtotal, Program Requirements		69	57.5%
Free Electives		21	17.5%
Degree Total[4]		120	100%

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
MATH	281 or 381	General Statistics or Probability and Statistics	3	No
HUM	375	Computers in Society	3	No
POLS or HIST	407 492	Environmental Law and Policy OR Environmental History of the U.S.	3	No
ENGL	300	Literary Experiences of Nature	3	No
SOC	351 or 411	Criminology OR Licit and Illicit Drugs	3	No
PSYC	451 or 461	Abnormal Behavior OR Theories of Personality	3	No
BIOL	311	Principles of Ecology	3	No
BIOL	375 or 383	Current Bioethical Issues OR Bioethics	3	No
		Subtotal	24	

Major Requirements

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
IS	201	Science, Technology, and Society	3	No
HUM	200	Connections: Humanities and Technology	3	No
IS	401	Writing & Research in the Interdisciplinary Sciences	3	No
IS	498	Undergraduate Research – Capstone Project	3	No
		Subtotal	12	

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
Varied	300/400	Natural Sciences and Engineering	15	No
Varied	300/400	Humanities	9	No
Varied	300/400	Social Sciences	9	No
		Subtotal	33	

6. Student Outcomes and Demonstration of Individual Achievement

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

Students will continue to demonstrate the knowledge and competencies required as part of the current IS-STS degree program.

Objective 1: Students will develop a well-defined sense of their professional identities and goals.

Learning Outcomes:
- Students will select and implement a curricular program of study that reflects and integrates their intended professional focus

Objective 2: Students will understand and apply fundamental concepts of Science, Technology, and Society as a program of study.

Learning Outcomes:
- Students will understand and appreciate the connections between science and technology and real-world problems
- Students will understand scientific applications in societal context
- Students will design, conduct, and present senior research projects that reflect the student's professional career goals and integrate the coursework leading to the degree

Objective 3: Students will exhibit advanced professional skills critical to success.

        Learning Outcomes:
- Students will demonstrate professional written and oral communication skills
- Students will demonstrate leadership skills and the ability to work both independently and in teams

Objective 4: Students will be prepared to contribute as professionals and citizens in their workplaces and communities.

        Learning Outcomes:
- Students will demonstrate interest in and ability to contribute expertise in their workplaces and in their communities

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

No national instruments are available to measure achievement in this field.

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[5] What are the consequences for students who do not demonstrate mastery?

Successful completion of curricular requirements is indicated by successful completion of coursework, GPA, interdisciplinary contributions, involvement in co-curricular experiences such as internships, volunteer work, service/community learning projects, and the two-semester capstone research project. Students who fail to demonstrate mastery of the program's core requirements will fail to earn the STS 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.*

Classroom lectures, discussions, and seminars
Laboratory work
Undergraduate research
Capstone project and presentation

8. Did the University engage any developmental consultants to assist with the development of the curriculum?[6] Did the University consult any professional or accrediting

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[5] What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?
[6] Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

SD Mines did not engage developmental consultants in the development of the STS curriculum. STS has been part of the university's curriculum as a specialization administered under the degree of Interdisciplinary Sciences since 2004.

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

Both. As indicated by the enrollment numbers provided below, each year new freshmen enter the University with the intention of pursuing a B.S. in Science, Technology, and Society. It is also common for students who initially matriculate to SD Mines with the intention of pursuing a science or engineering degree to find that the STS degree better aligns with their career aspirations. A variety of motivating factors contribute to students' decisions to complete a degree in Science, Technology, and Society, including:
- Students wish to complete a pre-professional B.S. degree but do not desire an engineering or single science major
- The STS degree provides the opportunity to establish an individualized program of study based on each student's career ambitions
- The STS degree enables students to pursue a degree firmly based in the Natural Sciences and engineering yet broadened by a significant focus on the Humanities and Social Sciences
- The degree provides greater opportunities to transfer credits from other institutions into a degree program at SD Mines
- The reputation of SD Mines and its record of successful placement provides incentive for students to pursue an STS degree

The tables provided below are based on the following reasoning: Current enrollment figures indicate that six new STS students have been accepted into SD Mines for AY2019/20. Since the typical student yield is 40% of the number of accepted students, we can conservatively predict a freshman class of three new STS students for FY20. Again, being very conservative, we anticipate that the number of incoming freshmen in STS will increase by at least one student each year, though we anticipate a slight surge in enrollment in FY21 as a result of increased recruitment efforts for the new STS program.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	3	8	9	10
Students from other university programs	4	6	5	6
Continuing students	5	8	15	17
=Total students in the program (fall)	12	22	29	33
Program credit hours (major courses)**				

Graduates		4	2	5	7

*Do not include current fiscal year.

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

At present, eleven students are enrolled in the IS-STS program. We assume that all of those students will continue in the STS program in FY 20. To determine the likely number of continuing students, our admissions office conservatively assumed a 75% retention rate from year 1-2, 66% from year 1-3, and 60% from year 1-4, and factored in two additional sophomore students per year. Based on these assumptions, the raw numbers broken down by class standing are as follows:

	FR	SO	JR	SR	TOTAL
AY 18	0	1	4	6	11
AY 19	3	3	2	4	12
AY 20	8	7	5	2	22
AY 21	9	8	7	5	29
AY 22	10	9	7	7	33

SD Mines recently secured consulting services from Ruffalo Noel-Levitz (RNL) in an effort to identify relevant data regarding program demand among students interested in STEM degrees. Figure 2 below provides data generated in October 2018 by RNL. Within the category "communications," 65 prospective students (or 23% of those who identified communications as an area of interest) cited Science, Technology, and Society as the academic program of greatest interest. The other areas of student interest listed (including science policy, science communication, environmental resources management, and technical writing/communication) are also career paths commonly chosen by STS graduates.

Communications: Which of these specific programs are you most interested in?	Frequency	Percent
Science, Technology, & Society	65	23%
Digital Media	60	22%
Science Policy (Energy and Environmental Policy, Regulation, Law)	39	14%
Engineering Management and Leadership	34	12%
Engineering/Science Communication	26	9%
Environmental Resources Management	21	8%
Technical Writing/Communication	20	7%

Figure 2: Results of 2018 RNL research on student interest in "communications" among those intending to pursue a STEM degree.

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

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

Program accreditation is not available for the Science, Technology, and Society degree.

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."*

Because the Science, Technology, and Society specialization has been a well-established curriculum within the SD Board of Regents system since 2004, SD Mines requests a waiver of the Intent to Plan form.

The current proposal is simply a request to recognize STS as a stand-alone degree, unencumbered by the Interdisciplinary Sciences label.

12. Delivery Location[7]

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	Choose an item. **2 019**

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

	Yes/No	*If Yes, identify delivery methods[8]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	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 certificate through distance learning (e.g., as an online program)? [9]**

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

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[7] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[8] Delivery methods are defined in AAC Guideline 5.5.
[9] This question responds to HLC definitions for distance delivery.

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

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.*

No additional faculty, courses, facilities, or staffing will be required to ensure the continued offering of the Science, Technology, and Society degree at SD Mines. Because it will require no new resources and will function as the continuation of an existing degree program albeit without the IS label, we have not submitted Appendix B - Budget. Moving forward, as opportunities arise to hire additional faculty due to faculty retirements or program expansion, we will continue to focus on hiring new faculty with expertise that fulfills and reinforces a rigorous STS curriculum.

Due to the interdisciplinary nature of the program, the STS degree ensures the efficient use of existing faculty not only in the Humanities and Social Sciences, but in Biology, Chemistry, Geology, Atmospheric and Environmental Science, and other disciplines represented at SD Mines.

Based on the projected new student enrollment (see question 9 above), budget projections for the new STS degree are as follows:

STS Degree Program Estimated Revenue Projections					
	FY19	**FY20**	**FY21**	**FY22**	**FY23**
Fall Headcount	9	12	22	29	33
FY Credit Hours (on-campus)	270	360	660	870	990
Resident On-campus tuition (net of HEFF) - 50% @ $220.98	$29,832.30	$39,776.40	$72,923.40	$96,126.30	$109,385.10
Non-Resident On-campus tuition (net of HEFF) - 50% @ $346.12	$46,726.20	$62,301.60	$114,219.60	$150,562.20	$171,329.40
Biology Special Discipline Fee 6 Credits/Student @ $40.95	$737.10	$737.10	$1,965.60	$2,211.30	$2,457.00
Science/Eng Special Discipline Fee 15 Credits/Student @ $82	$7,380.00	$11,070.00	$17,220.00	$24,600.00	$28,290.00
Total Revenue	**$84,675.60**	**$113,885.10**	**$206,328.60**	**$273,499.80**	**$311,461.50**
FT Faculty - Kayla Pritchard & Rodney Rice 25% each	$34,051.75	$34,051.75	$34,051.75	$34,051.75	$34,051.75
Benefits for FT faculty - 25% each	$4,712.76	$4,712.76	$4,712.76	$4,712.76	$4,712.76
Health Insurance for FT faculty - 25% each	$5,035.50	$5,035.50	$5,035.50	$5,035.50	$5,035.50
Adjuncts - none	$0.00	$0.00	$0.00	$0.00	$0.00
Operating Expense - supplies, copies, etc.	$1,000.00	$1,000.00	$1,000.00	$1,000.00	$1,000.00
Total Expenses	**$44,800.01**	**$44,800.01**	**$44,800.01**	**$44,800.01**	**$44,800.01**
Net Profit	**$39,875.59**	**$69,085.09**	**$161,528.59**	**$228,699.79**	**$266,661.49**

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

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

    ☐   ☒
  Yes   No

Explanation (if applicable):

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

    ☐   YES,

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

    ☒   NO,

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

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

South Dakota School of Mines & Technology
Proposal for B.S., Science, Technology, and Society

Individual Student Outcomes and Program Courses										

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes										
	IS 201	HUM 200	IS 401	IS 498	HUM 375	POLS 407 or HIST 492	ENGL 300	SOC 351 or 411	PSYC 451 or 461	BIOL 311	BIOL375 or 383
1. Students will select and implement a curricular program of study that reflects and integrates their intended professional focus.	X	X	X	X							
2. Students will understand and appreciate the connections between science and technology and real-world problems.	X	X	X	X	X	X	X	X	X	X	X
3. Students will understand scientific applications in societal context.	X	X	X	X	X		X	X		X	X
4. Students will design, conduct, and present senior research projects that reflect the student's professional career goals and integrate the coursework leading to the degree.			X	X							
5. Students will demonstrate professional written and oral communication skills.	X	X	X	X	X	X	X	X	X		
6. Students will demonstrate leadership skills and the ability to work both independently and in teams.	X	X	X	X	X	X	X	X	X	X	X
7. Students will demonstrate interest in and ability to contribute expertise in their workplaces and in their communities.	X	X	X	X	X	X	X	X	X	X	X

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

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Minor: SDSU Minor in Engineering Management

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 Engineering Management. The proposed minor will provide students with the skills and knowledge for management in technical/industrial settings, including skills in production strategy, project management, engineering systems management, and discipline-specific cost analysis. This new minor will appeal to students in engineering, applied science, and technology disciplines. SDSU reports projected growth in employment opportunities for graduates in this field to grow by 16% over the next several years.

IMPACT AND RECOMMENDATION
The proposed minor consists of eighteen credits and one new course. SDSU estimates 23 graduates per year with the minor after full implementation. SDSU does not require additional resources to offer the program. SDSU requests authorization to offer the minor online.

Board office staff recommends approval of the minor.

ATTACHMENTS
Attachment I – New Program Request Form: SDSU – Minor in Engineering Management

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DRAFT MOTION 20190514_2-E(4):
I move to authorize SDSU to offer a minor in Engineering Management, including online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	**SDSU**
TITLE OF PROPOSED MINOR:	**Engineering Management**
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	**Any**
EXISTING RELATED MAJORS OR MINORS:	**Operations Management (B.S./M.S.), Engineering (M.Eng.)**
INTENDED DATE OF IMPLEMENTATION:	**2019-2020 Academic Year**
PROPOSED CIP CODE:	**15.1501**
UNIVERSITY DEPARTMENT:	**Construction & Operations Management**
UNIVERSITY DIVISION:	**Jerome J. Lohr College of Engineering**

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.

Barry H. Dunn	3/20/2019
President of the University	Date

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1. **Do you have a major in this field?**   ☐ *Yes*   ☒ *No*

2. **If you do not have a major in this field, explain how the proposed minor relates to your university mission.**

   South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Engineering Management. The minor is proposed by the Department of Construction and Operations Management. The proposed minor will provide engineering and applied sciences undergraduate students with the skills and knowledge to manage in technical/industrial settings. This new minor will appeal to students in engineering, applied science, and technology disciplines.

   The Engineering Management minor supports the mission of SDSU as provided in SDCL 13-58-1: *The legislature established South Dakota State University as the Comprehensive Land-Grant University to meet the needs of the State and region by providing programs of instruction in the liberal arts and sciences and professional education in agriculture, aviation,*

education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine.

SDSU does not request new state resources.

3. **What is the nature/purpose of the proposed minor?**

The purpose of the proposed minor is to provide knowledge and skills in production strategy, project management, engineering systems management, and discipline-specific cost analysis for students who will be in technology focused organizations in their future careers. The minor addresses the need to manage resources of people, time, finances, and organizational assets effectively within advanced manufacturing, the built environment, and engineering services sectors of the economy.

4. **How will the proposed minor benefit students? What are the majors/degree programs from which students would likely enroll in the minor?**

The Engineering Management minor will benefit students by providing the opportunity to take coursework more tightly scripted to application in applied science, technology or engineering fields and the project-based nature of work commonly encountered in these settings. Additionally, the minor will complement coursework in engineering, technology, and the applied sciences by increasing understanding of the impact time, money, and people have on their projects and system designs. This minor will help differentiate these students from others in the job market after graduation, particularly graduates who want to quickly advance their career in technical management. There are engineering management degree programs in the region, but their curriculum is related more to industrial engineering, construction engineering, or systems engineering (North Dakota State University, South Dakota School of Mines & Technology, Iowa State University, Montana State University, Missouri University of Science & Technology).

The minor will benefit and appeal to students majoring in Civil Engineering, Computer Science, Electrical Engineering, Electronics Engineering Technology, Mechanical Engineering, and Operations Management. The proposed minor will be an added benefit for students who are eligible to sit for the Fundamentals of Engineering (FE) exam.[1] Questions on engineering economy, probability and statistics, project management, and agreements and contracts are included on the exam and will better prepare these students for the exam as well as improve the likelihood of earning a passing score.

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.*

The SD Department of Labor has projected strong growth for professional, scientific and technical services position (12.1%), and chemical and transportation equipment manufacturing (12.8% and 11.3% respectively) for the period 2016 – 2026.[2] These are

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[1] https://ncees.org/engineering/fe/
[2] SD Dept. of Labor & Regulation (2018). *2017 Annual Workforce Report.* Available at https://dlr.sd.gov/lmic/menu_publications.aspx

sectors that typically employ technical managers. Similarly, the BLS Occupational Outlook Handbook projects engineering services organizations, which hire and promote degreed engineers, are expected to grow 16% for the same period while architectural and engineering manager employment to grow 6%.[3] Competition in the job market for engineering manager positions are highly competitive with the starting salaries over $100,000 per year.[4]

The intent is to address demand for technical managers by offering an Engineering Management minor to complement engineering, engineering technology, and applied science undergraduate programs at SDSU. The need for technical managers in manufacturing, construction, engineering services, research labs, and government is particularly pressing as these are complex, high stress jobs with long working hours making these positions hard to fill. The problem is compounded by the fact the transition from design engineer or research scientist to successful manager is not an easy one but it is the typical career advancement in organizations without a technical promotion ladder. A competent technical manager, as measured by their professional expertise in the work being performed, can have significant impact on employee job satisfaction and retention.[5] That is, if the supervisor for a team of engineers is skilled in the techniques and processes performed by her/his reports, employees are more likely to stay with the organization and be more productive. The Engineering Management minor will prepare graduates to make the future transition to the managerial role more effective.

6. **Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.**

	Fiscal Years*			
	1st	**2nd**	**3rd**	**4th**
Estimates	**FY 20**	**FY 21**	**FY 22**	**FY 23**
Students enrolled in the minor (fall)	15	19	25	33
Completions by graduates	3	10	15	23

*Do not include current fiscal year.

The estimates are based on enrollment in selected programs in the College of Engineering (Civil Engineering, Computer Science, Electrical Engineering, Electronics Engineering Technology, Mechanical Engineering, Operations Management) the target population for the minor. Enrollment was 1018 students in fall 2018. Using a conservative estimate, the University anticipates 1% of students from this target population will declare in the first year with an estimated 50% annual growth as the minor is promoted by faculty and professional advisors. It is expected the number of declared minors to level out at 30 students based on current enrollment trends in the college.

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[3] Bureau of Labor Statistics, U.S. Department of Labor. (2018). *Occupational Outlook Handbook*, Architectural and Engineering Managers. Available at https://www.bls.gov/ooh/management/architectural-and-engineering-managers.htm.

[4] Connely, C. (2018). The 35 highest-paying jobs in America. Available at: https://www.cnbc.com/2018/08/16/the-25-highest-paying-jobs-in-america.html

[5] Artz, B., Goodall, A., & Oswald, A.J. (2016). If your boss could do your job, you're more likely to be happy at work. *Harvard Business Review* Digital Articles. Available at: https://hbr.org/2016/12/if-your-boss-could-do-your-job-youre-more-likely-to-be-happy-at-work

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

The proposed minor is framed by a detailed curriculum review of 17 engineering management and similarly named minors at universities across the nation. A summary of three of the most suitable analogs to the proposed minor can be found in Appendix B. Common courses in these programs include: engineering economy, technology/engineering/systems management, project management, accounting/finance, cost estimating & management analysis, probability and statistics.

For the purposes of the Engineering Management minor at SDSU, the intent is to focus on four key content areas to assure students have the breadth of knowledge and skills to be promoted to into a leadership position and be a successful manager. These content areas are also tied to ABET student outcome criteria of solving complex problems, communicating effectively, and analyzing and interpreting data, reflected in the learning outcomes for the minor. See Appendix A for student outcomes mapped to the proposed curriculum.

The key content areas are engineering economy, project management, systems engineering and management, and probability and statistics. 1) Engineering economics (aka engineering administration) provides the manager with practical tools for making economic decisions such as break-even analysis, cost, risk & uncertainty, capital projects, and life-cycle analysis. 2) Project management requires a wide-ranging portfolio of interpersonal and technical skills. Assuring a project is on time, on budget and to specifications require the project manager is adept in cost estimating, budgeting, scheduling, planning, and communications. 3) Systems engineering and management brings functional aspects of engineering management (projects, product feature development, quality & performance) together with the broader strategic processes of optimization, systems design and modeling, and conceptual frameworks. 4) Underlying the required and elective courses in the minor are primarily applications used to make critical managerial decisions.

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

A. **Distribution of Credit Hours**

Engineering Management Minor	Credit Hours	Percent
Requirements in minor	12	67%
Electives in minor	6	33%
Total	18	100%

B. **Required Courses in the Minor**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
STAT OR	281	Introduction to Statistics	3	No
STAT	381	Introduction to Probability and Statistics		
GE	385	Introduction to Systems Engineering and Management	3	Yes
GE	469	Project Management	3	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
OM OR	460	Manufacturing Cost Analysis[6]	3	No
CEE	482	Engineering Administration		
		Subtotal	12	

GE 385 Introduction to Systems Engineering and Management (3 cr.) introduces systems engineering, which is related to engineering design processes. Systems engineering is an emerging field that cuts across engineering, applied science, and technology management disciplines. GE 385 will be required for the Engineering Management Minor; however, other students may also take this course as an elective.

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	Credit Hours	New (yes, no)
BLAW OR	350	Legal Environment of Business	3	No
CM	473	Construction Law and Accounting[7]		
MNET	367-367L	Production Strategy and Lab[8]	3	No
OM	425	Production and Operations Management[9]	3	No
OM	462	Quality Management[10]	3	No

D. List any prerequisites for the courses above.

The following courses include prerequisite requirements:

Course Title	Prerequisite
STAT 281 Introduction to Statistics	One MATH course (102, 103, 104, 115, 120, 121, or 123) or appropriate placement based on standardized testing
STAT 381 Introduction to Probability and Statistics	MATH 123 + MATH 125
MNET 367-367L Production Strategy and Lab	MNET 150 or MNET 231 or (MATH 102 + ET 210 + ET 232) or instructor consent
OM 425 Production & Operations Management	STAT 281 or STAT 381
OM 460 Cost Analysis	STAT 281 or STAT 381
OM 462 Quality Management	STAT 281 or STAT 381

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[6] Minor course modification will revise OM 460 Manufacturing Cost Analysis to remove MNET 367-367L Production Strategy & Lab as prerequisite effective fall 2019.

[7] Minor course modification will revise CM 473 Construction Law and Accounting (3 cr.) course title to Construction Law and Contracts and remove course prerequisites effective fall 2019.

[8] Minor course modification to add 'instructor consent' for students who have adequate preparation, i.e. usually will be engineering majors.

[9] Minor course modification will revise OM 425 Production and Operations Management to remove MNET 367-367L Production Strategy & Lab as prerequisite effective fall 2019.

[10] Minor course modification will revise OM 462 Quality Management to remove MNET 367-367L Production Strategy & Lab as prerequisite effective fall 2019.

E. **Minors typically consist of 18 credit hours, including prerequisite courses. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit.1 If the minor includes more than 18 credit hours (including prerequisites), provide justification below.**

The Engineering Management minor includes courses that are required for engineering, engineering technology, and applied science majors at SDSU. The proposed minor may be completed in 18 credits. As part of the required coursework students would complete either STAT 281 or STAT 381. The course prerequisite for both courses will be fulfilled by a math course that meets SGR #5 requirements. ABET accredited programs will require students to complete one of the statistics courses as part of their program requirements.

Students will select 6 credits from a list of electives. Three of the four elective courses either require no prerequisite or are fulfilled by either STAT 281 or STAT 381 in the core requirements of the minor. If a student selects MNET 367-367L Production Strategy and Lab as one of the electives, the minor may require a total of 21 credit hours. MNET 367-367L will require the course prerequisite of MNET 150 or MNET 231 or (MATH 102, ET 210, ET 232). In addition, students may register for MNET 367-367L with instructor consent.

9. **What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?**

Upon completion of the Engineering Management minor, the successful student will possess an ability to:
1. Analyze and interpret technical data.
2. Identify, formulate, and solve broadly defined problems by applying math and/or technical knowledge relevant to the discipline
3. Demonstrate mastery in communication (written & oral) with a wide range of audiences.
4. Demonstrate mastery in systems integration using analysis, design/development, and implementation tools.

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 methods will include lecture, discussion, team-based projects, and experiential learning such as simulation and modeling.

11. **Delivery Location[11]**

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)?**

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

	Yes/No	*Intended Start Date*
On campus	Yes	2019-2020 Academic Year

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

	Yes/No	*If Yes, identify delivery methods*[12]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous 030 Blended Hybrid	2019-2020 Academic Year

B. **Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?** [13]

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

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

AAC Guideline 2.8 limits minors to eighteen credit hours unless valid reasons exist to exceed the limit. As noted in question 8.E students may complete this minor in 18 credits, however based on their choice of electives it may require 21 credits. Students may select MNET 367-367L (3 cr.) as one of the courses that will fulfill six credits of electives. Students are able to complete MNET 367-367L after completing MNET 150, MNET 231 or (MATH 102 + ET 210 + ET 232) or by instructor consent. Three of the four elective courses either require no prerequisite or are fulfilled by either STAT 281 or STAT 381 in the core requirements of the minor.

Engineering majors who declare this minor will specifically benefit on the Fundamentals of Engineering (FE) exam, which ultimately leads to professional engineer licensure, as statistics, project management, and engineering economy (cost analysis) are topics on the exam.

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

No additional resources are needed. The one new course, GE 385 Introduction to Systems Engineering and Management, will be delivered using schedule management to assure faculty resources are available.

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[12] Delivery methods are defined in AAC Guideline 5.5.
[13] This question responds to HLC definitions for distance delivery.

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.

Appendix A
Engineering Management Minor - Student Learning Outcomes

Individual Student Learning Outcomes	Required Courses				Elective Courses				
	STAT 281 or STAT 381	GE 385	GE 469	OM 460 or CEE 482	BLAW 350	CM 473	MNET 367-367L	OM 425	OM 462
Students will analyze and interpret technical data.	X	X					X	X	X
Students will identify, formulate, and solve broadly defined problems by applying math and/or technical knowledge relevant to the discipline.		X		X					X
Students will demonstrate mastery in communication (written & oral) with a wide range of audiences.			X		X	X			
Students will demonstrate mastery in the integration of systems using analysis, design/development, and implementation tools.		X					X		

Appendix B
Example Curriculums

Montana State University – Engineering Management minor

Required Courses		Credits
Engineering Economic Analysis		3
Engineering Management & Ethics		3
Production Inventory Cost Analysis		3
Project Management for Engineers		3
Required Pre-Requisites (not counted in total credits for the minor)		
Applied Engineering Data Analysis or		3
Engineering Probability & Statistics I		
Calculus for Technology II or		3
Calculus II		
Technical Problem Solving Elective (choose from 4 courses)		3
Managerial Problem Solving Electives (choose from 12 courses)		6
	Total	21

Rochester Institute of Technology – Engineering Management minor

Required Courses		
Cost Management in Technical Organizations		3
Engineering Economy		3
Engineering Management		3
Required Prerequisites		
Linear Systems & Differential Equations		3
Probability & Statistics II or		3
Applied Statistics		
Electives (choose from 7 courses)		6
	Total	21

University of Colorado at Boulder – Engineering Management minor

Required Courses		
Introduction to Engineering Management		3
Engineering Economics		3
Project Management Systems or		3
Pre-construction Estimating & Scheduling or		
Software Development Methods & Tools or		
Introduction to Construction		
Electives (choose from 8 courses)		9
	Total	18

Appendix C
New Course Requests

GE 385 Introduction to System Engineering and Management
Credits: 3
Introduction to the discipline of systems engineering and its intersection with engineering management. Course will cover the process of new systems development comprising concept, design, and build. Risk management, human factors, project management, integration of hardware and software, and system validation.
Prerequisites: None; Co-requisites: None; Registration Restrictions: None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
　　New Program: SDSMT BS in Pre-professional Health Sciences

CONTROLLING STATUTE, RULE, OR POLICY
　　BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
　　The South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a Bachelor of Science (BS) in Pre-professional Health Sciences. The intent to plan was waived as this currently exists as a specialization titled "Health Sciences" within the Interdisciplinary Studies degree program. SDSMT is requesting to convert this specialization into a standalone major (SDSMT is requesting to convert all three specializations within Interdisciplinary Studies into standalone majors and eliminating the Interdisciplinary Studies major). The Pre-professional Health Sciences major would aid in preparing graduates for graduate study or career advancement in professional health science fields, including but not limited to occupational therapy and medical school.

　　SDSMT has indicated that they do not intend to pursue additional health science related programming in the future.

IMPACT AND RECOMMENDATION
　　Board Policy 1:10:3 authorizes undergraduate programming at SDSMT in "engineering, mathematics and science." Other institutions in the system have "health sciences" indicated as a specific area of institutional mission and approved curriculum. The proposed Pre-professional Health Sciences degree is not a typical degree within the broader field of health sciences and is designed specifically to enhance students' opportunities to pursue graduate professional programs. As such, the proposed programs is within SDSMT's approved mission to offer curriculum in the sciences.

(Continued)

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DRAFT MOTION 20190514_2-E(5):
　　I move to authorize SDSMT to offer a BS in Pre-Professional Health Sciences, as presented.

SDSMT does not require additional resources to offer the program. SDSMT anticipates graduating thirteen students per year after full implementation.

Board office staff recommends approval of the program.

ATTACHMENTS
Attachment I – New Program Request Form: SDSMT – BS in Pre-Professional Health Sciences

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
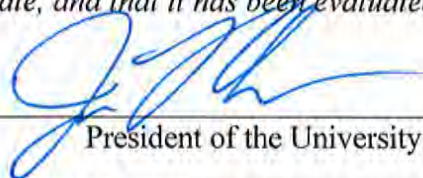
New Undergraduate Degree Program

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:	SDSM&T
MAJOR:	**Pre-professional Health Sciences**
EXISTING OR NEW MAJOR(S):	**New**
DEGREE:	**Bachelor of Science**
EXISTING OR NEW DEGREE(S):	**Existing**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**51.000**
SPECIALIZATIONS:[1]	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	**Chemistry & Applied Biological Sciences**
UNIVERSITY DIVISION:	

University Approval

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

_____   Click here to enter 28-19
President of the University   date.
                                                                            Date

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

   - The SD Mines B.S. degree in Pre-professional Health Sciences will succeed the existing Mines B.S. in Interdisciplinary Sciences-Pre-professional Health Sciences Specialization administered by the Humanities and Social Sciences Department.

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

- This request is part of an administrative decision to move several interdisciplinary science specializations into free-standing majors.
- The Humanities and Social Sciences Department currently administers an Interdisciplinary Science major with 3 specializations: 1) Pre-professional Health Sciences 2) Atmospheric Sciences and 3) Science, Technology, and Society. The largest specialization of these 3 is the Pre-professional Health Sciences. SD Mines is requesting that all 3 specializations become standalone majors each being administered within a more appropriate department. The proposed Health Sciences degree will be moved from the Humanities and Social Science Department to the Chemistry and Applied Biological Sciences Department where most of the required courses within the major are offered.
- The Pre-professional Health Science specialization (as it currently exists and in the proposed stand-alone program) is designed for students with an interest in health studies leading to graduate study or career advancement. The curriculum provides foundational preparation for professional post-graduate work in an array of health fields, such as physical therapy, occupational therapy, genetic counseling, optometry, etc.
- The curriculum provides a strong science background within the major supplemented with social science and humanities from outside the department.
- The proposed standalone degree is very similar to its predecessor, the IS Pre-professional Health Sciences degree, except for reducing the number of required 300- and 400- level Social Science and Humanities credits while identifying specific science and math course requirements and upper level science electives. In addition, the new program will not accept the 100-level Anatomy and Physiology credits. Identifying specific health-related science requirements and upper level science electives will enhance the competitiveness of students applying for graduate schools and reducing the number of upper-level social sciences and humanities will allow students to pursue one of the many minors offered at Mines and other BOR schools.

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

BOR Policy 1:10:3 and SDCL 13-60-1 identify the mission of South Dakota School of Mines and Technology as that of a technological university specializing in undergraduate and graduate education emphasizing science and engineering. The university has authorization to offer undergraduate programming in engineering and sciences.

The proposed major aligns with the mission of South Dakota Mines to provide quality education in science and prepare students who will become the innovative and creative leaders needed to meet the increasing health-related challenges of society. The proposed Health Science program is a rigorous science degree requiring core courses in in biology, chemistry, physics, and mathematics while allowing sufficient electives to tap into the interdisciplinary nature of careers in healthcare. Many innovative approaches to complex health and medical problems today are emerging at the interface between engineering and medicine. Throughout the nation, engineering schools are having a huge impact in medical fields because of innovations at the intersection of engineering, technology, and medicine.

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

In 2015, The Healthcare Engineering Alliance was formed to encourage a multidisciplinary approach to improvement in human health and well-being. The illustration from their website at https://www.healthcare-engineering.org/vision-mission- clearly shows that health science intersects with all engineering disciplines.

Healthcare Engineering: Synergy of Engineering and Health Sciences
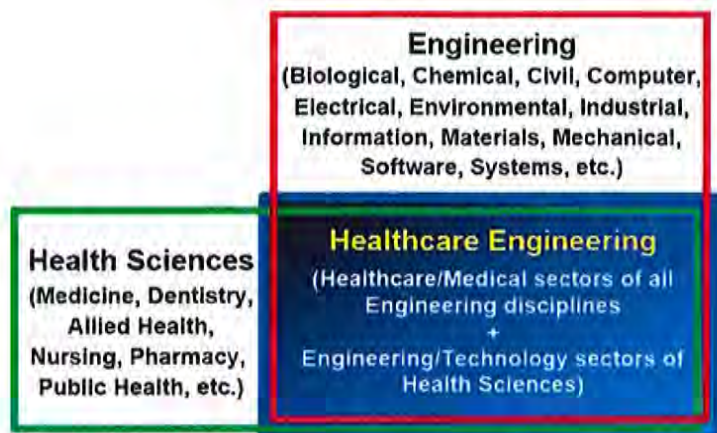
The National Science Foundation (NSF) website at https://www.nsf.gov/od/oia/convergence/index.jsp states "Growing Convergence Research at the NSF was identified as one of the 10 Big Ideas for Future NSF Investments." In the 2016 report "Convergence: The Future of Health," this new model for research is described as the "integration of engineering, physical sciences, computation, and the life sciences with profound benefits for medicine, health, energy, and environment." Across the nation STEM institutions are following the convergence model encouraging collaboration among chemists, biologist, physicists, computer scientists, engineers, and mathematicians to find ways to tackle medical and health-related challenges.

Throughout the pre-professional health sciences curriculum, the students will be involved in this culture of interdisciplinary connections. Health science students will have opportunities to experience this intersection as they work side-by-side with other science and engineering students in diverse teams collaborating in labs and become the next-generation of healthcare professionals, scientists, and engineers. In addition, many of the students in this program will have the opportunity to be involved in research in other departments such as Chemical and Biological Engineering, Nanoscience, Materials Science, and others where engineers and scientists are working together on health-related innovations.

In addition, during the fall of 2016 Mines created a designated Pre-Health Pathways office staffed with a full-time Pre-Health Pathways Advisor to help guide students choosing a career in medical professions. As more and more students at Mines are identifying as being interested in health professions, this office has become an increasingly important resource both for students and for academic advisors working with pre-health students. This aligns with our mission to "continuously improve on the curriculum and experiences that make our university both extraordinary and distinctive."

The proposed program supports the Board of Regents Strategic Plan as follows:

- **Student Success**: Many students are drawn to the various careers with the health care field. The health care sector is one of the largest employers both in the state of South Dakota and nationally. With increased visibility as a standalone major this program will increase the number of STEM undergraduate degrees awarded, will attract students within South Dakota and will retain more non-resident students in South Dakota. The curriculum of the proposed program will prepare students to be competitive applicants for professional health care programs.

- **Academic Quality and Performance**: This curriculum includes minor changes in requirements that will have the effect of enhancing and deepening foundational skills and scientific knowledge to better prepare students entering professional health programs. The B.S. program provides a strong foundation for admission into professional schools in health-related areas and will enable students to become effective and productive health professionals.

- **Research and Economic Development**: This program aligns with existing and future State workforce needs in the area of health care. In addition, this program will help to expand graduate education by providing a qualified pool of applicants for the graduate programs in the SDBOR system, such as programs in medicine, physician assistant, accelerated nursing school, occupational therapy, public health, biological sciences, etc. Students involved in this program contribute to the local community through health-related volunteering and employment in much needed areas such as medical scribes, CNAs, EMTs, etc. as well as take part in research programs at Rapid City Regional Hospital, Center for Disease Control, the Avera Research Institute's Center for Pediatric and Community Research, Community Health, among others.

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

On the national level:

- The Bureau of Labor Statistics states that occupations in health care are projected to grow by 18% from 2016-2026, which is faster than the average for all occupations and will add approximately 2.4 million new jobs. These occupations are projected to add more jobs than any other occupational group due to an aging population and greater demand for health care services. https://www.bls.gov/ooh/healthcare/home.htm
- The link above also provides the average pay for various health occupations in 2017 and provides further data on individual occupations.
- SD Mines recently secured consulting services from Ruffalo Noel-Levitz regarding program demand. The following information (from table presented in their report) shows the number of jobs advertised in the US in 2018. The data strongly supports the assertion that students trained in health-related fields are and will be in high demand.

	0 50000 100000 150000 200000 250000 300000 350000
Registered Nurse	
Physical Therapist	
Speech Language Pathologist	
Occupational Therapist	
Nurse Practitioner	
Travel Registerd Nurse	
Physician	
Med/Surg Registered Nurse	
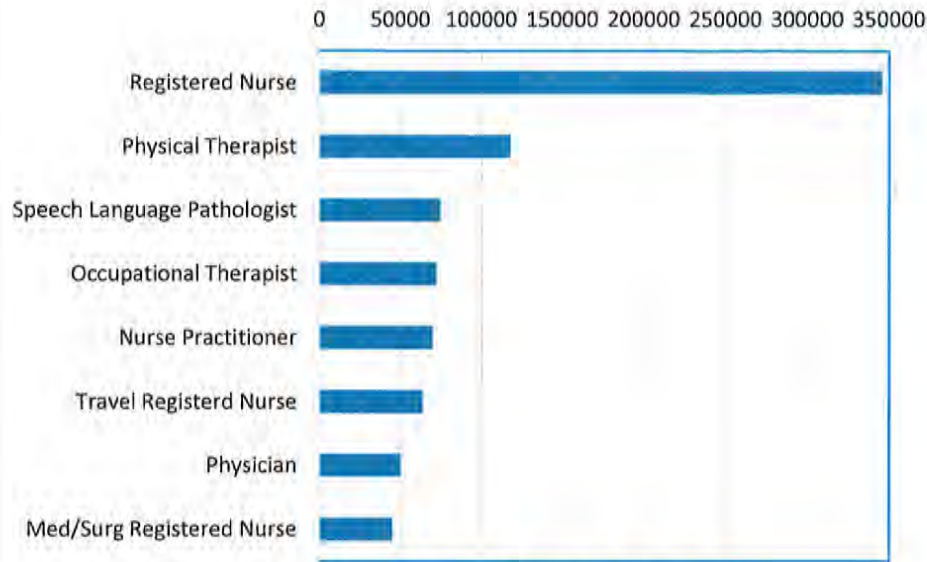
Number of jobs advertised in the US (2018)

- The U.S. News and World Report recently released "The 100 Best Jobs of 2019" The data strongly support the assertion that students trained in health-related fields are and will be in demand as highlighted in the following table. The proposed Pre-professional Health Sciences degree will prepare students wishing to pursue many of these high-demand careers such as physician assistant, occupational therapist, physical therapy, genetic counselor and others.

Rank	Occupation	Median Annual Salary	Projected Jobs
1	Software Developer	$101,790	255,400
2	Statistician	$84,060	12,600
3	Physician Assistant	$104,860	39,600
4	Dentist	$151,440	25,700
5	Nurse Anesthetist	$165,120	6,800
6	Orthodontist	$208,000	1,300
7	Nurse Practitioner	$103,880	56,100
8	Pediatrician	$172,650	4,600
9	Obstetrician & Gynecologist	$208,000	3,400
10	Oral & Maxillofacial Surgeon	$208,000	1,300
11	Physician	$192,930	7,300
12	Prosthodontist	$185,150	200
13	Occupational Therapist	$83,200	31,000
14	Anesthesiologist	$208,000	5,100
15	Surgeon	$208,000	6,500
16	Nurse Midwife	$100,590	1,300
17	Mathematician	$103,010	900
18	Cartographer	$63,990	2,400
19	Registered Nurse	$70,000	438,100
20	Physical Therapist	$86,850	67,100
21	Clinical Laboratory Technician	$51,770	22,900
22	Podiatrist	$127,740	1,100
23	Speech-Language Pathologist	$76,610	25,900
24	Accountant	$69,350	139,900
25	Financial Manager	$125,080	108,600
26	Respiratory Therapist	$59,710	30,500
27	Computer Systems Analyst	$88,270	54,400
28	IT Manager	$139,220	44,200
29	Medical & Health Services Manager	$98,350	72,100
30	Dental Hygienist	$74,070	40,900
31	Marketing Manager	$132,230	22,100
32	Physical Therapy Assistant	$57,430	27,400
33	Actuary	$101,560	5,300
34	Operations Research Analyst	$81,390	31,300
35	Diagnostic Medical Sonographer	$71,410	15,600
Rank	Occupation	Median Annual Salary	Projected Jobs
36	Civil Engineer	$84,770	32,200
37	Business Operations Manager	$100,410	205,200
38	Landscaper & Groundskeeper	$27,670	135,200
39	Psychologist	$97,740	1,800
40	Information Security Analyst	$95,510	28,500
41	Mechanical Engineer	$85,880	25,300

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

Rank	Occupation	Median Annual Salary	Projected Jobs
42	Lawyer	$119,250	65,000
43	Construction Manager	$91,370	44,800
44	Financial Advisor	$90,640	40,400
45	School Psychologist	$75,090	21,000
46	Political Scientist	$115,110	200
47	Orthotist & Prosthetist	$66,240	1,700
48	Database Administrator	$87,020	13,700
49	Optometrist	$110,300	7,200
50	Substance Abuse & Behavioral Disorder Counselor	$43,300	23,800
51	Web Developer	$67,990	24,400
52	Personal Care Aide	$23,100	777,600
53	Psychiatrist	$208,000	3,100
54	Social & Community Service Manager	$64,100	26,500
55	Pharmacist	$124,170	17,400
56	Home Health Aide	$23,210	431,200
57	Wind Turbine Technician	$53,880	5,600
58	Computer Network Architect	$104,650	10,500
59	Plumber	$52,590	75,200
60	Market Research Analyst	$63,230	138,300
61	Cost Estimator	$63,110	22,900
62	Hairdresser	$24,850	80,100
63	School Counselor	$55,410	36,700
64	Veterinarian	$90,420	15,000
65	Patrol Officer	$61,050	47,800
66	Medical Assistant	$32,480	183,900
67	HR Specialist	$60,360	32,500
68	Computer Systems Administrator	$81,100	24,000
69	Industrial Psychologist	$87,100	100
70	Sales Manager	$121,060	28,900
71	Loan Officer	$64,660	36,300
72	Medical Secretary	$34,610	129,000
73	Licensed Practical & Licensed Vocational Nurse	$45,030	88,900
74	Biochemist	$91,190	3,600
75	Marriage & Family Therapist	$48,790	9,700
76	High School Teacher	$59,170	76,800
77	Genetic Counselor	$77,480	900
78	Child & Family Social Worker	$44,380	45,000

Rank	Occupation	Median Annual Salary	Projected Jobs
79	Financial Analyst	$84,300	32,200
80	Paramedic	$33,380	37,400
81	Chiropractor	$68,640	5,900
82	Mental Health Counselor	$43,300	36,500
83	Clinical Social Worker	$54,870	35,400
84	Management Analyst	$82,450	115,200
85	Logistician	$74,590	10,300
86	Dietitian & Nutritionist	$59,410	9,900
87	Environmental Engineer	$86,800	4,500
88	Massage Therapist	$39,990	42,100
89	MRI Technologist	$69,930	5,000
90	Environmental Engineering Technician	$50,230	2,200
91	Phlebotomist	$33,670	30,100
92	Pharmacy Technician	$31,750	47,600
93	Biomedical Engineer	$88,040	1,500
94	Physical Therapist Aide	$25,730	15,300
95	Technical Writer	$70,930	5,700
96	Fundraiser	$55,640	13,400
97	Maintenance & Repair Worker	$37,670	112,500
98	Interpreter & Translator	$47,190	12,100
99	Radiation Therapist	$80,570	2,400
100	Surgical Technologist	$46,310	12,600

Good jobs are those that pay well, challenge us, are a good match for our talents and skills, aren't too stressful, offer room to advance, and provide a satisfying work-life balance. Even though there is no one best job that suits each of us, U.S. News' list of the 100 Best Jobs of 2018 are ranked according to their ability to offer this mix of qualities. Also, the best careers are ones that are hiring. https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs

- **Highlighted Jobs = Health Care Occupations*
- **Report Summary:**
  Health Care Occupations: **53/100 Best Jobs for 2019**
  Projected Jobs in Health Care: **2,925,800**
  Average Annual Salary for Health Care Professionals: **$93,140**

On the Regional Level:

- The Ruffalo Noel-Levitz consultants hired by SD Mines in 2018 surveyed 400 college-bound seniors in the region. The table below shows the number and percentage of respondents indicating an intention to seek out college programs in multiple science / health fields.

- Several of the top fields in the table below are those for which the Department of Chemistry and Applied Biological Sciences can prepare students. Moving this proposed Pre-professional Health Sciences program into this department as a B.S. degree rather than a specialization under interdisciplinary sciences will enhance student preparation and advisement for the types of careers prospective students tell us they intend to pursue that includes pre-medicine, pre-professional health sciences, and occupational health technology.

Sciences, Health: Which of these specific programs are you most interested in?	Frequency	Percent
Pre-medicine	93	17%
Nursing	85	15%
Biological Sciences	53	10%
Chemistry	41	7%
Pre-professional Health Sciences	41	7%
Mathematics	37	7%
Biomedical Engineering	32	6%
Applied Biological Sciences (Biology with professional/technical skills or preparation for graduate study)	28	5%
Environmental Science	26	5%
Science, Technology & Society	26	5%
Physics	24	4%
Occupational Health Technology	13	2%
Sustainable Engineering	12	2%
Geology	11	2%
Military Science	11	2%
Atmospheric Sciences	7	1%
Computational Statistics	5	1%
Geospatial Technology	2	Less than 1%
Materials Science-Metals	0	0

On the State level:

- The South Dakota Works[3] web site indicates the following:
  - Health Care and Social Assistance had the highest number of employees in SD for 2018 (18% of all jobs in SD fall into this category).
  - Occupations in health care are projected to grow between 7.8-13.6% in SD from 2016-2026.
  - In 2018, there were 3,098 job openings advertised online for Health Care and Social Assistance jobs in SD.

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[3]

https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=indproj&area=4601000000&timeperiod=20160020260005

4. **How will the proposed program benefit students?**

This program provides a rigorous education that will serve as a great foundation for various graduate level health programs such as occupational therapy, physical therapy, optometry, public health, accelerated nursing, and others that are in high demand. Graduates that choose not to pursue advanced professional degrees can seek employment in public health agencies, hospitals, laboratories, private clinics, etc. in areas such as health care administration, cardiovascular and medical imaging, pathology and other medical assistants, and research.

5. **Program Proposal Rationale:**

A. **If a new degree is proposed, what is the rationale?[4]**

A new degree is not proposed; the University has authorization to offer the Bachelor of Science degree.

B. **What is the rationale for the curriculum?**

- The Pre-professional Health Sciences curriculum is designed to provide the pre-requisites necessary for admission into professional schools in a variety of medical fields. It focuses on a strong foundation in biology coupled with other sciences such as chemistry, physics, and math mixed with courses from the social sciences and humanities. It has built-in flexibility with choice of electives to meet the different needs of their chosen career path. The Bachelor of Science degree in Pre-professional Health Sciences will replace the Bachelor of Science in Interdisciplinary Science-Pre-Professional Health Sciences degree.

C. **Demonstrate/provide evidence that the curriculum is consistent with current national standards.**

- As with the current IS Pre-Health specialization major, the curriculum is designed to prepare students to be competitive candidates for entry into graduate schools for a variety of health care professions (e.g., occupational therapy, physical therapy, physician assistant, genetic counseling, accelerated nursing, public health and others).

- Required courses in this degree program will meet pre-requisites for entry into graduate schools for many health professions with flexibility of choosing electives to meet the needs of admission requirements of various graduate-level programs.

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[4] 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.

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

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

Health Sciences	Credit Hours	Credit Hours	Percent
System General Education Requirements	30+1		
Subtotal, Degree Requirements		31	26%
Required Support Courses (not included above)	17		
Major Requirements	27		
Major Electives	21		
Subtotal, Program Requirements		65	54%
Free Electives		24	20%
Degree Total[5]		120	100%

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH*	123	Calculus 1 *(also BOR Goal #5 + 1cr)* *	4	No
MATH	281 Or 381	General Statistics or Probability and Statistics	3	No
PHYS	111/L or 211	Physics I & Lab or University Physics I	3/4	No
PHYS	113/L or 213/L	Physics II & Lab or University Physics II & Lab	4	No
PHYS	213L	University Physics 2	3	No
		Subtotal	16/17	

Major Requirements:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL	111	Intro to Applied Biology	1	No
BIOL	151	General Biology 1	3	No
BIOL	151L	General Biology 1 Lab	1	No
BIOL	153	General Biology 2	3	No
BIOL	153L	General Biology 2 Lab	1	No
BIOL	221/L	Human Anatomy & Lab	3-1	No
BIOL	326/L	Biomedical Physiology & Lab	3-1	No
BIOL	331/L	Microbiology & Lab	3-1	No
BIOL	371	Genetics & Lab	3-1	No
BIOL	490	Seminar	1	No
CHEM	112	General Chemistry I*	3	No
CHEM	112L	General Chemistry I Lab*	1	No
CHEM	114	General Chemistry II*	3	No
CHEM	114L	General Chemistry II Lab	1	No
		Subtotal	27	

*Courses in Red are counted in the SD General Education and SD Mines University Requirements and are not part of this section's subtotal.

5

Major Electives

Prefix	Number	Course Title	Credit Hours	New (yes, no)
BIOL or CHEM	300 or above	Upper Level Chemistry/Biology or Dept Approved Elective	12	No
SocSc (prefixes that meet Gen Ed Goal 3)	300 or above	Social Science Elective	6	No
Hum (prefixes that meet Gen Ed Goal 4)	300 or above	Humanities Elective	3	
		Subtotal	21	

Summary:

The proposed stand-alone Pre-professional Health Sciences program:

- Requires Biology 111 (Intro to ABS) instead of Interdisciplinary Sciences Core Courses

- Requires Anatomy and Physiology at 200/300 level instead of allowing students to take the 100-level Basic Anatomy and Basic Physiology courses

- Requires "specific" science courses in Biology, Chemistry, and Physics instead of electives in any natural science.

- Specifically requires a statistics course as part of the math requirement

- Reduces upper-level required electives in Humanities from 6 to 3

- Remains a highly flexible program in terms of electives, so students can readily complete a minor to enhance preparation for a wide array of graduate and professional programs

- Achieves the learning Objectives and Outcomes as the program it replaces but ensures a comprehensive preparation in in science disciplines

6. **Student Outcomes and Demonstration of Individual Achievement**

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

Table 3.A.1 Courses Leading to the Outcomes Required of All Students

Outcomes	Required Courses
Discipline-Specific Knowledge	
1. Graduates will demonstrate broad-based and integrative understanding of principles of biology, physics, chemistry, mathematics, and social sciences that prepare them for successful admission into health-related graduate or professional schools or employment in health fields.	BIOL 111, BIOL 151, BIOL 153, BIOL 326, BIOL 331, BIOL 371, CHEM 112, CHEM 114, HUM Elect., MATH 123, MATH 281/381, PHYS 111/211, PHYS113/ 213&L, SOCSC Elect.
2. Graduates will demonstrate laboratory, technical, and data analysis skills commensurate with admission requirements for professional or graduate schools in the health-related professions or employment in health fields.	BIOL 151L, BIOL 153L, BIOL 221L, BIOL 326L, BIOL 331L, BIOL 371L CHEM 112L, CHEM 114L PHYS 111L, 113L, or 213L
Communication	
3. Graduates will demonstrate proficiency in professional written and oral communication, including use of professional electronic communication and maintaining responsible digital footprints.	BIOL 111, BIOL 153L, BIOL 221L, BIOL 326L, BIOL 331& 331L, BIOL 371 & 371L, BIOL 490, CHEM 114, HUM Elect., SOCSC Elect.
4. Students will demonstrate leadership skills and the ability to work both independently and collaboratively with diverse teams.	BIOL 111, BIOL 151L, 153L, BIOL 221, BIOL 221L, BIOL 326, BIOL 326L, BIOL 331L, BIOL 371L, HUM Elect., SOCSC Elect.
Critical Thinking	
5. Graduates will develop a behavior of questioning, quantitative reasoning, and analytical skills that lead to a life-long habit of learning.	BIOL 111, BIOL 151, BIOL 151L, BIOL 326, BIOL 326L, BIOL 331L, BIOL 371L, BIOL 490, CHEM 112, CHEM 112L, CHEM 114, CHEM 114L, MATH 281/381, PHYSICS 111/211, 113/214

> **B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.**
>
> No national instrument is currently available to measure achievement in pre-professional science programs.
>
> **C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.[6] What are the consequences for students who do not demonstrate mastery?**
>
> Student mastery will be determined through academic performance and grade point averages as per SD Mines and SD BOR policies. Academic competencies will be demonstrated in individual

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

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

courses following instructor-derived metrics and benchmarks for assessing academic performance within each course. Students that fail to meet the academic standards will not graduate.

Academic performance within the program will be reflected in the cumulative grade point average earned by each student. Many professional programs also calculate a "science" GPA (all biology, chemistry, physics, and math courses) as a separate metric from overall GPA when making admissions decisions. For students to be accepted into health-related post-baccalaureate programs, a cumulative 3.0 GPA is typically the lower limit for admission. Likewise, the agencies that would hire these graduates would typically use GPA as part of their hiring criteria. Thus, GPA is a good measure of academic performance within our program and a good indicator of future success in graduate programs and health careers following graduation.

Many post-baccalaureate programs also require students to take the GRE or other admission exams as part of the admissions process. Students who have mastered the curriculum, which is designed to prepare them for entry into a health care profession or graduate program in health care, will have the knowledge and skills appropriate for performing well on these entrance exams. Students who have not mastered the curriculum are likely to struggle with entrance exams and subsequently with admittance into professional programs.

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

   - Classroom Lectures
   - Laboratories
   - Undergraduate Research Experience
   - Cooperative Education and Internships

8. **Did the University engage any developmental consultants to assist with the development of the curriculum?[7] Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?**

   No consultants were used to assist with the development of the curriculum. This is a modification of an existing degree and minor changes were based on pre-requisites of pre-health graduate programs and the desired competencies of those programs.

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

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

It is expected that we will have both students that are new to the University and students that are redirected from existing programs at the University. It is anticipated that the current IS students would transition directly into the new standalone program.

The table provided below is based on the following reasoning: Current enrollment figures indicate that 28 new IS Pre-professional Health Sciences students have been accepted into SD Mines for AY2019/20. Based on a slow growth model, a freshman class of 15 is predicted for FY20. Being conservative, it is anticipated that the number of incoming freshmen in the Pre-professional Health Sciences will increase by at least 2 students per year. However, the enrollment in FY21 could be significantly higher with increased visibility of the program and recruiting efforts directed at the this program.

	Fiscal Years*			
	1st	2nd	3rd	4th
Estimates	FY 20	FY 21	FY 22	FY 23
Students new to the university	15	17	19	21
Students from other university programs	2	4	6	6
Continuing students	21	25	27	34
=Total students in the program (fall)	38	46	52	61
**				
Graduates	7	9	11	13

*Do not include current fiscal year.
**See question 13 for budget projections.

- o The table presumes all students transfer to the new stand-alone program in year 1 (est. FY 20) as a continuation of the existing IS Pre-Professional Health Sciences specialization; however, current students may wish to remain in the current IS degree program.

- o To determine continuing students, the following assumptions were made: 75% retention, 66% from year 2-3, 60% from year 3-4. The raw numbers for existing students in pre-health broken down by class standing, are as follows:

	FR	SO	JR	SR	TOTAL
AY 18	8	10	7	9	34
AY 19	15	6	9	7	37
AY 20	17	11	5	9	42
AY 21	19	13	10	5	47
AY 22	21	14	12	10	56

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.

Accreditation does not exist for this program.

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."*

SD Mines requests a waiver of the Intent to Plan phase for this program since it is a modification to the existing IS Pre-Health major that has been well-established within the Regental system since 2004.

The current proposal is one of 3 specializations that Mines is requesting to separate from the "Interdisciplinary Sciences" label and establish each as a stand-alone program.

12. **Delivery Location**[8]

    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	2019

	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*[9]	*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 certificate through distance learning (e.g., as an online program)?** [10]

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

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[8] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[9] Delivery methods are defined in AAC Guideline 5.5.
[10] This question responds to HLC definitions for distance delivery.

Program Forms: New Undergraduate Degree Program Form (Last Revised 05/2017)

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.**

No additional faculty will be required to continue the course offerings required by the Pre-professional Health Science major since the IS Pre-Professional Health Science specialization already exists and no new courses will be necessary at this time.

Moving forward, class sizes in required science courses may increase and more lab sections will be necessary as the major attracts additional students. Advisees will be assigned to existing advisors at this time. As enrollment grows (along with the growth of the CHEM and ABS majors), new faculty to accommodate the growth will be funded by the increased revenue from tuition and fees generated by these new students.

The budget has been prepared with the assistance of the Vice President of Finance and Administration at SD Mines. Based on the projected new student enrollment in section 9 above, increased budget projections for the stand-alone Pre-professional Health Sciences major are indicated below.

FY	Projected New Students	Cost of Attendance*	Increased Revenue Projection
FY20	7	$10,402.50	$72,817.50
FY21	9	$10,402.50	$93,622.50
FY22	11	$10,402.50	$114,427.50
FY23	13	$10,402.50	$135,232.50

*Cost of attendance estimated at $10,402.50 (the average of resident and non-resident cost of attendance less SD Mines computer tablet fee and general activity fee).

A summary of revenue and expense projections are shown in the following table.

	FY19	FY20	FY21	FY22	FY23
Fall Headcount	34	37	42	47	56
FY Credit Hours (on-campus)	1,020	1,110	1,260	1,410	1,710
Resident On-campus tuition (net of HEFF) - 50% @ $220.98	$ 112,699.80	$ 122,643.90	$ 139,217.40	$ 155,790.90	$ 188,937.90
Non-Resident On-campus tuition (net of HEFF) - 50% @ $346.12	$ 176,521.20	$ 192,096.60	$ 218,055.60	$ 244,014.60	$ 295,932.60
Biology/Math Special Discipline Fee 37 Credits/Student @ $40.95	$ 12,203.10	$ 13,718.25	$ 15,274.35	$ 16,830.45	$ 20,884.50
Chem/Phys Special Discipline Fee 12 Credits/Student @ $82	$ 7,872.00	$ 8,692.00	$ 9,184.00	$ 10,168.00	$ 12,956.00
Total Revenue	**$ 309,296.10**	**$ 337,150.75**	**$ 381,731.35**	**$ 426,803.95**	**$ 518,711.00**
FT Faculty - David Gilley & Elizabeth Racz 14% and 10%, respectively	$ 18,558.22	$ 18,558.22	$ 18,558.22	$ 18,558.22	$ 18,558.22
Benefits for FT faculty - 33% each	$ 2,568.46	$ 2,568.46	$ 2,568.46	$ 2,568.46	$ 2,568.46
Health Insurance for FT faculty - 14% Gilley and 10% Racz	$ 2,417.04	$ 2,417.04	$ 2,417.04	$ 2,417.04	$ 2,417.04
Adjuncts - none	$ -	$ -	$ -	$ -	$ -
Operating Expense - supplies, copies, etc.	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00	$ 1,000.00
Additional lab supplies	$ -	$ 500.00	$ 1,000.00	$ 1,500.00	$ 2,000.00
Total Expenses	**$ 24,543.72**	**$ 25,043.72**	**$ 25,543.72**	**$ 26,043.72**	**$ 26,543.72**
Net Profit	**$ 284,752.38**	**$ 312,107.03**	**$ 356,187.63**	**$ 400,760.23**	**$ 492,167.28**

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

☐   ☒
Yes   No

Explanation (if applicable):

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

☐   YES,

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

☒   NO,

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

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

Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?[1] *If there are no related programs within the Regental system, enter "None."*

Currently, USD offers a B.S. in Health Sciences that is delivered on the USD campus and online. The curriculum requires 44 major hours which includes health courses such as Health Care Delivery, Intro to Public Health, Patient Safety and other healthcare courses. The proposed program at Mines has very different requirements and is focused on sciences such as biology, chemistry, physics, and math as opposed to health care courses. A copy of the USD major from the 2018-2019 university catalog is attached for comparison.

SDSU offers a B.S. in Health Education that is delivered on the Brookings campus. The major requirements for this degree include eight hours of biology and no chemistry, physics, or math so it is very different than the science-intensive Mines program proposal.

Health Sciences (B.S.)

44 Major Hours, 120 Degree Hours
Departmental Requirements (27 hours)

- HSC 110 - The Interprofessional Health Team *
- HSC 305 - Professional Communication and Relationship Centered Care **
- HSC 310 - Health Care Delivery
- HSC 315 - Introduction to Public Health
- HSC 350 - Principles of Health Care **
- HSC 360 - Technology in Care Delivery
- HSC 380 - Health Literacy and Culture Care **
- HSC 450 - Patient Safety - Quality Improvement
- HSC 460 - Leading Change

  *Health Career Advancement Studies students will choose one HSC 3 credit hour elective in place of HSC 110.

- **HSC 305, HSC 350 and HSC 380 require the completion of criminal background checks, immunizations, and CPR requirements according to School of Health Sciences Health Affairs policy. Instructor permission is required.

Additional Major Requirements (17 hours)

- **Select from the following (8 cr):**

  The 8 credit hours of coursework in PHGY fulfill the Natural Sciences requirement; the 8 credits in HSC do not fulfill the requirement.

- PHGY 220 - Human Anatomy and Integrated Physiology I [SGR #6]
- PHGY 220L - Human Anatomy and Integrated Physiology Laboratory I [SGR #6]
- PHGY 230 - Human Anatomy and Integrated Physiology II [SGR #6]
- PHGY 230L - Human Anatomy and Integrated Physiology II Laboratory [SGR #6]
- **Or**
- HSC 280 - Essentials of Human Anatomy and Physiology
- HSC 280L - Essentials of Human Anatomy and Physiology Lab
- HSC 281 - Human Disease

- **Select one of the following for 3 credit hours:**

  Students opting to complete the Paramedics Specialization, select courses at the 300?400 level.

- HSAD 325 - Gerontology & Long Term Care (C)
- HSC 325 - Global Health
- HSC 330 - Native People's Health Care, Promotion and Policy
- NATV 330 - Native People's Health Care, Promotion and Policy
- HSC 375 - The United States and Global Healthcare Systems
- HSC 400 - Clinical Analytics

- **Select one of the following for 3 credit hours:**

  For students opting to complete the Paramedics Specialization, select courses at the 300 or 400 level.

  - ADS 412 - Substance Use and Addiction in Diverse Populations
  - ADS 415 - Native Americans & Substance Use & Addiction
  - HSC 275 - Comparative Cultures, Theory and Leadership in Healthcare
  - HSC 320 - Introduction to Epidemiology
  - HSC 475 - Process and Outcomes Evaluation
  -
- **Select one of the following for 3 credit hours:**

  For students opting to complete the Paramedics Specialization, select courses at the 300 or 400 level.

  - HSC 250 - Healthcare Terminology in the Clinical Setting
  - HSC 370 - Computerized Medical Records Regulatory Compliance
  - HSC 440 - Major Issues in Health and Human Services
  - SPAN 120 - Medical Spanish I
  - SPCM 440 - Health Communication (C)

Paramedic Specialization (43 hours) Optional

The new specialization is optional, however, students wishing to add the specialization must:

1. have instructor/Health Sciences permission due to the need for certification requirements (BLS for healthcare provider and EMT-B certification)
2. be admitted to the Sanford Paramedics Program

In order to meet the degree requirement of completing a minimum of 32 cr. hrs. at the 300 and 400 level, when presented with a choice of courses in the Health Sciences major, paramedic students must select upper-level coursework.

  - HSC 100 - Intro to Advanced Life Support (ALS)
  - HSC 101 - EMS Anatomy and Physiology
  - HSC 102 - Emergency Medical Services (EMS) Clinical I
  - HSC 201 - Advanced Airway Management
  - HSC 205 - Patient Assessment
  - HSC 210 - EMS Pharmacology
  - HSC 210L - EMS Pharmacology Laboratory
  - HSC 211 - Emergency Medical Services (EMS) Clinical
  - HSC 240 - Medical Emergencies I
  - HSC 240L - Medical Emergencies I Laboratory []
  - HSC 241 - Medical Emergencies II
  - HSC 241L - Medical Emergencies II Laboratory
  - HSC 244 - Cardiac Emergencies
  - HSC 246 - Emergency Medical Services Clinical III
  - HSC 254 - Trauma Emergencies

- HSC 254L - Trauma Laboratory
- HSC 264 - Emergency Medical Services Clinical IV
- HSC 265 - Emergency Medical Services Operations
- HSC 270 - Paramedic Professional Development
- HSC 270L - Paramedic Professional Development Laboratory
- HSC 296 - Field Experience (C)

- **Note:** Minimum of 30 credit hours must be taken from USD.

  Maximum of 90 transfer credit hours may be applied to the degree

Appendix A
Individual Student Outcomes and Program Courses

List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.

Individual Student Outcome	Program Courses that Address the Outcomes															
	BIOL 111	BIOL 151/L	BIOL 153/L	BIOL 221/L	BIOL 326/L	BIOL 331/L	BIOL 371/L	BIOL 490	CHEM 112/L	CHEM 114/L	HUM 300/400	Soc. Sc. 300/400	Math 123	Math 281/381	Phys 111/211	Phys 113/213/L
1. Graduates will demonstrate broad-based and integrative understanding of principles of biology, physics, chemistry, mathematics, and social sciences that prepare them for successful admission into health-related graduate or professional schools or employment in health fields.	X	X	X		X	X	X		X	X	X	X	X	X	X	X
2. Graduates will demonstrate lab, technical, & data analytic skills commensurate with admission requirements for professional/graduate schools in health professions or employment in health fields.		X	X	X	X	X	X		X	X						X
3. Graduates will demonstrate proficiency in professional written & oral communication, including use of professional electronic communication & maintaining responsible digital footprints.	X		X	X	X	X	X	X		X	X	X				
4. Graduates will demonstrate leadership skills and the ability to work both independently and collaboratively with diverse teams.	X	X		X	X	X		X			X	X				
5. Graduates will develop a behavior of questioning, quantitative reasoning, and analytical skills that lead to a life-long habit of learning.	X	X			X	X		X	X	X	X	X		X	X	X

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
New Certificate: DSU Undergraduate Certificate in Data Analytics

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
Dakota State University (DSU) requests authorization to offer an undergraduate certificate in Data Analytics. The credits in the certificate stack into the Business Analytics specialization within DSU's major in Computer Science. In addition, students completing the certificate will have enhanced credentials as applicants to the Master of Science in Analytics at DSU. DSU reports state and national projections for increased job growth for multiple occupations related to data analytics.

IMPACT AND RECOMMENDATION
The proposed certificate consists of twelve credits of existing courses (no new courses are needed to offer the certificate). DSU does not require additional resources to offer the program. DSU is seeking authorization to offer the certificate online.

Board office staff recommends approval of the certificate.

ATTACHMENTS
Attachment I – New Certificate Request Form: DSU – Undergraduate Certificate in Data Analytics

****

DRAFT MOTION 20190514_2-F(1):
I move to authorize DSU to offer an undergraduate certificate in Data Analytics, including online, 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:	DSU
TITLE OF PROPOSED CERTIFICATE:	**Data Analytics**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**11.0401**
UNIVERSITY DEPARTMENT:	**DBIS**
UNIVERSITY DIVISION:	**College of BIS**

University Approval

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

_____	1/22/2019
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

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

   Undergraduate Certificate ☒   Graduate Certificate ☐

2. **What is the nature/purpose of the proposed certificate?**

   The format of this certificate allows for the accumulation of a specific set of courses to constitute a degree of content mastery and provide an area of academic specialization in data analytics. This certificate provides an adjunct area of study to the student's internship or applied experience. This certificate is intended to be taken by students in DSU's undergraduate Computer Information Systems (CIS) program and provides elective and support courses for the students. All the credits stack into the business analytics

specialization within the CIS degree program as either requirements or electives. It is also intended to enhance the applicant pool for the Master in Analytics program at DSU.

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

Use of data analytics continues to grow in business and industry and, along with that growth, comes a need for individuals with training in the field. The certificate program proposed here equips students with the skill set needed to solve crucial data-driven business problems and assist with analytics-driven decision making. It provides a foundation for students in careers as business analyst, management analytics, marketing analyst, business intelligence/analytics developers, etc. The table below shows the South Dakota Department of Labor's projections for some types of jobs our students would seek:

SOC Code	Occupational Title	Average Annual Demand for Workers	2014 Workers	2024 Workers	Percent Change 2014-2024	Average Annual Wage
13-1111	Management Analysts	60	2,662	2,893	8.7%	$76,190
13-1161	Market Research Analysts and Marketing Specialists	19	576	692	20.1%	$57,179

*Available from https://dlr.sd.gov/lmic/menu_projections.aspx.

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

It is expected that a number of DSU's undergraduate students in information systems, business administration, and computer science may be interested in the certificate program, and those students (or undergraduate students from other SD institutions and across the nation) will provide the bulk of the enrollments.

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

Prefix	Number	Course Title *(add or delete rows as needed)*	Credit Hours	New (yes, no)
CIS CIS CSC	123 130 150	Problem Solving and Programming OR Visual Basic Programming OR Computer Science I	3	No
CIS	372	Programming for Analytics	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.
[2] Regental system certificate programs typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion. Deviations from these guidelines require justification and approval.

Program Forms: New Certificate Form (Last Revised 05/2017)

CIS	474	Business Intelligence and Big Data		3	No
CIS	484	Database Management Systems		3	No
			Subtotal	12	

6. **Student Outcome and Demonstration of Individual Achievement.[3]**

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

   Upon graduation, graduates of the program will be able to:

   - use information technology and computing languages to implement analytics solutions.
   - select the appropriate analytics techniques and apply advanced analytical tools to solve data analytics problems.
   - understand basic database concepts and apply database design principles such as ER diagrams and normalization to design and implement a database management system.
   - retrieve data stored in a database using the Structured Query Language (SQL).
   - prepare and transform Big Data sets into actionable information in an easy-to-understand format to support business decision making through the use of advanced data processing tools.
   - communicate the results of the analysis to stakeholders in the optimal combination of graphical/visual and written/verbal means.

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

7. **Delivery Location.[4]**

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

	Yes/No	*Intended Start Date*	
On campus	Yes	Fall	2018

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

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[3] Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."
[4] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

Program Forms: New Certificate Form (Last Revised 05/2017)

	Yes/No	*If Yes, identify delivery methods[5]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	018 – Internet Synchronous	**Fall** **2019**

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

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

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

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[5] Delivery methods are defined in AAC Guideline 5.5.
[6] This question responds to HLC definitions for distance delivery.

APPENDIX A

	Individual Student Outcomes and Program Courses				
	List specific individual student outcomes—knowledge and competencies—in each row. Label each column with a course prefix and number. Indicate required courses with an asterisk (*). Indicate with an X the courses that will provide the student with an opportunity to acquire the knowledge or competency listed in the row. All students should acquire the program knowledge and competencies regardless of the electives selected. Modify the table as necessary to provide the requested information for the proposed program.				
Individual Student Outcome	CIS 123 CIS 130 CSC 150 1 required *	CIS 372*	CIS 474*	CIS 484*	
use information technology and computing languages to implement analytics solutions.	X	X			
select the appropriate analytics techniques and apply advanced analytical tools to solve data analytics problems.		X			
understand basic database concepts and apply database design principles such as ER diagrams and normalization to design and implement a database management system.				X	
retrieve data stored in a database using the Structured Query Language (SQL).				X	
prepare and transform Big Data sets into actionable information in an easy-to-understand format to support business decision making through the use of advanced data processing tools.			X		
communicate the results of the analysis to stakeholders in the optimal combination of graphical/visual and written/verbal means.			X		

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Certificate: SDSU Undergraduate Certificate in Pre-Construction Planning

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Pre-Construction Planning. The proposed certificate will provide foundational skills in plan layout and development, construction materials, and commercial building methods, as well as an understanding of building mechanical, electrical and plumbing systems. The target audience for the certificate includes those interested in the construction industry; the certificate may also be used as a stackable credential creating a pathway to the AS in Construction Technology and BS in Construction Management. SDSU notes that workforce demand in the construction industry is growing in South Dakota and nationally with projected growth at nearly 10% annually.

IMPACT AND RECOMMENDATION
The proposed certificate consists of twelve credits of existing courses (no new courses are needed to offer the certificate). SDSU does not require additional resources to offer the program. SDSU is seeking authorization to offer the certificate online.

Board office staff recommends approval of the certificate.

ATTACHMENTS
Attachment I – New Certificate Request Form: SDSU – Undergraduate Certificate in Pre-Construction Planning

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DRAFT MOTION 20190514_2-F(2):
I move to authorize SDSU to offer an undergraduate certificate in Pre-Construction Planning, including online, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	**Pre-Construction Planning**
INTENDED DATE OF IMPLEMENTATION:	**2019-2020 Academic Year**
PROPOSED CIP CODE:	**52.2001**
UNIVERSITY DEPARTMENT:	**Construction & Operations Management**
UNIVERSITY DIVISION:	**Jerome J. Lohr College of Engineering**

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.

Barry H. Dunn

	3/20/2019
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Is this a graduate-level certificate or undergraduate-level certificate?**

   Undergraduate Certificate ☒   Graduate Certificate ☐

2. **What is the nature/purpose of the proposed certificate?**

   The purpose of the proposed certificate is to provide a foundational skill set in plan layout and development using CAD, construction materials, commercial building methods, pre-construction planning including the RSMeans cost index, and an understanding of building mechanical, electrical and plumbing systems. The certificate will prepare students to secure positions with design-build firms, lumberyards, and sub-contractors as estimators, schedulers, and/or site supervisor.

   The certificate in Pre-Construction Planning uses four required lower – mid-level courses required in the A.S. in Construction Technology and B.S. in Construction Management programs. It is anticipated persons with a high-school diploma seeking to advance their career in the construction industry with a post-secondary credential would be interested in this certificate and, once completed, may be more likely to matriculate to an A.S. or B.S. degree program. This will benefit the university via enrollment growth.

   There are no other similar certificates offered by universities in the state.

South Dakota State University
New Certificate: Pre-Construction Planning

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

The purpose of the new certificate in pre-construction planning is to provide individuals currently working in the construction industry seeking positions other than skilled trades or site workers with an opportunity to earn a post-secondary credential in 12 credits. The SD BOR has established an attainment goal of 65% of South Dakotans aged 25-34 will have a credential or degree beyond high school by 2025.[1] This certificate is designed to address this goal. Additionally, the certificate can serve as a stepping stone to earning the A.S. in Construction Technology degree, another input to this BOR goal.

As to workforce demand, construction cost estimator positions are expected to grow 11% for the period 2016- 2026 adding 22,900 additional jobs according to the BLS Occupational Outlook Handbook.[2]   The median salary for cost estimators is $63K per year and in South Dakota it is $53K per year, an attractive income. First line supervisors of construction trades is expected to grow faster than average at 10 – 14%: in South Dakota the projected growth rate is 9% for this period.[3] The average annual salary in South Dakota for a first-line construction supervisor is $63K as contrasted with the annual salary of $26K for a skilled trades position. The knowledge and skills attained via this certificate will support the growing need for entry-level estimators, supervisors, and schedulers in the construction industry.

4. **Who is the intended audience for the certificate program?**

The certificate will appeal to students in programs related to the built environment including architecture, interior design, landscape architecture, and construction technology. Additionally, the Pre-Construction Planning certificate will benefit persons currently working in the construction industry in South Dakota and across the US who want an online program to advance their career. These online students could ultimately enroll as degree-seeking students in the A.S. in Construction Technology or the B.S. in Construction Management programs.

A. **Is the intent of certificate best described as a *stand-alone credential* option for students not seeking additional credentials (i.e., bachelor's or master's degree), a *value-added credential* that supplements a student's major field of study, or a *stackable credential* with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If all the credits in the certificate apply to program requirements in any associate, bachelor's, or graduate program, please list them.**

The Pre-Construction Planning certificate is intended to be used for all three options. Persons working in the construction industry could complete the certificate as a credential for professional development needs (stand-alone). The certificate can supplement undergraduate programs affiliated with construction such as Interior Design, Landscape Architecture, or Community & Regional Planning for example (value-added). The courses in this certificate have been purposefully selected from the A.S. in Construction Technology and B.S. in Construction Management programs to serve as a gateway

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[1] South Dakota 65% Attainment Goal (2015). Available at: https://www.sdbor.edu/administrative-offices/academics/Pages/SD-Attainment-Goal.aspx
[2] Occupational Outlook Handbook. (2018). Summary report for cost estimators. Available at: https://www.bls.gov/ooh/business-and-financial/cost-estimators.htm
[3] Occupational Information Network. (2018). Bureau of Labor Statistics. Summary report for construction supervisors. Available at: https://www.onetonline.org/link/summary/47-1011.00

South Dakota State University
New Certificate: Pre-Construction Planning

credential to earn an undergraduate degree (stackable credential). The Construction Technology program was designed as a stackable degree to the B.S. in Construction Management.

All credits would apply to the Construction Technology and Construction Management programs.

B. What are the majors/degree programs from which students would likely enroll in the certificate program?

The certificate will benefit and appeal to students majoring in Architecture, Civil Engineering, Community and Regional Planning, Construction Management, Construction Technology, Interior Design, and Landscape Architecture.

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CM	124	Construction Graphics	3	No
CM	216	Construction Methods & Materials	3	No
CM	232	Cost Estimating	3	No
CM	333	Mechanical, Electrical, & Plumbing Systems	3	No
		Subtotal	12	

A. List any prerequisites for the courses above.

Students will be able to complete CM 216 Construction Methods & Materials after completing MATH 102 College Algebra (SGR #5), MATH 103 Quantitative Literacy (SGR #5) or with department consent. CM 216 is a prerequisite to CM 232 Cost Estimating.

B. Certificate programs are typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion (including prerequisites).2 If the certificate includes new courses or more than 12 credit hours (including prerequisites), provide justification below.

The certificate consists of existing courses. The proposed certificate has a total of 15 credits since CM 216 will need students to complete the prerequisite course in MATH 102, MATH 103 or with department consent. MATH 102 and MATH 103 fulfill the SGR #5 requirement.

6. **Student Outcome and Demonstration of Individual Achievement.**

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

Students will demonstrate knowledge and skill in using industry specific software for building pre-construction estimating and specifications, competency in construction documents, materials and methods of construction, and effective communication skills.

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

Upon completion of the Pre-Construction Planning certificate, successful students will:
1. understand how the materials, labor and methods of construction apply in a project.
2. understand project delivery methods.
3. demonstrate the ability to interpret plans, produce a quantity takeoff and a build schedule.

    See Appendix A.

7. **Delivery Location.**[4]

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

	Yes/No	*Intended Start Date*
On campus	Yes	2019-2020 Academic Year

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

	Yes/No	*If Yes, identify delivery methods*[5]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	019 Internet Synchronous 030 Blended/Hybrid	2019-2020 Academic Year

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

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

8. **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 certificate.** *Address off-campus or distance delivery separately.*

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[4] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[5] Delivery methods are defined in AAC Guideline 5.5.
[6] This question responds to HLC definitions for distance delivery.

No additional resources are needed. The new certificate leverages existing Construction Technology and Construction Management courses that are offered on-campus each fall and spring semester.

The University will have offered three of the four courses in the certificate via distance delivery by summer 2019 (CM124, CM 216, CM232). The last course, CM333, is in the process of redesign for distance delivery using workload redirection from within the department. The CAD software used in CM 124 is a free download to students and faculty licenses are supported by campus IT, so will not be an added expense for students or the institution. The only other resource need that may arise is if distance section enrollments exceed established limits. In this unlikely situation, tuition and fees from an added section would offset the cost of the instructor.

Appendix A
Pre-Construction Planning Certificate - Student Learning Outcomes

Individual Student Learning Outcomes	Required Courses				Elective Courses				
	STAT 281* or STAT 381*	GE 385*	GE 469*	OM 460* or CEE 482*	BLAW 350	CM 473	MNET 367/L	OM 425	OM 462
Students will analyze and interpret technical data.	X	X					X	X	X
Students will identify, formulate, and solve broadly defined problems by applying math and/or technical knowledge relevant to the discipline		X		X					X
Students will demonstrate mastery in communication (written & oral) with a wide range of audiences.			X		X	X			
Students will demonstrate mastery in the integration of systems using analysis, design/development, and implementation tools		X					X		

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
New Certificates: USD Undergraduate Certificates in Introduction to Child Life and Advanced Child Life

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 undergraduate certificates in Introduction to Child Life and Advanced Child Life. The certificates provide skills and knowledge related to child life specialist occupations; these occupations serve as healthcare social workers working with children in hospital and other settings. While these are two separate 12-credit hour certificates, they are designed to be taken consecutively. The certificates provide curriculum that aligns with certification requirements of the Association of Child Life Professionals (ACLP) and positions those who earn both certificates to receive formal certification.

IMPACT AND RECOMMENDATION
Each of the two certificates consist of twelve credits of existing courses (no new courses are needed to offer the certificate). USD does not require additional resources to offer the program.

Board office staff recommends approval of the certificate.

ATTACHMENTS
Attachment I – New Certificate Request Form: USD – Undergraduate in Introduction to Child Life
Attachment II – New Certificate Request Form: USD – Undergraduate in Advanced Child Life

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DRAFT MOTION 20190514_2-F(3):
I move to authorize USD to offer undergraduate certificates in Introduction to Child Life and Advanced Child Life, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Certificate

UNIVERSITY:	**University of South Dakota**
TITLE OF PROPOSED CERTIFICATE:	**Introduction to Child Life**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**42.2703**
UNIVERSITY DEPARTMENT:	**Division of Counseling and Psychology in Education**
UNIVERSITY DIVISION:	**School of Education**

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

Elizabeth M. Freeburg	12/3/18
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Is this a graduate-level certificate or undergraduate-level certificate?**

   Undergraduate Certificate   ☒   Graduate Certificate   ☐

2. **What is the nature/purpose of the proposed certificate?**

   The University of South Dakota seeks approval to create a certificate program titled Introduction to Child Life. The certificate will provide a concentration in Child Life course content that is aligned with the certification requirements by the Association of Child Life Professionals (ACLP). There are four steps to becoming a Certified Child Life Specialist (CCLS), listed in order of completion, 1) Completion of 10 college courses in ACLP specified content areas, 2) A bachelor's degree in any field of study, 3) A clinical internship, and 4) Passing the national certification exam. The proposed certificate is a value-added credential that meets 8 of the 10 ACLP required content areas. Students interested in pursuing national certification as a CLS will be advised to complete both Introduction to and Advanced Child Life certificates as well as the remaining two online[1] courses. The Introduction to Child Life concentration provides a curricular path to a growing profession and fills a needed educational niche in the state and in the region.

   The Child Life Profession. Child Life Specialists are typically employed in hospital or other pediatric health care settings and work directly with infants, children, adolescents, and their families to create an optimal emotional, social, and educational environment for treatment and recovery, or hospice/palliative care. Although this often involves working with children with chronic illness, or those in long-term hospitalizations, CLSs may also be involved in helping

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[1] The two online courses are available from multiple universities, are ACLP approved, and are offered on a rolling basis throughout the year.

families cope with the death of a loved one, or the aftermath of violent acts or natural disasters. In addition, CLSs may focus in particular areas of pediatrics, such as dialysis nutrition, radiology, sedation, cardiology, and children with special needs[2]. CLSs are increasingly employed in non-hospital environments as well, including community outreach programs, private practice, hospice services, home health, camps for children with healthcare needs, private medical and dental practices, and services to children of adult patients. Across these diverse settings and applications, CLSs develop therapeutic relationships with infants, children and adolescents, and families, are often involved in therapeutic play, or communicating complex interventions and procedures, and developing an action plan can advocating on the part of children and families.

The Child Life Specialist profession has a significant history dating back to the 1920s in response to the alarming infant deaths in hospitals and fondling homes as well as psychological disturbances related to long-term hospitalizations. In more recent decades the profession has experienced a surge in employment opportunities following increased recognition of its clinical and economic efficacy in diverse pediatric settings[3456].

CLS Education and Training. Child Life Specialists provide evidence-based, and developmentally appropriate interventions that draw primarily from course content in the developmental sciences and the health sciences. Important to recognize here is that eight of the ten content-specific areas required by the Association of Child Life Professionals, the national certifying body, are currently taught at USD, primarily housed in two departments, the Division of Counseling and Psychology in Education (CPE) and the Department of Health Sciences. The two exceptions include a course that must be taught by a certified Child Life Specialist with over 4,000 employed hours as a CLS, and a Play Therapy Course focused on pediatric health care settings. Offering these courses at USD would necessitate additional faculty.

Program Pre-Approval or Endorsement by the Association for Child Life Professionals.
Developing a certificate program in Child Life is timely given recent changes in course and program approval by the national certifying body, the Association for Child Life Professionals (ACLP). As of 2018, the ACLP will pre-approve undergraduate courses on a course by course basis. Alternatively, universities may submit their entire CLS program for review and endorsement. At this point, we are not in a position to seek ACLP endorsement, however, we intend to seek preapproval for the 8 USD courses before the program's scheduled roll-out in the Fall of 2019. The preapproval process is 3 weeks after online submission of course materials to the ACLP (see response to question 8 for detail on preapproval costs). In addition, students wishing to complete all ACLP course content areas will be guided to complete two non-USD courses available online, which have ACLP approval (see response to question 5 for more detail on these courses). Once the CLS certificate program is established and demonstrates growth and sufficient demand we will pursue increasing our course capacity to offer the full set of ACLP required courses and seek ACLP endorsement. At this time, there

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[2] https://www.childlife.org/the-child-life-profession/child-life-in-action
[3] Boles, Jessika, and Molly Duda. "Helping the Smallest Patients Cope." *Pediatric Nursing* 44.2 (2018): 98-102.
[4] Metzger, Teri, Kelly Mignogna, and Lorie Reilly. "Child life specialists: key members of the team in pediatric radiology." *Journal of Radiology Nursing* 32.4 (2013): 153-159.
[5] Bellino, Emily R. *The Effects of IV Preparation on Children's Pain Perception and Coping Outcomes*. Diss. The University of North Carolina at Charlotte, 2018.
[6] Grissom, Shawna, et al. "Play-based procedural preparation and support intervention for cranial radiation." *Supportive Care in Cancer* 24.6 (2016): 2421-2427.

does not exist any academic program in the nation that has completed ACLP endorsement, only 8 universities are listed as offering courses that have been vetted through the ACLP's preapproval process. As such, the development of an introduction to Child Life certificate at USD with pre-approved courses will benefit students in a number of important ways. First, it will greatly enhance the competitive edge of South Dakota students applying for CLS internships. Second, it will provide students a guaranteed and efficient path to obtaining ACLP approval for their coursework. Third, preapproval will assure that USD curriculum is aligned with ACLP content standards and the national certifying exam.

3.   Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.[7]

In a recent policy statement issued by The American Academy of Pediatrics[8] the academy strongly advocated for the inclusion of Child Life professionals in all pediatric health care settings, stating that:

> *The provision of child life services is a quality benchmark of an integrated patient- and family-centered health care system, a recommended component of medical education, and an indicator of excellence in pediatric care.*

The Academy reaffirmed this policy statement in 2018 and recommended a staffing ratio of one CLS per fifteen patients. Given the strong support for CLS workers from the applied and research community[9][10] it is not surprising to see a significant increase in workforce demands. Current trends indicate a steady increasing demand as the need for CLSs as hospitals expand pediatric care, and as positions become available in other pediatric settings including hospice care, schools, the court system, and funeral homes. Current membership in Association of Child Life Professionals is 5,000 members, up from 3,000 in 2005[11].

The two major hospitals in South Dakota employ CLS staff, including 11 CCLSs positions at Sanford and 2 positions at Avera. Both hospitals offer CLS internships. The CLS manager for Sanford, Carrie Kindropp, noted that the Sanford internship is a nationally competitive position and more students are choosing this career path. As such, she stated that having an Introduction to Child Life certificate will increase the competitiveness of USD graduates. The CLS positions in this state are currently being filled by people trained out of state because currently no school in SD is training students for these positions. We have been in contact with a number of veteran CCSLs in the field in developing this certificate program and all of them have strongly advocated for local programs that can offer more guidance to students interested in this profession. Leah Schroeder, a Certified Child Life Specialist at Avera McKennan Hospital in Sioux Falls, indicated the need for such a program:

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[7] 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.
[8] Policy Statement: *Pediatrics*. 2014;133(5). Available at: www.pediatrics.org/cgi/content/full/133/5/e1471. Reaffirmed February 2018
[9] Wolfer J, Gaynard L, Goldberger J, Laidley LN, Thompson R. An experimental evaluation of a model child life program. Child Health Care. 1988;16(4):244–254
[10] Bharti, Bhavneet, Prahbhjot Malhi, and N. M. R. I. Khandelwal. "MRI customized play therapy in children reduces the need for sedation-a randomized controlled trial." *The Indian Journal of Pediatrics* 83.3 (2016): 209-213.
[11] https://aclp.nationalhealthcarecareers.com/jobseekers/

When I have students come for job shadow experience with us who are from USD, SDSU, USF, Augie, along with many high school students who are all interested in the field, I see a lot of students who don't know what classes to take, don't know where to start when it comes to searching for placements….Being on the other side of things, I see where students are lost and do get overwhelmed when I tell them all the requirements they need and the practicum and internships they need to be searching for and it just can't be decided your senior year.

The certificate program will provide students essential guidance toward achieving their national certification and raising their competitiveness in securing internships and job offers. The ACLP lists 65 hospitals nationwide that offer accredited CLS internships.

The U.S. Bureau of Labor Statistics counts CLSs as healthcare social workers in hospitals and reports that 53,500 workers are employed in private, state, and local government hospitals in 2016[12]. Employment as a CCLS can be an economically viable and emotionally fulfilling career and is among the top paying positions of any terminal undergraduate major in the social sciences. According to the U.S. Bureau of Labor, the median annual salary for CCLSs was estimated at $60,350 in 2017.

At the regional level, the Mayo Clinic provides a comprehensive overview of Child Life Specialist workforce demand[13], noting a median salary of $60,000/year and an expected job growth rate of 7% over the next 8 years. Some areas of the country show more dramatic increases in CLS staffing. For instance, the employment of CCLSs in the National Health System in Washington, DC has increased from 5 full-time Child Life Specialists in the year 2000 to 18 full-time positions in 2007[14].   The Association for Child Life Professionals currently lists 38 position openings[15] and this number is expected to increase.

Beyond the pursuit of CCLS, Completing the proposed certificate program can benefit any student interested in working with children, youth, or adolescents in health care settings, such as nursing and pre-med, as well as allied professions such as criminal justice and speech & communication. Many of these majors enroll in the Child and Adolescent Development minor and the certificate would entail an additional 6 credits beyond the minor.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?
A.   Is the intent of certificate best described as a stand-alone credential option for students not seeking additional credentials (i.e., bachelor's or master's degree), a value-added credential that supplements a student's major field of study, or a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If all the credits in the certificate apply to program requirements in any associate, bachelor's, or graduate program, please list them.

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[12] https://www.bls.gov/careeroutlook/2018/youre-a-what/child-life-specialist.htm?view_full
[13] https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/child-life-specialist/
[14] https://www.childlife.org/docs/default-source/research-ebp/mr-nonsedate-tech-report-may-2014.pdf?sfvrsn=2
[15] https://aclp.nationalhealthcarecareers.com/jobseekers/

B. What are the majors/degree programs from which students would likely enroll in the certificate program?

The Introduction to Child Life certificate is open to all undergraduate majors as a value-added program. It is designed for all individuals seeking to work with children in pediatric health-care settings. Having said this, interested students are mostly likely to come from human-service majors and particularly students interested in working with infants, children, and adolescents, such as Majors in the College of Fine Arts (Art Education, Art and health certificate), School of Health Sciences (Nursing, Addiction Studies, Social Work), School of Education (Kinesiology, Elementary Education, Secondary Education, Elementary and Special Education), and College of Arts and Sciences (Psychology; Communication Sciences and Disorders).

A strong indicator of student interest can be seen in the popularity of USD's Child and Adolescent Development minor, housed in the Division of Counseling and Psychology in Education. The minor was rolled out in 2013 and has steadily increased in enrollment each year, currently ranked as the second most popular minor on the USD campus. In addition, the HSC Major has over 400 enrolled students at this time. The Introduction to Child Life certificate is value-added with the Child and Adolescent Development (CAD) minor in that students can complete 6 of the 8 required CLS courses can count toward the CAD minor and 3 courses count toward the HSC Major, essentially meeting certification requirements when the major and minor are combined[16].

USD is ideally situated to deliver the CLS certification program given our strengths in the developmental sciences (3 faculty with PhDs in human development) and in the health sciences (1 faculty member with a MD and PhD in human development). Undergraduate students interested in Child Life will benefit from taking the recommended courses from both departments as the coursework, skills, and competencies provided will help students prepare for the National Child Life Exam.

The Introduction to Child Life certificate is likely to attract students from across the region. Among the six states that border South Dakota, only two CLS programs exist offered at the University of Iowa and the University of Minnesota. Although other universities mention CLS as an allied career option for programs in Psychology and Family Studies (e.g., North Dakota State University) they do not offer a curricular path or CLS certification.

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[16] Provided that students complete the specified minor courses that count toward the CLS certification

5. List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):[17]

6.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CHOOSE 2 of the first three courses:				
EPSY	322	Ecology of Child and Adolescent Development	3	No
EPSY	427	Child Growth and Development	3	No
EPSY	422	Psychology of Adolescence	3	No
CHOOSE 2 of the following: *				
HSC	440	Major Issues in Health and Human Services	3	No
SOC	481	Sociology of Family	3	No
REL	371	Death, Grief, and Growth	3	No
HSC	250	Clinical Terms in a Health-Care Setting	3	No
HSC	380	Health Literacy and Culture Care	3	No
EPSY	333	The Science of Love	3	No
		Subtotal	**12**	

***Courses selected cannot fulfill requirements in both the Introduction to Child Life Certificate and Advanced Child Life Certificate. Two distinct courses must be completed for this program from the list.**

A. List any prerequisites for the courses above.
NONE
B. Certificate programs are typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion (including prerequisites).2 If the certificate includes new courses or more than 12 credit hours (including prerequisites), provide justification below.

This proposal aligns with the curricular requirements for national certification as set forth by the Association of Child Life Professionals[18]. To be eligible for national certification, students must complete the Intro to Child Life Certificate and the Advanced Child Life Certificate from USD and must also complete two online courses listed below.

Non-USD courses required for CLS certification:
1) A course in Play Therapy: we suggest that students enroll in one of the following course, ED X370.3 Therapeutic Play in Pediatric Care, *Professional and Continuing Education*, UC Santa Barbara https://enroll.professional.ucsb.edu/search/publicCourseSearchDetails.do?method=load&courseId=26120019, or HDFS 402 Therapeutic Play, *Human Development and Family Studies, School of Education,* American Public University System.

2) Child Life Course: Two options are available to student, HDFS 401 Child Life Theory and Practice, *Human Development and Family Studies, School of Education,* American Public University System or ED X370.2 Child Life: Introduction to theory and Practice, *Professional and Continuing Education*, UC Santa Barbara.

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

7. Student Outcome and Demonstration of Individual Achievement.[18]

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

        Students will gain an understanding of current theory and practice in child development, medical terminology, the nature of suffering, stages of grief, technology applications in research, and family systems. Specific to this certificate is an emphasis on application of this knowledge in a healthcare environment and other challenging settings while working with children and families in the context of Chronic and life-threatening illnesses. These skills and competencies ensure a family-centered approach to care.

    B. Complete Appendix A – Outcomes using the system form.

Individual Student Outcome	Program Courses that Address the Outcomes								
	EPSY 322	EPSY 427	EPSY 422	EPSY 333	HSC 380	HSC 250	HSC 440	REL 371	SOC 481
Advocate for the protection, safety, and rights of the child and family.	X	X	X	X					
Employ knowledge of cultural fluency and provide individualized and equitable care.					X				
Educate others about expected reactions and responses to the healthcare experience using child development and family systems theories, and principles of psychosocial care.	X	X	X			X			X
Recognize the strengths of the interdisciplinary team.							X		
Assimilate healthcare, family, and child variables to implement a plan of care that supports individualized learning needs.	X	X			X				
Provide coping support for patient and families experiencing loss and/or grief.								X	
Adapt child life skills to support diverse populations		X			X				
Utilize clear and sensitive communication skills that develop trusting relationships across the continuum.				X			X		

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

8. **Delivery Location.**[19]

   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 2019**

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

	Yes/No	*If Yes, identify delivery methods*[20]	*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)? [21]**

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

9. 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 certificate. Address off-campus or distance delivery separately.

   Course Development. At this time, all courses needed are offered within the Division of Counseling and Psychology in Education (CPE) and the Department of Health Sciences. No additional costs or resources are needed to develop new courses.

   Course Pre-Approval by the ACLP. Fees for course preapproval are on a course-specific basis as follows: $300 for Family Systems course, $300 for Research course, $300 for Loss/Bereavement course, $400 for Child Development course, and $400 for the additional three courses (as a package). Courses are considered pre-approved beginning the fall semester after successful ACLP review and must be renewed after two years. The initial cost for the 8 courses is $1,700.

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[19] The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.
[20] Delivery methods are defined in AAC Guideline 5.5.
[21] This question responds to HLC definitions for distance delivery.

Future Program Endorsement by the ACLP. ACLP program endorsement requires having a 1 FTE Child Life Specialist on staff. Although we are not currently in a position to seeking ACLP endorsement, we will likely move in this direction once our program becomes established. The approval process is completed online, does not require a site visit, and the cost is similar to course pre-approval. The initial application fee is $1,750, with a $250.00 annual maintenance fee for five years, at which point the program must undergo another review).

10. Additional Information:

<u>**ATTACHMENT 1:**</u> "Eligibility Requirements for Exams After January 2019"

Eligibility Requirements for Exams
After January 2019

These eligibility requirements are for exams taking place after January 2019. If you do not plan to take the exam during that time, please visit http://www.childlife.org/certification/students to find the requirements for your timeline.

Effective January 1, 2019, candidates must meet the following requirements by the exam registration deadline for the exam administration for which they are applying.

1. Minimum of a Bachelor's Degree

Candidates must complete a minimum of a bachelor's degree (in any field of study) or the international equivalent.

2. Coursework

Candidates must either
   a. Graduate from an ACLP-endorsed degree program **OR**
   b. Successfully complete 10 college courses in the following content

areas: Click on the subject area links for more details.

Minimum Number of Classes Required	Subject	Additional Notes/Requirements
1	Child Life	Must be taught by a Certified Child Life Specialist® who meets additional requirements.
2	Child Development	*At least* 2 courses that encompass child development from birth to 18 years old (Depending on specific course offerings, more than 2 courses may be needed to fulfill this requirement).
1	Family Systems	
1	Play	
1	Loss/Bereavement or Death/Dying	
1	Research	

3	Additional courses in child life or related content area	It is strongly recommended (though not required) that applicants pursue coursework in the following areas: • Human Anatomy/Physiology • Medical Terminology • Ethics

Each course may satisfy only one of the requirements; none can be applied to meet two or more of these required courses. For example, a child life course that addresses play may not be used to fulfill both the child life course and the play course requirements. It may be used to meet the child life course OR the play course requirement, but not both.

3. Child Life Clinical Internship Experience:

Applicants must complete a minimum of **600 hours** of a child life clinical internship under the direct supervision of a Certified Child Life Specialist® who:

   a. Holds and maintains child life professional certification throughout the supervisory period
   b. Has a minimum of 4,000 hours of paid child life clinical experience prior to the start of the supervisory period
   c. Takes responsibility for the educational development and guidance of the candidate in the clinical setting

Additional Information on Required Courses

Child Life Course:

- This course is defined here.
- There are six required areas of study that must be covered in this course. If any of these are not addressed, additional courses that meet these requirements must be taken. All six areas must be completed.
- This course must be taught by a Certified Child Life Specialist® (CCLS) who:
   o Holds and maintains professional child life certification throughout the period of instruction
   o Has 4,000 hours of paid child life clinical experience **OR** has a minimum of two years of experience* teaching child life subject matter
   CCLS must be able to demonstrate that the two years of teaching experience was completed prior to 2022. Beginning in 2022, those without prior teaching experiences who wish to initiate a child life course will only be considered qualified if they have a minimum of 4,000 hours of paid child life clinical experience.
   o Maintains knowledge of the Association of Child Life Professionals Code of Professional Practice and the *Official Documents of the Association of Child Life Professionals*
   o Pursues training relevant to adult learning styles and evidence-based teaching methodology

Return to Coursework Requirements

Child Development Courses:

- A minimum of two courses
- These courses must include curriculum related to the growth and development for all ages from birth to 18 years. If any portion of this age span is not covered, additional courses must be taken.
- If the courses are not offered through a child development department, the course titles must contain the words "child" and "development" and indicate the age range covered by the class.
- Courses covering the lifespan of development are not accepted.
- Courses focusing on adults or seniors are not accepted.

Return to Coursework Requirements

Family Systems Course:

This course must focus on the family as a social system. Examples of acceptable curricula:

- Family relationships and the dynamics of family life
- Historical and contemporary theories related to family structure and functions
- Adaptations in family structure and interaction patterns during times of transition
- Examination of diverse family systems
- Parenting, caregiving, and family life from a cross-cultural perspective
- Adult-child interactions, family roles, and parenting skills
- Exploration of current research and theory as it applies to family systems

Return to Coursework Requirements

Play Course:

This course must focus on the therapeutic aspects and/or learning objectives of play in infants, children, youth, and young adults. Examples of acceptable curricula:

- Classical and contemporary theories or concepts of play
- Observing, assessing, and using play to make judgments about children's learning
- Play as the primary vehicle and indicator of physical, intellectual, social, and emotional development of children
- Play principles and values
- Structuring therapeutic play sessions
- Creativity and play
- Guidance of play
- Play and early learning
- Art, music, and play for early childhood education
- Play, curriculum, and program development
- Concepts of leisure, play, and recreation

Courses from the college/university department of physical education are NOT accepted.

Return to Coursework Requirements

Loss/Bereavement or Death/Dying Course:

Courses on aging are not accepted.

Return to Coursework Requirements

Research Course:

Courses with "research" in the title will be accepted. After completing this course, applicants should be able to articulate basic research methods, statistics, and outcomes that apply to clinical practice and program review.

Return to Coursework Requirements

Additional Coursework:

In addition to the specific courses above, three courses in child life or a related subject must be completed.

While any courses in child life or a related subject (see below) will be accepted, it is highly recommended that applicants complete these courses in the following content areas:

- Medical Terminology
- Human Anatomy and Physiology
- Ethics, preferably with a focus on Medical/Health Care Ethics

Applicants who do not complete additional course work in the areas listed above will be required to take three courses from one or more of the following college/university departments:

- Child Life
- Child Development
- Family Development
- Human Development
- Family Dynamics (not Family Studies)
- Psychology
- Counseling
- Therapeutic Recreation
- Expressive Therapies (only courses that cover the therapeutic applications of play, music, dance, and art will be accepted; fine arts courses are NOT accepted)

For the three additional courses, the following areas of study are NOT accepted:

- Sociology
- Social Work
- Nursing
- Education
- Recreation Administration

Return to Coursework Requirements

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
New Certificate

UNIVERSITY:	**University of South Dakota**
TITLE OF PROPOSED CERTIFICATE:	**Advanced Child Life**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**
PROPOSED CIP CODE:	**42.2703**
UNIVERSITY DEPARTMENT:	**Division of Counseling and Psychology in Education**
UNIVERSITY DIVISION:	**School of Education**

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

Elizabeth M. Freeburg	12/3/18
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1. **Is this a graduate-level certificate or undergraduate-level certificate?**

    Undergraduate Certificate ☒   Graduate Certificate ☐

2. **What is the nature/purpose of the proposed certificate?**
    The University of South Dakota seeks approval to create a certificate program titled Advanced Child Life. The certificate will provide a concentration in Child Life course content that is aligned with the certification requirements by the Association of Child Life Professionals (ACLP). There are four steps to becoming a Certified Child Life Specialist (CCLS), listed in order of completion, 1) Completion of 10 college courses in ACLP specified content areas, 2) A bachelor's degree in any field of study, 3) A clinical internship, and 4) Passing the national certification exam. The proposed certificate is a value-added credential that meets 8 of the 10 ACLP required content areas. Students interested in pursuing national certification as a CLS will be advised to complete both Introduction to and Advanced Child Life certificates and as well as the remaining two courses online[1]. The Child Life concentration provides a curricular path to a growing profession and fills a needed educational niche in the state and in the region.

    The Child Life Profession. Child Life Specialists are typically employed in hospital or other pediatric health care settings and work directly with infants, children, adolescents, and their families to create an optimal emotional, social, and educational environment for treatment and recovery, or hospice/palliative care. Although this often involves working with children with chronic illness, or those in long-term hospitalizations, CLSs may also be involved in helping families cope with the death of a loved one, or the aftermath of violent acts or natural disasters.

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[1] The two online courses are available from multiple universities, are ACLP approved, and are offered on a rolling basis throughout the year.

In addition, CLSs may focus in particular areas of pediatrics, such as dialysis nutrition, radiology, sedation, cardiology, and children with special needs[2]. CLSs are increasingly employed in non-hospital environments as well, including community outreach programs, private practice, hospice services, home health, camps for children with healthcare needs, private medical and dental practices, and services to children of adult patients. Across these diverse settings and applications, CLSs develop therapeutic relationships with infants, children and adolescents, and families, are often involved in therapeutic play, or communicating complex interventions and procedures, and developing an action plan can advocating on the part of children and families.

The Child Life Specialist profession has a significant history dating back to the 1920s in response to the alarming infant deaths in hospitals and fondling homes as well as psychological disturbances related to long-term hospitalizations. In more recent decades the profession has experienced a surge in employment opportunities following increased recognition of its clinical and economic efficacy in diverse pediatric settings[3456].

CLS Education and Training. Child Life Specialists provide evidence-based, and developmentally appropriate interventions that draw primarily from course content in the developmental sciences and the health sciences. Important to recognize here is that eight of the ten content-specific areas required by the Association of Child Life Professionals, the national certifying body, are currently taught at USD, primarily housed in two departments, the Division of Counseling and Psychology in Education (CPE) and the Department of Health Sciences. The two exceptions include a course that must be taught by a certified Child Life Specialist with over 4,000 employed hours as a CLS, and a Play Therapy Course focused on pediatric health care settings. Offering these courses at USD would necessitate additional faculty.

Program Pre-Approval or Endorsement by the Association for Child Life Professionals.
Developing a certificate program in Child Life is timely given recent changes in course and program approval by the national certifying body, the Association for Child Life Professionals (ACLP). As of 2018, the ACLP will pre-approve undergraduate courses on a course by course basis. Alternatively, universities may submit their entire CLS program for review and endorsement. At this point, we are not in a position to seek ACLP endorsement, however, we intend to seek preapproval for the 8 USD courses before the program's scheduled roll-out in the Fall of 2019. The preapproval process is 3 weeks after online submission of course materials to the ACLP (see response to question 8 for detail on preapproval costs). In addition, students wishing to complete all ACLP course content areas will be guided to complete two non-USD courses available online, which have ACLP approval (see response to question 5 for more detail on these courses). Once the CLS certificate program is established and demonstrates growth and sufficient demand we will pursue increasing our course capacity to offer the full set of ACLP required courses and seek ACLP endorsement. At this time, there does not exist any academic program in the nation that has completed ACLP endorsement,

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[2] https://www.childlife.org/the-child-life-profession/child-life-in-action

[3] Boles, Jessika, and Molly Duda. "Helping the Smallest Patients Cope." *Pediatric Nursing* 44.2 (2018): 98-102.

[4] Metzger, Teri, Kelly Mignogna, and Lorie Reilly. "Child life specialists: key members of the team in pediatric radiology." *Journal of Radiology Nursing* 32.4 (2013): 153-159.

[5] Bellino, Emily R. *The Effects of IV Preparation on Children's Pain Perception and Coping Outcomes*. Diss. The University of North Carolina at Charlotte, 2018.

[6] Grissom, Shawna, et al. "Play-based procedural preparation and support intervention for cranial radiation." *Supportive Care in Cancer* 24.6 (2016): 2421-2427.

only 8 universities are listed as offering courses that have been vetted through the ACLP's preapproval process. As such, the development of an Advanced Child Life certificate at USD with pre-approved courses will benefit students in a number of important ways. First, it will greatly enhance the competitive edge of South Dakota students applying for CLS internships. Second, it will provide students a guaranteed and efficient path to obtaining ACLP approval for their coursework. Third, preapproval will assure that USD curriculum is aligned with ACLP content standards and the national certifying exam.

3.   Provide a justification for the certificate program, including the potential benefits to students and potential workforce demand for those who graduate with the credential.[7]

In a recent policy statement issued by The American Academy of Pediatrics[8] the academy strongly advocated for the inclusion of Child Life professionals in all pediatric health care settings, stating that:

> *The provision of child life services is a quality benchmark of an integrated patient- and family-centered health care system, a recommended component of medical education, and an indicator of excellence in pediatric care.*

The Academy reaffirmed this policy statement in 2018 and recommended a staffing ratio of one CLS per fifteen patients. Given the strong support for CLS workers from the applied and research community[9][10] it is not surprising to see a significant increase in workforce demands. Current trends indicate a steady increasing demand as the need for CLSs as hospitals expand pediatric care, and as positions become available in other pediatric settings including hospice care, schools, the court system, and funeral homes. Current membership in Association of Child Life Professionals is 5,000 members, up from 3,000 in 2005[11].

The two major hospitals in South Dakota employ CLS staff, including 11 CCLSs positions at Sanford and 2 positions at Avera. Both hospitals offer CLS internships. The CLS manager for Sanford, Carrie Kindropp, noted that the Sanford internship is a nationally competitive position and more students are choosing this career path. As such, she stated that having an advanced certificate in Child Life will increase the competitiveness of USD graduates. The CLS positions in this state are currently being filled by people trained out of state because currently no school in SD is training students for these positions. We have been in contact with a number of veteran CCSLs in the field in developing this certificate program and all of them have strongly advocated for local programs that can offer more guidance to students interested in this profession. Leah Schroeder, a Certified Child Life Specialist at Avera McKennan Hospital in Sioux Falls, indicated the need for such a program:

> *When I have students come for job shadow experience with us who are from USD, SDSU, USF, Augie, along with many high school students who are all*

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[7] 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.

[8] Policy Statement: *Pediatrics*. 2014;133(5). Available at: www.pediatrics.org/cgi/content/full/133/5/e1471. Reaffirmed February 2018

[9] Wolfer J, Gaynard L, Goldberger J, Laidley LN, Thompson R. An experimental evaluation of a model child life program. Child Health Care. 1988;16(4):244–254

[10] Bharti, Bhavneet, Prahbhjot Malhi, and N. M. R. I. Khandelwal. "MRI customized play therapy in children reduces the need for sedation-a randomized controlled trial." *The Indian Journal of Pediatrics* 83.3 (2016): 209-213.

[11] https://aclp.nationalhealthcarecareers.com/jobseekers/

interested in the field, I see a lot of students who don't know what classes to take, don't know where to start when it comes to searching for placements….Being on the other side of things, I see where students are lost and do get overwhelmed when I tell them all the requirements they need and the practicum and internships they need to be searching for and it just can't be decided your senior year.

The certificate program will provide students essential guidance toward achieving their national certification and raising their competitiveness in securing internships and job offers. The ACLP lists 65 hospitals nationwide that offer accredited CLS internships.

The U.S. Bureau of Labor Statistics counts CLSs as healthcare social workers in hospitals and reports that 53,500 workers are employed in private, state, and local government hospitals in 2016[12]. Employment as a CCLS can be an economically viable and emotionally fulfilling career and is among the top paying positions of any terminal undergraduate major in the social sciences. According to the U.S. Bureau of Labor, the median annual salary for CCLSs was estimated at $60,350 in 2017.

At the regional level, the Mayo Clinic provides a comprehensive overview of Child Life Specialist workforce demand[13], noting a median salary of $60,000/year and an expected job growth rate of 7% over the next 8 years. Some areas of the country show more dramatic increases in CLS staffing. For instance, the employment of CCLSs in the National Health System in Washington, DC has increased from 5 full-time Child Life Specialists in the year 2000 to 18 full-time positions in 2007[14].   The Association for Child Life Professionals currently lists 38 position openings[15] and this number is expected to increase.

Beyond the pursuit of CCLS, Completing the proposed certificate program can benefit any student interested in working with children, youth, or adolescents in health care settings, such as nursing and pre-med, as well as allied professions such as criminal justice and speech & communication. Many of these majors enroll in the Child and Adolescent Development minor and the certificate would entail an additional 6 credits beyond the minor.

4. Who is the intended audience for the certificate program (including but not limited to the majors/degree programs from which students are expected)?
A.   Is the intent of certificate best described as a stand-alone credential option for students not seeking additional credentials (i.e., bachelor's or master's degree), a value-added credential that supplements a student's major field of study, or a stackable credential with credits that apply to a higher level credential (i.e., associate, bachelor's, or master's degree)? If all the credits in the certificate apply to program requirements in any associate, bachelor's, or graduate program, please list them.

B. What are the majors/degree programs from which students would likely enroll in the certificate program?

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[12] https://www.bls.gov/careeroutlook/2018/youre-a-what/child-life-specialist.htm?view_full
[13] https://college.mayo.edu/academics/explore-health-care-careers/careers-a-z/child-life-specialist/
[14] https://www.childlife.org/docs/default-source/research-ebp/mr-nonsedate-tech-report-may-2014.pdf?sfvrsn=2
[15] https://aclp.nationalhealthcarecareers.com/jobseekers/

The Advanced Child Life certificate is open to all undergraduate majors as a value-added program designed for all individuals seeking to work with children in pediatric health-care settings. Having said this, interested students are mostly likely to come from human-service majors and particularly students interested in working with infants, children, and adolescents, such as Majors in the College of Fine Arts (Art Education, Art and health certificate), School of Health Sciences (Nursing, Addiction Studies, Social Work), School of Education (Kinesiology, Elementary Education, Secondary Education, Elementary and Special Education), and College of Arts and Sciences (Psychology; Communication Sciences and Disorders).

A strong indicator of student interest can be seen in the popularity of USD's Child and Adolescent Development minor, housed in the Division of Counseling and Psychology in Education. The minor was rolled out in 2013 and has steadily increased in enrollment each year, currently ranked as the second most popular minor on the USD campus. In addition, the HSC Major has over 400 enrolled students at this time. The Advanced Child Life certificate is value-added with the Child and Adolescent Development (CAD) minor in that students can complete 6 of the 8 required CLS courses can count toward the CAD minor and 3 courses count toward the HSC Major, essentially meeting certification requirements when the major and minor are combined[16].

USD is ideally situated to deliver the CLS certification program given our strengths in the developmental sciences (3 faculty with PhDs in human development) and in the health sciences (1 faculty member with a MD and PhD in human development). Undergraduate students interested in advanced Child Life will benefit from taking the recommended courses from both departments as the coursework, skills, and competencies provided will help students prepare for the National Child Life Exam.

The Advanced Child Life certificate is likely to attract students from across the region. Among the six states that border South Dakota, only two CLS programs exist offered at the University of Iowa and the University of Minnesota. Although other universities mention CLS as an allied career option for programs in Psychology and Family Studies (e.g., North Dakota State University) they do not offer a curricular path or CLS certification.

5. **List the courses required for completion of the certificate in the table below (if any new courses are proposed for the certificate, please attach the new course requests to this form):[17]**

Prefix	Number	Course Title	Credit Hours	New (yes, no)
CHOOSE 4 of the following: *				
HSC	440	Major Issues in Health and Human Services	3	No
SOC	481	Sociology of Family	3	No
REL	371	Death, Grief, and Growth	3	No
HSC	250	Clinical Terms in a Health-Care Setting	3	No
HSC	380	Health Literacy and Culture Care	3	No

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[16] Provided that students complete the specified minor courses that count toward the CLS certification

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

EPSY	333	The Science of Love		3	No
			Subtotal	12	

*Courses selected cannot fulfill requirements in both the Introduction to Child Life Certificate and Advanced Child Life Certificate. Four distinct courses must be completed for this program from the list.

A. List any prerequisites for the courses above.
NONE
B. Certificate programs are typically are a subset of the curriculum offered in degree programs, include existing courses, and involve 9-12 credits for completion (including prerequisites).2 If the certificate includes new courses or more than 12 credit hours (including prerequisites), provide justification below.

This proposal aligns with the curricular requirements for national certification as set forth by the Association of Child Life Professionals[18]. To be eligible for national certification, students must complete the Intro to Child Life Certificate and the Advanced Child Life Certificate from USD and must also complete two online courses listed below.

Non-USD courses required for CLS certification:
1) A course in Play Therapy: we suggest that students enroll in one of the following course, ED X370.3 Therapeutic Play in Pediatric Care, *Professional and Continuing Education*, UC Santa Barbara https://enroll.professional.ucsb.edu/search/publicCourseSearchDetails.do?method=load&courseId=26120019, or HDFS 402 Therapeutic Play, *Human Development and Family Studies, School of Education,* American Public University System.

2) Child Life Course: Two options are available to student, HDFS 401 Child Life Theory and Practice, *Human Development and Family Studies, School of Education,* American Public University System or ED X370.2 Child Life: Introduction to theory and Practice, *Professional and Continuing Education*, UC Santa Barbara.

6. **Student Outcome and Demonstration of Individual Achievement.[19]**

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

   Students will gain an understanding of current theory and practice in child development, medical terminology, the nature of suffering, stages of grief, technology applications in research, and family systems. Specific to this certificate is an emphasis on application of this knowledge in a healthcare environment and other challenging settings while working with children and families in the context of Chronic and life-threatening illnesses. These skills and competencies ensure a family-centered approach to care.

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[18] Please refer to attached file titled "Eligibility Requirements for Exams After January 2019"
[19] Board Policy 2:23 requires certificate programs to "have specifically defined student learning outcomes."

B. Complete Appendix A – Outcomes using the system form.

Individual Student Outcome	EPSY 333	HSC 380	HSC 250	HSC 440	REL 371	SOC 481
Advocate for the protection, safety, and rights of the r and family.	X					
Employ knowledge of cultural fluency and provide individualized and equitable care.		X				
Educate others about expected reactions and responses to the healthcare experience using child development and family systems theories, and principles of psychosocial care.			X			X
Recognize the strengths of the interdisciplinary team.				X		
Assimilate healthcare, family, and child variables to implement a plan of care that supports individualized learning needs.		X				
Provide coping support for patient and families experiencing loss and/or grief.					X	
Adapt child life skills to support diverse populations		X				
Utilize clear and sensitive communication skills that develop trusting relationships across the continuum.	X			X		

7. Delivery Location.[20]

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**	**2019**

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

	Yes/No	*If Yes, identify delivery methods[21]*	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	No		

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

[21] Delivery methods are defined in AAC Guideline 5.5.

B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an on-line program)? [22]

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

8. 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 certificate. Address off-campus or distance delivery separately.

   Course Development. At this time, all courses needed are offered within the Division of Counseling and Psychology in Education (CPE) and the Department of Health Sciences. No additional costs or resources are needed to develop new courses.

   Course Pre-Approval by the ACLP. Fees for course preapproval are on a course-specific basis as follows: $300 for Family Systems course, $300 for Research course, $300 for Loss/Bereavement course, $400 for Child Development course, and $400 for the additional three courses (as a package). Courses are considered pre-approved beginning the fall semester after successful ACLP review and must be renewed after two years. The initial cost for the 8 courses is $1,700.

   Future Program Endorsement by the ACLP. ACLP program endorsement requires having a 1 FTE Child Life Specialist on staff. Although we are not currently in a position to seeking ACLP endorsement, we will likely move in this direction once our program becomes established. The approval process is completed online, does not require a site visit, and the cost is similar to course pre-approval. The initial application fee is $1,750, with a $250.00 annual maintenance fee for five years, at which point the program must undergo another review).

9. **Additional Information:**

   <u>**ATTACHMENT 1:**</u> "Eligibility Requirements for Exams After January 2019"

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[22] This question responds to HLC definitions for distance delivery.

Eligibility Requirements for Exams
After January 2019

These eligibility requirements are for exams taking place after January 2019. If you do not plan to take the exam during that time, please visit http://www.childlife.org/certification/students to find the requirements for your timeline.

Effective January 1, 2019, candidates must meet the following requirements by the exam registration deadline for the exam administration for which they are applying.

1. Minimum of a Bachelor's Degree

Candidates must complete a minimum of a bachelor's degree (in any field of study) or the international equivalent.

2. Coursework

Candidates must either

    a. Graduate from an ACLP-endorsed degree program **OR**

    b. Successfully complete 10 college courses in the following content

areas: Click on the subject area links for more details.

Minimum Number of Classes Required	Subject	Additional Notes/Requirements
1	Child Life	Must be taught by a Certified Child Life Specialist® who meets additional requirements.
2	Child Development	*At least* 2 courses that encompass child development from birth to 18 years old (Depending on specific course offerings, more than 2 courses may be needed to fulfill this requirement).
1	Family Systems	
1	Play	
1	Loss/Bereavement or Death/Dying	
1	Research	
3	Additional courses in child life or related content area	It is strongly recommended (though not required) that applicants pursue coursework in the following areas: • Human Anatomy/Physiology • Medical Terminology • Ethics

Each course may satisfy only one of the requirements; none can be applied to meet two or more of these required courses. For example, a child life course that addresses play may not be used to fulfill both the child life course and the play course requirements. It may be used to meet the child life course OR the play course requirement, but not both.

3. Child Life Clinical Internship Experience:

Applicants must complete a minimum of **600 hours** of a child life clinical internship

under the direct supervision of a Certified Child Life Specialist® who:

    a. Holds and maintains child life professional certification throughout the supervisory period

    b. Has a minimum of 4,000 hours of paid child life clinical experience prior to the start of the supervisory period

    c. Takes responsibility for the educational development and guidance of the candidate in the clinical setting

Additional Information on Required Courses

Child Life Course:

- This course is defined here.
- There are six required areas of study that must be covered in this course. If any of these are not addressed, additional courses that meet these requirements must be taken. All six areas must be completed.
- This course must be taught by a Certified Child Life Specialist® (CCLS) who:
  - Holds and maintains professional child life certification throughout the period of instruction
  - Has 4,000 hours of paid child life clinical experience **OR** has a minimum of two years of experience* teaching child life subject matter
    CCLS must be able to demonstrate that the two years of teaching experience was completed prior to 2022. Beginning in 2022, those without prior teaching experiences who wish to initiate a child life course will only be considered qualified if they have a minimum of 4,000 hours of paid child life clinical experience.
  - Maintains knowledge of the Association of Child Life Professionals Code of Professional Practice and the *Official Documents of the Association of Child Life Professionals*
  - Pursues training relevant to adult learning styles and evidence-based teaching methodology

Return to Coursework Requirements

Child Development Courses:

- A minimum of two courses
- These courses must include curriculum related to the growth and development for all ages from birth to 18 years. If any portion of this age span is not covered, additional courses must be taken.
- If the courses are not offered through a child development department, the course titles must contain the words "child" and "development" and indicate the age range covered by the class.
- Courses covering the lifespan of development are not accepted.
- Courses focusing on adults or seniors are not accepted.

Return to Coursework Requirements

Family Systems Course:

This course must focus on the family as a social system. Examples of acceptable curricula:

- Family relationships and the dynamics of family life
- Historical and contemporary theories related to family structure and functions
- Adaptations in family structure and interaction patterns during times of transition
- Examination of diverse family systems
- Parenting, caregiving, and family life from a cross-cultural perspective
- Adult-child interactions, family roles, and parenting skills
- Exploration of current research and theory as it applies to family systems

Return to Coursework Requirements

Play Course:

This course must focus on the therapeutic aspects and/or learning objectives of play in infants, children, youth, and young adults. Examples of acceptable curricula:

- Classical and contemporary theories or concepts of play
- Observing, assessing, and using play to make judgments about children's learning
- Play as the primary vehicle and indicator of physical, intellectual, social, and emotional development of children
- Play principles and values
- Structuring therapeutic play sessions
- Creativity and play
- Guidance of play
- Play and early learning
- Art, music, and play for early childhood education
- Play, curriculum, and program development
- Concepts of leisure, play, and recreation

Courses from the college/university department of physical education are NOT accepted.

Return to Coursework Requirements

Loss/Bereavement or Death/Dying Course:

Courses on aging are not accepted.

Return to Coursework Requirements

Research Course:

Courses with "research" in the title will be accepted. After completing this course, applicants should be able to articulate basic research methods, statistics, and outcomes that apply to clinical practice and program review.

Return to Coursework Requirements

Additional Coursework:

In addition to the specific courses above, three courses in child life or a related subject must be completed.

While any courses in child life or a related subject (see below) will be accepted, it is highly recommended that applicants complete these courses in the following content areas:

- Medical Terminology
- Human Anatomy and Physiology
- Ethics, preferably with a focus on Medical/Health Care Ethics

Applicants who do not complete additional course work in the areas listed above will be required to take three courses from one or more of the following college/university departments:

- Child Life
- Child Development
- Family Development
- Human Development
- Family Dynamics (not Family Studies)
- Psychology
- Counseling
- Therapeutic Recreation
- Expressive Therapies (only courses that cover the therapeutic applications of play, music, dance, and art will be accepted; fine arts courses are NOT accepted)

For the three additional courses, the following areas of study are NOT accepted:

- Sociology
- Social Work
- Nursing
- Education
- Recreation Administration

Return to Coursework Requirements

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT

New Specializations: SDSU Specializations in Data Science, Mathematics, and Statistics in the PhD in Computational Science and Statistics

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer Data Science, Mathematics, and Statistics Specializations in the PhD in Computational Science and Statistics. Students in the Computational Science and Statistics program will be required to select one of the three specializations. This request aligns the name of the degree conferred and the specific curricular preparation associated with distinct career paths open to graduates of the program. The specializations also align with existing SDSU MS degree programs and will improve the institution's ability to recruit high quality graduate students into the PhD program.

IMPACT AND RECOMMENDATION

The specializations do not require the creation of new courses or additional resources.

Board office staff recommends approval of the programs.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Specializations in Data Science, Mathematics, and Statistics in the PhD in Computational Science and Statistics

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DRAFT MOTION 20190514_2-G:

I move to authorize SDSU to offer specializations in Data Science, Mathematics, and Statistics in the PhD in Computational Science and Statistics, as presented.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATIONS:	- Data Science - Mathematics - Statistics
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Computational Science and Statistics (Ph.D.)
INTENDED DATE OF IMPLEMENTATION:	2019-2020 Academic Year
PROPOSED CIP CODE:	Data Science Specialization: 27.0501 Mathematics Specialization: 27.0304 Statistics Specialization: 27.0502
UNIVERSITY DEPARTMENT:	Mathematics & Statistics
UNIVERSITY DIVISION:	Graduate School

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.

Barry H. Dunn	3/27/2019
Institutional Approval Signature *President or Chief Academic Officer of the University*	Date

1. **Level of the Specialization:**

   Baccalaureate ☐   Master's ☐   Doctoral ☒

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

South Dakota State University (SDSU) requests authorization to offer Data Science, Mathematics, and Statistics Specializations in the Ph.D. in Computational Science and Statistics. Students in the Computational Science and Statistics program will be required to select one of the three specializations. This request is in response to a need to better align both the name of the degree conferred and the specific curricular preparation associated with it to distinct career paths open to and pursued by graduates of the program. The proposed specialization names are terms that are well understood by potential employers in each of these career paths. The specialization curricula and names will also align well with the names of the department's existing M.S. degree programs, those being the M.S. in Data Science, the M.S. in Mathematics, and the M.S. in Statistics. This will improve the department's ability to recruit high quality graduate students in each of these areas, and in particular those with a desire to continue on for the Ph.D.

- Data Science Specialization: The purpose of this specialization is to educate students and conduct research programs aimed at supporting local, regional and national industry by analyzing complex datasets. For example, students in this specialization will support decision-making by healthcare providers, financial institutions, engineers or plant scientists by designing data collection procedures and analyzing complex datasets.

  The Data Science Specialization is aligned with the other two degree programs offered by the Department in the area of data science: the B.S. in Data Science and the very popular M.S. in Data Science. It is also aligned with the M.S. in Statistics that has proven popular among students who want to gain a deeper understanding of statistical science. The increased readability of the specialization within the degree program will be an effective recruiting tool when attempting to attract M.S. in Statistics graduates from SDSU and other universities who want to further their education.

- Mathematics Specialization: The purpose of the specialization is to educate students and conduct research programs in areas related to computational strategies for large and complex dataset. For example, students in this specialization will investigate computational methods to find solutions to problems that do not have a direct algebraic solution. These methods are commonly applied to the analysis of large and complex datasets in engineering, precision agriculture, healthcare and finance.

  The Mathematics Specialization is aligned with the M.S. in Mathematics offered by the department. The increased readability of the specialization within the degree program will be an effective recruiting tool when attempting to attract M.S. in Mathematics graduates who want to further their education.

- Statistics Specialization: The purpose of this specialization is to educate and conduct research programs that are at the forefront of modern statistical methods, and in particular, that are focused on exploring the computational strategies needed to enable accurate predictions directly from decentralized devices that also perform the data collection (e.g., remote sensors, wearable technologies, smartphones). Students in this specialization will received a multidisciplinary education combining the curriculums of the Mathematics and Data Science specializations.

  The Statistics Specialization is aligned with the MS. in Mathematics with specialization in Statistics offered by the department. The Department's best students are recruited among students graduating with the M.S. in Mathematics or M.S. in Statistics. The proposed specialization will offer the opportunity to retain the graduates at SDSU and further their education in this multidisciplinary area and to contribute to develop SDSU's reputation as a research organization.

  Students in the Statistics specialization will have the opportunity to address problems that are at the forefront of the current issues in the field of statistics and to develop the solutions that will be used by data scientists in the future.

The University does not request new state resources. No new courses are being requested as part of this proposal.

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]

The benefits of the specializations for students are more structured, rigorous and consistent curricula and better marketability of their degree: the current name of the degree is not specific enough and is difficult to read by potential employers. 'Mathematics, 'Data Science', and 'Statistics' are well-understood terms that reflects the specific education that the students will receive. Additionally, these specializations are aligned with the existing bachelor's and master's degree programs offered by the department. The increased clarity of this alignment will improve the University's ability to recruit highly qualified students for the Ph.D. program.

The expected demand for people trained in all three proposed specializations is currently extremely high in the region and the nation. The demand is not likely to reduce in the future. The Department of Mathematics and Statistics has an extremely good track record of graduates' employment in these areas.

Evidence of the substantial, wide-spread demand in the mathematical sciences (those being mathematics, statistics, and data science) is abundant.
- The first major report to this effect came from McKinsey in 2011 when it published its study *Big data: The next frontier for innovation, competition, and productivity* which predicted that by 2018 "140,000-190,000 more deep analytical talent positions, and 1.5 million more data-savvy managers are needed to take full advantage of big data in the United States."[2]
- Since then, a steady flow of reports and articles from the likes of the Harvard Business Review, Forbes, Glassdoor, CareerCast, and InfoWorld continued to confirm the exceptional demand for skilled mathematical scientists and the high quality of jobs in this area. For example, Glassdoor rated Data Scientist the best job in the nation in 2016, 2017, 2018, and 2019[3] based on the number of job openings, the job satisfaction rating, and the median annual base salary.
- IBM's report *The Quant Crunch: How the Demand for Data Science Skills is Disrupting the Job Market* projected that by 2020 the number of annual job openings for all data savvy professionals in the U.S. will increase by 364,000 openings to 2,720,000.[4]
- The most recent available (2016) Conference Board/Wall Street Journal Labor Shortages Index shows that the Mathematical Sciences Occupations trail only Occupational/Physical Therapy Assistants in terms of demand for qualified employees outstripping supply.[5]
- The most recent evidence indicates that the demand for the mathematical sciences will continue to grow.
  - In October 2017, the U.S. Bureau of Labor Statistics released its 2016-26 employment projections, which separately placed both statisticians and mathematicians in the top ten fastest growing occupations[6] (these are the BLS categories that include data science).
  - Annual "Best Careers" reports from Career.Cast.com have routinely placed four to six mathematical sciences careers in the top ten. The most recent, 2018 report[7] included six

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[1] For workforce related information, please provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.
[2] http://www.mckinsey.com/business-functions/digital-mckinsey/our-insights/big-data-the-next-frontier-for-innovation
[3] https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm
[4] https://www.ibm.com/analytics/us/en/technology/data-science/quant-crunch.html
[5] http://graphics.wsj.com/table/LABORSHORTAGEINDEX_0419
[6] https://www.bls.gov/news.release/pdf/ecopro.pdf
[7] https://www.careercast.com/jobs-rated/2018-jobs-rated-report

career paths open to graduates of the proposed specializations in the top ten, They are (with rankings) Mathematics (2), University Professor (3), Statistician (5), Data Scientist (7), Operations Research (9), and Actuary (10).

- LinkedIn named its top 20 emerging jobs of 2017, with four distinct data science jobs in the top ten. Specifically, they are (with rankings) Machine Learning Engineer (1), Data Scientist (2), Big Data Developer (5), and Director of Data Science (8).[8]
- In January 2019, the U.S. News and World Report "100 Best Jobs of 2019"[9] included only four non-health-care professions in the top 20. Two of those were Statistician (2) and Mathematician (17).

At the state and regional level, demand in this area is already strong and is predicted to grow. For example, the South Dakota Department of Labor and Regulation's July 2016 e-Labor Bulletin[10] puts the "Professional, Scientific, and Technical Services" industry fourth on the list of highest projected employment growth from 2014 through 2024, with growth projected at 13.2%.

Similarly, *Growth and Change in South Dakota Labor Markets[11]* states that with respect to new jobs created between 2001 and 2013,

> "Especially rapid growth occurred in the health professions, computer/mathematical and engineering occupations…",

noting that,

> "The strongest job growth was concentrated in the professional fields including scientific, engineering and math-related fields".

It goes on to state that when looking to the future,

> "The South Dakota professional, scientific and technical services industry is a major employer of a large variety of workers in various business and management professions as well as scientific, engineering and computer science and mathematical technology occupations. Strong job growth and very low unemployment rates in this industry and among the major professional occupations that make up this industry also suggest growing labor scarcity",

and finally that,

> "With extraordinarily low unemployment in the PST (professional, scientific and technical) industry, a strong long-term record of job growth with only modest cyclical swings in employment and very bright national outlook, we believe that the prospects for growth in this industry are quite bright in South Dakota. The basic constraint on this growth will be access to qualified professionals."

The proposed specializations will provide direct responses to this ongoing, extraordinary demand for mathematical sciences expertise in the workforce.

[8] https://economicgraph.linkedin.com/research/LinkedIns-2017-US-Emerging-Jobs-Report
[9] https://money.usnews.com/careers/best-jobs/rankings/the-100-best-jobs
[10] https://dlr.sd.gov/lmic/lb/2016/lbart_july2016_industry_employment_trends_to_2024.pdf
[11] https://dlr.sd.gov/publications/documents/sdwins_sd_labor_markets_may2014.pdf

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

Data Science Specialization Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH	625	Advanced Calculus I	3	No
MATH	741	Measure and Probability	3	No
STAT	684	Statistical Inference I	3	No
STAT	685	Statistical Inference II	3	No
CSS	890	Seminar in Computational Science and Statistics	3	No
CSS	898	Dissertation	30	No
<mark>STAT</mark>	<mark>686</mark>	<mark>Regression Analysis I</mark>	<mark>3</mark>	<mark>No</mark>
<mark>STAT</mark>	<mark>687</mark>	<mark>Regression Analysis II</mark>	<mark>3</mark>	<mark>No</mark>
<mark>STAT</mark>	<mark>715</mark>	<mark>Multivariate Statistics</mark>	<mark>3</mark>	<mark>No</mark>
<mark>STAT</mark>	<mark>721</mark>	<mark>Statistical Computation and Simulation</mark>	<mark>3</mark>	<mark>No</mark>
<mark>STAT</mark>	<mark>752</mark>	<mark>Advanced Data Science</mark>	<mark>3</mark>	<mark>No</mark>

Students must also pass qualifying exams based on the program's core sequences, and written and oral comprehensive exams as designed by the student's advisory committee

Total number of hours required for completion of specialization	15
Total number of hours required for completion of major	60
Total number of hours required for completion of degree	60

Mathematics Specialization Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH	625	Advanced Calculus I	3	No
MATH	741	Measure and Probability	3	No
STAT	684	Statistical Inference I	3	No
STAT	685	Statistical Inference II	3	No
CSS	890	Seminar in Computational Science and Statistics	3	No
CSS	898	Dissertation	30	No
<mark>MATH</mark>	<mark>571</mark>	<mark>Numerical Analysis I</mark>	<mark>3</mark>	<mark>No</mark>
<mark>MATH</mark>	<mark>770</mark>	<mark>Numerical Linear Algebra</mark>	<mark>3</mark>	<mark>No</mark>
<mark>MATH</mark>	<mark>773</mark>	<mark>Numerical Optimization</mark>	<mark>3</mark>	<mark>No</mark>
<mark>MATH</mark>	<mark>751</mark>	<mark>Applied Functional Analysis</mark>	<mark>3</mark>	<mark>No</mark>
<mark>MATH</mark>	<mark>774</mark>	<mark>Advanced Linear Algebra</mark>	<mark>3</mark>	<mark>No</mark>

Students must also pass qualifying exams based on the program's core sequences, and written and oral comprehensive exams as designed by the student's advisory committee

Total number of hours required for completion of specialization	15
Total number of hours required for completion of major	60
Total number of hours required for completion of degree	60

Statistics Specialization Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
MATH	625	Advanced Calculus I	3	No
MATH	741	Measure and Probability	3	No
STAT	684	Statistical Inference I	3	No
STAT	685	Statistical Inference II	3	No
CSS	890	Seminar in Computational Science and Statistics	3	No
CSS	898	Dissertation	18	No
MATH	571	Numerical Analysis I	3	No
MATH OR	770	Numerical Linear Algebra (3)	3	No
MATH	774	Advanced Linear Algebra (3)		
MATH	773	Numerical Optimization	3	No
STAT	686	Regression Analysis I	3	No
STAT	687	Regression Analysis II	3	No
STAT	715	Multivariate Statistics	3	No
STAT	716	Asymptotic Statistics	3	No
STAT	721	Statistical Computation and Simulation	3	No
STAT	752	Advanced Data Science	3	No

Students must also pass qualifying exams based on the program's core sequences, and written and oral comprehensive exams as designed by the student's advisory committee

Total number of hours required for completion of specialization	27
Total number of hours required for completion of major	60
Total number of hours required for completion of degree	60

5. **Delivery Location[12]**

   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	**2019-2020 Academic Year**

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

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

	Yes/No	If Yes, identify delivery methods[13]	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)? [14]

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

0% of the Data Science, Mathematics, or Statistics Specialization will be available online.

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[13] Delivery methods are defined in AAC Guideline 5.5.
[14] This question responds to HLC definitions for distance delivery.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
Agreements on Academic Cooperation – BHSU

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, Black Hills State University seeks approval to enter into an agreement on academic cooperation with the following institutions:

- Aalen University of Applied Sciences, Germany *(renewal agreement)*
- Bielefeld University of Applied Sciences, Germany
- Mongolian National University of Education, Mongolia

IMPACT AND RECOMMENDATION
These agreements allow for collaboration in research, and exchange of students, faculty, and staff.

Regarding student exchange for all three agreements, each institution agrees to accept and enroll exchange students on a non-degree basis and will pay tuition and fees to their home institution, with certain exceptions as noted in Sections 4 and 11 of the agreement. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs. Each agreement would be valid for a period of five years.

Board staff recommend approval.

ATTACHMENTS
Attachment I – Agreement on Academic Cooperation: BHSU & Aalen University of Applied Sciences

Attachment II – Agreement on Academic Cooperation: BHSU & Bielefeld University of Applied Sciences

Attachment III – Agreement on Academic Cooperation: BHSU & Mongolian National University of Education

****

DRAFT MOTION 20190514_2-H(1):
I move to approve the agreements on academic cooperation between Black Hills State University and 1) Aalen University of Applied Sciences, 2) Bielefeld University of Applied Sciences, and 3) Mongolian National University of Education.

Black Hills State University

Aalen University

Memorandum of Understanding
Memorandum of Agreement for Academic Cooperation Between

Aalen University of Applied Sciences, Aalen, Germany
Black Hills State University, Spearfish, South Dakota, U.S.A.

Aalen University, Germany (hereafter referred to as "Aalen University") and Black Hills State University (hereafter referred to as "BHSU") recognizing the educational and cultural exchanges, which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1.   **Definitions**

   i)   For the purposes of this agreement, "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.

   ii)   Semester or academic year shall normally refer to the period relevant to the host institution.

   iii)   For the purposes of this agreement, "Faculty" shall represent the appropriate academic entity at the respective institutions.

   iv)   For the purposes of this agreement "Black Hills State University" or "(BHSU)" shall represent all BHSU campuses.

2.   **Purpose of the Agreement**

   i)   The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.

   ii)   The purpose of exchanges between faculty, staff and students is to promote collaborative research, other educational developments and to further mutual understanding.

   iii)   The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit, which will be applied towards their degree at their home institution.

3.   **Responsibilities of Participating Institutions and Students**

   i)   Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.

   ii)   Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in sections 4 and 11 of this document. BHSU students going to Aalen University pay tuition and fees to BHSU.

   iii)   Each exchange student will be provided with the same academic resources and support services available to all students at the host institution.

   iv)   It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.

v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying fees associated with having additional transcripts sent from the host institution to the home institution.

vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. **Balancing the Exchange & Study Abroad Opportunities**

i) It is the objective under this agreement that there will be parity in the number of students exchanged when tuition is not paid to the host institution.

ii) Each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.

iii) The period of study for a student exchange will be for one or two semesters at the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.

iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of Aalen University students each year who are relieved of any payments of tuition and fees to BHSU is limited to one over parity. All other Aalen University students are welcome to study at BHSU, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by Aalen University.

5. **Selection and Enrollment of Students**

It is expected students are selected by academic merit and suitability to participate in an exchange program and are currently in good standing with their home university. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

i) are enrolled at their home and host institution for the full period of the exchange;

ii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;

iii) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program (if they meet required qualifications);

iv) are proficient in the language of instruction at the host university. If students do not meet the language proficiency or would like to enroll in our Academic English Preparation Program, details are available in section 11.

v) Each home institution will send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester but will try to adhere to the application deadlines provided by the host university. The host institution reserves the right of final approval on the admission of a student.

6. **Financial Responsibilities of Institutions**

i) Participating students from BHSU will pay appropriate tuition and fees at BHSU as per the published tuition and fee schedule. Participating students of BHSU are relieved of any payments of

tuition and fees to Aalen University except as cited in the following paragraphs. In addition, participants of Aalen University will pay tuition and fees at Aalen University, if so required. Participating students of Aalen University are relieved of any payments of tuition and fees to BHSU except as cited in the following paragraphs.

ii) Students attending BHSU on exchange agreements will pay all applicable special discipline fees, salary enhancement fees, incidental fees, and the International Student Fee. Students who enroll in an off-campus course will pay all off-campus tuition and delivery fees associated with the course. Aalen University may also charge fees to their departing students such as fees to hold their residential space, etc.

iii) Students attending Aalen University on exchange agreements will pay a general fee to the National Student Association (mandatory for all students in Germany).

iv) All living expenses shall be borne by the students of both institutions unless otherwise arranged.

v) The host institution will provide the appropriate orientation program(s) to the students. Excursions offered throughout the summer programs and the semester(s) will be charged in full or in part to the student.

7. **Financial Responsibilities of Exchange Students**

i) Exchange students will be financially responsible for:

- travel to and from the host institution
- books, stationery, etc.
- travel documentation, visas, etc.
- accommodation and living expenses (unless otherwise arranged)
- personal travel within the host country
- nominal fee for additional official transcripts and/or Statement of Results
- health coverage relevant to the exchange institution and country
  - BHSU has student insurance that is mandated through our governing Board of Regents, so students coming to BHSU must plan to purchase this insurance.
  - Aalen University has student insurance that is mandated through the Federal Government, so students coming to Aalen University must plan to purchase this insurance.

ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. **Accommodation**

i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including damage deposit. The host institution cannot guarantee housing on campus, however living on campus is endorsed and encouraged and every effort will be made to secure appropriate on-campus housing.

ii) Short term programs may be structured differently.

9. **Exchange Student Families**

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student.

10. **Modification of Student Program**

If in the course of a student's studies, the student is unable to meet the academic requirements of the program or behaves in a detrimental way, the host university reserves the right to modify the student's program. Any expense incurred by the student in regard to program modifications and/or dismissal shall be paid by the student.

11.   Academic English Preparation Program & Certification

Students who do not meet the minimum language requirements for Exchange, Study Abroad or Dual Certification or are interested in pursuing intensive language study, can enroll in the Academic English Preparation Program (AEPP). Enrollees pay all relevant fees as stated above in addition to the specific AEPP course charge. This program includes 18+ hours per week in 1 semester. Students who finish the program receive a *Certificate of Completion* and a copy of this certificate is sent to the student's home institution. The Certificate is regarded as qualified proof of English proficiency for students to apply for Bachelor level and Master level programs at BHSU. This program is exempt from the Exchange Student payment arrangement unless otherwise arranged.

12.   Faculty and Staff Collaborations

BHSU and Aalen University agree to facilitate programs related to research and involve any discipline to the extent that individuals involved are able to identify suitable collaborative counterparts at the other institution

13.   Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by faculty and general staff. 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. This exchange includes but is not limited to the exchange of employees, scholarly information, academic publications, etc.

14.   Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

15.   Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

16.   Notices

  i)   Any notice or other communication under this Agreement shall be given in writing and delivered by hand, mail or electronically.

  ii)   The principles at each university agree specific details of cooperation necessary to implement this agreement must be negotiated with each other.

  iii)   The address for any such notice is as follows:

Aalen University of Applied Sciences

Name: Prof. Dr. Gerhard Schneider

Position: Rector

Black Hills State University
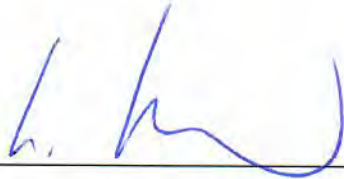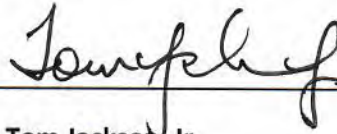
Name: Dr. Chris Crawford

Position Title: Provost and Vice President for Academic Affairs

17.   Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of

Aalen University of Applied Sciences

by

Prof. Dr. Gerhard Schneider

Rector

Date: _____9-27-18_____

Signed on behalf of

Black Hills State University

by

Dr. Tom Jackson, Jr.

President

Date: _____9-12-18_____

Memorandum of Understanding
Memorandum of Agreement for Academic Cooperation Between

Bielefeld University of Applied Sciences, Bielefeld, North-Rhine Westphalia, Germany
Black Hills State University, Spearfish, South Dakota, U.S.A.

Bielefeld University of Applied Sciences (hereafter referred to as "FH Bielefeld") and Black Hills State University (hereafter referred to as "BHSU") recognizing the educational and cultural exchanges, which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. **Definitions**

    i)   For the purposes of this agreement, "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.

    ii) Semester or academic year shall normally refer to the period relevant to the host institution.

    iii) For the purposes of this agreement, "Faculty" shall represent the appropriate academic entity at the respective institutions.

    iv) For the purposes of this agreement "Black Hills State University" or "(BHSU)" shall represent all BHSU campuses.

2. **Purpose of the Agreement**

    i)   The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.

    ii) The purpose of exchanges between faculty, staff and students is to promote collaborative research, other educational developments and to further mutual understanding.

    iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit, which will be applied towards their degree at their home institution.

3. **Responsibilities of Participating Institutions and Students**

    i)   Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.

    ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in sections 4 and 11 of this document. BHSU students going to FH Bielefeld pay tuition and fees to BHSU.

    iii) Each exchange student will be provided with the same academic resources and support services available to all students at the host institution.

iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.

v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying fees associated with having additional transcripts sent from the host institution to the home institution.

vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4.   **Balancing the Exchange & Study Abroad Opportunities**

i)   It is the objective under this agreement that there will be parity in the number of students exchanged when tuition is not paid to the host institution.

ii)   Each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.

iii) The period of study for a student exchange will be for one or two semesters at the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.

iv)   In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of FH Bielefeld students each year who are relieved of any payments of tuition and fees to BHSU is limited to one over parity. All other FH Bielefeld students are welcome to study at BHSU, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by FH Bielefeld.

5.   **Selection and Enrollment of Students**

It is expected students are selected by academic merit and suitability to participate in an exchange program and are currently in good standing with their home university. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

i)   are enrolled at their home and host institution for the full period of the exchange;

ii)   have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;

iii) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program (if they meet required qualifications);

iv)   are proficient in the language of instruction at the host university. If students do not meet the language proficiency or would like to enroll in our Academic English Preparation Program, details are available in section 11.

v)   Each home institution will send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester but will try to adhere to the application deadlines provided by the host university. The host institution reserves the right of final approval on the admission of a student.

6.   **Financial Responsibilities of Institutions**

i) Participating students from BHSU will pay appropriate tuition and fees at BHSU as per the published tuition and fee schedule. Participating students of BHSU are relieved of any payments of tuition and fees to FH Bielefeld except as cited in the following paragraphs. In addition, participants of FH Bielefeld will pay tuition and fees at FH Bielefeld, if so required. Participating students of FH Bielefeld are relieved of any payments of tuition and fees to BHSU except as cited in the following paragraphs.

ii) Students attending BHSU on exchange agreements will pay all applicable special discipline fees, salary enhancement fees, incidental fees, and the International Student Fee. Students who enroll in a self-support course will pay all self-support tuition and delivery fees associated with the course. FH Bielefeld may also charge fees to their departing students such as fees to hold their residential space, etc.

iii) Students attending FH Bielefeld on exchange agreements will pay the student semester fee/general activities/social fees required by FH Bielefeld.

iv) All living expenses shall be borne by the students of both institutions unless otherwise arranged.

v) The host institution will provide the appropriate orientation program(s) to the students. Excursions offered throughout the summer programs and the semester(s) will be charged in full or in part to the student.

7. **Financial Responsibilities of Exchange Students**

i) Exchange students will be financially responsible for:

- travel to and from the host institution
- books, stationery, etc.
- travel documentation, visas, etc.
- accommodation and living expenses (unless otherwise arranged)
- personal travel within the host country
- nominal fee for additional official transcripts and/or Statement of Results
- health coverage relevant to the exchange institution and country
    - o BHSU has student insurance that is mandated through our governing Board of Regents, so students coming to BHSU must plan to purchase this insurance.
    - o FH Bielefeld will provide students with the opportunity to purchase insurance covering the entire stay from a public health insurance provider as mandated through the Federal Government.

ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. **Accommodation**

i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including damage deposit. The host institution cannot guarantee housing on campus, however living on campus is endorsed and encouraged and every effort will be made to secure appropriate on-campus housing.

ii) Short term programs may be structured differently.

9. **Exchange Student Families**

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student.

10. **Modification of Student Program**

If in the course of a student's studies, the student is unable to meet the academic requirements of the program or behaves in a detrimental way, the host university reserves the right to modify the student's program. Any expense incurred by the student in regard to program modifications and/or dismissal shall be paid by the student.

11. **Academic English Preparation Program & Certification**

Students who do not meet the minimum language requirements for Exchange, Study Abroad or Dual Certification or are interested in pursuing intensive language study, can enroll in the Academic English Preparation Program (AEPP). Enrollees pay all relevant fees as stated above in addition to the specific AEPP course charge. This program includes 18+ hours per week in 1 semester. Students who finish the program receive a *Certificate of Completion* and a copy of this certificate is sent to the student's home institution. The Certificate is regarded as qualified proof of English proficiency for students to apply for Bachelor level and Master level programs at BHSU. This program is exempt from the Exchange Student payment arrangement unless otherwise arranged.

12. **Faculty and Staff Collaborations**

BHSU and FH Bielefeld agree to facilitate programs related to research and involve any discipline to the extent that individuals involved are able to identify suitable collaborative counterparts at the other institution

13. **Faculty and Staff Exchanges**

The two institutions agree in principle to the possibility of exchanges by faculty and general staff. 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. This exchange includes but is not limited to the exchange of employees, scholarly information, academic publications, etc.

14. **Exchange Program Review**

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

15. **Period of Agreement**

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

16. **Notices**

   i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, mail or electronically.

   ii) The principles at each university agree specific details of cooperation necessary to implement this agreement must be negotiated with each other.

   iii) The address for any such notice is as follows:

FH Bielefeld of Applied Sciences

Name:

Position:

Black Hills State University

Name: Dr. Chris Crawford

Position Title: Provost and Vice President for Academic Affairs

17.   Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of

FH Bielefeld of Applied Sciences
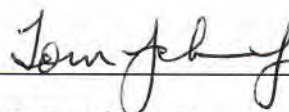
by

_____

Prof. Dr. Ingeborg Schramm-Wölk

President

Date: _____

Signed on behalf of

Black Hills State University

by

_____

Dr. Tom Jackson, Jr.

President

Date: ___1-17-19_____

Memorandum of Understanding
Memorandum of Agreement for Academic Cooperation Between

Mongolian National University of Education, Mongolia
and
Black Hills State University, Spearfish, South Dakota, U.S.A.

Mongolian National University of Education (hereafter referred to as "MNUE") and Black Hills State University (hereafter referred to as "BHSU") recognizing the educational and cultural exchanges, which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. **Definitions**

    i) For the purposes of this agreement, "home" institution shall mean the institution at which a student intends to graduate, and "host" institution shall mean the institution which has agreed to accept the student from the home institution.

    ii) Semester or academic year shall normally refer to the period relevant to the host institution.

    iii) For the purposes of this agreement, "Faculty" shall represent the appropriate academic entity at the respective institutions.

    iv) For the purposes of this agreement "Black Hills State University" or "(BHSU)" shall represent all BHSU campuses.

2. **Purpose of the Agreement**

    i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.

    ii) The purpose of exchanges between faculty, staff and students is to promote collaborative research, other educational developments and to further mutual understanding.

    iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit, which will be applied towards their degree at their home institution.

3. **Responsibilities of Participating Institutions and Students**

    i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.

    ii) Each institution agrees to accept and enroll exchange students as full-time, "non-degree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in sections 4 and 11 of this document. BHSU students going to MNUE pay tuition and fees to BHSU.

    iii) Each exchange student will be provided with the same academic resources and support services available to all students at the host institution.

iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.

v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying fees associated with having additional transcripts sent from the host institution to the home institution.

vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. **Balancing the Exchange & Study Abroad Opportunities**

i) It is the objective under this agreement that there will be parity in the number of students exchanged when tuition is not paid to the host institution.

ii) Each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.

iii) The period of study for a student exchange will be for one or two semesters at the longest, but the number is limited to one semester over parity in each semester for the duration of the agreement.

iv) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of MNUE students each year who are relieved of any payments of tuition and fees to BHSU is limited to one over parity. All other MNUE students are welcome to study at BHSU, but will be required to pay full out-of-state tuition and fees. The selection of which students pay and which do not will be determined by MNUE.

5. **Selection and Enrollment of Students**

It is expected students are selected by academic merit and suitability to participate in an exchange program and are currently in good standing with their home university. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

i) are enrolled at their home and host institution for the full period of the exchange;

ii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;

iii) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program (if they meet required qualifications);

iv) are proficient in the language of instruction at the host university. If students do not meet the language proficiency or would like to enroll in our Academic English Preparation Program, details are available in section 11.

v) Each home institution will send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester but will try to adhere to the application deadlines provided by the host university. The host institution reserves the right of final approval on the admission of a student.

6. **Financial Responsibilities of Institutions**

i) Participating students from BHSU will pay appropriate tuition and fees at BHSU as per the published tuition and fee schedule. Participating students of BHSU are relieved of any payments of tuition and fees to MNUE except as cited in the following paragraphs. In addition, participants of MNUE will pay tuition and fees at MNUE, if so required. Participating students of MNUE are relieved of any payments of tuition and fees to BHSU except as cited in the following paragraphs.

ii) Students attending BHSU on exchange agreements will pay all applicable special discipline fees, salary enhancement fees, incidental fees, and the International Student Fee. Students who enroll in an off-campus course will pay all off-campus tuition and delivery fees associated with the course

iii) Students attending MNUE on exchange agreements may pay the other fees if required by the internal regulations of the MNUE.

iv) All living expenses shall be borne by the students of both institutions unless otherwise arranged.

v) The host institution will provide the appropriate orientation program(s) to the students. Excursions offered throughout the summer programs and the semester(s) will be charged in full or in part to the student.

7. **Financial Responsibilities of Exchange Students**

i) Exchange students will be financially responsible for:

- travel to and from the host institution
- books, stationery, etc.
- travel documentation, visas, etc.
- accommodation and living expenses (unless otherwise arranged)
- personal travel within the host country
- nominal fee for additional official transcripts and/or Statement of Results
- health coverage relevant to the exchange institution and country
  - BHSU has student insurance that is mandated through our governing Board of Regents, so students coming to BHSU must plan to purchase this insurance.

ii) The home institution shall satisfy itself that a candidate for exchange has the ability to meet all his or her financial responsibilities as detailed above.

8. **Accommodation**

i) The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including damage deposit. The host institution shall provide dormitory rooms and /or housing on campus. .

ii) Short term programs may be structured differently.

9. **Exchange Student Families**

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student.

10. **Modification of Student Program**

If in the course of a student's studies, the student is unable to meet the academic requirements of the program or behaves in a detrimental way, the host university reserves the right to modify the student's program. Any expense incurred by the student in regard to program modifications and/or dismissal shall be paid by the student.

11. **Academic English Preparation Program & Certification**

Students who do not meet the minimum language requirements for Exchange, Study Abroad or Dual Certification or are interested in pursuing intensive language study, can enroll in the Academic English Preparation Program (AEPP). Enrollees pay all relevant fees as stated above in addition to the specific

AEPP course charge. This program includes 18+ hours per week in 1 semester. Students who finish the program receive a *Certificate of Completion* and a copy of this certificate is sent to the student's home institution. The Certificate is regarded as qualified proof of English proficiency for students to apply for Bachelor level and Master level programs at BHSU. This program is exempt from the Exchange Student payment arrangement unless otherwise arranged.

12.   Faculty and Staff Collaborations

BHSU and MNUE agree to facilitate programs related to research and involve any discipline to the extent that individuals involved are able to identify suitable collaborative counterparts at the other institution

13.   Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by faculty and general staff. 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. This exchange includes but is not limited to the exchange of employees, scholarly information, academic publications, etc.

14.   Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

15.   Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five years, and renewable every five years thereafter. The Agreement may be terminated by either party provided six months written notice is given to the other party.

16.   Notices

   i)   Any notice or other communication under this Agreement shall be given in writing and delivered by hand, mail or electronically.

   ii)   The principles at each university agree specific details of cooperation necessary to implement this agreement must be negotiated with each other.

   iii)   The address for any such notice is as follows:

Mongolian National University of Education	Black Hills State University
Name: Dr. Burmaa Tsoodol	Name: Dr. Chris Crawford
Position: Vice President for International Relations	Position Title: Provost and Vice President for Academic Affairs

17.   **Signatures**

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.
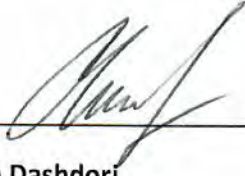
Signed on behalf of

Mongolian National University of Education
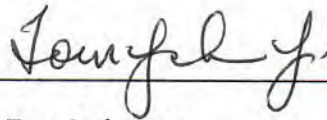
by

_____

Dr. Mandakh Dashdorj

President

Date: _____10. 01. 2019._____

Signed on behalf of

Black Hills State University

by

_____

Dr. Tom Jackson, Jr.

President

Date: _____January 10, 2019_____

By signing this agreement, both parties acknowledge this agreement will not take affect until final approval from the South Dakota Board of Regents.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
Agreements on Academic Cooperation – NSU

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, Northern State University seeks approval to renew an existing agreement on academic cooperation with Global Village Program Yonsei University at Wonju.

IMPACT AND RECOMMENDATION
The original agreement was approved by the Board during the October 2008 meeting, with the previous renewal approved by the Board at the October 2013 meeting.

Regarding student exchange, each institution agrees to accept and enroll exchange students on a non-degree basis. Exchange students will pay tuition at their home campus, however exchange students will be responsible for all fees and expenses required by the host institution. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs, and any fees associated with taking courses at the host institution. This agreement would be valid for a period of five years.

Board staff recommend approval.

ATTACHMENTS
Attachment I – Agreement on Academic Cooperation: NSU & Global Village Program Yonsei University at Wonju

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DRAFT MOTION 20190514_2-H(1):
I move to approve the agreement on academic cooperation between Northern State University and Global Village Program Yonsei University at Wonju.

AGREEMENT ON ACADEMIC COOPERATION BETWEEN

NORTHERN STATE UNIVERSITY AND

GLOBAL VILLAGE PROGRAM YONSEI UNIVERSITY AT WONJU

Northern State University and Global Village Program Yonsei University at Wonju recognizing the benefits to their respective universities through the establishment of international links, have concluded this agreement on academic cooperation ("Agreement").

1 The purpose of this Agreement is to develop academic and educational cooperation and promote mutual understanding between the two universities.

2 Both universities agree to develop the following collaborative activities in academic areas of mutual interest, on the basis of equality and reciprocity.

   a. Exchange of faculty members, researchers, and administrative staff
   b. Exchange of students
   c. Implementation of collaborative research projects
   d. Implementation of lectures and symposia
   e. Exchange of academic information and materials
   f. Promotion of other academic cooperation on which both parties have agreed

3 The development and implementation of specific activities based on this Agreement will be separately negotiated and agreed on between the faculties, schools or institutes, which are to carry out the specific activities. Both universities agree to carry out these activities in accordance with the laws and regulations of the respective countries.

4 It is understood that the implementation of any of the types of cooperation stated in Clause 2 shall depend upon the availability of resources and financial support at the universities concerned.

5 Should any collaborative research activities conducted under this Agreement have any potential for developing intellectual property, both universities shall seek an equitable and fair understanding as to ownership and other property interests that may arise.

6 This Agreement may be amended or modified by a written agreement signed by the representatives of both universities.

7 This Agreement is valid for a period of five (5) years from the signature date of the representatives of both universities below. This Agreement may be renewed after being reviewed and renegotiated by both universities.

8 This Agreement may, at any time during its period of validity, be terminated by either university upon prior written notice to the other party made at least six (6) months prior to the termination date.

9 This Agreement shall be executed in English in two (2) copies; each university shall retain one copy.

Memorandum of Understanding between

Northern State University, USA

And

Global Village Program Yonsei University at Wonju

Northern State University, Aberdeen, South Dakota, USA and Global Village Program Yonsei University at Wonju, South Korea recognizing the benefits to their respective universities through the establishment of international links, agree to formulate this Memorandum of Understanding (MoU), aiming to promote cooperation and exchange between the two parties.

Both parties, based on the principle of equality and mutual benefits, will develop cooperation and exchange in the following areas, within the framework of this Agreement.
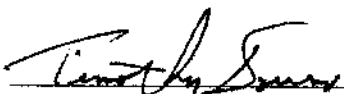
1. The development of collaborative partnerships that will include student, faculty a n d s t a f f exchanges.
2. Establishing and promoting areas of research collaboration and cooperation in fields of mutual interest. This may include conducting collaborative research projects and/or the exchange of academic information and materials.
3. The promotion of other academic activities, as jointly agreed upon, to better enhance mutual understanding and cooperation between the parties.

It is understood that the implementation of this Agreement will begin on the day it is signed by both parties and will continue thereafter for a period of five (5) years. It may be amended or modified by mutual written agreement by academic or administrative representatives of both parties and it may be terminated at the initiative of either party with a written notice of at least six months prior to the termination.

An agreement for each specific exchange activity will be signed after friendly discussion and negotiation.

This Agreement is drawn in both English and (list other) languages and either copy has the same validity.
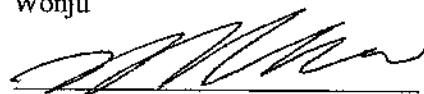
Signed on behalf of
Northern State University

Dr. Timothy Downs
President
Northern State University
USA
Date: ___03/15/19_____

Signed on behalf of
Global Village Program Yonsei University at Wonju

Youngchul Yoon, Ph.D
Chancellor
Yonsei University at Wonju
South Korea
Date: ___Feb 13. 2019___

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STUDENT EXCHANGE AGREEMENT
BETWEEN
NORTHERN STATE UNIVERSITY
AND
GLOBAL VILLAGE PROGRAM YONSEI UNIVERSITY AT WONJU

Northern State University and Global Village Program Yonsei University at Wonju conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MOU) between Northern State University and Global Village Program Yonsei University at Wonju.

1. **Duration of Stay**
   The duration of stay for exchange students shall not exceed a period of one academic year, and shall be subject to the agreement of the host institutions.

2. **Numbers of Exchange Students**
   Each institution will work with the host institution on acceptance. The institutions undertake to balance the numbers of students from each institution over the term of the Agreement. With the agreement of the host institution the number of student exchanges in a particular year may change where it is necessary to "balance" the numbers of exchange students. Note: 2 students for a 4-6 week summer semester (2 courses, 6 credits) stay or 2 students for an 8 week summer research stay is equivalent to 1 student for a full semester stay.

3. **Status of Exchange Students**
   Each institution shall normally accept incoming exchange students as visiting students who do not plan to obtain a degree from the host university.

4. **Acceptance Procedures**
   The students participating in the exchange program under the terms of this Agreement shall be selected initially by the home institutions, and the host institution shall make the final admission decisions in each case.

5. **Study Program**
   Each exchange student shall determine the study program at the host institution in consultation with academic advisors at both the home and host institutions. Depending on the study program, language requirements and/or other prerequisites may be imposed in accordance with the regulations of the host institutions. Exchange students will normally be permitted to enter a program in which there is space and no limits on access, provided the student meets the stipulated prerequisite requirements. Academic advisor contact information must be given to host institution each semester.

6. **Academic Record and Accreditation**

The host institutions shall evaluate the academic performance of each exchange student according to its rules. Students shall be responsible for requesting that transcripts be sent, at their expense, to their home University. The home institution may give credit to each student according to it regulations.

7. **Tuition, Fees and Expenses:**

Students from partner institutions pay tuition at their home campus. Therefore, they are not required to pay tuition at the host institution. Exchange students will be responsible for all fees and expenses required by the host institution. A list of required fees will be provided by the host institution each semester. In addition, all incoming exchange students will be required to pay the following:

- Round-trip airfare
- Mandatory university room or housing
- Mandatory meal plan as stipulated by university regulations
- Required South Dakota regental approved medical insurance
- Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with targeted courses at the host institution and required support fees.

8. **Government Requirements**

Exchange students will meet all requirements of the host country as regards immigration, including where appropriate, arrangements for their families and dependents. Exchange students shall ensure that they keep their host institution fully informed of their movements and their contact details during the period of their exchange. The host institution will act as the point of contact with the student.

9. **Financial Responsibility**

Exchange student shall take out comprehensive health insurance which is valid in the host country and host institution. Exchange students shall be responsible for their own expenses, including travel expenses, food, accommodation costs, and health care fees. The host institution will assist the exchange student to find initial accommodation wherever necessary.

10. **Program Administration**

Each institution shall designate an officer for general program administration, and shall inform the other institution of any changes in these arrangements. The officer shall be in regular contact with each other to make arrangements necessary to implement this Agreement. All programs are subject to the regulations and conditions as set forth by the Office of International Programs at Northern State University and the Office of International Affairs at Global Village Program Yonsei University at Wonju.

11. Conditions for Collaboration

Nothing in the Agreement shall be construed by one Exchanging Institution as an indemnification of the other for liabilities of a party or third persons for property loss or damage or death or personal injury arising out of the performance of this Agreement.   Any liabilities or claims for property loss or death or personal injury by an Exchanging Institution or its agents, employees, contractors or assigns or by third persons, arising out of and during this agreement shall be determined according to applicable law.

12. Commencement and Duration of the Agreement

The Agreement shall enter into force on the date of its signing by both institutions and shall remain in force for five years.
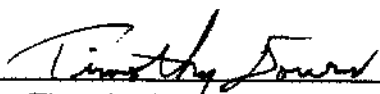
Either institution may, by giving six months written notice to the other institution, terminate the Agreement. In the absence of such and early termination, the renewal of this Agreement shall be reviewed by the two institutions no less than six months prior to the natural termination of the current Agreement.

In the event that either party terminates the Agreement, the host institution shall honor the terms of the Agreement for students whose exchange has been approved prior to the termination, as if the Agreement remained in force for the period of exchange.

The terms of this Agreement may be revised or modified at any time through joint review and recommendation by both institutions. No revision or modification shall come into effect until such time as both institutions have signed a letter agreeing to the revision or modification.
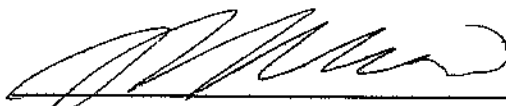
The following signatures are affixed as acknowledgement and acceptance of the terms of this Agreement:

For Northern State University

Dr. Timothy Downs
President
Northern State University
USA

Date: ___03/13/19___

For Global Village Program Yonsei University at Wonju

Youngchul Yoon, Ph.D
Chancellor
Yonsei University at Wonju
South Korea

Date: ___Feb. 27. 2019___

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

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 seeks approval to enter into an agreement on academic cooperation with the following institutions:

- Vytautas Magnus University, Lithuania
- Western Interstate Commission on Higher Education (WICHE)

IMPACT AND RECOMMENDATION
  The agreement with Vytautas Magnus University allows for collaboration in research, and exchange of students, faculty, and staff. Regarding student exchange, each institution agrees to accept and enroll exchange students on a non-degree basis and will pay tuition to their home institution, with the exception of fees noted in Article 11 of the agreement. Students will be responsible for paying for their own housing, meals, travel and any other incidental costs, and any fees associated with taking courses at the host institution. The agreement would be valid for a period of five years.

  The agreement with WICHE allows students participating in their Professional Student Exchange Program (PSEP) to study in USD's Doctorate of Physical Therapy degree program. For each WICHE PSEP student enrolled in the degree program, USD will be paid an annual support fee payment as outlined in Section 3 of the agreement. WICHE

(Continued)
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DRAFT MOTION 20190514_2-H(3):
  I move to approve the University of South Dakota's agreements on academic cooperation with Vytautas Magnus University, and the Western Interstate Commission for Higher Education.

agrees to support any students who choose to participate for a maximum of three years in USD's program.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: USD & Vytautas Magnus University

Attachment II – Agreement on Academic Cooperation: USD & Western Interstate Commission on Higher Education

MEMORANDUM OF UNDERSTANDING ON ACADEMIC COOPERATION BETWEEN VYTAUTAS MAGNUS UNIVERSITY, LITHUANIA AND UNIVERSITY OF SOUTH DAKOTA, USA

Vytautas Magnus University (VMU), K. Donelaičio g. 58, Kaunas, Lithuania, represented by Juozas Augutis, its Rector, and The University of South Dakota (USD), USA, 414 E Clark St, Vermillion, SD USA represented by Sheila K. Gestring, President, hereby agree to this Memorandum of Understanding (MoU) on academic cooperation.

This MOU is to provide for, but is not limited to, the exchange of staff, scholars, students and/or academic information and materials in the belief that the research and educational processes at both universities would be enhanced and that mutual understanding between their respective staff, scholars, and students would be increased by the establishment of such exchange programs.

Article 1

The universities agree to promote the following exchange programs, based on their respective academic and educational needs:

1. Exchange of scholars and staff;
2. Exchange of undergraduate and graduate students;
3. Exchange of academic information and materials;
4. Joint research activities and publications;
5. Participation in conferences and academic meetings;
6. Other academic exchanges to which both universities agree.

Article 2

The implementation of each exchange program or joint project based on this MOU as mentioned in Article 1 shall be separately negotiated and agreed upon in writing by both universities.

Article 3

Any exchange program or joint project entered into, as mentioned in Article 1, will form an appendix to this MOU.
Nothing shall diminish the full autonomy of either institution nor will any constraints be imposed by either upon the other carrying out the agreement.

Article 4
Both universities shall designate a program officer to develop and coordinate the specific programs and projects that will be agreed upon.

Article 5
This MOU shall become effective from the moment it has been signed and dated by both parties and remain valid for a period of five (5) years. It is also understood that either institution may terminate the agreement at any time, giving the other not less than six **months' notice** of its wish to terminate, in order to avoid any possible inconvenience to the other institution.

Article 6
This MOU 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 USD. Termination for any of these reasons is not a default by USD nor does it give rise to a claim against USD.

Signatures

For Vytautas Magnus University,
Lithuania,

For The University of South Dakota,
USA,

_____

_____

Juozas Augutis
Rector

Sheila K. Gestring
President

Place, date:

Place, date:

_____

_____

University stamp:

University stamp:

AGREEMENT ON ACADEMIC COOPERATION
BETWEEN
THE UNIVERSITY OF SOUTH DAKOTA
AND
VYTAUTAS MAGNUS UNIVERSITY

On the basis of a mutual commitment to further international understanding and friendship, to share academic knowledge and to establish and develop mutually beneficial academic contacts, The University of South Dakota (USD) and Vytautas Magnus University (VMU) agree to the following:

I. Scope of the Cooperation

Article 1.   The institutions agree to exchange experience and information on questions of pedagogy, organization and contents of instruction, and the training of faculty and students, as appropriate.

Article 2.   The institutions agree to exchange research papers, teaching materials, syllabi, curricula, as well as exhibitions and other materials, as appropriate, illustrating the activities and achievements of both institutions.

Article 3.   The institutions agree to exchange students and faculty members.

Article 4.   The institutions agree, as appropriate, to help faculty members of both parties conduct joint research projects.

Article 5.   The area of exchange shall cover academic disciplines to be determined and negotiated by both parties.

Article 6.   The area of exchange, to the extent feasible, shall include the exchange of students for internship programs.

II. Exchange of Students.

Article 7.   Participants remain students of the home institution throughout the period of the exchange.

Article 8.   The total number of students exchanged per year will be determined by mutual agreement of the two institutions. It is expected that efforts will be made to have equal numbers of students exchanged from each institution over the period this agreement is valid.

Article 9.   Students will only be accepted on a non-degree basis.

Article 10.   Each institution shall be responsible for the selection of students participating in the exchange with academic excellence being the primary criterion for the

selection. A further criterion is the student's perceived ability to deal effectively with the challenges of the exchange situation. Exchange candidates will be nominated by their home institution and approved by the host institution.

Article 11.   Exchange students will pay the tuition to the home institution.

    Section A.   Students from VMU studying at USD will pay the International Student Fee and appropriate room and board fees.

    Section B.   Students from VMU that enroll in a self-support course (i.e. online or distance education and remedial courses, such as Math 095 and English 032) at USD will pay all self-support tuition and delivery fees associated with the course.

Article 12.   Exchange students are responsible for paying their own housing accommodations and meals throughout the exchange.

Article 13.   Exchange students are responsible for all travel costs and any incidental costs/fees at the host institution. This also involves administrative charges that cannot be waived due to legal requirements.

Article 14.   All exchange students are required to carry adequate health insurance during the period of exchange, and show proof thereof. All students studying at USD will be required to purchase the Board of Regents mandated insurance for the entire term of study upon arrival. It is recommended that international students also purchase worldwide travel insurance to cover extra costs, e.g., for repatriation, if not included in the mandated health insurance policy.

Article 15.   Exchange students are responsible for purchasing books and other academic supplies.

Article 16.   Academic credits received by the students will be recognized by each university. Academic transcripts will be provided to the home institution upon completion of the students' period of study at the host institution.

Article 17.   Exchange students will pre-register for courses at the host university with the guidance and advice of their academic advisors. Each institution undertakes to provide information on courses, including course descriptions and syllabi/course handbooks.

Article 18.   Exchange students will be free to choose courses from the full range of courses available at the host institution, provided that they satisfy the individual course prerequisites, and that space is available.

Article 19.   Participants in the exchange must have their proposed program of studies at the host institution approved by their home institution prior to the exchange.

Section A.   Students participating in the exchange must maintain full-time enrollment for the duration of the exchange. The host institution agrees to stay in contact with the students for the duration of the exchange. Monitoring the participation of students in their course of study is incumbent upon the course instructors and not the International Office, and enrollment and participation is ultimately the responsibility of the student. However, if the International Office of the host institution finds out that a student drops below full-time enrollment, withdraws from the program or otherwise fails to make satisfactory progress toward completion of course work, or when a student in in danger of being dismissed from the program, the International Office of the host institution will inform the home institution immediately. For these purposes, USD considers full-time enrollment as 12 U.S. credits, which may include both on-campus and distance delivery courses.

Article 20.   Students will be assigned an advisor for academic, social and practical matters by the host institution. Academic and/or attendance problems will be dealt with by the host institution for the duration of the exchange.

Article 21.   Exchange students will abide by the rules and regulations formally documented by the host institution and be subject to all due processes in the enforcement of said rules and regulations.

III. Exchange of Faculty

Article 22.   Both institutions shall encourage the exchange of faculty members who may conduct research, teach classes, deliver lectures, or give special programs such as workshops. Activities will be negotiated prior to the exchange.

Article 23.   Both institutions shall provide, as appropriate, a list of members of the faculty interested in and qualified for the exchange. The number of exchange faculty members shall be determined by the two institutions. A final decision on accepting a visiting faculty member rests with the host institution. The term of the exchange shall be negotiated and determined by the needs of the two institutions.

Article 24.   The cost of salaries and other fringe benefits shall be the responsibility of the home institution.

Article 25.   Housing costs, cost of traveling, health insurance and other incidental costs are the responsibility of the individual faculty member.

Article 26. Both institutions shall assist the exchange faculty members in locating funds from various international scholar programs or such individual granting agencies as are available.

Article 27. Each institution shall provide support to exchange faculty members to locate suitable housing.

Article 28. Participation of exchange faculty members in conferences shall be the responsibility of the host institution to the same extent as its own faculty.

Article 29. Host institutions shall offer opportunities for visiting faculty to integrate fully into the life of the community, including invitations to campus-based professional development opportunities.

Article 30. Faculty members and administrators of both institutions are welcome to make professional visits to their sister campus for familiarization with their counterparts and possible development of mutually beneficial programs.

Article 31. Exchange faculty will abide by the rules and regulations formally documented by the host institution for all faculty members.

IV. Joint Research Activities, Publications and Other

Article 32. The two institutions agree to undertake joint academic research, deploying their faculty members and facilities and drawing upon the strength of respective experiences in overseas programs.

Article 33. Both institutions agree to discuss other proposals relating to future collaborations and exchange, including the possibility of brief exchange visits, joint publication of research, and other similar projects as appropriate.

V. Appointment of Coordinators

Article 34. Each institution shall designate an individual who will serve as coordinator for this agreement. The coordinator will be responsible for coordinating the specific aspects of the program as well as advising and assisting students.

The following individuals at each institution will be responsible for coordinating this exchange:

The University of South Dakota	Vytautas Magnus University
OUTGOING STUDENTS Name: Virginija Wilcox Title: Director Office: Center for Academic & Global Engagement Email: Virginija.Wilcox@usd.edu Telephone: 605-677-3970	Name: Vaidas Daciola Title: Head of International cooperation and Marketing Unit Office: International Cooperation Department Email: Vaidas.daciola@vdu.lt Telephone: + 370 327 981

Fax: 605-677-8848 INCOMING STUDENTS Name: Patrick Morrison Title: Associate Director of International Student Services Office: International Office Email: Patrick.Morrison@usd.edu Telephone: 605-677-6219 Fax: 605-677-6323	Fax:

VI. Terms of Agreement

Article 35.   The individuals in the positions listed above agree to respond to inquiries and correspondence from the partner institution in a timely and efficient manner.

Article 36.   This agreement shall be valid for a period of five years. This agreement will be effective upon signature of the responsible authority of each institution and may be terminated by either party by given written notice to the other institution six (6) months in advance of the date of termination. A termination of the agreement will not affect persons who have already begun an exchange under its provisions.

Article 37.   Matters not provided in this agreement shall be decided by mutual agreement between the two institutions.

Article 38.   Modifications of this agreement shall be made in the form of a written addendum signed by both parties.

Article 39.   Nothing in the above agreement shall be construed as being legally binding.

Article 40.   This agreement depends upon the continued availability of appropriated funds and expenditure authority for this purpose from the Legislature of the State of South Dakota. If for any reason the Legislature fails to appropriate or grant expenditure authority or if funds become unavailable by operation of law or federal funds reductions, this agreement will be terminated by USD. Termination for any of these reasons is not a default by USD nor does it give rise to a claim against USD.

In the spirit of international friendship and cooperation, we hereby set our signatures:

for the University of South Dakota   for Vytautas Magnus University

_____   _____
Sheila K. Gestring, President   Juozas Augutis, Rector

Date: _____   Date: _____

WICHE
**Western Interstate Commission
for Higher Education**

Professional Student Exchange Program
Agreement Between
Western Interstate Commission for Higher Education
And
University of South Dakota/Doctorate of Physical Therapy

University of South Dakota agrees to participate in the Western Interstate Commission for Higher Education's ("WICHE") Professional Student Exchange Program ("PSEP") by receiving students in its Doctorate of Physical Therapy program. It is understood that:

1. The following states support PSEP students to study Physical Therapy: Alaska, Commonwealth of the Northern Marianas Islands, Hawaii, Nevada, Wyoming. Continued support is subject to state appropriations. There is no guarantee that these states will continue to appropriate resources to support PSEP students in Physical Therapy. There is no guarantee that PSEP Physical Therapy students will enroll in University of South Dakota's Doctorate of Physical Therapy program.

2. The administration of this program will be in accordance with the *Professional Student Exchange Program Manual*. The *Manual* is available for consultation by University of South Dakota in PDF format on the WICHE website: http://wiche.edu/info/publications/PSEP_adminManual.pdf.

3. For each WICHE PSEP student enrolled in the Doctorate of Physical Therapy program, University of South Dakota will be paid the annual support fee payment for Physical Therapy as approved by the WICHE Commission. A PSEP Doctorate of Physical Therapy student will be supported for a maximum of three years in University of South Dakota's program. The Physical Therapy support payment as approved by the WICHE Commission is as follows:

Academic Year	Support fee
AY 2018	$15,075
AY 2019	$15,400
AY 2020	$15,750

Support fee rates for the coming academic years are determined at the May WICHE Commission Meetings of even years. In May 2020, commissioners will set the support fee rates for AY2021 and AY2022.

4. Support fees are disbursed directly to the institution/school and are not sent to students. Public programs whose resident/nonresident tuition differential is not met by the WICHE support fee may credit the support fee against the full nonresident tuition and charge the student the balance.

WICHE Physical Therapy students enrolled at public programs pay resident tuition when the support fee exceeds the difference between resident and nonresident tuition. If the support fee exceeds the difference between nonresident and resident tuition, the enrolling institution may keep up to 20 percent of the support fee (in excess of the nonresident/resident tuition gap) as an incentive to enroll a PSEP student. Any remaining funds are to be credited to the student's resident tuition.

| WICHE – University of South Dakota/Doctorate of Physical Therapy

Professional Student Exchange Program
Agreement Between
Western Interstate Commission for Higher Education
And
University of South Dakota/Doctorate of Physical Therapy

5. Effective for the 2019-20 academic year, certified WICHE applicants enrolling in University of South Dakota's Physical Therapy program will have full eligibility to be *considered* for WICHE support. However, support for admitted students is not guaranteed. To learn more about how PSEP Physical Therapy applicants are selected for support, see www.wiche.edu/info/publications/HowWICHEselectsPSEPstudents.pdf.

6. WICHE and University of South Dakota's Doctorate of Physical Therapy program may curtail this agreement upon one year's advance notification. Students already enrolled in the program shall be grandfathered through PSEP until their graduation.

7. University of South Dakota's Doctorate of Physical Therapy program *is fully accredited, and the accrediting body has not cited any requirements or concerns about the program as of the signing of this agreement.*

8. All cooperating WICHE PSEP programs, including those which are fully accredited, are required to *report any changes of status* affecting accreditation. If the change involves a loss of the rights and privileges accorded to graduates, the funding of new PSEP students will be suspended, pending restoration of full accreditation.

FOR: Western Interstate Commission for Higher Education

FOR: University of South Dakota Doctorate of Physical Therapy program

_____
Jere J. Mock
Vice President, Programs & Services
WICHE

Date_____

_____
Sheila K. Gestring, M.B.A.
President,
University of South Dakota

Date _____

_____
Margo Colalancia
Director, Student Access Programs
WICHE

Date_____

_____
Darby Ganschow
Director, Auxiliary Services
University of South Dakota

Date_____

| WICHE – University of South Dakota/Doctorate of Physical Therapy

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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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 degree in Nursing at Dakota Wesleyan University (DWU) can apply credit toward the Bachelor of Science degree in Nursing RN Upward Mobility (RN-BS) Option at SDSU.

- Students who have completed coursework in the Associate degree in Nursing at Alexandria Technical and Community College (ATCC) can apply credit toward the Bachelor of Science degree in Nursing RN Upward Mobility (RN-BS) Option at SDSU.

(Continued)

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DRAFT MOTION 20190514_2-I(1):
I move to approve the articulation agreements between South Dakota State University and Dakota Wesleyan University, Alexandria Technical and Community College, Northeast Community College, the University of South Dakota, Lake Area Technical Institute, and Ridgewater College, as presented.

- Students who have completed coursework in the Associate degree in Nursing at Northeast Community College (Northeast) can apply credit toward the Bachelor of Science degree in Nursing RN Upward Mobility (RN-BS) Option at SDSU.

- Students who have completed coursework in the Associate degree in Nursing at the University of South Dakota (USD) can apply credit toward the Bachelor of Science degree in Nursing RN Upward Mobility (RN-BS) Option at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Nursing at Lake Area Technical Institute (LATI) can apply credit toward the Bachelor of Science degree in Nursing RN Upward Mobility (RN-BS) Option at SDSU.

- Students who have completed coursework in the Associate in Science degree in Agricultural Science and Technology (Pre-Agricultural Education) at Ridgewater College can apply credit toward the Bachelor of Science degree in Agricultural Education, Communication, and Leadership Major (Education Specialization) at SDSU.

- Students who have completed coursework in the Associate in Science degree in Agricultural Science and Technology at Ridgewater College can apply credit toward the Bachelor of Science degree in Agricultural Science at SDSU.

- Students who have completed coursework in the Associate of Applied Science degree in Dairy Management at Ridgewater College can apply credit toward the Bachelor of Science degree in Dairy Production at SDSU.

- Students who have completed coursework in the Associate of Science degree in Nursing at Ridgewater College can apply credit toward the Bachelor of Science degree in Nursing RN Upward Mobility (RN-BS) Option at SDSU.

Board staff recommend approval.

ATTACHMENTS
Attachment I – SDSU Articulation Agreements

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
DAKOTA WESLEYAN UNIVERSITY
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate Degree Nursing Program
Towards the
**Bachelor of Science, major in Nursing
RN Upward Mobility (RN-BS) Option**

I.   **Parties**
Parties to this agreement are Dakota Wesleyan University (DWU) 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 complimentary 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 DWU graduates of the Associate Degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III.   **Academic Program**
A. Upon successful completion of the major requirements specified below, SDSU will accept up to 80 course credits from the Associate Degree Program. Students must have successfully completed the Associate Degree from DWU prior to applying to SDSU for this agreement to apply. Transferable general education coursework competed at DWU is included in the course credits. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.

B. **Pre-requisite Requirements completed in the DWU Associate Degree nursing curriculum 11 credits**
1. BIOL 221/221L Human Anatomy & Lab (4cr), *met at DWU by BIO 220 Anatomy and Physiology I, (4cr)*
2. BIOL 325/325L Physiology & Lab (4cr), *met at DWU by BIO 330 Anatomy and Physiology (4cr)*
3. HDFS 210 Lifespan Development (3cr), *met at DWU by PSY 237 Developmental Psychology (3cr)*

C. **General Education Requirements (SGRs) 19 credits**
   Transferrable general education requirements, 19 **credits**, required in the DWU nursing curriculum are *italicized* and listed next to the SDSU requirement.

   1. **SGR Goal #1 Written Communication** 6 credits
      a. ENGL 101 Composition I (3cr) *ENG 111 English Composition (3cr)*
      b. ENGL 201 Composition II (3cr)

   2. **SGR Goal #2 Oral Communication** 3 credits
      a. SPCM 101 Fundamentals of Speech (3cr) *COM 101 Fundamentals of Speech (3cr)*

   3. **SGR Goal #3 Social Sciences** 6 credits
      a. SOC 100 Introduction to Sociology (3cr) *SOC 152 Introduction to Sociology (3cr)*
      b. PSYC 101 General Psychology (3cr) *PSY 131 General Psychology (3cr*)

   4. **SGR Goal #4 Arts and Humanities/Diversity** 6 credits
      a. 6 credits from SDSU approved list, SGR #4
      https://www.sdstate.edu/academic-catalog

   5. **SGR Goal #5 Mathematics** 3 credits
      a. MATH 102 College Algebra (3 cr)

   6. **SGR #6 Natural Sciences** 7 credits
      a. CHEM 106/106L Chemistry Survey w/Lab (4 cr) *CHEM 113 Physiological Chemistry (3cr)*
      b. MICR 231/231L Microbiology w/ab (4 cr) *BIO 222 Microbiology (4cr)*

D. **Elective Requirement 7 credits**
   SDSU or DWU transferrable credits fulfill elective requirement

E. **Additional Requirements to be completed at SDSU 21 credits (Equivalent courses may also be available at DWU with maximum transfer of up to 80 credits)**
   1. HSC 443 Public Health Science (3cr)
   2. MATH 102 College Algebra (3cr)
   3. ENGL 201 Composition II (3cr)
   4. NUTR 315 Human Nutrition (3cr)
   5. NURS 321 Pharmacology (3cr)
   6. 6 credits from SRG #4

F. **Major Requirements   29 credits (15 course credits and 14 credits earned by validation)**
    The *earned* courses* are listed below the RN-BS course.
    1. NURS 222 Transition to BS (1cr)
    2. NURS 381 Family and Communication (3cr)
            i.   *NURS 234* earned by validation (2cr)*
            ii. *NURS 334* earned by validation (5cr)*
    3. NURS 454 Leadership and Management (3cr)
            i.   *NURS 472* earned by validation (3cr)*
    4. NURS 416 Community Health (5cr)
            i.   *NURS 434* earned by validation (4cr)*
    5. NURS 474 Nursing Research and Nursing Theory (3cr)

G. **Upon admission to SDSU, the DWU Associate Degree nursing courses are transferred to SDSU as a block of 33 credits.**

TOTAL DWU CREDITS: 63
TOTAL SDSU CREDITS: 57
        (The student receives 19 transferrable general education credits, 11 pre-requisite credits and 33 block credits from the Associate Degree Nursing Program at DWU for a total of 63 DWU credits. The student then takes 21 prerequisite SDSU credits, 7 elective credits, and 29 SDSU nursing course credits of which 14 credits are earned by successful completion of validation modules with the RN-BSN curriculum.)
TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from DWU must have a cumulative GPA of 2.5.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for course transfer requires that the student has completed AD Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.
8. Student must have unencumbered license in state of practice.

IV.   Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Dakota Wesleyan University.   Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV.   Effective Date of Agreement

Start Date of fall 2019 Terms at Dakota Wesleyan and South Dakota State University.

VII.   Acceptance of Agreement

For South Dakota State University

_____   Date:_____
Dean of Nursing

_____   Date:_____
Provost/Vice President for Academic Affairs

For Dakota Wesleyan University

_____   Date:_____
Dakota Wesleyan University

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
ALEXANDRIA TECHNICAL AND COMMUNITY COLLEGE (ATCC)
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
Nursing Associate Degree
Towards the
Bachelor of Science, major in Nursing
RN Upward Mobility (RN-BS) Option

I.   **Parties**
Parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Alexandria Technical and Community College (ATCC), Alexandria, MN.

II.   **Purpose**
The purpose of this agreement is to:

A. have a signed articulation agreement that addresses the varying needs of students and complimentary 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 Alexandria Technical and Community College students who have completed an Associate Degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III.   **Academic Program**
A. Upon successful completion of the major requirements specified in section III, SDSU will accept up to 80 course credits from the Associate Degree Nursing Program. Students must successfully complete the Associate Degree from Alexandria Technical and Associate Nursing degree prior to transferring to SDSU for this agreement to apply. General education coursework competed at ATCC is included in the course credits. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.

B. **Pre-requisite Requirements completed in the ATCC nursing curriculum 14 credits**
1. BIOL 221/221L Human Anatomy & Lab 4cr, *(met at ATCC by completion of BIOL 1417, Human Anatomy and Physiology I, 4cr)*
2. BIOL 325/325L Physiology & Lab 4cr, *(met at ATCC by completion of BIOL 1419 Human Anatomy and Physiology II, 4cr)*

3. HDFS 210 Lifespan Development 3cr, *(met at ATCC by completion of Psyc 1405 Life-Span Psychology, 3cr)*
4. NUTR 315 Human Nutrition 3cr, *(met at ATCC by completion of BIOL 1419 Principles of Nutrition, 3cr)*

C. **General Education Requirements (SGRs) 16 credits**
Transferrable general education requirements, 16 **credits**, required in the ATCC nursing curriculum are *italicized* and listed next to the SDSU requirement.

1. **SGR Goal #1 Written Communication** 6 credits
   a. ENGL 101 Composition I (3cr) *ENGL 1410 Composition I (3cr)*
   b. ENGL 201 Composition II (3cr) *ENGL 1420 Composition II (3cr)*

2. **SGR Goal #2 Oral Communication** 3 credits
   a. SPCM 101 Fundamentals of Speech (3cr)

3. **SGR Goal #3 Social Sciences** 6 credits
   a. SOC 100 Introduction to Sociology (3cr)
   b. PSYC 101 General Psychology (3cr)

4**. SGR Goal #4 Arts and Humanities/Diversity** 6 credits
   b. 6 credits course from SDSU approved list, SGR #4
   https://www.sdstate.edu/academic-catalog *PHIL 1445 Ethics or Critical Thinking in Society (3cr)*

5. **SGR Goal #5 Mathematics** 3 credits
   a. MATH 102 College Algebra (3cr)

6. **SGR #6 Natural Sciences** 7 credits
   a. CHEM 106/106L Chemistry Survey w/Lab (4cr) *CHEM 1406 Fundamentals of Chemistry (4cr)*
   b. MICR 231/231L Microbiology w/ab (4 cr) *BIOL 2225 Microbiology I (3cr)*

D. **Elective Requirement 7 credits**
   SDSU or ATTC transferrable credits fulfill elective requirement

E. **Additional Requirements to be completed at SDSU 21 credits (Equivalent courses may also be available at ATTC with maximum transfer of up to 80 credits)**
   1. HSC 443 Public Health Science (3 cr)
   2. SPCM 101 Fundamentals of Speech (3cr)
   3. PSYC 101 General Psychology (3cr)
   4. SOC 100 Introduction to Sociology; or SOC 150 Social Problems; or SOC 240 Rural Sociology (3cr)
   5. SGR #4 Humanities and Arts/Diversity (3cr)
   6. NURS 321 Pharmacology (3cr)
   7. MATH 102 College Algebra (3cr)

F. **Major Requirements   29 credits (15 course credits and 14 credits earned by validation)**
    The *earned* courses* are listed below the RN-BS course.
    1. NURS 222 Transition to BS (1cr)
    2. NURS 381 Family and Communication (3cr)
        i.   *NURS 234* earned by validation (2cr)*
        ii. *NURS 334* earned by validation (5cr)*
    3. NURS 454 Leadership and Management (3cr)
        i.   *NURS 472* earned by validation (3cr)*
    4. NURS 416 Community Health (5cr)
        i.   *NURS 434* earned by validation (4cr)*
    5. NURS 474 Nursing Research and Nursing Theory (3cr)

G. **Upon admission to SDSU, the Associate Degree nursing courses are transferred to SDSU as a block of 33 credits.**

    TOTAL ATCC CREDITS: 63
    TOTAL SDSU CREDITS: 57
    > The student receives 16 transferrable general education credits, 14 pre-requisite credits, and a 33 block credits from the Associate Degree Nursing Program for a total of 63 ATTC credits. The student then takes 21 prerequisite, including general education, SDSU credits, 7 elective credits, and 29 SDSU nursing course credits of which 14 credits are earned by successful completion of validation modules with the RN-BSN curriculum.

    TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from Alexandria Technical and Community College must have a cumulative GPA of 2.5.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for block course transfer requires that the student has completed AD Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.
8. Student must have unencumbered license in state of practice.

IV.   Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Alexandria Technical and Community College.   Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV.   Effective Date of Agreement

Start Date of fall 2019 Terms at Alexandria Technical and Community College and South Dakota State University.

VII.   Acceptance of Agreement

For South Dakota State University

_____   Date:_____
Dean of Nursing

_____   Date:_____
Provost/Vice President for Academic Affairs

For Alexandria Technical and Community College

_____   Date:_____
Alexandria Technical and Community College

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
NORTHEAST COMMUNITY COLLEGE (NORTHEAST)
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Nursing Associate Degree
Towards the
Bachelor of Science, major in Nursing
RN Upward Mobility (RN-BS) Option

I.   **Parties**
The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Northeast Community College (NORTHEAST), Norfolk, NE.

II.   **Purpose**
The purpose of this agreement is to:

A. have a signed articulation agreement that addresses the varying needs of students and complimentary 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 Northeast Community College students who have completed an Associate Degree in Nursing the opportunity to earn a Bachelor of Science degree with a major in Nursing.

III.   **Academic Program**
A. Upon successful completion of the major requirements specified below, SDSU will accept up to 80 course credits from the Associate Degree Nursing Program. Students must successfully complete the Associate Degree from NORTHEAST prior to transferring to SDSU for this agreement to apply. General education coursework completed at Northeast Community College is included in the course credits. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree

B. **Pre-requisite Requirements completed in the NORTHEAST nursing curriculum 8 credits**
   1. BIOL 221/221L Human Anatomy & Lab (4cr), (met at NORTHEAST by completion of *BIOS 2250, Introduction to Human Anatomy and Physiology I, (4cr)*
   2. BIOL 325/325L Physiology & Lab (4cr), (met at NORTHEAST by completion of *BIOS 2260 Introduction of Human Anatomy and Physiology II, (4cr)*

C. **General Education Requirements (SGRs): 22 - 24 credits**
Transferrable general education requirements, 22 - 24 credits, required in the NORTHEAST nursing curriculum are *italicized* and listed next to the SDSU requirement.

1. **SGR Goal #1 Written Communication** 6 credits
   a. ENGL 101 Composition I (3cr), *ENGL 1010 Freshman Composition I (3cr)*
   b. ENGL 201 Composition II (3cr)

2. **SGR Goal #2 Oral Communication** 3 credits
   a. SPCM 101 Fundamentals of Speech (3cr), *SPCM 101 Fundamentals of Communication (3cr)*

3. **SGR Goal #3 Social Sciences** 6 credits
   a. SOC 100 Introduction to Sociology (3cr), *SOC 100 Introduction to Sociology (3cr)*
   b. PSYC 101 General Psychology (3cr), *PSYC 1810 Introduction to Psychology (3cr)*

4. **SGR Goal #4 Arts and Humanities/Diversity** 6 credits
   a. ENGL 210 Introduction to Literature (3cr)
   b. 3 credits course from SDSU approved list, SGR #4
   https://www.sdstate.edu/academic-catalog

5. **SGR Goal #5 Mathematics** 3 credits
   a. MATH 102 College Algebra (3cr) *MATH 1150 College Algebra (3cr) or MATH 1100 Foundations of Mathematics*

6. **SGR #6 Natural Sciences** 7 - 9 credits
   a. CHEM 106/106L Chemistry Survey w/Lab (4cr), *CHEM 1020 Survey of Chemistry (3cr) or CHEM 1140 General Chemistry I (5cr)*
   b. MICR 231/231L Microbiology w/ab (4cr), *BIOL 2030,Microbiology (4cr)*

D. **Elective Requirement 5-7 credits**
   SDSU or NORTHEAST transferrable credits fulfill elective requirement

E. **Additional Requirements to be completed at SDSU 18 credits (Equivalent courses may also be available at NORTHEAST with maximum transfer of up to 80 credits.)**
   1. HSC 443 Public Health Science (3cr)
   2. NUTR 315 Human Nutrition (3cr)
   3. HDFS 210 Lifespan Development (3cr)
   4. SGR #4 Humanities and Arts/Diversity (6cr)
   5. ENGL 201 Composition II (3cr)

F. Major Requirements in the RN Upward Mobility Nursing Program 29 credits (15 course credits and 14 credits earned by validation)
The *earned* courses* are listed below the RN-BS course.
1. NURS 222 Transition to BS (1cr)
2. NURS 381 Family and Communication (3cr)
   - i. *NURS 234* earned by validation (2cr)*
   - ii. *NURS 334* earned by validation (5cr)*
3. NURS 454 Leadership and Management (3cr)
   - i. *NURS 472* earned by validation (3cr)*
4. NURS 416 Community Health (5cr)
   - i. *NURS 434* earned by validation (4cr)*
5. NURS 474 Nursing Research and Nursing Theory (3cr)

G. Upon admission to SDSU, the Associate Degree nursing courses are transferred to SDSU as a block of 36 credit hours.

TOTAL NORTHEAST CREDITS: 66 – 68
TOTAL SDSU CREDITS: 52 - 54
> (The student receives 22-24 transferrable general education credits, 8 prerequisite credits, and a block of 36 credits transferred from the NORTHEAST Associate Degree Nursing Program for a total of 66 - 68 credits. The student then takes 18 prerequisite SDSU credits, 5 - 7 elective credits, and 29 SDSU nursing course credits of which 14 credits are earned by successful completion of validation modules with the RN-BSN curriculum.

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from Northeast Community College must have a cumulative GPA of 2.5.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.
8. Student must have unencumbered license in state of practice.

IV.   Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Northeast Community College.   Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV.   Effective Date of Agreement

Start Date of fall 2019 Terms at Northeast Community College and South Dakota State University.

VII.   Acceptance of Agreement

For South Dakota State University

_____   Date:_____
Dean of Nursing

_____   Date:_____
Provost/Vice President for Academic Affairs

For Northeast Community College

_____   Date:_____
Northeast Community College

Between
UNIVERSITY OF SOUTH DAKOTA
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate Degree Nursing Program
Towards the
Bachelor of Science, major in Nursing
RN Upward Mobility (RN-BS) Option

I.   **Parties**
Parties to this agreement are University of South Dakota (USD) 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 complimentary 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 USD graduates of the Associate Degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III.   **Academic Program**
A. Upon successful completion of the major requirements specified below, SDSU will accept up to 80 course credits from the Associate Degree Program. Students must have successfully completed the Associate Degree from USD prior to applying to SDSU for this agreement to apply. Transferable general education coursework competed at USD is included in the course credits. Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.

B. **Pre-requisite Requirements completed in the USD Associate Degree nursing curriculum 8 credits**
1. BIOL 221/221L Human Anatomy & Lab (4cr), *met at USD by PHGY 220/L Human Anatomy and Physiology I, (4cr)*
2. BIOL 325/325L Physiology & Lab (4cr), *met at USD by PHGY 230/L Human Anatomy and Physiology (4cr)*

C. **General Education Requirements (SGRs) 22 credits**
Transferrable general education requirements, 22 **credits**, required in the USD nursing curriculum are *italicized* and listed next to the SDSU requirement.

1. **SGR Goal #1 Written Communication** 6 credits
    a. ENGL 101 Composition I (3cr) *ENGL 101 Composition (3cr)*
    b. ENGL 201 Composition II (3cr)

2. **SGR Goal #2 Oral Communication** 3 credits
    a. SPCM 101 Fundamentals of Speech (3cr) *SPCM 101 Fundamentals of Speech (3cr)*

3. **SGR Goal #3 Social Sciences** 6 credits
    a. SOC 100 Introduction to Sociology (3cr)
    b. PSYC 101 General Psychology (3cr) *PSYC 101 General Psychology (3cr)*

4. **SGR Goal #4 Arts and Humanities/Diversity** 6 credits
    a. 6 credits from SDBOR approved list, SGR #4
    https://www.sdstate.edu/academic-catalog *(Arts/humanities met at USD for 3cr)*

5. **SGR Goal #5 Mathematics** 3 credits
    a. MATH 102 College Algebra (3 cr) *MATH 102 College Algebra (3cr)*

6. **SGR #6 Natural Sciences** 7 credits
    a. CHEM 106/106L Chemistry Survey w/Lab (4 cr) *CHEM 106/L Chemistry Survey/Lab (4cr)*
    b. MICR 231/231L Microbiology w/ab (4 cr) *MICRO 230 Basic Microbiology (3cr)*

D. **Elective Requirement 7 credits**
    SDSU or USD transferrable credits fulfill elective requirement

E. **Additional Requirements to be completed at SDSU 21 credits (Some of these courses may also be taken at USD with maximum transfer of up to 80 credits)**
    1. HSC 443 Public Health Science (3cr)
    2. HDFS 210 Lifespan Development (3cr)
    3. SOC 100 Introduction to Sociology; or SOC 150 Social Problems; or SOC 240 Rural Sociology (3cr)
    4. ENGL 201 Composition II (3cr)
    5. NUTR 315 Human Nutrition (3cr)
    6. NURS 321 Pharmacology (3cr)
    7. 3 credit course from SRG #4

F. **Major Requirements   29 credits (15 course credits and 14 credits earned by validation)**
    The *earned* courses* are listed below the RN-BS course.
    1. NURS 222 Transition to BS (1cr)
    2. NURS 381 Family and Communication (3cr)
        i. *NURS 234* earned by validation (2cr)*
        ii. *NURS 334* earned by validation (5cr)*
    3. NURS 454 Leadership and Management (3cr)
        i. *NURS 472* earned by validation (3cr)*
    4. NURS 416 Community Health (5cr)
        i. *NURS 434* earned by validation (4cr)*
    5. NURS 474 Nursing Research and Nursing Theory (3cr)

G. Upon admission to SDSU, the Associate Degree nursing courses are transferred to SDSU as a block of 33 credits

TOTAL USD CREDITS: 63
TOTAL SDSU CREDITS: 57
(The student receives 22 transferrable general education credits, 8 pre-requisite credits and 33 block credits from the Associate Degree Nursing Program at USD for a total of 63 USD credits. The student then takes 21 prerequisite SDSU credits, 7 elective credits, and 29 SDSU nursing course credits of which 14 credits are earned by successful completion of validation modules with the RN-BSN curriculum.
TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from USD must have a cumulative GPA of 2.5.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.
8. Student must have unencumbered license in state of practice.

IV.   Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V.   Modifications

This agreement may be modified from time to time by SDSU and USD.   Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV.   Effective Date of Agreement

Start Date of fall 2019 Terms at University of South Dakota and South Dakota State University.

VII.   Acceptance of Agreement

For South Dakota State University

_____   Date:_____
Dean of Nursing

_____   Date:_____
Provost/Vice President for Academic Affairs

For University of South Dakota State

_____   Date:_____
University of South Dakota

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
LAKE AREA TECHNICAL INSTITUTE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Applied Science in Nursing Program
Towards the
Bachelor of Science, major in Nursing
RN Upward Mobility (RN-BS) Option

I.   **Parties**
Parties to this agreement are Lake Area Technical Institute (LATI) 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 complimentary 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 LATI graduates of the A.A.S. degree in Nursing an opportunity to earn a Bachelor of Science degree with a major in Nursing.

III.   **Academic Program**
A. Upon successful completion of the major requirements specified in III, SDSU will accept 39 technical course credits from the A.A.S. nursing degree. These technical credits will be placed on the student's transcript as ATIP 292 AAS PROG IN REGISTERED NURSE.   Transferable general education and nursing prerequisite credits may be earned at LATI and are in addition to the 39 technical nursing course credits. No more than a total of 80 credits may be transferred from LATI to SDSU.   Students must meet all South Dakota Board of Regents policies and South Dakota State University graduation requirements to earn a degree.

B. **Pre-requisite Requirements completed in the LATI nursing curriculum 7 credits**
1.   BIOL 221/221L Human Anatomy & Lab (4 cr) *ANAT 142 Anatomy (3cr)*
2.   BIOL 325/325L Physiology & Lab (4 cr) *PHGY 210 Physiology (4cr)*

C. **General Education Requirements (SGRs) 23 credits**
Transferrable general education requirements, 23 **credits**, required in the LATI nursing curriculum are *italicized* and listed next to the SDSU requirement.

1. **SGR Goal #1 Written Communication** 6 credits
   a. ENGL 101 Composition I (3cr) *ENGL 101 Composition I (3cr)*
   b. ENGL 201 Composition II (3cr)

2. **SGR Goal #2 Oral Communication** 3 credits
   a. SPCM 101 Fundamentals of Speech (3cr) *SPCM 101 Fundamentals of Speech (3cr)*

3. **SGR Goal #3 Social Sciences** 6 credits
   a. SOC 100 Introduction to Sociology (3cr) *SOC 100 Introduction to Sociology (3cr)*
   b. PSYC 101 General Psychology (3cr) *PSYC 101 General Psychology (3cr*)

4. **SGR Goal #4 Arts and Humanities/Diversity** 6 credits
   a. 6 credits course from SDSU approved list, SGR #4
   https://www.sdstate.edu/academic-catalog

5. **SGR Goal #5 Mathematics** 3 credits
   a. MATH 102 College Algebra (3 cr) *MATH 102 College Algebra (3 cr)*

6. **SGR #6 Natural Sciences** 8 credits
   a. CHEM 106/106L Chemistry Survey w/Lab (4 cr) *CHEM 106 Chemistry Survey Inorganic Chemistry w/lab (4cr)*
   b. MICR 231/231L Microbiology w/ab (4 cr) *MICRO 231 Microbiology (4cr)*

D. **Elective Requirement 7 credits**
   SDSU or LATI transferrable credits fulfill elective requirement

E. **Additional Requirements to be completed at SDSU 15 credits (Equivalent courses may also be available at LATI with maximum transfer of up to 80 credits)**
   1. HSC 443 Public Health Science (3 cr)
   2. HDFS 210 Lifespan Development (3 cr)
   3. SGR #4 Humanities and Arts/Diversity (6 cr)
   4. ENGL 201 Composition II (3 cr)

F. **Major Requirements   29 credits (15 course credits and 14 credits earned by validation)**
   The *earned* courses* are listed below the RN-BS course.
   1. NURS 222 Transition to BS (1 cr)
   2. NURS 381 Family and Communication (3 cr)
      i. *NURS 234* earned by validation (2 cr)*
      ii. *NURS 334* earned by validation (5 cr)*
   3. NURS 454 Leadership and Management (3 cr)
      i. *NURS 472* earned by validation (3 cr)*
   4. NURS 416 Community Health (5 cr)
      i. *NURS 434* earned by validation (4 cr)*
   5. NURS 474 Nursing Research and Nursing Theory (3 cr)

TOTAL LATI CREDITS: 69
TOTAL SDSU CREDITS: 51
>(The student receives 39 technical course credits, 23 transferrable general education credits, 7 pre-requisite credits from LATI for a total of 69 LATI credits. The student then takes 15 prerequisite SDSU credits, 7 elective credits, and 29 SDSU nursing course credits of which 14 credits are earned by successful completion of validation modules with the RN-BSN curriculum.

TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from Lake Area Technical Institute must have a cumulative GPA of 2.5.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.
8. Student must have unencumbered license in state of practice.

IV.   Obligations

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this Articulation Agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Lake Area Technical Institute.   Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV.   Effective Date of Agreement

Start Date of fall 2019 Terms at Lake Area Technical Institute and South Dakota State University.

VII.   Acceptance of Agreement

For South Dakota State University

_____   Date:_____
Dean of Nursing

_____   Date:_____
Provost/Vice President for Academic Affairs

For Lake Area Technical Institute

_____   Date:_____
Lake Area Technical Institute

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the

AGRICULTURAL SCIENCE AND TECHNOLOGY (Pre-Agricultural Education)
Associate in Science Degree Program

Towards the
AGRICULTURAL EDUCATION, COMMUNICATION, AND LEADERSHIP MAJOR:
EDUCATION SPECIALIZATION
Bachelor of Science Degree Program

Between
RIDGEWATER COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties
The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Ridgewater College, Willmar, MN.

II. Purpose
The purpose of this agreement is to:
   A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
   B. provide increased educational opportunities for students from the region;
   C. extend and clarify educational opportunities for students; and
   D. provide Ridgewater College students who have completed the A.S. degree in Agricultural Science and Technology (Pre-Agricultural Education) an opportunity to earn a Bachelor of Science degree with a major in Agricultural Education, Communication, and Leadership: Education Specialization.

III. Academic Program
A. Upon successful completion of the requirements specified below, SDSU will accept up to 60 course credits from the A.S. degree in Agricultural Science & Technology (Pre-Agricultural Education) at Ridgewater College for students majoring in Agricultural Education, Communication, and Leadership: Education Specialization at SDSU. Students must meet all South Dakota 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 Agricultural Education, Communication, and Leadership: Education Specialization are outlined below.

Note: Ridgewater College courses are listed in *italics* font, whereas SDSU courses are listed in normal font. If any of the requirements noted below as "met as Ridgewater" are not completed at Ridgewater College, then the student will need to complete those requirements at SDSU or by transfer of approved equivalent courses.

System General Education Graduation Requirements (SGR) to be completed at Ridgewater College: 32 credits.

1. Goal #1: Written Communication:
    a. ENGL 101, Composition I (3 credits, met at Ridgewater by *ENGL 1210, College Composition I*)
    b. ENGL 201, Composition II (3 credits, met at Ridgewater by *ENGL 1220, College Composition II*)
2. Goal #2: Oral Communication: (3 credits, met at Ridgewater by *CMST 1210 Introduction to Communications; or CMST 2200, Public Speaking*)
3. Goal #3: Social Sciences/Diversity. Must complete 6 credits in 2 disciplines from the approved list in SDSU Bulletin.
    a. ECON 201, Microeconomics (3 credits, met at Ridgewater by *ECON 2060, Principles of Microeconomics*)
    b. Additional course with non-ECON prefix from list in SDSU Bulletin (3 credits, met at Ridgewater by *PSYC 1310, Introduction to Psychology; or SOC 1050, Introduction to Sociology*)
4. Goal #4: Arts and Humanities/Diversity (6 credits from 2 disciplines from list in SDSU Bulletin; met at Ridgewater by completion of *6 credits from 2 disciplines from MnTC Goal 6: The Humanities and Fine Arts*)
5. Goal #5: Mathematics: Math 102, College Algebra (3 credits required at SDSU, met at Ridgewater College by *MATH 1120, College Algebra, 4 credits*)
6. Goal #6: Natural Sciences.
    a. BIOL 101-101L, Biology Survey I and Lab (3 credits required at SDSU, met at Ridgewater by *BIOL 1000, Introduction to Biology, 4 credits; or BIOL 2000, General Biology I, 5 credits*)
    b. CHEM 106-106L, Chemistry Survey and Lab (4 credits, met at Ridgewater by *CHEM 1010, Survey of Chemistry; or CHEM 1020, General Chemistry I*)

Major and Support Course Requirements to be Completed at Ridgewater College: 28 credits.

1. AGEC 271, Farm and Ranch Management (3 credits, met at Ridgewater by *AGRI 1250, Farm Records & Business Analysis or AGRI 1621 Farm Management I*)
2. AS 101-101L, Introduction to Animal Science and Lab, 4 credits (met at Ridgewater by *AGRI 0126 or AGRI 1810, Introductory Animal Science, 3 credits*)
3. AS 285-285L, Livestock Evaluation and Marketing; or AGEC 354, Agricultural Marketing and Prices (3 credits, met at Ridgewater by *AGRI 1640, Ag Commodity Marketing*)
4. BIOL 103/103L Biology Survey II and Lab, 3 credits (met at Ridgewater by BIOL 2010, General Biology II, 5 credits)
5. PS 103-103L, Crop Production and Lab (3 credits, met at Ridgewater by *AGRI 1120 or AGRI 1660, Principles of Agronomy*)
6. PS 213-213L, Soils (3 credits, met at Ridgewater by *AGRI 1110 Introductory Soil Science; or AGRI 1650, Soil and Fertility Management*)
7. NRM 110, Introduction to Natural Resource Management; or WL 220, Introduction to Wildlife and Fisheries Management, 3 credits (met at Ridgewater by *BIOL 1310, Conservation of Natural Resources, 3 credits; or BIOL 1410, Environmental Science, 4 credits*)
8. DS 130-130L, Introduction to Dairy Science and Lab; or DS 231, Dairy Foods; or FS 101, Introduction to Food Science; or FS 251, Food Safety and Quality Management Systems (3 credits, met at Ridgewater by *AGRI 1210, Dairy Cattle Breeding and Reproduction; or AGRI 1220, Dairy Facilities and Equipment; or AGRI 1270, Dairy Nutrition*)
9. Elective (non-technical) courses, if needed, to reach 60 credits total at Ridgewater College.

Major and Support Course Requirements to be Completed at SDSU: minimum 60 credits.

1. AIS 211, SD American Indian Culture and Education (3 credits)
2. AS 241-241L, Introduction to Meat Science and Lab (3 credits)

3. AST 202-202L, Construction Technology and Materials and Lab (2 credits)
4. AST 211-211L, Ag and Outdoor Power for Teachers and Lab (1 credit)
5. AST 311-311L, Applied Electricity for Teachers and Lab (1 credit)
6. HO 111-111L, Introduction to Horticulture and Lab; or HO 413-413L, Greenhouse and High Tunnel Management and Lab (3 credits)
7. AGED 295, Practicum (1 credit)
8. AGED 404-404L, Methods in Agricultural Education and Lab (4 credits)
9. AGED 405, Philosophy of Career and Technical Education (2 credits)
10. AGED 408, Supervision of Work Experience and Youth Organizations (2 credits)
11. AGED 431, Work Based Learning (2 credits)
12. AGED 491, Independent Study-Welding (1 credit)
13. AGED 494, Internship (1 credit)
14. EDFN 351, Teaching and Learning I (1 credit)
15. EDFN 352-352L, Teaching and Learning II (5 credits)
16. EDFN 453, Teaching and Learning III (5 credits)
17. EDFN 454, Teaching and Learning IV (11 credits)
18. EDFN 475, Human Relations (3 credits)
19. SEED 450, Reading and Content Literacy (2 credits)
20. SEED 456, Capstone/Action Research (1 credit)
21. Electives, as needed, to reach at least 60 credits from SDSU and 120 credits total

Transfer credits from Ridgewater College: 60***
Total minimum number of credits at SDSU: 60
Total credits required: 120
***It is possible for a student to complete more than 60 credits at Ridgewater that will be accepted for credit at SDSU. Nonetheless, at least 60 credits of the 120 total credits required for the B.S. degree must be from SDSU or by transfer from other 4-year institutions.

Additional requirements:
Students transferring from Ridgewater College must have a cumulative GPA of "C" (2.0 on a 4.0 scale). Any course taken at Ridgewater College with a grade below a "C" (2.0 on a 4.0 scale) must be retaken at SDSU if required for the SDSU Agricultural Education, Communication, and Leadership Major: Education Specialization.

IV. Obligations
Both parties agree to confer with each other on a regular 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 Ridgewater College. 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
This agreement will go into effect at the start of the Fall 2019 semester term at Ridgewater College and SDSU.

VII.   Acceptance of Agreement

For South Dakota State University:

_____Date:_____
Dean, College of Agriculture, Food and Environmental Sciences

_____Date:_____
Provost and Vice President for Academic Affairs

For Ridgewater College:

_____ Date: 1-8-19
Dr. Betty Strehlow
Vice President of Academic Affairs & Student Services

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the

AGRICULTURAL SCIENCE AND TECHNOLOGY
Associate in Science Degree Program

Towards the
AGRICULTURAL SCIENCE MAJOR
Bachelor of Science Degree Program

Between
RIDGEWATER COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties
The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Ridgewater College, Willmar, MN.

II. Purpose
The purpose of this agreement is to:
   A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
   B. provide increased educational opportunities for students from the region;
   C. extend and clarify educational opportunities for students; and
   D. provide Ridgewater College students who have completed the A.S. degree in Agriculture Science and Technology an opportunity to earn a Bachelor of Science degree with a major in Agricultural Science at SDSU.

III. Academic Program
A. SDSU will accept 60 course credits from the Ridgewater A.S. degree in Agricultural Science and Technology towards the B.S. degree in Agricultural Science. Some of these 60 credits may be assigned through course-by-course credit designation and others as a block of credits. The student could complete additional transferable credits at Ridgewater, but nonetheless must complete at least 60 credits from SDSU or by transfer from other 4-year institutions.
B. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree.
C. Requirements to earn a Bachelor of Science degree with a major in Agricultural Science are outlined below.

Note: Ridgewater College courses are listed in *italics* font, whereas SDSU courses are listed in normal font.

System General Education Graduation Requirements (SGR): minimum 31 credits required, many of which may be completed within the A.S. in Agricultural Science and Technology at Ridgewater College. If any of the requirements noted below as "met as Ridgewater" are not completed at Ridgewater College, then the student will need to complete those requirements at SDSU or by transfer of approved equivalent courses.

1. Goal #1: Written Communication:
   a. ENGL 101, Composition I (3 credits, met at Ridgewater by *ENGL 1210, College Composition I*)
   b. ENGL 201, Composition II (3 credits, met at Ridgewater by *ENGL 1220, College Composition II*)
2. Goal #2: Oral Communication: (3 credits, met at Ridgewater by *CMST 1210, Introduction to Communication; or CMST 2200, Public Speaking*)
3. Goal #3: Social Sciences/Diversity. Must complete 6 credits in 2 disciplines from the approved list in SDSU Bulletin.
   a. ECON 201, Microeconomics (3 credits, met at Ridgewater by *ECON 2060, Principles of Microeconomics*)
   b. Additional course with non-ECON prefix from approved list in SDSU Bulletin (3 credits, met at Ridgewater by *PSYC 1310, Introduction to Psychology; or SOC 1050, Introduction to Sociology*)
4. Goal #4: Arts and Humanities/Diversity (6 credits from 2 disciplines from list in SDSU Bulletin; met at Ridgewater by completion of *6 credits from 2 disciplines from MnTC Goal 6: The Humanities and Fine Arts*)
5. Goal #5: Mathematics: Math 102, College Algebra (3 credits required at SDSU, met at Ridgewater by *MATH 1120, College Algebra, 4 credits*)
6. Goal #6: Natural Sciences.
   a. BIOL 101-101L, Biology Survey I and Lab (3 credits required at SDSU, met at Ridgewater by *BIOL 1000, Introduction to Biology, 4 credits; or BIOL 2000, General Biology I, 5 credits*)
   b. CHEM 106-106L, Chemistry Survey and Lab (4 credits required at SDSU, met at Ridgewater by *CHEM 1010, Survey of Chemistry; or CHEM 1020, General Chemistry I*)

Major and Support Course Requirements.
1. BIOL 103-103L, Biology Survey II and Lab (3 credits)
2. ACCT 210, Accounting (3 credits) or STAT 281 Introduction to Statistics (3 credits)
3. AGEC 271-271L, Farm and Ranch Management and Lab (4 credits)
4. AGEC 354, Agricultural Marketing and Prices (3 credits)
5. AS 101-101L Introduction to Animal Science and Lab (4 credits) or DS 130-130L Introduction to Dairy Science and Lab (3 credits). This requirement could be met at Ridgewater by elective course *AGRI 1810 Introductory Animal Science*.
6. AS 218, Survey of Animal Nutrition (could be met at Ridgewater College with *AGRI 1820, Animal Nutrition*).
7. AS 241-241L, Introduction to Meat Science and Lab (3 credits)
8. Select One:
   a. AS 332, Livestock Breeding and Genetics (4 credits)
   b. BIOL 371, Genetics (3 credits)
   c. PS 383-383L, Principles of Crop Improvement and Lab (3 credits)
9. Ag Product Elective. Select One:
   a. AS 241-241L, Introduction to Meat Science and Lab (3 credits)
   b. AS 285-285L, Livestock Evaluation and Marketing (4 credits)
   c. DS 231, Dairy Foods (3 credits)
   d. FS 101, Introduction to Food Science (3 credits)
   e. HO 231, Greenhouse Crop Production (3 credits)
   f. PS 308-308L, Grain Grading and Lab (3 credits)
   g. PS 312, Grain and Seed Production and Processing (3 credits)
   h. PS 403-403L, Seed Technology and Lab (3 credits)
10. Business Elective. Choose one of the following (3 credits):
    a. BADM 360, Organization and Management (3 credits)
    b. BLAW 350, Legal Environment of Business (3 credits)
    c. FIN 280, Personal Finance (3 credits)

      d. MGMT 334, Small Business Management (3 credits)

      e. MKTG 474, Personal Selling (3 credits)

11. Capstone Elective. Choose one of the following (2-4 credits):

      a. ABS 475-475L, Integrated Natural Resource Management and Lab (3 credits)

      b. ABS 494, Internship (2 credits)

      c. AGEC 471, Advanced Farm and Ranch Management (3 credits)

      d. AS 389, Current Issues in Animal Science (3 credits)

      e. DS 480-480L, Dairy Farm Operations I and Lab (4 credits)

      f. DS 481-481L, Dairy Farm Operations II and Lab (4 credits)

      g. HO 434, Local Food Production (2 credits)

      h. HO 435, Local Food Production: Harvest and Storage (2 credits)

      i. PRAG 440-440L, Crop Management with Precision Farming and Lab (3 credits)

      j. RANG 374-374L, Natural Resource Habitat Conservation, Management, and Restoration and Lab (4 credits)

      k. RANG 485-485L, Advanced Integrated Ranch Management and Lab (3 credits)

12. Program Electives as needed to reach 60 credits total from SDSU (could include up to 30 credits from other 4-year institutions) and 120 credits total needed for graduation.

13. At least 20 credits must be from 300-level or greater courses.

Total minimum number of credits at SDSU: 60 ***
Transfer block credits from Ridgewater College: 60
Total credits required: 120

*** Additional transferable general education course credits could be completed at Ridgewater College, and would reduce the number of general education credits at SDSU. However, no more than 60 credits total can be transferred from Ridgewater College to SDSU.

Additional requirements:

      a. Students transferring from Ridgewater College must have a cumulative GPA of "C" (2.0 on a 4.0 scale). Any course taken at Ridgewater College with a grade below a "C" (2.0 on a 4.0 scale) must be retaken at SDSU if required for the SDSU Agricultural Science Major.

      b. in accordance with BOR policy 2:28, students must demonstrate satisfactory performance in writing, mathematics, reading and science reasoning as evidenced by receiving a passing score on all sections of the Collegiate Assessment of Academic Proficiency (CAAP) exam. The exam must be taken during the first semester of enrollment at SDSU.

IV. Obligations

Both parties agree to confer with each other on a regular 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 Ridgewater College. 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

This agreement will go into effect at the start of the Fall 2019 semester term at Ridgewater College and SDSU.

VII.   Acceptance of Agreement

For South Dakota State University:

_____Date:_____
Dean, College of Agriculture, Food and Environmental Sciences

_____Date:_____
Provost and Vice President for Academic Affairs

For Ridgewater College:

_____Date: 1−8−19_____
Dr. Betty Strehlow
Vice President of Academic Affairs & Student Services

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

with Respect to Applying the

DAIRY MANAGEMENT
Associate in Applied Science Degree Program

Towards the
DAIRY PRODUCTION MAJOR
Bachelor of Science Degree Program

Between
RIDGEWATER COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

I. Parties

The parties to this agreement are South Dakota State University (SDSU), Brookings, SD and Ridgewater College, Willmar, MN.

II. Purpose

The purpose of this agreement is to:
   A. have a signed agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
   B. provide increased educational opportunities for students from the region;
   C. extend and clarify educational opportunities for students; and
   D. provide Ridgewater College students who have completed the A.A.S. degree in Dairy Management an opportunity to earn a Bachelor of Science degree with a major in Dairy Production.

III. Academic Program

A. Students must successfully complete the A.A.S. degree in Dairy Management from Ridgewater College prior to transferring to SDSU in order for this agreement to apply. Students must meet all South Dakota Board of Regents policies and university graduation requirements in order to receive a degree. SDSU will accept 38 technical course credits from the A.A.S. degree in Dairy Management for students majoring in Dairy Production. SDSU will also accept Ridgewater College General Education course credit from appropriate courses. Students must complete at least 60 credits from SDSU (or by transfer from other 4-year institutions) even if the total combined credits (i.e., technical block plus general education) from Ridgewater exceeds 60 credits.

B. Requirements to be completed at SDSU to earn a Bachelor of Science degree with a major in Dairy Production are outlined below.

Note: Ridgewater College courses are listed in *italics* font, whereas SDSU courses are listed in normal font.

System General Education Graduation Requirements (SGR): 31 credits minimum, of which 15 credits are normally completed within the A.A.S. degree at Ridgewater College.

1. Goal #1: Written Communication:
   - ENGL 101, Composition I (3 credits, which can be met at Ridgewater with *ENGL 1210, College Composition I*)
   - ENGL 201, Composition II (3 credits)
2. Goal #2: Oral Communication: SPCM 101, Fundamentals of Speech (3 credits, which can be met at Ridgewater College with *CMST 2200, Public Speaking*)
3. Goal #3: Social Sciences/Diversity. Must complete 6 credits in 2 disciplines from the approved list in SDSU Bulletin.
   a. ECON 201, Microeconomics, or ECON 202, Macroeconomics (3 credits, which can be met at Ridgewater College with *ECON 2060, Principles of Microeconomics, or ECON 2070, Principles of Macroeconomics*)
   b. Additional course with non-ECON prefix from list in SDSU Bulletin
4. Goal #4: Arts and Humanities/Diversity (6 credits from 2 disciplines from list in SDSU Bulletin; equivalent courses may be available from Ridgewater College)
5. Goal #5: Mathematics: Math 102, College Algebra, or Math 115 Precalculus (3 credits, which can be met at Ridgewater College with *MATH 1120, College Algebra, or MATH 1190, Accelerated Pre-Calculus*)
6. Goal #6: Natural Sciences.
   a. BIOL 101-101L, Biology Survey and Lab, or BIOL 151-151L, General Biology I and Lab (3-4 credits, which can be met at Ridgewater College with *BIOL 2000, General Biology I*)
   b. CHEM 106-106L, Chemistry Survey and Lab, or CHEM 112-112L, General Chemistry I and Lab (4 credits, which can be met at Ridgewater College with *CHEM 1010, Survey of Chemistry, or CHEM 1020, General Chemistry I*)

Major and Support Course Requirements to be completed at SDSU: minimum 51 credits
1. AS 433-433L, Livestock Reproduction and Lab (3 credits)
2. AST 463, Agricultural Waste Management (3 credits)
3. BIOL 103-103L, Biology Survey II and Lab, or BIOL 153-153L, General Biology II and Lab (3-4 credits)
4. Select One:
   a. BIOL 371, Genetics (3 credits)
   b. AS 332, Livestock Breeding and Genetics (4 credits)
5. CHEM 108-108L, Organic and Biochemistry and Lab (5 credits)
6. DS 202, Dairy Products Judging (1 credit)
7. DS 301-301L, Dairy Microbiology and Lab (4 credits)
8. DS 311 Dairy Cattle Judging (2 credits)
9. DS 312-312L, Dairy Cattle Breeding and Evaluation and Lab (4 credits)
10. DS 413, Physiology of Lactation (3 credits)
11. DS 480-480L, Dairy Farm Operations I and Lab (4 credits)
12. DS 481-481L, Dairy Farm Operations II and Lab (4 credits)
13. DS 490, Seminar (1 credit)
14. DS 494, Internship (3 credits)
15. MICR 231-231L, General Microbiology and Lab (4 credits)
16. Select One:
    a. PHYS 101-101L, Survey of Physics I and Lab (4 credits)
    b. PHYS 111-111L, Introduction to Physics I and Lab (4 credits)
    c. PHYS 211-211L, University Physics I and Lab (4 credits)

Total minimum number of credits at SDSU: 67
Transfer block credits from Ridgewater College: 38
General Education Courses from Ridgewater College: 15***
Total credits required: 120
***Additional transferable general education course credits could be completed at Ridgewater College, reducing the number of credits needed at SDSU. However, at least 60 credits of the 120 total credits required for the B.S. degree must be from SDSU or by transfer from other 4-year institutions.

Additional requirements:
Students transferring from Ridgewater College must have a cumulative GPA of "C" (2.0 on a 4.0 scale). Any course taken at Ridgewater College with a grade below a "C" (2.0 on a 4.0 scale) must be retaken at SDSU if required for the SDSU Agricultural Science Major.

IV. Obligations
Both parties agree to confer with each other on a regular 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 Ridgewater College. 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
This agreement will go into effect at the start of the Fall 2019 term at Ridgewater College and SDSU.

VII.   Acceptance of Agreement

For South Dakota State University:

_____Date:_____
Dean, College of Agriculture, Food and Environmental Sciences

_____Date:_____
Provost and Vice President for Academic Affairs

For Ridgewater College:

_____ Date: 1-8-19
Dr. Betty Strehlow
Vice President of Academic Affairs & Student Services

PROGRAM TO PROGRAM ARTICULATION AGREEMENT
Between
RIDGEWATER COLLEGE
and
SOUTH DAKOTA STATE UNIVERSITY

Agreement with Respect to Applying the
Associate of Science Degree in Nursing
Towards the
Bachelor of Science, major in Nursing
RN Upward Mobility (RN-BS) Option

I.   **Parties**
        Parties to this agreement are South Dakota
        State University (SDSU), Brookings SD and Ridgewater College, Willmar, Minnesota

II.   **Purpose**
        The purpose of this agreement is to:

        A. have a signed articulation agreement that addresses the varying needs of students
            and complimentary 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 Ridgewater College graduates of the Associate of Science Degree in
            Nursing an opportunity to earn a Bachelor of Science degree with a major in
            Nursing.

III.   **Academic Program**
        A. Upon successful completion of the major requirements specified below, SDSU
            will accept 39 credits in a block from the Nursing Associate Degree program.
            Transferable general education and nursing prerequisite credits may be earned at
            Ridgewater College and are in addition to the 39 nursing course credits. No more
            than a total of 80 credits may be transferred from Ridgewater College to SDSU.
            Students must meet all South Dakota Board of Regents policies and South Dakota
            State University graduation requirements to earn a degree.

        B. **Pre-requisite Requirements completed in the Ridgewater nursing curriculum**
            11 credits
            1. BIOL 221/221L Human Anatomy & Lab (4 cr) *Biol 2100 Human Anatomy (4 cr)*
            2. BIOL 325/325L Physiology & Lab (4 cr) *BIOL 2110 Human Physiology (4 cr)*
            3. HDFS 210 Lifespan Development (3 cr) *PSYC 2630 Developmental Psychology (3 cr)*

C. **General Education Requirements (SGRs) 26 credits**
Transferrable general education requirements, 26 credits, required in the Ridgewater College Associate of Science Degree in Nursing curriculum are *italicized* and listed next to the SDSU requirement.

1. **SGR Goal #1 Written Communication** 6 credits
   a. ENGL 101 Composition I (3 cr) *ENGL 1210 College Composition I (3 cr)*
   b. ENGL 201 Composition II (3 cr) *ENGL 1220 College Composition II (3 cr)*

2. **SGR Goal #2 Oral Communication** 3 credits
   a. SPCM 101 Fundamentals of Speech (3 cr) *CMST 1210 Introduction to Communication (3 cr) or CMST 2200 Public Speaking (3 cr)*

3. **SGR Goal #3 Social Sciences** 6 credits
   a. SOC 100 Introduction to Sociology (3cr) *SOC 1050 Introduction to Sociology (3cr) or SOC 1060 General Social Problems (3 cr)*
   b. PSYC 101 General Psychology (3cr) *PSYC 1310 Introduction to Psychology (3 cr)*

4. **SGR Goal #4 Arts and Humanities/Diversity** 6 credits
   a. *PHIL 1020 Introduction to Ethics (3 cr)*
   b. 3 credits course from SDSU approved list, SGR #4
   https://www.sdstate.edu/academic-catalog

5. **SGR Goal #5 Mathematics** 3 credits
   a. MATH 102 College Algebra (3 cr)

6. **SGR #6 Natural Sciences** 8 credits
   a. CHEM 106/106L Chemistry Survey w/Lab (4 cr) *CHEM 1010 Survey of Chemistry w/lab (4cr)*
   b. MICR 231/231L Microbiology w/ab (4 cr) *BIOL 2150 Microbiology (4 cr)*

D. **Elective Requirement 6 credits**
   SDSU or Ridgewater College transferrable credits fulfill elective requirement

E. **Additional Requirements to be completed at SDSU 9 credits (Equivalent courses may also be available at Ridgewater College with maximum transfer of up to 80 credits)**
   1. HSC 443 Public Health Science (3 cr)
   2. MATH 102 College Algebra (3 cr)
   3. SGR #4 Humanities and Arts/Diversity (3 cr)

F. **Major Requirements   29 credits (15 course credits and 14 credits earned by validation)**
The *earned* courses* are listed below the RN-BS course.
1. NURS 222 Transition to BS (1 cr)
2. NURS 381 Family and Communication (3 cr)
         i. *NURS 234* earned by validation (2 cr)*
        ii. *NURS 334* earned by validation (5 cr)*
3. NURS 454 Leadership and Management (3 cr)
         i. *NURS 472* earned by validation (3 cr)*
4. NURS 416 Community Health (5 cr)
         i. *NURS 434* earned by validation (4 cr)*
5. NURS 474 Nursing Research and Nursing Theory (3 cr)

TOTAL RIDGEWATER COLLEGE CREDITS: 76
TOTAL SDSU CREDITS: 44
      (The student receives 26 transferrable general education credits, 11 pre-requisite credits, and a block of 39 credits transferred from Ridgewater College for a total of 76 Ridgewater College credits. The student then takes 9 prerequisite SDSU credits, 6 elective credits, and 29 SDSU nursing course credits of which 14 credits are earned by successful completion of validation modules with the RN-BSN curriculum.
TOTAL CREDITS REQUIRED: 120

Additional Requirements:

1. Students transferring from Ridgewater College must have a cumulative GPA of 2.5.
2. Course grades of "C" and above meet the College of Nursing requirements.
3. Credit for technical course transfer requires that the student has completed A.A.S. Nursing degree.
4. Student must pass national nursing licensure exam (NCLEX) before RN-BS admission.
5. Student must be admitted to South Dakota State University.
6. Student must complete all pre-requisite requirements.
7. Student must be admitted to professional RN Upward Mobility option.
8. Student must have unencumbered license in state of practice.

IV.   **Obligations**

Both parties agree to confer with each other on an annual basis regarding changes in curricula involved in this
Articulation Agreement.

V.   Modifications

This agreement may be modified from time to time by the South Dakota Board of Regents and Ridgewater College.   Modifications may not diminish the entitlements enjoyed by students who have already attended classes delivered under the terms of earlier versions of this agreement, except in rare instances in which retroactive implementations of modifications may be required to comply with accreditation standards or to conform to professional licensure requirements.

IV.   Effective Date of Agreement

Start Date of fall 2019 Terms at Ridgewater College and South Dakota State University.

VII.   Acceptance of Agreement

For South Dakota State University

_____   Date:_____
Dean of Nursing

_____   Date:_____
Provost/Vice President for Academic Affairs

For Ridgewater College

_____   Date:_____
Ridgewater College

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 2:27 – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION
BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION
To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following articulation agreement:

- Students who have completed coursework in the USD/SDSU Social Work Articulation Program can apply credit toward the Bachelor of Science degree in Social Work at USD.

- Students who have completed coursework in the USD/WITCC Social Work Articulation Program can apply credit toward the Bachelor of Science degree in Social Work at USD.

(Continued)
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DRAFT MOTION 20190514_2-I(2):
I move to approve the articulation agreements between the University of South Dakota and South Dakota State University, and Western Iowa Tech Community College, as presented.

- Students who have completed coursework in the Associate of Arts degree in Addition Counseling Emphasis program at Western Iowa Tech Community College (WITCC) can apply credit toward the Bachelor of Science degree in Addiction Studies at USD.

Board staff recommend approval.

ATTACHMENTS

Attachment I – USD Articulation Agreements

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

UNIVERSITY OF SOUTH DAKOTA (USD)
And
SOUTH DAKOTA STATE UNIVERSITY (SDSU)

Agreement with Respect to Applying the
USD/SDSU Social Work Articulation Program Towards the
Bachelor of Science, Social Work (BSSW) at USD

I.   **Parties**

The parties to this agreement are the University of South Dakota (USD) 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 institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students;
D.   provide SDSU students who have completed the Articulation Program requirements an opportunity to earn a Bachelor of Science degree with a major in Social Work.

III.   **Academic Program**

The Bachelor of Science in Social Work (BSSW) offered by USD is the only Council on Social Work Education (CSWE) accredited social work program in the South Dakota Regental System. Students who begin at South Dakota State University may complete their General Education requirements, minor concentration courses and USD BSSW supportive courses prior to enrollment in the BSSW at USD. By completing the BSSW Program non-departmental supporting courses and courses that satisfy the South Dakota Regental General Education Requirements (SGR), and the USD BSSW's two introductory Social Work courses students may enter USD at the time they qualify for full admission into the formal BSSW Program.

Coursework taken at SDSU meeting the SGR, as well as minor concentration courses will be transferred to USD according to the common course catalog and numbering system. USD will accept up to 90 course credits and 12 hours may double count for a minor, double major or certificate.

A. General Education Course Requirements

Students completing the statewide general education requirements at South Dakota State University have met the requirements for general education at the University of South Dakota.

B. Social Work Non-Departmental Courses

Non-Departmental Requirements Courses for the Social Work major will articulate in the following way:

SDSU Courses	Credits	USD Courses	Credits
*PHIL 220 Introduction to Ethics Or *REL 250 World Religions	3	*PHIL 220 Introduction to Ethics Or *REL 250 World Religions	3
*POLS 100 American Government	3	*POLS 100 American Government	3
*SOC 100 Intro to Sociology	3	*SOC 100 Intro to Sociology	3
*PSYC 101 General Psychology	3	*PSYC 101 General Psychology	3
*BIO 103 Biology Survey II And Lab Or BIOL 151 and Lab General Biology I Or BIOL 153 and Lab General Biology II	4	*BIOL 103 Biology Survey II And Lab OR BIOL 151 and Lab General Biology I Or BIOL 153 and Lab General Biology II	4
*SOC 150 Social Problems	3	*SOC 150 Social Problems	3
Additional credits	9	Additional credits	9

*USD and SDSU share a common course numbering system. A course taken at one institution meets the requirements for the course taken at the other institution.

C. Required Social Work Courses that may articulate from SDSU:

Social Work courses taken at SDSU for the USD BSSW major will articulate in the following way:

SDSU Courses	Credits	USD Courses	Credits
SOC 270 Introduction to Social Work	3	SOCW 200 Field of Social Work	3
SOC 271 Social Work Skills & Methods	3	SOCW 210 Interactional Skills	3
SOC 286 Service Learning	1-3	Meets 60 hrs. Volunteer experience, SOC 100T	1-3
SOC 307 Research Methods I	3	SOCW 320 Social Work Research Methods	3
STATS 281 Introduction to Statistics OR SOC 308 Research Methods II	3	SOCW 321 Statistics	3

D. Required Social Work Courses delivered by USD

SOCW 310 Individuals and Families
SOCW 330 Communities and Organizations
SOCW 340 Human Behavior in the Social Environment Across the Life Span

SOCW 350 Social Work with Families and Groups
SOCW 400 Social Policy
SOCW 496 Field Experience

Select 2 elective courses from the following (6 hrs): <u>Students can take these courses prior to being formally admitted to the major,</u> <u>but must complete SOCW 200 and 210 first.</u>

SOCW 480/580 Social Work with Aging Populations and People with Disabilities
SOCW 482 Social Work and Child Welfare
SOCW 484/584 Social Work and Mental Health
SOCW 486/586 Social Work with Native Children and Families
SOCW 488 Trauma Informed Practice
SOCW 492 Special Topics
SOCW 491 Independent Study

Major Total (including Non-departmental supportive courses) 61 credit hours

IV.   Additional requirements

A.   Admission Requirements for the SOCW major: Students may apply with the completion of 50 credit hours.

Conditional admission requirements are:

1. Completion of SOCW 200, 210 with the grade of "C" or better.
2. Completion of, enrollment in, or plan to complete all supportive courses The grade of "C" or better is required in all key support courses.

SOC 100 Introduction to Sociology OR
SOC 150 Social Problems
PSYC 101 Introduction to Psychology
POLS 100 American Government
PHIL 220 Introduction to Philosophy
BIOL 103 Biology Survey II
OR
BIOL 151 General Biology I
OR
BIOL 153 General Biology II

4. An overall GPA of 2.3.
5. Completion of a minimum of 50 semester hours,
6. Successful completion of 60 hours of paid/volunteer experience in a human service agency/institution/organization.
7. At least one reference letter
8. Completion of a criminal background check.
9. Submission of the Immunization form provided in the application packet

B.   School of Health Sciences (SHS) Additional requirements

1. Conditional acceptance is granted to applicants who are selected for admission, with a completed background check required for final acceptance or matriculation into the programs. Any applicant convicted of a "crime of violence" or convicted or disciplined for an act of "moral turpitude", "sex crimes", or illegal trafficking in illicit or prescription drugs may be excluded from admission to USD Health Affairs programs.

2. Full compliance with the SHS Immunization policy prior to admission to Field Education.

V.   Faculty credentials:

The Instructor must have a minimum of a Master's Degree in Social Work from a CSWE accredited University to teach the SOC 270 and SOC 271 courses at SDSU. The SOC 270 course is accepted as the SOCW 200 and the SOC 271 is accepted as the SOCW 210.

VI.   Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

A. USD will provide:

    a. A representative from the USD BSSW Program to visit with interested students from SDSU on a yearly basis.
    b. The designated representative from SDSU with advising materials, the USD BSSW Student Handbook and the USD BSSW Application on a yearly basis.
    c. The syllabi and pertinent course materials for the two introductory Social Work courses.
    d. Yearly consult with the SDSU representative.

B. SDSU will Provide:

    a. The designated SDSU representative or their designee to serve on the BSSW Advisory Group to stay abreast of CSWE accreditation standards.
    b. Assurance that the instructors of the introductory Social Work Courses (SOC 270 and SOC 271) are taught by instructors with a Master of Social Work (MSW) degree from a CSWE accredited program.
    c. Advisement to students interested in the USD BSSW Program to insure the requirements and process of transferring to USD follows program guidelines and keep advising folders.
    d. Yearly communication in regard to students ready to transfer to the USD BSSW Program.

VII.   Modification

This agreement may be modified from time to time by the consenting parties (USD BSSW Program and the Program to Program Agreement representative from SDSU and the South Dakota Board of Regents).

VIII.   Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX.   Effective Date of Agreement:

The agreement applies to students who transfer from SDSU from the Fall of 2019 onward. This update to the original agreement of fall 2010 is effective upon approval of all parties.

X.   Signers of the Agreement:

For the University of South Dakota

_____   _____
Dean of Health Sciences   Date

_____   _____
President, University of South Dakota   Date

For South Dakota State University

_____   _____
Dean or Provost,   Date
South Dakota State University

_____   _____
President, South Dakota State University   Date

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

UNIVERSITY OF SOUTH DAKOTA (USD)
and
WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)

Agreement with Respect to Applying the
USD/WITCC Social Work Articulation Program Towards the
Bachelor of Science in Social Work Degree Program at USD

I.   **Parties**

The parties to this agreement are the University of South Dakota (USD) and Western Iowa Tech Community College (WITCC).

II.   **Purpose**

The purpose of this agreement is to:
A.   have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   provide increased educational opportunities for students from South Dakota and the region;
C.   extend and clarify educational opportunities for students;
D.   provide WITCC students who have completed the USD/WITCC Social Work Articulation program an opportunity to earn a Bachelor of Science degree with a major in Social Work.

III.   **Academic Program**
The Bachelor of Science in Social Work (BSSW) offered by USD is the only Council on Social Work Education (CSWE) accredited social work program in the South Dakota Regental System. Students who wish to attend Western Iowa Tech Community College and pursue their Bachelor of Science in Social Work from USD may:
- Complete their General Education requirements,
- Complete an AA degree to satisfy the requirement for a minor and
- Complete the USD BSSW Non-Departmental required courses by completing the WITCC courses that satisfy the South Dakota Regental General Education Requirements (SGR),
- Complete the two introductory Social Work courses.

Coursework taken at WITCC meeting the USD, SGR, as well as the AA degree satisfying the requirement for the minor will be transferred to USD according to the institution to institution articulation agreement between USD and WITCC in affect at said time. The maximum number of credit hours that can be transferred to USD is 90.

A. General Education Course Requirements

General Education Requirements			WITCC Coursework (Must meet Regental System requirements)	
Written Communication and Literacy Skills	ENGL 101 Composition	3	ENG 105 Composition I	3
Oral Communication	SPCM 101 Fundamentals of Speech	3	SPC112 Public Speaking	3
Social Sciences	*PSYC 101 General Psychology	3	PSY 111 Introduction to Psychology	3
Mathematics	Math 102 College Algebra or higher	3	MAT 121 College Algebra	3
Natural Sciences	*BIOL 103 W/Lab Biology Survey II	4	BIO 117 W/Lab General Biology IIB	4
Advanced Composition	ENGL 201 Composition II	3	ENG 106 Composition II	3
Additional Social Science Course	*SOC 100 Introduction to Sociology	3	SOC 110 Introduction to Sociology	3
Additional Fine Arts/Humanities	MUS 100 Music Appreciation	3	MUS 100 Music Appreciation	3
Additional Fine Arts/Humanities	*PHIL 220 Intro to Ethics	3	PHI 105 Introduction to Ethics	3
Additional lab science course/lab	BIOL 101 with Lab	4	BIO 116 General Biology 1	4
Total General Education Credit Hours		**32**		**32**

* Courses counting for major: One Natural Science Lab Class credits (4), two Social Science courses (6 credits) and one Fine Arts/Humanities already counted in total for the major under Non-Departmental Requirements.

Additional General Education credits approved to meet the SGR may be transferred if they meet Regental System General Education transfer requirements. Additional coursework that has been approved as equivalent to USD courses may also transfer in up to a total of 90 credit hours.

B. Social Work Non-Departmental Courses

Non-Departmental Requirements Courses for the Social Work major will articulate in the following way:

WITCC Courses	Credits	USD Courses	Credits
*PHI 105 Introduction to Ethics	3	PHIL 220 Introduction to Ethics	3
SOC 212 Diversity	3	A&S 140 Introduction to Multicultural Studies	3
POL 111 American National Government	3	POLS 100 American Government	3
*SOC 110 Intro to Sociology OR SOC 115 Social Problems	3	SOC 100 Intro to Sociology OR SOC 150 Social Problems	3
*PSY 111 Intro to Psychology	3	PSYC 101 General Psychology	3
*BIO 117 Biology II And Lab	4	BIOL 103 Biology Survey II And Lab	4
Additional credits	15-16		15-16

*Count towards USD General Education requirements.

Additional Sociology Courses from WITCC that will articulate in the following way:

WITCC Courses	Credits	USD Courses	Credits
SOC 250 Sociology of Deviance	3	SOC 402 Social Deviance	3
SOC 210 Men, Women and Society	3	WMST 247 Introduction to Women and Gender	3

C. Required Social Work Courses:

Social Work courses taken at WITCC (6 credit hours) for the USD BSSW major will articulate in the following way:

WITCC Courses	Credits	USD Courses	Credits
SOC 160 Introduction to Social Work	3	SOCW 200 Field of Social Work	3
SOC 180 Social work Interactional Skills	3	SOCW 210 Interactional Skills	3

D. Required Social Work Courses (39 credit hours) delivered by USD

SOCW 310 Individuals and Families
SOCW 320 Social Work Research Methods
SOCW 321 Statistical Applications in Social Work (or another social science statistics course)
SOCW 330 Communities and Organizations
SOCW 340 Human Behavior in the Social Environment Across the Life Span
SOCW 350 Social Work with Families and Groups
SOCW 400 Social Policy
SOCW 496 Field Experience

Select 2 elective courses from the following (6 hrs):
Students can take these courses prior to being formally admitted to the major, but must complete SOCW 200 and 210 first.
SOCW 480/580 Social Work with Aging Populations and People with Disabilities
SOCW 482/582 Social Work and Child Welfare
SOCW 484/584 Social Work and Mental Health
SOCW 486/586 Social Work with Native Families and Children
SOCW 488 Trauma Practice With Children
SOCW 492 Special Topics
SOCW 491 Independent Study

Departmental Requirements 39 credit hours

IV.   Additional requirements

    A.   Students transferring coursework from WITCC must have a cumulative GPA of 2.0 on a 4.0 scale.

    B.   For formal admission into the USD BSSW Program an application process is required of all majors. Students must have a cumulative GPA of 2.3, required Non-Departmental courses and the introductory social work courses completed. All students are granted provisional admissions until a formal criminal background check and listing of immunizations are successfully completed.

    C.   Students must have 60 hours of volunteer or paid experience in a human service activity and, or agency.

V.   Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

    A. USD will provide:
        a. A representative from the USD BSSW Program will visit with interested students from WITCC through USD campus visits at the students' convenience.
        b. The designated representative from WITCC with advising materials, the USD BSSW Student Handbook and the USD BSSW Application on a yearly basis.
        c. The syllabi and pertinent course materials for the two introductory Social Work courses.
        d. Yearly consult with the WITCC representative.

    B. WITCC will provide:
        a. The designated WITCC representative or their designee to serve on the BSSW Advisory Group to stay abreast of CSWE accreditation standards.
        b. Assurance that the instructors of the introductory Social Work Courses (SOC 160 and SOC 180) are taught by instructors with a Master of Social Work (MSW) degree from a CSWE accredited program.
        c. Advisement to students interested in the USD BSSW Program and to insure the requirements and process of transferring to USD follows articulation guidelines.
        d. Yearly communication to indicate students ready to transfer to the USD BSSW Program.

VI.   Modification

This agreement may be modified from time to time by the consenting parties (USD BSSW Program and the Program to Program Agreement representative from WITCC) and the South Dakota Board of Regents and Western Iowa Tech Community College.

VII.   Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

VIII.   Effective Date of Agreement:

The agreement applies to students who transfer from WITCC from the spring semester of 2019 onward.

IX.   Signers of the Agreement:

For the University of South Dakota

_____   _____
Lana Svien
Interim Dean of Health Sciences   Date

_____   _____
Sheila K. Gestring
President, University of South Dakota   Date

For Western Iowa Tech Community College

_____   _____
Darin Moeller
Executive Dean of Instruction   Date
Western Iowa Tech Community College

_____   _____
Terry A. Morrell
President, Western Iowa Tech Community College   Date

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

UNIVERSITY OF SOUTH DAKOTA (USD)
and
WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)

Agreement with Respect to Applying the
Addiction Counseling Emphasis
Associate of Arts (AA) Degree Program at WITCC
Towards the
Addiction Studies
Bachelor of Science Degree Program at USD

I.   **Parties**

The parties to this agreement are the University of South Dakota (USD) and Western Iowa Tech Community College (WITCC).

II.   **Purpose**

The purpose of this agreement is to:
A.   Have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
B.   Provide increased educational opportunities for students from South Dakota and the region;
C.   Extend and clarify educational opportunities for students;
D.   Provide WITCC students who have completed the USD/WITCC Addiction Counseling Emphasis Articulation program an opportunity to earn a Bachelor of Science degree with a major in Addiction Studies.

III.   **Academic Program**

Graduation Requirements for the BS in Addiction Studies at USD

Addiction Studies Major Requirements: 45
General Education Credits: 30-32
Block transfer credits from WITCC Addiction Counseling   43-45
Total credits required: **120**

A.   Requirements to be completed at USD for the major in Addiction Studies are outlined immediately below:

Pref.	Num.	Title	Cr. Hrs.
ADS Core			
ADS	116*	Study of Alcohol Use & Abuse (WITCC-SOC 216 at WITCC)	3*
ADS	117*	Study of Drug Use & Abuse (WITCC-SOC 217 Study of Drug Use and Abuse)	3*
ADS	220*	Alcohol & Drug Helping Skills (WITCC-SOC 180: Social Work Interactional Skills)	3*

ADS	222	Alcohol & Drug Group Interaction		3
ADS	315	Ethical & legal Issues in the Substance Abuse Profession		3
ADS	410	Working with Families on Alcohol/Drug Issues		3
ADS	417L	Alcohol/Drug Individual Helping Skills Lab		3
ADS	418L	Alcohol/Drug Group Interaction		3
HSC	440	Major Issues in Health & Human Services		3
ADS	496	Field Experience		3
			Total Hours Required	**30**
Select at least one of the following specializations (6 cr):				
Treatment Specialization				
ADS	422L	Alcohol/Drug Treatment Continuum		3
ADS	424	Psychopharmacology of Alcohol and Drugs		3
Prevention Specialization				
ADS	421	Foundations of Alcohol/Drug Prevention		3
ADS	426	Theory & Practice of Alcohol/Drug Prevention		3
Electives - 9 credits				
ADS	320	Adolescents and Substance Issue		3
ADS	412	Alcohol & Drug Use in Diverse Populations		3
ADS	415	Native Americans & Substance Abuse		3
ADS	420	CADE: Comprehensive Alcohol and Drug Education		3
ADS	421	Foundations of Alcohol/Drug Prevention		3
ADS	426	Theory & Practice of Alcohol and Drug Prevention		3
ADS	428	Gambling and Process Addiction		3
ADS	452	Alcohol & Drug Counseling Theories		3
ADS	460	Trauma and Addiction		3
ADS	470	Rural Telehealth		3
ADS	292 or 492*	Special Topics in Addiction Studies (WITCC-PSY 295: Addictive and Mental Disorders)		3*
ADS	496	Field Experience		1-12
			Total Hours Required	**45**

*AA in Addiction Counseling students may use their WITCC courses to fulfill requirement.

B. Students must meet all Board of Regents policies and university graduation requirements in order to receive an undergraduate degree. General education requirement are subject to change based on modifications made by the South Dakota Board of Regents.

General Education Requirements			WITCC Coursework (Must meet Regental System requirements)	
Written Communication and Literacy Skills	ENGL 101 Composition	3	ENG 105 Composition I	3
Oral Communication	SPCM 101- Fundamentals of Speech	3	SPC112 Public Speaking	3
Social Sciences	*PSYC 101-General Psychology	3	PSY 111 Introduction to Psychology	3
Mathematics	Math 102-College Algebra or higher	3	MAT 121 College Algebra	3
Natural Sciences	SGR #6	4	BIO 163 Essentials of Anatomy and Physiology	4
Advanced Composition	ENGL 201 Composition II	3	ENG 106 Composition II	3
Additional Social Science Course	*SOC 100-Introduction to Sociology	3	SOC 110 Introduction to Sociology	3
Additional Fine Arts/Humanities	MUS 100 Music Appreciation OR ARTH 100 Art Appreciation	3	MUS 100 Music Appreciation OR ART 100 Art Appreciation	3
Additional Fine Arts/Humanities	*PHIL 220	3	PHI 105 Introduction to Ethics	3
Additional lab science course/lab	SGR#6	4	To be determined	4
Total General Education Credit Hours		**30-32**		**30-32**

IV. **Forward Articulation (completing the A.A. in Addiction Counseling Emphasis at WITCC and transferring to USD to complete the Bachelor of Science in Addiction Studies)**

   A. Students must successfully complete the A.A. degree in **Addiction Counseling Emphasis** from WITCC prior to transferring to USD for the specialized course credits to be accepted. Upon successful completion of the requirements of the A.A. in Addiction Counseling Emphasis, students may transfer to USD to complete the BS in Addiction Studies. At that time, USD will accept up to 60 course credits from the A.A. degree in Addiction Counseling Emphasis. Regental policy states that students must complete 50% of their 120 credit hours at USD.

   B. **Admission Requirements for the ADS major:**
   Addiction Studies majors of sophomore standing (a minimum of 32 semester hours) must apply for formal admission to the Addiction Studies major. Conditional admission requirements are:

   1. Sophomore standing (32 or more credit hours).
   2. Overall G.P.A. of at least 2.5.
   3. Have completed ADS 116, ADS 117, ADS 220 & ADS 222 with at least the grade of "C."
   4. At the completion of ADS 222 students can make an application to the Addiction Studies major.
   5. Personal Statement of interest/ intention for the addiction profession
   6. Have health insurance.

   C. **Additional requirements**

   1. Students transferring coursework from WITCC must have a cumulative GPA of 2.0 on a 4.0 scale.

   2. The School of Health Sciences requires students to demonstrate Criminal Background Clearance prior to full admission to the Department of Addiction Counseling and Prevention and listing of immunizations are successfully completed.

V. **Faculty credentials:**
   The Instructor credentials to teach SOC 216, SOC 217, SOC 180, and PSY 295 must be a minimum of a Master's Degree in a counseling profession.

VI. **Obligations**

   Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

   A. USD will provide:

a. A representative from the USD Addiction Studies Program to visit with interested students from WITCC on a yearly basis.
b. The designated representative from WITCC with advising materials, the USD ACP Student Handbook and the USD Addiction Studies Application on a yearly basis.
c. The syllabi and pertinent course materials for the three introductory Addiction Studies courses.
d. Yearly consult with the WITCC representative.

B. WITCC will Provide:

a. Advisement to students interested in the USD Addiction Studies Program to insure the requirements and process of transferring to USD follows program guidelines and keep advising folders.
b. Yearly communication in regard to students ready to transfer to the USD Addiction Studies Program.

VII.   Modification

This agreement may be modified from time to time by South Dakota Board of Regents and Western Iowa Tech Community College.

VIII.   Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX.   Effective Date of Agreement:

The agreement applies to students who transfer from WITCC from the spring semester of 2019 onward.

X.   Signers of the Agreement:

For the University of South Dakota

_____   _____
Lana Svien
Interim Dean of Health Sciences   Date

_____   _____
Sheila K. Gestring
President, University of South Dakota   Date

For Western Iowa Tech Community College

_____   _____
Darin Moeller
Executive Dean of Instruction   Date
Western Iowa Tech Community College

_____   _____
Terry A Murrell
President, Western Iowa Tech Community College   Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

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 a request asking that the following degree programs be terminated and/or inactivated (see Attachment I).

- Communication Studies and Journalism (MA) (Communication Studies Specialization & Journalism Specialization) – Terminate
   The Departments of Communication Studies and Journalism & Mass Communication recently joined together to form the School of Communication and Journalism (COJO). With this reorganization, there are new opportunities for greater synergies between the programs, particularly in the Master of Arts program. This proposal's submission is contingent upon the approval of the substantive program modification to update the M.A. in Communication Studies and Journalism program.

- Computational Science & Statistics (PhD) – Phase out followed by Inactivation
   SDSU has requested authorization to offer Data Science, Mathematics, and Statistics Specializations in the Ph.D. in Computational Science and Statistics. Students in the Computational Science and Statistics program will be required to select one of the three specializations. The S.PHD.CSS (Colleague) and SPHD.CSS (Banner) program codes would be changed to the phasing out status to prevent students from being admitted to the major without a specialization. The three specializations will be implemented academic year 2019-2020. Students in prior catalog years will be allowed to graduate from the non-specialization bearing program code. This proposal's submission is contingent upon the approval of the three specializations in the Ph.D. in Computational Science and Statistics.

(Continued)

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DRAFT MOTION 20190514_2-J:
   I move to approve SDSU and USD's respective program inactivation and termination requests, as presented.

- Nursing (DNP) (Neonatal Nurse Practitioner Specialization) – Terminate
  The College of Nursing has held a memorandum of understanding (MOU) with the University of Missouri - Kansas City since 2009. This MOU allowed for SDSU students to obtain a BS to DNP degree with a Neonatal Nurse Practitioner (NNP) specialization. The University of Missouri provided the NNP specialization content. In the 10 years of this agreement there have been eight enrolled students, two graduates, and one pending graduate.

- Nursing (DNP) (Pediatric Nurse Practitioner Specialization) – Terminate
  The College of Nursing has held a memorandum of understanding (MOU) with the University of Missouri - Columbia since 2009. This MOU allowed for SDSU students to obtain a BS to DNP degree with a Pediatric Nurse Practitioner specialization. The University of Missouri provided the Pediatric Nurse Practitioner specialization content. In the 10 years of this agreement there have been three enrolled students and one pending graduate.

- Nursing (DNP) (Psychiatric Mental Health Nurse Practitioner Specialization) – Terminate
  The College of Nursing has held a memorandum of understanding (MOU) with the University of Missouri - Columbia since 2009. This MOU allowed for SDSU students to obtain a BS to DNP degree with a Psychiatric Mental Health (PMH) Nurse Practitioner specialization. The University of Missouri provided the PMH specialization content. In the 10 years of this agreement there have been twelve enrolled students and two pending graduates.

The University of South Dakota has submitted a request asking that the following degree programs be terminated and/or inactivated (see Attachment II).

- Elementary Education (MA) (Standard "Master Teacher" Track) – Terminate
  The program has had two enrolled students in 4 years, one who completed the program and one nearing completion. There are no future students enrolled or applications in progress. Students pursuing a master's degree from Curriculum and Instruction are already certified teachers who have supervised field experiences as part of their undergraduate teacher education curriculum. Thus, a master teacher track that involves 3 field experience courses and a capstone is not as appealing to students.

- Political Science (MA) – Inactivate
  A reduction in faculty lines and the resulting shifting of faculty resources no longer makes the degree program a viable option for future students.

- Political Science (PhD) – Inactivate
  A reduction in faculty lines and the resulting shifting of faculty resources no longer makes the degree program a viable option for future students.

- Transitional Doctorate in Physical Therapy – Terminate
  The program was established to elevate the degree status of currently practicing clinicians with certificate, Bachelor, or master's level degrees, in support of the American Physical Therapy Associations 2020 Vision statement, which aimed to prepare clinicians with doctoral level training for greater autonomy in practice. Today, the greater majority of clinicians now have DPT degrees, whether clinical entry level or transitional. The demand for this type of program is limited, and, given the currently enrolled cohort will graduate in May 2020, the program has served its purpose in supporting the professional organization's goals for 2020.

IMPACT AND RECOMMENDATION

With the exception of a potential saving of time by faculty, advisors, and administration in Graduate Nursing, SDSU does not anticipate any cost savings, employee terminations or any other potential implications associated with inactivating/terminating their respective programs.

USD does not anticipate any cost savings, employee terminations or any other potential implications associated with inactivating/terminating their respective programs.

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSU Program Termination Requests
Attachment II – USD Program Termination Requests

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Communication Studies and Journalism (M.A.) – Communication Studies Specialization – Journalism Specialization
CIP CODE:	09.0499
UNIVERSITY DEPARTMENT:	School of Communication & Journalism
UNIVERSITY DIVISION:	Graduate School

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.

Barry H. Dunn

	3/27/2019
President of the University	Date

1. **Program Degree Level:** Associate ☐   Bachelor's ☐   Master's ☒   Doctoral ☐

2. **Category:** Certificate ☐   Specializations ☒   Minor ☐   Major   ☐

3. **The program action proposed is:** Inactive Status ☐   Termination   ☒

5. **TERMINATION WITH ENROLLED STUDENTS**

   a. **Provide a justification for terminating the program:**
   The Departments of Communication Studies and Journalism & Mass Communication recently joined together to form the School of Communication and Journalism (COJO). With this reorganization, there are new opportunities for greater synergies between the programs, particularly in the Master of Arts program.

   The M.A. in Communication Studies and Journalism has been a joint program between the two departments for many years. However, with the two distinct specializations (Communication Studies, Journalism) that had separate admissions and coursework requirements, the specializations essentially operated independently. Additionally, the Journalism Specialization is less necessary now that students with an interested in developing professional journalism skills can complete the more-relevant online Master of Mass Communication program. To better convey the joint focus of the program and create a more cohesive experience for students in this program, the program name will be changed to "Communication & Media Studies." The two specializations will be terminated so that all students admitted to the Master of Arts program in the School of COJO complete the

same core coursework. This creates a more cohesive graduate program that requires all students to complete coursework in both communication and media studies and provides them the opportunity to take classes from, and work with, faculty across these disciplines.

This proposal's submission is contingent upon the approval of the substantive program modification to update the M.A. in Communication Studies and Journalism program.

b. **What is the plan for completion of the program by current students?**
Current students will complete the program and earn their chosen 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)?**
May 3, 2019

d. **What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)?**
May 3, 2019

e. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
June 1, 2026

f. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
There are no cost savings associated with this program termination.

g. **What are the resulting employee terminations and other possible implications including impact on other programs?**
There are no impacts on other programs or on employee terminations. The integration of the specializations should result in more collaboration and partnership between faculty in communication studies and media studies.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Code Phasing Out

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Ph.D. in Computational Science & Statistics
CIP CODE:	27.0303
UNIVERSITY DEPARTMENT:	Mathematics & Statistics
UNIVERSITY DIVISION:	Graduate School

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.

_____   3/27/2019
                 President of the University   Date

1. **Program Degree Level:** Associate ☐   Bachelor's ☐   Master's ☐   Doctoral ☒

2. **Category:** Program Code ☒

3. **The program action proposed is:** Phasing out followed by inactivation ☒

4. **PROGRAM CODE PHASING OUT STATUS**

   A. **Provide a justification for phasing out the program code:**

   SDSU has requested authorization to offer Data Science, Mathematics, and Statistics Specializations in the Ph.D. in Computational Science and Statistics. Students in the Computational Science and Statistics program will be required to select one of the three specializations. The S.PHD.CSS (Colleague) and SPHD.CSS (Banner) program codes would be changed to the phasing out status to prevent students from being admitted to the major without a specialization. The three specializations will be implemented academic year 2019-2020. Students in prior catalog years will be allowed to graduate from the non-specialization bearing program code.

   This proposal's submission is contingent upon the approval of the three specializations in the Ph.D. in Computational Science and Statistics.

   B. **What is the plan for completion of the program by current students?**

   Current students seeking the Ph.D. in Computational Science and Statistics will be allowed to continue in their current program of study.

   C. **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*)?**

   5/6/2019 – Summer 2019.

D. What is the last term or date (day/month/year) by which a student can graduate from the program?

5/10/2026 – Summer 2026.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Nursing (D.N.P.)- Neonatal Nurse Practitioner Specialization [S.DNP.NURS-NNP]**
CIP CODE:	**51.3805**
UNIVERSITY DEPARTMENT:	**Graduate Nursing**
UNIVERSITY DIVISION:	**Graduate School**

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.

Barry H. Dunn

_____   3/27/2019
President of the University   Date

1. **Program Degree Level:** Associate ☐   Bachelor's ☐   Master's ☐   Doctoral ☒

2. **Category:** Certificate ☐   Specialization ☒   Minor ☐   Major ☐

3. **The program action proposed is:** Inactive Status ☐   Termination ☒

5. **TERMINATION WITH ENROLLED STUDENTS**

   a. **Provide a justification for terminating the program:**
   The College of Nursing has held a memorandum of understanding (MOU) with the University of Missouri - Kansas City since 2009. This MOU allowed for SDSU students to obtain a BS to DNP degree with a Neonatal Nurse Practitioner (NNP) specialization. The University of Missouri provided the NNP specialization content. In the 10 years of this agreement there have been eight enrolled students, two graduates, and one pending graduate.

   b. **What is the plan for completion of the program by current students?**
   One student is currently enrolled and will be allowed to graduate with the specialization. The final student should complete clinical requirements by December 2019.

   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)?**

The last possible admission date was August 15, 2018. The AY 2019-2020 Graduate Catalog will not list the program. In February 2019, the application information was removed from the College of Nursing website and from the Nursing Centralized Application Service (CAS).

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*)?**
August 15, 2018

e. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
December 15, 2022

f. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
There is a potential saving of time expended by faculty, advisors, and administration in Graduate Nursing; this time will be effectively transferred to graduate nursing program options with steady enrollment.

g. **What are the resulting employee terminations and other possible implications including impact on other programs?**
None

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Nursing (D.N.P.)- Pediatric Nurse Practitioner Specialization [S.DNP.NURS-PNRP]**
CIP CODE:	**51.3805**
UNIVERSITY DEPARTMENT:	**Graduate Nursing**
UNIVERSITY DIVISION:	**Graduate School**

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.

_____   3/27/2019
President of the University   Date

1. **Program Degree Level:** Associate ☐   Bachelor's ☐   Master's ☐   Doctoral ☒

2. **Category:** Certificate ☐   Specialization ☒   Minor ☐   Major ☐

3. **The program action proposed is:** Inactive Status   ☐   Termination ☒

5. **TERMINATION WITH ENROLLED STUDENTS**

    a. **Provide a justification for terminating the program:**
    The College of Nursing has held a memorandum of understanding (MOU) with the University of Missouri - Columbia since 2009. This MOU allowed for SDSU students to obtain a BS to DNP degree with a Pediatric Nurse Practitioner specialization. The University of Missouri provided the Pediatric Nurse Practitioner specialization content. In the 10 years of this agreement there have been three enrolled students and one pending graduate.

    b. **What is the plan for completion of the program by current students?**
    One student is currently enrolled and will be allowed to graduate with the specialization. The final student should complete clinical requirements by December 2020.

    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)?**

The last possible admission date was August 15, 2018. The AY 2019-2020 Graduate Catalog will not list the program. In February 2019, the application information was removed from the College of Nursing website and from the Nursing Centralized Application Service (CAS).

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*)?**
August 15, 2018

e. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
December 15, 2023

f. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
There is a potential saving of time expended by faculty, advisors, and administration in Graduate Nursing; this time will be effectively transferred to graduate nursing program options with steady enrollment.

g. **What are the resulting employee terminations and other possible implications including impact on other programs?**
None

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Program Termination or
Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	**Nursing (D.N.P.)- Psychiatric Mental Health Nurse Practitioner Specialization [S.DNP.NURS-FPMH]**
CIP CODE:	**51.3805**
UNIVERSITY DEPARTMENT:	**Graduate Nursing**
UNIVERSITY DIVISION:	**Graduate School**

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.

Barry H. Dunn

President of the University	3/27/2019
	Date

1. **Program Degree Level:** Associate ☐   Bachelor's ☐   Master's ☐   Doctoral ☒

2. **Category:** Certificate ☐   Specialization ☒   Minor ☐   Major ☐

3. **The program action proposed is:** Inactive Status ☐   Termination ☒

5. **TERMINATION WITH ENROLLED STUDENTS**

   a. **Provide a justification for terminating the program:**
   The College of Nursing has held a memorandum of understanding (MOU) with the University of Missouri - Columbia since 2009. This MOU allowed for SDSU students to obtain a BS to DNP degree with a Psychiatric Mental Health (PMH) Nurse Practitioner specialization. The University of Missouri provided the PMH specialization content. In the 10 years of this agreement there have been twelve enrolled students and two pending graduates.

   b. **What is the plan for completion of the program by current students?**
   Two students are currently enrolled and will be allowed to graduate with the specialization. The final student should complete clinical requirements by May 15, 2023.

   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)?**

The last possible admission date was August 15, 2018. The AY 2019-2020 Graduate Catalog will not list the program. In February 2019, the application information was removed from the College of Nursing website and from the Nursing Centralized Application Service (CAS).

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*)?**
August 15, 2018

e. **What is the last term or date (day/month/year) by which a student can graduate from the program?**
December 15, 2026

f. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?**
There is a potential saving of time expended by faculty, advisors, and administration in Graduate Nursing; this time will be effectively transferred to graduate nursing program options with steady enrollment.

g. **What are the resulting employee terminations and other possible implications including impact on other programs?**
None

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Elementary Education (M.A.) Standard "Master Teacher" Track [U.MA.ELED only]
CIP CODE:	13.1202
UNIVERSITY DEPARTMENT:	Curriculum and Instruction
UNIVERSITY DIVISION:	School of Education

University Approval

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

_____   _____
President of the University   Date

1. **Program Degree Level:**

   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*

5. **TERMINATION WITH ENROLLED STUDENTS**

   a. **Provide a justification for terminating the program:**

   The program has had two enrolled students in 4 years, one who completed the program and one nearing completion. There are no future students enrolled or applications in progress. Students pursuing a master's degree from Curriculum and Instruction are already certified teachers who have supervised field experiences as part of their undergraduate teacher education curriculum. Thus, a master teacher track that involves 3 field experience courses and a capstone is not as appealing to students as master programs that focus on refining their content expertise in special education [U.MA.SPED, U.MA.SPED-ASDS, or U.MA.SPED-MK12], STEM education

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[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.

Program Forms: Program Termination or Placement or Inactive Status (Last Revised 08/2016)

[U.MA.ELED-STME], early childhood education [U.MA.ELED-EEC], reading/literacy education [U.MA.ELED-RSLC], or ELL education [U.MA.ELED-ELL].

b. What is the plan for completion of the program by current students?
The plan for the current student is on the last page of this document. He is currently taking internship and capstone and will complete his coursework SU 2019 by taking ELED 776 and TET 715. Course substitutions for this student have been approved by the Graduate Dean.

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)?
5/3/19

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*)?
5/3/19

e. What is the last term or date (day/month/year) by which a student can graduate from the program?
8/16/19

f. What are the potential cost savings of terminating the program and what are the planned uses of the savings?
There are no potential cost savings, as courses for this specialization are either 1) required by other programs (so they will still need to be delivered, and those course enrollments are not affected by this termination) or 2) have not been regularly offered (with the exception field experience courses for the two students) due to lack of need/no enrollment in the program.

g. What are the resulting employee terminations and other possible implications including impact on other programs?
There are no resulting employee terminations or other possible implications. These have been only two students enrolled, thus there has been little faculty time invested in advising students and teaching in this program. Terminating this program does not impact other programs.

Student admitted 2017-2018 catalog year, expected to graduate summer 2019.

Standard "Master Teacher" Track ==Requesting Substitution==

- EDER 761 - GRADUATE RESEARCH & DESIGN (C) 3 cr hrs: Taken SU16
- ELED 773 - RESEARCH-BASED METHODS IN CURRICULUM AND INSTRUCTION (3 cr hrs required): Taken SU18
- LT 712 - INSTRUCTIONAL TECHNOLOGIES FOR ACTIVE LEARNING 3 cr hrs : Taken SU18
- ELED 794 - INTERNSHIP (M.A.) (C) (3 cr hrs required): Taking SP19, with Dr. Cheeseman
- ==ELED 795 - PRACTICUM 1 to 3 cr hrs (3 cr hrs required) : Requesting substitution of ELED 757, Taken SP17==
- ELED 776 - THEORY AND PEDAGOGY FOR DIVERSE LEARNERS 3 cr hrs : To be taken SU19
- TET 715 - SOCIOLOGICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATION 3 cr hrs, To be taken SU19

1066

- ELECTIVES 3 cr hrs: ELED 883 Taken SU17
- <mark>ELED 796 - FIELD EXPERIENCE (M.A.) 1 to 8 cr hrs (3 cr hrs required) Requesting substitution of ELED 766, Taken SU17</mark>
- ELED 786 - CAPSTONE 3 cr hrs: To be arranged as an independent Study, SP19?

Justification for Substitutions:

ELED 795 is intended to provide practical experience in applying theory and research regarding teaching practices. We are requesting that he be allowed to substitute ELED 757, Assessment, Diagnosis, and Interventions for Effective Reading Instruction. In this course, students learn tools and practices for assessment, diagnosis, and evaluation in order to plan, evaluate, and revise instruction.

ELED 796 is intended as an opportunity to apply their teaching strategies in a supervised way. We are requesting that he be allowed to substitute ELED 766, Technology Integration for Effective Instruction. In this course, students explore technologies to support the teaching and learning process, and demonstrate application through modeling, simulations, discussions, and practical hands on experiences, supervised by the instructor.

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	MA in Political Science
CIP CODE:	45.1001
UNIVERSITY DEPARTMENT:	Political Science
UNIVERSITY DIVISION:	College of Arts and Sciences

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

_____   _____
President of the University   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 ☐

4. **INACTIVE STATUS**
   A. **Provide a justification for inactivating the program:**
   A reduction in faculty lines and the resulting shifting of faculty resources no longer makes the degree program a viable option for future students.

   B. **If there are current students in the program, what are the implications of placing the program on inactive status?**
   There are three students currently in the program; two are writing theses and the third requires a single course. The Department will assist the one remaining student in the completion of appropriate coursework by offering an independent study. No new students will be admitted.

   C. **What is the last date (day/month/year) by which a student can graduate in the program:**
   Summer 2024 will be the last date by which a student can graduate in the program. All students have current programs of study on file with the Department. The Department has provided all students with individualized programs of study to assure they can complete all coursework, thesis and degree requirements by summer 2024.

   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)?** Summer 2019

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[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.

Program Forms: Program Termination or Placement or Inactive Status (Last Revised 08/2016)

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	PhD in Political Science
CIP CODE:	45.1001
UNIVERSITY DEPARTMENT:	Political Science
UNIVERSITY DIVISION:	College of Arts and Sciences

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

_____   _____
President of the University   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 ☐

4. **INACTIVE STATUS**

   A. **Provide a justification for inactivating the program:**
      A reduction in faculty lines and the resulting shifting of faculty resources no longer makes the degree program a viable option for future students.

   B. **If there are current students in the program, what are the implications of placing the program on inactive status?**
      There are 24 students currently enrolled in the program. The Department will provide students scheduled courses and independent study course offerings to complete their degrees. The Department has a plan to teach out the courses and help the students through the dissertation phase of their studies. All current students have up-to-date programs of study, and must remain continually enrolled. No new students will be admitted.

   C. **What is the last date (day/month/year) by which a student can graduate in the program:**
      As the inactive status is terminated after five years without reactivation, the last date will be Summer 2024. Students will be provided with an individualized plan of study to ensure that coursework, program requirements, and dissertation requirements may be completed by that date. This date corresponds with the inactivation date of the MA program. If PhD students meet course requirements and want to complete an MA program instead, they may do this.

   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)?** Summer 2019

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[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.

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SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	Transitional Doctorate in Physical Therapy (U.TDPT.PHTH)
CIP CODE:	51.2308
UNIVERSITY DEPARTMENT:	Physical Therapy (UPHTH)
UNIVERSITY DIVISION:	School of Health Sciences (UHS)

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*

5. **TERMINATION WITH ENROLLED STUDENTS**

   a. **Provide a justification for terminating the program:** The program was established to elevate the degree status of currently practicing clinicians with certificate, Bachelor, or master's level degrees, in support of the American Physical Therapy Associations 2020 Vision statement, which aimed to prepare clinicians with doctoral level training for greater autonomy in practice. Today, the greater majority of clinicians now have DPT degrees, whether clinical entry level or transitional. The demand for this type of program is limited, and, given the currently enrolled cohort will graduate in May 2020, the program has served its purpose in supporting the professional organization's goals for 2020.

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[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.

Program Forms: Program Termination or Placement or Inactive Status (Last Revised 08/2016)

b. **What is the plan for completion of the program by current students?** All currently enrolled students (cohort model) will complete their programming in 2020. Students who need accommodations (including a leave of absence) to complete their coursework will receive support on an individual basis. The final matriculated cohort currently includes 11 students. It is expected that all students will graduate together in 2020, barring no unexpected difficulties. Should an individual exception be necessary, options exist for offering incomplete grades and decelerating coursework across terms.

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)?** 08/20/18

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*)?** 08/20/18

e. **What is the last term or date (day/month/year) by which a student can graduate from the program?** May 2021, should a student require a decelerated plan; it is expected that all students currently enrolled in the program will graduate in May 2020.

f. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?** The program has been operating at a deficit absorbed by the School of Health Sciences.

g. **What are the resulting employee terminations and other possible implications including impact on other programs?** The program has been taught by adjunct on a contract basis and within workload by core faculty within the Department of Physical Therapy or Basic Biomedical Science (e.g., pharmacology). There will be no employee terminations or impact on other programs.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 2 – K (1)
DATE: May 14, 2019

****

SUBJECT
    Naming Request – SDSU – Department of Geography and Geospatial Sciences

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION
    South Dakota State University requests to rename the Department of Geography to the Department of Geography and Geospatial Sciences.

IMPACT AND RECOMMENDATIONS
    This proposed change will more accurately represent the subject areas of the Department's teaching and research portfolio, as well as strengthen SDSU's ability to promote the unit's programs at both the undergraduate and graduate levels

    Board staff recommend approval.

ATTACHMENTS
    Attachment I – SDSU Request to Rename the Department of Geography

****

DRAFT MOTION 20190514_2-K(1):
    I move to approve SDSU's requests to rename the Department of Geography to the Department of Geography and Geospatial Sciences.

South Dakota
State University

SDSU

March 28, 2019

I approve
Barry H Dunn
3-29-19

TO: Dr. Barry H. Dunn, President

FROM: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs

RE: Department of Geography and Geospatial Sciences

I have received a request from Dr. Charlene Wolf-Hall, Dean of the College of Natural Sciences, to rename the Department of Geography to the Department of Geography and Geospatial Sciences.

This proposed change will more accurately represent the subject areas of the Department's teaching and research portfolio that includes geospatial techniques, as well as the work of the SDSU-USGS Geospatial Sciences Center of Excellence (GSCE) which moved into the Department of Geography this past year. Further, this name change will strengthen our ability to promote the unit's programs at both the undergraduate and graduate levels.

I am supportive of the requested change to the Department of Geography and Geospatial Sciences effective July 1, 2019. If you approve, I request that we forward this to the SD Board of Regents for approval at their next meeting.

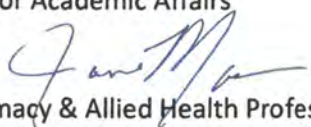Please let me know if you need additional information.

SOUTH DAKOTA STATE UNIVERSITY®
Department of Geography

College of Natural Sciences
Department of Geography
South Dakota State University
Wecota Hall 109, Box 506
Brookings, SD, 57007
605-688-4511

March 11, 2019

To: Dennis Hedge, Provost

From: Charlene Wolf-Hall, Dean

Subject: Department Name Change

The purpose of this memo is to request a name change from the Department of Geography to the Department of Geography and Geospatial Sciences. In August 2018, the Geospatial Sciences Center of Excellence (GSCE) formally merged with the Department of Geography. With the merger, the department feels the time is right for the name change. This proposed name change was unanimously approved on February 6, 2019 by the faculty of Geography and affiliated GSCE members.

The proposed change will serve several purposes: 1. The name change will more accurately represent the subject areas of our entire research and teaching of our faculty; 2. It will better reflect the growing synergies between the Center and the Department concerning our mutual interests in geospatial techniques (i.e., GIS, remote sensing, cartography, and UAS) that have become central to our discipline; 3. It will help with the merger of the Ph.D. in Geospatial Sciences and our other graduate programs in the Department of Geography; and 4. It will help promote our programs at the undergraduate and graduate level, which will enhance recruiting efforts for students, faculty and staff.

The college supports the proposed name change.

Printed on recycled paper.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

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SUBJECT
>   Naming Request – SDSU – Department of Allied and Population Health

CONTROLLING STATUTE, RULE, OR POLICY
>   BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION
>   South Dakota State University requests to create a new Department of Allied and Population Health. The proposed department will provide support for the Master of Public Health program, Medical Laboratory Science programs, the Pharmacy Administration faculy, and a Community Pharmacy Innovation Center for which planning is currently underway.

IMPACT AND RECOMMENDATIONS
>   This collaborative alignment will require no additional resources and is aimed at enhancing operational efficiencies and bringing together faculty expertise.
>
>   Board staff recommend approval.

ATTACHMENTS
>   Attachment I – SDSU Request to Create New Department of Allied and Population Health

****

DRAFT MOTION 20190514_2-K(2):
>   I move to approve SDSU's requests to create a new Department of Allied and Population Health.

South Dakota State University
SDSU

March 28, 2019

I approve
Barry H Dunn
3-29-19

TO: Dr. Barry H. Dunn, President

FROM: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs

RE: Department of Allied and Population Health

I have received a request from Dr. Jane Mort, Dean of the College of Pharmacy and Allied Health Professions, to create a new department. If approved, the proposed department will be the Department of Allied and Population Health, providing support for the Master of Public Health program, the Medical Laboratory Science programs, the Pharmacy Administration faculty, and a Community Pharmacy Innovation Center for which planning is underway.

The Department of Allied and Population Health will bring faculty expertise together in a manner that enables additional sharing of resources, collaborative support of academic programs within the unit, and enable new research capabilities in the areas of community and population health. Of note, this organizational change will require no additional resources.

I am supportive of the proposed creation of the Department of Allied and Population Health effective July 1, 2019. If you approve, I request that we forward this to the SD Board of Regents for approval at their next meeting.

Please let me know if you need additional information.

South Dakota
State University

SDSU

College of Pharmacy and
Allied Health Professions

Avera Health and Science Center 133
Box 2202C
South Dakota State University
Brookings, SD 57007
Phone: 605-688-6197
Fax: 605-688-6232

To: Dennis D. Hedge, Pharm.D.
             Provost and Vice President for Academic Affairs

From: Jane R. Mort, Pharm.D.
             Dean of the College of Pharmacy & Allied Health Professions

Date: March 25, 2019

Subject: New Department

The purpose of this memo is to request the addition of a new department, Allied and Population Health, which will be housed in the College of Pharmacy and Allied Health Professions. The Allied and Population Health Department will provide support for the Master of Public Health (MPH) program, the Medical Laboratory Science (MLS) program, the Pharmacy Administration faculty, and the proposed community innovation center, directed by Dr. Pinto. This proposed departmental change was presented and fully supported by the faculty and staff at the College's March 18th meeting.

The proposed change will serve several purposes:

1. Providing a department level structure for the MLS and MPH program. Currently, the director of the MLS program reports to the Associate Dean for Student Services, and the coordinator for the MPH program reports to the Dean;

2. Bringing together faculty expertise within the College to support academic programs. The Pharmacy Administration faculty will support the MPH program. The MPH faculty will support public health aspects within the Pharm.D. program. Additionally, graduate level expertise will foster development of the master's degree in MLS;

3. Connecting Pharmacy Administration faculty with a master's level program will enhance research capabilities, optimize funding opportunities, and strengthen faculty recruitment;

4. Sharing resources generated by the College's proposed community innovation center (already garnered a multi-million dollar 5-year grant) will bolster the work of the associated programs.

This synergistic alignment will not require any additional resources, but will use currently available assets in the most efficient and effective manner.

The college supports the proposed new department.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

****

SUBJECT
    Naming Request – SDSU – School of American and Global Studies

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 2:14 – Campus Organization Structure

BACKGROUND / DISCUSSION
    South Dakota State University requests to create a new School of American and Global Studies. This School will include all degree programs currently housed in the Department of History, Political Science, Philosophy and Religion and the Department of Modern Languages and Global Studies. In concert with the creation of the School of American and Global Studies, both departments will cease to exist.

IMPACT AND RECOMMENDATIONS
    This organizational structure change is consistent with previous moves by the College of Arts, Humanities and Social Sciences aimed at enhancing operational efficiencies.

    Board staff recommend approval.

ATTACHMENTS
    Attachment I – SDSU Request to Create New School of American and Global Studies

****

DRAFT MOTION 20190514_2-K(3):
    I move to approve SDSU's requests to create a new School of American and Global Studies, as presented.

**South Dakota
State University**

SDSU

March 28, 2019

*I approve.
Bary H Dunn
3-29-19.*

TO: Dr. Barry H. Dunn, President

FROM: Dr. Dennis D. Hedge, Provost and Vice President for Academic Affairs

RE: School of American and Global Studies

I have received a request from Dr. Lynn Sargeant, Dean of the College of Arts, Humanities and Social Sciences, to create a School of American and Global Studies. The mission of the School will be to prepare critical thinkers and proficient researchers who are culturally literate and globally engaged.

This organizational structure change is consistent with previous moves by the College of Arts, Humanities and Social Sciences aimed at enhancing operational efficiencies. These changes include a recently formed School of Design (2015), School of Performing Arts (2017), School of Communication and Journalism (2018), and Ness School of Management and Economics (2019). The proposed School of American and Global Studies will include all degree programs currently housed in the Department of History, Political Science, Philosophy and Religion and the Department of Modern Languages and Global Studies. In concert with the creation of the School of American and Global Studies, both departments will cease to exist.

I am supportive of this requested change to organize as a School of American and Global Studies effective July 1, 2019. If you approve, I request that we forward this to the SD Board of Regents for approval at their next meeting.

Please let me know if you need additional information.

School of American and Global Studies
Including programs in French Studies, German, Global Studies, History, Political Science, Philosophy, Religion, and Spanish

College of Arts, Humanities and Social Sciences
South Dakota State University
January, 2019

The faculty of the Department of History, Political Science, Philosophy and Religion, the Department of Modern Languages and Global Studies, and the Dean of the College of Arts, Humanities and Social Sciences request that the Division of American and Global Studies be formally recognized as the School of American and Global Studies, located in the College of Arts, Humanities and Social Sciences, effective July 1, 2019.

The mission of the School will be to prepare critical thinkers and proficient researchers who are culturally literate and globally engaged. Faculty will teach, conduct research, and disseminate scholarship on the cultural, historical, linguistic, philosophical, political, and religious systems that sustain U.S. and global societies. Through service and outreach, faculty will share this knowledge to benefit South Dakota, the nation, and the world. The School of American and Global Studies will be a premier center for cultivating regionally, nationally, and globally engaged citizen scholars.

The College of Arts, Humanities and Social Sciences seeks to revitalize liberal arts education at South Dakota State University. Academic realignment that nurtures collaboration between complementary disciplines can advance this goal by strengthening curricular and co-curricular programs. The Division of American and Global Studies was formed on July 1, 2018 and charged with composing the infrastructure for an eventual School. Faculty and administrative leaders in the Division spent much of the last year developing the School's governance structure and exploring potential curricular revisions.

Structure
The creation of the School of American and Global Studies within the College of Arts, Humanities and Social Sciences is consistent with organizational changes already in progress. The College of Arts, Humanities and Social Sciences recently formed the School of Design (2015), the School of Performing Arts (2017), and the School of Communication and Journalism (2018). The proposed School of American and Global Studies will include all degree programs currently housed in the Department of History, Political Science, Philosophy and Religion and the Department of Modern Languages and Global Studies, including:
- American Indian Studies (B.A.)
- French Studies (B.A.)
- German (B.A.)
- Global Studies (B.A.)
- History (B.A./B.S)
- Political Science (B.A./B.S.)
- Spanish (B.A.)

The School will also house minors in:
- American Indian Studies
- French Studies
- German
- Global Studies
- History
- Legal Studies
- Philosophy

- Political Science
- Religion
- Spanish

The faculty of the proposed School includes 19 tenure-stream professors and 5 instructor/lecturers. The proposed School serves a current student population of over 350 undergraduate majors and nearly 400 registrations in one or more of its minors. In addition to its majors and minors, the School also offers an undergraduate certificate program in Workplace Intercultural Competence.

Motivation

This request advances the goals of SDSU's strategic plan *Imagine 2023: Aspire, Discover, Achieve*:

- *Achieve Excellence Through Transformative Education.* The School's programs, in combination, will provide students with opportunities they would not have by getting a degree in isolation. Students who add a modern language to another major can significantly increase their lifetime earnings.[1] A joint degree in a language and political science, for example, puts graduates on par with physics, accounting, and math and statistics with regard to salary. By combining philosophy with another major, students may dramatically improve their scores on the LSAT, GMAT and GRE and increase their chances of obtaining an advanced or professional degree. Recent studies of employers provide ample evidence of the demand for the many "soft-skills" provided by the School's disciplines, such as critical thinking and intercultural competence. In repeated employer studies conducted in 2010, 2013, and 2015[2], the American Association of Colleges and Universities surveyed executives at private-sector and nonprofit organizations, including owners, CEOs, presidents, C-suite level executives, and vice presidents. Each of these studies concluded that the various transferable skills provided by programs in the School of American and Global Studies are necessary to succeed in the global context in which employers operate

- *Cultivate and Strengthen Community Engagement.* All disciplines in the proposed School are actively engaged in outreach, service learning, consultations, translations, public lectures, conferences, and study abroad. For example, the School's students and faculty routinely participate in National History Day in South Dakota, the Interfaith Council, and the Pan-Lingua regional undergraduate languages and cultures conference. Students and faculty also teach English to immigrants, provide translations, and offer their professional expertise to community organizers and boards. The School will enhance these outreach programs by facilitating the formation of multidisciplinary teams that can address industry and community needs on multiple dimensions.

- *Foster Innovation and Increase Research, Scholarship and Creative Activity (RSCA).* The School of American and Global Studies will allow faculty to explore shared interests through the interaction of multiple disciplines. These activities will engage undergraduate students in applied experience-based learning and enhance the research profile of the unit. The potential also exists for an interdisciplinary graduate program within the school, which would provide additional opportunities for expanded research.

- *Be a Growing, High-Performing and Healthy University.* The formation of this School will bring a collection of aligned programs under one roof, both administratively and physically. It will allow the School to make best use of its resources by avoiding curricular redundancies, strengthening course schedules, streamlining administrative functions, and creating joint faculty appointments across complementary programs to enable the recruitment of a diverse faculty and professional staff with skills and experience in multiple fields. A shared space might include areas for student organizations, a language/computer lab, collaborative research space, and seminar and classroom spaces. Bringing these programs together into a single unit will promote collaboration and collegiality. To fully capture these benefits, all programs will eventually need to be co-located in a single building.

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[1] https://www.economist.com/blogs/prospero/2014/03/language-study
[2] https://www.aacu.org/leap/public-opinion-research

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

****

SUBJECT
BOR Policy 2:7 & 2:26 – Baccalaureate & Associate Degree General Education Curriculum Revisions

CONTROLLING STATUTE, RULE, OR POLICY
AAC Guideline 8:1 – General Education Implementation Guidelines
BOR Policy 2:7 – Baccalaureate General Education Curriculum
BOR Policy 2:26 – Associate Degree General Education Curriculum

BACKGROUND / DISCUSSION
Currently, BOR policy states that modifications to General Education course offerings will be brought forth yearly at the December Board meeting. However, the General Education Implementation Guidelines (Section 2.2.4) state that AAC general education curriculum recommendations will be forwarded to the Board for consideration during their March meeting.

IMPACT AND RECOMMENDATION
The proposed revisions to BOR Policies 2:7 and 2:26 will align Board policy to reflect the current AAC General Education Implementation Guidelines.

Board office staff recommends approval.

ATTACHMENTS
Attachment I – Proposed Revisions to BOR Policy 2:7
Attachment II – Proposed Revisions to BOR Policy 2:26

****

DRAFT MOTION 20190514_2-L:
I move to 1) waive the two-reading requirement of By-Laws Section 5.5.1, and 2) approve the first and final reading of the proposed revisions to BOR Policies 2:7 and 2:26, as presented.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Baccalaureate General Education Curriculum

NUMBER: 2:7

A. PURPOSE

To provide for the requisite oversight that the general education component of all baccalaureate programs shall consist of the System General Education Requirements. Students may only select general education courses from a limited approved list to meet the System General Education Requirements. These requirements are effective for students entering Fall 2017.

B. DEFINITIONS

None

C. POLICY

1. System General Education Requirements Course/Credit Distribution

System General Education Requirements shall include 30 credits of course work. At least 3 credit hours shall be earned from each of 6 goals (total of 18 credits) set out in section 3 below. Each institution shall identify 12 credit hours of additional course work from the six goals. The distribution of courses/credits will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

System Goal	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Goal #1: Written Communication	6	6	6	6	6	6
Goal #2: Oral Communication	3	3	3	3	3	3
Goal #3: Social Sciences	6	6	6	6	6	6
Goal #4: Arts and Humanities	6	6	6	6	6	6
Goal #5: Mathematics	3	3	3	3	3	3
Goal #6: Natural Sciences	6	6	6	6	6	6
	30	30	30	30	30	30

2. Approved Courses to meet System General Education Requirements

The limited list of courses approved to meet each of the established system goals will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the ~~December~~ March meeting. The list of courses approved to meet

each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

3. **System General Education Goals and Requirements:**

The General Education Committee will specify student learning outcomes for each of the general education goals listed in this section using appropriate faculty input. The specific student learning outcomes will be maintained as guidelines and managed by the Academic Affairs Council in consultation with the System General Education Committee and approved by the Committee on Academic and Student Affairs. The six System General Education Goals are:

GOAL #1:   Students will write effectively and responsibly and will understand and interpret the written expression of others.

GOAL #2:   Students will communicate effectively and responsibly through listening and speaking.

GOAL #3:   Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

GOAL #4:   Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

GOAL #5:   Students will understand and apply fundamental mathematical processes and reasoning.

GOAL #6:   Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

4. **Transfer of System General Education Requirements**

Students who complete the System General Education Requirements at any SD Board of Regents institution and then transfer to another SD Board of Regents institution will have fulfilled the System General Education Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan. See SDBOR policy 2:5 for additional guidance on transfer of general education credits.

5. **System General Education Committee**

Each university shall appoint at least one representative to the System General Education Committee. Additional representatives may be drawn from all SDBOR universities as needed to conduct assessments and accomplish committee work. Two members of the System Assessment and Testing Committee will also serve on the System General Education Committee. The System Vice President for Academic Affairs (or designee) and a member of the Academic Affairs Council (or designee) will serve as ex officio members. The Committee shall:

5.1. Advise the Academic Affairs Council on matters related to general education, including student learning outcomes, curriculum, policy, guidelines, and processes to ensure faculty oversight of the general education curriculum

5.2. Conduct the assessment of System General Education Requirements as described in BOR policy 2:11

6. **Assessment of System General Education**

As specified in SDBOR policy 2:11, all universities shall participate in a shared process to assess and evaluate the achievement of the goals and student learning outcomes of the System General Education Requirements. This collaborative assessment and evaluation process will use a random sample of course syllabi, student work, and system-standard rubrics or measures to evaluate performance against standards.

7. **Student Completion of System General Education Requirements**

In general, System General Education Requirements will be completed in the first 90 credit hours of a baccalaureate degree program.

FORMS / APPENDICES:

None

SOURCE:

BOR January 1985; BOR June 1992; BOR March 1995; BOR May 1996; BOR December 1997; BOR August 1999; BOR January 2000; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2003; BOR June 2003; BOR March 2005; BOR December 2005; BOR March 2006; BOR October 2006; BOR December 2006; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR December 2015; BOR March-April 2016; BOR August 2016; BOR May 2017.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Associate Degree General Education Curriculum

NUMBER: 2:26

A. PURPOSE

To provide for the requisite oversight that the general education component of all associate degree programs shall consist of the System General Education Requirements. Students may only select general education courses from a limited approved list to meet the System General Education Requirements. These requirements are effective for students entering Fall 2017.

B. DEFINITIONS

None

C. POLICY

1. System General Education Requirements Course/Credit Distribution

System General Education Requirements shall include 24 credits of course work. At least 3 credit hours shall be earned from each of 6 goals (total of 18 credits) set out in section 3 below. Each institution shall identify 6 credit hours of additional course work from the six goals. For all institutions, students have the flexibility to select an additional three credit hours from Goal #3, #4 or #6 with courses selected from different disciplinary prefixes. The distribution of courses/credits will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs.

System Goal	BHSU	DSU	NSU	SDSM&T	SDSU	USD
Goal #1: Written Communication	6	6	6	6	6	6
Goal #2: Oral Communication	3	3	3	3	3	3
Goal #3: Social Sciences	3	3	3	3	3	3
Goal #4: Arts and Humanities	3	3	3	3	3	3
Goal #5: Mathematics	3	3	3	3	3	3
Goal #6: Natural Sciences	3	3	3	6	3	3
Goal #3, #4, #6 Flexibility	3	3	3	0	3	3
	24	24	24	24	24	24

2. **Approved Courses to Meet System General Education Requirements**

The limited list of courses approved to meet each of the established system goals will be maintained as guidelines managed by the Academic Affairs Council and approved by the Committee on Academic and Student Affairs. Proposed changes to the courses permitted to meet System General Education Requirements are approved by the Board of Regents each year during the ~~December~~ March meeting. The list of courses approved to meet each of the established system goals will be closely monitored by the System General Education Committee and Academic Affairs Council to ensure course relevance, program coherence, and breadth of student choice.

3. **System General Education Goals and Requirements**

The General Education Committee will specify student learning outcomes for each of the general education goals listed in this section using appropriate faculty input. The specific student learning outcomes will be maintained as guidelines and managed by the Academic Affairs Council in consultation with the System General Education Committee and approved by the Committee on Academic and Student Affairs. The six System General Education Goals are:

GOAL #1:   Students will write effectively and responsibly and will understand and interpret the written expression of others.

GOAL #2:   Students will communicate effectively and responsibly through listening and speaking.

GOAL #3:   Students will understand the organization, potential, and diversity of the human community through study of the social sciences.

GOAL #4:   Students will understand the diversity and complexity of the human experience through study of the arts and humanities.

GOAL #5:   Students will understand and apply fundamental mathematical processes and reasoning.

GOAL #6:   Students will understand the fundamental principles of the natural sciences and apply scientific methods of inquiry to investigate the natural world.

4. **Transfer of System Associate Degree General Education Requirements**

Students who complete the System Associate Degree General Education Requirements at any SD Board of Regents institution and then transfer to another SD Board of Regents institution will have fulfilled the System Associate Degree General Education Requirements at the new institution even if the receiving institution has different credit/course distribution and approved course lists. All prerequisites for associate and baccalaureate programs must be completed as determined by the student's degree plan. See SDBOR policy 2:5 for additional guidance on transfer of general education credits.

FORMS / APPENDICES:

None

SOURCE:

BOR June 1997; BOR December 1997; BOR December 1998; BOR August 1999; BOR January 2001; BOR June 2001; BOR October 2001; BOR March 2005; BOR June 2005; BOR June 2007; BOR December 2007; BOR March 2008; BOR December 2008; BOR August 2009; BOR December 2009; BOR June 2010; BOR December 2010; BOR December 2011; BOR March 2012; BOR June 2012; BOR December 2012; BOR May 2013; BOR December 2013; BOR April 2014; BOR October 2014; BOR December 2014; BOR August 2016; BOR May 2017; December 2017 (Clerical).

Budget and Finance
Consent

AGENDA ITEM: 2 – M
DATE: May 14, 2019

****

SUBJECT
    Maintenance & Repair (M&R) Projects

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 6:6 – Maintenance and Repair
    HB1020 – Revise Certain Provisions Regarding State Building Committees for Capital
    Improvement Projects

BACKGROUND / DISCUSSION
    According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list
    estimated to cost more than $250,000 must be submitted for Board approval. Any changes,
    other than funding realignments and transfers, over $250,000 to an approved project must
    be submitted to the Board.

    During the 2019 legislative session, HB1020 was passed. This bill changed the definition
    of a capital improvement project and thus the requirement of a building committee.
    Previously, a capital improvement project was defined as any project over $1.5M in cost.
    HB1020 has increased that threshold to $5M. While the law does not go into effect until
    July 1, 2019, the Office of the State Engineer has determined that if expenses will not
    exceed the $1.5M prior to July 1, the project can proceed without a building committee.
    BOR policies change will be needed to 6:4, 6:5, and 6:6 to align with this new law. M&R
    projects greater than $250,000 and less than $5M will be submitted to the Board of Regents
    as a consent item and will not require a building committee. This means that fewer projects
    require preliminary facility statements, facility program plans, and facility design plans.
    The BOR policy changes will propose that all new construction will still require a building
    committee.

    South Dakota State University requests approval of the following item:
        West River Agronomy Center – Building Utilities and Interior Finishes:
        SDSU requests using $350,000 of ag research fees to provide utilities such as septic
        service, interior plumbing, building electrical, lighting, HVAC mechanical
        systems, and carpentry to building out the classroom, office and soil lab space at

(Continued)
****

DRAFT MOTION 20190514_2-M:
    I move to approve SDSU's renovation project for the West River Agronomy Center north
    of Sturgis, SD, at a cost of $350,000 paid for with ag research fees.

the West River Agronomy Center located north of the Meade county airport outside of Sturgis, SD.

IMPACT AND RECOMMENDATIONS

Approval of the project will allow the institution to complete projects over the summer construction season. Staff recommend approval of these projects.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

****

SUBJECT
> FY20 Revised AES M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY
> SDCL 38-20A-4
> SDCL 38-20A-59
> BOR Policy 6:6 – Maintenance and Repair

BACKGROUND/DISCUSSION
> Maintenance and repair projects for the Agricultural Experiment Station (AES) are funded by the pesticide tax, enacted by the South Dakota Legislature in 1998 and amended by the 2018 Legislature (SB34). For each annual application fee of $120.00 collected, the Agricultural Experiment Station receives $15 and the Cooperative Extension Service receives $10.

IMPACT AND RECOMMENDATIONS
> The pesticide fee revenue allotted to AES is to be used entirely for AES maintenance and repair projects. The pesticide fee revenue for AES is projected to be $225,000. The attached project list totals $274,500. AES will supplement the pesticide funds with available local funds to ensure the projects can be accomplished. Funding sources will be identified when the project work orders are submitted.

> The Board approved the FY20 AES M&R projects at the December 2018 meeting. This attached project list revises the list approved in December. Approval of the FY20 AES M&R projects will allow SDSU to begin project planning and completion in a timely manner.

ATTACHMENTS
> Attachment I – FY20 AES M&R projects requested by SDSU

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DRAFT MOTION 20190514_2-N:
> I move to approve the revised AES M&R projects for FY20 as requested.

South Dakota State University
Agricultural Experiment Station (AES)
FY20 Maintenance & Repair Projects - Revised

Project #	Building Name	Project Name	M&R Category	M&R Class	Funding Source	Cost
3A2001	Reminant Nutrition Center	Replace Cattle Processing Facility	Programmatic Suitability	Repair	Pesticide Tax	$23,900
3A2002	Dairy Science Farm	Renovations of 1118 - fan installation, move bins,	Programmatic Suitability	Renovation	Pesticide Tax	$100,000
3A2003	Animal Science	Various Fencing Repairs	Building Integrity	Repair	Pesticide Tax	$15,000
3A2004	Beef Breeding Unit	Driveway repair, concrete bunks, and apron repair	Building Integrity	Repair	Pesticide Tax	$13,700
3A2005	Animal Science	Lab Renovations	Programmatic Suitability	Renovation	Pesticide Tax/Local Funds	$100,000
3A2006	Beef Nutrition Unit	Replace Feed Bunks & Gates on outdoor feedlot	Building Integrity	Repair	Pesticide Tax	$21,900
					FY20 M&R Projects Total	$274,500

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
    FY20 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 FY20 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
FY19 General Fund M&R Allocation

	Square Feet	Allocation	Replacement Value	Allocation	Total Allocation
		Academic Buildings			
BHSU	516,213	$499,638	150,556,474	$532,222	$1,031,860
DSU	329,461	$318,882	87,015,086	$307,601	$626,483
NSU	599,670	$580,415	151,457,629	$535,408	$1,115,823
SDSM&T	596,948	$577,780	186,860,693	$660,560	$1,238,340
SDSU	2,466,483	$2,387,286	657,796,681	$2,325,334	$4,712,620
USD	1,775,447	$1,718,439	495,779,582	$1,752,598	$3,471,037
SSOM	91,895	$88,944	16,311,446	$57,662	$146,606
TOTAL	6,376,117	$6,171,384	1,745,777,591	$6,171,385	$12,342,769

Attachment I provides the FY20 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;

(Continued)

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DRAFT MOTION 20190514_2-O
    I move to approve the General Fund M&R requested projects for FY20 as listed on Attachment I.

Energy and Utility Savings; or Campus Infrastructure according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost $50,000 to $250,000 must be submitted for the Executive Director's approval and projects more than $250,000 must be submitted for Board approval. Projects under $50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

IMPACT AND RECOMMENDATIONS

The FY20 available funding is $12,342,769.

Approval of the FY20 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY20 General Fund Maintenance and Repair Projects

FY20 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
Black Hills State University					
6G2001		Planning & Design			$51,593
6G2002	Young Center	North Entry Accessibility Improvement	Public Health, Safety, and Compliance	Renovation	$50,000
6G2003	Library	Electrical Upgrade	Campus Infrastructure	Maintenance	$50,000
6G2004	Facilities Services	Fire Detection Upgrade	Public Health, Safety, and Compliance	Maintenance	$50,000
6G2005	Jonas Academic	Classroom Electrical Upgrade	Campus Infrastructure	Maintenance	$50,000
6G2006	Campus	Central Chiller Plant Upgrade	Energy and Utility Savings	Renovation	$518,000
6G2007	Young Center	Lighting Upgrade - SEP	Energy and Utility Savings	Maintenance	$34,000
6G2008	Jonas Academic	Painting	Building Integrity	Maintenance	$100,000
6G2009	Facilities Services	Tuckpoint & Waterproof	Building Integrity	Maintenance	$128,267
				Total	**$1,031,860**
Dakota State University					
8G2001		Planning & Design			$31,324
8G2002	Heston Hall	Heston Hall Hydronics	Energy and Utility Savings	Renovation	$375,000
8G2003	Campus wide	Utility Infrastructure Upgrades	Campus Infrastructure	Renovation	$100,000
8G2004	Science Center	Generator Replacement	Campus Infrastructure	Maintenance	$120,159
				Total	**$626,483**
Northern State University					
5G2001		Planning & Design			$55,791
5G2002	Johnson Center	Johnson Center roof	Building Integrity	Renovation	$440,000
5G2003	Barnett Center	Barnett Center AHU replacement	Energy and Utility Savings	Renovation	$360,000
5G2004	Barnett Center	Barnett Center fire alarm system	Public Health,Safety and Comp.	Alteration	$125,000
5G2005	Barnett Center	Barnett Center office remodel	Building Integrity	Renovation	$135,032
				Total	**$1,115,823**
South Dakota School of Mines & Technology					
4G2001		Planning & Design			$61,917
4G2002	Library	Renovation	Campus Infrastructure	Renovation	$966,423
4G2003	King Center	Retaining Wall Repair	Building Integrity	Renovation	$20,000
4G2004	EEP	ITS Cooling Replacement	Building Integrity	Renovation	$30,000
4G2005	Various	Hail Damage Repairs	Building Integrity	Repair	$50,000
4G2006	Various	LED Upgrades	Energy and Utility Savings	Alteration	$60,000
4G2007	Civil Mechanical	Renovation	Programmatic Suitability	Renovation	$50,000
				Total	**$1,238,340**

FY20 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
South Dakota State University					
3G2001	Morrill Hall	Planning & Design	Programmatic Suitability	Renovation	$130,620
3G2002	Wecota Hall	Basement Remodel (Planning & Design)	Programmatic Suitability	Renovation	$100,000
3G2003	Campus	General & RDN Classroom Improvements	Programmatic Suitability	Renovation	$100,000
3G2004	Campus	Campanile Avenue Project	Campus Infrastructure	Renovation	$300,000
3G2005	Central Chiller Plant	Chiller #5	Campus Infrastructure	Renovation	$150,000
3G2006	Wintrode Student Center	Replace Boiler	Building Integrity	Repair	$150,000
3G2007	Mcfadden Northern Plains Biostress	Exhaust System Upgrades (Planning Funds)	Building Integrity	Renovation	$100,000
3G2008	Mcfadden Northern Plains Biostress	Exhaust System Upgrades	Building Integrity	Renovation	$1,900,000
3G2009	Central Heating Plant	Roof Replacement (supplemental funding)	Building Integrity	Repair	$220,000
3G2010	Animal Science Complex	Roof Replacement (Phase 2)	Building Integrity	Repair	$700,000
3G2011	Campus	Emergency Roof Repairs	Building Integrity	Repair	$50,000
3G2012	Campus	Replace Ash Trees	Programmatic Suitability	Maintenance	$30,000
3G2013	Campus	Concrete Walk & Paving Repairs	Campus Infrastructure	Repair	$150,000
3G2014	Wagner Hall	Convert General Classrooms 217 & 221 to HNS Class Lab	Programmatic Suitability	Renovation	$100,000
3G2015	Wagner Hall	Remodel Class Lab 436	Programmatic Suitability	Renovation	$150,000
3G2016	Crothers Engineering Hall	Corridor Floor Tile Asbestos Abatement	Public Health Safety & Compliance	Repair	$198,000
3G2017	Wecota Hall	Graffitti Removal from Masonry	Building Integrity	Maintenance	$10,000
3G2018	Campus	Retrofit Entrances for Key Card Access (SCE, SWG, SRO, SAV)	Programmatic Suitability	Renovation	$100,000
3G2019	Campus	Signage Replacement Project for 2 buildings	Programmatic Suitability	Maintenance	$30,000
3G2020	Wintrode Student Center	Replace Entry Doors & Vestibules	Building Integrity	Maintenance	$44,000
				Total	**$4,712,620**
University of South Dakota					
2G2001		Planning & Design			$173,552
2G2002	Lee Med, SCSC	Concrete Bollards for Homeland Security	Building Integrity	Renovation	$30,000
2G2003	Cook House	Replace Roof	Building Integrity	Renovation	$25,000
2G2004	Dakota Dome	Dakota Dome Renovation	Programmatic Suitability	Renovation	$1,205,414
2G2005	Davidson	Replace Exterior Windows	Building Integrity	Repair	$170,000
2G2006	Fine Arts	Replace the Roof Section	Building Integrity	Repair	$100,000
2G2007	Fine Arts	Replace Corridor Ceilings	Building Integrity	Maintenance	$40,000
2G2008	Fine Arts	Gallery Flooring Replacement	Building Integrity	Maintenance	$30,000
2G2009	Fine Arts	Exterior Door Replacement	Building Integrity	Maintenance	$35,000
2G2010	NMM	National Music Museum HVAC	Programmatic Suitability	Renovation	$900,857
2G2011	Slagle	Replace Roof	Building Integrity	Renovation	$250,000
2G2012	Patterson	Replace Roof	Building Integrity	Renovation	$100,000
2G2013	TSC	Contunuing Ed Space Renovations	Programmatic Suitability	Renovation	$381,214
2G2014	Burr House	Handicap Accessible	Public Health, Safety, and Compliance	Renovation	$30,000
				Total	**$3,471,037**

FY20 General Fund Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
Sanford School of Medicine					
2G2051		Planning & Design			$7,330
2G2052	HSC	Replace Elevator Drives	Public Health, Safety & Compliance	Maintenance	$75,000
2G2053	HSC	Replace Storm Sewer Pumps	Building Integrity	Maintenance	$24,377
2G2054	HSC	Basement Renovaiton	Building Integrity	Maintenance	$39,899
				Total	**$146,606**

Total FY20 General Fund M&R Projects $12,342,769

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 2 – P
DATE: May 14, 2019

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SUBJECT
   FY20 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 some 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 the 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 FY20 projected revenues are as follows:

	FY20 Projected Credit Hours	$3.36 M&R Fee Projected Revenue
BHSU	39,928	$132,161
DSU	30,024	$99,380
NSU	31,110	$102,974
SDSM&T	59,371	$196,518
SDSU	244,176	$808,222
USD	161,079	$533,171
	565,688	$1,872,426

IMPACT AND RECOMMENDATIONS
   The FY20 available funding is projected to be $1,872,426.

   Approval of the FY20 M&R Fee projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS
   Attachment I – FY20 Maintenance and Repair Fee projects

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DRAFT MOTION 20190514_2-P:
   I move to approve the FY20 M&R Fee projects as requested.

FY20 Fee Maintenance & Repair Projects

Project #	Building Name	Project Name	M&R Category	M&R Class	Cost Estimate
Black Hills State University					
6R2001		Series 2007 Critical M&R Bond Payment			$49,052
6R2002		Planning & Design			$5,286
6R20XX	Library	Sidewalk Repair & Replacement	Public Health, Safety & Compliance	Repair	$40,000
6R20XX	Meier Hall	Sidewalk Repair & Replacement	Public Health, Safety & Compliance	Repair	$37,823
			FY20 Fee M&R Projects Total		$132,161
Dakota State University					
8R2001		Seires 2007 Critical M&R Bond Payment			$28,716
8R2002		Planning & Design			$4,969
8R20XX	Campus Wide	Landscaping/sidewalks/parking repairs	Public Health, Safety and Compliance	Maintenance	$40,000
8R20XX	Campus Wide	Flooring Replacement	Programmatic Suitability	Renovation	$15,695
8R20XX	Campus Wide	Painting	Building Integrity	Maintenance	$10,000
			FY20 Fee M&R Projects Total		$99,380
Northern State University					
5R2002		Planning & Design			$5,149
5R20XX	Heating Plant	Install fire alarm system	Building Integrity	Maintenance	$60,000
5R20XX	Campus wide	Roof repairs	Building Integrity	Repair	$15,000
5R20XX	Campus wide	Concrete repairs/replacment	Campus Infrastructure	Repair	$22,825
			FY20 Fee M&R Projects Total		$102,974
South Dakota School of Mines & Technology					
4R2001		Series 2007 Critical M&R Bond Payment			$30,275
4R2002		Planning & Design			$9,826
4R20XX	Mineral Industries	Mineral Industries Upgrades	Public Health Safety and Compliance	Renovation	$44,000
4R20XX	Various	Classroom Updates	Programmatic Suitability	Renovation	$42,417
4R20XX	Campus	Building Security Upgrade	Public Health, Safety, and Compliance	Maintenance	$70,000
			FY20 Fee M&R Projects Total		$196,518
South Dakota State University					
3R2001					
3R2002		Seires 2007 Critical M&R Bond Payment			$367,728
3R20XX	Morrill Hall	Planning & Design	Programmatic Suitability	Renovation	$40,494
3R20XX	Wagner Hall	Convert General Classrooms 217 & 221 to HNS Class Labs	Programmatic Suitability	Renovation	$200,000
3R20XX	Wagner Hall	Remodel Class Lab 416	Programmatic Suitability	Reovation	$200,000
			FY20 Fee M&R Projects Total		$808,222
University of South Dakota					
2R2001		Seires 2007 Critical M&R Bond Payment			$26,659
2R2002		Planning & Design			$173,923
2R20XX		Old Main Bond Payment			$80,000
2R20XX	Dakota Dome	Re-lamp Hi-Bay Lighting	Energy & Utility Savings	Maintenance	$30,000
2R20XX	Fine Arts	Studio Labs sink replacement	Building Integrity	Maintenance	$22,500
2R20XX	Fine Arts	Gallery Lighting	Building Integrity	Maintenance	$15,089
2R20XX	Lee Med	New Lockers at Anatomy	Building Integrity	Renovation	$80,000
2R20XX	Inman House	Replace Windows	Building Integrity	Maintenance	$105,000
			FY20 Fee M&R Projects Total		$533,171
			Total FY20 Fee M&R Projects		$1,872,426

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
   BOR Policy 5:5:2 – Tuition and Fees: Off-Campus Tuition (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 13-51-1.2

BACKGROUND / DISCUSSION
   General Counsel for the Board of Regents recommended that BOR Policy 5:18 – Off-Campus State-Funded Programs be deleted in its entirety. That is being done in a separate board item. The policy conflicts with SDCL 13-51-1.2 which provides that all courses offered at off-campus locations will be at the off-campus tuition rates with the exception of SDSU's and USD's nursing programs offered at CUC which can be offered at the on-campus tuition rate as authorized by the Board. General Counsel advises that BOR Policy 5:5:2 – Off-Campus Tuition should also be amended to reflect legislative authorization to charge a tuition rate other than the off-campus tuition rate for a distance course. The proposed changes to the two policies will put us in harmony with SDCL 13-51-1.2.

   BOR Policy 5:5:2 – Off-Campus Tuition also places into policy the Board's decision to offer active duty military personnel taking undergraduate off-campus or distance courses a rate not to exceed the federal tuition assistance benefit. Currently that rate is $250 per credit hour.

IMPACT AND RECOMMENDATIONS
   By making these changes, the BOR policy will be in compliance with SDCL 13-51-1.2 and will be in the current format.

ATTACHMENT
   Attachment I – BOR Policy 5:5:2 – Off-Campus Tuition Revisions

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DRAFT MOTION 20190514_2-Q(1):
   I move to approve the second reading of BOR Policy 5:5:2 – Off-Campus Tuition with the revisions as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Tuition and Fees: Off-Campus Tuition

NUMBER: 5:5:2

A. PURPOSE

To establish the tuition structure for off-campus students; to document approved tuition reduction programs; and to delineate the distribution of tuition components.

B. DEFINITIONS

1. **Active Duty Military Personnel:** A person who is either in the military full time or in the Reserve or National Guard and placed on active duty status as authorized in Title 10, Title 5 and Title 32 of the Department of Defense Instruction 1205.18.

2. **Off-Campus Tuition:** The per credit hour charge that is assessed to students taking courses delivered off campus for the support of instruction and administrative costs.

3~~2~~. **Remedial Courses:** Courses delivered either on or off campus to students requiring additional assistance in the areas of English, Reading, or Mathematics in an effort to achieve expected competencies in these core academic skill areas.

C. POLICY

1. **Off-Campus Tuition**

    All courses offered off campus and at the Centers will be at off-campus tuition rates established by the Board unless ~~on-campus rates have been specifically~~ authorized by the Legislature and approved by the Board.

    1.1. Standard Off-Campus Tuition Rates: The Board sets tuition rates each spring that are effective for the following summer, fall and spring terms. This rate is comprised of the off-campus tuition rate plus an eleven and one-half percent (11.5%) Higher Education Facilities Fund (HEFF) component, and a surcharge for the support of the Electronic University Consortium (EUC).

    1.2. Per Credit Hour Rates: The off-campus tuition rates are per credit hour rates for undergraduate and graduate students. There is no distinction between resident and nonresident students as there is with on-campus tuition.

    1.3. Remedial On-Campus Courses: These courses will be assessed an amount equal to the undergraduate off-campus tuition rate. No fees are to be charged in addition to this rate.

2. **Tuition Allocations**

2.1. All off-campus tuition collected shall be deposited 88.5% into the BOR system tuition fund and 11.5% into the Higher Education Facilities Fund.

2.2. General Activity Fee: The campuses are required to allocate the equivalent of the per credit hour General Activity Fee (GAF) to the institution's GAF pool of funds for all off-campus credit hours taken by on-campus students.

2.3. Salary Competitiveness: The Board will identify the per credit hour amount that is to be committed to the enhancement of salaries as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to enhance faculty and non-faculty exempt salaries. The annual revenue committed to salary enhancement from off-campus tuition applies to all off-campus credit hours taken by on-campus students.

2.4. Institutional Maintenance and Repair: The Board will identify the per credit hour amount that is to be committed to maintenance and repair (M&R), as well as the critical deferred maintenance bonds, as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to local M&R. The campus M&R dollars are retained locally in a separate fund and the revenue can only be expended on Board approved projects. The annual revenue committed to M&R from off-campus tuition applies to all off-campus credit hours taken by on-campus students.

2.5. Technology Funds: The Board will identify the per credit hour amount that is to be committed to technology investments as part of the annual tuition and fee setting process. The campuses are required to allocate the equivalent of the per credit hour amount to be committed to technology investments. The technology investments include the amounts needed to support Regents Information Systems and the System Technology Fund, as well as campus technology. The annual revenue committed to technology investments from off-campus tuition applies to all off-campus credit hours taken by on-campus students.

3. **Off-Campus Reduced Tuition Programs**

Legislated and Board approved tuition and fee reductions and waivers apply only to on-campus courses and programs except where noted below. (SDCL §13-55-23)

3.1. ~~Reduced Tuition Benefit for~~ South Dakota National Guard Members (SDCL §33-6-5): The undergraduate and graduate off-campus tuition rates assessed to members of the South Dakota National guard may be reduced by the tuition benefit provided for on-campus courses, the benefit will equal one-half of the resident on-campus tuition rate. This benefit is applied after the federal tuition benefits and may not exceed 100% of the tuition costs.

3.2 Active Duty Military Personnel: The undergraduate off-campus tuition rate assessed to active duty military personnel may not exceed the federal tuition assistance benefit for active duty military.

3.3~~2~~. ~~Reduced Tuition Benefit for~~ Employees of the State of South Dakota: State employees attending a University Center, who meet the eligibility requirements for reduced tuition, will receive the same tuition reduction as that provided for on-

campus courses up to a maximum of six credit hours per semester. The benefit will equal one-half the resident on-campus tuition rate for undergraduate or graduate courses for any face-to-face course at a Center.

3.~~4~~3. ~~Reduced Tuition Benefit for~~ Elementary or Secondary Teacher or Vocational Instructor (SDCL §13-55-24): Certain elementary and secondary school teachers and vocational instructors pursuing any undergraduate or graduate off-campus course, distance education course, or other course not subsidized by the general fund, will receive the same tuition reduction as that provided for on-campus courses. The benefit will equal one-half the resident on-campus tuition rate.

Eligibility is limited to teachers and vocational instructors who:

- are bona fide residents of South Dakota;

- are employed by an accredited school as a teacher as defined in Title 13;

- are required by state law, administrative rules or an employment contract to attend college as a condition of employment or to maintain a certificate to teach;

- are certified as eligible for this program by the school district or private school by which they are employed; and

- maintain an average academic grade of 3.0 or better.

The right of any teacher or vocational instructor to participate in this tuition reduction is limited to the space available, as determined by the President or designee; in any course after all of the full-time or full tuition paying students have registered.

An eligible teacher or vocational instructor may receive the tuition reduction for a maximum of six credit hours per academic year. For the purposes of this section, the academic year shall begin with the fall semester and include all of the following summer.

FORMS / APPENDICES:

None

SOURCE:

BOR October 2004; BOR June 2011; BOR April 2013; BOR May 2013; BOR December 2014; BOR May 2016; BOR June 2017; June 2018~~.~~ _____ 2019.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 2 – Q (2)
DATE: May 14, 2019

****

SUBJECT
BOR Policy 5:18 – Off-Campus State-Funded Programs (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
SDCL 13-51-1.2

BACKGROUND / DISCUSSION
General Counsel for the Board of Regents recommends that BOR Policy 5:18 – Off-Campus State-Funded Programs be deleted in its entirety. The policy conflicts with SDCL 13-51-1.2 which provides that all courses offered at off-campus locations will be at the off-campus tuition rates with the exception of SDSU's and USD's nursing programs offered at CUC which can be offered at the on-campus tuition rate authorized by the Board.

Under a separate agenda item, BOR Policy 5:5:2 – Off-Campus Tuition is amended to reflect legislative authorization to charge a tuition rate other than the off-campus tuition rate for a distance course.

IMPACT AND RECOMMENDATIONS
By making these changes, the BOR policy will be in compliance with SDCL 13-51-1.2.

ATTACHMENT
Attachment I – BOR Policy 5:18 – Off-Campus State-Funded Programs Revisions

****

DRAFT MOTION 20190514_2-Q(2):
I move to approve the second reading to delete BOR Policy 5:18 – Off-Campus State-Funded Programs.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: ~~Off-Campus State-Funded Programs~~

NUMBER: ~~5:18~~

~~Universities shall request authorization from the Board to offer a state-funded program at any off-campus location.~~

~~A.   The program request shall identify all required courses in the program and the location(s) in which the program is to be offered.~~

~~B.   Authorization to offer a state-funded program off campus is approval to offer the required courses off campus with state-funding.~~

~~SOURCE~~:

~~BOR, December 1992; BOR, December 1998;~~ _____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

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SUBJECT
BOR Policy 7:4 – Security and IT Systems (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY
None

BACKGROUND / DISCUSSION
In an attempt to transition the BOR policies into the new format, BOR Policy 7:4 has been updated to include the purpose of the policy, definitions and put in the new format. The updated policy was reviewed by the Business Affairs Council in October 2018, the Technology Affairs Council in February 2019, and by the Council of Presidents and Superintendents in March 2019. Attachment I shows the proposed changes.

IMPACT AND RECOMMENDATIONS
By making these changes, the BOR Policy manual will continue to be updated to the current format.

ATTACHMENTS
Attachment I – BOR Policy 7:4 – Security and IT Systems

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DRAFT MOTION 20190514_2-Q(3):
I move to approve the second and final reading of BOR Policy 7:4 – Security and IT Systems with the revisions shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Security of Information Technology Systems

NUMBER: 7:4

1. ~~Preamble~~

A. PURPOSE

To define the role and authority of Information Technology Services (ITS) in supporting and upholding the security and integrity of the Board of Regents (BOR) information technology (IT) environment.

B. DEFINITIONS

1. **Board of Regents:** Includes the system office, the six public universities, centers, the School for the Deaf, and the School for the Blind and Visually Impaired.

2. **Computing Resources:** All devices including, but not limited to, personal computers, laptops, PDAs and smart phones owned by the BOR, the user or otherwise, which are part of or are used to access:

   - Network peripherals and related equipment and software;

   - Data communications infrastructure, peripherals, and related equipment and software;

   - Voice communications infrastructure, peripherals, and related equipment and software; and,

   - All other associated tools, instruments, facilities, and services that make use of any technology resources owned, operated, or controlled by an institution.

   Computing Resources or components thereof may be individually assigned or shared, single-user or multiuser, stand-alone or networked, mobile or stationary.

3. **Data:** Includes all information and data that is used by or belongs to the BOR or that is processed, stored, maintained, transmitted, copied on, or copied from BOR computing resources.

4. **Functional Unit(s):** Includes any campus, college, program, service, department, office, operating division, vendor, facility or other entity or defined unit of BOR that has been authorized to access or use computing resources or data.

5. **Protected Information:** Data or information that has been designated as private, protected, or confidential by law or by BOR. Protected information includes, but is not limited to, employment records, medical records, student records, education records, personal financial records (or other individually identifiable information), research data, trade secrets, and classified government information. Protected information shall not

include public records that by law must be made available to the general public. To the extent there is any uncertainty as to whether any data constitutes protected information, the data in question shall be treated as protected information until a determination is made by the BOR.

6. **Security Breach:** Any known or suspected compromise of the security, confidentiality, or integrity of data or computing resources that results in, or there is a reasonable basis to conclude has resulted in, the unauthorized acquisition of and/or access to data. Good faith access or acquisition of data by an individual or functional unit is not a breach of the security of the system provided that the information is not improperly used or subject to subsequent unauthorized access, use, or disclosure.

7. **User:** Any person or entity that utilizes computing resources including, but not limited to, employees, faculty, staff, agents, vendors, consultants, contractors or subcontractors of the institution.

C. POLICY

~~This policy statement outlines the role and authority of Information Technology Services (ITS) in supporting and upholding the security and integrity of the Board of Regents (BOR) Information Technology (IT) environment. Information Technology has become critical in support of most if not all of BOR operations, which has resulted in a very complex, distributed, and diverse technology environment. Data is continuously being stored, accessed, and manipulated electronically, which increases the risk of unauthorized access, disclosure, or modification of data.~~

Institutions of higher education are subject to various regulatory requirements designed to protect the privacy of education records, financial information, medical records, and other personal information maintained by BOR entities relative to its students and employees. Further, the BOR seeks to maintain as confidential certain research data, intellectual property, and other proprietary information owned, licensed, or otherwise maintained or used by the BOR. IT systems that are not properly secured are subject to misuse and/or unauthorized access. Everyone associated with providing and using information technology services should be diligent in their protection of data, use of computing resources, administration and maintenance of systems, response to security threats, and policies and directives. Information related to intrusions, attempted intrusions, unauthorized access, misuse, or other abnormal or questionable incidents should be quickly reported to Information Technology Services, so the event can be recognized, mitigated, and hopefully avoided.

~~2.   **Definitions**~~

~~A.   For the purposes of this policy, the following definitions shall apply:~~

1) **"Board of Regents (BOR)"** includes the system office, the six public universities, centers, the School for the Deaf, and the School for the Blind and Visually Impaired.

2) **"Computing resources"** shall be defined as all devices (including, but not limited to, personal computers, laptops, PDAs and smart phones) owned by the BOR, the user or otherwise, which are part of or are used to access (1) network peripherals, and related equipment and software; (2) data communications infrastructure, peripherals, and related equipment and software; (3) voice communications infrastructure, peripherals, and related equipment and software; (4) and all other associated tools, instruments, facilities, and the services that make use of any technology resources owned, operated, or controlled by the University. Computing resources or components thereof may be individually assigned or shared, single user or multiuser, stand-alone or networked, and/or mobile or stationary.

3) **"Data"** shall include all information and data that is used by or belongs to the BOR or that is processed, stored, maintained, transmitted, copied on, or copied from BOR computing resources.

4) **"Functional unit(s)"** shall include any campus, college, program, service, department, office, operating division, vendor, facility user, or other entity or defined unit of BOR that has been authorized to access or use computing resources or data.

5) **"Protected information"** shall be defined as data or information that has been designated as private, protected, or confidential by law or by BOR. Protected information includes, but is not limited to, employment records, medical records, student records, education records, personal financial records (or other individually identifiable information), research data, trade secrets, and classified government information. Protected information shall not include public records that by law must be made available to the general public. To the extent there is any uncertainty as to whether any data constitutes protected information, the data in question shall be treated as protected information until a determination is made by the BOR.

6) **"Security breach"** shall be defined as any known or suspected compromise of the security, confidentiality, or integrity of data or computing resources that results in, or there is a reasonable basis to conclude has resulted in, the unauthorized acquisition of, and/or access to data. Good faith access or acquisition of data by an individual or functional unit is not a breach of the security of the system, provided that the information is not improperly used, or subject to subsequent unauthorized access, use, or disclosure.

7) **"User(s)"** shall be defined as any person or entity that utilizes computing resources, including, but not limited to, employees, faculty, staff, agents, vendors, consultants, contractors or subcontractors of the University.

3.   General Policy

1. Responsibilities

A.   1.1.   BOR functional units operating or utilizing computing resources are responsible for managing and maintaining the security of the data, computing resources and protected information. This requirement is especially important for those computing resources that support or host critical business functions or protected information.

1.2.   The chief information officers (CIO) or security officers have the authority to:

- (1) to develop and implement policies necessary to minimize the possibility of unauthorized access to protected information and BOR information technology infrastructure;

- (2) to consult and educate user(s) and functional unit(s) relative to their individual and collective responsibilities to protect data and secure computing resources; and

B. • (3) to take reasonable actions to mitigate incidents or concerns relating to security of data or computing resources. This includes establishing guidelines, procedures, standards, and security resources, conducting security audits, and providing consulting services to functional unit(s) for all BOR and university institutional computer systems or other computing resources.

C.   1.3.   User(s) within functional unit(s) are required to report any suspected or known security breaches or flaws relating to the security of BOR computing resources to the institution campus CIO or security officer. They will assess reported breaches and flaws and provide advice as to an appropriate response as well as report appropriate security attempts or breaches to the Chief Networking and Security Officer. A failure to report suspected or known security breaches or flaws is cause for disciplinary action, including termination of employment. Users should immediately discontinue any use of computing resources or practice that could reasonably lead to a security breach.

D.   1.4.   The Chief Networking and Security Officer, local CIO, or security officer has the authority to assume control over the response to any suspected or known security breach or flaw involving BOR's information technology infrastructure, data, and computing resources regardless of the functional unit involved. Appropriate remedies may be taken to secure the computing resources and mitigate any unauthorized use, disclosure, or access to data, including the removal of devices to more secure facilities and denying access to computing resources and/or data. This authority will be exercised if the IT personnel determines that the functional unit does not have the means and/or ability to access and/or react appropriately in a timely manner to a specific security incident.

2. 4.   Reporting Security Breaches

A.   2.1.   Intrusion attempts, security breaches, and other security related incidents or flaws perpetrated against or involving computing resources either attached to a BOR operated network or in a functional unit shall be reported immediately to the Chief Networking and Security Officer, campus CIO or security officer. This is critical for

systems supporting vital functions and/or hosting institutional or protected information. User(s) within functional unit(s) must:

- 1)——Report any security breaches in order to obtain advice and assistance;,
- 2)——Report any systematic unsuccessful attempts (i.e. log in attempts, probes, or scans);, and
- 3)——When feasible, send detailed reports as soon as the situation is detected.

3. 5.——Response to Attempts or Security Breaches

A. 3.1.____Upon receiving a report, the CIO, security officer or Chief Networking and Security Officer will respond according to ITS standard operating procedures. In order to protect institutionaluniversity data and systems, as well as to protect threatened systems external to the institutionuniversity, the IT personnel may place limits or restrictions on technology services provided on or from any computing resources.

3.1.1. 1)——Limitations may be implemented through the use of policies, standards, and/or technical methods, and could include, (but may not be limited to), usage eligibility rules, password requirements, or restricting or blocking certain protocols or use of certain applications known to cause security problems.

3.1.2. 2)——Restrictions may be deployed permanently based on continuing threat or risk after appropriate consultation with affected constituents, or they may be deployed temporarily, without prior coordination, in response to an immediate and serious threat.

3.1.3. 3)——Restrictions deployed temporarily will be removed when the risk is mitigated to an acceptable level, or where the eaffect on BOR functions caused by the restriction approaches or exceeds risk associated with the threat.

B. 3.2.____In order to protect BOR data and systems, as well as to protect threatened systems external to BOR, the Chief Networking and Security Officer, or CIO may unilaterally direct that a specific computing resource be isolated from BOR, campus, or external networks, given:

- 1)——Information reasonably points to the system as having been compromised;.
- 2)——There is ongoing activity associated with the system that is causing or will cause damage to other institutionalUniversity computing resources or data, or to systems of other internal or external users, or where there is significant risk of such damage occurring;.
- 3)——All reasonable attempts have been made to contact the responsible technicians or functional unit management, or contact has been made, but the technician or functional unit managers are unable to or choose not to resolve the problem in a reasonable time.

C. 3.3.____Isolation is removed when the risk is mitigated to an acceptable level, or where loss of access or function caused by the isolation approaches or exceeds risk associated with the threat, as determined between the responsible functional unit, Chief Networking and Security Officer, local CIO or security officer.

FORMS / APPENDICES:

None

SOURCE:

BOR December 2010,_____.

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

AGENDA ITEM: 3 – C
DATE: May 14, 2019

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SUBJECT
   Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY
   BOR Policy 1:5 – Executive Director
   BOR Policy 2:23 – Program and Curriculum Approval
   BOR Policy 5:4 – Purchasing
   BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION
   Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

   A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between $50,000 and $250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between $250,000 and $500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION
   The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS
   Attachment I – Interim Actions of the Executive Director

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INFORMATIONAL ITEM

INTERIM ACTIONS OF THE EXECUTIVE DIRECTOR

Maintenance and Repair Projects
($50,000 - $250,000)

Northern State University

Johnson Fine Arts Center – Bathroom Remodel: When NSU replaced the Barnett Center's roof, the bids came in below budget resulting in a remaining balance of $55,000 of general fund M&R. NSU requests to transfer this $55,000 to renovate four old restrooms in the Johnson Fine Arts Center.

South Dakota State University

Animal Science Complex – Transformer Replacement: SDSU requests using $127,000 of residual FY16 HEFF funds plus the previously Board approved FY19 HEFF funds of $13,000 to replace the pad mounted transformer in the Animal Science Complex. This will also include removing the exterior high voltage switchgear and the conductors feeding the Animal Science Complex and Animal Science Arena transformers. New underground electrical ducts, conductors, switchgear, and emergency generator transfer switch would be provided. The existing equipment dates from original building construction in the 1960's; replacement parts are almost non-existent.

The Barn – General Classroom Renovation: SDSU requests to transfer $45,000 of FY19 HEFF funds previously approved for Berg Ag Hall to renovate classroom space in the Barn. An additional $20,000 of general fund M&R will also be used to perform minor electrical and plumbing renovations as well as installing instructional technology and architectural finishes within the classroom space.

Student Wellness Center – Shower Rooms Upgrade: Using $100,000 of student wellness center fees, SDSU requests to replace the ceramic tile finish and waterproofing liner in the main floor shower rooms of the existing Wellness Center. This work has been necessitated due to water leaking under office walls in spaces adjacent to the shower rooms. Work will accomplished through a change order to the current Wellness Center Addition CMR contract. This work is best accomplished as a change order to allow better coordination of repairs and the remaining work of the construction contract.

Wagner Hall – Health and Nutrition Science Classroom Lab Renovations: SDSU is seeking approval to proceed with full design and construction for the renovation of space in Wagner Hall for the Health & Nutrition Science (HNS) Athletic Training classroom laboratories. The classroom laboratories will be moving from the Barn to further consolidate HNS programs in Wagner Hall. The project scope will be limited to electrical, plumbing, instructional technology, architectural finishes and some casework within the existing classroom spaces. The cost is estimated to be $160,000 and residual HEFF funds will be used to fund this project.

University of South Dakota

Campus-wide Parking Lots – Restriping and Improvements: USD requests using $100,000 of parking lot fees to restripe parking lots throughout the campus.

Capital Asset Purchase
(Per-Unit Cost between $250,000 and $500,000)

South Dakota State University

5500 Qtrap Mass Spectrometer for the Chemistry and Biochemistry Department: This instrumentation is highly specialized for the analysis of molecules in diverse and complex matrices. The objective of the proposed project is to analyze the blood and urine of sulfur mustard (SM) exposed swine. It is the only type of instrument capable of analysis of the low concentrations in the complex samples (blood) that are analyzed. In order to meet the milestones from the grant, SDSU needs to purchase this equipment to be used in conjunction with an older model. Funding of $351,258.70 to purchase this instrumentation comes from a grant from the Department of Health & Human Services through the University of Colorado (Denver).

Contracts
(Annual Cost over $250,000)

Regents Information System

Ellucian – Additional Services Work Order: The Board discussed the Banner project about a year ago at Black Hills State University. At that time, the Board committed an additional $500,000 for additional consulting and support services for the project. A time and materials contract has been signed for $399,240 with Ellucian. In recognition of the significant issues encountered during the installation and stabilization of the technology environments in the SDBOR's existing architecture, Ellucian agreed to provide a future-hours concession in the amount of 547 service hours. The value of that concession is $98,460.

South Dakota State University

SDSU Fall 2019 Choir Italy Program: The contract between SDSU and Seminars, International, Inc. is for the study abroad program to Italy for approximately 78 students and 2 leaders, travelling December 28, 2019 – January 10, 2020. The services provided by Seminars, International, Inc. include airfare, housing, excursions, ground transportation, guides, insurance and some meals. Five performances by the SDSU Choir are tentatively included in the itinerary. Based on a minimum of 50-59 paying participants, the cost per person is $4,595; for 60-69 participants, the cost is $4,500 per person; for 70-80 participants, the cost per person is $4,395. The total estimated cost is $366,429.

Course Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx

Substantive Program Modifications

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub_Program_Mod_Requests/Pages/default.aspx

Reduced Tuition Externally Sponsored Courses

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx

SOUTH DAKOTA BOARD OF REGENTS

Planning, Governance, and Resource Development

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SUBJECT
>   Amendments to the By-Laws (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
>   By-Laws of the South Dakota Board of Regents

BACKGROUND/DISCUSSION
>   As noted at the April Board meeting, changes to the By-Laws of the Board were
>   requested to streamline the committee structure and to allow for the effective and
>   efficient administration of Board business. As a result, the revisions set forth in
>   Attachment I to the By-Laws were drafted, with the major proposed changes outlined and
>   described below.

>   **Section 2.1 Officers**
>>   The proposed language specifically authorizes the Board President to convene the
>>   Board Officers between regularly scheduled meetings of the Board to address
>>   urgent matters of importance to the Board.

>   **Section 3.1 Standing Committees**
>>   The revisions to this section eliminate the Committee on Planning, Governance,
>>   and Resource Development and the Athletics Committee. Additionally, new
>>   language is proposed that would explicitly allow for the chairperson of a Standing
>>   Committee to appoint additional non-regent members on an ad hoc basis if
>>   deemed necessary and appropriate to address specific topics of that Standing
>>   Committee. The flexibility to bring in additional perspectives/representatives for
>>   specific topics should address any issues resulting from the elimination of the
>>   aforementioned standing committees and the associated adjustments to the scope
>>   of the remaining committees.

>   **Section 3.1.1 Committee on Academic and Student Affairs**
>>   Topics under the jurisdiction of the Committee on Academic and Student Affairs
>>   are being revised to include Research and Grant Proposals, a topic that previously
>>   fell under the Committee on Planning, Governance, and Resource Development.

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DRAFT MOTION 20190514_3-F:
>   I move to approve the first reading of the proposed revisions to the By-Laws set forth in
>   Attachment I.

Section 3.1.2 Committee on Budget and Finance
>Topics under the jurisdiction of the Committee on Budget and Finance are being revised to include Foundations, Fund Raising/Gifts and Donations, Fiscal Integrity and Budget of Athletic Programs, Compliance by Athletic Programs, Personnel Contracts of Athletics Programs, and All Aspects of Intercollegiate Athletics Programs, topics previously falling under the Athletics Committee.

Section 3.1.3 Committee on Planning, Governance, and Resource Development
>This section shall be removed from the By-Laws, as the Committee on Planning, Governance, and Resource Development will no longer exist under the proposed revisions to the By-Laws.

Section 4.0 Special Committees
>Clarifying language is proposed that states that Special Committees appointed by the Board may be appointed for such purpose(s) and duration as the Board deems appropriate. This section did not previously address the purpose or duration of Special Committees.

Section 5.6 Agenda
>The proposed changes revise the time frame that the Board office must receive all requests for items to be placed on Standing Committee and Board agendas, from fourteen working days prior to the meeting, to seven working days prior to the meeting. This change is intended to provide flexibility and to ensure we aren't inadvertently running afoul of the By-Laws. This change doesn't limit/prevent the Board office from establishing internal processes/timelines that are more restrictive (i.e., require receipt of items earlier than 7 working days prior).

Section 7.0 Communications to the Board
>This section is proposed to be eliminated from the By-Laws. It currently requires that all communications to the Board from non-regents, except in the case of Presidents, Superintendents, legal counsel or the Chief Financial Officer, must be submitted in writing to the Executive Director of the Board at least fifteen days prior to the Board meeting at which Board consideration is requested.

IMPACT AND RECOMMENDATIONS
>Board staff recommends approval of the proposed amendments to the By-Laws.

ATTACHMENTS
>Attachment I – Proposed Revisions to By-Laws of the South Dakota Board of Regents

BY-LAWS OF THE
SOUTH DAKOTA BOARD OF REGENTS

Article I. Name

Section 1.0   Legal Name. The legal name of the Board is the Board of Regents.

Article II. Organization of the Board

Section 2.0   Membership. The Board is composed of nine voting regents appointed by the Governor and confirmed by the senate. One of the nine regents shall be a student regent. The regents are subject to SDCL Chapter 13-49 regarding terms and qualifications.

Section 2.1   Officers. The Board shall elect a President, Vice-President and Secretary at the first regularly scheduled meeting of the Board following the end of the annual Session of the South Dakota Legislature. The terms of the President, Vice-President and Secretary shall run through the end of first such regularly scheduled meeting of the Board in the following year. The President of the Board may convene the Officers between regularly scheduled meetings of the Board to address and provide direction on urgent matters of importance to the Board.

Section 2.2   Duties of the President. The President shall preside at all meetings, appoint committees, and perform such other duties as authorized by statute, policy, agreement, or the By-Laws; delegated by the Board; or customarily placed upon the presiding officer of a deliberative body.

Section 2.3   Duties of the Vice-President. The Vice-President shall assume the duties of President when ordered or when the President is absent or otherwise unable to serve.

Section 2.4   Duties of the Secretary. The Secretary shall sign documents according to established practice and perform official duties as the Board may from time to time determine.

Section 2.5   Vacancies. The Board shall fill a vacancy occurring in any of its offices at any regular or special meeting for the unexpired term of the office.

Article III. Standing Committees

Section 3.0   Organization. Each regent shall be appointed to at least one Standing Committee at the first regularly scheduled meeting of the Board following the end of the annual Session of the South Dakota Legislature. The President of the Board shall designate a chairperson for each Standing Committee. The terms of each shall run through the end of the first regularly scheduled meeting of the Board following the end of the annual Session of the South Dakota Legislature in the following year. A majority of the Standing Committee members present and voting shall constitute a quorum for conducting business. The affirmative vote of a majority of the Standing Committee members shall be required to take action. The President of the Board shall serve as an ex-officio voting member of all Standing Committees. The President shall also have the authority to designate a regent from one Standing Committee to serve on another Standing Committee as required to conduct business.

Section 3.1   Standing Committees. The following Standing Committees are hereby authorized: (1) Committee on Academic and Student Affairs, (2) Committee on Budget and Finance, and (3) ~~Committee on Planning, Governance, and Resource Development, (4)~~ Audit Committee~~, and (5) Athletics Committee~~. Except where indicated otherwise, each Standing Committee shall consist of no more than three regents (not counting the President who is an ex-officio voting member), who shall be appointed by the President of the Board, and shall report directly to the Board. When possible, the President shall make the Standing Committee appointments based upon the preference of each regent. The chairperson of each Standing Committee may appoint additional non-regent members, on an ad hoc basis, as necessary and appropriate to address specific topics within the jurisdiction of the Standing Committee.

Section 3.1.1   Committee on Academic and Student Affairs. The jurisdiction of the Committee on Academic and Student Affairs shall be as follows:

        Accreditation
        Articulation Activities
        Enrollment
        Financial Aid, Tuition Waiver and Scholarship
        Faculty Rank, Tenure, and Promotions
        Faculty/Staff Development Service Policies
        Graduation Lists
        Guidance and Counseling
        Libraries
        Program Review and Development
        Reciprocity, Academic Compacts, Slot Programs
        Student Relations
        Research and Grant Proposals

Section 3.1.2   Committee on Budget and Finance. The jurisdiction of the Committee on Budget and Finance shall be as follows:

> Accounting
> Athletics (reported through the Athletics Committee)
> Bonding
> Budget
> Civil Service/Exempt Personnel Activities
> Facilities and Physical Plant
> HEFF and School and Public Lands Fund
> Inventory
> Investments
> Maintenance and Repair
> Payroll
> Personnel Actions
> Purchasing and Printing
> Salaries and Fringe Benefits
> Travel and Contractual Review
> Tuition
> Foundations
> Fund Raising/Gifts and Donations
> Fiscal Integrity and Budget of Athletic Programs
> Compliance by Athletic Programs
> Personnel Contracts of Athletics Programs
> All Aspects of Intercollegiate Athletics Programs

Section 3.1.3   Audit Committee. The jurisdiction of the Audit Committee shall be as follows:

> Financial Oversight and Control
> Financial Reporting
> External and Internal Audit Functions and Reports
> Internal Controls
> Compliance with Laws, Regulations, and Policies
> All Functions of the Chief Financial Officer of the Institutions

The Audit Committee shall consist of five members appointed by the President (not counting the President who is an ex-officio voting member): three members shall be regents, and two members shall be non-regents who are permanent residents of the State of South Dakota. The non-regents shall be appointed for three-year terms.

Committee on Planning, Governance, and Resource Development. The jurisdiction of the Committee on Planning, Governance, and Resource Development shall be as follows:

Foundations

Fund Raising/Gifts and Donations
Governance and Board Operations
Public Information
Research and Grant Proposals
System and Institutional Planning

Section 3.1.4   Audit Committee. The jurisdiction of the Audit Committee shall be as follows:

Financial Oversight and Control
Financial Reporting
External and Internal Audit Functions and Reports
Internal Controls
Compliance with Laws, Regulations, and Policies
All Functions of the Chief Financial Officer of the Institutions

The Audit Committee shall consist of five members appointed by the President (not counting the President who is an ex-officio voting member): three members shall be regents, and two members shall be non-regents who are permanent residents of the State of South Dakota. The non-regents shall be appointed for three-year terms.

Section 3.1.5   Athletics Committee. The jurisdiction of the Athletics Committee shall be as follows

Fiscal Integrity and Budget of Athletic Programs
Compliance by Athletic Programs
Personnel Contracts of Athletics Programs
All Aspects of Intercollegiate Athletics Programs

The Athletics Committee shall provide recommendations to the Committee on Budget and Finance.

Section 3.2   Meetings. Standing Committee meetings may be held in conjunction with regular meetings of the Board. A special meeting of any Standing Committee may be called by the President of the Board, the Executive Director with the consent of the President of the Board, or the chairperson of the Standing Committee. Prior to a Standing Committee meeting or a Board meeting, the Standing Committee chairpersons and any other interested regents may be briefed on agenda items by staff.

Section 3.3   Action. A Standing Committee may take one of the following actions on an agenda item before reporting back to the Board (or to the Committee on Budget and Finance in the case of the Athletics Committee):

(a) Recommend adoption

(b) Recommend adoption with amendment(s)
(c) Recommend against adoption
(d) Forward without a recommendation
(e) Recommend deferral to a date certain
(f) Recommend re-referral to same committee for further study and/or hearings
(g) Recommend referral to another committee with or without a recommendation
(h) Receive for information purposes
(i) Recommend adoption of a new policy or revision to a current policy
(j) Recommend adoption of a new procedure or revision to a current procedure.

Standing Committees shall report back to the Board following each Standing Committee meeting.

Article IV. Special Committees

Section 4.0   Special Committees. The following Special Committees are hereby authorized by order of the Board: Search Committee. Additional Special Committees may be appointed from time to time by order of the Board for such purpose(s) and duration as the Board deems appropriate. Except where indicated otherwise, each Special Committee shall consist of no more than three regents (not counting the President who is an ex-officio voting member), who shall be appointed by the President of the Board, and shall report directly to the Board. The President of the Board shall serve as an ex-officio voting member of all Special Committees.

Section 4.1   Search Committee. All nationwide search activities conducted by the Board shall be assigned a Search Committee.

Section 4.1.1   Organization. The President of the Board shall appoint a Search Committee, the chairperson of the Search Committee, and any local or campus advisory committee that may supplement the Search Committee. The Executive Director shall serve as staff to the Search Committee.

Section 4.1.2   Action. The chairperson of the Search Committee or the President of the Board shall approve the position announcement prior to publication. The Search Committee shall determine appropriate materials to be submitted by the candidates for position vacancies. The screening process shall be conducted by the Search Committee. The Search Committee may share the application materials with any local or campus advisory committee appointed by the President of the Board as the Search Committee deems appropriate. The Search Committee will contact references and conduct meetings to select semifinalists. From this group, approximately three to five finalists will be selected by the Search Committee. The Search Committee may provide input and a recommendation to the Board regarding the applicants. The Board shall ultimately make any hiring decision.

Article V. Meetings of the Board

Section 5.0   Regular Meetings. An annual schedule of meetings shall be prepared in advance by the Board.

Section 5.1   Special Meetings. Special meetings of the Board will be held on the call of the President or by joint request of a majority of the regents, with due and reasonable notice always being given.

Section 5.2   Public Meetings. Regular and special meetings of the Board shall be appropriately noticed and open to the media and the public in accordance with SDCL Chapter§ 1-25, except by vote of the Board for discussion of those matters which are permitted under South Dakota statutes to be discussed in an executive or closed sessionmeeting.

Section 5.3   Quorum. A majority of the regents shall constitute a quorum for the transaction of business, except as otherwise provided in these By-Laws.

Section 5.4   Parliamentary Procedure. On questions of parliamentary procedure, Robert's Rules of Order, Revised, shall prevail.

Section 5.5   Official Action. The affirmative vote of a majority of the regents shall be required to take official action. Official action by the Board shall be in the form of (1) By-Laws or Board Policy Actions, (2) Special Resolutions, and (3) Ordinary Business. All By-Laws or Board policy actions, special resolutions, and ordinary business have equal validity. In case of conflict, the one passed last shall prevail.

Section 5.5.1   Final Action on Board Policy. Any proposed Board policy adoptions and revisions (including By-Laws) may not be finally passed until they have official action at two separate Board meetings. However, the Board may waive this requirement by unanimous consent of the regents voting on the proposed Board policy adoption or revision.

Section 5.6   Agenda. The Board office must receive all requests for items to be placed on a Standing Committee or the Board agenda no later than ~~fourteen~~ seven working days prior to the meeting. Any request must be in writing and accompanied by the necessary background information. Failure to comply with the requirements of this section may cause the Standing Committee or the Board to defer the proposed agenda item until the Standing Committee or the Board has sufficient time to review the item. Approval by two-thirds of the members shall be required to add an item to the agenda of the Standing Committee or the Board if the Board office did not receive the item at least seven working days prior to the meeting. The By-Laws shall govern the placement of items on the agendas of appropriate Standing Committees by jurisdiction or the Board. The regular order of business at all Board meetings shall be:

    (a) Approval of agenda
    (b) Approval of minutes of preceding meetings
    (c) Standing Committees' consideration of agenda items as a whole Board, or reports thereof

        ~~(1) Committee on Planning, Governance, and Resource Development~~
        (1) Committee on Academic and Student Affairs
        (2) Committee on Budget and Finance
        (3) Audit Committee (as necessary)

~~Approval by two-thirds of the regents shall be required to add an item to the agenda of the Board.~~

Article VI. Employees

Section 6.0   Executive Director. The Board shall employ an Executive Director, who shall perform such duties as are delegated by the Board. The salary of the Executive Director shall be set by the Board. The Executive Director shall be responsible for the employment and termination of additional staff in accordance with the personnel policies of the Board.

Article VII. Communications

~~Section 7.0   Communications to the Board. All communications to the Board from non-regents, except in the case of the Presidents or Superintendents of the institutions or from legal counsel or the Chief Fiscal Officer where required as a matter of professional responsibility, shall be submitted in writing to the Executive Director of the Board at least fifteen days prior to the Board meeting at which Board consideration is requested.~~

Section   7.0   Communications by the Board. The President of the Board is the only regent
~~Section 7.1~~   authorized to make official pronouncements for the Board, and then as instructed

by the Board. The Executive Director of the Board is authorized to speak for the Board and the state system of higher education with respect to any policy matters that have received the approval of the Board, and on administrative matters which have been entrusted to the Executive Director by law or by the Board. The President or Superintendent of each institution, as chief executive officer of his/her respective institution, is responsible for all releases and information issued from his/her institution.

Article VIII. Indemnification

Section 8.0   Indemnification. If any claim or action is instituted against the Board or any of its regents, officers, or employees arising out of an act or omission occurring in the exercise of official duties or responsibilities as a regent or an officer of the Board, or within the scope of the employment, the Board may request authorization from the Attorney General for any one or more of the following:

(a) Indemnification of such regent, officer, or employee for the court costs incurred in the defense of such claim or action;
(b) Payment to, or indemnification of, such regent, officer, or employee for the reasonable attorney fees incurred by virtue of such claim or action;
(c) Payment to, or indemnification of, such regent, officer, or employee for a judgment based upon such claim or action; or
(d) Payment to, or indemnification of, such regent, officer, or employee for a compromise or settlement of such claim or action.

Section 8.1   Limitations. Indemnification is subject to the limitations and exceptions in SDCL Chapter 3-19.

Article IX. Amendments

Section 9.0   Amendments. These By-Laws may be amended or repealed, consistent with Section 5.5.1, at any regular or special meeting of the Board, by a majority vote of the regents, provided that proper notice of any proposed amendments shall be deemed to have been given to each regent and to the Executive Director if included in the normal agenda distribution given before the meeting at which they are to be proposed.

SOURCE: BOR October 2015; BOR October 2016; BOR October 2017; BOR December 2017

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
> Section Size Report – FY2019

CONTROLLING STATUTE, RULE, OR POLICY
> BOR Policy 5:17 – Instructional Funding
> AAC Guideline 5:7 – Section Size Guidelines

BACKGROUND / DISCUSSION
> As the public university system advances its efforts to balance instructional effectiveness with organizational efficiency, course section size has emerged as an important accountability measure. The annual *Section Size Report* evaluates the extent to which the state's six public universities continue to meet regental policy with respect to minimum enrollment per course section. For additional information, visit the interactive SDBOR Section Size Dashboard at https://www.sdbor.edu/dashboards.

IMPACT AND RECOMMENDATION
> During the August 2018 AAC Meeting, the AAC Guidelines were revised to include the following changes:

- Include off-campus courses, per the revisions to Policy 5:17 from the December 2017 Board Meeting;
- Expand the institutional thresholds to 4% and 5%;
- Update selected and non-selected course types per updated instructional method guidelines;
- Reference the exclusion of externally funded tuition rates from the section size policy requirements;
- Expand collaborative course/program options to include shared delivery sites;
- Reference exclusion of courses resulting from campus negotiated reduction in faculty workload or salary.

ATTACHMENTS
> Attachment I – Section Size Report

****
INFORMATIONAL ITEM

Section Size Report

Policy Background and Data Notes

BOR Policy 5:17.4 stipulates the minimum number of students that must be enrolled in course sections offered at the state's public universities. As stated in this policy, undergraduate and dual-listed sections must enroll at least ten students, entry-level graduate sections (i.e., 500-600 level) must enroll at least seven students, and upper-level graduate sections (i.e., 700-800 level) must enroll at least four students.

This so-called "4-7-10 rule" applies to all state-supported and self-supported course sections delivered through "selected" instructional methods (e.g., lectures, seminars).[1] Exceptions to the 4-7-10 rule are allowed for up to five percent of selected sections at BHSU, DSU, and NSU and up to four percent of selected sections at SDSMT, SDSU, and USD.[2] These exception limits are based on cumulative data from the fall and spring terms.[3]

Analysis

    Small Sections

A total of 13,019 course sections were offered in the university system during FY2019, 8,688 of which were "selected" sections. Overall, 3.0 percent of selected sections (*n*=259) were classified as "small" under the 4-7-10 rule.   Figure 1 displays recent trends for these indicators, and suggests that – despite a growing *number* of small sections (due ostensibly to the policy change noted above) – the *percentage* of sections considered small has remained relatively unchanged.

Figure 1
Small Sections by Year

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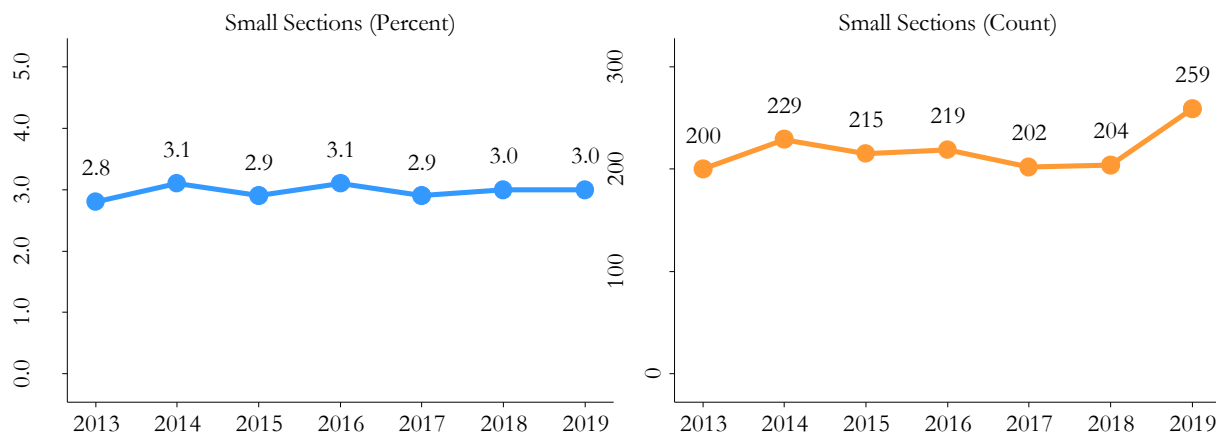
[1] See Appendix A for detailed definitions of "selected" and "non-selected" instructional methods.

[2] Readers should be aware that a policy change approved by the board in March 2018 resulted in two key changes to the university system's rules related to small section management. The first change was that section size minimums began to be applied not only to state-supported sections, but also to self-supported sections. The second change was that small section exception limits were raised by one percentage point for all regental institutions. Both of these changes became effective in FY2019.

[3] Data for this report are sourced from census date extracts.

Table 1 shows that small section percentages in FY2019 ranged from a high of 4.9 percent at DSU to a low of 1.9 percent at USD. As displayed below, no regental institution exceeded its annual exception limit stipulated in board policy.[4]

Table 1
Small Sections by Institution and Year
(Percentages)

	FY2015	FY2016	FY2017	FY2018	FY2019
BHSU	2.4	3.1	4.5	4.7	3.2
DSU	4.0	4.1	3.8	3.9	4.9
NSU	3.2	4.0	4.0	4.0	2.5
SDSMT	2.3	2.2	2.6	2.2	2.5
SDSU	3.0	2.8	2.6	2.9	3.4
USD	3.1	3.3	2.5	2.2	1.9
System	2.9	3.1	2.9	3.0	3.0

Table 2 displays FY2019 small section counts by institution and course level.   It can be seen that, for all institutions, undergraduate courses account for a majority of small sections. Note that these data are provided for reference only; no specific exception limits have been established with respect to particular course levels.

Table 2
Small Sections by Institution and Course Level, FY2019

	BHSU	DSU	NSU	SDSMT	SDSU	USD
Undergraduate	28	38	17	9	85	31
	(3.4)	(5.2)	(2.6)	(1.4)	(2.9)	(1.9)
Dual-Listed	0	0	1	6	10	3
	(0.0)	(0.0)	(4.2)	(8.8)	(7.4)	(2.3)
Graduate	0	2	0	5	17	7
	(0.0)	(2.4)	(0.0)	(5.9)	(6.3)	(1.7)
Total	28	40	18	20	112	41
	(3.2)	(4.9)	(2.5)	(2.5)	(3.4)	(1.9)

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[4] Again, as stated in board policy, exception limits are five percent at BHSU, DSU, and NSU, and four percent at SDSMT, SDSU, and USD.

Average Section Size

Average section size remained steady in the university system in FY2019. Figure 2 shows that, across all institutions and course levels, the average section size among selected sections was 26.5 students. Average section size was highest among undergraduate sections (27.9), followed by dual-listed sections (25.0) and graduate sections (15.5).[5] Across all section types (selected and non-selected combined), an average of 19.6 students enrolled in regental course sections in FY2019.

Figure 2
Average Section Size by Section Type and Year
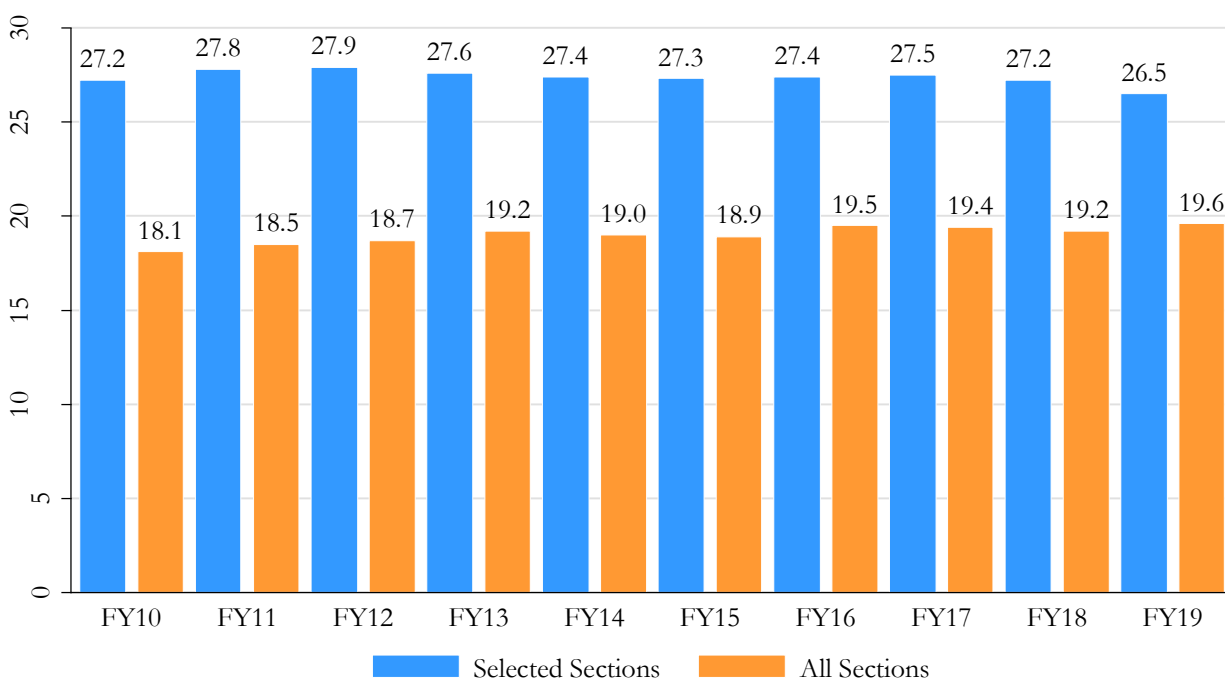
Large Sections

Large sections (those with an enrollment of 100 or more) are used for a variety of purposes in the regental system. For example, introductory courses (e.g., Introduction to Sociology, United States History I) offer students an overview of a discipline. Other large sections (e.g., Biology Survey I, General Chemistry I) require students to enroll in supplemental laboratory experiences that allow for small group interaction in a traditional classroom environment. Participation/orientation courses (e.g., Marching Band, Orientation to Nursing) are experiential requirements for particular degree programs. Nearly all large sections are associated with one of these broad categories.

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[5] These figures describe selected sections only.

Of the 13,019 course sections offered during FY2019, 124 (1.0 percent) had an enrollment of 100 or more students, down slightly from the prior year.[6] As seen in Figure 3 below, 57.3 percent (*n*=71) of these sections enrolled 100-149 students, with approximately 4.0 percent (*n*=5) enrolling 300 students or more.

Figure 3
Sections with an Enrollment of 100 or More, FY2019

| 100-149 | 150-199 | 200-249 | 250-299 | 300+ |
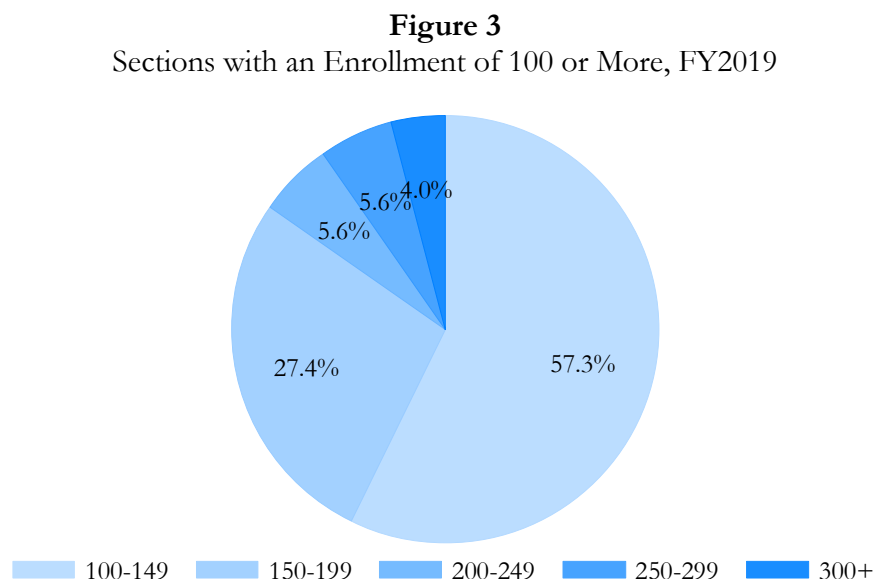
Table 3 shows historical institutional data, and indicates that SDSU has tended to deliver more large sections than any other university.   In FY2019 specifically, enrollments in the university system's ten largest sections ranged from 260 to 356 students; all ten of these sections were delivered by SDSU.

Table 3
Large Sections by Institution and Year

	FY2015	FY2016	FY2017	FY2018	FY2019
BHSU	0	0	0	0	0
DSU	0	0	1	1	1
NSU	4	3	1	0	0
SDSMT	12	8	6	5	6
SDSU	90	92	102	95	91
USD	25	26	24	20	26
Total	131	129	134	121	124

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[6] "Large" sections are defined here as those with enrollments greater than or equal to 100; enrollments are reported as aggregations of all cross-listed sections. Unless otherwise noted, the figures presented in this section refer to *all* unduplicated sections, not just *selected* sections.

Appendix A
Background Information

For purposes of small section management, every course section offered in the university system can be classified into one of two categories: *selected* or *non-selected*. The distinction between these categories is based on the instructional method through which the section is delivered. Selected instructional methods are traditional delivery formats whose nature is such that course enrollments are not unusually limited. Non-selected instructional methods, on the other hand, include delivery methods that by definition tend to enroll a limited number of students. As delineated in board policy, selected and non-selected instructional types are defined as:

Selected Instructional Methods	Non-Selected Instructional Methods
Discussion/Recitation	Studio / Small Group Instruction / Small Ensemble
Seminar	Competency-Based / Self-Paced Study
Large Ensemble	Clinical Laboratory or Experience
Laboratory and Alternate Laboratory	Independent Study or Private Instruction
Physical Education Activity	Restricted PE Activity
Lecture Courses	Design/Research
	Tracking
	Internship/Practicum
	Thesis or Thesis/Research Sustaining
	Workshop

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT

   Credit Hours to Degree Report

CONTROLLING STATUTE, RULE, OR POLICY

   None

BACKGROUND / DISCUSSION

   During the October 2011 meeting, the Board approved a set of degree program limits that moved the required number of credit hours from 128 to 120 within the Regental system. At the time, the Board sought to reduce the average number of credit hours completed by Regental graduates which had held at 144 credit hours for a number of years. Program modifications for all undergraduate majors were approved at the March 2012 meeting which formalized this requirement. In subsequent years a Credit Hours to Degree report has been prepared for the Board to track the impact for reducing the total number of credits completed by graduates.

IMPACT AND RECOMMENDATION

   Data in the report indicate that the average credits hours at graduation has declined from 144.3 in FY12 to 138.1 for the most recent academic year. Transfer students have seen the largest decrease in credit hours declining from 150.3 to 143.1, while non-transfer students have been able to decrease the total credit hours down to 133.2 since this policy decision was advanced by the Board.

ATTACHMENTS

   Attachment I – Credit Hours to Degree Report

****
INFORMATIONAL ITEM

*** Special Data Analysis ***

Credit Hours to Degree

In October 2011, the Board of Regents adopted a policy change establishing new credit hour limits for undergraduate degree programs. While the regental system previously had observed – by convention, but not as a matter of policy – unofficial limits of 128 credit hours for bachelor's degree programs and 64 credit hours for associate degree programs, the above policy change established firm limits of 120 hours and 60 hours for these respective program types. This report tracks the effects of this policy change by examining the average number of credit hours completed by regental graduates in recent years.

Data Notes

Degree completion data are provided by Regents Information Systems at the degree major level in order to enable the analysis of individual majors.   However, in this report, each graduate is counted only once per institution per term per degree earned.

Analysis

The board adopted new credit hour limits with the intent of reducing the costs – both time and money – associated with earning a college degree.[1]   Accordingly, this policy aimed to trigger an observable reduction in the mean number of credit hours completed by regental graduates over time. Because the new credit limits took effect in the summer of 2012, the first consequent downtick in credit completions was expected to occur in FY2013.[2]

The charts below display credit completion data for undergraduate degree completers over the last several fiscal years. Credit hour totals (both regental credit and cumulative credit) are segmented by degree level and transfer status.[3]   The transfer/non-transfer distinction is an important one to make here, given that many transfer students have spent significant time working toward graduation requirements at institutions outside the regental system. Consequently, students transferring credit from other institutions are likely to accumulate more total credits – but fewer regental credits – prior to earning a degree from a regental university.

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[1] BOR Policy 2:29 can be found here.
[2] As noted in previous materials, new credit limits were incorporated into academic catalogs starting with AY2013. Consequently, new credit hour limits applied to students admitted in AY2013 or later, as well as reentering students, transfer students, and current students electing to follow the new guidelines.
[3] Transfer students represent approximately 47 percent of the roughly 33,000 records analyzed here. See Appendix A for a table of graduate counts. In this report, "cumulative" credit represents the sum of regental, transfer, and other (e.g., credit by examination) credit types.

Figure 1 shows credit completion averages for the 30,651 students earning a bachelor's degree from the regental system since FY2012. Data indicate that, on average, regental graduates in FY2018 did indeed complete fewer total credit hours than graduates in FY2012 (the last cohort predating the current policy). The right-most set of bars shows that mean cumulative credits fell from 144.3 in FY2012 to 138.1 in FY2018, while mean regental credits fell from 126.5 to 117.8 over the same period.   Comparable declines were recorded for transfer students and non-transfer students alike. Overall, these data indicate that mean credit completions have ticked down consistently since the board's new credit hour limits were established.

Figure 1
Average Credit Hours by Year and Transfer Status
Bachelor's Degree Completers
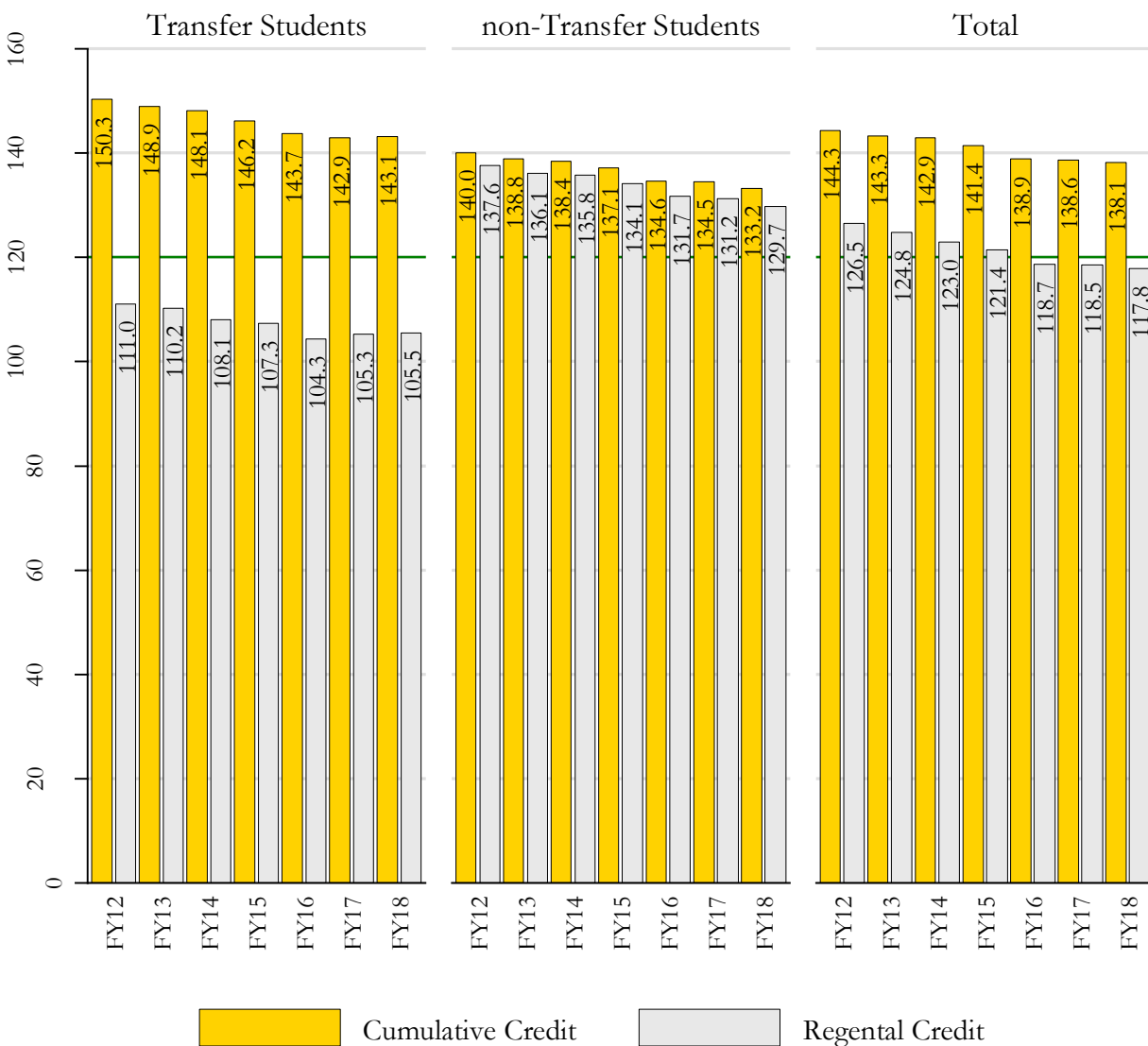
Figure 2 (below) shows analogous information for the university system's 2,350 associate degree completers since FY2012. Again, data indicate a clear decline in mean credit hour completions since the implementation of new limits. From FY2012 to FY2018, mean cumulative credit completions fell from 107.9 to 88.6, and mean regental credit completions fell from 81.1 to 70.9.[4]

Overall, data indicate that – for bachelor's and associate completers alike – the university system has begun to see a general plateauing of credit reduction trends over the last three years. This observation signals the possibility that the maximum effect of the original policy change may have been reached, and that further reductions – should they be desired – are unlikely to occur without additional policy action.

Figure 2
Average Credit Hours by Year and Transfer Status
Associate Degree Completers

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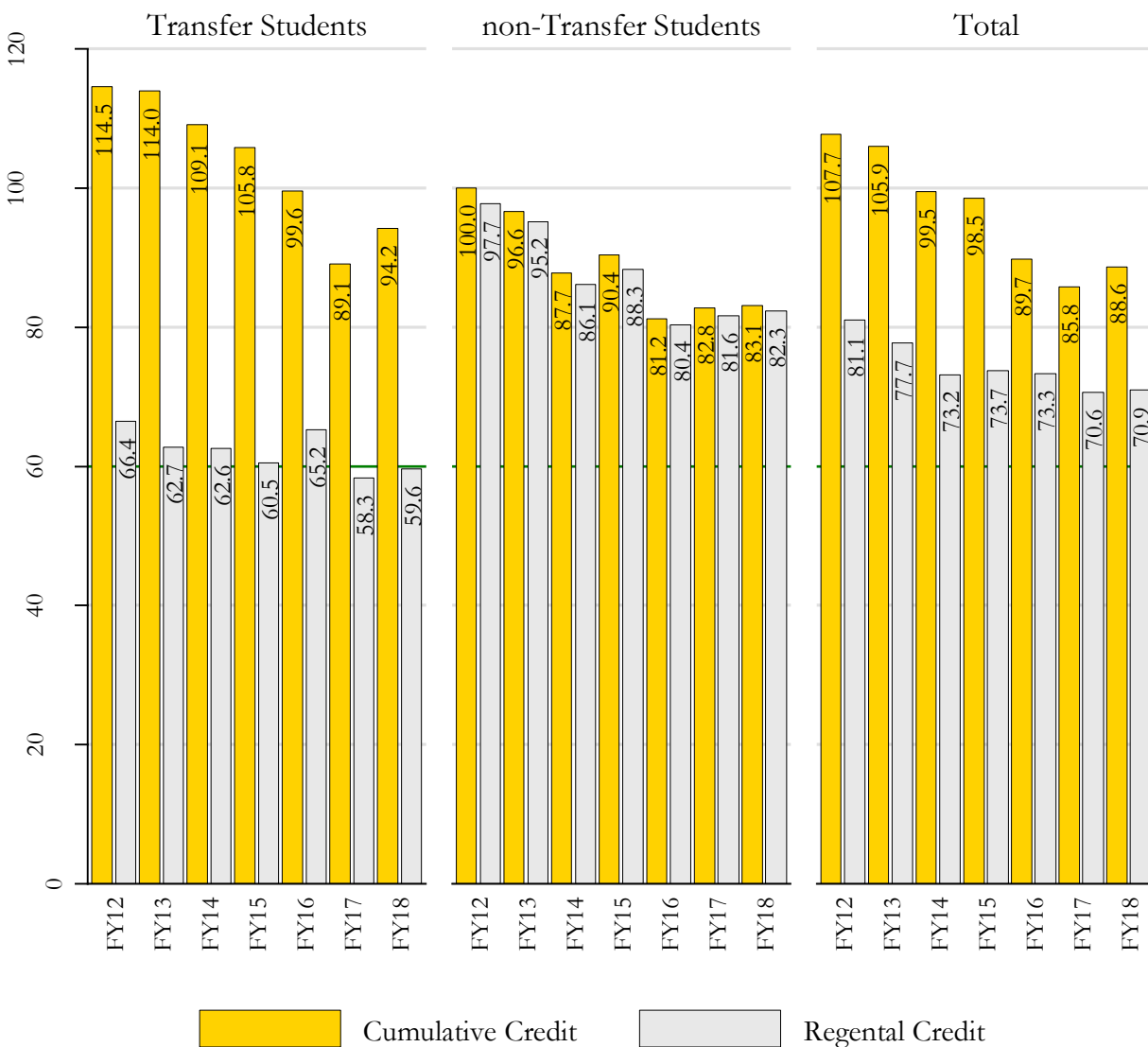
[4] It should be noted that the number of associate degree completions in the regental system has fallen significantly over this timeframe (see Appendix A), resulting in more year-to-year variance in mean credit completion figures.

Appendix A
Reference Information

Graduate Counts

Table A1 displays the number of graduate records analyzed in this report. The table depicts annual counts of regental degree majors after unduplication (after which each graduate is counted only once per institution per term per degree earned).

Table A1
Graduate Counts

Level and GradFY	Transfer Status		
	Transfer Students	non-Transfer Student	Total
1.Assoc			
FY12	220	193	413
FY13	261	224	485
FY14	253	207	460
FY15	148	134	282
FY16	107	123	230
FY17	115	128	243
FY18	119	118	237
Total	1,223	1,127	2,350
2.Bach			
FY12	1,655	2,297	3,952
FY13	1,877	2,394	4,271
FY14	1,950	2,271	4,221
FY15	2,051	2,269	4,320
FY16	2,224	2,452	4,676
FY17	2,221	2,323	4,544
FY18	2,298	2,369	4,667
Total	14,276	16,375	30,651

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 4 – A (3)
DATE: May 14, 2019

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SUBJECT
　　Teacher Education Report 2018

CONTROLLING STATUTE, RULE, OR POLICY
　　BOR Policy 2:16 – Teacher Education Programs

BACKGROUND / DISCUSSION
　　This report provides a data-driven snapshot of the five teacher education programs in the public university system (i.e., BHSU, DSU, NSU, SDSU, and USD). Data are shown for a variety of performance measures, including student enrollments, academic performance, degree completions, graduate placement, and labor force outcomes. In addition to the system level report, individual reports are prepared for each of the teacher education programs at each Regental institution and can be accessed at the links below.

- Black Hills State University
- Dakota State University
- Northern State University
- South Dakota State University
- The University of South Dakota

IMPACT AND RECOMMENDATION
　　A number of trends continued to exist in the teacher education programs across the Regental system including:

- Elementary and Special Education continue to represent the highest number of candidates in the teacher education pipeline across the system.

- Performance on the Praxis examination has remained stable over the last five years, with the system-wide cumulative pass rate being 95.7%.

- A slight increase was noted in the number of graduates placed in the state 1 year after graduation, with 2.6% more 2018 graduates being placed in state than 2017 graduates.

- Five-year retention of teachers placed within South Dakota districts declined 6.2% from a year ago, with 67.9% of all candidates still employed five years after initial entry.

ATTACHMENTS
　　Attachment I – SDBOR Teacher Education Report 2018

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INFORMATIONAL ITEM

*** Special Data Analysis ***

Teacher Education Report 2018

As the producer of the lion's share of teacher education graduates in the state of South Dakota, the public university system faces considerable pressure to ensure the availability of an adequate teacher workforce.[1] These pressures have intensified in recent years in light of escalating public concerns about teacher shortages in South Dakota and beyond. In this context, the current analysis compiles a range of candidate, graduate, and labor force data in an effort to size up the performance of the public university system's teacher education programs.

Data Notes

Data for this analysis are collected from a variety of sources. Data on student enrollments, academic performance, and degree completions are provided by Regents Information Systems (RIS). Graduate placement outcomes are derived from data gathered from the South Dakota Department of Labor and Regulation (SDDLR) and the National Student Clearinghouse (NSC) in support of SDBOR's annual graduate placement analysis.   School district-level employment records, which allow for the analysis of teacher placement and retention, are supplied by the South Dakota Department of Education (SDDOE). Finally, labor force data (e.g., employment rates, earnings) are generated using one-year American Community Survey (ACS) Public Use Microdata Sample (PUMS) files offered by the US Census Bureau.

Note that, for references to US Census Bureau data, reported figures are based on self-reported survey responses, and thus are subject to the same sources of sampling and non-sampling error associated with any other type of survey research. Accordingly, these figures should be understood as estimates, not hard counts.

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[1] Data reported by SDDOE indicate that the public university system produces roughly three-quarters of the state's teacher education graduates in a typical year.

Analysis

Candidates

The teacher labor force begins with a pipeline. Accordingly, Figure 1 provides a summary of current teacher education candidates in the university system by field of study.[2] Teacher education "candidates" include those students who have been formally admitted to a teacher education program after meeting all institutional requirements.[3] For undergraduates, candidacy usually is not awarded until certain coursework prerequisites have been satisfied. Consequently, the annual candidate pool is populated mostly by upperclassmen whose entry to the workforce is imminent.

As seen in Figure 1, the five largest fields of study for candidates in 2017-2018 were elementary education (n=545 candidates), special education (n=188), early childhood education (n=141), elementary education / special education (n=101) and physical education (n=92). This "top five" group is similar to those recorded in past years. During the most recent year, candidates were most numerous at SDSU (n=404), BHSU (n=389), followed by USD (n=386), NSU (n=226), and DSU (n=168).

Figure 1
Undergraduate Candidates by Field of Study

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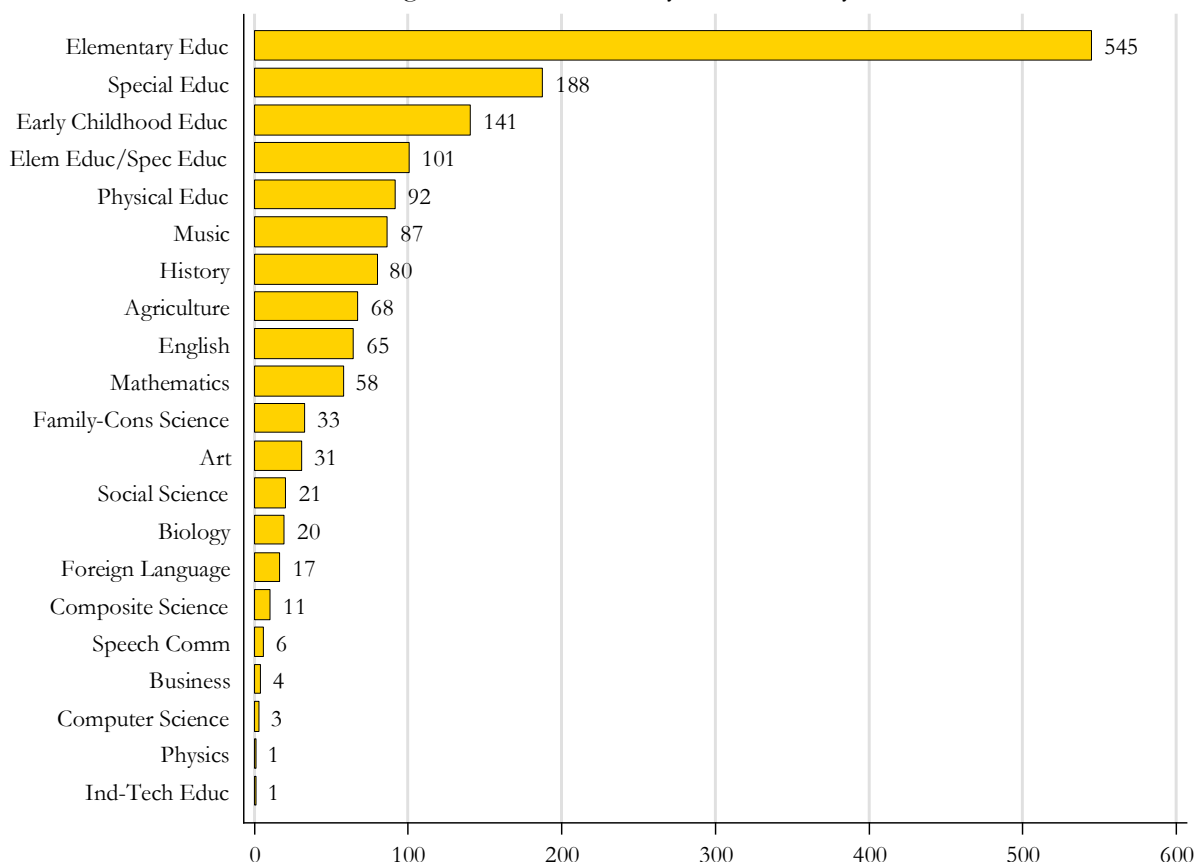
[2] Each student is counted once per institution per content area.
[3] Additional information about the curricular structure of teacher education programs in the university system is provided in Appendix A. Figure 1 includes candidates from all bachelor's degree types (e.g., B.A., B.S., B.S.Ed.).

Academic Performance

As one prerequisite for state certification, applicants in South Dakota must earn passing scores on certification exams for their certification area(s). Candidates applying for initial certification are required to meet qualifying scores on the appropriate Praxis II Subject Assessment(s) and Praxis II Principles of Learning and Teaching (PLT) test(s) that most closely correspond to their anticipated area(s) of instruction.[4]   Scoring data from these examinations are useful in gauging student learning outcomes for teacher education candidates.[5]

Teacher education candidates' Praxis II outcomes for 2017-2018 are illustrated below.[6] Forty-one different Praxis II examinations were administered to university system students during the academic year, an assessment effort that produced 1,086 individual test scores. In Figure 2, institutional pass rates (i.e., the percentage of students meeting SDDOE-established cut scores) are shown for all Praxis II test takers. It can be seen that Praxis II pass rates ranged from 100.0 percent (BHSU) to 93.0 percent (SDSU). The system-wide cumulative pass rate was 95.7 percent. In general, these pass rates have remained stable over the last five years.

Figure 2
Praxis II Pass Rates

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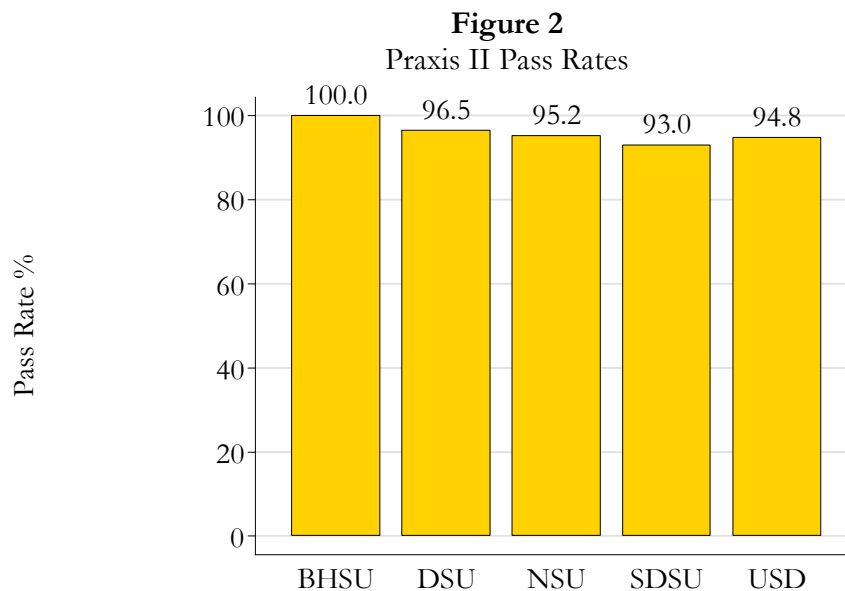
[4] Praxis II exams are administered by the Educational Testing Service (ETS). ETS offers a wide variety of targeted Subject Assessments – which measure subject-specific teaching skills and knowledge – in a range of content areas (e.g., biology, geography, theatre). Principles of Learning and Teaching (PLT) tests measure general pedagogical knowledge at four different grade levels: Early childhood, K-6, 5-9, and 7-12.

[5] Praxis II exams are designed to measure learning that occurs during postsecondary study. However, the *entering* academic ability of teacher education candidates also is worth noting. For example, ACT data for all university system students indicate that teacher education candidates tend to score similarly to the general student population on all ACT measures. An analysis of data from the most recent year shows that the difference in average ACT composite scores between candidates (22.3) and the general population (23.0) was marginal.

[6] Analyzed data include all Praxis scores generated during the most recent year; for students with multiple records on a single test, the highest score was retained. It is important to note that students who are unsuccessful on an initial Praxis attempt often will pass on a subsequent attempt. Further, many candidates will – for a variety of reasons – attempt Praxis exams outside their major content areas. Overall then, these figures (high as they are) are sure to understate the rates of terminal success experienced by candidates taking Praxis exams in their primary preparation areas.

Graduates and Placement

Each year, a joint effort is undertaken by SDBOR and SDDOE to examine the extent to which graduates from regental undergraduate teacher education programs are hired by in-state school districts following graduation. A roster of all undergraduate teacher education degree completers since FY2002 is matched against SDDOE beginning-of-year employment records since FY2003. This process allows SDBOR research staff to analyze the in-state placement outcomes of university system graduates for every year following graduation. Because the dataset is cohort-based, incrementally more data are available for earlier graduates each year.

Graduates

A total of 7,316 students have completed an undergraduate degree from one of the five regental teacher education programs since FY2002.[7] Table 1 displays data from the last five years, and indicates that the university system produced slightly fewer teacher education degree completers in FY2017 (n=490) than in FY2016 (n=509). Figure 3 shows complete historical figures over the entire analyzed timespan.

Table 1
Graduates by Year and Institution

	2013	2014	2015	2016	2017
BHSU	142	151	124	132	122
DSU	49	45	43	49	51
NSU	60	66	65	70	63
SDSU	127	111	108	145	127
USD	102	113	92	113	127
System	480	486	432	509	490

Figure 3
Graduates by Year and Institution

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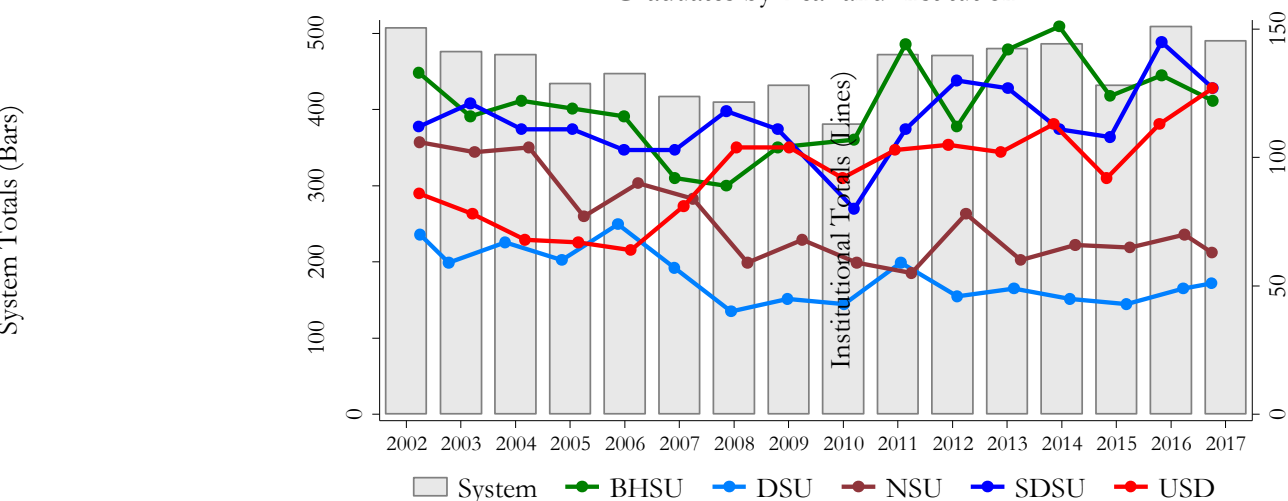
[7] In a small number of cases, data used in this report are duplicated across multiple institutions. For example, a student completing separate teacher education degrees at BHSU and NSU (either in the same year or in different years) will be counted twice. For students completing multiple degrees at one institution, only the first record is analyzed. Data include undergraduate degree completers only.

Placement

Matched data from SDDOE indicate that approximately half (55.7 percent) of all undergraduate teacher education graduates since FY2002 have been placed in an in-state school district.[8] As seen in Figure 4 and Table 2, in-state placement rates are dramatically higher among graduates who originally matriculated from a South Dakota high school (i.e., 67.8 percent for in-state students versus 32.5 percent for out-of-state students). By institution, DSU has produced the highest placement rates for both in-state and out-of-state students alike since FY2002.

Figure 4
In-State Placement Rates by High School State of Teacher
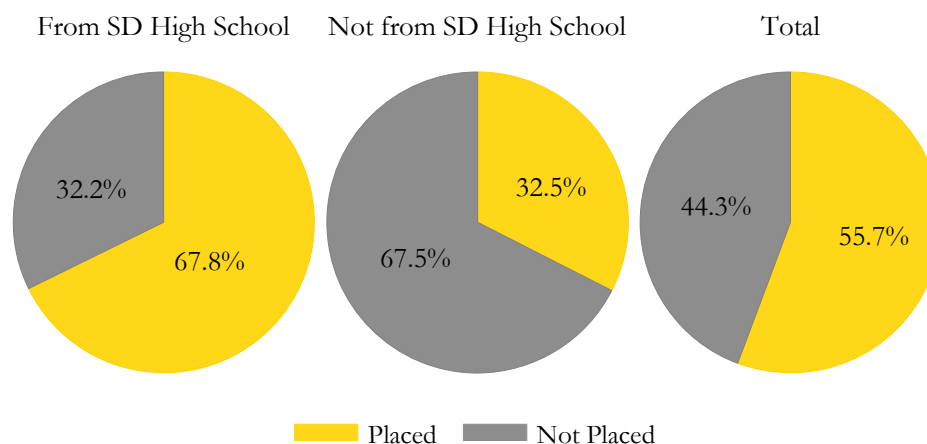
Table 2
In-State Placement Rates by Institution and High School State of Teacher
(Percentages)

|	From SD High School			Not from SD High School			Total		
	Placed	Not Placed	Total	Placed	Not Placed	Total	Placed	Not Placed	Total
BHSU	69.0	31.0	100.0	31.3	68.7	100.0	53.5	46.5	100.0
DSU	79.3	20.7	100.0	50.8	49.3	100.0	72.7	27.3	100.0
NSU	71.6	28.4	100.0	33.7	66.3	100.0	63.2	36.8	100.0
SDSU	56.8	43.2	100.0	25.9	74.1	100.0	46.4	53.6	100.0
USD	68.6	31.4	100.0	34.0	66.0	100.0	54.2	45.8	100.0
System	67.8	32.2	100.0	32.5	67.5	100.0	55.7	44.3	100.0
(*n*)	3,267	1,554	4,821	810	1,685	2,495	4,077	3,239	7,316

It is important to note that the placement rates cited here refer only to the proportion of teacher education graduates who are hired by in-state school districts. Placement rates do not include graduates who may have been hired by an out-of-state school district, hired by an educational organization other than a school district, hired outside the field of education, or entered graduate school. "Placement rate" should not be interpreted as an equivalent to "employment rate."

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[8] This figure reflects the proportion of students who have been placed in an in-state school district in *any* year following graduation. See below for analysis of *first year* placements. It is important to keep in mind that cohorts have spent unequal amounts of time on the job market.

First-Year Placement

To what extent do regental teacher education graduates find work in South Dakota school districts *immediately* after college? Figure 5 below examines first-year placements by cohort, and indicates that graduates have been increasingly successful in securing in-state positions immediately following college graduation.[9] A decade ago, only about one third of university system graduates were placed in in-state districts one year after graduation. As of the most recent year, this rate stands at 49.2 percent. This trend is suggestive of a changing K-12 teaching labor market in South Dakota.

Figure 5
First-Year In-State Placement Rates by Cohort
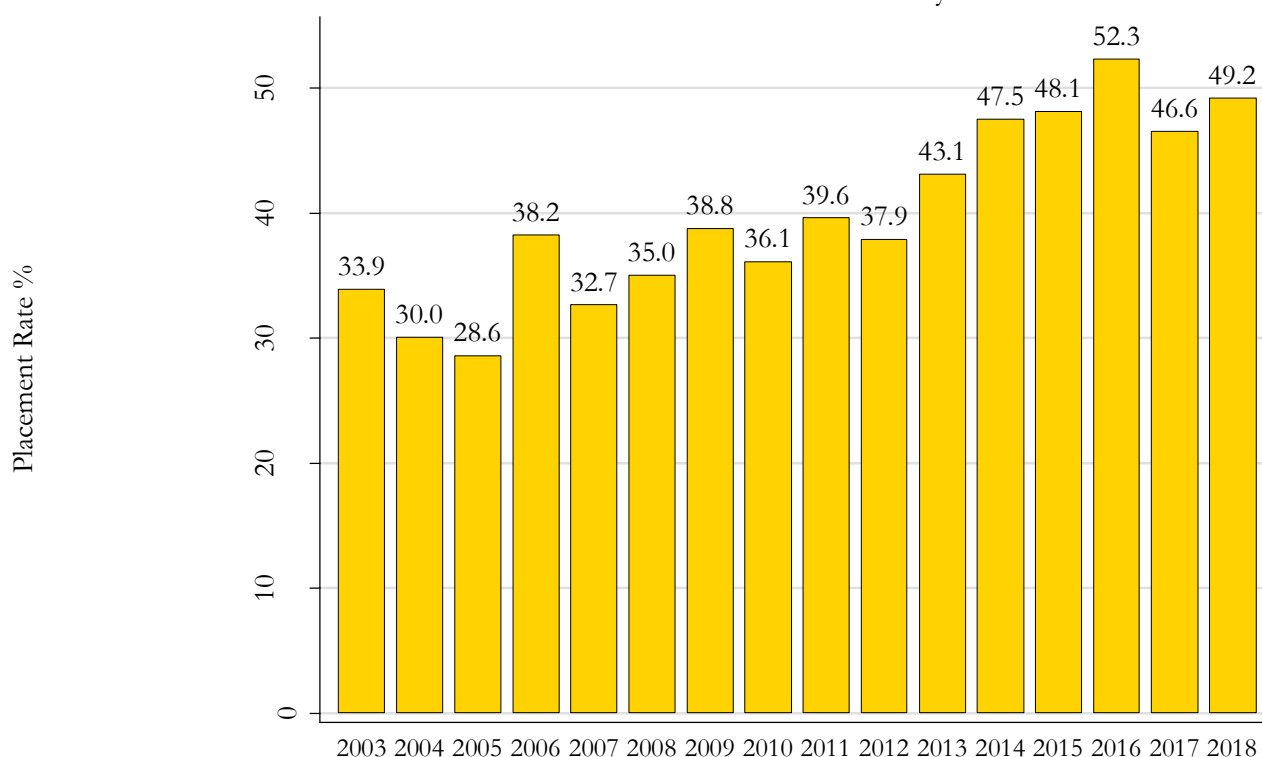
Across all graduating cohorts in this analysis, 39.9 percent of university system graduates were placed in a South Dakota school district during the first school year following graduation. Over this time, DSU has recorded the highest first-year placement rate (53.1 percent), followed by NSU (45.7 percent), BHSU (39.6 percent), USD (38.8 percent), and SDSU (31.2 percent).

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[9] Year values shown in graph refer to the school year of placement, not the year of graduation (contrast with Figure 3).

Placement by Discipline

Figure 6 presents placement data by major field, and shows that several areas generated placement rates at or above 60.0 percent.[10]   These fields include elementary education / special education (72.7 percent), middle school (71.4 percent), special education (65.0 percent), biology (63.7 percent), elementary education (61.7 percent), and computer science (60.0 percent). Care must be taken when examining these data, since – as shown in the lower half of Figure 6 – these major areas have dissimilar numbers of completers over the analyzed timespan.

Figure 6
In-State Placement Rates and Completions by Major Field

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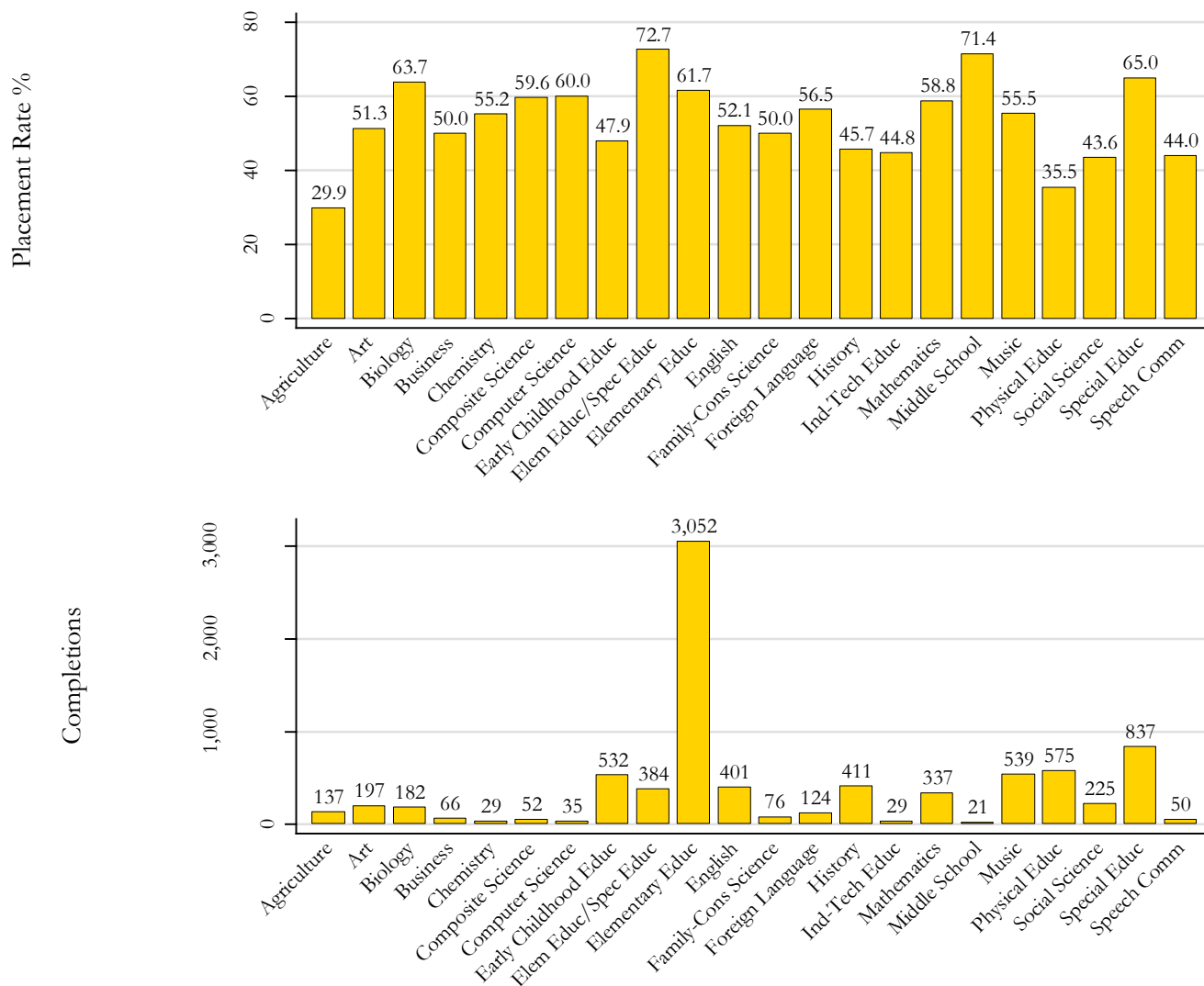
[10] Placement rates reflect placements in any year following graduation. Students with multiple majors are counted once per major. Only areas with at least ten graduates are shown.

Persistence to Entry

The placement rates presented above offer a snapshot of the placement outcomes of regental teacher education program completers. However, also of interest is the degree to which these graduates 1) persist in seeking entry into the education workforce and 2) remain in the workforce once hired. Accordingly, Figures 7, 8, and 9 explore persistence and retention data for twelve older cohorts (FY2002-FY2013) of degree completers.[11]

Figure 7 examines the timing of graduates' in-state placements. Specifically, this figure arrays all *placed* teacher education graduates – from cohorts graduating in FY2002-FY2013 – by year of initial in-state placement. This graph indicates that 69.9 percent of placed teacher education graduates were initially hired in the first subsequent academic year, while an additional 16.6 percent were initially hired during the second year after graduation. These data suggest that while most graduates who eventually will be hired by an in-state school district do so during the first year after graduation, a substantial segment do so in one of the following years.   In fact, roughly 3 in 10 graduates placed within five years received their first placement during years two, three, four, or five.

Figure 7
Year of Initial In-State Placement for Placed Graduates

16.6%

69.9%

1st Year   2nd Year   3rd Year   4th Year   5th Year

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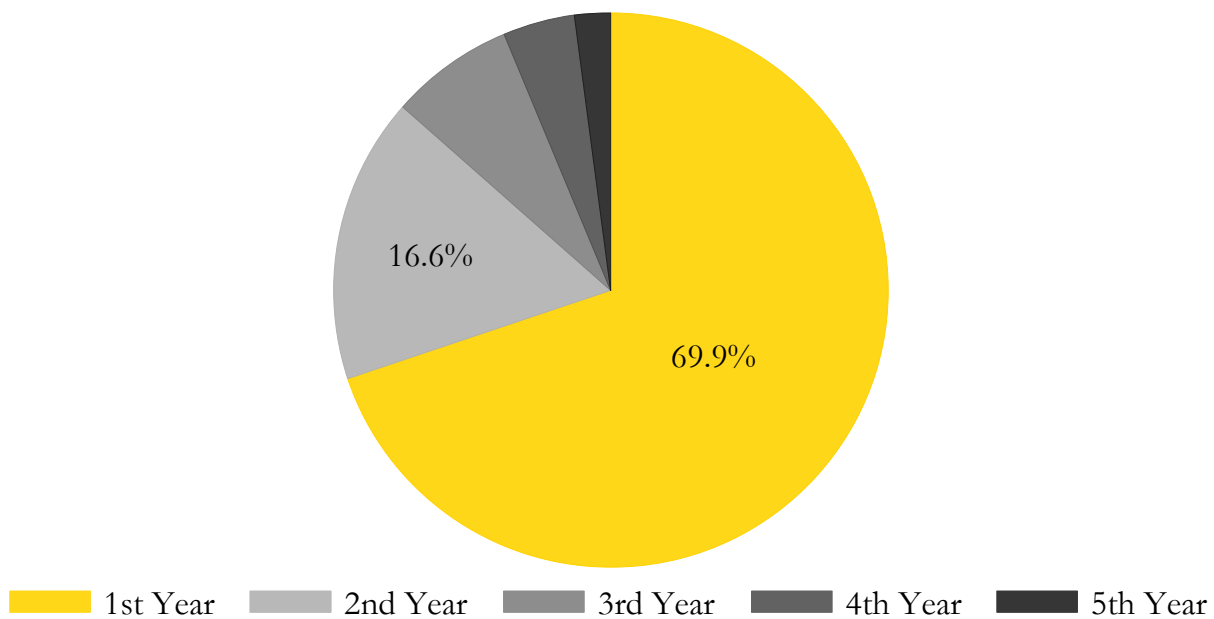
[11] These are the cohorts for which five years of placement data are available.

Retention

Figures 8 and 9 display retention data for the same cohorts described above (FY2002-FY2013), and more specifically, for those graduates from the above cohorts who were placed during the initial year of placement eligibility. [12]   Figure 8 shows attrition trends for teachers during the first five years following initial placement. Across all cohorts examined, roughly 88.4 percent of teachers returned for a second year of teaching. By the fourth year after initial placement, nearly three-quarters of graduates still were employed in in-state school districts.

Figure 8
Retention of Graduates Placed In-State in First Year
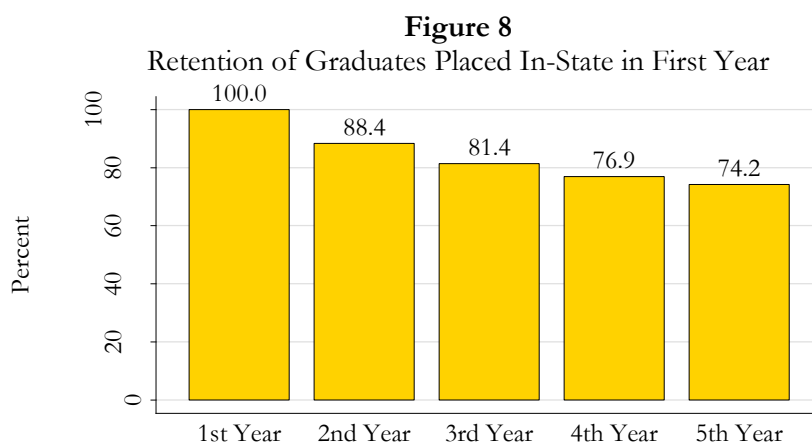
Figure 9 presents an alternate measure of retention: the total number of years taught within five years of initial placement. The right-most pie shows that, of teachers placed during the first year after graduation, the majority – 67.9 percent – remained in an in-state teaching position for all five of the subsequent five years. Less than ten percent of teachers placed in the first year remain in a teaching position in South Dakota for only one year. Data further suggest that retention tends to be higher for teachers who originally came from South Dakota.

Figure 9
Years Taught Within Five Years of Initial In-State Placement, by High School State of Teacher


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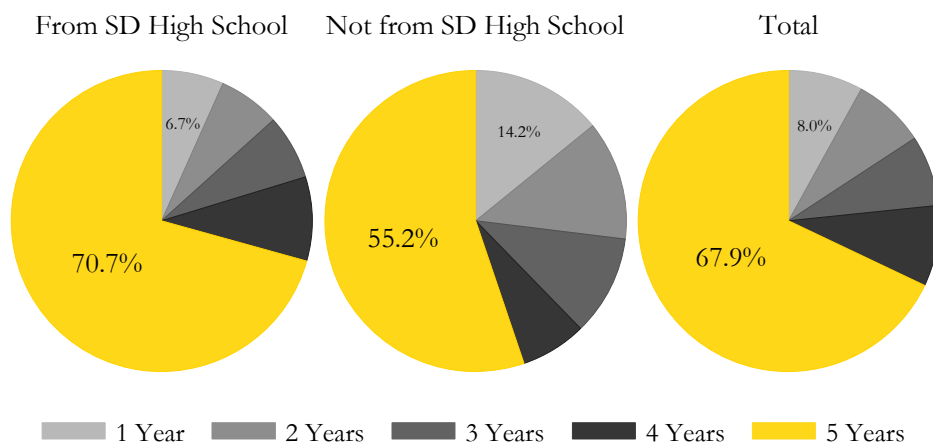
[12] In both figures, data refer to retention in *any* in-state school district, not necessarily the district of initial placement.

Geographic Distribution

The following maps summarize the geographic distribution of undergraduate teacher education program completers (FY2002 to the present). Figure 10a shows the distribution of South Dakota counties from which teacher education graduates matriculated, and Figure 10b shows the distribution of South Dakota counties in which teacher education graduates received their first in-state placements.

Figure 10a
Teacher Education Graduates (SD Residents) by County of High School Graduation
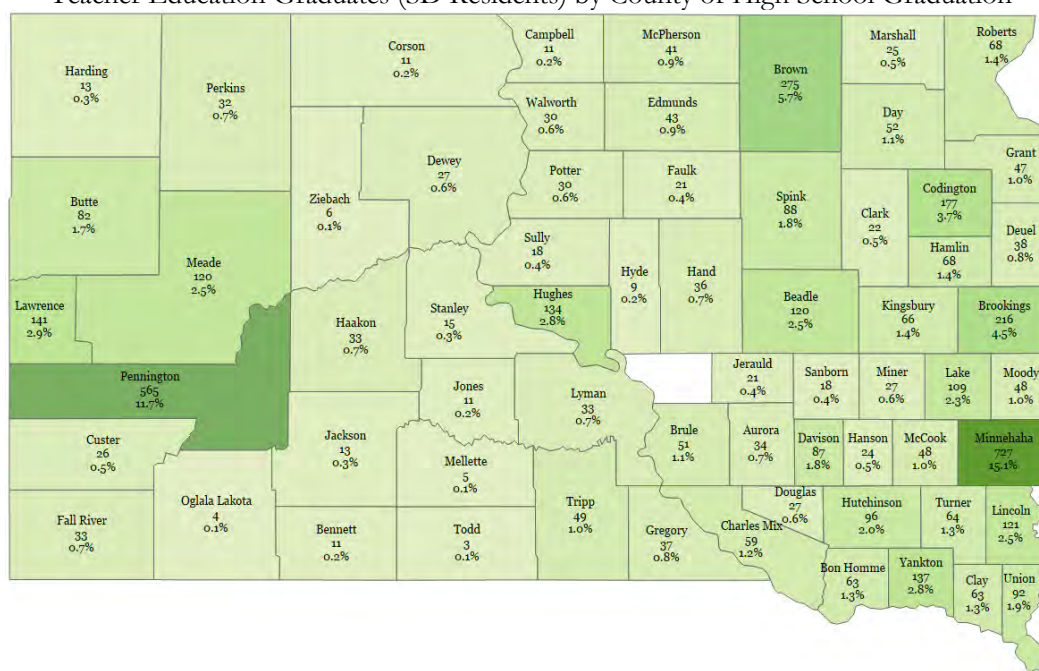
Figure 10b
Teacher Education Graduates by County of First In-State Placement
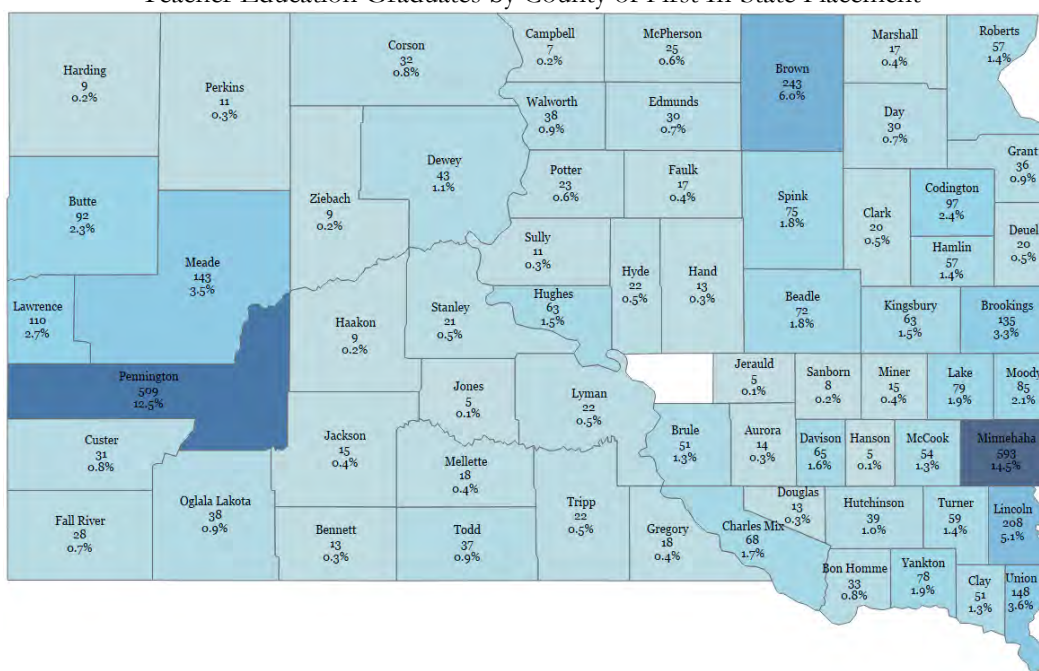
Appendix A
Background Information

Regental Teacher Education Program Frameworks

Teacher education programs are structured under several different curricular frameworks (i.e., degree-major combinations) across the university system. For example, a candidate seeking to teach high school mathematics may – depending on the campus he or she attends – major in mathematics, education, mathematics education, or some combination of multiple majors. Further, this same student may receive a Bachelor of Arts degree, a Bachelor of Science degree, or a Bachelor of Science in Education degree. In other cases, the student may already hold a degree and is returning to complete a post-baccalaureate teacher certification program. In general, most teacher education candidates fall under one of the following degree-major approaches:[13]

> *B.A. or B.S. Degree with Discipline Major:* In this approach, teacher education candidates are viewed as majors in a chosen substantive discipline. Students complete a substantive major (e.g., mathematics, biology) vis-à-vis the requirements of a B.A. or B.S. degree. Beyond the coursework associated with a substantive major, students also complete a limited sequence of courses required for state teaching certification. This approach is used primarily at SDSU for secondary education preparation programs.

> *B.S.Ed. Degree with Discipline Major:* The second approach also involves the full completion of an undergraduate substantive major (e.g., mathematics, biology). However, rather than completing the requirements for a B.A. or B.S. degree, students complete the requirements for a teaching baccalaureate degree, the Bachelor of Science in Education. This approach is used commonly at BHSU, DSU, and NSU, particularly in secondary education tracks. A related approach involves the completion of a distinct major that combines courses from a substantive discipline with teacher preparation courses. Such majors (e.g., Mathematics Education, Biology Education) usually are paired with a B.S.Ed. degree. This approach is used by USD for secondary teacher education programs and by all institutions for elementary education programs.

> *Alternative Certification:* Academic certificate programs provide an option for those who already have completed a baccalaureate degree (or higher) in a teachable area from an accredited institution. These programs are designed for professional practitioners who wish to become teachers but lack instruction in the area of pedagogy.

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[13] The following approaches generally do not apply to teacher education candidates in the field of music. These students typically complete the requirements for a discipline-specific degree, such as the Bachelor of Fine Arts, Bachelor of Music, or Bachelor of Music Education.

Appendix B
ACS Data Supplement

Labor Market Analysis

American Community Survey (ACS) data help to shed additional light on the teacher labor force in the upper Midwest. Using the newest available ACS PUMS datasets, additional analysis was conducted on the employment rates, earnings, and professional placements of educators in 2017.[14]

Table B1 shows two key labor market outcomes for teachers in 2017. The first column gives the unemployment rates of the teaching labor force, while the second column shows median earnings of employed teachers.[15] The exceptionally low unemployment rates seen in this table – for South Dakota and the larger region alike – are suggestive of a labor shortage.[16] One possible driver of such a shortage is implicated by a second observation from this table: that workers employed as teachers earned less in 2017 in South Dakota than did those in any other neighboring state.

Table B1
Unemployment Rates and Mean Earnings of Teachers by State, 2017

	Unemployment rate	Mean earnings
Iowa	1.1%	$48,387
Minnesota	0.9%	$53,645
Montana	0.7%	$46,404
Nebraska	1.8%	$48,449
North Dakota	0.3%	$47,478
South Dakota	0.0%	$42,195
Wyoming	0.2%	$51,668
Region	0.9%	$50,170

Table B2 provides information about the industrial and occupational placements of employed workers with an undergraduate degree in education. Approximately half of such workers in South Dakota work in the field of K12 education in some capacity. Similarly, about half of all South Dakota workers with a teaching credential actually work in a K12 teaching occupation. Both of these rates are lower than those of the region overall. It remains to be seen whether these figures will rise as a result of new laws enacted during the 2016 legislative session to enhance teacher pay in South Dakota.

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[14] Data presented in this section were generated from the 2017 American Community Survey Public Use Microdata Sample from the US Census Bureau. Figures are based on survey responses, and should be interpreted as estimates only.
[15] The "teaching labor force" group includes workers employed as teachers as well as unemployed members of the labor force who most recently worked as teachers.
[16] By comparison, overall unemployment for South Dakota and the region were 3.5 percent and 3.6 percent, respectively.

Table B2
Professional Placements of Teacher Education Degree Holders, 2017[17]

	Percent of employed workers with an undergraduate degree in education **who work in the field of K12 education**	Percent of employed workers with an undergraduate degree in education **who work as teachers**
Iowa	56.6%	49.4%
Minnesota	52.9%	47.2%
Montana	47.8%	44.0%
Nebraska	60.3%	55.2%
North Dakota	50.7%	47.0%
South Dakota	47.0%	35.9%
Wyoming	68.6%	58.4%
Region	54.7%	48.4%

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[17] The category "who work in the field of education" include those whose self-reported industry was *Elementary and Secondary Schools*. The category "who work as teachers" includes those whose self-reported occupation was *Preschool and Kindergarten Teachers*, *Elementary and Middle School Teachers*, *Secondary School Teachers*, or *Special Education Teachers*.

Academic and Student Affairs

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SUBJECT
    Intent to Plan: NSU MSEd in Special Education

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 2:23 – Program and Curriculum Approval

BACKGROUND / DISCUSSION
    Northern State University (NSU) requests permission to plan a Master of Science in Education (MSEd) in Special Education. NSU currently offers a Bachelor of Science in Special Education; the proposed MS would include specializations in Visual Impairments and Generalist Special Education, including seeking accreditation through the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER). The U.S. Department of Postsecondary Education has identified special education as an area of teacher shortage in South Dakota for over a decade, with teachers of students with visual impairments at an even greater need.

IMPACT AND RECOMMENDATION
    The proposed program is within NSU's mission as presented in BOR Policy 1:10:6 and SDCL 13-59-1, including authorization for graduate programs in education. Two related master's programs exist in the system at Black Hills State University and the University of South Dakota. However, each of the existing programs has a different focus; the proposed program at NSU will include an emphasis on special education related to visual impairments in partnership with the South Dakota School for the Blind and Visually Impaired. NSU estimates graduating between 9-15 students per year after full implementation. NSU is not requesting new state resources for the programs.

    Board office staff recommends approval of the intent to plan with the following conditions:

    1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.

<div align="right">(Continued)</div>

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DRAFT MOTION 20190514_4-B:
    I move to authorize NSU to develop a program proposal for an MSEd in Special Education, as presented.

2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.

3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: NSU – MSEd in Special Education

SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND TITLE OF PROGRAM:	**Master of Science in Education in Special Education**
INTENDED DATE OF IMPLEMENTATION:	**Fall 2019**

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

_____   3/11/2019
President (or Designee) of the University   Date

1. **What is the general nature/purpose of the proposed program?**
   NSU currently offers a Bachelor of Science in Education in Special Education. The proposed program would offer a Master of Science in Education in Special Education with specializations in Visual Impairments and Generalist Special Education. The program for Visual Impairment would seek the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation. The Generalist specialization would prepare special education teachers to work with students in most of the high incidence disability categories. The Visual Impairment specialization would prepare special education teachers to work with students who have visual impairments.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)?**

The proposed program fulfills a workforce need. There is a critical shortage of special education teachers in the United States. According to Marshall, Karvonen, Yell, Lowrey, Drasgow, and Seaman, "The national shortage of special education teachers may be the most serious problem

facing special education today. In fact, the U.S. Department of Education, Office of Special Education Programs (OSEP), calls the problem chronic and notes that teacher shortages in special education have existed for 20 years with no solution is sight" (Marshall, Karvonen, Yell, Lowry, Drasgow, and Seaman 2013, p. 127.). The U.S. Department of Postsecondary Education has identified special education as an area of teacher shortage in South Dakota for over a decade. (https://www2.ed.gov/about/offices/list/ope/pol/ateachershortageareasreport2017-18.pdf, p. 160-163).

Teachers of students with visual impairments are an even greater need. According to Marilyn Friend, "Perhaps now more than at any time in history, the field of visual impairment is facing a particularly severe shortage of qualified personnel to deliver special education services to students, despite several nationwide projects and initiatives to address the problem. Studies have indicated that only about 40 programs are available nationwide to prepare vision specialists, and of these, some do not have even one full-time faculty member" (Friend, 2018, p. 381). Friend continued, "Personnel issues in the field of visual impairments are compounded by other factors. For example, because visual impairment is a low-incidence disability, university programs tend to enroll small numbers of teacher candidates." Additional factors identified by Friend, "In addition the number of professionals reported as needed is probably underestimated because some school districts with students needing services know that they simply will not be able to find the appropriate specialists and so do not even list such positions as unfilled. Finally, anticipated retirements among professionals in the field may make the problem of finding qualified personnel even more severe" (Friend, 2018, p. 381).

According to the US Bureau of Labor Statistics, "Teaching students with disabilities can be quite stressful, emotionally demanding, and physically draining. As a result, many schools have difficulties recruiting and retaining special education teachers. Accordingly, special education teachers are expected to have good job opportunities, which will stem from the need to replace teachers who leave the occupation each year.

Job opportunities also may be better in certain specialties, such as those requiring experience with early childhood intervention and skills in working with students who have autism." According to the US Bureau of Statistics, overall employment for special education teachers is expected to grow by 8% between 2016 and 2026. (https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6).

It is sometimes difficult to obtain accurate numbers for special education because most agencies break the information into separate categories such as: Special Education Preschool, Special Education Kindergarten and Elementary, Special Education Middle School, and Special Education Secondary. Many sites do not include specific disability categories such as visual impairments.

According to CareerOneStop, specific data by position level indicated the following national proposed increases between 2014 and 2024: 11% for Preschool Special Education; 7% for Kindergarten and Elementary Special Education; 7% for Middle School, and 7% for Secondary Special Education. https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Special%20Education%20Teachers,%20Secondary%20School&onetcode=25205400&location=SD

According to CareerOneStop, in South Dakota, the projected employment for special education teachers from 2014 to 2024 is expected to increase 11% for Preschool Special Education; 5% for Kindergarten and Elementary Special Education; 5% for Middle School, and 5% for Secondary Special Education. https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Special%20Education%20Teachers,%20Secondary%20School&onetcode=25205400&location=SD

According to Projections Central, for *Special Education Teachers, All Other,* a projected increase of 9.9% was projected for 2016-2026. It would be assumed that Teachers of the Visually Impaired would be included in this category. (http://www.projectionscentral.com/Projections/LongTerm)

References:

Marshall, Kathleen J ; Karvonen, Meagan ; Yell, Mitchell L ; Lowrey, Alisa ; Drasgow, Erik ; Seaman, Michael A. *Journal of Disability Policy Studies*, December 2013, Vol.24(3), pp.127-136

Friend, M. (2018). *Special education: Contemporary perspectives for school professionals.* (5th ed.). Boston, MA: Pearson.

3. How would the proposed program benefit students?

The program would benefit students in several ways. Currently, many of the special education teachers in the state enroll in the Master of Science in Education Teaching and Learning program at NSU because there is not a special education program at the master's level. This program would allow current teachers in the field to earn a specialization in another area. Current elementary and secondary teachers would have the option of selecting this program as a way to become certified as a special education teacher. This could potentially help alleviate the special education teacher shortage in the state. The Visual Impairment specialization would draw students from across the nation due to a limited number of accredited programs available nationwide. This program would offer an embedded classroom for the internship at the new state-of-the-art South Dakota School for the Blind and Visually Impaired (SDSBVI). The service delivery model for students with visual impairments has shifted to more outreach programs in public schools. Due to this development, there is a greater need for itinerant teachers who travel to schools.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?[1]

The legislature established Northern State University to meet the needs of the State, the region, and the nation by providing undergraduate and graduate programs in education and other areas of need, as determined by the South Dakota Board of Regents. (SDCL 13-59-1).

The Board implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the state of South Dakota, the region, and the nation.

The proposed program supports the current Board of Regents Strategic Plan. The four goals of the Board of Regents Strategic Plan are as follows: 1) Student Success; 2) Academic Quality and Performance; 3) Research and Economic Development; and 4) Affordability and Accountability. This proposed program supports goals 1 and 2. The strategic plan indicates that growing the number of undergraduate and graduate degrees awarded is an intended outcome of goal 1. The proposed program will be attractive to both traditional and non-traditional students seeks to further their education and potentially add another certification to their teaching certificate. In goal 2 of the strategic plan, improving the pass rates on licensure and certification exams, increasing the number of accredited programs and continuing to approve new graduate programs are all intended outcomes. The proposed program will support all of these intended outcomes. Having AER accreditation for the master's degree in Visual Impairments would be a significant accomplishment.

There has been a long history of collaboration between the NSU, the SDSBVI and the South Dakota Board of Regents. The Superintendent of the SDSBVI and NSU would like to strengthen the visual impairment program and their existing collaboration. This proposal will take this collaboration to the next level by strengthening the relationships among the SDBOR, NSU and the SDSBVI

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?[2] *If there are no related programs within the Regental system, enter "None."*

The University of South Dakota has a Master of Special Education degree. The key differences between the programs would be that the program at NSU will offer specializations that are different from the specializations USD offers. Northern's partnership with the SD School for the Blind and Visually Impaired (SDSBVI) is unique. According to Superintendent Kaiser, the

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[1] South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.
[2] Lists of existing system programs are available through university websites and the RIS Reporting: Academic Reports database available from http://apps.sdbor.edu/ris-reporting/AcademicProgramReports.htm.

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

Northern State University-SDSBVI partnership is the only partnership between a school for the visually impaired and a university in the United States. Northern is capitalizing on our unique partnership by offering a master's in special education with a specialization in visual impairment. The specializations at USD are more category-specific, including learning disabilities and early childhood.

Both Northern and USD will offer master's in special education with a generalist or multicategorical approach. The Northern master's will still be different from USD's because Northern will allow graduate students to work with students in all disability categories, with an emphasis on a high incidence disabilities (including learning disabilities and other health impairments such as ADHD). This enables Northern graduates to effectively direct special education programs in k-12 settings across the state and region.

Northern's masters in special education is different from the proposed program in Special Education at BHSU, as well. The program proposed by BHSU appears to have an emphasis on preparing teachers to work with lower incidence disabilities, including intellectual disabilities, developmental disabilities, and severe disabilities. The Northern master's program has classes in lower incidence disabilities but focuses on higher incidence disabilities. The program proposed by Northern would have a generalist approach, which will prepare teachers to work with students in all disability categories.

6. **Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*[3]

	Institution	Program Title
Minnesota	None	
North Dakota	University of North Dakota	Master of Science Special Education Specialization in Visual Impairment (VI)
Montana	None	
Wyoming	None	

Currently, the University of North Dakota is the only university in the region offering a master's degree with a specialization in visual impairments.

[3] This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Program Forms: Intent to Plan for a New Program (Last Revised 05/2017)

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

Students enrolling in this program are expected to be new to the university. These specializations are different than the current education graduate programs at NSU because they offer the opportunity for teacher certification in special education. It is anticipated that the Visual Impairment specialization will draw students from around the region due to the limited number of universities who offer that specialization.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

Using the US Bureau of Labor Statistics projected growth of special education teachers' rate of 8%, we are projecting the following numbers:

	Estimated Enrollment	Estimated Graduates
Year 1	10	NA
Year 2	12	9
Year 3	14	11
Year 4	16	13
Year 5	18	15

Due to the growing demand for special education teachers, it is anticipated that the master's degree in special education could become one of the most highly enrolled programs at NSU. This program could help to alleviate the current shortage of special education teachers.

9. **Complete the following charts to indicate if the university intends to seek authorization to deliver the entire program on campus, at any off campus location (e.g., UC Sioux Falls, Capital University Center, Black Hills State University-Rapid City, etc.) or deliver the entire program through distance technology (e.g., as an on-line program)?**[4]

	Yes/No	*Intended Start Date*
On campus	Yes	**Fall 2 019**

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

	Yes/No	*If Yes, identify delivery methods*[5]	*Intended Start Date*
Distance Delivery (online/other distance delivery methods)	Yes	030 - Blended/hybrid	**Fall 2 019**

10. **What are the university's plans for obtaining the resources needed to implement the program?** *Indicate "yes" or "no" in the columns below.*

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources[6]	No	No
Ask Board to seek new State resources[7]	No	No
Ask Board to approve a new or increased student fee	No	No

11. **Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university.** *The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion*. **Identify the college or university and explain why the selected program is a model for the program under development**.

Northern Illinois University has a nationally accredited and recognized graduate program for Special Education in multiple areas including Visual Impairments. Dr. Wold received her master's degree in special education from this university and is familiar with the programs offered there.

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[4] The Higher Learning Commission (HLC) and Board of Regents policy requires approval for a university to offer programs off-campus and through distance delivery.
[5] Delivery methods are defined in AAC Guideline 5.5.
[6] If checking this box, please provide examples of the external funding sites identified
[7] Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.

Specialization in Visual Impairments

This specialization prepares candidates to obtain an Illinois teacher license with endorsement in vision impairments. Candidates may combine this specialization with the specialization for Orientation and Mobility and/or Vision Rehabilitation Therapy. Candidates who successfully complete the program requirements and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure and special education endorsement in Visual Impairments. Candidates who do not receive a passing score on the edTPA may opt to receive a degree without university recommendation for licensure or defer graduation until the edTPA is passed. Candidates who already have an educator license may have courses and program requirements waived based on prior course work and experience. This will be determined by the candidate's graduate adviser and faculty mentor.

- SEVI 500 - Education of Students with Visual Impairments Credits: 3
- SEVI 510 - Anatomy, Pathology, and Functioning of the Eye Credits: 3
- SEVI 520 - Literary Braille Credits: 3
- SEVI 521 - Advanced Braille Credits: 3
- SEVI 530 - Basic Orientation and Mobility for Teachers of Persons with Visual Impairments Credits: 3
- SEVI 540 - Communication Systems Used By Persons with Visual Impairments Credits: 3
- SEVI 541 - Instructional Systems for Utilization of Low Vision Credits: 3
- SEVI 550 - Assistive Technology for Persons with Visual Impairments Credits: 3
- SEVI 551 - Assistive Technology for Persons with Visual Impairments: Advanced Topics Credits: 3
- SEVI 552 - Collaboration Principles and Skills for Professionals Working with Persons with Visual Impairments Credits: 3
- SEVI 581 - Student Teaching in Elementary Special Education: Vision Impairments Credits: 3-6
- SEVI 582 - Student Teaching in Secondary Special Education: Vision Impairments Credits: 3-6
- SEVI 586 - Topical Seminar in Teaching Students with Visual Impairments Credits: 3
- One graduate level course in research, such as SESE 792 or ETR 520, or approved by adviser.
- Elective course work with adviser's approval
-

Candidates also may be required to complete prerequisite courses prior to enrolling in specific graduate courses.

Generalist Program

Specialization in Learning Behavior Specialist I

This specialization prepares candidates to obtain an initial Illinois Professional Educator License with the crosscategorical Learning Behavior Specialist I endorsement. Candidates who successfully complete the program requirements and pass the state mandated Teacher Performance Assessment will have completed all required ISBE and CAEP standards for receiving university recommendation for licensure and special education endorsement in Learning Behavior Specialist I. This includes completing the Safety Tutorial prior to the first early clinical course, passing the Learning Behavior Specialist I content test and the General Education Curriculum test prior to student teaching, and passing the Teacher Performance Assessment (edTPA) during student teaching. Candidates who do not receive a passing score on the edTPA may opt to receive a degree without university recommendation for licensure or defer graduation until the edTPA is passed.

Candidates who already have a Professional Educator License may have courses and program requirements waived based on prior course work and experience. This will be determined by the candidate's graduate adviser and faculty mentor. A minimum of 36 hours of graduate course work is required for the master's degree. Required courses for this specialization include:

- SESE 540 - Foundations of Special Education Credits: 3
- SESE 552 - Assistive Technology/Multiple Disabilities Credits: 3
- SESE 559 - Planning for the Transition from School to Employment, Career and Postsecondary Education for Students with Disabilities Credits: 3
- SESE 561 - Methods for Teaching Individuals with Developmental Disabilities Credits: 3
- SESE 601 - Methods for Teaching Students with Mild Disabilities Credits: 4
- SESE 602 - Methods for Teaching Middle and Secondary Students with Mild Disabilities Credits: 3
- SESE 603 - Functional Analysis for Special Educators Credits: 3
- SESE 605 - Consultation, Collaboration, and Communication Skills for Special Educators Credits: 3
- SESE 606 - Methods for Teaching Students with Emotional/Behavioral Disorders Credits: 3
- SESE 607 - Special Education Capstone/Pre-Student Teaching Seminar Credits: 1
- SESE 608 - Field Experience in Special Education: Learning Behavior Specialist I Credits: 2-6
- With approval of the department, may be waived for candidates who have documented sufficient professional experience.
- SESE 609 - Elementary Practicum: Learning Behavior Specialist I Credits: 3-6
- Students take this course for 3 semester hours.
- SESE 610 - Secondary Practicum: Learning Behavior Specialist I Credits: 3-6
- Students take this course for 3 semester hours.
- ETR 524 - Assessing Students with Special needs Credits: 3
- One graduate-level course in research, such as SESE 792, or approved by adviser.

12. **Additional Information:** *Additional information is optional. Use this space to provide information not specifically requested above. Delete this item it is not used.*

On October 17, 2018 a ground breaking ceremony occurred for the new SDSBVI. The proposal for a master's degree in Special Education at NSU provides the opportunity for a unique collaboration between two SDBOR programs with NSU having an embedded classroom within the SDSBVI. This proposal is consistent with the strategic plans for both NSU and the SDSBVI. Faculty would plan to apply for an OSEP grant to assist with additional funding.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
   Dual Credit In-District Delivery Approvals: Tea Area 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
   The University Center – Sioux Falls (UC-SF) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Tea Area School District.

   The Board of Regents discussed partnerships with South Dakota School Districts for the in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. The Board further reviewed In-district Delivery models during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs. Following this discussion in August 2017, the Board received an update at the October 2017 meeting with new guideline language specific to the management of In-District Delivery.

IMPACT AND RECOMMENDATION
   The attached MOU between the Board and the Tea Area School District complies with established guidelines for In-District Delivery. Current In-District Delivery programs are approved at Harrisburg, Brandon Valley, Sioux Falls, and Brookings High Schools.

   Board office staff recommends approval of the MOU.

ATTACHMENTS
   Attachment I – MOU Between SDBOR and Tea Area School District
   Attachment II – UC-SF Request: ENGL & MATH Courses at Tea Area High School

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DRAFT MOTION 20190514_4-C(1):
   I move to approve 1) the MOU between the Board of Regents and the Tea Area School District, and 2) the course requests as presented starting Fall 2019 for in-district delivery of High School Dual Credit courses.

MEMORANDUM OF UNDERSTANDING
South Dakota Board of Regents/Tea **Area** School District
(2/1/19)

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 **Tea Area** School District School. 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.

2. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the **Tea Area** School District. The South Dakota Board of Regents designates **University Center** to coordinate and provide 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 **Tea Area** 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 **Tea Area** 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 the Institution for each course.

3.4   Enrollment

In-district delivery shall only occur for sections with a minimum of 18 students. The school district shall be assessed the equivalent full HSDC tuition rate per student below the 18 student minimum.

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 **Tea Area** School District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.

3.5.2   **Tea Area** 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   Institutional staff will provide a student orientation session at the start of each semester in coordination with the school district and respective universities.
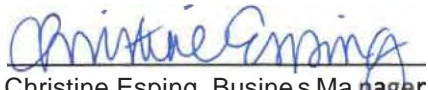
3.6.2   All students enrolled in the Institution's courses will be assigned an advisor to manage all questions, issues and concerns - students should not rely on school district staff for guidance on any issues involving university courses.

3.6.3   Course registration processes will follow regental system and university requirements and procedures, and Institutional 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   **University Center** staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:

Christine Esping, Business Manager   Date 2/4/19
Tea Area School District

_____   _____

South Dakota Board of Regents   Date

To: SD Board of Regents

From: University Center Sioux Falls

Date: February 19, 2019

Re: Requesting approval to offer in- district dual credit courses in Tea Area High School

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University Center Sioux Falls is requesting approval to offer **ENGL 101, ENGL 210, and MATH 102** in-district at Tea Area High School beginning Fall 2019. If approved UCSF will work collaboratively with USD to create and instruct the courses and will follow the MOU guidelines (see attached).

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

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SUBJECT
Dual Credit In-District Delivery Approvals: Dakota 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
The University of South Dakota (USD) is requesting authorization to offer In-District Delivery of High School Dual Credit (HSDC) to the Dakota Valley School District.

The Board of Regents discussed partnerships with South Dakota School Districts for the in-district delivery of HSDC at their June 2017 meeting. Following the discussion, the board supported moving forward with the preliminary delivery of coursework during the 2017-18 academic year. The Board further reviewed In-district Delivery models during the August 2017 retreat, and the general consensus was that the HSDC rate could be assessed to students in these districts. However, there was sentiment that when forming partnerships of this nature, the guidelines should provide for the school district to contribute to the student's portion of the tuition costs. Following this discussion in August 2017, the Board received an update at the October 2017 meeting with new guideline language specific to the management of In-District Delivery.

IMPACT AND RECOMMENDATION
The attached MOU between the Board and the Dakota Valley School District complies with established guidelines for In-District Delivery. Current In-District Delivery programs are approved at Harrisburg, Brandon Valley, Sioux Falls, and Brookings High Schools.

Board office staff recommends approval of the MOU.

ATTACHMENTS
Attachment I – USD Request: ARTH 100 Course at Dakota Valley High School
Attachment II – MOU Between SDBOR and Dakota Valley School District

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DRAFT MOTION 20190514_4-C(2):
I move to approve 1) the MOU between the Board of Regents and the Dakota Valley School District, and 2) the course request as presented for the 2020-21 academic year for in-district delivery of High School Dual Credit courses.

UNIVERSITY OF
SOUTH DAKOTA

DATE: April 12, 2019

TO: Jay Perry, Interim System Vice President for Academic Affairs, SDBOR

FROM: Kurt Hackemer, Provost and Vice President for Academic Affairs

SUBJECT: Dakota Valley High School In-District Course Offerings

University of South Dakota has received a request from the Dakota Valley School District to deliver an in-district course for the 2020-2021 academic year. This requires that a new MOU be created between the Dakota Valley School District and the South Dakota Board of Regents. The MOU agreement is included with this request. The request is to offer ARTH 100: Art Appreciation during the fall semester of 2020. This course is currently a dual-credit offering. We request approval of the attached MOU to offer this course to the Dakota Valley School District during the 2020-2021 academic year.

Thank you for your consideration. If you need further information, please let me know.

ATTACHMENT

MEMORANDUM OF UNDERSTANDING
South Dakota Board of Regents/ Dakota Valley School District
April 2019

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 Dakota Valley 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.

2. Scope

This agreement identifies the commitments of each party to develop and deliver university courses to the Dakota Valley School District. The South Dakota Board of Regents the University of South Dakota 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 Dakota Valley 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 Dakota Valley 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 the Institution for each course.

3.4 Enrollment
        3.4.1 The Institution will determine the maximum/minimum enrollment for each course

and the number of course sections offered each semester in compliance with guidelines and policies established by the Board of Regents, and with input from Dakota Valley School District.

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 Dakota Valley School District responsible for payment of tuition for its students in university courses offered as part of the in-district delivery.
>
> **3.5.2** Dakota Valley 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** Institutional 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 the Institution's 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 Institutional staff will process registrations and assist students as needed.
>
> **3.6.4** Instructors for university courses will utilize the Institution's internal early alert system to inform the dual credit coordinator of any academic performance concerns. These are then communicated with the designated high school personnel.
>
> **3.6.5** University of South Dakota staff will coordinate with the appropriate university entities to provide deficiency reports and final grades to the school district.

Approved by:

Dakota Valley School District   Date   South Dakota Board of Regents   Date

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
   FY21 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 hearings opened with presentations detailing system priorities as determined by the university presidents and the special schools superintendent. The opening presentation was followed by presentations from each of the university presidents, the special schools superintendent and the executive director discussing highest priorities and key budget issues. The campuses will be instructed to provide details of its top one or two priorities during their presentation.

IMPACT AND RECOMMENDATIONS
   After the Board has identified the system and institutional priorities, the campuses will be given guidance regarding their presentations.

   The proposed schedule is below.

FY21 Informal Budget Hearings	Wednesday, June 26, 2019
System Priorities	2:45 – 3:00 pm
SDSU/CES/AES	3:00 – 3:15 pm
USD/Law School/SSOM	3:15 – 3:30 pm
SDSBVI & SDSD	3:30 – 3:40 pm
SDSM&T	3:40 – 3:50 pm
DSU	3:50 – 4:00 pm
NSU	4:00 – 4:10 pm
BHSU	4:10 – 4:20 pm
Round Table Discussion	4:20 – 5:00 pm

   A final budget adoption will occur at the August Board meeting.

ATTACHMENTS
   None

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INFORMATIONAL ITEM

AGENDA ITEM: 5 – B
DATE: May 14, 2019

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SUBJECT
   Capital Asset Purchase Greater than $500,000 – NSU Center Hung Scoreboard

CONTROLLING STATUTE, RULE, OR POLICY
   SDCL 13-49-15
   BOR Policy 5:4 - Purchasing

BACKGROUND / DISCUSSION
   The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services by the institution. Purchases of capital assets with a per-unit cost exceeding $500,000 must be approved by the Board of Regents prior to a purchase order being issued.

IMPACT AND RECOMMENDATIONS
   Northern State University requests the authority to purchase a new center hung scoreboard and four-screen video display for Wachs Arena. The videoboard and technology currently in Wachs Arena were last updated in 2004, the video resolution is poor and system performance is not reliable. The new scoreboard and video display will improve the quality of the numerous events that take place in the Barnett Center throughout the course of the year. Private donations will be used to pay for the scoreboard and components which are estimated to cost $900,000.

ATTACHMENTS
   None

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DRAFT MOTION 20190514_5-B:
   I move to approve the NSU's request to purchase a new center hung scoreboard and four-screen video display for Wachs Arena using approximately $900,000 of donated funds.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
   SDSU Campanile Avenue Utility Upgrades Facility Design Plan

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
   SDSU is submitting its Facility Design Plan for approval of Phase 1 for the construction
   and replacement of utility infrastructure, parking, and site improvements within and
   parallel to the right-of-way of Campanile Avenue. The Facility Program Plan was
   approved at the April 2019 Board meeting. The building committee is scheduled to meet
   May 9, 2019, to discuss the Facility Design Plan. Any changes to the Facility Design Plan
   made by the building committee will be reported at the Board meeting.

   This project combines a group of infrastructure maintenance and repair projects (water
   main, storm sewer, sanitary sewer, street, plus parking lot improvements) that have
   overlapping project boundaries. The project will be completed in two phases. The first
   phase of the project is being coordinated with separate projects to install an additional
   chiller and cooling tower in the central chiller plant, and to provide chilled water supply
   and return piping to Wagner Hall and 'the Barn'.

   The boundaries of the first phase of the project are parallel to Campanile Avenue between
   the south edge of the Central Heating Plant to the south edge of Sexauer Field. The primary
   features of the first phase will include the following:
   - Replace the water main that lies under the street. The new water main will be upgraded

(Continued)

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DRAFT MOTION 20190514_5-C:
   I move to approve SDSU's Facility Design Plan for the Campanile Avenue Utility
   Upgrades at a cost not to exceed $5,733,000 using HEFF M&R, General Fund M&R, and
   parking revenues.

to a 10 inch plastic pipe to provide proper domestic water and fire service to buildings in this vicinity. Two domestic service lines will be provided for the Central Heating and Central Cooling Plants to provide redundancy of service for this important utility service.

- Remove three portions of parking lot 131 in the vicinity of Yaeger Hall.
- Remove Campanile Avenue from the south edge of Yaeger Hall to Sexauer Field
- Remove, replace, and realign Campanile Avenue from the south edge of the Central Heating Plant to the south edge of Yaeger Hall. The street will be narrowed to a minimum width to slow traffic.
- Renovate the western edge of the Wagner Hall parking lot (Parking Lot 140) to provide one entrance to the parking lot
- Provide temporary access to the Wagner Hall parking lot throughout construction
- Provide temporary access to Avera Health & Sciences Center, Yaeger Hall, Wagner Hall, and the Central Heating Plant throughout construction
- Replace the sanitary sewer main and upgrade manholes from the south boundary of the project to the University Student Union
- Replace the storm sewer piping and inlets from the south boundary of the project to the western edge of Wagner Hall
- Replace sidewalks within the project boundaries. The primary north-south sidewalk will be designed to accept emergency vehicle traffic.
- Provide snow storage areas on the western edge of the Wagner Hall parking lot and the new northern terminus of Campanile Avenue. These concrete plazas will also facilitate pedestrian traffic.
- Provide landscaping and hardscaping screens around exposed utilities (e.g. electrical switchgear, electrical transformers)
- Modify off street parking (a portion of parking lot 131), service vehicle access, ADA parking, concrete sidewalks, and pedestrian crossing points between the Central Heating Plant and Yaeger Hall.

The attached illustrates the overall design of the project, the project schedule, and selected sheets of the 90% review drawings that describe the construction of the project. SDSU will request the building committee approve the construction documents in addition to this Facility Design Plan so the project may be constructed in the summer.

Parking lot, sidewalk, and street modifications are being made to improve the campus for pedestrians and transition to a walking campus. Another goal is to reduce the amount of paved areas and increase the amount of landscaped areas, improving the aesthetic appearance of the central campus.

The water main and sanitary sewer mains that will be replaced lie directly under, are parallel and adjacent to, or cross Campanile Avenue. The Avenue will be replaced or be trenched for utility replacement. The west and north edges of the Wagner Hall parking lot (parking lot 140) will be trenched and patched so the sanitary sewer main may be replaced.

Changes from the Facility Program Plan

The primary scope of the first phase remains the same as described above. The features of this phase are the same as described in the Facility Program Plan. The design has been modified from the schematic design to:

- Increase space for snow storage south of Yeager Hall and provide snow storage in the Wagner Hall parking lot.
- Relocate on-street motorcycle parking from Campanile Avenue to off-street, north of the Central Heating Plant.
- Provide temporary parking lot access to the Wagner Hall parking lot during construction.
- Ensure large service vehicle access to the Avera Health and Science Center during and after construction.
- Provide screening of exposed utilities in the vicinity of the Central Heating Plant and Yaeger Hall to meet campus design standards.

The scope of the second phase remains the same as described in the Facility Program Plan. This design will be developed further after construction is started on the first phase.

Impact to Existing Building or Campus-wide Heating/Cooling/Electrical Systems

Phase 1

Construction Costs

• Mobilization & General Requirements	$ 108,900
• Utilities (Water, Sanitary Sewer, Storm Sewer)	$ 890,800
• Parking Lots and Related Street Modifications	$ 334,500
• Sidewalks, General Paving, Security Lights	$ 480,800
• Landscaping	$ 268,000
Subtotal	$ 2,083,000

Design & Project Management Costs

• Design/Survey/Testing	$ 375,000
• OSE Contract Management	$ 26,000
• SDSU Facilities Management & Labor	$ 115,000
• Project Contingency (12.5%)	$ 259,900
Subtotal	$ 775,900

Estimated Phase 1 Project Costs   **$ 2,858,900**

Funding for the utility, road, parking and landscape upgrades will come from HEFF M&R, General Fund M&R, and parking revenues over the next couple of years. The following are the available and intended sources of funding for this project.

FY19 General Funds – Planning Funds for FY20 Projects	$	200,373
FY19 HEFF – Campus Utility – Water & Sewer Upgrades	$	345,000
FY20 HEFF – Campus Utility – Water & Sewer Upgrades	$	1,730,211
FY20 HEFF General Funds – Campus Utility, Water/Sewer Upg	$	300,000
FY19 – SDSU Parking & Traffic Revenues	$	500,000
FY20 – SDSU Parking & Traffic Revenues	$	500,000
FY19 HEFF – Campanile Ave Landscaping & Paving Imp.	$	450,000
FY18 HEFF – Landscaping & Hardscaping Improvements	$	530,000
Currently Allocated Funding	**$**	**4,555,584**
FY21 General Funds	$	1,177,416
Total Funding for Project	**$**	**5,733,000**

Additional details of the Facility Program Plan can be reviewed in Attachments I & II.

IMPACT AND RECOMMENDATIONS

The project estimates currently put the project over $5.0M making it a capital improvement project requiring it to go through the building committee process. Once the design and bid process has begun, SDSU is requested to evaluate the proportionate share and use of parking fees for the project and present it to the building committee.

Staff recommend approval of the Facility Design Plan so that SDSU may continue work on the various projects related to the Campanile Avenue Utility Infrastructure project.

ATTACHMENTS

Attachment I – SDSU Campanile Ave Facility Design Plan
Attachment II – SDSU Campanile Ave Schematic Designs

FACILITY DESIGN PLAN

CAMPANILE AVENUE UTILITY UPGRADES, PARKING MODIFICATIONS, AND SITE IMPROVEMENTS
SOUTH DAKOTA STATE UNIVERSITY
APRIL 26, 2019

South Dakota State University (SDSU) requests approval of this Facility Design Plan for design and construction of the first phase of utility, parking, and site improvements within and parallel to the right-of-way of Campanile Avenue. The timetable for the project has been established so phase one of the project can be bid in early May, construction started by late May, and the project substantially completed by mid-August. SDSU requests the Building Committee authorize the Facility Design Plan and authorize the construction drawings for bidding. A separate Facility Design Plan will be submitted for the second phase of the project at a later date.

    a.   Architectural, mechanical and electrical schematic design

This project combines a group of infrastructure maintenance and repair projects (water main, storm sewer, sanitary sewer, street, plus parking lot improvements) that have overlapping project boundaries. The project will be completed in two phases. The first phase of the project is being coordinated with separate projects to install an additional chiller and cooling tower in the central chiller plant, and to provide chilled water supply and return piping to Wagner Hall and 'the Barn'.

The boundaries of the first phase of the project are parallel to Campanile Avenue between the south edge of the Central Heating Plant to the south edge of Sexauer Field. The primary features of the first phase will include the following:

- o Replace the water main that lies under the street. The new water main will be upgraded to a 10 inch plastic pipe to provide proper domestic water and fire service to buildings in this vicinity. Two domestic service lines will be provided for the Central Heating and Central Cooling Plants to provide redundancy of service for this important utility service.
- o Remove three portions of parking lot 131 in the vicinity of Yaeger Hall.
- o Remove Campanile Avenue from the south edge of Yaeger Hall to Sexauer Field
- o Remove, replace, and realign Campanile Avenue from the south edge of the Central Heating Plant to the south edge of Yaeger Hall. The street will be narrowed to a minimum width to slow traffic.
- o Renovate the western edge of the Wagner Hall parking lot (Parking Lot 140) to provide one entrance to the parking lot
- o Provide temporary access to the Wagner Hall parking lot throughout construction
- o Provide temporary access to Avera Health & Sciences Center, Yaeger Hall, Wagner Hall, and the Central Heating Plant throughout construction
- o Replace the sanitary sewer main and upgrade manholes from the south boundary of the project to the University Student Union
- o Replace the storm sewer piping and inlets from the south boundary of the project to the western edge of Wagner Hall

- o Replace sidewalks within the project boundaries. The primary north-south sidewalk will be designed to accept emergency vehicle traffic.
- o Provide snow storage areas on the western edge of the Wagner Hall parking lot and the new northern terminus of Campanile Avenue. These concrete plazas will also facilitate pedestrian traffic.
- o Provide landscaping and hardscaping screens around exposed utilities (e.g. electrical switchgear, electrical transformers)
- o Modify off street parking (a portion of parking lot 131), service vehicle access, ADA parking, concrete sidewalks, and pedestrian crossing points between the Central Heating Plant and Yaeger Hall.

One attached sheet illustrates the overall design of the project. Attached are copies of selected sheets of the 90% review drawings that describe the construction of the project. A project schedule is included as an attachment. SDSU will request the building committee approve the construction documents in addition to this Facility Design Plan, so the project may be constructed in the summer.

Parking lot, sidewalk, and street modifications are being made to improve the campus for pedestrians and transition to a walking campus. Another goal is to reduce the amount of paved areas and increase the amount of landscaped areas, improving the aesthetic appearance of the central campus.

The water main and sanitary sewer mains that will be replaced lie directly under, are parallel and adjacent to, or cross Campanile Avenue. The Avenue will be replaced or be trenched for utility replacement. The west and north edges of the Wagner Hall parking lot (parking lot 140) will be trenched and patched so the sanitary sewer main may be replaced.

b. Changes from the Facility Program Plan

The primary scope of the first phase remains the same as described above. The features of this phase are the same as described in the Facility Program Plan. The design has been modified from the schematic design to:

- o Increase space for snow storage south of Yeager Hall and provide snow storage in the Wagner Hall parking lot.
- o Relocate on street motorcycle parking from Campanile Avenue to off street, north of the Central Heating Plant.
- o Provide temporary parking lot access to the Wagner Hall parking lot during construction
- o Ensure large service vehicle access to the Avera Health and Science Center during and after construction.
- o Provide screening of exposed utilities in the vicinity of the Central Heating Plant and Yaeger Hall to meet campus design standards.

The scope of the second phase remains the same as described in the Facility Program Plan. This design will be developed further after construction is started on the first phase.

c. Impact to existing building or campus-wide heating/cooling/electrical systems

The goals of the project are to improve utility systems in the center of the campus. This project will be coordinated with a separate project to add a chiller and cooling tower to the Central Chiller Plant, and extend the chilled water utilities from the Central Chiller Plant to the Barn and to Wagner Hall. The project area will be shared between the two projects, particularly around the Central Heating Plant. The scope of both projects is being adjusted so the construction work of the projects is coordinated and not duplicated any more than necessary.

    d.   Total construction costs

The project will be completed as a design-bid-build project. A summary of the current cost estimate is shown below for Phase 1 costs.

Phase 1
Construction Costs

a.	Mobilization & General Requirements	$ 108,900
b.	Utilities (Water, Sanitary Sewer, Storm Sewer)	$ 890,800
c.	Parking Lots and Related Street Modifications	$ 334,500
d.	Sidewalks, General Paving, Security Lights	$ 480,800
e.	Landscaping	$ 268,000
	Subtotal	$ 2,083,000

Design & Project Management Costs

f.	Design/Survey/Testing	$ 375,000
g.	OSE Contract Management	$ 26,000
h.	SDSU Facilities Management & Labor	$ 115,000
i.	Project Contingency (12.5%)	$ 259,900
	Subtotal	$ 775,900
	Estimated Phase 1 Project Costs	$ 2,858,900

The following are available or intended sources of funding for this project. All sources are applicable to the scope identified.

o	FY19 HEFF General Funds – Planning Funds for FY20 Projects (3G1901)	$ 200,373
o	FY19 HEFF – Campus Utility – Water & Sewer Upgrades (3H1908)	$ 345,000
o	FY20 HEFF – Campus Utility – Water & Sewer Upgrades	$1,730,211
o	FY20 HEFF General Funds – Campus Utility – Water & Sewer Upgrades	$ 300,000
o	FY19 – SDSU Parking & Traffic Revenues	$ 500,000
o	FY20 – SDSU Parking & Traffic Revenues	$ 500,000
o	FY19 HEFF – Campanile Ave Landscaping & Paving Imp. (3G1905)	$ 450,000
o	FY18 HEFF – Landscaping & Hardscaping Improvements between	
o	AD, AV, RO, and WG (3G1805)	$ 530,000
o	Currently allocated funding -	$4,555,584
o	FY21 HEFF General Funds	$1,177,416
o	Total Funding for project	$5,733,000

Funding from Parking and Traffic Revenues would be applicable to the direct costs of item c within the cost estimate shown above, and a portion of the design costs shown in item f above. Item c includes costs for removal of the existing Campanile Ave, removal of three parking areas, modifications to the Wagner Hall parking lot, and a portion of the sidewalk costs to provide a replacement sidewalk paralleling the former Campanile Avenue that can be used as a secondary access to the center of campus for emergency vehicles.
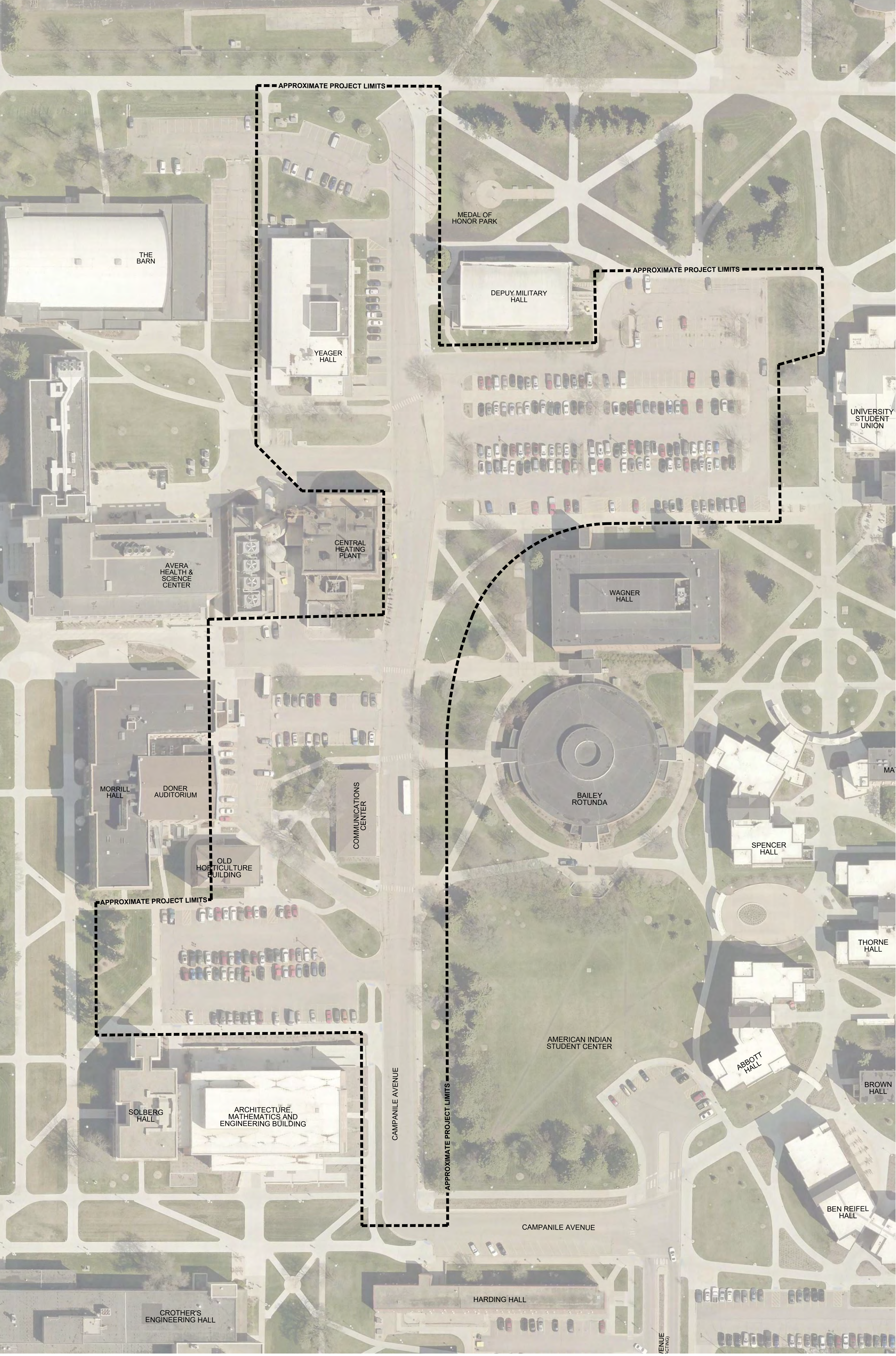
FY18, FY19, and a portion of FY20 funds identified above will provide the Phase 1 funding for the project. The FY19 and FY20 HEFF – Campus Utility – Water and Sewer Upgrades funding identified above will complete the SDSU campus matching funds identified as part of the 2012 BOR SDSU Campus Utility Water and Sewer Upgrades capital improvement project. The funding identified in FY21 exceeds the match to be provided by SDSU. FY18 and FY19 funds total $2,680,373. FY20 funding will become available during construction of the first phase.

    e.   Changes from cost estimates for operational or M&R expenses
There is no impact to operational expenses. These improvements to water and sewer systems accomplish improvements identified in the campus water and sewer infrastructure studies. They are coordinated with street and parking lot and sidewalk improvements. Combining these improvements should reduce future first costs of construction that would have occurred had these projects been completed separately.

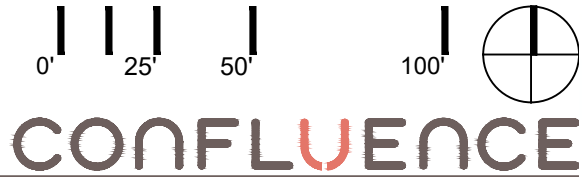These utility, street, parking lot, and campus improvements are basic maintenance and repairs to these systems. These improvements will position the campus to flexibly develop the core of campus, install fire sprinkler systems in existing buildings that do not have fire service, reduce ground water infiltration to the sanitary sewer system, and further master planning goals of creating a pedestrian centered walking campus.

APPROXIMATE PROJECT LIMITS

APPROXIMATE PROJECT LIMITS

APPROXIMATE PROJECT LIMITS

APPROXIMATE PROJECT LIMITS

THE BARN

YEAGER HALL

MEDAL OF HONOR PARK

DEPUY MILITARY HALL

UNIVERSITY STUDENT UNION

AVERA HEALTH & SCIENCE CENTER

CENTRAL HEATING PLANT

WAGNER HALL

MORRILL HALL

DONER AUDITORIUM

COMMUNICATIONS CENTER

BAILEY ROTUNDA

SPENCER HALL

OLD HORTICULTURE BUILDING

THORNE HALL

CAMPANILE AVENUE

AMERICAN INDIAN STUDENT CENTER

ABBOTT HALL

SOLBERG HALL

ARCHITECTURE, MATHEMATICS AND ENGINEERING BUILDING

BROWN HALL

APPROXIMATE PROJECT LIMITS

BEN REIFEL HALL

CAMPANILE AVENUE

CROTHER'S ENGINEERING HALL

HARDING HALL

Existing Site
South Dakota State University - Campanile Avenue

Brookings, SD

CONFLUENCE

HRGreen.

0 25 50   100

February 21, 2019

1181

LEGEND

- ⎯⎯ WATER MAIN
- ⎯⎯ SANITARY SEWER
- ⎯⎯ STORM DRAINAGE
- ⊗ MANHOLE
- ✚ FIRE HYDRANT
- ● WATER VALVE

APPROXIMATE PROJECT LIMITS

UTILITY SCREENING
EXPANDED TREE EDGE
PERENNIAL / SHRUB MASS
EXPANDED PLAZA
EXISTING MEDAL OF HONOR
PARK FLAGPOLES

MEDAL OF HONOR PARK

THE BARN

SHRUB MASS
LANDSCAPE BUFFER
42" ORNAMENTAL METAL FENCE
WITH CONCRETE MOW EDGE
NEW GATED PARKING ENTRANCE

DEPUY MILITARY HALL

APPROXIMATE PROJECT LIMITS

YEAGER HALL

PARKING: ±1??

UNION PARKING LOT RENOVATION

UNIVERSITY STUDENT UNION

NEW PARKING ACCESS DRIVE
EXPANDED PARKING
RELOCATED SCOOTER PARKING

CENTRAL HEATING PLANT

ORNAMENTAL TREE MASSING
ACCESS DRIVE TO EXISTING
OVERHEAD DOOR
NEW SIDEWALKS
(PARKING REMOVED)
SCULPTURE
PLACEHOLDER
BIKE PARKING
PATIO SEATING

AVERA HEALTH & SCIENCE CENTER

2019 Limits - from this point north.

will include water line to this valve set.

EXPANDED BIKE PARKING
RELOCATED / NEW PARKING LOT LIGHTING
MODIFIED PARKING LOT WITH
EXISTING ISLAND REMOVED
NEW TREE ISLANDS (1,000 CU FT
SOIL MASS - MINIMUM)
NEW EXPANDED WIDTH
SIDEWALK

WAGNER HALL

LANDSCAPE BUFFER
SHORT NATIVE GRASS PLANTING
(VERIFY)
AVERA PLAZA EXPANSION AND
SEATWALL
RAISED CROSSWALK - TYP
CAMPUS MONUMENT /
WAYFINDING

AVERA PLAZA EXPANSION

CAMPANILE AVENUE RECONSTRUCTION

BIOSWALE OVERFLOW INLET
STREETSIDE BIOSWALE;
VEGETATION TYPE TBD
NEW DECIDUOUS CANOPY TREES
LANDSCAPE BUFFER

MORRILL HALL

DONER AUDITORIUM

OLD HORTICULTURE BUILDING

COMMUNICATIONS CENTER

BAILEY ROTUNDA

SPENCER HALL

MA

THORNE HALL

NEW LANDSCAPE MEDIAN
PARKING LOT EXPANSION WITH
DROP-OFF / SERVICE PARKING

APPROXIMATE PROJECT LIMITS

PARKING: ±109

AME PARKING LOT EXPANSION

BIOSWALE OVERFLOW INLET
STREETSIDE BIOSWALE;
VEGETATION TYPE TBD
LANDSCAPE BUFFER
(POSSIBLE DETENTION)
RAISED CROSSWALK - TYP
EAST EDGE OF WALK TO MATCH
EXISTING AT HISTORICAL SHRUB
PLANTINGS

AMERICAN INDIAN STUDENT CENTER

ABBOTT HALL

BROWN HALL

SOLBERG HALL

ARCHITECTURE, MATHEMATICS AND ENGINEERING BUILDING

CAMPANILE AVENUE

BEN REIFEL HALL

APPROXIMATE PROJECT LIMITS

CROTHER'S ENGINEERING HALL

HARDING HALL

CAMPANILE AVENUE

AVENUE

Site Concept Plan
South Dakota State University - Campanile Avenue

Brookings, SD

25 50 100

CONFLUENCE

HRGreen

February 21, 2019

1182

LEGEND
- —— WATER MAIN
- —— SANITARY SEWER
- —— STORM DRAINAGE
- ⊗ MANHOLE
- ✚ FIRE HYDRANT
- ⬤ WATER VALVE

APPROXIMATE PROJECT LIMITS

THE BARN

MEDAL OF HONOR PARK

DEPUY MILITARY HALL

APPROXIMATE PROJECT LIMITS

YEAGER HALL

PARKING: ±19

UNION PARKING LOT RENOVATION

UNIVERSITY STUDENT UNION

AVERA HEALTH & SCIENCE CENTER

CENTRAL HEATING PLANT

WAGNER HALL

AVERA PLAZA EXPANSION

CAMPANILE AVENUE RECONSTRUCTION

BAILEY ROTUNDA

MORRILL HALL

DONER AUDITORIUM

COMMUNICATIONS CENTER

OLD HORTICULTURE BUILDING

SPENCER HALL

MA

THORNE HALL

APPROXIMATE PROJECT LIMITS

PARKING: ±109

AME PARKING LOT EXPANSION

AMERICAN INDIAN STUDENT CENTER

ABBOTT HALL

BROWN HALL

SOLBERG HALL

ARCHITECTURE, MATHEMATICS AND ENGINEERING BUILDING

CAMPANILE AVENUE

BEN REIFEL HALL

CAMPANILE AVENUE

CROTHER'S ENGINEERING HALL

HARDING HALL

Site Concept Plan
South Dakota State University - Campanile Avenue

Brookings, SD

25 50 100

CONFLUENCE

HRGreen

February 21, 2019

1183

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
USD 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
The University of South Dakota requests the Board of Regents' authorization to acquire one property from the USD Foundation from housing and auxiliary facilities system ("Revenue System") funds. The property is adjacent to the campus and identified as follows:

308 E. Cheery Street
Vermillion, SD 57069
E ½ of Lot 23 and All of Lot 24 Exc Lot H1 of Lot 24 McKellars Addition

IMPACT AND RECOMMENDATIONS
The acquisition will be made in accordance with applicable law and Board of Regents Policy 6:2 regarding acquisition of real property, which requires the following elements that are addressed after each element is identified:

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

(Continued)

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DRAFT MOTION 20190514_5-D:
I move to authorize USD to acquire from the USD Foundation the property described as 308 E. Cherry Street, Vermillion SD, E ½ of Lot 23 and all of Lot 24 Exc Lot H1 of Lot 24 McKellars Addition. Housing and auxiliary facilities funds will be used to purchase this property.

B. A statement of the business rationale for the acquisition referencing the land acquisition plan set forth in 6:2(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;

The acquisition of this property is in accordance with the USD Property Acquisition Plan updated in September 2013. The property lies along the northern edge of Cherry Street, right across the street from the Law School. The proximity of this property being directly adjacent to the USD campus makes this a desirable location. The USD Housing and Auxiliary Revenue System currently owns two other rental houses near this location (see the property map in attachment I). This house will become a rental house and the revenue will be pledged as part of the Auxiliary Revenue System. USD proposes that the USD Housing and Auxiliary Facilities System acquire this property at the appraised value plus closing costs.

C. A report from an independent appraiser stating a fair market price for the property;

An independent appraisal has been completed for this property in August 2018 with an appraised value of $112,000. The report is available from USD upon request.

D. An environmental audit report, including any action plan required to abate identified environmental hazards; and

A Phase I Environmental Site Assessment was completed for the property. No hazards were identified at this location. This report is available upon request.

E. A financial plan and acquisition budget addressing (1) the land price; (2) incidental expenses and (3) costs for related improvements or services need to make the property serviceable.

(1) The USD Foundation purchased the property in August 2013. USD requests to purchase this at the appraised value of $112,000.

(2) USD will cover the incidental costs related to closing.

(3) The house requires external painting and some miscellaneous repairs which will be done at an estimated cost of $10,000.

ATTACHMENTS
    Attachment I – Property Map & Photo of Property
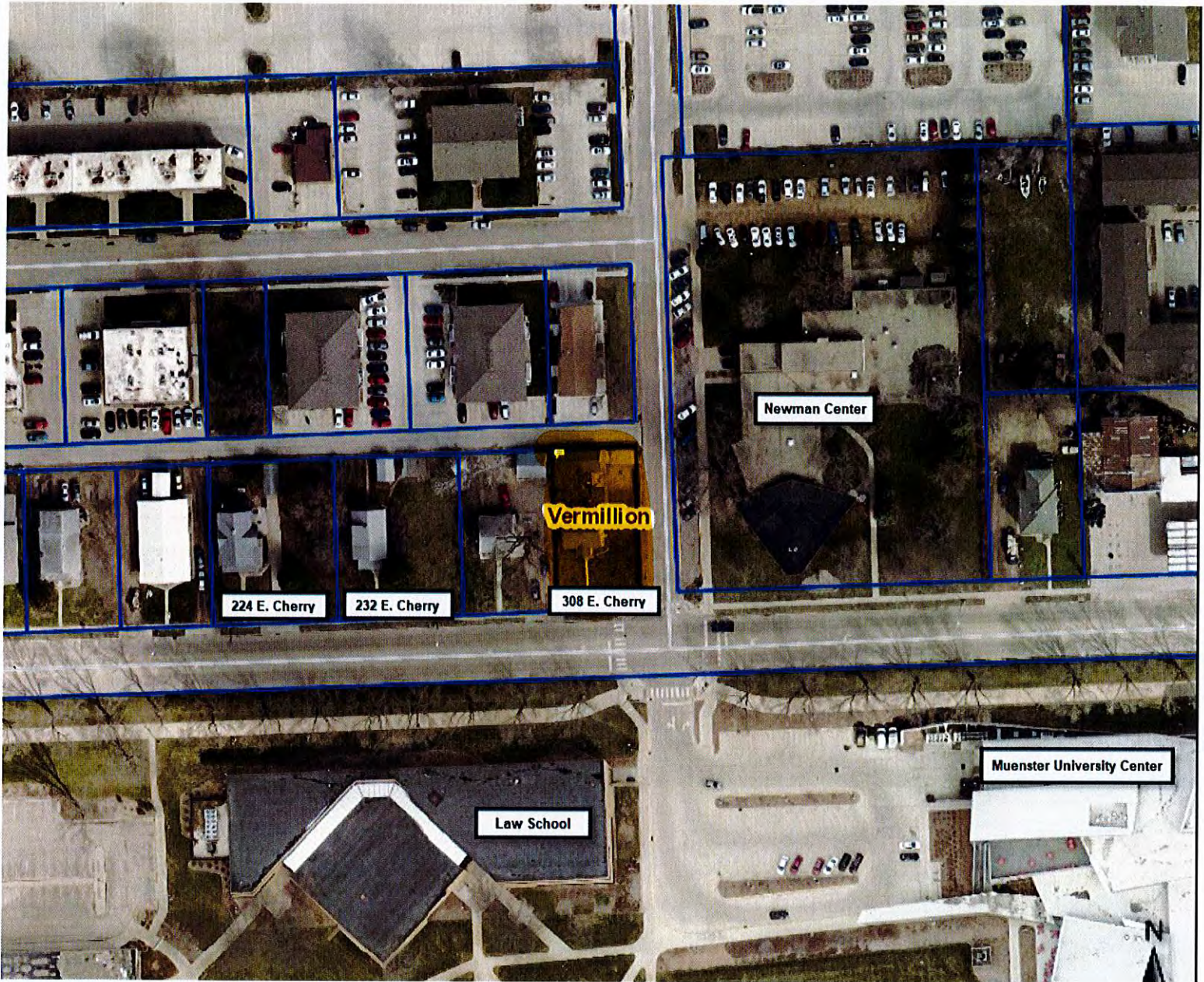
Vermillion

224 E. Cherry

232 E. Cherry

308 E. Cherry

Newman Center

Muenster University Center

Law School

N

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
BOR Policy 5:26 – Bond Compliance and Management Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
BOR Policy 5:26 – Bond Compliance and Management

BACKGROUND/DISCUSSION
The changes were made to BOR Policy 5:26 Bond Compliance and Management to put it into the new policy format. There were no major changes to this policy.

IMPACT AND RECOMMENDATIONS
The board office recommends that BOR Policy 5:26 be approved with the formatting and definition changes noted in Attachment I.

ATTACHMENTS
Attachment I – BOR Policy 5:26 Bond Compliance and Management.

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DRAFT MOTION 20190514_5-E(1):
I move to approve the first reading of the revisions made to BOR Policy 5:26 – Bond Compliance and Management.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: __Bond Compliance and Management

NUMBER:___ −5:26

A. PURPOSE

To provide guidelines and procedures for the issuance and post-issuance compliance in connection with bond transactions.

B. DEFINITIONS

——**Arbitrage and Arbitrage Rebate:** Arbitrage generally is the earnings that an issuer will earn when it invests proceeds of the bonds in investments with a yield above the yield on the bonds.   Generally, an issuer is required to make payments of any arbitrage it earns as a result of the investment to the US Treasury~~IRS~~, which is known as "arbitrage rebate." There are certain exceptions to the payment of arbitrage rebate, including exceptions when certain spend-down targets are met.

1.

2.   **Auxiliary System:** On October 21, 2004, the Board established a combined system of housing and auxiliary facilities for all six universities to leverage the strength of the system for bonding purposes, this is referred to as the Auxiliary System.

3.   **Board:** The Board means the governing body of the South Dakota Board of Regents.

4.   **Bond or Bonds:** A Series of housing and facilities system revenue bonds.

5.   **Electronic Municipal Market Access (EMMA):** The Municipal Securities Rulemaking Board's (MSRB) Electronic Municipal Market Access system for municipal securities or any other electronic format or system prescribed by the MSRB.

6.   **Financial Obligation:**   A (a) debt obligation, (b) derivative instrument entered into in connection with, or pledged as security or a source of payment for, and existing or planned debt obligation; or (c) guarantee of (a) or (b); provided that "financial obligation" shall not include municipal securities as to which a final official statement has been provided to the MSRB consistent with the Rule.

7.   **Official Statement:** A document prepared by or on behalf of the South Dakota Board of Regents in connection with a new issue of municipal securities.   An Official Statement is comparable to a prospectus for a corporate equity or debt offering.

8.   **Private Business Use:** Any use of Board financed property by any person other than a

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state or local government unit, including as a result of (i) ownership, (ii) actual beneficial use pursuant to a lease or a management service, incentive payment, research or output contract of (iii) any other similar arrangement, agreement or understanding, whether written or oral, except for use of bond-financed property on the same basis as the general public.

9.   **Remediation:** The Internal Revenue Code ("Code") and Treasury Regulations (the "Regulations") prescribed self-help mechanisms that an issuer may use to remediate non-qualified bonds as a result of a violation of Private Business Use covenants.

10.   **Rule:**   SEC Rule 15c2-12 under the Securities Exchange Act of 1934, as amended.

~~SDBOR: South Dakota Board of Regents.~~

11.   **Undertakings:** Agreement by SDBOR, as an issuer of municipal securities, with respect to such securities, to disseminate annual financial information, certain operating information and disclosures concerning certain events to the marketplace as provided for under the Rule.~~to maintain information concerning compliance with bond covenants, tax code, and other securities regulations.~~

~~1.~~12.   **Voluntary Closing Agreement Program:** Program used by issuers of bonds to voluntarily resolve violations of provisions of the Code and applicable Regulations.

~~2.~~13.   **Yield Restriction and Yield Reduction Payments:** A requirement that an issuer not invest gross proceeds of the bond at a yield higher than the bond yield. Generally on a new money project bond financing, this takes effect after a 3-year temporary period where investing above bond yield is allowed.   Yield reduction payments are a payment made to the US Treasury to for the earnings that exceeded the yield restriction.

C. POLICY

The South Dakota Board of Regents (*SDBOR*~~the "*Issuer*"~~) issues bonds ~~(collectively, "*Bonds*")~~ to finance and refinance capital projects ~~(each a "*Project*")~~ for the Issuer.   The bonds that are covered under this policy are issued on behalf of the South Dakota Board of Regents Auxiliary System.   SDBOR has the right to issue these bonds pursuant to SDCL section 13-51A. ~~This Bond Compliance and Management Policy (this "*Policy*") provides guidelines and procedures (the "*Procedures*") for issuance and post-issuance compliance in connection with Bond transactions.~~ This Ppolicy is only for the benefit of the Issuer. No other person (including an owner of a Bbond) may rely on the Pprocedures included in this Ppolicy.

~~A.~~   **1.   Bonds Subject to this Policy**

~~B.~~   1.1.   Attached hereto as *Appendix A* is a list of SDBOR's ~~the Issuer's~~ outstanding Auxiliary System Bbonds.   SDBOR~~The Issuer~~ will designate an individual as ~~has~~

~~designated the Director of Finance as~~ the Compliance Officer ~~(the "*Compliance Officer*")~~ who will update this list of the Auxiliary System's~~the Issuer's~~ outstanding ~~Bb~~onds whenever ~~bB~~onds are issued and whenever an issue of ~~Bb~~onds subject to this ~~Pp~~olicy are~~is~~ fully retired.   If payments on the ~~Bb~~onds are provided for by an escrow, such ~~Bb~~onds should remain on the list for purposes of tax compliance for three years after the ~~Bb~~onds are paid in full.

2. Facilities / ~~Assets~~ Subject to this Policy

2.1. ~~A.~~   Attached hereto as *Appendix B-1* is a list of auxiliary system~~the~~ facilities or projects ~~and assets~~ financed, or refinanced in whole or in part ~~or reimbursed~~ with proceeds of the ~~Bb~~onds ~~(collectively, the "*Projects*" and each, a "*Project*")~~ and that are subject to ~~Ff~~ederal tax restrictions.   The ~~Cc~~ompliance ~~Oo~~fficer should update these lists as appropriate.

2.2. ~~B.   The Issuer and the Compliance Officer recognize that a~~A list of ~~Pp~~rojects is necessary to track ~~Pp~~rivate ~~Bb~~usiness ~~Uu~~se ~~(as defined below and in *Appendix D*)~~ of ~~Bb~~ond-financed facilities.   In order to simplify the maintenance of the list, the ~~Cc~~ompliance ~~Oo~~fficer may include entire buildings or other facilities even if only partially financed with ~~Bb~~onds.   The list for issue of Bonds should be completed within a reasonable period after the final allocation of Bond proceeds is made.   In the case of refunding Bonds, the list of Projects should include the list of assets financed or refinanced by the refunded Bonds.

~~2.2.1.   1)   "*Private Business Use*" means any use of Bond-financed property by any person other than a state or local government unit, including as a result of (i) ownership, (ii) actual beneficial use pursuant to a lease or a management, service, incentive payment, research or output contract of (iii) any other similar arrangement, agreement or understanding, whether written or oral, except for use of Bond-financed property on the same basis as the general public.   Private Business Use includes any formal or informal arrangement with any person other than a state or local governmental unit that conveys special legal entitlements to any portion of Bond-financed property that is available for use by the general public or that conveys to any person other than a state or local governmental unit any special economic benefit with respect to any portion of the Bond-financed property that is not available for use by the general public.   Use by a natural person not engaged in any trade or business is not Private Business Use.   Any use by the federal government or by a corporation is Private Business Use.~~

~~2.2.2.   2)   Examples of common uses of Bond-financed property that may create Private Business Use include the following:~~

~~a.   Management contracts with private companies or individuals to manage all or a portion of a Bond-financed facility (e.g., a contract with a private company to manage a Bond-financed cafeteria, convention center, recreation center, etc.)~~

b.   A leave of space in a Bond-financed building to a non-governmental person (e.g., a lease of space in a Bond-financed building to Starbucks or McDonalds)

c.   Rental arrangements whereby individuals, non-profit organizations or private businesses rent space in a Bond-financed facility

d.   Research grant agreements.

2.2.3.   3)   There are certain exceptions to Private Business Use. For example, a "qualified management contract" following certain guidelines set forth in Revenue Procedure 97-13 does not create Private Business Use. In addition, under appropriate circumstances, short-term rentals and other uses of up to 50 days (or in some cases 100 days or 200 days) are permitted.

3.   Assignment of Responsibility to Staff; Creation of Compliance Committee

A.   3.1.   SDBORThe Issuer designates the Ccompliance Oofficer as having responsibility to keep all records required to be kept by the SDBOR Issuer under this Ppolicy, to make all reports to the BoardIssuer required by this Ppolicy, and to otherwise assure that all actions required of SDBOR the Issuer hereunder be taken in a timely manner. The Ccompliance Oofficer may further delegate certain tasks to other officers, employees or agents of SDBORthe Issuer.   Such delegation shall not relieve the Ccompliance Oofficer from responsibility to assure that all tasks assigned to the Ccompliance Oofficer hereunder are completed in a timely fashion.

B.   3.2.   The Board Issuer hereby establishes the Compliance Committee comprised of the Ccompliance Oofficer, the System Vice-President of Finance and Administration, and General Counsel to oversee compliance with the requirements of the Internal Revenue Code and U.S. Treasury Regulations and the federal securities laws relating to Bbond transactions, as well as to ensure adequacy of SDBOR'sthe Issuer's primary and secondary disclosure filings. The BoardIssuer hereby delegates its responsibility to ensure such compliance to the Compliance Committee.

4.   General Bond Issuance Matters

A.   4.1.   Bond Documents: Covenants; Ongoing Requirements

1.   4.1.1.   In connection with each Bbond transaction, the Ccompliance Ccommittee and Bbond Ccounsel shall cause a review of all of the Bbond documents to be made to determine (i) the ongoing covenants of SDBORthe Issuer in connection with the Bbonds (for example, maintenance of a rate covenant; maintenance of insurance on Project facilities, and compliance with restrictions on transfer or encumbrance of property); (ii) ongoing requirements for filings (for example, filings of financial statements) to be made with trustees, underwriters, rating agencies, bond insurers or other

parties, and the timing for, or the events that would trigger, such filings; and (iii) any other ongoing requirements as set forth in the ~~Bb~~ond documents.

2.   4.1.2.   If deemed necessary by the ~~Cc~~ompliance ~~Oo~~fficer, the ~~Cc~~ompliance ~~Oo~~fficer may work with ~~Bb~~ond ~~Cc~~ounsel to develop a summary of a ~~Bb~~ond transaction that includes the key components and ongoing requirements of the transaction, including in particular any unique post-issuance requirements (for example, any requirement for approval by a bond insurer), as well as a comparison of such requirements to those in existing documents.   The ~~Cc~~ompliance ~~Oo~~fficer should endeavor to keep all Issuer covenants and requirements for new issues as consistent as possible with those in existing transactions, for ease of administration, as the ~~Cc~~ompliance ~~Oo~~fficer considers to be in the best interests of SDBOR~~the Issuer~~.

3.   4.1.3.   As part of the annual review to be conducted as described below, the ~~Cc~~ompliance ~~Cc~~ommittee shall annually determine or cause to be determined whether each issue of ~~Bb~~onds is in compliance with the covenants and other ongoing requirements applicable to such issue under the related ~~Bb~~ond documents.   The annual report shall state whether SDBOR~~the Issuer~~ is in compliance with such covenants and ongoing requirements, and specify any actions to be taken to remedy any noncompliance.

B.   4.2.   Annual Review and Reporting

1.   4.2.1.   Annual Review

The ~~Cc~~ompliance ~~Cc~~ommittee shall not later than September~~August~~ 1st of each year conduct an annual review with respect to the most recent full fiscal year of SDBOR~~the Issuer~~.~~, which~~ The annual review shall consist of the following:

a.● V~~v~~erify that the ~~Cc~~ompliance ~~Oo~~fficer has all U~~u~~ndertakings ~~(defined below)~~ and the tax records set forth in Part 6.7~~-G~~ – "Records to be Maintained;~~.~~"

b.● R~~r~~eview each of the provisions of this pP~~olicy~~ and assess general compliance with such provisions during the year;

c.   C~~c~~onduct the reviews required pursuant to Parts 4, 5, and 6; and

-

d. • Cconsult with other staff, counsel, SDBOR's~~the Issuer's~~ financial advisor and other appropriate professionals to (i) evaluate the effectiveness of this ~~P~~policy and (ii) solicit and consider recommendations for improvements to the ~~P~~policy.

~~2.~~   4.2.2.   Annual Reporting

Upon completion of the annual review, the Compliance Committee shall prepare an annual written report ~~and, except as otherwise provided below, shall present the matters set forth in such report~~ to the Board~~South Dakota Board of Regents (the *"Governing Body"*)~~ no later than December~~September~~ 15th of each year.   Such written report shall consist of the following:

a. • A statement as to whether all required records are in the possession of the ~~C~~compliance ~~O~~officer;

b. • A brief description of overall compliance with the provisions of this ~~P~~policy;

~~c.~~ The reports required pursuant to Parts 4, 5, and 6; and

-

d. • The results of the ~~C~~compliance ~~C~~committee's consultation with other staff, counsel, the Issuer's financial advisor and other appropriate professionals to evaluate the effectiveness of this ~~P~~policy, including recommendations for improvements to this ~~P~~policy.

5. —Securities Law Compliance

5.1.

A.   SDBOR~~The Issuer~~ has responsibility for the primary and secondary disclosure in connection with the ~~B~~bonds.   SDBOR~~The Issuer~~ is committed to ensuring that such disclosure is complete, accurate, and timely.   All audited financial statements, annual reports, official statements, continuing disclosure filings, rating agency presentations, road shows and other information intended or reasonably expected to be viewed by investors, rating agencies or the public shall be prepared and disseminated on a timely basis in compliance with.~~ in compliance with the following,~~

~~which are collectively referred to as the *"Disclosure Standards"*: (i) the anti-fraud provisions of federal and State of Illinois securities laws (i.e., the information shall not contain any untrue statement of material fact or omit to state a material fact necessary in order to make the statements made therein not misleading); (ii) the Issuer's continuing disclosure undertakings (the *"Undertakings"*) and Bond documents; (iii)~~ applicable standards, rules or guidance promulgated by the Securities and Exchange Commission (SEC); and ~~(iv)~~ with respect to audited financial statements, the Governmental Accounting Standards Board (GASB) (or such other accounting principles as may be applicable to the Issuer in the future pursuant to applicable law).

~~B.~~   5.2.   Official Statements

In ~~B~~bond transactions where it is necessary to prepare an official statement, the Issuer shall adhere to the following disclosure procedures.~~:~~

~~1.~~   5.2.1.   Preparation – The ~~C~~compliance ~~C~~committee shall have the responsibility for causing preliminary (if needed) and final official statements, and any necessary supplements or amendments thereto (collectively, *"Official Statements"*), to be prepared.

~~2.~~   5.2.2.   Review – The ~~C~~compliance ~~C~~committee shall review, comment on and update Official Statements. The ~~C~~compliance ~~C~~committee shall be responsible for ensuring all information and data presented with regard to the SDBOR ~~Issuer~~ and the ~~P~~projects being financed is complete, accurate, and current, in all material respects, including disclosures regarding legislative and regulatory matters applicable to the Issuer.

An Official Statement shall not be publicly disseminated until, in the opinion of the ~~C~~compliance ~~O~~officer (following consultation with the financial advisor, bond counsel and the other members of the ~~C~~compliance ~~C~~committee), it is in compliance with the ~~D~~disclosure ~~S~~standards.

Although prior Official Statements may be used as a template in later transactions, each Official Statement shall be thoroughly reviewed by the ~~C~~compliance ~~C~~committee to ensure all information is up-to-date and accurate in all material respects and does not omit important information that would be material to potential bondholders.

5.2.2.1.

~~3.~~   Governing Body Member Review – Each member of the

BoardGoverning Body should review a substantially final form of each Official Statement prior to its distribution to the public, with particular focus on the information regarding SDBORthe Issuer, and shall inform the Ccompliance Ooffice of any information the member believes is not complete or accurate or which has been omitted and should be included. The Ccompliance Ccommittee may retain the assistance of professionals, including consultants, disclosure counsel, the financial advisor and the underwriter(s) in preparing and review Official Statements.

C. 5.3.   Continuing Disclosure

If SDBOR the Issuer has entered into an uUndertaking in connection with an issuance of bBonds, the Compliance Officer shall cause to be filed with the MSRB's Electronic Municipal Market Access system (EMMA):

- (i) all annual financial information (the *"Annual Financial Information"*) and audited financial statements (the *"Audited Financial Statements"*) described in the uUndertakings; and

- (ii) notices (the *"Reportable Event Disclosures"*) of certain enumerated events listed in the uUndertakings and in *Appendix C* hereto (the *"Reportable Events"*) in accordance with and at the times required by the Undertakings.   In this regard, the Board Issuer, the Compliance Committee and the Compliance Officer shall adhere to the following procedures.:

5.3.1.

1.   SDBOR's The Issuer's Audited Financial Statements – All Aaudited Ffinancial Sstatements of SDBORthe Issuer shall be prepared in accordance with GASB, shall be audited by a firm of independent auditors or the State of South Dakota's Department of Legislative Audit, and shall be approved by the BoardIssuer prior to filing.   SDBORThe Issuer will use its best efforts to ensure that the Aaudited Ffinancial Sstatements are filed in a timely manner.

2.   5.3.2.   Reportable Event Filings – As required by the RuleSEC's Rule 15c2-12, the CCeompliance OOofficer shall monitor the Rreportable Eevents, and shall cause Rreportable Eevent Ddisclosures to be made as necessary and within the times required by the Uundertakings.   The Ceompliance OOofficer shall consult with the CCeompliance CCeommittee, the Ffinancial Aadvisor, and Ceounsel to the extent he deems advisable in connection with each Rreportable Eevent Ddisclosure.

No Rreportable Eevent Ddisclosure filing shall be disseminated unless, in the opinion of the CCeompliance OOofficer, such filing complies with the

~~D~~disclosure ~~S~~standards.

~~3.~~   5.3.3.   Annual Determination of Reportable Events – As part of the annual review required pursuant to Part 4 (and in connection with each Bond issuance), the ~~CC~~compliance ~~OO~~officer shall cause a review to be made to determine all ~~R~~reportable ~~E~~event filings made during the year, and whether a ~~R~~reportable ~~E~~event occurred during the year for which appropriate disclosure was not made as required by the ~~U~~undertakings.   If such an event occurred in the preceding year and appropriate disclosure was not made, or if the ~~A~~annual ~~F~~financial ~~I~~information or ~~A~~audited ~~F~~financial ~~S~~statements were not filed in a timely manner, the ~~CC~~compliance ~~OO~~officer shall cause a ~~R~~reportable ~~E~~event ~~D~~disclosure, filing to be prepared and disseminated.

The ~~CC~~compliance ~~OO~~officer will include in the annual report, required pursuant to Part 4, a report on each ~~R~~reportable ~~E~~event ~~D~~disclosure filed during the year.

As provided in Part 7 below, the ~~CC~~compliance ~~OO~~officer may obtain the assistance of the ~~F~~financial ~~A~~advisor, a ~~D~~dissemination ~~A~~agent or other professionals to compile, format and disseminate the information and materials necessary to comply with the Issuer's continuing disclosure responsibilities.

5.4.

~~D.~~   Guidelines for Disclosures to the Investor Community

SDBOR~~The Issuer~~ is committed to fair disclosure to the investor community in compliance with all applicable securities laws.   The SEC has noted that the phrase "speaking to the market" refers to any disclosure by an issuer of municipal securities to the public that is reasonably expected to reach investors and the trading markets (whether or not such disclosure is published for the purpose of providing information to the securities markets).   The Board~~Issuer~~ understands that officials of SDBOR~~the Issuer~~ speaking to the public, even if not for the purpose of releasing financial information to the public, could be deemed to be speaking to the market and therefore subjecting themselves and SDBOR~~the Issuer~~ to securities laws violations if such officials make a material misrepresentation or omission in their statements to the public.

SDBOR~~The Issuer~~ has established the following policy with respect to disclosure of material non-public information about the Issuer to anyone outside of the Issuer unless it is disclosed to the public at the same time.   The only exception is to persons who have previously agreed in writing to maintain confidentiality, as described below.

1.   5.4.1.   "Material" information is information that a reasonable investor in the Issuer's ~~Bb~~onds could consider import.   Information is "non-public" if it has not been previously released in a way that is designed to reach the investing public, such as filing with EMMA.

Material non-public information can be communicated in many ways, such as:

~~a.~~• Releases of ~~Aa~~udited ~~Ff~~inancial ~~Ss~~tatements, including filing of ~~Aa~~nnual ~~Ff~~inancial ~~Ii~~nformation or ~~Rr~~eportable ~~Ee~~vents ~~Dd~~isclosures and voluntary notices of EMMA

~~b.~~• Contacts with analysts covering the Issuer

~~c.~~• Analyst and investor visits

~~d.~~• Speeches, conferences, panel discussions and interviews with the media

~~e.~~• Responding to market rumors or news reports of events that could materially affect the financial condition of the Issuer.

2.   5.4.2.   The ~~Cc~~ompliance ~~Cc~~ommittee is responsible for determining the content and timing of any disclosure to the investing public and has primary responsibility for interpreting this Policy with respect to compliance with securities laws and for establishing and implementing procedures to ensure compliance of all communications by employees or officials of the Issuer with the Disclosure Standards.

5.4.3.

3.   Only the following persons are authorized to disclose material non-public information or other general information relating to the financial condition of SDBOR ~~the Issuer~~ to the investor community (including analysts, broker-dealers and individual and institutional bondholders):

• Executive Director

• Systems Vice-President of Finance and Administration

- Financial Compliance Officer ~~Director of Finance~~

- General Counsel

_____

Public statements made by other employees and officials of the Issuer are not intended to be, and shall not be, relied upon by members of the investor community.   Attached as *Appendix ~~E~~D* is a form of voluntary disclosure to be filed with EMMA and placed on the SDBOR~~Issuer's~~ website, advising the investor community of this policy.

4.   5.4.4.   The ~~C~~compliance ~~C~~committee has established the following guidelines for disclosure of material information:
___

a.• Filing with EMMA, after approval by the ~~C~~compliance ~~O~~officer.

b.• Participation in speeches, conferences, panel discussions or media interviews where material non-public information may be disclosed must be reviewed and approved by the ~~C~~compliance ~~O~~officer in accordance with these guidelines.

c.• Visits by investors, analysts or other financial professionals must be cleared with the ~~C~~compliance ~~O~~officer, and statements made during these visits are covered by this ~~P~~policy.

d.• SDBOR's~~The Issuer's~~ policy is not to comment on rumors or speculation.

5.4.5.   ─

5.   The following people may receive material non-public information: the Issuer's attorneys, accountants, investment bankers, financial advisors and other entities that are subject to confidentiality agreements or are required to maintain confidentiality as a matter of professional responsibility.   If an unauthorized disclosure occurs, immediately contact ~~G~~general ~~C~~counsel.

~~6.~~ **6.**   **Tax Matters**

A.   6.1.   Ensuring the tax exempt or tax advantaged status (the *"Tax Status"*) of the ~~B~~bonds is maintained after issuance requires a thorough and ongoing review of the

use of the proceeds of the ~~Bb~~onds, the investments purchased with such proceeds and the ~~Pp~~rojects and their uses, as well as continuing compliance with various requirements, all as provided in the ~~Cc~~ode.

~~B.~~   6.2.   Federal tax law imposes restrictions related to investment and expenditure of ~~Bb~~ond proceeds and on the use of facilities financed with ~~Bb~~onds. Compliance with these restrictions is often necessary to maintain the ~~Tt~~ax ~~Ss~~tatus of the ~~Bb~~onds. In connection with each issue of tax-exempt ~~Bb~~onds, SDBOR~~the Issuer~~ has covenanted or will covenant not to take any action that would cause the interest on the ~~Bb~~onds to become included in the gross income of the holders of the ~~Bb~~onds for federal income tax purposes. In connection with each issue of tax-advantaged ~~Bb~~onds, SDBOR~~the Issuer~~ desires not to take any action that would result in the disallowance of any interest payment subsidy or tax credit to the holders of the tax-advantaged ~~Bb~~onds (or to third parties).

~~C.~~   6.3.   These ~~Pp~~rocedures are being adopted by SDBOR~~the Issuer~~ to assist it~~the Issuer~~ in fulfilling covenants to maintain the tax-exempt or tax-advantaged status of the ~~Bb~~onds.   These ~~Pp~~rocedures are not intended to diminish or augment those covenants.   It is the intention of SDBOR~~the Issuer~~ that it~~the Issuer~~ will comply with all applicable Federal tax law requirements and maintain sufficient records to demonstrate such compliance.

~~D.~~   6.4.   SDBOR~~The Issue~~ is aware that the Internal Revenue Service (IRS) maintains an active force of revenue agents who examine bond issues for compliance. As a result of such examinations, the IRS may require payment of financial penalties or impose other sanctions to preserve the ~~Tt~~ax ~~Ss~~tatus of the ~~Bb~~onds or may declare ~~Bb~~onds to no longer be tax-exempt or tax-advantaged.   Any such declaration could result in legal action against SDBOR~~the Issuer~~.   To minimize the risk of such occurrence, these ~~Pp~~rocedures have been adopted to provide a framework for post-issuance compliance.   SDBOR~~The Issuer~~ is aware that the IRS may take adequate written procedures into account when entering into a settlement with SDBOR~~the Issuer~~ and may settle matters on more favorable terms should such settlement be required.

~~E.~~   6.5.   Pre-Issuance Review and Analysis

Prior to the issuance of ~~Bb~~onds after the date of the adoption of this ~~Pp~~olicy, the ~~Cc~~ompliance ~~Oo~~fficer shall consult with ~~Bb~~ond ~~Cc~~ounsel regarding the facilities to be financed or refinanced, the actual and expected use of the ~~Pp~~rojects, the requirements of the ~~Cc~~ode and any specific tax issues identified by the ~~Cc~~ompliance ~~Oo~~fficer or ~~Bb~~ond ~~Cc~~ounsel. The ~~Cc~~ompliance ~~Oo~~fficer will work with ~~Bb~~ond ~~Cc~~ounsel to obtain necessary records and documentation, such as tax compliance

questionnaires, certificates and opinions of counsel and respect to the expected use of the ~~P~~project and the effect of such use on the ~~T~~tax ~~S~~status of the proposed ~~B~~bonds.

~~F.~~   6.6.   Tax Agreements

In each ~~B~~bond transaction, it is expected that the ~~C~~compliance ~~O~~officer shall execute, or review, a tax certificate and agreement which details the tax requirements relating to the ~~B~~bonds of that transaction.   The ~~C~~compliance ~~O~~officer shall refer to and review such tax agreements regularly.   Should the ~~C~~compliance ~~O~~officer not understand any portion of such tax agreements, the ~~C~~compliance ~~O~~officer will seek an explanation from counsel.   Under certain circumstances, on the advice of counsel, tax agreements may be amended to clarify (or modify) the tax covenants contained therein.   See Part 7 Miscellaneous, "Special Procedures for Special Cases" if no tax agreement is executed in connection with an issue of tax exempt or tax advantaged ~~B~~bonds.

~~G.~~   6.7.   Records to be Maintained

In coordination with SDBOR's~~the Issuer's~~ "records officer", the ~~C~~compliance ~~O~~officer shall cause to be maintained the following records for each issue of ~~B~~bonds:

~~1.~~   6.7.1.   Closing Transcripts – A complete closing transcript of all documents, certificates and legal opinions delivered in connection with the issuance of the ~~B~~bonds, as provided by ~~B~~bond ~~C~~counsel at the time of closing.

~~2.~~   6.7.2.   Investments and Arbitrage Rebate – All documents relating to the investment and disbursement of Bond proceeds:

   ~~a.~~   6.7.2.1.   Account statements showing the disbursements of all ~~B~~bond proceeds, together with completed requisitions and supporting materials required by the ~~B~~bond documents;

   ~~b.~~   6.7.2.2.   Account statements showing all investment activity of each account that holds ~~B~~bond proceeds or amounts for the payment of debt service on ~~B~~bonds;

   ~~c.~~   6.7.2.3.   Copies of all requests for bids, bid responses, bidding agent or broker's certificates and other documentation to establish the acquisition at a fair market value of

      ~~(i)~~• All investments of ~~B~~bond proceeds and moneys for the payment of debt service, and

(ii)• Any swaps, options, or other financial derivatives entered into with respect to any Bbonds;

d. 6.7.2.4. Copies of any subscriptions for the purchase of U.S. Treasury Obligations of the State and Local Government Series (SLGS);

e. 6.7.2.5. All calculations of yield restriction compliance; and

f. 6.7.2.6. All calculations of arbitrage rebate liability that is or may become due with respect to any series of Bbonds (including calculations showing that no arbitrage rebate is due), together with, if applicable, account statements or cancelled checks showing the payment of any rebate amounts to the U.S. Treasury together with any applicable IRS Form 8038-T or Form 8038-R.

3. 6.7.3. Private Business Use – Copies of all significant contracts and agreements of SDBORthe Issuer, including any leases, management contracts, naming rights agreements, research agreements, concessions, or service contracts, with respect to the use of any property owned by SDBORthe Issuer and acquired or financed with the proceeds of Bbonds (excluding arm's length contracts covering 50 or fewer days; however, if not retained. Summaries of the terms of such contract shall be retained). The Ccompliance Oofficer shall cause such contracts to be reviewed either by staff of SDBOR the Issuer, Bbond Ccounsel or an outside consultant (i) to determine if such contracts cause any Pprivate Bbusiness Uuse of such facilities, or (ii) if the Ccompliance Oofficer cannot reasonably determine whether such contract causes Pprivate Bbusiness Uuse. If any such contract is determined to cause Pprivate Bbusiness Uuse of a Pproject, the Ccompliance Oofficer should determine or cause to be determined for each year, the percentage of such facility so privately used. Such determination may be made in consultation with counsel or other consultants. See Appendix D, "Private Business Use."

4. 6.7.4. Actions under These Procedures – The Ccompliance Oofficer shall retain all records, reports, memoranda and other documents and correspondence relating to these Pprocedures or actions taken under the Pprocedures.

5. 6.7.5. Correspondence with the Internal Revenue Service – The

Ccompliance Oofficer shall retain all records of contact with the IRS, including filings, examinations, voluntary closing agreement requests or private letter rulings.

6.   6.7.6.   Retention of Records for Three Years Past Final Payment – Notwithstanding any other policy of SDBORthe Issuer, each of the records described above shall be maintained for at least as long as the Bbonds relating to such records (including refunding Bbonds) are outstanding, plus three years, and for such longer period as may be required by any applicable law or regulation.

H.   6.8.   Arbitrage Compliance

6.8.1.

1.   The Ccompliance Oofficer shall be responsible for ensuring that payment is made to the U.S. Treasury of all arbitrage rebate installments and payments when due. The Ccompliance Oofficer shall engage such professional arbitrage rebate consultants as he shall deem necessary to prepare or assist in such computations. The Ccompliance Oofficer shall consult with Bbond Ccounsel, the financial advisor and the arbitrage rebate consultant regarding which actions are necessary to comply with the arbitrage restrictions and arbitrage rebate requirements of the Ccode. Taking into account any applicable exemptions from the arbitrage rebate requirement for each issue of Bbonds, the Ccompliance Oofficer shall cause computations to be made annually and as otherwise required, of the accrued arbitrage rebate amount with respect to each issue of Bbonds.

2.   6.8.2.   If and to the extent that any Bbond proceeds are or become subject to a yield restriction requirement, the Ccompliance Oofficer shall be responsible for investing such proceeds at not in excess of the permitted yield and for making any yield reduction payments to the U.S. Treasury as are necessary to maintain the Ttax Sstatus of interest on the affected Bbonds. See *Appendix D*, "Arbitrage and Arbitrage Rebate" and "Yield Restriction and Yield Reduction Payments."

I.   6.9.   Expenditure of Bond Proceeds

1.   6.9.1.   Use of Bond Proceeds – For each issue of Bbonds, the Ccompliance Oofficer shall review all expenditures of Bbond proceeds and the purpose for such expenditures, as and when such expenditures occur, to ensure that such expenditures comply with the tax requirements applicable to such issue of Bonds. See *Appendix D*, "Gross Proceeds."

2.   6.9.2.   Timing of Expenditures – The ~~C~~compliance ~~O~~officer shall monitor the timing and amount of the expenditure of each issue of ~~B~~bonds, as and when such expenditures occur, to comply (i) if applicable, with any exceptions from arbitrage rebate relating to such issue of ~~B~~bonds and (ii) any other requirements relating to the expenditure of the proceeds of such issue of ~~B~~bonds.

6.9.3.   Allocations of Bond Proceeds to Expenditures – The ~~C~~compliance ~~O~~officer shall compile an allocation of all ~~B~~bond proceeds and earnings thereon to particular expenditures. The ~~C~~compliance ~~O~~officer will only allocate expenditures to expenditures that meet all of the requirements of the application ~~B~~bond documents. The Board ~~Governing Body~~ and the ~~C~~compliance ~~O~~officer understand that such allocations need not follow a direct tracing of ~~B~~bond proceeds and may be changed up to 18 months after the date of the expenditure to which such proceeds were or will be allocated or, if later, the date the ~~P~~project financed by the ~~B~~bonds is placed in service. In no event may such reallocation be made after the date that is 60 days after the fifth anniversary of the issuance date of the ~~B~~bonds, or 60 days after the retirement in full of all the ~~B~~bonds of the issue, if earlier. Such allocations may include allocations to expenditures made prior to the issuance of the ~~B~~bonds in accordance with the applicable reimbursement rules in the ~~R~~regulations. At such time as the ~~C~~compliance ~~O~~officer determines that there will be no additional expenditures of ~~B~~bond proceeds (other than proceeds in a debt service reserve fund, if any) and that SDBOR~~the Issuer~~ will not or cannot reallocate such proceeds to expenditures because the time limits set forth above have expired, the ~~C~~compliance ~~O~~officer shall declare such allocation to be a final allocation of ~~B~~bond proceeds to expenditures. The ~~C~~compliance ~~O~~officer shall maintain all such allocations of proceeds to expenditures, including any final allocations, with the records it must maintain.

3.   6.9.4   Allocations of Equity to Projects Financed In Part By Bonds – The compliance officer shall compile an allocation of funds derived from sources other than tax-advantaged bonds ("equity") allocated to expenditures that are part of the same project or same plan of finance as assets financed with the proceeds of the bonds (such project being defined as a "mixed project"). To the extent the equity is "qualified equity" of the project, in each one-year period, equity may be allocated to any private business use of the mixed project before bond proceeds are allocated to private business use of the mixed project.   At such time the compliance officer determines there will be no more expenditures of a mixed project, the compliance officer shall make a final declaration of the mixed project that details the allocation of bond proceeds and qualified equity in the project, by amount and percentage.   The compliance officer shall maintain all such allocations, including the final declaration of the project, with the records it must maintain.   The compliance

officer recognizes that to the extent the project is a mixed project, the allocation of percentage of qualified equity in the project and percentage of bond proceeds funding the project will be used to determine whether in any one-year period, the equity in the mixed project is sufficient to cover all private business use of the mixed project in that year, or whether bond proceeds are allocated to private business use.   The compliance officer shall consult with bond counsel or other advisors regarding the mixed use project allocation rules as necessary.

J.   6.10.   Use of Projects

In order to maintain the Ttax Sstatus of Bbonds, the Ccompliance Oofficer will monitor the use of any Pproject to comply with restrictions on use of a Pproject by persons other than SDBORthe Issuer as set forth in the tax agreements for the Bbonds.   For example, the following is a list of typical restrictions.   It is not comprehensive and the Ccompliance Oofficer should reference the tax agreements for a complete description of such restrictions.

1.   6.10.1.   Users of a Pproject, other than state or local governmental units generally, shall not use more than 10% of the facilities financed by any one issue of Bbonds, on any basis other than the same basis as the general public. Any use of any portion of a Pproject by any person or entity other than the Issuer shall be discussed with Bbond Ccounsel.

2.   6.10.2.   No portion of the Pproject shall be sold or otherwise disposed of or leased; no management contract, concession or contract for naming rights will be entered into relating to a Pproject; and no other "special legal entitlement" (i.e. preferential access to or use of a Pproject) relating to the Pproject shall be granted to an individual or entity (other than a state or local governmental unit), without prior review by Bbond Ccounsel to ensure that such action complies with the tax agreement applicable to such issue of Bbonds and will not affect their Ttax Sstatus.

3.   6.10.3.   Management Contracts relating to Pprojects should generally conform to the requirements of Rev. Proc. 201797-13.

4.   6.10.4.   Research Contracts relating to Pprojects should generally conform to Rev. Proc. 2007-47.

5.   6.10.5.   The Ccompliance Oofficer and SDBORthe Issuer recognize that

there are many situations under which ~~P~~private ~~B~~business ~~U~~use is permitted to exceed the limits described above without violating tax covenants. SDBOR~~The Issuer~~ and the ~~C~~compliance ~~O~~officer may permit such ~~P~~private ~~B~~business ~~U~~use to exceed the 10% limit described above if permitted by all applicable tax agreements or ~~B~~bond ~~C~~counsel provides advice that allows such use.

~~Typically,t~~The ~~P~~projects financed or refinanced by the Issuer are ~~A~~auxiliary ~~S~~system~~, educational, and administrative~~ facilities.   As such, private business use of the ~~P~~projects is generally determined by the terms of any contracts (including research contracts, leases, management contracts and food service contracts) entered into by the institution~~Issuer~~ for the use of all or a portion of the ~~P~~projects. The ~~C~~compliance ~~O~~officer will work with ~~B~~bond ~~C~~counsel to obtain necessary records and documentation demonstrating that the use of planned use of a ~~P~~project complies with all applicable tax requirements.   ~~See also "Records to be Maintained – Private Business Use above and~~ *~~Appendix D~~*~~, "Private Business Use."~~

If the ~~C~~compliance ~~O~~officer becomes aware of any use of ~~P~~projects that could affect the ~~T~~tax ~~S~~status of ~~B~~bonds, the ~~C~~compliance ~~O~~officer will consult with counsel to determine any potential tax consequences for the ~~B~~bonds.

SDBOR~~The Issuer~~ and the ~~C~~compliance ~~O~~officer recognize that if private business use or non-qualified use of ~~P~~projects exceeds the limits provided in the ~~B~~bond documents, a remedial action may be required in accordance with the ~~C~~code.   In such event, the ~~C~~compliance ~~O~~officer shall prepare, or direct ~~B~~bond ~~C~~counsel to prepare, a memorandum describing any required remedial action and shall report to the ~~C~~compliance ~~C~~committee.   ~~See~~ *~~Appendix D,~~* ~~"Remediation."~~

6.10.6.

~~6.~~   Action on the Discovery of a Potential Violation

~~a.~~   6.10.6.1.   Reallocation – SDBOR~~The Issuer~~ and the ~~C~~compliance ~~O~~officer recognize that, in limited circumstances, if there is a failure to spend ~~B~~bond proceeds property, such ~~B~~bond proceeds can be allocated to qualified costs that may be financed with ~~B~~bond proceeds, *provided* that such reallocation occurs within specified time frames.   If the ~~C~~compliance ~~O~~officer determines that a failure to spend Bond proceeds on qualified costs has occurred, the ~~C~~compliance ~~O~~officer will (with the aid of counsel or other consultant or staff of SDBOR~~the Issuer~~) determine if a reallocation of ~~B~~bond proceeds is possible.   If the ~~C~~compliance ~~O~~officer decides to make such a reallocation, the ~~C~~compliance ~~O~~officer shall

prepare (or cause to be prepared) a document describing such reallocation and the effect of such reallocation.   The lists of Bbond-Ffinanced Pproperty in *Appendix B-1* and *Appendix B-2* shall be revised, if necessary, as a result of such reallocations.

b.   6.10.6.2.   Remediation – SDBORThe Issuer and the Ccompliance Oofficer recognize that if, among other things, there is a failure to use Bbond proceeds properly, a failure to spend all Bbond proceeds, or a disposition of a Pproject or Pprivate Bbusiness Uuse of a Pproject in excess of allowed limits, a remedial action may be required in accordance with the Ccode and the Rregulations. The Ccompliance Oofficer should (with the aid of counsel or other consultant or staff of SDBORthe Issuer) determine if such remedial actions are required and possible.   The Ccompliance Oofficer should prepare or cause to be prepared a memorandum describing any such remedial action or proposed remedial action.   The memorandum should describe whether such remedial action will serve to cure any particular tax law violation.   The memorandum should include a full description of such required actions of SDBORthe Issuer and the effect of such remedial action.   A copy of any such memorandum shall be given by the Ccompliance Ccommittee.   The lists of Bbond-Ffinanced Pproperty in *Appendix B-1* and *Appendix B-2* shall be revised, if necessary, as a result of such remedial action.

c.   6.10.6.3.   Voluntary Closing Agreement Program – SDBORThe Issuer recognizes that if Pprivate Bbusiness Uuse exceeds the limits provided in the Bbond documents and remedial action is not undertaken (or is not possible) or if another violation of the covenants of SDBORthe Issuer necessary to maintain the Ttax Sstatus of Bbonds occurs, then it may be necessary or advisable for SDBORthe Issuer to enter into a voluntary closing agreement with the Internal Revenue Service pursuant to the Tax Exempt Bonds Voluntary Closing Agreement Program described in Treasury Notice 2008-31 or any successor guidance (the *"VCAP Program"*). See *Appendix D, "Voluntary Closing Agreement Program."* The Ccompliance Oofficer shall (in consultation with counsel) determine if a voluntary closing agreement is appropriate.

The Ccompliance Oofficer shall prepare or cause to be prepared a memorandum describing any proposed application for a voluntary closing agreement and any proposed voluntary closing agreement. The memorandum shall describe whether the voluntary closing agreement will serve to cure any particular tax violation and the nature of such violation.   If any actions are required by SDBORthe

~~Issuer~~ for such voluntary closing agreement application, the memorandum shall include a full description of such required actions.   A copy of any such memorandum shall be provided to the ~~C~~compliance ~~C~~committee.

Following the execution of any voluntary closing agreement, the ~~C~~compliance ~~O~~officer shall prepare a report describing the effect of such closing agreement.   The lists of ~~B~~bond-~~F~~financed ~~P~~property in *Appendix B-1* and *Appendix B-2* may need to be revised as a result of such closing agreement and, if so, the ~~C~~compliance ~~O~~officer should so revise the lists.

~~K.~~   6.11.   Annual Tax Compliance Review

6.11.1.

~~1.~~   As part of the ~~C~~compliance ~~C~~committee's annual review to be completed as provided in Part 4.2, the ~~C~~compliance ~~C~~committee shall conduct a review of the contracts and other records described above under the title "Records to be Maintained" to determine for each issue of ~~B~~bonds whether each issue of such ~~B~~bonds complies with the tax requirements applicable to such ~~B~~bonds (including restrictions on ~~P~~private ~~B~~business ~~U~~use and private loans) and with the other provisions of this ~~P~~policy.

~~2.~~   6.11.2.   To the extent that any violations or potential violations of tax requirements are discovered, the ~~C~~compliance ~~C~~committee shall make recommendations or take such other actions as the ~~C~~compliance ~~C~~committee shall reasonable deem necessary or appropriate to assure the timely correction of such violations or potential violations through remedial actions described in the ~~C~~code or regulations, or in the VCAP ~~P~~program.

~~L.~~   6.12.   Tax Compliance Reporting

The ~~C~~compliance ~~C~~committee's written report required pursuant to Part 4 shall set forth the results of the annual tax compliance review as provided above.   The report shall address compliance with the requirements of this Part 6, any accrued arbitrage rebate liability of SDBOR~~the Issuer~~, and arbitrage rebate payments made to the U.S. Treasury and any other matters affecting the ~~T~~tax ~~S~~status of the ~~B~~bonds.

~~1.~~   6.12.1.   Action on IRS Contract

a.   6.12.1.1.   Examination of Bonds – SDBORThe Issuer and the Ccompliance Oofficer recognize that the IRS or another regulatory entity may undertake an examination of Bbonds.   In the event that SDBORthe Issuer is notified of such an examination, SDBORthe Issuer shall as quickly as possibly notify the Ccompliance Oofficer, and the Ccompliance Oofficer shall promptly inform the Ccompliance Ccommittee.   The Ccompliance Ccommittee should coordinate the defense of such examination and should determine if counsel should be hired and, if so, which counsel.   Except to the extent that SDBORthe Issuer determines that another party should undertake a response, the Ccompliance Oofficer will be responsible for compiling answers to any information or document request that might be presented to the Issuer as a result of such examination.   If an examination cannot be closed without a closing agreement, the Ccompliance Oofficer should use reasonable efforts to reach an acceptable closing agreement with such regulatory agency and to obtain all required BoardIssuer approvals of such closing agreement.

Regardless of how an examination of the Bbonds is closed, the Ccompliance Oofficer should retain all communications with the IRS or other regulatory agency relating to such examination among the records kept under the Pprocedures. (Recordkeeping.)

6.12.1.2.

b.   Compliance Checks – The IRS and other regulatory agencies may conduct compliance checks from time to time.   As part of such compliance check, the IRS or another regulatory agency may send questionnaires to SDBORthe Issuer.   The Ccompliance Oofficer may, if authorized, hire counsel to assist in the response to a compliance check.   The Ccompliance Oofficer should advise the Ccompliance Ccommittee or any such compliance check promptly after receiving notice thereof.

M.   6.13.   Applicability of this Part 6 – Tax Matters

If, in consultation with Bbond Ccounsel, the Ccompliance Oofficer determines that any of the provisions of Part 6 shall not apply to a particular issue of Bbonds, the Ccompliance Oofficer shall document such determination and shall not be required to comply with such provision(s).

7. —Miscellaneous

A.   7.1.   Professionals

SDBORThe Issuer is a regular issuer of Bbonds. Accordingly, SDBORthe Issuer shall retain the regular services of nationally recognized bond counsel. SDBORThe Issuer shall also retain the services of a financial advisor in connection with each Bbond transaction. SDBORThe Issuer may also retain the services of other professionals, including special counsel, trustees, paying agents and escrow agents, on a transaction-by-transaction basis, as deemed necessary by the Ccompliance Oofficer. The selection of financial advisors, bond counsel and all other professionals shall be authorized and approved by the BoardIssuer.

The Ccompliance Ccommittee and other SDBORIssuer officers and employees may utilize the services of such professionals in connection with the execution of any of their responsibilities under this Ppolicy.

B.   7.2.   Training

1.   7.2.1.   The Ccompliance Oofficer and designated staff and the other members of the Ccompliance Ccommittee shall participate in such continuing professional education courses and seminars in public finance, debt management and related topics as necessary or appropriate to ensure a sufficient level of knowledge and training for the effective administration of, and compliance with, this Ppolicy.

2.   7.2.2.   The Ccompliance Oofficer will provide copies of Bbond documents and this Ppolicy to other staff members who may be responsible for taking actions described in the Bbond documents and in particular to any person who is to be a successor Ccompliance Oofficer. The Ccompliance Oofficer will assist in the education of any successor Ccompliance Oofficer and the transition of the duties under this Ppolicy.

3.   7.2.3.   The Ccompliance Oofficer should undertake to maintain a reasonable level of knowledge concerning the rules related to tax-exempt and tax-advantaged bonds so that he or she may fulfill his or her duties hereunder. The Ccompliance Oofficer may consult with counsel, attend conferences and presentations of trade groups, read material posted on various websites, including the website of the Tax-Exempt Bond function of the IRS, and use other means to maintain such knowledge. Recognizing that the Ccompliance Oofficer may not be fully knowledgeable in this area, such officer may consult with in-house or outside counsel, consultants and experts to assist in exercising his or her duties under these Pprocedures. The Ccompliance

Oofficer should coordinate appropriate training and education of other personnel of SDBOR~~the Issuer~~.

4.   7.2.4.   The ~~C~~compliance ~~O~~officer should review the ~~B~~bond documents and these ~~P~~procedures periodically to determine if there are portions that need further explanation and, if so, will attempt to obtain such explanation from counsel or other experts or consultants or staff.

~~C.~~   7.3.   Additional Records

The ~~C~~compliance ~~O~~officer shall cause to be maintained all records, in addition to those described in Part 6 above, necessary to demonstrate SDBOR's~~the Issuer's~~ compliance with this ~~P~~policy.

~~D.~~   7.4.   Changes to the Policy

The Procedures contained herein may be revised and amended from time to time as the Board~~Governing Body~~ and the ~~C~~compliance ~~O~~officer deem necessary to comply with the requirements of the ~~C~~code or the securities laws. The Board~~Governing Body~~ and the ~~C~~compliance ~~O~~officer may, from time to time and upon the issuance of new ~~B~~bonds, contact counsel to determine whether the ~~P~~procedures contained herein adequately address the post-issuance responsibilities of SDBOR~~the Issuer~~ as required by the ~~C~~code and the securities laws.

~~E.~~   7.5.   Specific Procedures for Special Cases

The Procedures contained herein specifically address post-issuance compliance procedures with respect to tax-exempt governmental bonds issued for capital projects under Section 103 of the Code, Build America Bonds issued under Section 54AA of the Code and Recovery Zone Economic Development Bonds issued under Section 1400U-2 of the Code. The Board ~~Governing Body~~ and the ~~C~~compliance ~~O~~officer recognize that these ~~P~~procedures may be inadequate for other types of tax-exempt obligations, tax-credit or direct pay obligations (other than Build America Bonds), for which additional procedures may be required. In addition, occasionally SDBOR~~the Issuer~~ will enter into financing agreements or leases for equipment; the interest on which is intended to be tax-exempt but for which no tax certificate and agreement exists. In the event that SDBOR~~the Issuer~~ enters into such equipment financings or issues private activity tax-exempt obligations, tax-exempt obligations funding a significant amount of working capital, tax-credit bonds, or direct pay bonds, or if the Board~~Governing Body~~ receives an indication from counsel that additional procedures are required, or if SDBOR~~the Issuer~~ enters into any derivative products, these ~~P~~procedures should be revised to reflect any special rules and

requirements and post-issuance responsibilities applicable to such type of tax advantaged obligations and derivative products.

F.   7.6.   Authorization and Expense

This Ppolicy is not intended to provide authorization to the Ccompliance Oofficer to enter into contracts for service or to spend SDBORIssuer funds. To the extent that the compliance Oofficer determines that such contracts or expenditures are desirable and are not otherwise authorized, the Ccompliance Oofficer should obtain such authorization before entering into such contracts and spending such SDBORIssue funds.

FORMS / APPENDICES:

Appendix A – List of Bonds

Appendix B-1 – List of Bond-Financed Property

Appendix B-2 – List of Disposed Bond-Financed Property

Appendix C – List of Reportable Events

Appendix D – Form of Statement Re: Disclosures to Investor CommunityGlossary of Tax Terms

Appendix E – Form of Annual ReportForm of Statement Re: Disclosures to Investor Community

Appendix F – Form of Annual Report

SOURCE:

BOR April 2014;_____.

APPENDIX D

GLOSSARY OF TAX TERMS

Private Business Use

"Private Business Use" means any use of Bond-financed property by any person other than a state or local government unit, including as a result of (i) ownership, (ii) actual or beneficial use pursuant to a lease or a management, service, incentive payment, research or output contract or (iii) any other similar arrangement, agreement or understanding, whether written or oral, except for use of Bond-financed property on the same basis as the general public. Private Business Use includes any formal or informal arrangement with any person other than a state or local governmental unit that conveys special legal entitlements to any portion of Bond-financed property that is available for use by the general public or that conveys to any person other than a state or local governmental unit any special economic benefit with respect to any portion of the Bond-financed property that is not available for use by the general public. Use by a natural person not engaged in any trade or business is not Private Business Use. Any use by the federal government or by a corporation is Private Business Use.

Examples of common uses of Bond-financed property that may create Private Business Use include the following:

- Management contracts with private companies or individuals to manage all or a portion of a Bond-financed facility (*e.g.,* a contract with a private company to manage a Bond-financed cafeteria, convention center, recreation center, etc.)

- A lease of space in a Bond-financed facility to a non-governmental person (*e.g.,* a lease of space in a Bond-financed building to Starbucks or McDonalds)

- Rental arrangements whereby individuals, non-profit organizations or private businesses rent space in a Bond-financed facility

- Research grant agreements.

There are certain exceptions to Private Business Use. For example, a "qualified management contract" following certain guidelines set forth in Revenue Procedure 97-13 does not create Private Business Use. In addition, under appropriate circumstances, short-term rentals and other uses of up to 50 days (or in some cases 100 days or 200 days) are permitted.

Arbitrage and Arbitrage Rebate

Arbitrage generally is the earnings that an issuer will earn when it invests proceeds of the Bonds in investments with a yield above the yield on the Bonds. Generally, an issuer is required to make payments of any arbitrage it earns as a result of the investment of the proceeds of the Bonds above the yield on the Bonds to the IRS, which is known as "arbitrage rebate." There are certain exceptions to the requirement to make arbitrage rebate payments to the IRS (*e.g.,* small issuer exceptions, spending exceptions, bona fide debt service fund exceptions).

Yield Restriction and Yield Reduction Payments

Yield restriction is the requirement that an issuer not invest Gross Proceeds (defined below) of the Bonds at a yield higher than Bond yield. Generally, in a capital project financing, an issuer will have a 3-year "temporary period" during which it can invest proceeds of the Bonds in its

project fund above the yield on the Bonds.   After such time, moneys are yield restricted and cannot be invested above the yield on the Bonds (plus a de minimis percentage).   Additionally, after the expiration of the temporary period, proceeds generally cannot be invested in federally guaranteed investments (including FDIC-insured accounts), other than certain de minimis amounts.   If an issuer invests amount above the yield on the Bonds after the expiration of a temporary period, it may still be able to achieve yield compliance by making a yield reduction payment to the IRS, which is a rebate payment or any other amount paid to the United States in the same manner as rebate amounts are required to be paid or at such other time or in such manner as IRS may prescribe that will be treated as a reduction in Yield of an investment under the Regulations.   Yield reduction payments may only be made in limited circumstances, and do not work for all investments above Bond yield.

Gross Proceeds

"Gross Proceeds" generally means (i) sale proceeds of the Bonds and investment earnings thereon and (ii) amounts reasonably expected to be used directly or indirectly to pay principal or interest on the Bonds.   In addition, a pledged fund may also constitute gross proceeds.   A pledge is any amount that is directly or indirectly pledged to pay the principal of or interest on the bonds. A pledge by the issuer must provide reasonable assurance that such moneys will be available to pay the debt service on the bonds even if the issuer has financial difficulties.   Gross proceeds may also arise if Bonds are outstanding longer than reasonably necessary for their governmental purpose.   Typically, Gross Proceeds will be contained in a project fund, escrow fund (if the Bond issue is a refunding issue), costs of issuance fund, bond fund and debt service reserve fund (if applicable).

If moneys or investments are pledged or otherwise set aside for payment of principal of or interest on the Bonds, any amounts are derived from the sale of any right that is part of the terms of a Bond or is otherwise associated with a Bond (*e.g.,* a redemption right), or THE ISSUER or the City enters into any agreement to maintain certain levels of types of assets for the benefit of a holder of a bond or any credit enhancement with respect to the Bonds, such amounts may also constitute Gross Proceeds.   Further, if any Bond-financed property is sold or otherwise disposed of any amounts received from such sale or other disposition may also constitute Gross Proceeds.

Remediation

The Code prescribes three self-help mechanisms that an issuer may use to remediate non-qualified Bonds as a result of violation of Private Business Use covenants.   These include redemption or defeasance of non-qualified bonds, alternative use of a facility (*e.g.,* if a 501(c)(3) organization leases a Bond-financed municipal facility) or alternative use of disposition proceeds (*e.g.,* if Bond-financed property is sold, the proceeds of the sale are used for other governmental purposes that would have qualified for tax-exempt financing).   Prior to taking such remedial actions, the issuer must satisfy certain pre-conditions.   In addition, remedial actions are only able to be taken within a specified time frame before or after the action causing Private Business Use.

Voluntary Closing Agreement Program

Through the Voluntary Closing Agreement Program (VCAP), issuers of Bonds can voluntarily resolve violations of the Code and applicable Regulations (through closing agreements with the IRS).   VCAP can be used when a remedial action (described under "Remediation") is unavailable or there is another violation of the Code or Regulations that cannot be fixed through self-help

mechanisms.   The incentive for an issuer to go to VCAP is that, generally, a settlement in VCAP will be more favorable to the issuer than if the violation were discovered in an examinati

APPENDIX A

LIST OF BONDS

NAME OF ISSUE	DATE OF ISSUANCE	FINAL MATURITY DATE
Series 2006	December 6, 2006	April 1, 2026
Series 2007	December 19, 2007	October 1, 2028
Series 2008A	April 7, 2008	April 1, 2028
Series 2008B	November 4, 2008	April 1, 2028
Series 2011	November 17, 2011	April 1, 2036
Series 2013A	February 28, 2013	April 1, 2028
Series 2014A	January 9, 2014	April 1, 2039
Series 2014B	August 21, 2014	April 1, 2033
Series 2015	December 9, 2015	April 1 , 2040
Series 2016	December 8, 2016	April 1, 2041
Series 2017	December 12, 2017	April 1, 2042

Appendix B-1

List of Bond-Financed Property

Description of the Property	Location	Financed With	Facility Cost	Par of Bonds	
Bordeaux Hall	BHSU	Series 2014A	$11,449,113	$7,900,000	
Heidepriem Hall	BHSU		$1,423,871	N/A	
Wenona Cook Hall	BHSU		$1,407,966	N/A	
Thomas Hall	BHSU		$1,097,582	N/A	
University Apartments	BHSU		$3,782,187	N/A	
Student Union	BHSU	Series 2007	$18,287,079	$8,150,000	N/A
	BHSU	Series 2014B		$1,825,000	
Parking Facilities	BHSU	Series 2006	$1,270,000	$1,270,000	N/A
Emry Hall	DSU		$571,377		
Higbie Hall	DSU		$442,179		
Richardson Hall	DSU		$640,159		
Student Union	DSU	Series 2015	$7,899,883	$4,600,000	
The Courtyard	DSU	Series 2015	$7,000,000	$6,320,000	
Zimmerman Hall	DSU		$696,613		

Briscoe Hall	NSU		$601,539	
Kramer Hall	NSU	Series 2008B	$3,336,538	$1,095,000
	NSU	Series 2017		$915,000
McArthur-Welsh Hall	NSU		$966,765	
Steele Hall	NSU	Series 2014B	$2,686,528	$3,770,000
Student Union	NSU	Series 2011	$10,276,096	$5,780,000
Wolves Memorial	NSU	Series 2016	$6,741,902	$6,785,000
Connolly Hall	SDSMT	Series 2017	$5,635,313	$3,612,500
Howard Peterson Hall	SDSMT	Series 2014B	$5,286,117	$4,795,000
Palmerton Hall	SDSMT	Series 2017	$2,582,137	$1,612,500
Placer Hall	SDSMT	Series 2017	$10,791,112	$9,750,000
Surbeck Student Center	SDSMT	Series 2014B	$9,415,575	$1,675,000
	SDSMT	Series 2008B		$4,135,000
	SDSMT	Series 2017		$1,740,000
Wellness Center	SDSMT	Series 2014A	$8,537,675	$6,820,000
Binnewies Hall	SDSU		$4,072,313	
Brown Hall	SDSU	Series 2014A	$12,092,000	$6,285,000
Caldwell Hall	SDSU	Series 2014A	$8,247,068	$8,000,000

Hansen Hall	SDSU		$3,628,656	
Jackrabbit Village	SDSU	Series 2009	$19,195,000	$15,253,000
Jackrabbit Grove	SDSU	Series 2011	$41,511,000	$44,900,000
Mathews Hall	SDSU		$3,746,000	
Meadows North	SDSU		$4,283,000	
Meadows South	SDSU		$4,290,000	
Pierson Hall	SDSU		3,717,000	
Young Hall	SDSU		4,118,000	
SE Neighborhood	SDSU	Series 2017	$20,500,000	$16,275,000
Student Wellness Center	SDSU	Series 2006	$23,642,000	$6,074,000
		Series 2016		$11,840,000
Larsen Commons	SDSU		$2,765,000	
Student Union Building	SDSU	Series 2006	$30,733,000	$1,012,000
		Series 2011		$7,000,000
		Series 2014A		$4,356,000
		Series 2017		$4,561,000
Parking Facilities	SDSU	Series 2011	$6,000,000	$2,000,000
		Series 2016		$1,000,000

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Parking Facilities (cont'd)	SDSU	Series 2017		2,051,000
Waneta Hall	SDSU		$1,942,000	
Brookman Hall	USD		$1,627,154	N/A
Burgess Hall	USD		$2,079,044	N/A
Norton Hall	USD		$3,095,512	N/A
Mickelson Hall	USD		$3,617,350	N/A
Beede Hall	USD		$3,617,350	N/A
Richardson Hall	USD		$3,939,746	N/A
Olson Hall	USD		$4,304,953	N/A
McFadden Hall	USD	Series 2013	$3,104,003	$2,685,000
Muenster University Center	USD	Series 2015	$33,838,454	$9,665,000
Student Wellness Center, & parking lot	USD	Series 2017	$13,538,746	$10,040,000
Coyote Village Housing, & parking lot	USD	Series 2017	$25,604,182	$22,450,000

APPENDIX B-2

LIST OF DISPOSED BOND-FINANCED PROPERTY

DESCRIPTION OF THE PROPERTY	FORMER LOCATION	DATE OF DISPOSAL	MANNER OF DISPOSAL	SALE PRICE	PERSON TO WHOM SOLD
None				$	

APPENDIX C

LIST OF REPORTABLE EVENTS

1.   Principal and interest payment delinquencies

2.   Non-payment related defaults, if material*

3.   Unscheduled draws on debt service reserves reflecting financial difficulties

4.   Unscheduled draws on credit enhancements reflecting financial difficulties

5.   Substitution of credit or liquidity providers, or their failure to perform

6.   Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material* notices or determinations with respect to the tax status of the security, or other material* events affecting the tax status of the security

7.   Modifications to the rights of security holders, if material*

8.   Bond calls, if material*, and tender offers

9.   Defeasances

10. Release, substitution or sale of property securing repayment of the securities, if material*

11. Rating changes

12. Bankruptcy, insolvency, receivership or similar event of the Issuer**

13. The consummation of a merger, consolidation, or acquisition involving the Issuer or the sale of all or substantially all of the assets of the Issuer, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material*

14. Appointment of a successor or additional trustee or the change of name of a trustee, if material*

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*   As materiality is interpreted under the Securities Exchange Act of 1934, as amended.

**   This event is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent or similar officer for the Issuer in a proceeding under the U.S. Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the Issuer, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the Issuer.

APPENDIX D

FORM OF STATEMENT RE: DISCLOSURES TO INVESTOR COMMUNITY
(To be filed with EMMA and posted on the Issuer's website)

DESIGNATION OF AUTHORIZED SPOKESPERSONS FOR THE SOUTH DAKOTA BOARD OF REGENTS

The following persons are authorized by the South Dakota Board of Regents to communicate with the investor community (including analysts, broker-dealers and individual and institutional bondholders):

Executive Director

System Vice-President for Finance and Administration

Financial Compliance OfficerGeneral Counsel

Our other employees or officers may from time to time make statements that are constitutionally protected political speech. Such statements are not intended to constitute communication to the investor community concerning the securities or the financial condition of the South Dakota Board of Regents.

Date: _____, 20___.

APPENDIX E

FORM OF ANNUAL REPORT

ANNUAL COMPLIANCE REPORT RE: BOND COMPLIANCE AND MANAGEMENT POLICY

To: The South Dakota Board of Regents

Pursuant to its responsibilities as set forth in the Bond Compliance and Management Policy (the *"Policy"*) adopted by the South Dakota Board of Regents (the *"Governing Body"*), on _____, 201_, the Compliance Committee has conducted the annual review required by the Policy and has prepared this report to determine whether the Bonds (as defined in the Policy) comply with covenants and other ongoing requirements applicable to each issue of Bonds. The following sets forth a summary demonstrating the Issuer's compliance with such covenants and requirements.

RECORDS

[The compliance officer has all of the records required under the policy.]

[The compliance officer is taking appropriate action to recover the records required under the policy.]

TAX COMPLIANCE

(a)   *Arbitrage Rebate Liability*. At this time, SDBOR:

[does not have any rebate liability to the U.S. Treasury.]

[has a rebate liability of approximately $_____ to the U.S. Treasury.]

[is exempt from arbitrage rebate liability under the _____ exemption.]

(b)   *Contract Review*. The compliance committee has reviewed copies of all contracts and agreements of SDBOR, including any leases, with respect to the use of any property owned by the Issuer and acquired, constructed or otherwise financed or refinanced with the proceeds of the bonds and other records. At this time,

[each issue of the bonds complies]

[certain bonds may not comply]

with the federal tax requirements applicable to such issue, including restrictions on private business use and private loans.

[Specify any non-compliance.]

(c)   *IRS Examinations or Inquiries*. The Internal Revenue Service (the *"IRS"*) [has not] [has] commenced an examination of any issue of the bonds. The IRS [has not] [has] requested a response to a compliance check, questionnaire or other inquiry.

CONTINUING DISCLOSURE

(a)   The compliance committee has reviewed the agreements of SDBOR with respect to each issue of bonds to determine whether the annual financial information and audited financial statements were filed in a timely manner.

[All such information was filed within the times required by all undertakings.]

[The following information was not timely filed as required by the undertakings: [specify]].

(b)   The compliance committee has conducted a review of all Reportable Event Disclosure made this year.

[No Reportable Event Disclosure has been required.]

[The following Reportable Event Disclosure was made in a timely manner: [specify]]

[The following Reportable Event(s) occurred and disclosure was not made in a timely manner, but has been remedied as follows: [specify]].

OTHER COVENANTS AND REQUIREMENTS

[Except as described in this report, all] [All] issues of bonds are in compliance with all other covenants and other ongoing requirements applicable to each such issue under the related bond documents.

[SDBOR is currently not in compliance with the following covenants: [specify]].

Based upon the foregoing, the compliance committee:

[believes that no further action is necessary at this time.]

[recommends that the following remedial actions be taken: [specify]]

[recommends that the Board consult with outside independent professional counsel and, if necessary, seek correction of such failures, defaults, violations or potential violations through remedial actions described in the policy].

COMPLIANCE WITH POLICY

[Except as described in this report, all] [All] issues of bonds are in compliance with all requirements of the policy applicable to each such issue.

[SDBOR is currently not in compliance with the following policy requirements: [specify]].

Based upon the foregoing, the compliance committee:

[believes that no further action is necessary at this time.]

[recommends that the following remedial actions be taken: [specify]]

[recommends that the Board consult with outside independent professional counsel and, if necessary, seek correction of such failures, defaults, violations or potential violations through remedial actions described in the policy].

EFFECTIVENESS OF THE POLICY

The compliance committee has consulted with other staff, counsel, the financial advisor, and other professionals in order to evaluate the effectiveness of the policy. [State results of such consultation.]

 The compliance committee has

[no recommendations for change in the policy.]

[the following recommendations for improvements in the policy.]

DELIVERY OF THIS REPORT

This report will be entered into the records of the Board and made available to all members of the Board at the next regular meeting thereof.

Respectfully submitted this _____ day of _____, 201_.

COMPLIANCE COMMITTEE

By _____

Compliance Officer

Names and Titles of Members of the

  Compliance Committee:

  [List]

Budget and Finance

AGENDA ITEM: 5 – E (2)
DATE: May 14, 2019

****

SUBJECT
　　BOR Policy 6:6 – Maintenance and Repair Revisions (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY
　　SDCL 5-14-6 – Planning and Supervisory Expenses Paid from Building Funds
　　SDCL 13-51-2 – Educational Facilities Fund Purposes/Appropriations

BACKGROUND/DISCUSSION
　　Changes made to BOR Policy 6:6 – Maintenance and Repair include clarifications regarding the 2% goal and the basis on which the 2% is calculated, the HEFF annual allocation and how it is calculated, and how building replacement values are determined. The Business Affairs Council and the Council of Presidents and Superintendents reviewed the proposed changes in April 2019. Attachment I shows the updated policy.

IMPACT AND RECOMMENDATIONS
　　The board office recommends that BOR Policy 6:6 – Maintenance and Repair be approved as shown in Attachment I.

ATTACHMENTS
　　Attachment I – BOR Policy 6:6 – Maintenance and Repair

****

DRAFT MOTION 20190514_5-E(2):
　　I move to approve the first reading of the revisions made to BOR Policy 6:6 – Maintenance and Repair as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Maintenance and Repair

NUMBER: 6:6

A. PURPOSE

To provide guidance on what constitutes maintenance and repair and the process used to document and approve projects.

B. DEFINITIONS

1. **Alteration**: Alterations change the internal arrangement or other physical characteristics of an existing facility so that it may be effectively used for its designated purposes. Examples are partitioning a classroom into offices or converting a room to laboratory use by installing laboratory benches and fume hoods.

2. **Maintenance:** Maintenance is the recurrent, day-to-day, periodic or scheduled work required to preserve or to restore a facility to such conditions that it can be effectively used for its designed purpose. It includes work done to prevent damage to a facility that would be more costly to restore once damage took place and includes work performed to ensure immediate and continued safe use of the facility. Maintenance includes normal operating expenses (OE) and planned preventative maintenance but for funding purposes will be projects over $10,000.

3. **Maintenance and Repair:** <u>Any project that involves</u> ~~Will include all~~ alteration, maintenance, renovation or ~~facility~~ repair <u>to an existing facility or infrastructure.</u>~~projects.~~ ~~that cost less than $1.5M.~~

4. **Operating Expenses:** Operating Expense (OE) funds as they relate to maintenance and repair include the routine, recurrent, periodic or scheduled work required to preserve existing facilities. OE encompasses all activities related to the normal operations of an institution, including purchase of materials, utilities, janitorial services, etc. OE will include maintenance, repair, renovation, or alteration projects smaller than $10,000.

5. **Renovation:** Renovation is the total or partial upgrading of the facility to higher standards of quality or efficiency than originally existed. New installation of air conditioning, installation of grid ceilings with recessed fluorescent lighting to replace suspended incandescent lighting, and enclosing stairwells to comply with current fire safety codes are examples.

6. **Repair:** Repair is the restoration of a facility to such condition that it may be effectively utilized for its designated purpose. The repair is done by overhaul or replacement of major constituent parts that have deteriorated by action of the elements or usage. The

deterioration has not been corrected through normal operations or maintenance. Replacing roofs, tuck pointing buildings, and replacing air conditioning compressors are examples of repairs. For the purpose of determining funding, repairs are beyond OE capability and normally consist of projects in excess of $10,000.

C. POLICY

1. Maintenance and Repair Categories

The following categories will be used to identify the types of maintenance and repair projects.

1.1. Public Health, Safety, and Compliance: Facilities should be maintained to comply with regulatory requirements required by OSHA, building codes, life safety codes, the Americans with Disabilities Act, and EPA requirements such as asbestos maintenance and abatement criteria.

1.2. Building Integrity: Building integrity includes the functional systems of the building, including but not limited to roofs, windows, foundations, primary and secondary structural systems, building envelope, safety systems, networking systems, heating systems, ventilating systems, air conditioning systems, electrical systems, and plumbing systems. Failure to maintain these subsystems will cause increased maintenance and repair costs and increased deterioration of the facility. Failure to maintain these systems can also affect functional characteristics that limit occupant use and comfort.

1.3. Programmatic Suitability (school mission): Facilities should be configured or space adapted to meet the changing school mission and program requirements.

1.4. Energy and Utility Savings: Energy conservation projects are facility alterations intended to reduce either energy consumption or operating costs, or both, including insulation of the building or any structure associated with the building, window or door replacement, weather stripping, or modifications that reduce energy consumption, automated or computerized energy control system, replacement or modification to increase the energy efficiency of the lighting, heating, air conditioning, or ventilating systems, energy recovery or cogeneration systems, energy source conversions which provide either operational or energy cost savings, or both; and other energy or utility-related improvements in facilities, systems, or technology that improve energy or metering efficiency.

1.5. Campus Infrastructure: Campus infrastructure is the networked systems and structures needed for the overall operation and function of the campus physical plant. Campus infrastructure includes electrical substations and power distribution systems, water and fire protection supply systems, sanitary and storm waste water systems, central heating and cooling plants, steam and chilled water supply and return systems, utility tunnels, roads, parking facilities, pedestrian and bicycle pathways, landscaping, security lighting and emergency call systems, and telecommunications systems. Campus infrastructure serves zones and individual buildings; it does not include the systems within buildings.

2. Maintenance and Repair Limitations

2.1   A maintenance and repair project may exceed $5.0M in cost, but will then be subject to the additional requirements for Policy 6.4.

2.2   HEFF revenue uses are limited according to SDCL § 13-51-2. Uses include the maintenance and repair of existing facilities. Funds can be spent to plan specific maintenance and repair projects, but institutional campus-wide planning or master planning should not be funded with HEFF. General funds dollars, M&R fee dollars, and Auxiliary System funds dedicated for maintenance and repair shall also be limited to planning projects and maintenance and repair of existing facilities. Furnishings, stand-alone technology and non-fixed equipment are not considered maintenance and repair and should not be purchased with maintenance and repair funding. ~~Furnishings with a minimum useful life of 15 years can be purchased from the repair and replacement reserve (RRR) auxiliary account.~~

3. Office of State Engineer

The Bureau of Administration is granted authority over capital improvements, major repairs and remodeling in concert with State Building Committees (SDCL § 5-14-3), and for authorizing the procurement of public improvements for state agencies (SDCL § 5-18A-34). The Board recognizes the expertise that is provided by the Office of the State Engineer (OSE) in preparing, or causing to be prepared, preliminary plans, final plans, specifications, advertisements, notice and instructions to bidders, proposal forms, contract forms and all work incidental to securing bids and contracts, and the oversight and supervision of construction, repair, rebuilding, or alterations. The following guide shall be used in determining project administration:

3.1. OSE is not required to be involved in projects totaling less than $50,000 (all costs and contracts included) unless requested by the institution. The institution shall ensure that all statutory requirements including applicable bid laws, technical professions law, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution.

3.1.1. Projects can be constructed by institutional personnel or by contracts depending on the most cost-effective method to be determined by the institution. Institutions shall be reimbursed for their effort from the project funds for all direct costs including institutional labor, project coordination, construction materials, and architect/engineering work.

3.2. OSE shall manage all projects totaling $50,000 or greater, except where a memorandum of agreement exists for special construction or where an institution receives authorization from OSE to manage the project. If authorization to manage the project is provided by OSE, the institution shall ensure that all statutory requirements including bid laws, technical professions laws, uniform codes and standards, bonding and insurance, and procurement regulations and procedures are followed in conjunction with all projects. The institutions are responsible for keeping accurate records on all projects handled by the institution. As the request of OSE, the institution must provide a

complete set of these documents, including but not limited to the plans and specifications, bids received, contracts, and project costs. See SDCL §5-14-9.

4. **Maintenance and Repair Funding**

4.1.   2% Goal - The Board has determined that investing 2% of the building values into maintenance and repair on an annual basis is the minimum necessary to provide facilities that are functional, safe, and capable of meeting contemporary educational standards. While the 2% is determined based on the replacement values of roofed facilities, the investment must cover the entire supporting infrastructure of the campus including electrical grids, cooling and heating plants, underground tunnels and utility systems, roads, sidewalks, and landscaping.

When determining the 2% need for unique facilities such as outdoor athletic complexes or open-air football stadiums, the replacement value of the roofed portion of the building will be used to determine the 2% funding need.

4.2. Sources - Maintenance and repair funding comes from several sources. Revenues from the pesticide tax are provided for the Agricultural Experiment Station. Revenues from the special schools endowment are provided for the South Dakota School for the Deaf and the South Dakota School for the blind and Visually Impaired. Revenue facilities must provide sufficient resources to fund maintenance and repair needs. Higher Education Facilities Funds (HEFF), Ggeneral funds and the Maintenance and Repair Fee provide support for academic facilities. Other projects are funded by various institutional funds or from funding identified through special legislation.

5. **Maintenance and Repair Planning**

10-Year M&R Planning – The institutions must submit a prioritized listing of all academic project covering a ten year period with their annual operating budget request document. The minimum estimated project cost shall be $10,000, including A/E fees. Project titles should identify the building or facility and depict the nature of the project. The projects should be identified in the year that they are needed and not in the year the funding is anticipated. The listing should identify the projects as maintenance, repair, alteration, or renovation. Each project should also be placed into one of the following categories: Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Other. Detailed descriptions and justifications should be available for the upcoming year's projects. two most current years on the list. The plan shall be updated each year with project costs projected using current year dollars.

6. **HEFF Maintenance and Repair Allocation**

6.1. Maintenance and Repair Allocation General Fund Allocation - The Board office shall determine the campus allocation from General funds HEFF based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs and the academic building gross square footage. The formula applies a 50%-50% averaging factor to the academic

building square footage and replacement values to arrive at an equitable allocation of appropriated funds to each institution. The Centers are not included in the General funds allocation.

6.2   HEFF Allocation - The Board office shall determine the campus allocation from HEFF based on the annual legislative maintenance and repair appropriation. The formula used to make the allocation shall use academic building replacement costs, academic building gross square footage, and HEFF revenues for each campus and Center. Each of the factors is weighted 331/3% to arrive at an equitable allocation of appropriated funds to each institution.

6.3.   M&R Fee - The maintenance and repair fee is retained on campus. The amount invested in maintenance and repair each year is determined using the per credit hour fee, that is a component of tuition, and the on-campus credit hour projection.

6.4.   Replacement Values - The original replacement values for the buildings will be determined by the Office of Risk Management and will align with the annual insurance values in most cases. Adjustments to the values will be determined using the annual Building Cost Index or other inflation adjustment as determined by the Office of Risk Management. Each year the institutions must update their square footage to reflect all buildings that are occupied and add new buildings. information and replacement values to determine the factors. The replacement values are recalculated each year based on the R.S. Means Building Cost Estimator or the values will be adjusted each year by the Building Cost Index Change. The replacement value and square footage for new academic buildings or additions will be added to the total replacement values and the total gross square footage of the institution's academic building at a rate of twenty percent each year until the full indexed value and square footage of the new building is included in the allocation model.

6.2.   Annual M&R Project Approval - After the HEFF allocation has been determined, the institutions shall have the opportunity to realign their priorities or to identify additional projects as necessary. A final list of projects that reconcile to the HEFF allocation will be submitted to the Board for approval. The institutions can realign funds between approved projects when necessary. Projects not on the approved list 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.

6.3.   Planning and Design - Each year the institutions can allocate maintenance and repair funds for the purpose of planning and designing projects. The institutions may expend the Planning and Design funds without Board approval to prepare cost estimates and to pay preliminary planning and design costs.

6.4.   Project Fund Balances - When a bid is accepted for an amount less than the estimated project cost, the remaining unobligated funds shall become available to the institution. These monies must be available to fund bid overruns on other projects,

~~emergency projects, and change orders on existing projects. If these monies are not available in sufficient amounts to provide funding for occasional bids that exceed the estimates, or for an authorized emergency project, one or more existing project(s) shall be deleted from the institution's maintenance and repair list.~~

7. ~~General Funded, M&R Fee Funded, and Institutionally Funded, Projects~~ Approval of Maintenance and Repair Projects

   7.1. Annual M&R Project Approval – All projects funded with ~~G~~general funds, HEFF, M&R Fee funds, auxiliary or institutional funds shall be submitted to the Board for approval. Annual project lists will be requested along with the allocations.

   7.2. The institutions can realign funds between approved projects as necessary. Projects not on the approved list estimated to cost $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. Project under $50,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

   7.3. Planning and Design – The institutions can allocate maintenance and repair funds into a ~~Each year up to 5% of the maintenance and repair funds shall be identified as a~~ Planning and Design Account. Fund expenditures must be related to current or future maintenance and repair projects and not capital improvement projects. The institutions may expend the funds without Board approval to prepare cost estimates and to pay preliminary planning and design costs.

   7.4. Project Fund Balances – When a bid is accepted for an amount less than the estimated project cost, the remaining unobligated funds shall become available to the institution for other projects.~~for other projects..~~ These monies must be available to fund overruns on other projects, additional projects, emergency projects, and to fund change orders on existing projects. If these monies are not available in sufficient amounts to provide funding for ~~occasional~~ bids that exceed the estimates or for an authorized emergency project, one or more existing project(s) shall be deleted from the institution's maintenance and repair list.

8. **Auxiliary System Building Maintenance and Repair**

   The auxiliary system encompasses all the facilities that are pledged under BOR bond covenants. The facilities include most resident halls, student unions, and wellness centers. Parking facilities and bookstores may also be included.

   8.1. Residence Hall 2% Requirement – In order to provide a planned and adequate maintenance and repair program for all campus residence halls, expenditures equal to at least 2% of the replacement value for all residence halls must be expended on maintenance and repair projects each fiscal year. Expenditures may be averaged over a five-year period to obtain the minimum 2% expenditure level. When determining the base for the 2% calculation, new buildings and major renovations will be included in the calculation at a rate of twenty percent each year until the full value of the new building or major renovation is included in the model. For purposes of a major renovation, it will be any project that is more than 20% of the current building value.

Maintenance and repair consists of expenditures for maintenance, repair, alteration and renovation projects. Bond proceeds may be included in the 2% maintenance and repair calculation for a period not to exceed fifteen years to the extent the funds were used for maintenance and repair and not new space. On-going expenses for operations and maintenance and routine replacement of capital assets are not to be included in the 2% calculation.

8.2   Furnishings with a minimum useful life of 15 years can be purchased from the repair and replacement reserve (RRR) auxiliary account.

9. Special Schools and Agricultural Experiment Station Maintenance and Repair

Funds for maintenance of the facilities at the South Dakota School for the Deaf and the South Dakota School for the Blind and Visually Impaired are provided from the special schools endowment. Funds for maintenance of the facilities at the Agricultural Experiment Station are provided from the revenues from the pesticide tax. All projects funded with other funds shall have Board approval.

These funds shall be allocated on an "urgency of need" basis. The executive director shall forward a recommended project list to the Board each fiscal year.

10. Maintenance and Repair Guidelines

10.1. Work Requests – All projects involving the OSE require an OSE work request signed by the president, executive director, or designees. OSE work requests are required for all planning and design projects, studies, and testing that is done outside the scope of an approved project. Projects that are done in phases through OSE require a work request for each phase.

10.2. A/E Selection and Fee – If authorization to manage the project is provided by OSE, the institutions may engage an Architect/Engineer or Consulting Engineering firm following state procurement regulations for engaging professional services (SDCL 5-18D-17 through 5-18D-22). The Office of the State Engineer shall informally advise upon any projects delegated to the institutions or formally carry out project planning and design at the request of the institution. The Office of the State Engineer shall formally carry out project planning for new construction or capital improvements (see Capital Improvements 6:4).

In order to achieve greater efficiencies, similar maintenance and repair project may be grouped into packages for design and bidding purposes. The A/E selection process used by OSE is based on the A/E expertise, past performance, geographic location, and the number of previous state contracts and shall be carried out in the manner described in SDCL § 5-14-3.

If hired by OSE, the design fee to be paid the Architect/Engineer shall be determined using accepted industry percentages applied to the total construction cost of the project; the design fee shall be based upon anticipated project scope. Total construction cost includes: planning, contracts, direct purchase of labor and material, and add alternates designed but not taken and accepted by the State. Deduct control orders shall not be considered in computing the total construction cost of the project.

10.3. Institutional Control of Project of $50,000 or More – A work request must be submitted to OSE requesting institutional control of a project of $50,000 or more. The work request should reflect the institution's intention to request such institutional control.

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

After a project has been bid, the OSE or institution shall review the bids and identify the lowest responsible bidder meeting the specifications of the project pursuant with SDCL § 5-18A-53. ~~On projects handled by OSE, the OSE shall make a recommendation to the institution, indicating which bidder should receive the contract. The institution shall respond with a "funding letter" identifying the amount of funding available for the project. In most cases this shall be the contract amount plus a 5%-15% contingency pool, and including all other costs, such as A/E cost, OSE billings, testing, and related institutional costs, fees and assessments.~~

The designer of record shall compare the bids received and prepare a written tabulation and analysis of the bids and a recommendation on awarding contracts. The bids shall be accepted or rejected after evaluating the bids and the available funding. Projects shall ordinarily be rejected when the lowest construction bid (plus A/E fees) is determined to be out of line with estimated costs. ~~On projects handled by OSE, the OSE shall notify the Board of Regents or the institution as appropriate if the determination is made to reject all bids. The institution should follow up with a letter responding to the recommendation. Batched or grouped projects may be accepted or rejected in the same manner.~~

10.5. Change Orders – Change orders are modifications or changes to the original plans, specifications or contract documents. Add-on change orders to construction contracts should not be approved for payment purposes until they are signed by the appropriate persons according to the Board of Regents operating procedures. ~~Change order should only be requested for unforeseen conditions found during construction or design errors not identified in the design phase. Change orders may arise from a variety of legitimate causes, such as changing program requirements or unanticipated needs.~~ Change orders may arise from unforeseen conditions discovered during construction, design errors not incorporated into the contract documents, changing program requirements, unanticipated needs, and end user requests.

Change orders may not be used to change the project scope. Changing the scope of a project requires a new bid. SDCL § 5-18-B-19.

11. Emergency Projects

An emergency project is a project that is necessary in order to protect public health and safety or to save a building's integrity. The executive director may give approval to any emergency project in consultation with the Board President or his or her authorized representative so that it may proceed until formal Board approval is granted. Emergency approval may also be given by the executive director for projects where substantial cost savings can be realized if advertised and awarded before approval can be obtained at the next regularly scheduled Board meeting. The requesting institution must demonstrate why this substantial cost savings could

not be realized if approval were delayed until the next Board meeting. Emergency approval granted by the executive director is not the equivalent of an emergency per SDCL § 5-18A-9. Emergency award of a contract without advertising is only warranted when awaiting regular advertising for bids would seriously impair public services to be provided. Specific approval to proceed according to SDCL § 5-18A-9 must be requested from the Board General Counsel and approved by the executive director.

Funding for emergency projects will come from appropriate maintenance and repair pools at the institution requesting the emergency or from other institutional funds.

12. Approval and Authority

The following ~~summary~~ table~~s~~ shows the ~~shall be followed to assure~~ proper authorization and approval of all maintenance and repair projects~~:~~

~~12.1. Institutional, HEFF, Maintenance and Repair Fee, Auxiliary System and General funded maintenance and repair approvals:~~

Project Funding	Project Approval	Work Request	Contract Authorization
$10,000-$49,999	Initial List Approved by Board	No - Unless Campus Requests OSE Involvement	Institution or OSE
	Changes - Institution		
~~$50,000-$250,000~~	~~Initial List Approved by Board~~	~~Yes~~	~~OSE~~
	Changes - Executive Director		
Over $250,000	Initial List Approved by Board	Yes	OSE
	Changes - Board		

Project Cost	Project Approval	Work Request	Contract Authorization
$10,000 - $49,999	Annual List Approved by Board / Changes - Institution	Not needed unless campus requests OSE involvement	Institution or OSE
$50,000 - $250,000	Annual List Approved by Board / Changes - Executive Director	Yes	OSE unless project is delegated to institution
Over $250,000	Annual List Approved by Board / Changes - Board	Yes	OSE unless project is delegated to institution

12.2. Special Legislation, SDBA Funded and Bonded Projects shall be handled according to the authorizing legislation.

13. OSE Operating Procedures

The following operating procedures shall be followed to ensure that the necessary approvals and signatures have been obtained on projects administered by OSE. This should include all projects of $50,000 or more (unless OSE has given the institution control or a joint powers agreement is in place) and any project under $50,000 where the institution desires OSE to handle it.

13.1. Routine HEFF (Higher Education Facilities Fund), Maintenance and Repair Fee, and Institutional Funded Projects:

- Work Request: An OSE work request must be signed by the president, executive director or designees.

- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person.

- Contracts/Change Orders: The contracts and any change order should be sent to the institutional contact person. The President or his/her designee shall sign all contracts and change orders.

- Vouchers: The vouchers should be sent to the fiscal contact person identified for each institution.

- Correspondence: The institutional contact should be copied on correspondence.

13.2. Special Legislation Projects and Bonded Projects (Not South Dakota Building Authority):

- Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board, or designees.

- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.

- Contracts/Change Orders: The contracts and control orders should be routed to the institutional contact person for the president's signature, and the Board office for the executive director's signature, or designees.

- Vouchers: The vouchers should be routed to the fiscal contact person at the institution for coding and final approval.

- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

13.3. SDBA Funded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution, executive director of the Board of Regents, or designees.

- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents.

- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact person for the president's signature, the Board office for the executive director's signature, or designees.

- Vouchers: The vouchers should be routed to the SDBA for coding and approval.

- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on correspondence.

13.4. SDBA Bonded Projects:

- Work Requests: An OSE work request must be signed by the president of the institution and the executive director of the Board of Regents, or designees.

- Bid Advertisements/Recommendations: The OSE should send their bid advertisements and bid recommendations to the institutional contact person and the executive director of the Board of Regents and the SDBA.

- Contracts/Change Orders: The contracts and change orders should be routed to the institutional contact persons for the president's signature, the Board office for the executive director's signature, and the SDBA for the executive secretary's signature and the president of the SDBA's signature, or designees.

- Vouchers: The vouchers should be routed to the SDBA for coding and approval.

- Correspondence: The institutional contact person and the executive director of the Board of Regents should be copied on all correspondence.

14. Office of the State Engineer

The Office of the State Engineer shall assess a service charge on all projects. The charges shall be based upon all expenses incurred for plans, specifications and supervision of construction, including the actual and necessary expenses of the Bureau of Administration. (SDCL §§ 5-14-6).

FORMS/APPENDICES:

None.

SOURCE:

BOR December 1993; October 1996; October 1998; March 2003; March 2004; April 2007; December 2010; April 2013; March-April 2016; August 2017;_____.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
    Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY
    BOR Policy 6:5 – Building Committees

BACKGROUND / DISCUSSION
    This is a review of the actions taken by the building committees since the last Board meeting.

    On May 9, 2019, the building committee for the South Dakota State University Campanile Avenue Utility Upgrades, Parking Modifications, And Site Improvements, represented by Regent Morgan, approved the Facility Design Plan with a phase one estimated cost of $2,858,000.

    On May 1, 2019, the building committee for Dakota State University's New Residence Village, represented by Regent Mickelson, selected the team of Journey Construction to serve as the Construction Manager at Risk for the project.

IMPACT AND RECOMMENDATIONS
    None

ATTACHMENTS
    None

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INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

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SUBJECT
　　　　Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY
　　　　SDCL 5-14-1 – Classification of capital improvements
　　　　SDCL 5-14-2 – Supervision by Bureau of Administration of capital improvement projects
　　　　　　　　　　 – Payment of appropriated funds
　　　　SDCL 5-14-3 – Preparation of plans and specifications for capital improvements – State
　　　　　　　　　　 building committees – Approval by board or commission in charge of
　　　　　　　　　　 institution
　　　　BOR Policy 6:4 – Capital Improvements

BACKGROUND / DISCUSSION
　　　　The attached 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)
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INFORMATIONAL ITEM

4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.
5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS
No impact.

ATTACHMENTS
Attachment I – May 2019 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - May 2019

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	2022 HEFF Bonds Private	$3,000,000 $1,500,000 $4,500,000	May-12 Facility Stmt	Planning	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 Cyberlabs (MadLabs)		HB1057-2018	Private	$18,000,596	May-17 Design Plan	Construction GMP Approved	Sept-2019	Schaefer
Northern State University								
Athletic and Recreation Turf Field		HB1061-2018	Private HEFF M&R	$6,278,243 $303,314 $6,581,557	Dec-17 Design	Final Inspection	2018	Thares
New Regional Science Education Center		HB1010-2017	Private	$25,175,000	Dec-17 Design	Construction	2019	Morgan
Regional Sports Complex		HB1037-2019	Private	$33,000,000	Dec-18 Program Plan	Design	2021	Thares
South Dakota School of Mines and Technology								
Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R 2015 HEFF Bonds	$519,000 $6,040,000 $6,559,000	Apr-15 Design Plan	Final Inspection Waiting on LEED	2018	Sutton
Mineral Industries Bulding			Private/State		Jun-14 Facility Stmt	A/E Selection		Wink
Music Center (Old Gym) Renovation			Private		Oct-14 Facility Stmt	Planning		Wink
Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Sutton
South Dakota State University								
American Indian Student Center		SB 50-2018	Private School & Public Lands	$4,000,000 $500,000 $4,500,000	Jun-18 Design Plan	Construction	2020	Schaefer
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	$1,575,000 $50,039,637 $2,600,000 $6,000,000 $1,105,000 $61,319,637	Oct-16 Design Plan	Construction	2020	Morgan
Campanile Avenue - Utility Upgrades			HEFF M&R Parking & Traffic Revenue General Funds M&R	$3,055,211 $1,000,000 $1,377,789 $5,433,000	Apr-19 Program Plan	Design	2020	Morgan
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	$1,135,000 $1,400,000 $2,535,000	May-18 Facility Stmt	A/E Selection	2020	NA Exempted

South Dakota Board of Regents Capital Improvement Projects - May 2019

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.
Harding Hall - Renovation & Addition		SB10 - 2016	HEFF M&R	$3,300,000	May-17	Final Inspection	2018	Morgan
			Tuition	$5,000,000	Design Plan			
				$8,300,000				
Lincoln Hall - Renovation			Private	$12,000,000	Aug-17	Planning		Bastian
			HEFF M&R	$3,000,000	Facility Stmt			
				$15,000,000				
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	$600,000	Dec-17	A/E Selection	2019	Not Assigned
					Program Plan			
Performing Arts Center-Theater & Music Education Addition	FY12 10 Yr Plan	HB1051-2012	2017 HEFF Bonds	$13,000,000	Dec-16	Final Inspection	2018	Morgan
		HB1016-2016	Private	$29,349,807	(Revised			
			Local	$6,042,000	Funding)			
				$48,391,807				
Plant Science Research Support Facility		SB27-2015	Local	$2,400,000	Mar-16	Final Inspection	2017	Morgan
			Grant	$1,600,000	Design Plan			
			Private	$500,000				
				$4,500,000				
Raven Precision Agricultural Center		HB1264-2018	Local	$7,500,000	Dec-18	Design	2021	Morgan
			General Funds	$2,000,000	Design Plan			
			Private	$16,600,000				
			2019 State Bonds	$20,000,000				
				$46,100,000				
Pugsley Center - Renovation			Private	$12,000,000	Aug-17	Planning		Mickelson
			HEFF M&R	$4,000,000	Facility Stmt			
				$16,000,000				
South Dakota Art Museum Addition and Renovation			Private		Dec-15	Planning		Morgan
					Facility Stmt			
Stanley Marshall Center - Additions & Renovations		SB18-2017	Private	$15,000,000	May-17	Final Inspection	2018	Roberts
					Design Plan			
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds	$7,000,000	May-17	Construction	2019	Schaefer
			HEFF M&R	$10,381,500	Design Plan			
			General Fund M&R	$1,024,127				
			Local Funds	$50,000	(revised)			
				$18,455,627				
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds	$5,000,000	Mar-16	Phased Project	2028	Schaefer
			HEFF M&R	$5,043,000	Program Plan	Design & Construction		
				$10,043,000				

University of South Dakota

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.
North Commons Renovation			HEFF M&R	$2,973,155	June-17	Final Inspection	2019	Adams
					Program Plan			
Dakota Dome Renovation		HB1060-2018	Private	$14,500,000	Dec-17	Construction	2020	Schieffer
			Local	$6,419,602	Program Plan			
			HEFF M&R	$5,400,398				
				$26,320,000				
National Music Museum		HB1065-2018	Private	$9,095,000	Dec-17	Construction	2020	Schieffer
			HEFF M&R	$1,500,000	Program Plan			
				$10,595,000				

South Dakota School for the Blind & Visually Impaired

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.
New School		HB1071-2018	Private	$11,847,916	Aug-18	Construction	2019	Thares
			GOED	$5,000,000	Facility Design			
				$14,347,916	Plan			

South Dakota Board of Regents Capital Improvement Projects - May 2019

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.
REVENUE FACILITIES								
Black Hills State University								
University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
Dakota State University								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	TBD TBD	May-18 Program Plan	Design	2021	Mickelson
Northern State University								
Great Plains East and Great Plains West			Private Aramark Local	$22,725,000 $150,000 $11,000 $22,886,000	Feb-17 Design Plan	Final Inspection	2018	Thares
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
South Dakota State University								
Southeast Neighborhood Apartments			2018 Auxiliary Bonds Res Life Parking & Traffic Revenues Private (Aramark)	$18,000,000 $2,400,000 $335,379 $1,660,792 $22,396,171	Aug-18 Design Plan (Revised) Program Plan	Construction	2019	Roberts
Student Wellness Center Addition			2016 Auxiliary Bonds GAF	$12,400,000 $2,000,000 $14,400,000	Dec-16 Design Plan	Final Inspection	2018	Morgan

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

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The South Dakota Board of Regents adjourned its regular business meeting on May 14, 2019 and will meet again in regular session on June 26-27, 2019 in Brookings.

I, Dr. Paul Beran, Executive Director and 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 14, 2019.

Dr. Paul B. Beran
Executive Director & CEO
South Dakota Board of Regents