

**BOARD OF REGENTS
MINUTES OF THE MEETING
May 21, 2020**

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**BOARD OF REGENTS
MINUTES OF THE MEETING
May 21, 2020**

The South Dakota Board of Regents met on May 21 via Zoom teleconference at 9:00 a.m. Central Time with the following members in attendance:

ROLL CALL:

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

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

TUESDAY, MAY 21, 2020

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

1-A Approval of the Agenda

IT WAS MOVED by Regent Morgan, seconded by Regent Schaefer, to approve the agenda as published.

ROLL CALL:

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

Motion passed.

1-B Declaration of Conflicts

There were no declared conflicts.

1-C Approval of the Minutes – Meetings on April 1, 2020 and May 1, 2020

IT WAS MOVED by Regent Thares, seconded by Regent Schaefer, to approve the minutes of the meeting on April 1, 2020 and May 1, 2020.

ROLL CALL:

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

Motion passed.

1-D Appointment of Board Committees

Regent Bastian appointed the following regents to the standing Board committees:

Academic and Student Affairs

Regent Wink, Chair

Regent Schaefer

Student Regent

Budget and Finance Committee

Regent Roberts, Chair

Regent Morgan

Regent Thares

Audit Committee

Regent Thares, Chair

Regent Schieffer

Regent Stork

A copy of the Appointment of Board Committees can be found on page **650** of the official minutes.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, that the Board dissolve into executive session at 9:10 a.m. on May 21, 2020, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the state when public discussion may be harmful to the competitive position of the business, and that it rise from Executive Session at 12:00 p.m. and recess until 1:00 p.m. when the Board will reconvene in public session to resume the regular order of business and report its deliberations in executive session and take any action it deems prudent as a result thereof.

ROLL CALL:

Lund – AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork – AYE

Thares – AYE

Wink – AYE

Morgan – AYE

Bastian – AYE

Motion passed.

The Board dissolved into executive session.

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

Regent Bastian recognized the new leadership of the special schools, SDSD Superintendent Kim Wadsworth and Interim SDSBVI Superintendent Claudean Hluchy.

3-A Report and Actions of Executive Session

Regent Roberts said the Board dissolved into Executive Session at 9:10 a.m. on Thursday, May 21, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or price strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, before rising from Executive Session at 12:00 p.m. and recessing until 1:00 p.m. when the Board reconvened to resume the regular order of business.

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

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

ROLL CALL:

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

Motion passed.

A copy of the Secretary's Report can be found on pages **646** to **649** of the official minutes.

3-B Reports on Individual Regent Activities

There were no reports.

3-C Reports from Individual Presidents and Superintendents

There were no reports.

3-D Report from Student Federation

New Student Federation Executive Director Macy Halverson introduced herself. She explained that the Student Federation is in the process of reserving the Capitol Rotunda on February 22, 2021 for the legislative student lobbying day.

A copy of the Report from Student Federation can be found on pages **651** to **653** of the official minutes.

3-E (1) Resolutions of Recognition – Board of Regents Faculty and Staff

Regent Wink recognized the good work of the Board of Regents Faculty and Staff in the midst of the COVID-19 pandemic. She read the resolution of recognition written in their honor.

Regent Bastian said the Board's appreciation is sincere. It has great respect for the work of faculty and staff.

IT WAS MOVED by Regent Wink, seconded by Regent Morgan, to approve the Resolution of Recognition for Board of Regents Faculty and Staff set forth in Attachment I of the agenda item.

ROLL CALL:

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

Motion passed.

A copy of the Resolution of Recognition – Board of Regents Faculty and Staff can be found on pages **654** to **655** of the official minutes.

3-E (2) Resolutions of Recognition – Superintendent Marjorie Kaiser

Regent Thares recognized Superintendent Marje Kaiser's long-time service to the special schools in light of her impending retirement and read her resolution of recognition.

IT WAS MOVED by Regent Thares, seconded by Regent Stork, to approve the Resolution of Recognition for Superintendent Marje Kaiser as set forth in Attachment I of the agenda item.

ROLL CALL:

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

Motion passed.

A copy of the Resolution of Recognition – Superintendent Marje Kaiser can be found on pages 656 to 657 of the official minutes.

3-E (3) Resolutions of Recognition – Regent Lucas Lund

Regent Bastian congratulated Regent Lund on his graduation from USD. He recognized Regent Lund's service to the regental system and noted this is his last meeting as a regent. He read Regent Lund's resolution of recognition.

Regent Lund expressed his gratitude for the opportunity. He shared his thanks to Governor Dugaard for the appointment and recognized his fellow regents for their leadership and dedication to South Dakota.

IT WAS MOVED by Regent Bastian, seconded by Regent Roberts, to approve the Resolution of Recognition for Regent Lucas Lund set forth in Attachment I of the agenda item.

ROLL CALL:

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

Motion passed.

A copy of the Resolution of Recognition – Regent Lucas Lund can be found on pages 658 to 659 of the official minutes.

3-F COVID-19 Update/Resolution Extension

Nathan Lukkes, Board of Regents General Counsel, provided brief remarks on the status of campus/system operations pertaining to COVID-19.

President Dunn provided a report on behalf of the Council of Presidents and Superintendents. He described measures being implemented to mitigate risk associated with the virus for both employees and students. He explained that the system is preparing for a typical fall semester start, although move-in days will likely be spread out. Additionally, he stated that the presidents are considering a finish to on-campus courses by the Thanksgiving holiday and hosting the conclusion of the semester through online instruction.

Regent Bastian recognized the collaboration and planning of the guidelines and efforts in preparation for the fall semester. He noted that these are only plans and subject to change depending on the situation.

In response to a question about protecting student athletes, President Dunn noted that there are challenges with athletics that are being considered. He noted that if the NCAA allows it, SDSU will be looking for ways to support the health and safety of student athletes as well as consider ways to provide regular voluntary testing for these individuals.

IT WAS MOVED by Regent Morgan, seconded by Regent Stork, to approve the resolution set forth in Attachment I of the agenda item and ratify the actions and responses of the system and its institutions to date in response to the COVID-19 pandemic.

ROLL CALL:

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

Motion passed.

A copy of the COVID-19 Update/Resolution Extension can be found on pages **660** to **662** of the official minutes.

3-G Senate Bill 55 Planning

Dr. Janelle Toman, System Director of Communications, summarized the expectations outlined in Senate Bill 55 that will effectively become law on July 1.

She said the legislation directs the Board of Regents to assemble a task force of at least 11 members, four of which must be members of the legislature's Joint Committee on Appropriations and appointed by that committee. The task force is expected to examine possible program and administrative efficiencies and cost effectiveness to be achieved through shared administration of the six public universities in South Dakota. A final report from the task force is due to the Governor and the Joint Committee on Appropriations in 18 months, on November 15, 2021.

Under provisions of Senate Bill 55, the BOR is expected to appoint members of the task force (other than the four appropriators to be appointed by the Legislature). The Board will assemble the group, schedule task force meetings, and staff the research and work product produced by the task force. All task force expenses are to be paid out of funds available to the Board.

During committee deliberations on Senate Bill 55, several legislators suggested a model this task force could follow was that of the 2015 Blue Ribbon Task Force on Teachers and Students. That task force was charged to reevaluate the state's K-12 funding formula, collect and analyze data, engage stakeholders, and seek public input. Final recommendations were submitted to the 2016 Legislature.

There were 26 Blue Ribbon Task Force members representing the executive and legislative branches, teachers, administrators, school boards, parents, the business community, and taxpayers. A state senator and state representative co-chaired the task force. Public input was sought April through June, and five task force meetings were conducted July through October. (It should be noted the Blue Ribbon panel had a shorter timeframe for its work than what is provided for in Senate Bill 55.)

Once Senate Bill 55 becomes effective July 1, and the Regents' next executive director is on board, some of the task force work could commence. More specifics will be discussed at upcoming Board meetings. In the meantime, the Regents may wish to consider possible appointments to the task force, the size of the group, and a potential timeline for completing the task force's work.

A copy of the SB55 Planning can be found on pages **663** to **664** of the official minutes.

PUBLIC COMMENT PERIOD

There were no public comments.

CONSENT AGENDA

IT WAS MOVED by Regent Wink, seconded by Regent Schaefer, to approve consent agenda items 5-A through 5-N and 5-T through 5-U.

ROLL CALL:

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

Motion passed.

Academic and Student Affairs

5-A 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 **665** to **669** of the official minutes.

5-B 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 **670** to **671** of the official minutes.

5-C (1) New Program Request – NSU – Minor in Public Relations

Authorize NSU to offer a minor in Public Relations, as presented.

A copy of the New Program Request – NSU – Minor in Public Relations can be found on pages **672** to **684** of the official minutes.

5-C (2) New Program Request – SDSU – Minor in Public Relations

Authorize SDSU to offer a minor in Public Relations, as presented.

A copy of the New Program Request –SDSU – Minor in Public Relations can be found on pages **685** to **692** of the official minutes.

5-C (3) New Program Request – SDSU – AS in Engineering Technology

Authorize SDSU to offer the Associate of Science (AS) in Engineering Technology as presented, including authorization for delivery at the Community College for Sioux Falls.

A copy of the New Program Request –SDSU – AS in Engineering Technology can be found on pages **693** to **705** of the official minutes.

5-C (4) New Program Request – USD – Minor in Legal Studies

Authorize USD to offer a minor in Legal Studies, as presented.

A copy of the New Program Request – USD – Minor in Legal Studies can be found on pages **706** to **718** of the official minutes.

5-C (5) New Program Request – USD – BA/BS in Legal Studies

Approve USD's new program proposal for the B.A. and B.S. in Legal Studies, as presented.

A copy of the New Program Request – USD – BA/BS in Legal Studies can be found on pages **719** to **742** of the official minutes.

5-C (6) New Program Requests – USD – DNP with specialization in Organizational and System Leadership and Master of Science in Nursing with specialization in Nursing Informatics and e-Health

Approve USD's new program proposals for a Doctor of Nursing Practice (DNP) with specialization in Organizational and System Leadership; and Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health, as presented.

A copy of the New Program Requests – USD – DNP with specialization in Organizational and System Leadership and MS in Nursing with specialization in Nursing Informatics and e-Health NSU – Minor in Public Relations can be found on pages **743** to **828** of the official minutes.

5-C (7) USD Accelerated Graduate Program Request – OTD

Approve the program modification and accelerated graduate program request to allow for USD's BS in Neuroscience-Cognitive Neuroscience Specialization and BS in Kinesiology and Sport Management-Exercise Science Specialization to be offered as accelerated programs as described in Attachment I.

A copy of USD's Accelerated Graduate Program Request can be found on pages **829** to **838** of the official minutes.

5-D New Specialization Request – SDSU – Psychiatric Mental Health Nurse Practitioner Specialization (MS & DNP Nursing)

Authorize SDSU to offer Psychiatric Mental Health Nurse Practitioner specializations in the M.S. in Nursing and D.N.P in Nursing, as presented.

A copy of the New Specialization Request – SDSU – Psychiatric Mental Health Nurse Practitioner Specialization (MS & DNP Nursing) can be found on pages **839** to **849** of the official minutes.

5-E (1) Intent to Plan Request – NSU – MAT in English

Authorize NSU to develop a program proposal for the MAT in English, as presented.

A copy of the Intent to Plan Request – NSU – MAT in English can be found on pages **850** to **866** of the official minutes.

5-E (2) Intent to Plan Request – SDSU – BA/BS in Criminology

Authorize SDSU to develop a program proposal for a BA and BS in Criminology, as presented.

A copy of the Intent to Plan Request – SDSU – BA/BS in Criminology can be found on pages **867** to **879** of the official minutes.

5-E (3) Intent to Plan Request – SDSU – MS in Pharmaceutical Sciences

Authorize SDSU to develop a program proposal for an MS in Pharmaceutical Sciences, as presented.

A copy of the Intent to Plan Request – SDSU – MS in Pharmaceutical Sciences can be found on pages **880** to **887** of the official minutes.

5-F MOU – Transfer of Respiratory Care Program from DSU to SDSU

Approve the memorandum of understanding between Dakota State University and South Dakota State University, as presented.

A copy of the MOU – Transfer of Respiratory Care Program from DSU to SDSU can be found on pages **888** to **891** of the official minutes.

5-G Agreement on Academic Cooperation – NSU

Approve the agreements on academic cooperation between Northern State University and University of Hradec Kralove; and with Confucius Institute Headquarters (Hanban).

A copy of the Agreement on Academic Cooperation – NSU can be found on pages **892** to **899** of the official minutes.

5-H Articulation Agreement – BHSU

Approve Black Hill State University's articulation agreement with Western Dakota Technical College, as presented.

A copy of the Articulation Agreement – BHSU can be found on pages **900** to **905** of the official minutes.

5-I MOU – NSU & South Dakota Educational Access Foundation

Approve the memorandum of understanding between Northern State University and the South Dakota Educational Access Foundation, as presented.

A copy of the MOU – NSU & South Dakota Educational Access Foundation can be found on pages **906** to **909** of the official minutes.

5-J MOU – SDSU & Crazy Horse Memorial Foundation

Approve the updated Memorandum of Understanding between South Dakota State University and the Crazy Horse Memorial Foundation, as presented.

A copy of the MOU – SDSU & Crazy Horse Memorial Foundation can be found on pages **910** to **917** of the official minutes.

5-K Inactive Status and Program Termination Requests – DSU, NSU, SDSU & USD

Approve DSU, NSU, SDSU, and USD's respective requests to terminate the BS in Digital Arts Design – Film and Cinematic Arts Specialization (DSU), the AS in Banking & Financial Services (NSU), and BS in Economics (NSU); inactivate the AS in Manufacturing Technology (SDSU); terminate the CCSF delivery site for the BS in Psychology (SDSU) and BA/BS in Sociology (SDSU); and terminate the Spanish Translation Graduate Certificate (USD) program, as presented.

A copy of the Inactive Status and Program Termination Requests – DSU, NSU, SDSU & USD can be found on pages **918** to **935** of the official minutes.

Budget and Finance

5-L SDSU Lease-Purchase Agreement Amendment

Grant the System Vice President for Finance the authority to finalize and execute the First Amendment to the Lease Purchase Agreement between the South Dakota Board of Regents and South Dakota State University Foundation in substantially similar form to that set forth in Attachment I.

A copy of SDSU Lease-Purchase Agreement Amendment can be found on pages **936** to **938** of the official minutes.

5-M M&R Projects

Approve the SDSU University Student Union Mechanical/Electrical Upgrades maintenance and repair project at a cost of \$350,000 as described in this item.

A copy of M&R Projects can be found on page **939** of the official minutes.

5-N BOR Policy 5:18 – Campus Credit Card Policy (Second and Final Reading)

Approve the second and final reading of the drafted BOR Policy 5:18 – Campus Credit Cards as shown in Attachment I.

A copy of BOR Policy 5:18 – Campus Credit Card Policy (Second and Final Reading) can be found on pages **940** to **942** of the official minutes.

Information Items – No Board Action Necessary

5-O Interim Actions

A copy of the Interim Actions can be found on pages **943** to **944** of the official minutes.

5-P Teacher Education Report 2019

A copy of the Teacher Education Report 2019 can be found on pages **945** to **958** of the official minutes.

5-Q Freshmen Migration Analysis

A copy of the Freshmen Migration Analysis can be found on pages **959** to **963** of the official minutes.

5-R SDBOR State Attainment Dashboard Update

A copy of the SDBOR State Attainment Dashboard Update can be found on pages **964** to **965** of the official minutes.

5-S Capital Projects List

A copy of the Capital Projects List can be found on pages **966** to **970** of the official minutes.

Academic and Student Affairs (*Continued*)

5-T General Education Revisions

Approve the revisions to system General Education course options as presented, effective Fall 2020.

A copy of the General Education Revisions can be found on pages 971 to 972 of the official minutes.

5-U Reorganization of Academic Unit – NSU – College of Professional Studies

Approve NSU's request to combine its Millicent Atkins School of Education and its School of Business under a new administrative unit, the College of Professional Studies.

A copy of the Reorganization of Academic Unit – NSU – College of Professional Studies can be found on pages 973 to 974 of the official minutes.

BUDGET AND FINANCE

6-A BOR Policy 1:5 – Executive Director Revisions (First and Final Reading)

Kayla Bastian, System Director of Human Resources, described the proposed changes to BOR Policy 1:5 and explained that the changes provide the Board with greater flexibility in the recruitment and selection of the executive director position. She requested that the Board waive the two reading policy as required in Section 5.5.1 of the By-Laws for these policy revisions.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to (1) waive the two reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of BOR Policy 1:5 – Executive Director as outlined in Attachment I of the agenda item.

ROLL CALL:

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

Motion passed.

A copy of the BOR Policy 1:5 – Executive Director Revisions (First and Final Reading) can be found on pages 975 to 979 of the official minutes.

6-B FY22 Informal Budget Hearing Format

Heather Forney, System Vice President of Finance and Administration, explained that the Board of Regents budget hearings have historically been held in conjunction with the June Board meeting. Last year's format was an individual presentation from each of the presidents,

superintendent, and the executive director discussing highest priorities and key budget issues. For FY22, the campuses will be instructed to provide documentation of their top two priorities for one-time funding during their presentation.

She explained that the current plan is to have the informal budget hearings on June 24th and a final budget adoption will occur at a special Board meeting in July.

A copy of the FY22 Informal Budget Hearing Format can be found on page **980** of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

7-A (1) BOR Policy Revisions – BOR Policies 2:17 and 2:18 – Honorary Degrees (First Reading)

Dr. Jay Perry, System Vice President for Academic Affairs, explained that BOR Policy 2:17 currently is limited to honorary doctorate degrees. BOR Policy 2:18 addresses the awarding of academic degrees but also the awarding of posthumous degrees. The proposed revisions change Policy 2:17 from “Honorary Doctorate Degrees” to “Honorary Degrees” and contains the additional policy framework for honorary bachelor’s and master’s degrees in addition to relocating the policies for posthumous degrees from 2:18. BOR Policy 2:18 is unchanged except for the removal of the posthumous degree language.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve the first reading of the proposed revisions to BOR Policy 2:17 and BOR Policy 2:18, as presented in Attachments I and II of the agenda item.

ROLL CALL:

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

Motion passed.

A copy of the BOR Policy Revisions – BOR Policies 2:17 and 2:18 – Honorary Degrees (First Reading) can be found on pages **981** to **989** of the official minutes.

**7-A (2) BOR Policy Revisions – BOR Policies 2:3 – System Undergraduate Admissions
(Second Reading)**

The proposed revisions in Attachment I of the agenda item addresses the addition of ACT superscores as well as outline the corrections needed for GED scores, as detailed on GED's website. The different time frames noted by GED include: 1) scores since 2014, 2) scores from 2002-2013, 3) scores from 1997 to 2001, 4) scores from 1981 to 1996, and 5) scores from 1943 to 1980. While it is highly unlikely some of these will be utilized, it is the thought of Board staff that including them all for accuracy would be best.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve the second reading of BOR Policies 2:3 – System Undergraduate Admissions.

ROLL CALL:

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

Motion passed.

A copy of the BOR Policy Revisions – BOR Policies 2:3 – System Undergraduate Admissions (Second Reading) can be found on pages **990** to **1002** of the official minutes.

7-B Graduation Lists

Dr. Jay Perry, System Vice President of Academic Affairs, explained that BOR 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, and the University of South Dakota request approval of the graduation lists for Spring 2020.

IT WAS MOVED by Regent Wink, seconded by Regent Lund, to approve the attached BHSU, DSU, NSU, SDSMT, SDSU, and USD graduation lists contingent upon the students' completion of all degree requirements.

ROLL CALL:

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

Motion passed.

A copy of the Graduation Lists can be found on pages 1003 to 1059 of the official minutes.

ADJOURMENT

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

ROLL CALL:

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

Motion passed. The meeting adjourned at 2:03 p.m.

Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on Thursday, May 21, 2020, in accordance with SDCL 1-25-2 to discuss matters authorized therein. Following executive session, the Board will meet in open session to discuss and take official action on the matters set forth below, all other matters discussed were consistent with the requirements of SDCL 1-25-2, but no official action on them is being proposed at this time.

Recommended Actions:

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

2-A.2 – Approve the promotion and tenure requests of the universities:

- The BHSU promotion and/or tenure requests were approved for the following faculty members: David Berberick was promoted to Associate Professor and granted tenure; Justin Ramsey was promoted to Associate Professor and granted tenure; Craig Triplett was promoted to Associate Professor and granted tenure; Amy Asunskis was promoted to Lecturer; Karl Lehman was promoted to Lecturer; Sharman Adams was promoted to Professor; Cynthia Anderson was promoted to Professor; Adam Bailey was promoted to Professor; Sandra Marker was promoted to Professor; and Sonya Pagel was promoted to Professor.*
- The DSU promotion and/or tenure requests were approved for the following faculty members: David Bishop was granted tenure; Joe Bottum was granted tenure; Scott Klungseth was promoted to Associate Professor; and Barbara Myers was promoted to Senior Lecturer.*
- The NSU promotion and/or tenure requests were approved for the following faculty members: Andrew Russell was promoted to Associate Professor and granted tenure; and Timothy Houge was promoted to Professor.*
- The SDSMT promotion and/or tenure requests were approved for the following faculty members: Jonathan Gibson was promoted to Associate Professor and granted tenure; Juergen Reichenbacher was promoted to Associate Professor and granted tenure; Christopher Shearer was promoted to Associate Professor and granted tenure; Tristin Lehmann was promoted to Lecturer; and Richard Schnee was promoted to Professor.*
- The SDSU promotion and/or tenure requests were approved for the following faculty members: Todd Letcher was granted tenure; Andrea Bjornestad was granted tenure; Mark Messerli was granted tenure; Melanie Caffé was granted tenure; Sunish Kumar Sehgal was granted tenure; Crystal Levesque was granted tenure; Angela Pillatzki was granted tenure; Febina Mathew was granted tenure; Joy Scaria was granted tenure; Lisa*

Elliott was granted tenure; Matthew Elliott was granted tenure; Craig Silvernagel was granted tenure; Jacob Wallace was granted tenure; Federico Garcia Lammers was granted tenure; Siddharth Suryanarayanan was granted tenure; Rajesh Kavasseri was granted tenure; Douglas Raynie was granted tenure; Stephen Gent was promoted to Professor; Jessica Meendering Wanlong Li was promoted to Professor; Adam Hoppe was promoted to Professor; Matthew Miller was promoted to Professor; Pat Crawford was promoted to Professor; Kristi Cammack was promoted to Professor; ZhengRong Gu was promoted to Professor; Madhav Nepal was promoted to Professor; Rebecca Bott was promoted to Professor; Senthil Subramanian was promoted to Professor; Jixiang Wu was promoted to Professor; Karla Hunter was promoted to Professor; Aaron Ragsdale was promoted to Professor; Zhiguang Wang was promoted to Professor; and Wenfeng An was promoted to Professor and granted tenure.

- *The USD promotion and/or tenure requests were approved for the following faculty members: Timmi Johnson was promoted to Associate Librarian; Santosh KC was promoted to Associate Professor and granted tenure; Jing Liu was promoted to Associate Professor and granted tenure; Sara Lowmaster was promoted to Associate Professor and granted tenure; David Posthumus was promoted to Associate Professor and granted tenure; Carole South-Winter was promoted to Associate Professor and granted tenure; Thomas Tiahrt was promoted to Associate Professor and granted tenure; Jing Williams was promoted to Associate Professor and granted tenure; Scott Breuninger was promoted to Professor; Angela Helmer was promoted to Professor; Jacob Kerby was promoted to Professor; Jessica Messersmith was promoted to Professor; Tracelyn Gesteland was promoted to Professor; Myanna Dellinger was promoted to Professor; Peter Kindle was promoted to Professor; Wendy Hess was promoted to Professor and granted tenure; Emily Smith was promoted to Professor; and Carol Cook Geu was promoted to Professor.*
- *The USD – Health Affairs/School of Medicine promotion and/or tenure requests were approved for the following faculty members: Daniel Bird was promoted to Associate Professor; Yifan Li was promoted to Professor; Wade Nilson was promoted to Professor; Tim Ridgway was promoted to Professor; Hongmin Wang was promoted to Professor; Roxana Lupu was promoted to Associate Professor; Matt Barker was promoted to Professor; and Eric Larson was promoted to Professor.*
- *The promotion and/or tenure requests were denied for the following faculty members: BHSU 1 was denied promotion to Associate Professor and denied tenure; DSU 2 was denied promotion to Associate Professor; DSU 4 was denied tenure; DSU 5 was denied promotion to Professor; NSU 2 was denied tenure; NSU 3 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 7 was denied promotion to Professor; SDSU 1 was denied tenure; SDSU 2 was denied tenure; SDSU 3 was denied tenure; SDSU 20 was denied promotion to Professor; USD 2 was denied promotion to Associate Professor and denied tenure; USD 10 was denied promotion to Professor; USD 11 was denied promotion to Professor; USD 12 was denied promotion to Professor; and USD 28 was denied promotion to Associate Professor.*

2-A.3 – Award two (2) years of prior service credit toward tenure and two (2) years of prior service credit toward promotion for Kevin Smith (DSU); and award one (1) year of prior service credit toward tenure and one (1) year of prior service credit toward promotion for Kelli Chromey (SDSU).

2-A.4 – Approve the leave request for Courtney Huse Wika (BHSU).

2-A.5 – Approve the request to grant tenure to Dr. Robert Hall (SDSMT) as a Professor.

2-B – Renew the annual contract for President Barry Dunn, President Sheila Gestring, President Jose Marie-Griffiths, President James Rankin, President Tim Downs for FY21, effective June 22, 2020 through June 21, 2021, with no change in salary and authorize the staff to take actions necessary and appropriate to effectuate the same.

2-D – Approve the request from USD to provide naming rights in substantially similar form to those set forth in Item 2-D, pending approval of the final Gift Agreement by the USD President, and naming request as approved by the General Counsel upon review of the finalized Gift Agreement.

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BLACK HILLS STATE UNIVERSITY						
Name	Title	Effective Date	Job Change Reason	Salary	Previous Salary	% Increase
Colton Nickelson	Video Prod. & Digital Design Coordinator	6/22/2020	Permanent Additional Duties	\$40,000.00	\$35,568.00	12%
NORTHERN STATE UNIVERSITY						
Name	Title	Effective Date	Job Change Reason	Salary	Previous Salary	% Increase
Justin Fraase	VP for Enrollment, Comm.. & Marketing	4/22/2020	Promotion - Reorganization	\$115,000.00	\$90,270.00	27%
SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY						
Name	Job Desc.	Effective Date	Job Change Reason	Salary	Previous Salary	Increase
Jawahar Kalimuthu	Research Scientist II	2/22/2020	Permanent Additional Duties	\$54,392.00	\$50,225.00	8%
SOUTH DAKOTA STATE UNIVERSITY						
Name	Job Desc.	Effective Date	Job Change Reason	Salary	Previous Salary	Increase
Cody Moret	Manager-Farm Op & Beef Breed	6/22/2019	Change Salary Rate/Pay Grade	\$54,453.00	\$49,503.00	10%
Christian Smith	Assistant Coach-Football	2/22/2020	Change Salary Rate/Pay Grade	\$65,000.00	\$52,000.00	25%
Melinda Tinkle	Associate Dean-Academic Program	2/22/2020	Change Salary Rate/Pay Grade	\$151,609.00	\$143,609.00	6%
UNIVERSITY OF SOUTH DAKOTA						
Name	Job Desc.	Effective Date	Job Change Reason	Salary	Prev. Salary	Increase
Ryan Oines	Dir, Ops & Finance	2/22/2020	Permanent Additional Duties	\$104,500.00	\$95,000.00	10%
APPOINTMENTS REPORTING TO THE PRESIDENT,SUPERINTENDENT or EXECUTIVE DIRECTOR						
Name	Title	Effective Date		Salary	Institution	
David Allred	Vice President for Enrollment Management	7/1/2020		\$175,000.00	BHSU	
David Overby	Vice President for Technology & Safety	6/22/2020		\$175,000.00	DSU	
Priscilla Romkema	Provost and VP for Academic Affairs	6/22/2020		\$180,000.00	BHSU	

SOUTH DAKOTA BOARD OF REGENTS

Board Work

REVISED
AGENDA ITEM: 1 – D
DATE: May 21, 2020

SUBJECT

Appointment of Board Committees

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

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

IMPACT AND RECOMMENDATIONS

President of the Board of Regents, Regent John Bastian, has made the following committee and ceremonial representative assignments effective May 22, 2020.

Committee on Academic and Student Affairs

Joan Wink, Chair
Randy Schaefer
Student Regent

Committee on Budget and Finance

Pam Roberts, Chair
Jim Morgan
Jim Thares

Audit Committee

Jim Thares, Chair
Kevin Schieffer
Barb Stork

Ceremonial Representatives

Black Hills State University – Joan Wink
Dakota State University – Jim Morgan
Northern State University – Pam Roberts
South Dakota School for the Blind and Visually Impaired – Jim Thares
South Dakota School of Mines and Technology – John Bastian
South Dakota State University – Randy Schaefer
University of South Dakota – Barb Stork

ATTACHMENTS

None

INFORMATION ONLY



South Dakota Student Federation

Report to the Board of Regents

May 21, 2020 | Zoom Meeting

President Bastian and Members of the Board of Regents,

As the Executive Director of the South Dakota Student Federation – the coalition of student governing bodies representing all public institution students in South Dakota, I respectfully submit our May report.

Below you will find progress reports from the Student Federation as a whole, as well as each of our member institutions. We are submitting our reports to BOR staff for publication on the website and to be included in meeting minutes.

We look forward to working with each of you throughout this year, and if you have any questions or concerns, feel free to reach out.

Best,

Macy Halverson
Executive Director
South Dakota Student Federation
macy.halverson@coyotes.usd.edu

Attachments:
Student Federation Progress Report
University Student Associations' Progress Reports



South Dakota Student Federation Report to the Board of Regents

May 21, 2020 | Zoom Meeting

Student Federation Progress Report

Contact: Executive Director Macy Halverson & Chair Hannah Neumiller

- Student for Higher Education Days 2020: We are requesting to reserve the Capitol Rotunda from 10 AM - 2 PM on February 22, 2021 for our lobbying event. Please tentatively mark this date in your calendars – we will be sending official invitations out during the fall semester.
- Board Meeting: Held our first Board of Directors meeting on May 17th via Zoom conference call.
 - Did introductions, Directors gave their reports, and we discussed the state of higher education in SD and the US as whole.

University Student Associations' Progress Reports

Black Hills State University

Contact: President Juliana Nielsen & Vice President Kasaundra Talbot

- Virtual Graduation went very well, received well by students, faculty, and staff. Also was well attended and shared heavily in social media
- Hired a New Provost and VP of Academics Affairs = Dr. Priscilla Romkema
- Hired new VP of Enrollment Management = Dr. John Allred
- **BHSU Campus Climate Survey had the best response in the state.**
BHSU student participation (26%). BHSU faculty/staff participation (67%)
- BHSU was able to offer Covid-19 Relief funds for students. Applications were promoted heavily and students were also called to ask to participate if needed.

Dakota State University

Contact: President Nathan Harmer & Vice President Rayanne Liester

- Building a new dorm
- Hired a new dean

Northern State University

Contact: President Patrick Minihan & Vice President Steve Meyer

- Student Association elections to be held in the fall
- NSU combining School of Education and School of Business in the College of Professional Studies

South Dakota School of Mines & Technology

Contact: President Shelby Guthrie & Vice President Rosalina Dawley

- Our senate donated \$50,000 to the student relief fund from our GAF and SOAP reserve account.
- In 2013 a fund was created to plant more trees on campus after disastrous storm atlas. Honey locust trees were planted on campus amidst the COVID-19 quarantine.
- We are transitioning into the fall semester with the same senate and plan to hold elections next semester. We thought the requirements would be to strenuous to complete when students were not on campus. The CFO position, however, is now held by Eric Morrison, a graduate senator. We are still looking to fill our secretary position.



South Dakota Student Federation

Report to the Board of Regents

May 21, 2020 | Zoom Meeting

- VP Dawley and I were asked to serve on a COVID-19 task force surrounding summer and fall operations under a pandemic. We gave valuable student insight to the committees and look forward to the updates being implemented in the fall.

South Dakota State University

Contact: Vice President Reis Bruley & Government Affairs Chair Zebadiah Johnson

- 2020-2021 Senate: The new senate has met for two full meetings and we have a full senate with the exception of one senator position that will be filled in the fall.
- Resolutions: At the last meeting of the semester, we unanimously passed resolutions in favor of using meal plan dollars at athletics events and the revision of the attendance and excused absence policy.

University of South Dakota

Contact: President Abuk Jiel & Vice President Carter Larson

- Transitioned with a full senate
- Completed entire budget system online funding 50+ student organizations, utilized rollover to support new and returning student organizations for the next FY
- Updated reporting requirements to lessen the burden on student leaders
- With a remaining rollover, senate was able to contribute 20,000 to the USD/ foundation emergency fund for students to receive additional aid for those affected by COVID-19
- \$10,000 donation made to the creation of the veteran's plaza coming fall 2020
- SGA senators involved in the hiring of a new XI coordinator
- Abuk is meeting with the executive council and Return to School and Work Committee

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 3 – E (1)

DATE: May 21, 2020

SUBJECT

Resolution of Recognition – South Dakota Board of Regents Faculty and Staff

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

In the midst of the disruption caused by COVID-19, South Dakota Board of Regents faculty and staff have adjusted quickly, effectively, and creativity to meet the needs of their students.

IMPACT AND RECOMMENDATIONS

Recommend approval.

ATTACHMENTS

Attachment I – Special Resolution for Board of Regents Faculty and Staff

DRAFT MOTION 20200521_3-E(1):

I move to approve the Resolution of Recognition for Board of Regents Faculty and Staff set forth in Attachment I.

SPECIAL RESOLUTION

WHEREAS, an unprecedented time in our state, country, and world compelled the South Dakota Board of Regents' system to alter delivery of public higher education and special schools' instruction, with many employees working from home, other staff working onsite under new circumstances, and activities cancelled or postponed; and,

WHEREAS, while the spring and summer semesters of the 2019-20 academic year changed dramatically, public university classes continued online so that students might complete their degrees or stay on track for completion; and,

WHEREAS, teachers and staff at the School for the Blind & Visually Impaired and the School for the Deaf quickly adjusted to meet their students' needs by delivering instruction and support remotely; and,

WHEREAS, these steps were necessary to slow the spread of the COVID-19 virus, ensuring that the health and safety of students, faculty, and staff remained a top priority; and

WHEREAS, Board of Regents' employees will continue to adjust dynamically to an evolving public health challenge;

THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to express its appreciation and gratitude to the faculty and staff across the South Dakota Board of Regents' system for their dedication, support, and willingness to adapt during the COVID-19 pandemic.

BE IT FURTHER RESOLVED, that employees of the South Dakota Board of Regents' system be thanked for their efforts at this time of unparalleled change, and it is ordered that this Resolution be spread upon the minutes of this Board.

Adopted this 21st Day of May, 2020.

SOUTH DAKOTA BOARD OF REGENTS

John W. Bastian, President

Jim Morgan, Vice President

Pam Roberts, Secretary

Special Resolution Number 01-2020

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 3 – E (2)

DATE: May 21, 2020

SUBJECT

Resolution of Recognition – Superintendent Marjorie Kaiser

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

With nearly 45 years of exemplary work in the field of special education, Dr. Marjorie Kaiser has devoted her professional life to educating students, supporting families, and serving South Dakota.

IMPACT AND RECOMMENDATIONS

Recommend approval.

ATTACHMENTS

Attachment I – Special Resolution for Dr. Marjorie Kaiser

DRAFT MOTION 20200521_3-E(2):

I move to approve the Resolution of Recognition for Dr. Marjorie Kaiser as set forth in Attachment I.



SPECIAL RESOLUTION

WHEREAS, Dr. Marjorie Kaiser began her career in 1970 as a high school teacher in Minnesota and South Dakota, and, on May 21, 2020, will bring to a close 45 years of exemplary work in the field of special education; and

WHEREAS, Dr. Kaiser's service to students with special needs began in 1975 when she was hired as a deaf-blind program specialist at the South Dakota School for the Blind & Visually Impaired; and

WHEREAS, she culminates her working career as the superintendent of South Dakota's two schools serving special K-12 populations, the School for the Blind & Visually Impaired in Aberdeen and the School for the Deaf in Sioux Falls; and

WHEREAS, she is widely recognized within her profession and in her community, receiving the William H. English Award, the highest honor bestowed by the Council of Schools for the Blind, as well as the Woman of Spirit Award from the Aberdeen Area Chamber of Commerce and the Distinguished Service Award from the Aberdeen Mayor's Committee; and

WHEREAS, Dr. Kaiser has devoted her professional life to educating students, supporting families, and serving South Dakota;


THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to recognize Dr. Marjorie Kaiser for her exceptional leadership, advocacy, and support on behalf of students and their families across South Dakota; and


BE IT FURTHER RESOLVED, that Dr. Kaiser be thanked for her service to the state of South Dakota, the South Dakota Board of Regents, the School for the Blind & Visually Impaired, and the School for the Deaf, and it is ordered that this Resolution be spread upon the minutes of this Board and that a copy thereof be forwarded to Dr. Kaiser.

Adopted this 21st Day of May, 2020.

SOUTH DAKOTA BOARD OF REGENTS


John W. Bastian, President


Jim Morgan, Vice President


Pam Roberts, Secretary

Special Resolution Number 02-2020

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 3 – E (3)

DATE: May 21, 2020

SUBJECT

Resolution of Recognition – Regent Lucas Lund

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

Regent Lucas Lund has dedicated outstanding service to the higher education system in South Dakota, serving as a Board member on the South Dakota Board of Regents, since September 2018.

IMPACT AND RECOMMENDATIONS

Recommend approval.

ATTACHMENTS

Attachment I – Special Resolution for Regent Lucas Lund

DRAFT MOTION 20200521_3-E(3):

I move to approve the Resolution of Recognition for Regent Lucas Lund set forth in Attachment I.



SPECIAL RESOLUTION

WHEREAS, Regent Lucas Lund served the people of South Dakota from September 2018 to May 2020 as a member of the Board of Regents and made significant contributions to its policy directions; and

WHEREAS, Regent Lund consistently articulated the needs of the citizens of South Dakota and college-going students in his advocacy for higher education access and affordability, student success initiatives, and prudent resource management; and

WHEREAS, Regent Lund was steadfast in promoting initiatives to ensure a quality education and to enhance the student experience; and

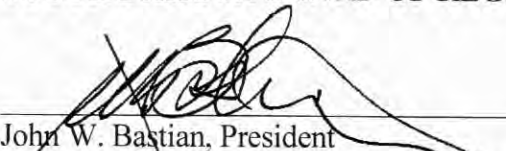
WHEREAS, Regent Lund served throughout his time on the Board of Regents with integrity and unflagging dedication to the improvement of South Dakota's system of higher education and the special schools;


THEREFORE, BE IT RESOLVED, that it is the desire of the Board of Regents to applaud and to recognize Regent Lucas Lund for his service, leadership, and vision, and to congratulate him upon his graduation this month from the University of South Dakota with a master in public administration degree; and


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

Adopted this 21st Day of May, 2020.

SOUTH DAKOTA BOARD OF REGENTS


John W. Bastian, President


Jim Morgan, Vice President


Pam Roberts, Secretary

Special Resolution Number 03-2020

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 3 – F

DATE: May 21, 2020

SUBJECT

COVID-19 Update / Resolution Extension

CONTROLLING STATUTE, RULE, OR POLICY

SDCL Ch. [13-49](#)

SD Const. [Art. 14, §3](#)

BACKGROUND / DISCUSSION

The Board previously discussed and approved a resolution at its [April 2020 meeting](#) authorizing certain emergency exceptions/waivers of Board Policy to accommodate the necessary adjustments resulting from the COVID-19 pandemic, with the approval of the applicable Board committee, to allow the system and its institutions to address and accommodate the current situation in a timely manner without running afoul of Board Policy. The foregoing authorization extended through the Board's regularly scheduled May meeting. Given the fluid nature of the COVID-19 pandemic, the system desires to extend the aforementioned authorization through the Board's regularly scheduled August meeting, allowing the flexibility to continue to adjust and accommodate the ever changing COVID-19 landscape.

Additionally, the Presidents and Board staff will provide any pertinent updates to the Board on the status of campus/system operations pertaining to COVID-19, and this item shall serve as a placeholder for any necessary Board discussion/action related thereto.

IMPACT AND RECOMMENDATION

The proposed resolution would extend the granting of emergency exceptions/waivers to BOR Policy between now and the Board's regularly scheduled August meeting, with the approval of the applicable Board committee, to allow the system and its institutions to respond to and address the unique circumstances created by the COVID-19 pandemic without running afoul of BOR Policy.

Staff recommends approval.

ATTACHMENTS

Attachment I – COVID-19 Resolution Extension

DRAFT MOTION 20200521_3-F:

I move to approve the resolution set forth in Attachment I and ratify the actions and responses of the system and its institutions to date in response to the COVID-19 pandemic.

RESOLUTION

Resolution extending the prior grant of emergency exception(s) to and/or waiver(s) of Board of Regents Policy as necessary and appropriate to respond to the current COVID-19 pandemic.

WHEREAS, the Board approved a resolution at its April 1, 2020 meeting, declaring a State of Emergency and authorizing the grant of emergency exception(s) to and/or waiver(s) of Board of Regents Policy as necessary and appropriate to respond to the current COVID-19 pandemic (“April COVID-19 Resolution”); and

WHEREAS, the aforementioned emergency exception(s) to and/or waiver(s) of Board of Regents Policy extended through the Board’s regularly scheduled May meeting; and

WHEREAS, the Board now desires to extend certain provisions contained therein until the Board’s regularly scheduled August meeting; and

WHEREAS, in recognition of the foregoing, the Board does hereby:

1. Extend the authorization to temporarily grant emergency exceptions and/or waivers, as stated in the April COVID-19 Resolution, until the Board’s regularly scheduled August meeting, with any such grants of exceptions and/or waivers to be reported to the full Board at the next regularly scheduled meeting.
2. All other provisions of the April COVID-19 Resolution shall remain as stated therein.

Dated this 21st day of May, 2020.

SOUTH DAKOTA BOARD OF REGENTS

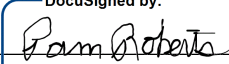
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By John W. Bastian
John W. Bastian
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President

Certification:

I have compared the foregoing with an action taken by the Board of Regents at a regular meeting of the Board on the 21st day of May, 2020, 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 21st day of May, 2020.

SOUTH DAKOTA BOARD OF REGENTS

DocuSigned by:
By 
Pam Roberts 4FF2291FCD6B462...
Secretary

SOUTH DAKOTA BOARD OF REGENTS

Full Board

AGENDA ITEM: 3 – G

DATE: May 21, 2020

SUBJECT

Senate Bill 55 Planning

CONTROLLING STATUTE, RULE, OR POLICY

SDCL (Codification pending, after Senate Bill 55 is effective July 1, 2020.)

BACKGROUND/DISCUSSION

During the 2020 session, the South Dakota Legislature passed Senate Bill 55, which requires the Board of Regents to assemble a task force to study the operations and functions of higher education institutions under the Board's authority. The bill was signed by Governor Noem March 20 and is effective July 1.

The legislation directs BOR to assemble a task force of at least 11 members, four of which must be members of the legislature's Joint Committee on Appropriations and appointed by that committee.

The task force is expected to examine possible program and administrative efficiencies and cost effectiveness to be achieved through shared administration of the six public universities in South Dakota. A final report from the task force is due to the Governor and the Joint Committee on Appropriations in 18 months, on November 15, 2021.

Senate Bill 55 sets out parameters of the task force's work, to include:

- (1) The possible combining of administration at all levels of operation within an institution;
- (2) The possible combining of operations and functions across multiple institutions;
- (3) The possible combining of the administration of programs across multiple institutions;
- (4) A review of the duplication of program offerings;
- (5) A review of the academic majors with low enrollments and low numbers of graduates;

(Continued)

INFORMATIONAL ONLY

This item is for informational purposes only. Any action will be at the Board's discretion.

- (6) A review of functions outside the core missions of teaching, learning, and research;
- (7) A review of the operations and functions provided as an efficiency through the central office of the Board of Regents;
- (8) A review of the viability of the university centers; and
- (9) Any other possible cost-effective measures the task force determines are worthy of examination.

IMPACT AND RECOMMENDATIONS

Under provisions of Senate Bill 55, the Board of Regents is expected to appoint members of the task force (other than the four appropriators to be appointed by the Legislature). The Board will assemble the group, schedule task force meetings, and staff the research and work product produced by the task force. All task force expenses are to be paid out of funds available to the Board.

During committee deliberations on Senate Bill 55, several legislators suggested a model this task force could follow was that of the 2015 Blue Ribbon Task Force on Teachers and Students. That task force was charged to reevaluate the state's K-12 funding formula, collect and analyze data, engage stakeholders, and seek public input. Final recommendations were submitted to the 2016 Legislature.

There were 26 Blue Ribbon Task Force members representing the executive and legislative branches, teachers, administrators, school boards, parents, the business community, and taxpayers. A state senator and state representative co-chaired the task force. Public input was sought April through June, and five task force meetings were conducted July through October. (It should be noted the Blue Ribbon panel had a shorter timeframe for its work than what is provided for in Senate Bill 55.)

Once Senate Bill 55 becomes effective July 1, and the Regents' next executive director is on board, some of the task force work could commence. More specifics will be discussed at upcoming Board meetings. In the meantime, the Regents may wish to consider possible appointments to the task force, the size of the group, and a potential timeline for completing the task force's work.

ATTACHMENTS

Attachment I – [Enrolled Copy of Senate Bill 55](https://mylrc.sdlegislature.gov/api/Documents/69874.pdf)

(<https://mylrc.sdlegislature.gov/api/Documents/69874.pdf>)

Attachment II – [Link to web archive—2015 Blue Ribbon Task Force on Teachers and Students](https://blueribbon.sd.gov/) (<https://blueribbon.sd.gov/>)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – A

DATE: May 21, 2020

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 2020-2021 and 2021-2022 are provided for the South Dakota School for the Blind and Visually Impaired (Attachment I) and the South Dakota School for the Deaf (Attachment II).

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSBVI Academic Calendars: 2020-2022

Attachment II – SDSD Academic Calendars: 2020-2022

DRAFT MOTION 20500521_5-A:

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

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
MAY							HOME GOINGS: 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 28: Awards Program and Commencement							QUARTER		START		END		
					1	1st (42 Days)								9/9/2020		11/6/2020				
2	3	4	5	6	7	8								2nd (40 days)		11/9/2020		1/15/2021		
9	10	11	12	13	14	15								3rd (43 Days)		1/18/2021		3/19/2021		
16	17	18	19	20	21	22								4th (46 Days)		3/20/2021		5/28/2021		
23	24	25	26	27	28	29	2021 Extended School Year (ESY) Dates: June 6 - 25 and July 11 - 30													
30	31					20/171														
AUGUST 27 - 28: New Staff On Duty; Orientation Days											DECEMBER 25: Christmas Holiday									
AUG 31 - SEPT 4: Professional Development / Classroom Prep											DECEMBER 28-31: No Classes									
SEPTEMBER 7: Labor Day Holiday											JANUARY 1: New Year's Day Holiday									
SEPTEMBER 8: Registration Day; No Classes; Dorms open 1:00 PM											JANUARY 3: Dorms open 1:00 PM									
SEPTEMBER 9: Classes Begin (School Day is 8:00 AM - 3:00 PM)											JANUARY 18: In Session - Martin Luther King, Jr.									
OCTOBER 9: Homegoing; Dorms close at 1:00 PM											FEBRUARY 11: Homegoing; Dorms close at 1:00 PM									
OCTOBER 12: Native American Day Holiday											FEBRUARY 12: Closed									
OCTOBER 13: Parent/Teacher Conferences; Dorms open 10:00 AM											FEBRUARY 15: Presidents' Day Holiday									
NOVEMBER 11: In Session - Veterans Day											FEBRUARY 16: Parent/Teacher Conf; Dorms open 10:00 AM									
NOVEMBER 24: Homegoing; Dorms close at 1:00 PM											MARCH 30: Homegoing; Dorms close at 1:00 PM									
NOVEMBER 25: Closed											MARCH 31 - April 1: Spring Break; No Classes									
NOVEMBER 26: Thanksgiving Holiday											APRIL 2: Good Friday; No Classes									
NOVEMBER 27: No Classes											APRIL 5: No Classes; Dorms open at 1:00 PM									
NOVEMBER 29: Dorms open at 1:00 PM											MAY 28: Last Day of School; Dorms close at 1:00 PM									
DECEMBER 23: Homegoing; Dorms close at 1:00 PM											MAY 31: Memorial Day Holiday									
DECEMBER 24: No Classes											BOR Meeting: May 2020									

South Dakota School for the Blind and Visually Impaired

2021-2022 School Year

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S						
AUGUST							SEPTEMBER							OCTOBER												
1	2	3	4	5	6	7				1	2	3	4						1	2						
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9						
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16						
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23						
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30						
						0/0							17/17	31						20/37						
NOVEMBER							DECEMBER							JANUARY												
	1	2	3	4	5	6				1	2	3	4							1						
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8						
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15						
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22						
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29						
						19/56							17/73	30	31					21/94						
FEBRUARY							MARCH							APRIL												
		1	2	3	4	5			1	2	3	4	5						1	2						
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9						
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16						
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23						
27	28						27	28	29	30	31			24	25	26	27	28	29	30						
						18/112							21/133							19/152						
MAY							HOMEGOINGS: Classes dismiss at 12:10; Dorms close at 1:00 PM; Professional Development 1:00-3:00 PM December 23: Christmas Program March 16: Spring Concert May 27: Awards Program and Commencement							QUARTER		START		END								
1	2	3	4	5	6	7								1st (42 Days)		9/8/2021		11/5/2021								
8	9	10	11	12	13	14								2nd (41 days)		11/8/2021		1/14/2022								
15	16	17	18	19	20	21								3rd (41 Days)		1/17/2022		3/16/2022								
22	23	24	25	26	27	28								4th (48 Days)		3/21/2022		5/27/2022								
29	30	31					2022 Extended School Year (ESY) Dates: June 13 - July 1 and July 11 - 29																			
						20/172																				
AUGUST 26 - 27: New Staff On Duty; Orientation Days														DECEMBER 27 - 31: No Classes												
AUG 30 - SEPT 3: Professional Development / Classroom Prep														DECEMBER 31: New Year's Day Holiday Observed												
SEPTEMBER 6: Labor Day Holiday														JANUARY 1: New Year's Day												
SEPTEMBER 7: Registration Day; No Classes; Dorms open 1:00 PM														JANUARY 2: Dorms open 1:00 PM												
SEPTEMBER 8: Classes Begin (School Day is 8:00 AM - 3:00 PM)														JANUARY 17: In Session - Martin Luther King, Jr.												
OCTOBER 8: Homegoing; Dorms close at 1:00 PM														FEBRUARY 17: Homegoing; Dorms close at 1:00 PM												
OCTOBER 12: Native American Day Holiday														FEBRUARY 18: Closed												
OCTOBER 13: Parent/Teacher Conferences; Dorms open 10:00 AM														FEBRUARY 21: Presidents' Day Holiday												
NOVEMBER 11: In Session - Veterans Day														FEBRUARY 22: Parent/Teacher Conf; Dorms open 10:00 AM												
NOVEMBER 23: Homegoing; Dorms close at 1:00 PM														MARCH 16: Homegoing; Dorms close at 1:00 PM												
NOVEMBER 24: Closed														MARCH 17 - 18: Spring Break; No Classes												
NOVEMBER 25: Thanksgiving Holiday														MARCH 20: Dorms open 1:00 PM												
NOVEMBER 26: No Classes														APRIL 14: Homegoing; Dorms close at 1:00 PM												
NOVEMBER 28: Dorms open at 1:00 PM														APRIL 15: Good Friday; No Classes												
DECEMBER 23: Homegoing; Dorms close at 1:00 PM														APRIL 18: No Classes; Dorms open at 1:00 PM												
DECEMBER 24: Christmas Holiday Observed														MAY 27: Last Day of School; Dorms close at 1:00 PM												
DECEMBER 25: Christmas Day														MAY 30: Memorial Day Holiday												

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					19/19						2/6	19/38						3/6	20/58		
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		
					6/6	16/74							22/96	31						19/115		
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			
						19/134							23/157							21/178		
MAY																						
						1								Contract Days							194	
2	3	4	5	6	7	8								Professional Days							6	
9	10	11	12	13	14	15								Total							200	
16	17	18	19	20	21	22																
23	24	25	26	27	28	29																
30	31					16/194																
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											
SEPTEMBER 7: Labor Day Holiday											FEBRUARY 1 - 2: SF / WR Evaluation Team Testing Days											
SEPTEMBER 14 - 15: Sioux Falls Evaluation Team Testing Days											FEBRUARY 15: Presidents' Day Holiday											
SEPTEMBER 29 - OCTOBER 1: Professional Days											MARCH 22 - 23: SF / WR Evaluation Team Testing Days											
OCTOBER 12: Native American Day Holiday											APRIL 4: Easter											
OCTOBER 27 - 28: West River Evaluation Team Testing Days											APRIL 5: Easter Monday											
NOVEMBER 11: Veterans Day Holiday											MAY 24: Last Day											
NOVEMBER 17 - 19: Professional Days											MAY 31: Memorial Day Holiday											
NOVEMBER 26: Thanksgiving Holiday											BOR Meeting: May 2020											
DECEMBER 1 - 2: Sioux Falls Evaluation Team Testing Days																						
DECEMBER 25: Christmas Holiday																						

SD School for the Deaf

2021 - 2022 School Year

S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
JULY / AUGUST							SEPTEMBER							OCTOBER							
25	26	27	28	29	30	31				1	2	3	4						1	2	
1	2	3	4	5	6	7	5	6	7	8	9	10	11	3	4	5	6	7	8	9	
8	9	10	11	12	13	14	12	13	14	15	16	17	18	10	11	12	13	14	15	16	
15	16	17	18	19	20	21	19	20	21	22	23	24	25	17	18	19	20	21	22	23	
22	23	24	25	26	27	28	26	27	28	29	30			24	25	26	27	28	29	30	
29	30	31				22/22						2/6	19/41	31						20/61	
NOVEMBER							DECEMBER							JANUARY							
	1	2	3	4	5	6				1	2	3	4							1	
7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8	
14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15	
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29	
					4/6	18/79							21/100	30	31					20/120	
FEBRUARY							MARCH							APRIL							
		1	2	3	4	5			1	2	3	4	5						1	2	
6	7	8	9	10	11	12	6	7	8	9	10	11	12	3	4	5	6	7	8	9	
13	14	15	16	17	18	19	13	14	15	16	17	18	19	10	11	12	13	14	15	16	
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23	
27	28						27	28	29	30	31			24	25	26	27	28	29	30	
						19/139							23/162					6/6		18/180	
MAY														<div>Contract Days</div> <div>Professional Days</div> <div>Total</div> <div></div>							
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																			
						14/194															
JULY 29 - 30: New Staff On Duty; Orientation Days											JANUARY 17: Martin Luther King, Jr. Holiday										
AUGUST 2: Returning Staff On Duty											FEBRUARY 7 - 8: SF / WR Evaluation Team Testing Days										
SEPTEMBER 6: Labor Day Holiday											FEBRUARY 21: Presidents' Day Holiday										
SEPTEMBER 13 - 14: Sioux Falls Evaluation Team Testing Days											MARCH 28 - 29: SF / WR Evaluation Team Testing Days										
SEPTEMBER 28 - 29: Professional Days											APRIL 17: Easter										
OCTOBER 11: Native American Day Holiday											APRIL 18: Easter Monday										
OCTOBER 26 - 27: West River Evaluation Team Testing Days											MAY 19: Last Day										
NOVEMBER 11: Veterans Day Holiday											MAY 30: Memorial Day Holiday										
NOVEMBER 16 - 17: Professional Days											BOR Meeting: May 2020										
NOVEMBER 25: Thanksgiving Holiday																					
DECEMBER 6 - 7: Sioux Falls Evaluation Team Testing Days																					
DECEMBER 24: Christmas Holiday																					
DECEMBER 31: New Year's Day Holiday																					

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – B

DATE: May 21, 2020

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, 2020 and ends on June 30, 2021, 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 2020-2021

DRAFT MOTION 20200521_5-B:

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, 2020 and ends on June, 30, 2021 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, 2020 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, 2020

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (1)

DATE: May 21, 2020

SUBJECT

New Program: NSU Minor in Public Relations

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) requests authorization to offer a minor in Public Relations. NSU does not have a major in Public Relations, but does offer a 12-credit public relations emphasis area within the Communications Studies major. The minor in Public Relations will develop and advance student skills in writing, research, persuasion, relationship management, strategic planning, and public communication.

A minor in Public Relations will enhance the creative enterprise, original product, and marketability of Communication Studies majors and other majors, which include Business, Human Performance, Sport Marketing and Administration, Art, Music, Theatre, and English as well as the new BFA in Digital Media and the pre-professional program in Journalism.

NSU requests authorization to offer the minor on campus and online.

IMPACT AND RECOMMENDATION

NSU does not request new resources to offer the new minor. One new course is required.

After full implementation, NSU anticipates (6) students per year completing the minor.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: NSU – Minor in Public Relations

DRAFT MOTION 20200521_5-C(1):

I move to authorize NSU to offer a minor in Public Relations, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

Use this form to propose a new baccalaureate degree minor (the minor may include existing and/or new courses. An academic minor within a degree program enables a student to make an inquiry into a discipline or field of study beyond the major or to investigate a particular content theme. Minors provide a broad introduction to a subject and therefore develop only limited competency. Minors consist of a specific set of objectives achieved through a series of courses. Course offerings occur in a specific department or may draw from several departments (as in the case of a topical or thematic focus). In some cases, all coursework within a minor proscribed; in others cases, a few courses may form the basis for a wide range of choices. Regental undergraduate minors typically consist of 18 credit hours. Proposals to establish new minors as well as proposals to modify existing minors must recognize and address this limit. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Baccalaureate Degree Minor Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
TITLE OF PROPOSED MINOR:	Public Relations
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Communication Studies (BA)
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	09.0902
UNIVERSITY DEPARTMENT:	Languages, Literature, and Communication Studies
BANNER DEPARTMENT CODE:	NLAC
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	5A

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

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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



President of the University (or Designee)

4/8/2020

Date

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

1. Do you have a major in this field (*place an “X” in the appropriate box*)? ☐ Yes ☒ No
2. If you do not have a major in this field, explain how the proposed minor relates to your university mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

Board Policy 1:10:6 establishes the mission of NSU is in part “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 Public Relations minor meets and supports the NSU mission, primarily by promoting research, scholarly, and creative activities. Courses within the proposed Public Relations minor will develop and advance student skills in writing, research, persuasion, relationship management, strategic planning, and public communication.

A 2016 article in *Forbes*¹ magazine notes some of the tools of a public relations specialist, all of which exemplify the above skills:

- Write and distribute press releases
- Speech writing
- Write pitches (less formal than press releases) about a firm and send them directly to journalists for press release
- Create and execute special events designed for public outreach and media relations
- Conduct market research on the firm or the firm’s messaging
- Expansion of business contacts via personal networking or attendance and sponsoring at events
- Writing and blogging for the internet (internal or external sites)
- Crisis public relations strategies
- Social media promotions and responses to negative opinions online

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

NSU does offer students within the Communications Studies major the option to select a public relations emphasis area within the major. However, emphases are relatively limited in scope, do not appear on a student’s transcript, and are not available to non-majors. A minor in Public Relations, however, would promote and provide an extension of the distinctly practical and job-oriented nature of this specialization that is not conveyed in the scope of the current coursework for the emphasis. Additionally, it would appear on a transcript and allow non-majors the opportunity to select this specialization. This minor would allow Communication Studies majors and non-majors the opportunity to earn credentials in Public Relations and obtain a specialization in this field.

¹ Robert Wynne. “Five Things Everyone Should Know About Public Relations.” *Forbes*.
<https://www.forbes.com/sites/robertwynne/2016/01/21/five-things-everyone-should-know-about-public-relations/#2d984bef2a2c>

The public relations field is one of reputation management. According to *The Princeton Review*: “A public relations specialist is an image shaper. Their job is to generate positive publicity for their client and enhance their reputation ... They keep the public informed about the activity of government agencies, explain policy, and manage political campaigns. Public relations people working for a company may handle consumer relations, or the relationship between parts of the company such as the managers and employees, or different branch offices.”²

4. How will the proposed minor benefit students?

Currently, NSU’s Communication Studies program offers its majors a 12-credit emphasis option in a specialized topic: critical practice or public relations. While NSU offers a minor in Communication Studies, it does not offer a minor in Public Relations. This minor would allow non-majors an opportunity to pursue this specialization area would provide a more comprehensive and practical study of the subject than is found in the 12-credit major’s emphasis, as is exemplified by the skills mentioned in item 2 of this proposal as well as in the proposed curriculum for this minor provided in items 8b. and 9 of this proposal.

A minor in Public Relations would enhance the creative enterprise, original product, and marketability of Communication Studies majors and non-majors. As such, while a minor in Public Relations would augment several programs offered at NSU, the non-Communication Studies majors that would pair best with this minor include Business, Human Performance, Sport Marketing and Administration, Art, Music, Theatre, and English as well as the new BFA in Digital Media and the pre-professional program in Journalism.

Additionally, a minor in Public Relations would allow those pursuing this minor the opportunity to become members of the Public Relations Student Society of America (PRSSA) (<http://prssa.prssa.org/>). Membership in PRSSA allows students to apply for scholarship opportunities as well as network and test their skills in national competitions and conferences. Students could also attain digital marketing certifications that are essential for employment in today’s Public Relations field, such as Google AdWord and Facebook Blueprint.

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

According to the US Bureau of Labor Statistics, “[e]mployment of public relations specialists is projected to grow 9 percent from 2016 to 2026, about as fast as the average for all occupations. The need for organizations to maintain their public image will continue to drive employment growth. Candidates can expect strong competition for jobs at advertising and public relations firms and organizations with large media exposure.”³ The projected growth rate for employment of public relations specialists within South Dakota is 7.1 percent from 2016

² “Public Relations.” *Princeton Review*. <https://stg-www.princetonreview.com/careers/171/public-relations>

³ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Public Relations Specialist. <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-7>

to 2026.⁴ Additionally, the National Association of Colleges and Employers (NACE) First-Destination Survey of 2017 cited an 85.9% Career Outcome Percentage for the Public Relations field.⁵

CareerOneStop, sponsored by the U.S. Department of Labor, Employment and Training Administration, indicates that a third of students interested in becoming Public Relations Specialists will study Public Relations at the graduate level,⁶ and these students will need an undergraduate background in the field (supplied by this minor) to find competitive placement in graduate programs. The Public Relations minor also serves those entering the job market directly upon completion of their undergraduate degree who wish to pursue public relations positions in some of the following occupations (the projected growth rate for employment from 2016-2026 is included)⁷. Please note that these are only a sample of related professions:

- Market Research Analysts and Marketing Specialists (projected 23% increase) (much faster than average)
- Meeting, Convention, and Event Planners (projected 11% increase) (faster than average)
- Advertising, Promotions, and Marketing Manager (projected 10% increase) (faster than average)
- Public Relations and Fundraising Managers (projected 10% increase) (faster than average)
- Arbitrators, Mediators, and Conciliators (projected 10% increase) (faster than average)
- Insurance Sales Agents (projected 10% increase) (faster than average)
- Copy Writers and Authors (projected 8% increase) (as fast as average)
- Securities, Commodities, and Financial Sales Agents, Financial Services (projected 6% increase) (as fast as average)
- Wholesale and Manufacturing Sales Representatives (projected 5% increase) (as fast as average)

In South Dakota, specifically, the above careers have the following projections:⁸

- Market Research Analysts and Marketing Specialists (projected 20% increase)
- Advertising, Promotions, and Marketing Manager (projected 16.7% increase)
- Insurance Sales Agents (projected 10.1% increase)
- Securities, Commodities, and Financial Sales Agents, Financial Services (projected 8.8% increase)
- Meeting, Convention, and Event Planners (projected 7.7% increase)
- Public Relations and Fundraising Managers (projected 7% increase)

⁴ Projections Central: State Occupations Projections, Public Relations Specialist.

<https://projectionscentral.com/Projections/LongTerm>

⁵ First Destination Survey Class of 2017 Definitions and Detailed Report, National Association of Colleges and Employers at <https://www.nacweb.org/uploadedfiles/files/2018/publication/report/first-destinations-for-the-class-of-2017.pdf> (page 27).

⁶ CareerOneStop, U.S. Department of Labor, “Public Relations Specialists”.

<https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Public%20Relations%20Specialists&onetcode=27303100&location=UNITED%20STATE&onet=27303100>

⁷ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Public Relations Specialist. <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-8>

⁸ Projections Central: State Occupations Projections, Public Relations Specialist. <http://www.projectionscentral.com/Projections/LongTerm>

- Arbitrators, Mediators, and Conciliators (no information available for SD)⁹
- Copy Writers and Authors (no information available for SD)¹⁰
- Wholesale and Manufacturing Sales Representatives (no information available for SD)¹¹

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students enrolled in the minor (fall)	3	5	7	9
Completions by graduates		2	4	6

*Do not include current fiscal year.

Estimates are based on conversations our Communication Studies faculty and the academic advisor for the Department of Languages, Literature, and Communication Studies have had with undergraduate students in the Communication Studies program specifically and the College of Arts and Sciences generally, as well as the number of current majors in relevant fields, as indicated in number 4 above.

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

An analysis of over 10 Public Relations minor programs offered nationwide, including at Tulane University, University of Arizona, Iowa State University, University of Wyoming, Michigan State University, Kent State University, University of Illinois, Suffolk University, University of Miami, and Marquette University informed our proposed curriculum for the minor.

An 18-credit Public Relations minor is in keeping with regional and national norms. Similarly, in keeping with Public Relations minor program standards nationwide, the majority of credit hours are devoted to the study and practice of the foundations of public relations and communication (9 credits). Likewise, a minority of credit hours are devoted to electives in advanced topics in public relations that are crafted toward a student's individual interest in pursuing the minor (6 credits). Also standard is an introductory course in public relations (3 credits) that allows students a practical survey of the discipline, surveying “aspects of ethics, law and theory of public relations, as well as the process, audiences, and professional practice involved in the discipline”.¹²

⁹ While there are projected to be no openings in South Dakota specifically for writers and authors through 2026 (but an expected average growth in demand nationally), related careers that would be supplemented by this minor are expected to grow within the state, as is indicated elsewhere in this section.

¹⁰ Same as above.

¹¹ Same as above.

¹² Course description: SPCM 150 Introduction to Public Relations. Northern State University course catalog. <http://catalog.northern.edu/content.php?catoid=10&navoid=936>

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

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

A. Distribution of Credit Hours

[Insert title of proposed minor]	Credit Hours	Percent
Requirements in minor	12	80%
Electives in minor	6	20%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
SPCM	150	Introduction to Public Relations	None	3	No
SPCM	223	Mass Communications	None	3	No
SPCM	422	Persuasion	None	3	No
MCOM	475	Public Relations ¹³	None	3	Yes
Subtotal				12	

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
ARTD	113	Introduction to Digital Media	None	3	No
ARTD	231	Graphic Design I	ARTD 113	3	No
BADM	220	Business Statistics	MATH 114, MATH 115, MATH 120, MATH 121, MATH 123 OR MATH 125	3	No
BADM	370	Marketing	None	3	No
BADM	372	Advertising	BADM 370	3	No
MCOM	210	Basic Newswriting	ENGL 101	3	No

¹³ Proposed new course currently offered at another SDBOR institution. Authority to Offer an Existing Course form has been completed for this proposed new course. **Justification for new course:** this course provides more in-depth discussion of the policies and programs active in the field of public relations that will further supplement the information provided in the introductory course (SPCM 150).

SPCM	310	Business and Professional Speaking	None	3	No
SPCM	410	Organizational Communication	None	3	No
SPCM	416	Rhetorical Criticism	None	3	No
SPCM	470	Intercultural Communication	None	3	No
Subtotal				6	

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

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes				
	SPCM 150	SPCM 223	SPCM 422	MCOM 475	any electives listed in item 9 above
Student can describe the discipline and employ its theories, perspectives, and concepts <i>(cross-curricular skill: Foundational Lifelong Learning Skills)</i>	X	X	X	X	X
Student can engage in Communication inquiry <i>(cross-curricular skill: Inquiry and Analysis).</i>	X	X	X	X	
Student can create influential messages appropriate to the audience, purpose, and context <i>(cross-curricular skill: Civic Knowledge and Engagement).</i>	X		X	X	
Student can critically analyze messages <i>(cross-curricular skill: Critical and Creative Thinking)</i>	X	X	X	X	X
Student can demonstrate the ability to accomplish communicative goals (self-efficacy) <i>(cross-curricular skill: Integrative Learning)</i>	X		X	X	X
Student can apply ethical communication principles and practices and embrace difference <i>(cross-curricular skill: Ethical Reasoning)</i>	X	X	X	X	

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

Students will achieve these outcomes through coursework, practical application, and the following assessments: cumulative portfolio, exams, and presentations.

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

Standard instructional approaches of lecture and discussion will be used in all courses, but certain courses will also employ practical application with hands-on project-based learning models and presentations.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus <i>-while the program will be offered on campus, some courses may be fulfilled through already established online offerings.</i>	Yes	Fall 2020

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

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

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

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

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

No exceptions requested.

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

The Communication Studies program has been approved to hire a tenure-track faculty with a start date of August 2020. This new line together with the full-time faculty already in place are sufficient to cover the courses required/offered within the Public Relations minor and all are qualified to teach those courses. We currently offer the majority of the required courses and electives in our standard rotation (with the exception of the one course noted in Item 8B), so faculty will not be redirected from other assignments. The new course we would add to our rotation is indicated above in Item 8B. An Authority to Offer an Existing Course form has been completed for this new proposed course currently offered at another SDBOR institution (attached as Appendix C). It is anticipated that the new Public Relations faculty hire will teach this course as part of his or her standard course load within the Communication Studies program. Therefore, adding this new course to the current course rotation will not have an adverse effect on course offerings or faculty availability.

- 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 C



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Authority to Offer an Existing Course

NSU
Institution

CAS/Languages, Literature, and Communication Studies
Division/Department

Michael W. W. W.
Institutional Approval Signature

4/8/2020
Date

1. Is this a request to offer an existing common course or an existing unique course (approval will change course status from unique to common)?

Common Course ☐
Unique Course ☒

2. Provide the complete description as it appears in the system database including pre-requisites and co-requisites.

Prefix & No.	Course Title	Credits
MCOM 475	Public Relations	3

Course Description
Interpreting institutional and industrial policies and programs to the public.

Pre-requisites or Co-requisites (add lines as needed, make sure to copy boxes in Pre-req and Co-req cells)

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

3. Universities currently offering this course (*place an "X" in the appropriate boxes*):

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

4. Does Offering the Course Create FTE Implications? No

5. Does Offering the Course Create Schedule Management Implications? No

Explain: Faculty member has workload available to teach the course.

6. Existing program(s) in which course will be offered: Public Relations Minor
7. CIP Code for the course: 090902
8. Proposed instructional method by this university: R - Lecture
9. Proposed delivery method by this university: N01 Face-to-face
10. University Dept. Code: NLAC
11. Authority to offer effective beginning in what term? Fall 2020
12. Section Restriction: None

9/27/2019

Mail - Haller, Elizabeth - Outlook

RE: [EXT] Re: Feedback Requested Regarding NSU's Offering MCOM 475

Fashbaugh, Martin <Martin.Fashbaugh@bhsu.edu>

Fri 9/20/2019 5:47 PM

To: Haller, Elizabeth <Elizabeth.Haller@northern.edu>

Elizabeth,

Sorry for not getting back to you, though I thought I had! We have no problem with you offering this class—MCOM 475.

Apologies,

Martin

From: Haller, Elizabeth <Elizabeth.Haller@northern.edu>

Sent: Friday, September 20, 2019 3:35 PM

To: Fashbaugh, Martin <Martin.Fashbaugh@bhsu.edu>

Subject: [EXT] Re: Feedback Requested Regarding NSU's Offering MCOM 475

Hello, Dr. Fashbaugh. Just checking to see if you have any feedback regarding our offering MCOM 475.

Elizabeth

From: Haller, Elizabeth <Elizabeth.Haller@northern.edu>

Sent: Tuesday, September 17, 2019 3:28 PM

To: Fashbaugh, Martin <martin.fashbaugh@bhsu.edu>

Subject: Feedback Requested Regarding NSU's Offering MCOM 475

Hello, Dr. Fashbaugh.

NSU is looking to submit a request to offer MCOM 475 as part of our new minor in public relations. We would offer it as a face to face course. Would your department have any objections to our offering MCOM 475?

Thank you for your consideration.

Elizabeth

ELIZABETH HALLER, PH.D.

*Department Chair of Languages, Literature, and Communication Studies
Associate Professor of English
Chair of SDBOR English Discipline Council*

605-626-7705

Elizabeth.Haller@northern.edu

northern.edu

Northern State University

1200 S Jay St | Aberdeen, SD 57401



<https://outlook.office.com/mail/deeplink?version=2019091601.17&popoutv2=1>

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (2)

DATE: May 21, 2020

SUBJECT

New Program: SDSU Minor in Public Relations

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a minor in Public Relations. SDSU currently offers a Public Relations major.

The minor in Public Relations will equip students with the fundamental skills — writing, content production, public relations planning — that will help them become more attractive job candidates in their chosen fields. Students who plan to pursue careers in public relations, advertising, communications, marketing, political science, business, and a variety of other fields will find that the public relations minor serves as a valuable complement to the courses in their major. Students who complete the minor will gain a better understanding of the role public relations plays in organizations and will sharpen their skills in writing, persuasion, strategic planning, and public communication.

The proposed minor, crafted to meet the growing demand of employers who seek employees with strong communication skills, will be available to all SDSU students and will be especially appropriate for students majoring in Communication Studies, Journalism, and Advertising.

SDSU requests authorization to offer the minor on campus.

IMPACT AND RECOMMENDATION

SDSU requests no new resources and needs no new courses to offer the minor.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – Minor in Public Relations

DRAFT MOTION 20200521_5-C(2):

I move to authorize SDSU to offer a minor in Public Relations, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Public Relations
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	Any
EXISTING RELATED MAJORS OR MINORS:	Public Relations (B.A. and B.S.)
INTENDED DATE OF IMPLEMENTATION:	2020-2021 Academic Year
PROPOSED CIP CODE:	09.0902
UNIVERSITY DEPARTMENT:	School of Communication and Journalism
BANNER DEPARTMENT CODE:	SCJR
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

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

- The individual preparing this request has read [AAC Guideline 2.8](#), which pertains to new baccalaureate degree minor requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Barry H. Dunn

President of the University

4/8/2020

Date

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 and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020.

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

“Public relations helps our complex, pluralistic society to reach decisions and function more effectively by contributing to mutual understanding among groups and institutions. It serves to

bring private and public policies into harmony. Public relations serves a wide variety of institutions in society, such as businesses, trade unions, government agencies, voluntary associations, foundations, hospitals, schools, colleges and religious institutions. To achieve their goals, these institutions must develop effective relationships with many different audiences or publics such as employees, members, customers, local communities, shareholders and other institutions, and with society at large.¹

The minor in Public Relations will equip students with the fundamental skills — writing, content production, public relations planning — that will help them become more attractive job candidates in their chosen fields. Students who plan to pursue careers in public relations, advertising, communications, marketing, political science, business, and a variety of other fields will find that the public relations minor serves as a valuable complement to the courses in their major. Students who wish to have a better understanding of the role public relations plays in organizations and who wish to sharpen skills in writing, persuasion, strategic planning, and public communication will also benefit from the minor.

4. How will the proposed minor benefit students?

Students majoring in advertising or journalism are often interested in public relations as a second major; however, accreditation standards prevent students from double-majoring in other Accrediting Council on Education in Journalism and Mass Communications (ACEJMC) accredited programs. Thus, this proposed minor would allow advertising and journalism majors an opportunity to pursue study in public relations. This is important as careers in the industry, especially in rural areas like South Dakota, demand a variety of media, communication, and technical skills for successful employment. Furthermore, this minor will be attractive to students pursuing degrees outside of the School of Communication and Journalism. Health care, agriculture, banking, tourism, and manufacturing are among the biggest industries in South Dakota. Public relations is a management function in corporations within these industries. Students entering the workforce in these sectors will benefit from the knowledge offered in the public relations minor². The ability to write and prepare information for the media, communicate effectively with the public, and maintain image and identity, are valuable and highly sought after skills in the workforce³.

5. Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.

“Employment of public relations specialists is projected to grow 6 percent from 2018 to 2028, about as fast as the average for all occupations. Organizations will continue to emphasize community outreach and customer relations as a way to maintain and enhance their reputation and visibility. Public opinion can change quickly, particularly because both good and bad news spread rapidly through the Internet. Consequently, public relations specialists will be needed to respond to news developments and maintain their organization’s reputation. The use of social media also is expected to create opportunities for public relations specialists as they try to appeal to consumers and the general public in new ways.

¹ <https://www.prsa.org/>

² <https://dakotafreepress.com/2018/05/11/biggest-sd-industry-sectors-finance-government-real-estate-agriculture-places-8th-in-gdp>

³ <https://www.forbes.com/sites/nazbeheshiti/2020/01/28/5-of-the-most-in-demand-soft-skills-companies-are-looking-for-this-year/#4cfe719856c7>

Public relations specialists will be needed to help their clients use these new types of social media effectively.⁴

Also, the demand for communication skills across most occupations is expanding. “Communications skills have always been valued, but these skills are becoming mission critical for an increasing number of professions as today’s communications become more complex.”⁵ The workforce trend report focuses on the growing need for workers with communications skills and provides a snapshot of six occupations (including public relations specialist⁶) with projected growth rates ranging from 12–18% including typical salary, education requirements, and common job activities.

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates (*replace “XX” in the table with the appropriate year*).

The estimates below were developed based on past enrollment figures in new minors and their four-year progression, along with discussions with faculty and administrators regarding interest in the proposed minor.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 21	FY 22	FY 23	FY 24
Students enrolled in the minor (fall)	5	10	15	20
Completions by graduates	0	0	3	5

*Do not include current fiscal year.

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

The proposed curriculum is available to all SDSU students and is especially appropriate for students majoring in Communication Studies, Journalism, and Advertising. Nevertheless, the minor has been carefully crafted to meet the growing demand of employers who seek employees with strong communication skills. As such, the curriculum has been designed to meet the needs of students from a variety of majors while also meeting the professional standards and competencies identified by ACEJMC.

The course work was designed to provide a strong foundation in public relations with flexibility in elective course work to meet the needs of students pursuing a variety of careers. As outlined in the curriculum map (section nine), the proposed minor course work aligns with professional competencies articulated by the Accrediting Council on Education in Journalism and Mass Communications.

⁴ <https://www.bls.gov/ooh/media-and-communication/public-relations-specialists.htm#tab-6>

⁵ <https://collegeforamerica.org/new-workforce-report-demand-for-communications-skills-growing-across-occupations/>

⁶ <http://go.collegeforamerica.org/report-communications-skills-are-a-priority-in-more-occupations/>

Review of the curriculum at regional and aspiring institutions. Course lists include a sample of required and elective course work within each minor.

Southwest Minnesota State University – 18 Credits ⁷	Iowa State University – 15 Credits ⁸	Michigan State University – 19 Credits ⁹
Relevant Courses		
Introduction to Public Relations	Principles of Public Relations	Public Relations Techniques and Ethics
Media Writing	Publicity Methods	Public Relations Strategies
Persuasion	Professional Skills Development	Integrated Campaigns
Introduction to Journalism	Communication Technology and Social Change	Methods of Communication Inquiry
Business Communications	Mass Media and Society	Communication Campaign Design and Analysis
Writing and New Media	Research and Strategic Planning for Advertising and Public Relations	Public Relations Topics in Advertising
Consumer Behavior	Crisis Communication	Public Relations Topics in Communication
Public Relations Cases & Campaigns	Digital Video Production	Public Relations Topics in Journalism

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

A. Distribution of Credit Hours

Public Relations Minor	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	100%

B. Required Courses in the Minor

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
MCOM	210-210L	Basic News Writing and Lab	ENGL 101 (SGR #1)	3	No
PUBR	243	Public Relations Principles		3	No
PUBR	345	Public Relations Writing		3	No
Subtotal				9	

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

Select three courses from at least two different prefixes. Journalism and Advertising majors must select courses outside of the ADV and MCOM prefixes to ensure compliance with ACEJMC accreditation standards. ACEJMC accreditation requires that students majoring in Advertising,

⁷ <https://www.smsu.edu/catalog/index.html?program=83>

⁸ <http://catalog.iastate.edu/collegeofliberalartsandsciences/publicrelations/#undergraduateminortext>

⁹ <https://reg.msu.edu/AcademicPrograms/ProgramDetail.aspx?Program=6313>

Journalism or Public relations have at least 72 credit hours outside of the accredited prefixes (ADV, MCOM, PUBR).

Prefix	Number	Course Title	Prerequisites for Course <i>Include credits for prerequisites in subtotal below.</i>	Credit Hours	New (yes, no)
ADV/ PUBR	411-411L	Media Analytics and Studio		3	No
HMG/ EFA	355	Events and Facilities Administration		3	No
LMNO	201	Introduction to Leadership and Management of Nonprofit Organizations		3	No
MCOM	219	Social Media Strategies		3	No
MCOM	220-220L	Introduction to Digital Media and Lab		3	No
SPCM	215	Public Speaking		3	No
SPCM	311	Business and Professional Communication		3	No
SPCM	422	Persuasion		3	No
Subtotal				9	

**A. What are the learning outcomes expected for all students who complete the minor?
How will students achieve these outcomes?**

In the Public Relations minor, students will:

- Demonstrate an understanding of the role of professionals and institutions in shaping communications.
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity.
- Think critically, creatively, and independently.
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve.
- Apply tools and technologies appropriate for the communications professions in which they work.

Individual Student Outcome	Program Courses that Address the Outcomes										
	PUBR 243	PUBR 345	PUBR 411	MCOM 210	MCOM 219	MCOM 220	LMNO 201	HMG/ EFA 355	SPCM 215	SPCM 311	SPCM 422
Demonstrate an understanding of the role of professionals and institutions in shaping communications.	X							X			

Individual Student Outcome	Program Courses that Address the Outcomes										
	PUBR 243	PUBR 345	PUBR 411	MCOM 210	MCOM 219	MCOM 220	LMNO 201	HMGT/ EFA 355	SPCM 215	SPCM 311	SPCM 422
Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity.	X	X					X		X		X
Think critically, creatively and independently.			X		X	X	X	X	X	X	X
Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve.		X		X						X	
Apply tools and technologies appropriate for the communications professions in which they work.			X	X	X	X					

10. What instructional approaches and technologies will instructors use to teach courses in the minor?

A variety of instructional approaches will be used in these courses. The School of Communication and Journalism places significant emphasis on skills-based experiential learning. Three studio-based courses are included in the proposed curriculum. Furthermore, through discussion, project management, simulations, case studies, oral presentations, and community partnerships, instructors engage their students in high impact learning strategies.

11. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	2020-2021 Academic Year

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

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

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

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

16% of the Public Relations minor is available online.

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

None.

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

The minor in Public Relations will be offered using existing resources only.

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

☐ YES,

the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 7.

☒ NO,

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (3)

DATE: May 21, 2020

SUBJECT

New Program: SDSU AS in Engineering Technology

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 Associate of Science (AS) in Engineering Technology. The Engineering Technology program will provide a degree program in basic engineering principles as applied in manufacturing and related industries. The program will prepare graduates for entry into or promotion within the manufacturing and related industry sectors in positions as production scheduler, maintenance planner, product testing and development, technical operations, quality control, product sales, team lead, and/or supervisor/foreman. The AS in Engineering Technology (AS-ET) will be offered at the Community College for Sioux Falls (CCSF) for persons interested in technical careers. This degree option will also provide students with a sound foundation for continuing on for a Bachelor's degree when they desire to do so. Graduates of the AS in Engineering Technology may transfer to a bachelor's degree program at SDSU in Operations Management or Electronics Engineering Technology.

IMPACT AND RECOMMENDATION

SDSU requests authorization to offer the program on the Brookings campus and at the Community College for Sioux Falls.

The proposed new program will be supported by tuition revenue by year four. The University does not request new State resources.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: SDSU – AS in Engineering Technology

DRAFT MOTION 20200521_5-C(3):

I move to authorize SDSU to offer the Associate of Science (AS) in Engineering Technology as presented, including authorization for delivery at the Community College for Sioux Falls.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Undergraduate Degree Program

UNIVERSITY:	SDSU
MAJOR:	Engineering Technology
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Associate of Science (A.S.)
EXISTING OR NEW DEGREE(S):	Existing
INTENDED DATE OF IMPLEMENTATION:	2020-2021 Academic Year
PROPOSED CIP CODE:	15.0000 Engineering Technology
SPECIALIZATIONS:	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	Waived
UNIVERSITY DEPARTMENT:	Construction & Operations Management
BANNER DEPARTMENT CODE:	SCOM
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

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

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

University Approval

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

President of the University

2/4/2020

Date

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

South Dakota State University (SDSU) requests authorization to offer an Associate of Science (A.S.) in Engineering Technology. The Engineering Technology program will provide a degree program in basic engineering principles as applied in manufacturing and related industries. The program will prepare graduates for entry into or promotion within the manufacturing and related industry sectors in positions as production scheduler, maintenance

planner, product testing and development, technical operations, quality control, product sales, team lead, and/or supervisor/foreman. The A.S. in Engineering Technology (AS-ET) will be offered at the Community College for Sioux Falls (CCSF) for persons interested in technical careers. This degree option will also provide students with a sound foundation for continuing on for a Bachelor's degree when they desire to do so. Graduates of the A.S. in Engineering Technology may transfer to a bachelor's degree program at SDSU in Operations Management or Electronics Engineering Technology.

The University does not request new State resources.

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

South Dakota State University's mission is to *"provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human science, nursing and pharmacy, and other courses or programs as the Board of Regents may determine."* (SDCL 13-58-1)¹

Furthermore, Board-approved programs currently include *"...programs in the agricultural sciences, aviation, education, engineering and technology, human sciences, humanities and liberal arts, nursing, performing and visual arts, pharmaceutical sciences, physical and biological sciences, and social sciences."* (Board Policy 1:10:2)²

An Associate of Science in Engineering Technology supports the South Dakota Board of Regents Strategic Plan 2014-2020³ goals and relevant action steps:

Goal 1: Student Success

- Grow the number of undergraduate and graduate degrees awarded.
 - Encourage campuses to create innovative programs to attract and retain in SD, more non-resident students.
 - Design clearer pathways for degree completion for adult students.

Goal 2: Academic Quality and Performance

- Grow the number of students participating in experiential learning.

Goal 3: Research and Economic Development

- Increase the number of graduates from STEM programs.
 - Encourage development of academic programs and certificates that align with existing and future state workforce needs.

Goal 4: Affordability and Accountability

- Reduce education and related spending per degree.
 - Identify new and innovative ways to deliver high-quality academic courses and programs that create new markets and reduce cost.

¹ Retrieved from: https://sdlegislature.gov/Statutes/Codified_Laws/DisplayStatute.aspx?Type=Statute&Statute=13-58-1

² Retrieved from: <https://www.sdbor.edu/policy/documents/1-10-2.pdf>

³ Retrieved from: https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf

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

A review of South Dakota Department of Labor trend data for manufacturing and related industries indicate demand in these sectors for the time period 2016 – 2026 is stable or growing. Manufacturing is expected to grow 0.58% per year, with 5.96% total growth for the 2016-2026 timeframe. For the broad-based sector including engineering technician positions the state projects 0.34% growth, with a total 3.41% change.⁴

4. How will the proposed program benefit students?

A two year engineering technology degree benefits students in a number of ways: it is a fast-track degree that opens the door to a position in technical services, production support, or engineering assistant for someone with limited industry experience; the applied engineering and technical skills credential needed for promotion within an organization; and, the first two years of coursework applied toward a bachelor's degree in a STEM field.

The proposed Engineering Technology program is tailored to be completed in two years (full-time) or three or more years (part-time) at CCSF. Students with previous general education credits could conceivably complete the program in as little as one year, depending on technical course schedules. The curriculum for the associate degree has been designed to allow students to fulfil the first 60 credits of coursework towards their baccalaureate degree. Students may elect to go on for a B.S. in Operations Management or Electronics Engineering Technology.

5. Program Proposal Rationale:

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

SDSU is authorized to deliver the Associate of Science (A.S.) degree.

B. What is the rationale for the curriculum?

The curriculum is designed to prepare graduates for entry into or promotion within the manufacturing and related industry sectors in positions as production scheduler, maintenance planner, product testing and development, technical operations, quality control, product sales, team lead, and/or supervisor/foreman. Mathematics, applied science, technical content in process development, industry materials, technical systems, and engineering design fundamentals prepare the graduate to be successful following graduation. This proposed program is tailored to be completed in two years and afford the graduate an opportunity to pursue a Bachelor of Science degree in Operations Management or Electronics Engineering Technology.

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?

⁴ South Dakota Dept. of Labor & Regulation (August 2018). Labor Market Information Center, Employment Projections by Industry. https://dlr.sd.gov/lmic/menu_projections_industry.aspx

Accreditation Board for Engineering and Technology – Engineering Technology Accreditation Commission (ABET-ETAC)⁵ accredits two year engineering technology programs. The student outcomes for this proposal, listed below, were used as a guide to determine the curriculum. There are no plans at this time to seek ABET accreditation for this new program.

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

A.S. in Engineering Technology	Credit Hours	Credit Hours	Percent
System General Education Requirements**	25		
Subtotal, Degree Requirements		25	42%
Supporting Coursework	9		
Major Requirements	17		
Technical Electives	9		
Subtotal, Program Requirements		35	58%
Electives		0	0%
Degree Total		60	100%

**Board Policy 2:26 requires all associate degree programs to include 24 credits of coursework. At least three credit hours shall be earned from each of six goals (total of 18 credits). The additional six credits designated by SDSU will include Goal #1 and student choice from Goal #3,#4, or #6.

System General Education Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ENGL	101	Composition I (SGR #1)	3	No
		Student Choice – SGR #1 Written Communication	3	No
SPCM	101	Fundamentals of Speech (SGR #2)	3	No
ECON	201	Principles of Microeconomics (SGR #3)	3	No
		Student Choice – SGR #4 Humanities and Arts/Diversity	3	No
MATH	114	College Algebra (SGR #5)	3	No
CHEM	106-106L	Chemistry Survey & Lab (SGR #6)	3,1	No
		Student Choice – SGR #3, #4, or #6	3	
Subtotal			25	

Supporting Coursework

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ACCT	210	Principles of Accounting I	3	No
CM	130	Management Tools & Analysis	3	No
STAT	281	Introduction to Statistics	3	No
Subtotal			9	

⁵ ABET-ETAC Criteria for 2019-2020. See the website: <https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-technology-programs-2019-2020/#GC5>

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ET	210-210L	Introduction to Electronic Systems & Lab	4, 0	No
GE	101	Introduction to Engineering & Technology Professions	1	No
GE	121	Engineering Design Graphics I ⁶	1	No
GE	122	Engineering Design Graphics II ⁶	1	No
GE	123	Computer Aided Design ⁶	1	No
GE	265	Industrial Safety	3	No
MNET	243	Introduction to Materials Science ⁶	3	No
MNET	265	Quality Assurance	3	No
Subtotal			17	

Technical Electives

Select 9 credits of technical electives. Courses will require advisor approvals. The following are recommended courses.

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ET OR GE AND GE	220-220L 231 396	Analog Electronics & Lab (4) Technology Society & Ethics (3) Field Experience (1)	4	No
GE	210	Geometric Dimensioning & Tolerancing	2	No
MNET	150	Introduction to Manufacturing Processes	3	No

6. Student Outcomes and Demonstration of Individual Achievement

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

The Engineering Technology program will adopt the following Accreditation Board for Engineering and Technology – Engineering Technology Accreditation Commission (ABET-ETAC) student outcomes from the General Criteria.⁷

Upon graduation, graduates of the A.S. in Engineering Technology will possess:

- (1) an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline;
- (2) an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline;

⁶ GE 121, GE 122, GE 123, and MNET 243 count toward the 12-credit Engineering Graphics Certificate. Completion of the certificate in Engineering Graphics would also require MNET 220-220L (3 cr.) and MNET 240 (3 cr.).

⁷ Retrieved from the ABET website, Criteria for Accrediting Engineering Technology programs, 2019-2020.

<https://www.abet.org/accreditation/accreditation-criteria/criteria-for-accrediting-engineering-technology-programs-2019-2020/#1>

(3) an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature

(4) an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results; and

(5) an ability to function effectively as a member of a technical team.

Individual Student Outcome An SDSU Engineering Technology program graduate will possess:	Program Courses that Address the Outcomes											
	ACCT 210	CM 130	ET 210-210L	GE 101	GE 121	GE 122	GE 123	GE 265	MNET 150	MNET 243	MNET 265	STAT 281
an ability to apply knowledge, techniques, skills and modern tools of mathematics, science, engineering, and technology to solve well-defined engineering problems appropriate to the discipline.		X					X		X			X
an ability to design solutions for well-defined technical problems and assist with the engineering design of systems, components, or processes appropriate to the discipline.					X	X			X	X		
an ability to apply written, oral, and graphical communication in well-defined technical and non-technical environments; and an ability to identify and use appropriate technical literature.	X	X		X			X	X				
an ability to conduct standard tests, measurements, and experiments and to analyze and interpret the results.			X							X	X	
an ability to function effectively as a member of a technical team.			X									

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

There are no certification or licensure exams for two-year engineering technology programs.

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

The University will use the current program assessment and student evaluation process for ABET accreditation under the Engineering Technology Accreditation Commission (ETAC). The student learning outcomes results will be reviewed at three points in the curriculum: introduction, reinforce, and mastery. The table above shows the data points where the Department will collect exam/project/assignment data to assure mastery of the stated outcome skills and knowledge.

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

The following approaches and technologies will be used:

- Lecture and discussion
- Laboratory and Studio based learning (individual and small groups)
- Experiential learning
- Desire2Learn classroom management software

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No.

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

It is expected most students will be new to the University. Enrollment estimates listed below are based on historical admissions in the A.S. in Manufacturing Technology offered at the campus in Sioux Falls and projected demand by the SD Department of Labor.

	Fiscal Years			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 21	FY 22	FY 23	FY 24
Students new to the university	4	6	10	14
Students from other university programs	1	1	2	2
Continuing students	0	2	3	5
=Total students in the program (fall)	5	9	15	21
Program credit hours (major courses)	60	153	261	387
Graduates	0	2	3	5

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

Yes. The Accreditation Board for Engineering and Technology – Engineering Technology Accreditation Commission (ABET-ETAC) is an optional accreditation for the AS-ET program. Once the program has started producing graduates and we have a critical mass of assessment data, ABET accreditation should be considered.

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

No.

12. Delivery Location

- 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	2020-2021 AY

	Yes/No	If Yes, list location(s)	Intended Start Date
Off campus	Yes	Community College for Sioux Falls	2020-2021 AY

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

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous – Term Based Instruction 018 - Internet Synchronous	2019-2020 AY

67% of the A.S. in Engineering Technology is available online.

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

The proposed new program will be supported by tuition revenue by year four. One full-time faculty member is needed to teach and advise students in year 1 and beyond. Part-time faculty (at standard rates) will be used to deliver remaining technical content. A computer lab with CAD

software is required in Year 1 and, based on previous offerings in Sioux Falls, has not been a problem. There will be a cost for the software. A program budget is provided in Appendix B.

14. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program? *If yes, explain.*

☐ ☒

Yes No

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.

South Dakota State University, A.S. in Engineering Technology

1. Assumptions

		1st FY21	2nd FY22	3rd FY23	4th FY24
<i>Headcount & hours from proposal</i>					
Fall headcount (see table in proposal)		5	9	15	21
Program FY cr hrs, On-Campus		0	0	0	0
Program FY cr hrs, Off-Campus		60	153	261	387
Faculty, Regular FTE	See p. 3	1.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$73,482	\$73,482	\$73,482	\$73,482
Faculty, Adjunct - number of courses	See p. 3	1	3	4	4
Faculty, Adjunct - per course	See p. 3	\$3,929	\$3,929	\$3,929	\$3,929
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470

2. Budget

<i>Salary & Benefits</i>					
Faculty, Regular		\$73,482	\$73,482	\$73,482	\$73,482
Faculty, Adjunct (rate x number of courses)		\$3,929	\$11,787	\$15,716	\$15,716
Other FTE		\$0	\$0	\$0	\$0
S&B Subtotal		\$77,411	\$85,269	\$89,198	\$89,198
<i>Operating Expenses</i>					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$2,500	\$2,500	\$2,500	\$2,500
Capital equipment		\$0	\$0	\$0	\$0
OE Subtotal		\$2,500	\$2,500	\$2,500	\$2,500
Total		\$79,911	\$87,769	\$91,698	\$91,698

3. Program Resources

Off-campus support tuition/hr, HEFF net	UG	\$243.73	\$243.73	\$243.73	\$243.73
Off-campus tuition revenue	hrs x amt	\$14,624	\$37,291	\$63,613	\$94,323
On-campus support tuition/hr, HEFF net	UG	\$219.79	\$219.79	\$219.79	\$219.79
On-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0
Program fee, per cr hr (if any)	\$84.40	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0
Total Resources		\$14,624	\$37,291	\$63,613	\$94,323

Resources Over (Under) Budget (\$65,287) (\$50,478) (\$28,085) \$2,625

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

Estimated Salary & Benefits per FTE		Faculty	Other
Estimated salary (average) - explain below		\$56,839	\$0
University's variable benefits rate	(see below)	0.1438	0.1438
Variable benefits		\$8,173	\$0
Health insurance/FTE, FY18		\$8,470	\$8,470
<i>Average S&B</i>		\$73,482	\$8,470

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

Currently have 1 faculty member teaching in the 150000 CIP code, salary \$50328. The Oklahoma Survey for Instructor in this CIP is \$63349. Averaged these two = \$56839.

Explain adjunct faculty costs used in table:

2 courses per year to be taught by adjuncts at \$3929 per course.

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

NA

Summarize the operating expenses shown in the table:

Lab supplies for electronics course, CAD & other software.

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

None

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

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

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

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

Variable Benefits Rates

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (4)

DATE: May 21, 2020

SUBJECT

New Program: USD Minor in Legal Studies

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a minor in Legal Studies. Concurrently, USD is proposing a new Bachelor of Arts and Bachelor of Science in Legal Studies.

The new minor will provide essential background in the law for students majoring in other disciplines. Combined with a major in another subject area, a minor in Legal Studies will prepare students for the further study of law, and for careers in a wide variety of fields. There is a need for academic programs in legal studies in the state and region, based on increased enrollment in law programs, workforce need, and anticipated growth. In addition to the occupational outlook for lawyers and legal occupations, which is anticipated to grow at 6% nationally from 2018-2028 and 10% in South Dakota from 2016-2026, the South Dakota Bureau of Labor projects that “Professional, scientific and technical services,” which includes legal services, will be among the top ten growth industries in South Dakota, at 12.1% from 2016-2026.

USD requests authorization to offer the minor on campus.

IMPACT AND RECOMMENDATION

USD does not request new resources. Two new courses will be required to offer the minor.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Program Request Form: USD – Minor in Legal Studies

DRAFT MOTION 20200521_5-C(4):

I move to authorize USD to offer a minor in Legal Studies, as presented.

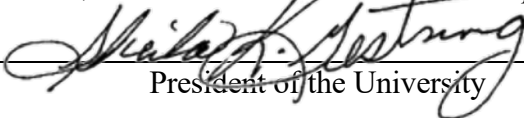


SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Baccalaureate Degree Minor

UNIVERSITY:	University of South Dakota
TITLE OF PROPOSED MINOR:	Legal Studies
DEGREE(S) IN WHICH MINOR MAY BE EARNED:	B.S., B.A., B.B.A., B.F.A., B.S.N., B.S.Ed., B.M., B.M.A.
EXISTING RELATED MAJORS OR MINORS:	Legal Studies Major
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	22.0000
UNIVERSITY DEPARTMENT:	Political Science
UNIVERSITY DIVISION:	College of Arts & 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.


Date

 President of the University

- Do you have a major in this field (*place an "X" in the appropriate box*)?

☐
Yes

☒
No
- If you do not have a major in this field, explain how the proposed minor relates to your university mission.
 The program proposal for the new major accompanies this request.
- What is the nature/purpose of the proposed minor?
 In conjunction with the proposed new Bachelor of Arts and Bachelor of Science in Legal Studies, the College of Arts & Sciences proposed a new interdisciplinary minor in Legal Studies. This program would provide essential background in the law for students majoring in other disciplines. Combined with a major in another subject area, a minor in Legal Studies will prepare students for the further study of law, and for careers in a wide variety of fields.
- How will the proposed minor benefit students?
 A transcribed minor in Legal Studies will provide students with evidence of a basic grounding in the core knowledge areas of the law, including legal writing and research, reasoning, history, and government. This background will complement existing majors in related disciplines and will provide graduates with a foundational understanding of the law in preparation for further study or for careers that involve the interpretation and application of legal principles and practices. Moreover, the skills developed in the completion of this minor, including critical thinking, intensive research and writing, and the interpretation of quantitative and qualitative information, are broadly applicable to students' intellectual development, civic engagement, and career paths.
- Describe the workforce demand for graduates in related fields, including national demand and demand within South Dakota.

There is a clear need for academic programs in legal studies in the state and region, based on the increased enrollment in law programs, workforce need, and anticipated growth. In addition to the occupational outlook for lawyers and legal occupations, which is anticipated to grow at 6% nationally from 2018-2028¹ and 10% in South Dakota from 2016-2026², the South Dakota Bureau of Labor projects that “Professional, scientific and technical services,” which includes legal services, will be among the top ten growth industries in South Dakota, at 12.1% from 2016-2026.³

6. Provide estimated enrollments and completions in the table below and explain the methodology used in developing the estimates.

This estimate is based on recent enrollments in related courses in Criminal Justice Studies, student interest in the Ethics, Law, and Society specialization in the Philosophy major, and the success of similar programs at other institutions in the region, including Creighton, Hamline, Macalester, and Winona State University.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 20	FY 21	FY 22	FY 23
Students enrolled in the minor (fall)	5	10	15	20
Completions by graduates		3	7	10

*Do not include current fiscal year.

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

A working group of faculty representing programs in Criminal Justice, Political Science, History, Philosophy, and Law collaborated on the development of the curriculum, in consultation with colleagues across USD and following review of existing programs at other institutions. The curriculum is based on core competencies required for a comprehensive understanding of the history, impact, and application of the law, as well as existing areas of expertise in the current undergraduate curriculum.

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

A. Distribution of Credit Hours

Legal Studies Minor	Credit Hours	Percent
Requirements in minor	9	50%
Electives in minor	9	50%
Total	18	

¹ U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections, <https://www.bls.gov/ooh/legal/lawyers.htm>

² South Dakota Department of Labor and Regulation, Labor Market Information Center, Employment Projections by Occupations <https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?enc=L3Rx1LKHF+xq6eiD/TQsJWDQU8hyaX/N/p/1WEsotLY=>

³ South Dakota Department of Labor and Regulation, Labor Market Information Center, Employment Projections by Occupations https://dlr.sd.gov/lmic/menu_projections_occupation.aspxhttps://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=indproj

B. Required Courses in the Minor

Prefix	Number	Course Title	Credit Hours	New (yes, no)
LEGL	101	Introduction to Legal Studies	3	Yes
LEGL	301	Legal Writing and Research	3	Yes
Choose one of the following:				
PHIL	200	Introduction to Logic	3	No
PHIL	201	Ethics, Law, and Logic	3	No
Subtotal			9	

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Choose a total of nine credits from the following, with no more than three credits from a single prefix:				
ACCT	210	Principles of Accounting I	3	No
ANTH	323	Lakota History and South Dakota	3	No
ANTH	331	Native Peoples and Cultures of North America	3	No
ANTH	423	Lakota Governance	3	No
BADM	350	Legal Environment of Business	3	No
CJUS	201	Introduction to Criminal Justice	3	No
CJUS	340	Mock Trial	3	No
CJUS	401	Law and Society	3	No
CJUS	407	Environmental Law & Policy	3	No
CJUS	412	Criminal Prosecution and Defense	3	No
CJUS	415	Ethics in Criminal Justice	3	No
CJUS	429	Courts & Judicial Politics	3	No
CJUS	430	Constitutional Law	3	No
CJUS	431	Criminal Law	3	No
CJUS	436	Juvenile Justice	3	No
CJUS	450	Justice and Compassion	3	No
CJUS	480	Crime in Indian Country	3	No
ECON	201	Principles of Microeconomics	3	No
HIST	310	Federal Indian Policy	3	No
HIST	332	Pirates, Outlaws & Rebels	3	No
HIST	343	Race, Imperialism, and Empire	3	No
HIST	348	Religion in American History	3	No
HIST	349	Women in American History	3	No
HIST	351	Indigenous Women	3	No
HIST	416	Civil Rights Movement	3	No
HIST	450	American Colonial History	3	No
HIST	452	Young America	3	No
HIST	455	American Civil War and Reconstruction	3	No
HIST	457	America: From Great Depression to the New Frontier	3	No
HIST	458	America: 60s & 70s	3	No
HIST	459	Vietnam War, 1945-1975	3	No
HIST	461	Sex & Equality: Modern U.S. Women's Movements	3	No
INTS	458	Democracy and Authoritarianism	3	No
LDR	404	Leadership Communication & Conflict Resolution	3	No
LEGL	401	Law and Society	3	Yes
LEGL	430	Constitutional Law	3	Yes
LEGL	454	International Law and Organizations	3	Yes
MCOM	402	Media Law and Ethics	3	No
NATV	310	Federal Indian Policy	3	No
NATV	323	Lakota History and South Dakota	3	No

NATV	351	Indigenous Women	3	No
NATV	423	Lakota Governance	3	No
NATV	480	Crime in Indian Country	3	No
PHIL	240	Introduction to Ethics, Law, and Society	3	No
PHIL	242	Ethics, Law, and Literature	3	No
PHIL	338	Philosophy of Law	3	No
PHIL	364	Biomedical Ethics	3	No
PHIL	440	Civic Engagement	3	No
PHIL	450	Oppression and Freedom	3	No
PHIL	454	Environmental Ethics	3	No
PHIL	462	Modern Political Philosophy	3	No
POLS	210	State and Local Government	3	No
POLS	320	Public Administration	3	No
POLS	263	Introduction to Political Theory	3	No
POLS	340	Mock Trial	3	No
POLS	429	Courts & Judicial Politics	3	No
POLS	430	Constitutional Law	3	No
POLS	438	Legislative Process	3	No
POLS	454	International Law and Organizations	3	No
POLS	458	Democracy and Authoritarianism	3	No
SPCM	222	Argumentation and Debate	3	No
SPCM	485	Communication and Conflict Resolution	3	No
Subtotal			9	

10. What are the learning outcomes expected for all students who complete the minor? How will students achieve these outcomes?

Students will demonstrate the following discipline-specific core competencies related to interdisciplinary field of legal studies:

- Effective written communication within a legal context.
- Effective oral communication and presentation of complex ideas.
- Logical and critical thinking required for the interpretation and application of the law.

Students will achieve these outcomes through successful completion of the curriculum.

11. What instructional approaches and technologies will instructors use to teach courses in the minor?

Guided research projects will be closely integrated with lectures, seminars, and discussion-based coursework. Teamwork, problem-solving, and written and oral presentations are central components of the curriculum.

12. Delivery Location⁴

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 2020

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.

	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)	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 online program)?⁶

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

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

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

No additional costs are associated with the implementation of this minor program.

15. 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.

☒ 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.

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

⁶ This question responds to HLC definitions for distance delivery.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Prefix Request

USD	Arts & Sciences/ Political Science		
Institution	Division/Department	Institutional Approval Signature	Date

1. What is the proposed prefix? LEGL

2. Has the university consulted the existing list of approved prefixes in the Academic Affairs Council (AAC) guidelines to determine if the proposed prefix is in use?

☒ Yes

☐ No

3. Do the courses associated with the new prefix represent a discipline/program offered by more than one Regental institution?

☐ Yes

☒ No

4. Courses in the new prefix

4.1. How many courses are proposed for the new prefix?⁷

9

4.2. How many of the proposed new courses are in the x9x series?

3

5. Provide a brief rationale for the new prefix below:

With the proposed creation of major and minor programs in Legal Studies, a unique prefix will help establish and identify the core courses in these programs. Although these programs are interdisciplinary in nature, and draw from existing courses across multiple prefixes, several unique and cross-listed courses will be required to meet the learning outcomes for graduates.

LEGL 101	Introduction to Legal Studies	create course
LEGL 301	Legal Writing and Research	create course
LEGL 401	Law and Society	add LEGL cross-list from CJUS 401
LEGL 430	Constitutional Law	add LEGL cross-list from CJUS/POLS 430
LEGL 454	International Law and Organizations	add LEGL cross-list from POLS 454
LEGL 489	Legal Studies Capstone	create course
LEGL 491	Independent Study	add x9x
LEGL 492	Topics	add x9x
LEGL 494	Internship	add x9x

⁷ NOTE: AAC guidelines state a minimum of four courses must be attached to the new prefix request; exceptions require approval of the System Chief Academic Officer.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Course Request

USD	Arts & Sciences/Political Science
Institution	Division/Department
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LEGL 101	Introduction to Legal Studies	3

Course Description

An introduction to the history and impact of the law, its underlying theoretical and philosophical framework, and the political, economic, and cultural forces that affect its development.

Pre-requisites or Co-requisites None

Registration Restrictions None

Section 2. Review of Course

2.1. Was the course first offered as an experimental course?

☐ Yes (if yes, provide the course information below) ☒ No

2.2. Will this be a unique or common course (place an "X" in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ **Unique Course**

Prefix & No.	Course Title	Credits

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

This is an introductory course for a new academic program and prefix for which there are no existing catalog courses.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ **No.** Schedule Management, explain below:
Course will be added to the rotation for existing faculty.

3.2. Existing program(s) in which course will be offered: Legal Studies, B.A., B.S., and minor

Appendix C: New Prefix and Course Requests

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: U01 Face-to-face

3.5. Term change will be effective: 202080

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A new prefix request accompanies this request.

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

4.1. University Department Code: UPOL

4.2. Banner Department Code: UPOL

4.3. Proposed [CIP Code](#): 22.0000

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Course Request

USD	Arts & Sciences/Political Science
Institution	Division/Department
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LEGL 301	Legal Writing and Research	3

Course Description
Students learn how to analyze legal problems, conduct research, frame and construct arguments, and develop rhetorical skills using the conventions of legal writing.

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

Prefix & No.	Course Title	Pre-Req/Co-Req?
Advanced Composition course or equivalent, including ANTH 211, CJUS 202, ENGL 201, ENGL 205, ENGL 283, ENGL 284, SOC 211, POLS 202, or UHON 211		Pre-Req

Registration Restrictions None

Section 2. Review of Course

2.1. Was the course first offered as an experimental course?

☐ Yes (if yes, provide the course information below) ☒ No

2.2. Will this be a unique or common course?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ **Unique Course**

Prefix & No.	Course Title	Credits

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

This is a course for a new academic program and prefix for which there are no existing catalog courses.

Section 3. Other Course Information**3.1. Are there instructional staffing impacts?**

- ☒ **No.** Schedule Management, explain below:
Course will be added to the rotation for existing faculty.

3.2. Existing program(s) in which course will be offered: Legal Studies, B.A., B.S., and minor**3.3. Proposed instructional method by university:** R - Lecture**3.4. Proposed delivery method by university:** U01 Face-to-face**3.5. Term change will be effective:** 202080**3.6. Can students repeat the course for additional credit?**

- ☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

- ☐ Yes ☒ No

3.8. Will section enrollment be capped?

- ☒ Yes, max per section: 25 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

- ☐ Yes ☒ No

3.10. Is this prefix approved for your university?

- ☐ Yes ☒ No

If no, provide a brief justification below:

A new prefix request accompanies this request.

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

4.1. University Department Code: UPOL

4.2. Banner Department Code: UPOL

4.3. Proposed [CIP Code](#): 22.0000

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Course Request

USD	Arts & Sciences/Political Science
Institution	Division/Department
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LEGL 489	Legal Studies Capstone	3

Course Description

Students will synthesize skills and knowledge developed throughout interdisciplinary coursework to complete a research-based project. This course is designed for Legal Studies majors in their final year of study.

Pre-requisites or Co-requisites None

Registration Restrictions

Legal Studies major, senior standing.

Section 2. Review of Course

2.3. Was the course first offered as an experimental course?

☐ Yes (if yes, provide the course information below) ☒ No

2.4. Will this be a unique or common course?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ **Unique Course**

Prefix & No.	Course Title	Credits
Provide explanation of differences between proposed course and existing system catalog courses below:		
This is a capstone course for a new academic program and prefix for which there are no existing catalog courses.		

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

☒ **No.** Schedule Management, explain below: Course will be added to the rotation for existing faculty.

3.12. Existing program(s) in which course will be offered: Legal Studies, B.A., B.S., and minor

3.13. Proposed instructional method by university: R - Lecture

3.14. Proposed delivery method by university: 001 Face-to-face

3.15. Term change will be effective: 202080

3.16. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.17. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.18. Will section enrollment be capped?

☒ Yes, max per section: 25 ☐ No

3.19. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

☐ Yes ☒ No

3.20. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A new prefix request accompanies this request.

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

4.4. University Department Code: UPOL

4.5. Banner Department Code: UPOL

4.6. Proposed [CIP Code](#): 22.0000

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (5)

DATE: May 21, 2020

SUBJECT

New Program: USD – BA & BS in Legal Studies

CONTROLLING STATUTE, RULE, OR POLICY

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

DISCUSSION / BACKGROUND

The University of South Dakota (USD) requests approval to offer the Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) in Legal Studies. The Intent to Plan was approved by the Board at its [April 2019](#) meeting.

The proposed interdisciplinary major in Legal Studies will allow students to explore the history and impact of the law, its underlying theoretical and philosophical framework, and the political, economic, and cultural forces that affect its development. Graduates with a B.A. or B.S. in legal studies will be prepared to pursue graduate or professional study in law, the humanities, or other disciplines, and to begin careers in business, human resources, journalism, public policy, social work, and other fields.

Many students enter college with an interest in law school or a related career, and current federal financial aid guidelines have eliminated the formal “pre-law” major designation. Students are encouraged to major in a variety of disciplines, but often struggle to identify courses that will build the analytical skills necessary for success in law school. Moreover, many of these students may pursue careers in a broad range of fields, rather than attending law school. By identifying and offering appropriate courses for students, the proposed degree program will allow them to pursue their post-graduation plans more efficiently and presumably with greater success. For students who choose not to pursue a law degree, this undergraduate degree will provide them the writing, analytical and professional skills necessary for entry level positions in the legal field, such as clerk of court, legal secretary or paralegal. When combined, as a minor or second major, with a program in the natural sciences, graduates will be well-positioned for careers in research compliance or regulatory

(Continued)

DRAFT MOTION 20200521_5-C(5):

I move to approve USD’s new program proposal for the B.A. and B.S. in Legal Studies, as presented.

affairs. Graduates will also be eligible for entry level jobs in Human Resources, Equal Opportunity Compliance, or similar administrative fields.

According to the Bureau of Labor Statistics, employment in the legal occupations is expected to grow 9% from 2016-2026. In addition to the occupational outlook for lawyers and legal occupations, which is anticipated to grow at 6% nationally from 2018-2028 and 10% in South Dakota from 2016-2026, the South Dakota Bureau of Labor projects that “Professional, scientific and technical services,” which includes legal services, will be among the top ten growth industries in South Dakota, at 12.1% from 2016-2026. With the growth in legal service providers, all ancillary services, for which a legal studies major would be qualified, would grow as well.

IMPACT AND RECOMMENDATION

USD requests no new resources for the program.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – USD New Program Request Form: B.A. & B.S. in Legal Studies



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Undergraduate Degree Program

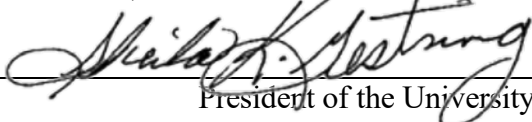
UNIVERSITY:	University of South Dakota
MAJOR:	
EXISTING OR NEW MAJOR(S):	Legal Studies
DEGREE:	
EXISTING OR NEW DEGREE(S):	Bachelor of Arts, Bachelor of Science
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	22.0000
SPECIALIZATIONS:¹	N/A
IS A SPECIALIZATION REQUIRED (Y/N):	N
DATE OF INTENT TO PLAN APPROVAL:	4/3/19
UNIVERSITY DEPARTMENT:	Political Science
UNIVERSITY DIVISION:	Arts & Sciences

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

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

University Approval

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



 President of the University Date

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

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

A new interdisciplinary major in Legal Studies will allow students to explore the history and impact of the law, its underlying theoretical and philosophical framework, and the political, economic, and cultural forces that affect its development. Graduates with a B.A. or B.S. in legal studies are prepared to pursue graduate or professional study in law, the humanities, or other disciplines, and to begin careers in business, human resources, journalism, public policy, social work, and other fields.

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.

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

The statutory mission of the University of South Dakota is provided in [SDCL § 13-57](#):

Designated as South Dakota's liberal arts university, the University of South Dakota, established and located at Vermillion, in Clay County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in business, education, fine arts, law and medicine, and other courses or programs as the Board of Regents may determine.

The mission is provided in [BOR Policy 1:10:1](#), University of South Dakota Mission Statement: The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1).

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university within the South Dakota System of Higher Education.

Both the statutory mission and Board of Regents mission statement for the University of South Dakota designate the institution as the liberal arts university for the State of South Dakota and as the location of the state's only law school. As such, USD is ideally suited to offer an interdisciplinary program in legal studies, which draws upon the disciplinary strengths of existing academic expertise across the liberal arts disciplines, as well as the resources of the School of Law to provide students with a comprehensive education in this interdisciplinary field of study. As a program in the College of Arts & Sciences, the major will entail completion of the BA or BS degree requirements. At the same time, as a multi-disciplinary, the new major advances professional education as well. The proposed program thus strongly supports the statutory mission and Board of Regents approved mission for the University of South Dakota.

The proposed major and minor in Legal Studies will support the SD Board of Regents' strategic plan, and directly address two of the goals:

1. Student Success – Grow degree production to 7,450 per year by 2020: Given increased demand for bachelor's degree-trained professionals with an understanding of legal issues and processes, the addition of this program as an option for students promises to bring more students to USD and to encourage degree completion for those students.
2. Academic Quality and Performance – Document that academic programs are of the highest quality: As the only university in South Dakota with a Law School, and with an established and comprehensive program in Criminal Justice, USD has a strong foundation to support an interdisciplinary program in legal studies. Moreover, the breadth and depth of USD's liberal arts curriculum allows for the inclusion of other disciplines necessary for a truly interdisciplinary degree program.

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

According to the Bureau of Labor Statistics, employment in the legal occupations is expected to grow 9% from 2016-2026. In addition to the occupational outlook for lawyers and legal occupations, which is anticipated to grow at 6% nationally from 2018-2028³ and 10% in South Dakota from 2016-2026⁴, the South Dakota Bureau of Labor projects that “Professional, scientific and technical services,” which includes legal services, will be among the top ten growth industries in South Dakota, at 12.1% from 2016-2026.⁵ With the growth in legal service providers, all ancillary services, for which a legal studies major would be qualified, would grow as well. According to the BLS, the projected job growth for paralegals and legal assistants is expected to increase by 15% between 2016 and 2026, which is much faster than the average for all occupations (7%). This increase will be driven, in substantial measure, by law firms trying to create more efficiencies and drive down the cost of their services.⁶ According to Projections Central, there is a projected 10% increase in the number of lawyers serving South Dakota, in particular, between 2016 and 2026. There is also a 19.9% projected increase in South Dakota in the number of paralegals and legal assistants between 2016 and 2026.⁷ In South Dakota, the same site shows a projected increase of 8% in the number of human resource managers, as well as a projected increase of 5.7% in the number of human resources specialists. While some Legal Studies graduates will pursue the J.D. degree, other anticipated careers pursued by Legal Studies majors include, but are not limited to, the following: Banking, Child Advocacy, Civil Liberties Organizations, Credit Agencies, Conflict Resolution, Court Reporting, Health and Safety Compliance, Human Resources, Judicial Administration, Labor Relations, Legal Research, Paralegal/Legal Assistance, Privacy Protection, Public Administration, Public Welfare, Real Estate, State and Municipal Government, Tax Consultation, and Workers’ Compensation.

4. How will the proposed program benefit students?

Many students enter college with an interest in law school or a related career, and current federal financial aid guidelines have eliminated the formal “pre-law” major designation. Students are encouraged to major in a variety of disciplines, but often struggle to identify courses that will build the analytical skills necessary for success in law school. Moreover, many of these students may pursue careers in a broad range of fields, rather than attending law school. By identifying and offering appropriate courses for students, this degree will allow them to pursue their post-graduation plans more efficiently and presumably with greater success. For students who choose not to pursue a law degree, this undergraduate degree will provide them the writing, analytical and professional skills necessary for entry level positions in the legal field, such as clerk of court, legal secretary or paralegal. When combined, as a minor or second major, with a program in the natural sciences, graduates will be well-positioned for careers in research compliance or

³ U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections, <https://www.bls.gov/ooh/legal/lawyers.htm>

⁴ South Dakota Department of Labor and Regulation, Labor Market Information Center, Employment Projections by Occupations <https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?enc=L3Rx1LKHF+xq6eiD/TQsJWDQU8hyaX/N/p/1WEsotLY=>

⁵ South Dakota Department of Labor and Regulation, Labor Market Information Center, Employment Projections by Occupations <https://www.southdakotaworks.org/vosnet/analyzer/results.aspx?session=indproj>

⁶ U.S. Bureau of Labor Statistics, Office of Occupational Statistics and Employment Projections, <https://www.bls.gov/ooh/legal/paralegals-and-legal-assistants.htm#tab-6>

⁷ Projections Central, State Occupational Projections, <http://www.projectionscentral.com/Projections/LongTerm>.
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regulatory affairs. Graduates will also be eligible for entry level jobs in Human Resources, Equal Opportunity Compliance, or similar administrative fields.

5. Program Proposal Rationale:

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

No new degree is proposed. The major will be offered within the existing Bachelor of Arts and Bachelor of Science degrees.

B. What is the rationale for the curriculum?

A working group of faculty representing programs in Criminal Justice, Political Science, History, Philosophy, and Law collaborated on the development of the curriculum, in consultation with colleagues across USD and following review of existing programs at other institutions. The curriculum is based on core competencies required for a comprehensive understanding of the history, impact, and application of the law, as well as existing areas of expertise in the current undergraduate curriculum.

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

The curriculum includes core requirements under the new Legal Studies prefix (LEGL), which will provide an interdisciplinary perspective on the content and skills required by the major curriculum, including a holistic understanding of the law, writing and research skills expected for a variety of professional environments, as well as specific reasoning and advocacy skills relevant to a wide range of employment outcomes. Required support courses include representative courses in American history, government, business and commerce, and law and society, and elective offerings allow students to pursue specific areas of interest based on their educational and professional goals.

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

Legal Studies	Credit Hours	Credit Hours	Percent
System General Education Requirements	30		
Subtotal, Degree Requirements		30	25%
Required Support Courses (not included above)	12		10%
Major Requirements	15		12.5%
Major Electives	6		5%
Subtotal, Program Requirements		33	27.5%
Free Electives		87	72.5%
Degree Total		120	100%

Required Support Courses Outside the Major

(Not general education requirements)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
Choose one of the following courses in American History (3 cr)				
ANTH	323	Lakota History and South Dakota	3	No
HIST	416	Civil Rights Movement	3	No
HIST	450	American Colonial History	3	No
HIST	452	Young America	3	No

HIST	455	American Civil War and Reconstruction	3	No
HIST	457	America: From Great Depression to the New Frontier	3	No
HIST	458	America: 60s & 70s	3	No
HIST	459	Vietnam War, 1945-1975	3	No
NATV	323	Lakota History and South Dakota	3	No
Choose one of the following courses in Government (3 cr)				
ANTH	423	Lakota Governance	3	No
CJUS	429	Courts & Judicial Politics	3	No
CJUS	430	Constitutional Law	3	No
HIST	310	Federal Indian Policy	3	No
INTS	458	Democracy and Authoritarianism	3	No
LEGL	401	Law and Society*	3	Yes
LEGL	430	Constitutional Law*	3	Yes
LEGL	454	International Law and Organizations*	3	Yes
NATV	310	Federal Indian Policy	3	No
NATV	423	Lakota Governance	3	No
POLS	210	State and Local Government	3	No
POLS	320	Public Administration	3	No
POLS	429	Courts & Judicial Politics	3	No
POLS	430	Constitutional Law	3	No
POLS	438	Legislative Process	3	No
POLS	454	International Law and Organizations	3	No
POLS	458	Democracy and Authoritarianism	3	No
Choose one of the following courses in Business and Commerce (3 cr)				
BADM	350	Legal Environment of Business	3	No
ECON	201	Principles of Microeconomics	3	No
ENTR	311	Finance and Acct for Entrepreneurs	3	No
MCOM	402	Media Law and Ethics	3	No
Choose one of the following courses in Law and Society (3 cr)				
CJUS	401	Law and Society	3	No
CJUS	412	Criminal Prosecution and Defense	3	No
CJUS	450	Justice and Compassion	3	No
CJUS	480	Crime in Indian Country	3	No
HIST	332	Pirates, Outlaws & Rebels	3	No
HIST	343	Race, Imperialism, and Empire	3	No
HIST	348	Religion in American History	3	No
HIST	349	Women in American History	3	No
HIST	351	Indigenous Women	3	No
HIST	461	Sex & Equality: Modern U.S. Women's Movements	3	No
NATV	351	Indigenous Women	3	No
NATV	480	Crime in Indian Country	3	No
PHIL	338	Philosophy of Law	3	No
PHIL	364	Biomedical Ethics	3	No
PHIL	440	Civic Engagement	3	No
PHIL	450	Oppression and Freedom	3	No
PHIL	454	Environmental Ethics	3	No
PHIL	462	Modern Political Philosophy	3	No
Subtotal			12	

Major Requirements

Prefix	Number	Course Title	Credit Hours	New (yes, no)
LEGL	101	Introduction to Legal Studies	3	Yes
LEGL	301	Legal Writing and Research	3	Yes
LEGL	489	Legal Studies Capstone	3	Yes

* Existing course, add LEGL cross-list

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Reasoning: Choose one of the following (3 cr.)				
PHIL	200	Introduction to Logic	3	No
PHIL	201	Ethics, Law, and Logic	3	No
Advocacy: Choose one of the following (3 cr.)				
CJUS	340	Mock Trial	3	No
POLS	340	Mock Trial	3	No
SPCM	222	Argumentation and Debate	3	No
Subtotal			15	

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)
ANTH	331	Native Peoples and Cultures of North America	3	No
CJUS	201	Introduction to Criminal Justice	3	No
CJUS	407	Environmental Law & Policy	3	No
CJUS	430	Constitutional Law*	3	No
CJUS	431	Criminal Law*	3	No
CJUS	436	Juvenile Justice	3	No
CJUS	415	Ethics in Criminal Justice	3	No
LDR	404	Leadership Communication & Conflict Resolution	3	No
LEGL	XXX	Any LEGL course*	3	No
PHIL	240	Introduction to Ethics, Law, and Society	3	No
PHIL	242	Ethics, Law, and Literature	3	No
PHIL	462	Modern Political Philosophy*	3	No
POLS	263	Introduction to Political Theory	3	No
SPCM	485	Communication and Conflict Resolution	3	No
*May count as elective if not applied above				
Subtotal			6	

6. Student Outcomes and Demonstration of Individual Achievement

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

Students will demonstrate the following discipline-specific core competencies related to interdisciplinary field of legal studies:

- Effective written communication within a legal context.
- Effective oral communication and presentation of complex ideas.
- Logical and critical thinking required for the interpretation and application of the law.
- Understanding of the history, interdisciplinary context, and application of the law.

In addition, the Legal Studies major will require students to meet specific learning outcomes associated with the following cross-curricular skills, as required by the South Dakota Board of Regents:

Inquiry and Analysis

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.

Critical and Creative Thinking

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.

Information Literacy

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.

Ethical Reasoning

Reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.

Diversity, Inclusion and Equity

The intentional engagement with diversity (i.e., individual differences and group/social differences) in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to and participation in educational and community programs for all members of society.

Individual Student Outcome (Same as in the text of the proposal)	Program Courses that Address the Outcomes								
	LEGL 101	LEGL 301	LEGL 489	Reas.	Adv.	Hist	Govt.	Bus.	Soc.
Demonstrate effective written communication within a legal context.		X	X						
Demonstrate effective oral communication and presentation of complex ideas.			X		X				
Demonstrate logical and critical thinking required for the interpretation and application of the law.	X	X	X	X					
Demonstrate understanding of the history, interdisciplinary context, and application of the law.	X	X	X			X	X	X	X

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

N/A

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

Students will demonstrate mastery through successful completion of the curriculum. Student learning will be assessed through both direct and indirect measures at every level of the curriculum. The capstone course will require student to demonstrate master of the core competencies assessed throughout the curriculum.

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

Guided research projects will be closely integrated with lectures, seminars, and discussion-based coursework. Teamwork, problem-solving, and written and oral presentations are central components of the curriculum.

8. Did the University engage any developmental consultants to assist with the development of the curriculum? Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

No, the university did not engage consultants for the development of the curriculum, but the College of Arts & Sciences worked closely with School of Law in the origination and design of this program. The curriculum was designed by a working group of faculty from the disciplines most directly included in the program.

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

The estimates below are based on entering enrollments in comparable majors in Arts & Sciences, anticipated interest among existing students, and comparison with other institutions in the region (e.g., Winona State University had between 40 and 50 majors from 2012-2016 in their Legal Studies program⁸).

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 21	FY 22	FY 23	FY 24
Students new to the university	5	10	15	15
Students from other university programs	10	5	0	0
Continuing students	0	5	15	20
=Total students in the program (fall)	15	20	30	35
Program credit hours (major courses)**	180	240	360	420
Graduates		3	5	10

*Do not include current fiscal year.

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

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

The American Bar Association provides certification for Paralegal Programs, but there are no accrediting agencies or associations for bachelor's degree programs in Legal Studies.

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

None.

⁸ Winona State University, Institutional Planning, Assessment & Research,
<https://www.winona.edu/ipar/Media/Enrollment-by-Program-Major-2017-02-17.pdf>
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12. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2020

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

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

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

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

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

No additional faculty or staff are required for this program. Current faculty and staff have the expertise and qualifications, as well as the workload capacity, required to develop and teach all required coursework. Moreover, all existing courses in the program currently have sufficient capacity for additional students. The attached budget includes estimated teaching costs associated with new courses in the program, as well additional sections in required, elective, and supporting coursework that may be necessitated by increased enrollment. The FY20 salaries of

faculty members in the departments of Political Science and History who will regularly teach existing and new courses and sections associated with this program were averaged. As enrollment increases, additional faculty and materials may be required, but it is anticipated that tuition revenue would support any such needs.

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.

Individual Student Outcomes and Program Courses

Individual Student Outcome	Program Courses that Address the Outcomes								
	LEGL 101*	LEGL 301*	LEGL 489*	Reasoning*	Advocacy*	Hist	Govt.	Bus.	Soc.
Demonstrate effective written communication within a legal context.	X	X	X						
Demonstrate effective oral communication and presentation of complex ideas.			X		X				
Demonstrate logical and critical thinking required for the interpretation and application of the law.	X	X	X	X					
Demonstrate understanding of the history, interdisciplinary context, and application of the law.	X	X	X			X	X	X	X

ATTACHMENT I

Appendix B
Budget & Resources

USD, B.A. and B.S. in Legal Studies

1. Assumptions

Headcount & hours from proposal

Fall headcount (see table in proposal)

Program FY cr hrs, On-Campus

Program FY cr hrs, Off-Campus

Faculty, Regular FTE

See p. 3

Faculty Salary & Benefits, average

See p. 3

Faculty, Adjunct - number of courses

See p. 3

Faculty, Adjunct - per course

See p. 3

Other FTE (see next page)

See p. 3

Other Salary & Benefits, average

See p. 3

1st

FY21

2nd

FY22

3rd

FY23

4th

FY24

15	20	30	35
135	180	270	315
0	0	0	0

0.50	0.50	0.50	0.50
------	------	------	------

\$91,898	\$91,898	\$91,898	\$91,898
----------	----------	----------	----------

0	0	0	0
---	---	---	---

\$1,000	\$1,000	\$1,000	\$1,000
---------	---------	---------	---------

0.00	0.00	0.00	0.00
------	------	------	------

\$8,470	\$8,470	\$8,470	\$8,470
---------	---------	---------	---------

2. Budget

Salary & Benefits

Faculty, Regular

\$45,949

\$45,949

\$45,949

\$45,949

Faculty, Adjunct (rate x number of courses)

\$0

\$0

\$0

\$0

Other FTE

\$0

\$0

\$0

\$0

S&B Subtotal

\$45,949

\$45,949

\$45,949

\$45,949

Operating Expenses

Travel

\$0

\$0

\$0

\$0

Contractual Services

\$0

\$0

\$0

\$0

Supplies & materials

\$50

\$100

\$150

\$175

Capital equipment

\$0

\$0

\$0

\$0

OE Subtotal

\$50

\$100

\$150

\$175

Total

\$45,999

\$46,049

\$46,099

\$46,124

3. Program Resources

Off-campus support tuition/hr, HEFF net

UG

\$399.05

\$399.05

\$399.05

\$399.05

Off-campus tuition revenue

hrs x amt

\$0

\$0

\$0

\$0

On-campus support tuition/hr, HEFF net

UG

\$290.46

\$290.46

\$290.46

\$290.46

On-campus tuition revenue

hrs x amt

\$39,212

\$52,282

\$78,423

\$91,494

Program fee, per cr hr (if any)

\$0.00

\$0

\$0

\$0

\$0

Delivery fee, per cr hr (if any)

\$0.00

\$0

\$0

\$0

\$0

University redirections

\$0

\$0

\$0

\$0

Community/Employers

\$0

\$0

\$0

\$0

Grants/Donations/Other

\$0

\$0

\$0

\$0

Total Resources

\$39,212

\$52,282

\$78,423

\$91,494

Appendix B
Budget & Resources

ATTACHMENT I

USD, B.A. and B.S. in Legal Studies

Resources Over (Under) Budget **(\$6,787)** **\$6,233** **\$32,324** **\$45,370**

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

ATTACHMENT I

Appendix B
Budget & Resources

USD, B.A. and B.S. in Legal Studies

Estimated Salary & Benefits per FTE	Faculty	Other
Estimated salary (average) - explain below	\$72,965	\$0
University's variable benefits rate (see below)	0.1434	0.1434
Variable benefits	\$10,463	\$0
Health insurance/FTE, FY18	\$8,470	\$8,470
<i>Average S&B</i>	\$91,898	\$8,470

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

The FY 20 salaries of 19 people in the Political Science and History departments were averaged.

Explain adjunct faculty costs used in table:

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

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

Summarize the operating expenses shown in the table:

Minor operating expenses include photocopying, promotional material for new students.

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

ATTACHMENT I

Appendix B
Budget & Resources

USD, B.A. and B.S. in Legal Studies

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

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

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

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

Variable Benefits Rates

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

Appendix C



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Prefix Request

USD	Arts & Sciences/ Political Science		
Institution	Division/Department	Institutional Approval Signature	Date

1. What is the proposed prefix? LEGL

2. Has the university consulted the existing list of approved prefixes in the Academic Affairs Council (AAC) guidelines to determine if the proposed prefix is in use?

☒ Yes ☐ No

3. Do the courses associated with the new prefix represent a discipline/program offered by more than one Regental institution?

☐ Yes ☒ No

4. Courses in the new prefix

4.1. How many courses are proposed for the new prefix? ⁹	9
4.2. How many of the proposed new courses are in the x9x series?	3

5. Provide a brief rationale for the new prefix below:

With the proposed creation of major and minor programs in Legal Studies, a unique prefix will help establish and identify the core courses in these programs. Although these programs are interdisciplinary in nature, and draw from existing courses across multiple prefixes, several unique and cross-listed courses will be required to meet the learning outcomes for graduates.

LEGL 101	Introduction to Legal Studies	create course
LEGL 301	Legal Writing and Research	create course
LEGL 401	Law and Society	add LEGL cross-list from CJUS 401
LEGL 430	Constitutional Law	add LEGL cross-list from CJUS/POLS 430
LEGL 454	International Law and Organizations	add LEGL cross-list from POLS 454
LEGL 489	Legal Studies Capstone	create course
LEGL 491	Independent Study	add x9x
LEGL 492	Topics	add x9x
LEGL 494	Internship	add x9x

⁹ NOTE: AAC guidelines state a minimum of four courses must be attached to the new prefix request; exceptions require approval of the System Chief Academic Officer.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Course Request

USD

Institution

Arts & Sciences/Political Science

Division/Department

Institutional Approval Signature

Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LEGL 101	Introduction to Legal Studies	3

Course Description

An introduction to the history and impact of the law, its underlying theoretical and philosophical framework, and the political, economic, and cultural forces that affect its development.

Pre-requisites or Co-requisites None

Registration Restrictions None

Section 2. Review of Course

2.1. Was the course first offered as an experimental course?

☐ Yes (if yes, provide the course information below) ☒ No

2.2. Will this be a unique or common course (place an "X" in the appropriate box)?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

Prefix & No.	Course Title	Credits

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

This is an introductory course for a new academic program and prefix for which there are no existing catalog courses.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ No. Schedule Management, explain below:
Course will be added to the rotation for existing faculty.

3.2. Existing program(s) in which course will be offered: Legal Studies, B.A., B.S., and minor

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: U01 Face-to-face

3.5. Term change will be effective: 202080

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☐ Yes, max per section: _____ ☒ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A new prefix request accompanies this request.

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

4.1. University Department Code: UPOL

4.2. Banner Department Code: UPOL

4.3. Proposed [CIP Code](#): 22.0000

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Course Request

USD

Institution

Arts & Sciences/Political Science

Division/Department

Institutional Approval Signature

Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LEGL 301	Legal Writing and Research	3

Course Description

Students learn how to analyze legal problems, conduct research, frame and construct arguments, and develop rhetorical skills using the conventions of legal writing.

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

Prefix & No.	Course Title	Pre-Req/Co-Req?
Advanced Composition course or equivalent, including ANTH 211, CJUS 202, ENGL 201, ENGL 205, ENGL 283, ENGL 284, SOC 211, POLS 202, or UHON 211		Pre-Req

Registration Restrictions None

Section 2. Review of Course

2.3. Was the course first offered as an experimental course?

☐ Yes (if yes, provide the course information below)

☒ No

2.4. Will this be a unique or common course?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ Unique Course

Prefix & No.	Course Title	Credits

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

This is a course for a new academic program and prefix for which there are no existing catalog courses.

Section 3. Other Course Information

3.11. Are there instructional staffing impacts?

- ☒ No. Schedule Management, explain below:
Course will be added to the rotation for existing faculty.

3.12. Existing program(s) in which course will be offered: Legal Studies, B.A., B.S., and minor**3.13. Proposed instructional method by university:** R - Lecture**3.14. Proposed delivery method by university:** U01 Face-to-face**3.15. Term change will be effective:** 202080**3.16. Can students repeat the course for additional credit?**

- ☐ Yes, total credit limit: _____ ☒ No

3.17. Will grade for this course be limited to S/U (pass/fail)?

- ☐ Yes ☒ No

3.18. Will section enrollment be capped?

- ☒ Yes, max per section: 25 ☐ No

3.19. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

- ☐ Yes ☒ No

3.20. Is this prefix approved for your university?

- ☐ Yes ☒ No

If no, provide a brief justification below:

A new prefix request accompanies this request.

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

4.4. University Department Code: UPOL

4.5. Banner Department Code: UPOL

4.6. Proposed [CIP Code](#): 22.0000

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



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Course Request

USD	Arts & Sciences/Political Science
Institution	Division/Department
Institutional Approval Signature	Date

Section 1. Course Title and Description

Prefix & No.	Course Title	Credits
LEGL 489	Legal Studies Capstone	3

Course Description
Students will synthesize skills and knowledge developed throughout interdisciplinary coursework to complete a research-based project. This course is designed for Legal Studies majors in their final year of study.

Pre-requisites or Co-requisites None

Registration Restrictions

Legal Studies major, senior standing.

Section 2. Review of Course

2.1. Was the course first offered as an experimental course?

☐ Yes (if yes, provide the course information below) ☒ No

2.2. Will this be a unique or common course?

If the request is for a unique course, verify that you have reviewed the common course catalog via Colleague and the system [Course Inventory Report](#) to determine if a comparable common course already exists. List the two closest course matches in the common course catalog and provide a brief narrative explaining why the proposed course differs from those listed. If a search of the common course catalog determines an existing common course exists, complete the Authority to Offer an Existing Course Form.

☒ **Unique Course**

Prefix & No.	Course Title	Credits
<i>Provide explanation of differences between proposed course and existing system catalog courses below:</i>		
This is a capstone course for a new academic program and prefix for which there are no existing catalog courses.		

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

☒ **No.** Schedule Management, explain below: Course will be added to the rotation for existing faculty.

3.2. Existing program(s) in which course will be offered: Legal Studies, B.A., B.S., and minor

3.3. Proposed instructional method by university: R - Lecture

3.4. Proposed delivery method by university: 001 Face-to-face

3.5. Term change will be effective: 202080

3.6. Can students repeat the course for additional credit?

☐ Yes, total credit limit: _____ ☒ No

3.7. Will grade for this course be limited to S/U (pass/fail)?

☐ Yes ☒ No

3.8. Will section enrollment be capped?

☒ Yes, max per section: 25 ☐ No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the [Course Inventory Report](#)?

☐ Yes ☒ No

3.10. Is this prefix approved for your university?

☐ Yes ☒ No

If no, provide a brief justification below:

A new prefix request accompanies this request.

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

4.1. University Department Code: UPOL

4.2. Banner Department Code: UPOL

4.3. Proposed [CIP Code](#): 22.0000

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – C (6)

DATE: May 21, 2020

SUBJECT

New Program: USD Doctor of Nursing Practice (DNP) with specialization in Organizational and System Leadership and Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health

C CONTROLLING STATUTE, RULE, OR POLICY

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

[BOR Policy 2:1](#) – External Review of Proposed Graduate Programs

DISCUSSION / BACKGROUND

The University of South Dakota (USD) requests approval to offer a Doctor of Nursing Practice (DNP) degree with Organizational and System Leadership specialization. The proposed Doctor of Nursing Practice program seeks to prepare individuals for roles that specialize in practice at the aggregate, systems, or organizational level. It builds on the existing Bachelor of Science in Nursing (BSN) and the proposed new Master of Science in Nursing (MSN) in Nursing Informatics and e-Health. The program expands nursing education at USD to meet the growing market demand for graduates with the ability to provide nursing leadership at an advanced level and engage in indirect patient care roles such as nursing administration, executive leadership, and academic leadership opportunities. The program will be offered through distance delivery (online/other distance methods).

USD also requests approval to offer a Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health. The new Master of Science in Nursing program will build on the existing Bachelor of Science in Nursing (BSN) and expand nursing education at USD to meet growing market demand for graduates with the ability to provide nursing care at an advanced level and with proficiency in the science of how to use data, information systems, and healthcare technology driven interventions.

USD anticipates increased demand for graduates of the proposed program, due to the rapid growth of telehealth and telemedicine services in the state, especially with the Centers for Medicare and Medicaid Services Rural Health Strategy and the Telehealth Aims initiative.

(Continued)

DRAFT MOTION 20200521_5-C(6):

I move to approve USD's new program proposals for a Doctor of Nursing Practice (DNP) with specialization in Organizational and System Leadership; and Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health, as presented.

In offering this degree, USD is looking to the future and anticipating healthcare needs for which the new generation of nurses must be prepared. The complexity of rural healthcare environments, combined with the promise of healthcare technologies in addressing rural healthcare challenges, creates an urgent need for expanded nursing knowledge in healthcare technologies, informatics and analytics.

The Intent to Plan for each program was waived by the Executive Director.

Per BOR Policy 2:1, an external review of the programs was conducted in early February, and the final report of the reviewers is included in Attachment III.

IMPACT AND RECOMMENDATION

South Dakota State University (SDSU) is currently the only public university in South Dakota that offers graduate nursing education, and its programs are mainly focused on Advanced Practice Nursing and Nurse Practitioner roles in direct patient care. A significant number of students who seek educational options not offered at SDSU choose out-of-state for-profit academic institutions for their graduate study. The proposed programs will allow students seeking preparation for roles that specialize in practice at the aggregate, systems, or organizational level to stay in state.

DNP: Collaboration with the Beacom School of Business at USD will leverage resources and enable cost-savings in program delivery through sharing of courses via distance delivery. Leveraging resources and creating a diverse pool of faculty and student expertise will also enhance program competitiveness for research funding.

MSN: The curriculum evolved from discussions amongst experts at USD Nursing Department, the Beacom Business School and Dakota State University (DSU). In addition, discussions with the Nursing Program and the nursing leadership at both Sanford and Avera took place. Meetings will occur on regular basis between the nursing leadership at both institutions and the nursing leadership to bridge education to practice and leverage expertise. The curriculum is expected to evolve with addition of new faculty expertise and development of new research and practice interests.

The proposed programs will be self-sustaining, supported by tuition and fees and with existing resources.

Board office staff recommend approval of the programs.

ATTACHMENTS

Attachment I – USD New Program Request Form: DNP with Organizational and System Leadership specialization

Attachment II – USD New Program Request Form: MSN with specialization in Nursing Informatics and e-Health

Attachment III – External Program Review Report

Attachment IV – Response to External Program Review Report

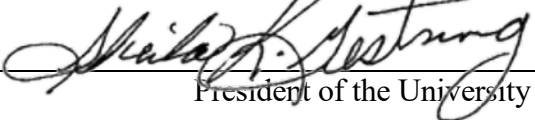


SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Graduate Degree Program

UNIVERSITY:	University of South Dakota
PROPOSED GRADUATE PROGRAM:	Doctor of Nursing Practice with specialization in Organizational and System Leadership
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Doctor of Nursing Practice
EXISTING OR NEW DEGREE(S):	New
INTENDED DATE OF IMPLEMENTATION:	Spring 2021
PROPOSED CIP CODE:	51.3802
SPECIALIZATIONS:¹	Organizational and System Leadership
IS A SPECIALIZATION REQUIRED (Y/N):	yes
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	Nursing
UNIVERSITY DIVISION:	School of Health 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. What is the nature/purpose of the proposed program?

The University of South Dakota seeks to develop a **Doctor of Nursing Practice degree with Organizational and System Leadership specialization**. USD is **not seeking a nurse practitioner program or an Advanced Practice Registered Nurse specialization** (APRNs i.e. Nurse Practitioners, Clinical Nurse Specialists, Certified Nurse-Midwives, and Certified Registered Nurse Anesthetists). “Doctor of Nursing Practice preparation falls into two broad categories: roles that specialize as an Advanced Practice Nurse (APN) with focus on direct care of individuals, and roles that specialize in practice at an aggregate, systems, or organizational level. This distinction is important as APRNs face different licensure, regulatory, credentialing, liability, and reimbursement issues than those who practice at an aggregate, systems, or organizational level. As a result, the specialty content preparing DNP graduates for various practices will differ substantially” [Association of Colleges of Nursing (AACN), the Essentials of Doctoral Education for Advanced Nursing Practice, 2006]². The proposed Doctor of Nursing Practice program seeks to prepare individuals for roles that specialize in practice at the aggregate, systems, or organizational level. The proposed program will target nurses that are in mid-level nursing management and leadership positions who desire to

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.

² <https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

enhance their ability to lead within complex health systems and utilize the skill set of a doctorally prepared nurse. Concepts from nursing science and other related disciplines will be synthesized to prepare the student for the highest level of nursing practice and to prepare students to assume leadership roles in health care organizations. The curriculum will prepare the student to incorporate finance, informatics, budget, policy, population health, organizations or health care system transformation, and ethics as they lead within health systems.

The proposed program builds on the existing Bachelor of Science in Nursing (B.S.N.) and the proposed new MSN in health informatics and e-Health. The program expands nursing education at USD to meet the growing market demand for graduates with the ability to provide nursing leadership at an advanced level and engage in indirect patient care roles such as nursing administration, executive leadership, and academic leadership opportunities (AACN, The Doctor of Practice White Paper August 2015, p 1)³. The proposed program will be self-sustaining. The core of the proposed program are nursing courses that provide nursing graduates with the capacity to take on greater leadership roles and hone their skills in management, leadership, healthcare operations, evidence-based practice, informatics, and quality improvement (AACN Doctor of Nursing Practice Essentials)¹.

The purpose of the new program is to advance the following System Strategic Goals (Policy 1:21) and State Initiatives:

- Expand graduate education and increasing the number of graduate programs in the state
- Increase access to continuing education opportunities that South Dakotans need to upgrade their credentials while remaining in the workforce
- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social scientific and political development
- Enhance engagement of student in the translation of research. Robust projects that accompany graduate programs create new opportunities for students to become skilled in the translation of research
- Provide technological innovation and skilled labor that support healthcare industries in the state

Collaboration with The Beacom School of Business at The University of South Dakota will leverage resources and enable cost-savings in program delivery through sharing of courses via distance delivery. Leveraging resources and creating a diverse pool of faculty and student expertise will also enhance program competitiveness for research funding.

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 program furthers the mandate and strategic plan of the Board of Regents and the University of South Dakota by providing new high quality, efficient, flexible, equitable, affordable, and accessible graduate education to the residents of South Dakota. The proposal aligns with the Board's strategic plan 2014-2020 by growing the number of graduate degrees and expanding the research and economic development opportunities in the state. The new

³ <https://www.aacnnursing.org/Portals/42/DNP/DNP-Implementation.pdf>

⁴ 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.

program enhances and enriches the educational mission at the University of South Dakota and contributes to the overall educational attainment, research and productivity in the state. The program is aligned with the statutory mission of the University of South Dakota, as provided in SDCL 13-57-1:

“The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)”

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university of the South Dakota System of Higher Education.

USD Strategic Goals:

- Undergraduate, Graduate & Professional Student Experience
 - Goal 2: Enrich academic experiences for graduate and professional students.
- Research, Scholarship & Creative Work
 - Goal 1: Expand interdisciplinary research, scholarship, and creative work.
 - Goal 2: Increase national-level recognition in a select number of research and creative areas.

By 2020, USD aims to increase enrollment in graduate and professional programs by 3,000 and anticipates that enrollment in off-campus and distance courses will be 5,100. The development of this program supports those efforts

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

According to the South Dakota Department of Health 2017 Workforce Supply and Employment Characteristics Report, 55% of the South Dakota RNs are ≥ 41 years old⁵. Therefore, with the aging RN population, self-sufficiency and sustainability of the nursing workforce becomes a priority. The South Dakota Board of Nursing (SDBON) report went further to indicate that only 59.8% of South Dakota’s RNs had educational preparation as a BS degree or higher. This is below the national average of 65.4%. While South Dakota projections of RN needs include 417 RNs/year, the SDBON report clearly documents a critical need for graduating additional nurses with an advanced educational preparation.

The demand for medical and health services managers is expected to grow by 15% nationally over the next 10 years., employment projections for healthcare services managers in South Dakota will continue to rise between 2014 and 2024 and employment projections for Nursing instructors and teachers is 22.4% between 2014 and 2024. Within academic nursing, a faculty shortage has been well documented and is reaching a critical level. It is estimated that one-third of the aging nurse faculty workforce will retire by 2025 (Fang & Kesten, 2017)⁶. According to the AACN, the Doctor of Nursing Practice with Organizational and System

⁵ <https://doh.sd.gov/boards/nursing/Reports/2017SDNsgWorkForceReport.pdf>

⁶ Fang, D., & Kesten, K. (2017). Retirements and succession of nursing faculty in 2016-2025. *Nursing Outlook*, 65, 633-642. doi:10.1016/j.outlook.2017.03.003.

Leadership specialization is one innovative approach for preparing faculty needed to teach, generate evidence, and innovate in the clinical setting.

Graduates of the program will be prepared to hold a variety of high level responsible positions in health care including administrative positions in hospital and ambulatory care, private consultation or consulting firms, federal or state government agencies, business or industry, and faculty and clinical positions. Job titles may include Vice President for Nursing and Clinical Services, Program Director, Vice President for Patient Care, Chief Executive Officer, Health Officer, Commissioner of Health, Quality Improvement Director, Clinical Information Technology Specialist, Direct Care Clinician, and Faculty Member.

4. How will the proposed program benefit students?

South Dakota State University is the only public university in the state that offers graduate nursing education which is mainly focused on Advanced Practice Nursing (APRNs) and Nurse Practitioner roles working with direct patient care. Students looking for educational options that are not offered at South Dakota State University, seek such opportunities at for-profit, distant education programs. According to the nursing leadership at Sanford and Avera (Personal communication February 28, 2019), there are over 200 registered nurses employed by both institutions who are seeking opportunities for advancing their leadership development and are currently enrolled in graduate programs at online, out-of-state, for-profit academic institutions. This excludes RNs working at Regional Health, institutions of higher education, and all RNs employed in other healthcare settings. Accounting for all the RNs seeking higher education in the state makes the applicant pool much larger. South Dakota is clearly losing significant economic activity by losing such a large number of students to out-of-state, for-profit programs. Nursing advisors at USD receive regular inquiry about graduate programs from prospective students and registered nurses who would like to return to their alma mater to complete their graduate studies.

Furthermore, the proposed program will allow students to build on their knowledge and personal experiences and competencies to develop a sophisticated understanding and ability to meet the complex needs of current and future healthcare systems and contexts. Students will be able to continue employment while enrolled part-time or full-time in the program. The program is flexible and draws on the university and faculty strengths including distance delivery, use of technologies, and interprofessional approaches.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale⁷

Nationally and globally, the Doctor of Nursing Practice (DNP) is well established and recognized credential. The Doctorate degree is highly valued and recognized by employers, healthcare and government and demand for the degree is increasing. The DNP credential is required for teaching in graduate nursing programs and for most executive positions. Therefore, nurses planning to advance their careers are likely to require a DNP equivalent. The DNP is designed for nurses seeking a terminal degree in nursing practice and offers an alternative to research-focused doctoral programs. DNP-prepared nurses are well-equipped to fully engage in implementation and translation science and implement the science developed by nurse researchers prepared in PhD and other research-focused nursing

⁷ “New Degree” means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

doctorates. The changing demands of the United States' complex healthcare environment require the highest level of scientific knowledge and practice expertise to assure quality patient outcomes. As a result, Nursing is moving in the direction of other health professions in the transition to the DNP. Medicine (MD), Dentistry (DDS), Pharmacy (PharmD), Psychology (PsyD), Physical Therapy (DPT), and Audiology (AuD) all require or offer practice doctorates. According to the AACN, there are 336 DNP programs currently enrolling students at schools of nursing nationwide, and an additional 121 new DNP programs are in the planning stages (54 post-baccalaureate and 67 post-master's programs). From 2016 to 2017, the number of students enrolled in DNP programs increased from 25,289 to 29,093. During that same period, the number of DNP graduates increased from 4,855 to 6,090.

B. What is the rationale for the curriculum?

The curriculum evolved from discussions amongst experts at USD Nursing Department and the Beacom School of Business. In addition, discussions with the Nursing Program and the nursing leadership at both Sanford and Avera took place. Future meetings will occur on regular basis between the nursing leadership at both institutions and the nursing leadership at USD to bridge education to practice and leverage expertise. The curriculum is expected to evolve with addition of new faculty expertise and development of new research and practice interests. The AACN Essentials of Doctoral Education for Advanced Nursing Practice will provide the foundational curricular requirements for the proposed DNP curriculum (Appendix C).

1. DNP Essentials 1 through 8 are the foundational outcome competencies deemed essential for all graduates of a DNP program regardless of specialty or functional focus.
2. Specialty competencies/content prepare the DNP graduate for those practice and didactic learning experiences for a particular specialty.

Competencies, content, and clinical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The proposed DNP curriculum will be built using current national standards for a specialization in Organizational and Systems Leadership.

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

The proposed DNP program with specialization in Organizational and System Leadership specialization consists of 36 – 43 credit hours, comparable to the credits offered by other DNP programs nationally. A maximum of 280 supervised clinical hours can be transferred from the student's prior MSN clinical hours. Students who enter the program with less than 280 post- baccalaureate supervised clinical hours will need to take up to 7 additional practicum credit hours to fulfill the requirement of 1000 clinical hours in the DNP program. Eligible students must hold an unencumbered Registered Nurse license and a Master's Degree in a related field of study. These credit hours and eligibility requirements are comparable to the credits offered by other DNP programs nationally.

The program will prepare nurses in mid-level nursing management and leadership positions to enhance their ability to lead within complex health systems and utilize the skill set of a doctorally prepared nurse.

The curriculum will be built around the AACN Essentials of Doctoral Education for Advanced Nursing Practice and the Nursing American Organization for Nurse Executives' scope and standards and integrate the following competencies:

- AACN Essentials of Doctorate Education in Nursing
<https://www.aacnnursing.org/DNP/Tool-Kit>
- American Organization for Nursing Leadership (AONL) Certified in Executive Nursing Practice Certification: <https://www.aonl.org/initiatives/certification>
- American Nurses Credentialing Center Certification Programs for Nurse Leaders: <https://www.nursingworld.org/our-certifications/>
- Healthcare Leadership Alliance Competency Directors:
<http://www.aone.org/resources/hla-directory.shtml>

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

Doctor of Nursing Practice with specialization in Organizational and System Leadership	Credit Hours	Percent
Conferred Master of Science Nursing (from an accredited institution)	33	-
Required courses, all students	36 - 43	100%
Required option or specialization, if any		
Total Required for the Degree	36 - 43 with Conferred Master of Science Nursing	

Required Courses

Prefix	Number	Course Title	Didactic Credit Hours	Clinical Credit Hours	New (yes, no)
NURS	811	Scientific Underpinnings and Evidence-Based Practice	2	1	Yes
NURS	812	Leadership Development in Healthcare Policy and Advocacy	2	1	Yes
NURS	841	Applied Evidence-Based Practice and Population Health Concepts	2	1	Yes
NURS	861	Leadership Development in Quality Improvement in Nursing for Health Systems	1	2	Yes
NURS	862	Leadership Development in Information Systems Technology for Patient Care Improvement	1	2	Yes
NURS	863	Leadership Development in Healthcare Business	3	0	Yes
BADM	761	Leadership Development	3		No
HSAD	770	Managing Health Services Resources	3		No
NURS	773	Clinical Scholarship and Analytical Methods	2	1	No
NURS	813	Scholarly Writing and Communication I	1		Yes
NURS	814	Scholarly Writing for DNP Project		2	Yes
NURS	880	DNP Project (Common Course)		6	No
Subtotal			20	16	

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

Students must take 1 – 7 clinical credit hours to meet a minimum of 1,000 clinical hours for the program:

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NURS	895	Practicum (Common Course)	1 – 7*	No
Subtotal			1 - 7	

*Students who do not transfer in up to 280 supervised clinical hours would be required to take up to 7 credits of Practicum to meet the 1,000 clinical hour requirement for the degree.

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.*

Program graduates will be able to:

- Assume a leadership role as a Doctor of Nursing Practice prepared nurse in healthcare.
- Apply principles of evidence-based practice, interprofessional collaboration, nursing and leadership science, ethics, cultural sensitivity, and determinants of health to ensure accountability for quality of health care and patient safety.
- Employ principles of business, finance, economics, and health policy to system wide initiatives that will improve safety and quality of care.
- Synthesize scientific methods and underpinnings to shape and influence healthcare decisions and systems of care.
- Employ data driven clinical and system decisions by integrating healthcare technology and informatics in managing complex healthcare environments.
- Facilitate transformative practice and organizational change that is based on critical evaluation of relationships among practice, fiscal policy issues, populations, and healthcare delivery systems.

Please consult Appendix A for detailed outcomes mapped to coursework

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

Graduates of the program will be eligible to obtain certification in the following:

- American Organization of Nurse Executives (A.O.N.E.) Certified in Executive Nursing Practice (C.E.N.P.)
- American Nurses Credentialing Center (A.N.C.C.) Nurse Executive (NE-BC)

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?

The certification examination is a competency-based examination that provides a valid and reliable assessment of knowledge and skills of nurse leaders. Once a student completes eligibility requirements to take the certification examination and successfully passes the exam, the student is awarded the credentials based on the type of certification they pursued. The need to obtain a certificate depends on the type, scope and capacity of the work that the program graduates choose, as well as the requirements of the hiring organization or employer. Graduate will also demonstrate mastery by successful completion of the program and the DNP project.

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

The program will be delivered by distant technology and using Desire to Learn (D2L) course management system. Instructional approaches may include lectures, discussion boards, blogs, cooperative and project based-learning. In addition, there will be clinical, face-to-face residencies, and leadership immersion experiences.

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?

- 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?**

The University of South Dakota nursing faculty consulted with experts from Duke, University of Minnesota, and University of Arizona. Nursing faculty also consulted with leadership from Avera and Sanford. The contributions were related to clinical hour requirements, need for program and demand, course content and expected program outcomes.

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

Estimates	Fiscal Years*					
	1st	2nd	3rd	4th	5th	6th
<i>Headcount & hours from proposal</i>	FY21	FY22	FY23	FY24	FY25	FY26
Fall headcount (see table in proposal)	6	13	22	28	32	34
Program FY cr hrs, Off-Campus NURS	54	117	213	273	315	339
Program FY cr hrs, Off-Campus OTHER (BADM, HSAD)	18	39	51	63	69	69
Program FY cr hrs, Off-Campus TOTAL	72	156	264	336	384	408
Number of Graduates			6	8	10	12

*Do not include current fiscal year.

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

- 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 program will seek accreditation from the Commission on Collegiate Nursing Education (CCNE) and approval of the South Dakota Board of Nursing. There will be incremental burden to assess the new courses with a Nursing prefix (foundational and core courses).

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

None

12. Delivery Location¹⁰

- 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**

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.

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.

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	No	

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

	Yes/No	If Yes, identify delivery methods ¹¹	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015-Internet asynchronous	Spring 2021

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

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

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.

Please refer to Appendix B

14. Board Policy 2:1 states: *“Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.”* Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

Please refer to Appendix C for potential consult list

Journal

The Journal of Nursing Administration

Editor in Chief: Karen Hill, DNP, RN, NEA-BC, FACHE, FAAN

JONAEEditor@gmail.com

Journal

The Journal of Nursing Administration

Accreditation

¹¹ Delivery methods are defined in [AAC Guideline 5.5](#).

¹² This question responds to HLC definitions for distance delivery.

Commission on Collegiate Nursing Education
 Diandrea Campbell
 Accreditation Coordinator
 202-887-6791 extension 252

Contact for: Inquiries regarding the CCNE accreditation process for Baccalaureate and Graduate Nursing programs, including documentation for HRSA grants and the processing of requests for initial applicant status and seeking accreditation of a new program.

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program?

☐

Yes

☒

No

Explanation (if applicable):

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

☒

YES,

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

☐

NO,

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

17. Additional Information: *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.*

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										
	NURS 811*	NURS 812*	NURS 813/814*	NURS 861*	BADM 761*	NURS 841	NURS 862	NURS 880	NURS 863	NURS 773	HSAD 770
Assume a leadership role as a doctor of Nursing Practice prepared nurse in healthcare.		X		X	X	X		X	X		X
Apply principles of evidence-based practice, interprofessional collaboration, nursing and leadership science, ethics, cultural sensitivity, and determinants of health to ensure accountability for quality of health care and patient safety.	X	X	X	X		X		X			
Employ principles of business, finance, economics, and health policy to system wide initiatives that will improve safety and quality of care.		X		X	X			X	X		
Synthesize scientific methods and underpinnings to shape and influence healthcare decisions and systems of care.	X		X					X		X	
Employ data driven clinical and system decisions by integrating healthcare technology and informatics in managing complex healthcare environments				X		X	X			X	
Facilitate transformative practice and organizational change that is based on critical evaluation of relationships among practice, fiscal policy issues, populations, and healthcare delivery systems.		X		X	X	X	X	X	X		

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

APPENDIX B

USD Nursing DNP Track Only

1. Assumptions

Headcount & hours from proposal

Fall headcount (see table in proposal)

Program FY cr hrs, Off-Campus NURS

Program FY cr hrs, Off-Campus OTHER (BADM, HSAD)

Program FY cr hrs, Off-Campus TOTAL

1st FY21	2nd FY22	3rd FY23	4th FY24	5th FY25	6th FY26
6	13	22	28	32	34
54	117	213	273	315	339
18	39	51	63	69	69
72	156	264	336	384	408

Faculty, Regular FTE

See p. 3

<i>1.00</i>	<i>1.70</i>	<i>1.70</i>	<i>1.70</i>	<i>1.70</i>	<i>1.70</i>
-------------	-------------	-------------	-------------	-------------	-------------

Faculty Salary & Benefits, average

See p. 3

\$96,499	\$96,499	\$96,499	\$96,499	\$96,499	\$96,499
----------	----------	----------	----------	----------	----------

Faculty, Overload/Inload/Adjunct - number of courses

See p. 3

1	2	2	2	2	2
---	---	---	---	---	---

Faculty, Overload/Inload/Adjunct - number of course credits

See p. 3

3	6	6	6	6	6
---	---	---	---	---	---

Faculty, Overload/Inload/Adjunct - per 3 Cr Hr course

See p. 3

\$8,876	\$8,876	\$8,876	\$8,876	\$8,876	\$8,876
---------	---------	---------	---------	---------	---------

Other FTE (see next page) - Grad Prgm Dir/Grad Fac Advisor

See p. 3

<i>0.25</i>	<i>0.25</i>	<i>0.25</i>	<i>0.25</i>	<i>0.25</i>	<i>0.25</i>
-------------	-------------	-------------	-------------	-------------	-------------

Other Salary & Benefits, average

See p. 3

\$120,214	\$120,214	\$120,214	\$120,214	\$120,214	\$120,214
-----------	-----------	-----------	-----------	-----------	-----------

2. Budget

Salary & Benefits

Faculty, Regular (NURS)

\$96,499

\$164,048

\$164,048

\$164,048

\$164,048

\$164,048

Faculty, Overload/Inload/Adjunct (rate x number of courses)

\$8,876

\$17,752

\$17,752

\$17,752

\$17,752

\$17,752

Other FTE-Grad Prgm Dir/Grad Fac Advisor

\$30,054

\$30,054

\$30,054

\$30,054

\$30,054

\$30,054

S&B Subtotal

\$135,429

\$211,854

\$211,854

\$211,854

\$211,854

\$211,854

Operating Expenses

Travel

\$1,500

\$2,550

\$2,550

\$2,550

\$2,550

\$2,550

Contractual Services

\$20,500

\$13,250

\$1,250

\$750

\$500

\$2,500

Supplies & materials

\$300

\$650

\$1,100

\$1,400

\$1,600

\$1,700

Capital equipment

\$1,500

\$1,050

\$0

\$0

\$0

\$0

OE Subtotal

\$23,800

\$17,500

\$4,900

\$4,700

\$4,650

\$4,500

Total

\$159,229

\$229,354

\$216,754

\$216,554

\$216,504

\$216,354

3. Program Resources

Allied Health Off Campus (NURS Prefix) tuition/hr, HEFF net	GR	\$267.11	\$267.11	\$267.11	\$267.11	\$267.11	\$267.11
Tuition revenue	hrs x amt	\$14,424	\$31,252	\$56,895	\$72,922	\$84,141	\$90,552
Other Off-Campus (BADM, HSAD Prefix) tuition/hr, HEFF net	GR	\$261.16	\$261.16	\$261.16	\$261.16	\$261.16	\$261.16
Tuition revenue	hrs x amt	\$4,701	\$10,185	\$13,319	\$16,453	\$18,020	\$18,020
Program fee, per cr hr (if any) - NURS Prefix Only	\$103.00	\$5,562	\$12,051	\$21,939	\$28,119	\$32,445	\$34,917
Delivery fee, per cr hr (if any) - NURS Prefix Only	\$45.80	\$2,473	\$5,359	\$9,755	\$12,503	\$14,427	\$15,526
University redirections		\$62,500	\$62,500	\$62,500	\$62,500	\$62,500	\$62,500
Community/Employers		\$0	\$0	\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$0	\$0	\$0	\$0	\$0

Total Resources

\$89,660 \$121,347 \$164,409 \$192,498 \$211,533 \$221,515

Resources Over (Under) Budget

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

(\$69,568) (\$108,006) (\$52,345) (\$24,056) (\$4,971) \$5,161

NURS OTHER
Faculty Faculty OTHER
Teach
FTE Non-Nurs Adm/AdvFTE

Estimated Salary & Benefits per FTE		FTE	Non-Nurs	Adm/AdvFTE
Estimated salary (average) - explain below	(see below)	\$75,785	\$8,215	\$99,500
University's variable benefits rate		0.1404	0.0804	0.1404
Variable benefits		\$10,643	\$661	\$10,643
Health insurance/FTE, FY20		\$10,071	\$0	\$10,071
<i>Average S&B</i>		\$96,499	\$8,876	\$120,214

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

The FY20 salaries of 11 doctorally prepared faculty the Nursing department were averaged.

Explain overload/inload/adjunct faculty costs used in table:

8% of the average faculty salary for HIMS, BADM, HSAD faculty was used to determine the overload/inload/adjunct rate per 3 credits.

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

The FY20 salaries of the current Nursing Assoc Chair Academics and Director Student Advising and Serv were averaged to estimate costs of Graduate Program Directorship and Graduate Student Advising

Summarize the operating expenses shown in the table:

Travel: 1500 per faculty FTE for faculty development. Contractual Services: \$3000 per new course for course development. \$13,000 over six years in marketing costs, heavy front end investment at program inception. Supplies & Materials: \$50 per year per student for supplies and materials. Capital Assets: \$1500 per Faculty FTE for technology and office equipment.

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

University Redirect: USD Nursing intends to redirect net savings from Pierre and Watertown closures.

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

Off-Campus Tuition, HEFF & Net	FY20 Rate	HEFF	USD Retained	Net Program Retained	
Graduate - Allied Health Nursing	\$336.80	\$38.73	\$30.95	\$267.11	<i>to point to your net</i>
Graduate - Other (BADM, HSAD)	\$465.80	\$53.57	\$151.07	\$261.16	<i>to point to your net</i>

Variable Benefits Rates

University	FY20
USD	14.04%

USD Nursing MS & DNP Tracks Combined

1. Assumptions

Headcount & hours from proposal

Fall headcount (see table in proposal)

Program FY cr hrs, Off-Campus NURS

Program FY cr hrs, Off-Campus OTHER (BADM, HIMS, HSAD)

Program FY cr hrs, Off-Campus TOTAL

1st FY21	2nd FY22	3rd FY23	4th FY24	5th FY25	6th FY26
12	26	44	56	64	68
108	234	396	504	576	612
36	78	117	147	165	171
144	312	513	651	741	783

Faculty, Regular FTE

See p. 3

2.00	3.00	3.00	3.00	3.00	3.00
------	------	------	------	------	------

Faculty Salary & Benefits, average

See p. 3

\$96,499	\$96,499	\$96,499	\$96,499	\$96,499	\$96,499
----------	----------	----------	----------	----------	----------

Faculty, Overload/Inload/Adjunct - number of courses

See p. 3

2	4	5	5	5	5
---	---	---	---	---	---

Faculty, Overload/Inload/Adjunct - number of course credits

See p. 3

6	12	15	15	15	15
---	----	----	----	----	----

Faculty, Overload/Inload/Adjunct - per 3 Cr Hr course

See p. 3

\$8,876	\$8,876	\$8,876	\$8,876	\$8,876	\$8,876
---------	---------	---------	---------	---------	---------

Other FTE (see next page) - Grad Prgm Dir/Grad Fac Advisor

See p. 3

0.50	0.50	0.50	0.50	0.50	0.50
------	------	------	------	------	------

Other Salary & Benefits, average

See p. 3

\$120,214	\$120,214	\$120,214	\$120,214	\$120,214	\$120,214
-----------	-----------	-----------	-----------	-----------	-----------

2. Budget

Salary & Benefits

Faculty, Regular (NURS)

\$192,998 \$289,497 \$289,497 \$289,497 \$289,497 \$289,497

Faculty, Overload/Inload/Adjunct (rate x number of courses)

\$17,752 \$35,504 \$44,380 \$44,380 \$44,380 \$44,380

Other FTE-Grad Prgm Dir/Grad Fac Advisor

\$60,107 \$60,107 \$60,107 \$60,107 \$60,107 \$60,107

S&B Subtotal

\$270,857 \$385,108 \$393,984 \$393,984 \$393,984 \$393,984

Operating Expenses

Travel

\$3,000 \$4,500 \$4,500 \$4,500 \$4,500 \$4,500

Contractual Services

\$40,625 \$23,500 \$2,500 \$1,500 \$1,000 \$500

Supplies & materials

\$600 \$1,300 \$2,200 \$2,800 \$3,200 \$3,400

Capital equipment

\$3,000 \$1,500 \$0 \$0 \$0 \$0

OE Subtotal

\$47,225 \$30,800 \$9,200 \$8,800 \$8,700 \$8,400

Total

\$318,082 \$415,908 \$403,184 \$402,784 \$402,684 \$402,584

3. Program Resources

Allied Health Off Campus (NURS Prefix) tuition/hr, HEFF net

GR

\$267.11 \$267.11 \$267.11 \$267.11 \$267.11 \$267.11

	Tuition revenue	hrs x amt	\$28,848	\$62,505	\$105,777	\$134,625	\$153,858	\$163,474
Other Off-Campus (BADM, HSAD Prefix) tuition/hr, HEFF net	GR		\$261.16	\$261.16	\$261.16	\$261.16	\$261.16	\$261.16
	Tuition revenue	hrs x amt	\$9,402	\$20,371	\$30,556	\$38,391	\$43,092	\$44,659
Program fee, per cr hr (if any) - NURS Prefix Only	\$103.00		\$11,124	\$24,102	\$40,788	\$51,912	\$59,328	\$63,036
Delivery fee, per cr hr (if any) - NURS Prefix Only	\$45.80		\$4,946	\$10,717	\$18,137	\$23,083	\$26,381	\$28,030
University redirections			\$125,000	\$125,000	\$125,000	\$125,000	\$125,000	\$125,000
Community/Employers			\$0	\$0	\$0	\$0	\$0	\$0
Grants/Donations/Other			\$0	\$0	\$0	\$0	\$0	\$0
Total Resources			\$179,321	\$242,695	\$320,258	\$373,012	\$407,659	\$424,198

Resources Over (Under) Budget

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

			(\$138,761)	(\$173,213)	(\$82,926)	(\$29,772)	\$4,975	\$21,814
		NURS	OTHER					
		Faculty	Faculty	OTHER				
		Teach						
Estimated Salary & Benefits per FTE		FTE	Non-Nurs	Adm/AdvFTE				
Estimated salary (average) - explain below		\$75,785	\$8,215	\$99,500				
University's variable benefits rate	(see below)	0.1404	0.0804	0.1404				
Variable benefits		\$10,643	\$661	\$10,643				
Health insurance/FTE, FY20		\$10,071	\$0	\$10,071				
<i>Average S&B</i>		\$96,499	\$8,876	\$120,214				

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

The FY20 salaries of 11 doctorally prepared faculty the Nursing department were averaged.

Explain overload/inload/adjunct faculty costs used in table:

8% of the average faculty salary for HIMS, BADM, HSAD faculty was used to determine the overload/inload/adjunct rate per 3 credits.

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

The FY20 salaries of the current Nursing Assoc Chair Academics and Director Student Advising and Serv were averaged to estimate costs of Graduate Program Directorship and Graduate Student Advising

Summarize the operating expenses shown in the table:

Travel: 1500 per faculty FTE for faculty development. Contractual Services: \$3000 per new course for course development. \$13,000 over six years in marketing costs, heavy front end investment at program inception. Supplies & Materials: \$50 per year per student for supplies and materials. Capital Assets: \$1500 per Faculty FTE for technology and office equipment.

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

University Redirect: USD Nursing intends to redirect net savings from Pierre and Watertown closures.

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

Off-Campus Tuition, HEFF & Net	FY20 Rate	HEFF	USD Retained	Net Program Retained	
Graduate - Allied Health Nursing	\$336.80	\$38.73	\$30.95	\$267.11	<i>to point to your net</i>
Graduate - Other (BADM, HSAD)	\$465.80	\$53.57	\$151.07	\$261.16	<i>to point to your net</i>
Variable Benefits Rates					
University		FY20			
USD		14.04%			

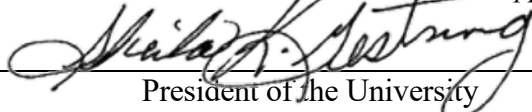


SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS New Graduate Degree Program

UNIVERSITY:	University of South Dakota
PROPOSED GRADUATE PROGRAM:	Master of Science in Nursing with specialization in Nursing Informatics and e-Health, M.S.N.
EXISTING OR NEW MAJOR(S):	New
DEGREE:	Master of Science in Nursing
EXISTING OR NEW DEGREE(S):	New degree
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	51.3802
SPECIALIZATIONS:¹	Nursing Informatics and e-Health
IS A SPECIALIZATION REQUIRED (Y/N):	Yes
DATE OF INTENT TO PLAN APPROVAL:	Click here to enter a date.
UNIVERSITY DEPARTMENT:	Department of Nursing
UNIVERSITY DIVISION:	School of Health 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.


Date

 President of the University

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

The University of South Dakota seeks to develop a **Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health**. The new Master of Science in Nursing program builds on the existing Bachelor of Science in Nursing (B.S.N.) and expands nursing education at USD to meet the growing market demand for graduates with the ability to provide nursing care at an advanced level. The proposed program will be self-sustaining. The core of the proposed program are nursing courses that provide nursing graduates with a fuller understanding of the discipline of nursing in order to engage in higher level practice and leadership (Association of Colleges of Nursing (AACN) Master's Essentials, p. 4)² in diverse areas of any health care setting.

The purpose of the new program is to advance the following System Strategic Goals (Policy 1:21) and State Initiatives:

- Expand graduate education and increasing the number of graduate programs in the state
- Increase access to continuing education opportunities that South Dakotans need to upgrade their credentials while remaining in the workforce

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.

² <https://www.aacnnursing.org/Portals/42/Publications/DNPEssentials.pdf>

- South Dakota will be a recognized national leader in the use of information technology to enhance its educational, economic, social scientific and political development
- Enhance engagement of student in the translation of research and new knowledge. Robust projects that accompany graduate programs create new opportunities for students to become skilled in the translation of science
- Provide technological innovation and skilled labor that support healthcare industries in the state.

Collaboration between the School of Health Sciences (SHS), Department of Nursing, and the Beacom School of Business at the University of South Dakota and will also include the College of Business and Information Technology and the Beacom College of Computer and Cyber Sciences at Dakota State University (DSU). The collaboration will leverage resources and enable cost-savings in program delivery through sharing of courses via distance delivery. Leveraging resources and creating a diverse pool of faculty and student expertise will also enhance program competitiveness for research funding.

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?³

The proposed program furthers the mandate and strategic plan of the Board of Regents and the University of South Dakota by providing new high quality, efficient, flexible, equitable, affordable, and accessible graduate education to the residents of South Dakota. The proposal aligns with the Board's strategic plan 2014-2020 by growing the number of graduate degrees and expanding the research and economic development opportunities in the state. The new program enhances and enriches the educational mission at the University of South Dakota and contributes to the overall educational attainment, research and productivity in the state. The program is aligned with the statutory mission of the University of South Dakota, as provided in SDCL 13-57-1:

“The legislature established The University of South Dakota as the liberal arts university to meet the needs of the State and region by providing undergraduate and graduate programs in the liberal arts and sciences, and professional education in business, education, fine arts, law, and medicine, and other courses or programs as the Board of Regents may determine. (SDCL 13-57-1)”

The Board implemented SDCL 13-57-1 by authorizing undergraduate and graduate programs in the liberal arts and sciences and in professional education and by requiring the University to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and beyond. The University of South Dakota is the comprehensive university of the South Dakota System of Higher Education.

³ South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16_BOR1014.pdf.

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

According to the South Dakota Department of Health 2017 Workforce Supply and Employment Characteristics Report 55% of the South Dakota RNs are ≥ 41 years old⁴. Therefore, with the aging RN population, self-sufficiency and sustainability of the nursing workforce becomes a priority. The South Dakota Board of Nursing (SDBON) report went further to indicate that 59.8% of South Dakota's RNs had educational preparation as a BS degree or higher. This is below the national average of 65.4%. While South Dakota projections of RN needs include 417 RNs/year, the SDBON report clearly documents a critical need for graduating additional nurses with an advanced educational preparation.

AACN identified the need for developing nurses who have advanced preparation in informatics with the beginning level for specialty education in nursing informatics being recognized as a master's prepared degree level. In addition to preparation with outcome competencies, the graduate would receive in-depth content and expertise in informatics, healthcare technologies, and analytics.

The range and use of telehealth services have expanded over the past decades, along with the role of technology in improving and coordinating care. With the recent COVID-19 pandemic emergence, the importance of the use of e-health methods has increased substantially. As the nation moves to accelerate the adoption of telehealth, MSN prepared nurses' with expertise in informatics will be instrumental to support the health of citizens, support the ability to access safe care in rural and urban settings, and coordinate and manage care through virtual and electronic means.

Therefore, the need to increase the number of graduating nurses is coupled with the need to graduate nurses who are proficient in the science of how to use data, information systems, healthcare technology driven interventions to research, education and direct patient care, and knowledge to improve health and the delivery of health care services (i.e. nursing informatics). Furthermore, graduate nurses must be able to analyze consumers' needs for information; study and implement methods of making information accessible to consumers; and design and implement models of care that integrate consumers' preferences into medical information systems (i.e. consumer informatics).

We anticipate increased demand for the proposed program graduates with the rapid growth of telehealth and telemedicine services in the state, especially with the Centers for Medicare and Medicaid Services Rural Health Strategy and the Telehealth Aims initiative. Governor Noem has set a priority to expand broadband access to increase availability of telehealth services and critical expertise to remote/rural areas in the state. The need for job offerings for masters-prepared graduates with health information technology and eHealth expertise is expected to grow at a faster than expected rate according to a 2017 study performed by the HR Hanover Research Group for the AACN to assess the market for graduate degrees in nursing in light of the broader trends in nursing education and nursing workforce development⁵.

In offering this degree, USD SHS is looking to the future and anticipating the healthcare needs for which the new generation of nurses must be prepared. The complexity of rural healthcare

⁴ <https://doh.sd.gov/boards/nursing/Reports/2017SDNsgWorkForceReport.pdf>

⁵ Hanover Research. *Trends in Graduate Nursing Programs*. March 2017, Report commissioned for AACN, Arlington, VA.

environments and the promise that healthcare technologies hold in addressing rural healthcare challenges make expanded nursing knowledge in healthcare technologies, informatics and analytics a necessity.

4. How will the proposed program benefit students?

South Dakota State University is the only public university in the state that offer graduate nursing education. Students looking for educational options that are not offered at South Dakota State, seek such opportunities at for-profit distant education programs. According to the nursing leadership at Sanford and Avera (Personal communication February 28, 2019), there are currently over 200 registered nurses who are employed by both institutions and who are enrolled in graduate programs at online out-of-state for-profit academic institutions. This excludes RN working at Regional Health, institutions of higher education, and all RNs employed in other healthcare settings. Accounting for all the RNs seeking higher education in the state makes the applicant pool much larger. By losing such a large number of prospective students to-out-of-state for-profit programs, South Dakota is clearly losing significant economic activity. Nursing advisors at USD receive regular inquiry about graduate programs from prospective students and registered nurses who would like to return to their alma mater to complete their graduate studies.

Furthermore, the proposed MSN program will allow students to build on their knowledge and personal experiences and competencies to develop a sophisticated understanding and ability to meet the complex needs of current and future healthcare systems and contexts. Students will be able to continue employment while enrolled part-time or full-time in the program. The program is flexible and draws on the university and faculty strengths including distance delivery and use of technologies and interprofessional approaches.

5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale⁶

Nationally and globally, the MSN is well established and recognized credential. The MSN degree is not required for basic nursing practice or licensure, but it is highly valued and recognized by employers, healthcare and government. The MSN credential is required for teaching in a baccalaureate program and for most administrative positions. Therefore, nurses planning to advance their careers are likely to require an MSN or equivalent.

B. What is the rationale for the curriculum?

The curriculum evolved from discussions amongst experts at USD Nursing Department, the Beacom Business School and DSU. In addition, discussions with the Nursing Program and the nursing leadership at both Sanford and Avera took place. Meetings will occur on regular basis between the nursing leadership at both institutions and the nursing leadership to bridge education to practice and leverage expertise.

The AACN Essentials of Master's Education in Nursing will provide the foundational curricular requirements for the proposed MSN curriculum (Appendix C) and include the following:

⁶ "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

1. Master's Graduate Nursing Core: foundational curriculum content deemed essential for all students who pursue a master's degree in nursing regardless of the functional focus.
2. Functional Area Content: those clinical and didactic learning experiences identified and defined by the professional nursing organizations and certification bodies for specific nursing roles or functions. Interprofessional offering of such courses broadens the perspectives of the nurse graduate and enhances the ability to engage in interprofessional practice.

Through foundational and core courses and through functional interprofessional/interdisciplinary courses, the program builds on undergraduate nursing knowledge and interprofessional capacity. Competencies, content, and clinical experiences needed for specific roles in specialty areas are delineated by national specialty nursing organizations. The proposed MSN curriculum will be built using current national standards for a specialization in Nursing Informatics and e-Health. Graduates of the program will be able to function at an advanced level and become leaders in nursing within the interprofessional team.

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

The proposed MSN program with specialization in health informatics consists of 33 credit hours, comparable to the credits by other MSN programs offered in South Dakota and nationally.

The curriculum will be built around the AACN Essentials of Master's Education in Nursing and Nursing Informatics scope and standards and integrating the following:

- AACN Essentials of Master's Education in Nursing
<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>
- American Nurses Credentialing Center Informatics Nursing Blue print
https://www.nursingworld.org/~490a5b/globalassets/certification/certification-specialty-pages/resources/test-content-outlines/27-tco-rds-2016-effective-date-march-23-2018_100317.pdf
- Nurse Informaticists competencies
(<https://www.himss.org/professionaldevelopment/tiger-initiative>)
- Interprofessional Clinical Prevention and Population Health Education Competencies
(https://www.teachpopulationhealth.org/uploads/2/1/9/6/21964692/ipe_crosswalk_2016_update.pdf)
- Healthcare Leadership Alliance Competency Directors:
(<http://www.aone.org/resources/hla-directory.shtml>)

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

Master of Science in Nursing with specialization in Nursing Informatics and e-Health, M.S.N.	Credit Hours	Percent
Required courses, all students	33	100%
Required option or specialization, if any		
Electives	0	0%
Total Required for the Degree Total	33	

Required Courses

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NURS	511	Evidence Based Practice: A foundation for nurses in advanced practice roles.	3	Yes
NURS	513	Contemporary Nursing Concepts for Advanced Practice Nursing	3	Yes
NURS	514	Informatics as a Foundation to Nursing & Nursing Practice	3	Yes
NURS	535	Leadership in Informatics and Technology	3	Yes
NURS	740	Population Health Nursing Interventions and Healthcare Technologies	3	No
NURS	767	Quantitative Analysis of Workflow to Improve Patient Outcomes	3	Yes
NURS	688	Healthcare Business for the Digital Economy	3	Yes
HSAD	760	Health Services Informatics	3	No
NURS	788	Master's Problem/Project	3	Yes
HIMS*	742*	Health Informatics, Information Systems and Health Information Technology Taught by DSU [Prerequisite: HIMS 701 will not be required for Nursing majors at USD. See Appendix D.].	3	No
HIMS*	743*	Informatics a Foundation to Clinical Practice	3	Yes
Subtotal			33	
*courses delivered at DSU 6 credits total (18%), please see Appendix D for intent of offering				

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

Prefix	Number	Course Title	Credit Hours	New (yes, no)

6. Student Outcomes and Demonstration of Individual Achievement

A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? Complete Appendix A – Outcomes using the system form.

Graduate of the program will have demonstrated the ability to:

- Develop knowledge and skill in informatics and health care communication technologies as a foundation to nursing practice.
- Develop knowledge and skills in tools, method and theories of informatics and healthcare technologies to support and inform practice improvement activities, change processes, and system reliability and workflow.
- Intervene at System and population level through policy development to promote safety, cost effectiveness and ethical principles and standards for use of information and health technology.

- Apply evidence-based practice to informatics solutions in population health and clinical and system improvement.
- Integrate informatics and healthcare technology to organizational and system leadership principles.
- Apply broad organizational, interprofessional, client-centered and culturally appropriate healthcare technologies and informatics in planning, delivery, management and evaluation of evidence-based clinical prevention and population healthcare services to individuals, families, and aggregates/identified populations.
- Demonstrate knowledge and skill in system design life cycle, system usability and human interaction and healthcare data management, analysis, application and transformation.
- Demonstrate knowledge and skills in applying rules, regulations and requirements of information technology

Please consult Appendix B for detailed outcomes mapped to coursework

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

Student can obtain The Informatics Nursing Certification through the American Nurses Credentialing Center <https://www.nursingworld.org/our-certifications/informatics-nurse/>

C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.⁷ What are the consequences for students who do not demonstrate mastery?

The ANCC Informatics Nursing board certification examination is a competency-based examination that provides a valid and reliable assessment of the entry-level clinical knowledge and skills of registered nurses in the informatics specialty after initial RN licensure. Once a student completes eligibility requirements to take the certification examination and successfully pass the exam, the student is awarded the credential: Registered Nurse-Board Certified (RN-BC). This credential is valid for 5 years. Graduates can continue to use this credential by maintaining their license to practice and meeting the renewal requirements in place at the time of their certification. The National Commission for Certifying Agencies and Accreditation Board for Specialty Nursing Certification accredits this ANCC certification. The need to obtain a certificate depends on the type, scope and capacity of the work that the program graduates choose. In addition, students demonstrate mastery by successful completion of the program and completion of a quality improvement project.

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

The program will be delivered by distant technology and using Desire to Learn (D2L) course management system. Instructional approaches may include lectures, discussion boards, blogs, cooperative and project based-learning, guided research and quality improvement projects.

⁷ 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?

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

Nursing faculty worked closely with the experts in the Beacom School of Business, Dakota State University Health Information Technology, University of Minnesota and the nursing leadership at both Sanford and Avera to identify needs and outline the curriculum. Informatics experts from the University of Arizona and the University of Minnesota, developers of two of the first programs of nursing informatics in the country provided expertise and lessons learned via web conferences and emails. The University has committed to hiring an outside consultant to assist faculty in developing the proposed curriculum.

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

Students are new to the university, estimates are based on historic data from other graduate programs in health sciences and number of graduate nursing student surveys indicating the numbers of nursing students who expressed an intent to pursue a graduate degree within three to five years after graduation.

Estimates	Fiscal Years*					
	1st	2nd	3rd	4th	5th	6th
Headcount & hours from proposal	FY21	FY22	FY23	FY24	FY25	FY26
Fall headcount (see table in proposal)	6	13	22	28	32	34
Program FY cr hrs, Off-Campus NURS	54	117	183	231	261	273
Program FY cr hrs, Off-Campus OTHER (HIMS, HSAD)	18	39	66	84	96	102
Program FY cr hrs, Off-Campus TOTAL	72	156	249	315	357	375
Number of Graduates			6	8	10	12

*Do not include current fiscal year.

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

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 program will seek accreditation from the Commission on Collegiate Nursing Education (CCNE) and approval of the South Dakota Board of Nursing. There will be incremental burden to assess the new courses with a Nursing prefix (foundational and core courses).

⁸ 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.

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

None

12. Delivery Location⁹

- 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	No	

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

	Yes/No	If Yes, identify delivery methods ¹⁰	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 – Internet asynchronous	Fall 2021

- B. Complete the following chart to indicate if the university seeks authorization to deliver more than 50% but less than 100% of the certificate through distance learning (e.g., as an online program)?¹¹**

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

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

See Appendix B. The program will be supported by tuition and fees and with existing resources

14. Board Policy 2:1 states: “Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director.” Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

Please see Appendix C for potential consultant list

⁹ The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

¹⁰ Delivery methods are defined in [AAC Guideline 5.5](#).

¹¹ This question responds to HLC definitions for distance delivery.

Journal

Editor in Chief: June Kaminski, RN, MSN, PhD(c), Nursing Curriculum Coordinator,
Research Coordinator, Informatics & Elearning, Aboriginal Health Consultant, Arthritis
Research Canada

Chief Senior Editor: Jack Yensen, RN, PhD, Professor, Synergy Web. Inc.

Accreditation

Commission on Collegiate Nursing Education
Diandrea Campbell
Accreditation Coordinator
202-887-6791 extension 252

- 15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program? If yes, explain.**

☐ Yes ☒ No

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

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

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

- 17. Additional Information:**

APPENDIX A

MSN-Informatics and leadership in e-Health 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	NURS 511*	NURS 513*	NURS 514*	NURS 535*	NURS 740*	NURS 767*	NURS 688*	HIMS 742*	HIMS 743	DSCI 723*	HSAD 760*	NURS 788*
Develop knowledge and skill in health informatics and health care communication technologies as a foundation to nursing practice.			X					X	X			X
Develop knowledge and skills in tools, method and theories of informatics and healthcare technologies to analyze, support and inform practice improvement activities, change processes, and system reliability and workflow		X				X					X	X
Intervene at System and population level through policy development to promote safety, cost effectiveness and ethical principles and standards for use of information and health technology.	X			X	X		X					X
Apply evidence-based practice to informatics solutions in population health and clinical and system improvement	X	X			X							X
Integrate informatics and healthcare technology and communication to organizational and system leadership principles.		X		X		X	X					X
Apply broad organizational client-centered and culturally appropriate healthcare technologies and informatics in planning, delivery, management and evaluation of evidence-based clinical prevention and population healthcare services to individuals, families, and aggregates/identified populations.	X		X		X							X
Demonstrate knowledge and skill in system design life cycle, system usability and human interaction and healthcare data management, analysis, application and transformation.		X	X	X		X		X	x			X
Demonstrate knowledge and skills in applying rules, regulations and requirements of information technology.							X	X			X	X

Outcomes in this table are to be the same ones identified in the text.

APPENDIX B

USD Nursing MS Track Only

1. Assumptions

Headcount & hours from proposal

Fall headcount (see table in proposal)

Program FY cr hrs, Off-Campus NURS

Program FY cr hrs, Off-Campus OTHER (HIMS, HSAD)

Program FY cr hrs, Off-Campus TOTAL

1st FY21	2nd FY22	3rd FY23	4th FY24	5th FY25	6th FY26
6	13	22	28	32	34
54	117	183	231	261	273
18	39	66	84	96	102
72	156	249	315	357	375

Faculty, Regular FTE

See p. 3

<i>1.00</i>	<i>1.30</i>	<i>1.30</i>	<i>1.30</i>	<i>1.30</i>	<i>1.30</i>
-------------	-------------	-------------	-------------	-------------	-------------

Faculty Salary & Benefits, average

See p. 3

\$96,499	\$96,499	\$96,499	\$96,499	\$96,499	\$96,499
----------	----------	----------	----------	----------	----------

Faculty, Overload/Inload/Adjunct - number of courses

See p. 3

1	2	3	3	3	3
---	---	---	---	---	---

Faculty, Overload/Inload/Adjunct - number of course credits

See p. 3

3	6	9	9	9	9
---	---	---	---	---	---

Faculty, Overload/Inload/Adjunct - per 3 Cr Hr course

See p. 3

\$8,876	\$8,876	\$8,876	\$8,876	\$8,876	\$8,876
---------	---------	---------	---------	---------	---------

Other FTE (see next page) - Grad Prgm Dir/Grad Fac Advisor

See p. 3

<i>0.25</i>	<i>0.25</i>	<i>0.25</i>	<i>0.25</i>	<i>0.25</i>	<i>0.25</i>
-------------	-------------	-------------	-------------	-------------	-------------

Other Salary & Benefits, average

See p. 3

\$120,214	\$120,214	\$120,214	\$120,214	\$120,214	\$120,214
-----------	-----------	-----------	-----------	-----------	-----------

2. Budget

Salary & Benefits

Faculty, Regular (NURS)

\$96,499

\$125,449

\$125,449

\$125,449

\$125,449

\$125,449

Faculty, Overload/Inload/Adjunct (rate x number of courses)

\$8,876

\$17,752

\$26,628

\$26,628

\$26,628

\$26,628

Other FTE-Grad Prgm Dir/Grad Fac Advisor

\$30,054

\$30,054

\$30,054

\$30,054

\$30,054

\$30,054

S&B Subtotal

\$135,429

\$173,254

\$182,130

\$182,130

\$182,130

\$182,130

Operating Expenses

Travel

\$1,500

\$1,950

\$1,950

\$1,950

\$1,950

\$1,950

Contractual Services

\$20,125

\$10,250

\$1,250

\$750

\$500

\$250

Supplies & materials

\$300

\$650

\$1,100

\$1,400

\$1,600

\$1,700

Capital equipment

\$1,500

\$450

\$0

\$0

\$0

\$0

OE Subtotal

\$23,425

\$13,300

\$4,300

\$4,100

\$4,050

\$3,900

Total

\$158,854

\$186,554

\$186,430

\$186,230

\$186,180

\$186,030

3. Program Resources

Allied Health Off Campus (NURS Prefix) tuition/hr, HEFF net

GR

\$267.11

\$267.11

\$267.11

\$267.11

\$267.11

\$267.11

	Tuition revenue	hrs x amt	\$14,424	\$31,252	\$48,882	\$61,703	\$69,717	\$72,922
Other Off-Campus (BADM, HSAD Prefix) tuition/hr, HEFF net	GR		\$261.16	\$261.16	\$261.16	\$261.16	\$261.16	\$261.16
	Tuition revenue	hrs x amt	\$4,701	\$10,185	\$17,237	\$21,938	\$25,072	\$26,639
Program fee, per cr hr (if any) - NURS Prefix Only	\$103.00		\$5,562	\$12,051	\$18,849	\$23,793	\$26,883	\$28,119
Delivery fee, per cr hr (if any) - NURS Prefix Only	\$45.80		\$2,473	\$5,359	\$8,381	\$10,580	\$11,954	\$12,503
University redirections			\$62,500	\$62,500	\$62,500	\$62,500	\$62,500	\$62,500
Community/Employers			\$0	\$0	\$0	\$0	\$0	\$0
Grants/Donations/Other			\$0	\$0	\$0	\$0	\$0	\$0
Total Resources			\$89,660	\$121,347	\$155,849	\$180,514	\$196,125	\$202,683

Resources Over (Under) Budget

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

(\$69,193) (\$65,207) (\$30,581) (\$5,716) \$9,945 \$16,653

		NURS Faculty Teach FTE	OTHER Faculty Non-Nurs	OTHER Adm/AdvFTE
Estimated Salary & Benefits per FTE				
Estimated salary (average) - explain below	(see below)	\$75,785	\$8,215	\$99,500
University's variable benefits rate		0.1404	0.0804	0.1404
Variable benefits		\$10,643	\$661	\$10,643
Health insurance/FTE, FY20		\$10,071	\$0	\$10,071
<i>Average S&B</i>		\$96,499	\$8,876	\$120,214

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

The FY20 salaries of 11 doctorally prepared faculty the Nursing department were averaged.

Explain overload/inload/adjunct faculty costs used in table:

8% of the average faculty salary for HIMS, BADM, HSAD faculty was used to determine the overload/inload/adjunct rate per 3 credits.

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

The FY20 salaries of the current Nursing Assoc Chair Academics and Director Student Advising and Serv were averaged to estimate costs of Graduate Program Directorship and Graduate Student Advising

Summarize the operating expenses shown in the table:

Travel: 1500 per faculty FTE for faculty development. Contractual Services: \$3000 per new course for course development. \$2,625 for curriculum development consultant, \$13,000 over six years in marketing costs, heavy front end investment at program inception. Supplies & Materials: \$50 per year per student for supplies and materials. Capital Assets: \$1500 per Faculty FTE for technology and office equipment.

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

University Redirect: USD Nursing intends to redirect net savings from Pierre and Watertown closures.

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

Off-Campus Tuition, HEFF & Net	FY20 Rate	HEFF	USD Retained	Net Program Retained	
Graduate - Allied Health Nursing	\$336.80	\$38.73	\$30.95	\$267.11	<i>to point to your net</i>
Graduate - Other (BADM, HSAD)	\$465.80	\$53.57	\$151.07	\$261.16	<i>to point to your net</i>

Variable Benefits Rates

University	FY20
USD	14.04%

USD Nursing MS & DNP Tracks Combined

1. Assumptions

Headcount & hours from proposal

Fall headcount (see table in proposal)

Program FY cr hrs, Off-Campus NURS

Program FY cr hrs, Off-Campus OTHER (BADM, HIMS, HSAD)

	1st FY21	2nd FY22	3rd FY23	4th FY24	5th FY25	6th FY26
	12	26	44	56	64	68
	108	234	396	504	576	612
	36	78	117	147	165	171

Program FY cr hrs, Off-Campus TOTAL

144	312	513	651	741	783
-----	-----	-----	-----	-----	-----

Faculty, Regular FTE

See p. 3

2.00	3.00	3.00	3.00	3.00	3.00
------	------	------	------	------	------

Faculty Salary & Benefits, average

See p. 3

\$96,499	\$96,499	\$96,499	\$96,499	\$96,499	\$96,499
----------	----------	----------	----------	----------	----------

Faculty, Overload/Inload/Adjunct - number of courses

See p. 3

2	4	5	5	5	5
---	---	---	---	---	---

Faculty, Overload/Inload/Adjunct - number of course credits

See p. 3

6	12	15	15	15	15
---	----	----	----	----	----

Faculty, Overload/Inload/Adjunct - per 3 Cr Hr course

See p. 3

\$8,876	\$8,876	\$8,876	\$8,876	\$8,876	\$8,876
---------	---------	---------	---------	---------	---------

Other FTE (see next page) - Grad Prgm Dir/Grad Fac Advisor

See p. 3

0.50	0.50	0.50	0.50	0.50	0.50
------	------	------	------	------	------

Other Salary & Benefits, average

See p. 3

\$120,214	\$120,214	\$120,214	\$120,214	\$120,214	\$120,214
-----------	-----------	-----------	-----------	-----------	-----------

2. Budget

Salary & Benefits

Faculty, Regular (NURS)

\$192,998

\$289,497

\$289,497

\$289,497

\$289,497

\$289,497

Faculty, Overload/Inload/Adjunct (rate x number of courses)

\$17,752

\$35,504

\$44,380

\$44,380

\$44,380

\$44,380

Other FTE-Grad Prgm Dir/Grad Fac Advisor

\$60,107

\$60,107

\$60,107

\$60,107

\$60,107

\$60,107

S&B Subtotal

\$270,857

\$385,108

\$393,984

\$393,984

\$393,984

\$393,984

Operating Expenses

Travel

\$3,000

\$4,500

\$4,500

\$4,500

\$4,500

\$4,500

Contractual Services

\$40,625

\$23,500

\$2,500

\$1,500

\$1,000

\$500

Supplies & materials

\$600

\$1,300

\$2,200

\$2,800

\$3,200

\$3,400

Capital equipment

\$3,000

\$1,500

\$0

\$0

\$0

\$0

OE Subtotal

\$47,225

\$30,800

\$9,200

\$8,800

\$8,700

\$8,400

Total

\$318,082

\$415,908

\$403,184

\$402,784

\$402,684

\$402,384

3. Program Resources

Allied Health Off Campus (NURS Prefix) tuition/hr, HEFF net

GR

\$267.11

\$267.11

\$267.11

\$267.11

\$267.11

\$267.11

Tuition revenue

hrs x amt

\$28,848

\$62,505

\$105,777

\$134,625

\$153,858

\$163,474

Other Off-Campus (BADM, HSAD Prefix) tuition/hr, HEFF net

GR

\$261.16

\$261.16

\$261.16

\$261.16

\$261.16

\$261.16

Tuition revenue

hrs x amt

\$9,402

\$20,371

\$30,556

\$38,391

\$43,092

\$44,609

Program fee, per cr hr (if any) - NURS Prefix Only

\$103.00

\$11,124

\$24,102

\$40,788

\$51,912

\$59,328

\$63,016

Delivery fee, per cr hr (if any) - NURS Prefix Only

\$45.80

\$4,946

\$10,717

\$18,137

\$23,083

\$26,381

\$28,030

University redirections

\$125,000

\$125,000

\$125,000

\$125,000

\$125,000

\$125,000

Community/Employers

\$0

\$0

\$0

\$0

\$0

\$0

Grants/Donations/Other	\$0	\$0	\$0	\$0	\$0	\$0
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Total Resources	\$179,321	\$242,695	\$320,258	\$373,012	\$407,659	\$424,198
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Resources Over (Under) Budget

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

(\$138,761)	(\$173,213)	(\$82,926)	(\$29,772)	\$4,975	\$21,814
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Estimated Salary & Benefits per FTE	NURS Faculty Teach FTE	OTHER Faculty Non-Nurs	OTHER Adm/AdvFTE
Estimated salary (average) - explain below	\$75,785	\$8,215	\$99,500
University's variable benefits rate (see below)	0.1404	0.0804	0.1404
Variable benefits	\$10,643	\$661	\$10,643
Health insurance/FTE, FY20	\$10,071	\$0	\$10,071
<i>Average S&B</i>	\$96,499	\$8,876	\$120,214

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

The FY20 salaries of 11 doctorally prepared faculty the Nursing department were averaged.

Explain overload/inload/adjunct faculty costs used in table:

8% of the average faculty salary for HIMS, BADM, HSAD faculty was used to determine the overload/inload/adjunct rate per 3 credits.

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

The FY20 salaries of the current Nursing Assoc Chair Academics and Director Student Advising and Serv were averaged to estimate costs of Graduate Program Directorship and Graduate Student Advising

Summarize the operating expenses shown in the table:

Travel: 1500 per faculty FTE for faculty development. Contractual Services: \$3000 per new course for course development. \$13,000 over six years in marketing costs, heavy front end investment at program inception. Supplies & Materials: \$50 per year per student for supplies and materials. Capital Assets: \$1500 per Faculty FTE for technology and office equipment.

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

University Redirect: USD Nursing intends to redirect net savings from Pierre and Watertown closures.

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

Off-Campus Tuition, HEFF & Net	FY20 Rate	HEFF	USD Retained	Net Program Retained	
Graduate - Allied Health Nursing	\$336.80	\$38.73	\$30.95	\$267.11	<i>to point to your net</i>
Graduate - Other (BADM, HSAD)	\$465.80	\$53.57	\$151.07	\$261.16	<i>to point to your net</i>
Variable Benefits Rates					
University		FY20			
USD		14.04%			

APPENDIX C

Appendix MSN Nursing Informatics and e-Health Expert List

Maryland: MSN Nursing Informatics

<https://www.nursing.umaryland.edu/academics/grad/nursing-informatics/>

Eun-Shim Nahm, PhD, RN, FAAN

Professor and Program Director

Bio:

Eun-Shim Nahm, PhD, RN, FAAN, conducts research in gero-informatics and develops and evaluates technology-based interventions for the health management patients and their caregivers. She teaches senior-level nursing informatics courses and doctoral-level research courses. She coordinates informatics students' practicum placements.

Professor, OSAH

Program Director, Nursing Informatics

Co-Director, Center of Excellence in Biology and Behavior Across the Life Span

Address: 455C

Phone Number: 410-706-4913

Fax Number: 410-706-3289

enahm@umaryland.edu

Vanderbilt: MSN Nursing Informatics

<https://nursing.vanderbilt.edu/msn/ni/index.php>

Patricia Sengstack DNP, RN-BC, FAAN

Director, Nursing Informatics Specialty

Nursing Informatics Executive, Vanderbilt University Medical Center

Bio:

Dr. Sengstack is an Associate Professor for the Vanderbilt University School of Nursing and a Nursing Informatics Executive for the Vanderbilt University Medical Center. She is the former Chief Nursing Informatics Officer for the Bon Secours Health System. She served for nine years as the Chief of Clinical Informatics at the National Institutes of Health, Clinical Center in Bethesda, MD. She has her DNP from Vanderbilt University and a Master's in Nursing Informatics from the University of Maryland. She is the Past President of the American Nursing Informatics Association, from 2013 - 2015. She has multiple informatics publications, and most recently published a Sigma Theta Tau book titled, "Mastering Informatics: A Healthcare Handbook for Success". She teaches informatics at the masters and doctoral levels at Vanderbilt University and has recently taken on a role at Vanderbilt's Medical Center as a nursing informatics executive to provide strategic informatics leadership. Her focus over the last several years has been health information technology's impact on patient safety as well as building a program to improve the evaluation process of IT systems.

Patricia Sengstack

patricia.r.sengstack@vanderbilt.edu

272 School of Nursing

Phone:

615-343-4930

University of Minnesota: DNP Nursing Informatics

<https://www.nursing.umn.edu/degrees-programs/doctor-nursing-practice/post-baccalaureate/nursing-informatics>

Donald C. Adderley

Director of Nursing Clinical Facilities, School of Nursing

adder001@umn.edu

Office Phone 612-626-3706

Office Address:

1-325 Moos

Mailing Address:

School of Nursing

University of Minnesota

5-140 Weaver Densford Hall

308 Harvard St SE

Minneapolis, MN 55455

Duke University: MSN Health Informatics

<https://nursing.duke.edu/academic-programs/msn-master-science-nursing/health-informatics>

Michael Edward Zychowicz

Professor in the School of Nursing

Bio:

Dr Michael Zychowicz is Professor and Director of the MSN Program at Duke University School of Nursing. He is certified as both an Adult Nurse Practitioner and an Orthopedic Nurse Practitioner. His specialty is orthopedic nursing, with subspecialties in sports medicine, spine surgery, and general orthopedics. He graduated from Orange County Community College with an Associate Degree in Nursing in 1990 and from the State University of New York at Plattsburgh with a BSN in 1995. After working as a critical care and emergency room nurse, he earned a Master of Science as a Nurse Practitioner from Syracuse University in 1997. While at Syracuse, he taught anatomy and physiology and performed a primary care/rural health internship with the National Health Service Corps. Dr. Zychowicz completed the Doctorate of Nursing Practice degree in 2006 at Case Western Reserve University.

Dr. Zychowicz taught nursing and practiced as a nurse practitioner at Mount St. Mary College (Newburgh, NY) from 1999 to 2008. While in Newburgh, he also practiced in Orthopedics and Sports Medicine. During this period, he was selected as New York State NP of the Year (2004), received the American Academy of Nurse Practitioners (AANP) Award for Excellence in 2007, was selected as a Fellow of the American Academy of Nurse Practitioners (2007), and received the American Association of Colleges of Nursing Leadership in Academic Nursing Fellowship (2007-2008). He also served as an Army Reserve Officer in the Army Medical Department between 1991 and 2005.

Dr. Zychowicz has published a book titled *Orthopedic Nursing Secrets*, in addition to articles and chapters on a variety of orthopedic topics. He is frequently invited to lecture at conferences and seminars across the country where he shares his expertise and passion for orthopedic topics locally and nationally to nursing and nurse practitioner organizations. He is on the editorial advisory board for the journal *Advance for Nurse Practitioners* and is a contributing editor for *Clinical Advisor*. His research and clinical interests include occupational back injuries and the impact of health beliefs on return to work time. His research interests include occupational back injuries and returning to work after an occupational injury. In 2010 he joined the journal *Orthopedic Nursing* as a columnist writing about orthopedic pathophysiology.

Contact Information

307 Trent Drive, Office #2025; DUMC 3322,
Durham, NC 27710

University of Michigan: MSN Health Informatics

<https://nursing.umich.edu/academics/msn-and-post-masters-dnp-systems-populations-leadership-path/systems-populations-and>

Tiffany Veinot

Director, Health Informatics Program

Associate Professor of Information, School of Information

Associate Professor of Health Behavior and Health Education, School of Public Health

Bio:

Dr. Tiffany Veinot is an associate professor in the School of Information with a cross-appointment with the Department of Health Behavior and Health Education in the School of Public Health. Dr. Veinot is a member of the Biomedical Library and Informatics Review Committee (BLIRC) at the National Library of Medicine, National Institutes of Health and recently served as proceedings chair for the Association for Computing Machinery (ACM) International Conference on Health Informatics.

Dr. Veinot is a peer reviewer for several research conferences and journals, and her published research has garnered awards from the Journal of Documentation, Canadian Association of Information Science (CAIS), the American Society for Information Science & Technology (ASIS&T) SIG USE, and the Association for Library and Information Science Education (ALISE). Dr. Veinot received a PhD in information and media studies through the Library and Information Science doctoral program at the University of Western Ontario.

tveinot@umich.edu

(734) 615-8281

3443 North Quad

University of Utah: MSN Nursing Informatics

<https://nursing.utah.edu/programs/graduate/ms/nursing-informatics.php>

Catherine Janes Staes, PhD, MPH, RN, FACMI

Bio:

Catherine J. Staes is currently the Director of the Nursing Informatics Specialty at the University of Utah's College of Nursing. Prior to taking this position in August 2018, she was on the faculty of the University of Utah's Department of Biomedical Informatics for 11 years leading efforts in the area of population and public health informatics.

Her expertise involves systems analysis, decision support, and standards to improve communication between public health and clinical entities, assisting clinicians and laboratories in making decisions that meet public health goals. This involves understanding the current processes for communicating public health guidelines and reporting requirements and designing systems and knowledge that can be implemented in the clinical setting. Dr. Staes' focus also includes developing and delivering curriculum about public health informatics, clinical decision support, and standards and terminology for graduate informatics students and the public health workforce.

Prior to joining the Biomedical Informatics Department in 2006, Dr. Staes worked primarily in epidemiology but has other healthcare experience as well. As a clinical nurse, she worked in a variety of areas including pediatric intensive care, infectious disease/oncology (AIDS), and in rural public health clinics with the U.S. Public Health Service (1981 to 1986). As an epidemiologist (1988 to 2000), Dr. Staes worked for the Centers for Disease Control (CDC), the North Carolina State Department of Health, and the Salt Lake Valley Health Department, where she worked in communicable disease control, lead poisoning prevention, and surveillance of injuries. She honed her public health research skills as an Epidemic Intelligence Service (EIS) Officer at the CDC. After earning her PhD, she worked as a knowledge engineer for Theradoc, a decision-support vendor.

Dr. Staes is an Associate Editor of JAMIAOpen and is on the editorial board of JAMIA. As an EIS Officer at the CDC, she earned the Alexander D. Langmuir Prize.

Program Manager

Shelley Kern, MPC

Phone: 801-585-0878

Email: shelley.kern@nurs.utah.edu

Specialty Track Director

Catherine Staes, PhD, MPH RN

Email: catherine.staes@hsc.utah.edu

APPENDIX D

From: Spohn, Renae <Renae.Spohn@dsu.edu>
Sent: Wednesday, March 20, 2019 4:36 PM
To: AbouSamra, Haifa R <Haifa.AbouSamra@usd.edu>
Cc: Bennett, Dorine <dorine.bennett@dsu.edu>
Subject: Re: MSN Criteria Crosswalk with DSU's MSHIIM Program

Hello--

Dorine and I have had a chance to meet and discuss the forms you attached. We have a very successful collaboration with SDSU in the MSA program and prefer to try to proceed in the same manner. Here's what we are planning to do: 1. DSU will change the language on the HIMS 742 course pre-requisite to read "Pre-requisite HIMS 701 or prior healthcare knowledge or experience". The course numbering and naming will remain as a unique course offered by DSU. 2. HIMS 743 will be a new DSU HIMS unique course. USD can offer the course as a part of the NURS program with a HIMS 743 prefix. SDSU handles the catalog by putting (Dakota State University) behind the course title in the catalog so we believe this collaboration could follow the same method rather than making it a common course. Both courses are expected to be taught by DSU faculty. We appreciate your partnership and believe you will find these actions reasonable.

Thanks. Renae

**Report of the Program Evaluation for two proposed graduate nursing programs
at University of South Dakota**

Conducted by:

**Michael E. Zychowicz, DNP, ANP, ONP, FAANP, FAAN
Professor of Nursing
Duke University School of Nursing
307 Trent Drive
Durham NC 27710
(919) 613-4692
Michael.Zychowicz@duke.edu**

**Kimberly Shea, PhD, RN, CHPN
Clinical Associate Professor
The University of Arizona College of Nursing
1305 N Martin Ave
Tucson, AZ 85721
(520) 626-6076
kshea@email.arizona.edu**

Submitted: March 9, 2020

Background:

University of South Dakota's Department of Nursing, within the School of Health Sciences, has proposed the development and implementation of two new graduate nursing degree programs. These are 1) the Master of Science in Nursing (MSN) with specialization in Nursing Informatics and e-Health and 2) the Doctor of Nursing Practice (DNP) with specialization in Organizational and System Leadership. These two programs would mark the Department of Nursing's first foray into delivering graduate Nursing education.

On Thursday February 6th the reviewers (Drs. Michael Zychowicz and Kimberly Shea) performed a virtual site visit using videoconference to inform their evaluation of the proposals. The reviewers held 3 group meetings with stakeholder groups focusing on distinct topical areas for each meeting.

- Institutional Support and Mission – Executive Resources
- Interprofessional Collaboration – Academic Partners
- Faculty - Curriculum

During each session there was a robust discuss. There was adequate time for all questions to be asked and answered. In preparation for the videoconference meetings, the reviewers were provided with a variety of documents describing the University, School of Health Sciences, and Department of Nursing. These included documents describing resources, facilities, student and faculty profile, curricula, history, accreditation, and organizational structure. The reviewers were also provided with the full proposals for the DNP and MSN degree programs. The reviewers were provided with any requested documents following the videoconference which were needed for the review.

This report is an independent assessment of the proposed MSN and DNP graduate nursing programs for University of South Dakota. The report addresses the proposed curriculum, the faculty, administrative support services and student services to support the proposed programs. A concluding section for the report provides a summary of strengths, weaknesses, and recommendations.

Program Curriculum: Doctor of Nursing Practice with specialization in Organizational and System Leadership

Does the proposed DNP program meet or exceed current national standards and expectations for the discipline?

It is the opinion of the reviewers that there are gaps in the proposed DNP curriculum. The reviewers have considered the proposed curriculum alongside The American Academy of Colleges of Nursing (AACN): The Essentials of Doctoral Education for Advanced Nursing Practice (2006). This document of essentials defines the curricular elements and competencies that must be present in DNP programs. The course descriptions were reviewed to determine which course titles and course descriptions contained key words (underlined below) from each of the eight DNP essentials. Gaps in the proposed curriculum are described. Of note, the reviewers only have the course names and course descriptions and do not have any fleshed-out course objectives or expected course outcomes, so we are working with a limited picture of each of the

proposed courses. It has been our understanding that development of course objectives or expected course outcomes are not a typical part of proposal submission at USD and would typically not be developed at this point in the process.

Essential I. Scientific Underpinnings for Practice

- When considering the proposed core courses for the DNP, the word *practice* only exists in the course description for NURS 812.
- The word *science* or *scientific* exists in the course description for NURS812, 861, and 773.
- This demonstrates some evidence of this Essential being present within the proposed curriculum. It does not, however, align with the working draft MS Word document provided to the reviewers titled *Descriptions Doctor of Nursing Practice with specialization in Organizational and System Leadership*. In this working draft, the AACN essential elements are cross walked against the proposed curriculum (pg. 13) provided to the reviewers. Essential I is described in the crosswalk table as existing in every proposed DNP course however the key search words above only exist in three of the proposed courses. As mentioned already, the reviewers only have course descriptions and not course objectives or expected course outcomes, so it is possible that the course objectives and outcomes for all proposed courses could include this content.

Essential II. Organizational and Systems Leadership for Quality Improvement and Systems Thinking

- The word *organizational* exists in the course description– BADM761 and HSC755
- The word *leadership* exists in the course description– BADM 761 and HSC755
- The words *system leadership* only exists in the course description– HSAD770
- The words *organizational leadership* **do not exist** in any of the course descriptions
- The word *quality* only exists in the course description– NURS861
- The words *systems thinking* **do not exist** in any of the course descriptions
- This demonstrates evidence of the essential being present within the proposed curriculum. It does not, however, align with the working draft provided to the reviewers. While the reviewers potentially see Essential II being present in courses BADN761, HSC755, HSAD770, and NURS861; the working draft AACN cross walk shows Essential II being present in courses HSAD770, NURS861, NURS811, NURS812, and NURS895.

Essential III. Clinical Scholarship and Analytical Methods for Evidence-Based Practice

- The words *scholarship* or *scholarly* **do not exist** in any of the course descriptions
- The words *analytic* or *analytical* **do not exist** in any of the course descriptions
- The words *evidence* and *evidence-based practice* exist in the course description – NURS811 and 812
- This demonstrates some evidence of the essential being present within the proposed curriculum. It does not, however, align with the working draft provided to the reviewers. While the reviewers potentially see Essential III being present in courses NURS811 and 812; the working draft AACN cross walk shows Essential III being present in courses NURS811, NURS812, HSC755, NURS773, and NURS895.

Essential IV. Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care

- The word *information* only exists in the course description– NURS861
- The words *information systems* **do not exist** in any of the course descriptions
- The words *information technology* **do not exist** in any of the course descriptions
- The words *patient care technology* **do not exist** in any of the course descriptions
- The words *transform* or *transformation* **do not exist** in any of the course descriptions
- This demonstrates minimal evidence of Essential IV being present within the proposed curriculum. It does not, however, align with the working draft provided to the reviewers. While the reviewers potentially Essential IV being present in courses NURS861; the working draft AACN cross walk shows Essential IV being present in courses HSC755, NURS811, NURS812, NURS895.

Essential V. Health Care Policy for Advocacy in Health Care

- The word *policy* **does not exist** in any of the course descriptions
- The word *advocacy* **does not exist** in any of the course descriptions
- This demonstrates **no evidence** of the essential being present within the proposed curriculum. It does not align with the working draft provided to the reviewers. While the reviewers do not see Essential V being present in any courses; the working draft AACN cross walk shows Essential V being present in courses HSAD770 and NURS895. Again, the reviewers only have course descriptions and not course objectives or expected course outcomes, so it is possible that the course objectives and course outcomes for all proposed courses could include this content.

Essential VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes

- The word *interprofessional* only exists in the course description– NURS861
- The word *collaboration* **does not exist** in any of the course descriptions
- The words *population health* **do not exist** in any of the course descriptions
- The word *population* exists in the course description – NURS812 and HSC755. It is not clear that this is referring specifically to population health
- The word *outcomes* **does not exist** in any of the course descriptions
- This demonstrates minimal evidence of the essential being present within the proposed curriculum. It does not align with the working draft provided to the reviewers. While the reviewers see some evidence of Essential VI being present in NURS861, NURS812, and HSC755 courses; the working draft AACN cross walk shows Essential VI being present in courses BADM761, NURS895, NURS861 and HSC755. Again, the reviewers only have course descriptions and not course objectives or expected course outcomes, so it is possible that the course objectives and outcomes for all proposed courses could include this content.

Essential VII. Clinical Prevention and Population Health for Improving the Nation's Health

- The words *prevent* or *prevention* **do not exist** in any of the course descriptions
- The words *population health* **do not exist** in any of the course descriptions
- The word *population* only exists in the course description – NURS812 and HSC755. It is not clear that this is specifically referring to the essence of this essential of improving the health of the nation.
- The words *improve* or *improving* only exists in the course description– NURS861. It is not clear that this is specifically referring to the essence of this essential of improving the health of the nation.
- The words *nation*, *national*, *America*, *American*, *US*, or *United States* **do not exist** in any of the course descriptions
- This demonstrates minimal evidence of the essential being present within the proposed curriculum. It does not align with the working draft provided to the reviewers. While the reviewers see some evidence of Essential VII being present in NURS861, NURS812, and HSC755 courses; the working draft AACN cross walk shows Essential VII being present in courses NURS895 and HSC755. Again, the reviewers only have course descriptions and not course objectives or expected course outcomes, so it is possible that the course objectives and outcomes for all proposed courses could include this content.

Essential VIII. Advanced Nursing Practice

- The words *nurse*, *nursing*, *advanced nurse*, *advanced nursing*, or *nursing practice* **do not exist** in any of the course descriptions
- It is very curious that the words Nurse or Nursing are not utilized at all in the proposed nursing course titles or the nursing course descriptions. Again, the reviewers only have course descriptions and not course objectives or expected course outcomes, so it is possible that the course objectives and outcomes for all proposed courses could include this content.

Lastly, the DNP Essentials states “The DNP graduate preparing for advanced specialty practice at the population/organizational/policy level demonstrates competencies in conducting comprehensive organizational, systems, and/or community assessments to identify aggregate health or system needs; working with diverse stakeholders for inter- or intra-organizational achievement of health-related organizational or public policy goals; and, designing patient-centered care delivery systems or policy level delivery models” (p.18). The reviewers have noted evidence for a portion of this requirement being present in the course description for courses BADN761, HSC755, HSAD770, and NURS861 as it relates to interprofessional and multidisciplinary teams; stakeholder engagement; organizational, system and population assessment; and program design. An area that is **absent** in the course descriptions is public or health policy. This shortcoming can and should be strengthened in the proposed curriculum.

Does the proposed DNP program meet accreditation requirements where applicable? What changes, if any, do you recommend?

Based upon the working draft document prepared by USD Department of Nursing which shows a crosswalk of the curriculum against AACN's DNP Essentials, the school shows that all the DNP Essentials exist within the proposed DNP curriculum. The reviewers have a somewhat different

assessment of the presence of the essentials in the curriculum. In reviewing the course descriptions, it is not overtly clear that the courses will meet as many of the essentials that are listed on the working draft document. As an example, the working document shows course N770 and N895 as having content relevant to Essential #5: Health Care Policy for Advocacy in Health Care. In reviewing the course name and the course descriptions, there is no overt reference to health policy or advocacy in the N770 or N895 course descriptions. Two additional content areas that need to be enhanced are informatics as it relates to DNP practice as well as population health.

Since the course objectives and course outcomes for all proposed courses have not yet been developed, which seems to be a part of the normal process at USD, when developed these may provide further evidence of additional essential elements being embedded in specific courses course content and course activities. The faculty may also consider altering the course descriptions to be more overt about the alignment of the course with specific essentials.

Will the proposed DNP program provide students with sound preparation for their careers and serve them well as they seek employment?

Basing the answer to this question on only the course descriptions and titles is difficult. However, based on the presented evidence, students may have exposure to what is needed for both their careers and to pass the ANCC or AONL certification exams. Gaps exist in the curriculum that we believe need to be addressed to enhance the students' preparation for the board exams. This includes ensuring the students receive curriculum content in the area of finance, informatics, budget, policy, population health, organization or health systems transformation, and ethics. These content areas are not overtly visible in the proposed USD DNP course descriptions; however, they may be included in future course objectives and course outcomes to be developed.

Eighteen percent of the ANCC exam is about Structures and Processes, including Financial Management and Health and Public Policy. In our review of the proposed DNP course descriptions, we have not identified any course content for health care finance, business financial management or health and public policy. Ensuring these content areas are included in the curriculum would strengthen the proposed DNP program.

Program Curriculum: Master of Science in Nursing with specialization in Health Informatics and Analytics

Does the proposed MSN program meet or exceed current national standards and expectations for the discipline?

It is the opinion of the reviewers there are gaps in the proposed MSN curriculum. The courses presented address the five broad categories of The AACN Master's Essentials for Informatics and Healthcare Technologies (2011). The reviewers had access to course descriptions, which were searched for key words within the five AACN categories. The key words are underlined with the courses that contain them below. Gaps in the curriculum are described below as well.

Essential 1. Use of patient care and other technologies to deliver and enhance care

- One non-nursing course (HSAD760) describes the use of technology to improve patient care.
- Patient care is the crux of nursing and therefore an MSN program should demonstrate the focus of technology use on the delivery and enhancement of quality patient care.

Essential 2. Communication technologies to integrate and coordinate care

- Communication as the basis for theory is described in Nurs514.
- Telecommunication is a component of HIMS 743, which is the use of technology for remote interaction.
- Content on how communication can be improved through use of technologies with the intent of coordinating care is missing.

Essential 3. Data management to analyze and improve outcomes of care

- Data management is found in two courses Nurs688 and DSCI723.
- Data management is not tied to outcomes of care in any of the courses.
- Nurs767 describes analysis of workflow and patient outcomes management but does not tie the data management to the improvement of outcomes of care (nursing or other).
- In Nursing Informatics, outcomes that are nurse sensitive outcomes should be tied to care, not just health services.

Essential 4. Health information management for evidence-based care and health education.

- Evidence-based interventions related to population health is found in Nurs740,
- Evidence-based practice related to scope of practice is found in Nurs514.
- No reference to health education has been offered in the content.
- Data management and information management are not the same things. Therefore, the use of health information as evidence to improve care is not part of the course descriptions.

Essential 5. Facilitation and use of electronic health records to improve patient care

- Both HIIMS courses describe EHR information systems, however it is not tied to improvement of patient care.

In summary, the critical differences between the broader health informatics and nursing informatics is the focus on patient care and patient care outcomes. The management of data, knowledge and information with the intent of improved patient care must be evident in the curriculum. The course descriptions yield a strong understanding of health informatics yet attention to specifics of nursing informatics as described in the AACN essentials is a large gap in the curriculum.

**Does the proposed MSN program meet accreditation requirements where applicable?
What changes, if any, do you recommend?**

The reviewers were provided with a MS Word file titled *Description Master of Science in Nursing with specialization in Nursing Informatics and e-Health*. In this document, the proposed MSN course names are cross walked with proposed MSN student learning outcomes (SLO), ANCC Nursing Informatics certification requirements and AACN Master's Essentials. The two courses listed that did not have any matches in the AACN categories of informatics essentials key word searches, described above, are Nurs511 and Nurs535. Their course descriptions are very different, yet, on page 17 where SLOs and AACN essentials are cross walked, the courses address the same SLOs and AACN essentials. Additional attention to this detail when courses are further developed is important to fill gaps and/or emphasize areas that are important for repetition.

Per current course descriptions, there is limited intent to address Rules, Regulations and Requirements (R, R & R). These are critical components of Nursing Informatics foundations both in AACN Essentials and the ANCC Nursing Informatics certification exam. Within R, R & R, are ethics, privacy, HIPAA and security concerns. Ethics is part of the description for Nurs513 and HIMS743. While only multilevel regulations are mentioned in HSAD760. There is no mention of any R, R & R topics within Nurs514, yet this is a foundational course. Policy is not in course descriptions, yet "policy creation" (ANCC), "Policy development" (AACN) are cited in accreditation agency standards. The lack of linking these concepts together in the coursework, raises concerns for students to grasp the important relationship of this foundational component of Nursing Informatics.

Based on the current crosswalk of curriculum content, some issues are noted below to consider as you finalize the crosswalk and proposed curriculum.

- Six (50%) of your courses have no identified content applicable to the ANCC certification.
- There are two courses that have "Foundations" in the titles (Nurs514 and HIMS743). Per the ANCC website's description of the certification exam, 51% of the ANCC exam is about *Foundations of Practice*. The course descriptions for the two foundations courses (Nurs514 and HIMS743) are very different. Clarification and specificity with respect to the differences between Nursing Informatics and Health Informatics needs to be fleshed out in the curriculum.
 - Nurs514 (2 credit) seems to have more application to SLO
 - HIMS743 (3 credit) appears to have less application to SLO and AACN essentials and no ANCC certification requirements.
- The Department should clearly define how the determination of healthcare knowledge/experience be made as a prerequisite for HIMS742.

Additional Concerns with curriculum

Human factors related to human interaction with technology and usability are a part of the user experience (ANCC). There is limited reference to education in these areas. In Nurs767, workflow usability is the only mention of usability, this is not user experience or system usability.

Will the proposed MSN program provide students with sound preparation for their careers and serve them well as they seek employment?

Basing the answer to this question on only the course descriptions is difficult. However, based on the presented evidence, students may have exposure to what is needed for success. More detail in the following ways is needed to determine if they will have “sound preparation”.

- The proposed MSN program is more closely aligned to the AACN Essentials than the ANCC exam. The current language used in the course descriptions will be dissimilar to the language used by the ANCC. A recommendation is made to integrate more of the language from ANCC to better help the students to understand question intent and be prepared for the exam.
- The only course description that discusses preparation for the role of an informatics nurse is Nurs514 and it reads as if it is a theory course. This course content is critical to preparation for the role, yet it has the fewest number of credits indicating less time spent on learning content.
- More details are needed on objectives for Nurs788 – how will the project be structured to provide an opportunity for students to apply what they have learned in the clinical environment?
- Nursing informatics is specific within the larger framework of health informatics, therefore within the curriculum more concentration on use of technology to improve patient outcomes and patient care are needed in preparation.

Faculty

Will the current and planned faculty be sufficient to offer strong programs?

The faculty and administration of SDU believe they will be able to incrementally add new faculty to teach within the proposed DNP and MSN programs to ensure they will have enough faculty to offer a strong program. This is anticipated to be a combination of new hires and re-deploying faculty from other schools who are educationally and experientially qualified to teach in the proposed program. It was not fully clear how many faculty members would be re-deployed from other schools; however, they will need to be academically and experientially qualified to teach in the DNP or MSN programs.

There are no Department of Nursing faculty identified with experience and expertise in nursing informatics. The addition of a doctorally prepared nurse trained in informatics would improve the application of course content to the nursing masters’ essentials, ANCC exam as well as incorporate sound preparation for employment as a nurse informaticist. The Department should strongly consider recruiting a nurse informaticist when putting together their plan for faculty recruitment.

Another concern is the additional faculty workload that comes with the DNP scholarly projects. During the meetings, the program reviewers asked the nursing department if they believe they have or will have enough faculty for the DNP scholarly projects. The reviewers were reassured by the nursing department they feel they have enough DNP prepared faculty who can engage with DNP student scholarly projects. They further reinforced that there are models in place with the DPT program and other practice doctorate programs at USD that can provide guidance.

While the AACN Essentials does not set strict criteria for a student to faculty ratio for courses or scholarly projects, there is some broad guidance from the CCNE Standards for Accreditation. The CCNE standard II - Program Quality: Institutional Commitment and Resources states “The faculty (full-time, part-time, adjunct, tenured, non-tenured, or other) for each degree and post-graduate APRN certificate program are sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes.” They go on to state that the program must have clear definitions for faculty workloads and the faculty to student ratios should provide for adequate supervision and evaluation. With that, it is recommended that the program ensure they have fully defined workload policies, APT Policies and faculty to student ratios specifically for graduate faculty as they put the proposed DNP and MSN programs in place.

Do the programs require additional expertise to implement the programs at a high level of quality?

There are six proposed new core NURS courses with one elective course for the DNP program. Just about any DNP educated faculty should be able to teach the NURS811, NURS812, NURS813, and NURS895. The school should have ample PhD prepared faculty to teach the NURS773 Applied Clinical Research course. Two new proposed courses that would require some additional expertise are the NURS861 Quality Safety and Legal Risk Management and NURS767 Quality Analysis of Workflow Reliability, Quality and Safety. The reviewers are confident that qualified faculty exist within the current faculty ranks who are educationally and experientially qualified to teach these courses at a high-level including, but not limited to Dean Anne Pithan, Dr. Lisa Feller and Dr. Cheryl Fischbach.

The courses in the proposed MSN informatics program display the expertise and influence of the professors from the Beacom School of Business. Dr. Bart Hanus and Dr. Chet Barney are accomplished professors of Information Science and Information systems management in the workplace. The addition of a PhD prepared nurse trained in informatics would improve the application of course content to the nursing masters’ essentials, ANCC exam as well as incorporate sound preparation for employment as a nurse informaticist.

Will the teaching, research, service expectations, and related resources be competitive when recruiting new faculty to staff the proposed programs?

The available academic affairs documents regarding workload expectations as well as expectations for promotion and tenure were reviewed. The faculty expectations and available resources seem to be in alignment with peer institutions and should be competitive when recruiting new faculty.

Services

Are library resources and other services sufficient to support high quality programs?

After reviewing the supporting documents and information available on the USD website, the reviewers believe library and other services are sufficient to support a high-quality program.

When the faculty were asked by the reviewers if they felt they had adequate resources to deliver a high-quality program, there was a resounding yes. The library has robust online resources available for students. There is a high degree of access to librarian services. The students have access to an online bookstore with e-books available as well.

The D2L learning platform used by the school is highly capable of delivering the proposed programs well. The faculty have access to development resources for D2L. Instructional design, media and IT services are available to faculty for high quality course development. It is our understanding that the school routinely reviews online courses and uses a standardized rubric for online course evaluations.

Interestingly, we understand that faculty are required to complete a professional certificate related to online teaching. Faculty have access to professional development workshops to advance their understanding of online pedagogy.

The school has professional student advisors providing student support. Support is in place as it relates to State Authorization Reciprocity Agreements (SARA) and individual state authorization for the delivery of online coursework to students outside of South Dakota. The school has a process in place for maintenance and oversight of the state authorization process.

Other Issues

Are there other issues (e.g., student recruiting, program management, support staff) that should be given attention?

The faculty seem unsure if the proposed DNP curriculum is designed for the new or middle manager (unit manager) or for the high-level experienced executive (Chief Nursing Officer). These two groups will have divergently different levels of experience and learning needs. The school needs to be very clear what their target audience is and to be very clear that the curriculum meets the needs of that specific audience. In addition to having an influence on the curriculum, this will alter recruitment strategies, marketing and advertising to prospective students.

DNP students are required to have 1,000 hours of post-baccalaureate practice as part of a supervised academic program. For incoming DNP students who currently have an MSN, most schools will authorize a transfer of up to 500 hours toward the 1000-hour total. The school needs to consider, and have a clear policy in place, for the transfer of practice hours. Additionally, students coming into the program may not have graduated from an APRN program, and as such, may have less than 500 practice hours or even no practice hours at all. Again, the school needs to ensure a clear plan and policy are in place for how these students will obtain their practice hours.

The school seems to have a large number of DNP practicum hours required (11 cr.) for the proposed DNP program. Many schools will require between 4-6 credit hours of practicum for the post master's DNP students. The school may want to re-consider the number of practicum credit hours and potentially reduce those hours while simultaneously considering changing some of the listed elective courses, and making them a required part of the curriculum. The program may become somewhat more robust with this change and fill some potential curricular gaps.

The proposed programs are interesting and unique in that there is a solid partnership in the delivery of courses in a very interdisciplinary fashion leveraging partnerships with other schools. While we believe this is very innovative, we offer a word of caution. Because of these partnerships, the nursing department needs to ensure there are no gaps or redundancy in the curriculum and understand changes to courses outside of the Nursing Department could substantively affect the overall curriculum.

The proposed DNP curriculum appears to be a post MSN to DNP framework. It is unclear if and how the proposed DNP program would articulate with the proposed MSN program to offer a pathway to the DNP degree for an applicant who currently only has a bachelor's degree and is interested in both the DNP and MSN programs.

In reviewing the MSN and DNP proposals, the reviewers have not identified any point in the programs when students will have deliberate time to build relationships and network with their classmates or faculty members. Relationship building is essential for students both while they are in school and when they become alumni. Students will develop relationships with their classmates to help them get through school and to help them when navigating the workforce. Students who have a relationship with faculty may have a greater visceral or emotional connection with the school as alumni. Is there an intention for building relationships outside the online platform? What does that look like within the programs?

The number of projected enrollees for the first year of each program seems slightly high. The enrollment projections also seem to not make any assumptions about leave of absence or non-completers. The enrollment revenue projections may be slightly elevated based upon the student enrollment projections.

There is a large Master of Health Informatics Program at University of Minnesota which is the 2nd largest nursing informatics school in the United States. This master's program is not mentioned on p.4, #6 of the document *Intent to Plan for a New Program*. The proposed MSN program is offered online therefore the proximity of other informatics programs is not an issue, however, the statistics of their enrollments may be beneficial in determining potential enrollment for the informatics MSN program.

Summary Recommendation:

What do you see as the strengths and weaknesses of the proposed programs?

Strengths

1. The USD Nursing Department has experience in delivering a successful and well-established undergraduate nursing program.
2. Facilities and resources at the University and Nursing Department are more than ample for the delivery of the undergraduate programs. Additionally, the facilities and resources should be more than adequate for the Department to deliver the proposed graduate nursing programs.

3. The IT infrastructure and support for faculty at USD is more than adequate to deliver the proposed online graduate nursing programs.
4. Data sets are available at the university for students and faculty to work with. This is particularly necessary for students and faculty of the proposed MSN Nursing Informatics program.
5. It is abundantly clear that the Nursing Department has very strong and mutually beneficial relationships and partnerships. These partnerships will allow partners to share resources and interprofessional faculty expertise in the delivery the proposed programs. Proposed collaborations have been identified between the Department of Nursing, and the Beacom School of Business at the University of South Dakota, the College of Business and Information Technology and the Beacom College of Computer and Cyber Sciences at Dakota State University (DSU).
6. The faculty and administration for the Nursing department appear highly motivated and enthusiastic to develop and implement the proposed MSN and DNP programs
7. There is a clearly identified need for the development of these two programs in the Department of Nursing

Weaknesses

1. The reviewers have identified potential gaps and weaknesses (described in detail above) in the proposed curricula for the DNP and MSN, based upon course descriptions shared with us. **The identified gaps have the potential to impede successful CCNE accreditation.**

Recommendation: A reassessment of the curriculum needs to be performed to ensure AACN essential elements as well as ANCC or AONL elements are overtly included in the courses for each of the programs. Please note, the reviewers only have course descriptions and not course objectives or expected course outcomes, so it is possible that the course objectives and outcomes for all proposed courses could include this content. Further detail of identified gaps in the curriculum are described in the Program Curriculum sections of this report.

2. There are no Department of Nursing faculty identified with experience and expertise in nursing informatics. The addition of a doctorally prepared nurse trained in informatics would improve the application of course content to the nursing masters' essentials, ANCC exam as well as incorporate sound preparation for employment as a nurse informaticist.

Recommendation: The Department should strongly consider recruiting a nurse informaticist when putting together their plan for faculty recruitment.

3. Many schools will require between 4-6 credit hours of practicum for the post master's DNP students. The proposed DNP program has listed 11 credit hours for the NURS895 practicum course. From the reviewers' experience, this is nearly double what other DNP programs

require for the practicum course work. The reviewers have not identified a rationale for the large credit hour requirement for the practicum course.

Recommendation: The school may want to re-consider the number of practicum credit hours and potentially reduce those hours while simultaneously considering changing some of the listed elective courses and making them a required part of the curriculum. The program may become somewhat more robust with this change and fill some potential curricular gaps.

4. While the title for the DNP program states there will be a specialization in Organizational and System Leadership, it is not abundantly clear what level of leadership will be focused upon. Delivering education for experienced chief nurse executives is somewhat different than educating those with minimal to no formal leadership experience. This affects curriculum as well as recruitment.

Recommendation: The school needs to be very clear who their target audience is for the DNP program and to be very clear that the curriculum meets the needs of that specific audience.

5. While the educational partners have experience in delivering graduate education, the department of nursing lacks experience with developing and delivering graduate nursing education.

Recommendation: The Department should leverage the experience of faculty members who have experience with developing graduate curriculum at other institutions. The Department may also consider an external consultant as they develop the proposed curriculum.

6. Based upon the reviewers' experience in new program development, the enrollment projections for the proposed MSN and DNP programs seem slightly high and seem to assume a 100% program completion rate without any student attrition. This has the potential to over-estimate revenue generation from the programs.

Recommendation: The Department may want to reconsider the recruitment and enrollment targets, consider historical enrollment benchmarks for new programs at the university, and build in some assumptions around student attrition and leave of absence.

7. The reviewers have not identified any clear time built into the DNP and MSN programs for students to network and develop relationships with other students and faculty in a face to face manner. The relationships these online students make will last a lifetime to advance their careers and their affinity for the university when they are alumni.

Recommendation: The Department should give consideration for how and when students will have deliberate time to network and develop social connections with their faculty and other students.

8. This is the first time the Department of Nursing is putting in place a graduate program. Workload recognition and allocation for graduate programs can be different from

undergraduate programs. The Department, School and University have APT and workload policies in place.

Recommendation: The Department should ensure existing Nursing APT and workload policy are reviewed to ensure they are applicable to the workload realities of nursing faculty teaching in graduate programs.

What broader recommendations do you have for the university and the Board of Regents?

The Nursing Department of USD has clearly articulated the need for the proposed MSN and DNP programs. The proposals have a strong foundation with notable partnerships. The reviewers believe the Nursing Department should consider the identified weaknesses and recommendations noted above and how they can be addressed.

Of importance to address are the identified, potentially significant, gaps and weaknesses in the proposed curriculum for both the DNP and MSN programs. These gaps have the potential to impede successful CCNE program accreditation as well as diminish curricular quality and student preparation for their careers. It is the strong recommendation of the reviewers that the Nursing Department needs to address these curricular gaps and weaknesses, as described in this review. This may include changing the language of course descriptions to be overt about a course's inclusion of AACN essential elements. Faculty may also consider developing the course objectives and course outcomes to clearly demonstrate inclusion of AACN essential elements. Additionally, faculty may consider adding other courses to the curriculum to address these identified gaps.

As stated several times in this document, the reviewers only have course descriptions and titles for this review. It has been our understanding that development of course objectives or expected course outcomes are not a typical part of proposal submission at USD and would typically not be developed at this point in the process. It is possible that the course objectives and outcomes for all proposed courses could describe the identified shortcomings in the curriculum.

After the gaps in the curriculum are satisfactorily addressed, we believe the proposals should be considered for approval by the University and Board of Regents.



April 24, 2020

Joelle L. Lien, D.M.A. Systems Associate Vice President for Academic Affairs

Dear Dr. Lien,

Thank you for providing feedback from our site visit which was conducted on February 6th, 2020 at the University of South Dakota. We appreciate the feedback that you gave regarding our two graduate nursing programs which included the Master of Science in Nursing with specialization in Nursing Informatics and e-health, and the Doctor of Nursing Practice with specialization in Organizational and System Leadership. We found the reviewer's comments to be very helpful and have created a table with the comments, recommendations, and our responses.

Thank you so much, again, for your comments. We look forward to your feedback.

Respectfully submitted,

Anne Pithan

Anne Pithan DNP, RN, CNE, CMSRN

Department of Nursing Chair

414 E. Clark Street, LM #302

Vermillion, SD 57069

Weaknesses Identified in Report	Recommendation	USD Nursing Response
<p>1. The reviewers have identified potential gaps and weaknesses in the proposed curriculum for the DNP and MSN, based upon course descriptions shared with us. The identified gaps have the potential to impede successful Commission on Collegiate Nursing Education (CCNE) accreditation.</p>	<p>A reassessment of the curriculum needs to be performed to ensure American Association of Colleges of Nursing (AACN) essential elements as well as American Nurses Credentialing Center (ANCC) or American Organization for Nursing Leadership (AOLN) elements are overtly included in the courses for each of the programs. Please note, the reviewers only have course descriptions or expected course outcomes, so it is possible that the course objectives and outcomes for all proposed courses should include this content. Further detail of identified gaps in the curriculum are described in the Program Curriculum sections of this report.</p>	<p>A reassessment of the DNP curriculum was completed. The Nursing Program has made the following revisions to the DNP curriculum:</p> <ol style="list-style-type: none"> 1. Revised course titles for each NURS course to align specifically with the DNP Essentials. 2. Identified gaps and made revisions in the current course descriptions to address missing components (such as organizational and systems thinking, analysis, scholarship, and evidence-based practice) to better align with the DNP Essentials, American Organization for Nursing Leadership (AONL) Competencies and the Nurse Executive Board Certification (NE-BC) test map. 3. The DNP curriculum was divided into 3 distinct sections: Core courses, Leadership Development courses, and Project courses to better align with accreditation standards and emphasize the role of the advanced practice nurse. 4. Practicum courses were changed. This change included reducing the credits to two 3-credit hour courses thus, allowing for the development of additional nursing courses that address the gaps in leadership/business skills, population health and outcomes, interprofessional collaboration, information systems/technology, and health policy/advocacy. The courses were re-labeled as Project courses to reflect the rigorous scholarly nature of the practical experience. 5. Additional elective courses (called practicum) for clinical hours were developed for those entering the program with less than the maximum allowed number of transfer clinical hours.

		<p>See Appendix A for details.</p> <p>A reassessment of the MSN curriculum was completed. The Nursing Program has made the following revisions to the MSN curriculum:</p> <ol style="list-style-type: none"> 6. Course titles and descriptions were modified to closer align with MSN essentials and American Association of Colleges of Nursing (ANCC) competencies, and to emphasize nurse-sensitive outcomes. 7. Courses that were identified as not relevant to accreditation and certification competencies were removed and replaced with courses that addressed identified gaps in the curriculum. 8. Additional details describing the Master's project were provided in the course description for NURS 788. <p>See Appendix B for details.</p>
<p>2. There are no Department of Nursing Faculty identified with experience and expertise in nursing informatics. The addition of a doctorally prepared nurse trained in informatics would improve the application of course content to the nursing masters' essentials, ANCC exam as well as incorporate sound preparation for employment as a nurse informaticist.</p>	<p>The Department should strongly consider recruiting a nurse informaticist when putting together their plan for faculty recruitment.</p>	<p>The program will do the following:</p> <ol style="list-style-type: none"> 1. Recruit a doctorally prepared nurse trained in informatics, and/or 2. Build expertise in our nursing faculty through informatics certification. <p>We have delayed the start of this program until fall 2021 which will give us time to recruit a doctorally prepared faculty with expertise in informatics and/or build expertise (through certification) of our current faculty. Possible certification options include a post-master's certificate in nursing informatics.</p>

		<p>The program has established partnerships with Avera, Sanford, and Monument health systems informatics departments. Staff from these departments will serve on the advisory board and share expertise regarding nursing informatics through adjunct teaching and curriculum development. With the recent COVID-19 pandemic emergence, the importance of the use of e-health methods has increased substantially. Department leadership will work closely with our practice partners to meet this escalated demand.</p>
<p>3. Many schools will require between 4-6 credit hours of practicum for the post-masters DNP students. From the reviewers' experience, this is nearly double what other DNP programs require for the practicum course work. The reviewers have not identified a rationale for the large credit hour requirement for the practicum course.</p>	<p>The school may want to reconsider the number of practicum credit hours and potentially reduce those hours while simultaneously considering changing some the listed elective courses and making them a required part of the curriculum. The program may become somewhat more robust with this change and fill some potential curricular gaps.</p>	<p>The program has made the following revisions based on the recommendation of the report:</p> <ol style="list-style-type: none"> 1. The number of practicum hours were reduced from 11 credit hours to a minimum of 6 credit hours. 2. The remaining 5 credits were used to develop new courses to address curricular gaps and create a more robust curriculum. <p>See Appendix A for details.</p>

RESPONSE TO REPORT EVALUATION

<p>4. While the title for the DNP programs states there will be specialization in Organizational and System Leadership, it is not abundantly clear what level of leadership will be focused upon. Delivering education for experienced chief nurse executives is somewhat different than educating those with minimal to no formal leadership experience. This affects curriculum as well as recruitment.</p>	<p>The school needs to be very clear who their target audience is for the DNP program and to be very clear that the curriculum meets the needs of that specific audience.</p>	<p>Based on workforce needs of the state of South Dakota, the Doctor of Nursing Practice with specialization in Organizational and System Leadership Program will target nurses that are in mid-level nursing management and leadership positions who desire to enhance their ability to lead within complex health systems and utilize the skill set of a doctorally prepared nurse. The AONL Competencies and the American Nurses Credentialing Center's (ANCC) Nurse Executive Board Certification Exam test map for mid-level nurse leaders (non-chief executive leadership) were used to guide curriculum development and have been mapped to all coursework. This allows the student who desires certification in this area of nursing practice to be better prepared for the exam if this meets their career goals.</p> <p>See Appendix A for details.</p>
<p>5. While the educational partners have experience in delivering graduate education, the department of nursing lacks experience with developing and delivering graduate education.</p>	<p>The department should leverage the experience of faculty members who have experience with developing graduate curriculum at other institutions. The Department may also consider an external consultant as they develop the proposed curriculum.</p>	<p>The Department of Nursing has eleven doctoral prepared faculty that are eligible to teach within the program. The faculty consists of DNP, PhD, and EdD prepared faculty and can effectively assist the student in all aspects of the DNP coursework and graduate education (see Appendix C). Several of the doctoral prepared Nursing faculty have taught inter-professionally in other graduate programs within the School of Health Sciences at USD. There will be outstanding support, mentoring and resources available to the faculty through the university and the Center for Teaching and Learning. The School of Health Sciences has six graduate level programs and the university is a leader in graduate education in the state with 78 graduate programs. All Nursing faculty who are expected to teach in the program hold graduate status and are well versed and well equipped to teach at a graduate level. External experts will be sought to assist and guide curriculum development.</p>

<p>6. Based upon the reviewers' experience in new program development, the enrollment projections for the proposed MSN and DNP programs seem slightly high and seem to assume a 100% program completion rate without any student attrition.</p>	<p>The Department may want to reconsider the recruitment and enrollment targets, consider historical enrollment benchmarks for new programs at the University, and build in some assumptions around student attrition and leave of absence.</p>	<p>The program has reduced the proposed enrollment number from 9 to 6 students entering the MSN program and from 8 to 6 students entering the DNP program. While this number may be on the conservative side, the new projections, will allow for any student attrition in the program. With the acceleration that is occurring in the tele-health and e-health services, we expect the demand to be sustainably increased for the proposed specializations and we are confident we can meet our target numbers.</p> <p>The range and use of telehealth services have expanded over the past decades, along with the role of technology in improving and coordinating care. With the recent COVID-19 pandemic emergence, the importance of the use of e-health methods has increased substantially. As the nation moves to accelerate the adoption of telehealth, MSN prepared nurses' with expertise in informatics will be instrumental to support the health of citizens, support the ability to access safe care in rural and urban settings, and coordinate and manage care through virtual and electronic means.</p> <p>See Appendix D for details.</p>
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<p>7. The reviewers have not identified any clear time built into the DNP and MSN programs for students to network and develop relationships with other students and faculty in a face to face manner. The relationships these online students make will last a lifetime to advance their careers and their affinity for the university when they are alumni.</p>	<p>The Department should give consideration for how and when students will have deliberate time to network and develop social connections with their faculty and other students.</p>	<p>To address networking and relationship building between student-student and student-faculty, a variety of networking opportunities will be integrated throughout the program.</p> <ol style="list-style-type: none"> 1. The School of Health Sciences currently has several graduate programs that are offered entirely online. This includes the Master of Social Work, the Master of Public Health and the PhD in Health Sciences. The nursing faculty are involved in the admission committee's work and teach in the Master of Public Health and the PhD in Health Sciences programs. All three graduate programs have a successful record of accomplishment with outstanding student outcomes. Strategies and frameworks used to engage students in these two programs can be easily replicated in the graduate nursing programs. In addition, faculty teaching in those programs within the School of Health Sciences will provide outstanding support and mentoring to the nursing faculty on best practices and strategies to engage students in distant teaching environments. 2. As part of the clinical requirement for NURS 811 and NURS 861, students will attend a 3-day mandatory, on-campus residency session (Tuesday–Thursday) that includes core courses, enhancement programming, specialty courses, and advisor meetings. Due to placement of the courses in the curriculum, these residencies will be strategically placed to allow for initial introductions and networking followed by continued strengthen of social connections that will follow them into clinical practice. In addition to planned activities and coursework, students will have an opportunity to network and build relationships with faculty and
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		<p>colleagues, familiarize themselves with support services on campus, and share ideas.</p> <ol style="list-style-type: none"> 3. DNP and MSN faculty advisors will mentor, coach, and guide students through the respective programs. Every student will be provided with individual feedback and regular 1:1 coaching from their faculty advisor. 4. The DNP and MSN programs will admit students once a year which allows for a cohort of students to progress together through the program. This model allows students to work together over consecutive semesters, and have the opportunity to build meaningful relationships with one another.
<p>8. This is the first time the Department of Nursing is putting in place a graduate program. Workload recognition and allocation for graduate programs can be different from undergraduate programs.</p>	<p>The Department should ensure existing Nursing Advancement Promotion and Tenure (APT) and workload policies are reviewed to ensure they are applicable to the workload realities of nursing faculty teaching in graduate programs.</p>	<p>Although the nursing program currently does not have graduate programming, the current Nursing Advancement Promotion and Tenure workload policies follows that of the School of Health Sciences and address graduate teaching. The policy rewards faculty interprofessional teaching at a graduate level. Those who mentor graduate student projects/thesis/dissertation in other programs such as the PhD in Health Sciences are recognized. The Nursing workload polices for graduate approved faculty are aligned with policies from other USD graduate programs such as business, law, occupational therapy, and physical therapy.</p> <p>See Appendix E for details.</p>

Additional Areas of Weakness		
PhD prepared faculty to teach NURS 773 - Applied Clinical Research		<p>Doctoral prepared faculty with PhD as a terminal degree will be responsible for teaching NURS 773, Clinical Scholarship and Analytical Methods. There are currently 4 faculty within the Department of Nursing who are well-qualified and who will be able to develop the curriculum and teach this course. Internal and external expertise will be used to augment existing faculty expertise if needed</p> <p>Faculty with PhD as a terminal degree include:</p> <ul style="list-style-type: none"> • Amy Smith, PhD, RN • Anne Kleinhesselink PhD, RN • Jean Yockey, PhD, RN • Sabina Kuperschmidt, PhD • Haifa AbouSamra, PhD, RN <p>See Appendix C for details.</p>
Plan for obtaining practicum hours	The school needs to ensure a clear plan and policy are in place for how these students will obtain their practice hours.	<p>The DNP program will fulfill the AACN requirement for 1000 clinical hours. USD has over 600 affiliation agreements and strong clinical partnerships to provide a variety of robust experiences for students.</p> <p>See Appendix A for details.</p>

RESPONSE TO REPORT EVALUATION

<p>Pathway from MSN to DNP</p>	<p>It is unclear if and how the proposed DNP program would articulate with the proposed MSN program to offer a pathway to the DNP degree for an applicant who currently only has a bachelor's degree and is interested in both the DNP and MSN</p>	<p>Students with a bachelor's degree must complete the proposed MSN program, or a MSN program from an accredited institution, prior to entry into the DNP.</p> <p>Students with a conferred Master of Science in Nursing degree from an accredited institution will receive 33 credit hours towards the credit hours required for the DNP degree.</p> <p>DNP graduate students may transfer a maximum of 280 supervised clinical hours from their post-baccalaureate supervised clinical hours. The DNP graduate student who earned less than 280 post-baccalaureate supervised clinical hours will take additional elective practicum credits, to complete a minimum of 1,000 clinical hours.</p> <p>See Appendix A for details.</p>
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Appendix A

USD DNP Rebuttal to Consultant Report

Area of Evaluation	Consultant Comment	Program Response
DNP Essentials I - VIII	Summary: <i>Specific words correlated to the DNP Essentials are either limited within the course titles and course descriptions or are not found demonstrating minimal or absent evidence of the essentials being present within the proposed curriculum.</i>	<p>The following course titles and descriptions were revised to align better with the DNP Essentials and the role of a DNP prepared nurse. Changes are in red font.</p> <p>Original: NURS 811 Advanced Evidence-Based Practice Appraising: This course will focus on various methods, models and plans to level and appraise evidence. The student will learn how to conduct evidence retrieval and appraisal. This includes scoping reviews, use of various evidence-based models and methodology, as well as evidence management tools and matrices.</p> <p>Revised: NURS 811 Scientific Underpinnings and EBP: This course will focus on nursing science, specifically nursing theories to provide a framework for advanced nursing practice. The student will engage in evidence retrieval and appraisal, use science-based concepts to evaluate evidence, models & methods, and apply this knowledge to enhance care delivery at a systems level and improve patient outcomes.</p>

		<p>Original: NURS 861 Quality Safety and Legal Risk Management: This course will focus on developing the necessary knowledge and skills needed for graduates to engage in interdisciplinary multisector initiatives aimed at reducing risks and impacting healthcare safety and quality. Students will learn to use interprofessional-multidisciplinary implementation teams to embed innovations and science into ongoing organizational processes. Students will learn to use aggregate data and healthcare information to improve effectiveness and add the value of interventions and services.</p> <p>Revised: NURS 861 Leadership Development in Quality Improvement in Nursing for Health Systems: This course will focus on developing necessary organizational and systems-level thinking and skills to lead interprofessional collaboration & multisector organizational change for quality improvement initiatives. Students will assimilate nursing science and practice with the complex needs of humankind (AACN). Using systems thinking, key skills included in this course are the development of clinical practice guidelines, designing evidence-based interventions, utilizing QI metrics (Lean or Six Sigma), evaluating aggregate data, analyzing risk management/compliance issues/liability recognition, human resource management, SWOT analysis, applying change theories to nursing, clinical practice, and evaluating practice outcomes.</p> <p>Original: NURS 773 Applied Clinical Research: Review common research designs, levels of scientific rigor, ethical issues and sources of bias by critiquing examples from the literature. Advance the student's knowledge of quantitative and qualitative methods in health care through critical appraisal of methodologies in current and substantive areas of health and human services research. Analyze and interpret quantitative and qualitative data using an existing dataset.</p> <p>Revised: NURS 773 Clinical Scholarship and Analytical Methods: This course will examine research designs, levels of scientific rigor, ethical issues and sources of</p>
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		<p>bias by critiquing examples from the literature to critically analyze data to identify problems for change within the healthcare delivery system. By the end of this course, the DNP student will have skills to appraise the evidence and translate it to a practice system.</p>
	<p><i>Two additional content areas that need to be enhanced are informatics as it relates to DNP practices as well as population health</i></p>	<p>New courses added to align with the DNP Essentials and DNP Practice:</p> <p>NURS 841 Applied EBP and Population Health Concepts: This course will focus on the principles of public and community health to improve health outcomes aimed at a systems-level approach. The DNP student will evaluate care delivery models and strategies using EBP principles to address gaps in care across vulnerable populations and rural underserved communities. Additionally, by utilizing leadership and other social/change theory, and knowledge of the healthcare environment, the student will be challenged with establishing a vision of care for populations and the overall healthcare system.</p> <p>NURS 862 Leadership Development in Information Systems/ Technology for Patient Care Improvement: This course will help the student to generate data-driven decisions in nursing and other healthcare disciplines through the use of information systems/technology and patient care technology. Through this process, the DNP student will be able to evaluate and improve outcomes of care and care systems. Additional goals of this course will focus on strengthening system strategic planning, and use of technology to transform healthcare for patient care improvements.</p>
<p>Does the DNP Program meet accreditation requirements where applicable? What changes if</p>	<p><i>It is not overtly clear that the courses will meet as many of the essentials that listed on the working draft document. As an example, the working document shows course N770 and</i></p>	<p>NURS 770 is not a nursing course but rather is a course from Beacom School of Business titled HSAD 770. It will provide students with foundational knowledge for NURS 863.</p> <p>To meet DNP Essential #5, NURS 812 course title and description have been changed as follows:</p>

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any, do you recommend	<i>NURS 895 as having content relevant to Essential # 5: Health Care Policy for Advocacy in Healthcare. There is no overt reference to health policy or advocacy in N770 or N895 course descriptions</i>	<p>Original: NURS 812 Applied Evidence-Based Practice Implementation: This course will focus on the field of implementation science and stakeholder engagement strategies to get organizations, teams, and individuals to adopt and consistently use evidence-based research findings and innovations in everyday practice. The course will cover a variety of strategies for the implementation of evidence-based practices. This will include exploring various change theories and models and piloting the change in a particular population or setting.</p> <p>Revised: NURS 812 Leadership Development in Healthcare Policy and Advocacy: Through this course, students will acquire skills to analyze policy to spearhead organizational policy change at the micro, meso, and macro levels, participate in community legislation, and practice negotiating and advocating for social justice and the nursing profession as a whole.</p>
Will the proposed DNP Program provide students with sound preparation for their careers and serve them well as they seek employment?	<i>Based on the presented evidence, students may have exposure to what is needed to pass AONL certification exams. Gaps exist in the curriculum including content in the area of finance, informatics, budget, policy, population health, organization or health systems transformation and ethics.</i>	<p>To specifically address gaps within the curriculum pertaining to finance, budget and leadership:</p> <p>NURS 863 Leadership Development in Healthcare Business was added to the curriculum to emphasize workplace management and financial resource management.</p> <p>NURS 863 Leadership Development in Healthcare Business (pre-requisite HSAD 770, BADM 761): This course will prepare the nurse leader to engage in healthcare business. Topics include employment management, promotion of healthful work environments and ergonomically sound workplaces, and the management of emergency preparedness plans, employee recruitment, compensation, conflict management, and retention strategies. Additionally, DNP students will engage with interpreting financial statements, manage finances and financial resources and ensure the accuracy of reimbursement mechanisms in healthcare.</p>

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		<p>To address gaps within the curriculum regarding in systems transformation , budget, and finance skills: The course description for NURS 861 Leadership Development in Quality Improvement in Nursing for Health Systems was re-written to better align with systems transformation, budget, and finance skills (see course description above).</p> <p>To address gaps in curriculum regarding policy: NURS 812 Leadership Development in Healthcare Policy and Advocacy has been revised to address the gaps in healthcare policy (see course description above).</p> <p>To address gaps in curriculum regarding population health: NURS 841 Applied EBP and Population Health Concepts has been added to the curriculum to address the gaps in population health (see course description above).</p> <p>To address gaps in curriculum regarding informatics: NURS 862 Leadership Development in Information Systems/ Technology for Patient Care Improvement has been added to the curriculum to address the gaps in informatics (see course descriptions above).</p>
Are there other issues that should be given attention?	<i>The faculty seem unsure if the proposed DNP curriculum is designed for the new or middle manage (unit manager) or for the high-level experienced executive (Chief Nursing Officer).</i>	<p>Based on South Dakota's workforce data and the needs of health systems in the state, the target population for the DNP program is the mid-level nursing management nurse who desires a skill set to lead at the highest level of nursing practice.</p> <p>The curriculum has been revised to target this specific workforce. Each of the AONL Competencies and the Nurse Executive Board Certification exam aligns with the revisions.</p>

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	<p><i>There are a large number of DNP practicum hours required (11cr.) for the program. The school may want to consider the number of practicum credit hours and potentially reduce those hours while simultaneously changing some of the listed elective courses and making them a required.</i></p> <p><i>The program must be cautious of gaps and redundancies with partnering using courses outside of the Nursing Department.</i></p> <p><i>The school needs to consider, and have clear policy in place, for the transfer of practice hours.</i></p>	<p>The DNP Practicum courses have renamed DNP Project courses to differentiate from Practicum courses available to students who need additional clinical hours. The DNP Project been reduced from 11 credit hours to 6 credit hours. The remaining 5 credit hours have been added to the nursing curriculum to meet the essentials, fill curricular gaps, and enhance rigor (NURS 841, NURS 862, NURS 812 and NURS 863).</p> <p>The goal of collaborating with The Beacom Business School is to ensure integrity and alliance with business concepts while providing a mutually beneficial experience for graduate nursing students and essential application of business skills to the role of the Advanced Practice Registered Nurse.</p> <p>Students with a bachelor's degree must complete the proposed MSN program, or an MSN program from an accredited institution, prior to entry into the DNP.</p>
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RESPONSE TO REPORT EVALUATION

	<p><i>The proposed DNP curriculum appear to be post MSN. It is unclear if and how the proposed DNP program would articulate with the proposed MSN program to offer a pathway to the DNP degree for an applicant currently holding a bachelor's degree interested in completing both programs.</i></p>	<p>Students with a conferred Master of Science in Nursing degree from an accredited institution will receive 33 credit hours towards the credit hours required for the DNP degree.</p> <p>DNP graduate students may transfer a maximum of 280 supervised clinical hours from their post-baccalaureate clinical hours. The DNP graduate student who earned less than 280 post-baccalaureate supervised clinical hours will take up to an additional 7 elective practicum credits to meet the requirement of 1,000 clinical hours.</p>
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Appendix B

USD MSN Rebuttal to Consultant Report

	Consultant Comment	Program Response
Essential I	<i>Patient care is the crux of nursing and therefore an MSN program should demonstrate the focus of technology use on the delivery and enhancement of quality patient care.</i>	NURS 511, NURS 513, NURS 514, NURS 740, NURS 767, NURS 788: Course descriptions were revised to link the use of technology to enhance patient care and improve health outcomes of patients and populations.
Essential II	<i>Content on how communication can be improved through use of technologies with the intent of coordinating care is missing.</i>	NURS 514 course description was revised to include the following phrasing: <i>Emphasis will be placed on the use of informatics, communications technologies, and the electronic health record to facilitate the <u>coordination</u> and enhancement of <u>quality patient care</u>.</i> NURS 740 course description was revised to include a link between communication and population health outcomes. and the use of communication technologies to promote population health will be discussed.
Essential III	<i>Data management is not tied to outcomes of care in any of the courses.</i>	The department of nursing does not have the ability to link data management to outcomes of care within Beacom School of business courses (DSCI 723). Because this course is heavily focused on business and does not have a healthcare focus, it is the team's recommendation to remove this course from the curriculum. We recommend that data management and its impact on patient outcomes be addressed in HIMS 743 as it is currently under development. NURS 535: This course was developed to address gaps in the curriculum. Part of the course description is in direct response to

RESPONSE TO REPORT EVALUATION

		<p>consultant feedback and includes the statement: <i>In addition, this course will support the use of data and technology to influence system wide decision and improve outcomes of care.</i></p>
	<p><i>In Nursing Informatics, outcomes that are nurse sensitive outcomes should be tied to care, not just health services.</i></p>	<p>Course description for NURS 767 was revised to include the following phrasing: <i>This course will focus on process improvement models and methods to impact nurse sensitive clinical outcomes and process outcomes.</i></p> <p>The course description for NURS 514 was revised to include a link to patient care outcomes: <i>Emphasis will be placed on the use of informatics, communications technologies, and the electronic health record to facilitate the <u>coordination</u> and enhancement of <u>quality patient care</u>.</i></p>
Essential IV	<p><i>No reference to health education has been offered in the content.</i></p>	<p>The course description for NURS 514 was revised to include the phrasing “health education”: <i>Students will be introduced to informatics theory as it relates to nursing informatics, adult learning theory, health education, and communication and computer science</i></p> <p>The course description for NURS 749 was revised to include the phrasing “health education.” <i>Health equity, community health assessment, epidemiologic methods, health education, and the use of communication technologies to promote population health will be discussed.</i></p>
	<p><i>Data management and information management are not the same things. Therefore, the use of health</i></p>	<p>The course NURS 511 was revised to be an EBP course. The following phrasing within that course description includes the</p>

RESPONSE TO REPORT EVALUATION

	<i>information as evidence to improve care is not part of the course descriptions.</i>	requested link: <i>Students will evaluate and utilize health information as evidence to improve care.</i>
Essential V:	<i>Both HIIMS courses describe EHR information systems, however it is not tied to improvement of patient care.</i>	The course description for NURS 514 was revised to include a link between the use of EHR and patient care outcomes: <i>Emphasis will be placed on the use of informatics, communications technologies, and the electronic health record to facilitate the <u>coordination</u> and enhancement of <u>quality patient care</u>.</i>
	<i>The course descriptions yield a strong understanding of health informatics yet attention to specifics of nursing informatics as described in the AACN essentials is a large gap in the curriculum.</i>	<p>The five broad areas of nursing informatics as described in the AACN essentials of Master's of Education in Nursing include:</p> <ul style="list-style-type: none"> • Use of patient care and other technologies to deliver and enhance care • Communication technologies to integrate and coordinate care • Data management to analyze and improve outcomes of care • Health information management for evidence-based care and health education • Facilitation and use of electronic health records to improve patient care. <p>All 5 of these areas have been addressed through the course description changes previously mentioned.</p>
Proposed MSN program and accreditation standards	<i>The two courses listed that did not have any matches in the AACN categories of informatics essentials key word searches, described above, are Nurs511 and Nurs535.</i>	<p>NURS 511 course was changed to an EBP course that now contains several keywords under Essential 4.</p> <p>NURS 535 course was changed to a leadership course that now includes several keywords under Essential I, II, and IX</p>
	<i>Per current course descriptions, there is limited intent to address</i>	NURS 688: Policy development was added within the course description.

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	<p><i>Rules, Regulations and Requirements (R, R & R).</i></p> <p><i>Policy is not in course descriptions, yet “policy creation” (ANCC), “Policy development” (AACN) are cited in accreditation agency standards. The lack of linking these concepts together in the coursework, raises concerns for students to grasp the important relationship of this foundational component of Nursing Informatics.</i></p>	<p>This course will enhance student knowledge in federal and state regulatory environments, data governance, and policy development</p> <p>NURS 514: Rules, Regulations and Requirements language was added to the course description due to their link to scope of practice. This course will focus on the nursing informatics rules, regulations, and requirements. Content will include scope and standards of practice, informatics evolution, professional organizations, and professional development in advanced practice nursing</p>
	<p><i>Six (50%) of your courses have no identified content applicable to the ANCC certification.</i></p>	<p>NURS 535 was developed to address many of the foundational leadership concepts with the ANCC category I: foundations of practice that were not addressed within the previous course descriptions.</p> <p>ANCC category II: System Design and Lifecycle, and ANCC category III: Data Management and Health Care Technology continue to be deficits within the program. Consultants with in-depth knowledge of the field of informatics are needed to determine where/how these concepts fit within the program.</p>
	<p><i>There are two courses that have “Foundations” in the titles (Nurs514 and HIMS743). Per the ANCC website’s description of the certification exam, 51% of the ANCC exam is about Foundations of Practice. The course descriptions for</i></p>	<p>Course descriptions for NURS 514 and HIMS 743 were revised to differentiate between health information and health informatics. Connections were made between nursing practice and the use of information to impact nursing care and patient/system outcomes in NURS 514.</p>

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	<i>the two foundations courses (Nurs514 and HIMS743) are very different.</i>	<p>HIMS 743 is concerned with what informatics is, what technologies are available for health care, and how technologies are used within healthcare. Thus, providing a foundation in informatics in general.</p> <p>NURS 514 focuses on providing that foundational link between nursing and informatics. This includes concepts related to nursing regulation, nursing care, patient care and clinical outcomes. The course description for NURS 514 was revised to include how informatics are used to coordinate and enhance patient care: <i>Emphasis will be placed on the use of informatics, communications technologies, and the electronic health record to facilitate the coordination and enhancement of quality patient care.</i></p>
	<i>Clarification and specificity with respect to the differences between Nursing Informatics and Health Informatics needs to be fleshed out in the curriculum.</i>	<p>Nurs 513: The terms health information and health information were separated. This includes emerging applications in health informatics, health information, and patient care technologies that enhance patient care.</p> <p>NURS 740: The use of “health information” was included in the course description. Health equity, community health assessment, epidemiologic methods, health education, and the use of communication and health information technologies to promote population health will be discussed.</p> <p>**Consultation with someone with expertise in nursing informatics will be needed to further address this comment.</p>
	<i>The Department should clearly define how the determination of healthcare knowledge/experience be made as a prerequisite for HIMSS742.</i>	<p>The department is currently working with DSU to remove the prerequisite requirement.</p>

	<i>Human factors related to human interaction with technology and usability are a part of the user experience (ANCC). There is limited reference to education in these areas. In Nurs767, workflow usability is the only mention of usability, this is not user experience or system usability.</i>	<p>NURS 767: ANCC criteria were partially addressed within the revision of the course description: <i>Human factors related to human interaction with technology and usability are included.</i></p> <p>In order to fully meet the ANCC requirements more content in this area will need to be included in the curriculum. It is the recommendation of the team that additional content related to human interaction are included in the HIMS 742 course that is currently under development.</p>
Sound Preparation for career	<i>The proposed MSN program is more closely aligned to the AACN Essentials than the ANCC exam. The current language used in the course descriptions will be dissimilar to the language used by the ANCC. A recommendation is made to integrate more of the language from ANCC to better help the students to understand question intent and be prepared for the exam.</i>	<p>ANCC Category I (Foundations) is extensively covered in the revisions. Refer to Appendix A for identification of how each course meets the ANCC exam criteria.</p> <p>The department review found many gaps in the curriculum related to Category II (System Design Life Cycle) and Category III (Data Management and Technology). Whether this information is absent, or whether the team does not have the expertise to identify it within the curriculum is unclear. The department has reached out to DSU for guidance on how/where to best address the remaining ANCC exam criteria.</p>
	<i>The only course description that discusses preparation for the role of an informatics nurse is Nurs514 and it reads as if it is a theory course. This course content is critical to preparation for the role, yet it has the fewest number of credits indicating less time spent on learning content.</i>	<p>NURS 788: The course description for the practicum project was revised to include role preparation: <i>The project will focus on role preparation and emphasize the application of nursing informatics to improve patient and/or population health outcomes.</i></p> <p>NURS 535: This newly developed leadership course will provided a focus on role preparation from a leadership standpoint: <i>This course will prepare students for an advanced practice leadership role in nursing informatics and focus on effective communication in inter-collaborative teams.</i></p>

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	<p><i>More details are needed on objectives for Nurs788 – how will the project be structured to provide an opportunity for students to apply what they have learned in the clinical environment?</i></p>	<p>The course description was revised to:</p> <p><i>Independent research problems/projects that lead to research or design paper, but not to a thesis. The plan of study is negotiated by the faculty member and the candidate. The project will focus on role preparation and emphasize the application of nursing informatics to improve patient and/or population health outcomes.</i></p>
	<p><i>Nursing informatics is specific within the larger framework of health informatics, therefore within the curriculum more concentration on use of technology to improve patient outcomes and patient care are needed in preparation.</i></p>	<p>NURS 511, NURS 513, NURS 514, NURS 740, NURS 767, NURS 788: Course descriptions were revised to link the use of technology to enhance patient care and improve health outcomes of patients and populations.</p>

RESPONSE TO REPORT EVALUATION

Appendix C**MSN and DNP Graduate Degree Faculty Roster**

Additional CV information is available upon request.

USD Department of Nursing

Dr. Lisa Feller, Associate Professor and Pierre Academic Site Director, Nursing

EdD; University of South Dakota; 2014

MS; South Dakota State University; 1995

BS; Morningside College; 1986

<https://www.usd.edu/faculty-and-staff/Lisa-Feller>

Dr. Cheryl Fischbach, Lecturer, Nursing

DNP; Chamberlain College of Nursing; 2016

MS; University of Phoenix; 2005

BS; Mount Marty College; 2001

<https://www.usd.edu/faculty-and-staff/Cheryl-Fischbach>

Dr. Tamela Kisner, Lecturer, Nursing

EdD; University of South Dakota; 2014

MS; University of Wyoming; 2005

BS; South Dakota State University; 2001

<https://www.usd.edu/faculty-and-staff/Tami-Kisner>

Dr. Anne Kleinhesselink, Associate Chair of Academics & Academic Site Director, Nursing

PhD; Walden University; 2019

MS; Walden University; 2011

BS; University of Iowa; 2005

<https://www.usd.edu/faculty-and-staff/Anne-Kleinhesselink>

Dr. Sabina Kupersmidt, Assistant Professor, Nursing

PhD; Vanderbilt University; 1990

BS; Middle Tennessee State University; 1984

<https://www.usd.edu/faculty-and-staff/Sabina-Kupersmidt>

Dr. Anne Pithan, Chair and Assistant Professor, Nursing

DNP; Allen College; 2017

MS; Clarkson College; 1994

BS; Augustana College; 1987

<https://www.usd.edu/faculty-and-staff/Anne-Pithan>

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Dr. Emily Smith, Student Services Director, Nursing

DNP; Graceland University; 2019

MS; Grand Canyon University; 2011

BS; South Dakota State University; 2008

<https://www.usd.edu/faculty-and-staff/Emily-M-Smith>

Dr. Amy Smith, Lecturer, Nursing

PhD; University of Nevada; 2014

MS; Walden University; 2007

BS; South Dakota State University; 1999

<https://www.usd.edu/faculty-and-staff/Amy-Smith01>

Dr. Susan Strobel, Assistant Professor, Nursing & Public Health

DNP; University of Colorado; 2018

MPH; University of Minnesota; 1992

<https://www.usd.edu/faculty-and-staff/Susan-Strobel>

Dr. Dawn Warren, Instructor & Rapid City Academic Site Director, Nursing

EdD; University of South Dakota; 2014

MS; South Dakota State University; 2000

BS; University of South Dakota; 1991

<https://www.usd.edu/faculty-and-staff/Dawn-Warren>

Dr. Jean Yockey, Assistant Professor, Nursing

PhD; University of Northern Colorado; 2015

MS; Idaho State University; 2001

BS; Lewis Clark State College; 1985

<https://www.usd.edu/faculty-and-staff/Jean-Yockey>

USD Beacom School of Business:

Dr. Chet Barney, Associate Professor

PhD; New Mexico State University; 2013

MISM; Brigham Young University; 2003

BA; Utah State University; 2001

<https://www.usd.edu/faculty-and-staff/Chet-Barney>

Dr. Bart Hanus, Assistant Professor, Decision Science

PhD; University of North Texas; 2014

MS; University of North Texas; 2008

MS; Nicolaus Copernicus University; 2004

BS; Torun School of Banking; 2002

<https://www.usd.edu/faculty-and-staff/Bart-Hanus>

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Dr. Mark Yockey, Chair & Associate Professor

PhD; Washington State University; 2006

MA; University of Florida; 1998

BA; Brigham Young University; 1982

<https://www.usd.edu/faculty-and-staff/Mark-Yockey>

RESPONSE TO REPORT EVALUATION

Appendix D

Financial Impact

See Appendix B on the New Graduate Program Proposals

RESPONSE TO REPORT EVALUATION

Appendix E**USD Nursing Graduate Program Workload Policy**

As set forth in BOR policy, workload is based on a total of 30 workload units of undergraduate instruction *or its equivalent* per academic year for a full-time faculty member ([USD Workload Policy](#)).

Lecturer Track Faculty: Full-time lecturer track faculty are typically assigned 29 workload units (wlu) (97%) per academic year (9 months) for teaching and 1 wlu (3%) for service.
Tenure Track Faculty: Full-time tenure track faculty are typically assigned 18 wlus (60%) per academic year for teaching, 9 wlus (30%) for Scholarship, and 3 (10%) wlus for service

General Service (Professional development): .5 flexible wlu per semester for general service for non-tenure track faculty. (this is assigned for serving as adhoc members on curriculum, PAC or any other taskforce or other special assignment etc.). Tenure Track faculty receive 1.5 (10%) wlu per semester for general service. please refer to the faculty handbook and Appendix G for expectations.

Special Assignments: Faculty with identified deliverables related to the School of Health Sciences, University or Department of Nursing strategic goals and initiatives may negotiate with their site director for workload release. The chair of the department must approve all negotiated workload releases.

Graduate Teaching

Face-to-face Theory Teaching: 1.34 wlu = 1 credit hour; (4/3 at the rate of undergraduate).

Online Theory Teaching: 1.34 wlu = 1 credit hour, (4/3 at the rate of undergraduate). Max number of students 20 per section.

Practicum Supervision: 1 WLU per 5 graduate students (.20 WLU per graduate student)

Master's Project Supervision: 1 WLU per 5 graduate students (.20 WLU per graduate student)

DNP Project committee

- Committee Advisor – 1 WLU per DNP student
- Committee Member – .5 WLU per DNP student

The Clinical director oversees all program clinical affairs (adjuncts/preceptors/affiliation agreements/placement and scheduling)	0.5FTE
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SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 5 – C (7)

DATE: May 21, 2020

SUBJECT

New Program: USD Accelerated Graduate Program Request – OTD

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:23](#) (Section 3.5) – Program and Curriculum Approval

[AAC Guideline 2.3](#) – Substantive Program Modifications

[AAC Guideline 2.3.A](#) – Institutional Substantive Program Modification Requests

Summary

BACKGROUND / DISCUSSION

In accordance with BOR Policy 2:3, Section 3.5, the University of South Dakota has submitted the following program modification proposal and accelerated graduate program form provided in Attachment I. This request is also available on the [Institutional Substantive Program Modification Requests Webpage](#).

- Doctor of Occupational Therapy (OTD) – BS in Neuroscience-Cognitive Neuroscience Specialization – BS in Kinesiology and Sport Management-Exercise Science Specialization – *request to add accelerated degree option*

While the System Chief Academic Officer approves substantive course and program modifications after a formal review by the Academic Affairs Council, any accelerated graduate programs accepting thirteen (13) total credit hours up to a maximum of twenty-five (25) total transfer credit hours require formal approval by the Board of Regents. The request from USD states that there will be a maximum of twenty (20) credits allowed to transfer between the undergraduate and graduate programs identified.

IMPACT AND RECOMMENDATION

This request has been reviewed by the system Vice President for Academic Affairs.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD: Substantive Program Modification Request Form & Accelerated Graduate Program Form

DRAFT MOTION 20200521_5-C(7):

I move to approve the program modification and accelerated graduate program request to allow for USD's BS in Neuroscience-Cognitive Neuroscience Specialization and BS in Kinesiology and Sport Management-Exercise Science Specialization to be offered as accelerated programs as described in Attachment I.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Substantive Program Modification Form

UNIVERSITY:	University of South Dakota
CURRENT PROGRAM TITLE:	Doctor of Occupational Therapy (OTD) and Post Professional Doctor of Occupational Therapy (OTD)
CIP CODE:	51.2306
UNIVERSITY DEPARTMENT:	Occupational Therapy
UNIVERSITY DIVISION:	School of Health 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.

Elizabeth M. Freeburg

Vice President of Academic Affairs or
President of the University

11/21/19

Date

1. This modification addresses a change in:

- | | |
|---|---|
| <input type="checkbox"/> Total credits required within the discipline | <input type="checkbox"/> Total credits of supportive course work |
| <input type="checkbox"/> Total credits of elective course work | <input type="checkbox"/> Total credits required for program |
| <input type="checkbox"/> Program name | <input type="checkbox"/> Existing specialization |
| <input type="checkbox"/> CIP Code | <input checked="" type="checkbox"/> Other (explain below)
Addition accelerated pathway, a 3+3 option for Neuroscience, BS and Kinesiology and Sport Science, B.S.-Exercise Science specializations |

2. Effective date of change (enter catalog year): 2020-2021

3. Program Degree Level:

Associate ☐ Bachelor's ☐ Master's ☐ Doctoral ☒

4. Category:

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

5. If a name change is proposed, the change will occur:

- ☐ On the effective date for all students
- ☐ On the effective date for students new to the program (enrolled students will graduate from existing program)

Proposed new name: _____

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Primary Aspects of the Modification (add lines or adjust cell size as needed):*Existing Curriculum**Proposed Curriculum (highlight changes)***Occupational Therapy, O.T.D.**

Pref.	Num	Title	Cr. Hrs.	Pref.	Num	Title	Cr. Hrs.
ANAT	711	Human Gross Anatomy	6	ANAT	711	Human Gross Anatomy	6
OCTH	710	The Meaning of Occupation	2	OCTH	710	The Meaning of Occupation	2
OCTH	712	Structure, Movement and Occupation	4	OCTH	712	Structure, Movement and Occupation	4
OCTH	715	Occupational Performance: Childhood	3	OCTH	715	Occupational Performance: Childhood	3
OCTH	720	Philosophical & Theoretical Foundations of Occupational Therapy	2	OCTH	720	Philosophical & Theoretical Foundations of Occupational Therapy	2
OCTH	721	Neurological Foundation of Occupation	4	OCTH	721	Neurological Foundation of Occupation	4
OCTH	724	Therapeutic Use of Self & Groups	3	OCTH	724	Therapeutic Use of Self & Groups	3
OCTH	725	Occupational Performance: Adulthood	3	OCTH	725	Occupational Performance: Adulthood	3
OCTH	731	Physical & Psychosocial Health Conditions	4	OCTH	731	Physical & Psychosocial Health Conditions	4
OCTH	732	Therapeutic Adaptations to Enhance Occupational Performance	4	OCTH	732	Therapeutic Adaptations to Enhance Occupational Performance	4
OCTH	733	Promotion of Health & Prevention of Disability	3	OCTH	733	Promotion of Health & Prevention of Disability	3
OCTH	734	Environmental Influences on Occupation	3	OCTH	734	Environmental Influences on Occupation	3
OCTH	741	Professional Identity & Field Experiences I	3	OCTH	741	Professional Identity & Field Experiences I	3
OCTH	742	Preparatory Methods: Physical Agent Modalities & Orthotic Devices	4	OCTH	742	Preparatory Methods: Physical Agent Modalities & Orthotic Devices	4
OCTH	746	OT Assessment & Intervention: Adult Physical Disabilities	4	OCTH	746	OT Assessment & Intervention: Adult Physical Disabilities	4
OCTH	747	OT Assessment & Intervention: Psychosocial Practice	4	OCTH	747	OT Assessment & Intervention: Psychosocial Practice	4
OCTH	748	Interruptions to Adult Occupations	2	OCTH	748	Interruptions to Adult Occupations	2
OCTH	749	Interruptions to Adult Occupations II	2	OCTH	749	Interruptions to Adult Occupations II	2
OCTH	750	Leadership & Management in Healthcare	4	OCTH	750	Leadership & Management in Healthcare	4
OCTH	751	Professional Identity & Field Experiences II	2	OCTH	751	Professional Identity & Field Experiences II	2
OCTH	754	Social & Political Contexts of OT Practice	2	OCTH	754	Social & Political Contexts of OT Practice	2
OCTH	756	OT Assessment & Intervention: Childhood & Adolescence	4	OCTH	756	OT Assessment & Intervention: Childhood & Adolescence	4
OCTH	758	Interruptions to Childhood & Adolescent Occupations	3	OCTH	758	Interruptions to Childhood & Adolescent Occupations	3
OCTH	764	Fieldwork Level II	6	OCTH	764	Fieldwork Level II	6
OCTH	770	The Health Professional as Academic & Clinical Educator	2	OCTH	770	The Health Professional as Academic & Clinical Educator	2
OCTH	774	Fieldwork Level II	6	OCTH	774	Fieldwork Level II	6
OCTH	780	Research Design and Data Analysis	3	OCTH	780	Research Design and Data Analysis	3
OCTH	781	Evidence-Based Practice	1	OCTH	781	Evidence-Based Practice	1
OCTH	784	Scholarly Project Proposal	1	OCTH	784	Scholarly Project Proposal	1
OCTH	786	Scholarly Project Must enroll twice for total of 2 cr	(1) 2 req	OCTH	786	Scholarly Project (Must enroll twice, each for 1 cr)	(1) 2 req
OCTH	800	Capstone Proposal (Must enroll twice, each for 1 cr)	2	OCTH	800	Capstone Proposal (Must enroll twice, each for 1 cr)	2
OCTH	801	Capstone Experience Enrolls 1x for 10 cr	(4-12) 10 req	OCTH	801	Capstone Experience Enrolls 1x for 10 cr	(4-12) 10 req
OCTH	802	Capstone Project	2	OCTH	802	Capstone Project	2
PHGY	735	Human Physiology for OT	(1-4) 4 req	PHGY	735	Human Physiology for OT	(1-4) 4 req
				Accelerated OTD Program: Neuroscience, B.S.-Cognitive Neuroscience Specialization with OTD standard program and Accelerated OTD Program: B.S. - Kinesiology and Sport Management with OTD standard program. 3+3 PROGRAM OPTION (by application to the program through OTCAS) This program is available, by application, to eligible University of South Dakota students in the Neuroscience, B.S.-Cognitive Neuroscience specialization The following restrictions apply: a) be enrolled in a USD undergraduate program; b) earn 90 undergraduate credits by the end of the junior year; ¹ c) meet all major, distribution, general education, and testing requirements in accord with institutional and regental policies, guidelines, and requirements by the end of the junior year; d) have at least a 3.25 cumulative GPA by the end of the junior year, and earn the following scores on the GRE: 40 th percentile rank Verbal, 45 th percentile rank Quantitative and a writing score of 4.0; ² e) submit to the Occupational Therapy program a statement of interest regarding entry into the 3+3 program option by the beginning of the third semester; f) receive a letter of recommendation from the Neuroscience, BS program director or from the Kinesiology and Sport Management, division chair attesting not only to the student's intellectual strengths, but also to the student's maturity, work			

				<p>ethic, and overall readiness for graduate school (in addition to the letters required from an occupational therapist or other health or social service provider and an employer as part of the standard OT admissions process);</p> <p>g) complete the standard application for admission to the OT Program through OTCAS. This may be completed as early as sophomore year of the undergraduate curriculum if the following requirements are met and maintained: overall GPA of 3.5, science GPA of 3.2, No Cs in pre-requisite courses, GRE completed with minimal scores as defined above.</p> <p>²If a 3+3 program applicant moderately deviates from these requirements, and demonstrates evidence of extraordinary character, leadership, and maturity, the Occupational therapy program reserves the right to make an exception and grant admission in that case.</p>	
Total number of hours required for degree			114	Total number of hours required for degree	114

Existing Curriculum

Post Professional Doctor of Occupational Therapy, O.T.D.

Proposed Curriculum (highlight changes)

No changes

Pref.	Num	Title	Cr. Hrs	Pref.	Num	Title	Cr. Hrs.
OCTH	722	Evaluating Theories and Models of Practice in Occupational Therapy	2	OCTH	722	Evaluating Theories and Models of Practice in Occupational Therapy	2
OCTH	733	Promotion of Health & Prevention of Disability	3	OCTH	733	Promotion of Health & Prevention of Disability	3
OCTH	760	Leadership in Healthcare (2-3 cr)	2	OCTH	760	Leadership in Healthcare	3
OCTH	770	The Health Professional as Academic & Clinical Educator	2	OCTH	770	The Health Professional as Academic & Clinical Educator (2-3 cr)	3
OCTH	782	Advanced Research Methods	2	OCTH	782	Advanced Research Methods	2
OCTH	783	Applying Evidence-Based Practice in OT	1	OCTH	783	Applying Evidence-Based Practice in OT	1
OCTH	800	Capstone Proposal	1	OCTH	800	Capstone Proposal	1
OCTH	801	Capstone Experience (4-8 cr) (Students enroll twice, each for 4 cr)	8	OCTH	801	Capstone Experience (4-8 cr) (Students enroll twice, each for 4 cr)	8
OCTH	802	Capstone Project (1-2 cr)	2	OCTH	802	Capstone Project (1-2 cr)	2
Electives (Program Director approved) Options Included but are not limited to:			6	Electives (Program Director approved) Options Included but are not limited to:			6
OCTH	759	Trauma-Informed Care: Pediatrics	3	OCTH	759	Trauma-Informed Care: Pediatrics	3
OCTH	761	Prof Dev. & Field Experiences 3	1-3	OCTH	761	Prof Dev. & Field Experiences 3	1-3
OCTH	791	Special Project (C)	1-3	OCTH	791	Special Project (C)	1-3
OCTH	792	Special Topics	3	OCTH	792	Special Topics	3
Total number of hours required for degree				Total number of hours required for degree			

7. Explanation of the Change:

The University of South Dakota is proposing an accelerated pathway for the attainment of the Doctor of Occupational Therapy through a 3+3 option with the Neuroscience B.S – Cognitive Neuroscience Specialization and a 3 + 3 option with Kinesiology and Sport Management with the admission requirements detailed above.

Regional competitors such as Creighton University offer 3 +3 options: <https://spahp.creighton.edu/future-students/doctor-occupational-therapy/prerequisites> . In 1999, Creighton offered the first Doctor of Occupational Therapy degree in the nation, and it included a 3 +3 option. Prior to implementation of the 2011 ACOTE Standards, a baccalaureate degree was not required prior to admission to the doctorate. For these reasons, Creighton has always been a strong competitor. In 2016, USD's OT program was accredited at the doctorate, the 12th in the nation to do so. With the adoption of the 2018 ACOTE Standards, the requirement for a baccalaureate degree prior to admission to the doctorate was removed. Creighton will admit students without a baccalaureate degree again beginning Fall 2020; other programs nationwide are also proposing 3 + 3 options. A link to Creighton's pre-occupational therapy fact sheet indicates that applicants must complete a minimum of 60 credit hours of college coursework in addition to pre-OT prerequisites to apply. Applicants are not limited to those who have

completed those credits at Creighton. <http://blogs.creighton.edu/edge/files/2019/07/Pre-Occupational-Therapy-Fact-Sheet.pdf>. Other occupational therapy doctoral programs that offer a 3 + 3 option in the expanded region include University of North Dakota (<https://und.edu/programs/occupational-therapy-otd/requirements.html>), College of St. Mary's in Omaha (<http://www.csm.edu/academics/occupational-therapy-doctorate>), St. Ambrose in Iowa (<http://www.sau.edu/occupational-therapy/application-and-admission>), University of Missouri (<https://healthprofessions.missouri.edu/occupational-therapy/about/our-degrees/#occupational-therapy-doctorate-otd>), and University of Indianapolis (<https://www.uindy.edu/health-sciences/ot/otd-admission>).

USD's Occupational Therapy program is experiencing a competitive disadvantage without the 3 + 3 option. In fact, South Dakota is identified as one of 19 states which does NOT offer a 3 + 3 program for Occupational Therapy (<https://www.occupationaltherapy.school/accelerated-occupational-therapy-programs/>). The benefit of 3 + 3 offerings will be passed directly to students by better meeting their needs through financial savings and expedited degree attainment. USD Occupational Therapy graduates, the vast majority of whom stay in-state or within the 5-state region, will ultimately meet state and regional professional workforce needs and interests. In addition, the Neuroscience undergraduate degree has become a very attractive and appropriate undergraduate major for the Doctor of Occupational Therapy degree at a national level, in addition to undergraduate degrees in psychology, health sciences, exercise science and biology. (<https://neurosciencemajor.osu.edu/pre-professional/occupational-therapist>.) The intent of these 3 + 3 options is to provide students with as many options as possible, to remain competitive in the region, and to prepare students well for graduate work and practice as an occupational therapist.

No changes will be made to the standard Doctor of Occupational Therapy degree. The B.S. in Neuroscience- Cognitive Specialization is especially relevant for those OTD students who choose an emphasis in Neuroscience and Rehabilitation within the OTD Program. The B.S. in Kinesiology and Sports Management prepares students for all practice contexts within the profession. The design of both 3 + 3 programs includes all prerequisite courses currently required of those applying to the OT program.

The Fast Track in OT option would benefit students in Kinesiology and Sport Management in two respects. First it would allow qualified students the option to complete both degrees in six years rather than seven. This would be a significant cost reduction for those students. Second, the existence of this type of program would be a marketing opportunity to attract additional students who may not otherwise be looking at USD. This would be a revenue generator for USD. The Fast Track in OT option would become a win/win for USD as well as any interested students.

Example 4-year plan attached for the Neuroscience, B.S.-Cognitive Neuroscience Specialization/OTD plan, see below:

The University of South Dakota
Major Credit Hour count: 60-62

Major: Neuroscience-Cognitive Neuroscience Specialization, B.S.

[2019-2020 Academic Catalog]

<u>Year / Semester</u>	<u>SGR/Major Requirement</u>	<u>Cr Hrs</u>	<u>Year / Semester</u>	<u>SGR/Major Requirement</u>	<u>Cr Hrs</u>
First Year - 1st Semester			First Year - 2nd Semester		
BIOL 151/L: General Biology I	SGR 6+M	4	BIOL\PSYC 150: Exploring Neuroscience	Major	3
CHEM 112/L: General Chemistry I	SGR 6+M	4	BIOL 153/L: General Biology II	BS + Major	4
ENGL 101: Composition I	SGR 1	3	CHEM 114/L: General Chemistry II	BS + Major	4
PSYC 101: General Psychology	SGR 3+M	3	MATH 123/L: Calculus I	SGR 5 + BS	5
Humanities	SGR 4	3			
Semester Credit Hours:		17	Semester Credit Hours:		16
Second Year - 1st Semester			Second Year - 2nd Semester		
PHYS 111/L: Intro to Physics I or PHYS 211	Major	4	PHYS 113/L: Intro to Physics II or PHYS 213	pre-OT	4
BIOL 280/L: Inquiry & Analysis	Major	2	PSYC 371 or BIOL 420/L	Major	3
PSYC 301/L: Sensation & Perception	Major	4	PSYC 302/L: Learning and Memory	Major	4
SPCM 101: Fundamentals of Speech	SGR 2	3	Advanced Composition	SGR 1	3
ENGL 210: Intro to Literature	BS	3	Social Science (ANTH or SOC)	SGR 3 + pre-OT	3
Semester Credit Hours:		16	Semester Credit Hours:		17
Third Year - 1st Semester			Third Year - 2nd Semester		
PSYC 413: Evolutionary Psychology	Major	3	Major Elective	Major	3
BIOL 430: Neurobiology	Major	3	Additional Social Science/Humanities	BS	3
PSYC 321: Developmental Psychology	Pre-OT	3	PSYC 451: Abnormal Psychology	Pre-OT	3
Major Elective	Major	3	Elective		3
NSCI 400	Major	1	NSCI 489:	Major	3
PSYC 406: Cognitive Psychology	Major	3	Fine Arts	SGR 4	3
Semester Credit Hours:		16	Semester Credit Hours:		18
Fourth Year - 1st Semester			Fourth Year - 2nd Semester		
ANAT 711: Human Gross Anatomy		6	OCTH 754 Social & Political Contexts of OT		2
OCTH 710: The Meaning of Occupation	OT	2	OCTH 721: Neurological Foundation of Occ.	Major + OT	4
OCTH 712: Structure, Movement and Occupation		4	OCTH 715: Occup. Performance: Childhood	OT	3
OCTH 720: Philosophical & Theoretical Found. OT		2	OCTH 725: Occup. Performance: Adulthood	OT	3
PHGY 735: Human Physiology for OT	OT	4	OCTH 780: Research Design and Data Analysis	OT	3
			OCTH 781: Evidence-Based Practice	OT	1
UG Semester Credit Hours:		10	UG Semester Credit Hours:		10
Semester Credit Hours:		18	Total Semester Credit Hours:		16
			Total Major Requirements		120

Notes: With the above coursework, the student will complete the Interdisciplinary Science Minor.

The University of South Dakota

Major Credit Hour count: 37

Major: Exercise Science, B.S.-fast track option to OTD

[2019-2020 Academic Catalog]

<u>Year / Semester</u>	SGR/Major Requirement	<u>Cr Hrs</u>	<u>Year / Semester</u>	SGR/Major Requirement	<u>Cr Hrs</u>
<u>First Year - 1st Semester</u>			<u>First Year - 2nd Semester</u>		
BIOL 151/L: General Biology I	SGR 6/Pre-OT	4	Mathematics (MATH 102 or 123/L)	SGR 5	4
CHEM 112/L: General Chemistry I	SGR 6	4	PE 180: Foundations of HPER	Major	2
ENGL 101: Composition I	SGR 1	3	Medical Terminology (CLHU 101 or HSC 250)	Pre-OT	1
PSYC 101: General Psychology	SGR 3/Pre-OT	3	SPCM 101: Fundamentals of Speech	SGR 2	3
Humanities	SGR 4	3	Electives		7
Semester Credit Hours: 17			Semester Credit Hours: 17		
<u>Second Year - 1st Semester</u>			<u>Second Year - 2nd Semester</u>		
PHGY 220/220L	SGR 6+M/Pre-OT	4	PHGY 230/230L	SGR 6/Pre-OT	4
KSM 240: Organization & Administration of KSM	Major	3	KSM 353: Kinesiology	Major	3
Statistics (STAT 281, PSYC 271, or BIOL 420)	Pre-OT	3	ENGL 205: Business Writing	SGR 1+Major	3
Electives		7	Social Science (SOC 100 or ANTH 210)	SGR 3+Pre-OT	3
Semester Credit Hours: 17			Semester Credit Hours: 17		
<u>Third Year - 1st Semester</u>			<u>Third Year - 2nd Semester</u>		
KSM 300: Introduction to Research	Major	3	KSM 400: Exercise Testing & Prescription	Major	3
KSM 350: Exercise Physiology	Major	3	PSYC 451: Abnormal Psychology	Pre-OT	3
HLTH 422: Nutrition	Major	3	Fine Arts	SGR 4	3
KSM 450: Sport Facility & Event Management OR KSM 453: Sport Psychology OR KSM 490: Seminar	Major	3	KSM/PE/HLTH Electives	Major	3
PSYC 321: Developmental Psychology	Pre-OT	3	Electives		5
Semester Credit Hours: 15			Semester Credit Hours: 17		
<u>Fourth Year - 1st Semester</u>			<u>Fourth Year - 2nd Semester</u>		
ANAT 711: Human Gross Anatomy	OT	6	OCTH 754: Social & Political Contexts of OT	OT	2
OCTH 710: The Meaning of Occupation	OT	2	OCTH 721: Neurological Foundation of Occ.	OT	4
OCTH 712: Structure, Movement and Occupation	OT	4	OCTH 715: Occup. Performance: Childhood	OT	3
OCTH 720: Philosophical & Theoretical Found.	OT	2	OCTH 725: Occup. Performance: Adulthood	OT	3
PHGY 735: Human Physiology for OT	OT	4	OCTH 780: Research Design and Data Analysis	OT	3
UG Semester Credit Hours: 10			UG Semester Credit Hours: 10		
Semester Credit Hours: 18			Total Semester Credit Hours: 16		
			Total Major Requirements 120		



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Accelerated Graduate Program Request

UNIVERSITY:	USD
NAME AND DEGREE (e.g., BA, BS) OF UNDERGRADUATE PROGRAMS:	B.S. in Neuroscience-Cognitive Neuroscience Specialization only & B.S. in Kinesiology and Sport Management-Exercise Science specialization only
NAME AND DEGREE (e.g., MA, MS, PhD) OF GRADUATE PROGRAM:	Doctor of Occupational Therapy (OTD) [UOTD.OT]

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

An accelerated graduate program for the purposes of this guideline is a graduate program at a Regental institution that allows a student to count courses for undergraduate and graduate credit simultaneously. Board Policy 2:8 – Level and Numbering of and Enrollment in Courses governs the transfer of courses between the undergraduate and graduate program.

Board of Regents Policy 2:5 – Transfer of Credit requires the Board of Regents to approve accelerated programs involving the transfer of thirteen (13) or more credits up to a total of twenty-five (25) total transfer credit hours at the accepting institution. In other words, an institution may create an accelerated program of one (1) to twelve (12) hours without Board approval. However, an accelerated program requires the creation of coding by the Enrollment Services Center (ESC) regardless of whether or not the accelerated program is accepting more than twelve (12) credit hours.

- 1. Maximum number of credits allowed to transfer between undergraduate and graduate program:** 20 credit hours
- 2. Is the response to Question 1 more than thirteen (13) credit hours?**
 Yes ☒ No ☐
 (requires BOR approval) (does not require BOR approval)
- 3. What is the proposed date (day/month/year) the accelerated program would begin?**
 August 24, 2020. TERM: Fall 2020 [202080]
- 4. Please provide a brief explanation of the accelerated program, including specific courses eligible for both the undergraduate and graduate program credit.**

The addition of accelerated 3+3 programs in both the B.S. in Neuroscience and the B.S. in Kinesiology and Sport Management-Exercise Science specialization will allow the undergraduate program to count 20 hours of the 1st year of OTD towards the electives in the B.S. degree (see 4-year plan guides on pages 3 and 4). The student will complete 100 hours by the end of the 3rd year towards the undergraduate degree.

The University of South Dakota
Major Credit Hour count: 60-62

Major: Neuroscience, B.S.-Cognitive Neuroscience Specialization fast track option to OTD

[2019-2020 Academic Catalog]

<u>Year / Semester</u>	<u>SGR/Major Requirement</u>	<u>Cr Hrs</u>	<u>Year / Semester</u>	<u>SGR/Major Requirement</u>	<u>Cr Hrs</u>
First Year - 1st Semester			First Year - 2nd Semester		
BIOL 151/L: General Biology I	SGR 6+M	4	BIOL\PSYC 150: Exploring Neuroscience	Major	3
CHEM 112/L: General Chemistry I	SGR 6+M	4	BIOL 153/L: General Biology II	BS + Major	4
ENGL 101: Composition I	SGR 1	3	CHEM 114/L: General Chemistry II	BS + Major	4
PSYC 101: General Psychology	SGR 3+M	3	MATH 123/L: Calculus I	SGR 5 + BS	5
Humanities	SGR 4	3			
Semester Credit Hours:		17	Semester Credit Hours:		16
Second Year - 1st Semester			Second Year - 2nd Semester		
PHYS 111/L: Intro to Physics I or PHYS 211	Major	4	PHYS 113/L: Intro to Physics II or PHYS 213	pre-OT	4
BIOL 280/L: Inquiry & Analysis	Major	2	PSYC 371 or BIOL 420/L	Major	3
PSYC 301/L: Sensation & Perception	Major	4	PSYC 302/L: Learning and Memory	Major	4
SPCM 101: Fundamentals of Speech	SGR 2	3	Advanced Composition	SGR 1	3
ENGL 210: Intro to Literature	BS	3	Social Science (ANTH or SOC)	SGR 3 + pre-OT	3
Semester Credit Hours:		16	Semester Credit Hours:		17
Third Year - 1st Semester			Third Year - 2nd Semester		
PSYC 413: Evolutionary Psychology	Major	3	Major Elective	Major	3
BIOL 430: Neurobiology	Major	3	Additional Social Science/Humanities	BS	3
PSYC 321: Developmental Psychology	Pre-OT	3	PSYC 451: Abnormal Psychology	Pre-OT	3
Major Elective	Major	3	Elective		3
NSCI 400	Major	1	NSCI 489:	Major	3
PSYC 406: Cognitive Psychology	Major	3	Fine Arts	SGR 4	3
Semester Credit Hours:		16	Semester Credit Hours:		18
Fourth Year - 1st Semester			Fourth Year - 2nd Semester		
ANAT 711: Human Gross Anatomy		6	OCTH 754 Social & Political Contexts of OT		2
OCTH 710: The Meaning of Occupation	OT	2	OCTH 721: Neurological Foundation of Occ.	Major + OT	4
OCTH 712: Structure, Movement and Occupation		4	OCTH 715: Occup. Performance: Childhood	OT	3
OCTH 720: Philosophical & Theoretical Found. OT		2	OCTH 725: Occup. Performance: Adulthood	OT	3
PHGY 735: Human Physiology for OT	OT	4	OCTH 780: Research Design and Data Analysis	OT	3
			OCTH 781: Evidence-Based Practice	OT	1
UG Semester Credit Hours:		10	UG Semester Credit Hours:		10
Semester Credit Hours:		18	Total Semester Credit Hours:		16
			Total Major Requirements		120

Notes: With the above coursework, the student will complete the Interdisciplinary Science Minor.

The University of South Dakota

Major Credit Hour count: 37

Major: Kinesiology and Sport Management, B.S.-Exercise Science Specialization-fast track option to OTD

[2019-2020 Academic Catalog]

<u>Year / Semester</u>	SGR/Major Requirement	<u>Cr Hrs</u>	<u>Year / Semester</u>	SGR/Major Requirement	<u>Cr Hrs</u>
<u>First Year - 1st Semester</u>			<u>First Year - 2nd Semester</u>		
BIOL 151/L: General Biology I	SGR 6/Pre-OT	4	Mathematics (MATH 102 or 123/L)	SGR 5	4
CHEM 112/L: General Chemistry I	SGR 6	4	PE 180: Foundations of HPER	Major	2
ENGL 101: Composition I	SGR 1	3	Medical Terminology (CLHU 101 or HSC 250)	Pre-OT	1
PSYC 101: General Psychology	SGR 3/Pre-OT	3	SPCM 101: Fundamentals of Speech	SGR 2	3
Humanities	SGR 4	3	Electives		7
Semester Credit Hours:		17	Semester Credit Hours:		17
<u>Second Year - 1st Semester</u>			<u>Second Year - 2nd Semester</u>		
PHGY 220/220L	SGR 6+M/Pre-OT	4	PHGY 230/230L	SGR 6/Pre-OT	4
KSM 240: Organization & Administration of KSM	Major	3	KSM 353: Kinesiology	Major	3
Statistics (STAT 281, PSYC 271, or BIOL 420)	Pre-OT	3	ENGL 205: Business Writing	SGR 1+Major	3
Electives		7	Social Science (SOC 100 or ANTH 210)	SGR 3+Pre-OT	3
Semester Credit Hours:		17	Electives		4
			Semester Credit Hours:		17
<u>Third Year - 1st Semester</u>			<u>Third Year - 2nd Semester</u>		
KSM 300: Introduction to Research	Major	3	KSM 400: Exercise Testing & Prescription	Major	3
KSM 350: Exercise Physiology	Major	3	PSYC 451: Abnormal Psychology	Pre-OT	3
HLTH 422: Nutrition	Major	3	Fine Arts	SGR 4	3
KSM 450: Sport Facility & Event Management OR KSM					
453: Sport Psychology OR KSM 490: Seminar	Major	3	KSM/PE/HLTH Electives	Major	3
PSYC 321: Developmental Psychology	Pre-OT	3	Electives		5
Semester Credit Hours:		15	Semester Credit Hours:		17
<u>Fourth Year - 1st Semester</u>			<u>Fourth Year - 2nd Semester</u>		
ANAT 711: Human Gross Anatomy	OT	6	OCTH 754: Social & Political Contexts of OT	OT	2
OCTH 710: The Meaning of Occupation	OT	2	OCTH 721: Neurological Foundation of Occ.	OT	4
OCTH 712: Structure, Movement and Occupation	OT	4	OCTH 715: Occup. Performance: Childhood	OT	3
OCTH 720: Philosophical & Theoretical Found.	OT	2	OCTH 725: Occup. Performance: Adulthood	OT	3
PHGY 735: Human Physiology for OT	OT	4	OCTH 780: Research Design and Data Analysis	OT	3
			OCTH 781: Evidence-Based Practice	OT	1
UG Semester Credit Hours:		10	UG Semester Credit Hours:		10
Semester Credit Hours:		18	Total Semester Credit Hours:		16
			Total Major Requirements		120

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – D

DATE: May 21, 2020

SUBJECT

New Specialization: SDSU Psychiatric Mental Health Nurse Practitioner

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer the Psychiatric Mental Health Nurse Practitioner Specialization in the M.S. in Nursing and D.N.P. in Nursing (B.S. to D.N.P. and Post Master's to D.N.P. options). Advanced nursing practice in psychiatric mental health covers both outpatient and inpatient care, children through elderly individuals, and mild depression and anxiety to significantly disabling conditions including substance abuse, bipolar disorders and schizophrenia. The proposed specializations will prepare graduates to provide much needed high-quality mental health care to all populations and conditions in a variety of settings in rural and urban South Dakota.

The specializations will allow graduates to sit for certification and ultimately provide psychiatric mental health care in a variety of outpatient or inpatient settings throughout the state.

The Psychiatric Mental Health Nurse Practitioner Specializations will be delivered online.

IMPACT AND RECOMMENDATION

SDSU does not request new resources to offer the specializations.

Board office staff recommends approval of the new specializations.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSU – Psychiatric Mental Health Nurse Practitioner Specialization in the M.S. in Nursing and D.N.P. in Nursing

DRAFT MOTION 20200521_5-D:

I move to authorize SDSU to offer Psychiatric Mental Health Nurse Practitioner specializations in the M.S. in Nursing and D.N.P in Nursing, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	SDSU
TITLE OF PROPOSED SPECIALIZATION:	Psychiatric Mental Health Nurse Practitioner
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Nursing (M.S.) Nursing (D.N.P.)
INTENDED DATE OF IMPLEMENTATION:	2020-2021 Academic Year
PROPOSED CIP CODE:	51.3810
UNIVERSITY DEPARTMENT:	Grad Study Nursing
BANNER DEPARTMENT CODE:	SGNU
UNIVERSITY DIVISION:	Graduate School
BANNER DIVISION CODE:	3G

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

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

University Approval

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

Barry H. Dunn

Institutional Approval Signature

President or Chief Academic Officer of the University

3/27/2020

Date

1. Level of the Specialization:

Baccalaureate ☐ Master's ☒ Doctoral ☒

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

South Dakota State University (SDSU) requests authorization to offer the Psychiatric Mental Health Nurse Practitioner Specialization in the M.S. in Nursing and D.N.P. in Nursing (B.S. to D.N.P. and Post Master's to D.N.P. options). Advanced nursing practice in psychiatric mental health covers both outpatient and inpatient care, children through elderly individuals, and mild depression and anxiety to significantly disabling conditions including substance abuse, bipolar disorders and schizophrenia. The proposed specializations will prepare graduates to provide much needed high-quality mental health care to all populations and conditions in a variety of settings in rural and urban South Dakota.

In December 2018 the SDBOR approved the request for the Post-Graduate Psychiatric Mental Health Nurse Practitioner Certificate. The certificate allowed a more immediate option for currently practicing family nurse practitioners to add this much needed specialty content. The current request for the M.S. in Nursing – PMHNP, B.S.N. to D.N.P. - PMHNP, and Post-Master's to D.N.P. – PMHNP specializations will utilize the recently approved psychiatric mental health nurse practitioner specialty content within the well-established M.S. and D.N.P. core content.

According to the American Nurses Credentialing Center (ANCC) the following are requirements for sitting for the Psychiatric-Mental Health Nurse Practitioner board certification examination:

1. Hold a master's, postgraduate, or doctoral degree from a psychiatric-mental health nurse practitioner program accredited by the Commission on Collegiate Nursing Education (CCNE) or the Accreditation Commission for Education in Nursing (ACEN) (formerly NLNAC | National League for Nursing Accrediting Commission). A minimum of 500 faculty-supervised clinical hours must be included in the psychiatric-mental health nurse practitioner program.
2. Three separate, comprehensive graduate-level courses in:
 - Advanced physiology/pathophysiology, including general principles that apply across the life span,
 - Advanced health assessment, which includes assessment of all human systems, advanced assessment techniques, concepts, and approaches, and
 - Advanced pharmacology, which includes pharmacodynamics, pharmacokinetics, and pharmacotherapeutics of all broad categories of agents.
3. Content in:
 - Health promotion and/or maintenance
 - Differential diagnosis and disease management, including the use and prescription of pharmacologic and nonpharmacologic interventions
4. Clinical training in at least two psychotherapeutic treatment modalities.

The specializations will allow graduates to sit for certification and ultimately provide psychiatric mental health care in a variety of outpatient or inpatient settings throughout the state.

Successful completion of graduate level courses in Advanced Physical Assessment (Lifespan), Advanced Pathophysiology (Lifespan), Advanced Pharmacology / Pharmacotherapeutics (Lifespan) with a course grade of 3.0 or higher within the last 5 years is an admission requirement for the Post Master's to D.N.P. specialization. (*Refer to question #6 for admission requirements.*) This option for the D.N.P. program is completed by students who already have completed a master's degree, however are seeking another credential. Students will have already completed courses in pathophysiology, pharmacology, and physical assessment.

The University does not request new state resources.

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

South Dakota ranks second in the nation for higher prevalence of mental illness and lower rates of access to care.¹ Only 55% to 65% of the people in the state are provided mental health and substance use care; in isolated and reservation areas, 37% to 39% of these populations receiving care.² A total of 848 nurse practitioners practice in the state of SD. Of these, approximately 2.3% (20) hold advanced psychiatric mental health nurse practitioner certification and practice in the state.³ Community mental health services lack psychiatric/mental health providers which leads to an increased demand for care at the state psychiatric hospital. Emergency department and hospital utilization for mental health care is high.⁴ The proposed specializations will increase much needed access to mental health care provision by psychiatric nurse practitioners in South Dakota where a current serious shortage exists. SDSU's clinical partners and the South Dakota Board of Nursing (SDBON) have implored the University to address this shortage through development of the post-graduate certificate option in the short term and additional Master's and D.N.P. in Nursing - Psychiatric Mental Health Nurse Practitioner specialty in the long term.

Due to the small number of existing practicing Psych NPs in South Dakota, a comparison of salaries is not obtainable. The Bureau of Labor Statistics projects a 26% growth in openings nationwide between 2018 and 2028, which is much higher than the average growth rate across all occupations during that time period. This upswing in job opportunities is expected to produce positions for 62,000 NPs across all specializations due to the increasing demand for healthcare professionals around the country.⁵

Potential graduate students who seek the psychiatric mental health specialized focus will have the degree option at either the M.S. or D.N.P. level. Students with a previous master's degree will have the additional option of the terminal D.N.P. degree with the PMHNP focus. Pathways for advanced practice and nursing leadership roles align with national directives for supporting full scope of practice to meet healthcare delivery needs. The M.S. in Nursing and B.S.N. to D.N.P. specializations will be distance accessible for students, core content is delivered online, practicum sites usually within geographic location of the student.

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

Nursing (M.S.) - Psychiatric Mental Health Nurse Practitioner Specialization

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NURS	615	Foundations in Advanced Nursing	3	No
NURS	623	Pathophysiology Across the Lifespan: Applied to Advanced Practice Nursing	4	No

¹ <https://www.nursingworld.org/our-certifications/psychiatric-mental-health-nurse-practitioner/>.

² Focus on South Dakota-A Picture of Health,” Helmsley, https://helmsleytrust.org/sites/default/files/Focus%20on%20South%20Dakota_Part%201.pdf.

³ Young, South Dakota Board of Nursing, personal communication, June 28, 2018.

⁴ “Focus on South Dakota-A Picture of Health,” Helmsley, https://helmsleytrust.org/sites/default/files/Focus%20on%20South%20Dakota_Part%201.pdf

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Nurse Anesthetists, Nurse Midwives, and Nurse Practitioners, on the Internet at <https://www.bls.gov/ooh/healthcare/nurse-anesthetists-nurse-midwives-and-nurse-practitioners.htm> (visited September 04, 2019).

New Specializations: Nursing (M.S. & D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NURS	626	Research in Nursing and Health Care	3	No
NURS	631	Advanced Assessment Across the Lifespan	4	No
NURS	631L	Advanced Assessment Across the Lifespan Lab	0	No
NURS	670	Health Policy, Legislation, Economics and Ethics	3	No
NURS	732	Psychopharmacology and Neurobiology Across the Lifespan	2	No
NURS	733	Psychopathological Disorders Across the Lifespan	3	No
NURS	734	Theories and Interventions for Individuals and Groups	2	No
NURS	735	Advanced Psychiatric Assessment and Differential Diagnosis Across the Lifespan	2	No
NURS	736	Psychiatric/Mental Health Advanced Practice Across the Lifespan I	4	No
NURS	737	Psychiatric/Mental Health Advanced Practice Across the Lifespan II	5	No
NURS	760	Advanced Concepts in Health Promotion and Disease Prevention	3	No
NURS	780	Clinical Genetics and Genomics: Advanced Concepts	1	No
NURS	781	Clinical Epidemiology: Advanced Concepts	1	No
PHA	645	Pharmacotherapeutics Across the Lifespan: Application to Advanced Practice	4	No
PHA	738	Health Informatics	1	No
		Select one of the following options:		
		<i>Option A - Thesis</i>		
NURS	798	Thesis	5	No
		<i>Option B – Research/Design Paper</i>		
NURS	788	Problems in Nursing Research	2	No
		<i>Option C – Coursework Only</i>	0	
Total number of hours required for completion of specialization			18	
Total number of hours required for completion of major			27	
Total number of hours required for completion of degree				
Option A			50	
Option B			47	
Option C			45	

Nursing (D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization (B.S.N. to D.N.P.)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
HSC	631	Biostatistics I	3	No
NURS	615	Foundations of Advanced Nursing	3	No
NURS	623	Pathophysiology Across the Lifespan: applied to Advanced Practice Nursing	4	No

New Specializations: Nursing (M.S. & D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NURS	631	Advanced Assessment Across the Lifespan	4	No
NURS	631L	Advanced Assessment Across the Lifespan Lab	0	No
NURS	670	Health Policy, Legislation, Economics, and Ethics	3	No
NURS	732	Psychopharmacology and Neurobiology Across the Lifespan	2	No
NURS	733	Psychopathological Disorders Across the Lifespan	3	No
NURS	734	Theories and Interventions for Individuals and Groups	2	No
NURS	735	Advanced Psychiatric Assessment and Differential Diagnosis Across the Lifespan	2	No
NURS	736	Psychiatric/Mental Health Advanced Practice Across the Lifespan I	4	No
NURS	737	Psychiatric/Mental Health Advanced Practice Across the Lifespan II	5	No
NURS	750	Transformational Leadership in Nursing	3	No
NURS	760	Advanced Concepts in Health Promotion and Disease Prevention	3	No
NURS	780	Clinical Genetics and Genomics	1	No
NURS	781	Clinical Epidemiology-Advanced Concepts	1	No
NURS	835	Ethical Issues Influencing Practice & Research in Health Disciplines	2	No
NURS	850	Philosophical & Theoretical Foundations for Evidence-Based Care	3	No
NURS	855	Translational Research in Health Care	3	No
NURS	860	Health Operations and Financial Management for Nurse Managers	3	No
NURS	875	DNP Intensive	8	No
NURS	880	DNP Project	8	No
PHA	645	Pharmacotherapeutics Across the Lifespan: Application to Advanced Practice	4	No
PHA	738	Health Informatics	1	No
Total number of hours required for completion of specialization			18	
Total number of hours required for completion of major			57	
Total number of hours required for completion of degree			75	

Nursing (D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization (Post Master's to D.N.P.)

Prefix	Number	Course Title	Credit Hours	New (yes, no)
HSC	631	Biostatistics I	3	No
NURS	732	Psychopharmacology and Neurobiology Across the Lifespan	2	No
NURS	733	Psychopathological Disorders Across the Lifespan	3	No

Prefix	Number	Course Title	Credit Hours	New (yes, no)
NURS	734	Theories and Interventions for Individuals and Groups	2	No
NURS	735	Advanced Psychiatric Assessment and Differential Diagnosis Across the Lifespan	2	No
NURS	736	Psychiatric/Mental Health Advanced Practice Across the Lifespan I	4	No
NURS	737	Psychiatric/Mental Health Advanced Practice Across the Lifespan II	5	No
NURS	750	Transformational Leadership in Nursing	3	No
NURS	780	Clinical Genetics and Genomics	1	No
NURS	781	Clinical Epidemiology-Advanced Concepts	1	No
NURS	835	Ethical Issues Influencing Practice & Research in Health Disciplines	2	No
NURS	850	Philosophical & Theoretical Foundations for Evidence-Based Care	3	No
NURS	855	Translational Research in Health Care	3	No
NURS	860	Health Operations and Financial Management for Nurse Managers	3	No
NURS	875	DNP Intensive	3	No
NURS	880	DNP Project	8	No
PHA	738	Health Informatics	1	No
Total number of hours required for completion of specialization			18	
Total number of hours required for completion of major			31	
Total number of hours required for completion of degree			49	

5. Delivery Location

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

	Yes/No	Intended Start Date
On campus	No	

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

	Yes/No	If Yes, identify delivery methods Delivery methods are defined in AAC Guideline 5.5 .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	018 Internet Synchronous 030 Blended Hybrid	2020-2021 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 specialization through distance learning (e.g., as an on-line program)? This question responds to HLC definitions for distance delivery.

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

The Psychiatric Mental Health Nurse Practitioner Specializations will be delivered online.

6. Additional Information:

Additional Admission Requirements

Nursing (M.S.) - Psychiatric Mental Health Nurse Practitioner Specialization

GRE: Not required

TOEFL: Score of 81 Internet-based, OR

IELTS: 6.5 total band

In addition to meeting basic requirements for admission to the Graduate School, applicants for graduate study in nursing must have:

- Bachelor's degree in nursing from an ACEN or CCNE Accredited program with a minimum cumulative 3.0 GPA.
- Current licensure as a Registered Nurse in the United States or its' territories prior to enrollment in first graduate nursing course.
- 1500 hours of documented nursing practice experience prior to the first clinical lab or within the first program year.
- Completed approved statistical methods course within the past 5 years.
- Completed and verified application to the Graduate Nursing program via NursingCAS website.
- Compliance requirements: Background check, FBI rolled fingerprint, drug screen, Basic Life Support for Healthcare Providers, ACLS certification for FNP specialization, professional liability insurance, influenza vaccine, and TB test.
- Interview with graduate faculty.
- Completion of a written response to questions regarding educational goals, scholarly practice interest and desired practice career.
- Applicants who have begun but not completed a graduate nursing program at another college or university must submit a letter to the College of Nursing indicating their reason for leaving that said program. A letter of recommendation must also be submitted to the College of Nursing from the dean/director of their former program that includes the applicant's standing in that program upon exit.

Nursing (D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization (B.S.N. to D.N.P.)

GRE: Not required

TOEFL: Score of 81 Internet-based, OR

IELTS: 6.5 total band

In addition to meeting the Graduate School admission requirements, applicants for graduate study for the B.S.N. to Doctor of Nursing Practice - Psychiatric Mental Health Nurse Practitioner Specialization must have:

- Current licensure as a Registered Nurse in the United States or its' territories prior to enrollment in first graduate nursing course.
- Bachelor's degree in nursing from an ACEN or CCNE Accredited program with a minimum cumulative GPA of 3.3.
- 1500 hours of documented nursing practice experience prior to the first clinical course.
- Completed and verified application to the Graduate Nursing program via NursingCAS website.
- Completion of written response to questions regarding educational goals, scholarly practice interests, and desired practice career.
- Completed an approved statistical methods course within 5 years of enrollment in the designated research course within the D.N.P. program coursework.
- Interview with graduate faculty.
- Applicants who have begun but not completed a graduate nursing program at another college or university must submit a letter to the College of Nursing indicating their reason for leaving that said program. A letter of recommendation must also be submitted to the College of Nursing from the dean/director of their former program that includes the applicant's standing in that program upon exit.

Nursing (D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization (Post Master's to D.N.P.)

GRE: Not required

TOEFL: Score of 81 Internet-based, OR

IELTS: 6.5 total band

In addition to meeting the Graduate School admission requirements, applicants for graduate study for the Post Master's to Doctor of Nursing Practice - Family Nurse Practitioner Specialization must have:

- Current licensure as a Registered Nurse in the United States or its' territories prior to enrollment in first graduate nursing course.
- Bachelor's degree in nursing from an ACEN or CCNE Accredited program.
- Master's degree in nursing (non-clinical focus) from an ACEN or CCNE accredited program with a minimum cumulative 3.3 GPA.
- 1500 hours of documented nursing practice experience prior to the first clinical course.
- Completed and verified application to the Graduate Nursing program via NursingCAS website.

- Completion of written response to questions regarding educational goals, scholarly practice interests, and desired practice career.
- Completed an approved statistical methods course within 5 years of enrollment in the designated research course within the D.N.P. program coursework.
- Interview with graduate faculty.
- Applicants who have begun but not completed a graduate nursing program at another college or university must submit a letter to the College of Nursing indicating their reason for leaving that said program. A letter of recommendation must also be submitted to the College of Nursing from the dean/director of their former program that includes the applicant's standing in that program upon exit.

Student Learning Outcomes and Transferable Skills

Nursing (M.S.) - Psychiatric Mental Health Nurse Practitioner Specialization

At the completion of this program, the graduate will successfully demonstrate the following competencies:

- Incorporate knowledge and theories from nursing and other supportive disciplines to promote and translate evidence into practice to effectively tailor health care to diverse populations. (*Transferable Skill: Diversity Awareness*)
- Use leadership strategies at the organizational and individual level to work with interprofessional teams to recommend quality improvement initiatives to provide safe healthcare delivery and improve population health. (*Transferable Skill: Leadership – Management*)
- Assume accountability to influence health policy, improve healthcare delivery, decrease health disparities and address the diversity of health care needs. (*Transferable Skill: Awareness of Public Policy – Regulatory Affairs - legal aspects of content area*)
- Utilize informatics to enhance delivery of healthcare to a population. (*Transferable Skill: Intellectual Traits*)
- Communicate effectively with populations to improve health through population-centered strategies of health promotion/disease prevention education. (*Transferable Skill: Intellectual Traits*)
- Collaborate with the interprofessional team in the translation, implementation, analysis and dissemination of evidence-based practice to improve mental healthcare outcomes. (*Transferable Skill: Leadership – Management*)

Nursing (D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization (B.S.N. to D.N.P.)

At the completion of this program, the graduate will successfully demonstrate the following competencies:

- Integrate theoretical and scientific underpinnings of nursing and other disciplines to address emerging healthcare and practice issues. (*Transferable Skill: Intellectual Traits*)
- Engage in health policy at all levels to influence healthcare delivery concerns, such as health disparities, cultural sensitivity, ethics, access to care, health finance, and

quality of care. (*Transferable Skill: Awareness of Public Policy- Regulatory Affairs (legal aspects of content area)*)

- Demonstrate leadership at the organizational and/or systems level to address health outcomes of individuals and populations through evidence-based initiatives. (*Transferable Skill: Leadership – Management*)
- Utilize advanced nursing knowledge and information systems/technology related to clinical prevention and health promotion to address gaps in healthcare. (*Transferable Skill: Intellectual Traits*)
- Collaborate with the interprofessional team in the translation, implementation, analysis, and dissemination of evidence-based practice to improve healthcare outcomes. (*Transferable Skill: Leadership – Management*)
- Employ evidence-based practice and advanced clinical judgment to comprehensively assess, design, and deliver mental health care for individuals across the lifespan. (*Transferable Skill: Diversity Awareness; Intellectual Traits*)

Nursing (D.N.P.) - Psychiatric Mental Health Nurse Practitioner Specialization (Post Master's to D.N.P.)

At the completion of this program, the graduate will successfully demonstrate the following competencies:

- Integrate theoretical and scientific underpinnings of nursing and other disciplines to address emerging healthcare and practice issues. (*Intellectual Traits*)
- Engage in health policy at all levels to influence healthcare delivery concerns, such as health disparities, cultural sensitivity, ethics, access to care, health finance, and quality of care. (*Transferable Skill: Awareness of Public Policy- Regulatory Affairs - legal aspects of content area*)
- Demonstrate leadership at the organizational and/or systems level to address health outcomes of individuals and populations through evidence-based initiatives. (*Transferable Skill: Leadership – Management*)
- Utilize advanced nursing knowledge and information systems/technology related to clinical prevention and health promotion to address gaps in healthcare. (*Transferable Skill: Intellectual Traits*)
- Collaborate with the interprofessional team in the translation, implementation, analysis, and dissemination of evidence-based practice to improve healthcare outcomes. (*Transferable Skill: Leadership – Management*)
- Employ evidence-based practice and advanced clinical judgment to comprehensively assess, design, and deliver mental health care for individuals across the lifespan. (*Transferable Skill: Diversity Awareness; Intellectual Traits*)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (1)

DATE: May 21, 2020

SUBJECT

Intent to Plan: NSU – MAT in English

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

Northern State University (NSU) seeks approval to develop a new master's level degree in the field of English: the Master of Arts in Teaching (MAT). The proposed program will focus on educating current teachers in advanced principles and pedagogies of composition and rhetoric necessary for renewing certification, enhancing knowledge base, and qualifying for Advanced Placement, dual-credit, and Rising Scholar instruction designed to align with introductory college-level rhetoric and writing curricula both in South Dakota and throughout the nation.

The program is intended for those teaching college preparatory courses and for teachers who wish to develop in their students essential information literacy and multimodal communication skills. The proposed curriculum has a strong, practical focus, which will prepare students to understand and apply these skills in their own classroom. The program will include courses in composition, multimodal composition, literature, cultural and digital rhetoric, cultural studies, creative fiction, creative nonfiction, professional writing pedagogies, and information literacy.

NSU expects students in this program to be new to the university as master's students and for the program to draw heavily from NSU alumnae and teachers in the region.

This program will be offered entirely online.

(Continued)

DRAFT MOTION 20200521_5-E(1):

I move to authorize NSU to develop a program proposal for the MAT in English, as presented.

IMPACT AND RECOMMENDATION

English master's programs at USD and SDSU are traditional M.A. in English programs, which focus in literature and/or writing and rhetoric. NSU's proposed MAT in English will focus on teacher preparation and curriculum development.

The University does not request new state resources.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
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 – MAT in English



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 Arts in Teaching (M.A.T.) in English
INTENDED DATE OF IMPLEMENTATION:	Fall 2021

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

- The individual preparing this request has read [AAC Guideline 2.4](#), which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

Michael Wanous

President (or Designee) of the University

2/3/2020

Date

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

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

In keeping with its mission to serve in the “preparation of elementary and secondary teachers,” Northern State University proposes a new master’s level degree in the field of English: the Master of Arts in Teaching (M.A.T.). This program will be offered entirely online.

Nature of the Proposed Program

The M.A.T. program in English will focus on educating current teachers in the advanced principles and pedagogies of composition and rhetoric necessary for renewing certification, enhancing knowledge base, and/or qualifying for Advanced Placement, dual-credit, and Rising

Scholar instruction designed to align with introductory college-level rhetoric and writing curricula both in South Dakota and throughout the nation. This training is vital not only for those teaching college preparatory courses but also for those teachers who wish to develop in all of their students the essential information literacy and multimodal communication skills necessary to participate in diverse twenty-first century professional and civic spheres and that are becoming the standard for contemporary English instruction. The proposed curriculum has a strong, practical focus, which will prepare its students to understand and apply these skills in their own classroom. Students within this program will take courses in composition, multimodal composition, literature, cultural and digital rhetoric, cultural studies, creative fiction, creative nonfiction, professional writing pedagogies, and information literacy.

This is a thirty (30) credit program, a minimum of eighteen (18) of which are in content courses with an English (ENGL) prefix.

2. **What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)? Please cite any sources in a footnote.**

The demand for graduates of M.A.T. programs in English and the need for these programs is evident in South Dakota's regental system as well as in its private sector. The proposed M.A.T. in English will prepare South Dakota's high school instructors to teach dual-credit English courses and enable South Dakota's high school administrators to offer these courses to their students. In addition, the M.A.T. in English will prepare its graduates to work as adjunct instructors at four-year institutions and full-time instructors at two-year institutions, whether in South Dakota, the region, or the nation. Lastly, the M.A.T. in English will prepare graduates to work as trainers and training administrators in the private sector. Thus, the M.A.T. in English proposed by NSU will serve many South Dakota constituents and no constituent more important than its students.

The ongoing expansion of dual-credit course offerings in South Dakota's high schools and universities translates to a growing demand for high school instructors who have the training and the credentials necessary to teach these courses. Following the 2017 recommendation by the Higher Learning Commission, NSU's Rising Scholar program requires that high school teachers have at least 18 graduate credits in their content area or a Master's degree in their respective disciplines. According to Terry Piatz, Director of the Rising Scholar Program at NSU, an M.A.T. in English would be invaluable to high school instructors wanting to teach English in the Rising Scholar program. Piatz says that she has been contacted by high school administrators interested in offering dual-credit courses and by high school teachers interested in teaching them. However, most high school instructors cannot afford to leave their jobs for two years while they earn a traditional Master's degree. An online M.A.T. in English, like the one NSU proposes, would enable high school instructors to keep their current positions while earning a graduate degree.

The demand for post-secondary instructors in English is expected to grow over the next eight years. The South Dakota Department of Labor projects that the number of post-secondary

positions in English language and literature instruction will increase 12.92% from 2016 to 2026.¹ (Note: this statistic does not distinguish between positions at two-year institutions and positions at four-year institutions). Ronald Brownie, Director of Online and Continuing Education at NSU, says that finding qualified adjunct instructors to teach face-to-face English courses at the Huron Community Campus has proved especially challenging. While several factors come into play (e.g. Huron's small population and remote location), a lack of qualifications by candidates interested in teaching in Huron is an important factor. Without M.A.T. programs in English to train candidates, positions such as those for adjunct English instructors in Huron will go unfilled and Huron Community Campus students will suffer.

An M.A.T. in English could also serve South Dakota's private sector by providing graduates with instruction in pedagogy and in cultural studies, multimedia rhetoric and writing, information and media literacies, and literature. According to the United States Bureau of Labor, demand for training and developmental specialists will grow 11.6% from 2016-2026.² Positions that fall within this category include corporate trainers, training specialists, employee or workplace developmental specialists, and training coordinators. A wide variety of private-sector industries could benefit from graduates with an M.A.T. in English. In fact, any industry that employs specialists to train its employees could benefit because effective instruction in the workplace, whether oral or written, depends on the trainer's understanding of cultural dynamics, information literacy, and multimodal communication. However, the banking and service sector are a prime example. In Sioux Falls, for instance, Citibank employs numerous corporate trainers to teach hundreds of new employees the skills they need to become effective customer service representatives.

3. How would the proposed program benefit students?

The educational goals for this program include:

1. To educate current teachers in the pedagogies of composition and rhetoric necessary for effectively teaching Advanced Placement, dual-credit, and Rising Scholar courses aligned with introductory college-level rhetoric and writing curricula.³
2. To provide current teachers with a practical knowledge of twenty-first century information literacy and multimodal communication skills along with the tools necessary to facilitate the understanding and implementation of these skills among their students.⁴
3. To provide current teachers with opportunities to create, implement, and critically evaluate classroom teaching materials, particularly in the areas of composition, cultural and digital rhetoric, information literacy, literature, creative fiction, creative nonfiction, and cultural studies.⁵

¹ Data taken from SDBOR Employment Projections Dashboard at <https://www.sdbor.edu/dashboards/Pages/Employment-Projections-Dashboard.aspx>

² Data taken from US Department of Labor Bureau of Labor and Statistics Occupational Outlook Handbook (last modified September 6, 2018) <https://www.bls.gov/ooh/business-and-financial/training-and-development-specialists.htm>

³ See statement from Bob Sittig, Ed.S, Superintendent of Baltic School District included in item 7 of this proposal.

⁴ See statement from Patrick Mikkonen, Superintendent/PK-12 Principal, Mount Vernon School District 17-3 in item 7 of this proposal.

⁵ See statement from Charles Sykora, Principal of Wall School District included in item 7 of this proposal.

4. To allow current teachers the opportunity to delve into pedagogical issues they regularly confront in the classroom.⁶
5. To provide current teachers the opportunity to enhance their own communication skills, particularly in the areas of composition and rhetoric.⁷
6. To provide relevant individuals in the private sector (as set forth in section 2 of this Intent to Plan) with a practical knowledge of twenty-first century information literacy and multimodal communication skills along with the tools necessary to facilitate the understanding and implementation of these skills among their designated staff.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?

The proposed degree supports the statutory mission of Northern State University as provided by SDCL 13-59-1:

The primary purpose of Northern State University, at Aberdeen in Brown County, and Black Hills State University, at Spearfish in Lawrence County, is the preparation of elementary and secondary teachers, and a secondary purpose is to offer pre-professional, one-year and two-year terminal and junior college programs. Four-year degrees other than in education and graduate work may be authorize by the Board of Regents.

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

The legislature established Northern State University to meet the needs of the State, the region, and nation by providing undergraduate and graduate programs in education and other courses or programs as the Board of Regents may determine.

The Board implemented SDCL 13-59-1 by authorizing graduate and undergraduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the State of South Dakota, the region, and the nation. The Board approved a special emphasis on E-learning in the university curriculum and service.

The proposed M.A.T. in English program would promote “excellence in teaching and learning” at the secondary and master's level. Additionally, the proposed curriculum of this program would “support research, creative, and scholarly activities”. The M.A.T. in English will “provide service to the State of South Dakota, the region, and the nation” through the study of information literacy, cultural and digital rhetoric, cultural studies, and literature. Students enrolled in this program will develop the multimodal communication skills needed to thrive in diverse twenty-first century professional and civic spheres and will instill these same skills in their own teaching practices.

⁶ See statement from Dr. Tanya Rasmussen, Curriculum and Principal/Teacher Effectiveness Director of Harrisburg School District in item 7 of this proposal.

⁷ See statement from Eric D. Kline, Principal of Aberdeen Christian School included in item 7 of this proposal.

Northern State University currently offers seven master's degrees:

- M.S. in Banking and Financial Services
- M. of Music Education
- M.S.Ed. Counseling
- M.S.Ed. Educational Studies
- M.S.Ed. Leadership and Administration
- M.S.Ed. Sport Performance and Leadership
- M.S.Ed. Teaching and Learning

The M.A.T. in English differs from the M.S.Ed. programs due to its focus in the English content area, with its more specific differentiation from the M.S.Ed. Teaching and Learning program being that program's emphasis on the science of pedagogy.

This proposal supports the Board of Regents Strategic Plan 2014-2020 by growing the number of approved graduate programs, documenting that academic programs are of high quality, and revising teacher preparation programs to prepare professionals to work in standards-based schools.

- 5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities? A list of existing system programs are available through the university websites and the [RIS Reporting: Academic Reports Database](#). If there are no related programs within the Regental system, enter "None."**

In March of 2017, Black Hills State University (BHSU) submitted an Intent to Plan for a M.A.T. in English, which was approved by the SDBOR on May 10, 2017. In BHSU's response to number 5, they stated:

“... while a traditional master's degree in English (like those at USD and SDSU) would provide content-area courses, it cannot provide the applied component that teachers seek. For many current teachers, pursuing an M.A. T. is the wisest course; yet, the state has no M.A.T. programs in English. (Note: NSU is also in the preparation process).”

This statement remains accurate. BHSU has not submitted a formal program proposal for the M.A.T. in English. South Dakota is without an M.A.T. program in English. As BHSU has not submitted a formal proposal, the precise curriculum they intended to offer is unclear. The master's programs at USD and SDSU are traditional M.A. in English programs with focus in literature and/or writing and rhetoric, while the M.A.T. in English will focus more on teacher preparation and curriculum development.

This proposed new program would create opportunities to collaborate with other universities in the regental system. In designing the core curriculum and the relevant elective selection for this degree, we will first choose suitable active courses from the SDBOR Course Inventory Report before opting to design new courses. For courses selected from the inventory, NSU will request collaboration with the regental school(s) offering the courses if there is a willingness by the school(s) to place the classes online (or cross-list an online course with their face-to-face

offerings), in keeping with the online nature of this program. We would initiate and organize a course rotation schedule with these schools that would best benefit the students to complete their degree in a timely manner.

- 6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.*

This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

While M.A. programs in English are common throughout the region, we are focusing on the programs that combine curricula in the content area and education. Such programs are as follows:

	Institution	Program Title
North Dakota	North Dakota State University (Fargo, ND)	M.Ed. in English Education, with a curriculum containing a mixture of English and education classes. This degree provides only nine (9) credits of master’s level content courses. This is not an online degree.

- 7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

We do not expect students to be redirected from existing programs at the university. We expect students to be new to the university as master's students and for the program to draw heavily from NSU alumnae and teachers in the region. An email was sent to superintendents and curriculum directors of a sampling of school systems throughout South Dakota (public, private, and tribal) asking for feedback as to whether or not they believed the English teachers within their system would benefit from Northern’s online M.A.T. in English program. Twenty (20) have responded, and all of the responses have been favorable:

School System	Response
Patrick Mikkonen Superintendent/PK-12 Principal Mount Vernon School District 17-3 [See Educational Goal 2 in item 3 of this proposal]	“I believe that the information included about such a program is on the right track. The obstacle to overcome for practicing educators is the design and delivery model that makes it accessible and doable with a current workload. Intermittent classes throughout a school year coupled with an emphasis on Summer work provides that opportunity. While I can't speak to every facet of the curriculum you reference it does sound like the content that will be addressed is representative of 21st Century skills, not only for teachers but the many HS students who will be taught by those teachers. I believe the Master's program is a move in a positive direction.”

<p>Everall Fox, Ed.S Superintendent Flandreau Indian School</p>	<p>“I think that's a wonderful opportunity for English teachers to pursue a Masters degree in their field. I completed an Education Specialist degree recently that was mainly online, with a week on campus in the summer. It helped me that it was flexible to my schedule and I could get online and have a class meeting and be able to submit assignments electronically. I would recommend it to my English teachers here.”</p> <p><i>NOTE: In our final curriculum, we do intend to provide the option of a one+ day summer workshop at NSU where the students could interact.</i></p>
<p>Kristyn Walloch 9-12 English Teacher Scotland High School</p>	<p>“Our superintendent forwarded your message onto me. I think the program sounds wonderful, and it sounds like something I would recommend to English teachers seeking their master’s degrees. As someone who would have to commute at least an hour to get to anywhere that would offer a Master’s, I really like that the program is online.”</p>
<p>Charles Sykora, Principal Wall School District</p> <p>[See Educational Goal 3 in item 3 of this proposal]</p>	<p>“As a lifetime learner, I believe any time teachers have the opportunity to enhance their teaching skills there will be benefits. I don’t know your plans for carrying out the program, so I will provide you with my thoughts based on your description. The importance of effective writing needs addressed in schools throughout South Dakota. Middle School and High School English/Language Arts teachers must not shoulder the responsibility to address reading, writing, speaking, and listening in our schools. Introducing collaboration (especially effective collaboration with teachers in various curricular areas) in the MAT in Teaching English program would be beneficial, especially for South Dakota teachers who are very likely to be working in small schools.</p> <p>One final thought addresses interpreting standards to write curriculum. Too often teachers rely on district purchased materials in their daily instruction. As you may know, many of the textbooks have abridged editions of many wonderful literature and biographies. This literature and the biographies often times do not cover the culture and/or lifestyle of many of the students SD see on a daily basis. Providing experiences to our teachers to learn how to read, unpack, and/or rewrite standards in “student speak” so lessons can be tailored to individuals and/or local classrooms will help students connect to what they should know and be able to do with their life experiences.”</p> <p><i>NOTE: In our final curriculum, we do intend to address the issues Mr. Sykora discusses in his comments, and he has also offered to provide further input as we develop the curriculum for the program.</i></p>
<p>Kit Veit Superintendent and Curriculum Director Takini School System</p>	<p>“This would be a very beneficial program for teachers at Takini School and elsewhere.”</p>
<p>Missy Rosfeld English-Language Arts Teacher St. Francis Indian School</p>	<p>“This is a program that I have searched for and would be very interested in.”</p>

<p>Jeff Ward Curriculum and Technology Director Meade School District 46-1</p>	<p>“I believe the coursework you are offering would be beneficial to any teacher, but especially 6-12 ELA teachers.”</p>
<p>Bob Sittig, Ed.S Superintendent Baltic School District</p> <p>[See Educational Goal 1 in item 3 of this proposal]</p>	<p>“Acquiring the MAT as described would theoretically make them a better all-around teacher of English and benefit all of our students. My wife happens to be a high school English teacher at Brandon Valley, and she taught AP for 10 years and now teaches honors English classes. Through her I am familiar with advanced English classes in a larger school setting , and I can see how the MAT might benefit teachers in that size system who might actually teach AP or Rising Scholars classes.”</p>
<p>Dr. Steven A. Willard Superintendent of Schools Belle Fourche School District</p>	<p>“It looks like a program some of our staff would take advantage of when renewing certification or improving their knowledge base.”</p>
<p>Dr. Tanya Rasmussen Curriculum and Principal/Teacher Effectiveness Director Harrisburg School District</p> <p>[See Educational Goal 4 in item 3 of this proposal]</p>	<p>“I believe this program of study would meet the needs of ELA teachers wishing to further their own learning in order to help facilitate learning in high school students. The only addition I would consider is having a strand or component of teaching English Learners as well. From reading through the description it sounds like you are targeting provisions for ELA teachers to meet the needs of students who will be considering a college track, but we are experiencing just as much of a need for ELA teachers to be able to offer instruction to students preparing for technical schools and an increasing need for teachers to have strategies to meet the needs of our EL at the MS and HS levels. Good luck with the development of your MAT English program.”</p> <p><i>NOTE: In our final curriculum, we do intend to address the issues Dr. Rasmussen discusses in her comments.</i></p>
<p>David Hutchison, Superintendent Irene-Wakonda School District</p>	<p>“I believe that this would be a great opportunity for current/future teachers to experience continued professional growth while earning their degree in a convenient setting.”</p>
<p>Mitch Reed Florence School District Superintendent/Elementary Principal/SPED Director</p>	<p>“Looks like a solid program. We appreciate what Northern offers our local school districts and teachers.</p> <p>I am not sure if my staff would take advantage of it, hard to say. But I do believe some local school districts may take advantage. Unless we have a staff member that is looking to jump to the next level, there is not much benefit for our small school teachers financially. We do not bump teachers up for master’s degrees as much as we should due to lack of funds.”</p>

<p>Eric D. Kline Principal Aberdeen Christian School</p> <p>[See Educational Goal 5 in item 3 of this proposal]</p>	<p>“[Ms. J.] mentioned her future aspirations in her recent interview that she may be interested in getting her master’s degree and this program would be a terrific opportunity focused on her content area. You’re right, the listening, speaking, writing, communication aspects of the English content area is so important.”</p> <p><i>NOTE: [Ms. J.] is an NSU graduate who has secured a position as English teacher at Aberdeen Christian School.</i></p>
<p>Lynn Lawson Superintendent McIntosh School District</p>	<p>“Yes, I do think this would be a valuable program to offer, as long as the cost to the teachers is in balance with salaries. Accompanying grant information etc... would be helpful.”</p>
<p>Dr. Becky Guffin Superintendent Aberdeen Public School District</p>	<p>“I think there is always a benefit for teachers to advance their education.”</p>
<p>Damon R. Alvey Superintendent Vermillion School District</p>	<p>“I think options to help teachers are always good. . . . I do think HS teachers in general may be responsive since many are looking for increased wages in teaching and that is one avenue.”</p>
<p>Michael Kroll Superintendent/9-12 Principal Warner School District 6-5</p>	<p>“While I believe there is merit to all learning and for staff to pursue an advanced degree; I’m not 100% sure how many would pursue the MAT English in its entirety. A number of the courses seem appropriate for today’s cultural and social environment, and students may take great interest in their topics; but how do those topics align with current standards and statewide assessments? I can see staff taking a number of the courses for renewal; especially when considering the nature of the courses. . . . I believe the option has value for teachers and certainly applies to today’s changing world.”</p> <p><i>NOTE: In designing the curriculum for this program, we will ensure that the courses do align with current standards and statewide assessments.</i></p>
<p>Dr. Jarod Larson, Superintendent Brandon Valley School District</p>	<p>“Advanced degrees, specifically in content area, are an outstanding way to promote professional growth in educators. In addition, the convenience of an on-line program would likely be valued and beneficial to a practicing educator. Best of luck in your work moving forward.”</p>
<p>Ms. Bev Myer Leola School District Supt/K-12 Principal</p>	<p>“Yes! I would love to see more of our rural high school teachers have a master’s degree. I really appreciated the master’s cohort that NSU offered a few years back in teaching Currently, the State does not have a lot of PD initiatives which makes teacher hodge-podge their development via CEU’s. Then, the next obstacle is going to be affordability.”</p>
<p>Lance Witte Superintendent Lower Brule Schools</p>	<p>“I believe acquiring a Masters Degree is valuable. If ELA have a passion for the content area, getting a masters in their content area would be very valuable.”</p>

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.

Expected enrollment and graduation:

First Year Enrollment 8

Fourth Year Enrollment 12

Graduation (Fourth Year and thereafter) 10-12

Further Explanation:

We would expect 8 students the first year and at least 10-12 per year by full implementation. We could reasonably expect at least three students annually from recent NSU graduates. From 2017-2019, Northern graduated fifteen BSEd English majors. This average of five students per year allows for a reasonable expectation of three NSU students per year enrolling in the program upon completion of their undergraduate degree. Other students would be drawn from current South Dakota junior high, high school, and parochial school teachers. The rationale for enrollment estimates does not differ from that provided by BHSU in their Intent to Plan:

Given that there are more than 130 public high schools in South Dakota, and given that the national, five-year attrition rate for teachers is, according to the NEA, approximately 17%,⁸ we are assured of continuing long-term demand for the program and expect at least 5-8 new students per year from among South Dakota teachers. Additionally, this program would be the only one in western South Dakota that could prepare faculty for community college and university adjunct positions. Finally, given that the coursework could be taken from a distance, we would expect students from other regions of the country. A program such as this could easily attract another 5-8 students annually from those not currently in high school teaching positions.

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

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

	Yes/No	Intended Start Date
On campus	No	

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

⁸ <http://neatoday.org/2015/05/13/teacher-turnover-is-much-lower-than-you-probably-think/>

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in AAC</i> <i>Guideline 5.5.</i>	<i>Intended Start Date</i>
Distance Delivery (online/other distance delivery methods)	Yes	Internet — English and Education-based courses.	Fall 2021
Does another BOR institution already have authorization to offer the program online?	No		

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 <i>If checking this box, please provide examples of the external funding identified below.</i>	No	No
Ask Board to seek new State resources <i>Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.</i>	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

Included as Appendix A are curriculum from M.A.T. in English programs at two universities. The curriculum from University of Texas, El Paso, is included for its cultural and multimodal literacy course focus as well as the interdisciplinary aspect of its elective requirement. In addition to the required NSU English content courses, this model allows students the option to pursue graduate coursework through the NSU School of Education or through related graduate level coursework offered at other schools within the regental system (as indicated in item 5 of this proposal).

Additionally, the writing/research options provide flexibility for the students in completing a culminating project that will provide a practical fit within their current career path. Similarly, the curriculum of the M.A.T. in English program at Boise State University offers the a minimum 18 credits in English content while also providing flexibility in its workshops and “selected topics” course offerings. This flexibility would allow NSU to place specialized courses in cultural and digital rhetoric and cultural literacies on a rotation as “selected topics”/ “special

topics”, while students choosing to complete one workshop would allow for the possibility of students within the region coming to campus to attend a one day or multi-day workshop during the summer.⁹ Included as Appendix B is the NSU Graduate Council requested draft curriculum.

⁹ As stated in Appendix B, according to SDBOR policy regarding use of workshop credit in graduate programs, no more than three (3) graduate credit hours can be applied to workshops in this MAT program.

Appendix A: Curriculum of Similar Programs**University of Texas, El Paso**

M.A.T. in English

TOTAL CREDITS = 36

<http://catalog.utep.edu/grad/college-of-liberal-arts/english/teaching-english-master-of-arts/>**Core Curriculum (21 hours):**

Take all of the following courses listed in the core curriculum:

- ENGL 5339 Introduction to English Education
- ENGL 5340 Literature for Youth
- ENGL 5341 English Education in the Borderlands
- ENGL 5342 New and Multimodal Literacies
- ENGL 5344 Integrated Teaching Methods
- ENGL 5345 English Teaching Methods
- ENGL 5380 Special Topics in English Education

Electives (9 hours):

Take 3 graduate courses from within or outside the English Department; if outside the Department, approval by the Director of English Education is required. These electives are intended to have you tailor your course work in ways that maximize its usefulness to you.

Writing/Research Options (6 hours):

Students must choose one of the three options (A, B, or C). You will most likely make your choice after you have already completed a number of courses toward your degree.

- **Option A** - Comprehensive Written Examination: Requires one elective (3 hours) and English 5394 (M.A.T. Written Examination) (3 hours)
You will take a 6-hour written comprehensive examination over an extensive reading list supplied to you in advance.
- **Option B** - Practicum in English Education: Requires one elective (3 hours) and English 5393 Practicum in English Education (3 hours)
You will create a practicum, a research-based practitioner-oriented project of potential practical use to educators.
- **Option C** - Thesis: Requires English 5398 Thesis I (3 hours) and English 5399 Thesis II (3 hours)
Writing a thesis involves creating a multi-chapter project demonstrating rigorous research skills applied to investigating some question(s) in the field of English Education.

Boise State University

M.A.T. in English

TOTAL CREDITS = 33

<https://graduatecatalog.boisestate.edu/programs/master-of-arts-in-teaching-english-language-arts/>**Writing/Composing (6-9 credits)**

Select from the following:

ED-LLC 545 Writing Processes, Instruction, and Assessment: K-8 (3 cr)

ENGL 501 The Teaching of Writing (3 cr)

ENGL 502 Teaching Creative Nonfiction, Poetry and Fiction Writing (3 cr)

ENGL 561 Theories of Composition (3 cr)

ENGL 562 Theories of Rhetoric (3 cr)

ENGL 579 Boise State Writing Project Invitational Institute (6 cr)

ENGL 582 Selected Topics in Teaching English (when topic covers writing instruction) (3 cr)

ENGL 594 Workshop (concerning writing instruction)* (credits vary)

Reading/Literature (6-9 credits)

Select from the following:

ED-LLC 541 Assessment and Instruction: Reading Difficulties K-12 (3 cr)

ED-LLC 546 Advanced Children's Literature (3 cr)

ED-LLC 547 Advanced Young Adult Literature (3 cr)

ENGL 581 Literature for use in Junior and Senior High Schools (3 cr)

ENGL 582 Selected Topics in Teaching English (when topic covers reading/literature instruction) (3 cr)

ENGL 594 Workshop (concerning reading/literature instruction)* (credits vary)

Language Study/Linguistics (6-9 credits)

Courses to be selected from the following:

ED-LLC 548 Psycholinguistics and Literacy (3 cr)

ENGL 505 Linguistics (3 cr)

ENGL 567 Grammar and the Teaching of Writing: Theory and Practice (3 cr)

ENGL 582 Selected Topics in Teaching English (when topic covers language/grammar instruction) (3 cr)

ENGL 585 Selected Topics in Linguistics (3 cr)

ENGL 594 Workshop (concerning language instruction)* (credits vary)

Research (3 credits)

Courses to be selected from the following:

ED-LLC 557 Research Base for Contemporary Literacy Curricula (3 cr)

ENGL 500 Research Methods in Literary Studies (3 cr)

ENGL 554 Introduction to Research Methods in Rhetoric and Composition (3 cr)

ENGL 577, 578 Teacher Research in Literacy I and II (3 cr)

ENGL 582 Selected Topics in Teaching English (when topic covers teacher research methods) (3 cr)

Electives to bring total graduate-level courses to 30 credits. (0-9 credits)

Choose from courses in all areas above not used to fulfill another requirement.

Culminating Activity (3 credits)

ENGL 592 Portfolio

Appendix B: Draft NSU Curriculum

**Northern State University
M.A.T. English Program
Draft Curriculum**

Provided here are sample titles of courses we would offer in the program. If we were accepted to enter into the planning process for this program, we would consider including already established courses listed on the BOR Course Inventory Report, design new online courses, and seek already established graduate courses through the Millicent Atkins School of Education that could be taught online to fulfill program requirements. Additionally, it is anticipated that the “workshops” listed below would be intensive on-campus summer options allowing for the possibility of students within the region to attend a one or multi-day workshop(s). According to SDBOR policy regarding use of workshop credit in graduate programs, no more than three (3) graduate credit hours can be applied to workshops in this MAT program.

Composition (3-6 credits)

Courses to be selected from the following:

Contemporary Theories and Research Methods in Composition and Rhetoric (3 cr)

Multimodal Composition (3 cr)

Cultural and Digital Rhetoric (3 cr)

Selected Topics in teaching composition (varies) (3 cr)

Workshop (concerning advanced methods in teaching composition) (3 cr)

Literature (3-6 credits)

Courses to be selected from the following:

Literature and Cultural Studies (3 cr)

Research Methods in Literary Studies (3 cr)

Current Issues Addressed in Young Adult Literature (3 cr)

Selected Topics in teaching literature (varies) (3 cr)

Workshop (concerning advanced methods in teaching literature) (3 cr)

Literacy (3-6 credits)

Courses to be selected from the following:

Multimodal Literacy (3 cr)

Information Literacy (3 cr)

Psycholinguistics and literacy (3 cr)

Selected Topics in literacy (varies) (3 cr)

Workshop (concerning advanced methods in literacy) (3 cr)

Writing (3-6 credits)

Courses to be selected from the following:

Creative Writing: Fiction (3 cr)

Creative Writing: Non-fiction (3 cr)

Professional Writing Pedagogies (3 cr)

Workshop (concerning instruction in creative writing or professional writing) (3 cr)

Electives (3-6 credits)

Choose from courses above not used to fulfill another requirement.

Culminating Activity (3 credits)

Portfolio

Total = 30 credits

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (2)

DATE: May 21, 2020

SUBJECT

Intent to Plan: SDSU BA & BS in Criminology

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) proposes to offer a Bachelor of Arts (BA) and Bachelor of Science (BS) in Criminology, the study of crime as a complex and multi-layered social phenomenon including its causes and consequences. Criminology, which is firmly rooted in the social sciences and generally considered a subfield of Sociology, involves the study of social issues surrounding crime and justice. Criminologists explore criminal behavior and societies' responses to crime.

The program will address the increasing interest among students for a degree that can prepare them for careers related to law enforcement, law and policy as it relates to courts and law enforcement, professional development opportunities for those employed in law enforcement and related fields, and victim services.

The University does not request new state resources.

IMPACT AND RECOMMENDATION

The proposed program will address Goal 2 of the BOR's Strategic Plan, which calls for "...majors and minors that prepare students with the skills and knowledge to thrive in a rapidly changing world," as well as SDSU's goal to "develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands," as described in its current strategic plan.

Currently, the University of South Dakota (USD) offers a 33-credit BA/BS in Criminal Justice, and Northern State University (NSU) offers a 41-credit BA in Criminal Justice.

(Continued)

DRAFT MOTION 20200521_5-E(2):

I move to authorize SDSU to develop a program proposal for a BA and BS in Criminology, as presented.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: SDSU BA/BS in Criminology



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	SDSU
DEGREE(S) AND TITLE OF PROGRAM:	B.A. & B.S. in Criminology
INTENDED DATE OF IMPLEMENTATION:	2020-2021 Academic Year

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

- The individual preparing this request has read [AAC Guideline 2.4](#), which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

President of the University

2/10/2020

Date

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

South Dakota State University (SDSU) proposes to offer a B.A. and B.S. in Criminology, the study of crime as a complex and multi-layered social phenomenon including its causes and consequences. Criminologists explore criminal behavior and societies' responses to crime. Without a clear understanding of why people commit crime, society can not effectively rehabilitate criminals. The theoretical aspects of criminology encompass the research design and philosophy of science components of evidence-based science. The proposed program is designed to focus on the scientific research and evaluation processes that generate evidence to support improved practice in the field, to address the underlying methodological and structural components of crime and criminality, and to bolster criminal justice processes.

Additionally, the most up-to-date evidence in the field shows that strategic focused interventions, whether they be in policing, courts, or corrections, are the best at reducing and preventing crime and criminality. The strategic deployment of resources against specific high-risk individuals and high-risk places requires a deep and complex understanding of structural and social issues. In a democracy, it also requires a sensitivity to issues surrounding equity, fairness, and diversity.

The University does not request new state resources.

2. 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.)?

Criminology programs prepare students for careers related to crime that require an understanding of who commits crime and how to use data in the administration of criminal justice and policy work. Typical positions include:

- Research Assistant
- Data analyst
- Crime analyst
- Criminal investigator
- Criminologist
- Crime prevention specialist
- Psychopathology specialist
- Sociologist
- Forensic scientist
- Fraud investigator
- Victim services
- Victim witness specialist
- Youth counselor
- Loss prevention specialist

Graduates with a degree in Criminology may also pursue careers in law enforcement.

Employment trends in Criminology-related fields

Occupation	Rate of increase
Forensic science technicians ¹	14%
Victim services (Social and Community Service managers) ²	13%
Probation officers and correctional specialists ³	6%
Police and detectives ⁴	5%
Sociologists ⁵	9%

A bachelor's degree serves as the primary educational qualification for many careers in the criminal justice system. According to the Bureau of Labor Statistics, probation officers and

¹ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Forensic Science Technicians, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/forensic-science-technicians.htm> (visited October 07, 2019).

² Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Social and Community Service Managers, on the Internet at <https://www.bls.gov/ooh/management/social-and-community-service-managers.htm> (visited October 16, 2019).

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Probation Officers and Correctional Treatment Specialists, on the Internet at <https://www.bls.gov/ooh/community-and-social-service/probation-officers-and-correctional-treatment-specialists.htm> (visited October 07, 2019).

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Police and Detectives, on the Internet at <https://www.bls.gov/ooh/protective-service/police-and-detectives.htm> (visited October 07, 2019).

⁵ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Sociologists, on the Internet at <https://www.bls.gov/ooh/life-physical-and-social-science/sociologists.htm> (visited October 17, 2019).

correctional treatment specialists, social and community services managers, and criminalist technicians all typically require bachelor's degrees. Federal corrections officers are also required to hold four-year degrees, and undergraduate coursework in Criminology can move them from a GL-05 entry level to a GL-07.

Criminologists do work that straddles the line between sociology and law enforcement. Like sociologists, they study human social behaviors, but they often do so in the service of law enforcement, looking at behaviors that deviate from the norm. They might look back at a crime to analyze what caused it and if there were warning signs, or they might use predictive data to understand when and where a crime is likely to happen again.⁶ The U.S. Bureau of Labor Statistics (BLS) doesn't offer salaries or project job outlook specifically for criminologists, but it does have data for sociologists, which is a comparable field. According to the BLS, the job outlook for sociologists is growing at a rate of 9%.

3. How would the proposed program benefit students?

The proposed program will create an opportunity for students who wish to pursue a career in the criminal justice system with a degree deeply rooted in the social sciences. The Criminology major will be designed to assist students interested in these careers as well as others more focused on the study of criminality.

The addition of the proposed Criminology major will provide greater transparency to the area of study and assurance for employers that they are hiring employees with the appropriate skills. Through the program, students will be empowered to compete in the job market with those with similar skills knowing they do not have to justify their qualifications.

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?

Goal 2 of the South Dakota Board of Regent's Strategic Plan calls for "offering the highest quality academic programs that educate students broadly through strong Arts and Sciences offerings, coherent general education requirements, and majors and minors that prepare students with the skills and knowledge to thrive in a rapidly changing world." Likewise, SDSU's strategic plan *Imagine 2023: Aspire. Discover. Achieve.* aims to "develop and grow high-quality and distinct academic programs designed to meet the needs of diverse students and market demands."

The proposed baccalaureate program in Criminology will advance these goals by affording students the opportunity to develop proficiency in a high-demand field. It will be intentionally designed to help graduates pursue careers in the criminal justice system as well as careers requiring the knowledge and skills related to the study of crime and punishment. By graduating highly-trained professionals, the program will enhance the safety and quality of life in local communities and the state of South Dakota.

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

⁶ https://study.com/articles/Criminologist_Job_Description_Duties_and_Requirements.html

program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?

The University of South Dakota (USD) offers a 33-credit B.A./B.S. in Criminal Justice. The required core of 18 credits includes coursework in criminal law, criminal procedure, criminology, introduction to criminal justice, information literacy in criminal justice, and a capstone. The USD program includes delivery at the Community College for Sioux Falls and online. Northern State University (NSU) offers a 41-credit B.A. in Criminal Justice. Students take required courses in Sociology and Criminal Justice, four additional courses in one of three tracks, and nine elective credits.

Criminology differs from Criminal Justice. Criminal Justice focuses on the processes and procedures of the criminal justice system. Criminology studies social issues surrounding crime and justice. While these two fields share a connection, Criminology is more firmly rooted in the social sciences and is generally considered a subfield of Sociology. The Department of Sociology & Rural Studies at SDSU is well-positioned to develop an undergraduate program in this discipline. The proposed program will include coursework related to mental health, race, ethics, leadership, and social science research methods including data analytics and spatial analysis.

- 6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming?** *If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.*

	Institution	Program Title
Minnesota	University of Minnesota - Twin Cities	Sociology of Law, Criminology and Deviance (B.A./B.S.)
	University of Minnesota - Duluth	Criminology (B.A.)
North Dakota	NA	
Montana	University of Montana	Sociology (B.A.) - Criminology concentration
Wyoming	NA	
Iowa	University of Northern Iowa	Criminology (B.A.)

Other related programs in the region include Southeast Technical Institute and Lake Area Technical Institute - AAS in Law Enforcement; Western Dakota Technical Institute - AAS in Criminal Justice and Criminal Justice – Law Enforcement Emphasis; Mount Marty College - associates and bachelor's degrees in Criminal Justice; Presentation College – B.S. and minor in Criminal Justice; and Colorado Technical University – B.S. in Criminal Justice.

- 7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?**

The Criminology major will attract three types of students. The Department anticipates a number of students new to the University who are interested in the criminal justice system and related careers. Currently those students choose the Criminal Justice minor and a related major. There may also be a shift in current Sociology majors to the proposed Criminology major. In addition, delivery of the program online will provide flexibility to meet the needs of working professionals who want to complete their degree. SDSU will also work with regional

programs to develop articulation agreements that will establish a pathway for students to pursue the bachelor's degree.

- 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 data from the number of students who graduate with the minor in Criminal Justice, SDSU anticipates graduating 50 majors in five years, 60 in six years, 65 in seven years, and 65 each year after. The proposed program fills a demonstrated need and area of student interest at SDSU. Enrollment in the Criminal Justice Minor has risen from 58 students in fall 2015 to 156 students in spring 2020. This increase in enrollment indicates a high degree of student interest in the field. The creation of a Criminology major will allow interested students to pursue a baccalaureate program in a related field without leaving SDSU.

	Fiscal Years*			
	1 st	2 nd	3 rd	4 th
<i>Estimates</i>	FY 21	FY 22	FY 23	FY 24
Students new to the university	10	15	15	20
Students from other university programs	15	20	10	10
Transfer and returning online students	5	10	15	15
Continuing students	0	10	25	40
=Total students in the program (fall)	28	55	75	85

- 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)?**

	Yes/No	Intended Start Date
On campus	Yes	2020-2021 Academic Year

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous— Term Based Instruction 018 - Internet Synchronous	2020-2021 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

10. What are the university's plans for obtaining the resources needed to implement the program?

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources	No	No
Ask Board to seek new State resources	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.

Plans of study are included in Appendix A for the University of Utah and the University of Denver. These two programs feature streamlined curricula based on the same model that SDSU plans to implement. In addition, both programs are closely connected to Sociology, which aligns with SDSU's intent for the program. SDSU will also pursue opportunities to share courses with other regental institutions.

Appendix A

Curriculum Example: University of Utah

Additional information regarding the B.A. in Criminology may be found at:
<https://soc.utah.edu/undergraduate/criminology/major.php>

 CRIMINOLOGY MAJOR REQUIREMENTS		ALL COURSES MUST BE COMPLETED WITH A C- OR BETTER				
<div> <div> CRIMINOLOGY FOUNDATION 8-11 CREDITS </div> <div> CRIMINOLOGY CORE 12 CREDITS </div> </div>						
<div> <div> CHOOSE THREE COURSES <ul style="list-style-type: none"> <input type="checkbox"/> SOC 1010 INTRODUCTION TO SOCIOLOGY (3) BF <input type="checkbox"/> PSY 1010 INTRODUCTION TO PSYCHOLOGY (4) BF <input type="checkbox"/> POLS 1100 UNITED STATES NATIONAL GOVERNMENT (3) AI <input type="checkbox"/> ANTH 1010 CULTURE AND THE HUMAN EXPERIENCE (3) BF <input type="checkbox"/> FCS 1500 LIFESPAN AND HUMAN DEVELOPMENT (3) BF </div> <div> <ul style="list-style-type: none"> <input type="checkbox"/> CRIM 1010 OR SOC 1111 INTRODUCTION TO CRIMINAL JUSTICE (3) <input type="checkbox"/> SOC 3561 CRIMINOLOGY (3) <input type="checkbox"/> POL S 3220 JURISPRUDENCE OF CRIMINAL LAW (3) <input type="checkbox"/> SW 2500 EVIDENCE-BASED AND BEST PRACTICES IN CRIMINAL JUSTICE (3) </div> </div>						
<div> <div> CRIMINOLOGY STATISTICAL ANALYSIS 2-4 CREDITS </div> <div> CRIMINOLOGY RESEARCH METHODS 2-4 CREDITS </div> </div>						
<div> <div> CHOOSE ONE COURSE <ul style="list-style-type: none"> <input type="checkbox"/> SOC 3112 SOCIAL STATISTICS (4) QB QI <input type="checkbox"/> PSY 3000 STATISTICAL METHODS IN PSYCHOLOGY (4) QI QB * <input type="checkbox"/> FCS 3210 STATISTICS (4) QI QB <input type="checkbox"/> GEOG 3020 GEOGRAPHICAL ANALYSIS (4) QI QB <input type="checkbox"/> ECON 3640 PROBABILITY + STATISTICAL INFERENCE FOR ECONOMISTS (3) QB <input type="checkbox"/> ANTH 4250 SPATIAL ANALYSIS IN ANTHROPOLOGY (3) </div> <div> CHOOSE ONE COURSE <ul style="list-style-type: none"> <input type="checkbox"/> SOC 3111 RESEARCH METHODS (3) CW <input type="checkbox"/> PSY 3010 RESEARCH METHODS IN PSYCHOLOGY (4) QI CW * <input type="checkbox"/> FCS 3200 RESEARCH METHODS (3) <input type="checkbox"/> POL S 3001 POLITICAL ANALYSIS (3) </div> </div> <p>*RECOMMENDED PRE-REQUISITE: PSY 1010</p>						
<div> CRIMINOLOGY ETHICS AND VALUE THEORY 3 CREDITS </div>						
<div> CHOOSE ONE COURSE <ul style="list-style-type: none"> <input type="checkbox"/> PHIL 301X PHILOSOPHY OF _____ (3) (BY APPROVAL) <input type="checkbox"/> PHIL 3500 ETHICS (3) HF <input type="checkbox"/> PHIL 3700 POLITICAL PHILOSOPHY (3) HF <input type="checkbox"/> PHIL 3710 PHILOSOPHY OF LAW (3) <input type="checkbox"/> PHIL 3730 JUSTICE + INTERNATIONAL AFFAIRS (3) IR </div>						
<div> CRIMINOLOGY AREA (CHOOSE ONE) 3 CREDITS </div>						
<div> GENERAL <ul style="list-style-type: none"> <input type="checkbox"/> SOC 3510 SPECIAL TOPICS IN DEVIANCY, CRIME + LAW (3) <input type="checkbox"/> SOC 3560 DEVIANT BEHAVIOR AND SOCIAL CONTROL (3) BF <input type="checkbox"/> SOC/ONDR 3565 WOMEN AND CRIME (3) DV <input type="checkbox"/> SOC 3566 SOCIETY AND THE CRIMINAL MIND (3) <input type="checkbox"/> SOC 3020 SOCIAL PSYCHOLOGY (3) <input type="checkbox"/> PSY 3220 ADULT DEVELOPMENT (3) <input type="checkbox"/> PSY 3400 PSYCHOLOGY OF ABNORMAL BEHAVIOR (3) <input type="checkbox"/> PSY 3410 SOCIAL PSYCHOLOGY (3) <input type="checkbox"/> PSY 3440 PERSONALITY THEORIES (3) <input type="checkbox"/> PSY 3960 PSYCHOLOGY AND SOCIAL ISSUES (3) <input type="checkbox"/> PSY 4450 INTERGROUP RELATIONS (3) DV <input type="checkbox"/> ECON 3150 THE ECONOMICS OF SEX, DRUGS AND CRIME (3) </div>	<div> TYPES OF CRIME <ul style="list-style-type: none"> <input type="checkbox"/> SOC 3567 CORPORATIONS AND CORRUPTION (3) <input type="checkbox"/> SOC 3569 TERRORISM, VIOLENCE AND AGGRESSION (3) <input type="checkbox"/> SOC 3570 GANGS AND GANG VIOLENCE (3) <input type="checkbox"/> SOC 3571 MURDER IN AMERICA (3) <input type="checkbox"/> SOC 4566 SEXUAL ASSAULT (3) <input type="checkbox"/> FCS 5370 FAMILY VIOLENCE (3) CW <input type="checkbox"/> ANTH 4138 ANTHROPOLOGY OF VIOLENCE + NONVIOLENCE (3) <input type="checkbox"/> POL S 5450 POLITICAL VIOLENCE/TERRORISM (3) <input type="checkbox"/> GEOG 5320 GEOGRAPHY OF TERRORISM + HOMELAND SECURITY (3) </div>	<div> JUVENILES <ul style="list-style-type: none"> <input type="checkbox"/> SOC 3562 JUVENILE DELINQUENCY (3) <input type="checkbox"/> FCS 3430 FAMILY POLICY + ADVOCACY (3) CEL OPTIONAL <input type="checkbox"/> FCS 5230 ADOLESCENCE (3) <input type="checkbox"/> PSY 3220 CHILDHOOD + ADOLESCENT DEVELOPMENT (3) <input type="checkbox"/> PSY 3250 ABNORMAL CHILDHOOD (3) <input type="checkbox"/> PSY 3260 SOCIAL DEVELOPMENT (3) </div>				
<div> CRIMINOLOGY ELECTIVES 12 CREDITS </div>						
<table border="1"> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>					
<input type="checkbox"/>	<input type="checkbox"/>					
<div> CRIMINAL JUSTICE AREA (CHOOSE ONE) 3 CREDITS </div>						
<div> GENERAL <ul style="list-style-type: none"> <input type="checkbox"/> SOC 3563 GOOD COP, BAD COP (3) <input type="checkbox"/> SOC 3564 LOCKED UP! (3) <input type="checkbox"/> ANTH 2220 INTRODUCTION TO FORENSICS (3) <input type="checkbox"/> ANTH 4272 FORENSIC ANTHROPOLOGY (3) <input type="checkbox"/> LING 4150 FORENSIC LINGUISTICS (3) <input type="checkbox"/> POL S 5520 LAW ENFORCEMENT ADMINISTRATION (3) <input type="checkbox"/> POL S 5250 CORRECTIONS ADMINISTRATION (3) <input type="checkbox"/> GEOG 3340 GEOGRAPHY OF DISASTERS (3) </div>	<div> LAW <ul style="list-style-type: none"> <input type="checkbox"/> POL S 3200 INTRODUCTION TO LAW AND POLITICS (3) <input type="checkbox"/> POL S 5120 JUDICIAL PROCESS (3) <input type="checkbox"/> POL S 5212 CIVIL RIGHTS AND CIVIL LIBERTIES (3) <input type="checkbox"/> SOC 3568 SOCIOLOGY OF LAW (3) CW <input type="checkbox"/> ETHNIC/SOC 5663 SOCIAL INEQUALITY + THE LAW (3) <input type="checkbox"/> ECON 5380 LAW + ECONOMICS (3) <input type="checkbox"/> FCS 5282 CONFLICT AND MEDIATION (3) </div>	<div> RESEARCH + INTERNSHIPS <small>(ONLY RESEARCH/RESEARCH + INTERNSHIP)</small> <ul style="list-style-type: none"> <input type="checkbox"/> ANTH 4950 UNDERGRADUATE RESEARCH (1-6) <input type="checkbox"/> FCS 5950 UNDERGRADUATE RESEARCH (1-4) <input type="checkbox"/> GEOG 5950 UNDERGRADUATE RESEARCH (3-5) <input type="checkbox"/> POL S 4950 UNDERGRADUATE RESEARCH (1-4) <input type="checkbox"/> PSY 4800-4805 RESEARCH EXPERIENCE (1-6) <input type="checkbox"/> SOC 3950 INDIVIDUAL RESEARCH (1-3) <input type="checkbox"/> SOC 4891 CRIMINOLOGY INTERNSHIP (3) <input type="checkbox"/> HNKLY 4900 INTERNSHIP (3) </div>				

Curriculum Example: The University of Denver

Additional information regarding the B.A. in Criminology may be found at:

<https://www.du.edu/ahss/sociology/programs/criminology-major.html>

Criminology Major

The Bachelor of Arts in Criminology provides students with a broad, liberal arts education that encourages them to think critically about crime, law, and justice. Our courses routinely examine social structural foundations of crime, deviance, and social control, as well as the power dynamics involved in defining crime, prosecuting crime, and sanctioning of deviance and those "at risk."

Students with a BA in criminology find careers in social and human service occupations related to criminal, juvenile, and social justice. The criminology degree provides an excellent basis for graduate study in criminology, other social sciences, and law.

Requirements (effective Fall 2012): All students in the criminology major are required to take a minimum of 40 hours of coursework. Required courses include Understanding Social Life (SOCI 1810), Sociological Classics (SOCI 2020), Sociological Imagination and Inquiry A and B (SOCI 2005 and 2006), Criminology (SOCI 2250), Criminology Assessment (SOCI 3998), and a minimum of 20 additional criminology-related elective hours, 8 of which can be the Internship/Practicum. Elective courses must be selected from the following list:

- Juvenile Delinquency (SOCI 2255)
- Crime and Inequality (SOCI 2710)
- Violence in Society (SOCI 2715)
- Guns and Society (SOCI 2720)
- Sociology of Denial and Acknowledgment (SOCI 2737)
- Sociology of Law (SOCI 2750)
- Legal Actors and Institutions (SOCI 2755)
- State Violence (SOCI 2757)
- Discipline and Punishment (SOCI 2760)
- The Female Offender (SOCI 2765)
- Wrongful Conviction (SOCI 2775)
- Capital Punishment (SOCI 2795)
- Drugs and Society (SOCI 2820)
- Sexualities and the Law (SOCI 2825)
- White-Collar Crime (SOCI 2830)
- Crime and the Media (SOCI 2855)
- Conflict and the Law (SOCI 2860), and
- Special Topics approved by the Chair

[Criminology major requirements worksheet](#)

CONTACT US

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EMAIL

Chair: [Hava Gordon](#)
Administrative Assistant: [Dorene Miller](#)

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Appendix B

Criminology (B.A. and B.S.) - Draft Proposed Curriculum and Student Learning Outcomes

Tentative plans call for a 29-credit core of required courses, along with an additional 12 credits of electives in the major chosen from a curated list of options, for a total of 41 credits. PHIL 220 is recommended for SGR #4.

Required courses:

CJUS 201 Introduction to Criminal Justice (SGR #3)
CJUS/SOC 351 Criminology
CJUS 431 Criminal Law
CJUS/SOC 489 Advanced Criminology – Capstone
SOC 150 Social Problems (SGR #3)
SOC 286 Service Learning
SOC 307 Research Methods I
SOC 308 Research Methods II
SOC 350 Race and Ethnic Relations or SOC 283 Working with Diverse Populations
SOC 400 Social Policy

Research Assistant/Data Analyst track

CJUS 436 Juvenile Justice
CJUS/SOC 416 Drugs and Society
CJUS 492 Topics (Data Mapping) or GIS 372-372L Introduction to GIS and Lab
SOC 455 Juvenile Delinquency
SOC 456 Community Corrections
SOC 462 Population Studies

Victim Services track

CJUS/SOC 325 Domestic and Intimate Violence
CJUS/SOC 416 Drugs and Society
CJUS 492 Topics
SOC 270 Introduction to Social Work
SOC 271 Social Work Skills and Methods I
SOC 354 Victimology
SOC 382 The Family
SOC 402 Social Deviance

Parole/Probation track

CJUS 412 Criminal Prosecution and Defense
CJUS 436 Juvenile Justice
CJUS/SOC 325 Domestic and Intimate Violence
CJUS/SOC 416 Drugs and Society
CJUS 492 Topics
SOC 382 The Family
SOC 455 Juvenile Delinquency

Law Enforcement track

CJUS 203 Policing in a Free Society
CJUS/SOC 325 Domestic and Intimate Violence
CJUS 334 Criminal Investigation
CJUS 412 Criminal Prosecution and Defense
CJUS/SOC 416 Drugs and Society
CJUS 492 Topics
SOC 402 Social Deviance
SOC 456 Community Corrections

Special Topics may include:
Indian Law or Jurisdictional Issues
Health and Justice
Mapping crime data

Proposed Learning Outcomes⁷

Individual Student Outcome	Program Courses that Address the Outcomes				
	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number
Students of criminology will describe social structure and how structural forces affect criminality and justice in human action and social life	CJUS 201	CJUS 431	CJUS 203	CJUS/ SOC 325	CJUS/ SOC 416
Students of criminology will be able to explicate the relationship between the self and society, particularly how both the criminal self and the law enforcement self is socially constructed and maintained at multiple levels of society	SOC 460	CJUS 203	SOC 402	SOC 354	CJUS/ SOC 416
Students will be able to identify structural patterns of social inequality and their effects on groups and individuals and explain the intersections of race, social class, gender, and other social factors as they relate to the development of criminal behavior, the criminal justice system, and values of social justice.	SOC 150	SOC 350 or SOC 283	SOC 402	SOC 382	SOC 270 SOC 271
Students will be able to explain how criminal justice structures change as a result of social forces including: the actions of social groups through social movements and collective action; the impact of macro-level changes such as industrialization, secularization, and globalization; and struggles over social institutions that are linked to social and economic development and mobility.	CJUS 201	SOC 460	SOC 150	SOC 350 or SOC 283	
Criminology students will demonstrate how to apply sociological and criminology theories and concepts to the social world around them by: using the sociological imagination to analyze criminal acts in context and to generate and evaluate solutions; and by applying other criminology theories and concepts to understand how crime evolves and is controlled, both locally and globally.	SOC 351	SOC 460	SOC 354	SOC 455	CJUS 436
Students will describe the role of theory in building criminological knowledge and evaluate the limitations of different theoretical frameworks and critically evaluate claims about criminology and criminal justice systems by identifying and appraising assumptions underlying theory construction and social policy.	SOC 351	SOC 460	CJUS 431	SOC 400	SOC 402
Students will demonstrate an understanding of the role of social research methods in building knowledge related to criminality and crime and to identify major methodological approaches.	SOC 460	SOC 307	SOC 308		
Students will demonstrate the ability to conduct and critique empirical research through the articulation of the effective use of evidence, the generation of research questions or hypotheses from criminological theories and concepts, and the recognition of the limits of the scientific method in understanding social behavior related to crime.	SOC 351	SOC 460	SOC 307	SOC 308	
Students should be able to critically assess the empirical sociological and criminological research of others and be able to identify the assumptions and limitations underlying particular research methodologies in criminology.	SOC 351	SOC 460	SOC 307	SOC 308	

⁷ Student learning outcomes are based on American Sociological Association suggested learning outcomes:
<https://www.asanet.org/sites/default/files/asa-booklet-2017.pdf>

	Program Courses that Address the Outcomes				
Individual Student Outcome	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number	Prefix & Number
Students should be able to articulate and apply disciplinary standards for data analysis and also delineate the differing goals, strengths, and limitations of different modes of analysis.	SOC 460	CJUS 431	SOC 307	SOC 308	
Students will demonstrate informational, technological, and quantitative literacy and be able to express criminological and criminal justice-related ideas in a clear and coherent manner, in both written and oral communication, to the general public.	CJUS 201	SOC 351	SOC 460	SOC 286	

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – E (3)

DATE: May 21, 2020

SUBJECT

Intent to Plan: SDSU MS in Pharmaceutical Sciences

CONTROLLING STATUTE, RULE, OR POLICY

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

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a Master of Science (MS) in Pharmaceutical Sciences. The pharmaceutical sciences include the biomedical sciences, medicinal chemistry, pharmacology, and pharmaceuticals. This interdisciplinary field of study prepares students for further education and/or careers in the pharmaceutical industry and regulatory agencies. This program will provide students with knowledge across all areas of the pharmaceutical sciences as well as research and technical expertise for future careers. Specifically, the need for a master's program in pharmaceutical sciences is being driven by increased demand for master's trained graduates by the pharmaceutical industry.

The M.S. program will be designed to prepare graduates to obtain positions in the pharmaceutical industry and regulatory agencies. Students who want to continue their education toward a Ph.D. can apply the M.S. program credits to the Ph.D. in Pharmaceutical Sciences currently offered by the department. The M.S. program in pharmaceutical sciences will be an attractive dual-degree option for professional pharmacy (Pharm.D.) students interested in research careers in the pharmaceutical industry and regulatory agencies. This multidisciplinary program will include courses and research training in the core pharmaceutical sciences disciplines of pharmacology, pharmaceuticals, medicinal chemistry, and biomedical sciences and pharmacogenomics. The M.S. program will prepare students for positions in the pharmaceutical industry, contract research organizations and regulatory agencies.

SDSU intends to offer the MS in Pharmaceutical Sciences both on campus and through distance delivery.

(Continued)

DRAFT MOTION 20200521_5-E(3):

I move to authorize SDSU to develop a program proposal for an MS in Pharmaceutical Sciences, as presented.

IMPACT AND RECOMMENDATION

The University does not request new state resources. New course development is not anticipated. Courses currently offered as part of SDSU's Ph.D. in Pharmaceutical Sciences will be utilized for the proposed program.

The M.S. program expects to enroll five to ten students per year within the first five years and expects to graduate five to ten students per year after the first five years. The enrollment limitations are based on space, instrumentation, and faculty availability.

Board office staff recommends approval of the intent to plan with the following conditions:

1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

ATTACHMENTS

Attachment I – Intent to Plan Form: SDSU – MS in Pharmaceutical Sciences



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Intent to Plan for a New Program

UNIVERSITY:	SDSU
DEGREE(S) AND TITLE OF PROGRAM:	M.S. in Pharmaceutical Sciences
INTENDED DATE OF IMPLEMENTATION:	2021-2022 Academic Year

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

- The individual preparing this request has read [AAC Guideline 2.4](#), which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

President of the University

3/27/2020

Date

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

South Dakota State University (SDSU) requests authorization to develop a proposal to offer a Master of Science in Pharmaceutical Sciences. The pharmaceutical sciences include the biomedical sciences, medicinal chemistry, pharmacology, and pharmaceuticals. This interdisciplinary field of study prepares students for further education and/or careers in the pharmaceutical industry and regulatory agencies. This program will provide students with knowledge across all areas of the pharmaceutical sciences as well as research and technical expertise for future careers. Specifically, the need for a master's program in pharmaceutical sciences is being driven by increased demand for master's trained graduates by the pharmaceutical industry.

The University does not request new state resources. New course development is not anticipated. Courses currently offered as part of SDSU's Ph.D. in Pharmaceutical Sciences will be utilized for the proposed program.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited

to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)? Please cite any sources in a footnote.

There is a workforce need for graduates with an M.S. in Pharmaceutical Sciences both nationally and regionally. Employment projections indicate growth in demand for those trained in the medical sciences. The Bureau of Labor Statistics projects 8% job growth from 2018-2028, which is higher than average.¹ The South Dakota Department of Labor and Regulations listed Chemical Manufacturing in their 2018 Workforce Report as the 6th fastest growing industry in South Dakota, specifically stating pharmaceutical and medical product developments as drivers of this growth. The growth rate is currently 12.8% and expected to remain in the double digits through at least 2026.² Further, the 2018 Biosciences Industry report indicates the drug and pharmaceutical subsectors as a rapid-growth area nationally (13.7%) while South Dakota's growth is outpacing the national average in new establishment and average annual wage growth (50% and 167.8%, respectively).³ The South Dakota EPSCOR report on science and innovation strategies for the state projected 11% growth in jobs in the sciences related to human health and nutrition.⁴ Recent trends in the pharmaceutical industry show increased demand for master's trained graduates compared to doctoral graduates. This is fueled by the growth in contract research organizations (CRO's), which prefer master's trained graduates given the nature of work performed by these organizations. Furthermore, the master's trained graduates will be able to meet the workforce needs of growing biotech start-ups in the region.

3. How would the proposed program benefit students?

The M.S. program will be designed to prepare graduates to obtain positions in the pharmaceutical industry and regulatory agencies. Students who want to continue their education toward a Ph.D. can apply the M.S. program credits to the Ph.D. in Pharmaceutical Sciences currently offered by the department. The M.S. program in pharmaceutical sciences will be an attractive dual-degree option for professional pharmacy (Pharm.D.) students interested in research careers in the pharmaceutical industry and regulatory agencies. This multidisciplinary program will include courses and research training in the core pharmaceutical sciences disciplines of pharmacology, pharmaceuticals, medicinal chemistry, and biomedical sciences and pharmacogenomics. The M.S. program will prepare students for positions in the pharmaceutical industry, contract research organizations and regulatory agencies.

4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?

The M.S. in Pharmaceutical Sciences will support the statutory mission of South Dakota State University as provided by SDCL 13-58-1: *Designated as South Dakota's land grant university, South Dakota State University, formerly the state college of agriculture and mechanical arts, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in*

¹ U.S. Bureau of Labor Statistics. <https://www.bls.gov/ooh/life-physical-and-social-science/medical-scientists.htm>.

² https://dlr.sd.gov/lmic/publications/labor_market_reports/workforce_report_2018.pdf

³ https://www.bio.org/sites/default/files/legacy/bioorg/docs/TEconomy_BIO_2018_Report.pdf

⁴ <https://sdepscor.org/sdepscorHome/wp-content/uploads/2015/07/2020-Vision.pdf>

agriculture, education, engineering, home economics, nursing, and pharmacy, and other courses or programs as the Board of Regents may determine.

The proposed program aligns with the goals stated in the South Dakota Board of Regents Strategic Plan 2014-2020. In particular, goal 3 – research and economic development will be supported by this program. The program will increase the number of graduates from STEM programs and contribute to the success of research and innovation in the pharmaceutical sciences.

In addition, the M.S. in Pharmaceutical Sciences will align with the mission and strategic plan of South Dakota State University.⁵ Specifically, the program will feature student-centered education and research that will contribute to the health of South Dakota, the region, the nation, and the world. The program will contribute to attainment of strategic goal 1 – excellence through transformative education. This will be a distinct and high-quality academic program designed to meet student and market demands. It will also contribute to growth in research and scholarship of students and faculty (strategic goal 3).

- 5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities? A list of existing system programs are available through the university websites and the [RIS Reporting: Academic Reports Database](#). If there are no related programs within the Regental system, enter “None.”**

None

- 6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter “None” for that state. Add additional lines if there are more than two such programs in a state listed.**
This question addresses opportunities available through Minnesota Reciprocity and WICHE programs such as the Western Undergraduate Exchange and Western Regional Graduate Program in adjacent states. List only programs at the same degree level as the proposed program. For example, if the proposed program is a baccalaureate major, then list only related baccalaureate majors in the other states and do not include associate or graduate programs.

Regional schools that offer a M.S. in Pharmaceutical Sciences include North Dakota State University, University of Nebraska Medical Center, Creighton University, and University of Montana. The University of Minnesota offers a master’s degree in pharmaceuticals but not in the multidisciplinary pharmaceutical sciences.

	Institution	Program Title
Minnesota	University of Minnesota	M.S. in Pharmaceutics
North Dakota	North Dakota State University	M.S. in Pharmaceutical Sciences
Montana	University of Montana	M.S. in Pharmaceutical Science and Drug Design
Wyoming	None	

⁵ <https://www.sdstate.edu/imagine-2023-aspire-discover-achieve>

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

It is anticipated that most students enrolled in the program will be new to the University. The program will also be an option for completion of a dual degree for students enrolled in the Pharm.D. program.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

The M.S. program expects to enroll five to ten students per year within the first five years and expects to graduate five to ten students per year after the first five years. The enrollment limitations are based on space, instrumentation, and faculty availability.

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

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

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

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

	Yes/No	If Yes, identify delivery methods <i>Delivery methods are defined in AAC Guideline 5.5.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 - Internet Asynchronous– Term Based Instruction	2021-2022 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Development/ Start-up	Long-term Operation
Reallocate existing resources	Yes	Yes
Apply for external resources <i>If checking this box, please provide examples of the external funding identified below.</i>	No	No

	Development/ Start-up	Long-term Operation
Ask Board to seek new State resources <i>Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.</i>	No	No
Ask Board to approve a new or increased student fee	No	No

Courses currently offered by the Department for the Ph.D. students in Pharmaceutical Sciences will be open for students in the M.S. program. The Pharmaceutical Sciences Master's program will be supported by the tuition and fees generated from the program using the existing rates as shown below. Graduate research assistants (GRAs) supported through grants are eligible for tuition remission. For GRAs, the tuition will be charged to the grant.

Resident	\$336.80/cr. hr
Nonresident	\$647.55/cr. hr
Online Graduate	\$465.80/cr. hr
Delivery Fee (online graduate courses)	\$138.10/cr. hr

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

The curriculum for the M.S. in Pharmaceutical Sciences and Drug Design at the University of Montana can be found in Appendix A. This curriculum was selected because it is a general pharmaceutical sciences degree program, similar to the program proposed here. This example curriculum includes core courses in the pharmaceutical sciences (pharmacology, medicinal chemistry, and pharmacokinetics) plus statistics, seminar, and a topics course.

Appendix A

Curriculum Example: University of Montana – M.S. in Pharmaceutical Sciences and Drug Design

Additional information regarding the M.S. in Pharmaceutical Sciences and Drug Design may be found at: <http://health.umt.edu/biomed/graduate/biomedical-pharmaceutical-sciences/curriculum.php>

M.S. students are expected to complete degree training within two years. Degree requirements include:

Core Courses:

BMED 615 Molecular Pharmacology
BMED 621 Medicinal Chemistry I - Drug Design, Development and Discovery
BMED 632 Advanced Pharmacokinetics
BMED 594 Seminar (information seminar)
BMED 609 Biomedical Statistics
BMED 637 Topics in Pharmaceutical Sciences and Drug Design (taken every semester of the program)
BMED 597/599 Research/Thesis

Research Rotations:

Graduate students will rotate through the laboratories of at least two faculty members during their first year in the program, after which students will choose a faculty research advisor, advisory committee, and a thesis research project.

Proposed Plan of Study for M.S. in Pharmaceutical Sciences and Drug Design:

Year 1:

Core course work
Research rotations
Selection of research advisor
Selection of advisory committee
Approval of Plan of Study

Year 2:

Informational Seminar
Approval of Research Proposal
Preparation of manuscript submissions
Thesis research and defense

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – F

DATE: May 21, 2020

SUBJECT

Memorandum of Understanding – Transfer of Respiratory Care Program from DSU to SDSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Dakota State University (DSU) is requesting to enter into an agreement with South Dakota State University (SDSU) to transfer their Respiratory Care (RC) program to SDSU in the interests of better serving the students and needs of the state. The DSU Respiratory Care program is the only program in the state preparing students to meet this critical need. DSU and SDSU are committed to placing the program in a position to continue to thrive and believe that moving the program from DSU to SDSU is more consistent with the missions of the institutions and will provide more opportunity for the program to be successful.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – MOU Transfer of Respiratory Care Program from DSU to SDSU

DRAFT MOTION 20200521_5-F:

I move to approve the memorandum of understanding between Dakota State University and South Dakota State University, as presented.

MEMORANDUM OF UNDERSTANDING

For the transfer of the

RESPIRATORY CARE PROGRAM

From DAKOTA STATE UNIVERSITY to SOUTH DAKOTA STATE UNIVERSITY

March 9, 2020

Introduction

This Memorandum of Understanding details the transfer of the Respiratory Care (RC) program from Dakota State University, Madison, South Dakota to South Dakota State University, Brookings, South Dakota in the interests of better serving the students and needs of the state. The DSU Respiratory Care program is the only program in the state preparing students to meet this critical need. DSU and SDSU are committed to placing the program in a position to continue to thrive and believe that moving the program from DSU to SDSU is more consistent with the missions of the institutions and will provide more opportunity for the program to be successful.

Institutional Mission Alignment

The legislature established the statutory mission of **South Dakota State University** under SDCL 13-58-1 as: Designated as South Dakota's Land-grant University, South Dakota State University, formerly the State College of Agriculture and Mechanical Arts, located at Brookings, in Brookings County, shall be under the control of the Board of Regents and shall provide undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, nursing and pharmacy, and other courses or programs as the Board of Regents may determine.

The legislature established the statutory mission of **Dakota State University** under SDCL 13-59-2.2 as: The primary purpose of Dakota State University at Madison in Lake County is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. The secondary purpose is to offer two-year, one-year and short courses for application and operator training in the areas authorized by this section. This authorization includes the preparation of elementary and secondary teachers with emphasis in computer and information processing. Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated by the Board of Regents.

Furthermore SDCL 13-59-2.4 indicated that: The medical records program and respiratory therapy program currently in existence at Dakota State University shall remain at Dakota State University unless otherwise transferred by the Board of Regents.

Per the current SDBOR Program Productivity review, the Respiratory Care program is not meeting the established minimum number of graduates. With the transfer of the RC Program to SDSU, it will be administratively located in the Department of Allied Health which will better position the program to be successful. **Organizational Model**

The RC program is currently housed in the College Arts & Sciences at DSU and will be moving to the Department of Allied Health in the College of Pharmacy and Allied Health at SDSU. Currently the faculty are not located in Madison nor are the courses offered in Madison. Rather both the faculty and courses offerings use space at the hospitals in Sioux Falls and Rapid City. The intent is to align the program with other health-related programs in the Department of Allied Health which also includes the Master's of Public Health and the Medical Laboratory Sciences programs.

Program Accreditation

The Associates degree program is accredited by the Commission on Accreditation for Respiratory Care (COARC). COARC may be moving to require a baccalaureate level program for accreditation in the next few years. According to the recent site visitors addressing the two-year program, the current program is well-positioned for accreditation at the baccalaureate level.

Preliminary discussion with COARC indicate that if the program is transferred without internal re-organization accreditation will continue as is. They are looking for:

- Substantive Change Form (submitted by DSU)
- Letter from the DSU and SDSU Presidents granting permission for the change
- Letter from the SDBOR granting permission for the change
- A vote by the Respiratory Care Advisory Board to agree to the change of sponsorship.

Hospital Agreements

The DSU program has agreements with the area hospitals for use of space, equipment, and facilities. SDSU currently has similar agreements with the same hospitals. Current agreements for the RC program will be transferred from DSU to SDSU.

Students

Students completing degree requirements prior to January 1, 2021 will be awarded the degree from DSU, those completing requirements after January 1, 2021 will receive their degree from SDSU. The DSU and SDSU Financial Aid offices will work together to assure that student aid is maintained.

Faculty

Faculty will transfer with rank, salary and benefits. DSU will proceed with the current search for a Director of Clinical Education to fill a planned retirement and include an SDSU representative on the search committee as designated.

Financial Transfers

DSU is prepared to transfer the Resp Care program to SDSU, at which time RESP courses would become SDSU courses and all tuition and fees at the time of the transfer forward would be SDSU revenue. Accounts receivable on courses prior to the transfer, if any, would remain with DSU. In addition, DSU will make a base transfer of \$70,000 from General Funds or through a transfer of other dollars until such time as a General Fund base transfer can be made.

The Financial offices of DSU and SDSU will work out appropriate operations managing current fiscal year year-end transactions.

Signatures

 Barry H. Dunn, President
 South Dakota State University

 Date

 Jose-Marie Griffiths, President
 Dakota State University

 Date

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 5 – G

DATE: May 21, 2020

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 and revise existing agreements on academic cooperation with the following institutions:

- University of Hradec Kralove (UHK), Czech Republic
- Confucius Institute Headquarters (Hanban), China

IMPACT AND RECOMMENDATION

University of Hradec Kralove (UHK): The original agreement was signed in November 2005; however, that agreement was allowed to expire in 2010. In [December 2019](#), the Board approved a new MOU.

Regarding student exchange, each institution agrees to accept and enroll exchange students on a non-degree basis. Exchange students will pay tuition at their come 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.

(Continued)

DRAFT MOTION 20200521_5-G:

I move to approve the agreements on academic cooperation between Northern State University and University of Hradeca Kralove; and with Confucius Institute Headquarters (Hanban).

Confucius Institute Headquarters (Hanban): The original agreement was signed in 2014; however, this new agreement is a limited agreement for the Hanban (Confucius Institute organization) to provide Chinese language instructors only. There will be no cultural outreach, etc., as with a Confucius Institute. This agreement will be valid for a period of two years.

Board staff recommend approval.

ATTACHMENTS

Attachment I – Agreement on Academic Cooperation: NSU & University of Hradec Kralove

Attachment II – Agreement on Academic Cooperation: NSU & Confucius Institute Headquarters (Hanban)



Student Exchange Agreement between

Northern State University, USA



and University of Hradec Kralove

Northern State University (NSU) and University of Hradec Kralove (UHK) conclude this Agreement to promote student exchange, based upon the Memorandum of Understanding (MOU) between Northern State University and Partner University.

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.

3. Status of Exchange Students

Each institution shall normally accept incoming exchange students as visiting students (i.e. students who do not aim at obtaining a degree or other formal qualification 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 its regulations.

7. Tuition and Other Fees

Provided they have paid the appropriate fees to their home institution, exchange students shall not be required to pay tuition fees to their host institution. Exchange students may, however, be responsible for:

- Round-trip airfare
- Mandatory university room or housing fees
- Mandatory meal plan as stipulated by university regulations
- Required medical insurance
- Textbooks and living expenses
- Expenses related to entry and departure from the country
- All visa related fees
- Any fees associated with taking courses at the host institution. Examples of Northern State University fees include: 1) International Student Fee, 2) Official Transcript Fee.

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 students shall be responsible for their own expenses, including travel expenses, food, accommodation costs, and health care fees. Exchange student shall take out comprehensive health insurance which is valid in the host country and host institution. 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 International Office at the University of Hradec Kralove.

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:

Signed on behalf of
Northern State University



Dr. Timothy Downs
President
Northern State University
USA

Date: 03/03/2020

Signed on behalf of
University of Hradec Kralove



Prof. Ing. Kamil Kuča, Ph.D.
Rector
University of Hradec Kralove
Czech Republic

Date: 04.03.2020

UNIVERSITA HRADEC KRÁLOV
UNIVERSITY OF HRADEC KRÁLOV
UNIVERSITY OF HRADEC KRÁLOV

**AGREEMENT ON PROVISION OF CHINESE LANGUAGE
 TEACHERS BETWEEN
 CONFUCIUS INSTITUTE HEADQUARTERS (HANBAN), CHINA
 AND
 NORTHERN STATE UNIVERSITY, USA**

1 FRAMEWORK OF COOPERATION

Confucius Institute Headquarters (Hanban), China, by this Agreement hereby agrees to dispatch Chinese language teachers to Northern State University in its efforts to support the Chinese language teaching at Northern State University, both Parties have reached the following understanding:

2 DUTIES OF THE PARTIES

Specifically, Confucius Institute Headquarters (Hanban), China, shall provide the following support:

- 2.1 Where requested by Northern State University, recommend and provide Chinese language teachers in accordance with the specific requirements of Northern State University;
- 2.2 Ensure that the Chinese language teachers take up their teaching positions at Northern State University at the commencement of the academic year;
- 2.3 Provide salaries for the Chinese language teachers;
- 2.4 Provide the Chinese language teachers with the international transport expenses;
- 2.5 Provide the Chinese language teachers with housing accommodation, following the historical agreement between the Hanban and Northern State University. The Hanban has historically reimbursed teachers for accommodations;

- 2.6 Provide the Chinese language teachers with medical insurance coverage, following the historical agreement between the Hanban and Northern State University. The Hanban has historically reimbursed teachers for health insurance coverage.

Specifically, Northern State University shall provide the following:

- 2.7 Provide teaching venue(s) and equipment for the teaching activities of the Chinese language teachers;
- 2.8 Provide the necessary office conditions required by the teaching activities, including the office space and facilities;
- 2.9 Ensure that the Chinese language teachers enjoy the rights and obligations as appropriate for visiting faculty members at Northern State University;
- 2.10 Issue a letter of invitation to the Chinese language teachers recommended and provided by Confucius Institute Headquarters (Hanban) and assist in their application for requisite Visas;
- 2.11 Safeguard to the best of its ability, the rights, interests, safety and security of the teachers provided by Confucius Institute Headquarters (Hanban) in the same manner as other university employees, if there is an emergency while present on campus for instructional purposes.

3 JOB DESCRIPTIONS AND REQUIREMENTS

- 3.1 Curriculum: Spoken Chinese, listening, reading, etc.;
- 3.2 Teaching Target: Students organized by Northern State University;
- 3.3 Working hours: 5 days per week, 4 teaching hours per day;
- 3.4 Chinese language teachers will comply with Federal student privacy laws (FERPA), meet timelines for submitting grades, follow all campus technology policies and other applicable policies in the faculty handbook;
- 3.5 Basic qualification requirements for the Chinese language teachers:

- (a) The candidate should have a postgraduate qualification in a relevant subject area;
- (b) The candidate should be a university lecturer or above;
- (c) Be able to speak in English in teaching and daily communication.

4 AMENDMENTS

No amendment, variation or alteration of this Agreement shall be of force and effect unless agreed upon by both Parties, reduced to writing and signed by both Parties.

5 SETTLEMENT OF DISPUTES

Any disagreement or difference between the Parties that may arise out of this Agreement shall be settled amicably through cordial consultations or negotiations between both Parties.

6 DURATION AND TERMINATION


This Agreement shall enter into force on the date of signing and shall be valid for a period of two (2) years, renewable for such further period and on such terms and conditions as the Parties may agree.

This Agreement is to be written in Chinese and English, printed in duplicate, all texts being equally authentic, in case of any divergence of interpretation, the text in English shall prevail.

.....

Representative of

Confucius Institute Headquarters (Hanban),
China



President of

Northern State University, USA

Date:

Date: 4/29/20

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – H

DATE: May 21, 2020

SUBJECT

Articulation Agreement – BHSU

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:27](#) – Program to Program Articulation Agreements

BACKGROUND / DISCUSSION

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is “transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree.” Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, Black State University requests approval for the following articulation agreement:

- Students who have completed an Associate of Applied Science degree in Criminal Justice at Western Dakota Technical College (WDT) can apply credit toward the Bachelor of Science degree in Human Services (Justice Studies Emphasis) at BHSU.

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Articulation Agreement: WDT

DRAFT MOTION 20200521_5-H:

I move to approve Black Hill State University’s articulation agreement with Western Dakota Technical College, as presented.

PROGRAM TO PROGRAM ARTICULATION AGREEMENT

BLACK HILLS STATE UNIVERSITY (BHSU)
and
WESTERN DAKOTA TECHNICAL INSTITUTE (WDT)

Agreement with Respect to Applying the
ASSOCIATE OF APPLIED SCIENCE DEGREE IN CRIMINAL JUSTICE AT WDT
toward the

BACHELOR OF SCIENCE DEGREE IN HUMAN SERVICES (JUSTICE STUDIES EMPHASIS)
PROGRAM AT BHSU

I. **Parties:**

The parties to this agreement are Black Hills State University (BHSU) and Western Dakota Technical Institute (WDT).

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. and to provide WDT students who have completed the AAS degree in Criminal Justice an opportunity to earn a Bachelor of Science degree with a major in Human Services (Justice Studies Emphasis) through BHSU.

III. **Academic Program:**

The graduation requirements for the B.S. in Human Services (HMS) degree with an emphasis in Justice Studies at BHSU are as follows:

Requirement	Semester Hours
General Education	30 – 32
Major Core Requirements	30
Justice Studies Emphasis	12
Supportive Electives	6

In addition to the above requirements, students must complete a total of 120 Semester Hours, 36 of which must be completed at the 300 or 400 level. Students will also need to complete a minimum of 60 hours at a 4-year institution.

Updated April 2020

- A. Students completing a A.A.S. in Criminal Justice at WDT will **not** be required to complete a minor at BHSU for the B.S. in Human Services – Justice Studies.
- B. The tables below outline the B.S. in Human Services Major requirements and identifies WDT courses that will transfer for specific B.S. HMS – Justice Studies Major requirements:

1. Required Major Core (30 SH)

Prefix	Number	Title	Semester Hours
HMS	200	Introduction to Human Services	3
HMS	351	Case Management	3
HMS	400	Program Planning and Evaluation	3
PSYC	101	General Psychology	3 ^{a, c}
PSYC	451	Psychology of Abnormal Behavior	3
PSYC	452	Psychology of Trauma	3
SOC	100 or 150	Introduction to Sociology or Social Problems	3 ^{b, c}
SOC	307	Research Methods I	3
SOC	350	Race & Ethnic Relations	3
SOC	400	Social Policy	3

^a Successful completion of PSYC 101 at WDT will transfer in directly for BHSU PSYC 101.

^b Successful completion of SOC 100 at WDT will transfer in directly for BHSU SOC 100.

^c In addition to meeting the HMS Core requirement, successful completion of PSYC 101 and SOC 100 at WDT will complete the BHSU General Education Requirements in Social Sciences.

2. Required Justice Studies Elective Courses (Must Complete 12 SH)

Prefix	Number	Title	Semester Hours
HMS	492	Special Topics	3
HMS	494	Internship: Human Services	1-6
POLS	402	Judicial Process	3
POLS	430	Constitutional Law	3
PSYC	481	Psychology & Law	3
SOC	201	Introduction to Criminal Justice	3 ^a
SOC	326	Mediation & Conflict Resolution	3
SOC	351	Criminology	3
SOC	402	Social Deviance	3
SOC	422	Issues in Contemporary American Indian Life	3
SOC	452	Prisons & Penology	3
SOC	455	Juvenile Delinquency	3
SOC	456	Community Corrections	3

^a Successful completion of CJUS 201 at WDT will transfer in directly for BHSU SOC.

3. Supportive Elective Courses (6 SH) ^a

Courses must be different than those used to satisfy general education and major requirements.	
	Semester Hours
Social Science: AIS/LAKL, ANTH, GEOG, HIST, SPCM	3
Humanities: ART, ARTH, ENGL, FREN, GER, HUM, MCOM, PHIL, RUSS, SPAN, THEA	3

^a Students transferring from WDT with an A.A.S. in Criminal Justice will have the supportive elective requirement waived. WDT Transfers will instead need to complete 6 SH of 300- and / or 400-level courses.

C. General Education Requirements to be completed for the BHSU B.S. HMS Degree:

Discipline	Prefix/Title	Semester Hours
Written Communication & Literacy Skills	ENGL 101 Composition I	3 ^a
	ENGL 201 Composition II	3
Oral Communication	SPCM 101, 215, or 222	3
Social Sciences	SOC 100 Intro to Sociology	3 ^b
	PSYC 101 General Psychology	3 ^b
Arts & Humanities		6
Mathematics	MATH 114 College Algebra	3 ^c
	Or MATH 103 Quantitative Literacy	
Natural Sciences	Natural Science and Lab	3 - 4
	Natural Science and Lab	3 - 4
Total General Education Credits Required		30 - 32

^a Successful completion of ENGL 101 Composition at WDT will transfer in directly for BHSU ENGL 101.

^b Successful completion of PSYC 101 and SOC 100 at WDT will complete the BHSU General Education Requirements in Social Sciences.

^c MAT 114 will satisfy the BHSU General Education Requirements in Mathematics.

IV. Articulation Details:

- A. Upon successful completion of the requirements for the A.A.S. in Criminal Justice at WDT, students may transfer to BHSU to complete the B.S. in Human Services with an emphasis in Justice Studies. At that time, BHSU will accept a block of 48 technical course credits. Students must successfully complete the A.A.S. in Criminal Justice from WDT prior to transferring to BHSU for the technical course credits to be accepted. Transferable general education coursework in addition to the 48 technical course block credits will be accepted, remembering that BOR policy states 60 credits of the degree must be from a four-year institution.
- B. Students will complete the requirements for the Human Services major and any other general education requirements that remain unsatisfied.
- C. Students must meet all Board of Regents policies and university graduation requirements in order to receive a degree.

V. Additional Requirements:

Students transferring coursework from WDT must have a cumulative GPA of 2.0 on a 4.0 scale.

VI. Obligations:

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

VII. Modifications:

This agreement may be modified from time to time by the South Dakota Board of Regents, Black Hills State University, and Western Dakota Tech.

VIII. Termination:

This agreement may be terminated by Black Hills State University upon one year's written notice to Western Dakota Tech. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. Effective Date of Agreement:

Start date of Fall 2020 term at BHSU and WDT. The agreement applies to students who graduated from WDT in 2000 or later.

X. Acceptance of Agreement:**For Black Hills State University**

DocuSigned by: <i>Sharman Adams</i> 59C37EFAC44A4FC...	4/14/2020 6:14:15 PM MDT
Dr. Sharman Adams, Dean of Education and Behavioral Sciences	Date
DocuSigned by: <i>Chris Crawford</i> FBDA4E9BB89F4A8...	4/15/2020 8:11:31 AM MDT
Dr. Chris Crawford, Provost and VPAA	Date
DocuSigned by: <i>Laurie Nichols</i> FB8CG29748BF4DE...	4/15/2020 8:27:24 AM MDT
Dr. Laurie Nichols, President	Date

For Western Dakota Tech

DocuSigned by: <i>Tiffany Howe</i> D9547226C52B4FB...	4/15/2020 10:14:00 AM CDT
Ms. Tiffany Howe, VP for Teaching and Learning	Date
DocuSigned by: <i>Deborah Toms</i> 0DDFC59CAB12490...	4/15/2020 9:58:37 AM MDT
Ms. Deborah Toms, Student Success Director and Registrar	Date
DocuSigned by: <i>Ann Bolman</i> 6E763915715E428...	4/15/2020 4:00:47 PM MDT
Dr. Ann Bolman, President	Date

Updated April 2020

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – I

DATE: May 21, 2020

SUBJECT

Memorandum of Understanding – NSU & South Dakota Educational Access Foundation

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 5:3](#) – Agreements and Contracts

BACKGROUND / DISCUSSION

Northern State University (NSU) is requesting to enter into an agreement with the South Dakota Educational Access Foundation for the relaunch of their College Prep Program (CPP). If approved the relaunch would begin Fall 2020 and run through Spring 2021.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – Draft Proposal / MOU – NSU & SDEAF

DRAFT MOTION 20200521_5-I:

I move to approve the memorandum of understanding between Northern State University and the South Dakota Educational Access Foundation, as presented.

Online and Continuing Education



NORTHERN STATE UNIVERSITY



*Connecting where you are with
where you want to be.*

April 21, 2020

Individual
Company
Address
City ST Zip

Subj: COLLEGE PREP PROGRAM AT NORTHERN STATE UNIVERSITY

Ref: (a) Memorandum of Understanding between Northern State University and South Dakota Educational Access Foundation dated November 7, 2017

Dear Board Members,

Background:

Since the signing and Board of Regents approval of reference (a), Northern State University has offered Foundation English, Math, and Reading courses to underrepresented South Dakota high school juniors and seniors as part of the SD High School Dual Credit program. To distinguish the existing Foundation courses from the High School Dual Credit (HSDC) courses we titled the program as College Prep Program (CPP). The Board of Regents and Department of Education agreed to the NSU and South Dakota Education Access Foundation (SDEAF) partnership, which Northern offered the Foundation courses as part of the High School Dual Credit program.

The SD Legislature authorized the HSDC Tuition Rate under SDCL 13-28-37.1 as equivalent to 43 percent of the undergraduate off-campus tuition rate as set by the Board of Regents; the Board's current HSDC tuition rate is \$145.00 per credit hour. Under SDCL 13-28-37.1, the DOE is responsible for 66.7 percent (\$98.67 per credit hour) and students pay 33.3 percent (\$48.33 per credit hour). Under the CPP the SDEAF agreed to pay eligible students portion of the HSDC tuition (\$48.33 per credit hour), and textbooks not to exceed \$45,000.00 per year.

The first two (2) years of the CPP, Northern and SDEAF provided 59 underrepresented students access to Foundation courses, with a 41 percent pass rate. The students who passed the Foundation courses, have passed the subsequent college level ENGL or MATH requirements at 20%. The South Dakota legislature passed SB 142 during 2020 legislative session, amending SDCL 13-28-37.1 to state "The dual credit program may not be used for remedial courses," thereby prohibiting state payment under the CPP program.

Proposal:

In December 2019, the NSU Director of Online & Continuing Education and President of SDEAF met to discuss options to relaunch the CPP program without state support for students in the CPP program. With the approval of the SDEAF Board, Northern State University, and South Dakota Board of Regents the CPP relaunch would begin fall 2020 and run through spring 2021. Both Northern and the BOR support the opportunity to relaunch the CPP.

Northern agrees to:

offer ENGL 033, MATH 095, and READ 041 each fall, spring, and summer semesters. Additionally,

accept a tuition rate equal to the “dual credit courses” rate adopted by the Board of Regents annually (note: for FY21 this rate is \$145.00 per credit hour)

admit CPP students who pass the Foundation courses into college level English and Math classes.

market and promote the CPP to all eligible high school students.

proactively encourage CPP students to participate in NSU tutoring on-campus and online using Smarthinking 24/7 service.

SDEAF agrees to:

pay a tuition rate equal to the “dual credit courses” rate adopted by the Board of Regents annually (note: for FY21 this rate is \$145.00 per credit hour) and textbook charges.

pay the student portion of the “dual credit courses” rate adopted by the Board of Regents annually (note for FY21 the student portion is \$48.33 per credit hour) and textbooks for college level (i.e., non-remedial) English and Math courses for CPP students who pass the Foundation courses and take coursework under the dual credit program as established SDCL 13-28-37.1.

SDBOR agrees:

to allow Northern to charge a tuition rate equal to the “dual credit courses” rate adopted by the Board of Regents annually (note: for FY21 this rate is \$145.00 per credit hour) CPP courses.

to accept the alternate admission standards for students in the CPP as described in “CPP Admission Requirements.”

to include passage of a CPP Foundation course as an admission standard for college level English and Math (i.e., non-remedial) courses under the high school dual credit program established in SDCL 13-28-37.1

CPP Eligibility:

High School juniors/seniors attending a South Dakota high school participating in the High School Dual Credit (HSDC) program. South Dakota home school students meeting the HSDC program requirement. The high school/home school student must have a current Memorandum of Understanding on file with the South Dakota Department of Education.

CPP Admission Requirements

Admission to the CPP will be limited to 100 participants or 300 total credits not to exceed \$45,000.00 per academic year. Northern will contact SDEAF leaders if CPP Admissions exceed the 100-participant limit.

High school senior eligible to enroll in a high school in South Dakota eligible for/receiving free/reduced lunch with a Cumulative Grade Point Average (CGPA) of 2.25 or higher and meets one or more of the following requirements:

- a. Placement for MATH 095 –
 - Math Index (MI) 1149 or lower
 - ACCUPLACER Elementary Algebra 75 or lower
 - Smarter Balanced 2627 or lower
- b. Placement for ENGL 033
 - ACT English sub score 17 or lower
 - ACCUPLACER Sentence Skills 85 or lower
 - Smarter Balanced 2582 or lower
- c. Placement for READ 041
 - ACT Reading sub score 17 or lower
 - ACCUPLACER Reading 84 or lower

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – J

DATE: May 21, 2020

SUBJECT

Memorandum of Understanding – SDSU & Crazy Horse Memorial Foundation

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) is requesting to update an existing agreement with the Crazy Horse Memorial Foundation (CHMF). This agreement was originally approved the Board in [June 2019](#).

The MOU involves the development and operational implementation of a signature fall-semester, undergraduate, academic certificate program in leadership and sustainability delivered at The Indian University of North America® at Crazy Horse Memorial. Together, CHMF and SDSU will develop a 15-credit-hour leadership and sustainability program taught through the subject matter of “Native Approaches to Earth and Community Sustainability”, titled Wiziapan, which is based on the Lakota term – Wachante Hecha Wiziapan – The Heart of All that is. The program will include existing coursework from SDSU and culminate in a credit-bearing academic certificate transcribed by SDSU. Overarching program themes of leadership, healing, and health will be embedded into curricular and co-curricular activities. The program’s objective is to validate, empower, and inspire students towards college graduation and success in life. Course credits are transferable to any accredited college or university if accepted by the institution, and the program’s seamless applicability to each student’s program of study will vary, contingent on the student’s degree and university.

IMPACT AND RECOMMENDATION

The development and offering of this program is intended to improve Native American student recruitment, retention, and success in higher education. It will be delivered to college-level, second-semester freshman through senior-level students using a study-abroad model. The distinctive program will be offered at CHMF’s Indian University of

(Continued)

DRAFT MOTION 20200521_5-J:

I move to approve the updated Memorandum of Understanding between South Dakota State University and the Crazy Horse Memorial Foundation, as presented.

North America in the Black Hills of South Dakota. The Black Hills will serve as a natural laboratory for case studies.

If approved, this MOU will be evaluated annually by representatives of SDSU and CHMF at the conclusion of each fall semester and shall include an evaluation of this MOU to determine if any revisions are needed for the following year.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Updated MOU: SDSU & Crazy Horse Memorial Foundation

**Memorandum of Understanding
Between
Crazy Horse Memorial Foundation (CHMF)
And
South Dakota State University (SDSU)
March 2020**

**Crazy Horse Memorial Foundation®
The Indian University of North America®
12151 Avenue of the Chiefs
Crazy Horse, South Dakota 57730-8900
Laurie.Becvar@crazyhorse.org**

**South Dakota State University
Office of Academic Affairs
Morrill Hall
Brookings, SD 57707
Dennis.Hedge@sdstate.edu**

This Memorandum of Understanding (MOU) represents a revised agreement between South Dakota State University (SDSU), a public, land-grant university under the control and management of the South Dakota Board of Regents (SDBOR), Brookings, South Dakota, and Crazy Horse Memorial Foundation, Inc. (CHMF), Crazy Horse, South Dakota.

This agreement outlines the development and operational implementation of a signature fall-semester, undergraduate, academic certificate program in leadership and sustainability delivered at The Indian University of North America® at Crazy Horse Memorial. Together, CHMF and SDSU will develop a 15-credit-hour leadership and sustainability program taught through the subject matter of “Native Approaches to Earth and Community Sustainability”, titled Wizipan, which is based on the Lakota term – Wachante Hecha Wizipan – The Heart of All that Is. The program will include existing coursework from SDSU and culminate in a credit-bearing academic certificate transcribed by SDSU. Overarching program themes of leadership, healing, and health will be embedded into curricular and co-curricular activities. The program’s objective is to validate, empower, and inspire students towards college graduation and success in life. Course credits are transferable to any accredited college or university if accepted by the institution, and the program’s seamless applicability to each student’s program of study will vary, contingent on the student’s degree and university.

The development and offering of this program is intended to improve Native American student recruitment, retention, and success in higher education. It will be delivered to college-level, second-semester freshman through senior-level students using a study-abroad model. The distinctive program will be offered at CHMF’s Indian University of North America in the Black Hills of South Dakota. The Black Hills will serve as a natural laboratory for research and case studies.

CHMF agrees to:

1. Fund the following instructional and direct operational expenses in keeping with the approved budget plan prepared annually by CHMF and SDSU:
 - a. Student tuition for students accepted and enrolled in the program per SDBOR Policy 5:5:3 (externally-supported tuition rate).
 - b. Faculty salaries for faculty assigned to teach in the program each fall semester, from late August to early December. Assigned faculty will be collaboratively chosen by CHMF and the appropriate SDSU department head and dean. The faculty will be contracted through SDSU and CHMF will reimburse the faculty salaries.
 - c. Fleet expense for use of state vehicles.
 - d. Up to \$15,000 of advertising and recruitment costs annually.
 - e. Instructional expenses/research and case study travel up to \$5,000 annually.
 - f. An onsite CHMF director of programs while the program is in session.
 - g. Onsite CHMF residence manager while the program is in session.
 - h. Onsite residential staff providing 24/7 oversight while the program is in session.
 - i. Onsite manager of academic success/academic advisor and academic success coaching for enrolled students beyond the program.
 - j. CHMF will provide food and lodging to faculty assigned to teach in the program.
 - k. CHMF will fund 100% each student's food and lodging costs.
2. Prepare student handbooks unique to this program in tandem with SDSU.
3. Recruit students to the program, conduct interviews, and accept 20-30 students each fall term, beginning fall 2020.
4. Organize, deliver, and supervise co-curricular activities in keeping with the learning objectives of the program.
5. Annually obtain the data for, draft the report of, and share with SDSU the research results of the college persistence/college graduation and employment information on students who successfully completed the program, regardless of where they are pursuing degrees.
6. Provide, via the onsite administrative and residential staff, faculty orientation prior to the start of each fall semester.
7. Provide adequate instructional space for the program.
8. Operate the program in keeping with the terms of this MOU and within agreed upon budgets.
9. Comply with all applicable laws, rules, regulations, and policies of the state and federal governments, and the policies of the Higher Learning Commission, SDBOR, and SDSU.

SDSU agrees to:

1. Develop the 15-credit-hour program culminating in a credit-bearing certificate in partnership with CHMF.
2. Implement and maintain strong academic standards for the program.
3. Annually review academic plans and budgets for the program.
4. Name a main SDSU point-of-contact/program coordinator with whom CHMF will work to prepare to deliver and annually review the program.

5. The program coordinator will assist with recruitment, serve on the interview and selection committee, and ensure accepted students are enrolled as SDSU credit-bearing students.
6. Seek input from CHMF on the selection of faculty and employ and/or appoint and credential qualified faculty to teach agreed upon courses required for the program. CHMF will directly pay or reimburse faculty costs per the terms of this MOU.
7. Arrange for state fleet vehicles to be used for the fall semester program with the understanding that state fleet vehicles can only be used for official state business as allowed per SDBOR Policy 5:13. CHMF staff are required to complete a volunteer form prior to driving state-owned vehicles.
8. Provide faculty and lecturer appointments appropriate to academic credentials in accordance with SDSU policies and procedures for key CHMF employees.
9. Contribute \$15,000 annually towards recruitment activities from private sources.
10. Contribute \$5,000 annually towards professional development programming from private sources.
11. Maintain a complete record of academic work completed by students and share this record with CHMF through its President/COO and Director of Programs.
12. Offer the 15-credit-hour program at the South Dakota Board of Regents' externally funded tuition rate. The externally funded tuition rate is subject to approval by the South Dakota Board of Regents as described by BOR Policy 2:13.
13. Operate the academic program within the agreed upon annual budgets and bill for tuition, faculty costs, and fleet expenses in keeping with this MOU.
14. Develop specialized student handbooks in tandem with CHMF.
15. Assist in annual research to accurately track college persistence and college graduation rates of successful program completers. Provide National Clearing House data through SDSU to CHMF researchers as needed.
16. Consult with CHMF on any planned grant proposals and/or research involving or related to the herein-described academic program.
17. Comply with the rules, regulations, and policies of the state and federal governments, and the policies of the Higher Learning Commission, SD Board of Regents, and South Dakota State University.
18. Comply with the rules, regulations, and policies of CHMF, except when in conflict with the laws, rules, regulations, and policies of the Higher Learning Commission, the SD Board of Regents, and South Dakota State University.

Both SDSU and CHMF agree:

SDSU and CHMF agree to that with respect to any claim or action arising out of the activities described or performed under this MOU, each, respectively, will remain responsible for any and all liabilities, claims, damages, charges and expenses incurred by reason of the negligent acts or omissions of its officers, agents, and employees. Nothing herein shall be construed as a waiver of immunity provided by law. For purposes of this MOU, SDSU and CHMF are separate and independent legal entities, and are not related in any manner. Neither party shall have the authority to legally bind, incur any liability on behalf of, or direct the work of, the other party, their officers, agents, and employees.

Any notice or other communication required under this MOU shall be in writing communicated to the following points of contact:

For CHMF	For SDSU:
Laurie Becvar President/COO 12151 Avenue of Chiefs Crazy Horse, SD 57730-8900 Laurie.Becvar@crazyhorse.org (605) 673-4681	Dennis Hedge Provost & VPAA Box 2201, Morrill Hall 230 Brookings, SD 57007 Dennis.Hedge@sdstate.edu (605) 688-4173

SDSU as a state institution of higher education engages in research that is compatible, consistent, and beneficial to its academic role and mission. Therefore, significant results of research activities must be reasonably available for publication. The parties acknowledge that SDSU has the right to publish results in keeping with this MOU. The President/COO of CHMF must approve, in advance, any research to be conducted at or about CHMF and the program of The Indian University of North America and enrolled students during the term of this MOU and thereafter, CHMF shall have thirty (30) days to review and comment on any proposed publication resulting from work conducted in accord with this MOU. If CHMF finds errors of fact in the proposed publication, the two parties shall negotiate over the wording. If no MOU can be reached between the researcher and the CHMF President/COO, the CHMF President/COO will write a footnote, to be identified by its source pointing out these errors of fact, and the source-noted footnote will be included in the publication. CHMF has the right to approve the use of its corporate name and identity, including The Indian University of North America in SDSU-approved publications and in research submitted for publication in accord with this MOU.

SDSU and CHMF agree not to discriminate or harass individuals on the basis of sex, race, color, creed, national origin, ancestry, citizenship, gender, gender identification, transgender, sexual orientation, religion, age, disability, genetic information, U.S. veteran status, or any other status that may become protected under U.S. and South Dakota law against discrimination.

SDSU and CHMF will comply with applicable Family Educational Rights and Privacy Act (FERPA) requirements and protection of Student Information. Confidential student records and information ("Student Information") includes hard copy, and any other format or medium, student education record information and personally identifiable information contained therein as defined by FERPA. CHMF shall not disclose Student Information except as permitted or required by the MOU, as required by law, or as otherwise authorized in writing by SDSU. CHMF agrees not to use Student Information for any purpose other than the purpose for which the disclosure was made. The parties shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all electronically maintained or transmitted Student Information received from, or on behalf of students in this program. These measures will be extended

by Agreement to all subcontractors used by CHMF. CHMF shall report to SDSU any use or disclosure of Student Information not authorized by this MOU or in writing by SDSU. For purposes of this Agreement, SDSU shall designate CHMF as school officials with a legitimate educational interest in the Student Information of students participating in the program only to the extent expressly allowed above.

SDSU agrees that any propriety information supplied to it by CHMF during the course of research performed by SDSU will not be included in any published material without prior approval by the CHMF President/COO.

Beyond recruiting and general description of the program, CHMF and SDSU will not include each other's names in any advertising, sales promotion, or other publicity matter without the prior written approval of the authorized leader within each organization.

The program in the MOU will be evaluated annually by representatives of SDSU and CHMF at the conclusion of each fall semester and shall include an evaluation of this MOU to determine if any revisions are needed for the following year.

Unless written notification is provided by either of the parties by January 15, for the fall semester of the same calendar year, this MOU, unless terminated earlier for cause, will be automatically renewed to provide a continuous, contractual understanding, giving testament that both parties desire a long-term partnership in operating and developing the SDSU and CHMF partnership to expand academic programs to serve Native students and help them succeed in life. Any dispute resolution or litigation will take place within the State of South Dakota and will be governed by and subject to South Dakota law without regard to any principles of conflicts of law. This MOU, and any attachment thereto, may not be amended or assigned without the written consent of both parties, which writing shall be expressly identified as a part hereof. All other prior discussions, communications and representations concerning the subject matter of this MOU are superseded by the terms of this MOU, and except as specifically and expressly provided herein, this MOU constitutes the entire agreement with respect to the subject matter hereof. This MOU shall be construed as if drafted jointly by the parties and no presumption or burden of proof shall arise favoring or disfavoring any party by virtue of the authorship of any provision of this MOU.

Either of the parties may terminate this MOU upon sixty days' written notice of a breach of this MOU by the other party. The breaching party shall have fourteen (14) days from receipt of the written notice to cure any breach and provide proof of the cure to the nonbreaching party. If the breaching party does not cure the breach in the allotted time, the nonbreaching party is allowed to terminate as provided herein. Such termination shall not become effective with respect to enrolled students until they complete the program.

This MOU depends upon the continued availability of appropriated funds and expenditure authority from the South Dakota Legislature for this purpose. If for any reason the Legislature fails to appropriate funds or grant expenditure authority, or funds become unavailable by operation of law or federal funds reductions, this MOU will be terminated immediately by SDSU. Termination for any of these reasons is not a default by SDSU nor does it give rise to a claim against the State of South Dakota, the SDBOR, or SDSU.

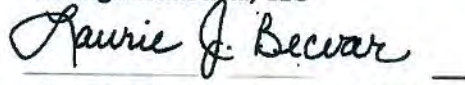
This MOU also depends upon the continued availability of CHMF funds. Termination due to lack of funding is not a default by CHMF nor does it give rise to a claim against CHMF.

Acknowledged by and agreed to by on this date April 14, 2020

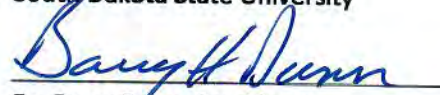
Crazy Horse Memorial Foundation


Monique Ziolkowski, CEO


Jadwiga Ziolkowski, CEO


Dr. Laurie Becvar, President/COO

South Dakota State University


Dr. Barry Dunn, President


Dr. Dennis Hedge, Provost

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – K

DATE: May 21, 2020

SUBJECT

Inactive Status and Program Termination Requests – DSU, NSU, SDSU & USD

CONTROLLING STATUTE, RULE, OR POLICY

[AAC Guideline 2.12](#) – Programs on Inactive Status

[AAC Guideline 2.13](#) – Program Termination

BACKGROUND / DISCUSSION

Dakota State University has submitted a request asking that the following programs be terminated (see Attachment I).

- Degree Program: BS in Digital Arts and Design – Film and Cinematic Arts Specialization (Terminate)
Justification: This specialization has had a limited number of students enrolled over the years. The College of Arts and Sciences, recommend that now is the time to terminate this specialization.

Northern State University has submitted a request asking that the following programs be terminated (see Attachment II).

- Degree Program: AS in Banking & Financial Services (Terminate)
Justification: Over the past five (5) years, the program has graduated eight (8) students. As of the last census date, only three (3) students are enrolled in the program. The program is being terminated due to long-term low enrollment.
- Degree Program: BS in Economics (Terminate)
Justification: Over the past five (5) years, the program has graduated five (5) students. As of the last census date, only one (1) student is enrolled in the program. The program is being terminated due to long-term low enrollment.

(Continued)

DRAFT MOTION 20200521_5-K:

I move to approve DSU, NSU, SDSU, and USD's respective requests to terminate the BS in Digital Arts Design – Film and Cinematic Arts Specialization (DSU), the AS in Banking & Financial Services (NSU), and BS in Economics (NSU); inactivate the AS in Manufacturing Technology (SDSU); terminate the CCSF delivery site for the BS in Psychology (SDSU) and BA/BS in Sociology (SDSU); and terminate the Spanish Translation Graduate Certificate (USD) program, as presented.

South Dakota State University has submitted a request asking that the following programs be inactivated/terminated (see Attachment I).

- Degree Program: AS in Manufacturing Technology (Inactivate)
Justification: The A.S. in Manufacturing Technology (AS-MT) was developed for the Sioux Falls market and did not attract the student population as expected. Some of the required courses for the program have had to be cancelled due to low enrollment, using course offerings in the B.S. in Operations Management as substitutions. Putting the AS-MT on inactive status will give the Department time to explore alternative delivery modes, review the course requirements to find the right mix of content desired by industry, and refocus marketing.
- Degree Program: BS in Psychology (Site Termination)
Proposed Site to Terminate: Community College for Sioux Falls (CCSF)
Justification: A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.
- Degree Program: BA/BS in Sociology (Site Termination)
Proposed Site to Terminate: Community College for Sioux Falls (CCSF)
Justification: A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.

The University of South Dakota has submitted a request asking that the following program be terminated (see Attachment I).

- Degree Program: Spanish Translation Graduate Certificate (Terminate)
Justification: When the graduate certificate program was created, USD expected to have several students, since the need for Spanish translators is increasing in the area (especially in the medical field) and since students had shown interest in pursuing such a graduate certificate. Unfortunately, graduate-level classes are more expensive, financial aid is not offered for a certificate program, and USD does not offer graduate assistantships for graduate certificate programs, so interested students were not able to afford the program financially. USD now wishes to develop an undergraduate specialization in translation (Spanish-English), in which courses can be stacked along the way to a minor or major Spanish degree.

IMPACT AND RECOMMENDATION

DSU expects some cost savings in not having to purchase expensive equipment to support the specialization. NSU expects only minor administrative costs savings associated with both of their termination requests. SDSU and USD do not expect any cost savings associated with their requests.

Board staff recommend approval.

ATTACHMENTS

Attachment I – DSU Program Inactivation/Termination Requests

Attachment II – NSU Program Inactivation/Termination Requests

Attachment III – SDSU Program Inactivation Request & Site Termination Requests

Attachment IV – USD Program Inactivation/Termination Requests



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	B.S. Digital Arts and Design – Film and Cinematic Arts
CIP CODE:	
UNIVERSITY DEPARTMENT:	College of Arts and Sciences
BANNER DEPARTMENT CODE:	
UNIVERSITY DIVISION:	College of Arts and Sciences
BANNER DIVISION CODE:	

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.

J. M. Gustaf

President of the University

4/3/2020

Date

1. Program Degree Level (place an "X" in the appropriate box):

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☒ Minor ☐ Major ☐

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

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in 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.

Inactive Status ☐*See question 4*Termination ☒*See questions 5 and 6***4. INACTIVE STATUS**

- A. Provide a justification for inactivating the program:**
- B. If there are current students in the program, what are the implications of placing the program on inactive status?**
- C. What is the last date (day/month/year) by which a student can graduate in the program:**
- 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)?**

5. TERMINATION WITH ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**

This specialization has had a limited number of students enrolled over the years. The College of Arts and Sciences, recommend that now is the time to terminate this specialization.

- B. What is the plan for completion of the program by current students?**

The College has put together a teach-out plan for all remaining students, which includes a rotation schedule of when the courses will be offered. Students have been contacted and their advisers are working with them to make sure they can complete the specialization. After students register for fall 2020 and spring 2021 courses, advisors will again check that all student's schedules include the courses needed. All students with this specialization were moved to one advisor. This will ensure students take the courses when offered and graduate on schedule.

- 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 program should move to termination status as soon as the SD BOR approves. The specialization has already been removed from the website, recruiting materials and stopped admitting students as of January 1, 2020.

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.

- 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*)?**

As noted above, we stopped enrolling students as of January 1, 2020.

- E. What is the last term or date (day/month/year) by which a student can graduate from the program?**

May 2023

- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

The cost savings will primarily be in not having to purchase expensive equipment to support this specialization. The faculty who taught the upper level courses will be assigned to teach courses we've been hiring adjuncts for.

- G. What are the resulting employee terminations and other possible implications including impact on other programs?**

There are no faculty terminations and as noted in 5.F., the faculty teaching courses in this specialization will fill other course needs.

6. TERMINATION WITHOUT ENROLLED STUDENTS

- A. Provide a justification for terminating the program:**

- B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?**

- C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?**

- D. What are the resulting employee terminations and other possible implications including impact on other programs?**



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	AS - Banking & Financial Services
CIP CODE:	520803
UNIVERSITY DEPARTMENT:	Economics, Finance, Banking
BANNER DEPARTMENT CODE:	NEFB
UNIVERSITY DIVISION:	School of Business
BANNER DIVISION CODE:	5B

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.

Michael Werners

President (or Designee) of the University

3/5/2020

Date

1. Program Degree Level (place an "X" in the appropriate box):

Associate ☒ Bachelor's ☐ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

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

Inactive Status ☐

Termination ☒

See question 4

See questions 5 and 6

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

B. If there are current students in the program, what are the implications of placing the program on inactive status?

C. What is the last date (day/month/year) by which a student can graduate in the program:

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)?

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

Over the past five (5) years, the program has graduated eight (8) students. As of the last census date, only three (3) students are enrolled in the program. The program is being terminated due to long-term low enrollment.

B. What is the plan for completion of the program by current students?

Current students will be allowed to complete their program by taking required classes as offered, independent studies, or course substitutions.

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)?

01 February 2020 is the proposed termination date.

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*)?

01 February 2020

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.

E. What is the last term or date (day/month/year) by which a student can graduate from the program?

Currently enrolled students may complete the program at their own pace due to the use and availability of course substitutions and independent study.

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

Only minor administrative cost savings are expected.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

No employee terminations nor implications for other programs are expected.

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

D. What are the resulting employee terminations and other possible implications including impact on other programs?



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	NSU
DEGREE(S) AND PROGRAM:	BS - Economics
CIP CODE:	450601
UNIVERSITY DEPARTMENT:	Economics, Finance, Banking
BANNER DEPARTMENT CODE:	NEFB
UNIVERSITY DIVISION:	School of Business
BANNER DIVISION CODE:	5B

University Approval

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



President (or Designee) of the University

3/5/2020

Date

1. Program Degree Level (place an "X" in the appropriate box):

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category (place an "X" in the appropriate box):¹

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

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

Inactive Status ☐

Termination ☒

See question 4

See questions 5 and 6

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

B. If there are current students in the program, what are the implications of placing the program on inactive status?

C. What is the last date (day/month/year) by which a student can graduate in the program:

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)?

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program:

Over the past five (5) years, the program has graduated five (5) students. As of the last census date, only one (1) student is enrolled in the program. The program is being terminated due to long-term low enrollment.

B. What is the plan for completion of the program by current students?

The current student will be allowed to complete his/her program by taking required classes as offered, independent studies, or course substitutions.

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)?

01 February 2020 is the proposed termination date.

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*)?

01 February 2020

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.

E. What is the last term or date (day/month/year) by which a student can graduate from the program?

The currently enrolled student may complete the program at his/her own pace due to the use and availability of course substitutions and independent study.

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

Only minor administrative cost savings are expected.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

No employee terminations nor implications for other programs are expected. Current economics faculty will continue to provide economic-based service courses for all other business majors.

6. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

D. What are the resulting employee terminations and other possible implications including impact on other programs?



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Program Termination or Placement on Inactive Status

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Manufacturing Technology (A.S.)
CIP CODE:	15.0613
UNIVERSITY DEPARTMENT:	Construction & Operations Management
BANNER DEPARTMENT CODE:	SCOM
UNIVERSITY DIVISION:	Jerome J. Lohr College of Engineering
BANNER DIVISION CODE:	3E

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. Program Degree Level:

Associate ☒ Bachelor's ☐ Master's ☐ Doctoral ☐

2. Category:

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

3. The program action proposed is:

Inactive Status ☒ Termination ☐

4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

The A.S. in Manufacturing Technology (AS-MT) was developed for the Sioux Falls market and did not attract the student population as expected. Some of the required courses for the program have had to be cancelled due to low enrollment, using course offerings in the B.S. in Operations Management as substitutions. Putting the AS-MT on inactive status will give the Department time to explore alternative delivery modes, review the course requirements to find the right mix of content desired by industry, and refocus marketing.

B. If there are current students in the program, what are the implications of placing the program on inactive status?

There are three students in the program, two of which are within a semester of completion. Both of these students will likely matriculate to the B.S. in Operations Management when they finish the AS-MT. The third student has only taken one course in the last year and appears to be undecided on whether this is the program he wants.

C. What is the last date (day/month/year) by which a student can graduate in the program?

Spring 2024 – May 3, 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)?

Spring 2020 – May 11, 2020



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Termination of a Site

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Psychology (B.S.)
SITE PROPOSED FOR TERMINATION¹	Community College for Sioux Falls
CIP CODE:	42.0101
UNIVERSITY DEPARTMENT:	Psychology
BANNER DEPARTMENT CODE:	SPSY
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

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	<div style="text-align: right; font-size: small;">Click here to enter a date.</div> Date
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1. Program Degree Level:

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category:

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

3. Provide a justification for terminating delivery at the site:

A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.

4. If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?

This site currently has 40 students enrolled in the Psychology program. Students have three options for degree completion. First, students can finish the program on the main South Dakota State University campus in Brookings. . Second, students can finish the degree online through SDSU Third, the University of South Dakota (USD) will offer the psychology program at CCSF.

5. What is the last date (day/month/year) by which a student can graduate in the program?

Spring 2021 – 5/8/2021. Note – students will be able to graduate with a major in Psychology if they select one of the alternative options for completing.

¹ If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

- 6. What is the proposed date (day/month/year) terminated status takes effect (the proposed date for terminated status is also the last date a student may enroll in or declare the program)?**

Spring 2020 - 5/11/2020 for the CCSF site only.

- 7. What are the potential cost savings of terminating the program site and what are the planned uses of the savings?**

SDSU will no longer employ instructors to teach psychology at the Community College for Sioux Falls, but it will also forgo tuition revenue from the program, leaving the net cost savings indeterminate. Any realized cost savings will be used to reduce the college's operating deficit.

- 8. What are the resulting employee terminations and other possible implications including impact on other programs?**

Currently, there is one full-time instructor and two part-time instructors employed at Community College for Sioux Falls. USD may decide they would take on the full-time instructor and possibly the part-time instructors.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Termination of a Site

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Sociology (B.A., B.S.)
SITE PROPOSED FOR TERMINATION¹	Community College for Sioux Falls
CIP CODE:	45.1101
UNIVERSITY DEPARTMENT:	Sociology & Rural Studies
BANNER DEPARTMENT CODE:	SSRS
UNIVERSITY DIVISION:	Arts, Humanities & Social Sciences
BANNER DIVISION CODE:	3S

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	<div style="text-align: right; font-size: small;">Click here to enter a date.</div> Date
-----------------------------	--

1. Program Degree Level:

Associate ☐ Bachelor's ☒ Master's ☐ Doctoral ☐

2. Category:

Certificate ☐ Specialization ☐ Minor ☐ Major ☒

3. Provide a justification for terminating delivery at the site:

A change in administrative structure at CCSF has precipitated the termination of the program at this site for SDSU.

4. If there are current students in the program, what are the implications of terminating the site and what is the plan for completion by the students?

This site currently has 15 students enrolled in the Sociology program. Students have three options for degree completion. First, students can finish the program on the main South Dakota State University campus in Brookings. Second, students can finish the degree online through SDSU. Third, the University of South Dakota (USD) will offer the Sociology program at CCSF.

5. What is the last date (day/month/year) by which a student can graduate in the program?

Spring 2021 – 5/8/2021. Note – students will be able to graduate with a major in Sociology if they select one of the alternative options for completing.

¹ If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

- 6. What is the proposed date (day/month/year) terminated status takes effect (the proposed date for terminated status is also the last date a student may enroll in or declare the program)?**

Spring 2020 - 5/11/2020 for the CCSF site only.

- 7. What are the potential cost savings of terminating the program site and what are the planned uses of the savings?**

SDSU will no longer employ instructors to teach sociology at the Community College for Sioux Falls, but it will also forgo tuition revenue from the program, leaving the net cost savings indeterminate. Any realized cost savings will be used to reduce the college's operating deficit.

- 8. What are the resulting employee terminations and other possible implications including impact on other programs?**

Currently, there is one part-time sociology instructor employed at Community College for Sioux Falls. USD may decide to continue this instructor's appointment.



SOUTH DAKOTA BOARD OF REGENTS
ACADEMIC AFFAIRS FORMS
Program Termination or
Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Graduate Certificate in Spanish Translation
CIP CODE:	16.0905
UNIVERSITY DEPARTMENT:	Modern Languages & Linguistics
UNIVERSITY DIVISION:	College of Arts & 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:

Inactive Status ☐ Termination ☒
See question 4 *See questions 5 and 6*

5. TERMINATION WITH ENROLLED STUDENTS

- a. **Provide a justification for terminating the program:** When the graduate certificate program was created, we expected to have several students, since the need for Spanish translators is increasing in the area (especially in the medical field) and since students had shown interest in pursuing such a graduate certificate. Unfortunately, graduate-level classes are more expensive, financial aid is not offered for a certificate program, and USD does not offer graduate assistantships for graduate certificate programs, so interested students were not able to afford our program financially. We now wish to develop an undergraduate specialization in translation (Spanish-English), in which courses can be stacked along the way to a minor or major Spanish degree.
- b. **What is the plan for completion of the program by current students?** There is one student who has completed all the coursework and will graduate in May 2020 with an MA in Interdisciplinary Studies degree.
- c. **What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)?** Fall 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*)?** Fall 2019
- e. **What is the last term or date (day/month/year) by which a student can graduate from the program?** May 2020
- f. **What are the potential cost savings of terminating the program and what are the planned uses of the savings?** N/A
- g. **What are the resulting employee terminations and other possible implications including impact on other programs?** N/A

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – L

DATE: May 21, 2020

SUBJECT

SDSU Lease Purchase Agreement Amendment

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 13-49-15](#) Purchasing and Contracting For Institutions

[SDCL 13-49-16](#) Contracts Let in Accordance with Public Agency Procurement Law

[BOR Policy 5:3](#) Agreements and Contracts

[Chapter 122 of the 2018 Session Laws](#) Sell Existing Property in Pennington County and Acquire Real Property in Pennington County (SB53)

[SB44 \(2019\)](#) Sell Existing Property and Appropriate Funds for Acquisition of Real Property in accordance with SB53

BACKGROUND / DISCUSSION

South Dakota State University requests the Board of Regents' authorization to enter into a revised Lease-Purchase Agreement with the SDSU Foundation, Inc. for improved property in Pennington County for the use and benefit of the SDSU West River Agriculture Center. At the [June 26-28, 2018](#) meeting of the Board, the university previously requested approval of a Lease-Purchase Agreement for this real property with item 9-G. The Board approved, however, that Lease-Purchase Agreement was not executed due to changes in financing terms.

The Board subsequently approved a revised version of the Lease-Purchase Agreement at its [April 2019](#) meeting, which had the effect of aligning the agreement terms with the commercial financing obtained by the SDSU Foundation, Inc. for their underlying purchase of the real property, which was 4.75% for the first 5 years, and refinancing of the remaining principal with designation of a new interest rate every 5 years thereafter.

(Continued)

DRAFT MOTION 20200521_4-O:

I move to grant the System Vice President for Finance the authority to finalize and execute the First Amendment to the Lease Purchase Agreement between the South Dakota Board of Regents and South Dakota State University Foundation in substantially similar form to that set forth in Attachment I.

As a result of changing market conditions, the SDSU Foundation, Inc. is able to refinance for 3.75%, which has necessitated the need for the attached First Amendment to the Lease-Purchase Agreement (see Attachment I).

IMPACT AND RECOMMENDATIONS

The current lease interest rate is 4.75% for the first 5 years, with the interest rate repricing every 5 years. Approving the attached First Amendment to the Lease-Purchase Agreement will adjust the interest rate down to the 3.75% for the remainder of the first 5 year term (through September 7, 2023), which will have the net effect of saving SDSU \$78,170.

Staff recommends approval.

ATTACHMENTS

Attachment I – Lease Purchase Agreement Amendment

FIRST AMENDMENT
LEASE-PURCHASE AGREEMENT

This First Amendment ("Amendment") is entered into on this ____ day of _____, 2020, between the South Dakota State University Foundation, Inc. of Brookings, South Dakota ("Lessor") and South Dakota Board of Regents on behalf of South Dakota State University for its Extension division (collectively "Lessee") to modify and amend the Lease-Purchase Agreement between Lessor and Lessee that became effective September 7, 2018 ("Agreement").

The Agreement is hereby modified and amended as follows:

Section 2.e. shall be stricken and replaced with the following:

e. Interest Rate: APR of 4.75% will be applied from October 7, 2018 until _____, 2020. Beginning _____, 2020 and continuing through the remainder of the first five (5) years of the agreement, which is September 7, 2023, the APR shall be 3.75%. Lessee agrees to pay to Lessor a one-time of \$12,000 without interest, which will be set off against the balance owed at the end the first five (5) years, to initiate the APR of 3.75%. Thereafter, the rate shall reflect the actual APR of the Lessor's refinancing of the remaining principal balance every five (5) years. Lessor shall provide Lessee written prior notice of refinancing and interest rate changes. Lessor shall not extend the duration of its underlying commercial financing without the express written agreement of the Lessee.

All other terms and conditions not modified by this Amendment shall remain in full force and effect.

The authorized representatives of each of the parties through their signatures appearing below execute this Amendment and bind their respective principals.

South Dakota State University Foundation

South Dakota Board of Regents/
South Dakota State University

By: Steve Erpenbach
President & CEO

By: _____ Date _____
SDBOR

By: Barry H. Dunn
SDSU President

By: John Killefer
Dean, College of Agriculture, Food, &
Environmental Sciences

By: Karla Trautman
Director, SDSU Extension

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – M

DATE: May 21, 2020

SUBJECT

Maintenance & Repair (M&R) Projects

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 6:6](#) – Maintenance and Repair

BACKGROUND / DISCUSSION

According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes over \$250,000, other than funding realignments and transfers to approved projects, must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

South Dakota State University requests approval of the following items:

University Student Union – Mechanical/Electrical Upgrades: Using Student Union M&R funds in the amount of \$350,000, SDSU requests approval to upgrade the University Student Union’s mechanical and electrical systems. Phase 1 consisted of hiring IMEG in May of 2019 to study and implement design solutions for the upgrade which was completed in January of 2020. Phase 2 will include the replacement of four motor control centers and one distribution panel that are original to the 1973 construction. The 40+ age and the availability of parts for repair on these electric components are getting difficult. This project will address safety, reliability, redundancy, and efficiency throughout the building. The project would be publicly bid and constructed by the lowest competitive bidder. SDSU also requests delegation of the project to the university.

IMPACT AND RECOMMENDATIONS

Staff recommends approval of this project.

ATTACHMENTS

None

DRAFT MOTION 20200521_5-M:

I move to approve the requested maintenance and repair projects as described in this item.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – N

DATE: May 21, 2020

SUBJECT

BOR Policy 5:18 – Campus Credit Cards (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

None

BACKGROUND / DISCUSSION

The policy has been drafted to address the use of campus credit cards due to recent events on credit card fraud.

IMPACT AND RECOMMENDATIONS

This policy draft has been reviewed by the Business Affairs Council, the Academic Affairs Council, and the Council of Presidents and Superintendents.

ATTACHMENTS

Attachment I – BOR Policy 5:18 – Campus Credit Cards

DRAFT MOTION 20200521_5-N:

I move to approve the second and final reading of the drafted BOR Policy 5:18 – Campus Credit Cards as shown in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS**Policy Manual****SUBJECT:** Campus Credit Cards**NUMBER:** 5:18

A. PURPOSE

To establish responsibility and oversight of credit cards used by the Regental institutions.

B. DEFINITIONS

None

C. POLICY

Universities may utilize lines of credit and associated credit cards for conducting business as long as all purchasing policies and requirement in BOR policy 5:4 are adhered to. Credit cards or travel credit cards may be garnered through a local or national banking institution.

1. Credit Cards

Cards issued in the university's name can only be used to purchase items for university operations that would be acceptable purchases under state rules and regulations. Credit cards should not be used in place of purchase orders when required by state rule.

2. Travel Cards

Travel cards issued in the university's name are only for the purpose of athletic teams, athletic team support, and student group travel expenditures. Travel cards are not to be issued for the purpose of covering individual travel for any employee.

2.1. Travel costs must be within the State of South Dakota's allowable daily per diem rates.

3. Oversight

The university shall promulgate policies and procedures for the management of credit cards, including but not limited to the following:

3.1. The name on the card may be just the university, the university and individual or the university and the department. However, card ownership shall remain with the university.

3.2. The Vice President for Finance shall appoint or designate a credit card administrator to have oversight of the issuance and administration of credit cards.

3.3. The cardholder is held accountable for all purchases made with the assigned card.

- 3.4. A supervisor of the credit card holder is to review all charges for appropriateness and sign-off on the expenditures.
- 3.5. Supervisors must notify the credit card administrator immediately when there is a status change for any employee that has been assigned a credit card.
- 3.6. No personal purchases of any kind are allowed.
- 3.7. The credit card holder and the supervisor are accountable for all expenses.
- 3.8. Cardholders are required to submit the original receipts in a timely manner in accordance with university procedures which are to be reconciled against the monthly statements.
- 3.9. If the credit card is lost or stolen, the cardholder will immediately notify the immediate supervisor and credit card administrator for cancellation and re-issuance of a travel card.

4. Violations or Abuse

The following actions will be considered credit card violations under the university's Credit Card Policy which can result in disciplinary actions for the cardholder and cardholder's supervisor, up to and including termination of employment.

- 4.1. Personal purchases.
- 4.2. Allowing others to use the credit card without prior authorization.
- 4.3. University restricted or prohibited purchases.

FORMS / APPENDICES:

None

SOURCE:

BOR May 2020

SOUTH DAKOTA BOARD OF REGENTS

Informational Items
Consent

AGENDA ITEM: 5 – O

DATE: May 21, 2020

SUBJECT

Interim Actions

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

INFORMATIONAL ITEM

INTERIM ACTIONS

Clerical BOR Policy Updates

BOR Policy 2:5 – Transfer of Credit was updated on April 9, 2020, to reflect the clerical revisions of updating all references of “Technical Institutes” to “Technical Colleges”.

New Prefix Approvals

Northern State University

- INDG – Native and Indigenous Studies

SD School of Mines and Technology

- BMIT: Business Management in Technology

University of South Dakota

- CMST: Communication Studies
- LEGL: Legal

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

Academic and Student Affairs **Consent**

AGENDA ITEM: 5 – P

DATE: May 21, 2020

SUBJECT

Teacher Education Report – 2019

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

The report identifies or affirms several trends in supplying the state's teaching pipeline, 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 94.1%.
- A slight decrease was recorded in the number of graduates placed in the state one year after graduation, with 1.0% less graduates in 2019 placed in state than 2018 graduates. However, the first year placement rate remains consistent with those recorded over the last five years.
- Five-year retention of teachers placed within South Dakota districts remained consistent with last year's report, increasing a slight 0.3%.

ATTACHMENTS

Attachment I – SDBOR Teacher Education Report 2019

INFORMATIONAL ITEM



*** Special Data Analysis ***

Teacher Education Report

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). 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.

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.

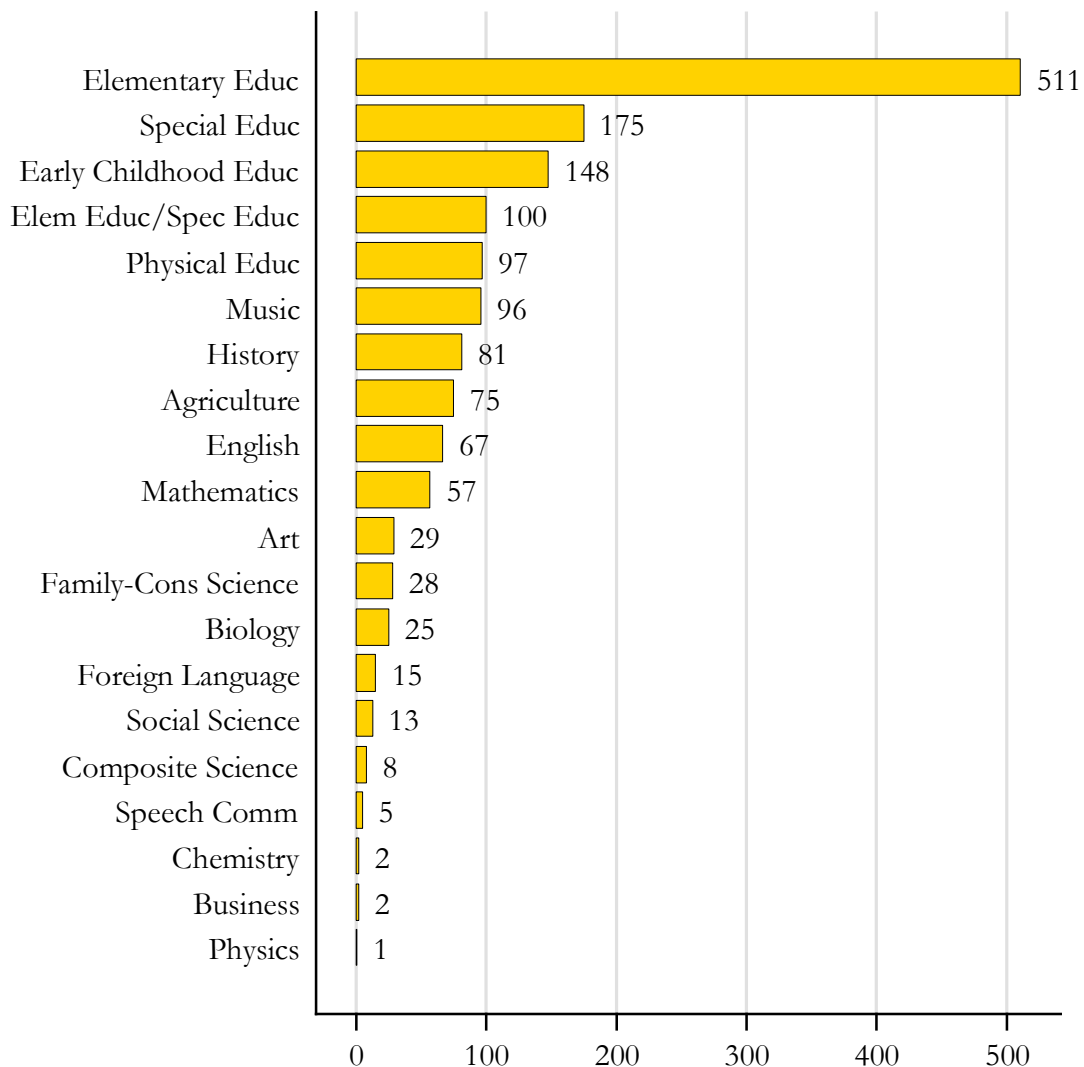
¹ Data reported by SDDOE indicate that the public university system produces roughly three-quarters of the state's teacher education graduates in a typical year.

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.).

As seen in Figure 1, the five largest fields of study for candidates in 2018-2019 were elementary education ($n=511$ candidates), special education ($n=175$), early childhood education ($n=148$), elementary education / special education ($n=100$) and physical education ($n=97$). This “top five” group is similar to those recorded in past years. During the most recent year, candidates were most numerous at SDSU ($n=438$), USD ($n=377$), followed by BHSU ($n=345$), NSU ($n=215$), and DSU ($n=160$).

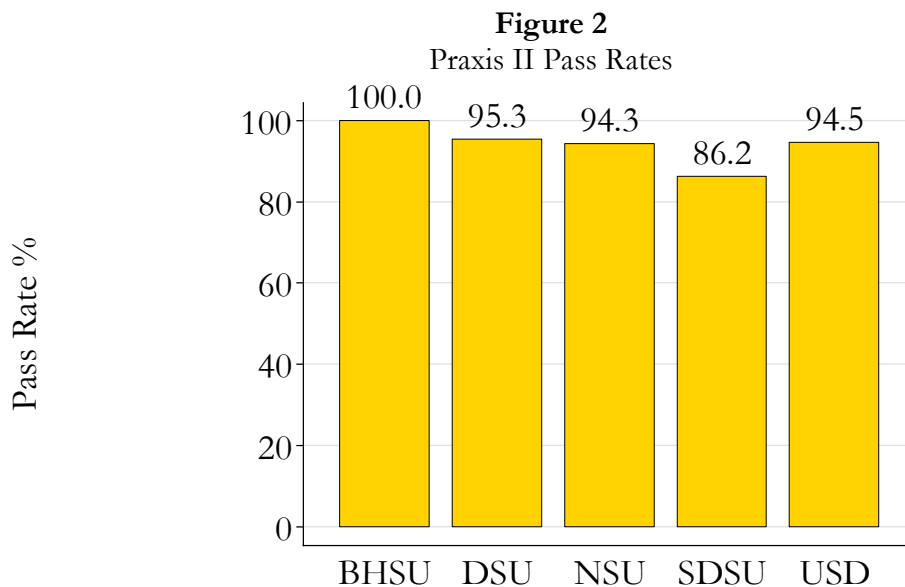
Figure 1
Undergraduate Candidates by Field of Study



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 2018-2019 are illustrated below.⁶ Forty-eight different Praxis II examinations were administered to university system students during the academic year, an assessment effort that produced 1,239 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 86.2 percent (SDSU). The system-wide cumulative pass rate was 94.1 percent. In general, these pass rates have remained stable over the last five years.



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 (22.4) 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 is used. 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.

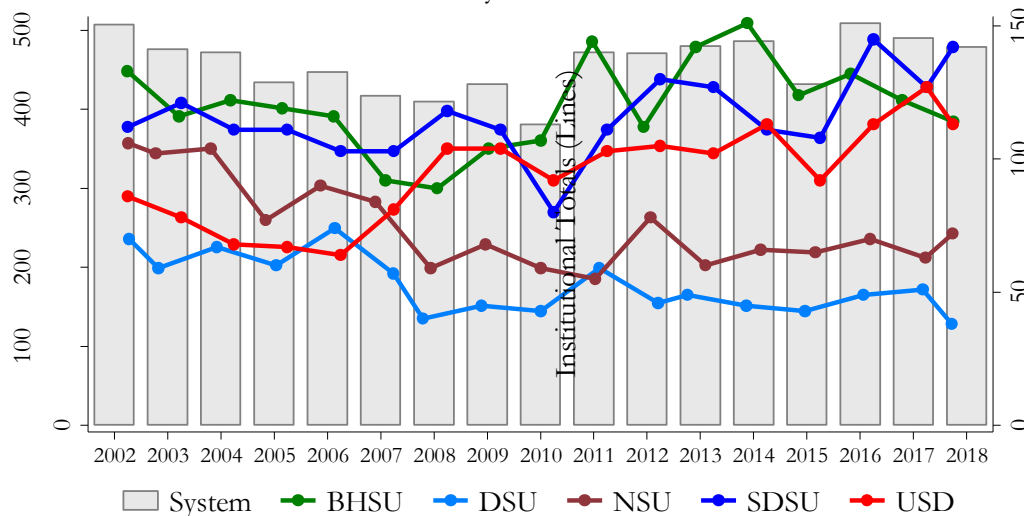
Graduates

A total of 7,795 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 FY2018 ($n=479$) than in FY2017 ($n=490$). Figure 3 shows complete historical figures over the entire analyzed timespan.

Table 1
Graduates by Year and Institution

	2014	2015	2016	2017	2018
BHSU	151	124	132	122	114
DSU	45	43	49	51	38
NSU	66	65	70	63	72
SDSU	111	108	145	127	142
USD	113	92	113	127	113
System	486	432	509	490	479

Figure 3
Graduates by Year and Institution



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 (56.3 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., 68.5 percent for in-state students versus 32.8 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

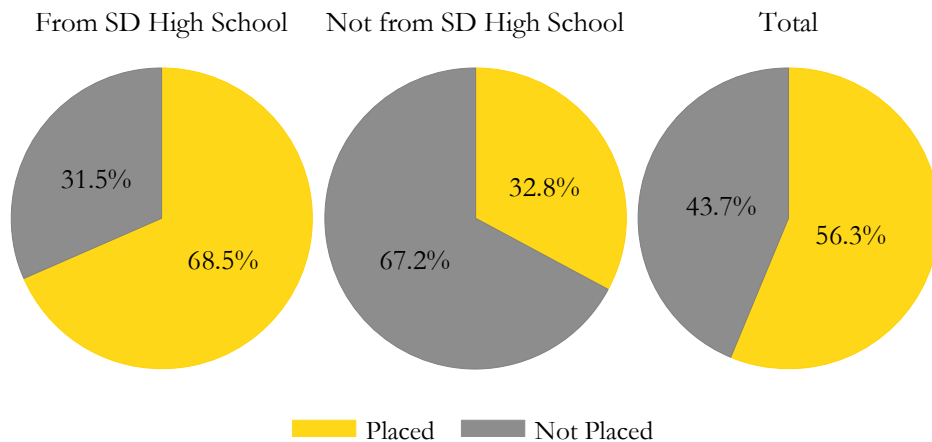


Table 2
In-State Placement Rates by Institution and High School State of Teacher
(Percentages)

	From SD High School			Not from SD High School			Total		
	Placed	Not Placed	Total	Placed	Not Placed	Total	Placed	Not Placed	Total
BHSU	70.7	29.3	100.0	32.1	67.9	100.0	54.9	45.1	100.0
DSU	80.3	19.7	100.0	51.9	48.1	100.0	73.7	26.3	100.0
NSU	72.1	27.9	100.0	33.5	66.6	100.0	63.6	36.4	100.0
SDSU	57.3	42.7	100.0	26.4	73.6	100.0	46.7	53.3	100.0
USD	68.4	31.6	100.0	34.0	66.0	100.0	54.2	45.8	100.0
System	68.5	31.5	100.0	32.8	67.2	100.0	56.3	43.7	100.0
(n)	3,513	1,618	5,131	874	1,790	2,664	4,387	3,408	7,795

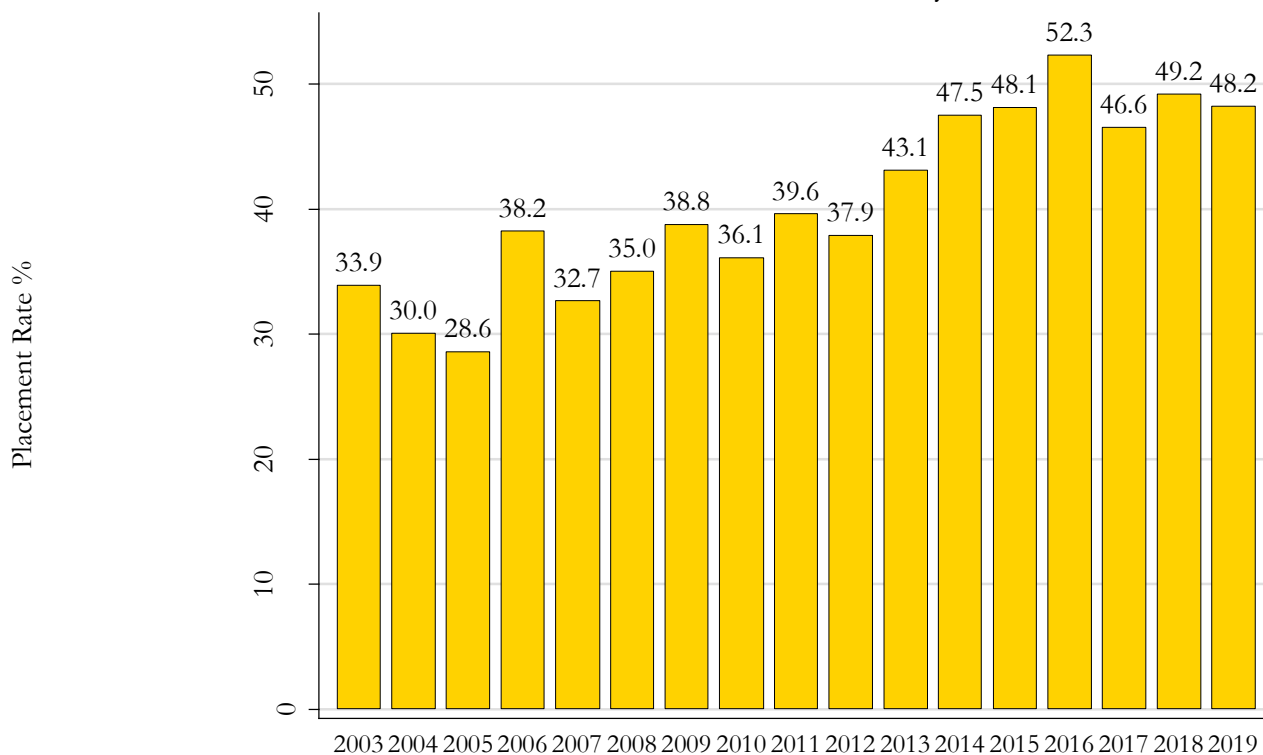
It is important to note that the placement rates cited here refer only to the proportion of teacher education graduates who are hired by in-state school districts. Placement rates do not include graduates who may have been hired by an out-of-state school district, hired by an educational organization 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."

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 48.2 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



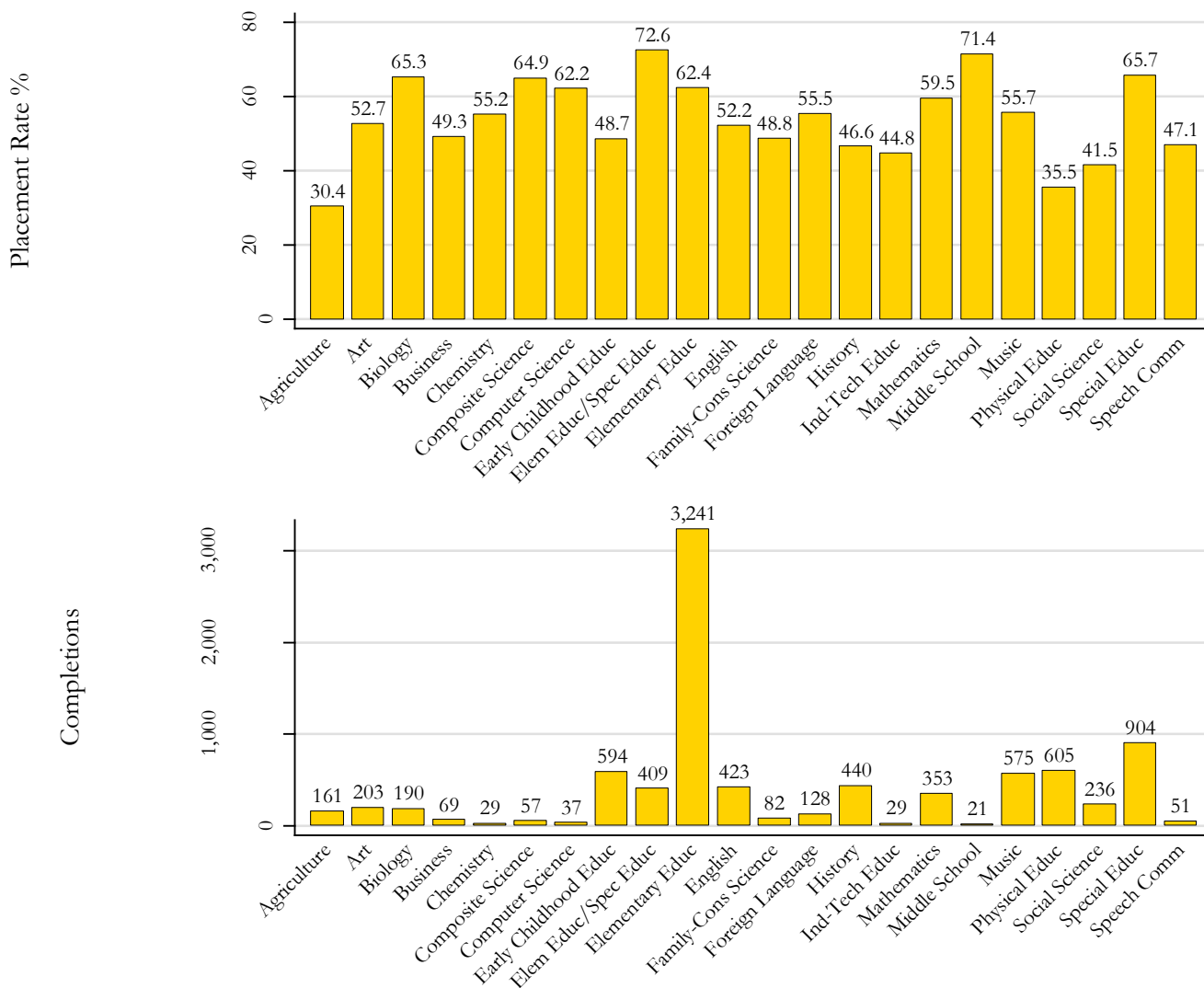
Across all graduating cohorts in this analysis, 40.5 percent of university system graduates were placed in a South Dakota school district during the first school year following graduation. Over this time, DSU has recorded the highest first-year placement rate (54.2 percent), followed by NSU (46.6 percent), BHSU (40.5 percent), USD (39.0 percent), and SDSU (31.4 percent).

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 (72.6 percent), middle school (71.4 percent), special education (65.7 percent), biology (65.3 percent), composite science (64.9 percent), elementary education (62.4 percent), and computer science (62.2 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



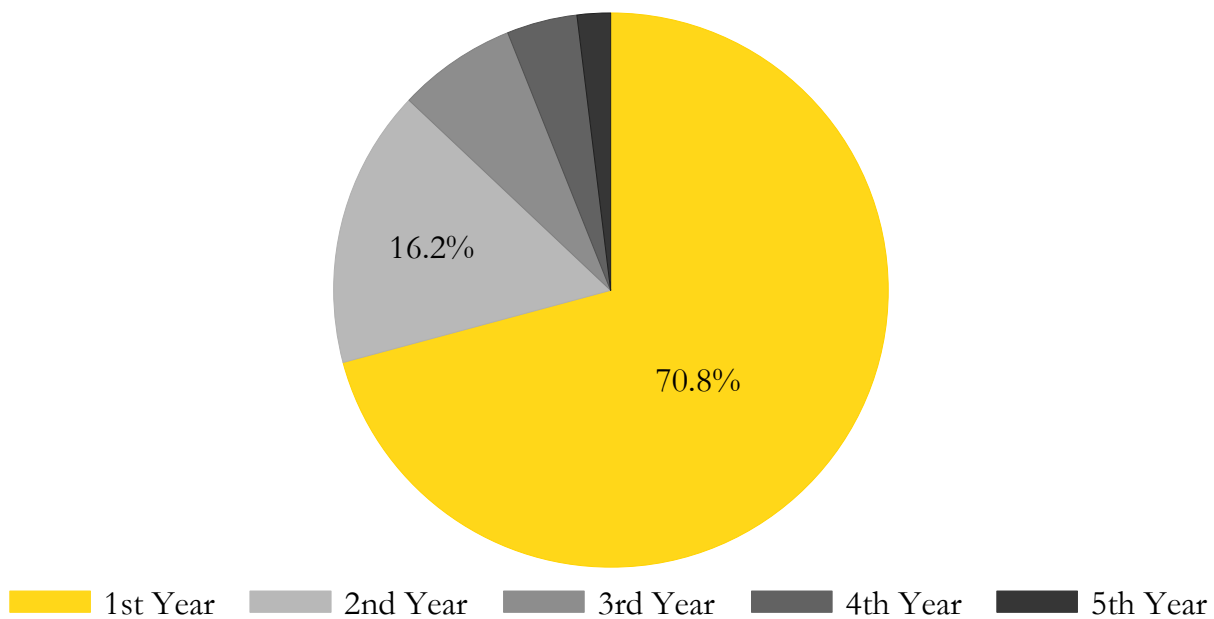
¹⁰ Placement rates reflect placements in any year following graduation. Students with multiple majors are counted once per major. Only areas with at least ten graduates are shown.

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 several older cohorts (FY2002-FY2014) 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-FY2014 – by year of initial in-state placement. This graph indicates that 70.8 percent of placed teacher education graduates were initially hired in the first subsequent academic year, while an additional 16.2 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



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-FY2014), 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.

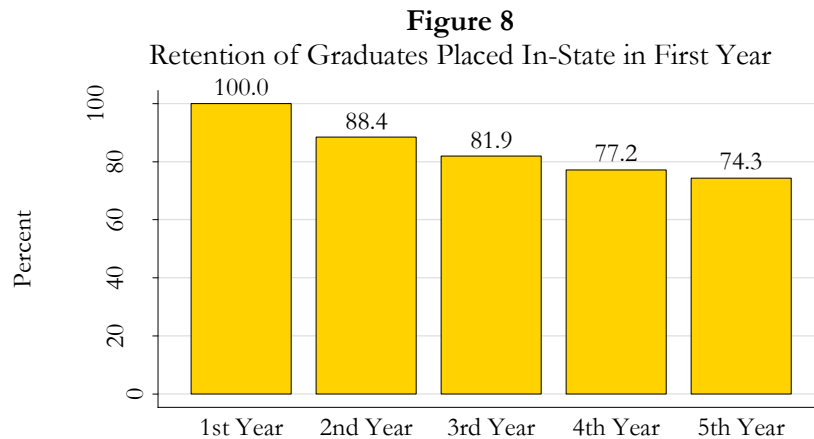
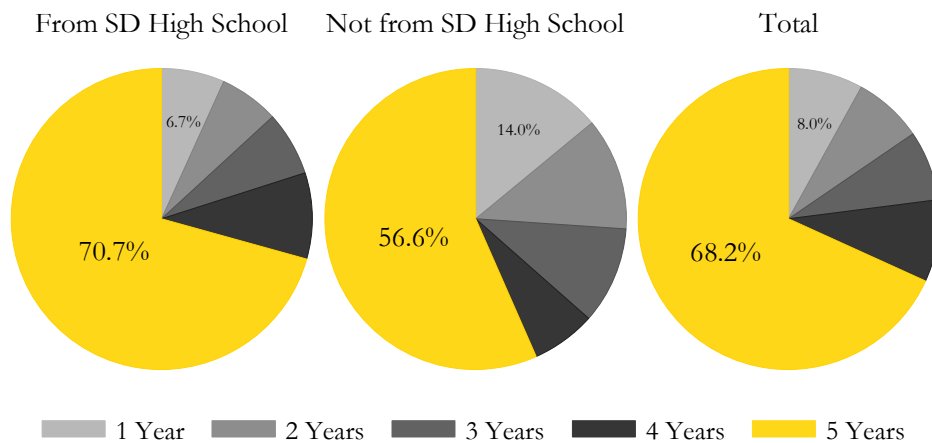


Figure 9 presents an alternate measure of retention: the total number of years taught within five years of initial placement. The right-most pie shows that, of teachers placed during the first year after graduation, the majority – 68.2 percent – remained in an in-state teaching position for all five 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



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 since FY2002. Figure 10a shows the distribution of South Dakota counties from which regental teacher education graduates matriculated, and Figure 10b shows the distribution of South Dakota counties in which regental teacher education graduates received their first in-state placements.

Figure 10a

Teacher Education Graduates (SD Residents) by County of High School Graduation

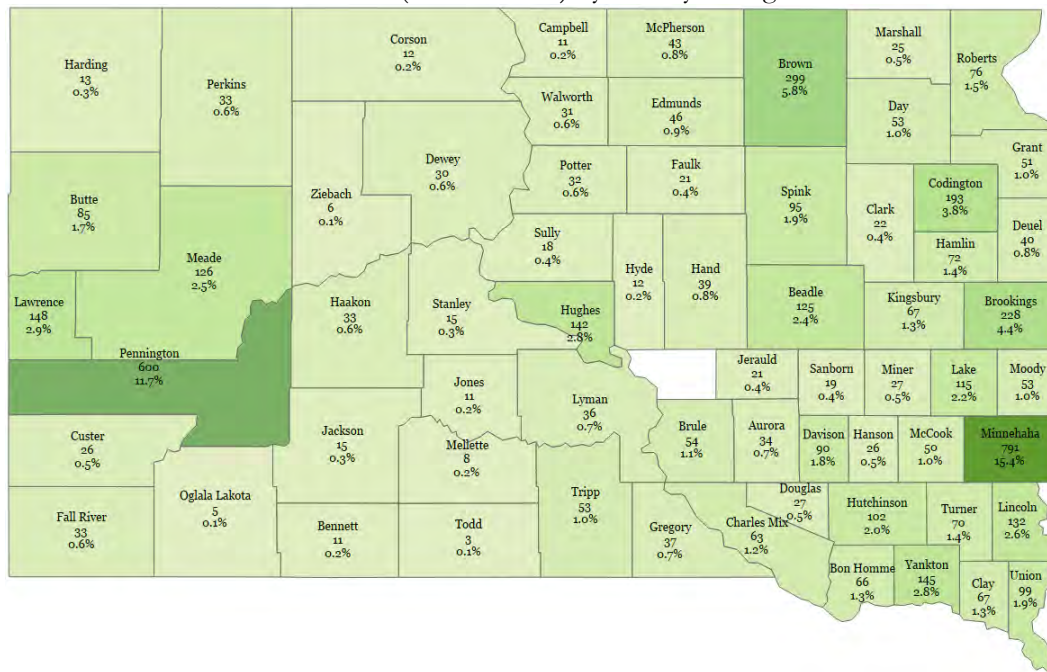
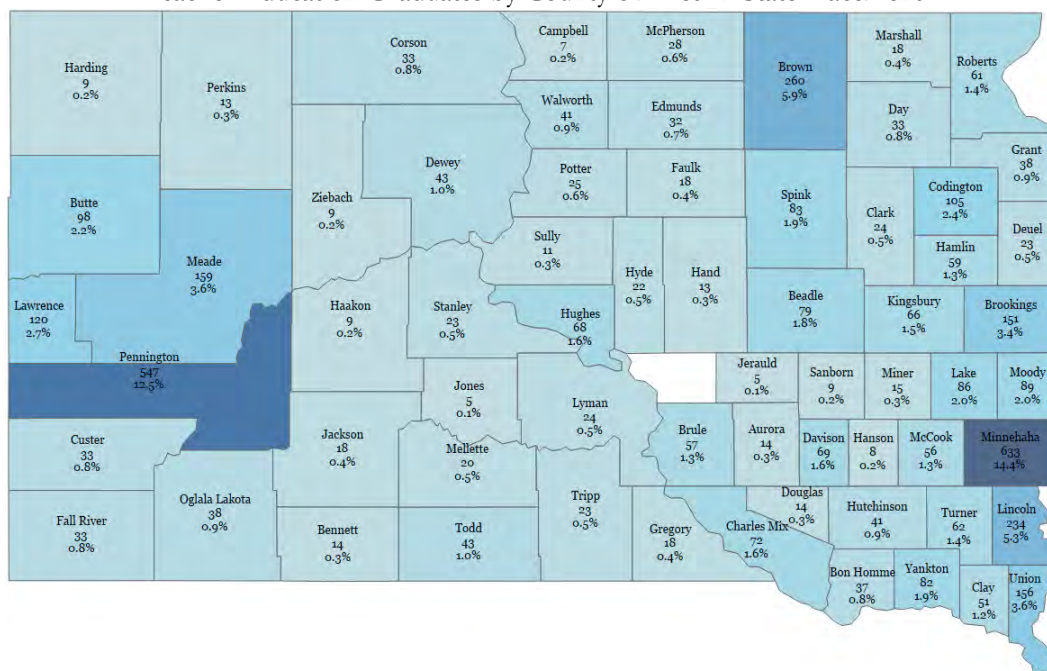


Figure 10b

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: Alternative certification programs provide an option for those who already hold 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.

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 2018.¹⁴

Table B1 shows two key labor market indicators for teachers in 2018. 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 However, the relatively low earnings of employed teachers in South Dakota (ranking fifth lowest out of seven adjoining states) are unlikely to provide the state with much leverage in efforts to recruit new entrants into the state’s teaching workforce.

Table B1
Unemployment Rates and Mean Earnings of Teachers by State, 2018

	Unemployment rate	Mean earnings
Iowa	0.3%	\$49,357
Minnesota	0.4%	\$56,293
Montana	1.1%	\$44,970
Nebraska	0.3%	\$48,190
North Dakota	0.0%	\$45,955
South Dakota	0.4%	\$46,178
Wyoming	0.0%	\$53,527
Region	0.4%	\$51,434

Table B2 provides information about the industrial and occupational placements of employed workers with an undergraduate degree in education. Over half of such workers in South Dakota work in the field of K12 education in some capacity. Similarly, more than half of all South Dakota workers with a teaching credential actually work in a K12 teaching occupation. Both of these rates are higher 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.

¹⁴ Data presented in this section were generated from the 2018 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 3.6 percent and 3.4 percent, respectively.

Table B2
Professional Placements of Teacher Education Degree Holders, 2018¹⁷

	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	55.4 ⁰ %	53.0 ⁰ %
Minnesota	53.3 ⁰ %	49.0 ⁰ %
Montana	51.5 ⁰ %	44.2 ⁰ %
Nebraska	52.4 ⁰ %	48.7 ⁰ %
North Dakota	54.5 ⁰ %	50.4 ⁰ %
South Dakota	61.1 ⁰ %	55.7 ⁰ %
Wyoming	51.9 ⁰ %	42.5 ⁰ %
Region	54.1 ⁰ %	49.8 ⁰ %

¹⁷ The category “who work in the field of education” includes 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*.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs **Consent**

AGENDA ITEM: 5 – Q

DATE: May 21, 2020

SUBJECT

Freshman Migration Analysis

CONTROLLING STATUTE, RULE, OR POLICY

[Freshman Migration Dashboard](#)

BACKGROUND / DISCUSSION

The biennial freshman migration analysis updates previous reporting by examining high school graduates who entered college in Fall 2018. This analysis uses data acquired from the US Department of Education to draw comparisons between two groups:

- 1) first-time freshmen from other states who enroll in postsecondary institutions in South Dakota, and
- 2) first-time freshmen from South Dakota who enroll in postsecondary institutions in other states.

IMPACT AND RECOMMENDATION

The report identifies or affirms several trends in student migration, including:

- **The state exported 1,443 college freshmen in Fall 2018.** South Dakota produced 5,907 high school graduates who enrolled in a degree-granting postsecondary institution in Fall 2018. Of these, 75.6 percent (4,464) enrolled in an in-state institution, while 24.4 percent (1,443) enrolled in an out-of-state institution.
- **The state imported 3,091 college freshmen in Fall 2018.** Of the 7,555 college freshmen who enrolled in South Dakota postsecondary institutions in Fall 2018, 4,464 (59.1 percent) were South Dakota residents and 3,091 (40.9 percent) were residents of another state.
- Expressed as a ratio, South Dakota imported more than two students (act. 2.14) for every one student exported.
- In 2000, South Dakota was a net exporter of college students, sending 68 more students out-of-state than entered the state. By 2018, South Dakota imported 1,648, more out-of-state students than left the state, the highest number since the system began tracking freshman migration.

ATTACHMENTS

Attachment I – Special Analysis: Interstate Migration of College Freshmen

INFORMATIONAL ITEM



*** Special Data Analysis ***

Interstate Migration of College Freshmen

Hundreds of thousands of first-time college students leave their homes each year to attend college in another state. However, not all states gain equally in this exchange. Some states attract more students than they send away, while others send away more students than they attract. Because the ability to attract and retain college-educated workers may bring lasting economic and social benefits, states typically aspire to be “in the black” with respect to the interstate exchange of college students. This topic begs an important question: How does South Dakota fare as a destination for college students? This report offers updated findings from SDBOR’s biennial analysis of federal migration data, and suggests that South Dakota has continued to sustain its status as a net importer of college students.

Data Notes

Information presented in this report is sourced from an original analysis of IPEDS residence and migration survey files, which are populated for all IPEDS institutions on a biennial basis.¹ In this report, data reflect fall enrollments of first-time, degree/certificate-seeking students graduating from high school in the last twelve months.² Enrollments are analyzed for four-year and two-year degree-granting, Title IV postsecondary institutions only. The current analysis is based on data from Fall 2018, which were released by IPEDS in 2019.

Analysis

Was South Dakota a “net importer” of college freshmen in Fall 2018? The answer to this question flows from two basic observations:

- **The state exported 1,443 college freshmen in Fall 2018.** South Dakota produced 5,907 high school graduates who enrolled in a degree-granting postsecondary institution in Fall 2018. Of these, 75.6 percent (4,464) enrolled in an in-state institution, while 24.4 percent (1,443) enrolled in an out-of-state institution.
- **The state imported 3,091 college freshmen in Fall 2018.** Of the 7,555 college freshmen who enrolled in South Dakota postsecondary institutions in Fall 2018, 4,464 (59.1 percent) were South Dakota residents and 3,091 (40.9 percent) were residents of another state.

¹ Residency and migration data submissions (from postsecondary institutions to IPEDS) are mandatory in even-numbered years and optional in odd-numbered years.

² Students enrolling in multiple states will be double-counted.

Combined, these observations confirm that South Dakota was a net importer of college freshmen in Fall 2018. A total of 1,443 South Dakota residents were lost to out-of-state colleges and universities, while 3,091 non-residents were drawn to South Dakota institutions during the same term. On the whole, these totals amount to a net gain of 1,648 college freshmen in Fall 2018. Expressed as a ratio, South Dakota imported more than two students (act. 2.14) for every one student exported.

3,091 students “imported”
– 1,443 students “exported”

+1,648 net gain

The following figures provide a closer look at historical migration trends. As seen in Table 1, the state’s migration differentials (shown as both integers and ratios) have shown consistent and dramatic improvement over the last two decades. In 2000, the state’s migration ratio of 0.96 reflected a net loss of 68 freshmen; by 2018, this ratio had improved to 2.14, nearly an all-time high. These data suggest that South Dakota has solidified its transformation from a net exporter of college freshmen to a net importer.

Table 1
Freshmen Migration to SD, 2000-2018

	2000	2002	2004	2006	2008	2010	2012	2014	2016	2018
Freshmen Imported	1,776	1,751	1,948	2,003	2,128	2,288	2,693	2,658	2,952	3,091
Freshmen Exported	1,844	1,851	1,819	1,513	1,563	1,447	1,382	1,433	1,375	1,443
Net Migration	-68	-100	129	490	565	841	1,311	1,225	1,577	1,648
Ratio	0.96	0.95	1.07	1.32	1.36	1.58	1.95	1.85	2.15	2.14

Segmenting by sector, a closer inspection of migration data shows that the regental system itself has been a key leader in this growth movement. Figure 1 (next page) indicates that the state’s four-year public institutions generated a sector-leading migration differential of +1,475, a figure that corresponds to a migration ratio of 2.84. This means that for every student leaving South Dakota in 2018 to study at a four-year public institution in another state, 2.84 out-of-state students entered the state to study at one of South Dakota’s four-year public institutions. In terms of raw numbers, the next closest sector was the four-year private sector, which generated a net gain of only 103 students. The state’s two-year sector accounted for a net gain of 70 students in Fall 2018.

Figure 1
Net Migration to SD by Sector, 2000-2018

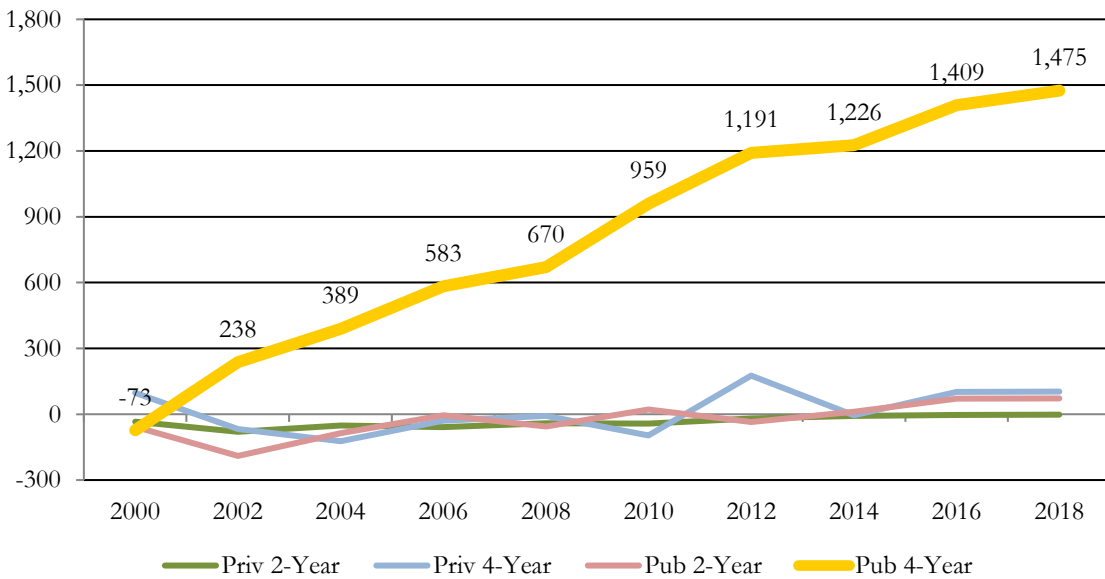


Table 2 provides national context for South Dakota's 2018 net migration figures.³ South Dakota's net gain of 1,648 students constitutes the 27th highest figure among all US states. It can be noted that South Dakota outperformed several neighboring states, including Minnesota, Montana, Nebraska, and Wyoming.

Table 2
Net Migration by State, 2018

PA	14,737	OK	3,882	SD	1,648	WA	-1,228
IN	10,504	KS	3,658	MI	1,593	AK	-1,267
AL	7,900	WV	3,619	MO	1,557	NV	-1,294
AZ	7,428	AR	3,509	MT	1,497	HI	-1,907
IA	7,421	WI	3,281	NE	1,381	CT	-4,151
NY	7,273	VA	3,211	DE	1,350	MN	-5,056
OH	6,695	OR	3,090	NH	1,268	MD	-6,414
MA	6,592	KY	2,951	ME	1,259	CA	-10,737
SC	6,460	ND	2,626	CO	958	TX	-12,576
UT	6,003	TN	2,556	WY	759	IL	-19,926
RI	5,944	VT	2,525	FL	678	NJ	-26,627
NC	5,572	ID	2,362	NM	-101		
MS	4,585	LA	1,997	GA	-252		
cont. →		cont. →		cont. →			

³ Table values will not sum to zero due to the presence of foreign students and students from an unknown state of origin.

Finally, Figures 2 and 3 help to clarify the flow of students between South Dakota and its neighboring states. Figures presented here show the number of students gained from (or lost to) institutions in South Dakota's six neighboring states since 2000. As seen below, South Dakota's postsecondary institutions (and its public four-year institutions in particular) have attracted an increasing number of students from most neighboring states, particularly Minnesota and Iowa.

Figure 2
Net Migration to SD, All Sectors

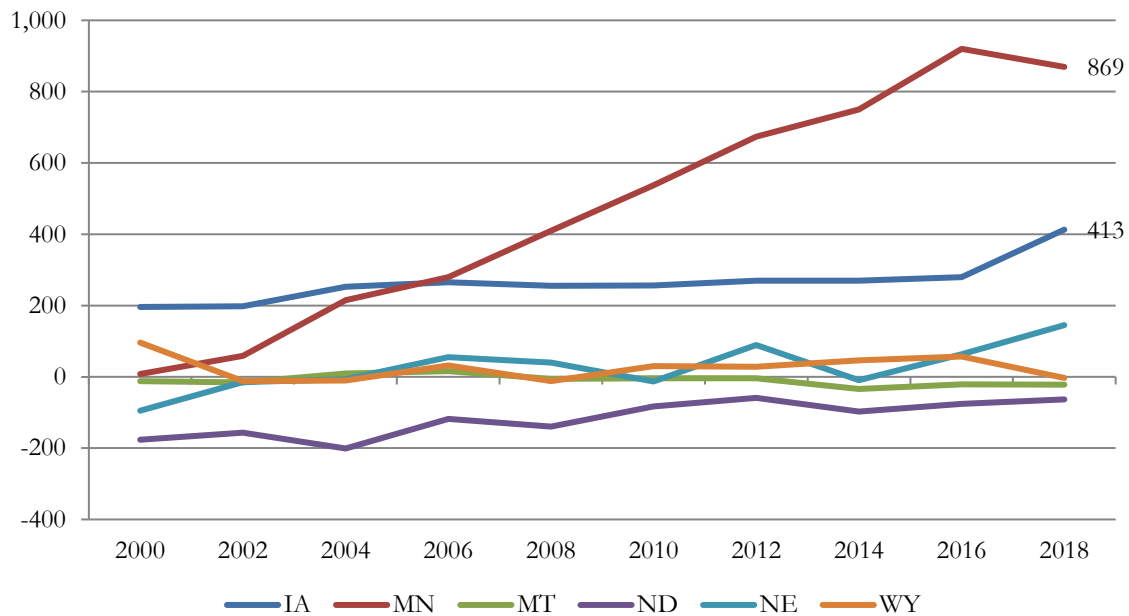
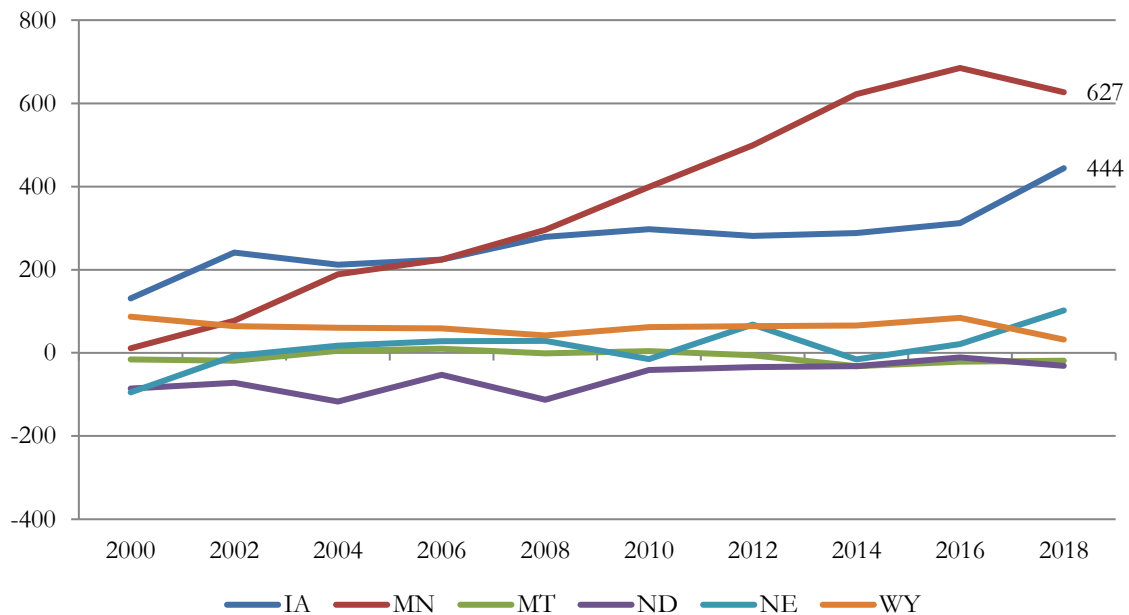


Figure 3
Net Migration to SD, Four-Year Public Institutions



SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – R

DATE: May 21, 2020

SUBJECT

SDBOR State Attainment Dashboard Update

CONTROLLING STATUTE, RULE, OR POLICY

[SDBOR State Attainment Dashboard](#)

BACKGROUND / DISCUSSION

BOR staff updated the [SDBOR State Attainment Dashboard](#) to include the latest year for which data is available (2018). The state attainment dashboard allows the user to see higher education attainment levels for each state. This dashboard also provides the South Dakota university system with metrics relating to the system's education attainment goal. In August of 2016, the Board of Regents adopted a statewide attainment goal of 65 percent of South Dakota citizens, ages 25 to 34, holding some type of postsecondary credential by 2025. The goal addresses a full range of educational attainment from technical certificates and apprenticeships to associate, bachelor, and graduate degrees. The dashboard utilizes data from the US Census Bureau's American Community Survey (ACS).

The chart below provides an overview of the data available in the dashboard update and compares South Dakota with its contiguous states.

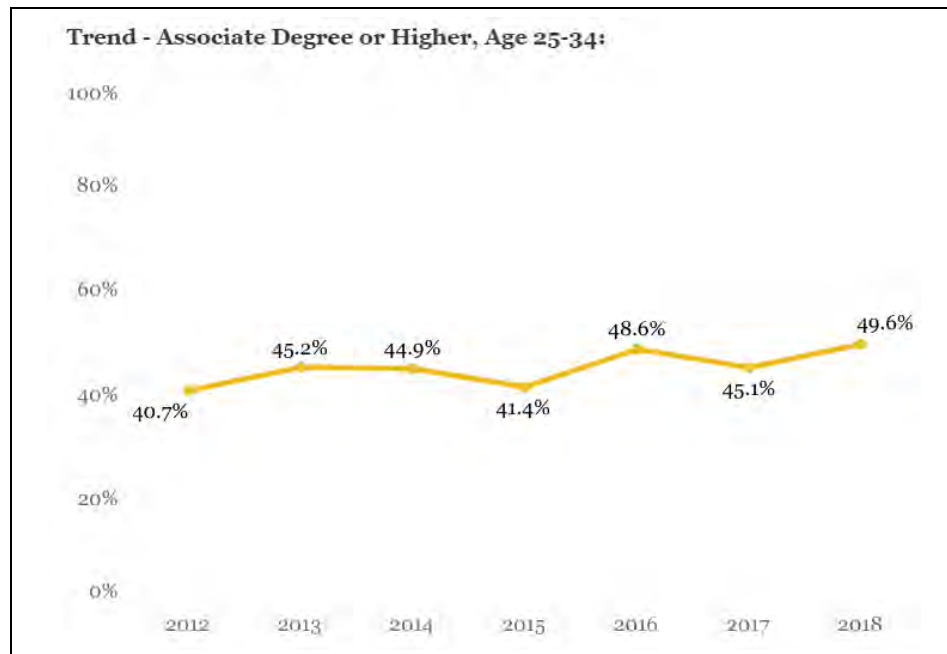
STATES	Population with an Associate Degree or Higher (Overall)	Population with a Bachelor's Degree or Higher (Overall)	Board of Regents Attainment Goal Target Population (ages 25 to 34) with an Associate Degree or Higher
South Dakota	44.9%	30.4%	49.6%
Montana	41.6%	30.5%	42.0%
Wyoming	40.2%	27.9%	38.9%
North Dakota	48.7%	31.1%	50.4%
Nebraska	47.0%	34.8%	51.6%
Minnesota	52.2%	39.2%	57.0%
Iowa	44.2%	30.9%	48.3%

(Continued)

INFORMATIONAL ITEM

IMPACT AND RECOMMENDATION

The dashboard update provides insight on both positive and negative impacts. On the positive side, South Dakota's associate degree or higher attainment for the target population of 25-34 year olds is trending upwards and currently ranks as the 14th highest in the nation.



Conversely, there is a significant disparity in education attainment in the state by race. South Dakota ranks last in the country in terms of an attainment gap within the target age population (attainment by persons of color minus attainment by whites).

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance
Consent

AGENDA ITEM: 5 – S

DATE: May 21, 2020

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 5-14-1](#) – Classification of Capital Improvements

[SDCL 5-14-2](#) – Supervision by Bureau of Administration of capital improvement projects
– Payment of appropriated funds

[SDCL 5-14-3](#) – Preparation of plans and specifications for capital improvements – State
building committees – Approval by board or commission in charge of
institution

[BOR Policy 6:4](#) – Capital Improvements

BACKGROUND/DISCUSSION

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).

(Continued)

INFORMATIONAL ITEM

4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.
5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
6. Final Design Plan submitted for Board approval.
7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

IMPACT AND RECOMMENDATIONS

No impact.

ATTACHMENTS

Attachment I – May 2020 Capital Projects List

South Dakota Board of Regents Capital Improvement Projects - May 2020

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC FACILITIES								
Black Hills State University								
E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	\$3,000,000 \$3,972,345 <u>\$2,400,000</u> \$9,372,345	Dec-19 Program Plan	Design	2022	Bastian
Lyle Hare Stadium Renovation					Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State University								
Event Center					Dec-16 Facility Stmt	Planning		Schaefer
Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	May-17 Design Plan	Construction (Substantially Complete)	Dec-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	Final Inspection	2019	Morgan
Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Construction	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 <u>\$6,040,000</u> \$6,559,000	Apr-15 Design Plan	Final Inspection Waiting on LEED	2018	Wink
Mineral Industries Building			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		Wink
Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R	\$4,000,000 <u>\$1,016,423</u> \$5,016,423	Dec-20 Program Plan	Design		Bastian
Stadium Renovation			HEFF Funds Local Private		Dec-20 Facility Stmt	A/E Selection		Bastian
South Dakota State University								
American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 <u>\$500,000</u> \$4,500,000	Jun-18 Design Plan	Final Inspection	2020	Schaefer
Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovations		HB1080-2016 SB172-2017	Livestock Disease Emergency 2018 State Bonded LDE/Animal Ready Fund Local ADRDL Fees	\$1,575,000 \$50,039,637 \$2,600,000 \$6,000,000 <u>\$1,105,000</u> \$61,319,637	Oct-16 Design Plan	Construction	2020	Morgan
Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$1,135,000 <u>\$1,400,000</u> \$2,535,000	May-18 Facility Stmt	Construction	2020	NA Exempted

South Dakota Board of Regents Capital Improvement Projects - May 2020

Facility Name	Ten-Year Plan	Legislative Action / YR	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
Dairy Unit - Replacement/Renovation of Cow Barn & Milking Parlor			Private	TBD	Apr-20 Facility Stmt	A/E Selection	2023	TBD
Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	\$3,750,000 \$3,893,765 <u>\$10,000,000</u> \$17,643,765	Aug-17 Facility Stmt	Planning	2022	Bastian
Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	\$600,000	Dec-17 Program Plan	A/E Selection	2020	Not Assigned
Raven Precision Agricultural Center - Phase 1		HB1264-2018	Local General Funds Private 2019 State Bonds	\$7,500,000 \$2,000,000 \$16,600,000 <u>\$20,000,000</u> \$46,100,000	Dec-18 Design Plan	Construction	2021	Morgan
Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			Local HEFF M&R	\$1,000,000 <u>\$5,500,000</u> \$6,500,000		Planning	2023	
Pugsley Center - Renovation			Private HEFF M&R	\$12,000,000 <u>\$4,000,000</u> \$16,000,000	Aug-17 Facility Stmt	Planning	2023	Morgan
Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	A/E Selection	2023	TBD
South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	Planning		Morgan
Utility Tunnel (North), Steam/Condensate Infrastructure (Repair and Modernization)	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds HEFF M&R General Fund M&R Local Funds	\$7,000,000 \$10,381,500 \$1,024,127 <u>\$50,000</u> \$18,455,627	May-17 Design Plan (revised)	Final Inspection	2019	Schaefer
Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds HEFF M&R	\$5,000,000 <u>\$5,043,000</u> \$10,043,000	Mar-16 Program Plan	Phased Project Design & Construction	2029	Schaefer

University of South Dakota

Dakota Dome Renovation		HB1060-2018	Private Local HEFF M&R	\$14,500,000 \$8,719,888 <u>\$5,400,398</u> \$28,620,286	Dec-17 Program Plan	Construction	2020	Schieffer
National Music Museum		HB1065-2018	Private HEFF M&R	\$9,095,000 <u>\$1,500,000</u> \$10,595,000	Dec-17 Program Plan	Construction	2020	Schieffer
Health Science Building		SB40-2020	HEFF M&R Private/Local One-Time State Funds	\$12,500,000 \$4,500,000 <u>\$5,000,000</u> \$22,000,000	Apr-20 Program Plan	Planning	2022	Lund

South Dakota School for the Blind & Visually Impaired

New School		HB1071-2018	Private GOED	\$11,847,916 <u>\$5,000,000</u> \$14,347,916	Aug-18 Facility Design Plan	Final Inspection	2020	Thares
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South Dakota Board of Regents Capital Improvement Projects - May 2020

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	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Construction	2021	Schaefer
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								
N/A								
University of South Dakota								
Wellness Center Expansion			Auxiliary Funds Auxiliary Bonds Private	\$10,000,000 \$6,000,000 \$5,700,000 \$21,700,000	Jun-19 Facility Stmt	Planning	2022	Lund

Board Action:

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid - Board approves substantive changes from program Plan

Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – T

DATE: May 21, 2020

SUBJECT

General Education Revisions

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:7](#) – Baccalaureate General Education Curriculum

[BOR Policy 2:26](#) – Associate General Education Requirements

[AAC Guideline 8.3](#) – Associate Degree General Education Curriculum Requirements

[AAC Guideline 8.4](#) – Baccalaureate General Education Curriculum Requirements

[AAC Guideline 8.1](#) – General Education Implementation Guidelines

BACKGROUND / DISCUSSION

At its most recent meeting on May 11, 2020, the System General Education Committee discussed campus proposals for General Education course revisions, and *recommended approval* of the following:

Northern State University

Revisions to SGR #6:

- Remove – [PHYS 111/111L Introduction to Physics I](#)
- Remove – [PHYS 113/113L Introduction to Physics II](#)
- Add – [BIOL 106/106L Human Biology](#)

South Dakota School of Mines and Technology

Revision to SGR #3:

- Add – [PSYC 102 Psychology of Personal Growth](#)

Revision to SGR #4:

- Add – [HUM 250 Environmental Ethics and STEM](#)

(Continued)

DRAFT MOTION 20200521_5-T:

I move to approve the revisions to system General Education course options as presented, effective Fall 2020.

South Dakota State University

Revisions to SGR #3:

- Update course title – [INFO / PHIL 102 Data Ethics](#)
- Update course title – [POLS 253 Current World Issues](#)
- Remove – [WMST 101 Introduction to Women's Studies](#)

Revisions to SGR #4:

- Update course title – [ARCH 241 Construction History](#)
- Update list to include both prefixes – [ART / DSGN 121 Design I 2D](#)

IMPACT AND RECOMMENDATION

The recommendations from the System General Education Committee are further supported by AAC. Approval would allow students to select one of these courses to meet the General Education goals beginning Fall 2020.

Board staff recommends approval.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs
Consent

AGENDA ITEM: 5 – U

DATE: May 21, 2020

SUBJECT

Reorganization of Academic Unit – NSU – College of Professional Studies

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:14](#) – Campus Organization Structure

BACKGROUND / DISCUSSION

Effective July 1, 2020, Northern State University requests to combine its Millicent Atkins School of Education and its School of Business under a new administrative unit, the College of Professional Studies. Both Schools will retain their unique identities.

This administrative reorganization will recognize the importance of the included academic programs to the development of education and business professionals in the state of South Dakota and the region. Since the founding of Northern Normal and Industrial School in 1901, Northern has excelled in teacher preparation and education in the State of South Dakota. Subsequently, nearly 50 years ago, the Board of Regents recognized Northern State University's leadership in business education by approving the founding of the NSU School of Business.

The new College of Professional Studies will unite, into one administrative unit, this long history of education and business leadership for the benefit of Aberdeen, the State of South Dakota, and the broader region that Northern State University serves as a regional, liberal arts, public university. The educational mission of NSU, from the day of its founding, has included the preparation of teachers for both urban and rural school districts in the State. This mission continues to this day, for example, in serving over 30 rural school districts in South Dakota, with the Rural Student Teaching program, started in 2002. Likewise, the School of Business, over the course of its history, has educated numerous students who return to their family farms and rural communities to organize, found, and lead business organizations that bring prosperity and employment to local communities throughout the State.

(Continued)

DRAFT MOTION 20200521_5-U:

I move to approve NSU's request to combine its Millicent Atkins School of Education and its School of Business under a new administrative unit, the College of Professional Studies.

Academically, there is strong symbiosis between the units of the new College of Professional Studies. The School of Business has had an active internship program for the benefit of students and businesses for decades, while the School of Education has nearly always required the ultimate in internship programs, student teaching. Nearly all of the programs in both the School of Education and The School of Business are accredited by discipline specific accreditors, which have a similar emphasis on program excellence and continuous improvement. More recently in the history of both the School of Education and the School of Business, have been the collaborative programs in Sports Marketing and Administration (BS) and Sports Management (minor). The possibilities for additional academic synergies in the refreshment and growth of established programs, and in the development both new undergraduate and graduate programs, will only be enhanced with the administrative unity of the College of Professional Studies.

IMPACT AND RECOMMENDATIONS

This reorganization will allow NSU to reduce its number of deans from four to three, creating significant financial efficiency. The name of the new unit was recommended by a task force composed of six faculty members and two deans, and was ratified by the President's Leadership Cabinet.

Board staff recommends approval.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – A

DATE: May 21, 2020

SUBJECT:

BOR Policy 1:5 – Executive Director Revisions (First and Final Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 1:5](#) – Executive Director

[13-49-10. Appointment of executive director--Qualifications--Supervision by board.](#)

The Board of Regents shall appoint an executive director, who shall be a full-time employee of the board. The executive director shall have a graduate degree from a recognized college or university and shall by training and experience be familiar with the operations and problems of institutions of higher education. The executive director shall carry out the directives of the Board of Regents and shall be under the board's general jurisdiction and supervision.

BACKGROUND / DISCUSSION

At the request of the Board of Regents, the recommended changes to Section C.1 of BOR Policy 1:5 include:

1. Striking the language that the executive director shall have a post-graduate degree, and modifying the language to require a graduate degree from an accredited university to align the policy with SDCL 13-49-10.
2. Striking the language that requires that the executive director maintain a full-time office in Pierre, SD.

IMPACT AND RECOMMENDATIONS

These changes provide the board with greater flexibility in the recruitment and selection of the executive director position. This is a first and final reading of the policy, the board will waive the two reading policy as required in Section 5.5.1 of the By-Laws.

ATTACHMENTS

Attachment I – BOR Policy 1:5 Proposed Revisions

(Continued)

DRAFT MOTION 20200521_6-A:

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 BOR Policy 1:5 – Executive Director as outlined in Attachment I.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Executive Director

NUMBER: 1:5

A. PURPOSE

To address the appointment of the Executive Director and designate the duties, responsibilities, and authority of the position of Executive Director of the Board of Regents.

B. DEFINITIONS

None

C. POLICY

1. Appointment, Term and Qualifications

The Board of Regents shall appoint an Executive Director of the Board of Regents, who shall be a full-time employee of the Board ~~and maintain his or her principal office in Pierre.~~ The Executive Director shall be responsible to the Board and removable at the pleasure of the Board, shall have a ~~post~~-graduate degree from an an accredited ~~recognized~~ college or university and shall by training and experience be familiar with the operations and problems of institutions of higher education. The Executive Director shall serve on the basis of an employment contract.

2. Authority and Responsibility

The Executive Director shall carry out the directives of the Board of Regents and shall be under the Board's general jurisdiction and supervision. He or she shall administer the policies of the Board, secure compliance with Board regulations, and advise the Board of problems affecting higher education. The Executive Director may act for the Board to the extent authorized by the Board and shall at all times report such action to the Board.

Any requests or directives by the Executive Director for information or action shall be directed to the president or superintendent of the university or special school who shall receive such request or directive as if it were received directly from the Board of Regents. While the presidents and superintendents report to the Board of Regents, they report to the Board through the Executive Director.

The responsibilities of the Executive Director shall include the following:

- 2.1. Administer the Board Office of the Board of Regents; recruit and select the staff; conduct professional development programs for the staff, evaluate their performance, and maintain

an organizational structure in the Office that serves the needs of the System and the Board of Regents.

- 2.2. Preside at meetings of the Council of Presidents and Superintendents.
- 2.3. Coordinate the collective bargaining process for the System.
- 2.4. Serve as arbitrator in COHE grievances for the System prior to the final stage of submitting a grievance to a hearing officer.
- 2.5. Maintain the Policy Manual for the Board and the Fact Book for the System for the Regents, presidents and superintendents.
- 2.6. Authorize correction of clerical errors in the Policy Manual and updating cross references and references to external authorities; provided that such changes do not effect a substantive change in Board policy.
- 2.7. Compile, distribute and maintain regular and special reports as directed by the Regents.
- 2.8. Review and monitor institutional personnel action requests for compliance with Board policies.
- 2.9. Coordinate the preparation and submission of legislative bills authorized by the Board; monitor the progress of legislation affecting higher education and provide timely reports to the Board and the presidents and superintendents; and present testimony - as authorized by the Board - on legislation that affects the System.
- 2.10. Coordinate the orientation program for new members of the Board.
- 2.11. Coordinate and monitor reciprocity agreements with contiguous states.
- 2.12. Serve as a spokesperson for the accomplishments and needs of public higher education in South Dakota.
- 2.13. Convene System-wide standing committees on behalf of the Board.
- 2.14. In the recruitment and appointment of presidents and superintendents, coordinate the appointment of a search committee, arrange for staffing, and serve as an ex officio member of the committee.
- 2.15. Direct – as required by the Board – and coordinate planning for the System, including the regular review of the missions and programs of the institutions.
- 2.16. Conduct system-wide studies to guide policy decisions of the Board.
- 2.17. Keep the Board informed of developments in the state, the nation, and internationally that could affect the System.
- 2.18. Coordinate the preparation, presentation and accounting of the budget for the System.
- 2.19. Coordinate the activities of the Regents, the presidents and superintendents, and Board staff in relations with state officials.
- 2.20. Receive personnel recommendations from the presidents and superintendents, and place these on the agenda of the Board if they are consistent with Board policy.
- 2.21. Transmit campus operating budgets and appropriation requests to the Board with independent, written recommendations.

- 2.22. Approve and submit to the Board, with recommendations, significant contracts for goods and services, subject to the limits specified in Board policy.

Additional responsibilities may be assigned to the Executive Director by the Board of Regents as required.

3. Emergency Contract Approval

For contracts requiring Board approval pursuant to Board Policy 5:3 or another Board Policy, the Executive Director is authorized to approve any such contract on behalf of the Board in situations where the Executive Director determines that immediate contract approval is necessary as follows:

- 3.1. Contracts that involve a payment or liability by the Board of more than \$50,000 requires the Executive Director to consult with, and obtain the concurrence of, the President of the Board.
- 3.2. Contracts that involve a payment or liability of \$50,000 or less by the Board, may be approved by the Executive Director without consulting with the President of the Board.

4. Curricular Requests

The Executive Director or his/her designee as the System Chief Academic Officer is authorized to approve new courses and substantive course and program modifications subject to Board Policy 2:23. Experimental courses may be offered on campus twice before obtaining Executive Director approval.

5. Delegation of Authority in Employment Actions

Except where exclusively reserved, the Board delegates authority for personnel appointments, terminations, and compensation management to the Executive Director as described below. In fulfilling this responsibility, the Executive Director shall exercise their authority consistent with Board policies and procedures, the South Dakota Civil Service Act and its implementing regulations, or the collective bargaining agreement between the Board and the Council of Higher Education.. Notwithstanding this delegation, the Board retains full authority regarding personnel appointments, terminations, and compensation management consistent with the Board's constitutional duty to control the institutions under its governance. The provisions of Section C(5) of this policy will supersede any other inconsistent policy requirements in the Board of Regents policy manual relating to employment actions.

5.1. Delegation to the Executive Director

Except as provided in Section C (5.2), the Executive Director shall have the authority subject to this section to appoint, terminate, manage, supervise, control and determine compensation for the personnel of the Office of the Executive Director.

5.2. Authority Exclusively Reserved to the Board

Board approval is required for:

- 5.2.1. The initial appointment of any employee who reports directly to the Executive Director;

- 5.2.2. The initial appointment of an employee to any position with salary that is greater than or equal to seventy-five percent (75%) of the salary of the applicable Executive Director;
- 5.2.3. Any mid-year, permanent compensation adjustments, outside of salary policy, that are five percent (5%), or greater, for benefit eligible non-faculty exempt employees in the Office of the Executive Director;
- 5.2.4. Annual salary policy increases that are greater than the Board approved salary policy pool by five percent (5%), or more; and
- 5.2.5. The granting of professional development leave for non-faculty employees.

FORMS / APPENDICES:

None

SOURCE:

SDCL 13-49-10; BOR April 1981; BOR February; BOR March 1989; BOR June 1991; BOR January 1996; BOR December 1996; BOR December 1997; BOR August 2014; BOR March 2018; BOR June 2018; [BOR May 2020](#).-

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 6 – B

DATE: May 21, 2020

SUBJECT

FY22 Informal Budget Hearing Format

CONTROLLING STATUTE, RULE, OR POLICY

[SDCL 4-7-7](#) – Annual Budget Estimates Submitted by Budget Unit

BACKGROUND / DISCUSSION

Board of Regents budget hearings have historically been held in conjunction with the June Board meeting. Last year's format was an individual presentation from each of the presidents, superintendent, and the executive director discussing highest priorities and key budget issues. For FY22, the campuses will be instructed to provide documentation of their top two (2) priorities for one-time funding during their presentation.

IMPACT AND RECOMMENDATIONS

The current plan is to have the informal budget hearings on June 24th. The proposed schedule is below.

FY22 Informal Budget Hearings	Wednesday, June 24, 2020
SDSU/CES/AES	9:15 - 10:00 am
SDSBVI & SDSD	10:00 – 10:20 am
Break	10:20 – 10:30 am
USD/Law School/SSOM	10:30 am – 11:15 am
SDSM&T	11:15 am – 11:35 am
DSU	11:35 am – 11:55 am
Lunch	11:55 am – 1:00 pm
NSU	1:00 – 1:20 pm
BHSU	1:20 – 1:40 pm

A final budget adoption will occur at a special Board meeting in July.

ATTACHMENTS

None

INFORMATIONAL ITEM

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – A (1)

DATE: May 21, 2020

SUBJECT

Revisions to BOR Policy 2:17 – Awarding of Degrees, Graduation Dates, and Catalog of Graduation Revisions, and BOR Policy 2:18 – Honorary Doctorate Degrees (First Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[Board Policy 2:17](#) – Awarding of Degrees, Graduation Dates, and Catalog of Graduation
[Board Policy 2:18](#) – Honorary Doctorate Degrees

BACKGROUND / DISCUSSION

The Academic Affairs Council (AAC) discussed edits to BOR Policy 2:17 at the [August 2019](#) meeting.

The proposed edits originated with recent situations with terminally ill students awarded honorary bachelor's degrees in special circumstances. While the current Board of Regents policy framework does not prevent awarding honorary bachelor's degrees, the policies are largely silent on related parameters and process. AAC discussion in August 2019 indicated a preference for a broad policy authorizing institutions to award honorary bachelor's and master's degrees depending upon the situation. As Board staff prepared revised policies, a decision was made to better align the existing policies in 2:17 and 2:18. These revisions were reviewed by AAC at their [October 2019](#) and [January 2020](#) meetings.

IMPACT AND RECOMMENDATION

BOR Policy 2:17 currently is limited to honorary doctorate degrees. BOR Policy 2:18 addresses the awarding of academic degrees, but also the awarding of posthumous degrees. The proposed revisions change Policy 2:17 from “Honorary Doctorate Degrees” to “Honorary Degrees” and contains the additional policy framework for honorary bachelor's and master's degrees in addition to relocating the policies for posthumous degrees from 2:18. BOR Policy 2:18 is unchanged except for the removal of the posthumous degree language.

(Continue)

DRAFT MOTION 20200521_7-A(1):

I move to approve the first reading of the proposed revisions to BOR Policy 2:17 and BOR Policy 2:18, as presented in Attachments I and II.

Revisions to BOR Policies 2:17 & 2:18

May 21, 2020

Page 2 of 2

In addition, Policies 2:17 and 2:18 have been updated to the new format.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:17

Attachment II – Proposed Revisions to BOR Policy 2:18

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Awarding of Degrees, Graduation Dates, and Catalog of Graduation

NUMBER: 2:17

A. PURPOSE

To establish graduation dates and the appropriate catalogs under which students graduate.

B. DEFINITIONS

1. **Academic Degree:** A degree awarded for completion of an academic program and that appears on a transcript. Institution Presidents certify the student has satisfied academic degree requirements in Board Policy or in curricular requests approved by the Board.
2. **Catalog:** The collection of requirements that a student must meet in order to graduate with an academic degree.

C. POLICY

1. Awarding of Academic Degrees

The Board approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university. In recommending that the Board approve the award of a degree to an individual, the President certifies that the student has satisfied, or is expected to satisfy, the applicable degree requirements in Board Policy or in curricular requests approved by the Board.

- 1.1. Board approval is contingent upon the student's completion of all of the degree requirements. A degree may be awarded only after the student has completed the degree requirements.
- 1.2. Approval of institutional recommendations by the Board shall not be to waive any degree requirement for an individual student.
- 1.3. Recommendations for awarding degrees shall be submitted to the Board through its Executive Director and Chief Executive Officer and shall appear on the agenda of a regularly scheduled Board meeting.
 - 1.3.1. Universities are authorized to hold commencement exercises prior to Board approval of institutional recommendations.
 - 1.3.2. The recommendations shall be submitted in a uniform format determined by the Board.

1.3.3. Recommendations shall be submitted to the Board through its Executive Director and Chief Executive Officer according to the following schedule:

1.3.3.1. Recommendations for May commencement exercises or graduation shall be provided to the Board at its regularly scheduled May meeting.

1.3.3.2. Recommendations for August commencement exercises or graduation shall be provided to the Board at its regularly scheduled August meeting.

1.3.3.3. Recommendations for December commencement exercises or graduation shall be provided to the Board at its regularly scheduled December meeting.

~~2. Awarding of Posthumous Degrees~~

~~2.1. **Posthumous Degrees** In rare occasions, the Board will authorize the awarding of a posthumous academic degree in recognition of meritorious but incomplete work that represents substantial progress toward degree completion. Most commonly this will be granted in those cases where the student was enrolled in good standing and in the final phases of degree completion at the time of death. However, since these are honorary awards, exceptions to this guideline may be made. For example, when the student's death occurred under extraordinary circumstances such as while participating in a university sponsored activity or while on military duty, it may be recommended that degrees be awarded to individuals with fewer credit hours completed. Exceptions may also be made for other mitigating circumstances such as those cases where chronic illness or some other intervening factor prevented continuous enrollment.~~

~~2.2. The President will forward the institution's recommendation for Board consideration. The recommendation should address the deceased student's standing and provide adequate justification for the award.~~

~~2.3. Each institution shall establish a procedure for initiating and reviewing recommendations which will include at a minimum a review by the faculty and administrators with oversight of the deceased student's field of study.~~

~~2.4. Recommendations from the institution must be submitted to and acted upon by the Board of Regents prior to the commencement at which the degree will be conferred.~~

~~3.2. Graduation Dates~~

~~3.1.2.1.~~ The official date of graduation for the term is the last date of the term. For the Fall and Spring terms, this date is the last date of final examinations. For the Summer term, it is the last date of the full summer term. This date of graduation will be recorded both on the academic transcript and on the diploma.

~~3.2.2.2.~~ Commencement ceremonies may be held prior to the official graduation date or after the official graduation date.

~~3.3.2.3.~~ A student's official date of graduation shall be the official date of graduation for the term in which the student successfully completes all requirements.

3.4.2.4. The final graduation verification date for each term will be two days prior to the Clearinghouse certification date.

3.4.1.2.4.1. The institution's Vice President for Academic Affairs may make an exception to the final graduation verification date for student teachers who complete their student teaching experience on a date after the verification deadline.

3.4.2.2.4.2. The Medical School is exempted from the final graduation verification date.

3.4.3.2.4.3. Other than the exceptions noted above for student teachers and the Medical School, a student's date of graduation will not be backdated. If the student does not meet graduation requirements prior to the verification deadline, the student must apply for graduation in a future term.

4.3. Catalog of Graduation for Undergraduate Students

4.1.3.1. The catalog of graduation begins with the summer term and ends with the subsequent spring term.

4.2.3.2. Every student is required to have a catalog of graduation. New and transfer students are assigned the catalog in effect at the time of their initial enrollment at the university from which they are seeking a degree. Students may elect a catalog of graduation that is later than their initial catalog but may not elect a catalog of graduation that is earlier than their initial catalog.

4.3.3.3. In order to receive a degree, a student must meet the program requirements listed in his/her catalog of graduation.

4.4.3.4. Students who discontinue enrollment at any Regental university for more than two consecutive semesters are assigned the catalog in effect at the time of their re-enrollment as their catalog of graduation.

4.5.3.5. Students are considered to be in continuous enrollment for purposes of the catalog of graduation so long as any break in enrollment at any Regental university is for two or fewer consecutive semesters (excluding summer) and students maintain their degree seeking status at the same Regental university.

4.6.3.6. Students who change their degree seeking status from one Regental university to another Regental university are assigned the catalog of graduation that corresponds to the term they are admitted to their new degree granting university.

4.7.3.7. Students who are not currently enrolled and who petition to graduate based on coursework previously completed at a Regental university are assigned the catalog in effect during the term they wish to graduate.

FORMS / APPENDICES:

None

SOURCE:

BOR November 1990; BOR September 1992; BOR June 1997; BOR August 2003; BOR August 2004; BOR August 2009; BOR August 2014.

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: Honorary ~~Doctorate~~ Degrees

NUMBER: 2:18

A. PURPOSE

To establish processes by which universities and the Board of Regents may bestow non-academic honorary and posthumous degrees.

B. DEFINITIONS

- 1. Honorary Doctorate Degree:** The honorary doctorate is the highest honor bestowed by the Board of Regents and the universities. The purpose of the honorary doctorate is to pay tribute to worthy individuals and at the same time enhance the universities by such action. The honorary doctorate is not equivalent to or a replacement for an earned academic degree and does not appear on a transcript.
- 2. Honorary Bachelor's or Master's Degree:** An honorary degree awarded by the Board of Regents and the universities when it is determined as more appropriate than an Honorary Doctorate Degree. The honorary Bachelor's or Master's Degree is not an equivalent or a replacement for an earned academic degree and does not appear on a transcript.
- 3. Posthumous Degree:** An honorary degree awarded by the Board of Regents and the universities to a deceased student who was in the final phases of academic degree completion at the time of death or whose death occurred under extraordinary circumstances such as in a university sponsored activity or while on military duty. Posthumous degrees do not appear on a transcript.

C. POLICY

1. Honorary Doctorate Eligibility

Substantial evidence of outstanding achievement must be presented. Careful distinction must be made between the extraordinary effort of talented, selfless and energetic individuals who have performed beyond the call of duty in service to humankind, in contrast to fulfilling normal expectations in service, employment, or professional requirements (including longevity).

The recipient must be present at the convocation at which the degree is conferred.

1.1. An honorary doctorate degree may be granted to an individual who has:

1.1.1. Achieved distinction in his/her profession; and/or

1.1.2. Rendered outstanding contribution or service to the people of South Dakota;
and/or

- 1.1.3. Made a recognized scholarly or service contribution as a regional, national, or international figure.
- 1.2. Honorary doctorate degrees may not be awarded to the following public officers or employees during their terms of public service:
 - 1.2.1. Faculty members and administrators of a Regental university or special school;
 - 1.2.2. Regents or other officers of the State of South Dakota.
 - 1.2.3. Holders of federal office as a representative of South Dakota.

2. Types of Honorary Doctorate Degrees

- 2.1. Institutional mission and complement of programs determine the types of honorary doctorate degrees that may be awarded. Honorary doctorate degrees may be selected from the following:
 - 2.1.1. Doctor of Humane Letters;
 - 2.1.2. Doctor of Laws;
 - 2.1.3. Doctor of Letters and Literature;
 - 2.1.4. Doctor of Public Service;
 - 2.1.5. Doctor of Science.

3. Honorary Bachelor's or Master's Degree Eligibility

- 3.1. The honorary bachelor's or master's degree is awarded in rare circumstances.
- 3.2. An honorary bachelor's or master's degree may be awarded to an individual for outstanding achievement, contribution to a university, or contribution to the university system that is significant but does not rise to the level of the honorary doctorate degree.
- 3.3. An honorary bachelor's or master's degree may be awarded to a Regental system student who is terminally ill and in the final phases of degree completion.
- 3.4. A recipient of an honorary bachelor's degree or master's degree does not need to be present at a convocation to receive the award.
- 3.5. Honorary bachelor's degrees and honorary master's degrees may not be awarded to the following public officers or employees during their terms of public service:
 - 3.5.1. Faculty members and administrators of a Regental university or special school;
 - 3.5.2. Regents or other officers of the State of South Dakota.
 - 3.5.3. Holders of federal office as a representative of South Dakota.

4. Types of Honorary Bachelor's or Master's Degrees

- 2.2.4.1. The type of honorary bachelor's and honorary master's degrees (e.g., honorary Bachelor of Science, honorary Master of Arts) a university may award is limited to the type of academic degrees that the institution is currently approved to offer.

5. Honorary Degree Approval Process

- 5.1. The Board of Regents approves honorary ~~doctorate~~ degrees recommended by the universities.
- 5.2. Each university shall establish a process for consideration of nominations for honorary ~~doctorate~~ degrees.
- 5.3. Significant changes to that process will be reported to the Executive Director and Chief Executive Officer who will notify the Board.
- 5.4. Recommendations from the universities are submitted to the Board of Regents prior to the commencement at which the honorary doctorate degree is conferred or prior to the conferral of the honorary bachelor's or master's degree.
- 5.5. The Board of Regents may award honorary ~~doctorate~~ degrees on its own behalf.
- 5.6. Exceptions must be approved by the Board of Regents or by the Executive Director and Chief Executive Officer if circumstances arise.

6. Awarding of Posthumous Degrees

- 6.1. In rare occasions, the Board will authorize the awarding of a posthumous degree in recognition of meritorious but incomplete work that represents substantial progress toward degree completion. Most commonly this will be granted in those cases where the student was enrolled in good standing and in the final phases of degree completion at the time of death. However, since these are honorary awards, exceptions to this guideline may be made. For example, when the student's death occurred under extraordinary circumstances such as while participating in a university sponsored activity or while on military duty, it may be recommended that degrees be awarded to individuals with fewer credit hours completed. Exceptions may also be made for other mitigating circumstances such as those cases where chronic illness or some other intervening factor prevented continuous enrollment.
- 6.2. The President will forward the institution's recommendation for Board consideration. The recommendation should address the deceased student's standing and provide adequate justification for the award.
- 6.3. Each institution shall establish a procedure for initiating and reviewing recommendations which will include at a minimum a review by the faculty and administrators with oversight of the deceased student's field of study.
- 6.4. Recommendations from the institution must be submitted to and acted upon by the Board of Regents prior to the commencement at which the degree will be conferred.

FORMS / APPENDICES:

None

SOURCE:

BOR October 1998.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – A (2)

DATE: May 21, 2020

SUBJECT

BOR Policy 2:3 – System Undergraduate Admissions Revisions (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

[BOR Policy 2:3](#) – System Undergraduate Admissions

BACKGROUND / DISCUSSION

At the [April 2020](#) BOR meeting, the Board reviewed proposed revisions to BOR Policy 2:3 that would incorporate the use of ACT superscores into system undergraduate admissions processes. During this initial reading, it was requested by the Board that definitions clarifying the difference between and ACT composite and superscores be added prior to this policy revision being brought forward for a second reading.

Since the April Board meeting, it was brought to the attention of the Board office that BOR Policy 2:3 was not fully accurate in regard to the GED exam requirements within it. Currently, the policy has two different sets of requirements: one for tests taken since 2014, and one for tests taken prior to that time. However, the requirements to tests taken before 2014 are incorrect. First, there are numerous sets of scores that were in place prior to 2014. Then, the policy states that there are four subjects in the GED exam, but prior to 2014, there were actually five. This discrepancy was discussed by AAC during their [April 2020](#) meeting.

IMPACT AND RECOMMENDATION

The proposed revisions in Attachment I address the addition of ACT superscores as well as outline the corrections needed for GED scores, as detailed on [GED's website](#). The different time frames noted by GED include: 1) scores since 2014, 2) scores from 2002-2013, 3) scores from 1997 to 2001, 4) scores from 1981 to 1996, and 5) scores from 1943 to 1980. While it is highly unlikely some of these will be utilized, it is the thought of Board staff that including them all for accuracy would be best.

(Continued)

DRAFT MOTION 20200521_7-A(2):

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:3 – System Undergraduate Admissions, as presented in Attachment I.

All new revisions made to the policy since the initial reading in April are highlighted in yellow in Attachment I.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:3 – System Undergraduate Admissions

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: System Undergraduate Admissions

NUMBER: 2:3

A. PURPOSE

To establish the various options available for potential students to meet the undergraduate admission requirements within the Regental System.

B. DEFINITIONS

1. ACT Composite Score: As reported by ACT, is the average of the four test scores earned during a single test administration, rounded to the nearest whole number.

2. ACT Superscore: As reported by ACT, is the score obtained for a student who has tested more than once, by using the highest English, highest mathematics, highest reading, and highest science scores to form an average—regardless of the administrations from which each score was obtained.

None

C. POLICY

1. Authorization for Individual Institutional Policies

- 1.1. Each university may adopt specific admission regulations, consistent with law and the requirements set by the Board of Regents, as may be required for each school or program to assure acceptable student preparation and enrollment levels.
- 1.2. A copy of such regulations and any subsequent amendments shall be filed with the Executive Director and shall be subject to review by the Board of Regents.

2. Baccalaureate Degree Admissions for High School Graduates

For admission to baccalaureate degree programs, high school graduates must either meet the Smarter Balanced or Curriculum requirements outlined below:

2.1. Smarter Balanced

- 2.1.1. Achieve a Level 3 or higher on the English Language Arts and Mathematics Smarter Balanced Assessments;

2.2. Curriculum

- 2.2.1. Meet the minimum course requirements with an average grade of C (2.0 on a 4.0 scale);

OR

- 2.2.2. Demonstrate appropriate competencies in discipline areas where course requirements have not been met; **AND** Rank in the top sixty (60) percent of their high school graduating class;

OR

- 2.2.3. Obtain an ACT composite or superscore score of 18 (SAT score of 970¹, or concordant equivalent for older SAT scores) or above;

OR

- 2.2.4. Obtain a high school GPA of at least 2.6 on a 4.0 scale.

2.3. Minimum Course Requirements

All baccalaureate or general studies students under twenty-four (24) years of age, including students transferring with fewer than twenty-four (24) credit hours, must meet the following minimum high school course requirements.

- 2.3.1. Four (4) Years of English: Courses with major emphasis upon grammar, composition, or literary analysis. One (1) year of debate instruction may be included to meet this requirement.
- 2.3.2. Three (3) Years of Advanced Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 2.3.3. Three (3) Years of Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case-by-case basis.
- 2.3.4. Three (3) Years of Social Studies: History, economics, sociology, geography, government, including United States and South Dakota, American Problems, etc.
- 2.3.5. One (1) Year of Fine Arts: Art, theatre or music (appreciation, analysis, or performance). Documented evidence of high school level non-credit fine arts activity will be accepted for students graduating from high schools in states that do not require completion of courses in fine arts for graduation.

2.4. Alternate Criteria for Minimum Course Requirements

- 2.4.1. Students who do not successfully complete four (4) years of English may meet minimum course requirements through one of the following:
- 2.4.1.1. An ACT English subtest score of 18 or above.
- 2.4.1.2. An Advanced Placement Language and Composition or Literature and Composition score of 3 or above.

¹ SAT score equivalent based on the 2018 College Board, ACT, Inc. concordance tables.

- 2.4.2. Students who do not successfully complete three (3) years of advanced mathematics may meet minimum course requirements through one of the following:
- 2.4.2.1. An ACT mathematics subtest score of 20 or above.
 - 2.4.2.2. An Advanced Placement Calculus AB or Calculus BC score of 3 or above.
- 2.4.3. Students who do not successfully complete three years of laboratory science may meet minimum course requirements through one of the following:
- 2.4.3.1. An ACT science reasoning subtest score of 17 or above.
 - 2.4.3.2. An Advanced Placement Biology, Chemistry, or Physics B score of 3 or above.
- 2.4.4. Students who do not successfully complete three (3) years of social studies may meet minimum course requirements through one of the following:
- 2.4.4.1. An ACT reading subtest score of 17 or above.
 - 2.4.4.2. An Advanced Placement Microeconomics, Macroeconomics, Comparative or United States Government and Policies, European or United States History, or Psychology score of 3 or above.
- 2.4.5. Students who do not successfully complete one (1) year of fine arts may need minimum course requirements through:
- 2.4.5.1. An Advanced Placement History of Art, Studio Art drawing or general portfolio or Music Theory score of 3 or above.
- 3. Associate Degree Admissions for High School Graduates**
- 3.1. A student who seeks admission to an associate degree program may gain acceptance by meeting any one of the following criteria.
- 3.1.1. Baccalaureate admissions requirements;
 - OR**
 - 3.1.2. Ranking in the top sixty (60) percent of their graduating class;
 - OR**
 - 3.1.3. A composite score or superscore of 18 or above on the enhanced ACT;
 - OR**
 - 3.1.4. A cumulative GPA of 2.6 while in high school.
- 3.2. Individual degree programs may have additional admissions requirements.
- 3.3. Associate Degree students who did not meet the baccalaureate degree admission requirements and who want to enter a baccalaureate degree program must:
- 3.3.1. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**
 - 3.3.2. Meet university minimum progression standards.

- 3.3.3. Exception Group: Each university may admit a group of students to associate programs, limited in size to ten (10) percent of the previous year's freshman class, at the discretion of the university.

4. Non-High School Graduates

An applicant for baccalaureate or associate admissions who is not a high school graduate must:

- 4.1. Be 18 years or older to meet the compulsory school attendance requirement in South Dakota; **AND**
- 4.2. Complete the General Educational Development (GED) test credential with the following minimum test scores:
 - 4.2.1. Scores earned since January 1, 2014: Reach/Earn a score of at least 145 on each subject and a total score of 580 or higher across all four subjects;
 - 4.2.2. Scores earned before January 1, 2014 from 2002 to 2013: Reach/Earn a score of at least 150/410 on each subject and a total score of 600/2250 or higher across all four five subjects (i.e., an average score of 450 across all five subjects);
 - 4.2.3. Scores earned from 1997 to 2001: Earn a score of at least 40 on each subject and a total score of 225 across all five subjects (i.e., an average score of 45 across all five subjects);
 - 4.2.4. Scores earned from 1981 to 1996: Earn a score of at least 40 on each subject or a total score of 225 across all five subjects (i.e., an average score of 45 across all five subjects);
 - 4.2.2.4.2.5. Scores earned from 1943 to 1980: Earn a score of at least 35 on each subject or a total score of 225 across all five subjects (i.e., an average score of 45 across all five subjects)

OR

- 4.3. Complete the High School Equivalency Test (HiSET) and obtain a minimum score of 15 on each of the five subsections;

OR

- 4.4. Complete the Test Assessing Secondary Completion (TASC) and obtained a minimum score of 500 on each of the five subtest categories.

5. Home Schooled or Non-Accredited High School Students

Students who are home-schooled or who attend a non-accredited high school must submit an official transcript (in a semester format) for review from either an accredited regional authority or home school provider in conjunction with state requirements:

- 5.1. Baccalaureate Degree Program: For admission to baccalaureate degree programs, home school graduates must:
 - 5.1.1. Meet the minimum course requirements established in Section 2.3 of this policy with an average grade of C (2.0 on a 4.0 scale);

OR

- 5.1.2. Demonstrate appropriate competencies in discipline areas consistent with Section 2.4 of this policy where course requirements have not been met; **AND**
 - 5.1.3. Obtain an ACT composite score or superscore of 18 (SAT score of 970², or equivalent for older SAT scores) or above.
- 5.2. Associate Degree Program: For admission to associate degree programs, home school graduates must:
- 5.2.1. Meet Baccalaureate admissions requirements depicted in Section 5.1;

OR

- 5.2.2. Complete at least 15 credit hours of the system general education requirement with a 2.0 GPA; **AND**
- 5.2.3. Meet university minimum progression standards.

6. Non-Traditional Students

Applicants who are at least twenty-four (24) years of age or older and who have not previously attended college will be admitted in good standing if they have graduated from high school or have completed the GED with scores as indicated in section 4.2 above.

7. Exception Group

Each university may admit a group of high school graduates who do not meet the requirements outlined in this policy to baccalaureate programs, at the university's discretion. However, such group may not be larger than three (3) percent of the previous year's freshman class.

8. Regents Scholars

South Dakota high school graduates completing the following high school courses with no final grade below a "C" (2.0 on a 4.0 scale) and an average grade of "B" (3.0 on a 4.0 scale) shall be designated as Regents Scholars and shall be eligible to receive a Regents Scholar Diploma upon request by a high school administrator to the Department of Education and Cultural Affairs. High school graduates designated as Regents Scholars automatically are admitted to all six public universities.

- 8.1. Four (4) Units of English: Courses with major emphasis upon grammar, composition, or literary analysis; one year of debate instruction may be included to meet this requirement.
- 8.2. Four (4) Units of Algebra or Higher Mathematics: Algebra, geometry, trigonometry or other advanced mathematics including accelerated or honors mathematics (algebra) provided at the 8th grade level; not included are arithmetic, business, consumer or general mathematics or other similar courses.
- 8.3. Four (4) Units of Science Including 3 Units of Approved Laboratory Science: Courses in biology, chemistry, or physics in which at least one (1) regular laboratory period is

² SAT score equivalent based on the 2018 College Board, ACT, Inc. concordance tables.

scheduled each week. Accelerated or honors science (biology, physics or chemistry) provided in the 8th grade shall be accepted. Qualifying physical science or earth science courses (with lab) shall be decided on a case by case basis.

- 8.4. Three (3) Units of Social Studies: History, economics, sociology, geography, government--including U.S. and South Dakota, American Problems, etc.
- 8.5. Two (2) Units of a Modern (including American Sign Language) or Classical Language OR Two (2) Units of Career and Technical Education (CTE) OR a combination of One (1) Unit of Modern or Classical Language and One (1) Unit of Career and Technical Education: If taking two language courses, the two units must be in the same language.
- 8.6. One (1) Unit of Fine Arts*: Art, theatre or music--appreciation, analysis, or performance.

9. Transfer Students

9.1. Students Who Transfer to Baccalaureate Programs

- 9.1.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into baccalaureate degree programs with fewer than twenty-four (24) transfer credit hours must meet the baccalaureate degree admission requirements.
- 9.1.2. Students with twenty-four (24) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into baccalaureate degree programs and do not have to meet the baccalaureate degree admission requirements.
- 9.1.3. Specific degree programs may include additional admissions requirements.

9.2. Students Who Transfer to Associate Programs

- 9.2.1. Students who are under the age of twenty-four (24) at the start of the term and who are transferring into associate degree programs with fewer than twelve (12) transfer credit hours must meet the associate degree admission requirements.
- 9.2.2. Students with twelve (12) or more transfer credit hours with a cumulative GPA of at least 2.0 may transfer into associate degree programs and do not have to meet the associate degree admission requirements.
- 9.2.3. Specific degree programs may include additional admissions requirements.

9.3. Students from Non-Regental Accredited Colleges or Universities

- 9.3.1. Students may be accepted by transfer from other non Regental universities outside of the SD system. Preferential consideration shall be given to applicants from institutions which are accredited by their respective regional accrediting association. Advanced standing shall be allowed within the framework of existing rules in each college. (Refer to BOR policy 2:5, Transfer of Credit).

9.4. Students from Non-Accredited Colleges

- 9.4.1. A university is not required to accept credits from a non-accredited college or university. The university may admit the applicant on a provisional basis and provide a means for the evaluation of some or all of the credits.

- 9.4.2. Credits from colleges or universities which are not accredited by a regional accrediting association may be considered for transfer, subject to all other provisions in BOR Policy 2:5 and any conditions for validation which may be prescribed by the accepting institution.
- 9.4.2.1. The validation period for credit from a non-accredited institution shall be no less than one (1) semester and no longer than one (1) academic year.
- 9.5. Former Students
- 9.5.1. A student returning to the institution at the same academic level or a student who has attended another higher education institution in the Board of Regents system at the same academic level is not required to pay the application fee but he or she must submit an application for readmission and other required documents if he or she has interrupted attendance by one or more regular semesters (Fall or Spring).
- 9.5.2. A former student shall be considered as a transfer student if he or she has attended a non-Regental university during the period of interruption of attendance.
- 9.6. Students Transferring Within the Regental System
- 9.6.1. Students transferring from a degree seeking program at one Regental university to a degree seeking program at another Regental university will be required to apply for admissions. (Refer to BOR policy 2:5, Transfer of Credit).
- 9.6.2. Students who have been admitted to a degree seeking or special program at one Regental university may register for courses at any Regental university without submitting another application.
- 9.7. Students on Probation/Suspension
- 9.7.1. Students enrolling in the Regental system for the first time with prior credit, including internal and external transfer students and dual credit students, shall not be placed on probation by their designated home institution until they have been enrolled at a Regental university for one (1) academic term. Once one (1) academic term has been completed, students are expected to meet the GPA requirements outlined in BOR Policy 2:10 for establishing Good Academic Standing.
- 9.7.2. If the last institution attended was outside the Regental system, and the transfer applicant left under academic suspension, the applicant shall not be considered for admission during the period of suspension or, if suspended for an indefinite period, until one (1) semester has passed since the last date of attendance at the previous school.
- 9.7.3. Students on academic suspension from a Regental university will not be allowed to register for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Refer to BOR Policy 2:10).

9.8. Disciplined Students

- 9.8.1. A transfer applicant under disciplinary suspension shall not be considered for admission until a clearance and a statement of the reason for suspension is filed from the previous institution. The university shall take into account the fact of the previous suspension in considering the application.

10. Non-degree Seeking

- 10.1. Undergraduate students not admitted to a degree program are admitted with non-degree seeking student status.
- 10.2. A degree-seeking undergraduate student admitted at one Regental institution may apply to take classes under non-degree seeking admission status at any other Regental institution.

11. Applications and Procedures

11.1. Application for Tuition and Fee Reductions and Scholarships Established by the Legislature

- 11.1.1. Students should contact the Admissions Office at each university for information on eligibility for tuition and fee reductions and scholarships established by the Legislature.

11.2. Application Submission

- 11.2.1. An applicant for admission must submit the required application for admission and the necessary official transcript or transcripts and other required documents to the Enrollment Services Center.

11.3. Records Required

- 11.3.1. Applicants who are twenty-one (21) years of age or younger must submit: ACT (or SAT) results, an official high school transcript (if a high school graduate), or proof of GED and an official transcript for all previous college work as part of their application.
 - 11.3.1.1. In those cases where an admission decision can be made based on the student's academic record, the requirement to submit ACT/SAT results may be waived.
- 11.3.2. Applicants who are older than twenty-one (21) years of age and who have valid ACT/SAT exam results (taken within the last five (5) years) must submit those scores, along with an official high school transcript or proof of GED/HiSet/TASC and an official transcript for all previous college work.
- 11.3.3. Applicants who are older than twenty-one (21) years of age and who do not have valid ACT/SAT exam results or who have not taken the exams are not expected to take the exam. However, they are required to submit an official high school transcript, if a high school graduate, and an official transcript for all previous college work. Applicants should also submit any other records, data or letters required to support eligibility for admission, including competency test scores.

- 11.3.4. SAT scores will be converted to ACT equivalences according to a table approved by the Board of Regents.
 - 11.3.5. In rare cases, the requirement to submit ACT/SAT or GED/HiSET/TASC results may be waived for transfer students who have completed more than twenty-four (24) credit hours of transfer work since these scores are not required in the admission decision process.
 - 11.3.6. The requirement to submit high school transcripts as well as ACT/SAT or GED/HiSET/TASC results may be waived for transfer students who have earned an associate or baccalaureate degree, regardless of the age of the student since these are not required in the admission decision process.
 - 11.3.7. Transcripts: A paper official transcript must bear the original seal and signature of the official in charge of records at the institution and is transmitted directly between institutions. An electronic official transcript must be transmitted directly between institutions using the electronic transcript service authorized by the sending institution and acceptable to the receiving institution.
- 11.4. Preadmission Immunization Requirements
- 11.4.1. Terms in this section of the Policy mean:
 - 11.4.1.1. "Public or private postsecondary educational institution" or "institution": Any entity permitted to offer postsecondary education credits or degrees in South Dakota under § 13-49-27.1.
 - 11.4.1.2. "Student": any person born after 1956 who is registering for more than one class during an academic term, such as a quarter or a semester. The term includes any person who meets face-to-face at least once per week to receive instruction. The term does not include any person who receives non-credit-bearing or on-the-job training services.
 - 11.4.2. Any student entering a public or private postsecondary education institution in this state for the first time after July 1, 2008, shall, within forty-five (45) days after the start of classes, present to the appropriate institution certification from a licensed physician that the student has received or is in the process of receiving the required two doses of immunization against measles, rubella, and mumps. As an alternative to the requirement for a physician's certification, the student may present:
 - 11.4.2.1. Certification from a licensed physician stating the physical condition of the student would be such that immunization would endanger the student's life or health;
 - 11.4.2.2. Certification from a licensed physician stating the student has experienced the natural disease against which the immunization protects;
 - 11.4.2.3. Confirmation from a laboratory of the presence of adequate immunity; or
 - 11.4.2.4. A written statement signed by the student that the student is an adherent to a religious doctrine whose teachings are opposed to such

- immunizations. If the student is under the age of eighteen, the written statement shall be signed by one parent or guardian.
- 11.4.3. The institution shall require that the documentation from the student, provided for by section 11.4.2 of this policy, be submitted within forty-five (45) days after the start of classes.
 - 11.4.4. A student allowed to register while completing the round of required vaccinations who fails to provide satisfactory documentation of his or her immune status or of a medical excuse under section 11.4.2 of this policy shall not be permitted to attend classes after the forty-fifth (45th) day or, in the case of classes delivered in less than forty-five (45) days, to register for or to attend classes beginning in a subsequent term. Every attempt should be made to collect this information at the time of admission.
 - 11.4.4.1. Students who are unable to ascertain their immunization status may obtain, at their own expense, the necessary tests and vaccination from the Student Health Service of their university.
 - 11.4.5. In the event the South Dakota State Department of Health declares an epidemic of measles, mumps or rubella, the institution involved shall provide to the State Department of Health a list of students who have not submitted immunization documentation. Subsequent campus actions shall consider the advice and authority of the South Dakota State Department of Health. Students who have no vaccination or immunity against the required preventable infectious diseases may be dismissed from the campus.
 - 11.4.6. Vaccination for hepatitis B is required for students before they can be admitted to certain health profession programs. Each institution will compile information about current program-related vaccination requirements and make this information available to students along with other curricular and registration materials. It will be the responsibility of the department of the specific health profession program to ensure that the vaccination requirement has been met.
 - 11.4.7. Immunization for tetanus, diphtheria, poliomyelitis, varicella and meningitis is recommended, as is a tuberculin test. Vaccination for hepatitis B is also recommended, and an annual influenza vaccination is recommended for students living in residence halls to minimize disruption of routine activities during influenza outbreaks.

FORMS / APPENDICES:

None

SOURCE:

BOR April 1987; BOR October 1991; BOR June 1991; BOR August 1992; BOR December 1992; BOR June 1994; BOR March 1995; BOR March 1996; BOR May 1996; BOR October 1996; BOR December 1996; BOR March 1998; BOR December 1998; BOR January 1999; BOR March 1999; BOR August 1999; BOR December 1999; BOR March 2000; BOR January 2001; BOR March 2001; BOR June 2001; BOR October 2001, BOR March 2002; BOR May 2002; BOR June 2002; BOR March 2003; BOR October 2003; BOR August 2004; BOR May 2005; BOR August 2006; BOR October 2006; BOR May 2008; BOR June 2008; BOR December 2011; BOR December 2013; BOR August 2015; BOR December 2016; BOR August 2017; December 2017 (Clerical); BOR May 2018; July 2018 (Clerical); BOR December 2018; September 2019 (Clerical); BOR May 2020.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 7 – B

DATE: May 21, 2020

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, and the University of South Dakota request approval of the graduation lists for Spring 2020.

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

DRAFT MOTION 20200521_7-B:

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

Black Hills State University
May 12, 2020

MAY 2020**ASSOCIATE OF ARTS**

Erickson, Travis

Fischer, Mariah

McCaskell, Leah

ASSOCIATE OF SCIENCE

Berry, Alexis

Johnson, Briana

Schaeftbauer, Micah

Bredberg, Petra

McBride, Whitney

Schaefters, Lauren

Carrier, Nicole

Morrison, Brianna

Stratmeyer, Brittney

Huffman, Mikayla

Opbroek, Jennifer

Vanvleck, Casey

BACHELOR OF ARTS

Marson, Keith

BACHELOR OF FINE ARTS

Colburn, McKenna

Nickle, Ashley

Young, Kathleen

Fleming, Peyton

Ponwith, Sarah

Lauer, Tori

Redinger, Vivian

BACHELOR OF GENERAL STUDIES

Buchholz, Bradley

Gordon, Andres

Pendegraft, Elizabeth

Charnholm, Ethan

Kratz, Treonna

Schleusner, Joshua

Crisman, Robert

Night Pipe, Frank

Tenhaven, Zachary

Deel, Jessica

Nuckles, Leslie

BACHELOR OF SCIENCE

Alan, Kyle

Bettcher, Melissa

Brindley, Taylor

Andresen, Elizabeth

Bills, Wyatt

Bucks, Alison

Bach, Kenisha

Blair, Jacob

Burley, Holly

Beadle, David

Block, Tyler

Bush, Elijah

Becker, Rachel

Brabec, Ashleigh

Capley, Antonio

Bertram, Abigail

Brandsrud, Micah

Carey, Kallie

Bethke, Kindall

Brenner, Matthew

Case, Bethany

Black Hills State University
May 12, 2020

MAY 2020

Ceplecha, Aage	Hanzlik, Hailey	Mogen, Katie
Chadwick, Kayla	Harkins, Opal	Morris, Anthony
Chief Eagle, Starr	Harmon, Chase	Nelson, Arianna
Ciccariello, Anne	Hepp, Taylor	Nielson, Katherine
Clark, Brennin	Hepp, Tristan	Nix, Sierra
Clark, Trevor	Hicks, Kassie	Noble, Cade
Claussen, Charlotte	Hill, Ty	Oliver, Tyler
Cobb, Cassidy	Hofeldt, Morgan	Osborn, Ian
Cowan, Robert	Hopfer, Cory	Osmotherly, Zoey
Craft, Hannah	Hopperdietzel, Rachael	Owen, Sydney
Crossman, Daniel	Hruska, Regina	Palko, Nicholas
Curren, Shaylee	Hubbard, Nickolas	Palmer, Collin
Davenport-Dickson, Dayna	Irvine, Joseph	Pappas, Nicholas
DeGeest, Luke	Isely, Kevin	Pelletier, Jana
Deming, Carissa	Jackson, Tate	Phelan, Jacob
Desnica, Stefan	Janis, Tahnee	Piper, Jenna
Diaz de leon, Juan	Jensen, Nathan	Pourier, Amber
Dill, Bailie	Johnson, Clay	Price, Dustin
DiManna, Dominique	Jorgensen, Alissa	Price, Kylinn
Doorn, Michael	Kaschmitter, John	Raymond, Jaleece
Eddington, Tara	Keller, Emily	Romero, Allie
Eggebrecht, Payten	Keller-Bradford, Jennifer	Rosenstrauch, Bailey
Felicia, Aimee	Kelly, Caitlin	Schaeftbauer, Bobbi
Flom, Shaye	Koeckeritz, Noah	Schluttner, Kyle
Foos, Yasmen	LaCroix, Abby	Schmitt, Cayley
Foss, Elizabeth	Langenbau, Kenneth	Schnetter, Teresa
Fredrick, Abbie	Laubach, Rachel	Schoen, Samantha
Fried, Brittney	Lech, Laurel	Schroeder, James
Geier, Rachel	Legant, Joshua	Schuman, Jessica
Gerry, Lee	Lockhart, Alyssa	Schuermans, Paige
Glaze, Calli	Lockhart, Sam	Sisson, Carly
Goehring, Karsten	Loftus, Brock	Smith, Chase
Goetz, Cassity	London, Madison	Snook, Garrett
Good, Kristina	Lopez, Maria	Stanford, Zachary
Gossard, Adrienne	Lorius, Amber	Stewart, Tiffany
Graesser, Molly	Lueders, Joeni	Strobel, Alyssa
Gray, Jamie	Marshall, Michael	Stroup, Jacqueline
Gregg, Jady	McGuire, Kyle	Swan, Stephen
Gullia, Joseph	Mehlhaf, Morgan	Swisher, Matthew
Hahn, Ashley	Merritt, Danny	Switzer, Abigail
Hansen, Brock	Miller, Rose	Tenhaven, Zachary

Black Hills State University
May 12, 2020

MAY 2020

Theisen, Jordan	VanderMay, Jarrett	Waln, Gabrielle
Trupe, Austin	Varga, Cheyenne	Wilcox, Ashley
Vaith, Joshua	Volmer, Tana	Woodward, Justin

BACHELOR OF SCIENCE IN EDUCATION

Akre, Taylor	Giesey, Kristina	Nobel, Mary
Amdahl, Candace	Gilbert, Kayla	Noble, Danielle
Bigley, Zoe	Gottlob, Tayla	O'Hara, Kendall
Bjorgum, Janae	Hahn, Amy	Pagel, Delaney
Bjorkstrand, Kailee	Harms, Elizabeth	Papiernik, Olivia
Boehler, Molly	Hatle, Sara	Ray, Samantha
Bogner, NaTashia	Hausmann, Kristen	Reuwsaat, Abigail
Bond, Tanner	Huska, Kaitlyn	Roby-Whitney, Deann
Bowman, Mary	Hyde, Corey	Rost, Cheyenne
Buus, Taylor-Michael	Jacobson, Mesa	Sattler, Morgan
Christenson, Kylie	Jensen, Jenny	Sayler, Katherine
Clem, Kelli	Kenefick-Aschoff, Burkelee	Schilling, Denae
Curren, Shaylee	Knispel, Angela	Shassetz, Jamy
Dewitt, Nathan	Kovar, Seth	Shearer, Courtney
Dykstra, Leo	Kremer, Rachel	Strong, Audra
Eisenbraun, Summer	Leggate, Angela	Thomas, Philip
Else, Adam	Mack, Krista	Thomas, Tess
Falcon, Ellie	McArthur, Katie	Voigt, Brianna
Fish, Abraham	Meyer, Meghan	Ward, KeAnna
French, Michaela	Miller, Halley	Whitted, Kayelyn
Fuller, Colter	Nelson, Arianna	Yellow Robe, Glenferd
Gamble, Kelsi	Nguyen, Jade	

MASTER OF BUSINESS ADMINISTRATION

Hunter, Patrick	McDaniel, Cristina	Patterson, Rhiannon
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MASTER OF EDUCATION

Dibbern, Katie	Ruzicka, Kelsey
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Black Hills State University
May 12, 2020

MAY 2020**MASTER OF SCIENCE**

Carroll, Stephanie
Duden, Christopher
Dumarce, Demi
Funk, Meagan

Jones, Mallori
Konrad, Monique
McCraw, Michaela
Pilgrim, Adam

Pioske, Sarah
Roberts, Staisha
Taylor, Amber
Valenzuela, Nichole

CERTIFICATES

Bettcher, Melissa
Bills, Wyatt
Davenport-Dickson, Dayna
Deming, Carissa

Doorn, Michael
Fitzgerald, Jacob
Gossard, Adrienne
Hopperdietzel, Rachael

Hubbard, Nickolas
Jackson, Tate
Swan, Stephen

Spring & Summer Graduates, Class of 2020 Dakota State University**ASSOCIATE OF ARTS**

Kylee Anderson
Jennifer M. Christensen
Dalton O. Fox

Sarah A Lund
Mike Mullen

Raymond D. Schiefen
Trevor Lee Whitt

ASSOCIATE OF SCIENCE

Samson Argo
Rachel Benson
John James DARTH Vader
Bonar
Grant Carlson
Cassandra Renee Christy
Brianna Victoria-Marie
Cisneros
Katherine Cook
Sujan Dhakal

Connor Elrod
Brandie Lee Giese
Chelsie Marie Hansen
Emily Kristin Hargreaves
Kristina Beth Hartley
Jack Rose Joy
Veronica Kinkler
Elisabeth J. Klumpp
Kyle Ronald Korman
MacKenzy Ashlyn Larson

Christopher Dean Loutsch
Jill Marty
Gregory Nicholas Mehlbrech
Daniel Jonathan Nelson
Matthew Ray Pittman
Candace Suzanne Pumphrey
Jeremy Ryan Ring
John Michael Sorenson
Tori M. Wieneke
Jennifer Evahlee Wilson

BACHELOR OF BUSINESS ADMINISTRATION

Curt Neal Boeke
Austin Brekke
Matthew Robert Cavanaugh
Carrie Ann Decker
Amy Beth Nelsen
Janetta R. Feerick
Brodie Frederiksen
Joshua David Giese
Rachel J. Johnson

Daidrick Kibbie
Melissa Anne Lock
Amerudin Yassin Mohammed
Jacob Aaron Mutchelknaus
Savanna M Niles
Thomina Norinaga Nelson
Justin James Odlum
Johnathan Vincent Randall
Maurice J Redday III

Peityn Roemen
Meghan Rae Schartz
Brandon Joshua Schmit
Rebecca Thury Stack
Taya Marion Thibodeau
Dylan Zachary Tyson
Ethan Weckwerth
David Alan Weidler
Jacob Scott Yaeger

BACHELOR OF GENERAL STUDIES

David Thomas Bond
Cailey J. DeKnikker
Mariz Girgis
Justin G. Holmes

Travis James Hudelson
Tyler Wade Moulton
Xavier J Perez
Jayme Oren Skaggs

Grant G Vizzini
Joshua Frederick Wright

BACHELOR OF SCIENCE

Jacob E. Ailts
Joshua Edward Alderson
Mark Andrew Anderson-Kahl
Brittney S. Arnold
Althea Alexandra Ascalon
Austin David Babcock
Taylor Baker

Quincy Parke Bates
Trace Mattson Beethe
Bailey C Belisario
Andrew Michael Bender
Chance D. Beranek
Matthew Samuel Bleakley
Michael Herman Bleimeyer

Ryan Matthew Blevins
Casey J. Bourque
Michael Charles Boyle
Mallory E. Brei
Gareth Allett Brewer
Barbara Hilda Briceno Rabanal
Nathan David Brooks

Calvin Lee Brower
 Nicholas Paul Bruggeman
 Rachel Lynn Bruntz
 Heather Krishelle Bryant
 Nicholas Robert Capasso
 Edin Y Cardona Serrano
 Cassie Lily Carlson
 Grant Carlson
 Severin Carlson
 Robert Chavez
 Ezra E. Chona
 Maurice Christion
 Drew Tina Concha
 Mattheu Cox
 Grace Germaine Crook
 Braden S Curnow
 Jason Czarnik
 Abby R. Davenport
 Hunter Joseph DeMeyer
 Lee Daniel Dubbelde
 Griffin Dean Egner
 David Kagone Enersen
 Jonathan Cullum Fauth
 Benjamin Tyler Fiebelkorn
 Luke R Fleck
 Seth J. Fleming
 Nicholas James Freeman
 Austin Todd Fritzemeier
 Rebecca Lynn Fuerst
 Jordan Galle
 Laura Christina Garcia
 Jacob Orion Geary
 Cordell William Giese
 Naomi A. Goddard-Kramer
 Andrew Thomas Gohman
 Samuel Robert Gottschalk
 Cole Robert Graber
 Ashley Ann Graves
 Erin C Griebel
 Brooke Elizabeth Gronli
 Briana Grace Gross
 Rachel Marion Groth
 Lance D. Guthmiller
 Liz Gwaltney
 Jordan John William Haas
 Cassie Marie Hand
 Caleb T Hanisch
 Brendan Fredrick Hansen
 Alex Cameron Harrington
 Nicholas Everett Hauser

Nicholas Hellerud
 Cristian R. Hernandez
 Rodriguez
 Isaac Hettver
 Andrew John Honey
 Mingi Hong
 David D. Hope
 Cole D. Jansen
 Colin Chresten Jensen IV
 Erik L. Jepsen
 Kyle Daryn Jepsen
 Garrett Arthur Johnson
 Zachary Johnson
 Kyle S. Kaplan
 Joseph Andrew Kearin
 Amani Cajetan Kegode
 Kennan Michael Kelly
 Mason Kent
 Elliot Keen Kjerstad
 Adam Christopher Klepsteen
 Kyle Ronald Korman
 Robert Dean Kutch
 Kira Nicole Lange
 Ishara Lansakara
 Adam Jacob Larson
 Brendan Joseph Lefevre
 Jonathan Ross Lein
 Jolene Rae Leiss
 Nicholas William Lenz
 Nathan Alan Lietha
 Rory Thomas Lindell
 Christopher Dean Loutsch
 Jasmin Marie Lucero
 Kaysea Leilani Luna
 Michael Maldonado
 James Roland Marty
 Hannah Grace May
 Jobi Louise McCreary
 Kailee Paige McFadden
 Nicholas Boston McKinney
 Daulton J. Mercer
 Phyzon Love Milton
 David Charles Stewart
 Moracco
 Richard Lewus Morgan
 Jeremy Michael Moseman
 Dominic Marcus Mudloff
 Vinnan Muralikrishnan
 David Christopher Noid
 Brad Nolte

Jordan Oberg
 Ryan S. Odens
 Damir Omercajic
 Cody Tyler Ortega
 Gideon Owusu
 Kimberly Ann Peper
 Carl J. Petersen
 Cora Peterson
 Micah Lawrence Peterson
 Brian Jon Pierson
 Zachary Daniel Quintana
 Teodor N. Radev
 Nicholas James Relstab
 Cassandra Lee Renli
 Jacob W. Riley
 Ashley K Robinson
 Macray Justin Rodeman
 Katherine Rosenbaum
 Emily Ruelas
 Ian Charles Roth
 Austin Wesley Row
 Quincton Rush
 Mitchell L Sandberg
 Joshua M Sauer
 Zachary Michael Schatz
 Brandon Joshua Schmit
 Dominic S Sharma
 Jean-Michel Armand Shema
 Shingiro
 Kristen Lynn Sieck
 Sabrina Elizabeth Simons
 Taylor Lynn Sinner
 Alissa Bailey Slenes
 Jeramie D. Sopko
 Aaron Mitchell Steele
 Nicole Renae Stewart
 Tre Robert Stoterau
 Adam Benjamin Strickland
 Nicholas Benjamin Taddei
 Elyse Mae Taylor
 Kendall Robert Ten Haken
 Dylan J Terry
 Brendon Traphagen
 Jordan J. Van Oort
 Natalie K Van Wyhe
 Alexis Rae Vander Wilt
 Erick Miguel Ventura
 Brian Raymond Vertullo
 Alwaise Kuuleimakamae Villa
 Lindsey Rose Vogl

Joshua Ware
Megan Erin Warkenthien
Tami Freitag Watson
David Alan Weidler
Lindsey Danielle Weidner

Elizabeth Ann Wersal
Truman Andrew Weyand
Tyler V Wharton
Miranda Wiedeman
Joseph Richard Wieneke

Brendan Wilson
Joseph Glenn Winger
Evan Joseph Winters
Megan Louise Woods
Lloyd Tiger Zhu

BACHELOR OF SCIENCE IN EDUCATION

Lindsey Marie Asamoah-Boadu
Shelby L. Bartlett
Megan Jo Bassett
Brittany Jo Beeson
Brandon Christopher Berndt
Miranda Lee Chedester
Parker Davis Christeson
Shannon Marie DeBoer
Tate Austen Deinert
Samantha Ann Dunlap
Catlyn I. Falconer
Emily Jane Grabow

Lindsay Anna Gratz
Carson Theodore Gross
Alexa R. Haag
Courtney Jackson
Kathy Ann Jensen
Kelly McKay Johanson
Diana Lorelei Lawrence
Tayler Logue
Taylor L. Martens
Bailey Ann Moody
Sydney T. Moss
Cassandra Kay Patterson
Katrina Li Perry

Rebecca Lanette Pinkerton
Taylor Ann Rames
Tatum Arlene Ronke
Alexandra Kaye Schneider
Cody Allen Smith
Rachel Anne Sterling
Zachary Patrick Sutera
Brittany Ann Swenson
Jackie Tetzlaff
Tessa Ann Verba
Belynda Michelle Weber

DOCTOR OF PHILOSOPHY

Tareq Z. Allan
Jumani Blango
Peggy Renee Carnley
Kodey Stephen Crandall
Armél B Djangone

Tyler Jerome Flaagan
Stephen Larry Hendrix
James B. McNicholas
Tarig Mudawi
Cory Ashlan Nance

Melva M. Ratchford
Kari Eileen Sandouka
Alan A. Stines

MASTER OF BUSINESS ADMINISTRATION

David Boos

MASTER OF SCIENCE

Vijay Aakula
Kavya Sri Ambati
Zachary Bainbridge
Lee Lamar Belyeu
Allison Marie Bodvig
Andrew J Boschee
Stephen R. Casselman
Sujita Chaudhary
River Collins
Jonathan L Craton
Maxwell Marty Cruse
Michael Adam Cutshaw
Namrata Dangol
Alexsiy Y Davidyuk

Cari L Davis
Bernard Afaare Dawaare
Emerald Rain Demor
Kody Jacob Everson
John Fosu
Brent Jeffrey Fredin
Matthew Frohlich
Surendra Reddy Ganesana
Patrick Gallo
Michael Joseph Garippo
Adam James Good
Lindy Sue Goudy
Ethan K Grahn
Danica Rose Hahn

Aaron Steven Henricks
Corey Joseph Hermann
Sangam K C
Deepak Kamath
Selam A Kenaw
Sumeet Khanna
Sudhir Kumar
Jon Lankford
Mark Andrew Lawrence
Nathanael Mark Loum
Chase A. Lucas
Pradeep Malik
Astha Manandhar
Andrew Lionel Marshall

Lisa M McFadden
 Frederick R. McGovern III
 Macie D. McKensey
 Nathan Paul Miller
 Yousuf Mohiuddin
 Muhammad
 Laurie M. Muller
 Sandy Ng Tierling
 Ivy Grace Oeltjenbruns
 Anuj Ojha
 Laura Catherine Osborn

Naga Anjani Kumar Pakalapati
 Viren Bachubhai Patel
 Casi L Popko
 Thanmayee Rao
 Andrew Thomas Reps
 DeAnna M. Robinson
 Dakota James Ruelle
 Jamie Saint Jean
 Emily Marie Sartor
 Roger Sharad Sarvate
 Michelle Marie Schulte

Kevin Scott
 Shawn D. Seter
 Trent Steen
 John E. Streff
 Justin Donald Tank
 Sherylene Lalonna Fae
 Teachout
 Priyanka Tippiseti
 Sasirekha Vedagiri
 Jacob Lee Williams
 Brock J. Wittrock

MASTER OF SCIENCE IN EDUCATION

Brandi Antonsen
 Jalen Alan Boyd

Samantha Joann Luze
 Jayda Laurine Templeton

Lisa Renee Wiese

**NORTHERN STATE UNIVERSITY
APPLICANTS FOR MAY COMMENCEMENT
May 9, 2020**

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Bailey Rae Geist Schlottman

MASTER OF SCIENCE IN EDUCATION

Samuel Augustus William Boisner	Joshua Allan Johnson	Jacob Ryan Pommerer
Joshua J. Claymore	Tamara Jo Kost	Samuel James Pond
Davis Parker Conley	Taylor L Kunkel	Brooke A. Reyerson
Kylie N. Coyle	Josh Kunzmann	Kristin Rotert
Leandro Martin Fernandez Moutin	Jenny Marie Larson	Madison Kate Samples
Nicholas James Heitkamp	Jarreth Joshua Martina	Susan Marie Sigdestad
Ioana Hojda Temoka	Carrie Marie McNutt	Sierra Alexis Thomas
Zachary S Holka	Kara Ann Miller	Holly E. Vancura
Stefani Holmgren	Amanda Ann Mohr	Sara Jean Vetch
Danielle Johnson	Mikayla India Nassy-Wong	Joni Kay Wileman

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS

Joshua Tyler Albright	Ryder William Fuhrman	Cheri Lou Mortenson
Lindsey Elizabeth Aman	Chelsie A. Gehrke	Makaela Marie Moser
Sara Lynn Bendt	Tyler James Goldade	Caitlin Elaine Pollitt
Nathaniel Stuart Berg	Mitchell Aaron Hanes	Nathan William Price
Alexis Rayne Brown	Ashley Michelle Hernández Torres	Brittany Ida Quinn
Tessa Marie Buchanan	Bushra Hulmani	Tyler Thomas Smith
Zoe Buckstead	Kenneth Wayne Jones	Miranda S. Snell
Walker Thomas Carr	Hannah Marie Jorgenson	Darcy Danielle Usher
Kaycee Lee Cronin	Lauren Olivia La Croix	Gayantha Kasunjith Wickramaratne
Chris Ezekisoe	Jennafer Marianne Martin	Nathaniel Bruce Wilson

BACHELOR OF FINE ARTS

Michaela Ann Erlendson	Adam Eric Kline	Trevor Alan Sejnoha
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BACHELOR OF GENERAL STUDIES

Jacob Kryis Ray Conklin	Alexia Katherine Gillis
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BACHELOR OF MUSIC EDUCATION IN HONORIBUS

Jennem Leigh Woolever

BACHELOR OF MUSIC EDUCATION

Taylor Lynn Brekke

Megan Hanson

Tabitha Rose Schmidt

BACHELOR OF SCIENCE IN HONORIBUSBrianna L. Geigle
Madison Marie Rutter

Shayla Jo Steinley

Cindy Saraly Venegas Mata

BACHELOR OF SCIENCE

Sonia Alaman
 Lauren Rose Aman
 Melinda Maria Bad Wound
 Madison Elizabeth Barnes
 Angela Christine Berglund
 Kayla Marie Bossly
 Kaylee Shaye Briss
 Carlene Alyssa Brown
 Kate Michelle Campbell
 Jordan Carson
 Thomas Robert Chisholm
 Cody D. Curfman
 Cole Robert Dahl
 Ty Aaron Joseph Dillabough
 Riccardo Done'
 Lane Allen Doxtader
 Colten Cassidy Drageset
 Preston Dalen Droessler
 Jordenne E. DuCheny
 Jared James Dullum
 Reganne Mary Kae Engebretson
 Tyler James Engen
 Carter Michael Erickson
 Grant Michael Farmer
 Abigail Marie Fischbach
 Kyra Christine Gardner
 Bailey Mary Graham
 Tyler William Hair

Charles Hall
 Brenton Lee Hanisch
 Kelsea Heintzman
 Lucas Heiser
 Landon Thomas Gerald Hoellein
 Micah Richard Hoellein
 Jonas Michael Hopper
 Camilia Jo Houghtaling
 Hayden Albert Earl Houts
 Tucker J. Iwerks
 Brady Lee Johnson
 Anne Nicole Jonas
 Camille Josephine Kawasaki
 Nicolette Myla Kneeland
 Brandon David Kolb
 Madeline Sarah Kovach
 Brianna Jayde Kusler
 Lauren Olivia La Croix
 Michelle Lee Lanam
 Jaiden Elizabeth Langlie
 Spenser Michael Larson
 Jungyeon Lee
 Benjamin Blair Lewis
 Jayleen Emily Ruby Lier
 Jordan Cory Malainey
 Jessica Lynn Marti
 Abberly M. McLaughlin
 Brayden William McNeary

Jordan Emily Marie Metz
 Paxton Charles Mewes
 Ashley Diann Meyer
 Gracelynn Gene Miller
 John Steven Miller
 Sydney Renee Miller
 Zachary Alvin Mohs
 Kue Moo
 Cheri Lou Mortenson
 Catherine Louise Nakae
 Luna Nunez Israel
 Seonyeong Park
 Haelly Brianna Pease
 Romar Peynado
 Shianne Lacey Rosselli
 Sarah Joy Rozell
 Sarah Salmen
 Emma C. Schaunaman
 Justice Rose Swift-Red Hawk
 Margaret Anne Thares
 Christopher M Theroux
 Courtney Leigh Ullrich
 Noah Joel Vreeman
 Annie Mae Walsh
 John Alan Werner
 Leah Wipf
 Jessica Anna Lois Zempel

BACHELOR OF SCIENCE IN EDUCATION IN HONORIBUS

Alysa M Kelley

Katie Ann Olson

ShyAnn Marie Springer

BACHELOR OF SCIENCE IN EDUCATION

Madison Dee Aguirre
 Evan Thomas Brandner
 Karlie Nicole Brown
 Jordan Carson
 Madison Cordie
 Ethan James Delvo
 Rylie A. Eisenbeisz
 Katelyn Rose Fix
 Rachelle Lynn Gabriel
 Rebecca Lynn Gross

Janette Renee Hall
 Morgan Elizabeth Hamman
 Karlie Rae Harvey
 Tristen M. Henke
 Kennedy Lauren Kampa
 Ethan James Kranhold
 Madeline Louise Miller
 Kennedy Morgan Pearson
 Bailey Regynski
 Jenna Marie Reiff

Arionne Reiter
 Katie Kay Sinner
 Margaret Anne Thares
 Brook A. Tschetter
 Megan A. Unzen
 Kirstin Mae Walz
 Jessica Elizabeth Wegenke
 Chelsea Christine Weig
 Jessica Anna Lois Zempel

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

Wah Ka Paw

ASSOCIATE OF SCIENCE

Kaylee Shaye Briss
 Jaiden Elizabeth Langlie

Madysen G. Ogdahl
 Madison Marie Rutter

Cindy Saraly Venegas Mata

CANDIDATES FOR CERTIFICATES

Jordenne E. DuCheny
 Tyler James Engen

Mitchell Aaron Hanes
 Bushra Hulmani

Hannah Marie Jorgenson

South Dakota School of Mines and Technology
Spring/Summer 2020 Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
1	Ryan	James	Pickar	AA	General Studies	May-20
2	Tyler		Rihm	AA	General Studies	May-20
3	Rebecca	J	Watts	AA	General Studies	May-20
4	Rebecca	Licayan	Cychosz	BS	Applied and Computational Mathematics	May-20
5	August	William Henry	Meyer	BS	Applied and Computational Mathematics	May-20
6	Angel	Rodrigo	Nunez	BS	Applied and Computational Mathematics	May-20
7	Matthew	Ryan	Phillips	BS	Applied and Computational Mathematics	May-20
8	Katelyn	Mary	Raposa	BS	Applied and Computational Mathematics	May-20
9	Tiati	Leigh	Thelen	BS	Applied and Computational Mathematics	May-20
10	Olivia	Hedy	Briggs	BS	Applied Biological Sciences	May-20
11	Brianna	Rose	Crawford	BS	Applied Biological Sciences	May-20
12	Thomas	Andrew	De Long	BS	Applied Biological Sciences	May-20
13	Kacee	Lynn	Ehler	BS	Applied Biological Sciences	May-20
14	Nayda	Lynn Parris	Jones	BS	Applied Biological Sciences	May-20
15	Holly	Leighann	Kendrick	BS	Applied Biological Sciences	May-20
16	Lily	Anne	Lundquist	BS	Applied Biological Sciences	May-20
17	Jacey	Nicole	Merkle	BS	Applied Biological Sciences	May-20
18	Kailey	Lynn	Paulson	BS	Applied Biological Sciences	May-20
19	Megan	Amelia	Riel	BS	Applied Biological Sciences	May-20
20	Kelsey	Lee	Schecher	BS	Applied Biological Sciences	May-20
21	Lauren	Elisabeth	Utter	BS	Applied Biological Sciences	May-20
22	Samantha	Yvonne	Johnson	BS	Atmospheric and Environmental Sciences	May-20
23	Samuel	Thomas	Nesbitt	BS	Atmospheric and Environmental Sciences	May-20
24	Josef	Vernon	Pfau	BS	Atmospheric and Environmental Sciences	May-20
25	Taylor	MacKenna	Bright	BS	Biology	May-20
26	Daniel	Carl	Cerfus	BS	Biology	Aug-20
27	Kaitlyn	Aurelia Jing	Dickinson	BS	Biology	May-20
28	Alexia	Margaret	Hodgson	BS	Biology	May-20
29	Elise	Grey	Horkey	BS	Biology	May-20
30	Jeffrey	Jae	Lehman	BS	Biology	May-20
31	Anna-Maria	J	Meuwissen-Inskeep	BS	Biology	May-20
32	Nicholas	Zachary	Pedersen-Saharoff	BS	Biology	May-20
33	Trageton	Brosseau	Thorsgard	BS	Biology	May-20
34	Sherif	Amad	Zineldine	BS	Biology	May-20
35	Bailey	Joy	Aanenson	BS	Chemical Engineering	May-20
36	Pierce	Mitchell	Alexander	BS	Chemical Engineering	May-20
37	Jacob	Michael	Anastasi	BS	Chemical Engineering	May-20
38	Kayla	Marie	Bailly	BS	Chemical Engineering	May-20
39	Samuel	P	Crawford	BS	Chemical Engineering	May-20
40	Stephen	Alan	Diede	BS	Chemical Engineering	May-20
41	Hannah	Marie	Dudak	BS	Chemical Engineering	May-20
42	Timothy	Erlin	Ellison	BS	Chemical Engineering	May-20
43	Joseph	Thomas	Hilsendeger	BS	Chemical Engineering	May-20
44	Justin	Gregory	Hoff	BS	Chemical Engineering	May-20
45	Jayla	Charlene	Jarnagin	BS	Chemical Engineering	May-20
46	Divine	Muissa	Kavunga	BS	Chemical Engineering	May-20
47	Vanessa	Lu Min	Kee	BS	Chemical Engineering	May-20
48	Shyanne	Dee	Lambrecht	BS	Chemical Engineering	May-20
49	Neil	Alan	Leyda	BS	Chemical Engineering	May-20
50	Josi	Rose	Minor	BS	Chemical Engineering	May-20
51	Hunter	Austin	O'Connor	BS	Chemical Engineering	May-20
52	Alan	Eiji	Olderness	BS	Chemical Engineering	May-20
53	Timothy	Mitchell	Prohovsky	BS	Chemical Engineering	May-20
54	Darien	A	Raymond	BS	Chemical Engineering	May-20
55	Megan	Amelia	Riel	BS	Chemical Engineering	May-20
56	Nicole	Lee	Schrader	BS	Chemical Engineering	May-20
57	Michelle	Laurene	Scoggins	BS	Chemical Engineering	May-20
58	Eric	John	Spilman	BS	Chemical Engineering	May-20
59	Isaac	Jacob	Sullivan	BS	Chemical Engineering	May-20

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
60	William	George	Trevillyan	BS	Chemical Engineering	May-20
61	Connor	Robert	Weber	BS	Chemical Engineering	May-20
62	Keegan	John	Wilmes	BS	Chemical Engineering	May-20
63	Bailey	Joy	Aanenson	BS	Chemistry	May-20
64	Misti	Adria	Acevedo	BS	Chemistry	May-20
65	Kevin	Daniel	Barz	BS	Chemistry	May-20
66	Zachery	John	Deal	BS	Chemistry	May-20
67	Rachel	Elizabeth	Fenenga	BS	Chemistry	May-20
68	Holly	Leighann	Kendrick	BS	Chemistry	May-20
69	Jackson	William	King	BS	Chemistry	May-20
70	Cora	Emeline	Masterlark	BS	Chemistry	May-20
71	Collier	Richard	Meersman	BS	Chemistry	May-20
72	Sorel	Lauren	Nelson	BS	Chemistry	May-20
73	Timothy	Mitchell	Prohofsky	BS	Chemistry	May-20
74	Sarah	Elizabeth	Steele	BS	Chemistry	May-20
75	William	George	Trevillyan	BS	Chemistry	May-20
76	Sherif	Amad	Zineldine	BS	Chemistry	May-20
77	Aimee	Alison	Allcock	BS	Civil Engineering	May-20
78	Troy	James	Brady	BS	Civil Engineering	May-20
79	Justin	Cole	Broekemeier	BS	Civil Engineering	May-20
80	Justin		Brown	BS	Civil Engineering	May-20
81	Jared	Mitchel	Cogswell	BS	Civil Engineering	May-20
82	Korder	Ronald	Cropsey	BS	Civil Engineering	May-20
83	Timothy	Dean	Felker	BS	Civil Engineering	May-20
84	Zachary	Paul	Foust	BS	Civil Engineering	May-20
85	Caleb	Matthew	Furse	BS	Civil Engineering	May-20
86	Kaleb	Timothy	Hedman	BS	Civil Engineering	May-20
87	Tayden	C	Jacobson	BS	Civil Engineering	May-20
88	Savannah	Leigh	Jenkins	BS	Civil Engineering	May-20
89	Benjamin	Mical	Johannsen	BS	Civil Engineering	May-20
90	Daulton	James	Johnson	BS	Civil Engineering	May-20
91	Andrew	Levon	Karatepeyan	BS	Civil Engineering	May-20
92	Hunter	Brooks	Kiewel	BS	Civil Engineering	May-20
93	Matthew	Zachary	Kirkwold	BS	Civil Engineering	May-20
94	Timothy	Paul	Kroehler	BS	Civil Engineering	May-20
95	Brandon	Miles	Kruse	BS	Civil Engineering	May-20
96	Adrienne	Marie	Kusek	BS	Civil Engineering	May-20
97	Kristin	Augusta	Lerdal	BS	Civil Engineering	May-20
98	John	Everett	Martin	BS	Civil Engineering	May-20
99	Marcus	Ryan	Martinez	BS	Civil Engineering	May-20
100	Estefany		Mendivil Rodriguez	BS	Civil Engineering	May-20
101	Devin	Thomas	Mollers	BS	Civil Engineering	May-20
102	Daniel	Adam	Nosbush	BS	Civil Engineering	May-20
103	Anthony	Gongora	Rubina	BS	Civil Engineering	May-20
104	Emily	Elise	Sande	BS	Civil Engineering	May-20
105	Jonah	Andrew	Schmagel	BS	Civil Engineering	May-20
106	William	Frederick	Schultze	BS	Civil Engineering	May-20
107	Westley	Erik	Siebdrath	BS	Civil Engineering	May-20
108	Theron	Lee	Singleton	BS	Civil Engineering	May-20
109	Blayne	Theodore	Smith	BS	Civil Engineering	May-20
110	Trey	Keenan	Smith	BS	Civil Engineering	May-20
111	Helen	Aplan	Squyer	BS	Civil Engineering	May-20
112	Hannah	Elisabeth	Stevenson	BS	Civil Engineering	May-20
113	Bradley	P	Ware	BS	Civil Engineering	May-20
114	Michael	Albert	Ahlers	BS	Computer Engineering	May-20
115	Zachary	Allen	Donnelly	BS	Computer Engineering	May-20
116	Adam	Clayton	Esche	BS	Computer Engineering	May-20
117	Angus	Dylon	Frisch	BS	Computer Engineering	May-20
118	Jayvon	Winfield	Jackson	BS	Computer Engineering	May-20

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
119	Benjamin	Gabriel	LeBrun	BS	Computer Engineering	May-20
120	Jordan	Taylor	Lienau	BS	Computer Engineering	May-20
121	Spencer	Wayne	Riddick	BS	Computer Engineering	May-20
122	Seth	Lawrence	Snyder	BS	Computer Engineering	May-20
123	Samuel	David	Whitehead	BS	Computer Engineering	May-20
124	Mitchell	Reed	Anderson	BS	Computer Science	May-20
125	Adrian	Michael	Azan	BS	Computer Science	May-20
126	Samuel	J	Backes	BS	Computer Science	May-20
127	Morgan	John	Benninghofen	BS	Computer Science	May-20
128	Christina	Marie	Bergevin	BS	Computer Science	May-20
129	Keegan	Ike	Burnett	BS	Computer Science	May-20
130	Benjamin	C	Campbell	BS	Computer Science	May-20
131	Dustin	Robert	Cook	BS	Computer Science	May-20
132	Jay	William	Donohue	BS	Computer Science	May-20
133	Joshua	Ryan	Duklet	BS	Computer Science	May-20
134	Isaac	James	Egermier	BS	Computer Science	May-20
135	Jocelyne	Elisabeth	Freemyer	BS	Computer Science	May-20
136	Chezka	Cazzandra Cae	Gaddi	BS	Computer Science	May-20
137	Caelan	Michael	Klein	BS	Computer Science	May-20
138	Youki		Lewis	BS	Computer Science	May-20
139	Jonathan		McKee	BS	Computer Science	May-20
140	Noah	Riley	McKenzie	BS	Computer Science	May-20
141	Nicolas	Edmond	Mowen	BS	Computer Science	May-20
142	Carter	Benjamin	Olson	BS	Computer Science	May-20
143	Sean	K	Oolman	BS	Computer Science	May-20
144	Emily	Grace	Parks	BS	Computer Science	May-20
145	Manasi	Eknath	Paste	BS	Computer Science	May-20
146	Nathan	Paul	Saunders	BS	Computer Science	May-20
147	Joao	Diogo	Soares Pessoa	BS	Computer Science	May-20
148	Alex	Richard	Tiede	BS	Computer Science	May-20
149	Garfield		Tong	BS	Computer Science	May-20
150	Luke	Robert	Videckis	BS	Computer Science	May-20
151	Jonathan	Dominic	Vottero	BS	Computer Science	May-20
152	Jace	William	Anderson	BS	Electrical Engineering	May-20
153	Derek	Alan	Bain	BS	Electrical Engineering	May-20
154	Hanna	Rae	Bankers	BS	Electrical Engineering	May-20
155	Jakob	Richard	Berg	BS	Electrical Engineering	May-20
156	Austin	Skyler	Hartman	BS	Electrical Engineering	May-20
157	Garrett		Israel	BS	Electrical Engineering	May-20
158	David	Steven	Janssen	BS	Electrical Engineering	May-20
159	Ashley	Lauren	Jasunas	BS	Electrical Engineering	May-20
160	Jace	W	Johnson	BS	Electrical Engineering	May-20
161	Andrew	E	Klingaman	BS	Electrical Engineering	May-20
162	Jordan	Taylor	Lienau	BS	Electrical Engineering	May-20
163	Samuel	Warren	Pfenning	BS	Electrical Engineering	May-20
164	Michael	Dean	Rogers	BS	Electrical Engineering	May-20
165	Eric	Michael	Setka	BS	Electrical Engineering	May-20
166	Mitchell	Erik Olstad	Sueker	BS	Electrical Engineering	Aug-20
167	Andrew	Rodrick	Tobin	BS	Electrical Engineering	May-20
168	Colin	Philip	Wagner	BS	Electrical Engineering	May-20
169	Grace	Jovita	Wilson	BS	Electrical Engineering	May-20
170	Grace	Jovita	Wilson	BS	Electrical Engineering	May-20
171	Charles	Cochrane	Field	BS	Geological Engineering	May-20
172	Evan	James	Gelinne	BS	Geological Engineering	May-20
173	Matthew	L	Hedgespeth	BS	Geological Engineering	May-20
174	Jessica		Lohrenz	BS	Geological Engineering	May-20
175	Haley	Rose	Noteboom	BS	Geological Engineering	May-20
176	Ryan	Conner	Peyton	BS	Geological Engineering	May-20
177	Rex	Rudolph	Tarras	BS	Geological Engineering	May-20

South Dakota School of Mines and Technology
Spring/Summer 2020 Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
178	Wyatt	Scot	Tatge	BS	Geological Engineering	May-20
179	Dylan	Anthony	Thomas	BS	Geological Engineering	May-20
180	Jacob		Truxal	BS	Geological Engineering	May-20
181	Taylor	Grant	Wendt	BS	Geological Engineering	May-20
182	Calen		Cavallaro	BS	Geology	May-20
183	Michael	E	Cyrier	BS	Geology	May-20
184	Jessica	Ann	Fabin	BS	Geology	May-20
185	Zakary	Clayton	Jewell	BS	Geology	May-20
186	Daniel	Christopher	Lucas	BS	Geology	May-20
187	Antonio		Bano-Sanoguera	BS	Industrial Engineering and Engineering Management	May-20
188	Triston	Dell	Brown	BS	Industrial Engineering and Engineering Management	May-20
189	Austin	Blake	Chapman	BS	Industrial Engineering and Engineering Management	Aug-20
190	Christopher	Jordan	Counce	BS	Industrial Engineering and Engineering Management	May-20
191	Cooper	Elizabeth	Courtney	BS	Industrial Engineering and Engineering Management	May-20
192	Rebecca	Licayan	Cychosz	BS	Industrial Engineering and Engineering Management	May-20
193	Ezebuolike	Michael	Egbelu	BS	Industrial Engineering and Engineering Management	May-20
194	Adam	Conrad	Erickson	BS	Industrial Engineering and Engineering Management	May-20
195	Abby	Kathleen	Fenhaus	BS	Industrial Engineering and Engineering Management	May-20
196	Jacob	Lee	Fitzgerald	BS	Industrial Engineering and Engineering Management	May-20
197	Quentin	R K	Galuteria Soares	BS	Industrial Engineering and Engineering Management	Aug-20
198	Andrea	Cheyenne	Gracia	BS	Industrial Engineering and Engineering Management	May-20
199	Matthew	Jacob	Greenfield	BS	Industrial Engineering and Engineering Management	May-20
200	Carson	R	Hillestad	BS	Industrial Engineering and Engineering Management	May-20
201	Alexandra	Veturia	Kliche	BS	Industrial Engineering and Engineering Management	May-20
202	Katharine	Alexa	Knott	BS	Industrial Engineering and Engineering Management	May-20
203	Thanasis	J	Kouris	BS	Industrial Engineering and Engineering Management	May-20
204	Alex	William	Kringen	BS	Industrial Engineering and Engineering Management	May-20
205	Hans	Jackson	Leonhardt	BS	Industrial Engineering and Engineering Management	May-20
206	Ryan	Lin	Li	BS	Industrial Engineering and Engineering Management	May-20
207	Leonardo	Francisco	Martinez	BS	Industrial Engineering and Engineering Management	May-20
208	Bryan	Daniel	Ortega	BS	Industrial Engineering and Engineering Management	May-20
209	Alyssa	Mackenzie	Ottman	BS	Industrial Engineering and Engineering Management	May-20
210	Steven	Louis	Pepke	BS	Industrial Engineering and Engineering Management	May-20
211	Jace	Castle	Salley	BS	Industrial Engineering and Engineering Management	May-20
212	Emily	Germaine	Schimbeno	BS	Industrial Engineering and Engineering Management	May-20
213	Ryan	Peter	Smith	BS	Industrial Engineering and Engineering Management	May-20
214	Samantha	Elizabeth	Steffeck	BS	Industrial Engineering and Engineering Management	May-20
215	Molly	Lynn	Becker	BS	Interdisciplinary Sciences	May-20
216	Bradley	David	Blansett	BS	Interdisciplinary Sciences	May-20
217	Emily	A	Garcia	BS	Interdisciplinary Sciences	May-20
218	MaKinze	Marie	Maiden	BS	Interdisciplinary Sciences	May-20
219	Molly	Paige	McCabe	BS	Interdisciplinary Sciences	May-20
220	Drew	Austin	McDonald	BS	Interdisciplinary Sciences	Aug-20
221	Damon	Andrew	Robertson-Riley	BS	Interdisciplinary Sciences	May-20
222	Shelby	Lyn	Sires-Lemke	BS	Interdisciplinary Sciences	May-20
223	Jermaine		Williams	BS	Interdisciplinary Sciences	May-20
224	Tyler	James	Afdahl	BS	Mechanical Engineering	May-20
225	Brett	Luther	Anderson	BS	Mechanical Engineering	May-20
226	Kendra	M	Anderson	BS	Mechanical Engineering	May-20
227	Anthony	Alexander	Azzaro	BS	Mechanical Engineering	May-20
228	Cooper	James	Baltzer	BS	Mechanical Engineering	May-20
229	Jacob	Wesley	Bertagnole	BS	Mechanical Engineering	May-20
230	Jacob	Taylor	Blotsky	BS	Mechanical Engineering	May-20
231	Riley	Charles	Braegelmann	BS	Mechanical Engineering	May-20
232	Mason	K	Campbell	BS	Mechanical Engineering	May-20
233	Benjamin	Paul	Colvin	BS	Mechanical Engineering	May-20
234	Matthew	Gene	Darnall	BS	Mechanical Engineering	May-20
235	Joel	Daniel	Erickson	BS	Mechanical Engineering	May-20
236	Austin	Noah	Evans	BS	Mechanical Engineering	May-20

South Dakota School of Mines and Technology
Spring/Summer 2020 Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
237	Tanner	Thomas	Farnsworth	BS	Mechanical Engineering	May-20
238	Jackson	Thomas	Fiddler	BS	Mechanical Engineering	May-20
239	Kayla	Courtney	Gagen	BS	Mechanical Engineering	May-20
240	Casey	Elizabeth	Gersch	BS	Mechanical Engineering	May-20
241	Cameron	Cole	Hainy	BS	Mechanical Engineering	May-20
242	Joseph	Paul	Heil	BS	Mechanical Engineering	May-20
243	John	David	Hillard	BS	Mechanical Engineering	Aug-20
244	Joshua	Pierce	Hillard	BS	Mechanical Engineering	May-20
245	Kayla	Alissa	Huber	BS	Mechanical Engineering	May-20
246	Alexander	Daniel	Kalmbach	BS	Mechanical Engineering	May-20
247	Mitchell	M	Kleven	BS	Mechanical Engineering	May-20
248	Daniel	Jacob	Krieger	BS	Mechanical Engineering	May-20
249	Terrence	Scott	Kuca	BS	Mechanical Engineering	May-20
250	Strauss	Carl	Langrud	BS	Mechanical Engineering	May-20
251	Adam	Jon	Lau	BS	Mechanical Engineering	May-20
252	Shilo	Lane	Lensegrav	BS	Mechanical Engineering	May-20
253	Brandon	Donald	Lindner	BS	Mechanical Engineering	May-20
254	Keenan	John	Mahler	BS	Mechanical Engineering	May-20
255	Marc	Antonio Roque	Mascarenhas	BS	Mechanical Engineering	May-20
256	Ezra	J	McBride	BS	Mechanical Engineering	May-20
257	Sagan	Ian	McClendon	BS	Mechanical Engineering	May-20
258	Aaron	James	Meyer	BS	Mechanical Engineering	May-20
259	Matthew	Royce	Miller	BS	Mechanical Engineering	May-20
260	Nicole	Lindsey	Miller	BS	Mechanical Engineering	May-20
261	Jonathon	Allen	Murray	BS	Mechanical Engineering	May-20
262	Garret		Niichel	BS	Mechanical Engineering	May-20
263	Andrew	Theodore	Norman	BS	Mechanical Engineering	May-20
264	Dexter	Colt	Nowstrup	BS	Mechanical Engineering	May-20
265	Noah	Rusten	Oehlke	BS	Mechanical Engineering	May-20
266	Trevor	Bradley	O'Hearn	BS	Mechanical Engineering	May-20
267	John	Daniel	Olson	BS	Mechanical Engineering	May-20
268	Matthew	Ryan	Phillips	BS	Mechanical Engineering	May-20
269	Jacob	Douglas	Pitt	BS	Mechanical Engineering	May-20
270	Nicholas	Riley	Reynolds	BS	Mechanical Engineering	May-20
271	Jared	M	Ross	BS	Mechanical Engineering	May-20
272	Daniel	Paul	Schroder	BS	Mechanical Engineering	Aug-20
273	Seth	Michael	Schultz	BS	Mechanical Engineering	May-20
274	Brandon	Daniel	Sharkey	BS	Mechanical Engineering	May-20
275	Andrew	Joseph	Snyder	BS	Mechanical Engineering	May-20
276	Daylon	B	Spellman	BS	Mechanical Engineering	May-20
277	Alex	John	Spies	BS	Mechanical Engineering	May-20
278	Brent	Lee	Stahl	BS	Mechanical Engineering	May-20
279	Jacob	Tyler	Steffen	BS	Mechanical Engineering	May-20
280	Thomas	John	Trautman	BS	Mechanical Engineering	May-20
281	Nicholas	Paul	Wassilak	BS	Mechanical Engineering	Aug-20
282	Bryan	Michael	Waugh	BS	Mechanical Engineering	May-20
283	Johnathon	Raymond	Weber	BS	Mechanical Engineering	May-20
284	Stephen	Deloss	Welsh	BS	Mechanical Engineering	May-20
285	Nathan	Ray	Ziliak	BS	Mechanical Engineering	May-20
286	William	Jackson	Carpenter	BS	Metallurgical Engineering	May-20
287	Benjamin	Jeffrey	Chapman	BS	Metallurgical Engineering	May-20
288	Logan	Anthony	Elers	BS	Metallurgical Engineering	May-20
289	Daniel	James	Freeman	BS	Metallurgical Engineering	May-20
290	Austin	Michael	Hammer	BS	Metallurgical Engineering	May-20
291	Austin	J	Holmes	BS	Metallurgical Engineering	May-20
292	Samuel	Earl	Kessinger	BS	Metallurgical Engineering	May-20
293	Joseph	Andre	Lauzon	BS	Metallurgical Engineering	May-20
294	David	Duane	Lock	BS	Metallurgical Engineering	May-20
295	Naomi	Lynn	Manzer	BS	Metallurgical Engineering	May-20

South Dakota School of Mines and Technology
Spring/Summer 2020 Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
296	Steven	Jefferson	Miklos	BS	Metallurgical Engineering	May-20
297	Cole	Robert	Osendorf	BS	Metallurgical Engineering	May-20
298	Seth	Stephen	Petra	BS	Metallurgical Engineering	May-20
299	Shayley	Marie	Priselac	BS	Metallurgical Engineering	May-20
300	Karen	Marie	Schottler	BS	Metallurgical Engineering	Aug-20
301	Cameron	J	Thompson	BS	Metallurgical Engineering	May-20
302	Fernando	Serrato	Vazquez	BS	Metallurgical Engineering	May-20
303	Peter	N	Vik	BS	Metallurgical Engineering	May-20
304	Tyler	David	Wentworth	BS	Metallurgical Engineering	May-20
305	Levi	Daniel	Bailey	BS	Mining Engineering	May-20
306	Andrew	Brent	Bauman	BS	Mining Engineering	May-20
307	Ian	Christopher	Becket	BS	Mining Engineering	May-20
308	Michael	Wilfred	Dickson	BS	Mining Engineering	May-20
309	Rio	Royal	Johnson	BS	Mining Engineering	May-20
310	Rebekah	Renee	Nelson	BS	Mining Engineering	May-20
311	Andrew	Joemel	Popescu	BS	Mining Engineering	May-20
312	Sarah	Anne Murdock	Smith	BS	Mining Engineering	May-20
313	John	Theodore	Zimmerman	BS	Mining Engineering	May-20
314	Abigail	Marie	Elger	BS	Physics	May-20
315	Kyle	Nicholas	Hill	BS	Physics	May-20
316	Patrick	Jon	Morello	BS	Physics	May-20
317	Layne	Hunter	Tieszen	BS	Physics	May-20
318	Lucas	George	Graunke	MS	Atmospheric and Environmental Sciences	May-20
319	Mitchell	Joseph	Kern	MS	Atmospheric and Environmental Sciences	May-20
320	Nathan	Logan Jeffrey	Lynum	MS	Atmospheric and Environmental Sciences	May-20
321	Colin	Robert	Bertsch	MS	Biomedical Engineering	May-20
322	Erica	Michelle	Everson	MS	Biomedical Engineering	May-20
323	Michelle	Renee	Frybarger	MS	Biomedical Engineering	May-20
324	Meerab		Joseph	MS	Biomedical Engineering	May-20
325	Stanislaw	Elijah	Nikolaev	MS	Biomedical Engineering	May-20
326	Bradley	J	Spurlock	MS	Biomedical Engineering	Aug-20
327	Joseph	Lee	Domine	MS	Chemical Engineering	May-20
328	Whytneigh	Rose	Duffie	MS	Chemical Engineering	May-20
329	Rachel	Marie	Hermanson	MS	Chemical Engineering	Aug-20
330	Benjamin	Christopher	Hinricher	MS	Chemical Engineering	May-20
331	Tristan	William	Kenny	MS	Chemical Engineering	May-20
332	Shayla	Rae	Lindsey	MS	Chemical Engineering	May-20
333	Sourav		Verma	MS	Chemical Engineering	May-20
334	Sidney	William	Vondra	MS	Chemical Engineering	May-20
335	James	Martin	Votel	MS	Chemical Engineering	May-20
336	Adewale	Michael	Adegoke	MS	Civil and Environmental Engineering	May-20
337	Brett	Anthony Bolin	Anderson	MS	Civil and Environmental Engineering	May-20
338	John	Joseph	Costello IV	MS	Civil and Environmental Engineering	May-20
339	McKinley	Rae	Harm	MS	Civil and Environmental Engineering	May-20
340	Benjamin	John	Holkeboer	MS	Civil and Environmental Engineering	Aug-20
341	Joshua	Benjamin	Knock	MS	Civil and Environmental Engineering	May-20
342	Alexis	J	Long	MS	Civil and Environmental Engineering	May-20
343	Rachel	Grace	Lovelace	MS	Civil and Environmental Engineering	May-20
344	Michael	Patrick	Mansfield	MS	Civil and Environmental Engineering	May-20
345	Mindy	Kay	Mansfield	MS	Civil and Environmental Engineering	May-20
346	Jason	Dale	Phillips	MS	Civil and Environmental Engineering	May-20
347	Chad	Gordon	Reimer	MS	Civil and Environmental Engineering	May-20
348	William	Allen	Smith	MS	Civil and Environmental Engineering	May-20
349	Antoinette		Winckel	MS	Civil and Environmental Engineering	May-20
350	Remington	Stanley	Bullis	MS	Computational Sciences and Robotics	May-20
351	Austin	Tanner	Gill	MS	Computational Sciences and Robotics	May-20
352	Logan	Wade	Lembke	MS	Computational Sciences and Robotics	May-20
353	Kyle	W	MacMillan	MS	Computational Sciences and Robotics	May-20
354	Christopher	James	Smith	MS	Computational Sciences and Robotics	May-20

South Dakota School of Mines and Technology
Spring/Summer 2020 Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
355	Andrew	David	Stelter	MS	Computational Sciences and Robotics	May-20
356	Patrick	John	Dennis	MS	Construction Engineering and Management	May-20
357	Tyler	Allen	Kleinsasser	MS	Construction Engineering and Management	May-20
358	Mark		Manseau	MS	Construction Engineering and Management	May-20
359	David	Jason	Musgrave	MS	Construction Engineering and Management	Aug-20
360	Sergey		Nadobenko	MS	Construction Engineering and Management	May-20
361	Cassidy	Joy	Trapp	MS	Construction Engineering and Management	May-20
362	Ellen	Marie	White Thunder	MS	Construction Engineering and Management	May-20
363	Ashley	Lauren	Jasunas	MS	Electrical Engineering	Aug-20
364	Kazi Sadman		Kabir	MS	Electrical Engineering	May-20
365	Chinmaya	Vidyut	Kaji	MS	Electrical Engineering	May-20
366	Kevin	Charles	Ptak	MS	Electrical Engineering	May-20
367	Suzanne	Elise	Collins	MS	Engineering Management	May-20
368	Emmy	Lynn	Dressen	MS	Engineering Management	Aug-20
369	Connor	Lee	Janovy	MS	Engineering Management	May-20
370	Jibran	Khalid	Mahadik	MS	Engineering Management	May-20
371	Ravindra		Nagaraju	MS	Engineering Management	Aug-20
372	Richard	Jesse Valney	Northrup	MS	Engineering Management	May-20
373	Kevin	Kurt	Thompson	MS	Engineering Management	May-20
374	Garret	John	Trupe	MS	Engineering Management	May-20
375	Todd	Michael	Anderson	MS	Geology and Geological Engineering	May-20
376	Taran	William	Bradley	MS	Geology and Geological Engineering	May-20
377	John	Richard	Farmer	MS	Geology and Geological Engineering	Aug-20
378	Disha		Gupta	MS	Geology and Geological Engineering	May-20
379	Devin	Pesola	Last	MS	Geology and Geological Engineering	May-20
380	Kristen	Renee	Lewis	MS	Geology and Geological Engineering	May-20
381	Jared	Michael	Long-Fox	MS	Geology and Geological Engineering	May-20
382	Stephanie	Alicia	Loose	MS	Geology and Geological Engineering	Aug-20
383	Ahmet		Yilmazgoz	MS	Geology and Geological Engineering	May-20
384	Imren		Yilmazgoz	MS	Geology and Geological Engineering	May-20
385	Caleb	Michael	Dillinger	MS	Materials Engineering and Science	May-20
386	Michelle	Marie	Jensen	MS	Materials Engineering and Science	Aug-20
387	Tyler	James	Ryther	MS	Materials Engineering and Science	May-20
388	James	L	Tomich	MS	Materials Engineering and Science	May-20
389	Steven	Lee	Dixler	MS	Mechanical Engineering	May-20
390	Benjamin	David	Kroon	MS	Mechanical Engineering	May-20
391	John	J	Rapp	MS	Mechanical Engineering	May-20
392	Jackson	Rison	Roberts	MS	Mechanical Engineering	May-20
393	Tristan	Nicolas	Von Nieda	MS	Mechanical Engineering	Aug-20
394	Alison	Catherine	Brewer	MS	Mining Engineering and Management	May-20
395	Caren	Allison	Goodrich	MS	Mining Engineering and Management	May-20
396	Gregory	Vernon	Griffith	MS	Mining Engineering and Management	Aug-20
397	Shantanu		Panwar	MS	Mining Engineering and Management	May-20
398	Benjamin	Nate	Zalneraitis	MS	Paleontology	May-20
399	Jason	David	Stock	MS	Physics	May-20
400	Battsengel		Dashdorj	PhD	Atmospheric and Environmental Sciences	May-20
401	Eden		Bhatta	PhD	Biomedical Engineering	Aug-20
402	Virali	Jayesh	Parekh	PhD	Biomedical Engineering	Aug-20
403	Aditi		David	PhD	Chemical and Biological Engineering	Aug-20
404	Joseph	De Coteau	Houck	PhD	Chemical and Biological Engineering	May-20
405	Eswar ArunKumar		Kalaga	PhD	Chemical and Biological Engineering	Aug-20
406	Fidel	Dela	Ruz-Nuglo	PhD	Chemical and Biological Engineering	May-20
407	Michael	David	Tomac	PhD	Chemical and Biological Engineering	May-20
408	Ali		Shojaei Zadeh	PhD	Civil and Environmental Engineering	Aug-20
409	Charles	Jason	Tinant	PhD	Civil and Environmental Engineering	Aug-20
410	Lilly		Jones	PhD	Geology and Geological Engineering	May-20
411	Brooke	Lamonte	Long-Fox	PhD	Geology and Geological Engineering	May-20
412	Jack	Yongchen	Yang	PhD	Materials Engineering and Science	Aug-20
413	Akshay	Anand	Chowdu	PhD	Mining Engineering and Management	May-20

South Dakota School of Mines and Technology
Spring/Summer 2020 Graduate List

	First Name	Middle Name	Last Name	Degree	Major	Graduation Date
414	Ankit		Jha	PhD	Mining Engineering and Management	May-20
415	Yong		Pan	PhD	Mining Engineering and Management	Aug-20
416	Anahita		Haghizadeh	PhD	Nanoscience and Nanoengineering	May-20
417	Divya		Kota	PhD	Nanoscience and Nanoengineering	May-20
418	Tyler	Cody	Borgwardt	PhD	Physics	May-20
419	Hari		Chapagain	PhD	Physics	May-20
420	Emily	Alyn	Dvorak	PhD	Physics	May-20
421	Tyler	Adam	Liebsch	PhD	Physics	May-20

South Dakota State University
Spring 2020 Candidates

DOCTOR OF PHILOSOPHY

Ezaldeen Adhamash	Gavin Fenske	Partha Saha
Alahakoon Achchillage	Paul Gaillard	Danielle Schievelbein
Dilmini Alahakoon	Rongyuan Gao	Christopher Skaggs
Mustafa Aljadi	Sudeep Ghimire	Gabriela John Swamy
Saad Alshehri	Jaimie Gibbons	Ujjwol Tamrakar
Venkata Bandarupalli	Obed Gyamfi	Brandon Varilek
Shraddha Basu	Joshua Kennedy	Jianmin Wang
Heather Deter	Nicholas Kludt	Jieshi Yu
Khalid Emshadi	Achal Neupane	
Brandi Felts	Bimal Paudel	

DOCTOR OF NURSING PRACTICE

Catherine Andela-Ruth	Elissa Karels	Lindsey Palmer
Nicole Cotton	Leah Keune	Jodi Peterson
Brett Jahnke	Samantha Konechne	Abbie Styes
Chelsea Jones	Janelle Kriz	McKenzie Terfehr

DOCTOR OF PHARMACY

Ashraf Amadou	Tiffany Hanisch	Jacob Lang
Mya Baker	Shanee Hanning	Abigail Mechtenberg
Kali Bendix	Michaela Hertz	Jenna Mendoza
Samantha Boeck	Lexie Hoffman	Rachel Mitchell
Natalie Bollin	Luke Iglinski	Madyson Muller
Miranda Boraas	Philip Jacobson	Zachary Muller
Hannah Brokmeier	Amishi Jain	Quan Nguyen
Bailey Buenger	Ashley Jensen	Brooke Nibbelink
Muhammed Ceesay	Sarah Jesse	Brandon Nigg
Andi Clayton	Mikinze Jones	Katelyn Norton
Angela Dahlgren	Shaymous Juhnke	Alexis Nyberg
Lindsey DeFrancesco	Molly Kabella	Jordan Peterson
Amanda Dickinson	Taylor Kelsey	Emilee Pierson
Scott Dingus	Kyle Kirby	Monica Pillatzki
Makayla Ernst	Megan Klueber	Holly Polak
Chelsey Fast	Lily Koob	Graham Protexter
Ryan Flynn	Jessica Kotschegarow	Shelby Retzer
Sarah Ginsbach	Christopher Kotschevar	Heidi Ringling
Zelege Goshu	Sarah Kruckeberg	Taylor Rothenberger

Janae Sampson
 Brittney Saunders
 Megan Schliesman
 Bailey Schroeder
 Taylor Sebert
 Holden Sjogren

Matthew Smith
 Savannah Suchor
 Steven Szabo
 Tabitha Towery
 Trevor Treglia
 Katya Vakshteyn

Shelby Van Driel
 Matthew Volquardsen
 Patrick Watchorn
 Dennis Weber
 Calvin Werth
 Matthew Wiemann

MASTER OF ARCHITECTURE

Drew Doyle
 Colby McGinley
 Jared Mulder
 Tolulope Oyeniyi

Alexandra Rausch
 Christopher Simmons
 Jacob Ugland
 Chad Umlauf

Seth Varty
 Kaitlyn Walker

MASTER OF ARTS

Amber Alvey
 Katie Banks

Kiersten Koehler
 Cheryl Schaefer

Melissa Schmitt

MASTER OF EDUCATION

Travis Ahrens
 Rianna Albers
 Joseph Roi Avanzado
 Scott Breyfogle
 Christopher Buckmiller

Marissa Caskey
 Kaitlen Garcia
 Kendra Mack
 Owen Parsley
 Christopher Roman

Nicole Schwing
 Robert Speirs
 Miranda Sullivan

MASTER OF ENGINEERING

Sterling Berg

Pranesh Vernekar

MASTER OF MASS COMMUNICATION

Suzanne Albers
 Lucilla Harrell

Jennie Hegge
 Lura Roti

Michael Schulte
 Jason Tracey

MASTER OF PUBLIC HEALTH

Prakash Kandel

MASTER OF SCIENCE

Kaitlyn Abrahamson

Mitchel Adams

Maria Aguirre

Seth Arhin Donkor
 Edem Avemegah
 Riley Baker
 Heidi Barber
 Jeffery Bartel
 Ephrem Bejiga
 Kelsey Bergman
 Megan Blomberg
 Tayt Boeckholt
 Brendan Branick
 Jessica Brave Heart
 Julia Brennan
 Justin Brown
 Mehmet Budak
 Braden Carmody
 Zachary Chapman
 Jamie Craghead
 Isaac Crentsil
 Kendal Davis
 Alli DeLay
 Debra DePauw
 Tanner Diemer
 LuCinda Doyle
 Kailie Drescher
 Sean Edeki
 Karlee Eichten
 Megan Ekern
 Jacob Elfmann
 Meghan Epp
 Douglas Fiedler
 Trisha Flemmer
 Mark Flint
 Kyle Fluker
 Kari Fods
 Alexis Frankhauser
 Ryan Froom
 Austin Galinat
 Patrick Glavee
 Melinda Goblirsch
 Holly Goehring
 Derek Gravholt
 Jason Griffin
 Kelsey Grimsrud

Gina Gronewold
 Tyler Hanson
 Zachary Harbaugh
 Charlie Hartpence-
 Meredith
 Mellissa Heermann
 Cassie Hendricks
 Lily Hernandez
 Joshua Hoffmann
 Benjamin Hogen
 Robert Hoiten
 Chandler Holland
 Megan Huegli
 Lindsey Jaixen
 Stephani Jarecke
 Kevin Jerez Bogota
 Kaitlin Johnston
 Pratiksha K C
 Yeter Karakoc
 Ryan Kasdorf
 Ankit Kaushik
 Mahzabin Khan
 Shahrukh Khan
 Shelbee Kinghorn
 Kanbi Knippling
 Clinton Kolbeck
 Luke Kovalski
 Maggie Kringen
 Jacob Krupa
 Jordan Kruse
 Dana Kurtz
 Cody Larson
 Mathew Lavoy
 Sang Kwan Lee
 Jennifer Lutze
 Kaj Lynoe
 Mohan Manamel
 Georgekutty
 Beatrice Manu
 Derek Marsh
 Jacie McDonald
 Logan Megard
 Michelle Mehrer

Paul Melino
 Ibrahim Mahmoud Mohsen
 Danielle Moran
 Anzar Mudassir
 Brooke Munk
 Nathan Muschamp
 Gina Neff
 Mariah Nelson
 Samuel Niewenhuis
 Shay Norris
 Kala Nurnberg
 Collette Nyuydze
 Paige O'Farrell
 Jacob Olson
 Prince Opare
 Jamie Ortman
 Domelaar Ouattara
 Casey Painter-Sams
 Ashley Palmentieri
 Paige Pappadackis
 Grace Payne
 Ashlyn Pearson
 Marco Paulo Pereira
 Castro
 Megan Petersen
 Lucas Porter
 Jamie Portner
 Michael Quinlivan
 Teerath Singh Rai
 Bipin Rajpurohit
 Abdelrahman Man Raslan
 Mariah Reil
 Natalie Rihanek
 Saraswati Rimal Gautam
 Devon Russell
 Sartaj Saadman
 Robert Safar
 Katie Salden
 Alireza Salehnia
 Daniel Sam
 Philip Sam
 Mitchell Sangl
 Lily Schimke

Kathryn Schlafke
 Bradie Schmidt
 Hannah Scriver
 Cole Sellnow
 ElHussein Shata
 Hee Chang Shin
 Errin Short
 Sunayana Shyam
 Jandhyala
 Jae Young Sim
 Gagan Singla
 Ruhit Sinha
 Nathan Stadem

Emily Steadman
 Michael Sun
 Michael Sundall
 Laura Swier
 Hilary Syvertson
 Jacob Tandoh
 Haileselassie Tefera
 Reed Tellinghuisen
 Negassi Tesfay
 Courtney Trapp
 Reid Valsvig
 Jasmine Vansant
 Kristina Vazquez

Anna Venjohn
 Pratishtha Verma
 Roberto Villegas-Diaz
 Zengyue Wang
 Kayla Wede
 Kaila Weihe
 Alec Weis
 Kelly Wharton
 Taylor Willhite
 Charles Williams
 Amber Wodzinski
 Most Farzana Yesmin

BACHELOR OF SCIENCE IN NURSING

Megan Albertson
 Hannah Anderson
 Lucas Anderson
 Stephanie Arndt
 Samantha Ashland
 Jayce Assman
 Jacey Bailey
 Elizabeth Bell
 Francis Bierman
 Keoni Bills
 Jordan Boerboom
 Sara Bohan
 Allison Bottelberghe
 Mayra Boyd
 Prodilyn Cardines
 Shannon Carlson
 Morgan Carmody
 Cheyenne Christensen
 Carly Clemen
 Jenny Damatta
 Matthew Davalos
 Melissa DeCook
 Tierney Donovan
 Haley Dorschner
 Jessica Dravland

Meagan Eilers
 Jennifer Erdmann
 Amanda Erhard
 Uduak Essien
 Joshua Fanning
 Lacey Farley
 Bergen Forst
 Joshua Friese
 Sydney Gall
 Eskinder Getahun
 Seth Goepferich
 Kristie Gonzales
 Allison Gorder
 Elizabeth Grabowska
 Allison Grandstrand
 Sandra Lyn Gruenig
 Anna Hahn
 Shaylee Hanning
 Samantha Headrick
 Kelly Heesch
 Wyatt Heezen
 Jordan Helmin
 Molly Herrera
 Charles Hilding
 Sydney Hirrschoff

Skyler Hochstein
 Haley Hoefer
 Sasha Hokanson
 Shelby Hooth
 Haili Hovland
 Elizabeth Howe
 Heather Hoy
 Melanie Johnson
 Ashley Just
 Caroline Kieffer
 Hannah Kilker
 Tram Kim
 Matthew Kinowski
 Kayli Kjerstad
 Sydney Klosterman
 Tyra Knoblock
 Elizabeth Knutson
 Kylie Krcil
 Kaitlyn Krzmarzick
 Meara Kulda
 Molly Lauseng
 Megan Lavergne
 Michael Lewis
 Victoria Lynch
 Dayna Madsen

Toby Mallmann
 Julia Marshall
 Dana McDonald
 Griffin Metz
 Allison Meyer
 Crystal Minor
 Alison Muilenburg
 Stephanie Neumeister
 Amblessed Nwaeme
 Anna Odens
 Rochelle Ohm
 Samantha O'Neal
 Tiana Paradeis
 Grace Pelowitz
 Tiffany Petersen
 Alexis Powell

Emily Prill
 Sarah Rausch
 Demi Reasor
 Katelyn Renneke
 Taylor Rohlk
 Emily Rone
 Rebecca Rose
 Alejandra Rubio
 Jadin Rudebusch
 Mikaela Rustand
 Marie Sadler
 Kaitlyn Schmeichel
 Emily Schmitz
 Tate Scotting
 Lilia Sears
 Allie Skattum

Melissa Sletten
 Kayla Snow
 Hannah Stein
 Laree Stevens
 Kallie Stout
 Cassidy Stratman
 Lorraine Sweetman
 Lindsay Swenson
 Carley Tangen
 Bailly Ten Haken
 Christopher Tiernan
 Kennedy Tietz
 Alexandria Wang
 Erica Weber
 Daxx Wiebelhaus
 Lauren Wilke

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Jacob Filk
 Nicholas Fuhr

Joshua Irvin
 Tate Ketelhut

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Cole Adams
 Bradley Englund
 Taylor Fauth
 Mykin Gunning
 Kaitlyn Hague
 Vani Jain
 Jaret Kern
 Landon Like
 Seth McKinley

Dustin Meyer
 Keely Moriarty
 Brenden Olevson
 Cully Olson
 Chukwuebuka Ozueigbo
 Nathan Powell
 Michael Redenbaugh
 Selene Renes
 Joshua Rodriguez

Austin Schlagel
 Aebissa Serda
 Jeffrey Smithey
 Norman Statz
 Scout Sudbeck
 Tyler Tetrault
 Dillan Thuringer
 Aaron Wohlwend

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Mahmood Alnasser
 Michael Bauer
 Matthew Buckman
 Cole Carlin
 Wai Hang Chow Lin

Nathanael Dobbs
 Jacob Enneking
 Alexander Evans
 Nathaniel Fleet
 Jamison French

Justin Glenn
 Gina Guidotti
 Aditya Harshvardhan
 Austin Hochhalter
 Jacob Holst

Tyler Jensen
 Maclaine Johnson
 Conner Jurrens
 Colton Krisnik
 Jeffrey Kurtz
 Shuai Li

Data Luitel
 James Marrs
 Genzo Namikawa
 Jin Hang Ng
 Meet Patel
 Ferdinand Ramos

Viraj Samson
 Kishan Siwakoti
 Reshma Thapa
 Ethan Tromp
 Michael Weible
 Phillip Zamora

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Ibrahim Ali
 Faisal Almaqhawi
 Mahmood Alturki
 Keaton Bohnenkamp
 Patrick Doyle
 Victorya Dykema

Ty Fischer
 Sean Hartze
 Bunnavorn Heng
 Brandon Hertz
 Reece Miller
 Nicholas Ross

Enrique San Miguel
 Matthew Scherrer
 Cole Schneider
 Dustin Schoepke
 Erin Severyn
 Luke Weber

BACHELOR OF SCIENCE IN DATA SCIENCE

Alexander Denevan
 Benjamin Derenge
 James Dethlefs
 Michael Dobrenski

Blake Gilkyson
 Lee Halbritter
 Jason Hasse
 Noah Laycock

Siyi Liu
 Maverick Maynard
 Rylee Sundermann
 Alexander Yagla

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Noah Anderson
 Ayodeji Awoyemi
 Mohamed Ayoub
 Christopher Begeman
 Samuel Bisgard
 Jacob Deines
 Jacob Enneking
 Obinna Ezugu

Zachary Grudem
 Rosemary Halenza
 Jacob Hegland
 Kaveen Jayamanna
 Tyler Jorgenson
 Zachary Kirsch
 Adam Klemisch
 Joel Kocer

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 Aikaterina L. Assimacopoulos
 Matthew G. Bell
 Elliot L. Blankespoor
 Michael G. Blankespoor
 Elliot D. Blue
 Jessica A. Boerner
 Clayton D. Busch
 John Chandler
 Emmett W. Chappelle
 Adam J. Cloos
 Sean J. Condon
 Rebecca M. Cooper
 Taylor J. Den Hartog
 Austin J. Eggers
 Molly A. Ervin Person
 Charissa M. Etrheim
 Lauren E. Fanta
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 James M. Gilbert
 Victoria L. Graham
 Ali S. Haines
 Alex J. Hannemann
 Joshua S. Hanscom
 Caleb J. Heiberger
 Wesley J. Henze
 Cory R. Hewitt
 Nevada D. Hughes
 Chandler B. Jansen
 Matthew D. Johnson
 Patrick D. Kane
 Jordyn J. Kreutzfeldt
 Jeremy J. Kudrna
 Ross E. Larson

Derek E. Lee
 Kenzie K. Lee
 Hannah R. Medeck
 Eric G. Mehlhaff
 Tej I. Mehta
 Brett L. Montieth
 Kayla M. Munger
 Hayley N. Naasz
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 Cody C. Ness
 Mitch E. Patrick
 Ethan H. Pauley
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 Alexander C. Peterson
 Kevin M. Rance
 Laura M. Rezac
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 Michael J. Schroeder
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 Erin L. Sternhagen
 Tyler J. Sternhagen
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 Emily O. Yoon

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 Thad A. Titze
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 Ryan B. Stewart

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Master of Science

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Yongjin Yang

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 Macy Halverson
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 Mariah K. Keiser
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 Kayla G. Klassen
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 Michael Knox
 Alexander I. Koehler
 Han Jung Kwon
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 Lucas M. Ladenburger
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 Jacob I. Leiseth
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 Carsen J. Loudenslager
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 Joey Messler
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 Jessica Molden
 Ambur Moody
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 Justin B. Negaard
 Jase J. Nelson
 Rachel M. Nesje
 Hoang Nguyen
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 Brianna N. Olson
 Kathryn J. Opitz
 Logan C. Oster
 Hunter C. Paugh
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 Jared Rafferty
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 Ashley M. Reiter
 Noah J. Reuter
 Alexander P. Rhine
 Elias Richards
 Justin T. Riswold
 Aleks Roesler
 Nicholas R. Rovang
 MD Akber N. Sakib
 Sarah T. Sauer

Kirsten A. Schaar
 Jordan M. Schiphoff
 Cole D. Schoenfeld
 Cassie Schoenhard
 Ryan M. Scholten
 Parker L. Schultz
 Taylor J. Schultz
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 Derick E. Sommers
 Gabriella L. Sorrentino
 Jaydan M. Stephan
 Peter O. Sternburg
 Hunter W. Stiles
 Minh Tam T. Le
 Smon Tesfaldet
 Matthew J. Tolan
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 Celso J. Valencia
 Cooper L. Vaughn
 Chase M. Watson
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 Tanner D. Wehrkamp
 Alexis N. Weisenbach
 Colt J. Wennlund
 Isaac M. Westergaard
 Kirsten Wiseman
 Abby M. Wollschlager
 Ty A. Wrage
 Gretchen J. Zachariahs
 Bailey M. Zimmerman
 Hunter S. Zink

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Hunter B. Bryan
 Dillon M Bryant
 Makenzie R. Burmeister
 Alyssa B. Collett
 Alyssa F. Elbert
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Madison P. Frevert
 Alexis L. Gowans
 Christopher M. Haas
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 Kendra F. Kleinhesselink
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Binod Magar
 Theodora B. McMahon
 Stephanie A. Mead
 Madelyn N. Miller
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 Isaac C. Morris
 Brianna N. Olson
 Jenae E. Porter

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 Wesley W. Tarbox
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 Jackson L. Whitaker
 Ella L. Williams
 Whitney M. Wolf

Bachelor of General Studies

Carrie A. Block
 Grayson R. Brower
 Christopher L. Bunger
 Richard E. Denman
 Kevin D. Earl
 Samuel G. Fosness
 Justin J. Groen
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 Briana Kay Leber
 Michael D. Menholt
 Vera I. Mohamed

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 Jake Richardson
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 Souleymane Isaac Jean Marc Sissoko
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 Madison M. Thompson
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Bachelor of Music

William P. Danner
 Donna C. Deloy
 Madeleine M. Graves
 Teresa M. Kramer
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Kevin J. Phillips
 Nicole A. Pierson
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 Kaitlyn M. Stone-Strock

Bachelor of Musical Arts

Kari L. Hanson

Bachelor of Science

Ahmed Ahmed
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 Tanner C. Stoops
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 Peyton J. Swanson

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 Remington W. Wood
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 Shuai Zhao

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 Wyatt P. Kayser
 Cecilia C. Kelly

John W. Kosbau
 Derrick E. Lehr
 Jordyn T. Lemieux
 Kelsie J. Massmann
 Keegan R. McCabe
 Matthew T. McCormack
 Lindsey N. Meyer
 Hunter J. Milner
 Jessica E. Muehlbeier
 Madisyn R. Neibauer
 Jennifer J. Nelson
 Samuel R. Nicholson
 Carmen G. Patrick
 Alicia M. Patterson
 Samantha R. Petersen
 Seth Randall
 Abby R. Rank
 Dominic L. Rausch
 Brandon L. Rivard
 Carli R. Robinson

Whitney A. Rosebrock
 Myranda J. Rosenbaum
 Jacob R. Safranek
 Brianna A. Samuelson
 Stephanie A. Sanderson
 Mason E. Scheidegger
 John P. Schmidt
 Samantha J. Sedlacek
 Daniel S. Skinner
 Madison L. Stahl
 Brett A. Story
 Elizabeth A. Thompson
 Stephanie L. Trautman
 Brooklyn A. Van Zee
 Ginger K. Wardlow
 Mercedes E. Waugh
 Brooke M. Weber
 Robert E. Weissinger
 Laura J. Wollmann
 Makenzie M. Wolter

Bachelor of Science in Nursing

Emily R. Adams
 Deborah T. Agbeniyi
 Janet R. Ahlers
 Illianna M. Altstiel
 Tina L. Andera
 Rachel N. Armstrong
 Angela G. Arseneau
 Mikayla L. Axtell
 Angelo C. Barbaruolo
 Holly Bassett
 Jamie L. Benedict
 Martina A. Blas
 Sydney A. Bonacker
 Tori K. Bork
 Lynnzee R. Brady
 Brennah M. Bratty
 Bret R. Butcher
 Allison R. Carda
 Talia A. Centra
 Hannah F. Childers

Annie Christensen
 Destinee A. Cole
 Heather Courage
 Cassidy L. Cudmore
 Colby A. Curtis
 Danielle Daniels
 Hailea N. DeJong
 April A. DeVaun
 Micayla J. DeVries
 Samantha J. Everson
 Meghan C. Fedele
 April L. Finn
 Bryce C. Flickema
 Mariah K. Fuchs
 Sydney J. Furry
 Maria M. Garcia
 Bailee R. Gaswint
 Ann M. Gaughan
 Ali J. Gaul
 Ariel M. Gomez

Michaela R. Groll
 Stefanie Haack
 Hailey J. Hagedorn
 Casey C. Hansen
 Kathryn A. Hastings
 Angela R. Hasvold
 Nicole R. Heesch
 Jessica K. Helget
 Claire E. Hoogland
 Jayce J. Huska
 Allison Jensen
 Crystal K. Jensen
 Melissa J. Johnson
 Benjamin J. Jung
 Julia K. Junkroski
 Michelle Kelly
 Taylor A. Kelly
 Mariah E. Kinzer
 Eleni L. Knapp
 Amy M. Kress
 Kristen C. Krogman
 Elizabeth J. Kubal
 Shawna L. Larsh
 Carissa L. Lathrop
 Payton J. Lee
 Taylor A. Lee
 Anna C. Loberg
 Kassandra K. Loe
 Jonah Longville
 Tiffany A. Majzner
 Chisolm C. McDonald
 Alison R. McPherson
 Kianna R. Menon
 Benjamin D. Miller
 Mackenzie J. Mohning
 Nicole A. Morris
 Jared D. Murphy
 Amanda G. Newell
 Gabriella J. Nikolas
 Kelloway D. Norton
 Nanette S. Nylund
 Jade F. Pauley
 Gabrielle M. Peery
 Spencer C. Peterson
 Kasara B. Pollema
 Hannah M. Pyrlík

Kelsey K. Randall
 Julia C. Randazzo
 Heather E. Rayburn
 Destiny E. Redlin
 Jillian Rotella
 Karli M. Ryan
 Mitchell J. Sand
 Veronica L. Sanders
 Lindsey J. Sanftner
 Ashley A. Schaeffer
 Abigail J. Schmidt
 Hannah J. Selan
 Liseda Sergile
 Andie I. Shuck
 Cody J. Smith
 Parker D. Smith
 Steven J. Sprecher
 Jenny N. Stalley
 Samantha R. Stevens
 McKayla M. Stratmeyer
 Megan M. Strong
 Athena R. Strubbe
 Bailey M. Sweeney
 Kellie D. Swier
 Kaylee G. Swier
 Sydney M. Syverson
 John K. Tegut
 Breanna N. Thiry
 Mikayla L. Thomas
 Megan M. Tish
 Stacie D. Van Den Berg
 Kassydi Vreeman
 Candace C. Walraven
 MacKenzie J. Warner
 Cynthia A. Watson
 Danielle Webb
 Travis J. Weber
 Mary E. Wester
 Jason P. Wetsch
 Brandon White
 Whitley A. White
 Kayleen M. Wilson
 Sahara Kathleen R. Winder
 Samrawit N. Woldemariam
 Andee G. Youngdahl

Associate of Arts

Emebet Y. Abreha
Sara M. Benson-Davis
Bailey R. Bernal
Kate E. Budig
Abigail Centes
Kim T. Duong

Bradly C. Esser
Bobby L. Harvey
Jazmin Sanchez
Tyler P. Tew
Ramadhani P. Wasesa
Nicole Welch

The South Dakota Board of Regents adjourned its regular business meeting on May 21, 2020 and will meet again for its regular business meeting on June 24, 2020, via teleconference.

I, Regent John Bastian, President 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 21, 2020.

A handwritten signature in black ink, appearing to read 'John W. Bastian', with a long, sweeping underline.

John W. Bastian
President
South Dakota Board of Regents