BOARD OF REGENTS MINUTES OF THE MEETING Tuesday, May 9, 2023

Contents

1-A	Approval of the Agenda	2
1-B	Declaration of Conflicts	2
1-C	Approval of the Minutes – Meeting March 29-30, 2023	2
1-D	Motion to Dissolve into Executive Session	2
3-A	Report and Actions of Executive Session	2-3
	Secretary's Report	13-27
3-B	Reports on Individual Regent Activities	3
3-C	Reports from Individual Presidents and Superintendents	3
3-D	Report of Executive Director	3
4	Public Comment Period	3

<u>CONSENT</u> Academic and Student Affairs

5-A	Graduation Lists	3; 28-86
5-B	New Program Request – SDSU – Minor in Concrete Materials	4; 87-96
	Science	
5-C (1)	New Certificate Request – DSU – Esports Coaching (Graduate)	4; 97-103
5-C (2)	New Certificate Request – DSU – Paraprofessional	4; 104-110
	(Undergraduate)	
5-C (3)	New Certificate Request – SDSU – Basic Oceti Sakowin	4; 111-117
	Language (Undergraduate)	
5-C (4)	New Certificate Request – SDSU – Geospatial Intelligence	4; 118-125
	(Graduate)	
5-D (1)	New Specialization Request – BHSU – Strength and	4; 126-131
	Conditioning – BS in Exercise Science	
5-D (2)	New Specialization Request – SDSMT – Environmental	4-5; 132-137
	Sciences – BS in Atmospheric and Environmental Sciences	
5-D (3)	New Specialization Request – SDSMT – Meteorology – BS in	5; 138-144
	Atmospheric and Environmental Sciences	
5-D (4)	New Specialization Request – USD – Conservation Biology –	5; 145-149
	PhD in Biological Sciences	
5-D (5)	New Specialization Request – USD – Neuroscience – MS in	5; 150-154
	Biology	
5-E	New Site Request – SDSU – Concrete Industry Management	5; 155-169
	(Online)	

5-F	Revised BOR Policy 2:20 – Catalogs; and Repeal BOR Policy 1:10 - Relationship of Curriculum and Instruction to Statutory Objectives (Second Reading)	5; 170-174
5-G	Inactive Status and Program Termination Requests – BHSU, DSU, & USD	6; 175-194
5-H	Site Termination Requests – USD	6; 195-199
5-I (1)	Request to Seek Accreditation – Black Hills State University (CAAHEP)	6; 200-204
5-I (2)	Request to Seek Accreditation – Black Hills State University (CASCE)	6; 205-209
5-I (3)	Request to Seek Accreditation – Northern State University (CoAES)	6; 210-213
5-J	Articulation Agreements – USD	6; 214-220
5-K	Agreement on Academic Cooperation – SDSMT	7; 221-230
5-L	Academic Calendar – Special Schools	7; 231-138

Budget and Finance

5-M	FY24 Fee M&R Projects	7; 239-241
5-N	M&R Projects (Greater than \$250,000)	7; 242-243
5-0	FY24 General Fund M&R Allocation and Project List	7; 244-248

Routine Informal Items – No Board Action Necessary

5-P	Annual Curriculum Report	7; 249-286
5-Q	Interim Actions of the Executive Director	7; 287-289
5-R	Building Committee Report	7; 290
5-S	Intent to Plan Requests	8; 291-292

ACADEMIC AND STUDENT AFFAIRS

6-A	SDSBVI Special Education Comprehensive Plan	8; 293-308
6-B	SDSBVI School Accreditation and Improvement Plan	8; 309-315
6-C	New BOR Policy – Minors on Campus (Second Reading)	8-9; 316-322
6-D	New Program Requests – SDSU – BS in Elementary Education	9-10; 323-335
	& BS in Special Education	
6-E	Program Modifications Requiring Board Approval – BHSU	10; 336-346

BUDGET AND FINANCE

7-A	FY24 USD-Sioux Falls Tuition Rates	11; 347
7-B	Capital Projects List	11; 348-352
7-C	SDSU Cottonwood Range and Livestock Field Station Facility	11; 353-359
	Program Plan (FFP)	

ADJOURN

BOARD OF REGENTS MINUTES OF THE MEETING May 9, 2023

The South Dakota Board of Regents met on May 9, 2023, via Zoom teleconference at 9:00 a.m. Central Time with the following members present:

ROLL CALL:

John Bastian – PRESENT Brock Brown – PRESENT James Lochner – PRESENT Douglas Morrison – PRESENT Pam Roberts – PRESENT Jeff Partridge, Secretary – PRESENT Jim Thares, Vice President – PRESENT Tim Rave, President – PRESENT

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

TUESDAY, MAY 9, 2023

Regent Rave declared a quorum present and called the meeting to order at 11:00 a.m.

<u>1-A Approval of the Agenda</u>

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

<u>1-B Declaration of Conflicts</u>

There were no declared conflicts.

1-C Approval of the Minutes – Meeting on March 29-30, 2023

IT WAS MOVED by Regent Roberts, seconded by Regent Partridge, to approve the minutes of the Board of Regents meeting on March 29-30, 2023. Motion passed.

<u>1-D Motion to Dissolve into Executive Session</u>

IT WAS MOVED by Regent Partridge, seconded by Regent Thares, that the Board dissolve into Executive Session at 9:10 a.m. on Tuesday, May 9, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business.

That it rise from Executive Session at 10:40 a.m. and reconvene in public session to resume the regular order of business and report its deliberations while in executive session, and take any action it deems prudent as a result thereof. Motion passed.

The Board dissolved into executive session.

The Board reconvened in public session at 11:40 a.m.

3-A Report and Actions of Executive Session

Regent Rave Partridge that the Board dissolved into Executive Session at 9:10 a.m. on Tuesday, May 9, 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 11:40 a.m.

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

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

A copy of the Secretary's Report can be found on pages $\underline{13}$ to $\underline{27}$ of the official minutes.

3-B Reports on Individual Regent Activities

No reports.

<u>3-C Reports from Individual Presidents and Superintendents</u>

No reports.

<u>3-D Report of the Executive Director</u>

Dr. Brian Maher, Executive Director and CEO, stated that this will be his last report in his role as Executive Director. He extended his gratitude toward the board and staff, noting that throughout his tenure in this role he feels everyone has been incredible to work with. For recent events, Dr. Maher stated that spring graduation ceremonies at each of the campuses went off without a hitch this last weekend and thanked each regent for attending their respective ceremony to represent the Board as a whole. Dr. Maher extended a welcome to the two new board members: Regent Doug Morrison and Regent Jim Lochner.

<u>4 Public Comment Period</u>

There were no public comments.

CONSENT AGENDA

IT WAS MOVED by Regent Roberts, seconded by Regent Thares, to approve consent agenda items 5-A through 5-O as presented.

Regent Partridge requested an additional overview description regarding item 5-O. Heather Forney, System Vice President of Finance and Administration, and David Overby, SDSU Vice President for Technology and Security, stated there are plans to be bringing back to the Board in October a little bit more of a detailed priority list on the Fee M&R and HEFF M&R going forward.

To provide some clarity for Regent Lochner regarding item 5-N M&R Projects (Greater than \$250,000), particularly regarding to SOC, Heather Forney briefly walked through the process of how those requests are vetted prior to them being placed on a consent item for formal Board approval.

Motion passed.

5-A Graduation Lists

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

A copy of the Graduation Lists can be found on pages $\underline{28}$ to $\underline{86}$ of the official minutes.

5-B New Program Request – SDSU – Minor in Concrete Materials Science

Authorize SDSU to offer a minor in Concrete Materials Science, as presented.

A copy of the New Program Request – SDSU – Minor in Concrete Materials Science can be found on pages $\underline{87}$ to $\underline{96}$ of the official minutes.

5-C (1) New Certificate Request – DSU – Esports Coaching (Graduate)

Authorize DSU to offer a graduate certificate in Esports Coaching, as presented.

A copy of the New Certificate Request – DSU – Esports Coaching (Graduate) can be found on pages <u>97</u> to <u>103</u> of the official minutes.

5-C (2) New Certificate Request – DSU – Paraprofessional (Undergraduate)

Authorize DSU to offer a Paraprofessional undergraduate certificate, as presented.

A copy of the New Certificate Request – DSU – Paraprofessional (Undergraduate) can be found on pages <u>104</u> to <u>110</u> of the official minutes.

5-C (3) New Certificate Request – SDSU – Basic Oceti Sakowin Language (Undergraduate)

Authorize SDSU to offer an undergraduate certificate in Basic Oceti Sakowin Language, as presented.

A copy of the New Certificate Request – SDSU – Basic Oceti Sakowin Language (Undergraduate) can be found on pages $\underline{111}$ to $\underline{117}$ of the official minutes.

5-C (4) New Certificate Request – SDSU – Geospatial Intelligence (Graduate)

Authorize SDSU to offer a graduate certificate in Geospatial Intelligence, as presented.

A copy of the New Certificate Request – SDSU – Geospatial Intelligence (Graduate) can be found on pages <u>118</u> to <u>125</u> of the official minutes.

<u>5-D (1) New Specialization Request – BHSU – Strength and Conditioning – BS in Exercise</u> <u>Science</u>

Authorize BHSU to offer a specialization in Strength and Conditioning within the BS in Exercise Science, as presented.

A copy of the New Specialization Request – BHSU – Strength and Conditioning – BS in Exercise Science can be found on pages <u>126</u> to <u>131</u> of the official minutes.

<u>5-D (2) New Specialization Request – SDSMT – Environmental Sciences – BS in Atmospheric</u> and Environmental Sciences

Authorize SDSMT to offer a specialization in Environmental Sciences within the BS in Atmospheric and Environmental Sciences, as presented.

A copy of the New Specialization Request - SDSMT - Environmental Sciences - BS in Atmospheric and Environmental Sciences can be found on pages <u>132</u> to <u>137</u> of the official minutes.

<u>5-D (3) New Specialization Request – SDSMT – Meteorology – BS in Atmospheric and Environmental Sciences</u>

Authorize SDSMT to offer a specialization in Meteorology within the BS in Atmospheric and Environmental Sciences, as presented.

A copy of the New Specialization Request – SDSMT – Meteorology – BS in Atmospheric and Environmental Sciences can be found on pages <u>138</u> to <u>144</u> of the official minutes.

<u>5-D (4) New Specialization Request – USD – Conservation Biology – PhD in Biological</u> <u>Sciences</u>

Authorize USD to offer a specialization in Conservation Biology within the PhD in Biological Sciences, as presented.

A copy of the New Specialization Request – USD – Conservation Biology – PhD in Biological Sciences can be found on pages <u>145</u> to <u>149</u> of the official minutes.

5-D (5) New Specialization Request – USD – Neuroscience – MS in Biology

Authorize USD to offer a specialization in Neuroscience within the MS in Biology, as presented.

A copy of the New Specialization Request - USD - Neuroscience - MS in Biology can be found on pages <u>150</u> to <u>154</u> of the official minutes.

5-E New Site Request – SDSU – Concrete Industry Management (Online)

Approve SDSU's new site proposal to offer the BS in Concrete Industry Management online, as presented.

A copy of the New Site Request – SDSU – Concrete Industry Management (Online) can be found on pages $\underline{155}$ to $\underline{169}$ of the official minutes.

<u>5-F Revised BOR Policy 2:20 – Catalogs; and Repeal BOR Policy 1:10 – Relationship of</u> <u>Curriculum and Instruction to Statutory Objectives (Second Reading)</u>

Approve the second and final reading of the proposed revisions to BOR Policy 2:20 and repeal of BOR Policy 1:10, as presented.

A copy of the Revised BOR Policy 2:20 - Catalogs; and Repeal BOR Policy 1:10 - Relationship of Curriculum and Instruction to Statutory Objectives (Second Reading) can be found on pages **<u>170</u>** to **<u>174</u>** of the official minutes.

5-G Inactive Status and Program Termination Requests – BHSU, DSU, & USD

Approve the program termination requests from BHSU, DSU, and USD as presented in Attachments I through III.

A copy of the Inactive Status and Program Termination Requests – BHSU, DSU, & USD can be found on pages <u>175</u> to <u>194</u> of the official minutes.

5-H Site Termination Requests – USD

Approve USD's requests to terminate the on-campus delivery sites for the specified programs, as presented.

A copy of the Site Termination Requests – USD can be found on pages <u>195</u> to <u>199</u> of the official minutes.

5-I (1) Request to Seek Accreditation – Black Hills State University (CAAHEP)

Approve BHSU's request to seek accreditation from the Commission on Accreditation of Allied Health Education Programs for their BS in Exercise Science.

A copy of the Requests to Seek Accreditation – Black Hills State University (CAAHEP) can be found on pages 200 to 204 of the official minutes.

5-I (2) Request to Seek Accreditation – Black Hills State University (CASCE)

Approve BHSU's request to seek accreditation from the Council on Accreditation of Strength and Conditioning Education for their BS in Exercise Science.

A copy of the Request to Seek Accreditation – Black Hills State University (CASCE) can be found on pages 205 to 209 of the official minutes.

5-I (3) Request to Seek Accreditation – Northern State University (CoAES)

Approve NSU's request to seek accreditation from Commission on Accreditation for Exercise Sciences (CoAES) for their BS in Human Performance.

A copy of the Request to Seek Accreditation – Northern State University (CoAES) can be found on pages 210 to 213 of the official minutes.

5-J Articulation Agreement – USD

Approve the University of South Dakota's articulation agreements with Western Iowa Tech Community College (WITCC), as presented.

A copy of the Articulation Agreement – USD can be found on pages $\underline{214}$ to $\underline{220}$ of the official minutes.

5-K Agreements on Academic Cooperation – SDSMT

Approve South Dakota School of Mines and Technology's agreements on academic cooperation with the University of Mines and Technology and the Universidad Catolica del Norte, as presented.

A copy of the Agreements on Academic Cooperation – SDSMT can be found on pages $\underline{221}$ to $\underline{230}$ of the official minutes.

5-L Academic Calendar – Special Schools

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

A copy of the Academic Calendar – Special Schools can be found on pages $\underline{231}$ to $\underline{238}$ of the official minutes.

5-M FY24 Fee M&R Projects

Approve the FY24 Maintenance and Repair Fee projects as presented in Attachment I.

A copy of the FY24 Fee M&R Projects can be found on pages $\underline{239}$ to $\underline{241}$ of the official minutes.

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

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

A copy of the M&R Projects (Greater than \$250,000) can be found on pages <u>242</u> to <u>243</u> of the official minutes.

5-O FY24 General Fund M&R Allocation and Project List

Approve the FY24 General Fund M&R projects as presented in Attachment I.

A copy of the FY24 General Fund M&R Allocation and Project List can be found on pages <u>244</u> to <u>248</u> of the official minutes.

<u>5-P Annual Curriculum Report</u>

A copy of the Annual Curriculum Report can be found on pages <u>249</u> to <u>286</u> of the official minutes.

5-Q Interim Actions of the Executive Director

A copy of the Interim Actions of the Executive Director can be found on pages $\underline{287}$ to $\underline{289}$ of the official minutes.

5-R Building Committee Report

A copy of the Building Committee Report can be found on page <u>290</u> of the official minutes.

<u>5-S Intent to Plan Requests</u>

A copy of the Intent to Plan Requests can be found on pages 291 to 292 of the official minutes.

ACADEMIC AND STUDENT AFFAIRS

6-A SDSBVI Special Education Comprehensive Plan

Dan Trefz, SDSBVI Superintendent, stated that the last strategic plan for SDSBVI was approved in June of 2019, and it is reviewed annually for purposes of improving the SDSBVI. The school's improvement plan assists SDSBVI staff, administration, and their various stakeholders to develop the school's mission and further support meeting the needs of the students attending or being serviced by SDSBVI. This is an informational item for the Board as to the accreditation and strategic planning evaluation that was most recently conducted.

IT WAS MOVED by Regent Brown, seconded by Regent Thares, to approve the South Dakota School for the Blind and Visually Impaired's Comprehensive Plan for Special Education as presented for signature by the BOR President, as presented. Motion passed.

A copy of the SDSBVI Special Education Comprehensive Plan can be found on pages <u>293</u> to <u>308</u> of the official minutes.

6-B SDSBVI School Accreditation and Improvement Plan

Dan Trefz, SDSBVI Superintendent, stated that the last strategic plan for SDSBVI was approved in June of 2019, and it is reviewed annually for purposes of improving the SDSBVI. The school's improvement plan assists SDSBVI staff, administration, and their various stakeholders to develop the school's mission and further support meeting the needs of the students attending or being serviced by SDSBVI. This is an informational item for the Board as to the accreditation and strategic planning evaluation that was most recently conducted.

A copy of SDSBVI School Accreditation and Improvement Plan can be found on pages <u>309</u> to <u>315</u> of the official minutes.

6-C New BOR Policy – Minors on Campus (Second Reading)

Nathan Lukkes, SDBOR Chief of Staff, stated that the most substantive edits sare in the second portion of the policy noting that there is a new Section 2.2.

Regent Partridge asked for comment and input on how the process for getting this policy put together went. President Dunn noted that they did have a great deal of input placed into this and it has been a very sound process and looks forward to its implementation. President Rankin also noted there were a lot of comments from their campus and really appreciated that their suggestions were taken to heart. Regent Rave thanked everyone involved for collaborating on this process and putting in the time and effort to get this done. Regent Bastian noted that Nathan Lukkes had conversations with the Governor's office in between the first reading and the second reading of this policy draft as well, and Nathan affirmed that there were additional edits that resulted from input and comments from the Governor's staff. IT WAS MOVED by Regent Brown, seconded by Regent Bastian, to approve the second and final reading of the new BOR Policy 1:35 – Minors on Campus, as presented. Motion passed.

A copy of New BOR Policy – Minors on Campus (Second Reading) can be found on pages $\underline{316}$ to $\underline{322}$ of the official minutes.

6-D New Program Requests – SDSU – BS in Elementary Education & BS in Special Education

Dr. Pamela Carriveau, System Associate Vice President for Academic Programming, noted that whenever a new program is proposed it begins with an Intent to Plan which has its own vetting process. After that is completed, a whole new process is implemented for getting the program vetted for approval before it comes to the Board for consideration. Dennis Hedge, SDSU Provost and Vice President for Academic Affairs, provided an overview of the program request being presented and the need for it to be approved.

Regents Morrison and Lochner questioned that during the presentation of the budget it seemed to mostly portray SDSU; they were curious to the impact this will have on the other institutions and their students. Dennis Hedge clarified that those student numbers are not students they would be taking from other institutions, but rather their own students who would like to declare this program as a major but currently do not have the opportunity to do so. SDSU's student athletes would be one area this would affect, for example. Regent Morrison was thankful for the explanation but was still concerned there would be other institutions in our system that would lose students and faculty if this were to be approved.

Dr. Janice Minder affirmed that during the vetting and research process, there is a slight chance of some shuffling but there was nothing major that indicated that would happen. Regent Partridge noted that what he believes Regent Morrison is getting at is that while the staff involved in this process looked at all areas, they themselves (regents) have not seen the exact details and numbers that went into this process. Dr. Minder noted that there has been a lot of this information shared with the Committee on Academic and Students Affairs (Committee A), a standing committee of the Board, so there has been some integration of those details into the Board, but she and Dr. Carriveau certainly could share it more broadly with the Board if needed. Regent Bastian asked if this request is on the May agenda for a reason, or if it could be deferred to the June agenda. Provost Hedge affirmed that the May approval is very important in the timeline needed for notifying the necessary constituents involved as well as the implementation.

Regent Roberts stated that of all the individuals who reached out to her personally regarding this program, all were positive and had made statements on how they wish this program was available to them or their kids earlier. As a result, she indicated she feels good about supporting the approval of this program to benefit students. Regent Rave noted that on average there are roughly 35 students each year that are attending SDSU who do not want to go anywhere else, who are willing to pay for a fifth year of school to get to this degree currently that are adding to their student debt for what would ultimately be a \$40,000 a year job. That added debt to pay ratio does not sit well with him and there needs to be something to reduce the cost for the student to not force them to enroll for an additional year if they do not need to. If approving this program resolves some of that, it is hard to ignore in that respect.

Regent Brown assured that he has personal experience with this program through his fiancé as she is

one of the students who would have benefited from this program.

IT WAS MOVED by Regent Brown, seconded by Regent Roberts, to authorize SDSU to offer a BS in Elementary Education and a BS in Special Education, as presented.

ROLL CALL:

John Bastian – Yea Brock Brown – Yea James Lochner – Nay Douglas Morrison – Nay Pam Roberts – Yea Jeff Partridge – Yea Jim Thares – Yea Tim Rave – Yea

Motion passed.

A copy of New Program Requests – SDSU – BS in Elementary Education & BS in Special Education can be found on pages $\underline{323}$ to $\underline{335}$ of the official minutes.

6-E Program Modifications Requiring Board Approval – BHSU

Dr. Pamela Carriveau, System Associate Vice President for Academic Programming, stated that BHSU is requesting a substantive program modification to change their existing Physical Science program to Physics and become a part of a larger collaborative with other regental institutions. Students who are well informed know that the degree name "Physical Science" does not afford the same credibility as a "Physics" degree. This has resulted in the loss of prospective students throughout the 5-state region that would otherwise have considered attending BHSU for their undergraduate degree. Converting BHSU's Physical Science program to a Physics degree would increase the number of students graduating with Physics degrees by at least 1-2 students per year. Additionally, like the other institutions in the collaborative Physics degree program, BHSU has a limited number of faculty to support the Physics courses. Having a Physics degree program at BHSU would benefit the University by allowing BHSU to become part of the larger collaborative Physics program with USD, SDSU and SDSMT and leverage the resources available at BHSU with those of the other participating institutions.

Regent Rave noted that this is a great example of growing a program and finding efficiencies.

IT WAS MOVED by Regent Brown, seconded by Regent Bastian, to approve BHSU's program modification requests for the BS in Physical Science, as presented. Motion passed.

A copy of Program Modifications Requiring Board Approval – BHSU can be found on pages <u>336</u> to <u>346</u> of the official minutes.

BUDGET AND FINANCE

7-A FY24 USD-Sioux Falls Tuition Rates

Heather Forney, System Vice President of Finance and Administration, stated these should have been on the March Board agenda for approval along with the other tuition and fee approvals, however it was inadvertently missed for inclusion. There are no changes from FY23 to FY24.

IT WAS MOVED by Regent Partridge, seconded by Regent Roberts, to approve the addition of associate degree programs, Remedial and Over Sixty-Five rates at the University of South Dakota – Sioux Falls to the FY24 On-Campus Tuition Schedule at the amounts listed. Motion passed.

A copy of FY24 USD-Sioux Falls Tuition Rates can be found on page <u>347</u> of the official minutes.

7-B Capital Projects List

Heather Forney, System Vice President of Finance and Administration, stated that projects listed in the item are any that are of \$5 million or more. Normally these are on the consent agenda during regular Board meetings; however, each year in May this item is pulled out for full discussion.

A copy of the Capital Projects List can be found on pages 348 to 352 of the official minutes.

7-C SDSU Cottonwood Range and Livestock Field Station Facility Program Plan (FPP)

Heather Forney, System Vice President of Finance and Administration, turned the presentation of this item over to Barry Mielke, SDSU Associate Vice President for Facilities and Services. He stated that South Dakota State University (SDSU) requests approval of this Facility Program Plan (FPP) to continue planning the new Cottonwood Range and Livestock Field Station renovations and upgrades. The Cottonwood Field Station is located near Phillip, SD, and consists of 2,640 acres at the home site with an additional 1,100 grazing acres near Sturgis, SD. The site includes appropriate utilities and access. The property includes areas suitable for all improvements needed to renovate and modernize the Cow/Calf Field Research and Education Unit including open pens, semi-enclosed holding pens, sorting pens, enclosed animal handling pens, commodity storage, and classroom/conference facilities.

Regent Lochner asked if there were any animal welfare upgrades or changes, are they built into the system/facility. President Dunn that they take the utmost care to ensure animals are properly cared for and invited Regent Lochner to visit campus for a tour of their new facilities and how those care standards are met. President Dunn noted that this ask does integrate upgrades that would greatly improve animal welfare in areas where it may fall short.

IT WAS MOVED by Regent Partridge, seconded by Regent Roberts, to approve SDSU's Facility Program Plan for the Cottonwood Range and Livestock Field Station Renovations and Upgrades which will be funded by FY23 onetime general funds and private donations. Motion passed.

A copy of SDSU Cottonwood Range and Livestock Field Station Facility Program Plan (FPP) can be found on pages <u>353</u> to <u>359</u> of the official minutes.

ADJOURNMENT

IT WAS MOVED by Regent Bastian, seconded by Regent Brown, to adjourn the meeting. Motion passed.

The meeting adjourned at 1:10 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 <u>Tuesday, May 9, 2023</u>, 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 – Authorize the General Counsel to proceed with the legal matter(s) within the parameters *discussed*.

2-D – Approve the promotion and tenure requests as presented in Attachment I.

2-*E* – Approve the leave requests for Kristi Bockorny (NSU), Ric Dias (NSU), John Long (NSU), and Pen Pearson (NSU), as presented.

2-F-Approve the appointment of Julie Luke, effective May 22, 2023 at an annual salary of \$86,685.00.

2-G – Approve the FY24 salary policy recommendations as outlined in Attachment II.

2-*H* – Amend and renew the annual contracts as directed for President Barry Dunn, President Sheila Gestring, President Jose Marie-Griffiths, President James Rankin, President Laurie Nichols and President Neal Schnoor effective June 22, 2023 through June 21, 2024, and authorize the staff to take actions necessary and appropriate to effectuate the same.

2-J – Approve the evaluation letters for President Nichols and President Rankin as presented.

2-K – Approve the request to grant tenure as a Professor to Dr. Adam Bailey (BHSU).

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

BLACK HILLS STATE UNIVERSITY

Promotion: Skott Chandler Jarrett Moore Daniel Asunskis Katrina Jensen Nancy Roberts Desy (Jami) Schoenwies Tenure: Skott Chandler Jarrett Moore

DAKOTA STATE UNIVERSITY

Promotion: Julie Wulf Plimpton Qiang (David) Zeng Wendy Simmermon Tom Halverson Tenure: Renae Spohn Julie Wulf Plimpton Qiang (David) Zeng

NORTHERN STATE UNIVERSITY

Promotion: Anna Schwan Liz Sills Stacy Trentham Peter Ramey Tenure: Anna Schwan Liz Sills Stacy Trentham

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Promotion: Lisa Rebenitsch Erica Haugtvedt Congzhou Wang Scott Wood Darrin Pagnac Christy Tidwell Martha Garlick Andrea Brickey Sara Racz Christine Mathews Michelle Richard-Greer Aaron Lalley Peter McKeon Michael Dowding Tenure: Lisa Rebenitsch Erica Haugtvedt Congzhou Wang Scott Wood

SOUTH DAKOTA STATE UNIVERSITY

Promotion: Sharon Smith Evren Celik Wiltse Jennifer Anderson William Wood Amber Letcher Doug Raynie Gemechis Djira Guanghui Hua Tenure: Judson Grubbs John McMaine Hailong Jin Andrea Leschewski Christin Carotta Anthony Durr Laura Hasselquist Axton Betz-Hamilton Xu Li Lee Weidauer Nicholas Butzin Greg Heiberger

> Dapeng Li Alham Abuatiq Robin Brown

UNIVERSITY OF SOUTH DAKOTA

Christopher Anderson Promotion: Andrea Liebl Pere Miro Ramirez Bess Vlaisavljevich Nathan Bates Paul Formisano Meghann Jarchow Lindsey Jorgensen Robert Turner III Elizabeth DeVelder Dale Clark Cheyenne Marco **Gregory Bertsch** Erin Cornelsen Kari Oyen Russell Todd Cranson Lauren Freese Amy Laursen **David Sanderson** Young Ae Kim Paul Lombardi Elizabeth Heeren Carol Leibiger Musheera Anis Abdellatif Whitney Lucas Molitor Allison Naber Hong Zheng Michelle Lichtenberg **Kevin Francis** Amy Hogue Santiago Lopez Matthew McDougall Gokhan Olgun Naveen Rajpurohit **Benjamin Solomon**

Tenure: Christopher Anderson Andrea Liebl Pere Miro Ramirez Bess Vlaisavljevich Kari Oyen Russell Todd Cranson Lauren Freese Amy Laursen David Sanderson Musheera Anis Abdellatif Whitney Lucas Molitor Allison Naber Hong Zheng

UNIVERSITY OF SOUTH DAKOTA (continued)

KayeLyn Wagner Jody Huber Fady Jamous Christine Pocha Tiffany Von Wald

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

DAKOTA STATE UNIVERSITY

Promotion: DSU 5

NORTHERN STATE UNIVERSITY

Promotion: NSU 4

SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY

Promotion: SDSMT 5 SDSMT 6

SOUTH DAKOTA STATE UNIVERSITY

Tenure: SDSU 1 SDSU 2

UNIVERSITY OF SOUTH DAKOTA

Promotion: USD 11 USD 17 USD 32

Black Hills State University

Non-Faculty Exempt

					FY23	FY24	Total	FY24	FY 24	FY24	FY24	FY24	FY24
Name	Department	Position	Title FTE M	ths	Base	Salary	Increase	Slry	Mrkt	Perfm	Inst	Prom	A dj
Liddick, Deborah	Facility Services	вE9930	Asst Dir, Facil 1.00	12	62,000.00	74,000.00	12,000.00	8.77	4.57	4.21	00	- - - - -	 10.58
Nore, Mark	Intercollegiat Athletics	се ВЕ9763	Head Women's Ba 1.00	10	77,100.00	87,135.00	10,035.00	7.18	1.77	4.76		00.	5.84
Thompson, Ryan	Intercollegiat Athletics	се ВЕ 9720	Head Men's Bask 1.00	10	83,329.00	100,706.00	17,377.00	11.25	2.97	5. 88 88	2.40	00.	09.6
Palmer, Kaitlin	International Studies	BE9179	International A 1.00	12	42,980.00	48,800.00	5,820.00	13.54	7.75	4.42	1.37	00.	00.
McKinzie, Shannon	Student Success Center	с ВЕ9090	Professional Ad 1.00	12	40,196.00	45,254.00	5,058.00	12.58	7.76	з 85	86.	00.	00.
Medigovich, Cassy	Student Success Center	ВЕ9089	Professional Ad 1.00	12	40,196.00	45,588.00	5,392.00	13.41	7.76	4.68	86.	00.	00.
Gramm, Jessica	Student Union	ВЕ 9403	Student Engagem 1.00	12	38,813.00	46,045.00	7,232.00	18.63	14.02	4.61	00.	00.	00.
Detlefs, Maegan	University Communications	8 BE9250	Communications 1.00	12	52,000.00	59,152.00	7,152.00	13.75	5 . 22	6.93	1.60	0	000.

ersity
Univ
State
Hills
lack
2

Faculty

					FY23	FY24	Total	FY24	FY24	FY24	FY24	FY2 4	FY24
Name	Department	Position	Title	FTE	Base	Salary	Increase	slry	Mrkt	Perf	Inst	Prom	Adj
Ellis	School		Associate										
Trenton	of Behavioral		Prof, Huma										
	Sciences	BE9617	Services	1.00	66382.00	74561.00	8179.00	12.32	6.66	5.02	.65	.00	0.
Hollingsw	10School		Assistant										
Michael	of Behavioral		Professor,										
	Sciences	BE 9944	Human Serv.	1.00	57614.00	65778.00	8164.00	14.17	8.84	4.68	.65	.00	0.
Prosser	School		Assistant										
Laura	of Business	BE9741	Professor,	1.00	90058.00	101934.00	11876.00	13.19	6.46	5.60	1.12	.00	. 00

Dakota State University

Non-Faculty Exempt

					FY23	FY24	Total	FY24	FY24	FY24	FY24	FY24	FY24
Name	Department	Position	Title FT	E Mths	Base	Salary	Increase	Slry	Mrkt	Perfm	Inst	Prom	Adj
Hardie, Derrion	Athletic Director	DE9967	Head Baseball C 1.0	10 12	47,621.00	55,144.00	7,523.00	15.80	3.17	6.33	9.30	00	00.
Moe, David	Athletic Director	DE 9968	Head Woman's Ba 1.0	0 12	57,539.00	67,677.00	10,138.00	17.62	5.21	6.33	6.08	000.	000.
Roland, Andrew	Athletic Director	DE 9437	E-Sports Head C 1.0	0 12	47,033.00	53,658.00	6, 625 .00	14.09	3.51	6.33	4.25	00.	00.
Vassalotti, Stepher	Athletic 1 Director	DE9719	Head Strength & 1.0	0 12	47,900.00	58,874.00	10,974.00	10.38	3.01	6.33	1.04	00.	12.53
Veenhof, Amy	Athletic Director	DE 99 65	Head Volleyball 1.0	0 12	56,985.00	64,660.00	7,675.00	13.47	5.49	6.33	1.65	00.	00.
Dieffenbaugher, Coc	Athletics - Intercolleg dyAthletics	DE9401	PT-Assistant Fo .4	8 12	12,800.00	14,808.00	2,008.00	15.69	11.47	4.22	00.	0 0	0
Sinsabaugh, Tyler	Athletics - Intercolleg Athletics	0966 EQ	Defensive Coord 1.0	0 12	44,486.00	50,803.00	6,317.00	14.20	ی د . د	9 9 9	2.81	00	00.

Athletics

	- Intercolleg												
Williams, D'Artist	Athletics	DE9381	PT Assistant Tr .48	12	13,136.00	15,078.00	1,942.00	14.78	10.57	4.22	00.	00.	. 00
	Athletics							 	 	 	 		
	- Intercolleg												
Yost, Andrew	Athletics	DE9957	Offensive Footb 1.00	12	40,000.00	45,002.00	5,002.00	12.51	8.29	4.22	00.	00.	00.
	Facilities								 	 		- - - - - - - - -	
	Management												
Hass, Eric	Admin	DE9583	Assistant Dir F 1.00	12	57,439.00	64,879.00	7,440.00	12.95	7.24	4.22	1.50	00.	00.
	Housing							 					
	& Resident												
Smith, Nicholas	Life	DE 9946	Residence Hall 1.00	12	35,600.00	40,103.00	4,503.00	12.65	1.93	4.22	6.50	00.	.00
	Human										 		
Entringer, Alicia	Resources	DE 94 97	Human Resources 1.00	12	57,675.00	66,426.00	8,751.00	15.17	7.11	6.33	1.73	00.	00.
	University								 				
Bornholdt, Logan	Advancement	DE9351	Assist Dir of D 1.00	12	51,810.00	59,408.00	7,598.00	14.67	4.66	4.22	5.79	00.	00.
	University												
Wollmann, Emily	Advancement	DE9307	Found Records/S 1.00	12	46,000.00	51,728.00	5,728.00	12.45	8.23	4.22	00.	00.	00.
	University												
Uilk, Kristen	Assessment	DE 9508	Activity Direct 1.00	12	65,963.00	74,216.00	8,253.00	12.51	. 80	6.33	5.38	00.	00.

ersity
5
· 🖌
5
\square
9
+
5
÷.
$\boldsymbol{\Omega}$
_
5
÷
0
Ä

Faculty

					ЕУ23	FY24	Total	FY24	FY24	FY24	FY24	FY24	FY24
Name	Department	Position	Title	FTE	Base	Salary	Increase	Slry	Mrkt	Perf	Inst	Prom	ĘþĄ
Britton	Arts		Assistant										
Peter	& Sciences	DE9685	Professor	1.00	64552.00	79882.00	15330.00	22.67	18.19	3.55	. 93	00.	1.0
Carson	Arts		Assistant										
Tate	& Sciences	DE9646	Professor	1.00	55240.00	62621.00	7381.00	12.09	6.40	3.52	2.17	00.	1.2
Larson	Arts		Assistant										
Haley	& Sciences	DE9887	Professor	1.00	57844.00	64955.00	7111.00	11.25	6.32	3.76	1.18	00.	1.0
Ren	Arts		Associate								, 		
Zhe	& Sciences	DE9576	Professor	1.00	61622.00	70363.00	8741.00	12.88	6.67	4.27	1.95	00.	1.3
Seman	Arts		Assistant								, 1 1 1 1 1 1 1		
Daniel	& Sciences	DE9645	Professor	1.00	55689.00	63131.00	7442.00	11.92	5.93	3.84	2.15	00.	1.4
Pederson	Beacom		Assistant										
Erik	College	DE9688	Professor	1.00	73418.00	84939.00	11521.00	12.97	9.75	3.22	00.	00.	2.7
Jenkins													
Jason	Beacom Colleg	⇒ DE9656	Instructor	1.00	59831.00	72167.00	12336.00	20.62	8.30	6.96	5.37	00.	00.
Schulte													
Jennifer	Beacom Colleg	e DE9721	Instructor	1.00	58000.00	70252.00	12252.00	21.12	15.38	5.74	00.	00.	00.
Merkel	Business		Assistant										
Brenda	& Information	SDE 9876	Professor	1.00	87000.00	98934.00	11934.00	13.03	9.32	2.56	1.15	00.	. 69

ersity
Univ
State
thern
Nor

Non-Faculty Exempt

					FY23	FY24	Total	FY24	FY24	FY24	FY24	FY24	FY24	
Name	Department	Position	Title	FTE Mths	Base	Salary	Increase	Slry	Mrkt	Perfm	Inst	Prom	Ādj	
	Counseling							 		 	 	 		
	Center -													
Shilman, Christina	Student Devel	-opne9720	Counselor	1.00 10	43,374.00	51,700.00	8,326.00	19.20	12.70	6.50	00.	00.	. 00	
	University													
Varin, Elizabeth	Relations	NE 9308	Multimedia Coor	1.00 12	38,122.00	42,800.00	4,678.00	12.27	6.02	6.25	00.	00.	00.	
Northern State	e University	y												
Faculty														
						FY23	FY24	Total	FY24	FY24	FY24	FY24	FY24 F	FY 24
							,							

22

						1			
FY24	ćρΑ 		0.		•			0.	
FY24	Prom		00.		· 00			.00	
FY24	Inst		4.28		1.83			.00	
FY24	Perf		6.74		6.54			3.45	
FY24	Mrkt 		3.19		4.55			11.42	
FY24	Slry		14.22		12.93			14.87	
Total	Increase		7682.00		8163.00			9789.00	
FY24	Salary		61716.00		71317.00			75627.00	
FY23	Base		54034.00		63154.00			65838.00	
	н		1.00		1.00			1.00	
	Title	Assistant	Professor	Associate	Professor		Assistant	Professor	
	Position		& NE9526		SpeNE 9335			NE 9486	
	Department	Dept	of Languages	Elementary	Secondary & S		School	of Business	
	Name	Foote	Justin	Wold	Cheryl		Scholl	Aaron	

ATTACHMENT II 10

					FY23	FY24	Total	FY24	FY24	FY24	FY24	FY2 4	FY24
Name	Department	Position	Title	FTE	Base	Salary	Increase	Slry	Mrkt	Perf	Inst	Prom	Ādj
White													
Tetiana	Dept of Languag	JNE 9451	Instructor	1.00	40289.00 4	5327.00	5038.00	12.50	00.	6.76	5.75	00.	. 00

South Dakota State University

Non-Faculty Exempt

					FY23	FY24	Total	FY24	FY24	FY24	FY24	FY2 4	FY24
Name	Department	Position	Title FTE N	ths	Base	Salary	Increase	Slry	Mrkt	Perfm	Inst	Prom	Ādj
Jaeger, Katherine	4H Programs	ЕЕ9806	Extension Field 1.00	12	57,682.00	64,605.00	6,923.00	8.00	. 76	7.25	00.	4.00	00.
McConnell, Ashley	Biology & Microbioloç	3Y SE6424	Academic Adviso 1.00	12	56,798.00	64,013.00	7,215.00	12.70	۲۲.	4.01	7.92	00.	00.
Cowan, Jenna	Graduate Nursing	SE7670	Population Heal 1.00	12	65,600.00	74,650.00	9,050.00	13.80	. 67	5.50	7.62	00.	00.
Walstrom, Beth	Graduate Nursing	S王6856	Population Heal 1.00	12	61,539.00	70,443.00	8,904.00	14.47	84	5.50	8.12	00.	00.
Dahl, Woodrow	Intercollegi: Athletics	ate SE7537	Assistant Athle 1.00	12	45,335.00	52,000.00	6, 665 .00	14.70	1.05	8 .8 5	4.80	00.	00.
Edens, Parker	Intercollegi: Athletics	ate SE8050	Head Coach Men' 1.00	12	65,000.00	75,000.00	10,000.00	15.38	67.	4.21	10.38	00.	00.
Schneider, Ericka	Intercollegi: Athletics	ate SE6507	Head Coach Wome 1.00	12	65,000.00	75,000.00	10,000.00	15.38	67.	4.21	10.38	00.	00.
Strunk, Loran	Intercollegi: Athletics	ate SE7559	Assistant Athle 1.00	12	45,335.00	52,000.00	6, 665 . 00	14.70	1.52	8 8	4.80	00.	00.
Thielbar, Carissa	Intercollegi: Athletics	ate SE9615	Assistant Coach 1.00	12	83,680.00	98,000.00	14,320.00	17.11	. 14	9.76	7.21	00.	00.

Thramer, Sadie	Inte a Athl	ercollegiat.	e SE9803	Assistant Coach 1.00	12	82,680.00	95,000.00	12,320.00	14.90	.16	6.84	7.90	00.	00.	
Leahy, Susie	Unde Nurs	ergraduate sing	SE5826	Professional Ac 1.00	12	50,000.00	57,239.00	7,239.00	14.48	1.48	5.00	8.00	000.	000.	
Sommerfeld, Je	Unde ssica Nurs	ergraduate sing	SE8910	Professional Ac 1.00	12	50,000.00	56,989.00	6, 989.00	13.98	1.48	4.50	. 00 . 8	00.	000.	
Dominguez, Bri	Univ ian Hous	versity sing	SE6855	Assistant Direc 1.00	12	54,484.00	62,292.00	7,808.00	14.33		4.50	9.18	00.	00.	
Haaland, Janiı	ne Regi	strar	SE8833	Associate Regis. 1.00	12	64,878.00	76,874.00	11,996.00	18.49	1.28	5.21	2.0	10		
South Dak	tota Stat	te Univer	rsity												
Facuity															
Name Depá	artment	Position	Title	Э Н Б			FY23 Base	FY24 Salary	Increase	FY24 Slry	FY24 Mrkt	FY24 Perf	FY24 Inst	FY24 Prom	FY24 Adj
Thaler Anir Robert Scie	ance	н. 	Distingui Professor	τ.			1.00	71473.00	7896.00	12.42	00	11.63	6L.	00.	- o.
Meendering Sch Jessica of	hool Health		Professo & Interi	лш											
ه (Sci	i.	SE8144	Associat Dean of	e Re 1.00		10	8843.00	122061.00	13218.00	12.14	4.19	6.12	1.84	00.	•

•

00.

7.55

4.47

3.91

15.93

11914.00

86686.00

74772.00

Professor 1.00

School of PerfoSE9550

Walsh Michael Erickson

Kassandı	a Allied & PopulaSE7520	Instructor 1.00	57807.00	65025.00	7218.00	12.49	1.48	7.98	3.03	00.	00.
Niemann Tiffany	Allied & PopulaSE5837	Instructor 1.00	5 6587 . 00	63482.00	6895.00	12.18	1.77	4.23	6.19	000.	00.
Wortman	Allied	Instructor					, 				
Abby	& Population Health SE5974	Director of Clinica .75	46333.00	53460.00	7127.00	15.38	3.22	5.04	7.12	00.	00.
Lenertz- Kristin	.Ke Biology & MicroSE7502	Lecturer 1.00	60287.00	68784.00	8497.00	14.09	10.00	4.10	00.	000.	00.
Zwart Marv	School of Health	Clinical Assistant					1 1 1 1 1 1 1				
4	& Consumer Sci SE9792	Professor 1.00	66433.00	74525.00	8092.00	12.18	4.01	5.91	2.26	00.	00.

Dakota
outh
~~
of
ersity
niv

Faculty

					FY23	FY24	Total	FY24	FY24	FY24	FY24	FY24	FY 24
Name	Department	Position	Title	FTE	Base	Salary	Increase	Slry	Mrkt	Perf	Inst	Prom	ĘþĄ
Filotas Edwin	Philosophy	UE 9033	Associate	1.00	66883.29	75817.57	8934.28	13.36	4.14	5.03	4.19	00.	°.
Custis Tyler	School of Business	UE 9184	Àssistant Professor	1.00	103167.27	116785.81	13618.54	13.20	5.66	5.90	1.65	00.	•
Tiahrt Thomas	School of Business	UE 9156	Associate Professor	1.00	117407.27	131653.65	14246.38	12.13	5.77	5.00	1.36	00.	•
Jarchow Meghann	Sustainabilit; and the Envir	Y onUE8301	Chair, Sustainabi	96.	91041.67	107690.26	16648.59	8.29	00.	5.21	3.08	0.00	°.
Keith Angela	Mathematics	UE 693 6	Instructor	.1.00	45966.15	52035.79	6069.64	13.20	00.	7.11	60.9	00.	00.
Schmidt Sally	Mathematics	UE7592	Instructor	.1.00	48722.16	54576.73	5854.57	12.02	00.	6.27	5.75	00.	00.
Bates Nathan	Modern Langua	geUE 905 6	Lecturer	1.00	52329.10	58788.12	6459.02	12.34	00.	6.9	5.35	00.	00.
Fierro Gennifer	Sustainabilit.	Y UE7226	Instructor	· 1.00	53982.53	60687.24	6704.71	12.42	00.	7.23	5. 19	0 0.	00.

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – A DATE: May 9, 2023

SUBJECT

Graduation Lists

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:17</u> – Awarding of Degrees, Graduation Dates, and Catalog of Graduation for Undergraduate Students

BACKGROUND / DISCUSSION

Board of Regents Policy 2:17 specifies that the Board "approves the awarding of academic degrees after receiving the university president's recommendation on behalf of the university," following each academic term. Once submitted on behalf of the institution, the President certifies that all candidates have successfully completed degree or program requirements as approved by the Board, and that no degree requirements were waived for any individual student. Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, University of South Dakota, and the South Dakota School for the Blind and Visually Impaired request approval of the graduation lists for Spring 2023.

IMPACT AND RECOMMENDATION

Board staff recommend approval.

ATTACHMENTS

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

DRAFT MOTION 20230509_5-A:

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

ASSOCIATE OF ARTS

Brunmaier, Ashley	Gray, Michele	Peay, Ayden
Bybee, Tristan	Hardrick, Debra	Vidaurri, Dehmen
Fischer, Vanessa	Iverson, Keely	

ASSOCIATE OF SCIENCE

Baumgartner, Edward	Delbridge, Ashton	Rock, Maria
Bruggert, Jacob	Elkin, Britton	West, Kelsey
Burgess, Adrianna	Gillaspie, Javin	Williams, Zaida
Cadotte-Gray, Quentin	Kautzman, Jenna	Wuertzer, Haelee
Collison, Avery	Picklesimer, Hana	Ziadat, Gabriel
Cummings, Cameron	Ring, Courtney	

BACHELOR OF ARTS

Siewert, Emma

BACHELOR OF FINE ARTS

Arbo Sosa, Cecilia Bertalot, Corrin Bordewyk, Noah Hughes, Margaret Kaleda, Hayden Lietz, Nicole Lund, Hope Myers, Kylee No Braid, Lara Pierce, Tia Scott, Whitney Selby, Kinsy Zemlicka, Jessica

BACHELOR OF GENERAL STUDIES

Bower, Morgan	LeClair, Katherine
Iszler, Tessa	Zimmer, Robin

BACHELOR OF SCIENCE

Allen, Samantha Anderson, Wyatt Antonucci, Ashlea Barnum, Jonathan Bartholomay, Bosten Bassett, Brandon Bates, Emily Baumgartner, Edward Becker, Frank Becker, McKenzie Belluomini, Michael Bernamont, Acacia Birkeland, Jacob Bleicher, Emily Booth, Haley Bowling, Tristain Braun, Kaitlyn Brooks, Jordan Buckau, Jayden Buckley, Myna Burge, Jordan Burr, Jade Carlson, Abigail Carlson, Annika Cates, Robert Coronato, Lorraine Danforth, Marissa Debebe, Yeabsira DeRouchey, LeAnn Dubbelde, Amber Easton, Kenni Eben, Chance Ellis, Karissa Erlenbusch, Maggie Erskin, Daesha Falzerano, Vanessa Fields, George Fluck, Ember Fox, Summer

Foy, Ryan Franklin, Brooke Frazier, TJ Frericks, Cassidy Fuller, Breanne Gabel, Patricia Gentrup, Jason Graef, Georgiana Graham, Julianne Haag, Angelica Haakonson, Ivar Habeck, Jaycie Haley, Gianna Hamm, Elizabeth Hanson, Drew Hanson-Trotter, Lexy Harrison, Jared Headlee, Pepe Hinkle, Shelby Hirschi, Hannah Holly, Emma Holmes, Kamryn Hopkins, Shelbee Houk, Jillian Hubbard, Bayleigh Hubley, Jace Huckins, Robert Huntley, Sierra Janis, Brandon Janson, Jeffrey Johnson, Mikayla Kasulas, Kelly Keith, Barrett King, Megan Knudson, Samuel Knutson, Christian Kocer, Danica Kuzmic, Kathleen Kyar, Katlyn

Lapka, Makayla Lappe, Arick LaValley, Lillian Legerski, Ashton Lehman, Paul Lien, Kali Lindwurm, Chelsea Litwin, Halie Looney, Brynne Loudenburg, John MacKaben, Tiah Mailloux, Jackson Martian, Jessica Matthesen, Jacob McGee, Cashae McSherry, Kyle McSherry, Taylor Mehmen, Noah Mellen, Edward Morrison, Trinity Moussa, Adam Nachtigal, Isabel Nagle, Courtney Neal, Clifford Nelson, Shannon Norris, Michael O'Daniel, Jayde Oldfield, Carly Olson, Jocelyn Overvold, Alivia Parish, Kyla Parker, Courtney Parry, Hannah Patrick, Kylee Pfarr, Dalton Pierce, Sarah Piroutek, Anna Polhamus, Taylor Price, Elizabeth

30

Provence, Dakota Ramirez, Laisha Reiman, Cameron Reister, Madison Rhoades, Haedyn Richardson, Madison Roberts, Karlie Schartz, Jackson Schilling, Daniel Schoen, Quincy Schoolmeester, Jackson Senska, Sawyer Sevold, Lauren Smith, Jared Stocking, Kenneth Sutton, Kayla Swan, Christopher Thompson, Kyra Thompson, McKenzie Thompson, Moriah Thomson, Genaveve Tieman, Katie Tobacco, Selena Ullery, Reece Van Wyk, Nicole Waldner, Joshua Walker, Ashton Wieringa, Lei'ani Willard, Aidan Zabel, Melissa Zacher, David

BACHELOR OF SCIENCE IN EDUCATION

Aberle, Taryn	Johnson, Jaime	Parks, Dakota
Anson, Torrey	Johnson, Nichole	Pea, Sophia
Bailey, Kassidi	Kaul, Shelbi	Peplinski, Kayla
Bilben, Kelly	Kelly, Jacqueline	Rich, Sampson
Blakeman, Kaylei	Kennedy, Nicolette	Rief, Allison
Buckley, Alexa	King, Abigail	Roberson, Alyssa
Burtschi, Adam	Klein, Lydia	Robertson, Caleb
DeVelder, Kate	Kocer, Danica	Rogers, Samantha
Engesser, Megan	Kraft, Chanci	Schaefer, Christina
Evans, Stori	Larcher, Sarah	Shirley, Amanda
Frost, Paige	Lester, Janna	Stephens, Hunter
Garza, Kendyl	Manzella, Miranda	Stevens, Renee
Gillis, Rachel	McKnight, Jacquelynn	Thorington, Hartly
Glynn, Riley	Merrill, Kimberly	Urquidez, Analena
Graslie, Kyle	Middleton, Avery	Utecht, Micaiah
Greager, Elizabeth	Moody, Madison	Van Cleave, Wendell
Hannum, Riley	Nowicki, Marissa	Van Pelt, Hannah
Hanson, Brooklyn	Olson, Jaiden	Weidenbach, Malinda
Harkless, Brice	Ortiz, Micah	White, Josie
Hegel, Kyler	Parker, Jaxon	
Hoppe, Kaitlyn	Parker, Matthew	

MASTER OF ARTS IN TEACHING

Keller, Shannon

Mahaffy, Amanda

McPherson, Erin

MASTER OF SCIENCE

Ball, Hannah	Kerr, Bailea	Rholf, Deborah
Barker, Breahna	Massie, Skyler	Robinson, Xiomara
Barrett, Mary	Osowski, Keith	Schaeffer, Sarah
Checchi, Anthony	Petersen, Bryan	Sudenga, Graham
Graham, Kelli	Pomeroy, Paige	Teets, Ryan
Hafele, Anna	Remus, Todd	Vernlund, Joshua

CERTIFICATES

Barnum, Jonathan	Mattson, Brett	Reiman, Cameron
Carlson, Annika	McGee, Cashae	Ruth, Tanner
Cundy, Leslie	Nagle, Courtney	Scruggs, Haylie
Debebe, Yeabsira	No Braid, Lara	Thompson, Moriah
Fluck, Ember	O'Daniel, Jayde	Weidenbach, Malinda
Hardrick, Debra	Parish, Kyla	Zabel, Melissa
Koehler, Nicolas	Piroutek, Anna	
Kyar, Katlyn	Reed, Trent	

Spring and Summer Graduates, Class of 2023 Dakota State University

ASSOCIATE OF ARTS

Kira Jay Bjerke Lillian T. Dewitt Joshua M. Ferguson MaKayla Shantale Heckler

ASSOCIATE OF SCIENCE

Gloria Mae Benn Braden J Bomgaars Evelyn Luise Carsten Jason Carl Cox Colter Clark Elkin William Saba Farhat Kaitlin Graham Samantha Jean Hauschildt Alexander Reese Hoiberg Jessica Catherine Hovland Jacob Matthew Joachim Zachary D. Hogrefe Trenton B Jolivette Marc James Petersen Melissa J. Phillips

Payge R. Ronfeldt Amanda M. Sebring Evan Sjovold

Tyler Paul Kennedy Ian Larson Jacob Douglas Lind Braden Madison Brockton Charles McCrory Elijah James Ness Kelsey Marie O'Farrell Darian Rose Perry Jennifer Rose Preuss Austin David Ripp Franklin Joseph Ryland Halle Jo Sawyer Mary Carol Simmons Brook Candler Slagle Sabrina N Smith Natasha Renee Snedeker Marshall Logan Stearns Mykelti Michael Tater Joshua Jerome West Nathan Wilson Thomas William Wornson

BACHELOR OF BUSINESS ADMINISTRATION

Nolan Patrick DePover Chase DeWitt Caysen Dean Eide Roberto Romell Gittens Jacob Matthew Joachim Dajshon T Keel Jennifer Kay Lamphron Carson M McClelland Courtney Ilene Menning Britni Joyce Plucker Jace Thomas Pribyl Caleb James Schneider Tate Edward Ivan Schwader Madelin Renay Smith Shital Thapa Gabriella Sage Weidenbach Bo Wilson Gavin Lee York

BACHELOR OF GENERAL STUDIES

Katherine Elizabeth Bicknese Christopher Charles Burke Ty Chad Christensen Melissa Marie Delaney Keian James Franklin Sage Foster Hudson Noah Riley Karwacki Tyler Paul Kennedy Ronnie Lee Latting Johanna Taylor Lippert Cole C McCarty James C McClain Jr. Christofer R Morales Fane Sikiti Vuaviri Sauvakacolo Jeffrey Daniel Schuster

BACHELOR OF SCIENCE

Kidus Nega Addisu Alexander Alan Adermann Maxwell Joel Allmon Felicia Ann Alspach Jack William Anderson Jada M Anderson Abigail Mary Armstrong Michael Andrew Armstrong **Olivia Grace Armstrong** Elsie Ruth Aslesen Aaron Tyler Baker Kathleen Wava Ballinger Garet Michael Behnk Carsten Dean Bergersen Megan Dean Beyer **Cameron Walter Birkland** Krishna Bir Bista Jacob John Boese Mack Arthur Bonderson Cage Dillon Boschee **Turner Micheal Bowar Daniel Wayne Bright** Jacob Richard Brown Kaiden Allen Bruhn John Anthony Brumels Peter Minh Bui William James Madison Bulfer Jacob Alan Bullis Randy Edward Burkhart Trent Buyert **Tomas William Calderon** Michael Christopher Callahan Markita Carlisle **Cristian Gabriel Centes** Maurice Christion Colby J. Clarkson Jason Carl Cox Hayley N Crawford Leviticus Christopher Crowe Jacob Thomas Davie Jonny Derenge Dana Donahue Hannah L Droge Elliott DuCharme John Malcolm Duckett Jacob Storm Dundas

Kyle B Dunn **Darrin James Dutcher Taylor Keith Edwards Tess Danette Eflin** Alazar Girma Efuye Zachary P. Ehret Austin Elbert John Dale Eng Kaleb Engberg Jaden Nathanael Feil Sidney Elaine Fick Joshua David Frederico Cabrel Joseph Aaron Frenier Jefferson Mack Fugua Nicholas Ernest Gaither Alec Douglas Gannon **Cameron Michael Gerovac** Nathan C Goedtke Brooklyn Eve Goosen Nicholas Erik Gourley Abigail Nicole Grabowska Kaitlin Mae Graham **Riley Ann Grandpre Rilev Dale Greenhoff** Guanen Guo Angela Marie Guthmiller Dawson Kenneth Haeder Nahome Teshome Hailemichael Julian Markus Hall Nicholas Daniel Handberg Te'a Jacqueline Heiser Xzayana Richel Henderson Weston Clark Henschel Tess Marie Castile Hill Avery Scott Hof Ravyn Leigh Hoffman Kaedin Christopher Hogan Zachary R Holm Katelyn Marie Hoppe Jonathan Martin Horn Carson Collins Hrusovsky **Carver Dahlstrom Hultgren** Blake Lee Humes Leo Tan Huynh Micah Lee Impecoven Benjamin Edwin Iserman

Kevin Lemik Jenkins Jacob Matthew Joachim Berlin Ivan Johnson Jakob James Conrad Kaiser Maci Marie Kasuske Hunter James Kavanagh Mitchell Scott Kenyon Zachary John Kerkaert Mariel Klosterman **Carson James Knecht** Conner David Knepp Lin Khend Ko **Rvan Nicholas Koch** Jonathan Russell Lacey **Roch Paul Xavier Laferriere** Halsey Lam Grant Michael Lambert Kathleen C Lange **Tanner Douglas Lange** Jacob Douglas Lind **Daniel Littlecott** Reno Dustin Longe Mason Ross Macaluso Braden Madison Abby Marie Maloney Savannah Rose Mares **Taylor Robert Marrion** Jacob Lawrence Mauss Cameron Jade Maynard **Brockton Charles McCrory** Noah Joseph McNaughton **Brennan Michael Meester** José Mendez Aubrey Anne Miedema **Reese Matthew Miller** Claira Sue Monroe Ryan Christopher Morganti **Tucker D Murtha** Lane A Nardinger Alex Abby Katherine Neill Elijah James Ness Morgan Joseph Newman **Colton James Nichols** Michael Anthony Nowka Emmanuel M N'tula Kobe O. O'Harvey
Obang Thomas Ojulu Theodore Wayne Openhowski Andrew Orobona Caitlyn Kelly Palmquist **Dylan Arthur Park** Jason G. Parry John J Piccione Brayden Wayne Pollreisz Joseph William Polzin **Ryan David Porter** Percy Anthony Pourier Bibek Rai Travis Robert Rebstock **Trey Christopher Reindl** Makayla Linea Ripperda **Brooks Michael Robison** Jacob John Rogers Hanna Marie Rowe Jackson Aaron Ruedebusch **Riley Bruce Ruzicka** Morgan MaKay Saathoff Adam M Schave Spencer Cole Sexton Tnur Shifa

Lena Lea Shoffit Mary Carol Simmons **Brook Candler Slagle** Thet Paing Soe **Carter Hoyt Squires** Gage Albert James Stavig Marshall Logan Stearns Danielle Deanne Stevens Jason Aaron Stout Grant Andrew Svikulis Loza Mulugeta Tadesse Jessica Nicole Tarr Autumn Taylor Jay Alexander Ethan Anthony Tesch Landon Mark Robert Thomas Luigi Vince Thompson Matthew Turner Thompson Sean Nicholas Thompson Taniela Paea I'Idaho Pasifiki Tonga Jr. Cara Mackenzie Torpey Noah Tripp Dylan Thomas Van Den Hemel

London Kory Van Sickle Andrew Jon Vasek Samantha D Verver Ian Patrick James Vizina **Christine Juliann Vogel** Tristen Jay Wachter Dayton Charles Wade Jessica Mary Weber Bergen Ezra Weiland Savannah Raquel Weissenberger Patrick John Were Joshua Jerome West Cole Robert Westerlund Karns Thomas White David A Willison Ryan Matthew Wogalter Yanet Gebreyesus Woldemichael Chirawat Yooyuenyong Kain Zeisler Adam Tyler Zimmel

BACHELOR OF SCIENCE IN EDUCATION

Macyn Jo Andersen Kathleen Wava Ballinger Shaylee Johanna DeBeer Erin Elizabeth Englert Morgan Mary Erikson Hezel Moosah Garness Kendra Lee Gassman Kayla Rose Gerken Rhena Leah Hohn Susan Renae Jensen

DOCTOR OF PHILOSOPHY

Loknath Sai Ambati Briant Becote Armel B Djangone Chad Robert Fenner Luke Anthony Kremer Cooper Ledgen McDermott Callie Mueller Lisa Marie Olson Jazlynn Debra Pederson Riley Taylor Peters Trey Austin Randel Hannah Elizabeth Reiff Tessa Lea Ryan Tina Saraceni Grace Elizabeth Schlechter Morgan Carmene Schoenrock Emily Spoelstra Sarah Monique Torres Jared Richard Urbach Samantha Lynn Voeltz Trey Thomas Weber Jonea Lynne Wunder

Patrick Samuel Gallo Anthony Jairam Mark Andrew Lawrence Trevor MacKenzie Lewis Michael Alan Lodder Kruttika Sutrave Paul Edward Wagner Jacob Lee Williams

MASTER OF BUSINESS ADMINISTRATION

Walter Frederick Van Den Oever

MASTER OF SCIENCE

Sukumar Akoju Michael Joseph Anzueto McGarry Theodore David Bergmann **Catherine Anne Birney** Maxine Bisong Keinen Richard Bousquet Aaron Leigh Bunker Prosper Ezekiel Busagala Jacob Clement Tatiana Dombrovski Shane Donahue Cary David Drew Mark Gibbons Elder Michael Joseph Fahnlander Brandon James Gabrielson Uma Bala Mahesh Gudivada Robert Lee Gzyl Alexander Doyle Hand Ethan David Havard Brooke Havelka

Aaron D Ingalls Melissa Ann Insaidoo Mahesh Babu Kamepalli Pranav Khullar Annabelle Klosterman Ryan Michael Langem Lauren Elizabeth Lawson Sophia Ivy Lewis **Rayanne Maurine Liester** Raj Kiran Madaram Gowtham Mardi Michael Lynn Martinson **Alexander Paul Maxey** Dharani Medapati Divanshu Mittal Sean-Michael David Mohoroski Blake Ashton Nedved Hannah N Newberry Nick Charles Offerman Mahima P. Patel Living Peng

Amy Lynn Potts Harsha Vardhan Ramineni Viswanadh Ravi Samuel Stephen Resop Angela Rose Anna Leisa Sauser AlJorden Bane Schoenfelder Kelemete Seto Subas Shrestha Snehal Shankar Sonawane Kruttika Sutrave Tanya Rae Taplin Bennett Joseph Touchette Jitender Varma Vejella Zakirah Wahab Evan Miller Watson Jack Mathew Weekly Travis R Westlund Paulina Magdalena Woehl Michael Ziegman Michele Renee Zuiderhof

MASTER OF SCIENCE IN EDUCATION

Rachel Marie Dawson Kimberly Jane Fischer Darcie Denise Malcom Megan Dawn Palmer

NORTHERN STATE UNIVERSITY APPLICANTS FOR MAY COMMENCEMENT May 6, 2023

CANDIDATES FOR THE MASTER'S DEGREES

MASTER OF MUSIC EDUCATION

Danae Lea Coleman Rachel J. Goetz Austin Richard Herrboldt Alysa M. Hershman Megan Marie Jakubowski Emily E. Shores Brooke Louise Thielbar Kristy Faye Tillman Mary Erin Kathleen Zavodny

MASTER OF SCIENCE

Ashley BruzekAbby Faye FlaneryAllison C. SchaefbauerEleanor Kendall CalvertCason James RinggenbergKelby Rachel Tracy

MASTER OF SCIENCE IN EDUCATION

Felipe Alvear Giovanni Arieta Chelsea Marie Ashmore Robert Merle Coyle III Jacob Tresley Cross Abbie Lynn Dahl Kathryn Blythe Davis Grant Michael Farmer Katie Marie Fischer Carli Erin Flemmer Emeline Ollie Glover Pamela Hadrick Kelby Nathan Hawkins Adrianna Lynn Heinert Katelyn M. Howard Megan L. Kingsriter Ashley Pauline Kleinsasser Brennan Parr Kutterer Amy M. Mielke Tiffany Jo Moore Brooke Leah Palleschi Makayla Raye Pulfrey Jasmine Kay Schaller Alec Schoof Amy Lee Spilde Justus Aaron St Sauver Kaylee Rose St Sauver Justice Rose Swift-Red Hawk Ellen Alene Weber Ezekiel James Thompson Wills Katlynn D. Wolf

CANDIDATES FOR GRADUATE CERTIFICATES

Angela Laura Falk

Jordann Lee Hansen

CANDIDATES FOR THE BACCALAUREATE DEGREES

BACHELOR OF ARTS IN HONORIBUS

Jessica JoAnne Colville	McKenzie Marie Hassebroek	Kenissa Dale Ross
Kennedy Elaine Davis	Kahden Joshua Mooney	Mayson Kaye Sheldon

BACHELOR OF ARTS

Todd Bitz
Ashley Ann Blocker
Kai Joseph Brisk
Olivia Kay Christensen
Spencer Paul Christensen
Tayzia LeeMarie Claymore-
Knight
McKenzie Lynn Cordie

Madisyn Elizabeth Filber Ceylie Gergen Clayton D. Grueneich Maria Htoo Camille Tara Koenig Maray Rose Larson DeAnna Nicole LeMire Matthew Dean Maag Abbigail Jean Patton Jacob Thomas Rader McKenna Marie Smith Emma Shaye Storley Jacob Daniel Swanson Melissa C. Ulber Kari Jean Wichner

BACHELOR OF FINE ARTS

Emilie Elizabeth Ann Crosby	Olivia Jaine Gohl	Esther Marie Santiago
Alexys Rose Forred	Trinity Ann~Renee Martin	Levi James Stern

BACHELOR OF GENERAL STUDIES

Sione Finau Fehoko Jr.	Jackson Lee Martens	Harleigh Stange
John A. Litwiller III	Madeline Clare Orr	Elizabeth Rose Votava

BACHELOR OF MUSIC EDUCATION

Madison Taylor March

Katrina Marie Weigel

BACHELOR OF SCIENCE IN HONORIBUS

Qiang Ai Kennedy Elaine Davis Lauren Caitlyn Forsyth Samuel Dale Fuller McKenzie Marie Hassebroek Victoria Ashley Kolbinger Grace Eileen Kramer Laurie Lynn Rogers Jessica Elizabeth Stockert Drew Douglas Veflin

BACHELOR OF SCIENCE

Meghan Bergstrom Anderson Claire Kristan Angerhofer Brian Tiofilo James Baker **Dalton Wade Baker** Joshua Richard Blakely George C. Bolling Taylor Anne Buckley Sara Nannette Capp Hagen Foster Clark Shawney Marie Alexandra Coenraad McKenzie Lynn Cordie Noah Michael Crosbie Lilja Vigdis Davidsdottir **Bailey Paul Dinger** Rachel Louise Doll Reagan Marie Elrod Mason James Flakus Brandon Joseph Ford Maria Christine Garcia Logan James Grossinger Mya Alexis Hagenson Kenzie Nicole Hamann Laynee Alese Hetland

Taite Hensley Jessi D. Hernandez Kendra Mae Hinz Taylor Hoelscher Elizabeth Hofer Anna Mae Hoffman Andrew Garrett Holland Ramsey Roth Johnsen Derek James Johnson Jaden Thomas Karst Hannah Patricia Kiernan Connor Robert Knecht Caleb William Kranzler Kensington Leigh Kranzler Ethan Clark Kurtz Matthew Dean Maag William J. Madler Dawson Mitchell McNeil Erin Rose McNulty Alyssa Rave Meyer Hannah Rose Mielitz Jacob Robert Muhich Collin Milan Olla-Chatman Jack Marland Paulson

Rosa Paw Nikolas Dylan Pezonella Isabela Polanco Garcia Austin James Portner Brittany JoLydia Preller Augustin Scott Reede Roberta Jo Rernleitner Bradlev Allen Richards Jacob Eric Schloe Rhianna Rose Schmidt Traian Schmidt Stephanie JoAnn Shuster Taner Sporrer Brandon Jon Steinhauer Christine Marie Stoltenberg Alexa Julia Sutherland Mitchell Lee Tolk David Beau Van Gelder Jacob Keith Van Landingham Elizabeth Marie Wagner Matthew Weber Haley R. Wenger Michael Wirth Thomas Pius Wolf

BACHELOR OF SCIENCE IN EDUCATION IN HONORIBUS

Qiang Ai Delanee Jane Grier Camryn Rae Romig Taren Michaela Tschetter Mariah Ann William

BACHELOR OF SCIENCE IN EDUCATION

Micah Alan Baldwin Alexis Lynn Benson Olivia Kay Christensen Brittany Mae Delzer Sydney J. Hepperle Brenna Marie Herting Jamie Luise Holforty Brevan William Hooks Maria Kaye Jackson Lennon Richart Keller Christen Marie Kessler Allison Jean King Dylan James Krueger Nathan Jon McLeod Reece A. Moehlenbrink Kaitlyn Ann Morrison Peyton Sean Nelson Laura Mae Ochsner Caleb Jacob Schentzel Madalyn Schumacher Kennedy Marie Sohler Sara Jo Thyen Megan Tiede Keri Joy Walker Megan Weber Emma Ann White

CANDIDATES FOR THE ASSOCIATE DEGREES

ASSOCIATE OF ARTS

McCaden Leroy Anderson James Wilson Burks III Cole Thomas Carney

Heaven Leigh Fettig Cody L. He Crow Dillon Jensen

Layne Richard Neiber Kristin Nicole Paye Roberta Jo Rernleitner

ASSOCIATE OF SCIENCE

Joshua Richard Blakely Jessi D. Hernandez Anna Mae Hoffman

Ashley Marie Lopes Tiffany Marie Russell Julia Patrice Schriver

Jessica Elizabeth Stockert **Dillon James Stoebner** Stephanie L. Wills

CANDIDATES FOR UNDERGRADUATE CERTIFICATES

Kennedy Elaine Davis McKenzie Marie Hassebroek Reece A. Moehlenbrink

Ethan Clark Kurtz

Jacob Eric Schloe Elizabeth Marie Wagner

	First Name	Middle Name	Last Name	Graduation Date	Degree	Major	
1	Sever	Thomas	Gilbertson	May 2023	AA	General Studies	
2	Trevor	Chase	Krason	May 2023	BS	Applied and Computational Mathematics	
3	Colton	Edward	Snyder	May 2023	BS	Applied and Computational Mathematics	
4	Keegan	Alexander	Brunssen	May 2023	BS	Applied Biological Sciences	
5	Jacob	Austin	Lindblom	May 2023	BS	Atmospheric and Environmental Sciences	
6	Jacob	Christopher	Marsh	May 2023	BS	Atmospheric and Environmental Sciences	
7	Jackson	Ross	Zito	May 2023	BS	Atmospheric and Environmental Sciences	
8	Hayley	Rae	Carter	May 2023	BS	Biology	
9	Megan	Lea	Miller	May 2023	BS	Biology	
10	Calvin	David	Sturgeon	May 2023	BS	Biology	
11	Zachary	Thomas	Bender	May 2023	BS	Biomedical Engineering	
12	Brantson	Noah	Blaylock	May 2023	BS	Biomedical Engineering	
13	Caleb	Allen	Brouwer	May 2023	BS	Biomedical Engineering	
14	Matthew	James	Holler	May 2023	BS	Biomedical Engineering	
15	Micah	William	Hoylman	May 2023	BS	Biomedical Engineering	
16	Kara	Lynn	Huse	May 2023	BS	Biomedical Engineering	
17	Logan	Christopher	Jundt	May 2023	BS	Biomedical Engineering	
18	Nadia	JO	Kaczmarz	May 2023	BS	Biomedical Engineering	
19	Jillan	Irene	Linder	May 2023	B2	Biomedical Engineering	
20	Evali	James	Mosman	May 2023	DS DC	Biomedical Engineering	
21	Mitchall	Robort	Movlor	May 2023			
22	Hunter	Robert	Romsa	May 2023	BS		
23	Ionathan	Ngom'onvo	Shama	May 2023	BS	Biomedical Engineering	
25	lessalvn	Flizabeth	Shinn	May 2023	BS	Biomedical Engineering	
26	Natnael	Woldevesus	Sinebo	May 2023	BS	Biomedical Engineering	
27	Morgan	Flizabeth	Thompson	May 2023	BS	Biomedical Engineering	
28	Sverra	Jean	Trujillo	May 2023	BS	Biomedical Engineering	
29	, Victoria	Elizabeth	Zagorski	, May 2023	BS	Biomedical Engineering	
30	Kasandra	Shawn	Luce	May 2023	BS	Business Management in Technology	
31	Kristin	Ann	Luce	May 2023	BS	Business Management in Technology	
32	Sarah	Paige	Millar	May 2023	BS	Business Management in Technology	
33	Wyatt	John	Slama	May 2023	BS	Business Management in Technology	
34	Holden	Wallace	Wagner	May 2023	BS	Business Management in Technology	
35	Aren	Charles	Wells	May 2023	BS	Business Management in Technology	
36	Jarvie	Garrett	Arnold	May 2023	BS	Chemical Engineering	
37	John	Luke	Barbour	May 2023	BS	Chemical Engineering	
38	Anna	Rose	Battest	May 2023	BS	Chemical Engineering	
39	Grant	Walker	Bauer	May 2023	BS	Chemical Engineering	
40	Dejah	Rayne	Behrend	May 2023	BS	Chemical Engineering	
41	David	Francis	Bennett	May 2023	BS	Chemical Engineering	
42	Miles	Joseph	Byington	May 2023	BS	Chemical Engineering	
43	Lily		Claar	May 2023	BS	Chemical Engineering	
44	Gregory	Alexander	Clark	May 2023	BS		
45	Alyssa	Alexandria	Cox	May 2023	BS	Chemical Engineering	
46	Jeremy	Isalan	Cullen	May 2023	B2	Chemical Engineering	
47 70	Sara	App	Dykstra	May 2023	DS DC	Chemical Engineering	
40 70	200	Nicolo	Eickhohm	May 2023			
47 50	Martin	Fdward	Gaffnev	May 2023	BS		
50	Fmilv	Rachel	Gullickson	May 2023	BS	Chemical Engineering	
52	, Michael	Cullen	Hickey	May 2023	BS	Chemical Engineering	
53	Alireza		Kowsari	May 2023	BS	Chemical Engineering	
54	Ethan	Charles	Long	May 2023	BS	Chemical Engineering	Updated 3/9/23
			-	-			

55	Tannor	L	Merkel	May 2023	BS	Chemical Engineering
56	Claudianne	Alice	Moisset	May 2023	BS	Chemical Engineering
57	Nicolas	Allen	Naeve	May 2023	BS	Chemical Engineering
58	Prince	Ikenna	Okoye	May 2023	BS	Chemical Engineering
59	Daniel	Dale	Sechler	May 2023	BS	Chemical Engineering
60	Isaiah	Cole	Thurman	May 2023	BS	Chemical Engineering
61	Tatiana	Angeline	Vasquez	May 2023	BS	Chemical Engineering
62	Sophia	Mae	Williams	May 2023	BS	Chemical Engineering
63	Nicholas	Owen	Wipf	May 2023	BS	Chemical Engineering
64	Teagan	Joy	Yake	May 2023	BS	Chemical Engineering
65	Pascal	Jean	Britton	May 2023	BS	Chemistry
66	Audrey	Elsa	Dunn	May 2023	BS	Chemistry
67	Anna	Grace	Hale	May 2023	BS	Chemistry
68	Phillip	Daniel	Hauck	May 2023	BS	Chemistry
69	Armand	Jubal	Lannerd	May 2023	BS	Chemistry
70	John	Quinton	Papiernik	May 2023	BS	Chemistry
71	Izabelle	Brooke	Smith	May 2023	BS	Chemistry
72	Darin	Robert	Archibald	May 2023	BS	Civil Engineering
73	Antonio	Μ	Candelaria	May 2023	BS	Civil Engineering
74	Alexander	Floyd	Colgan	May 2023	BS	Civil Engineering
75	Brady	Ronald	Cork	May 2023	BS	Civil Engineering
76	Bryce	Buchli	Elkin	May 2023	BS	Civil Engineering
77	Logan	E	Garzaniti	May 2023	BS	Civil Engineering
78	Alexander	J	Hall	August 2023	BS	Civil Engineering
79	Samantha	Marie	Heiberg	May 2023	BS	Civil Engineering
80	Tracy	Lynn	Herrboldt	May 2023	BS	Civil Engineering
81	Scott	Allen	Holter	May 2023	BS	Civil Engineering
82	Juneau	D	Jones	May 2023	BS	Civil Engineering
83	Mason	Matthew	Karpen	May 2023	BS	Civil Engineering
84	Jacob	Bradley	Kerzman	May 2023	BS	Civil Engineering
85	David	Anthony	McDougall	May 2023	BS	Civil Engineering
86	Blake	Robert	Messegee	May 2023	BS	Civil Engineering
87	Quinton]	Mohr	May 2023	BS	Civil Engineering
88	William	Cody	Murner	May 2023	BS	Civil Engineering
89	Stefon	Angel	Nelson	May 2023	BS	Civil Engineering
90	Riley	Scott	Olsen	May 2023	BS	Civil Engineering
91	Samantha	E	Overend	May 2023	BS	Civil Engineering
92	Cooper	M	Powers	May 2023	BS	Civil Engineering
93	Austin	Robert	Roth	May 2023	BS	Civil Engineering
94	JIII	YI	Rothernam	May 2023	BS	Civil Engineering
95	Kamryn	Jage	Scully	May 2023	BS	Civil Engineering
90	Christian	Ciyde	Shull	May 2023	B2	Civil Engineering
97	Christian	A	Suameier	May 2023	B2	Civil Engineering
98	Josie	Kay	liteeht	May 2023	B2	Civil Engineering
99 100	Jacob	Euwaru	Ulechi Watt	May 2023		Civil Engineering
100	Nolan	Alexander	VVall	May 2023		Civil Eligineering
101	Christophor	Prion	Groop	May 2023		Computer Engineering
102	luction	Cill	Komn	May 2023		Computer Engineering
103	Brandon	lonnings	Lund	May 2023	DC DC	Computer Engineering
104	Duncan	Thomas	McGonagle	May 2023	BS	
105	Aaron	Isaiah	Quizon	May 2023	BS	Computer Engineering
107	Noah	Benjamin	Zikmund	May 2023	BS	Computer Engineering
102	Kaden	Matthew	Adrian	May 2023	BS	Computer Science
109	Trevor	Scott	Bormann	May 2023	BS	Computer Science
					20	

110	Hannah	Rochelle	Carroll	May 2023	BS	Computer Science
111	Kevin	Joseph	Chamberlain	May 2023	BS	Computer Science
112	Raymond		Daley	May 2023	BS	Computer Science
113	Nicholas	J	Duban	May 2023	BS	Computer Science
114	Ryan	James	Finn	May 2023	BS	Computer Science
115	Christopher	Brian	Green	May 2023	BS	Computer Science
116	Cody	R	Hall	May 2023	BS	Computer Science
117	Hunter	Louis	Hufstutler	May 2023	BS	Computer Science
118	Gunnar	Harry	Kjellsen	May 2023	BS	Computer Science
119	Justin	David	Lewis	May 2023	BS	Computer Science
120	Thomas	Aaron Braman	Lippincott	May 2023	BS	Computer Science
121	Christian	Duane	Olson	May 2023	BS	Computer Science
122	Sharvil	Raghunath	Pai Raiker	May 2023	BS	Computer Science
123	Khushi	Μ	Patil	May 2023	BS	Computer Science
124	Prarthavi	Paresh	Patnekar	May 2023	BS	Computer Science
125	Karissa		Schipke	May 2023	BS	Computer Science
126	Chamaka	Sandeepa	Senarath	May 2023	BS	Computer Science
127	Colton	Edward	Snyder	May 2023	BS	Computer Science
128	Rachel	К	Terwilliger	May 2023	BS	Computer Science
129	Ethan	Hunter	Warren	May 2023	BS	Computer Science
130	John	Cameron	Weatherhead	May 2023	BS	Computer Science
131	Mark	Thomas	Weiss	May 2023	BS	Computer Science
132	Cade	Jacob	Bailey	May 2023	BS	Electrical Engineering
133	Michael	Lee	Beusch	May 2023	BS	Electrical Engineering
134	Severin	James	Вое	May 2023	BS	Electrical Engineering
135	Luke	David	Carlson	May 2023	BS	Electrical Engineering
136	Joseph	Randall	Chamberland	May 2023	BS	Electrical Engineering
137	Matthew	Dean	Daugaard	May 2023	BS	Electrical Engineering
138	Richard	Holden	Dennis	May 2023	BS	Electrical Engineering
139	Erick	A	Eickhoff	May 2023	BS	Electrical Engineering
140	Kaedyn	Wesley	Hanson	May 2023	BS	Electrical Engineering
141	Austin	Christian	Keck	May 2023	BS	Electrical Engineering
142	Justin	Thomas	Ketel	May 2023	BS	Electrical Engineering
143	Zachary	Charles James	Lapsley	May 2023	BS	Electrical Engineering
144	Aidan	Hunter	Markon	May 2023	BS	Electrical Engineering
145	Jarrett	D	Meyer	May 2023	BS	Electrical Engineering
146	Talyn	JD	Meyer	May 2023	BS	Electrical Engineering
147	Devin	Matthew	Odle	May 2023	BS	Electrical Engineering
148	Matthew	James	Pomarleau	May 2023	BS	Electrical Engineering
149	Payton	G	Shattuck	May 2023	BS	Electrical Engineering
150	Keagen		Six	May 2023	BS	Electrical Engineering
151	Connor	Loren	Wiesner	May 2023	BS	Electrical Engineering
152	Mason	Ryan Antoni	Wortman	May 2023	BS	Electrical Engineering
153	Wyatt	Michael Duane	Hess	May 2023	BS	Geological Engineering
154	Brittan	Riley	Hullinger	May 2023	BS	Geological Engineering
155	Kyle		Law	May 2023	BS	Geological Engineering
156	Jayda	Noelle	McFarlane	May 2023	BS	Geological Engineering
157	Victor		Parziale	May 2023	BS	Geological Engineering
158	Devin	Mackenzie	Sailer	May 2023	BS	Geological Engineering
159	Amelia	Rose	Van Winkle	August 2023	BS	Geological Engineering
160	Jared	Denholm	Blahovec	May 2023	BS	Geology
161	Jesse	Lee	Corneliusen	May 2023	BS	Geology
162	Claudia	Ann	DeBlieck	May 2023	BS	Geology
163	Benjamin	Keith	Dismang	August 2023	BS	Geology
164	Thacher	Ashton	Dramstad	May 2023	BS	Geology

Updated 3/9/23

165	Colette	Mary	McAndrew	May 2023	RS	Geology
166	Clavton	Douglas	Pfeifer	May 2023	BS	Geology
167	Nathaniel	Dodge	Porter	May 2023	BS	Geology
168	Samantha	Alice	Schmidt	May 2023	BS	Geology
169	Nicholas	Rvan	Stenhen	May 2023	BS	Geology
170	Sarah	Nyan	Welvang	May 2023	BS	Geology
171	losenh		Alber	May 2023	BS	Industrial Engineering and Engineering Management
172	Mitchell	David	Black	May 2023	BS	Industrial Engineering and Engineering Management
173	Renjamin	Adam	Brenholt	May 2023	BS	Industrial Engineering and Engineering Management
174	Iado	Lamar	Cass	May 2023	BS	Industrial Engineering and Engineering Management
175	Kvante		Cass	May 2023	BS	Industrial Engineering and Engineering Management
176	Ethan	D	Dorickson	May 2023	DS DC	Industrial Engineering and Engineering Management
177	Piloy	N Michaol	Dunno	May 2023	D3 DC	Industrial Engineering and Engineering Management
170	loppifor	Poso	Estonson	May 2023	D3 DC	Industrial Engineering and Engineering Management
170	Victor	Corordo	Lornandoz Chinos	August 2023		Industrial Engineering and Engineering Management
1/9		Geraruo	Hernandez Chinos	August 2025	DS DC	Industrial Engineering and Engineering Management
101	Jacob	Alex	Hilsendeger	May 2023	B2	Industrial Engineering and Engineering Management
181	Kyle	Rex	IVIE	May 2023	B2	Industrial Engineering and Engineering Management
182	Hunter	Вгаск	Јаѕкеу	May 2023	BS	Industrial Engineering and Engineering Management
183	Bailey	Rose	Johnson	May 2023	BS	Industrial Engineering and Engineering Management
184	Kendahl	Dean	Johnson	May 2023	BS	Industrial Engineering and Engineering Management
185	Alex	Francis	Lacroix	May 2023	BS	Industrial Engineering and Engineering Management
186	Spencer	Adam	Lund	May 2023	BS	Industrial Engineering and Engineering Management
187	Hunter	Paul	McKinney	May 2023	BS	Industrial Engineering and Engineering Management
188	Kolten	R	Mortensen	May 2023	BS	Industrial Engineering and Engineering Management
189	Connor	James	Smith	May 2023	BS	Industrial Engineering and Engineering Management
190	Brevin	Mark	Walter	May 2023	BS	Industrial Engineering and Engineering Management
191	Alysha	Briana	Aitchison	May 2023	BS	Mathematics
192	Brittney	Marie	Griffith	May 2023	BS	Mathematics
193	Anna	Grace	Hale	May 2023	BS	Mathematics
194	Jacob	Cody	James	May 2023	BS	Mathematics
195	Amanda	Marie	Lauen	May 2023	BS	Mathematics
196	Isaac	John	Lindskov	May 2023	BS	Mathematics
197	Christopher	Thomas	Bradford	August 2023	BS	Mechanical Engineering
198	Justin	David	Briese	May 2023	BS	Mechanical Engineering
199	Gavin	Nicholas	Chaddock	May 2023	BS	Mechanical Engineering
200	Fernando	Antonio	Chavez	May 2023	BS	Mechanical Engineering
201	Luke	Francis	Christen	May 2023	BS	Mechanical Engineering
202	Conner	Richard	Christenson	May 2023	BS	Mechanical Engineering
203	Erick	Fabian	Colman	May 2023	BS	Mechanical Engineering
204	Alexander	Hall	Crowson	May 2023	BS	Mechanical Engineering
205	Joshua	Paul	Curry	May 2023	BS	Mechanical Engineering
206	Katherine	Elise	Dasher	May 2023	BS	Mechanical Engineering
207	Drake	Lee	Dittman	May 2023	BS	Mechanical Engineering
208	Evan	Tyler	Eliason	May 2023	BS	Mechanical Engineering
209	Asher	Caleb	Eskam	May 2023	BS	Mechanical Engineering
210	Ryan	James	Finn	May 2023	BS	Mechanical Engineering
211	Jake	Boyd	Francis	May 2023	BS	Mechanical Engineering
212	Sever	Thomas	Gilbertson	May 2023	BS	Mechanical Engineering
213	Cameron	Wade	Good	May 2023	BS	Mechanical Engineering
214	Geoffrey	Maiers	Griepentrog	May 2023	BS	Mechanical Engineering
215	, Macaulev	Thomas	Haag	May 2023	BS	Mechanical Engineering
216	Ransom	Gregory	Hall	May 2023	BS	Mechanical Engineering
217	Tristan	Llovd	Hanley	May 2023	BS	Mechanical Engineering
218	Micah	Frank	Healv	May 2023	BS	Mechanical Engineering
219	Evan	Benge	Heilman	May 2023	BS	Mechanical Engineering Lindated 3
		U ·		· · ·		

220 lan	Henry	Helgeson	May 2023	BS	Mechanical Engineering
221 Blake	Stephen	Hyla	May 2023	BS	Mechanical Engineering
222 Cody	James	Jennings	May 2023	BS	Mechanical Engineering
223 Cheyanne	Кауе	Joachim	May 2023	BS	Mechanical Engineering
224 Olivia	Danielle	Jurrens	May 2023	BS	Mechanical Engineering
225 Zachary	W	Karg	May 2023	BS	Mechanical Engineering
226 John	Jerome	Kiehn	May 2023	BS	Mechanical Engineering
227 Travis	Isaac	Kleinsasser	May 2023	BS	Mechanical Engineering
228 Tanner	Lee	Kluver	May 2023	BS	Mechanical Engineering
229 Armand	Jubal	Lannerd	May 2023	BS	Mechanical Engineering
230 Rachel	Μ	Lauer	August 2023	BS	Mechanical Engineering
231 Logan	Joseph	Leader	May 2023	BS	Mechanical Engineering
232 Timo	Juhana	Leppanen	May 2023	BS	Mechanical Engineering
233 William	Grenville	Ludbrook	May 2023	BS	Mechanical Engineering
234 Katherine	Ann	Mathieu	May 2023	BS	Mechanical Engineering
235 Elijah	Lee	Meakins	May 2023	BS	Mechanical Engineering
236 Logan	Karl	Melstad	May 2023	BS	Mechanical Engineering
237 Derek	Timothy	Miller	May 2023	BS	Mechanical Engineering
238 Zachary	Michael	Mohr	May 2023	BS	Mechanical Engineering
239 Eric	Trevor	Moore	May 2023	BS	Mechanical Engineering
240 Taylor	Rayven	Muncie	May 2023	BS	Mechanical Engineering
241 Roger	Kanichi	Nakagawa	May 2023	BS	Mechanical Engineering
242 Maximilian	A	Derez	May 2023	BS DC	Mechanical Engineering
243 Andrew	Gabriel	Perez	May 2023	BS DC	Mechanical Engineering
244 Delijalili	Claira	Rohman	May 2023	DS DC	Mochanical Engineering
245 Bettind 246 Elijah	Erodorick	Repinan	May 2023	DS DC	Mochanical Engineering
240 Liljan 247 Tohin	Allen	Renzei	May 2023	BS	Mechanical Engineering
248 Curran	lames	Robertson	May 2023	BS	Mechanical Engineering
249 Cody	Alan	Sansbury	May 2023	BS	Mechanical Engineering
250 Michael	Andrew	Satter	May 2023	BS	Mechanical Engineering
251 Jacob	lames	Selan	May 2023	BS	Mechanical Engineering
252 Cole	Lane	Shepardson	May 2023	BS	Mechanical Engineering
253 Dillon	James	Smith	May 2023	BS	Mechanical Engineering
254 Grant	Makay	Smith	, May 2023	BS	Mechanical Engineering
255 Tobiah	, Kyle	Smith	, May 2023	BS	Mechanical Engineering
256 Morgan	Joseph	Stadlman	May 2023	BS	Mechanical Engineering
257 Luke	Patrick	Steffens	May 2023	BS	Mechanical Engineering
258 Kelvin		Su	May 2023	BS	Mechanical Engineering
259 Derek	Friesen	Thompson	May 2023	BS	Mechanical Engineering
260 Brandon	Mitchel	Trainer	May 2023	BS	Mechanical Engineering
261 Bryce	Lee	Ulrich	May 2023	BS	Mechanical Engineering
262 Alec	Blain	VanHorn	May 2023	BS	Mechanical Engineering
263 Enzo		Vaz Tessaro	May 2023	BS	Mechanical Engineering
264 Mason	James	Warmuth	May 2023	BS	Mechanical Engineering
265 Morgan	Marguerite	Wiechmann	May 2023	BS	Mechanical Engineering
266 Payton	James	Winsor	May 2023	BS	Mechanical Engineering
267 Joseph	Robert	Zoeller	May 2023	BS	Mechanical Engineering
268 Nicholas	Lorenzo	Adams	May 2023	BS	Metallurgical Engineering
269 Kaleb	Andrew	Barbour	May 2023	BS	Metallurgical Engineering
270 Jacob	Robert	Barkdoll	August 2023	BS	Metallurgical Engineering
271 Avery	Thomas	Bend	May 2023	BS	Metallurgical Engineering
272 Caleb	Allen	Brouwer	May 2023	BS	Metallurgical Engineering
273 Carter	John	Crawtord	May 2023	BS	Metallurgical Engineering
274 Eli	Stanley	Gibbs	May 2023	BS	Metallurgical Engineering

275	Jennifer	Ellen	Johnson	May 2023	BS	Metallurgical Engineering
276	Tristen	Douglas	Kern	May 2023	BS	Metallurgical Engineering
277	Benjamin	Μ	Schaefer	May 2023	BS	Metallurgical Engineering
278	Michael	Adam	Simon	May 2023	BS	Metallurgical Engineering
279	Emma	Montgomery	Soehl	May 2023	BS	Metallurgical Engineering
280	Liam	Andrew	Stack	May 2023	BS	Metallurgical Engineering
281	Nicholas	Robert	Stogdill	May 2023	BS	Metallurgical Engineering
282	Yifei		Wang	May 2023	BS	Metallurgical Engineering
283	Alexander	Paul	Wright	May 2023	BS	Metallurgical Engineering
284	lan	Michael	Cone	May 2023	BS	Mining Engineering
285	Daniel	John	DeVos	May 2023	BS	Mining Engineering
286	Alexandra	Leigh	Gregor	May 2023	BS	Mining Engineering
287	William	J	Guzman	May 2023	BS	Mining Engineering
288	William	James	Housman	May 2023	BS	Mining Engineering
289	Chayden	Davis	Shell	May 2023	BS	Mining Engineering
290	Serenity	May	Engel	May 2023	BS	Physics
291	Samuel	James	Schleich	May 2023	BS	Physics
292	Lily	Grace	Bartling	May 2023	BS	Pre-Professional Health Sciences
293	Glory	Ann	Christianson	August 2023	BS	Pre-Professional Health Sciences
294	Jacey	Ann	Koethe	May 2023	BS	Pre-Professional Health Sciences
295	Anika	J	Peters	May 2023	BS	Pre-Professional Health Sciences
296	Calvin	David	Sturgeon	May 2023	BS	Pre-Professional Health Sciences
297	Lauren	Lynn	Wipf	May 2023	BS	Pre-Professional Health Sciences
298	Otutoa		Afu	August 2023	BS	Science, Technology, and Society
299	Elizabeth	К	Benzmiller	May 2023	BS	Science, Technology, and Society
300	Lexy	Ezrah-Jade	Elizalde	May 2023	MS	Atmospheric and Environmental Sciences
301	Samantha	Yvonne	Johnson	May 2023	MS	Atmospheric and Environmental Sciences
302	Vicki	Marie	Kelsey	May 2023	MS	Atmospheric and Environmental Sciences
303	Mitchell	Joseph	Kern	May 2023	MS	Atmospheric and Environmental Sciences
304	Emily	Anne	Liknes	May 2023	MS	Atmospheric and Environmental Sciences
305	Selene	Mori	Williams	May 2023	MS	Atmospheric and Environmental Sciences
306	Colin	Robert	Bertsch	May 2023	MS	Biomedical Engineering
307	Samantha	Leigh	Smith	May 2023	MS	Biomedical Engineering
308	Anna	Christine	Thomas	May 2023	MS	Biomedical Engineering
309	Marina	Lea	Davidson	May 2023	MS	Chemical Engineering
310	Shakole	Marissa	Rugh	August 2023	MS	Chemical Engineering
311	David	James	Gonzalez	May 2023	MS	Civil and Environmental Engineering
312	Enya	Kathryn	Guettler	May 2023	MS	Civil and Environmental Engineering
313	Md Mahmudul		Hasan	May 2023	MS	Civil and Environmental Engineering
314	Cameron	James	Kenner	May 2023	MS	Civil and Environmental Engineering
315	Abed-Nego Kyungu		Kime	May 2023	MS	Civil and Environmental Engineering
316	Kyle		Law	May 2023	MS	Civil and Environmental Engineering
317	Alexander	J	Lesselyoung	May 2023	MS	Civil and Environmental Engineering
318	Ethan	Alexander	Rader-Hunt	May 2023	MS	Civil and Environmental Engineering
319	Nicholas	Joseph	Sudbeck	May 2023	MS	Civil and Environmental Engineering
320	Amanda	Ann	Tomes	May 2023	MS	Civil and Environmental Engineering
321	Sherwyn	Carmo Edward	Braganza	May 2023	MS	Computer Science and Engineering
322	Reza		Morovatdar	May 2023	MS	Computer Science and Engineering
323	Samantha	Marie	Pteitter	May 2023	MS	Computer Science and Engineering
324	Dustin	Bryan	Richards	May 2023	MS	Computer Science and Engineering
325	Deepika		Yalla	May 2023	MS	Computer Science and Engineering
326	wehmet		Alkurtar	August 2023	MS	Construction Engineering and Management
327	IVIARK	William	Ellis	May 2023	MS	Construction Engineering and Management
328	vvilliam	COQY	wurner	IVIAY 2023	IVIS	Construction Engineering and Management
329	iristan	Inomas	woster	Iviay 2023	MS	Construction Engineering and Management Updated 3/9/23

330	Terrance	David	Life	May 2023	MS	Electrical Engineering
331	Christopher	Jacob	Mentele	May 2023	MS	Electrical Engineering
332	Courtney	Jack	Miller	May 2023	MS	Electrical Engineering
333	Md. Salman Khan		Mithil	May 2023	MS	Electrical Engineering
334	Tasin		Nusrat	May 2023	MS	Electrical Engineering
335	Sasha	Anne	Paulovich	May 2023	MS	Electrical Engineering
336	Md Niamul		Quader	May 2023	MS	Electrical Engineering
337	Jordan	Robin	Reed	May 2023	MS	Electrical Engineering
338	Anders		Stenstadvolden	May 2023	MS	Electrical Engineering
339	Nure		Tanjim	May 2023	MS	Electrical Engineering
340	Kelsey	Megan	Webb	May 2023	MS	Electrical Engineering
341	Cherokee	Murie	Winkler	May 2023	MS	Electrical Engineering
342	McCoy	James	Bila	May 2023	MS	Engineering Management
343	Chandler	Μ	Callejo	May 2023	MS	Engineering Management
344	Joel	Daniel	Haas	August 2023	MS	Engineering Management
345	Aaron	Douglas	Krening	May 2023	MS	Engineering Management
346	Nicholas	Michael	Kuzjak	May 2023	MS	Engineering Management
347	Jacob	David	Leone	May 2023	MS	Engineering Management
348	Dakota	Skye	Merrival	May 2023	MS	Engineering Management
349	Tony	Curtis	Monroe	May 2023	MS	Engineering Management
350	Andrew	David	Rebol	August 2023	MS	Engineering Management
351	Kaleb	David	Roth	May 2023	MS	Engineering Management
352	Cole	William	Seiwald	August 2023	MS	Engineering Management
353	Jason	S	Shields	May 2023	MS	Engineering Management
354	Matthew		Sindelar	August 2023	MS	Engineering Management
355	Alex	John	Spies	May 2023	MS	Engineering Management
356	Eileen	Alison	Spilman	May 2023	MS	Engineering Management
357	Eric	John	Spilman	May 2023	MS	Engineering Management
358	Spencer	Louis	Zur	May 2023	MS	Engineering Management
359	John	Richard	Farmer	August 2023	MS	Geology and Geological Engineering
360	Spencer	Grant Lofter	Larsen	May 2023	MS	Geology and Geological Engineering
361	Misti		Acevedo	May 2023	MS	Green and Sustainable Chemistry
362	Trevor	Scott	Bormann	August 2023	MS	Materials Engineering and Science
363	Nicholas	Giulio	D'Attilio	May 2023	MS	Materials Engineering and Science
364	Jennifer	Ellen	Johnson	August 2023	MS	Materials Engineering and Science
365	Divine	Muissa	Kavunga	May 2023	MS	Materials Engineering and Science
366	Tanner	York	O'Hara	May 2023	MS	Materials Engineering and Science
367	Eric	John	Pickron	August 2023	MS	Materials Engineering and Science
368	Sommer	Rose	Scott	May 2023	MS	Materials Engineering and Science
369	Nathan	Owen	Staley	May 2023	MS	Materials Engineering and Science
370	Kole	Curtis	Vollmer	May 2023	MS	Materials Engineering and Science
371	Bryce	Michael	Watson	May 2023	MS	Materials Engineering and Science
372	Tyler	David	Wentworth	May 2023	MS	Materials Engineering and Science
373	Matthew	J	Dietz	May 2023	MS	Mechanical Engineering
374	Austin	Samuel	Gutknecht	May 2023	MS	Mechanical Engineering
375	Andrew	Robert	Scherrer	May 2023	MS	Mechanical Engineering
376	Margaret	Helen	Thompson	May 2023	MS	Mechanical Engineering
377	Charles	Ofori	Asare	May 2023	MS	Mining Engineering and Management
378	Marian		Boatemaa	May 2023	MS	Mining Engineering and Management
379	Josh	Ν	Dufek	May 2023	MS	Mining Engineering and Management
380	Jakub	Pawel	Hladysz	May 2023	MS	Mining Engineering and Management
381	Jack		Kellner	May 2023	MS	Mining Engineering and Management
382	Luis	Fernando	Larota Machacca	August 2023	MS	Mining Engineering and Management
383	Carson	James	McDaniel	May 2023	MS	Mining Engineering and Management
384	Robert	Andrew	Robbins	May 2023	MS	Mining Engineering and Management

Updated 3/9/23

385	Zhengqiang		Li	May 2023	MS	Nanoscience and Nanoengineering
386	Obiora	Godwin	Onyilagha	May 2023	MS	Nanoscience and Nanoengineering
387	Peter		Daly	May 2023	MS	Paleontology
388	Anthony	Edward	Gordon	May 2023	MS	Paleontology
389	Kelsey	Lynn	Mills	May 2023	MS	Paleontology
390	Andrew	James	Rich	May 2023	MS	Paleontology
391	William	Thomas	Whittenberg	May 2023	MS	Paleontology
392	Elias		Burgfeld	May 2023	MS	Physics
393	Patrick	Kenneth	Kozak	May 2023	PhD	Atmospheric and Environmental Sciences
394	Heidi	L	Sieverding	May 2023	PhD	Atmospheric and Environmental Sciences
395	Joshua	Adewunmi	Adeniran	August 2023	PhD	Chemical and Biological Engineering
396	Whytneigh	Rose	Duffie	May 2023	PhD	Chemical and Biological Engineering
397	Jordan	Alex	Hoops	August 2023	PhD	Chemical and Biological Engineering
398	Sebnem		Ozbek	May 2023	PhD	Chemical and Biological Engineering
399	Dipayan		Samanta	May 2023	PhD	Chemical and Biological Engineering
400	Mikel	Jared	Zaitzeff	May 2023	PhD	Chemical and Biological Engineering
401	Heidi	Tiffany	Dacayanan	May 2023	PhD	Civil and Environmental Engineering
402	Abu Naser Rashid		Reza	May 2023	PhD	Civil and Environmental Engineering
403	Jetsun	Leonhardt Ty	Thinley	May 2023	PhD	Civil and Environmental Engineering
404	Cagri		Ozdemir	August 2023	PhD	Computer Science and Engineering
405	Judith	Akorfa	Buaba	May 2023	PhD	Geology, Geological Engineering, and Mining Engineering
406	Amy	Louise	McBrayer	May 2023	PhD	Mining Engineering and Management
407	Jinyuan		Liu	May 2023	PhD	Nanoscience and Nanoengineering
408	Ding		Lou	May 2023	PhD	Nanoscience and Nanoengineering
409	Shayne	Erskine	Quinn	May 2023	PhD	Nanoscience and Nanoengineering
410	Mark	Н	Hanhardt	August 2023	PhD	Physics
411	Thomas	Lane	Kadlecek	May 2023	PhD	Physics
412	Joseph	Andrew	Street	May 2023	PhD	Physics

South Dakota State University Spring 2023 Candidates

DOCTOR OF PHILOSOPHY

Praneel Acharya Achuthan Ambat Mathias Anim Dwarika Bhattarai Zachary Chapman Ahmed Charif Matthew Cole Mohamed Elfaruk Samantha Fino

- Harsimardeep Gill Wei He Hanan Jamali Prabhjot Kaur Sekhon Abigail Martens Janet Miller Augustina Osabutey Trevor Ostlund Graig Reicks
- Ajoy Saha Anuoluwa Sangotayo Travis Schaeffer Zunera Shabbir Bhupinder Singh Batth Nathan Turner Nizam Uddin James Young

DOCTOR OF NURSING PRACTICE

Courtney Banzon Samantha Dadah Marcus Goodfellow Lauren Orson Lannese Purtell Alyssa Richardson Brittni Roberts Jazmyn Soukup Laura Wallace Rebecca White Mackenzie Wieser

DOCTOR OF PHARMACY

Jessica Abrahamson Dylan Bader Jeffrey Barnable Zachary Binde Josie Blasius **Kyle Brashler** Jack Bruggenthies Carly Campbell Landon Carda Ryan Collins Megan Corey Joshua Coyle Mikayla DeNoon Abby Dulas Sierrah Ellenbecker Brittni Franken Emma Germundson

Malachi Girton Kaylee Granum Rebecca Handley Jacob Heezen Kevin Heilman Sydney House Katelynn Jackson Hannah Juracek Jaelyn Kappes Shannon Katz Jacob Kelzer Jensen Kiesow Jordan Kimball Grant Kolb Nicole Krebs Jacob Krier Carli Krogman

Trenton LaCanne Sidney Lee Chase Metzger Reece Mimmack Tiffany Nguyen Laken Olson Hannah Olson Cherryl Ouma Kelby Peters Josey Poppens Cody Radtke Madelyn Reinke Michaela Schaar Zoey Sjogren Annika Skogg Haley Smit Ashton Smith

Emma Smith Nicole Solvie Sangho Song Abigail Stormo Mason Stubbs Madison Styles Jacob Sutej Jeffrey Swoboda Kasey Teigen Timothy Travis Amber Van Voorst Abbie VonBerge Madeline Weber Shea Wilson

MASTER OF ARCHITECTURE

Manahil Elsheikh Robi Fanslau Jordano Hernandez Andrew Kocer Autumn Schlomer Silma Subah

MASTER OF ARTS

Marie Anderson Nicole Hudson Dominic Meyers Josie Nelson Shannon Pappas Allison Schmitt Kalynn Slabaugh

MASTER OF EDUCATION

William Gottlob Landon Hammer Jaclyn Roach Sawyer Schmitz

MASTER OF ENGINEERING

Thomas Breuckman Kimberly Cotter Matthew Dentlinger Benjamin Olson Sidhanth Pillai Lauren Van Dyke

MASTER OF MASS COMMUNICATION

Emilie Buckley

Kyra Kirkwood

Deema Patterson

MASTER OF PUBLIC HEALTH

Marcus Block Cedric Cogdill Marian Kyei Ashley Lauing Stephanie Morina Keri Pappas Kara Peterson Aruna Rajmohan Jaimie Roggenbauer Sarah Schweitzer Shristi Shrestha

MASTER OF SCIENCE

Bibek Adhikari Maria Aesoph Andrew Ahlersmeyer Mohammad Mehedi Hasan Akash Alhanouf Albalawy Kristyn Albrecht Abdulmalik Albu Tuwaybah Abdulkarim Aldekhail Haaris Ali Theophilus Anim Bediako Bridget Bafowaa Mackenzie Bartels Alexis Bass Mariah Beckmann Lauren Benike Swastika Bera Rachel Bergjord Courtney Bien Emmanuel Boah Noah Boraas Lindsay Borer Allison Bot Steffl Jana Bruce-Wattier Kari Brucker Skye Brugler Matthew Buechler Marcela Bulnes Lopez Alexa Chapman Stephen Cheye Kristin Colhoff **Rori Conners** Devin Coughlin Melissa Coull Prashant Dahal Bryce Dangler **Stephanie Dashiell** Kendra Dell Scott Deprez

Benjamin Derenge Jodi Devaal Anastasia Elsinger **Caitlynn Emick Torsandor Fofana Claire Forster** Katelin Frerichs Rachel Geary Henry George John Ghibellini Clarissa Giefer Jared Graetz Nicholas Grivna **Garrison Gross** Ashtyn Haak Sydney Halling Santana Hanson Aaron Hargens Schuylar Harris Kady Harris **Brittany Haugen** Alisha Hebl Kitana Honkola **Bethany Hotchkiss** Jordan Huitink Nicole Hyronimus Mariam Ishaq Md Shafaul Islam Faria Jahin Kari Johns Oksana Johnson Kayla Johnson Nadee Kaluwahandi Sri Harsha Vardhan Karasala Bhawandeep Kaur Megh KC Marissa Keenan Brendan Kienlen Beth Kinvaniui

Hazera Khatun Koly Brandy Kuczkowski Prabin Lamichhane Renae Lapham Lauren Larson Madison Lauters Hayley Leibel Jessica Lindstrom Austin Lohsandt Juste Lokossou Stacie Lyon Thiago Lauro Maia Ribeiro Sarah Mayes Shannon McBride Alana Moe Melissa Moisan Kennedy Morris Mohammad Muhaiminul -Haque Andrew Nakamoto Jordan Neises Joshua Nevills Caitlin Oeltjenbruns Isaac Ofori Akosua Okyere-Addo Kinsey Papachek Lauren Peiffer Meghan Pommer **Benjamin** Pond Colin Potter **Reegyn Powers** Mohammad Jahir Raihan S M Rahat Rashedi Sadia Islam Ritu Susan Roh Claudia Rombough Erika Sage Mohammed Salahuddin Devan Schaefer

Amy Schmidt Rahul Shah Rama Shah Ramita Shah Ashley Siebrasse Quincee Simonson Dinithi Siriwardana Pathiranage Debbie Spronk Jaya Krishna Sravanam Makiah Stukel Meredith Suess Caitlyn Sullivan Melissa Swanson Pramisha Thapaliya Lindsey Theuninck Olivia Thiede Sophia Thommes Courtney Timmer Travis Vaca Alyssa Van Kalsbeek Logan Vandermark Janhavi Dinesh Virkar McKenzie Wagelie Taylor Walton Krystal Wang Mackenzie Warner Kelsey Welding Chance Wiarda Himali Chathurika Wickramasinghe Vithana Arachchilage Brittanny Wiener Riley Wollschlager Shi Wen Wong Rediet Solomon Yemane Sydney Zenk Emily Ziemer Kylee Zimbardo Chelsey Zondervan

BACHELOR OF SCIENCE IN NURSING

Greta Ahrendt Amy Aldrich Darian Anderson Cori Barber Clarissa Becker Allyson Boomsma Mary Bothun Bridgette Bowman Caleb Buckley Maxwell Carruth April Cihoski Dayna Clausen Hailey Crosswait **Emily Decker** Hannah Dierkhising Will Donelan Joria Downing Katie Drezen Maryn Duncanson Jayda Farlee **Bayley Ferebee** Taylor Ferguson Madison Fitch Brianna Frankenstein **Brady Freeland**

Jena Gardeman Claire Gebhardt Holly Grundmeier Adeline Guappone Lorraine Gukeisen Mallory Haak MyKenna Haley Calli Hanten Paxton Heinz Abbigale Hellevang Hanna Hieronimus Alyssa Hoebelheinrich Sydney Hoffman Hannah Hoge Sadie Huot Diana Johnson **Bailee** Jurgens MiKenzie Kirby Serena Klanchnik Paige Kloos Carter Knaus Allison Knudtson Gabriel Kocer Seth Kuno Jazmyn Larson

Katelyn Lundgren Cheyenne Mendelsohn Pamela Merxbauer Alexander Miller Kylie Miller Morgan Moeller Leah Moseley Alyssa Munce Kylie Neuhalfen Sydney Nordmeyer Brooke O'Connor Malory Olstad Naomi Orina Megan Parks Karley Peters Emily Peterson Kiya Petik Jonathan Pira Emily Pudwill Cora Rafferty Maggie Reinard Sydney Reinking Prairie Retzer Elizabeth Rezac Abigail Risty

- Kaylei Ross Amy Rothacker Caden Runia Gabrielle Santaella Abby Saylor Joie Schmidt Lillian Schneider Kailey Schultz
- Elizabeth Selman Savanna Sewell Cassidy Smith Emily Sobczak Makenzie Sorensen Aspen Steeves Summer Steinhoff Rachel Stout
- Maureen Tolley Madelyn Traver Jacee Turner Ellie Walinga Sydney Weaver Tori Weins Grace Witherspoon Zachary Wright

BACHELOR OF SCIENCE IN AGRICULTURAL & BIOSYSTEMS ENGINEERING

Joshua Becker Amelia Brandenburger Rian Byers Matthew Elgert

Jacob Kleven Brady Nelson Anna Prchal Paul Schlotman Levi Sorensen Justin Taylor

BACHELOR OF SCIENCE IN CIVIL ENGINEERING

Saad Aldawsari Khamis Alduhaim Mamdouh Almhed Mamdouh Alsharari Trever Austin Noah Boerboom Katrina Burckhard Noah Buseman Kai Yeah Chong Gage Clausen Jesse Elgert Aidyn Feldhaus Kordell Feldhaus Matthew Glines Samara Harvey Mitchell Healy Connor Hodkinson Caleb Huizenga Samuel Ihrke Ethan Jensen Max Jones Sonia Kayije Keza Spencer Krommendyk John Kubal Dalton Lakmann Michael Morgan Carson Mork Cody Niklason Riley Oetken Nathan Phinney Clay Roessler Beau Rothschadl Bryce Steffen Nicholas Stern Blake Stiller Cody Stockman Kee Cheong Tan Erik Thompson Nathan Verros Rachel Zook

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

Joel Byers Aiden Carson Brandon Dodds Diana Marie Gonzales Rachel Head Elijah Hogen Benjamin Leek Dylan Miller Christian Molback Benjamin Morse Steven Murphy Jacob Pfeifer Ethan Rasmussen

BACHELOR OF SCIENCE IN CONSTRUCTION MANAGEMENT

Ryan Bourassa Kolten Bus Collin Crawford Noah Drew Maximus Fuller Talon Griese Tyler Groves Erica Jones Mason McCormick Logan Prouty Matthew Sinclair Ben Solem Carter Stonecipher Rhett Tinklenberg

BACHELOR OF SCIENCE IN DATA SCIENCE

Morgan DeMarais Benjamin Honner Marie Moriarty Ryker Pedde Cole Rausch Devin Savedra Annika Spors

BACHELOR OF SCIENCE IN ELECTRICAL ENGINEERING

Gezahegne Debale Cody Decker Eric Derr Tyler Fogelson

Christian Fuller Kade Griesse Cole Hennies Elaine Hines Kaden Karst Rick Kittelson Jason Moberg Zachary Schmitz

BACHELOR OF SCIENCE IN ELECTRONICS ENGINEERING TECHNOLOGY

Quinn Doorn Chase Hatlewick Cody Miller Brennen O'Reilly

BACHELOR OF SCIENCE IN MATHEMATICS

Mason Askew Dakotawinter Barnes Andrew Bontjes Melissa Christlieb Walker Citterman Morgan DeMarais Bladyn Determan Annamarie Dobbs Halle Gronlund Benjamin Honner Lucas Ira Blake Kunz Shelby Linn Cole Mingo Marie Moriarty William Parry Vasundhara Pattanaik Ryker Pedde Bridgette Ramlo Cole Rausch Elizabeth Riley Devin Savedra Eric Sell Annika Spors Sydney Stapleton Nicholas Thomsen Nathaniel Wieseler

BACHELOR OF SCIENCE IN MECHANICAL ENGINEERING

Mohammed Almhed	Matthew Katz	Andrew Quade
Zechariah Bergjord	Allea Klauenberg	Jessica Rau
Benjamin Brainard	Rachel Korver	Mitchell Rost
Parker Brandt	Ryan Kropuenske	Benjamin Sees
Jordan Brown	Carter Lommel	Maxwell Selbach
Braydon Crawford	Benjamin Louwagie	Benjamin Sobczak
Jared Dale	Devin Lundberg	Nicholas Stegmeier
Inura De Silva	Ryan McDonald	Zackary Strong
Nicholas Degen	Mason McDonald	Calvin Stukel
Justin Diede	Jose Mendez Mariscal	Evan Talcott
Adam Forman	Tate Mueller	Dante Tarabelsi
Glen Glaser	Oscar Muro	Elisabeth Timmer
Cole Hennen	Liam Murray	Jacob Tisher
Brock Heppner	Thomas Neumeister	Jordan Von Seggern
Carolyn Hieb	Tanner Niewenhuis	Brett Wartner
Jerald Gaji Jayasingha -	Riley O'Neill	Jacob Weisbrod
Appuhamilage	Jacob Pettit	Bradly Wittrock
Johnathan Jonas	Vishnu Pfeiffer	John Ziegelski
Zach Josephson	Mansur Pshenov	

BACHELOR OF SCIENCE IN OPERATIONS MANAGEMENT

Bret Barnett Matthew Borowicz John Campagna Cooper Eliason Harold Moran Robert Pringle Coy Stark Alex Westendorf

ASSOCIATE OF SCIENCE IN DATA SCIENCE

Benjamin Leek

ASSOCIATE OF SCIENCE IN CONSTRUCTION TECHNOLOGY

Levi Edwards-Myslicki

Luke McKnelly

Blair Turneinen

BACHELOR OF SCIENCE IN AGRICULTURE, FOOD & ENVIRONMENTAL SCIENCES

Alexander Aesoph **Brady Ahlness Elizabeth Ahrens** Wyatt Ames Samantha Anderson Preston Anderson Garrett Arends Makayla Arendt Garrett Bailey Anne Bartz Ashley Bauder Emma Beach Ashley Beitelspacher **Trevor Benson** Augustus Benson Rachel Berry Bethany Bespoyasny Jacob Bielmaier Jonni Biren Quinn Bleick Nykola Blue Heidi Bolduan Haley Borman Patrick Bossen Arlinna Bowen Hannah Braaten Rachel Braun **Tristen Bremer** Lucas Breske **Robin Brewer** Raelynn Burg Lincoln Burggraff Mackenzie Burgin Joseph Bushlack Cayden Buysse Miles Carda Brady Cardwell Luke Carr Kyerra Carter Lizzie Chapa

Blake Christensen Brady Christiansen **Emily Cole** Zachary Crain Cade Currier Madison Dahna Bryce Dannenbring Cameron Dau **Elizabeth Davis** Amanda Dean **Ryan** Determan Lucas Doll Connor Domonoske **Elijah Downs** Michael Drotzmann Ty Ducheneaux Ashley Emmick Kellen Erdahl Kelsey Erf Brady Faber Hudson Feldkamp Jolie Femrite Nathan Flannery Callyn Fox Aidan Friesen Logan Frigaard **Trevor Frost** Nathan Fylstra Wyatt Garten Alexis Gerber Cody Gifford Tyler Gilliland Connor Gosse **Reed Graunke** Hunter Gregerson Macy Grein Parker Grieme Chance Grill Hunter Haberman Joseph Halbur

Grant Hamilton Mark Hamilton Austin Hand Mackenzie Hanssen Ben Hargens Justin Harms Kortney Harpestad Regan Heine Ethan Heitkamp Wyatt Helms Bridget Henne Haylee Henry Ross Herber Tessa Herman Devon Heuer Seth Hinsch Michael Hofer Jay Holm Dallas Horne Halle Hough Danielle Houghtaling Aletta Husmann Taysa Hutmacher Tyler Hylland Nicole Intermill Jadon Janke Josephine Jenson Jordan, Johnson Hannah Johnson Callie Johnson Hannah Johnson Elizabeth Jones Amelea Jones Sunni Josephson Brock Karbo Amanda Kelling Jenna Kerkaert Nicholas Kersting Alyssa Klassen Clare Klein

Carter Knecht Samantha Knutson Dante Koupal Brendan Kroksh Kylie Krueger DeLayne Kuhl Spencer Kuiper Will Kulzer **Ryeleigh** Laib Payton Lakness **Riley Leeson** Tyler Leheska Kinlie Lewis Mauren Lewis Adrienne Lipinski Michael Little Eagle Zachary Loomis Alex Louwagie Madalynn Lundell Kaleb Lunstra Cassandra Macholan Andrew Madsen Rosalyn Madsen **Riley Maranville** Jose Martinez-Gomez Austen Marudas Drew Masat Jacob Maynard **Taylor McMartin** Annika Merkens McKenzie Metzger Keegan Meyer Cutler Michalski Thomas Mitzel Andrew Moeller Ben Monson Zachary Morehead Marie Moriarty Lucas Morrison Ally Mullenbach Lindsay Muller Nicholas Mundt Cole Nafziger

Alexis Neilsen **Emily Nold** Seamus O'Connor Tyler Ogle Grace Olinger Josie Olsen Samantha Olson Blake Olson Brennen O'Reilly Joey Otta Jacob Pehrson Samantha Penrod **Trevor Peters Ryan** Peterson Matthew Pettis Anastasia Poull Blake Pulse Jayson Rabaey Selena Rademacher Anna Rauber-Ramos Kaitlynd Reed **Connor Reese** Cole Reese Nathan Rehder Rachel Retterath James Richards **Benjamin Rogers** Zachary Rohde Matthew Rossmiller Connor Ruen Sonja Rygh Erin Sabo Colin Sachen William Sanchez Cole Sanow **Taylor Sarrazine** Sierra Sattler Rachel Savage Julia Schaar Kaitlin Schieuer Jacob Schmidt **Emily Schmiedeberg** Malorie Schmoll

Samantha Schoenbauer Megan Schoeneman Aaliyah Schommer Samantha Schryver Jordana Schutte Erik Schwartz Lauren Schwedhelm Jaden Sears Wyatt Sevigney Jessica Shirbroun Hanna Siemonsma Megan Sievers **Derek Sievers** Jared Simons Tanner Sloan Jennifer Solvie Jace Stagemeyer Abbigale Steeke Will Steene Danielle Steffen Branigan Steichen Trevor Stene **Rylie Stevens** Jared Stewart Jakob Strom John Sullivan Kennedy Tesch Trevor Thue Samantha Thven Matthew Timmerman Sydney Tlam Kayli Tolk **Benjamin Travis** Grace Trefz Tiffany Van Buren Alicia Vander Wal Ethan Varilek Jake Veenstra Ahna Vig Erin Wagner Braden Waldbeser Jacob Weber Nicholas Weg

Nautica Weis Avery Weisensel Max White Amanda Wiek

Ryan Wilen Kaiah Willard **Tyler Williams Daniel Williamson**

Layton Wittnebel Jasmine Witty Landon Wolter Joseph Woodring

ASSOCIATE OF SCIENCE IN AGRICULTURE, **FOOD & ENVIRONMENTAL SCIENCES**

Kendall Anderson Wyatt Appleseth Cayden Eisemann **Taylor Fester Carson Hamill** Karlie Klein Korey Knoblock

Alex Kuethe Carson Kunz Tyler Leverson **Emily Nelson** Jordan Rollefson Mitchell Schilmoeller Leah Sip

Landon Thieman Jonathon Thoennes Cole Timmerman Marshall Wagner Serena White Dvlan Winkel Zachary Zuber

BACHELOR OF SCIENCE IN NATURAL SCIENCES

Ann, Babits Trevin, Dinkel Meg, Sheehan Luke, Gorski Jessica. Skare Kevin, Brenner Kyerra, Carter Skylar, Drey Adam, Forsberg Tatum, Gregston Jaden, Kindopp Jadyn, Perry Grace, Quartier Anna, Rauber-Ramos Blake, Borwege Caleb, Harthoorn Halle, Hoekstra Kayla, Christopherson Nicole. Matter Aubrie, Franken Luke, Knutson Carter, Koons Mason, Weidenbach Adam, Bishman Aaron. Daniels Blake, DeVries

Tova, Mauer Kadin, Norris Brett, Schamens Ashley, Aesoph Reagan, Anderson Kuol, Arop Arene. Barwari Chiara, Bassi Donovan, Bentz Peyton, Boll William. Brown McKenzie, Brown Emily, Cameron Emme. Colhoff Mason, Crow Jackson, Dana Ashton, Deprez Lydia, Diekmann Lindsey, Dockendorf Marissa. Driesen Hannah. Even Julie. Fischer

Paige, Haakenson Kyra, Hintz Nicole, Hintz Georgia, Hirschey Samantha, Hunsecker Morgan, Huntington Caden, Johnson Alex. Kandolin Lauren. Keller Elizabeth, Klabunde Connor, Klinkhammer Mackenzie, Krcil Hannah, Markman Carson, Max Abigale, Muller Kristen, Poppen Jonathan, Ricke Tiana, Rupp Chloe, Sheehan Joseph, Slama Jordan, Thompson Cassandra, Townsend Jordan. Traub Sarah, Urevig

Brittney, Weber Hayden, White Breeanna, Wolkerstorfer Carlie, Woodall Tucker, Wookey Jorie, Ziegeldorf Amanda, Roesler Saloni, Singh Coral, Skiles Elizabethann, Cook

BACHELOR OF SCIENCE IN PHARMACEUTICAL SCIENCES

Abby Abraham **Brock Anderson Kylie Anderson** Jane Ardry Bryce Arends Lexi Barbush Jessica Begeman Kyle Butzke Jack Carlson Joshua Daniel David Delahoyde Sadie Fedders Taryn Fergel Anah Flor **Brandon Florey** Madison Hamel Madisen Hansen Kassidy Harpenau Gabriella Helget Kaylen Hoffbeck **Brooklyn Huberty**

Kobe Ischen Matthew Jones Nicole Langdon Austin Manuell Abbigayle Mausbach Tayaih Miller **Bailey More** Rebecca Morgan Aaron Mulvihill Hollee Niehus Grace Nielsen Desiree O'Farrell Madeiline Osborn Anjali Parmar Joshua Pederson Stephanie Prokop Elise Rasmussen Abigail Riesgraf Lauren Rihanek Parker Roerig Nichole Sample

Anna Schelonka Mary Sieve Annabelle Simpson Brittany Slettedahl Jillian Songstad McCall Stegenga Brianna Sudenga Bria Sutton Kylie Tate Alexandra Toll Rachna Tungaturthi Hannah Van Heek Cody Vaselaar Madison Voelker Joshua Welch **Tucker Wieneke** Macy Winslow **Taylor Winterton** Elizabeth Wolkow

BACHELOR OF SCIENCE IN MEDICAL LABORATORY SCIENCE

Breanna Schmitt

BACHELOR OF SCIENCE IN RESPIRATORY CARE

Haleigh Bebbington Lane Brandenburg Kenlea Marty Grace McGregor Ryah Ostermeyer Ashtan Vlaminck Jenna Williams Jesse Wolfe Raeanna Zink

ASSOCIATE OF SCIENCE IN RESPIRATORY CARE

Aarti Anand Joseph Beck Elizabeth Hansen Lindee Lawrence Christian Murray Reagan Spence

BACHELOR OF SCIENCE IN EDUCATION AD HUMAN SCIENCES

Morgan Ackerson **Briar Ahnberg** Tracy Albrecht Justin Alderman Austin Alderman Aretha Amoabeng-Wellman Graden Anderson Chad Anderson Ashley Anderson Alexis Anfinson Matthew Arthur Allison Balogh Melissa Balvin Lindsey Barton Canyon Bauer Parker Beers Alaina Berger Annie Berkland Ashtyn Bertram Mikaela Birath Matthew Block Anna Bosma Heavyn Brandt Hayden Brewers Kailee Brinkmann Hailey Brooks Jordan Campbell Jocelyn Carrillo JD Carter Nicholas Casperson Zamuiel, Centeno Haley Chiolis Cali Christianson Morgan Dannenbring

Carissa Deal Erica DeClark **Emerson DeVries** Marlee Dravland Marco Duarte **Brian** Duenas Bryant Dykstra Morgan, Eddy Lexi Ellingson Leslie Fillipi Hailee Fischer **Brandon Fischer** Jaden Flanagan Jory Flanery **Grayson Florey** Kenna Foss Logan Gabur Joseph Goetz Nathan Gonnelly Alayna Gorter Mikhavla Haider Ella Hand Jae Hanks Cameron Harms Chase Harms Lezlie Hauck Alyssa Haufschild Madison Heard Levi Heckenlaible Justin Heitritter **Cameron Hendricks** Brianna Herold Regan Heuberger Justin Hirschkorn Anna Hoffmann

Joshua Hofman Allyson Holter Andrea Huete Rachel Ireland Makayla Johnson Brianna Johnson Nadine Johnson Greta Johnson Zachary Jordan Kari Kanable Courtney Kanthak Riley Kaul Micheala Kelley Madisyn Kelly Caitlin Kitson Abbigail, Kitts Mary Klanderud Kennedy Knuth Keylee Knutson Amanda Kokett Alexander Kraft Madison Kreutz Rachel Krinke Alexa Kuske John Labelle **Bain** Laine Shai Lamont Lexie Larsen Kate Larson Pierre Lear Nolan Lee Sierra Leighton Emma Leppert Kaylee Leppke McKenna Letcher

Katelyn Loring Bryce Ludwig Somer Luitjens Rebecca Marshall **Emery Martin** Rory McClellan Jett McGirr Cale Meiners Jayden Melillo Connor Metz **Elizabeth Meuleners** Cate Meyer Samuel Morin Madison Muenchow Morrish Munnu Pakstin Nelson Megan Neubeck **Bryce Nicholas Taylor Nickerson** Andrew, Nordstrom Gracie O'Brien Caitlin Ogdahl Linzi Olinger **Emmanual Phoulom-Smith** Shanda Pittman Zoe Pohlman Karyssa Popham Samuel Rabenberg Breanna Rademacher Jaidyn Roehr **Brooke Rogers Emma Roths**

Kyle Ryan Marissa Salton Madison Schaefer Kathryn Schelkoph Parker Schmidt Madison Schmidt Sawyer Schwebach Jacqueline Sempek Morgan Sikkink Rachel Silberman Mikayla Simonsen Kali Skogstad Naested Smit Karen Smith Madyson Spencer Morgan Stahl Isaiah Stalbird **Stephanie Stavnes** Jacob Steele **Riley Stegmeier** Ashley Stellmacher John Stirling Aleni Stoakes Logan Streich Erin Sutton Ethan Swanson Morgan Swick Mara Taubert Cade Terveer Jennilee Thompson Chandelle Thompson **Emily Thompson**

Brooke Thomsen Samuel Tobin Westin Trenhaile Branzon Underwood Jayden Van Peursem Siriphone Vilayphone Elexis Vogel Mya VonBank Madelynn Vulcan Grace Wagner Kaley Waldemar Kalie Ward Madison Ward Rosemary Washnok Faith Weiland Hannah West Gavin Wheeler Janessa Whitaker Hannah Whitbread Sierra White Jonathan Wiechmann Mary Wiles Marlon Wiley Saiveon Williamson Kailey Wixon Faye Wooden Jordan Wurth Allison Yoder Alisen Young Mamie Yoway Karimar Zayas Negron Brooke Zoucha

BACHELOR OF ARTS IN ARTS, HUMANITIES & SOCIAL SCIENCES

Lesly Abarca-Valladares Maggie Andersen Nathan Angerhofer Jessica Arkeketa Jackson Ashlock Levi Brown William Brown Nydia Butler Gabrielle Carter Samantha Davis Sara Erazo Sanchez Lucia Frias Chavez Grace Gayetaye Amanda Gehm Delaney Grant Jamison Gross Cadence Helleson Callie Hohn Jacinda Hustoft Caleb Jarding Hannah Jensen Hannah Kruse Emma Kuitunen Kylie LaVoy Levi Limesand Grace Lundeen Andee Martin Kaitlyn Meadors Keenan Metzger Myja Miller Anna Milton Hannah Nelson Stephen Osterberg Makayla Overholt Jared Pannell Jacob Pfeifer Madisyn Rowley Jordan Rusche Anna Shane Moise Sukadi Gracie Terrall Taylor Thue Bruno Toovi Aurora Venteicher Taylor Winterton Breeanna Wolkerstorfer Carlie Woodall

BACHELOR OF FINE ARTS

Matthew Abboud Noah Anderson Jackson Bestge Madelyn Carolan Anakin Chalin Hailey Christenson Abby Dethlefsen Mariah Dokken Victoria Dubbeldee Ashley Ekvall Jace, Erickson Abby Fischer Adriana Garcia-Aguilar Sierra Getskow Shay Gregoire Anna Hamling Elsie Hanson Cora Harris Matthew Holmstrom Kelli Merritt Halie Mueller Cassandra Mullaney Brayden Nielsen Anna Orr Reece Petersen Sarah Powell Elizabeth Pratt Duncan Raney Breanna Rechtenbaugh Breanna Richters Marianne Robin Arlyn Rodriguez Lexy Ruesch Samantha Schmidt Kendal Schreier Cassidie Smilloff Joanna Soukup Allison Sowers Chloe Speas Cheyenne Spooner Aleah Steger Isaac Thompson Morgan Waldner Alec Whitted Matthew Woldt

BACHELOR OF GENERAL STUDIES

Donovan Bain Ethan Bernard Jacinda Carlson Alexandra Fox Logan Hammen Danielle Herrlein Jaxon Janke Nicole Juenemann Makenzie Kerkhoff Britney Krcil Carter Lane Cooper McKenzie Luke McKnelly Abby Schreier Ethan Snead Victoria Steffes Spencer Te Slaa Blair Turpeinen Caitlyn Van Dam Miranda Wieker

BACHELOR OF LANDSCAPE ARCHITECTURE

Alyssa Faber Ashley Mosel Christina Pedersen Carter Pederson Janie Vandal

BACHELOR OF MUSIC EDUCATION

Andrew Deaver Ethan Dingman Matthew Dulas Sylvia Kattner Jaime O'Neill AnneMarie Smith Abigail Turner

BACHELOR OF SCIENCE IN ARTS, HUMANITIES & SOCIAL SCIENCES

Fenet Admasu Colten Allen Tegan Alm Luke Appel **Emily Archer Courtney Armstrong** Harliann Baas Ryan Backer Indica Barnhart Dallas Bauer Wade Begeman Thomas Benz David Berg Annika Berseth Rahwa Beyene Tori Bjorke Katherine Bogue Cade Bosma Gena Bowers Zachary Boyd Jacob Boyko Natalie Brasil Evan Brown Paiton Burckhard Ava Burns Evan Burrell Stephanie Carey Jarron Clark

Cage Consoer Tanner Cook Laurel Custer Aaron Daniels **Rachel Darby** Kennedie Dawson Kelly Deckert Jacob Doran Kylie Dressen Cody Emmett **Delaney English Dominick Etherington** Juwan Ezra Revoir **Tyler** Fairchild Joshua Flatten Thomas Fritz Veronica Fritz Spencer Fritze Lauren Gabur Mallory Gilbertson Ariel Glissendorf **Rachel Goldsmith** Garret Greenfield Kalib Greenman Shay Gregoire Makayla Grissom Keisha Groenhoff Karsten Grove

Brandon Grupe Tristan Gustad Samuel Hahn Dylan Hall Jonathan Halleen Matthew Halley Leah Hansen Shelby Hansen Maya Hansen Annika Hanson **Gavin Harrington** Dylan Haskell **Deklen Hayes** Noah Heezen Adam Heien Erica Howard Roxanne Hunger Sarah Hunter Madisen Iwen Skyler Jackson Zachary Johnson Olivia Jolley Calob Jones Myungcheal Jung Cooper Kanthak Kylie Kessler William Kessler Jason Ketel

Cade King Nyah Kleindl Kendra Kleven Viena Klipfel **Dillon Kocak** Shannen Koch Kailey Koep Hunter Krier Abhinav Kubal Bo Kurtz Avery Laabs Dylan Landsem Luke LaRock Melissa Lauck Connor LeBrun Jefferson Lee Faith Leiseth Scott LeVeque Margaret Lynch Reece Mahatoo Tre Manning Jambo Marchelo **Babbi Martens** Morgan Masek Alex Mastalir Logan Mays Maryanna McCullough Tessa Menzel Keenan Metzger Esther Michael Alison Miller Campbell Mindt Joseph Minor-Williams Samuel Mooney Mariah Muhl Cole Nachtigal Nicholas Nelson Elsie Nelson

Regan Nesheim **Dylan Nichols Rachel Nickles** Jerad Nielsen Benjamin Olson Madelynne Otta Madison Paulsen Megan Pease Lisa Penning Nathan Peters Andrew Peterson Jakob Peterson Anna Peterson Jacob Pingalore Sierra Plotz **Christopher Puaha Blake** Pulse Anna Rathe Madeline Reints **Isabelle Riggs Olivia Rogers** Wendy Rosales Corado Joshua Roth **Brandon Rupp** Emily Rybinski Jaron Sagmoe Alexandra Sather Garrett Satterly Cierra Sazue Lucas Schaefbauer Jonathan Schaupp Kayla Schlinkert Lexi Schroeder Chloe Scott Sydney Sedlacek Madeline Seiberlich Joshua Seidl **Kishwar Shaikh**

Cassidy Skogen Kaelyn Somsen Ashlyn Spilde Tristan Stauffacher Makenzie Stensrud Janet Strain Caleb Stukel Jordy Stulken Renn Svenson Sawyer Swenson Shelby Swets Ashton Swift Katherine Telkamp Kadi Terca True Thorne Holly Tofte Rachel Tsuji Layne Uecker Shaelyn Utter McKenna Van Eldik Erika Van Nieuwenhuyse Gabrielle Van Winkle Sara VanErdewyk Ryan Vlaminck Justin Wallar Ryan Warne Julia Werkhoven Kelsey Werpy Genevieve Westerman Mara Wheaton Landon Wieseler Javden Wilber **Bradley Willey Betsey Williams** Zachary Wipf Kyle Withrow Michaela Wright

ASSOCIATE OF ARTS IN GENERAL STUDIES

Jesse Anderson Tessa Blumer Amelia Busse Bailey Delzer Mackenzie Doerr Jordan Griese Reese Hirrschoff Blaine Huitt Kayli Jelsma Jacobi Larson Chloe Ludvigson Nathan Lutzow McKinley Nelson Gavin Oelrich Andrew Pullen Garrett Ries Hannah Schjenken Ryan Sexton Leah Sip Thomas Tapp Isabelle Zaske

The University of South Dakota Spring 2023 Candidates for Degree

Doctor of Philosophy

Diing D. Agany Ruthellen H. Anderson Sanjay Bhattarai Samuel S. Critzer Alex A. Dangler Jeremiah H. Davis Myanna F. Dellinger Jayna D. Fitzsimmons Reza Goljani Amirkhiz Madhavi Anuradha A. Hewa Babarandhage Christa C. Huber Chinenye L. Izuegbunam Anissa M. Johns Brandon N. Johnson Anna C. Kase Emily L. Lake Eli J. Louwagie Jacinda J. Maassen Kelley A. McCubbin Akua B. Opoku Leslie D. Sauder Jay A. Schroeder Emily C. Storm Heidi M. Streit Christopher R. Strunk Bailey N. Swain Junnan Tian

Doctor of Education

Mark A. Blackburn Angela K. Jackson Bryant M. Jackson Leon E. Miles Kiki J. Nelsen Andrew Offner Christopher K. Schmit Christena D. Schultz George A. Seiler Garrett J. Stevens Abi G. Van Regenmorter Natalie A. Board Andrea M. Carlile Dallas J. Doane Mellisa T. Flanigan Mary R. Francis Miranda A. Galvin Betsy K. Henn Joseph A. Knoer Laura B. Kruger Steven P. McHugh Kaylynn M. Two Bulls Melissa A. Weber

Doctor of Audiology

Rachel E. Barrett Britney G. Fischer Koryn C. Greskowiak Kristine R. Hunt Amy K. Mondani

Doctor of Occupational Therapy

Sadie E. Anderson Karlee G. Duncan Kathryn E. Foster Jasmine M. Fritzemeier Christina E. Geistfeld Reilly S. Geistfeld Molly J. Graesser Gabrielle M. Hagen Ashley E. Joseph Juliana C. Keane Elizabeth J. Klocke Mary T. Lee Sarah M. McGoldrick Andrea M. Molus Brooklyn K. Osborne Alcina J. Park Danielle E. Scheck Amy N. Scheidecker Jessica M. Simon Melissa A. Tweet Tori J. VanVelzen Jenna R. Wall Hunter O. Wookey

Doctor of Physical Therapy

Aleesha K. Alverson Jordyn A. Bernstein Dayton D. Braley Austin J. Buchholz Cody J. Davis Madisyn A. Dingmann Maia J. Gabrielson Brooke E. Grussing Sydney L. Gustaf Maddison E. Hajek Ryan J. Hanks Justin D. Heinrichs Kiana L. Hoff Ali A. Kuca Madason G. Leif Erin M. Luken Ashley Meldrum Bailey J. Neises Trystin R. Nilson Michael J. Olson Drew W. Peters Jason M. Polzin Alysa N. Samuelson Jessica D. Schmidt Rachel M. Schmitz Jamie L. Schweiss Zachary T. Sebern Whitney A. Smith Andrew D. Taverna Jessica L. Thum

Megan D. Wilson

Doctor of Medicine

Ruthellen H. Anderson Jadah C. Bartow Shivon S. Barwari Sydney Bisgard Brian M. Bishop Lane A. Blasius Madisyn N. Braun Sanyogita Chandra Alexander J. Clem Samuel S. Critzer Anja Cucak Ann P. Dally Ashley L. Durant Justin A. Egge Shelley Y. Feng Zachary J. Fleming Max Gallivan Maya R. Gogoi Megan A. Goldammer Meghan L. Grassel Chase E. Habben Emily A. Hansen Brandon J. Hanten Mitchell M. Harris Kjerstin L. Hensley Kirby A. Hora Stephanie E. Jahnz Mason M. Jones Meredith M. Keith Ganeva K. Kendall Maria S. Koenen Ethan P. Leif Lindsay M. Leigh

Benjamin J. Loewen Eli J. Louwagie Spencer J. Lucas Danielle L. Mack Tory A. Makela Connor P. McMahon Jazmin S. Newton James M. Pischke Christian D. Pollema Halle J. Randall Sophie Richardson Derek P. Rohlf Luke B. Smith Dallas J. Soyland Sawyer J. Stevens Emily C. Storm Julia A. Stys Paul Thanel Jacob C. Thomsen **Christian Tobin** Megan J. Torve Ariadne I. Trautman Annika M. Van Oosbree Brandon L. Vander Zee Amber J. Veldman Michael T. Vlach Mykayla L. Vollmer Allen A. Wellman Patrick T. Wilson Peter L. Wilson Nicholas J. Wixon Omar A. Zineldine

Juris Doctor

Samuel P. Alvine Tucker M. Anderson Carsten M. Archer Andrew S. Baker Erin N. Ballard Micayla S. Bamberg Gretchen M. Biersbach **Turner J. Blasius** Taylor S. Bonestroo Sydney P. Boots Shay S. Bratland Reid S. Brost Michael J. Christensen Amber Cook **Timothy Cotter** Jackson D. Dziedzic Emily E. Easton Collin D. Fischer Diane M. Haiar Cynthia Hardman Sidney J. Hardy **Opal J. Harkins** Blake J. Helgeson Maranda L. Herman Mia K. Hockel Alex J. Hoffman Katherine Janney Chloe A. Jefferies Kate L. Katterhagen

Nolan R. Kern Khriztyn R. Krininger Ashley N. Lemons Sara M. Locke Lauren E. London Lawton C. Luke Victoria C. Luke Connor M. McCormick Lillian A. Moravek Pedro Luis Negrao de Assis Kali R. Pearson Callie A. Pospishil Brandon M. Raynes Jason B. Reynders Bahar Q. Sallae Gabriele A. Sayaloune Logan D. Schaefbauer Chelsea V. Schlauger Rex E. Schlicht Dale T. Schlutz Madelyn J. Selvaggi Paden B. Sexton Ryland J. Solem Ashley M. Theobald Gabrielle J. Unruh Damian A. Vacin Tyler B. Volesky Breanna C. Vollan Jaquilyn R. Waddell Boie

Specialist in Education

Kay L. Bass Shari L. Blake Whitney M. Brost Miranda L. Chedester Megan Garbe Cami M. Goodhart Elizabeth K. Herrboldt Janelle M. Johnson Elizabeth J. Johnston Brigett R. McCallum Tate E. Meyer Janine M. Miller Darren Neely Brooklyn A. Rohlfs Nathan J. Rotert Rebecca J. Sanderson Beth Schneider Tiffany E.R. Shonerd Ruth A.A. Tapio Leslie D. Tvedt Stephanie M. Waller Kara M. West Alex J. Whitney Jeremy J. Wollman

Master of Arts

Ageel Ahmad Habiba K. Aly Krista A. Baartman Barbara A. Bailey Mallory Bochman Brent N. Borkhuis Stacev M. Boutain Kaia C. Brose Melissa Coker Brian Eggleton Scott B. Elias-Maniatis Sabrina Escalante Erin C. Esponda Alexander V. Faiman Athena Favero Yetunde O. Fawehinmi Clare M. Fiore Spencer M. Flakus JoMarie B. Garcia Suzanne M. Giovannettone Haili R. Glascock Brianna P. Green Emma E. Haberman Marissa K. Hastings Mason L. Hatwan Abbey A. Hilt Haley R. Hoffman Mary C. Johnson Ryan Jurden Katherine V. Kemp Landon M. Kemp Elayna J. Kiehne Zachary S. Kopp Joseph A. Kvale

Dillon H. Larkin Qingqing Li Miranda A. Liebsack David A. Lucero Crissi L. Marx Megan M. McCray Rashanna G. McKenzie-Conley Ryan J. Mews Adam C. Nelson Kouadio M. Niamba Kyle D. Nikkel Layne J. Njaa Jose J.C. Pangelinan Rachelle L. Peitz Addyson Pender Hanna G. Powers Amanda E. Pugh Sariah A. Quist Mokhlisur Rahman Myah J. Red Horse Tayler E. Regnier Sam Renneberg Megan R. Schrempp Samantha R. Serbus Lisa A. Shenk Andrea M. Sokolowski Jordan D. Solberg Jordan A. Sommerville Gavyn T. Spotted Tail Tanya E. Suarez Romero Zbynek Surovec Arial T. Swallow Jill V. Swanson Sharon M. Theimer
Rachel N. Thiner Eleanor R. Turner Jeffrey M. Waisganis Austin J. Wallace Grace M. Ward Joshua R. Weseli Caitlyn Whitted Sara L. Zare

Master of Business Administration

Nadine B. Agneau Justin Baker Nicole W. Bell Steven M. Bielmeier Morgan L. Boettcher Jackson T. Coker Jackson L. Crist Makenzie M. DeLozier Robert J. Gerarden Helen K. Gould Alicia M. Jackson Anna Kalustian Trent N. Kingsbury Devan C. Kleven Jacob A. Leichner Victoria C. Luke Zachary A. McCubbin Marissa K. Meyer Aleksandra Mikhailichenko Emma J. Olson Cayla D. Sadler Markella Spirtos Donald E. Stahl Madison S. Stevens Madison TenEyck Jaquilyn R. Waddell Boie

Master of Fine Arts

Anthony L. Millette

Master of Music

Grace M. Gasperich Kelsey L. Huxman Hannah N. Koruschak JoAnne M. Lundahl Lucas S. Most Lauren E. Paul Kevin J. Phillips Marcelo Ratzkowski Matthew T. Tylutki Nathan L. Van Den Oever Elizabeth C. Whitehead

Master of Professional Accountancy

Robenson Alexis Gabriella M. Auspos Blake T. Brown Shay M. Casey Jaime Cortes Elizabeth M. Holzkamm Erin L. Kueter Scott T. MacQueen Andrew D. Malaterre Dylan J. Patzwald Drue M. Pieper Shakila Sedghi-Diznab Luke A. Snyder James W. Vitt Madison A. Weber Daniel Yanes

Executive Master of Public Administration

Lori A. Ericson Katrina N. Knutson Timothy Koutsouros Sara J. Mayer

Master of Public Administration

Oluwasanmi E. Akinwande Jack C. Baustian Harry S. Governor Maddison J. Sullivan

Master of Public Health

Nassib O. Aden Kayla D. Almekhlafi Brittany J. Brown Jordyn J. Cook Jessica L. Edwards Ledwin S. Eyoyibo Lindsay Lindsey Victoria J. O'Brien Jonathan J. Olson Rebecca D. Pulse Sierra R. Schweig Jayme L. Tubandt

Master of Science

Rafia S. Alice Nishat Anjum Mohith Reddy Aramati Shiva Aryal Suyog Bhandari Sai Nishanth Chiluveri Jose D. Cortes Pena Shreedhar Dahal Sarah L. Dayton Ryan A. Dunbeck Lacey D. Ellsworth Rakesh Gartaula Gwenn L. Harsha Drake R. Hill Md Ikbal Hossain Blessing D. Ishola A.S.M. M. Islam Andrew J. Kennedy Qasim Khokhar Moira L. Kleinschmit Kishore Kumar Kotagodakinda Lauren M. Kress Amila S. Kumara Lindsey A. LaBrie Leighton J. Ledesma Muhammad Abubakar Majeed

Daniel T. McCarter Jonayet Miah Nichole M. Miner Abbigal K. Moos Lauren M. Morris Sydney M. Morton Prabin Nepal Allison D. Peplowski Venkat Pratti Nicholas L. Rebnord Richard W. Rossing Roshan Sapkota Jessica N. Schnetzer Jeremy S. Schultes Bichar D. Shrestha Gurung Raghab Singh Donald C. Stehly Summer A. Struve Maliha Tayaba Gang Wan Megan C. Warner Emily A. Wilde Braden Q. Wojahn Tuneesh Reddy Yarramoddu Adedeji W. Yusuff

Master of Social Work

Mary L. Black Bonnet Makala R. Boren Gracie K. Bosch **Caroline Brewer** Katlyn J. Buss Kellie M. Castillo Perla L. Chavez-Alarcon Kristina L. Fischer Krystal M. Flom Stephani L. Geerdes MacKenzie L. Gerth Kassidy R. Gordon Haley N. Groeneweg Hannah J. Hanson Kaylee M. Hanson Christian D. Heilman Hannah M. Heisler Lora L. Heithold Leah M. Hendrickson Jada M. Hirsch Brianna L. Hursey Ashley R. Jensen Bailie R. Johnson Christina A. Johnson Denielle Johnson Kaitlyn A. Johnson Grant Kleiman Rebecca M. Klein Janelle E. Kobernusz

Grace R. Kor Sierra A. Krenk Nathan L. Kringstad Kia L. Kronaizl Mikayla A. Larson Brittani B. Liston Emily L. Maddox Shelby K. Magorien **Debborah Martinez** Mari N. Mehlbrech Stephanie A. Miller Amelia E. Morris Rose M. Mosley Kaylee A. Oehlerking Kaitlyn R. Oster Amber F. Pourier Sophie L. Schriver Ekaterina A. Shilling Cheyenne E. Springer Shelbi Thompson Amber A. Twogood Alex C. Van Voorhis Austin C. Welker Katie N. Wilson Ashley A. Yeske Alexis M. Yim Cora A. Youngberg Courtney A. Zaback

Bachelor of Arts

Mia V. Adams Miles A. Amende Max W. Anderson Austin J. Arvin Rebekah M. Bahn Daniel W. Baker Melody R. Beaulieu Hailey J. Behrens Hannah E. Berens Linzie J. Bosma Duncan R. Branson Daniel D. Braun Crystal A. Brooks Alexandra Bustamante Claire C. Campbell Joshua M. Chase Madison A. Clancy Tristan L. Cobb Lea M. Costello Kali R. Covey Lauren E. Crouch Emma B. Daggett Ethan G. Dannen Anneliese H. DeBeaumont Alexandria M. Defenbaugh Kelsey L. Derrick Katelyn R. Dickens Adam T. Erickson Logan A. Erickson Alaina M. Farnik Payton W. Goslar Carson G. Gubbrud Kyler J. Hagen Christopher R. Haiar TyAnn L. Hart Brooke T. Heinen Cash D. Hemmingson DeAndre Hill Kaytlyn N. Hilligas Derek G. Holmes Kailey M. Jacobsen Magdalene K. Jamieson Lauren A. Johnson Piper A. Jost Madeline C. Katz Simon J. Keller Gregory R. Kissam JoElla L. Kleinhesselink Samantha L. Kloos Ruth I. Kreutner Kaitlyn Krumm Kaitlyn J. Kumm Katy M. Lantz Tylar M. Larsen Keaton D. Lenderts Jack P. Maher Makenzie N. Maher Abby R. Marquardt Reata G. McDonald Addison S. Miller Finnegan R. Miller Sara N. Moir Nevaeh C. Munce Samantha H. Murtha

Kasey L. Nash Paige M. Nissen Tricia D. Nissen Chase C. Otheim Rachel A. Pechous Gabriel B. Person Amanda N. Petersen Emma J. Prouty Kaitlyn R. Pruess Cole D. Reinhardt Anna L. Reiter Carol L. Rensch Keandra K. Rhead Riley J. Riggs Grant D. Robertson Addy J. Root Blake J. Rowedder Karlee R. Sadler Aleesia A. Sainz Jocelyn G. Salcido Caitlin J. Sandstedt Tyler J. Saucerman Miranda E. Schulte Brianna F. Serrett Elisa A. Shield Michael R. Smith Shelby M. Specht Breana R. Spinler Rane R. Stehly Katelyn M. Sterling Ethan M. Stone Keeley M. Thomas Megan M. Timmerman Grace L. Tolliver Taiylor A. Utesch Kaylee R. Vande Hoef Gracie L. Vanden Brink Maccrae M. Walraven Briggs L. Warren Seth R. Warren Micah C. Warrington Molly C Welch Grace J. Williams Tiana J. Wininger Thomas M. Worden Latrell A. Yancy Hannah N. Young

Bachelor of Business Administration

Broderick C. Alvarez Blake P. Anderson Ryan J. Anderson Sean W. Anderson Isabella J. Baker Sydney Becker Ryan M. Bena Anders C. Birznieks Leighton M. Blake Abigail M. Boysen Joshua P. Brink Meghan J. Brunsing Daniel P. Cavallo Meredith A. Clark Alexis K. Collins Benjamin A. Conrad Moises A. Cortez Trevor A. Cox Zachary J. Cuka Ross M. Dahlhoff Billi J. Dayhuff Cole J. Deason Blake M. Dornbusch Owen C. Dudley Ryan B. Eilers Isaac L. Entinger Taylar N. Erickson Trevor L. Erlenbusch Heather M. Evans Marshall L. Faurot Brandon L. Fauth Clarissa A. Fernandez Benjamin J. Fink Seth D. Fink Riley M. Frantz Connor D. Fritz Taylor M. Galles Jose A. Garcia Kuong D. Gatluak Berta Girbau

Tayte O. Gleason Armando D. Gonzalez Emma R. Greiner Avsha Greisen Edwin Guzman Zaragoza Broc L. Haldeman Madyson M. Hamlett Alexander M. Hanshaw Taylor J. Harmacek Wyatt T. Harwood Morgan M. Haschke Jared W. Hilsendeger Anna J. Hossfeld Douglas R. Hotter Emma C. Houwman Tabitha C. Hunt Michael R. Hurd Quincy C. Ihnen Carter R. Jacobsen Quintin J. Jansen Dean R. Jenness Rachel L. Jensen Cole M. Johnson Walker K. Johnson Ian Johnston Anastasios P. Kamateros Dylan J. Kautz Davia J. Kellen Logan A. Klaudt Isaac W. Klimisch Alex R. Kolbeck Reagan M. Kolberg Michael E. Kraft Trey J. LaCanne Ashlee A. Lambert Avery K. Larson Emma C. Lavin Zachary R. Lemon Tate C. Leslie Laura J. Linneman

Megan K. Lippert Joseph M. Lombard Mitchell D. Mackeprang Kimberly A. Markuson Grace L. Martin Alex J. McQuade Austin J. Metzger Jackson F. Miller Robby C. Miller Allison A. Moerke Brady P. Morgan Garren M. Morris Miles M. Mutziger Andrew Nehlich Joshua S. Newbold Nathaniel G. Nielsen Joshua S. Olafson Spencer D. Olson Morgan M. Opitz Sidni M. Osbahr Kira L. Osborne Jordyn M. Pender Jaron J. Pesicka Andrew M. Peterson Trey S. Peterson Quinton C. Porter Reece M. Potas Jalyn G. Pullman Joseph M. Rangel Zane M. Rankin Peyton R. Rea Hunter Rebrovich Ethan S. Riswold Easton M. Ritz Morgan R. Roberts Samantha J. Roberts Sydney A. Rosebrock

Michaela K. Rotert Connor J. Rysavy Nolan A. Sampson Linsi B. Schager Sierra I. Schauff Madeline C. Schwebach Bailey R. Sides Austin K. Simon Lauren A. Sobaski Mariah L. Spotanske Laura A. Steeneck Anastasia L. Stillmunkes Emily F. Stockwell Levi J. Stoltenburg Maria E. Swanson Zach T. Termeer Hayden R. Tersteeg Elaine K. Tierney Riley F. Uecker Connor H. Van Der Werff Spencer C. VanHolland Tyler J. VanMeter Nicole M. Veith Chase C. Voxland Matthew D. Wagenaar Charles R. Waugh Christian L. Weidert **Rachel Westergard** Griffen J. Westra Brian W. Wickey Ryan Wieneke Zachary C. Wilber Raelyn M. Williams Madison T. Witt Dillon M. Woodley Lydia A. Yadassa Tyler J. Zenk

Bachelor of Fine Arts

Emma V. Bermel Daniel S. Blankenship Rory J. Comstock Cody W. Crisman Lauren E. Crouch Graciela DeAnda Cassidy H. Eppinga Andelin C. Flewelling Reis H. Green Sydney R. Hokanson Luci E. Hudson Thu M. Le Nguyen Sierra A. Liewer Morgan A. Magdanz Madeline F. Mulder Rachel E. Olney Ryan A. Patruyo Isabel T. Romero Christian J. Sage Kiana L. Simons Christa K. Van Donkelaar Ethan J. Watkins Allison C. Watters Erika E. Waxdahl

Bachelor of General Studies

Matthew R. Adkison Cassie J. Beisch Kameron Cline Austin D. Druin Colton Harberts Asiah A. Jackson Tre D. Jackson Sophia S. Larson Malachi Lokan Courtney M. Martens Daraun R. McKinney Jared A. Mettler Michael S. Perry Aubrey J. Phelps Jade R. Ronk John W. Sanders Samantha J. Schlaffman Rachel A. Schlote Alaina J. Wolff

Bachelor of Music

Antonio J. Hernandez Kate L. Huntimer Adam J. Lange Cheyenne L. Nikolaus Preston T. Pohlman

Bachelor of Musical Arts

Rylan J. Craig Antonio J. Hernandez Margaret L. Meierhenry

Bachelor of Science

Joshua P. Ahrenholtz

MaKenna J. Alesch Farhaan Y. Ali Yulia Almiron Solano Ross F. Alvine Jhett S. Andersen Allison L. Anderson Kailena E. Anderson Mackenzie L. Anderson Karsen R. Arbogast Abigal J. Arend Christina A. Assam Katherine A. Atkinson Hannah J. Auen Nicholas A. Augeson Alicia K. Aukes Carly R. Austin Kayla K. Aymar Alec M. Baker Camyron R. Ballard Jesus A. Baro Partida Benjamin A. Bartling Katie L. Beiningen Carter S. Bell Carla F. Bento Payton E. Berry Jacob S. Bezug Jillian M. Birg Jacy M. Bleyenburg Mariah A. Block Brooklyn F. Bollweg Svanna F. Borchers Olivia M. Bouhamidi Alexander M. Bretzman Meghan L Brewer Abby J. Buck Kylie K. Burket

Tessa R. Burnham Kevin A. Calderilla Herrera Abbie R. Carmichael Lily M. Christian Morgan R. Clarke Garrett R. Clendening Sarah E. Cole Imani Coley Benjamin A. Conrad Brianna S. Cox Aidan J. Daniels Xander R. Dannen Jordyn R. Deming Nathan E. Derner Kyleigh R. Devine Sarah M. Dickerson Morgan R. Diebold Alexxa R. Dlugosh John A. Dohn Robert T. Dougherty Haley A. Drapeaux Hanna C. Dugue Myranda C. Duitsman Seth J. Edelen Madison A. Eggen Michael J. Eggum Emily B. Eisenbraun Reegan E. Elder Gabrielle N. Elliott Nathan D. Everson Tyler S. Ezra Molly E. Faris Morgan M. Feenstra Kylea A. Fehr Alexandra G. Feiner Tiana J. Feistner Jayden J. Fiechtner

Miranda M. Flenard Isabell M. Ford Jadyn E. Ford Sedonah L. Franzen Haley N. Fraser Sasha R. Frasier Carter P. Furlong Hannah A. Fye Aidan L. Gantenbein Nicole L. Gav Merga F. Gemeda Karlene A. Gieseke Connor F. Glasford Samantha R. Gonzalez Rose M. Grabow Anika L. Gram Sarah A. Gullickson Lupe Guzman Fruit K. Habib Austin P. Hall Lewis C. Hall Jayda M. Hallman Ian A. Hansen Morgan A. Hansen Carly J. Haring Jessica M. Harms Samantha B. Hartje Megan L. Hartnett Zoey Hassman Carter J. Haug Kailee A. Hauge Ruby A. Hawks Madison M. Haynes Jarod N. Henkelman Tyler M. Henkelman Grace E. Hernes Gennifer R. Hirata Autumn Hoffman Shawntel M. Hohn Lindsey R. Holmguest Bayleigh H. Holter Jennilee M. Hoyer Elizabeth N. Hunt Shelby M. Husby Summer M. Jackson Devin N. Jacobs Cory M. Jacocks Anika K. Jensen

Madison R. Jochum Dakota J. John Clifford W. Johnson Danielle D. Johnson Elizabeth M. Johnson Emily W. Johnson Grace R. Johnson Kendra K. Johnson Mariah M. Jones Katherine J. Jorgenson Laura A. Kalous Natalie E. Kammel Cameron T. Karley Madeline C. Katz Shayla A. Kelly Cassandra D. Ketterling Isaac J. King Taylor R. Klein Jaci Kluender Cameron J. Klug Lydia M. Knapp Tiffany M. Knecht Jayda A. Knuppe Janae D. Kolden Chloe E. Koletzky Cameron A. Kraft Maria C. Krall Haley K. Krier Paige K. Krumm Benjamin S. Kulesa Jasmine C. Kulm Allison E. Kunze Sydney H. Kurtz Autumn N. Lammers Aspen S. Langley Julia A. Lassle Cara R. Leader Breanna M. LeBeaux Carson R. Lee Erika L. Lehan Sarah J. Lere Gabriel A. Long Nathan R. Loutsch Jon D. Lucero Ella M. Lueders Omar Luevano Brooke R. Luhr Savannah E. Lukkes

Cade D. Lvon Alexis M. MaComb James H. Macy Dalton L. Maibaum Sayantan Manik Deidra D. Marrison Kaytlyn T. Martens Katelyn M. Martian Maria R. Mattaini Alexzandrea J. Matteo Evan F. Mattson Whitney M. McBride Devin M. McGinley Gerald M. McGovern **Beverly Metzger** Abigail M. Michels Jeffrey H. Micono Emily M. Mikkelsen Catherine N. Millar Casey J. Miller Elias G. Miller Haley M. Miller Jacob T. Molseed Madison A. Mond Madelyn M. Moravec Abbey R. Morine Hugo Morvan Drew C. Munter Brekkyn N. Nagel Kadell L. Nedved Kali N. Nelson Phuong D. Nguyen **Emily B. Nightingale** Taylor L. Niles Ashley M. Nolz Madellyne A. Nordine Katelyn A. North Cajete J. Obineche Joseph U. Obineche Reegan R. O'Connor Jessica A. Olmer Luke J. Olson Malloy O'Malley Shannon I. O'Malley **Rachel Origer** Cienna R. Ostby Allison D. Peplowski Kruz A. Perrott-Hunt

Mackenzie R. Petersen Jadyn Peterson Madison A. Pfitzer Kaitlyn S. Pieper Alec J. Plitzuweit Jennifer L. Plooster Nicole M. Podzimek Jamie M. Pohlen Sydney R. Ponto Karlee R. Price Norma J. Probst Jayla J. Prosch Talli A. Raml Kaitlyn S. Reisdorff Anna L. Reiter Heidi L. Renken Cade L. Rickford Tapanga A. Ridgell Jesse J. Ridgway Gabriel L. Rieger Jessie R. Ripperda Madison L. Roberts Adrain J. Rodriguez Zava M. Rollag Kaine J. Rondeau Danielle M. Ronev Skyla M. Rumpza-Remare Grant H. Russell Jackson T. Ryan Kylee R. Saltzgiver Mallie Sauer Cassidy A. Sayler Lauren L. Schaefers Grace M. Schipper Ellie M. Schley David R. Schmagel Rachel E. Schmahl Danielle R. Schmidt Dylan T. Schmit Matthew J. Schmitz Macy L. Schroedermeier Samantha K. Schuyler Brendan E. Scott Hannah M. Sebert Abbey J. Selleck Beakal G. Sentayehu Sierra R. Shanks Samantha E. Shaughnessy Carter J. Shields Jason E. Simon-Ressler Trinity J. Skrondahl Laura G. Slack Mason M. Small Hanah E. Smith Sarah N. Snelling Kolt G. Soine Sydney E. Spraitz **Delaney J. Stapp** Andrew R. Stark Gabrielle L. Steffen Kathryn E. Steffen Ethan M. Stone Javden J. Sullivan Madison A. Sundvold Joshua R. Taylor Kelsey J. Taylor Alicia M. Thompson Cassandra J. Thompson Mason L. Tieszen Megan M. Timmerman Luke R. Tremel Braxton H. Trowbridge Makayla Tsagalis Felicity N. Tuttle Jeniah S. Ugofsky Ashley A. Van Dyne Landen S. Van Hulzen

Benjamin J. VanBockern Lesley L. VanDrongelen Eesha Varma Nicholas P. Venesky Vanessa M. Vietor Rachel L. Vlaminck Tia E. Vlasman Caden A. Voege Jennifer T. Waba Ilili W. Wakgari Hannah J. Walding Mace R. Walgrave Isaac J. Walter Kylie F. Weier Vanessa A. Weigel Lawrence B. Welch Meagan L. Wendt Jacob J. Whitlock Ryan Wieneke Kara J. Wilkens-Reiman Michael A. Wingate Emily N. Winter Blake M. Wirtjes Mason R. Woldt Jessica H. Wolf Griffin S. Wolner Elizabeth A. Wood Emily G. Zea Lindsey A. Zgoda

Bachelor of Science in Education

Samuel Adelman Hope M. Barbera Karynna N. Bonestroo Rebecca L. Brewer Mackinzie S. Briggs Morgan K. Buechler Gabrielle R. Chance Rebecca N. Conard Jacinda J. Davis Emma DeVos Talia E. DeWitte Abigail E. Foster Payden J. Haiar Callie I. Hanson Brecken J. Hayes Blake P. Holden Nicholas J. Jacobs McKenna N. Jacobson Devyn J. Kennedy Madison E. Kerkman Brooke E. Klein Hailey M. Klein Olivia J. Klein **Baylee S. Larson** Kylie A. Larson Whitney N. Lester Jeclyn L. Lichty Morgan E. Lorenzen Anna E. Lucas Leighton A. Marso Holly J. Medeck Jeryn I. Mediger Jana E. Miller Natalie R. Miller Denielle M. Minor Shalis M. Mofle Bailey J. Paulsen Abbie M. Peichel Emily A. Peichel

Abby M. Pierce Lauren M. Powers Olivia G. Ratley Eisley R. Sayler Trevor J. Shohoney **Emersyn F. Sims** Emelia A. Skogstad Danika R. Smith Baylee J. Stodola Chelsey R. Stratmeyer Avery J. Streeter Travis D. Theis Dominic S. Trobaugh Kyle A. Tuschen Levi T. Vanden Bos Abigail R. Vermeulen Wyatt W. Winchell

Bachelor of Science in Nursing

Hiwot Ahmed Fatimat O. Alaba Zachary K. Allender Rebecca L. Anderson Shannon L. Aston Mary T. Barry McKenzie M. Beaner Dallas L. Beaumont Emira Belhaj Cora R. Bennett Shelby L. Brady Tessa M. Brennan Breanne D. Brimm Quinn W. Bundy Coral L. Cain Elizabeth A. Carda Patrick R. Casey Jayci D. Clovis **Taylor Cordell** Heather A. Cox Abbi C. Cummings Cassandra Z. Dalbec Alyssa A. Doss

Erin H. Duke Karissa L. Ellis Meredith K. Fasse Randall D. Fleming Rachel L. Folde Malaina A. Fragnito Jacob D. Frantzen Samantha R. Freking Camille N. Friedenbach Katharina J. Garcia Kathy A. Garcia-Gonzalez Timothy M. Gartner Abby E. Gaspari Heather A. Gearhart **Emaleigh Gleason** Sarah M. Gregory Kaylee E. Grieve Allyson A. Grothusen Carrie A. Halstead Mackinzie A. Handley Carly N. Hanson Emily R. Heeg Catherine J. Hintz

Calvin A. Hochstein Allison M. Hodgman **Tristen N. Hughes** Kacey J. Hulshof Katherine M. Jensen Jessica L. Johnson Lauren K. Johnson Susan M. Johnson Jazmyne C. Jones Liberty A. Justus Kaname Kaneiwa Kelsey M. Keffeler Kaitlyn R. Ketelsen Kristin H. Kluck Bridget C. Knudson Taylor Koelewyn Hunter A. Kuhl Laura E. Larson Ashtyn R. Lothspeich Samantha J. Magnus Danielle N. Malone Josie A. May Maya C. McDowell Kaitlyn M. Meade Christian S. Nielsen Alexis S. Notestine Angela E. Peterson

Adam Popken

Kennedy P. Pratt Shelby A. Roda Morgan N. Rodig Dayna M. Roth Trishauna L. Salazar Braxton G. Schmidt Teagan W. Shapansky Taylor J. Simmons Kelsy G. Smedsrud Aubrey J. Soll Kindra L. Spinler Ryan P. Stillman Brittney R. Stratmeyer Anna E. Sump Annie L. Tran Conner W. Tuttle Amanda M. Valeur Sophia J. Van Buskirk Elle P. Voss Brittany L. Waldner Kim M. Weber Sarah E. Wipf Madison R. Worthy Nardos B. Yetbarek Katherine G. Yous Rylie K. Zakrzewski

Associate of Arts

Joel T. Christensen Cassandra R. Dowd ValDez R. Galvan Dalton T. Holtrop John W. Merrill Brayden T. Murphy Kyle F. Nagel

Bany E. Rosales

Elisa E. Rost Erin M. Schoellerman Brenda Torres Keegan D. Vander Berg Megan M. Waterman

Associate of Science

Blake N. Albers Kenia A. Cruz Kaitlin J. Ellefson Kailee J. Jessen Hannah Kirbach Brandy M. Pilaczynski

South Dakota School for the Blind and Visually Impaired 2022 - 2023 Graduation List

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

Cameron Charles Flint, Elk Point SD

Blaine Anthony Jemming, Woonsocket SD

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – B DATE: May 9, 2023

SUBJECT

New Program Request - SDSU - Minor in Concrete Materials Science

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a minor in Concrete Materials Science. The proposed minor will provide students with a solid background in concrete and related materials technology for students who are not Concrete Industry Management (CIM) majors at SDSU. Students will learn about specific safety practices and potential hazards, concrete mix design technology, cost estimation, and specific properties of plastic and hardened concrete. There is currently a large demand in the construction industry for graduates with knowledge in the area of concrete materials.

IMPACT AND RECOMMENDATION

SDSU plans to offer the minor in Concrete Materials Science on campus and online. SDSU does not request new state resources, and one new course is required. SDSU estimates 25 students enrolled and 10 graduates by the fourth year of the program.

Board office staff recommends approval.

ATTACHMENTS

Attachment I - New Program Request Form: SDSU - Minor in Concrete Materials Science

DRAFT MOTION 20230509_5-B:

I move to authorize SDSU to offer a minor in Concrete Materials Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Baccalaureate Degree Minor

UNIVERSITY:	SDSU
TITLE OF PROPOSED MINOR:	Concrete Materials Science
DEGREE(S) IN WHICH MINOR MAY BE	Any degree excluding the Concrete
EARNED:	Industry Management (B.S.)
EXISTING RELATED MAJORS OR MINORS:	Concrete Industry Management
	(B.S.)
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	15.1501
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 <u>AAC Guideline 2.8</u>, 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

4/3/2023 Date

1. Do you have a major in this field? \Box Yes \boxtimes 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.

South Dakota State University (SDSU) requests authorization to offer a baccalaureate minor in Concrete Materials Science. The concrete industry is a large part of the growing construction industry, and there is strong demand for students and graduates with knowledge of the field. The nature of the construction industry is such that graduates who possess knowledge of concrete can work in the construction field at many levels including construction management,

cost estimator, and contractor. The Department of Construction and Operations Management currently delivers programs in Concrete Industry Management (B.S.), Construction Management (B.S.), Construction Technology (A.S.), Operations Management (B.S.), Construction Minor, Heavy-Highway Construction Minor, Engineering Management Minor, and Pre-Construction Planning Certificate.

This undergraduate minor fits with the mission and strategic plan of South Dakota State University. Specifically, the program will contribute to the attainment of SDSU's *Imagine 2023* strategic plan¹ through student centered education and engagement, two hallmarks of the CIM classes and program. This minor will increase the value of its students to potential employers, which will increase their quality-of-life immediately upon entering the workforce.

In addition, the Concrete Materials Science Minor will contribute to the South Dakota Board of Regents' *Strategic Plan 2022-2027* Goal 4: Workforce and Economic Development in which "Public post-secondary and higher education serves as a critical pipeline for the workforce locally in South Dakota and as well as nationally and globally".² Conversations with major employers in the concrete industry at the CIM National Steering Committee Strategic Planning Meeting in Orlando, FL last summer highlighted the demand for skilled and knowledgeable employees in this industry not only nationally, but globally as well. All executives interviewed agreed that if they could not find enough CIM students (which has been the case to date,) they would be delighted to have students from other majors who had a fundamental knowledge of concrete and the concrete industry. This minor will supply that knowledge.

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

The purpose of this minor is to give a solid background in concrete and related materials technology. The proposed Concrete Materials Science minor offers credentials in concrete technology to students who have other majors at SDSU but who are not Concrete Industry Management (CIM) majors. The concrete industry is a large part of the growing construction industry and there is strong demand for students and graduates with knowledge in the field. The nature of the construction industry is such that graduates who possess knowledge of concrete can work in the construction field at many levels including construction management, cost estimator, or contractor. Specifically, students in the minor in Concrete Materials Science will learn about the concrete industry - specific safety practices and potential hazards, concrete mix design technology, cost estimating skills, and specific properties of plastic and hardened concrete. These skills will make graduates much more valuable to prospective employers than someone who does not have these skills and knowledge.

4. How will the proposed minor benefit students?

The minor in Concrete Materials Science will give students a deeply rooted understanding of concrete mix designs, building systems and processes, and estimating of concrete related projects. This knowledge will be a huge benefit to them in their careers in the construction industry. Majors that would benefit from the minor include Architecture, Construction Management, Mechanical Engineering, Operations Management, and Civil Engineering.

¹ South Dakota State University. <u>https://www.sdstate.edu/imagine-2023-aspire-discover-achieve</u> (visited September 13, 2022).

² South Dakota Board of Regents. <u>https://www.sdbor.edu/the-board/StrategicPlan/Pages/default.aspx</u> (page 15, visited September 13, 2022).

Concrete Industry Management students would not be considered for this program as the courses are already included in their degree plan.

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

The Concrete Industry Management program started at SDSU in the fall of 2021. At that time the program was, for all intents and purposes, unheard of in the upper Midwest region of the country. The majority of the promotional activities to date have been centered around creating industry awareness of the program; it is still relatively unknown to potential students and their parents from outside of the industry. Those who know construction also know what a vital role concrete plays, so there is a great deal of curiosity about the program. This dynamic has led current students in Construction Management and Civil Engineering programs to ask about the possibility of a CIM or related minor. Data from Middle Tennessee State University's CIM program shows a 100% placement of graduates with high paying jobs (median pay is \$102,280 per year in South Dakota), rapid advancement within the industry (25 years of graduates include presidents, vice-presidents, and general managers in the concrete industry), and careers that last a lifetime with over 80% of tracked graduates still working in the concrete and construction industries. The construction industry job outlook for construction managers is growing faster than average and is anticipated to grow by 8% by 2031.³ Students in the minor program will be able to pursue internships and jobs within the construction industry thus filling a present need for more workers. Graduates who have the added Concrete Materials Science Minor on their academic resume will be far more attractive to potential employers than those who do not.

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

The estimates below are based on conversations with leadership within the department and the Jerome J. Lohr College of Engineering with the assumption that 5% of Construction Management, 2% of Operations Management, and 2% of Civil Engineering majors will enroll in this minor. Anticipated growth in the minor will be anticipated as a result of promotional and recruiting efforts.

		Fiscal Years*		
	1 st	2 nd	3 rd	4 th
Estimates	FY 24	FY 25	FY 26	FY 27
Students enrolled in the minor (fall)	10	15	20	25
Completions by graduates	0	0	0	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.

There are no national standards for this program. The proposed curriculum is drawn from the Concrete Industry Management major offered at SDSU. SDSU is only the 5th university in the country to offer the Concrete Industry Management major and the other institutions do not yet have a minor in place. The National Steering Committee of the Concrete Industry Management

³ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Construction Managers, at <u>https://www.bls.gov/ooh/management/construction-managers.htm</u> (visited *November 27, 2022*).

program gave SDSU the permission to proceed with the first minor in Concrete Materials Science. The curriculum choices are based on faculty experience in the concrete industry on what would have made a new employee more valuable from the first day of employment. The selected classes will add those needed tools to the graduates' repertoire.

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

A. Distribution of Credit Hours

Concrete Materials Science Minor	Credit Hours	Percent
Requirements in minor	18	100%
Electives in minor	0	0%
Total	18	

B. Required Courses in the Minor

			Prerequisites for	Credit	New
Prefix	Number	Course Title	Course	Hours	(yes, no)
CIM	101	Introduction to Concrete Industry	None	2	No
		Management			
CIM	120	Introduction to Industrial Safety	None	3	Yes
CIM	125	Plans and Specifications ⁴	None	2	No
CIM	210	Fundamentals of Concrete:	CIM 101	3	No
		Properties and Testing			
CIM	210L	Fundamentals of Concrete:	None	1	
		Properties and Testing Lab			
СМ	232	Cost Estimating	CIM 125	3	No
CIM	440	Advanced Concrete Materials	CIM 210	3	No
CIM	440L	Advanced Concrete Materials	None	1	No
<u> </u>		•	Subtotal	18	

The proposed minor includes one new course – CIM 120 Introduction to Industrial Safety. This course will be required as part of the Concrete Industry Management (CIM) major. The CIM program is focused on the unique demands of the concrete industry. CIM 120 Introduction to Industrial Safety is designed to introduce students to the unique hazards inherent within this industry. This class focuses on concrete batch plant safety (complete with several field trips), precast concrete plant safety, and types of equipment specific to the concrete industry. In addition, the MSHA (Mine Safety and Health Administration) New Miner Training program is taught within this class, a requirement for any of the SDSU students who intern or become employed at aggregate or cement manufacturing facilities. In addition, as a 100-level class, CIM 120 instills the safety culture mindset within the students before they begin performing internships and field trips.

Students in the Concrete Industry Management program are not eligible for this minor.

⁴ The Department of Construction and Operations Management has routed a minor course modification to increase CIM 125 from 1 to 2 credits effective fall 2023.

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

In the Concrete Materials Science Minor students will:

- Acquire fundamental understanding of the different facets of the concrete industry, including working knowledge of various types of plants and facilities.
- Demonstrate knowledge of concrete mix designs and properties.
- Demonstrate knowledge of plastic and hardened concrete testing methods and procedures.
- Demonstrate knowledge of concrete and construction estimating processes.
- Analyze and evaluate concrete and other construction specifications.
- Demonstrate knowledge of construction plans and other construction documents.
- Acquire knowledge of Concrete Industry safety practices and demonstrate acquired knowledge through development of a safety program.
- Complete ACI Field Testing 1 certification.
- Complete MSHA New Miner training.

		Program C	Courses that	Address the	Outcomes	
Individual Student Outcome	CIM	CIM	CIM		CIM	CIM
	101	120	125	CM 232	210/L	440/L
Acquire fundamental understanding of the different	Х	Х				
facets of the concrete industry, including working						
knowledge of various types of plants and facilities.						
Demonstrate knowledge of concrete mix designs and	Х				Х	Х
properties.						
Demonstrate knowledge of plastic and hardened					Х	Х
concrete testing methods and procedures						
Demonstrate knowledge of concrete and construction			Х	Х		
estimating processes.						
Analyze and evaluate concrete and other construction			Х			
specifications.						
Demonstrate knowledge of construction plans and			X	Х		
other construction documents.						
Acquire knowledge of Concrete Industry safety		Х				
practices and demonstrate acquired knowledge						
through development of a safety program.						
Complete ACI Field Testing 1 certification.					Х	
Complete MSHA New Miner training.		Х				

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

The courses associated with the minor will be face-to-face and online with instruction using lecture, discussion, field trips, and hands-on laboratories.

11. Delivery Location

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

A. Complete the following charts to indicate if the university seeks authorization to deliver the entire program on campus, at any off campus location (e.g., USD Community Center for Sioux Falls, Black Hills State University-Rapid City, Capital

City Campus, etc.) or deliver the entire program through distance technology (e.g., as an online program)?

	Yes/No	Intended Start Date
On campus	Yes	2023-2024 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> Delivery methods are defined in <u>AAC</u> <u>Guideline 5.5</u> .	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes		2023-2024 Academic Year
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	No		
(online/other distance			
delivery methods)			

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 will be offered using existing resources. The courses that are part of the Concrete Materials Science minor are required for the Concrete Industry Management major.

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.

🛛 YES,

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

□ NO,

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

Appendix A Corresponding Curriculum Requests – New Course Requests



Section 2. Review of Course

2.1. Will this be a unique or common course?

Unique Course

Prefix & No.	Course Title	Credits
GE 265	Industrial Safety	3
CM 400	Risk Management and Construction Safety	3

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

The Concrete Industry Management (CIM) program is focused on the unique demands of the concrete industry. As such, CIM 120 Introduction to Industrial Safety, is designed to introduce students to the unique hazards inherent within this industry. This class focuses on concrete batch plant safety (complete with several field trips), precast concrete plant safety, and types of equipment specific to the concrete industry. In addition, the MSHA (Mine Safety and Health Administration) New Miner Training program is taught within this class, a requirement for any of the SDSU students who intern or become employed at aggregate or cement manufacturing facilities. In addition, as a 100-level class, CIM 120 instills the safety culture mindset within the students before they begin performing internships and field trips.

GE 265 Industrial Safety provides a broad overview of construction and manufacturing safety practices, but without the focus on the industry that funds the CIM program and any of the MSHA facets. CM 400 Risk Management and Construction Safety focuses on OSHA certification and is certainly a valuable course (a requirement for students later in

their academic careers), but again lacks the focus on the concrete industry and MSHA facets.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

⊠ No. Replacement of CIM 216 Concrete Methods and Materials (3 cr.) Effective date of deletion: fall 2023

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.), Concrete Technology minor

3.3. Proposed instructional method by university (as defined by <u>AAC Guideline 5.4</u>): R - Lecture

3.4. Proposed delivery method by university (*as defined by* <u>AAC Guideline 5.5</u>): 001- Face to Face Term Based Instruction, 015 - Internet Asynchronous – Term Based Instruction, 018 - Internet Synchronous

3.5. Term change will be effective: fall 2023

3.6. Can students repeat the course for additional credit? DYes, total credit limit: DNo

3.7. Will grade for this course be limited to S/U (pass/fail)? □Yes ⊠ No

3.8. Will section enrollment be capped? 🖾 Yes, max per section: 30 🛛 🗆 No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? □Yes ⊠ No

3.10. Is this prefix approved for your university? \boxtimes Yes \square No

<u>Section 4. Department and Course Codes (Completed by University Academic Affairs)</u>

4.1. University Department: Construction and Operations Management

4.2. Banner Department Code: SCOM

4.3. Proposed CIP Code: 15.1501

Is this a new CIP code for the university? \Box Yes \boxtimes No

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (1) DATE: May 9, 2023

SUBJECT

New Graduate Certificate Request – DSU – Esports Coaching

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a graduate certificate in Esports Coaching. The proposed certificate will prepare individuals with the basic skills associated with esports leaders in K-12 schools and universities to be able to implement programming for student esports teams. The certificate will focus on esports operations, computer and cyber technologies for gaming, event management, marketing, coaching, and recruiting. Esports has seen rapid growth in recent years, and the SDHSAA will start sanctioning esports for the 2023-24 school year.

IMPACT AND RECOMMENDATION

DSU plans to offer the Esports Coaching certificate on campus and online. DSU does not request new state resources. One new course will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Esports Coaching

DRAFT MOTION 20230509_5-C(1):

I move to authorize DSU to offer a graduate certificate in Esports Coaching, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Esports Coaching
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
DRADASED CID CADE.	13.1314 – Physical Education and
rkorosed cir code:	Coaching
UNIVERSITY DEPARTMENT:	College of Education
BANNER DEPARTMENT CODE:	DCOE 8E
UNIVERSITY DIVISION:	Education
BANNER DIVISION CODE:	DEDU

Please check this box to confirm that:

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

University Approval

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

specca & Heey

2/15/2023 Date

Institutional Approval Signature President or Chief Academic Officer of the University

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

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

Undergraduate Certificate

Graduate Certificate \square

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

This certificate prepares individuals with the basic skills associated with esports leaders in K-12 schools and universities in implementing athletic programming for student esports teams.

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

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

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

DSU is ideally suited to offer degrees in esports. Our academic portfolio includes an athletic coaching permit program, several BS programs in secondary education, a BS in Computer Game Design, and a BS in Digital Art and Design with specializations in computer graphics, digital sound design and production animation. The university also offers an MBA, MS in Educational Technology, and MS in Computer Science online (among others). We employ a full-time esports coach, and our esports athletic team is now the largest and fastest growing athletic program at DSU, with 102 athletes competing in 2021-22. DSU has hosted SDHSAA clinics for high school teachers and administrators interested in developing esports programs. Given our mission and our strength in computer and cyber technologies, cyber leadership, education, business, and esports, degrees in esports leadership are a natural area for growth.

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

Why not Esports? K-12 and higher education administrators find in Esports a way to engage students who have been traditionally left out of competitive programs focusing on athletics. Esports is a new interactive environment focusing on different competitive skills that invites a range of students to the play, and they are flocking to the programs.

Esports is a billion-dollar commercial industry experiencing rapid growth. State high school associations, K-12 schools and universities are implementing athletic programming for student esports teams. University academic programs to prepare esports leaders are emerging to meet the demands of this new market. There are no current academic programs in the state of South Dakota to prepare esports leaders.

Due to unprecedented growth of its esports program, DSU has been contacted by numerous school districts with requests for consulting and programming to assist South Dakota high

schools in developing esports programs. Esports is now listed on the South Dakota High School Activities Association website, and will be a sanctioned SDHSAA activity in 2023-24. As this area of coaching and competing is still new in the state, there is no state workforce data on esports coaches to date. However, all six Regental universities now have esports teams and a review of positions on Indeed.com reveal many K-12 and university openings for esports coaches posted within a recent one-week period. A sample from the Midwest includes: Marshalltown Community School District (IA), Westwood Community School District (IA), Milton High School (WI), Hillcrest High School (MO), Discovery Canyon High School (CO), Omaha Public Schools (NE), Cincinnati Public Schools (OH), Francis Howell School District (MO), Pleasant Hill Schools (MO), National Collegiate Athletic Association (MO), Doane University (NE), Missouri Western State University, Northeast Iowa Community College, University of Missouri, Texas Wesleyan University, Purdue University, Harper College (IL), University of Rio Grande (OH), Davenport University (MI), Drury University (MO).

This Esports certificate will focus on developing the skills associated with esports operations, such as computer and cyber technologies for gaming, event management, marketing, coaching, and recruiting.

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

Our primary focus is on current and aspiring Esports coaches, technology directors, and activities administrators in K-12, technical/vocational, and higher education. The certificate is also designed for those currently engaged in event management, sports entertainment, audio/video production and hospitality who are interested in developing the skills and knowledge to expand their service capacity in Esports.

6. Certificate Design

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

This certificate is integrated into our Master of Science program in Educational Technology. As a "stand-alone" resource. however, the certificate gives educators, administrators and others in the K-12 domain the skills and abilities to implement Esports teams in schools, districts who are sanctioning Esports leagues in their states.

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

Yes. MS Educational Technology BS Computer Education BS Business Education

C. Is the certificate a stackable credential with credits that apply to a higher-level credential (i.e., associate, bachelor's, or master's degree)? If so, indicate the program(s)

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

The Master of Science in Education Technology has open electives that all 9 credits of this certificate can be used, thereby, allowing students to add this certificate in their plan of study. The MBA has an emphasis area in Sports Leadership which is the Esports Coaching certificate.

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

Prefix	Number	Course Title (add or delete rows as needed)	Prerequisites for Course Include credits for prerequisites in subtotal below.	Credit Hours	New (yes, no)
CET	532	Esports Foundations and Systems	None	3	Yes
GAME	576	Fan Experience, Sportainment and Branding Management	None	3	No
GAME	587	Facility, Risk and Event Management in Sports	None	3	No
			Subtotal	9	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

Student Learning Outcomes. Students will demonstrate comprehension of the digital ecosystem and that they can lead students through developmental Esports experiences by applying the knowledge, skills, and commitments necessary to:

- 1. identify the technical and historical foundations of Esports and fluently discuss influences on the evolving landscape of societal gaming, computing and competition.
- 2. examine how social media, product availability and loyalty, data privacy, and digital consumerism impact Esports in all its variations.
- 3. design, promote, and safely implement events that maximize use of facility, applications, hardware, network systems, and other resources.
- 4. align their Esports development goals with the schools' mission to provide inclusive opportunities for all students.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. <u>Label each column</u> <u>heading with a course prefix and number. Indicate required courses with an asterisk (*).</u> <u>Indicate with an X in the corresponding table cell for any student outcomes that will be met</u> <u>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.</u>

Individual Student Outcome (Same as in the text of the proposal)	*CET 532	*GAME 576	*GAME 587
identify the technical and historical foundations of Esports and fluently discuss influences in the evolving landscape of societal gaming, computing and competition.	Х		
examine how social media, product availability and loyalty, data privacy, and digital consumerism impact Esports in all its variations.		Х	
design, promote, and safely implement events that maximize use of facility, applications, hardware, network systems, and other resources.			Х
align their Esports development goals with the schools' mission to provide inclusive opportunities for all students.	Х		Х

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

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2023

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

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

ATTACHMENT I 7

Distance Delivery	Yes	015 Internet Asynchronous	Fall 2023
(online/other distance		- Term Based Instruction	
delivery methods)			
Does another BOR	No	If yes, identify	
institution already		institutions:	
have authorization to			
offer the program			
online?			

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

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – C (2) DATE: May 9, 2023

SUBJECT

New Undergraduate Certificate Request – DSU – Paraprofessional

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Dakota State University (DSU) requests authorization to offer a Paraprofessional undergraduate certificate. The proposed certificate will prepare individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. The certificate includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons, and carrying out related assignments.

This certificate was a recommendation of the South Dakota Department of Education apprenticeship task force. The certificate is designed as an entry point into the field of education, with the goal of recruiting more teachers into the profession.

IMPACT AND RECOMMENDATION

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

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: DSU – Paraprofessional

DRAFT MOTION 20230509_5-C(2):

I move to authorize DSU to offer a Paraprofessional undergraduate certificate, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	DSU
TITLE OF PROPOSED CERTIFICATE:	Paraprofessional
INTENDED DATE OF IMPLEMENTATION:	Summer 2023
PROPOSED CIP CODE:	13.1501
UNIVERSITY DEPARTMENT:	College of Education
BANNER DEPARTMENT CODE:	DCOE 8E
UNIVERSITY DIVISION:	Education
BANNER DIVISION CODE:	DEDU

Please check this box to confirm that:

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

University Approval

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

specca & Heey

Institutional Approval Signature President or Chief Academic Officer of the University

2/16/2023 Date

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

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

Undergraduate Certificate 🛛

Graduate Certificate

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

This certificate prepares individuals to assist a teacher in regular classroom settings or in providing instruction and supervision to special student populations, such as bilingual/bicultural students, special education students, adult learners, and students learning English. The certificate includes instruction in techniques of general classroom supervision, maintaining order, assisting with lessons, and carrying out related assignments.

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

Links to the applicable State statute, Board Policy, and the Board of Regents Strategic Plan are listed below for each campus.

BHSII.	SDCL 8 13 50	ROP Policy 1.10.4		
DIISU.	<u>SDCL § 15-59</u>	<u>BOK 1 011C y 1.10.4</u>		
DSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:5</u>		
NSU:	<u>SDCL § 13-59</u>	<u>BOR Policy 1:10:6</u>		
SDSMT:	<u>SDCL § 13-60</u>	BOR Policy 1:10:3		
SDSU:	<u>SDCL § 13-58</u>	BOR Policy 1:10:2		
USD:	<u>SDCL § 13-57</u>	BOR Policy 1:10:1		
Board of Regents Strategic Plan 2014-2020				

Dakota State University has a long history of preparing teachers in the state and region. DSU offers a BSEd in Elementary Education, Elementary Education/Special Education, Physical Education, and Secondary Education majors in Biology, Mathematics, English, Business and Computer. Dakota State University was recently awarded a teacher apprenticeship grant from the South Dakota Department of Labor. The teacher apprenticeship pathway will be targeted at helping paraprofessionals earn their BSEd teaching degree.

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

During the Fall 2022 semester, the South Dakota Department of Education convened a teacher apprenticeship task force, which consisted of members of the Department of Education, the Department of Labor, the South Dakota Board of Regents, teachers, principals, superintendents, and deans of teacher preparation programs. One of the suggestions from this task force was to create a paraprofessional certificate, designed as an entry point into the field of education. Other states have been successful in recruiting more teachers into the profession when providing more entry points.

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

It is estimated that school districts in South Dakota employ between 2,000 - 3,000 paraprofessionals. This paraprofessional certificate provides training for these individuals serving students in South Dakota. The demand for paraprofessionals is high, and most K-12 school districts cannot afford to require a paraprofessional certificate. However, other states are
getting creative with more entry points, specifically regarding jobs as a paraprofessional. A certificate will give a school principal more confidence to hire a young person as a part-time or full-time paraprofessional.

6. Certificate Design

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

Yes, this certificate could be a stand-alone certificate for students who want to make a career of a Paraprofessional. However, it would also stack into any of DSU's education majors. DSU would consider this a stackable credential.

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

No.

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

Yes, see A. above.

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

Prefix	Number	Course Title	Prerequisites for	Credit	New
		(add or delete rows as needed)	Course	Hours	(yes,
			Include credits for		no)
			prerequisites in subtotal below.		
EDFN	295	Pre-Admission Practicum	None.	1	No
EDFN	102	Introduction to Education	None.	3	No
SPED	100	Intro to Persons with	None.	3	No
		Exceptionalities			
ED	292	Topics	None.	2	No
		OR			
ED	291	Independent Study			
			~	-	

Subtotal 9

8. Student Outcome and Demonstration of Individual Achievement.

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

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

The following courses and course descriptions are included in the paraprofessional certificate.

EDFN 102: Introduction to Education (3 credits). This course focuses on education in the multicultural society of the United States. From the founding of common schools in the nineteenth century to the drive to provide mass public schooling in the twentieth century, the purposes of education often have been conflicting and the outcomes of schooling complicated. The course will urge you to develop new understandings of the role and nature of schools and teaching, as well as to construct alternative perspectives on and approaches to examining educational issues. Additionally, students will complete classroom observations.

EDFN 295: Educational Practicum (1 credit). The pre-admission practicum experience takes place in a K-12 school setting occurring prior to admission into the Dakota State University College of Education. The practicum is a field-based experience of 14 hours under a certified teacher's supervision. Pre-and-post-seminar events will address inquiry into the teaching and learning process, multicultural society, classroom interaction, and assessment. Journaling and online interactions are planned to assist the preservice teacher in processing the practicum experience.

SPED 100: Introduction to Persons with Exceptionalities (3 credits). A survey of the various exceptionalities and implications of education; the history and philosophy of special education; and state and federal legislation affecting special education.

ED 292 Topics Paraprofessional Toolkit (2 credits). This online course breaks down each of the tools and includes a pre-assessment, a post-assessment, reflection questions, and useful resources that are relevant to each tool's content. It is anticipated that each of these paraprofessional tools would take up to three hours to complete. These paraprofessional tools include understanding disabilities, roles and responsibilities, collaborating with teachers, accommodations and modifications, empowering students to be independent, academic instruction, managing behaviors, data collection, communication, de-escalation, engagement, social learning, student management, understanding the ABCs of behavior, sensory processing, executive functioning, and functional skills.

OR

ED 291 Independent Study (2 credits). Students complete individualized plan of study which include significant one-on-one student-teacher involvement. Faculty member and student negotiate the details of the study plans.

B. Complete the table below to list specific learning outcomes – knowledge and competencies – for courses in the proposed program in each row. <u>Label each column</u> <u>heading with a course prefix and number. Indicate required courses with an asterisk (*).</u> <u>Indicate with an X in the corresponding table cell for any student outcomes that will be met</u>

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.

Program Courses that Address the Out					om	es
Individual Student Outcome	EDFN	EDFN	SPED	ED 292		
(Same as in the text of the proposal)	295	102	100	or 291		
Consistently apply classroom Standards of Conduct in K-12	Х					
instructional settings.						
Analyze how historical perspectives of education influence K-12		X				
education today.						
Describe the responsibilities of K-12 teachers to meet student needs			X			
as defined by the Individuals with Disabilities Act (IDEA).						
Compare and contrast appropriate student accommodations and				Х		
modifications.						

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

9. Delivery Location.

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

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

	Yes/No	Intended	l Start Date
On campus	Yes	Fall	2023

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

	Yes/No	If Yes, identify delivery	Intended Start Date
		methods	
		Delivery methods are defined in	
		AAC Guideline 5.5.	
Distance Delivery	Yes	015 Internet Asynchronous	Fall 2023
(online/other distance		- Term Based Instruction	
delivery methods)			
Does another BOR	No	If yes, identify	
institution already		institutions:	
have authorization to			
offer the program			
online?			

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

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

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

A paraprofessional certificate is part of a larger effort to address the teacher shortage at least partially in South Dakota. The teacher apprenticeship pathway will help paraprofessionals earn their BSEd degree, which will allow paraprofessionals to earn their teaching credentials and allow them to be hired as teachers. A paraprofessional certificate may help to qualify new paraprofessionals who would replace paraprofessionals who move into teaching positions due to the Teacher Apprenticeship Program, thus creating a systemic pipeline of teachers in South Dakota.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

REVISED AGENDA ITEM: 5 – C (3) DATE: May 9, 2023

SUBJECT

New Undergraduate Certificate Request – SDSU – Basic Oceti Sakowin Language

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Basic Oceti Sakowin Language. The proposed certificate will provide a credential that marks students' achievements in acquiring Oceti Sakowin language (of which Dakota, Nakota, and Lakota are dialects) at the basic level. The certificate will focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context.

The proposed certificate would exceed the current 12-credit limit for certificates, per AAC Guidelines. However, due to the nature of language courses, the first two courses are 4-credit courses each. The BOR System is in the midst of developing several 14-credit certificates for foreign languages that are granted exceptions to this limit.

IMPACT AND RECOMMENDATION

SDSU plans to offer the Basic Oceti Sakowin Language certificate on campus and online. SDSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Basic Oceti Sakowin Language

DRAFT MOTION 20230509_5-C(3):

I move to authorize SDSU to offer an undergraduate certificate in Basic Oceti Sakowin Language, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Basic Oceti Sakowin Language
	Certificate
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	16.1001
UNIVERSITY DEPARTMENT:	School of American and Global
	Studies
BANNER DEPARTMENT CODE:	SSAG
UNIVERSITY DIVISION:	College of Arts, Humanities and
	Social Sciences
BANNER DIVISION CODE:	38

Please check this box to confirm that:

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

University Approval

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

any HUunn

4/3/2023 Date

Institutional Approval Signature President or Chief Academic Officer of the University

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate ⊠

Graduate Certificate \Box

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

South Dakota State University (SDSU) requests authorization to offer an undergraduate certificate in Basic Oceti Sakowin Language, of which Dakota, Nakota, and Lakota are types of dialects. The certificate will provide a credential that marks students' achievements in acquiring Oceti Sakowin language at the basic level. The academic field in this certificate is elementary and intermediate language study, with a focus on developing all modes of language production: speaking, listening, writing, and reading in an everyday context.

Since there are active efforts in language revitalization among the Native communities in South Dakota and emerging need for teachers with a background in the Oceti Sakowin language in some K-12 schools in the state and region, there is growing community need for a certificate demonstrating attainment of a basic level of proficiency skill in the language to potential educational or community employers, governments, and households. A current K-12 teacher or a student going through an existing teaching major or specialization might complete the certificate simply to begin or advance their own level of Oceti Sakowin language to enhance or facilitate working with any students who may use the language as a first choice. For example, a current teacher at Red Cloud might complete the certificate if they think it will enhance their communication with students in the classroom, or an SDSU education student who foresees applying to teach at a reservation school might consider the certificate useful for the same reason. The certificate is one means for a school employee who is not a native speaker of the language, or a limited speaker/writer of the language, to earn a basic level of language skill to facilitate communicating with K-12 students, parents, community members who are Oceti Sakowin speakers.

The university does not request new state resources for the proposed certificate.

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

SDSU is currently authorized to deliver programs in American Indian and Indigenous Studies. The university's mission, as a premier land-grant university, is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation, and the world. SDSU is statutorily authorized through SDCL § 13-58.1 to offer academic programs in the liberal arts and sciences and professional education in agriculture, education, engineering, home economics, business economics, nursing, and pharmacy. The certificate in Basic Oceti Sakowin Language contributes to this mission because it helps students learn the language that is indigenous to the land on which SDSU resides and also because it provides student-centered education, as many of the students are Dakota/Lakota and that language is their ancestral language. The certificate in Basic Oceti Sakowin Language will also contribute to the project of Indigenous language revitalization which has been shown to improve quality of life in both Native and non-Native communities.

SDSU's strategic plan, *Imagine 2023*, targets key goals and strategies. The program will contribute to attainment of strategic goal 1 – achieve excellence through transformative education and goal 2 – cultivate and strengthen community engagement. Goal 1 academic excellence aspires to "ensure student success of underrepresented populations through the establishment and continuation of programming and initiatives focused on access."¹ Goal 2 community engagement seeks to: "Increase diversity of faculty, staff and students through inclusive recruitment and retention practices" and to "Increase engagement with K-12 schools at the local, state, and national levels."² Taken together, the proposed certificate will aid the university's strategic plan by establishing a program that will equip an underrepresented

¹ <u>https://www.sdstate.edu/imagine-2023-aspire-discover-achieve/academic-excellence.</u>

² https://www.sdstate.edu/imagine-2023-aspire-discover-achieve/community-engagement

population with a means to language and communication success. It will become an additional recruitment tool that will aid in diversifying the student and faculty populations.

In addition, the certificate supports SDSU's Wokini Initiative. The Wokini Initiative is SDSU's collaborative and holistic framework to support American Indian student success and Indigenous Nation-building.³ As a land-grant university, South Dakota State University's mission is to serve the state of South Dakota by providing access to the benefits of higher education for all people. SDSU strives to better serve South Dakota's American Indian population. The Wokini Initiative aligns opportunities for students to pursue degrees that will impact the students, their communities and their tribes while recognizing the importance of family and culture.

Finally, the certificate also fits with the South Dakota Board of Regents strategic plan goal of increasing student success. The certificate in Basic Oceti Sakowin Language will add another point of recruitment among Native communities within the state and region, thereby increasing efforts to meet this BOR goal.

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

The benefits of this certificate to students, particularly those who are part of the Wokini Initiative, are vast. Studies show that courses that emphasize Native language and culture help students succeed. Further, there is great demand for more individuals across the state who can communicate in, and eventually teach the Oceti Sakowin language.

Anyone working in several fields will potentially find themselves working with Oceti Sakowin populations within the state of South Dakota and the broader region. Occupational groups from several sectors include Native workers as well as customers/clientele populations, including hospitals (projected growth 14%); building construction (11.3%); food manufacturing (11.2%); food and beverage retailers (6.7%); gasoline stations (11.8%); general merchandise stores (2.4%); educational services (5.5%); museums, historical sites, and related (36.8%); amusement, gambling, and recreation (13.3%); and local government (5.5%).⁴ The process of studying another language also develops intercultural competence, a significant workforce need in such sectors.

Because a broader aspiration to which this certificate aims is to provide momentum to language revitalization among the Oceti Sakowin peoples, this especially highlights the need to equip K-12 educators with Oceti Sakowin language ability in the state and region. Nevertheless, Native speakers engage in and rely upon numerous forms of employment reflected in the wide range of projected growth percentages above.

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

This 14-credit certificate is intended for students in American Indian and Indigenous Studies, Global Studies, and other majors in the School of American and Global Studies. This

³ <u>https://www.sdstate.edu/wokini</u>

⁴ "Statewide South Dakota Employment Projections by Industry, 2020-2030," *Labor Market Information Center*, South Dakota Department of Labor. <u>https://dlr.sd.gov/lmic/menu_projections_industry_statewide.aspx</u>

certificate will also be quite useful for students seeking education degrees and students going into nursing, counseling, or other professions that are integrated in Native communities.

6. Certificate Design

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

Yes. Members of the community and local region may pursue this credential as part of a larger Oceti Sakowin language revitalization effort. This certificate will provide foundational communication skills in Oceti Sakowin to those engaged in community efforts across the State of South Dakota and the region in language revitalization efforts through educational offerings and community programs.

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

Yes. This certificate will be a value-added credential to students majoring in several programs in which communication with modern non-English language populations can be vital. Areas of study may include majors/programs in agriculture, business economics, communication, education, health sciences, and social sciences. Examples include Agricultural Education Communication & Leadership, American Indian and Indigenous Studies, Animal Science, Business Economics, Communication, Global Studies, History, Human Development and Family Studies, Leadership and Management of Nonprofit Organizations, Nursing, Political Science, and teaching specializations.

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

Yes. The certificate will be stackable to the B.A. in American Indian and Indigenous Studies. In addition, six or more credits, including completion of the 202 level, will be applied toward the College of Arts, Humanities and Social Sciences Bachelor of Arts language requirement.

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

			Prerequisites for	Credit	New
Prefix	Number	Course Title	Course	Hours	(yes, no)
LAKL	101	Introductory Lakota I	None	4	No
LAKL	102	Introductory Lakota II	LAKL 101	4	No
LAKL	201	Intermediate Lakota I	LAKL 102	3	No
LAKL	202	Intermediate Lakota II	LAKL 201	3	No
			Subtotal	14	

Note on credit hour deviation: The credit hour total exceeds 12 credits because the two beginning language classes are 4-credit courses. Four language courses (LAKL 101, LAKL 102, LAKL 201, LAKL 201) are required for the certificate to meet discipline standards for basic proficiency. The American Council on the Teaching of Foreign Languages (ACTFL) advises that the completion of courses through the 202 level allows students to develop proficiency at the Intermediate-Low level.

The ACTFL defines Intermediate-Low Proficiency as:

Speakers at the Intermediate Low sublevel are able to handle successfully a limited number of uncomplicated communicative tasks by creating with the language in straightforward social situations. Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target-language culture. These topics relate to basic personal information; for example, self and family, some daily activities and personal preferences, and some immediate needs, such as ordering food and making simple purchases. At the Intermediate Low sublevel, speakers are primarily reactive and struggle to answer direct questions or requests for information. They are also able to ask a few appropriate questions. Intermediate Low speakers manage to sustain the functions of the Intermediate level, although just barely.

Intermediate Low speakers express personal meaning by combining and recombining what they know and what they hear from their interlocutors into short statements and discrete sentences. Their responses are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and selfcorrections. Their pronunciation, vocabulary, and syntax are strongly influenced by their first language. In spite of frequent misunderstandings that may require repetition or rephrasing, Intermediate Low speakers can generally be understood by sympathetic interlocutors, particularly by those accustomed to dealing with non-natives.

8. Student Outcome and Demonstration of Individual Achievement.

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

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

At the completion of the certificate in Basic Oceti Sakowin Language students will be able to:

- Demonstrate ability up to the intermediate low proficiency level in oral and written Dakota/Lakota.
- Demonstrate awareness of and respect for differences in cultural perspectives, behavior, and languages (the "3 Ps": perspectives, practices, products).

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

	Program Courses that Address the Outcomes			
Individual Student Outcome	LAKL 101	LAKL 102	LAKL 201	LAKL 202
Students will demonstrate ability up to the	Х	Х	X	Х
intermediate low proficiency level in oral and				
written Dakota/Lakota.				
Students will demonstrate awareness of and respect	Х	Х	X	Х
for differences in cultural perspectives, behavior,				
and languages (the "3 Ps": perspectives, practices,				
products).				

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	2023-2024 Academic Year

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
		Delivery methods are defined in	
		AAC Guideline 5.5.	
Distance Delivery	Yes	S15-Online Asynchronous Term	2023-2024
(online/other distance		Based; S18-Online Synchronous;	Academic Year
delivery methods)		S20-DDN Receive Site; S25-	
		DDN Host/Send Site; S30-	
		Blended/Hybrid	
Does another BOR	No	If yes, identify institutions:	
institution already			
have authorization to			
offer the program			
online?			

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

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

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

REVISED AGENDA ITEM: 5 – C (4) DATE: May 9, 2023

SUBJECT

New Undergraduate Certificate Request - SDSU - Geospatial Intelligence

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Geospatial Intelligence. Geospatial Intelligence refers to the use of geospatial technologies to extract information for the decision advantage in humanitarian response, strategic defense, security, or investigative analysis. The proposed certificate would focus on geospatial techniques (GIS, remote sensing, data management, etc.) and analytical courses to provide students with foundational knowledge in this area.

The proposed certificate would exceed the 12-credit hour limit for certificates, per AAC Guidelines. SDSU has been granted an exception for this 15-credit hour certificate, as the USGIF accreditation requirements stipulated that a graduate certificate must be 15 credits or more.

IMPACT AND RECOMMENDATION

SDSU plans to offer the Geospatial Intelligence certificate on campus and online. SDSU does not request new state resources. No new courses will be required.

Board office staff recommends approval.

ATTACHMENTS

Attachment I – New Certificate Request Form: SDSU – Geospatial Intelligence

DRAFT MOTION 20230509_5-C(4):

I move to authorize SDSU to offer a graduate certificate in Geospatial Intelligence, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Certificate

UNIVERSITY:	SDSU
TITLE OF PROPOSED CERTIFICATE:	Geospatial Intelligence
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	43.0407
UNIVERSITY DEPARTMENT:	Geography & Geospatial Sciences
BANNER DEPARTMENT CODE:	SGGS
UNIVERSITY DIVISION:	Natural Sciences
BANNER DIVISION CODE:	3T

Please check this box to confirm that:

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

University Approval

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

any HUunn

Institutional Approval Signature President or Chief Academic Officer of the University 4/3/2023 Date

1. Is this a graduate-level certificate or undergraduate-level certificate?

Undergraduate Certificate \Box

Graduate Certificate ⊠

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

South Dakota State University (SDSU) requests authorization to offer a graduate certificate in Geospatial Intelligence. Geospatial Intelligence refers to the use of geospatial technologies to extract information for decision advantage in humanitarian response, strategic defense, security, or investigative analysis. The proposed certificate would focus on geospatial techniques (GIS, remote sensing, data management, etc.) and analytical courses to provide students with foundational knowledge for success in the GEOINT community. This certificate would be open to all students with an interest in a credential for working in national security, emergency management, or public safety careers. The United States Geospatial Intelligence Foundation (USGIF) mission is to promote the geospatial intelligence tradecraft, and to develop a stronger community of interest between government, industry, academia, professional organizations, and individuals who share a mission focused around the development and application of geospatial intelligence to address national security objectives. Toward this end, USGIF seeks to accomplish this mission using a variety of tactics including the accreditation of educational programs to promote the continuous growth of the Geospatial Intelligence (GEOINT) profession through education, professional development, and practice. USGIF aims is to support lifelong learning and professional development in the competencies associated with GEOINT, amplify GEOINT's impact in education, industry, and government, foster GEOINT exchanges and engagement, and help accelerate GEOINT teaching, research, and innovation. The proposed graduate certificate will fit within the USGIF's mission to advance the skills, competencies, and knowledge of students to work in the GEOINT field.

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

The proposed certificate fits within SDSU's statutory mission to provide undergraduate and graduate programs of instruction in the liberal arts and sciences. The Department of Geography and Geospatial Sciences currently offers undergraduate and graduate level programs in Geography (B.A., B.S., M.S., minor), Geographic Information Sciences (B.S., M.S. specialization, minor, certificate), Community and Regional Planning (B.S.), Geospatial Intelligence Minor, and Geospatial Science and Engineering (Ph.D.) - Geography and Remote Sensing Specializations. The Geospatial Intelligence Certificate will complement existing geography and geospatial sciences programs offered by SDSU.

The Geospatial Intelligence certificate will contribute to the South Dakota Board of Regents *Strategic Plan 2022-2027* Goal 4: Workforce and Economic Development – "Public post-secondary and higher education serves as a critical pipeline for the workforce locally in South Dakota and as well as nationally and globally."¹

In addition, the Geospatial Intelligence certificate will contribute to the attainment of SDSU's *Imagine 2023* strategic plan Strategic Goal 1 – Excellence through Transformative Education. The certificate will utilize active and innovative teaching and learning practices and incorporates multiple skills, including inquiry and analysis, critical thinking, teamwork, and problem-solving.²

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

Geospatial intelligence occupations require exposure to geospatial skills. Many projections from government agencies and market research firms alike point toward considerable growth of the geospatial technology industry as well as growth in Geographic Information Systems (GIS) and remote sensing-related employment sectors and fields. According to Verified Market Research, the Global Geospatial Solutions Market was valued at \$202 billion in 2021 and will

¹ South Dakota Board of Regents. <u>https://www.sdbor.edu/the-board/StrategicPlan/Pages/default.aspx</u> (page 15, visited September 13, 20220.

² South Dakota State University. <u>https://www.sdstate.edu/imagine-2023-aspire-discover-achieve</u> (visited September 13, 2022).

reach \$506.2 billion by 2030, with a market growth rate of 12.1% between 2022 to 2030.³

CareerOneStop, sponsored by the U.S. Department of Labor's Bureau of Labor Statistics (BLS), expects jobs in the field of cartography and photogrammetry to grow by approximately 3% nationally between 2021 and 2031 and increase 13% in South Dakota from 2020 to 2030, with a median salary of \$68,900.⁴ Occupations in Intelligence Analysts are projected to grow by 1% nationally between 2021 and 2031, with a median income of \$83,640 and 4% increase in South Dakota from 2020 to 2030.⁵ Geographic Information Systems Technologists and Technicians are projected to increase nationally by 10% between 2021 and 2031, with a median income of \$95,270.⁶ Remote Sensing Technicians are projected to grow by 7% nationally from 2021 to 2031 and 33% in South Dakota from 2020 to 2030 with a median salary of \$49,030.⁷ Employment in jobs related to cartography, GIS and remote sensing are excellent opportunities for recent university graduates who have exposure to the technologies.

It is anticipated that there will be strong interest in this credential among students who wish to serve in national security occupations, particularly the National Geospatial-Intelligence Agency (NGA). This credential should be popular with students, veterans, and active military. Graduate students from geography, geographic information sciences, computer science, and data science should have an interest in this certificate.

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

Students receiving the Geospatial Intelligence Certificate would be situated to apply for national security jobs within the federal government, which include the National Geospatial-Intelligence Agency, Central Intelligence Agency, Federal Bureau of Investigation, Defense Intelligence Agency, National Security Agency, Military Intelligence, FEMA, and Drug Enforcement Administration, among others.⁸ Students could also work for government contractors at various agencies. Geospatial intelligence is used by more than just national agencies. Increasingly, local civil service agencies rely heavily on GEOINT skills to better protect and serve their communities. These skills can be used by law enforcement agencies and emergency management agencies for natural disasters and public health emergencies.

6. Certificate Design

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

(visited August 25, 2022).

3021.06 (visited February 28, 2023).

⁷ U.S. Department of Labor Employment and Training Administration. *CareerOneStop*,

https://cloudfront.careeronestop.org/Toolkit/Careers/Occupations/occupation-

³ <u>https://www.verifiedmarketresearch.com/product/geospatial-solutions-market/</u>

⁴ Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Cartographers and Photogrammetrists, at <u>https://www.bls.gov/ooh/architecture-and-engineering/cartographers-and-photogrammetrists.htm</u> (visited *February 28, 2023*). ⁵ O*NET/U.S. Department of Labor/Employment and Training Administration https://www.onetonline.org/link/summary/33-

⁶ U.S. Department of Labor Employment and Training Administration. *CareerOneStop*, <u>https://cloudfront.careeronestop.org/Toolkit/Careers/Occupations/occupation-</u> profile.aspx?keyword=Geographic%20Information%20Systems%20Technologists%20and%20Te

profile.aspx?keyword=Geographic%20Information%20Systems%20Technologists%20and%20Technicians&onetcode=1512990 2&location=UNITED%20STATES&lang=en (visited *February* 28, 2023).

profile.aspx?keyword=Remote%20Sensing%20Technicians&onetcode=19409903&location=UNITED%20STATES&lang=en (visited *February 28, 2023*).

⁸ <u>https://www.nga.mil/resources/GEOINT_Basic_Doctrine_Publication_10_.html</u> (visited *February* 28, 2023).

through this certificate?

The certificate is not intended as a stand-alone credential.

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

The certificate will be a value-added credential for students pursuing the M.S. in Computer Science, Data Science, Electrical Engineering, Geography, and Geography - Geographic Information Sciences Specialization and the Ph.D. in Computer Science, Electrical Engineering, Geospatial Science and Engineering - Geography Specialization, and Geospatial Science and Engineering - Remote Sensing Specialization.

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

The certificate can be stackable with the M.S. Geography, Geography - Geographic Information Sciences Specialization, and the Ph.D. Geospatial Science and Engineering -Geography Specialization, and Geospatial Science and Engineering - Remote Sensing Specialization.

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

AAC Guideline 2.7 limits certificates to nine to twelve credit hours unless valid reasons exist to exceed the limit. SDSU requests an exception to the guideline to allow for the graduate certificate to require fifteen credits. USGIF accreditation stipulates that a graduate certificate be 15 credits or more.⁹ Therefore, SDSU requests that this graduate certificate be 15 credit hours. Comparable graduate certificates include University of Missouri – 18 credits,¹⁰ Pennsylvania State University – 15 credits,¹¹ University of Texas at Dallas – 15 credits,¹² and George Mason University - 18 credits.¹³ SDSU's program is modeled after these similar programs by requiring the completion of coursework.

⁹ USGIF Collegiate Geospatial Intelligence Accreditation Standards & Criteria (pp. 7 section 3.6) https://usgif.org/education/#geoint-certificates; https://usgif.wpenginepowered.com/wp-

content/uploads/2020/12/2019_USGIF_Accreditation_Standards_.pdf_(visited *February 28, 2023*). ¹⁰ University of Missouri – GEOINT Graduate Certificate <u>https://geography.missouri.edu/current-students/geospatial-intelligence</u> (visited *February 28, 2023*).

¹¹ Pennsylvania State University – Graduate Certificate in Geospatial Intelligence <u>https://geospatial.umd.edu/education/master-</u> science-geospatial-intelligence#tab-1 (visited *February 28, 2023*).

¹² University of Texas at Dallas – Graduate Certificate in Geospatial Intelligence <u>https://catalog.utdallas.edu/now/graduate/programs/epps/certificate-programs#geospatial-intelligence-cert</u> (visited *February 28, 2023*).

¹³ George Mason University – Geospatial Intelligence Graduate Certificate <u>https://catalog.gmu.edu/colleges-schools/science/geography-geoinformation-science/geospatial-intelligence-graduate-certificate/#requirementstext</u> (visited *February 28, 2023*).

			Prerequisites	Credit	New (yes,
Prefix	Number	Course Title	for Course	Hours	no)
GEOG	547	Geography of the Future (3 cr) (Capstone)	None	3	No
OR					
GEOG	790	Independent Study (3 cr) (Capstone)			
GEOG	573	GIS: Data Creation & Integration	None	2	No
GEOG	573L	GIS: Data Creation & Integration Lab	None	1	No
GEOG	580	Satellite Remote Sensing	None	2	No
GEOG	580L	Satellite Remote Sensing Lab	None	1	No
Select si	x credits from	the following list. Credits: 6			
GEOG	571	Introduction to GIS Programming	None	3	No
GEOG	574	GIS: Vector & Raster Modeling	None	2	No
GEOG	574L	GIS: Vector & Raster Modeling Lab	None	1	No
GEOG	575	GIS Applications	None	2	No
GEOG	575L	GIS Applications Lab	None	1	No
GEOG	576	Web GIS	None	2	No
GEOG	576L	Web GIS Lab	None	1	No
GEOG	577	Spatial Databases	None	2	No
GEOG	577L	Spatial Databases Lab	None	1	No
GEOG	741	Quantitative Remote Sensing for	None	3	No
		Terrestrial Monitoring			
GEOG	760	Advanced Methods in Geospatial	None	3	No
		Modeling			
GEOG	784	Machine Learning for Remote Sensing and	None	3	No
		GIS			
GEOG	786	Geographic Information Systems	None	3	No
			Subtotal	15	

8. Student Outcome and Demonstration of Individual Achievement.

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

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

At the completion of the Geospatial Intelligence Certificate students will be able to:

- Understand basic concepts, components, structures, and functionalities of geographic information science (GISc).
- Use common GISc techniques to collect, analyze, process, and present spatial or geographical data.
- Demonstrate critical thinking skills in solving geospatial problems.
- Communicate and present geographic data, theories, philosophies, and concepts in oral, written, and visual forms with ethical engagement and respect for the diversity of individuals, groups, and cultures.
- **B.** Complete the table below to list specific learning outcomes knowledge and competencies for courses in the proposed program in each row.

	Program	Courses that	t Address the	e Outcomes
	GEOG 547			
	or GEOG	GEOG 573-		Technical
Individual Student Outcome	790	573L	GEOG 580	Electives
Understand basic concepts, components, structures, and		X	Х	Х
functionalities of geographic information science (GISc).				
Use common GISc techniques to collect, analyze, process,		Х	Х	Х
and present spatial or geographical data.				
Demonstrate critical thinking skills in solving geospatial	Х	Х	Х	Х
problems.				
Communicate and present geographic data, theories,	Х			
philosophies, and concepts in oral, written, and visual				
forms with ethical engagement and respect for the diversity				
of individuals, groups, and cultures.				
		1		

9. Delivery Location.

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

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

	Yes/No	Intended Start Date
On campus	Yes	2023-2024 Academic Year

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

	Yes/No	<i>If Yes, identify delivery methods</i> <i>Delivery methods are defined in <u>AAC</u> <u><i>Guideline 5.5</i></u>.</i>	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	015 Internet Asynchronous – Term Based Instruction; 018 Internet Synchronous	2023-2024 Academic Year
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
Distance Delivery	No		

ATTACHMENT I 8

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

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – D (1) DATE: May 9, 2023

SUBJECT

New Specialization Request – BHSU – Specialization in Strength and Conditioning – BS in Exercise Science

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) requests authorization to offer a specialization in Strength and Conditioning within the BS in Exercise Science program. The proposed specialization provides curriculum and experiences that align with the Council on Accreditation of Strength and Conditioning Education. This will enable graduates to sit for the Certified Strength and Conditioning exam and continue on to the fitness workforce as a strength and conditioning expert.

IMPACT AND RECOMMENDATION

BHSU requests authorization to offer the specialization on campus. BHSU is not requesting additional state resources to offer the program. No new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: BHSU – Strength and Conditioning – BS in Exercise Science

DRAFT MOTION 20230509_5-D(1):

I move to authorize BHSU to offer a specialization in Strength and Conditioning within the BS in Exercise Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

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

UNIVERSITY:	BHSU
TITLE OF PROPOSED SPECIALIZATION:	Strength and Conditioning
NAME OF DEGREE PROGRAM IN WHICH SPECIALIZATION IS OFFERED:	Bachelor of Science in Exercise Science
BANNER PROGRAM CODE:	BBS.EXS
INTENDED DATE OF IMPLEMENTATION:	5/8/2023
PROPOSED CIP CODE:	31.0504
UNIVERSITY DEPARTMENT:	School of Behavioral Science
BANNER DEPARTMENT CODE:	BSBS
UNIVERSITY DIVISION:	College of Education and Behavioral
BANNER DIVISION CODE:	6E

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

A Kelpinen Institutional Approval Signature

Institutional Approval Signature President or Chief Academic Officer of the University

2/23/2023 Click here to enter a date.

Date

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

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

Baccalaureate 🛛 Master's 🗆 Doctoral 🗆

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

This specialization provides curriculum and experiences that align with the Council on Accreditation of Strength and Conditioning Education enabling graduates to sit for the Certified Strength and Conditioning exam. Graduates will be pursuing degrees in fitness workforce as a strength and conditioning expert.

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

The national Certified Strength and Conditioning Specialist (CSCS) exam is required for graduates entering the workforce as a strength and conditioning trainer or coach. The CSCS exam is overseen by the National Strength and Conditioning Association (NSCA) which, in turn, recognizes the Council on Accreditation of Strength and Conditioning Education (CASCE) as the accrediting agency.

By 2030, only graduates of programs accredited by the Council on Accreditation of Strength and Conditioning Education will be eligible to take the CSCS exam. BHSU's Exercise Science major needs to earn this accreditation to continue to prepare students to take this exam.

The Council on Accreditation of Strength and Conditioning Education establishes the standards and guidelines for postsecondary programs that prepare students to be strength and conditioning specialists. At BHSU, this is the undergraduate Exercise Science major that prepares graduates to take the Certified Strength and Conditioning Specialist (CSCS) exam which then enables graduates to enter careers in fitness and strength and conditioning. The Bureau of Labor Statistics estimates that workforce demand is expected to increase by 19% over the next decade (much higher than average).

The focus on experiential learning by the accreditation organization is addressed within this specialization through focused internship hours. The four (4) additional EXS 494 – Internship credits in the specialization will be focused on depth of strength and conditioning skills and knowledge in contrast to the core internship hours which have more breadth of experience. In order to obtain and keep accreditation status, students are required to have a minimum of 300 direct contact hours of field experience. This number of hours is the equivalent of 9 total student credit hours, hence the addition to the specialization tract.

Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Fitness Trainers and Instructors, at <u>https://www.bls.gov/ooh/personal-care-and-service/fitness-trainers-and-instructors.htm</u> (visited October 05, 2022).

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

No

No

Prefix	Number	Title	Course Hours]
Required	Core		55	
EXS	101	The Exercise Science Major	2]
EXS	286	Medical Word Origins	3	
EXS	250/L	Human Anatomy & Physiology/Lab	4	
EXS	280/L	Fitness Assessment/Lab	3	
EXS	285	Exercise and Chronic Disease	3]
EXS	300	Intro to Research	3]
EXS	350/L	Exercise Physiology/Lab	4]
EXS	353/L	Kinesiology/Lab	4	
EXS	354/L	Care and Prevention of Athletic Injuries/Lab	3	
EXS	425/L	Exercise Programming for Special Populations/Lab	3	
EXS	452	Motor Learning & Development	3	
EXS	454/L	Biomechanics/Lab 4]
EXS	462	Exercise Leadership	Exercise Leadership 2	
EXS	482	Theory of Strength and Conditioning	3	
EXS	489	Applied Human Performance	2	1
EXS	494	Internship	5]
HLTH	251	First Aid & CPR	1	
HLTH	422	Nutrition	3]
Prefix	Number	Strength and Conditioning	Credit Hours	New (yes, no)
	Strength and (Conditioning Specialization	16	No
HLTH	370	Stress Management	3	No
HLTH	410	Current Issues in Health	3	No
EXS	494	Exercise Science Internship	4	No
PE	300	Applied Sport and Exercise Science	3	No
PE	100	Weight Training for Life	1	No

Sport Psychology

Proposed Curriculum (Highlight Changes)

Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

16	
55	
120	

2

5. Delivery Location

453

PE

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

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

	Yes/No	Intended Start Date	
On campus	Yes	Choose an item. Choose an item.	

AAC Form 2.6 - New Specialization (Last Revised 01/2021)

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

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

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	No		Choose an item. Choose an item.
delivery methods)			

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

The national Certified Strength and Conditioning Specialist (CSCS) exam is required for graduates entering the workforce as a strength and conditioning trainer or coach. The CSCS exam is overseen by the National Strength and Conditioning Association (NSCA) which, in turn, recognizes the Council on Accreditation of Strength and Conditioning Education (CASCE) as the accrediting agency.

By 2030, only graduates of programs accredited by the Council on Accreditation of Strength and Conditioning Education will be eligible to take the CSCS exam. BHSU's Exercise Science major needs to earn this accreditation to continue to prepare students to take this exam.

The Council on Accreditation of Strength and Conditioning Education establishes the standards and guidelines for postsecondary programs that prepare students to be strength and conditioning specialists. At BHSU, this is the undergraduate Exercise Science major that prepares graduates to take the Certified Strength and Conditioning Specialist (CSCS) exam which then enables graduates to enter careers in fitness and strength and conditioning.

The four (4) additional EXS 494 – Internship credits in the specialization were also added due to this being a requirement of accreditation by CASCE. In order to obtain and keep accreditation status, students are required to have a minimum of 300 direct contact hours of

field experience. This number of hours is the equivalent of 9 total student credit hours, hence the addition to the specialization tract.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (2) DATE: May 9, 2023

SUBJECT

New Specialization Request – SDSMT – Specialization in Environmental Sciences – BS in Atmospheric and Environmental Sciences

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a specialization in Environmental Sciences within the BS in Atmospheric and Environmental Sciences (AES) program. The proposed specialization emphasizes a range of skills and knowledge more focused on laboratory and fieldwork. This specialization will create a new curriculum to better serve the growing number of students interested in environmental science-related careers that do not require the specific meteorology coursework currently required of all AES majors.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. SDSMT is not requesting additional state resources to offer the program. One new course will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSMT – Environmental Sciences – BS in Atmospheric and Environmental Sciences

DRAFT MOTION 20230509_5-D(2):

I move to authorize SDSMT to offer a specialization in Environmental Sciences within the BS in Atmospheric and Environmental Sciences, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

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

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Environmental Sciences
NAME OF DEGREE PROGRAM IN WHICH	Atmospheric and Environmental
SPECIALIZATION IS OFFERED:	Sciences (AES)
BANNER PROGRAM CODE:	AES
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	40.0401 Atmos. Sci. & Meteo,
	General
UNIVERSITY DEPARTMENT:	CEE (Host Department)
BANNER DEPARTMENT CODE:	MCEE
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	4L

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

Click here to enter a date. Date

Institutional Approval Signature President or Chief Academic Officer of the University

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

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

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

Baccalaureate \boxtimes Master's \square Doctoral \square

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

The proposed specialization is a new course series focusing on environmental sciences. A second "Meteorology" specialization is also being presented.

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

Traditional baccalaureate majors in "Meteorology" or "Atmospheric Sciences" have targeted federal service, public-sector weather forecasting, and broadcasting as the primary graduate market. To this end, the AES B.S. program has historically been built around coursework necessary to satisfy the federal government requirements to qualify as a Meteorologist (GS-1340 series), as this represents the de facto qualification for most meteorologist positions. However, the job market for such degrees and expectations of their graduates are changing nationwide and within South Dakota. This is reflected in changes in US Bureau of Labor Statistics data and with the current placements of our graduates. While alumni from SDSM&T's Atmospheric and Environmental Sciences programs (the AES B.S., AES M.S., and AES Ph.D. degrees) continue to be hired by traditional employers such as the National Weather Service (including all three offices in South Dakota), others have found degree-related employment in South Dakota at the USGS Dakota Water Science Center, State Department of Agriculture and Natural Resources, county emergency management, USGS EROS Data Center, Department of Natural Resources, and private companies, such as ReSpec, Inc., and Pete Lien and Sons, Inc. Graduates leaving South Dakota, likewise, are now working in a broad range of fields that no longer reflect "traditional" destinations from the previous generation of Meteorology and Atmospheric Science graduates. Placement in these positions relied on coursework provided at SDSM&T from multiple programs that went beyond earlier expectations of a meteorology degree and reflected the growing need in the country for specialized weather, climate, and environmental services from a new generation of science professionals.

These new opportunities for our graduates point to the primary reason for this request:

- These jobs encompass problem domains not just limited to weather forecasting and similar areas, but include adjacent interests such as air quality, environmental assessment, hydrology, and incident response.
- In addition, our newer inbound students to the program have expressed an interest in more environmental programs of study that retain rigorous coursework and preparation of a broad range of relevant and adjacent topics to meteorology and atmospheric science.

In response to this, we are proposing to split our current baccalaureate degree into two specializations:

- One specialization in *Environmental Science*, emphasizing a range of skills and knowledge more focused on laboratory and fieldwork. This specialization will create a new curriculum to better serve the growing number of students interested in the environmental science-related careers noted above that do not require the GS-1340-specific meteorology coursework currently required of all AES majors.
- A second specialization (proposed in a separate request) focuses on *Meteorology* to meet course requirements for graduates to qualify as a meteorologist in federal government positions, emphasizing decision support services. This specialization will closely follow the current AES B.S. degree program to continue serving those students interested in traditional atmospheric science careers such as weather forecasting, applied meteorology, and atmospheric science research.

As with SDSM&T's existing baccalaureate Atmospheric and Environmental Science curriculum, there is latitude for students to explore many of the minors in fields adjacent to Atmospheric & Environmental Sciences so that we may continue to produce competitive graduates for a changing world and workforce.

Employment statistics for Environmental Scientists are aggregated nationally, and state level statistics are less common. Nationally, the US Bureau of Labor Statistics expects jobs that explicitly call for *Environmental Scientists and Specialists* are expected to increase 8% between 2020 and 2030¹, which is on par with the national average across professions, and above the 7% expected growth across all physical science categories.

Because of this shift, we are also placing a higher emphasis on decision support in cooperation with state emergency management and private industry for both the proposed environmental and meteorology specializations to further distinguish SD Mines AES graduates from those from other institutions. This includes a new course in decision support leveraging our program's niche in wildland fire meteorology and established course in air quality, the latter of which has allowed AES and IS-ATM alums to secure employment and post-baccalaureate education opportunities upon graduation.

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

Prefix	Number Course Title (add or delete rows as needed)		Credit Hours	New (yes, no)			
	Conoral Education Produingments (21 CREDITS)						
		terai Education requirements (21 CREDI 15)					
ENGL	101	Composition 1 (BOR1)	3	No			
ENGL	279	Communication in the STEM Workplace (BOR1)	3	No			
ENGL	289	Explorations in STEM Communications (BOR2)	3	No			

¹ The US Bureau of Labor Statistics for Environmental Scientists and Specialists, Occupational Outlooks ,can be found at <u>https://www.bls.gov/ooh/life-physical-and-social-science/environmental-scientists-and-specialists.htm</u>

ATTACHMENT I 5

		SD BOR Goal 3 (BOR3)	3	No
		SD BOR Goal 3 (BOR3)	3	No
		SD BOR Goal 4 Elective (BOR4)	3	No
	3	No		
		Support Courses (11 CREDITS)		
MATH	123	Calculus 1 (BOR 5)	4	No
BIOL	151	General Biology 1 (BOR6)	3	No
CHEM	112	General Chemistry 1 (BOR6)	3	No
CHEM	112L	General Chemistry 1 Lab (BOR6)	1	No
Atmosphe	ric & Environme	ental Sciences Degree General Program Requirem	ents (53 CF	REDITS)
•				/
AES	110	Orientation in Atmos & Env Sci	1	No
AES	201	Introduction to Atmospheric Sciences	3	No
AES	330	Impact-based Decision Support Services	3	Yes
CEE	326	Environmental Engineering & Science 1	3	No
AES	406	Global Environmental Change	3	No
BIOL	311	Principles of Ecology	3	No
CSC	170/170L	Programming for Engineers and Scientists	3	No
MATH	125	Calculus 2	4	No
MATH	381	Introduction to Probability & Statistics	3	No
STS	201	Introduction to Sci. Technology & Society	3	No
STS	401	Writing & Research in Sci. Technology & Society	3	No
STS	498	Undergraduate Research/Scholarship	3	No
		Free Electives	6	
		Program-approved Electives	12	
	Environmen	tal Science Specialization Requirements (35 CREE	DITS)	
AES	403	Biogeochemistry	3	No
AES	405	Air Quality	3	No
BIOL	151L	General Biology 1 Lab	1	No
BIOL	153	General Biology 2	3	No
BIOL	153L	General Biology 2 Lab	1	No
BIOL	331	Microbiology	3	No
BIOL	333/333L	Aquatic Ecology & Watershed Management/Lab	4	No
CHEM	114	General Chemistry 2	3	No
CHEM	114L	General Chemistry 2 Lab	1	No
GEOL	416/416L	Introduction to GIS/Lab	3	No
POLS	407	Environmental Law & Policy	3	No
PHYS	111 or 207	Intro to Physics 1 or Fundamentals of Physics 1	3	Yes
PHYS	111L or 207L	Intro to Physics 1 Lab or Funds. of Physics 1 Lab	1	Yes
		Environmental Electives	3	

Total number of hours required for completion of specialization	35
Total number of hours required for completion of major	88
Total number of hours required for completion of degree	120

5. Delivery Location

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

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

Page 4 of 5

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	Yes	Fall 2023

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

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

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

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

6. Additional Information:

Program Change Represents Splitting the Existing AES Program into two Specializations:

- AES "Meteorology" which satisfies restrictive federal requirements to qualify as a government meteorologist, and AES "Environmental Sciences" which presents a more general environmental emphasis
- Program Change includes anticipated changes to SDSM&T Physics curriculum in which the existing offerings of PHYS 211 & PHYS 211L, and PHYS 213 & PHYS 213L will be delivered as PHYS 207 & PHYS 207L, and PHYS 209 & PHYS 209L

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (3) DATE: May 9, 2023

SUBJECT

New Specialization Request – SDSMT – Specialization in Meteorology – BS in Atmospheric and Environmental Sciences

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota School of Mines & Technology (SDSMT) requests authorization to offer a specialization in Meteorology within the BS in Atmospheric and Environmental Sciences (AES) program. The proposed specialization creates an explicit Meteorology curriculum within the AES program that satisfies the Federal Government Office of Personnel Management GS-1340 requirements to qualify as a Meteorologist. The Meteorology specialization will largely follow the current AES degree's curriculum to continue serving students interested in traditional atmospheric science careers such as weather forecasting, applied meteorology, and atmospheric science research.

IMPACT AND RECOMMENDATION

SDSMT requests authorization to offer the specialization on campus. SDSMT is not requesting additional state resources to offer the program. Three new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: SDSMT – Meteorology – BS in Atmospheric and Environmental Sciences

DRAFT MOTION 20230509 5-D(3):

I move to authorize SDSMT to offer a specialization in Meteorology within the BS in Atmospheric and Environmental Sciences, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

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

UNIVERSITY:	SDSM&T
TITLE OF PROPOSED SPECIALIZATION:	Meteorology
NAME OF DEGREE PROGRAM IN WHICH	Atmospheric and Environmental
SPECIALIZATION IS OFFERED:	Sciences (AES)
BANNER PROGRAM CODE:	AES
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
PROPOSED CIP CODE:	40.0401 Atmos. Sci. & Meteo,
	General
UNIVERSITY DEPARTMENT:	CEE (Host Department)
BANNER DEPARTMENT CODE:	MCEE
UNIVERSITY DIVISION:	4L
BANNER DIVISION CODE:	4L

Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.6</u>, 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.

Click here to enter a date.

Date

Institutional Approval Signature President or Chief Academic Officer of the University

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

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

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

Baccalaureate \boxtimes Master's \square Doctoral \square

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

The proposed specialization creates an explicit "Meteorology" Specialization in the AES BS degree that satisfies the Federal Government Office of Personnel Management GS-1340 Requirements to Qualify as a Meteorologist. A second "Environmental Sciences" specialization is being proposed separately.

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

Traditional baccalaureate majors in "Meteorology" or "Atmospheric Sciences" have targeted federal service, public-sector weather forecasting, and broadcasting as the primary graduate market. To this end, the AES B.S. program has historically been built around coursework necessary to satisfy the federal government requirements to qualify as a Meteorologist (GS-1340 series), as this represents the de facto qualification for most meteorologist positions. However, the job market for such degrees and expectations of their graduates are changing nationwide and within South Dakota. This is reflected in changes in US Bureau of Labor Statistics data and with the current placements of our graduates. While alumni from SDSM&T's Atmospheric and Environmental Sciences programs (the AES B.S., AES M.S., and AES Ph.D. degrees) continue to be hired by traditional employers such as the National Weather Service (including all three offices in South Dakota), others have found degree-related employment in South Dakota at the USGS Dakota Water Science Center, State Department of Agriculture and Natural Resources, county emergency management, USGS EROS Data Center, Department of Natural Resources, and private companies, such as ReSpec, Inc., and Pete Lien and Sons, Inc. Graduates leaving South Dakota, likewise, are now working in a broad range of fields that no longer reflect "traditional" destinations from the previous generation of Meteorology and Atmospheric Science graduates. Placement in these positions relied on coursework provided at SDSM&T from multiple programs that went beyond earlier expectations of a meteorology degree and reflected the growing need in the country for specialized weather, climate, and environmental services from a new generation of science professionals.

These new opportunities for our graduates point to the primary reason for this request:

• These jobs encompass problem domains not just limited to weather forecasting and similar areas but include adjacent interests such as air quality, environmental assessment, hydrology, and incident response.

• In addition, our newer inbound students to the program have expressed an interest in more environmental programs of study that retain rigorous coursework and preparation of a broad range of relevant and adjacent topics to meteorology and atmospheric science.

In response to this, we are proposing to split our current baccalaureate degree into two specializations:

- One focuses on *Meteorology* to meet course requirements for graduates to qualify as a meteorologist in federal government positions, emphasizing decision support services. This specialization will closely follow the current AES B.S. degree program to continue serving those students interested in traditional atmospheric science careers such as weather forecasting, applied meteorology, and atmospheric science research.
- A second specialization (proposed in a separate request) focuses on *Environmental Science*, emphasizing a range of skills and knowledge more focused on laboratory and fieldwork. This specialization will create a new curriculum to better serve the growing number of students interested in the environmental science-related careers noted above that do not require the GS-1340-specific meteorology coursework currently required of all AES majors.

As with SDSM&T's existing baccalaureate Atmospheric and Environmental Science curriculum, there is latitude for students to explore many of the minors in fields adjacent to Atmospheric & Environmental Sciences so that we may continue to produce competitive graduates for a changing world and workforce.

Most employment statistics of Atmospheric Scientists and Meteorologist are aggregated nationally, and state-level statistics normally do not exist except for states with large research laboratories. Nationally, the US Bureau of Labor Statistics expects jobs that explicitly call for *Atmospheric Sciences and Space Sciences (including Meteorology)* degrees are expected to increase 8.3% between 2020 and 2030¹, which is on par with the national average across professions, and above the 7% expected growth across all physical science categories. The one notable area of expected is decline mostly in federal and to a lesser extent, state (but not local), employment (See Table Below). These declines in federal and state employment, however, are offset in the private sector in the area of technical services and information services. (Note that "information services" do not specifically include "internet" dissemination of information services.).

Industry Title	2020 Employment		2030 Employment		2030-2020 Change	
Total employment (in 1000's)	10.7	(100.0%)	11.6	(100.0%)	0.9	(8.3%)
Information [incl. broadcasting]	1.2	(11.0%)	1.3	(11.1%)	0.1	(8.9%)
Professional, scientific, & technical services	4.5	(42.2%)	5.2	(45.1%)	0.7	(15.7%)
Management of companies & enterprises		(2.2%)	0.2	(2.1%)	0	(3.3%)
Education	1	(9.7%)	1.1	(9.4%)	0.1	(5.6%)
Government	3.4	(32.1%)	3.4	(29.4%)	0	(-1.0%)
Federal government	3.2	(29.7%)	3.1	(27.0%)	-0.1	(-1.4%)
State government	0.1	(1.2%)	0.1	(1.1%)	0	(-0.4%)
Local government	0.1	(1.2%)	0.1	(1.2%)	0	(8.3%)

Table 1: US Dept. of Labor, Bureau of Labor Statistics 2020-2030 Projections for Atmospheric Sciences & Space Science

 Positions. Additional detail is provided for Federal, State and Government Services.

¹ The US Bureau of Labor Statistics for Atmospheric Scientists and Meteorologists Occupational Outlooks can be found at <u>https://www.bls.gov/ooh/life-physical-and-social-science/atmospheric-scientists-including-meteorologists.htm</u>

Because of this shift, we are also placing a higher emphasis on decision support in cooperation with state emergency management and private industry for both the proposed environmental and meteorology specializations to further distinguish SD Mines AES graduates from those from other institutions. This includes a new course in decision support leveraging our program's niche in wildland fire meteorology and established course in air quality, the latter of which has allowed AES and IS-ATM alums to secure employment and post-baccalaureate education opportunities upon graduation.

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

Prefix	Number	Course Title (add or delete rows as needed)		Credit Hours	New (yes,		
					110)		
		Concerl Education Dequinom	onto (21 CDI	DITC			
ENCI	101	General Education Requireme	ents (21 CKr	2	Na		
ENGL	270	Composition 1 (BOR1)		3	No.		
ENGL	279	Workplace (BOR1)		3	INO		
ENGL	289	Explorations in STEM		3	No		
		Communications (BOR2)					
		SD BOR Goal 3 SOC (BOR3)		3	No		
		SD BOR Goal 3 SOC (BOR3)		3	No		
		SD BOR Goal 4 HUM (BOR4)		3	No		
		SD BOR Goal 4 HUM (BOR4)		3	No		
		Support Courses (11 CREDIT	(S)				
MATH	123	Calculus 1 (BOR 5)		4	No		
BIOL	151	General Biology 1 (BOR6)		3	No		
CHEM	112	General Chemistry 1 (BOR6)		3	No		
CHEM	112L	General Chemistry 1 Lab (BOR6)		1	No		
		· · · · · · · · · · · · · · · · · · ·	•				
	Atmosp	oheric & Environmental Sciences Degr 53 CREDIT	ee General P S)	rogram Requi	rements		
AES	110	Orientation in Atmos & Env Sci		1	No		
AES	201	Introduction to Atmospheric Sciences		3	No		
AES	330	Impact-based Decision Support Services		3	Yes		
CEE	326	Environmental Engineering & Science		3	No		
AES	406	Global Environmental Change		3	No		
BIOL	311	Principles of Ecology		3	No		
CSC	170/170L	Programming for Engineers and Scientists		3	No		
MATH	125	Calculus 2		4	No		
MATH	381	Introduction to Probability & Statistics		3	No		
STS	201	Introduction to Sci. Technology & Society		3	No		
STS	401	Writing & Research in Sci. Technology & Society		3	No		
STS	498	Undergraduate Research/Scholarship		3	No		
	1	Free Electives		6			
	1	Program-approved Electives		12			
Meteorology Specialization Requirements (35 CREDITS)							
--	----------	----------------------------------	--	---	-----	--	--
AES	216	Fundamentals of Weather Analysis		3	No		
AES	401	Atmospheric Physics		3	No		
AES	404	Atmospheric Thermodynamics		3	No		
AES	450/450L	Synoptic Meteorology 1 / Lab		3	No		
AES	455/555L	Synoptic Meteorology 2 / Lab		3	No		
AES	460	Atmospheric Dynamics		3	No		
AES	430	Radar Meteorology		3	No		
MATH	225	Calculus 3		4	No		
MATH	321	Differential Equations		3	No		
PHYS	207	Fundamentals of Physics 1		3	Yes		
PHYS	207L	Fundamentals of Physics 1 Lab		1	Yes		
PHYS	209	Fundamentals of Physics 2		3	Yes		

Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

35	
88	
120	

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2023

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

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

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

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

6. Additional Information:

Program Change Represents Splitting the Existing AES Program into two Specializations:

- AES "Meteorology" which satisfies restrictive federal requirements to qualify as a government meteorologist, and AES "Environmental Sciences" which presents a more general environmental emphasis
- Program Change includes anticipated changes to SDSM&T Physics curriculum in which the existing offerings of PHYS 211 & PHYS 211L, and PHYS 213 & PHYS 213L will be delivered as PHYS 207 & PHYS 207L, and PHYS 209 & PHYS 209L

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – D (4) DATE: May 9, 2023

SUBJECT

New Specialization Request – USD – Specialization in Conservation Biology – PhD in Biological Sciences

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Conservation Biology within the PhD in Biological Sciences program. The proposed specialization builds upon an existing specialization at the MS degree level. USD consistently has several PhD students focused on Conservation Biology, but there was no transcript designation available for doctoral students.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on campus. USD is not requesting additional state resources to offer the program. No new courses will be required.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I – New Specialization Request Form: USD – Conservation Biology – PhD in Biological Sciences

DRAFT MOTION 20230509 5-D(4):

I move to authorize USD to offer a specialization in Conservation Biology within the PhD in Biological Sciences, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Conservation Biology
NAME OF DEGREE PROGRAM IN WHICH	PhD, Biological Sciences
SPECIALIZATION IS OFFERED:	
INTENDED DATE OF IMPLEMENTATION:	8/1/23
PROPOSED CIP CODE:	26.1307
UNIVERSITY DEPARTMENT:	Biology
BANNER DEPARTMENT CODE:	UBIO
UNIVERSITY DIVISION:	Arts & Sciences
BANNER DIVISION CODE:	2A

X	Please check this box to confirm that (place an "X" in the left box):
	• The individual preparing this request has read <u>AAC Guideline 2.6</u> , 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

University Approval

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

Elizabeth M. Freeburg	3/9/2023
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1.	Level of the Specialization ((place an "X" before the specialization)				
			Baccalaureate		Master's	Х	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.

Conservation Biology focuses on the scientific understanding of plants and animals with a goal of preserving their populations and surrounding habitat. This field is increasingly important with ever increasing landscape alterations.

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

For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

This specialization builds upon the already existing specialization at the MS level. We consistently have several PhD students focused on Conservation Biology, but there is no designation of this specialization for our doctoral students. A recent Lightcast analysis on this specialization indicates a field that is in consistent demand. While slightly decreasing in occupations over the past 5 years (-2.2%), the field still maintains a higher-than-average number of jobs (5% above the National Average in 2016) with a posting intensity of 2-1. This is on par with other occupations in this region (3-1). As this does not create new coursework, the new designation can help current students garner jobs as they matriculate with no additional burden to the university. There is also the potential to increase recruitment with this specialization being newly offered.

Prefix	Number	Course Title	Credit	New
			Hours	(yes, no)
PhD, E	Biological			
Sci	ences			
BIOL	520/L	Biostatistics and Lab	3	No
		Or equivalent quantitative course as approved		
		by committee		
BIOL	890	Graduate Seminar in Biology	4-5	No
BIOL	792	Topics in Biology	1	No
BIOL	898D	Dissertation Research in Biology	24-40	No
		Courses as approved by committee	11-40	No
]	Integrative B	iology Specialization (15 credit hours)		
BIOL	725	Integrative Biology	3	No
Sub-Or	rganismal	One course from each of the following groups		
G	roup			
BIOL	528	Integrative Physiology	3	No
BIOL	533	Environmental Physiology	3	No
BIOL	543	Cell Biology	3	No
BIOL	543	Mammalian Physiology	3	No
Organis	mal Group			
BIOL	505	Entomology	3	No
BIOL	534	Herpetology	3	No
BIOL	563	Ornithology	3	No
BIOL	569	Ichthyology	3	No
BIOL	581 Vertebrate Anatomy & Embryology		3	No
Super-O	rganismal			
G	roup			
BIOL	502	Animal Behavior	3	No

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

AAC Form 2.6 – New Specialization (Last Revised 01/2021) Page 2 of 4

Prefix	Number	Course Title	Credit	New
			Hours	(yes, no)
BIOL	510	Conservation Biology	3	No
BIOL	512	Freshwater Ecology	3	No
BIOL	517	Field Ecology	3	No
BIOL	525	Disease Ecology	3	No
BIOL	573	Evolution	3	No
<u> </u>	onservation 1	Biology Specialization (15 credit hours)		
BIOL	711 771	Foundations of Ecology	<mark>3</mark>	No No
		Or equivalent foundations course as approved		
		by committee		
BIOL	<mark>787</mark>	Professional Development in Biology	<mark>3</mark>	No
		Or equivalent course as approved by committee		
		Other courses as approved by committee	<mark>9</mark>	No No
Neurosci	ence Speciali	zation (15 credit hours from the group below)		
BIOL	530/730	Neurobiology	3	No
BIOL	532 or 732	Behavioral Neuroscience	3	Yes
BIOL	545	Cellular Neuroscience	3	Yes
BIOL	526	Endocrinology	3	Yes
BIOL	792	Topics in Biology (as approved by committee)	1-12	No
NSCI	500	Neuroscience Journal Club	1	No
NSCI	600	Neuroscience Techniques	3	No
NSCI	711	Discoveries in Neuroscience	3	No
NSCI	720	Neurobiology of Disease	3	No
NSCI	731	Medical Neuroscience	6	No
NSCI	792	Special Topics (as approved by committee)	1-6	No

Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

15
72
72

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	8/1/23

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

Page 3 of 4

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

6. Additional Information:

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

This seeks to expand the current Conservation Biology specialization from our master's degree to our PhD degree by utilizing current resources from both the Biology Department and Sustainability. This will serve to increase enrollment in the relevant courses without the need for additional resources.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – D (5) DATE: May 9, 2023

SUBJECT

New Specialization Request – USD – Specialization in Neuroscience – MS in Biology

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination

BACKGROUND / DISCUSSION

The University of South Dakota (USD) requests authorization to offer a specialization in Neuroscience within the MS in Biology program. The proposed specialization seeks to expand the current Neuroscience specializations from the PhD to the master's degree by utilizing current resources from the Biology Department and Basic Biomedical Sciences program.

IMPACT AND RECOMMENDATION

USD requests authorization to offer the specialization on campus. USD is not requesting additional state resources to offer the program. Three new courses will be required, but are 500-level courses that already exist at the 400-level, which will be cross-listed.

Board office staff recommends approval of the program.

ATTACHMENTS

Attachment I - New Specialization Request Form: USD - Neuroscience - MS in Biology

DRAFT MOTION 20230509_5-D(5):

I move to authorize USD to offer a specialization in Neuroscience within the MS in Biology, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Specialization

UNIVERSITY:	USD
TITLE OF PROPOSED SPECIALIZATION:	Neuroscience
NAME OF DEGREE PROGRAM IN WHICH	MS, Biology
SPECIALIZATION IS OFFERED:	
INTENDED DATE OF IMPLEMENTATION:	8/1/23
PROPOSED CIP CODE:	26.1501
UNIVERSITY DEPARTMENT:	Biology
BANNER DEPARTMENT CODE:	UBIO
UNIVERSITY DIVISION:	Arts & Sciences
BANNER DIVISION CODE:	2A

X	Please check this box to confirm that (place an "X" in the left box):
	• The individual preparing this request has read <u>AAC Guideline 2.6</u> , 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.

Elizabeth M. Freeburg	3/9/2023
Institutional Approval Signature	Date
President or Chief Academic Officer of the University	

1.	Level of the Specialization ((place an "X" before the specializatio			n):	
			Baccalaureate	Х	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.

This seeks to expand the current Neuroscience specializations from our PhD degree to our master's degree utilizing current resources from both the Biology Department and Basic Biomedical Sciences. This will serve to increase enrollment in the relevant courses without the need for additional resources. 'New' courses added at the 500 level are cross-listed sections with current, regularly offered undergraduate courses.

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

For workforce related information, please provide data and examples. Data may include, but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc. Please cite any sources in a footnote.

This specialization builds upon the already existing specialization at the PhD level. With an expanded interest in Neuroscience among our undergraduate students, this will allow them the opportunity to obtain the necessary training with a MS degree for a wide variety of jobs. A recent Lightcast analysis on this specialization indicates a field that is highly increasing in demand over the past 5 years (+26.2%) from a reduced number of jobs in the past (6% below the National Average in 2016). The field maintains a posting intensity of 4-1 which is better than other occupations in this region (3-1). As this does not create new coursework, the new designation can help current students garner jobs as they matriculate with no additional burden to the university. There is also the potential to increase recruitment with this specialization being newly offered.

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
MS, Biol	ogy Plan A			
BIOL	520/L	Biostatistics	3	No
		Or equivalent quantitative course as approved		
		by committee		
BIOL	790	Graduate Seminar in Biology	2-3	No
BIOL	792	Topics in Biology	2	No
BIOL	798	Thesis Research in Biology	6-12	No
		Courses as approved by committee	13-20	No
MS, Biol	ogy Plan B			
BIOL	520	Biostatistics	3	No
		Or equivalent quantitative course as approved		
		by committee		
BIOL	790	Graduate Seminar in Biology	2-3	No
		Courses as approved by committee	29-30	No
C	onservation 2	Biology Specialization (15 credit hours)		
BIOL	711	Foundations of Ecology	3	No
		Or equivalent foundations course as approved		
		by committee		
BIOL	787	Professional Development in Biology	3	No
		Or equivalent course as approved by committee		
		Courses as approved by committee	9	No
<mark>Neurosc</mark> i	ence Special	ization (15 credit hours from the group below)		
BIOL	<mark>530</mark>	Neurobiology	<mark>3</mark>	No
BIOL	532/732	Behavioral Neuroscience	<mark>3</mark>	Yes

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

ATTACHMENT I 4

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
BIOL	<mark>526</mark>	Endocrinology	<mark>3</mark>	Yes
BIOL	<mark>545</mark>	Cellular Neuroscience	<mark>3</mark>	Yes
BIOL	<mark>792</mark>	Topics in Biology (as approved by committee)	<mark>1-12</mark>	<mark>No</mark>
NSCI	<mark>500</mark>	Neuroscience Journal Club	<mark>1</mark>	<mark>No</mark>
NSCI	<mark>600</mark>	Neuroscience Techniques	<mark>3</mark>	No No
NSCI	<mark>711</mark>	Discoveries in Neuroscience	<mark>3</mark>	<mark>No</mark>
NSCI	<mark>720</mark>	Neurobiology of Disease	<mark>3</mark>	<mark>No</mark>
NSCI	<mark>731</mark>	Medical Neuroscience	<mark>6</mark>	<mark>No</mark>
NSCI	<mark>792</mark>	Special Topics (as approved by committee)	<mark>1-6</mark>	No No

Total number of hours required for completion of specialization Total number of hours required for completion of major Total number of hours required for completion of degree

15
30/32
30/32

5. Delivery Location

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

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

	Yes/No	Intended Start Date
On campus	Yes	8/1/23

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

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

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	No		
(online/other distance			
delivery methods)			

6. Additional Information:

ATTACHMENT I 5

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

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – E DATE: May 9, 2023

SUBJECT

New Site Request – SDSU – BS in Concrete Industry Management (Online)

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests and Inactivation/Termination
<u>BOR Policy 2:12</u> – Distance Education

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval to offer the BS in Concrete Industry Management (CIM) online. The program produced graduates grounded in business management who are knowledgeable of concrete applications and properties of materials, are prepared to manage people, finance, and production systems, and market products and services related to the concrete industry. The current program has been developed by and is supported by the National Steering Committee for Concrete Industry Management and North Central Region Patron Group. This is one of five such programs in the country. SDSU would be the first of these five programs to offer the degree online, which was approved by the CIM National Steering Committee. An online version of the CIM program is vital to the continued development of the concrete industry's workforce.

IMPACT AND RECOMMENDATION

The university requests no new resources. Any new costs associated to develop or delivery the CIM major online will be provided by the National Steering Committee for Concrete Industry management and North Central Region Patron Group.

Board office staff recommends approval to offer the program online.

ATTACHMENTS

Attachment I - New Site Request: SDSU - BS in Concrete Industry Management

DRAFT MOTION 20230509 5-E:

I move to approve SDSU's new site proposal to offer the BS in Concrete Industry Management online, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Site Request

UNIVERSITY:	SDSU
DEGREE(S) AND PROGRAM:	Concrete Industry Management (B.S.)
NEW SITE(S):	Online
INTENDED DATE OF IMPLEMENTATION:	Fall 2023
CIP CODE:	15.1501
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 <u>AAC Guideline 2:11</u>, which pertains to new site requests, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

University Approval

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

4/3/2023 President of the University Date

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

South Dakota State University (SDSU) requests authorization to deliver the B.S. in Concrete Industry Management online. The program produces graduates grounded in business management who are knowledgeable of concrete applications and properties of materials, are prepared to manage people, finances, and production systems, and market products and services related to the concrete industry.¹ The Concrete Industry Management program has been developed by and is supported by the National Steering Committee for Concrete Industry Management (CIM) and North Central Region Patron Group. The Concrete Industry Management (CIM) program at SDSU is one of only five such programs in the country and fills a growing need for technical managers in the concrete industry.

¹ <u>https://www.concretedegree.com/the-cim-program/</u>

No other college-based program provides graduates with the combination of business, technical, and real-world skills needed in the management roles of today's concrete industry. The fast pace and high demand of the concrete industry creates a problem for those already employed within the industry with regard to furthering one's education. If an employee who started in the industry right out of high school or community college wishes to go back and finish their bachelor's degree in order to be considered for promotion, they can seldom take two to four years off to go back to school to complete their degree in concrete industry management. Instead, students are limited to pursuing general business degrees or leaving the industry to seek career advancement. Offering the Concrete Industry Management program online will present a new opportunity for this student population to gain knowledge and skill specific to the concrete industry in a flexible and convenient manner.

An online version of the CIM program is vital to the continued development of the concrete industry's workforce. This proposal was presented to the CIM National Steering Committee at the July 2022 meeting and was met with overwhelming approval. SDSU gets first right of refusal for the online degree, but if SDSU cannot move forward, one of the other CIM universities will put an online program into place. The potential of a virtual CIM program is almost limitless, as the national group will begin to market it all over the country at no cost to SDSU.

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

No. There are currently only five Concrete Industry Management undergraduate programs in the nation: Middle Tennessee State University, New Jersey Institute of Technology, California State University – Chico, South Dakota State University, and Texas State University.

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

Students are expected to be new to the university. Students are not anticipated to be redirected from other programs. The online program will be targeted toward working professionals in the concrete industry. Students like the flexibility of programs offered online, which allow them to continue to live and work anywhere while they complete their degree.

	Fiscal Years*				
	1 st	2 nd	3 rd	4 th	
Estimates	FY 24	FY 25	FY 26	FY 27	
Students new to the university	5	10	15	15	
Students from other university programs	0	0	0	0	
=Total students in the program at the site	5	14	27	39	
Program credit hours (major courses)**	100	288	540	780	
Graduates	0	0	0	1	

*Do not include current fiscal year.

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

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

No impact on existing Regental programs is anticipated.

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

A substantive program modification and two new course requests for the Concrete Industry Management major accompany this new site request as Appendix A. The department identified changes to the curriculum following initial implementation of the major in fall 2021.

The university is in the process of developing the CM, CIM, OM, and MNET coursework for online delivery. Courses will introduce online sections in a phased approach.

The delivery method for most classes will be asynchronous. One of the requirements of the online Concrete Industry Management program will be that students must come to campus for one scheduled week each year to complete the lab portion of the CIM and MNET classes, The labs are, by necessity, face to face and interactive. This will be run as a cohort, likely during the winter break so as not to interfere with on campus classes or the students' outside employment.

			Credit hours	
		Credit hours	currently	
		currently	available	Credit hours
		available	from other	new to this
		online from	universities	university
		this	available	for online
Concrete Industry Management (B.S.)	Credit hours	university	online	delivery
System General Education Requirements	33	33	33	0
Subtotal, Degree Requirements	33	33	33	0
Required Support Courses	31	25	21	6
Major Requirements	56	6	0	50
Subtotal, Requirements of the Proposed Major	87	31	0	56
Free Electives	0	0	0	0
Total, Degree with Proposed Major	120	64	54	56

Requirements for the B.S. in Concrete Industry Management

System General Education Requirements

- Goal #1 Written Communication: ENGL 101 Composition I (COM) [SGR #1] Credits: 3 and ENGL 201 - Composition II (COM) [SGR #1] Credits: 3 or ENGL 277 - Technical Writing in Engineering [SGR #1] Credits: 3
- Goal #2 Oral Communication: SGR #2 Elective Credits: 3
- Goal #3 Social Sciences/Diversity: ECON 201 Principles of Microeconomics (COM) [SGR #3] Credits: 3 and SGR #3 Elective Credits: 3
- Goal #4 Arts and Humanities/Diversity: SGR #4 Elective Credits: 6
- Goal #5 Mathematics: MATH 114 College Algebra (COM) [SGR #5] Credits: 3
- Goal #6 Natural Sciences: CHEM 106 Chemistry Survey (COM) [SGR #6] Credits: 3, CHEM 106L - Chemistry Survey Lab (COM) [SGR #6] Credits: 1, and PS 243 - Principles of Geology [SGR #6] Credits: 3

Major Requirements

- CIM 101 Introduction to Concrete Industry Management Credits: 2
- CIM 125 Plans and Specifications Credits: 1
- CIM 210 Fundamentals of Concrete: Properties and Testing Credits: 3
- CIM 210L Fundamentals of Concrete: Properties and Testing Lab Credits: 1
- CIM 216 Concrete Methods and Materials Credits: 3
- CIM 230 Concrete Construction Systems Credits: 3
- CIM 310 Management of Concrete Facilities Credits: 3
- CIM 350 Concrete Applications and Estimating Credits: 3
- CIM 370 Concrete Production and Strategy Credits: 3
- CIM 440 Advanced Concrete Materials Credits: 3
- CIM 440L Advanced Concrete Materials Lab Credits: 1
- CIM 450 Concrete Restoration and Repair Credits: 3
- CIM 471 Capstone Experience Credits: 3
- CIM 494 Internship (COM) Credits: 1-3 (3 credits required)
- CM 130 Management Tools and Analysis Credits: 3
- CM 400 Risk Management and Construction Safety Credits: 3 or GE 425 - Occupational Safety and Health Management Credits: 3
- CM 460 Sustainable Building Systems Concepts and Analysis Credits: 3
- CM 473 Construction Law and Contracts Credits: 3
- MNET 367 Production Strategy Credits: 3
- MNET 367L Production Strategy Lab Credits: 0
- Any 200- to 400-Level CM, OM, GE course or Advisor Approved Technical Elective Credits: 8

Supporting Coursework

- GE 101 Introduction to Engineering and Technical Professions Credits: 1
- GE 469 Project Management Credits: 3
- OM 425 Production and Operations Management Credits: 3
- OM 463 Supply Chain Management Credits: 3
- STAT 281 Introduction to Statistics (COM) [SGR #5] Credits: 3

Select one of the following:

Management Minor

- ACCT 210 Principles of Accounting I (COM) Credits: 3
- ACCT 211 Principles of Accounting II (COM) Credits: 3
- BADM/ MGMT 360 Organization and Management (COM) Credits: 3
- CSC/ MGMT 325 Management Information Systems (COM) Credits: 3
- FIN 310 Business Finance (COM) Credits: 3
- HRM 460 Human Resource Management (COM) Credits: 3

Marketing Minor

- ADV 314 Digital Promotions Credits: 3
- ADV 370 Advertising Principles (COM) Credits: 3
- MKTG 370 Marketing (COM) Credits: 3
- MKTG 474 Personal Selling (COM) Credits: 3
- MKTG 476 Marketing Research (COM) Credits: 3

• MGMT 334 - Small Business Management (COM) Credits: 3

Total Required Credits: 120

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

An academic advisor will be assigned to those distance students in the major. They will connect with the students using e-mail, phone, Zoom, and other technologies as they communicate. An enrollment and student success coach is housed in Continuing and Distance Education and is available to assist students with the onboarding process through orientation for online learners and connecting to necessary resources online and on campus. Finally, online tutoring support is available through Smarthinking (Pearson Education) and student services such as disability services accommodations will be available to students upon request.

The South Dakota State University Hilton M. Briggs library has long served students engaged in coursework away from campus. This includes students enrolled online. Library support services will be available to students through a variety of means:

- Students can contact librarians for research assistance. The librarian provides online research guides and is available for consultations with faculty and students.
- Distance Library Services include book and article delivery for materials owned by the library. Students may request materials not held by the library through interlibrary loan.
- SDSU students have online access to research databases such as Web of Science, EBSCOhost MegaFILE, and JSTOR.

Students will have access to technical support provided by SDSU's Information Technology Services.

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

The Concrete Industry Management programs are accredited by Association of Technology, Management, and Applied Engineering (ATMAE). The program at SDSU will not be eligible for accreditation until at least 2026. SDSU will have that discussion with ATMAE in the interim. The university foresees no reason why the online program could not be accredited at the same time and in the same manner as the traditional program.

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

No.

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

The National Steering Committee for Concrete Industry Management (CIM) and North Central Region Patron Group provide funding to cover any costs to develop or deliver the Concrete

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

 \mathbf{X}

Appendix A

Corresponding Curriculum Requests – Substantive Program Modification & New Course Requests



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

UNIVERSITY:	SDSU
CURRENT PROGRAM DEGREE:	B.S.
CURRENT PROGRAM MAJOR/MINOR:	Concrete Industry Management
CURRENT SPECIALIZATION	N/A
CIP CODE:	15.1501
UNIVERSITY DEPARTMENT:	Construction & Operations Management
BANNER DEPARTMENT CODE:	SCOM
UNIVERSITY COLLEGE:	Jerome J Lohr College of Engineering
BANNER COLLEGE 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.

_	Dennis D. Hedge		4/3/2023				
	Vice President of Academic Affairs of President of the University	or	Date				
1.	This modification addresses a change in:						
\times	Total credits required within the discipline	\boxtimes	Total credits of supportive course work				
\times	Total credits of elective course work		Total credits required for program				
	Program name		Existing specialization				
	CIP Code		Other (explain below)				
	Modification requiring Board of Regents ap	prova	1				
	Must have prior approval from Executive D	irecto	r or designee				
2.	Effective date of change: 2023-2024 Academic	c Year					
3.	Program Degree Level: Associate Bachelon	's ⊠]	Master's 🗆 Doctoral 🗆				
4.	Category: Certificate Specialization Mine	or 🗆 N	∕lajor ⊠				
5.	If a name change is proposed, the change wil	l occu	r:				
	\Box 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:						
6.	Is the program being modified associated with	th a cu	irrent articulation agreement ? Yes 🗆 No				

a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain: N/A 7. Primary Aspects of the Modification:

Existing Curriculum Prope					Proposed C	Surriculum (<mark>highlight changes</mark>)	
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs
System	General Educ	ation Requirements	31	System	General Educ	ation Requirements	<mark>33</mark>
System	General Educ	ation Requirements - Electives	12	System	General Educ	ation Requirements - Electives	15
- ·		•		SGR 1	Elective	Written Communication	3
•				SGR 1	Elective	Written Communication	3
SGR 2	Elective	Oral Communications	3	SGR 2	Elective	Oral Communications	3
SGR 3	Elective	Social Sciences/Diversity	3	SGR 3	Elective	Social Sciences/Diversity	3
SGR 4	Elective	Art & Humanities/Diversity	3	SGR 4	Elective	Art & Humanities/Diversity	2
SGR 4	Elective	Arts & Humanities/Diversity	3	SGR 4	Elective	Arts & Humanities/Diversity	3
				SGR 6	Elective	Natural Sciences	3
-				<u>~ ~ ~ ~ ~</u>			
System	General Educ	ation Requirements – Required	19	System	General Educ	ation Requirements – Required	18
ENGL	101	Composition 1 (SGR 1)	3	ENCL	101	Composition 1 (SGR 1)	2
ENGL	201	Composition II (SGR 1)	3	ENGL	201	Composition II (SGP 1)	2
OR	201	composition in (SOR 1)	5		201		
ENGL	277	Technical Writing in Engineering (SGR 1)		ENGL	<mark>277</mark>	Technical Writing in Engineering (SGR-1)	
ECON	201	Principles of Microeconomics (SGR 3)	3	ECON	201	Principles of Microeconomics (SGR 3)	3
				<mark>SPAN</mark>	<mark>101</mark>	Introductory Spanish I (SGR 4)	<mark>4</mark>
				<mark>SPAN</mark>	<mark>102</mark>	Introductory Spanish II (SGR 4)	<mark>4</mark>
MATH	114	College Algebra (SGR 5)	3	MATH	114	College Algebra (SGR 5)	3
CHEM	106	Survey of Chemistry (SGR 6)	3	CHEM	106	Survey of Chemistry (SGR 6)	3
CHEM	106L	Survey of Chemistry Lab (SGR 6)	1	CHEM	106L	Survey of Chemistry Lab (SGR 6)	1
PS	243	Principles of Geology (SGR 6)	3	PS PS	<mark>243</mark>	Principles of Geology (SGR 6)	<mark>3</mark>
•							
Major I	Requirements		58	Major H	Requirements		<mark>56</mark>
CIM	101	Introduction to Concrete Industry Management	2	CIM	101	Introduction to Concrete Industry Management	2
				CIM	120	Introduction to Industrial Safety	<mark>3</mark>
CIM	125	Plans and Specifications	1	CIM	125	Plans and Specifications	2
CIM	210	Fundamentals of Concrete: Properties and Testing	3	CIM	210	Fundamentals of Concrete: Properties and Testing	3
CIM	210L	Fundamentals of Concrete: Properties and Testing Lab	1	CIM	210L	Fundamentals of Concrete: Properties and Testing Lab	1
CIM	216	Concrete Methods and Materials	3	CIM	<mark>216</mark>	Concrete Methods and Materials	_ <mark>3</mark>
CIM	230	Concrete Const Systems	3	CIM	230	Concrete Const Systems	3
CIM	310	Management of Concrete Facilities	3	CIM	310	Management of Concrete Facilities	s 3
CIM	350	Concrete Applications and Est.	3	CIM	350	Concrete Applications and Est.	3
CIM	370	Concrete Production and Strategy	3	CIM	<mark>370</mark>	Concrete Production and Strategy	2
CIM	440	Advanced Concrete Materials	3	CIM	440	Advanced Concrete Materials	3
CIM	440L	Advanced Concrete Materials Lab	1	CIM	440L	Advanced Concrete Materials Lab	1
CIM	450	Concrete Restoration & Repair	3	CIM	<mark>450</mark>	Concrete Restoration & Repair	3
CIM	471	Capstone	3	CIM	471	Capstone	3
				CIM	<mark>480</mark>	Concrete Industry Sales and Marketing	3
CIM	494	Internship	3	CIM	494	Internship	3
СМ	130	Management Tools and Analysis	3	СМ	130	Management Tools and Analysis	3
<u> </u>			-	CM	232	Cost Estimating	3
СМ	400	Risk Management and	3	CM	400	Risk Management and	3
OR		Construction Safety	-	OR		Construction Safety	-
GE	425	Occupational Safety and Health Management		GE	425	Occupational Safety and Health Management	
СМ	460	Sustainable Building Systems	3	СМ	460	Sustainable Building Systems	3
·							

South Dakota State University New Site Request: Concrete Industry Management (B.S.) - Online

ATTACHMENT I 10

	Existing Curriculum Proposed Curriculum (highlight changes)						
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs
СМ	473	Construction Law and Contracts	3	СМ	473	Construction Law and Contracts	3
				MNET	231	Manufacturing Processes I	2
				MNET	231L	Manufacturing Processes I Lab	1
MNET	367	Production Strategy	3	MNET	367	Production Strategy	3
MNET	367L	Production Strategy Lab	0	MNET	367L	Production Strategy Lab	0
Elective	CM,OM, GE	Technical Elective	8	Elective	CM,OM, GE	Technical Elective	8
Support	ing Coursework	ζ	31	Support	ing Coursewo	rk	31
GE	101	Intro to Engineering	1	GE	101	Intro to Engineering	1
GE	469	Project Management	3	GE	469	Project Management	3
OM	425	Production and Operations	3	ОМ	425	Production and Operations	3
		Management				Management	
OM	463	Supply Chain Management	3	OM	463	Supply Chain Management	3
STAT	281	Introduction to Statistics	3	STAT	281	Introduction to Statistics	3
		Select one of the following minors:	18			Select one of the following minors:	18
		Management Minor				Management Minor	
ACCT	210	Principles of Accounting I	3	ACCT	210	Principles of Accounting I	3
ACCT	211	Principles of Accounting II	3	ACCT	211	Principles of Accounting II	3
BADM/	360	Organization and Management	3	BADM/	360	Organization and Management	3
MGMT				MGMT		8	
CSC/	325	Management Information Systems	3	CSC/	325	Management Information Systems	3
MGMT				MGMT		5	
FIN	310	Business Finance	3	FIN	310	Business Finance	3
HRM	460	Human Resource Management	3	HRM	460	Human Resource Management	3
						¥	
		Marketing Minor				Marketing Minor	
ADV	314	Digital Promotions	3	ADV	314	Digital Promotions	3
ADV	370	Advertising Principles	3	ADV	370	Advertising Principles	3
MKTG	370	Marketing	3	MKTG	370	Marketing	3
MKTG	474	Personal Selling	3	MKTG	474	Personal Selling	3
MKTG	476	Marketing Research	3	MKTG	476	Marketing Research	3
MGMT	334	Small Business Management	3	MGMT	334	Small Business Management	3
Electives			0	Elective	Electives		
		Summary of Credits C	oncrete I	ndustrv N	/Ianagement ()	B.S.)	
System (General Educat	ion Requirements	31	System (General Educ:	ation Requirements	33
Major R	Requirements		58	Major R	Requirements		56
Support	ing Coursework	<u> </u>	31	Supporting Coursework			31
Elective	8		0	Electives			0
	Total n	umber of hours required for major	108	Total number of hours required for major			105
	Total nu	mber of hours required for degree	120	Total number of hours required for degree			120

8. Explanation of the Change:

The Department of Construction and Operations Management has reviewed the Concrete Industry Management curriculum. The following changes are requested:

- Added SPAN 101 Introductory Spanish I (4 cr.) and SPAN 102 Introductory Spanish II (4 cr.) as the required SGR #4 courses. The construction industry is rapidly becoming an extremely diverse workplace, and it is of vital importance for managers in the industry to be able to converse in Spanish.
- Removed ENGL 101 Composition I (3 cr.), ENGL 201 Composition II (3 cr.), and PS 243 Principles of Geology (3 cr.) as the required SGR #1 and SGR #6 courses. Students will be able to select any SGR #1 or SGR #6 course from the approved course list.

- Increased CM 125 Plans and Specifications from a 1 to 2 credit course. CIM 125 Plans and Specifications is a foundational class in the Concrete Industry Management program, and an additional credit is required to cover the depth and breadth of content. In addition, the course will now be a prerequisite for CM 232 Cost Estimating. Content covered in the additional time is necessary for students to be adequately prepared for CM 232.
- Removed CIM 216 Concrete Methods and Materials (3 cr.) and added CIM 120 Introduction to Industrial Safety (3 cr.). The content from CIM 216 will be covered elsewhere in the curriculum. It is important for students to become familiar with the industry safety culture at an early point in their careers before field trips and internships. The department will add CIM 120 Introduction to Industrial Safety, in place of CIM 216. This course will focus on concrete batch plant and precast plant safety measures, creating safety training programs, and MSHA new miner training.
- Decreased CIM 370 Concrete Production and Strategy from a 3 to 2 credit course. This is a software-based class, focusing on dispatch and batching software currently used in the industry and the content can be sufficiently covered in 2 credits.
- Replaced CIM 450 Concrete Restoration and Repair (3 cr.) with CIM 480 Concrete Industry Sales and Marketing (3 cr.). At the other four CIM universities, Concrete Restoration and Repair is an elective that may be taken at the student's discretion depending upon their personal interests. In addition, a frequent criticism of students from the other programs is a limited amount of sales and marketing experience. For this reason, it will be more beneficial to include an Industrial Sales and Marketing based on a class taught for the CSU, Chico CIM program. This class will give students the skills needed to market, promote, and sell their product effectively. CIM 450 Concrete Restoration and Repair could be completed as an elective course.
- Added MNET 231-231L Manufacturing Processes I & Lab (3 cr.) and CM 232 Cost Estimating (3 cr.). MNET 231-231L is a prerequisite for MNET 367-367L Production Strategy & Lab. The addition of CM 232 was in response to another frequent criticism of CIM students from other universities. They have indicated there is insufficient experience with estimating. This change has reduced the number of technical electives.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

Jerome J. Lohr College of Engineering / Construction						
SDSU	Operations Management	Operations Management				
Institution	Division/Department					
Dennis D. Hedge	_	4/3/2023				
Institutional Approval	Signature	Date				
	_					
Section 1. Course Ti	tle and Description					
Prefix & No Course	Title	Credits				

Prefix & No.	Course Title	Credits
CIM 120	Introduction to Industrial Safety	3

Course Description

Safety course focused on the cement, concrete and aggregate industries.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?		
None				
Registration Restrictions				

None

Section 2. Review of Course

2.1. Will this be a unique or common course?

Unique Course

Prefix & No.	Course Title	Credits
GE 265	Industrial Safety	3
CM 400	Risk Management and Construction Safety	3

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

The Concrete Industry Management (CIM) program is focused on the unique demands of the concrete industry. As such, CIM 120 Introduction to Industrial Safety, is designed to introduce students to the unique hazards inherent within this industry. This class focuses on concrete batch plant safety (complete with several field trips), precast concrete plant safety, and types of equipment specific to the concrete industry. In addition, the MSHA (Mine Safety and Health Administration) New Miner Training program is taught within this class, a requirement for any of the SDSU students who intern or become employed at aggregate or cement manufacturing facilities. In addition, as a 100-level class, CIM 120 instills the safety culture mindset within the students before they begin performing internships and field trips.

GE 265 Industrial Safety provides a broad overview of construction and manufacturing safety practices, but without the focus on the industry that funds the CIM program and any of the MSHA facets. CM 400 Risk Management and Construction Safety focuses on OSHA certification and is certainly a valuable course (a requirement for students later in their academic careers), but again lacks the focus on the concrete industry and MSHA facets.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

⊠ No. Replacement of CIM 216 Concrete Methods and Materials (3 cr.) Effective date of deletion: fall 2023

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.), Concrete Technology minor

3.3. Proposed instructional method by university (as defined by <u>AAC Guideline 5.4</u>): R - Lecture

3.4. Proposed delivery method by university (*as defined by* <u>AAC Guideline 5.5</u>): 001- Face to Face Term Based Instruction, 015 - Internet Asynchronous – Term Based Instruction, 018 - Internet Synchronous

3.5. Term change will be effective: fall 2023

3.6. Can students repeat the course for additional credit? DYes, total credit limit: DNo

3.7. Will grade for this course be limited to S/U (pass/fail)? □Yes ⊠ No

3.8. Will section enrollment be capped? 🖾 Yes, max per section: 30 🛛 🗆 No

3.9. Will this course equate (i.e., be considered the same course for degree completion) with any other unique or common courses in the common course system database in Colleague and the Course Inventory Report? □Yes ⊠ No

3.10. Is this prefix approved for your university? 🖾 Yes 🗆 No

<u>Section 4. Department and Course Codes (Completed by University Academic Affairs)</u>

4.1. University Department: Construction and Operations Management

4.2. Banner Department Code: SCOM

4.3. Proposed CIP Code: 15.1501

Is this a new CIP code for the university? \Box Yes \boxtimes No



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

New Course Request

	Jerome J. Lohr College of Engineer	Jerome J. Lohr College of Engineering / Construction and	
SDSU	Operations Management	Operations Management	
Institution	Division/Department		
Dennis D. Hedg	ge	4/3/2023	
Institutional Approval Signature		Date	
Section 1. Co	urse Title and Description		
Prefix & No.	Course Title	Credits	
CIM 480	Concrete Industry Sales and Marketing	3	
Course Deseri	ntion		

Course Description

Students will be exposed to the sales and marketing processes of suppliers and producers of ready-mixed concrete, concrete masonry block, pre-cast concrete, pre-stressed concrete and concrete pipe.

Pre-requisites or Co-requisites

Prefix & No.	Course Title	Pre-Req/Co-Req?	
None			

Registration Restrictions

Senior standing

Section 2. Review of Course

2.1. Will this be a unique or common course?

Unique Course

Prefix & No.	Course Title	Credits
AGEC 274	Agribusiness Sales	3
MKTG 370	Marketing	3

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

AGEC 274 is a sales class, but it focuses on "skills and qualities needed to address the new demands of production and input technologies and e-Commerce platforms in the agricultural sales arena." As such, it will not adequately address the needs of the concrete industry.

MKTG 370 Marketing covers modern marketing techniques on a broad scale but does not cover the concrete industry or technical sales-related functions as needed in the concrete industry.

Section 3. Other Course Information

3.1. Are there instructional staffing impacts?

⊠ No. Schedule Management, explain below: This course will replace CIM 450 Concrete Repair and Restoration in the Concrete Industry Management (CIM) program requirements. This course will be offered every fall.

3.2. Existing program(s) in which course will be offered: Concrete Industry Management (B.S.)

3.3. Proposed instructional method by university (as defined by <u>AAC Guideline 5.4</u>): R - Lecture

3.4. Proposed delivery method by university (as defined by <u>AAC Guideline 5.5</u>): 001- Face to Face

Term Based Instruction, 015 - Internet Asynchronous – Term Based Instruction, 018 - Internet Synchronous

- 3.5. Term change will be effective: fall 2023
- **3.6. Can students repeat the course for additional credit?** DYes, total credit limit: DNo
- **3.7. Will grade for this course be limited to S/U (pass/fail)?** □Yes ⊠ 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? \boxtimes Yes \square No

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

4.1. University Department: Construction and Operations Management

- 4.2. Banner Department Code: SCOM
- **4.3. Proposed CIP Code:** 15.1501

Is this a new CIP code for the university? \Box Yes \boxtimes No



To: South Dakota Board of Regents From: Dr. Heather J. Brown, CIM NSC Education Committee Chair Subject: Letter of Support for CIM Online degree Date: March 13, 2023

I am writing to extend my support and perspective for South Dakota State University's proposal for the newly formed Concrete Industry Management major (CIM) to offer an online degree delivery of the major. I have served in many capacities with CIM since 2001 and have seen the needs of our students develop in different ways that CIM wants to be responsive to. I was a Professor and Department Chair with CIM for 20 years and 9 years, respectively. In 2021 I transitioned to private industry and now serve as the Chair of the NSC CIM Education Committee.

Through years of student recruiting and advising it was clear that high school graduates were not the only population best served by CIM. Many people find themselves in construction, the military or some other trade after high school and then begin to pursue a B.S. degree much later. My time at CIM our average age of student was 24 which meant that we competed with many life obligations such as work and families. It was always a desire to add the online degree component to CIM but instead we focused on an online graduate degree to serve the current concrete professionals who were not CIM trained. Now is the time to push our resources to SDSU to help the industry offer an online B.S. in CIM. This will be a game changer for our five CIM School consortium and allow SDSU to take the lead on this option.

Please know that there will be heavy industry involvement to make this a world class offering and that we are excited about the potential of adding to our annual graduates in ways that weren't possible before.

Regards,

Heather J. Brown, Ph.D. | V.P. Quality Control/Quality Assurance



SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – F DATE: May 9, 2023

SUBJECT

Revised BOR Policy 2:20 – Catalogs; and Repeal BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives BOR Policy 2:36 – Accreditation BOR Policy 2:20 – Catalogs

BACKGROUND / DISCUSSION

At the October 2022 BOR meeting, the Board of Regents approved the new BOR Policy Mission Statements to include a comprehensive statement about the university to include the following sections: Organizational Structure, Academic Curriculum and Credentials, and specific Research, Economical, Regional, and or other unique university characteristic. In October, the Board also approved BOR Policy 2:36 on Accreditation.

The Academic Affairs Council, with the assistance of the accreditation liaison officers at each of the universities, evaluated BOR Policy 1:10 to the new university BOR Policies 1:10:1 through 1:10:6. It was recommended to the council to repeal policy 1:10 as it was redundant to the newly approved policies. In this recommendation, it was recommended that BOR Policy 2:20 be updated to reflect the university catalog requirements to post the Board approved policy statements on mission.

With the recommendation by the Accreditation Officers to repeal BOR Policy 1:10 and move the requirements for the academic catalog to a different policy on institutional missions, BOR Policy 2:20 (Catalogs) has been updated to reflect that recommendation.

Changes include to BOR Policy 2:20:

- 1. BOR Policy Template Updated
- 2. Definitions Added
- 3. Insert of the Institutional Mission
- 4. Insert of BOR Policies currently posted in some of the catalogs.

(Continued)

DRAFT MOTION 20230509 5-F:

I move to approve the second and final reading of the proposed revisions to BOR Policy 2:20 and repeal of BOR Policy 1:10, as presented.

Revised BOR Policy 2:20; Repeal BOR Policy 1:10 May 9, 2023 Page 2 of 2

IMPACT AND RECOMMENDATIONS

Board staff recommends revising BOR Policy 2:20 and repealing BOR Policy 1:10 based on the research and recommendations of the Academic Affairs Council. No additional changes have been made since the first reading of the proposed revisions at the March 2023 BOR meeting.

ATTACHMENTS

Attachment I – Proposed Revisions to BOR Policy 2:20 Attachment II – Proposed Repeal of BOR Policy 1:10

SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUBJECT: <u>Academic Catalogs System Requirements</u>

NUMBER: 2:20

A. PURPOSE

Academic catalogs are critical for students as they navigate their university experience. Academic catalogs provide information to students regarding academic policies, course descriptions, and degree requirements. This policy sets forth Regental system requirements.

B. DEFINITIONS

- **1.** Academic Catalog: Defined as an electronic and/or printed catalog that provides degree program requirements, course requirements, and academic requirements of the university.
- 2. Institution(s): Defined as one of the six (6) universities: Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota.

C. POLICY STATEMENTS

- **1.** A statement of the statutory institutional objectives must appear as a part of the catalog published at each institution. The BOR Policy on Institutional Mission for those institutions (BOR Policy 1:10:1 through 1:10:6) shall be added to the Academic Catalog.
- **2.** BOR Policy 1:19 shall be posted with the Academic Catalog.
- 3. BOR Policy 2:17 shall be posted in the Academic Catalog.
- 4. A statement on FERPA rights shall be added to the Academic Catalog.

1.5. Each university catalog shall contain the following statement:

The information contained in this catalog is the most accurate available at the time of publication, but changes may become effective before the next catalog is published. It is ultimately the student's responsibility to stay abreast of current regulations, curricula, and the status of specific programs being offered. Further, the university reserves the right, as approved by the Board of Regents, to modify requirements, curricula offerings, and charges, and to add, alter, or delete courses and programs through appropriate procedures. While reasonable efforts will be made to publicize such changes, a student is encouraged to seek current information from appropriate offices.

The statement shall be placed in bold typeface on the inside of the front cover of the catalog or on the first page of the catalog.

FORMS / APPENDICES:

None

SOURCE:

BOR December 1995; BOR June 2014; BOR May 2023.

I

-SOUTH DAKOTA BOARD OF REGENTS

Policy Manual

SUB IFCT.	Relationship of Curriculum	and Instruction to Statutory	Objectives
SCHELCI.	Relationship of Curriculum	and instruction to Statutory	objectives

NUMBER: 1:10

Curriculum and instruction at each institution shall conform to statutorily established objectives. Planning and operation of curriculum shall be in accordance with individual institutional guidelines. A statement of the statutory institutional objectives must appear as a part of the catalog published at each institution.

The mission statement for each institution shall include an explanation of the purpose established by the legislature and the programs authorized by the Board to implement that purpose.

Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs. Requests to the Board for initial accreditation or an expanded accreditation must be in a format determined by the Academic Affairs Council. In disciplines where approval or accreditation is required and not optional to practice in the profession, the Request to Seek Accreditation must be submitted with the Program Request (Class III).

A campus seeking a delay in an accreditation visit shall provide the Executive Director with an information copy of the request and a copy of the accrediting agency's response. The Executive Director shall provide this information to the Board in a timely manner.

SOURCE: BR, 266, 1965; BOR, August 1994; BOR, May 2002

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – G DATE: May 9, 2023

SUBJECT

Inactive Status and Program Termination Requests - BHSU, DSU, & USD

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.12 – Programs on Inactive Status AAC Guideline 2.13 – Program Termination

BACKGROUND / DISCUSSION

Black Hills State University has submitted a request asking that the following programs be terminated (see Attachment I).

- Degree Program: BS in Exercise Science Management Specialization Justification: This specialization will be terminated and replaced by the proposed Strength and Conditioning specialization within the BS in Exercise Science. Exercise Science students sit for the Certified Strength and Conditioning exam for national certification. Industry standards now require that students are graduates of programs that meet accreditation standards. This change will occur in conjunction with the process for obtaining accreditation.
- Degree Program: Social Resiliency Certificate Justification: This certificate is being terminated due to the retirement of the only faculty member teaching the courses for the certificate. The University has determined the faculty member will not be replaced.
- Degree Program: Sociology (BS) Social Resiliency Specialization Justification: This specialization is being terminated due to the retirement of the only faculty member teaching the courses for the certificate. The University has determined the faculty member will not be replaced.

Dakota State University has submitted a request asking that the following programs be terminated (see Attachment II).

• Degree Program: Analytical Science (BS)

(Continued)

DRAFT MOTION 20230509 5-G:

I move to approve the program termination requests from BHSU, DSU, and USD as presented in Attachments I through III.

Justification: This major has been on the Program Productivity report for a number of years. Enrollments have been historically low and currently there are only five students in the major.

• Degree Program: Speech Communication/Theatre Minor Justification: The minor will be replaced with a communication studies minor. The theatre courses are being eliminated from the minor.

The University of South Dakota has submitted a request asking that the following programs be terminated (see Attachment III).

- Degree Program: Biology (BS) Biology, Conservation and Biodiversity Specialization Justification: This specialization is now a full major with the biology department (Conservation Biology). Therefore, the specialization is now being terminated.
- Degree Program: Biology (BS) Physiology, Cell, and Molecular Specialization Justification: This specialization is now a full major with the biology department (Physiology, Cell, and Molecular Biology). Therefore, the specialization is now being terminated.

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Program Termination Requests Attachment II – DSU Program Termination Requests Attachment II – USD Program Termination Requests



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	BHSU	
DEGREE(S) AND PROGRAM:	BS Exercise Science – Management	
	Specialization	
CIP CODE:	31.0504	
UNIVERSITY DEPARTMENT:	School of Bchavioral Sciences	
BANNER DEPARTMENT CODE:	BSBS	
UNIVERSITY DIVISION:	College of Education and	
	Behavioral Sciences	
BANNER DIVISION CODE:	6E	

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.

DocuSigned by: 1/9/2023 1/9/2023			1/9/2023 3:10	3:10:59 Flick here to enter a date.	
	President of the University			Date	
1. Program Degr	ee Level (place an "X" in the ap	propriate box):		
Associate		Bachclor's 🛛	Master's 🗆	Doctoral	
2. Category (place	e an "X" i	in the appropriate box)	:1		
Certificate		Specialization 🖂	Minor 🗆	Major 🛛	
2 1			•	. .7	

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)

Page 1 of 3

^{3.} The program action proposed is (place an "X" in the appropriate box):²

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

Inactive Status
See question 4

Termination \boxtimes 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 termination is predicated on the approval of the Strength and Conditioning request for a new specialization.

The *Specialization* for Management is being terminated and replaced by Strength and Conditioning. Exercise Science students sit for the Certified Strength and Conditioning exam for national certification; industry standards now require that students are graduates of programs that meet accreditation standards. This change will occur in conjunction with the process for obtaining accreditation.

- **B.** What is the plan for completion of the program by current students? Any declared management specialization major *prior* to termination will be provided the coursework and advising support to finish in that specialization.
- C. What is the proposed date (day/month/year) program termination status begins (program status in the database changes to *Phasing Out* and last date a student may enroll in or declare the program)? 08/05/2023
- **D.** What is the last date (day/month/year) in which a student may enroll in the program (program status in the database changes to *Phase Out*)? 08/05/2023
- E. What is the last term or date (day/month/year) by which a student can graduate from the program?

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)
13/12/2027

•

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

The costs will be neutral as the terminated specialization is being replaced by the Strength and Conditioning specialization.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

Neutral, no negatives for employees. The current structure has the capability to meet the needs for growth of the Strength and Conditioning specialization that will replace the terminated management specialization.

Exercise Science faculty have discussed this change with business faculty. The strength of business courses in which the EXS, Mgmt students determined that course offerings through business would not be negatively impacted.

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?



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:	BHSU
DEGREE(S) AND PROGRAM:	Social Resiliency Certificate
CIP CODE:	451101
UNIVERSITY DEPARTMENT:	School of Behavioral Sciences
BANNER DEPARTMENT CODE:	BSBS
UNIVERSITY DIVISION:	College of Education and
	Behavioral Sciences
BANNER DIVISION CODE:	6E

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.

	Jon 7	Click her d	e to enter a ate. Pate					
1.	Program Degre	ee Level (place an "X" i	in the appr	opriate box):		
	Associate		Bachelor's	\boxtimes	Master's		Doctoral	
2.	Category (place	e an "X"	in the appropr	iate box): ¹				
	Certificate	\boxtimes	Specialization	n 🗆	Minor		Major	
3.	The program a	ction pro	posed is (place Inacti	e an "X" in ve Status	the appro	priate i	<i>box</i>): ² Termination	\boxtimes

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

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: The Sociology certificate in Social Resiliency is being terminated due to the retirement of the only faculty member teaching these courses and the University's decision not to replace this faculty member.
- **B.** What is the plan for completion of the program by current students? Substitutions will be provided for students affected by the termination.
- 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 August 2023
- 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 May 2023
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 01/05/2026
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings? There are no cost savings in terminating the certificate; the cost savings was in not replacing the retired faculty member.

G. What are the resulting employee terminations and other possible implications including impact on other programs? There are no other implications. There are two remaining certificates in Sociology: Criminal Justice and Social and Cultural Awareness.

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?



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:	BHSU
DEGREE(S) AND PROGRAM:	BS in Social Resiliency Spec. for Sociology me
CIP CODE:	451101
UNIVERSITY DEPARTMENT:	School of Behavioral Sciences
BANNER DEPARTMENT CODE:	BSBS
UNIVERSITY DIVISION:	College of Education and
	Behavioral Sciences
BANNER DIVISION CODE:	6E

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.

	Jox. J	Preside	pinen ent of the University		_	Click he	re to enter a late. Date	_
1.	Program Degre	ee Leve	l (place an "X" in the ap	propriate box	c):			
	Associate		Bachelor's 🛛	Master's		Doctoral		
2.	Category (place	e an "X	" in the appropriate box)	:1				
	Certificate		Specialization	Minor		Major		
3.	The program a	ction p	roposed is (<i>place an "X"</i> Inactive Status	in the appro \Box	priate	<i>box</i>): ² Termination	\boxtimes	

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

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: The Sociology major specialization in Social Resiliency is being terminated due to the retirement of the only faculty member teaching these courses and the University's decision not to replace this faculty member.
- B. What is the plan for completion of the program by current students? Substitutions will be provided for students affected by the termination.
- 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 August 2023
- 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 May 2023
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 01/05/2026
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings? There are no cost savings in terminating the specialization; the cost savings was in not replacing the retired faculty member.

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)

G. What are the resulting employee terminations and other possible implications including impact on other programs? There are no other implications. There are two remaining specializations in Sociology: Law & Justice and Culture & Society.

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?



Use this form to request termination or inactive status for an existing program (graduate program, undergraduate major or minor, certificate, or specialization). The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	DSU
DEGREE(S) AND PROGRAM:	BS Analytical Science
CIP CODE:	400101
UNIVERSITY DEPARTMENT:	College of Arts and Science
BANNER DEPARTMENT CODE:	DAS 8A
UNIVERSITY DIVISION:	Science
BANNER DIVISION CODE:	DSCI

University Approval

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

<i>P</i> °		Jose-1 Azarson Pres	Marie Griffillis Ident of the University		_	<u>4/6</u>	/2023 Date
1.	Program Deg	gree Le	vel (place an "X" in the appr	opriate box):		
	Associate	e 🗌	Bachelor's 🖂	Master's		Doctoral	
2.	Category (pla	ice an '	<i>"X" in the appropriate box</i>): ¹				
	Certificate	e 🗌	Specialization	Minor		Major	
3.	The program	action	proposed is (<i>place an "X" i</i>	n the approp	oriate bo.	x): ²	
			Inactive Status See question 4		Te See questi	ons 5 and 6	\boxtimes

Program Forms, Program Termination or Placement or Inactive Status (last revised 09/2020)

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

4. 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 major has been on the Program Productivity report for a number of years. Enrollments have been historically low and currently there are 5 students in the major.

B. What is the plan for completion of the program by current students?

Of the five students enrolled in the major, two will graduate this May. The remaining students are two junior and one sophomore. The university will work with the three students on a teach out plan.

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)?

Spring 2023

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*)?

Spring 2023

E. What is the last term or date (day/month/year) by which a student can graduate from the program?

Spring 2025

F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

We don't anticipate any immediate cost savings. Faculty who teaches any courses in the major that will no longer be taught will be assigned other courses.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

See question F.

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:	DSU
DEGREE(S) AND PROGRAM:	Speech Communication/Theatre
	Minor
CIP CODE:	
UNIVERSITY DEPARTMENT:	Arts and Science
BANNER DEPARTMENT CODE:	8A
UNIVERSITY DIVISION:	Language
BANNER DIVISION CODE:	DLANG

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.

		7/21/2022 Date					
1. Program Degree Level (place an "X" in the appropriate box):							
	Associate		Bachelor's	Master's	Doctoral		
2.	2. Category (place an "X" in the appropriate box): ¹						
	Certificate		Specialization	Minor 🖂	Major 🗆		

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

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program.

 \times

Inactive Status
See question 4

Termination *See questions 5 and 6*

4. TERMINATION WITHOUT ENROLLED STUDENTS

A. Provide a justification for terminating the program:

The university is asking to terminate this minor and will be replacing this minor with a Communication Studies minor eliminating the Theatre courses and the title from the minor.

B. What is the proposed date (day/month/year) for the program to terminate (program status in the database changes to *Deleted*)?

Summer 2023

C. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

DSU does not anticipate any cost savings by eliminating this minor.

D. What are the resulting employee terminations and other possible implications including impact on other programs?

DSU does not anticipate any employee terminations because of the termination.

A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	BS, Biology, Conservation and Biodiversity
	Specialization
CIP CODE:	26.1307
UNIVERSITY DEPARTMENT:	BIOLOGY
BANNER DEPARTMENT CODE:	UBIO
UNIVERSITY DIVISION:	A&S
BANNER DIVISION CODE:	2A

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 (<i>place an "X" in the appropriate box before the category</i>):							before the category):
2. Category	2. Category (place an "X" in the appropriate box before the category): ¹						tegory): ¹
3. The prog	Certificate X Specialization Minor Major 3. The program action proposed is (place an "X" in the appropriate box following the						
action): ²						7	
Inactive Status Termination X See question 4 See question 5 and 6							
5. TERMIN	AT	ION WITH E	NRO	OLLED STU	JDE	ENTS	

A. Provide a justification for terminating the program: This specialization (Conservation and Biodiversity) is now a major within the department (Conservation Biology).

B. What is the plan for completion of the program by current students?

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

Current students are able to stay in the program until graduation or move to the new major.

- 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)? 1 May 2023
- **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*)? 1 August 2023
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 10 May 2029
- **F.** What are the potential cost savings of terminating the program and what are the planned uses of the savings? None as there is now a major using the existing resources.
- G. What are the resulting employee terminations and other possible implications including impact on other programs?

None.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Program Termination or Placement on Inactive Status

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	BS, Biology, Physiology Cell and Molecular
	Specialization
CIP CODE:	26.0406
UNIVERSITY DEPARTMENT:	BIOLOGY
BANNER DEPARTMENT CODE:	UBIO
UNIVERSITY DIVISION:	A&S
BANNER DIVISION CODE:	2A

University Approval

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

 President of the University
 Date

 1. Program Degree Level (place an "X" in the appropriate box before the category):
 Associate
 X
 Bachelor's
 Master's
 Doctoral

 2. Category (place an "X" in the appropriate box before the category):¹
 Certificate
 X
 Specialization
 Minor
 Major

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

Inactive Status *See question 4*

Termination See question 5 and 6

5. TERMINATION WITH ENROLLED STUDENTS

A. Provide a justification for terminating the program: This specialization (Physiology, Cell and Molecular) is now a major within the department (Physiology, Cell and Molecular Biology).

Х

¹ Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

² Note: An inactive program is a program a university has authority to offer, but the program is not admitting new students and has not formally terminated. A presumption exists that inactive status is a temporary status; universities review inactive programs periodically to determine the feasibility of reactivating or terminating the program. Programs can remain inactive for five (5) consecutive years at which time a university must terminate the program. A terminated program is a program for which a university ceases to have authority to offer. Reinstatement of a terminated program requires university and BOR approval through the prescribed new program approval processes.

- **B.** What is the plan for completion of the program by current students? Current students are able to stay in the program until graduation or move to the new major.
- 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)? 1 May 2023
- **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*)? 1 August 2023
- E. What is the last term or date (day/month/year) by which a student can graduate from the program? 10 May 2029
- F. What are the potential cost savings of terminating the program and what are the planned uses of the savings?

None as there is now a major using the existing resources.

G. What are the resulting employee terminations and other possible implications including impact on other programs?

None.

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – H DATE: May 9, 2023

SUBJECT

Site Termination Requests – USD

CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.15 – Site Termination

BACKGROUND / DISCUSSION

The University of South Dakota has submitted a request asking that the following program sites be terminated (see Attachment I).

• Degree Program: Elementary Education (MA) (Site Termination) *Culturally & Linguistically Diverse Learners Specialization, Reading Specialist/Literacy Coach Specialization, and Science, Technology, and Mathematics Specialization*

> Proposed Site to Terminate: On-Campus Justification: Currently, the courses in these programs are offered fully online with no on campus options. This has been an issue for some international students due to visa requirements that they take on-campus courses, which has resulted in low-enrolled sections.

• Degree Program: Secondary Education (MA) (Site Termination) Culturally & Linguistically Diverse Learners Specialization and Science, Technology, and Mathematics Specialization

> Proposed Site to Terminate: On-Campus Justification: Currently, the courses in these programs are offered fully online with no on campus options. This has been an issue for some international students due to visa requirements that they take on-campus courses, which has resulted in low-enrolled sections.

IMPACT AND RECOMMENDATION

USD does not expect any cost savings associated with their requests. Board staff recommend approval.

ATTACHMENTS

Attachment I – USD Site Termination Requests

DRAFT MOTION 20230509 5-H:

I move to approve USD's requests to terminate the on-campus delivery sites for the specified programs, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Termination of a Site

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	MA Elementary Education
	- Culturally & Linguistically Diverse
	Learners Specialization
	- Reading Specialist/Literacy Coach
	Specialization
	- Science, Technology, and Math
	Education Specialization
SITE PROPOSED FOR TERMINATION ¹	On Campus
CIP CODE:	13.0202, 13.1315, 13.1213
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UCIN
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box):

	Associate		Bachelor's	Х	Master's		Doctoral
--	-----------	--	------------	---	----------	--	----------

2. Category (place an "X" in the appropriate box):²

Certificate	Specialization	Minor	х	Major

3. Provide a justification for terminating delivery at the site:

These programs are approved for both on campus and online delivery. Currently the courses in these programs are offered fully online with no on campus options. This becomes problematic for the very few international students (\sim 1/year) that need on campus course sections due to visa requirements. This results in the creation of low enrolled on campus sections of courses creating additional work for faculty and less than desirable learning conditions for students. With the majority of our students living too far from Vermillion to attend class on campus, as well as the very few international students participating in our programs, we are seeking to terminate the on-campus site and offer these programs only online. In doing so, we believe we will be able to recruit more students into the

¹ If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

² Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

program, and improve both student learning experiences and faculty workload therein increasing the efficiency of our programming.

- 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? There are no implications for current students enrolled in the program as all courses are already offered only online. Current students will not experience any changes and will be able to continue in their degree programs.
- 5. What is the last date (day/month/year) by which a student can graduate in the program? This is not applicable as the program will continue to be offered online.
- 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)? May 15, 2023
- 7. What are the potential cost savings of terminating the program site and what are the planned uses of the savings?

The potential cost savings of only offering these programs only online are reduced low enrolled course sections, which will have a positive effect on faculty workload. It may also lessen our need for adjuncts in some areas.

8. What are the resulting employee terminations and other possible implications including impact on other programs?

There are no employee terminations or other possible implications to this or other programs.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS Termination of a Site

UNIVERSITY:	USD
DEGREE(S) AND PROGRAM:	MA Secondary Education
	- Culturally & Linguistically Diverse
	Learners Specialization
	- Science, Technology, and
	Mathematics Specialization
SITE PROPOSED FOR TERMINATION ¹	On Campus
CIP CODE:	13.0202, 13.1213
UNIVERSITY DEPARTMENT:	Teacher Residency & Education
BANNER DEPARTMENT CODE:	UCIN
UNIVERSITY DIVISION:	School of Education
BANNER DIVISION CODE:	2E

University Approval

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

President of the University

Date

1. Program Degree Level (place an "X" in the appropriate box):

	Associate		Bachelor's	Х	Master's		Doctoral
--	-----------	--	------------	---	----------	--	----------

2. Category (place an "X" in the appropriate box):²

Specialization number h

3. Provide a justification for terminating delivery at the site:

These programs are approved for both on campus and online delivery. Currently the courses in these programs are offered fully online with no on campus options. This becomes problematic for the very few international students (\sim 1/year) that need on campus course sections due to visa requirements. This results in the creation of low enrolled on campus sections of courses creating additional work for faculty and less than desirable learning conditions for students. With the majority of our students living too far from Vermillion to attend class on campus, as well as the very few international students participating in our programs, we are seeking to terminate the on-campus site and offer these programs only online. In doing so, we believe we will be able to recruit more students into the program, and improve both student learning experiences and faculty workload therein increasing the efficiency of our programming.

¹ If this is an off-campus site, please include the physical address of the site as a well as a description or name of the location.

² Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in the student information system.

Program Forms, Termination of a Site (last revised 09/2020, USD Accessibility Check 09/2022)

- 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? There are no implications for current students enrolled in the program as all courses are already offered only online. Current students will not experience any changes and will be able to continue in their degree programs.
- 5. What is the last date (day/month/year) by which a student can graduate in the program? This is not applicable as the program will continue to be offered online.
- 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)?

May 15, 2023

7. What are the potential cost savings of terminating the program site and what are the planned uses of the savings?

The potential cost savings of only offering these programs only online are reduced low enrolled course sections, which will have a positive effect on faculty workload. It may also lessen our need for adjuncts in some areas.

8. What are the resulting employee terminations and other possible implications including impact on other programs?

There are no employee terminations or other possible implications to this or other programs.

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – I (1) DATE: May 9, 2023

SUBJECT

Request to Seek Accreditation – BHSU (CAAHEP)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION

Board of Regents Policy 1:10 specifies that "Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs." In accordance with Board policy, South Dakota State University requests approval to seek accreditation from the following accrediting agencies:

<u>Accrediting Agency:</u> Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Program: Exercise Science (BS)

<u>Advantages:</u> The Certified Exercise Physiologist (ACSM-EP) exam is required for graduates entering the workforce as an exercise physiologist. The ACSM-EP exam is overseen by the American College of Sports Medicine (ACSM) which, in turn, recognizes the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as the accrediting agency.

By 2027, in order to sit for the Certified Exercise Physiologist (ACSM-EP) certification, candidates must graduate from a CAAHEP-accredited Exercise Science undergraduate program. A preliminary analysis of the current Exercise Science program at BHSU indicates the program is close to meeting certification requirements; thus, receiving CAAHEP accreditation is a reasonable and obtainable goal.

The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general

(Continued)

DRAFT MOTION 20230509 5-I(1):

I move to approve BHSU's request to seek accreditation from the Commission on Accreditation of Allied Health Education Programs for their BS in Exercise Science.

Request to Seek Accreditation – BHSU May 9, 2023 Page 2 of 2

reference document on institutional and specialized/program accreditation is available on the BOR website at the link below.

• Special Analysis: Accreditation in Higher Education

IMPACT AND RECOMMENDATION

BHSU anticipates a one-time application fee of \$750 for initial accreditation, and an annual fee of \$600 to be covered through department funds. Other costs would include roughly \$3,000 for travel expenses for the site visit.

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Request to Seek Accreditation Form: Commission on Accreditation of Allied Health Education Programs (CAAHEP)

SOUTH DAKOTA BOARD OF REGENTS

Request to Seek Accreditation Under BOR Policy

1. Institution:	Black Hills State University					
2. Program(s) se	eeking accreditation:	Exercise Science				
3. Level of prog	ram(s) involved in acc	reditation:				
	ertificate ssociate Degree		Master's Degree Doctoral Degree			

4. Accrediting Agency: Commission on Accreditation of Allied Health Education Programs (CAAHEP)

5. What are the advantages of accreditation?

The Certified Exercise Physiologist (ACSM-EP) exam is required for graduates entering the workforce as an exercise physiologist. The ACSM-EP exam is overseen by the American College of Sports Medicine (ACSM) which, in turn, recognizes the Commission on Accreditation of Allied Health Education Programs (CAAHEP) as the accrediting agency.

By 2027, in order to sit for the Certified Exercise Physiologist (ACSM-EP) certification, candidates must graduate from a CAAHEP-accredited Exercise Science undergraduate program. A preliminary analysis of the current Exercise Science program at BHSU indicates the program is close to meeting certification requirements; thus, receiving CAAHEP accreditation is a reasonable and obtainable goal.

The Commission on Accreditation of Allied Health Education establishes the standards and guidelines for postsecondary programs that prepare students to be exercise physiologists. At BHSU, this is the undergraduate Exercise Science major that prepares graduates to take the Certified Exercise Physiologist (ACSM-EP) exam which then enables graduates to enter careers in cardiac rehabilitation and exercise physiology.

A. Accreditation through CAAHEP will improve the Exercise Science Program at BHSU. Students who earn a degree from a CAAHEP accredited program receive a broad education in each of the Five Job Task Analysis domains outlined by the American College of Sports Medicine (ACSM) for a Certified Exercise Physiologist (EP-C). The ACSM is recognized as the leader in the field of health, fitness, and sports medicine. Another South Dakota Board of Regents institution offering the same Exercise Science degree as BHSU, is currently accredited through CAAHEP. Thus, in order to ensure our program is providing the same high-quality education to Exercise Science students it is essential the Exercise Science program at BHSU also be accredited through CAAHEP

- B. *Students graduating with a CAAHEP certified degree will be recognized for completing a rigorous, comprehensive education in exercise science.* This national recognition will provide our students with an advantage when applying for a wide variety of exercise science-related positions, graduate programs, or professional programs. The prestige associated with a CAAHEP-certified degree is recognized by employers and graduate admission committees; as a result, BHSU graduates will have a competitive advantage.
- C. Gaining CAAHEP approval will allow the exercise science program to become more competitive in attracting the most talented students. Even though BHSU occupies a unique niche as the only comprehensive university in western South Dakota, we have not been able to recruit some of the best students to our program because other universities in the region, including South Dakota State University, University of Mary (ND), North Dakota State University, and Metropolitan State University of Denver (CO), offer CAAHEP-certified degrees and can use their certification as a recruiting tool for prospective students. Having a certified program will make BHSU more attractive to these highly qualified students, especially those interested in studying at a small liberal arts institution, and will improve the quality of students coming to our program. Additionally, approval will enhance our ability to recruit international students, as CAAHEP-certified degrees are recognized worldwide. Once accredited, the BHSU Exercise Science program will be included in a searchable database of CAAHEP-approved programs.
- D. *Meeting CAAHEP certification requirements will greatly improve the exercise science program.* In order to meet the standards of a CAAHEP-certified degree, BHSU has adjusted learning objectives to follow the five domains of the job task analysis described by the ACSM for a certified exercise physiologist.
- E. CAAHEP certification increases the quality of the exercise science education given to students with other majors and minors. Exercise science is a significant component of other scientific disciplines taught at BHSU, including Physical Education majors and Coaching minors, and provides essential scientific education for pre-health-professional students. A stronger, more comprehensive exercise science program significantly improves the background that is built for students in these other fields and strengthens education in all areas of science, not just exercise science. This will prepare BHSU students to make more informed, scientifically justified decisions when dealing with issues pertaining to health and fitness.

6. What are the anticipated costs involved in accreditation, including:

A) Costs involved in undergoing self-study and preparing the application for accreditation.

- CAAHEP has an initial institutional accreditation fee of \$750.
- Once accredited, CAAHEP has an annual institutional fee of \$600.

• The CoAES has an initial accreditation fee of \$750, with an annual fee of \$500 thereafter.

B) Out-of-pocket costs related to dues or site visits.

• The out-of-pocket costs for accreditation must cover expenses associated with the on-site review. The CoAES estimates on-site review costs to be between \$1,500 and \$2,000. To ensure adequate funding is available for the on-site review, the Exercise Science department estimates the cost associated with the on-site review to be no more than \$3,000. The site visit is a one-time occurrence and must take place within one year of submitting the application for accreditation.

C) Base budget implications including incremental costs and minimum base resources required (dollars and FTE).

• There is currently no minimum faculty requirement outlined by CAAHEP accreditation standards. Our current student to faculty ratio within exercise science is adequate to achieve accreditation. Our program has sufficient laboratory space to ensure students receive instruction in line with the knowledge, skills, and abilities outlined in the ACSM EP-C JTA.

7. What is the source of the resources needed?

The School of Behavioral Sciences and the College of Education and Behavioral Sciences support the decision to seek accreditation. Both the school and the college will allocate funds as available to assist with the cost of accreditation. The exercise science department has adequate funds coming from the exercise science disciple fee which will help cover the cost of accreditation.

8. What is the estimated date for submission of accreditation application?

December 1st, 2023

Institutional Authorization (President)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – I (2) DATE: May 9, 2023

SUBJECT

Request to Seek Accreditation – BHSU (CASCE)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION

Board of Regents Policy 1:10 specifies that "Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs." In accordance with Board policy, South Dakota State University requests approval to seek accreditation from the following accrediting agencies:

<u>Accrediting Agency:</u> Council on Accreditation of Strength and Conditioning Education (CASCE)

<u>Program:</u> Exercise Science (BS)

<u>Advantages:</u> The national Certified Strength and Conditioning Specialist (CSCS) exam is required for graduates entering the workforce as a strength and conditioning trainer or coach. The CSCS exam is overseen by the National Strength and Conditioning Association (NSCA) which, in turn, recognizes the Council on Accreditation of Strength and Conditioning Education (CASCE) as the accrediting agency.

By 2030, only graduates of programs accredited by the Council on Accreditation of Strength and Conditioning Education will be eligible to take the CSCS exam. BHSU's Exercise Science major needs to earn this accreditation to continue to prepare students to take this exam.

The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general

(Continued)

DRAFT MOTION 20230509 5-I(2):

I move to approve BHSU's request to seek accreditation from the Council on Accreditation of Strength and Conditioning Education for their BS in Exercise Science.

Request to Seek Accreditation – BHSU May 9, 2023 Page 2 of 2

reference document on institutional and specialized/program accreditation is available on the BOR website at the link below.

• Special Analysis: Accreditation in Higher Education

IMPACT AND RECOMMENDATION

BHSU anticipates a one-time application fee of \$1,000 for initial accreditation, and an annual fee of \$1,000 to be covered through department funds. Other costs would include roughly \$3,000 for travel expenses for the site visit.

Board staff recommends approval.

ATTACHMENTS

Attachment I – BHSU Request to Seek Accreditation Form: Council on Accreditation of Strength and Conditioning Education (CASCE)

SOUTH DAKOTA BOARD OF REGENTS

Request to Seek Accreditation Under BOR Policy

1. Institution:	Black Hills State Uni	versity	
2. Program(s) se	eeking accreditation:	Exercise Science	
3. Level of prog	ram(s) involved in acc	reditation:	
Ce As x Ba	ertificate sociate Degree achelor's Degree		Master's Degree Doctoral Degree

4. Accrediting Agency: Council on Accreditation of Strength and Conditioning Education (CASCE)

5. What are the advantages of accreditation?

The national Certified Strength and Conditioning Specialist (CSCS) exam is required for graduates entering the workforce as a strength and conditioning trainer or coach. The CSCS exam is overseen by the National Strength and Conditioning Association (NSCA) which, in turn, recognizes the Council on Accreditation of Strength and Conditioning Education (CASCE) as the accrediting agency.

By 2030, only graduates of programs accredited by the Council on Accreditation of Strength and Conditioning Education will be eligible to take the CSCS exam. BHSU's Exercise Science major needs to earn this accreditation to continue to prepare students to take this exam.

The Council on Accreditation of Strength and Conditioning Education establishes the standards and guidelines for postsecondary programs that prepare students to be strength and conditioning specialists. At BHSU, this is the undergraduate Exercise Science major that prepares graduates to take the Certified Strength and Conditioning Specialist (CSCS) exam which then enables graduates to enter careers in fitness and strength and conditioning.

- A. Accreditation through CASCE will improve the Exercise Science Program at BHSU. Students who earn a degree from a CASCE accredited program receive a quality education in each of the essentials of strength and conditioning outlined by the National Strength and Conditioning Association for a Certified Strength and Conditioning Specialist. The National Strength and Conditioning Association is recognized as the leader in the field of strength, conditioning, and fitness.
- B. *Students graduating with a CASCE certified degree will be recognized for completing a rigorous, comprehensive education in exercise science.* This national recognition will provide our students with an advantage when applying for a wide variety of exercise science-related positions, graduate programs, or professional programs. The prestige associated with a CASCE-certified degree is recognized by employers and graduate admission committees; as a result, BHSU students will have a competitive advantage.

- C. *Gaining CASCDE approval will allow the exercise science program to become more competitive in attracting the most talented students.* Having a certified program will make BHSU more attractive to these highly qualified students, especially those interested in studying at a small liberal arts institution, and will improve the quality of students coming to our program. Additionally, approval will enhance our ability to recruit international students, as CASCE-certified degrees are recognized worldwide. Once accredited, the BHSU Exercise Science program will be included in a searchable database of CASCE-approved programs.
- D. *Meeting CASCE certification requirements will greatly improve the exercise science program.* In order to meet the standards of a CASCE-certified degree, BHSU will adjust learning objectives to follow the essentials of strength and conditioning outlined by the National Strength and Conditioning Association for a Certified Strength and Conditioning Specialist.
- E. CASCE certification increases the quality of the exercise science education given to students with other majors and minors. Exercise science is a significant component of other scientific disciplines taught at BHSU, including Physical Education majors and Coaching minors, and provides essential scientific education for pre-health-professional students. A stronger, more comprehensive exercise science program significantly improves the background that is built for students in these other fields and strengthens education in all areas of science, not just exercise science. This will prepare BHSU students to make more informed, scientifically justified decisions when dealing with issues pertaining to health and fitness.

6. What are the anticipated costs involved in accreditation, including:

A) Costs involved in undergoing self-study and preparing the application for accreditation.

- CASCE has an initial institutional application fee of \$1000.
- Once accredited, CASCE has an annual institutional fee of \$1000.
- The CASCE has an initial accreditation fee of \$5000.

B) Out-of-pocket costs related to dues or site visits.

• The out-of-pocket costs for accreditation must cover expenses associated with the on-site review. The CASCE estimates on-site review costs to be between \$1,500 and \$2,000. To ensure adequate funding is available for the on-site review, the Exercise Science department estimates the cost associated with the on-site review to be no more than \$3,000. The site visit is a one-time occurrence and must take place within one year of submitting the application for accreditation.

C) Base budget implications including incremental costs and minimum base resources required (dollars and FTE).

• There is currently no minimum faculty requirement outlined by CASCE accreditation standards. Our current student to faculty ratio within exercise science is adequate to achieve accreditation. Our program has sufficient laboratory space to ensure students receive instruction in line with the knowledge, skills, and abilities outlined in the essentials of strength and conditioning outlined by the National Strength and Conditioning Association for a Certified Strength and Conditioning Specialist.

7. What is the source of the resources needed?

The School of Behavioral Science and the College of Education and Behavioral Science support the decision to seek accreditation. Both the school and the college will allocate funds as available to assist with the cost of accreditation. The exercise science department has adequate funds coming from the exercise science disciple fee which will help cover the cost of accreditation.

8. What is the estimated date for submission of accreditation application?

December 1st, 2023

Institutional Authorization (President)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – I (3) DATE: May 9, 2023

SUBJECT

Request to Seek Accreditation – NSU (CoAES)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

BACKGROUND / DISCUSSION

Board of Regents Policy 1:10 specifies that "Each campus must seek and receive Board approval before applying for initial accreditation or an expanded scope of accreditation for academic programs." In accordance with Board policy, South Dakota State University requests approval to seek accreditation from the following accrediting agencies:

<u>Accrediting Agency:</u> Commission on Accreditation for Exercise Sciences (CoAES) Program: Human Performance (BS)

<u>Advantages:</u> The ACSM is a well-respected governing body in the field of exercise science. Students, post-graduation, looking to work in fitness/health/sports facilities, coach/train athletes, or go on to graduate program would benefit from a CoAES accredited program. The accreditation standards are rigorous, establishing curriculum stability for our students in scientific foundation and practical application. A CoAES accredited program would prepare the student with the knowledge and experience needed to pass any fitness certification or acceptance into exercise science related graduate program (e.g., Clinical Exercise Physiology).

The Higher Learning Commission (HLC), a regional accrediting agency recognized by the U.S. Department of Education, awards institutional accreditation for higher education institutions in South Dakota. A variety of unique organizations award specialized/program accreditation within distinct programs or departments at Regental institutions. A general reference document on institutional and specialized/program accreditation is available on the BOR website at the link below.

• Special Analysis: Accreditation in Higher Education

(Continued)

DRAFT MOTION 20230509 5-I(3):

I move to approve NSU's request to seek accreditation from Commission on Accreditation for Exercise Sciences (CoAES) for their BS in Human Performance.

Request to Seek Accreditation – NSU April 26, 2023 Page 2 of 2

IMPACT AND RECOMMENDATION

NSU anticipates a one-time application fee of \$200 for initial accreditation, along with \$1,000 for a self-study and \$3,000 for an initial site visit. There will be an annual fee of \$600. NSU will utilize existing operating budget within the Sports Sciences department along with NSU Foundation funds to cover costs associated with accreditation.

Board staff recommends approval.

ATTACHMENTS

Attachment I – NSU Request to Seek Accreditation Form: Commission on Accreditation for Exercise Sciences (CoAES)



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Request to Seek Accreditation

Use this form to request permission to seek accreditation of an approved program. Board of Regents (BOR) action is required to seek program accreditation.

UNIVERSITY:	NSU
PROGRAM:	Human Performance
CIP CODE:	310501
UNIVERSITY DEPARTMENT:	Sports Sciences
UNIVERSITY DIVISION:	College of Professional Studies

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 Warows	4/5/2023
President (or Designee) of the University	Date

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

□ Certificate

□ Associate

Master's

 \boxtimes Bachelor's

Doctoral

2. Accrediting Agency:

Commission on Accreditation for the Exercise Sciences (CoAES) https://www.caahep.org/committees-on-accreditation/exercise-science

Part of the Commission on Accreditation of Allied Health Education Programs (CAAHEP). CoAES is recognized by the American College of Sports Medicine (ACSM).

3. What are the advantages of accreditation?

The ACSM is a well-respected governing body in the field of exercise science. Students, postgraduation, looking to work in fitness/health/sports facilities, coach/train athletes, or go on to graduate program would benefit from a CoAES accredited program. The accreditation standards are rigorous, establishing curriculum stability for our students in scientific foundation and practical application. A CoAES accredited program would prepare the student with the knowledge and experience needed to pass any fitness certification or acceptance into exercise science related graduate program (e.g., Clinical Exercise Physiology).

Program Forms, Request to Seek Accreditation (last revised 08/2016)

CoAES is recognized and sponsored by the American College of Sports Medicine (ACSM), American Council on Exercise (ACE), American Kinesiotherapy Association (AKA), American Red Cross (ARC), National Academy of Sports Medicine (NASM), and National Council on Strength & Fitness (NCSF), initiate solicitation of feedback from communities of interest regarding proposed revisions of CoAES Standards and Guidelines for undergraduate Exercise Science programs.

4. What are the anticipated costs involved in accreditation, including:

- A. Costs involved in undergoing self-study and preparing the application for accreditation:
 - \$200 Application Fee
 - \$1000 Self-Study
 - \$3000 initial site visit

Out-of-pocket costs related to dues or site visits:

Site Visit is covered under the Self-study fee.

- \$600 Annual Fee
- **B.** Base budget implications including incremental costs and minimum base resources required (dollars and FTE):

Base Budget - \$4200 Annual Budget - \$600

5. What is the source of the revenue needed?

The Sports Sciences Department will utilize the existing operating budget as well as raised NSU Foundation funds.

6. What is the estimated date for submission of the accreditation application?

AY 22-23 - Seek NSU and SDBOR approval Summer 23 - Submit CoAES Application AY 23-24 - Prepare and submit the CoAES Self-Study Fall 24 - Site Visit at Northern State University

Program Forms, Request to Seek Accreditation (last revised 08/2016)

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs Consent

AGENDA ITEM: 5 – J DATE: May 9, 2023

SUBJECT

Articulation Agreements – USD

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:5</u> – Seamless Transfer of Credit
<u>BOR Policy 2:5:2</u> – External (Non-Regental System) Accredited University/College Transfer of Credit

BACKGROUND / DISCUSSION

BOR Policy 2:5 – Seamless Transfer of Credit establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, the University of South Dakota requests approval for the following revised articulation agreement:

• Students who have completed an AA degree in Addiction Counseling Emphasis from Western Iowa Tech Community College (WITCC) may apply up to 60 credits toward the BS in Addiction Counseling and Prevention program at USD.

Board staff recommends approval.

ATTACHMENTS

Attachment I – USD Revised Articulation Agreement: Western Iowa Tech Community College (WITCC)

DRAFT MOTION 20230509_5-J:

I move to approve the University of South Dakota's articulation agreements with Western Iowa Tech Community College (WITCC), as presented.
PROGRAM TO PROGRAM ARTICULATION AGREEMENT

UNIVERSITY OF SOUTH DAKOTA (USD) and WESTERN IOWA TECH COMMUNITY COLLEGE (WITCC)

Agreement with Respect to Applying the Addiction Counseling Emphasis Associate of Arts (AA) Degree Program at WITCC Towards the Addiction Counseling and Prevention Bachelor of Science Degree Program at USD

I. Parties

The parties to this agreement are the University of South Dakota (USD) and Western Iowa Tech Community College (WITCC).

II. Purpose

The purpose of this agreement is to:

- A. Have a signed articulation agreement that addresses the varying needs of students and complementary nature of the institutions' programs;
- B. Provide increased educational opportunities for students from South Dakota and the region;
- C. Extend and clarify educational opportunities for students;
- D. Provide WITCC students who have completed the USD/WITCC Addiction Counseling Emphasis Articulation program an opportunity to earn a Bachelor of Science degree with a major in Addiction Counseling and Prevention.

III. Academic Program

Graduation Requirements for the BS in Addiction Counseling and Prevention (ACP) at USD

Total credits required:	120
Block transfer credits from WITCC Addiction Counseling	43-45
General Education Credits:	30-32
Addiction Counseling and Prevention Major Requirements:	45

Pref.	Num.	Title	Cr. Hrs.
ACP C	ore		
ACP	116*	Study of Alcohol Use & Addiction (WITCC-SOC 216 at WITCC)	3*
ACP	117*	Study of Drug Use & Addiction (WITCC-SOC 217 Study of Drug Use and Abuse)	3*
ACP	220*	Fundamental Skills of Individual Counseling for Addiction (WITCC-SOC 180: Social Work Interactional Skills)	3*
ACP	222	Fundamental Skill of Group Counseling for Addiction	3
ACP	315	Ethical & legal Issues in the Addiction Profession	3
ACP	320 or 412 or 15	Adolescents and Substance Use & Addiction or Substance Use in Diverse Populations or Native American & Substance Use & Addiction	3
ACP	410	Addictive Family Systems and Family Counseling	3
ACP	417L	Individual Addiction Counseling Practicum	3
ACP	418L	Group Addiction Counseling Practicum	3
ACP	494	Internship in Addiction Treatment or Prevention	3
		Total Hours Required	30
Select a	at least one of	the following specializations (6 cr):	
Treatn	nent Specializa	ation	
ACP	422L	Substance Use & Addiction Treatment Continuum	3
ACP	424	Psychopharmacology of Alcohol and Drugs	3
Preven	tion Specializ	ation	
ACP	421	Foundations of Substance Use and Addiction Prevention	3
ACP	426	Theory & Practice of Substance Use and Addiction Prevention in Communities	3
Electiv	es - 9 credits		
ACP	320	Adolescents and Substance Use and Addiction	3
ACP	391	Independent Study: Substance Use and Addiction	1-3
ACP	412	Substance Use in Diverse Populations Alcohol	3
ACP	415	Native American & Substance Use & Addiction	3
ACP	421	Foundations of Substance Use and Addiction Prevention	3
ACP	426	Theory & Practice of Substance Use and Addiction Prevention in Communities	3
ACP	428	Gambling and Process Addiction	3
ACP	452	Addiction and Substance Use Counseling Theories	3
ACP	460	Co-Occurring Trauma and Addiction	3
ACP	470	Rural Telehealth	3
ACP	292 or	Special Topics in Addiction Studies (WITCC-PSY 295: Co Occurring and	3*
	492*	Addictive Disorders & WITCC-SOC 295 Trauma & Resilience)	
ACP	494	Internship	1-12
		Total Hours Required	45

A. Requirements to be completed at USD for the major in Addiction Counseling and Prevention are outlined immediately below:

*AA in Addiction Counseling students may use their WITCC courses to fulfill requirement.

B. Students must meet all Board of Regents policies and university graduation requirements in order to receive an undergraduate degree. General education requirements are subject to change based on modifications made by the South Dakota Board of Regents.

Ge	neral Education Requirements		WITCC Coursework (Must meet Regental System requirements)	
Written Communication and Literacy Skills	ENGL 101 Composition	3	ENG 105 Composition I	3
Oral Communication	CMST 101- Fundamentals of Communications	3	SPC112 Public Speaking	3
Social Sciences	*PSYC 101-General Psychology	3	PSY 111 Introduction to Psychology	3

Ge	eneral Education Requirements		WITCC Coursework (Must meet Regental System requirements)	
Mathematics	Math 102-College Algebra or higher	3	MAT 121 College Algebra	3
Natural Sciences	SGR #6	4	BIO 163 Essentials of Anatomy and Physiology	4
Advanced Composition	ENGL 201 Composition II	3	ENG 106 Composition II	3
Additional Social Science Course	*SOC 100-Introduction to Sociology	3	SOC 110 Introduction to Sociology	3
Additional Fine Arts/Humanities	MUS 100 Music Appreciation OR ARTH 100 Art Appreciation	3	MUS 100 Music Appreciation OR ART 100 Art Appreciation	3
Additional Fine Arts/Humanities	*PHIL 220	3	PHI 105 Introduction to Ethics	3
Additional lab science course/lab	SGR#6	4	To be determined	4
Total Gene	eral Education Credit Hours	30-32		30-32

* Courses counting for major: One Natural Science Lab Class credit (4), two Social Science courses (6 credits) and one Fine Arts/Humanities already counted in total for the major under Non-Departmental Requirements.

Additional General Education credits approved to meet the SGR may be transferred if they meet Regental System General Education transfer requirements. Additional coursework that has been approved as equivalent to USD courses may also transfer in up to a total of 90 credit hours.

IV. Forward Articulation (completing the A.A. in Addiction Counseling Emphasis at WITCC and transferring to USD to complete the Bachelor of Science in Addiction Counseling and Prevention)

A. Students must successfully complete the A.A. degree in Addiction Counseling Emphasis from WITCC prior to transferring to USD for the specialized course credits to be accepted. Upon successful completion of the requirements of the A.A. in Addiction Counseling Emphasis, students may transfer to USD to complete the BS in Addiction Counseling and Prevention. At that time, USD will accept up to 60 course credits from the A.A. degree in Addiction Counseling Emphasis. Regental policy states that students must complete 50% of their 120 credit hours at USD.

B. Admission Requirements for the ACP major:

Addiction Counseling and Prevention majors of sophomore standing (a minimum of 32 semester hours) must apply for formal admission to the Addiction Counseling and Prevention major. Conditional admission requirements are:

- 1. Sophomore standing (32 or more credit hours).
- 2. Overall G.P.A. of at least 2.5.
- 3. Have completed ACP 116, ACP 117, ACP 220 & ACP 222 with at least the grade of "C."
- 4. At the completion of ACP 222 students can make an application to the Addiction Counseling & Prevention major.
- 5. Personal Statement of interest/ intention for the addiction profession
- 6. Have health insurance.

C. Additional requirements

- 1. Students transferring coursework from WITCC must have a cumulative GPA of 2.0 on a 4.0 scale.
- 2. The School of Health Sciences requires students to demonstrate Criminal Background Clearance prior to full admission to the Department of Addiction Counseling and Prevention and listing of immunizations are successfully completed.

V. Faculty credentials:

The instructor credentials to teach SOC 216, SOC 217, SOC 180, and PSY 295 must be a minimum of a master's degree in a counseling profession.

VI. Obligations

Both parties agree to confer with each other on a yearly basis regarding changes in curricula involved in this articulation agreement.

- A. USD will provide:
 - a. A representative from the USD Addiction Counseling and Prevention Program to visit with interested students from WITCC on a yearly basis.
 - b. The designated representative from WITCC with advising materials, the USD ACP Student Handbook and the USD Addiction Counseling and Prevention Application on a yearly basis.
 - c. The syllabi and pertinent course materials for the three introductory Addiction Counseling and Prevention courses.
 - d. Yearly consult with the WITCC representative.
- B. WITCC will Provide:
 - a. Advisement to students interested in the USD Addiction Counseling and Prevention Program to ensure the requirements and process of transferring to USD follows program guidelines and keep advising folders.
 - b. Yearly communication to ensure students are ready to transfer to the USD Addiction Counseling and Prevention Program.

VII. Modification

This agreement may be modified from time to time by South Dakota Board of Regents and Western Iowa Tech Community College.

VIII. Termination

This agreement may be terminated by either party upon one year's written notice to the other. Student(s) enrolled in the program at that time shall be allowed to complete the program.

IX. Effective Date of Agreement:

The agreement applies to students who transfer from WITCC from the Fall semester of 2023 onward.

X. Signers of the Agreement:

For the University of South Dakota

Haifa Abou Samara	
Dean of Health Sciences	Date
Sheila K. Gestring	
President, University of South Dakota	Date
For Western Iowa Tech Community College	
Darin Moeller	
Executive Dean of Instruction	Date
Western Iowa Tech Community College	
Terry A Murrell	
President, Western Iowa Tech Community College	Date

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – K DATE: May 9, 2023

SUBJECT

Agreements on Academic Cooperation - SDSMT

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:3 – Agreements and Contracts

BACKGROUND / DISCUSSION

BOR Policy 5:3 requires board action on a range of items including "Affiliative agreements and other agreements that provide for joint sponsorship of educational programing for which credit shall be awarded." To comply with this requirement, South Dakota School of Mines and Technology (SDSMT) seeks approval to enter into two agreements on academic cooperation and student exchange with the University of Mines and Technology in Tarkwa, Ghana and Universidad Catolica del Norte in Antofagasta, Chile.

IMPACT AND RECOMMENDATION

Both agreements result in the opportunity for student and faculty/staff exchanges. Students will pay tuition at their home campus, and students will be responsible for all fees and expenses required by the host institution, along with their living expenses.

Board staff recommends approval.

ATTACHMENTS

Attachment I – Memorandum of Understanding: University of Mines and Technology Attachment II – Exchange Agreement: Universidad Catolica del Norte

DRAFT MOTION 20230509_5-K:

I move to approve South Dakota School of Mines and Technology's agreements on academic cooperation with the University of Mines and Technology and the Universidad Catolica del Norte, as presented.

MEMORANDUM OF UNDERSTANDING

between

South Dakota School of Mines & Technology Rapid City, South Dakota, USA



And

University of Mines and Technology Tarkwa, Ghana



JANUARY, 2023

THIS MEMORANDUM OF UNDERSTANDING (MoU) is made this [DATE]

Between

The University of Mines and Technology, a Public University in Ghana, established by Act 677 of the Parliament of the Republic of Ghana on 3rd November 2004 and empowered to award its own degrees, diplomas and certificates. The University of Mines and Technology (hereinafter referred to as "UMaT" which shall include its agents, assigns, officers and successors in title), acting per the Vice Chancellor Professor Richard Kwasi Amankwah, on the one part.

And

The South Dakota School of Mines & Technology is a public university in Rapid City, South Dakota. It was founded in 1885 and governed by the South Dakota Board of Regents. South Dakota Mines offers bachelor's, master's, and doctoral degrees. The South Dakota School of Mines & Technology of Rapid City, South Dakota, USA (hereafter referred to as "South Dakota Mines"), acting per the president Dr. Jim Rankin on the other part.

UMaT and South Dakota Mines, believe the development of collaborative academic, educational, and scientific goals are of mutual value, which are set forth in this Memorandum of Understanding (MOU).

All collaborative efforts will be entered into with due diligence given to ethical and professional considerations and standards. Cooperative activities will be developed on the basis of equality, reciprocity, and promoting sustainable partnerships.

Within fields that are mutually acceptable, the following general forms of cooperation will be pursued:

- Staff exchange and collaboration
 - The two institutions agree in principle to the possibility of exchanges by faculty members and general staff (administrative and technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.
- Joint research activities and publications
 - Cooperative research is to be encouraged as individual scholars establish contact and develop mutual interests.

- Each party will encourage continuing education and professional development for teachers, professors, and academic staff, which may include
 - o Visits for studying teaching principles and methods
 - o Exchange of academic materials and other information
 - o Participation in seminars, congresses and meetings
- Student participation
 - Each party will recommend potential students for matriculation of the other university's appropriate academic programs on a reciprocal basis. The student's acceptance is subject to approval by the host university. The host institution will provide guidance and identify options for students in locating living accommodations and will place the students in appropriate academic programs. Unless otherwise specified in a supplemental written agreement, students will be responsible for meeting their own costs of living and paying tuition and fees to the host institution.

UMaT and South Dakota Mines agree to continue discussions on further cooperative activities as opportunities arise. Both institutions recognize that collaborative efforts will be of mutual benefit and will contribute to an enduring institutional linkage for cooperation in education and research.

Detailed descriptions of additional activities shall be defined in a separate addendum to the MOU. The addendum will include detailed information on the activity, including legal considerations for each university's home country and governing body.

Both universities agree that all additional activities are dependent on the availability of funds. Both universities agree to seek financial support for the activities stated in this MOU.

This Memorandum of Understanding becomes effective on the date of signature. It is valid for five (5) years with the understanding that it can be terminated by either party with six (6) months notice, unless an earlier termination is mutually agreed upon. Revisions or modifications may be proposed at any time, effective from the date of written agreement signed by both parties.

Signed on behalf of	Signed on behalf of
University of Mines and Technology	South Dakota School of Mines & Technology
By	By
Professor Richard Kwasi Amankwah	Jim Rankin, PhD PE
Vice Chancellor	President
Date:	Date:





EXCHANGE AGREEMENT BETWEEN UNIVERSIDAD CATOLICA DEL NORTE, ANTOFAGASTA, CHILE AND SOUTH DAKOTA SCHOOL OF MINES AND TECHNOLOGY, RAPID CITY, SOUTH DAKOTA, USA

The Universidad Catolica del Norte, Antofagasta, Chile (hereafter referred to as "UCN") and South Dakota School of Mines and Technology, Rapid City, USA (hereafter referred to as "SDSMT") recognizing the educational and cultural exchanges which can be achieved between our two institutions, enter into this agreement to facilitate the exchange of students and scholars.

1. Definitions

1

- i) For the purposes of this agreement "home" institution shall mean the institution at which a student intends to graduate, and " host" institution shall mean the institution which has agreed to accept the student from the home institution.
- ii) Semester or academic year shall normally refer to the period relevant to the host institution.
- iii) "Faculty" shall represent the appropriate academic entity at the respective institutions.

2. Purpose of the Agreement

- i) The general purpose of this agreement is to establish specific educational relations and cooperation between the two participating institutions in order to promote academic linkages and to enrich the understanding of the culture of the two countries concerned.
- ii) The purpose of exchanges between Faculty members is to promote collaborative research, other educational developments and to further mutual understanding.
- iii) The purpose of each student exchange is to enable students to enroll in subjects at the host institution for credit which will be applied towards their degree at their home institution.

3. Responsibilities of Participating Institutions and Students

- i) Each institution shall undertake all those measures as are seen as reasonable to give maximum effect to this exchange program.
- ii) Each institution agrees to accept and enroll exchange students as full-time, "nondegree" students for the duration of their exchange. Exchange students will be exempt from the host institution's tuition and course-related fees, with certain exceptions as specified in item number 6 of this document. SDSMT students going to UCN shall pay tuition and fees to SDSMT and UCN students going to SDSMT shall pay tuition and fees to UCN, if required.
- iii) Each exchange student will be provided with the same academic resources and support services that are available to all students at the host institution.
- iv) It is the responsibility of each exchange student to obtain official approval from his or her home institution for subjects taken at the host institution.

- v) It is the responsibility of each exchange student to ensure that he or she obtains a copy of his or her official statement of results (transcript) covering the subjects taken during the period of exchange. In addition, each host institution will forward a copy of the statement of results to the home institution's International Office. Exchange students will be responsible for paying any fees associated with having a transcript sent from the host institution to the home institution.
- vi) Exchange students will be subject to the rules and procedures as specified by the host institution for the academic period in which the student enrolls. The home institution will have responsibility for all matters concerning credit for subjects taken.

4. Balancing the Exchange

- i) It is the objective under this agreement that there will be parity in the number of students exchanged. For the purpose of computing this parity, the exchanges will be weighed as follows:
 - a. One short-term, credit-bearing program (less than 4 weeks) = 0.25 units; one summer session (4 11 weeks) = 0.5 units; one summer term (12 weeks) = 1.0 unit; one semester = 1.0 unit; one academic year = 2 units. However, each institution should be prepared to consider a disparity in any given semester or year during the period of this agreement. Any and all imbalances shall be resolved by the end of the period of this agreement.
- ii) The period of study for any individual exchange student will be for no longer than two semesters, but the number is limited to one unit over parity in each semester for the duration of the agreement.
- iii) In principle, the exchange of students will occur on a one for one basis. This number may vary in any given year. Each institution will make every effort to keep the number of students participating balanced. The number of UCN students each year who are relieved of any payments of tuition and fees to SDSMT is limited to one unit over parity. All other UCN students are welcome to study at SDSMT but will be required to pay full out-of-state tuition and fees. The home institution shall select which students participate in the exchange under this agreement, and which students do not.

5. Selection and Enrollment of Students

2

It is expected that only highly motivated students of above-average academic quality will be selected to participate in an exchange program. The home institution will screen applications from its student body for exchange. Undergraduate and graduate students are eligible to participate if they:

- i) have completed at least one year of study at their home institution (University-specific programs, such as research, may have additional requirements);
- ii) are enrolled at their home and host institution for the full period of the exchange;

- iii) have an enrollment proposal, approved by their home Faculty and host institution, and are deemed academically qualified to successfully complete the selected subjects at the host institution. Each institution will inform the relevant International Office of subject availability, including enrollment limitations and conditions;
- iv) have obtained agreement from their home Faculty, that upon successful completion of the subjects at the host institution, appropriate credit will be granted towards the degree at their home institution. In some circumstances, a student may undertake a clinical or practical assignment as part of an exchange program; and
- v) are proficient in the language of instruction at the host university. For UCN students, SDSMT will accept in lieu of the TOEFL or IELTS examination a favorable recommendation from a professor who is qualified to determine the student's English proficiency.

SDSMT students who plan to take courses held in Spanish at UCN are advised to show proof of language skills of at least level upper intermediate or better. For SDSMT students, UCN will accept in lieu of an official language examination a favorable recommendation from a professor who is qualified to determine the student's Spanish proficiency.

Each home institution will endeavor to send completed applications for their students to the International Offices at the host institution at least twelve (12) weeks before the beginning of the entry semester. This may be somewhat flexible, depending on estimated student visa processing times. The host institution reserves the right of final approval on the admission of a student.

6. Financial Responsibilities of Institutions

- i) Participating students from SDSMT will pay appropriate tuition and fees at SDSMT as per the published tuition and fee schedule. Participating students of SDSMT are relieved of any payments of tuition and fees to UCN except as cited in the following paragraphs. In addition, participants of UCN will pay tuition and fees at UCN, if so required. Participating students of UCN are relieved of any payments of tuition and fees to SDSMT except as cited in the following paragraphs.
- ii) Students attending SDSMT in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate housing and food service fees, and possibly the TabletPC lease fee (if enrolled in a course that requires use of the TabletPC). They will not be charged the system mandatory fees or discipline fees, provided the exchange is in balance and the outgoing student receives a similar waiver of academic fees. Students who enroll in an off-campus course will pay all off-campus tuition and program delivery fees associated with the course.
- iii) Students attending UCN on exchange agreements will pay the student semester fee/general activities/social fees required (if any) by UCN.

3

- iv) All living expenses shall be borne by the students of both institutions.
- v) The host institution will provide the appropriate orientation program(s) to the students at no additional cost. Excursions offered throughout the summer programs and the semester will be charged in full or in part to the student.

7. Financial Responsibilities of Exchange Students

- i) Exchange students will be financially responsible for:
 - travel to and from the host institution
 - books, stationery, etc.
 - travel documentation, visas, etc.
 - accommodation and living expenses
 - personal travel within the host country
 - nominal fee for official transcripts and/or Statement of Results
 - health coverage relevant to the exchange institution and country
 - SDSMT has student insurance that is mandated through our governing Board of Regents, so students coming to SDSMT must plan to purchase this insurance.
 - UCN has student insurance that is mandated through the Federal Government, so students coming to UCN must plan to purchase this insurance.
- ii) The home institution shall confirm that a candidate for exchange has the ability to meet all of his or her financial responsibilities as detailed above.

8. Accommodation

4

- The host institution ensures assistance with accommodation for incoming students who submit a timely application. Students will also be made aware that they are responsible for all costs associated with accommodation, including utility accounts and rental deposit. The host institution cannot guarantee housing on campus.
- ii) Accommodations for short term programs will be determined on an individual basis.

9. Exchange Student Families

It is not anticipated that spouses and dependents will accompany an exchange student. Where such arrangement is proposed, it is subject to the approval of the host institution on the understanding that all additional expenses and workload are the responsibility of the exchange student. (Please note that SDSMT does not have accommodations on campus for married students with families.)

10. Faculty and Staff Exchanges

The two institutions agree in principle to the possibility of exchanges by Faculty and general staff (Administrative and Technical). The details of such arrangements will be negotiated at the appropriate time and will be governed by the institutional staffing rules and relevant approval processes. The participating institutions shall not be responsible for any private arrangements made by participating staff members concerning exchange of accommodation, vehicles, etc.

11. Exchange Program Review

Both institutions will be responsible for a regular review of the exchange program on a yearly basis. The review is essential in order to make appropriate and mutually agreed modifications as may be required, and to identify new opportunities for cooperation in scholarship and research.

12. Non-Discrimination and Equal Opportunities.

The parties will not deny participation, nor will they discriminate against students from the other institution within the framework of this Agreement, for any of the aspects, conditions or natures prohibited by the anti-discrimination laws of their respective countries, thus guaranteeing equal opportunities.

The UCN declares and guarantees that its actions comply with the Law No. 21,369, its purpose is to promote comprehensive policies aimed at preventing, investigating, punishing and eradicating sexual harassment, violence and gender discrimination, along with protecting and redressing victims in the field of higher education.

13. Period of Agreement

This Agreement will come into effect from the date of signature by both parties, and will remain in force for a period of five (5) years, and renewable every five years thereafter. The Agreement may be terminated by either party, without cause, provided six months written notice is given to the other party.

14. Notices

- i) Any notice or other communication under this Agreement shall be given in writing and delivered by hand, sent by pre-paid post or facsimiled transmission.
- ii) The address for any such notices is as follows:

5

Universidad Catolica del Norte

Name: Ms. Karol Trautmann Position Title: Director of International Relations Address: Av. Lib. B. O`Higginis 292, of. 22 Santiago de Chile CHILE Telephone: +56 2 22226216 Mobil: +56 975 390 640 e-mail: <u>dri@ucn.cl</u> / <u>io@ucn.cl</u>

South Dakota School of Mines and Technology

Name: Ms. Susan Aadland Position Title: Director, Ivanhoe International Center Address: 501 East Saint Joseph Street Rapid City, SD 57701-3995 USA Telephone: +1-605-394-6884 Facsimile: +1-605-394-6883 e-mail: international@sdsmt.edu

15. Signatures

This Agreement constitutes the entire agreement between the parties. No amendments consent or waiver of terms of this Agreement shall bind either party unless in writing and signed by both parties.

Signed on behalf of Universidad Catolica del Norte by Signed on behalf of South Dakota School of Mines and Technology By

Rodrigo F. Alda Varas, PhD President

Date:

Jim Rankin, PhD PE President

Date:

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – L DATE: May 9, 2023

SUBJECT

Academic Calendar – Special Schools

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:6 (Section 2) – Academic Calendars SDCL § 13-61 – SDSBVI SDCL § 13-62-13 (SDSD) – Academic year of school Special Schools COHE Agreement (Section 8.6)

BACKGROUND / DISCUSSION

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

IMPACT AND RECOMMENDATION

Board staff recommends approval.

ATTACHMENTS

Attachment I – SDSBVI Academic Calendars: 2023-24 & 2024-25 Attachment II – SDSD Academic Calendars: 2023-24

DRAFT MOTION 20230509 5-L:

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

SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED 2023 - 2024 SCHOOL CALENDAR 2023 - 2024 SCHOOL CALENDAR 2023 - 2024 SCHOOL CALENDAR 2023 - 25: New Staff On Duty; Orientation Days 28 - 31: Professional Development / Classroom Prep
 SEPTEMBER (18 / 18 school days) 1: Professional Development / Classroom Prep 4: Closed; Labor Day Holiday 5: No Classes; Registration Day; Dorms open at 1:00 PM 6: Classes Begin (School Day is 8:00 AM - 3:00 PM); 1st Quarter Begins / 1st Semester Begins
OCTOBER (21 / 39 school days) 6: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development 9: Closed; Native American Day Holiday 10: No Classes; Parent / Teacher Conferences; Dorms open 10:00 AM 11: Classes Resume
 NOVEMBER (19 / 58 school days) 3: 1st Quarter Ends (42 Days) 6: 2nd Quarter Begins 10: In Session - Veterans Day 21: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development 22: Closed; Veterans Day Holiday Observed 23: Closed; Thanksgiving Day Holiday

24: No Classes 26: Dorms open at 1:00 PM 27: Classes Resume 20: Christmas Program; Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional 15: Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development 20: No Classes; Parent / Teacher Conferences; Dorms open 10:00 AM 2nd Quarter Ends (42 Days) / 1st Semester Ends (84 Days) Closed; Martin Luther King, Jr. Day Holiday Observed 3rd Quarter Begins / 2nd Semester Begins 15: In Session - Martin Luther King, Jr. Day 3: No Classes; Dorms open 1:00 PM **Closed; Presidents' Day Holiday** 1: Closed; New Year's Day Holiday 25: Closed; Christmas Day Holiday FEBRUARY (19 / 111 school days) JANUARY (20 / 92 school days) **Classes Resume Classes Resume** 21 - 22: No Classes 25 - 29: No Classes Development 1 - 3: No Classes 21: 19: 19: 16: 22: 4

DECEMBER (14 / 72 school days)

MARCH (19 / 130 school days)

22: 3rd Quarter Ends (43 Days)

4th Quarter Begins 25:

27: Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Dorms close at 1:00 PM; Professional Development

28: No Classes

29: No Classes; Good Friday Easter Sunday 31:

SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED 2023 - 2024 SCHOOL CALENDAR (FINAL April 2023) BOR Meeting May 2023

- 1: No Classes; Easter Monday
- 2: No Classes; Dorms open at 1:00 PM3: Classes Resume

MAY (17 / 167 school days)

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

- JUNE 3 20: Extended School Year (ESY) '.....tooth Holiday
- 21: Closed; Juneteenth Holiday Observed

<u>JULY</u>

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

4

ATTACHMENT I

SOUTH DAKOTA SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED 2024 - 2025 SCHOOL CALENDAR
AUGUST (0 / 0 school days) 22 - 23: New Staff On Duty; Orientation Days 26 - 30: Professional Development / Classroom Prep
 SEPTEMBER (19 / 19 school days) 2: Closed; Labor Day Holiday 3: No Classes; Registration Day; Dorm opens at 1:00 PM 4: Classes Begin (School Day is 8:00 AM - 3:00 PM); 1st Quarter Begins / 1st Semester Begins
OCTOBER (22 / 41 school days) 11: Homegoing; Classes dismiss at 12:10 PM; Dorm closes at 1:00 PM; Professional Development 14: Closed; Native American Day Holiday 15: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM 16: Classes Resume
 NOVEMBER (18 / 59 school days) 1: 1st Quarter Ends (42 Days) 4: 2nd Quarter Begins 11: In Session - Veterans Day 26: Homegoing; Classes dismiss at 12:10 PM; Dorm closes at 1:00 PM; Professional Development 27: Closed; Veterans Day Holiday Observed 28: Closed; Thanksgiving Day Holiday

5

13: Homegoing; Classes dismiss at 12:10 PM; Dorm closes at 1:00 PM; Professional Development 20: In Session - Martin Luther King, Jr. Day; 3rd Quarter Begins / 2nd Semester Begins 18: No Classes; Parent / Teacher Conferences; Dorm opens 10:00 AM 17: 2nd Quarter Ends (42 Days) / 1st Semester Ends (84 Days) Closed; Martin Luther King, Jr. Day Holiday Observed **Closed; Presidents' Day Holiday** 1: Closed; New Year's Day Holiday 21: 3rd Quarter Ends (43 Days) 5: Dorm opens 1:00 PM **Classes Resume Classes Resume** 1 - 3: No Classes

Dorm opens at 1:00 PM

DECEMBER (15 / 74 school days)

- 2: Classes Resume
- Christmas Program; Homegoing; Classes dismiss at 12:10 PM; Dorm closes at 1:00 PM; Professional Development 20:
- 23 27: No Classes
- 25: Closed; Christmas Day Holiday
 - 30 31: No Classes

JANUARY (20 / 94 school days)

- - ö
- FEBRUARY (18 / 112 school days)
- - 14:
 - 17:
- - 19:

MARCH (21 / 133 school days)

- 24: 4th Quarter Begins

APRIL (19.152 school days) 17. Spring Concert; Homegoing; Classes dismiss at 12:10 PM; Dorm closes at 1:00 PM; 18. No Classes; Good Friday 21. No Classes; Dorm opens at 1:00 PM 22: No Classes; Dorm opens at 1:00 PM 23: Classes Resume 23: Classes Resume 23: Classes Resume 24: Quarter Ends (41 Days); ^{2nd} Semester Ends (84 Days); 168 Total Days; Profession 24: Quarter Ends (41 Days); ^{2nd} Semester Ends (84 Days); 168 Total Days; Profession 25: Closed; Memorial Day Holiday 26: Closed; Memorial Day Holiday 19: In Session - Juneteenth 27: Closed; Juneteenth Holiday Observed 4: Closed; Independence Day Holiday 14 - 8/1: Extended School Year (ESY) 14 - 8/1: Extended School Year (ESY)

7

ATTACHMENT I

	SD	Ser	vic	es f	or tl	he D	eat	:					202	23 -	202	4 Sc	choo	ol Ye	ear	
S	М	Т	W	Т	F	S	S	М	Т	W	Т	F	S	S	М	Т	W	Т	F	S
			JULY	1					Α	UGUS	бт					SEF	PTEME	BER		
						1			1	2	3	4	5						1	2
2	3	4	5	6	7	8	6	7	8	9	10	11	12	3	4	5	6	7	8	9
9	10	11	12	13	14	15	13	14	15	16	17	18	19	10	11	12	13	14	15	16
16	17	18	19	20	21	22	20	21	22	23	24	25	26	17	18	19	20	21	22	23
23	24	25	26	27	28	29	27	28	29	30	31			24	25	26	27	28	29	30
30	31																			
		0	остов	BER		-		-	NC	VEMI	BER				-	DE	СЕМВ	ER		
										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												31					_	
		J	ANUA	RY	-				FE	BRUA	RY				1	Ν	/ARCI	4	1	
											1	2	3						1	2
	1	2	3	4	5	6	4	5	6	7	8	9	10	3	4	5	6	7	8	9
7	8	9	10	11	12	13	11	12	13	14	15	16	17	10	11	12	13	14	15	16
14	15	16	17	18	19	20	18	19	20	21	22	23	24	17	18	19	20	21	22	23
21	22	23	24	25	26	27	25	26	27	28	29			24	25	26	27	28	29	30
28	29	30	31											31						
			APRI	L		1		1	1	MAY			1		1	1	JUNE		1	1
	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
AUGU	ST 3-4	: New	Staff C	On Dut	v: Orien	tation D	avs			<u> </u>	JANU	ARY 1:	New \	30 (ear's	Dav Ho	olidav	<u> </u>			
AUGU	ST 7: F	Returni	ng Staf	f On D	uty						JANU	ARY 15	: Mar	tin Lut	her Kin	ig, Jr. ⊦	loliday	,		
SEPTE	MBER	4: Labo	or Day	Holida	у						FEBRU	JARY 5	-7: SF/	WR Ev	aluatio	ons				
SEPTE	MBER :	11-13: 9	SF/WR	Evalua	ations						FEBRU	JARY 1	.9: Pre	esident	ts' Day	Holida	ıy			
SEPTE	MBER 2	26-28:	Profes	sional	Days (al	l staff S	eptem	ber 28)			MARC	CH 5-7:	Profes	sional	Days					
осто	BER 9:	Native	Ameri	can Da	ay Holida	ay					APRIL	8-10: 9	SF/WR	Evalua	ations					
осто	BER 23	-25:SF/	WR Ev	aluatio	ons						MAY	22: Las	st Day							
NOVE	MBER :	10: Vet	terans	Day Ho	oliday						MAY	27: Me	emoria	Day I	loliday	1				
NOVE		23: Tha	anksgiv	ing Ho	liday							19: Ju	neteen	th Hol	iday					
DECEN	ABER 2	5: Chri	istmas	Holida	V						JOL1 2	•. ••tii t								

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – M DATE: May 9, 2023

SUBJECT

FY24 Fee M&R Projects

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 13-53-6</u> – Tuition Rates and Fees BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION

In March 1993, the Board approved a per-credit-hour maintenance and repair fee on all oncampus courses. In 2007, the fee was increased to fund bonded, critical deferred maintenance projects. The per-credit-hour fee, now part of the on-campus tuition rate, is currently \$3.36 per credit hour. The M&R fee is retained by each campus and is used to pay bonded indebtedness and to fund new maintenance and repair projects. Available funds are based on the estimated credit hour totals multiplied by the approved \$3.36 per credit hour fee. The FY24 projected revenues are as follows:

	FY24	\$3.36 M&R Fee
	Projected Credit	
	Hours	Projected Revenue
BHSU	36,182	\$121,571
DSU	27,647	\$92,894
NSU	22,432	\$75,371
SDSM&T	51,358	\$172,563
SDSU	200,356	\$673,196
USD	146,621	\$492,647
TOTAL	484,596	\$1,628,242

IMPACT AND RECOMMENDATIONS

The FY24 available funding is projected to be \$1,628,242, a decrease of \$12,507 from FY23.

Approval of the FY24 Maintenance & Repair Fee projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY24 Maintenance & Repair Fee projects

DRAFT MOTION 20230509_5-M:

I move to approve the FY24 Maintenance and Repair Fee projects as presented in Attachment I.

Series 2007 Critical M&R s Trees/Landscape/Irrigatio s Wide Series 2007 Critical M&R s Wide Door Security Upgrades s wide Critical M&R all Series 2007 Critical M&R fechanical Roof repairs s wide Critical M&R filmes & Technology Series 2007 Critical M&R all O'Hara Renovations s Flooring & Design all Series 2007 Critical M&R s conter Civil Mechanical Renovations s conter Civil Mechanical Renovations s conter Series 2007 Critical M&R s conter Series 2007 Critical M	A Bond Payment an A Bond Payment r lates/paint A Bond Payment	Campus Infrastructure F		\$47,407
Trees/Landscape/Irrigatio Vide Series 2007 Critical M&R Vide Door Security Upgrades vide Concrete repair vide Office and classroom upd vide Roof repairs vide Roof repairs es & Technology Series 2007 Critical M&R eter Planning & Design hanical Civil Mechanical Renovations filo Civil Mechanical Renovations filo Series 2007 Critical M&R hanical Civil Mechanical Renovations filo Series 2007 Critical M&R filo Series 2007 Critical M&R hanical Civil Mechanical Renovations filo Series 2007 Critical M&R filo Series 2007 Critical M filo Series 2007 Critical M	on & Bond Payment r lates/paint & Bond Payment	Campus Infrastructure F		• • • • • •
Nide Series 2007 Critical M&R Nide Door Security Upgrades Vide Painting vide Door Security Upgrades vide Painting vide Concrete repair vide Roof repairs vide Roof repairs es & Technology Series 2007 Critical M&R es & Technology Series 2007 Critical M&R es & Technology Series 2007 Critical M&R if Series 2007 Critical M&R eter Planning & Design ifty Series 2007 Critical M&R enter Civil Mechanical Renovations enter HVAC, power, & lighting enter HVAC, power, & lighting Site repairs & improveme Site repairs & improveme	R Bond Payment r lates/paint R Bond Payment	H	Repair	\$74,164
Series 2007 Critical M&R Wide Door Security Upgrades Wide Painting wide Door Security Upgrades wide Concrete repair wide Landscape/concrete repair wide Office and classroom upd wide Roof repairs wide Roof repairs mes & Technology Series 2007 Critical M&R Planning & Design OHarra Renovations chanical Civil Mechanical Renovations chanical Civil Mechanical Renovations sity Series 2007 Critical M&R Planning & Design OHarra Renovations chanical Civil Mechanical Renovations	Rond Payment r lates/paint Rond Payment		Y24 Fee M&R Projects Total	\$121,571
Wide Door Security Upgrades Wide Painting wide Landscape/concrete repain wide Office and classroom upd wide Office and classroom upd wide Roof repairs wide Office and classroom upd wide Office and classroom upd wide Office and classroom upd wide Roof repairs mes & Technology Series 2007 Critical M&R Planning & Design OHarra Renovations chanical Civil Mechanical Renovations flooring Replacement Civil Mechanical Renovations chanical Series 2007 Critical M&R l Planning & Design center HVAC, power, & lighting center Site repairs & inprovement	r lates/paint & Bond Payment	D-11: 11 0 0 - 0 - 1 0		\$27,800
Wide Painting wide Landscape/concrete repair wide Office and classroom upd wide Office and classroom upd wide Roof repairs mes & Technology Series 2007 Critical M&R Planning & Design Offarra Renovations Flooring Replacement Civil Mechanical Renovations chanical Civil Mechanical Renovations sitv Series 2007 Critical M&R	r lates/paint Rond Payment	Fublic Health, Salety, and Com	oliance Alteration	\$55,000
wide Landscape/concrete repair wide Office and classroom upd wide Roof repairs nes & Technology Series 2007 Critical M&R Planning & Design O'Harra Renovations Flooring Replacement chanical Civil Mechanical Renovat chanical Civil Mechanical Renovat chanical Series 2007 Critical M&R Planning & Design isity Series 2007 Critical M&R Planning & Design center HVAC, power, & lighting Site repairs & improveme	r lates/paint Rond Payment	Building Integrity	Maintenance	\$10,094
wide Landscape/concrete repair wide Office and classroom upd Office and classroom upd nes & Technology Series 2007 Critical M&R Planning & Design O'Harra Renovations Flooring Replacement chanical Civil Mechanical Renoval sity Series 2007 Critical M&R Planning & Design conter HVAC, power, & lighting Series 2007 Critical M&R	r lates/paint Rond Payment	H	Y24 Fee M&R Projects Total	\$92,894
wide Office and classroom upd wide Roof repairs nes & Technology Series 2007 Critical M&R Planning & Design O'Harra Renovations Flooring Replacement chanical Civil Mechanical Renoval sity Series 2007 Critical M&R Planning & Design Civil Mechanical Renoval chanical Civil Mechanical Renoval sity Series 2007 Critical M&R Planning & Design Center HVAC, power, & lighting Site repairs & improveme	lates/paint Rond Payment	Campus Infrastructure	Maintenance	\$25,371
wide Roof repairs ines & Technology Series 2007 Critical M&R Ranning & Design O'Harra Renovations Flooring Replacement Chanical Civil Mechanical Renovat Civil Mechanical Renovat Siter Series 2007 Critical M&R Planning & Design Center HVAC, power, & lighting Site repairs & improveme	Rond Payment	Building Integrity	Maintenance	\$25,000
nes & Technology Series 2007 Critical M&R Planning & Design OHarra Renovations Flooring Replacement chanical Civil Mechanical Renovat Series 2007 Critical M&R Planning & Design Civil Mechanical Renovat Civil Mechanical Renovat	3 Bond Payment	Building Integrity	Maintenance	\$25,000
Series 2007 Critical M&R Planning & Design O'Harra Renovations Flooring Replacement cohanical Civil Mechanical Renovations sity Series 2007 Critical M&R Il Planning & Design Center HVAC, power, & lighting Site repairs & improveme	X Bond Payment	٩		
Planning & Design O'Harra Renovations Flooring Replacement chanical Civil Mechanical Renovat sity Series 2007 Critical M&R Il Planning & Design Center HVAC, power, & lighting Site repairs & improvement				\$29,263
O'Harra Renovations Flooring Replacement chanical Civil Mechanical Renovat sity Series 2007 Critical M&R Il Planning & Design Center HVAC, power, & lighting Site repairs & improveme				\$8,300
Flooring Replacement schanical Civil Mechanical Renoval sity Series 2007 Critical M&R Il Planning & Design Center HVAC, power, & lighting Site repairs & improveme Site repairs & improveme		Building Integrity	Renovation	\$20,000
chanical Civil Mechanical Renoval sity Series 2007 Critical M&R Planning & Design Center HVAC, power, & lighting Site repairs & inprovene		Building Integrity	Maintenance	\$60,000
sity II Series 2007 Critical M&R Planning & Design Center HVAC, power, & lighting Site repairs & inproveme	tions	Building Integrity	Maintenance	\$55,000
I Series 2007 Critical M&R Planning & Design Planning & experiment Center HVAC, power, & lighting Site repairs & inprovement Plantovement		H	Y24 Fee M&R Projects Total	\$172,563
Planning & Design Center HVAC, power, & lighting Site repairs & improveme	3 Bond Payment			\$355,694
Center HVAC, power, & lighting Site repairs & improveme				\$20,195
Site repairs & improveme	g upgrades	Energy and Utility Savings	Repair	\$55,000
	ents	Campus Infrastructure	Repair	\$70,000
Interior repairs (SPC2218	3, SWC0506, SWG2275, SWH0510)	Building Integrity	Maintenance	\$50,000
Accessibility improvemer	nts	Public Health, Safety, and Com	oliance Maintenance	\$30,000
General classroom upgrad	des (SWG2275, SAV2246, SAE2120, SNP2140)	Building Integrity	Maintenance	\$92,307
		E.	Y24 Fee M&R Projects Total	\$673,196
Series 2007 Critical M&R	3 Bond Payment			\$168,263
Mechanical Repairs and L	Upgrades	Energy and Utility Savings	Maintenance	\$100,000
Electrical Repairs and Up	ogrades	Energy and Utility Savings	Maintenance	\$50,000
Irrigation maintenance &	Campus Grounds upgrades	Energy and Utility Savings	Maintenance	\$30,000
IT Infrastructure Upgrade	S	Public Health, Safety, and Com	oliance Maintenance	\$14,384
Dome Pool Maintenance		Public Health, Safety, and Com	oliance Maintenance	\$50,000
Academic Building maint	tenance and upgrades	Public Health, Safety, and Com	oliance Maintenance	\$80,000

FY24 Fee Maintenance & Repair Projects

	Cost Estimate	\$1,628,242												ATTACHMENT
nce & Repair Projects	M&R Class ⁽²⁾	otal FY24 Fee M&R Projects												
	M&R Category ⁽¹⁾	Grand 1												
FY24 Fee Maintenar	Project Name			mpliance										
	Building Name		olicy 6:6 Maintenance & Repair v	Public Health, Safety, and Co	Building Integrity	Programmatic Suitability	Energy and Utility Savings	Campus inirastructure		Maintenance	Repair	Renovation	Alteration	
	Project #		Refer to BOR Po ⁽¹⁾ M&R Categor	A.	B.	с [.]	D.	ц.	⁽²⁾ M&R Class	А.	B.	Ū.	D.	

ć . 8, D. FV24 Fee Mainte

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – N DATE: May 9, 2023

SUBJECT

Maintenance & Repair (M&R) Projects (Greater than \$250,000)

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION

According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, other than funding realignments and transfers, over \$250,000 to an approved project must be submitted for BOR approval. Below is the list of projects submitted by the Regental institutions.

South Dakota State University requests approval of the following project:

Security Operations Center Renovation – SDSU is requesting approval to use \$450,000 of institutional funds for internal design and construction services for a full renovation of a general-purpose classroom into the IT Security Operations Center. The full scope of the project will include space modifications, general carpentry, HVAC, electrical, architectural finishes, window replacement, technology, and furnishings.

CMP University Boulevard Median and Entry Sign – SDSU is requesting approval to use \$775,000 of institutional funds to construct a stone gateway monument sign at the intersection of University Blvd and 22nd Ave and install new street lighting along University Blvd. The gateway signage will be approximately 30 feet long, 7 feet tall, 4 foot in depth and be constructed of limestone and pre-cast concrete to match similar signage on 6th Street and Medary Ave. New light poles will be installed on both the north and south side of University Boulevard from 22nd Ave west approximately 700 feet for a total of 5 new light poles. These new poles will match the existing light poles and fixtures with new LED fixtures. The median will be completed via a utility and road reconstruction project managed by the City

(Continued)

DRAFT MOTION 20230509 5-N:

I move to approve the requested maintenance and repair projects as described in this item.

M&R Projects May 9, 2023 Page 2 of 2

of Brookings. SDSU will be assessed \$270,880 by the city for the widening of the road and construction of the median. The median and signage will primarily be for the benefit of SDSU as SDSU continues to improve campus entrances. Easements for this project were previously approved by the board. Ongoing maintenance of landscaped median will be addressed with the city in a separate agreement as allowed by law. The landscaping, signage, and lighting will be managed by SDSU, and will be completed through a combination of standing contract use and the competitive bidding process.

IMPACT AND RECOMMENDATIONS

Staff recommends approval of these projects.

ATTACHMENTS

None

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance Consent

AGENDA ITEM: 5 – 0 DATE: May 9, 2023

SUBJECT

FY24 General Fund M&R Allocation and Projects

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION

Table 1 identifies the distribution of the FY24 general fund Maintenance and Repair (M&R) funding for the universities. The University of South Dakota – Sioux Falls and Black Hills State University – Rapid City (formerly known as the University Centers) are not in this allocation because they do not receive general fund support. The general fund M&R allocation formula is based on 50% of the replacement values and 50% of the gross square footage for academic buildings. Board Policy 6:6 allows that up to 5% of the M&R allocation may be assigned towards planning and design to assist the universities in determining appropriate work scope of each proposed project.

		FY24 Gen	eral Fund M&R Alloc	ation	
		Α	cademic Buildings		
	<u>Square Feet</u>	<u>Allocation</u>	Replacement Value	Allocation	Total Allocation
BHSU	530,880	\$858,681	\$160,108,474	\$872,205	\$1,730,886
DSU	367,451	\$594,339	\$103,419,802	\$563,388	\$1,157,727
NSU	664,805	\$1,075,299	\$190,767,151	\$1,039,221	\$2,114,520
SDSM&T	596,948	\$965,543	\$199,777,977	\$1,088,308	\$2,053,851
SDSU	2,325,776	\$3,761,863	\$677,131,351	\$3,688,731	\$7,450,594
USD	1,804,103	\$2,918,075	\$546,756,684	\$2,978,504	\$5,896,579
SSOM	91,895	\$148,637	\$16,902,919	\$92,080	\$240,717
TOTAL	6,381,858	\$10,322,437	\$1,894,864,357	\$10,322,437	\$20,644,874

Attachment I provides the FY24 general fund maintenance and repair projects submitted by the institutions for approval. Each project is placed into one of the following categories:

DRAFT MOTION 20230509 5-0:

I move to approve the FY24 General Fund M&R projects as presented in Attachment I.

FY24 General Fund M&R Projects May 9, 2023 Page 2 of 2

Public Health, Safety and Compliance; Building Integrity; Programmatic Suitability; Energy and Utility Savings; or Campus Infrastructure according to Board Policy 6:6. The policy provides for funding realignments and transfers between approved projects. Changes to the approved project list for projects estimated to cost \$100,000 to \$250,000 must be submitted for the Executive Director's approval and projects more than \$250,000 must be submitted for Board approval. Projects under \$100,000 (all costs and contracts inclusive) may be approved by the presidents or their designee.

IMPACT AND RECOMMENDATIONS

The FY24 available funding is \$20,644,874.

Approval of the FY24 General Fund Maintenance and Repair projects will allow the universities to begin project planning and completion in a timely manner.

ATTACHMENTS

Attachment I – FY24 General Fund Maintenance and Repair projects

Projects
Repair
જ
Maintenance
Fund
General
FY24

Ы	"oject #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
BI	ack Hills State	e University				
	6G2401		Planning & Design			\$86,544
	6G24XX	Campus	Security Upgrade PH I	Public Health, Safety, and Compliance	Repair	\$100,000
	6G24XX	Campus	Window Replacement PH II	Building Integrity	Maintenance	\$95,450
	6G24XX	Woodburn Hall	Theater	Building Integrity	Renovation	\$1,448,892
ñ	ikota State Ur	niversity		FY24 General Fund	M&R Projects Total	\$1,730,886
I	8G2401	4	Planning & Design			\$57,886
	8G24XX	Beadle Hall	Beadle Hall Renovation	Programmatic Suitability	Renovation	\$1,099,841
Ž	orthern State	University		FY24 General Fund	M&R Projects Total	\$1,157,727
I	5G2401	4	Planning & Design			\$105,726
	5G24XX	Barnett Center	Arena Steam coil replacement	Energy and Utility Savings	Repair	\$235,000
	5G24XX	Dacotah Hall	Chiller replacement	Energy and Utility Savings	Repair	\$130,000
	5G24XX	HP Gerber Building	Gerber Hall Renovation-Deferred M&R	Programmatic Suitability	Renovation	\$1,643,794
Sc	uth Dakota So	chool of Mines & Technology		FY24 General Fund	M&R Projects Total	\$2,114,520
l	4G2401		Planning & Design			\$102,693
	4G24XX	King Center	HVAC Replacement and Repair	Building Integrity	Maintenance	\$600,000
24	4G24XX	Electrical Engineering/Physics	EEP Renovation	Building Integrity	Renovation	\$500,000
16	4G24XX	Civil Mechanical	Building Controls Repair	Building Integrity	Maintenance	\$175,000
	4G24XX	Civil Mechanical	Fire Alarm Upgrade	Public Health, Safety, and Compliance	Maintenance	\$45,000
	4G24XX	O'Harra	O'Harra Renovations	Building Integrity	Renovation	\$301,158
	4G24XX	CBEC	CBEC Lecture Hall	Programmatic Suitability	Renovation	\$310,000
	4G24XX	Classroom Building	Classroom Building Lecture Hall Walls	Building Integrity	Maintenance	\$20,000
Sc	uth Dakota St	tate University		FY24 General Fund	M&R Projects Total	\$2,053,851
	3G2401	Campus	Planning & Design			\$372,530
	3G24XX	McFadden Hall SNP2140	Exhaust air upgrades	Energy and Utility Savings	Renovation	\$1,000,000
	3G24XX	Wintrode Center SWC2214	Wintrode Center Renovation	Building Integrity	Renovation	\$1,570,000
ļ	3G24XX	Animal Science Arena SAA2171	Replace roof & storm drains	Building Integrity	Maintenance	\$580,000
ļ	3G24XX	Morrill Hall SAD2201	Masonry tuckpointing & joint sealants	Building Integrity	Maintenance	\$550,000
ļ	3G24XX	Morrill Hall SAD2201	First floor restroom renovation	Building Integrity	Maintenance	A 000,0818
	3G24XX	Morrill Hall SAD2201	HVAC control upgrades	Building Integrity	Maintenance	\$200,000 L
	3G24XX	Wecota Hall SWC0506	Lower level renovation & HVAC upgrades	Building Integrity	Renovation	2290,000 \$590,000
	3G24XX	Barn SIM2203	HVAC upgrades	Building Integrity	Renovation	\$300,000
	3G24XX	Yeager Hall SYE2235	HVAC upgrades	Building Integrity	Renovation	\$250,000 H
	3G24XX	Agricultural Heritage Museum SAGM0601	Sanitary sewer repairs	Building Integrity	Repair	\$135,000 W
	3G24XX	Berg Hall SAG2207	Interior repairs & renovation	Building Integrity	Renovation	850,000 E
	3G24XX	Briggs Library SBL2115	Concrete repairs (east stair & bridge)	Building Integrity	Maintenance	\$60,000 LA
	3G24XX	Central Chiller Plant SCCP2205	Equipment upgrades & repairs	Campus Infrastructure	Maintenance	\$75,000
ļ	3G24XX	Central Heating Plant SCP2232	Equipment upgrades & repairs	Campus Infrastructure	Maintenance	\$220,000
ļ	3G24XX	Chicoine Hall SAME2225	Masonry tuckpointing & joint sealants	Building Integrity	Maintenance	3 860,000
ļ	3G24XX	Coughlin Campanile	Masonry tuckpointing & joint sealants, interior repairs	Building Integrity	Maintenance	\$118,064

Building N	ame	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
Grove Hall SGH2802		Water softener upgrade	Building Integrity	Maintenance	\$40,000
Wagner Hall SWG2275		Lower level renovation	Programmatic Suitability	Renovation	\$120,000
Wagner Hall SWG2275		Elevator maintenance & upgrades	Building Integrity	Maintenance	\$20,000
Campus		Steam Distribution System - Annual PPM	Campus Infrastructure	Maintenance	\$150,000
Campus		Concrete Walk & Pavement Repairs	Campus Infrastructure	Maintenance	\$150,000
Campus		HVAC control upgrades	Energy and Utility Savings	Maintenance	\$80,000
Campus		Matching Funds for Energy Conservation Projects	Energy and Utility Savings	Maintenance	\$70,000
Campus		Interior Repairs & Alterations (SPC2218, SWC0506,SWG2275, SWH0510. SYE2235)	Building Integrity	Maintenance	\$50,000
Campus		General Classroom Upgrades (SWG2275, SAV2246, SAE2120, SNP2140)	Programmatic Suitability	Maintenance	\$50,000
Campus		Utility Meter Replacements	Campus Infrastructure	Maintenance	\$50,000
Campus		Signage Replacement Project (SWG2275, SWC0506)	Public Health, Safety, and Compliance	Maintenance	\$40,000
Campus		Emergency HVAC repairs	Building Integrity	Maintenance	\$240,000
Campus		Emergency roof repairs	Building Integrity	Maintenance	\$80,000
ith Dakota			FY24 General Fund	M&R Projects Total	\$7,450,594
		Planning & Design			\$294,829
Campus		Mechanical Repairs and Upgrades	Energy and Utility Savings	Maintenance	\$220,000
Campus		Roof Repairs	Building Integrity	Maintenance	\$15,000
Campus		Sidewalk Safety and Accessibility Improvements/Repairs	Public Health, Safety, and Compliance	Maintenance	\$25,000
Campus		Irrigation Maintenance & Campus Grounds Upgrades	Energy and Utility Savings	Maintenance	\$30,000
Campus		Security Camera Upgrades	Public Health, Safety, and Compliance	Maintenance	\$25,000
Campus		Card Access Upgrades	Public Health, Safety, and Compliance	Maintenance	\$100,000
Campus		Exterior Light Pole Upgrades	Energy and Utility Savings	Maintenance	\$200,000
Campus		North and South Irrigation Well Upgrades	Campus Infrastructure	Maintenance	\$90,000
Campus		Heating & Cooling Loops	Energy and Utility Savings	Maintenance	\$16,000
Campus		Fire Protection Systems	Public Health, Safety, and Compliance	Maintenance	\$25,000
Campus		Central Steam Plant Repairs	Energy and Utility Savings	Maintenance	\$25,000
Arts & Science		Basement Renovations and HVAC upgrades	Building Integrity	Renovation	\$727,591
Belbas		Interior Renovations for new Business Office	Programmatic Suitability	Renovation	\$400,000
Fine Arts		Renovations to create Art Studios	Programmatic Suitability	Renovation	\$450,000
Fine Arts		Restroom 185/186 Renovations	Building Integrity	Renovation	\$250,000
ID Weeks Link		Replace Roof	Building Integrity	Maintenance	\$200,000
ID Weeks		Chiller Replacement	Energy and Utility Savings	Maintenance	\$207,908
ID Weeks		Restroom Renovations	Building Integrity	Renovation	\$250,000 ×
Lee Medical		Water Heater Replacement	Energy and Utility Savings	Maintenance	\$200,000
Law School		Basement Renovations	Programmatic Suitability	Renovation	\$813,755
South Dakota Ur	nion	Building Renovation	Programmatic Suitability	Renovation	\$1,331,496
of Medicine			FY24 General Fund	M&R Projects Total	\$5,896,579
		Planning & Design			\$12,036
SSOM-HSC		LED Light Replacement	Energy and Utility Savings	Maintenance	\$50,000
SSOM-HSC		Roof Repairs	Building Integrity	Maintenance	\$128,681
SSOM-HSC		Window repairs/replacement	Building Integrity	Maintenance	\$25,000
SSOM-HSC		Exterior repairs/upgrades	Building Integrity	Maintenance	<u>\$25,000</u>

FY24 General Fund Maintenance & Repair Projects

		FY24 General Fund Maintenance & Repair Projects			
Project #	Building Name	Project Name	M&R Category ⁽¹⁾	M&R Class ⁽²⁾	Cost Estimate
			FY24 General Fund N	M&R Projects Total	\$240,717
			Grand Total FY24 General F	Fund M&R Projects	\$20,644,874
Refer to BOR Pc	vlicy 6:6 Maintenance & Repair				
(1) M&R Categoi	У				
∀ස්ටට්	Public Health, Safety, and Compliance Building Integrity Programmatic Suitability Energy and Uthility Savings				
іц	Campus Infrastructure				
⁽²⁾ M&R Class					
¥ ש יט ב	Maintenance Repair Renovation				
Ż	Allelation				
248					

SOUTH DAKOTA BOARD OF REGENTS

<u>Academic and Student Affairs</u> <u>Consent</u>

AGENDA ITEM: 5 – P DATE: May 9, 2023

SUBJECT

Minor Program and Course Modifications Annual Reports

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval AAC Guidelines 1.4 – Minor Course Modifications AAC Guidelines 2.2 – Minor Program Modifications

BACKGROUND / DISCUSSION

Per AAC Guidelines 1.4 – Minor Course Modifications and AAC Guidelines 2.2 – Minor Program Modifications, institutions must submit an annual report summarizing all minor modifications made over the course of 2021-22 academic year.

IMPACT AND RECOMMENDATION

The annual reports for the past year are included in Attachments I through XII.

ATTACHMENTS

Attachment I – BHSU – Annual Minor Course Modifications Summary Attachment II – BHSU – Annual Minor Program Modifications Summary Attachment III – DSU – Annual Minor Course Modifications Summary Attachment IV – DSU – Annual Minor Program Modifications Summary Attachment V – NSU – Annual Minor Course Modifications Summary Attachment VI – NSU – Annual Minor Program Modifications Summary Attachment VII – SDSMT – Annual Minor Course Modifications Summary Attachment VII – SDSMT – Annual Minor Program Modifications Summary Attachment IX – SDSU – Annual Minor Program Modifications Summary Attachment IX – SDSU – Annual Minor Program Modifications Summary Attachment XI – USD – Annual Minor Program Modifications Summary Attachment XI – USD – Annual Minor Program Modifications Summary Attachment XI – USD – Annual Minor Program Modifications Summary Attachment XI – USD – Annual Minor Program Modifications Summary



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Annual Minor Course Modifications Summary

The university Vice President for Academic Affairs has authority to approve all minor course modifications. Each university shall submit an annual summary of minor course modifications to the system Chief Academic Officer using this form. The summary is included in the Annual Curriculum Report to the Board of Regents at their October meeting.

Black Hills State University Name of Institution

Vice President for Academic Affairs Signature

Click here to enter a date. Date

9/30/2022 Date

Prefix &	Course Title	Type of	Date Approved	
Number		Minor*	Deletion	
AIS 377	Ethnobotany of the Northern Plains	D	Biol 101 Prereq	10/22/202 1
SEED 408/508	Planning, Managing, & Assessing the 7-12 diverse Classroom	B,F		9/13/2021
ED 101	Strategies for University Learning	C		4/8/2022
ART/MCO M 257	Intermediate Desktop Publishing	В		4/8/2022
MCOM 458/459	Mulitmedia Prod Lab I & II	D	MCOM 210 only prereq	5/11/2022

*Minor Modification

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option		
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series		
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions		
BO CONTRACTOR	Salut I	SOUTH DAKOTA BOAR ACADEMIC AFFAI	D OF REG RS FORMS	ENTS		
--	---	--	---------------------------------------	-------------------------------------	---	---------------------------------
LINE P	T T	Annual Minor Program Mc	dification	Summar	y	
The universit annual summ included in th	 Vice President for Academic A ary of minor course modifications Annual Curriculum Report to th 	ffairs has authority to approve all mino and experimental courses to the system e Board of Regents at their October meet	r program mod Chief Academ ing.	liffcations. Eac ic Officer usir	ch university ig this form. [¬]	shall submit a The summary i
BHSU						
Name of Inst	itution					
Cor	1 Kildinen				9/30/20	22
Vice Preside	nt for Academic Affairs Signature				Date	
University	Pro	gram Title	T ₃ Place an "X	ype of Chang	e priate box	Date
			Course Deletion	Course Addition	Revised Courses	Approved
BHSU	Philosophy minor					10/22/2021
BHSU	History Minor - teaching					2/2/2022
BHSU	History Minor					2/2/2022
BHSU	BFA. Photography					3/3/2022
BHSU	Arts Management minor					3/3/2022
BHSU	BSA-ACCT					2/2/2022
BHSU	Speech/Speech ED					4/8/2022

Page 1 of 2

AAC Form 2.2.B – Annual Minor Program Modification Summary (Last Revised 10/2018 – Clerical)

ATTACHMENT II	4

ı	
I	2
I	ď
I	ñ
I	e,
I	ag
l	р.

	to enter a date.				
_	Click here				BHSU
	5/11/2022	X		Mass Communication Minor - Audio and Video emphasis	BHSU
	5/11/2022	Ø		Professional Writing Certificate	BHSU
	5/11/2022		X	Professional Writing minor	BHSU
	5/11/2022	Ø	X	BFA Photography	BHSU

Annual Minor Course Modifications Summary

The university Vice President for Academic Affairs has authority to approve all minor course modifications. Each university shall submit an annual summary of minor course modifications to the system Chief Academic Officer using this form. The summary is included in the Annual Curriculum Report to the Board of Regents at their October meeting.

Dakota State University Name of Institution

- and a manufull

Specca d. Heey Vice President for Academic Affairs Signature

7/19/2022

Date

Prefix &	Course Title	Type of	Change	Date Approved
Number		Minor*	Deletion	
ARTD	Animation, Modeling & Concepts	D		5/6/2022
382				
ASC	Science: The Core of Discovery I	B, D		5/6/2022
121/121L				
CIS 210	Quickbooks I	D		5/6/2022
CIS 474	Business Intelligence and Big Data	D		5/6/2022
CIS 350	Computer Hardware, Data Comm & Networking	A, F, L		5/6/2022
CIS 368	Predictive Analytics	D		5/6/2022
CIS 476	Web Development Environments	A, D, F,		5/6/2022
		L		
CSC 386	Machine Learning Fundamentals	B, F		5/6/2022
CSC 482	Algorithms and Optimization	D		5/6/2022
CSC	Programming Languages	G		5/6/2022
461/561				
CSC 714	Database Systems	F		5/6/2022
CSC 803	An Introduction to Cyber Security Research	B, F		5/6/2022
CSC 804	Cyber Security Research Methodologies	B, F		5/6/2022
CSC 807	Cyber Security Research	B, D, F		5/6/2022
CSC 809	Dissertation Preparation	D		5/6/2022
DAD 310	Digital Soundtrack	D		5/6/2022
GAME	Level 1 Design	D		5/6/2022
375				
HIM 150	Intro to Health Information Management	В		5/6/2022
HIM 225	Intro to Health Information Systems	В		5/6/2022
HIM 252	Basic Foundations Health Data Systems	В		5/6/2022
HIM 265	HIM Quality Management	В		5/6/2022

AAC Form 1.4.B – Annual Minor Course Modifications Summary (Last Revised 09/2020)



7/19/2022 Date

ATTACHMENT III 6

Prefix & Number	Course Title	Type of	Change	Date Approved
HIM 360	Leadership and Strategic Management	В		5/6/2022
HIM 380	Healthcare Data Analytics	В		5/6/2022
HIM 444	Advanced Health Data Systems	B, D		5/6/2022
HIM 450	Research in Health Information Administration	В		5/6/2022
HIM 485	Health Record Administration Professional Practice	В		5/6/2022
INFA 754	Intrusion Detection	В		5/6/2022
INFA 715	Data Privacy		Х	5/6/2022
LART	Language Arts	A, B, D,		5/6/2022
110		F, L		
MATH	Intro to Discrete Mathematics	D		5/6/2022
201				

Add lines as needed. Delete this note.

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

	BOUTH DAKOTA BOAF ACADEMIC AFFA	ED OF REG IRS FORMS	ENTS		
FCHERE BOM Paric Universities & Spec	Muse Minor Program Minor Progr	odification	l Summar	у	
The universit annual summ included in th	ty Vice President for Academic Affairs has authority to approve all minc nary of minor course modifications and experimental courses to the system ne Annual Curriculum Report to the Board of Regents at their October mee	r program moc Chief Academ ting.	lifications. Ea iic Officer usir	ch university ag this form. ⁷	shall submit an The summary is
DSU Name of Ins	stitution				
				7/19/20	22
	ecca d' Aley				
Vice Preside	ent for Academic Affairs Signature			Date	
University	Program Title	T Place an "Y	ype of Chang	e ppriate box	Date
•	0	Course Deletion	Course Addition	Revised Courses	Approved
DSU	Ph.D. in Information Systems, Analytics and Decision Support Specialization		\boxtimes		5/6/2022
DSU	Ph.D. in Information Systems, Healthcare Information Systems Specialization	\boxtimes	\boxtimes		5/6/2022
DSU	Ph.D. in Information Systems, Information Systems Cyber Security Specialization	\boxtimes	\boxtimes		5/6/2022
DSU	Ph.D. in Computer Science	\boxtimes	\boxtimes		5/6/2022
DSU	MS in Education Technology	\boxtimes	\boxtimes		5/6/2022
DSU	MS in Information Systems	\boxtimes	\boxtimes		5/6/2022

University DSU N		L y	/pe of Change		
DSU	Program Title	Place an "X	" in the appro	priate box	Date
DSU		Course	Course	Revised	Approved
	MS in Analytics, Healthcare Analytics Track				5/6/2022
S N NSQ	MS in Information Systems, Healthcare Information Systems Specialization	\boxtimes			5/6/2022
DSU N	dS in Cyber Defense		\boxtimes		5/6/2022
DSU	MS in Computer Science	\boxtimes	\boxtimes		5/6/2022
DSU	3S in Computer Game Design		\boxtimes		5/6/2022
DSU	3S in Computer Science	\boxtimes			5/6/2022
DSU	MBA General Management		\boxtimes		5/6/2022
DSU 1	AS in Software Development	\boxtimes	\boxtimes		5/6/2022
1 NSC	Vebsite Design & Development Certificate	\boxtimes	\boxtimes		5/6/2022
DSU I	Data Analytics Certificate	\boxtimes			5/6/2022
DSU 0	Object Oriented Programming Certificate	\boxtimes			5/6/2022
N NSU	Mobile Application Development Minor	\boxtimes	\boxtimes		5/6/2022
DSU	Network and Security Administration Minor	\boxtimes			5/6/2022



۴

SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Annual Minor Course Modifications Summary

The university Vice President for Academic Affairs has authority to approve all minor course modifications. Each university shall submit an annual summary of minor course modifications to the system Chief Academic Officer using this form. The summary is included in the Annual Curriculum Report to the Board of Regents at their October meeting.

Northern State University	9/1/2021
Name of Institution	Date
michael Warows	8/31/2022
Vice President for Academic Affairs Signature	Date

Prefix &	Course Title	Type of	Change	Date Approved
Number		Minor*	Deletion	
ANTH 270	Museum Techniques		Х	10/8/2021
MATH 101L	Mathematical Reasoning Lab		Х	10/8/2021
MATH 114L	College Algebra Lab		Х	10/8/2021
MUS 110L	Music Theory I Lab		Х	10/14/2021
MUS 111L	Music Theory II Lab/Aural Skills II		Х	10/14/2021
MUS 210L	Music Theory III Lab/Aural Skills III		Х	10/14/2021
MUS 211L	Music Theory IV Lab/Aural Skills IV		Х	10/14/2021
GLC 301/301L	Global Health and Food Policies/Lab	В		11/22/2021
GLC 302/302L	Intersectionality/Lab	В		11/22/2021
GLC 300/300L	Transcultural Digital Literacies/Lab	A, H		11/1/2021
GLC 301/301L	Global Health and Nutrition/Lab	A, H		11/1/2021
GLC 302/302L	Global Identities/Lab	A, H		11/1/2021
GLC 303/303L	Cinema in International Contexts/Lab	A, H		11/1/2021
GLC 304/304L	Ethnic: Conflict and Nationalism/Lab	A, H		11/1/2021
GLC 305/305L	Comedy, Human, and Culture/Lab	A, H		11/1/2021
MATH 413	Abstract Algebra I	Н		11/1/2021
MUS 424	Music Composition		Х	12/6/2021
PE 410/510	Program Design for Strength and Conditioning	D		2/7/2022
PE 753	Applied Exercise Physiology	C, E		1/12/2022
ELED 496	Field Experience	С		2/7/2022
SPED 496	Field Experience	С		2/7/2022
EDAD 794	Internship	М		2/9/2022
SEED 794	Internship	М		2/9/2022
SEED 795	Practicum	М		2/9/2022
SPED 794	Internship	М		2/9/2022
SPED 795	Practicum	M		2/9/2022
SOC/CJUS 485	Social Science Capstone	D		4/25/2022
BADM 442	Introduction to Trust Management	D		4/25/2022
BFS 785	Capstone: Strategic Management	D		4/28/2022

AAC Form 1.4.B – Annual Minor Course Modifications Summary (Last Revised 09/2020)

ATTACHMENT V 10

ENGL 591	Independent Study	Ν	11/5/2021
GS 490	Seminar	Ν	12/6/2021
POLS 592	Topics	Ν	4/29/2022
LIBM 592	Topics	Ν	6/22/2022

Add lines as needed. Delete this note.

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

	r Acade
	lent fo
	Presid
SUNTS - RION	r Vice
of sound	iversity
THE BOIS	iun

Annual Minor Program Modification Summary

annual summary of minor course modifications and experimental courses to the system Chief Academic Officer using this form. The summary is smic Affairs has authority to approve all minor program modifications. Each university shall submit an included in the Annual Curriculum Report to the Board of Regents at their October meeting.

NSN

Name of Institution

25 Lee 1

Vice President for Academic Affairs Signature

8/31/2022 Date

		Ţ	ype of Chang	e	
University	Program Title	Place an "X	X" in the appro	priate box	Date
		Course Deletion	Course Addition	Revised Courses	Approved
NSU	Management – Supply Chain Emphasis (BS)				10/4/2021
NSU	Global Language and Culture (BA)			\boxtimes	11/1/2021
NSU	Elementary Education (BSEd)			\boxtimes	12/7/2021
NSU	Early Childhood Education Minor			\boxtimes	12/7/2021
NSU	Psychology Minor	\boxtimes	\boxtimes		4/25/2022
NSU	Physical Education (BSEd)			\boxtimes	4/25/2022
NSU	Spanish (BSEd)			\boxtimes	4/25/2022
NSU	Art Education (BSEd)			\boxtimes	4/25/2022
NSU	Sports Performance and Leadership (MSEd)			\boxtimes	7/7/2022

Add lines as needed. Make sure to copy and paste formatting. Delete this note.



Annual Minor Course Modifications Summary

The university Vice President for Academic Affairs has authority to approve all minor course modifications. Each university shall submit an annual summary of minor course modifications to the system Chief Academic Officer using this form. The summary is included in the Annual Curriculum Report to the Board of Regents at their October meeting.

SD School of Mines & Technology Name of Institution

10/4/2022 Date

. C.

10/4/2022

Date

Vice President for Academic Affairs Signature

Prefix &	Course Title	Type of	f Change	Date Approved
Number		Minor*	Deletion	
CENG 244/ L	Introduction to Digital Systems/Lab	C		11/4/2021
CENG 342/L	Digital Systems/Lab	D		11/4/2021
CENG 347	Embedded Intelligent Systems	D		11/4/2021
CSC 115	Test-Driven Software Development	D		11/4/2021
CSC 215	Programming Techniques	D		11/4/2021
CSC 251	Finite Structures	D		11/4/2021
CEE 130/L	Introduction to Civil and Environmental Engineering	D		11/11/202 1
CEE 592	Topics	N		11/11/202 1
MEM 790	Seminar	C		11/11/202 1
CSC 115	Test-Driven Software Development	D		03/01/202
CSC 424	Digital Image Processing	В		03/01/202
CSC 898D	Dissertation	N		03/01/202 2
GEOE 461/561	Petroleum Drilling and Production Engineering	B, F		03/01/202 2
GEOE 465	Geological Engineering Design Project II		X	3/01/2022

GEOE 467/567	Introduction to Geomechanics	F		03/01/202
IENG 898D	Dissertation	N		03/01/202
ME 683	Applied Engineering Analysis I	F		03/01/202
MATH 205	Mining and Management Mathematics	D		03/01/202 2
MATH 898D	Dissertation	N		03/01/202
CEE 117/L	Introduction to CADD/Lab		Х	03/01/202
CEE 206/L	Engineering Surveys/Lab		Х	03/01/202 2
CEM/CE E 715	Construction Operations	В		03/01/202
CEM 710	Advanced Construction Management	В		03/01/202
BME 401/501	Biomaterials	D		03/01/202
EE 250/L	Electronic Sensors and Actuators/Lab	D		03/01/202
EE 451	Fundamentals of Systems Engineering	D, O, F		03/01/202
EM 216	Statics and Dynamics	D		03/01/202
GEOL 361	Oceanography I		Х	03/01/202
GEOL 621	Advanced Structural Geology	A, C, E, I, F		03/01/202 2
ME 265	Product Design and Development	F		03/01/202 2
ME/MET 443	Composite Materials	D		03/01/202 2
EE 110L	Explore Electrical and Electronics Engineering Lab		Х	05/12/202 2
GEOE 425/525/L	Engineering Geophysics II		Х	05/12/202 2
GEOE 615	Advanced Field Methods in Groundwater		Х	05/12/202 2
GEOE 641	Geochemistry		Х	05/12/202 2
GEOE 663/L	Groundwater Geochemistry		Х	05/12/202
GEOE 762	Analytical Methods in Groundwater		Х	05/12/202 2
GEOE 764/L	Advanced Groundwater		X	05/12/202 2

GEOL 403/503	Regional Field Geology		Х	05/12/202
GEOL 422/522/L	Tectonics and Sedimentary Basin Analysis		Х	05/12/202
GEOL 604	Advanced Field Geology		Х	05/12/202
GEOL	Geotectonics		Х	05/12/202
GEOL	Seminar in Ore Deposits		Х	05/12/202
GEOL	Problems in Ore Deposits		Х	05/12/202
GEOL/PA	Micropaleontology		Х	05/12/202
CBE 318	Chemical Engineering Mass Transfer	D		05/12/202
CBE/BM F 486/586	Immuno-Engineering	D, G		05/12/202
CBE 490	Seminar		Х	05/12/202
CBE 690	Seminar	N		05/12/202
CBE 790	Seminar		Х	05/12/202
CBE 890	Seminar		Х	05/12/202
CENG 110	Survey of Computer Science and Engineering	B, F, G		05/12/202
CENG 347	Intelligent Embedded Systems	D		05/12/202
CENG 448/548	Real Time Operating Systems	D		05/12/202
CSC 110	Survey of Computer Science and Engineering	B, F, G		05/12/202
CSC 413	Introduction to Virtual Reality	D, H		05/12/202
EE 110	Explore Electrical and Electronics Engineering	B, C, F, G		05/12/202
EE 220/L	Circuits I/Lab	D, E		05/12/202 2
GEOL 212/L	Mineralogy and Crystallography/Lab	D		05/12/202 2
GEOL 461/L	Invertebrate Paleontology/Lab	D		05/12/202 2
MET 231	Structure and Properties of Materials Lab	D		05/12/202 2
MET 321/L	High Temperature Extraction, Concentration, and Recycling/Lab	D		05/12/202 2

AAC Form 1.4.B – Annual Minor Course Modifications Summary (Last Revised 09/2020)

ATTACHMENT VII 15

		-	
NANO	Nano-Biotechnology	G	05/12/202
706			2
NANO	Scientific Instrumentation, Control and Visualization	G	05/12/202
709			2
NANO	Scientific Instrumentation, Control, and Visualization II	G	05/12/202
711			2
NANO	Nano-Biotechnology II	G	05/12/202
713			2
NANO	Fluorescence Spectroscopy	G	05/12/202
714			2
NANO	Nano-Biomaterials	G	05/12/202
722			2

Add lines as needed. Delete this note.

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

E Same	SOUTH DAKOTA BOAR ACADEMIC AFFAI	D OF REG 85 FORMS	ENTS		
Surger Party	Annual Minor Program Mo	dification	Summar	у	
The universit annual summ included in th	ly Vice President for Academic Affairs has authority to approve all minor nary of minor course modifications and experimental courses to the system ne Annual Curriculum Report to the Board of Regents at their October meeti	program mod Chief Academ ng.	lifications. Ea ic Officer usir	ch university ag this form. T	shall submit an The summary is
SDSM&T Name of Ins	stitution				
7				10/4/202	22
Vice Preside	ent for Academic Affairs Signature			Date	
		L.	ype of Chang	e	
UIIIVEFSILY	rrogram rine	Liuce un A	<u>nu une uppre</u>	pruue vox	
		Course Deletion	Course Addition	Revised Courses	Approved
SDSM&T	BS in Biology	\boxtimes	\boxtimes		10/7/2021
SDSM&T	BS in Biomedical Engineering			\boxtimes	10/7/2021
SDSM&T	BS in Chemistry			\boxtimes	10/7/2021
SDSM&T	BS in Geology			\boxtimes	10/7/2021
SDSM&T	BS in Pre-Professional Health Sciences	\boxtimes			10/7/2021
SDSM&T	Minor in Aerospace Engineering		\boxtimes		10/7/2021
SDSM&T	Minor in Biology			\boxtimes	10/7/2021

ATTACHMENT VIII 16

SDSM&T	BS in Atmospheric and Environmental Sciences	\boxtimes	\boxtimes	\boxtimes	11/4/2021
SDSM&T	Minor in Atmospheric and Environmental Sciences	\boxtimes	\boxtimes	X	11/4/2021
SDSM&T	BS in Business Management in Technology	X	\boxtimes	X	2/3/2022
SDSM&T	BS in Geological Engineering	X	\boxtimes	X	2/3/2022
SDSM&T	MS in Paleontology	\boxtimes			3/3/2022
SDSM&T	BS in Civil Engineering	\boxtimes	\boxtimes		3/3/2022
SDSM&T	BS in Electrical Engineering		\boxtimes		3/3/2022
SDSM&T	BS in Geological Engineering	X	X	X	3/3/2022
SDSM&T	Minor in Systems Engineering			X	3/3/2022
SDSM&T	MS in Biomedical Engineering			\boxtimes	4/7/2022
SDSM&T	PhD in Biomedical Engineering			\boxtimes	4/7/2022
SDSM&T	MS in Chemical Engineering			\boxtimes	4/7/2022
SDSM&T	PhD in Chemical Engineering		\boxtimes		4/7/2022
SDSM&T	BS in Computer Engineering		\boxtimes		4/7/2022
SDSM&T	BS in Electrical Engineering			\boxtimes	4/7/2022
SDSM&T	MS Mechanical Engineering			\boxtimes	4/7/2022
SDSM&T	PhD in Mechanical Engineering			\boxtimes	4/7/2022
SDSM&T	Minor in Avionics			X	4/7/2022
SDSM&T	Minor in Electronics Engineering and Technology			X	4/7/2022



Annual Minor Course Modifications Summary

South Dakota State University	9/28/2022
Name of Institution	Date
Dennis D. Hedge	9/28/2022
Vice President for Academic Affairs Signature	Date

Prefix &	Course Title	Type of	Change	Date Approved
Number		Minor*	Deletion	
ABE 314L	Ag Power and Machines Lab	F		03/18/22
ABE 324L	Ag Structures and Indoor Environment Lab	F		03/18/22
ABE 343L	Engineering Properties of Biological Materials Lab	F		03/18/22
ABE 350L	Hydraulic & Pneumatic Syst Lab	F		03/18/22
ABE 444L	Unit Operations of Biological Materials Processing Lab	F		03/18/22
ABE 544L	Unit Operations of Biological Materials Processing Lab	F		03/18/22
ABE 754L	Advanced Unit Operations of Food/Biomaterials Processing	F		03/18/22
	Laboratory			
ABE 763L	Instrumentation Lab	F		03/18/22
ABS 591	Independent Study	Ν		11/22/21
ABS 592	Topics	Ν		11/22/21
ABS 791	Independent Study	Ν		11/22/21
ADV 491	Independent Study	Ν		02/28/22
ADV 498	Undergraduate Research/Scholarship	Ν		02/28/22
AGEC 473	Rural Real Estate Appraisal and Lab	Н		01/05/22
AGEC 473L	Rural Real Estate Appraisal and Lab	Н		01/05/22
AGEC 484	Trading in Agricultural Futures and Options	B, F		09/24/21
AGEC 584	Trading in Agricultural Futures and Options	B, F		09/24/21
AIR 201	Team and Leadership Fundamentals I	F		03/14/22
AIR 202	Team and Leadership Fundamentals II	F		03/14/22
AIR 301	Air Force Leadership Studies	F		03/14/22
AIR 302	Air Force Leadership Studies	F		03/14/22
AIS 498	Undergraduate Research/Scholarship	Ν		03/09/22
ARCH 221	Media Tech I		Х	03/13/20
ARCH 222	Media Tech II		Х	03/13/20
ARCH 251	Building Arts Studio I		Х	03/13/20
ARCH 252	Building Arts Studio II		Х	03/13/20
ARCH 292	Topics	Ν		07/14/21
ARCH 292L	Topics Lab	Ν		07/14/21
ARCH 421	Media Tech IV		Х	03/13/20
ARCH 422	Media Tech V		Х	03/13/20
ARCH 521	Media Tech IV		Х	03/13/20
ARCH 522	Media Tech VII		Х	03/13/20
ARCH 551	Architecture Studio IV		Х	03/13/20
ARCH 552	Comprehensive Building Design	А		11/30/21
ARCH 561	Shop		Х	03/13/20
ARCH 571	Architectural Practice I		Х	03/13/20
ARCH 572	Architectural Practice II		X	03/13/20

Prefix &	Course Title	Type of	Change	Date
Number	Course The	i jpe or		Approved
		Minor*	Deletion	0.0/1.0/0.0
ARCH 651	Professional Design Practice I		X	03/13/20
ARCH 652	Professional Design Practice II		<u>X</u>	03/13/20
ARCH 6/1	Architectural Practice III		<u>X</u>	03/13/20
ARCH 6/2	Architectural Practice IV		X	03/13/20
AS 101L	Intro to Animal Science Lab	F		03/18/22
AS 285L	Livestock Evaluation and Marketing Lab	F F		03/18/22
AS 4/4L	Cow/Calf Management Lab	F		03/18/22
AS 4//L	Sheep & Wool Production Lab	F		03/18/22
AS 4/8L	Swine Production Lab	F		03/18/22
AST 202L	Construction Technology and Materials Lab	F		03/18/22
AST 213L	Ag, Industrial and Outdoor Lab	F		03/18/22
AST 273L	Agricultural Computer Apps Lab	F		03/18/22
AST 303L	Design Management Experience Lab	F		03/18/22
AST 313L	Farm Machinery Systems Management Lab	F		03/18/22
AST 333L	Soil & Water Mechanics Lab	F		03/18/22
AST 342L	Applied Electricity Lab	F		03/18/22
AST 423L	Rural Structures Lab	F		03/18/22
AT 652	Clinical Experience II	D		03/02/22
AT 753	Clinical Experience III	D		03/02/22
AT 754	Clinical Experience IV	D		03/02/22
AT 755	Clinical Experience V	D		03/02/22
AT 756	Clinical Experience VI	D		03/02/22
BLAW 433	Real Estate	Н		12/16/21
BLAW 453	Principles and Procedures of Land Valuation	D, H		12/16/21
BOT 419	Plant Ecology	G		02/23/22
BOT 419L	Plant Ecology Lab	G		02/23/22
BOT 505L	Grasses & Grasslike Plants Lab	F		03/18/22
BOT 515	Aquatic Plants	D		05/25/22
CA 150	Introduction to Consumer Affairs	C, F, M		11/01/21
CA 340	Work Family Interface		X	11/01/21
CA 360	Quantitative Research Methods in Consumer Affairs	D		11/01/21
CA 412	Consumer Policy Analysis	D		03/14/22
CEE 106	Elementary Surveying	D, F		02/14/22
CHEM 115	Atomic and Molecular Structure		X	04/20/22
CHEM 115L	Atomic and Molecular Structure Lab		X	04/20/22
CHEM 120L	Elementary Organic Chem Lab	F		03/18/22
CHEM 127	Structure and Function of Organic Molecules		<u>X</u>	04/20/22
CHEM 127L	Structure and Function of Organic Molecules Lab		X	04/20/22
CHEM 229	Transformation of Organic Molecules		X	04/20/22
CHEM 229L	Transformation of Organic Molecules Lab		X	04/20/22
CHEM 237	Intermediate Laboratory Investigations	B, C, D, O		04/20/22
CHEM 329	Organic Chemistry III	D, E		04/20/22
CHEM 329L	Organic Chemistry III Lab	D, E		04/20/22
CHEM 343	Fundamentals of Chemical Thermodynamics	D		04/20/22
CHEM 360	Chemistry of Biological Macromolecules		Х	04/20/22
CHEM 361	Chemistry of Biological Macromolecules Laboratory		Х	04/20/22
CHEM 433	Bioanalytical Chemistry	D		04/20/22
CHEM 448	Biophysical Chemistry	D		04/20/22
CHEM 467	Essentials of Glycobiology	D		04/20/22
CHEM 484	Chemical Toxicology	D		04/20/22

Prefix &	Course Title	Type of	Change	Date
Number		Minank	Deletter	Approved
CHEM 502	Topics	NING NI	Deletion	02/18/22
CHEM 392	10pics Structural Datarmination of Organia Compounds Laboratory			03/18/22 02/18/22
CHEM 724L	Action Beccarch in the Secondery Classroom	<u>Г</u>		12/22/21
CHED 711	Clinical Experiences in Day Therapy II	A		$\frac{12/22/21}{08/17/21}$
CHKD / 11 CM 210	Construction Surveying			08/17/21 03/01/22
CM 210	Construction Matheds and Materials	<u>D, U</u>		03/01/22
CM 220	Construction Methods and Materials	0		03/01/22
CM 230	Applied Construction Planning	0		03/01/22
CM 232	Cost Estimating Machanical Electrical Diversion Diago and Specifications	0		03/01/22
CM 255	Mechanical, Electrical, Plumbing Plans and Specifications	0		03/01/22
CM 250	Construction Project Management I	<u> </u>		03/01/22
CM 320	Construction Soil Mechanics	<u>D</u>		03/01/22
CM 353	Construction Structures	<u>D</u>		03/01/22
CM 374	Heavy Construction Methods and Systems	<u>D</u>		03/01/22
CM 400	Risk Management and Construction Safety	0		03/01/22
CM 452	Heavy and Highway Estimating	D		03/01/22
CM 455	Residential Construction	0		03/01/22
CM 460	Sustainable Building Systems Concepts and Analysis	0		03/01/22
CM 485	Site Development and Feasibility Analysis	0		03/01/22
CM 490	Seminar	0		03/01/22
CM 491	Independent Study	0		03/01/22
CM 492	Topics	0		03/01/22
CM 494	Internship	0		03/01/22
CS 230	Consumer Behavior		Х	02/04/22
CS 430	Consumer Decision Making		Х	02/04/22
ECE 322	Contemporary Curriculum Perspectives in ECE	F		08/30/21
ECE 360	Play & Inquiry	F		08/30/21
ECE 361	Methods and Materials for Early Childhood Education		Х	02/04/22
ECE 361L	Methods and Materials for Early Childhood Education Lab		Х	02/04/22
ECE 676	Early Childhood Ed Adm & Pract		Х	03/18/22
ECON 703	Advanced Macroeconomics	D		04/19/22
ECON 704	Advanced Microeconomics	D		04/19/22
ECON 705	Econometrics	D		03/08/22
EDFN 700	Exceptional Learners	F		08/30/21
EES 525	Disturbance and Restoration Ecology	D		05/25/22
EFA 491	Independent Study	2	X	03/09/22
EFA 494	Internship		X	03/09/22
EXS 498	Undergraduate Research and Scholarship	Ν		11/08/21
ESRM 231L	Ready-To-Wear Analysis I ab	F		03/18/22
FSRM 242I	Textiles II ab	F		03/18/22
GEOG 150	Environmental Disasters & Human Hazards	Δ		03/08/22
GEOG 483	Aerial Remote Sensing			02/10/22
GEOG 483	Aerial Remote Sensing Lab			02/10/22
GEOG 592	Actial Remote Sensing	<u>р</u> г		02/10/22 02/10/22
GEOG 5921	Actial Remote Sensing Leb	<u> </u>		02/10/22
UEUU 383L	Actial Relifice Delisting Lab			02/10/22
	Social and Cultural History of the US	В, Г	v	02/03/22
HLTH 120	Community Health			12/22/21
HL1H 200	Integrative Honsuc HealthCare			12/22/21
HLIH 212	Contemporary Health Problems		X	12/22/21
HLTH 230	Stress Management for Life		<u>X</u>	12/22/21
HLTH 302	Wellness for the Family		Х	12/22/21

D	Course Title	True of	Change	Date
Prenx &	Course Title	1 ype of	Change	Approved
Number		Minor*	Deletion	
HLTH 402	Rural Healthcare Matters		Х	12/22/21
HLTH 443	Public Health Science		Х	12/22/21
HLTH 445	Epidemiology		Х	12/22/21
HLTH 452	Interprofessional Issues in Health Care		Х	12/22/21
HLTH 502	Rural Healthcare Matters		Х	12/22/21
HMGT 375	International Tourism	D		02/04/22
HMGT 482	Hospitality Marketing	0		10/11/21
HO 311L	Herbaceous Plants Lab	F		03/18/22
HO 426L	Prod/Wine Beer Spirits Lab	F		03/18/22
HON 383	Honors Colloquium	А		12/19/21
ID 318	Building Codes & Regulations	D		11/30/21
ID 342	History of Interior Design II	D		11/30/21
ID 415	Contract Documents	D		11/30/21
IDL 479	Interdisciplinary Studies Capstone	D		03/31/22
LA 252	Site Planning	D		11/30/21
LAKL 192	Topics	N		04/03/22
LAKL 291	Independent Study	N		04/29/22
LAKL 292	Topics	N		04/03/22
LAKL 392	Topics	N		04/03/22
LAKL 491	Independent Study	N		04/29/22
LAKL 492	Topics	N		04/03/22
MATH 355	Methods of Teaching Mathematics	0		04/04/22
MATH 433	Capstone: Mathematics Education	0		04/04/22
MCOM 145	Media Literacy and Ethics	0	X	02/28/22
MCOM 210L	Basic Newswriting Lab	B		11/30/21
MCOM 316	Magazine Writing and Editing	D	x	02/28/22
MCOM 333	Broadcast News Reporting	D		02/28/22
MCOM 335	Feature Writing		X	02/28/22
MCOM 339	Publication Design		X	02/28/22
MCOM 339	Publication Design Lab		X	02/28/22
MCOM 359	Mobile Media Design and Applications		X	02/28/22
MCOM 359	Mobile Media Design and Applications Lab		X	02/28/22
MCOM 417	History of Journalism		X	02/28/22
MCOM 417	Advanced Media Production		X	02/28/22
MCOM 431	Advanced Media Production Lab			02/28/22
MCOM 431L	Public Affairs Departing	P	Λ	02/28/22
MCOM 438	Public Affairs Reporting Lab	B		02/28/22
MCOM 438L	Madia Administration and Managamant	D		02/28/22
MCOM 474	Dreatioum	D N		02/28/22
MCOM 493	Lindergreduete Desserab/Scholerchin	IN N		02/28/22
MCOM 517	Uistory of Lournelism	IN	v	02/28/22
MCOM 517	History of Journalism Madia Administration and Managament	D	Λ	02/28/22
ME 2411	Motollyrgy Lob	D E		02/28/22 02/19/22
ME 4291	Mashina Dasian Casa Studies Lab	Г		03/18/22
ME 797	Machine Design-Case Studies Lab	Г	V	03/18/22
MICD 5211	Research Soil Microbiology Lob	E	Δ	03/18/22
MICK 521L	Son where a strain a page LL ab			03/18/22
MINET 224	Ivianuiacturing Proc I Lab			03/18/22
MINET 424	Draduction Tabling Methods and Max			03/18/22
MINEI 436L	Music Education II Conduction Lab			03/18/22
MUS 361L	Music Education II: Conducting Lab	F		03/18/22

Number Imported Muss 262L Music Education III: Methods and Materials Lab F Deletion MUS 362L Music Education IV: Supervision and Administration of School Music Etab F 03/18/22 NRM 405 Entomology X 03/07/22 NRM 4051 Entomology Lab X 03/07/22 NRM 505 Entomology Lab X 03/07/22 NRM 505 Entomology Lab X 03/07/22 NURS 323 Patient-Centered Care Concepts I C 02/01/22 NURS 323 Interventions C 02/01/22 NURS 323 Interventions C 02/01/22 NURS 323 Nursing Principles and Application II: Interventions C 02/01/22 NURS 3631 Advanced Pactice Nursing P 03/18/22 NURS 6311. Advanced Pactice Nursing P 03/18/22 NURS 631. Advanced Pactice Nursing P 03/18/22 NURS 760 Advanced Pactice Nursing P 03/18/22 NURS 7740. Nare Administrator Practice Maring N 00	Prefix &	Course Title	Type of	Change	Date Approved
MUS 362L Music Education III: Methods and Materials Lab F 03/18/22 MUS 363L Music Education IV: Supervision and Administration of F 03/18/22 NRM 405L Entomology X 03/07/22 NRM 405L Entomology Lab X 03/07/22 NRM 505L Entomology Lab X 03/07/22 NRM 505L Entomology Lab X 03/07/22 NURS 234 Patient-Centred Care Concepts 1 C 02/01/22 NURS 231 Interventions F 02/01/22 NURS 332 Interventions C 02/01/22 NURS 631 Advanced Practice Nursing C 02/01/22 NURS 631 Advanced Concepts in Health Promotion and Disease D 01/05/22 Prevention F 03/18/22 NURS 631 Advanced Concepts in Health Promotion and Disease D 04/05/22 Prevention F 03/18/22 NURS 631 Advanced Concepts in Health Promotion and Disease D 04/05/22 PHA 701 Home Health/Hospice Practice Experience F	Number		Minor*	Deletion	Approved
MUS 3651. Music Education IV: Supervision and Administration of School Music Lab F 03/18/22 NRM 405 Entomology X 03/07/22 NRM 405L Entomology Lab X 03/07/22 NRM 505 Interventions C 02/01/22 NURS 234 Patient-Centered Care Concepts I C 02/01/22 NURS 363 Introduction to Pathophysiology F, O 02/01/22 NURS 631 Advanced Practice Narsing F 03/18/22 NURS 631. Advasessment Lifespan Lab F 03/18/22 NURS 763 Advanced Concepts in Health Promotion and Disease D 01/05/22 NURS 764 Nurs Administrator Practicum Clin Lab F 03/18/22 NUTR 141L Foods Principles Lab F 03/18/22 NUTR 505 Practicum N 08/27/21 PHA 704	MUS 362L	Music Education III: Methods and Materials Lab	F	Deretion	03/18/22
School Music Lab X 03/07/22 NRM 4051 Entomology Lab X 03/07/22 NRM 505 Entomology Lab X 03/07/22 NRM 5051 Entomology Lab X 03/07/22 NURS 234 Patient-Centerel Care Concepts 1 C 02/01/22 NURS 234 Interduction to Pathophysiology F, O 02/01/22 NURS 323 Introduction to Pathophysiology F, O 02/01/22 NURS 523 Introduction to Pathophysiology F, O 02/01/22 Advanced Practice Nursing D 01/05/22 NURS 631L Advassessment Lifespan Lab F 03/18/22 NURS 7574L Nurse Administrator Practicum Clin Lab F 03/18/22 NUTR 405 Fracticum N 08/27/21 NUTR 571 Issues in Obesity N 08/27/21 PHA 701 Home Health/Hospice Practice Experience F 03/18/22 PHA 702 Indian Health Serv Practice Experience F 03/18/22 PHA 703 Pharmacy Administration Practice Experience <td>MUS 365L</td> <td>Music Education IV: Supervision and Administration of</td> <td>F</td> <td></td> <td>03/18/22</td>	MUS 365L	Music Education IV: Supervision and Administration of	F		03/18/22
NRM 405 Entomology Lab X 0.307/22 NRM 4051 Entomology Lab X 0.307/22 NRM 505 Entomology Lab X 0.307/22 NRM 5051 Entomology Lab X 0.307/22 NURS 234 Patient-Centered Care Concepts I C 0.201/22 NURS 323 Interventions C 0.201/22 NURS 323 Introduction to Pathophysiology F, O 0.201/22 NURS 323 Nursing Principles and Application I: Interventions C 0.201/22 NURS 623 Pathophysiology Across the Lifespan - Application to D 0.1/05/22 MURS 631 Advanced Concepts in Health Promotion and Disease D 0.1/05/22 Prevention N 0.82/72 NUTR 6/95 Fracticum N 0.82/72 NUTR 6/95 Issues in Obesity X 0.201/12 NUTR 6/95 N 0.201/12 PHA 300 Pharmacology for Health Professions D 0.4005/22 PHA 300 Pharmacology for Health Professions D 0.4005/22 PH	NDM 405	School Music Lab		V	02/07/22
NRM 4051 Entomology Lab X 0.3007/22 NRM 505 Entomology Lab X 0.3007/22 NURS 234 Patient-Centered Care Concepts I C 0.201/22 NURS 234 Nursing Principles and Application I: Assessment and Interventions C 0.201/22 NURS 325 Introduction to Pathophysiology F, O 0.2/11/22 NURS 326 Introduction to Pathophysiology Across the Lifespan-Application to Advanced Practice Nursing D 0.1/05/22 NURS 631 Advanced Practice Nursing D 0.1/05/22 NURS 631 Advanced Practice Nursing F 0.3/18/22 NURS 760 Advanced Practice Nursing F 0.3/18/22 NURS 631 Adv Assessment Lifespan Lab F 0.3/18/22 NURS 774 Nurse Administrator Practicum Clin Lab F 0.3/18/22 NUTR 714L Foods Practicum N 0.8/27/21 NUTR 7150 Issues in Obesity N 0.8/27/21 NUTR 710 Home Health/Hospice Practice Experience F 0.3/18/22 PHA 701 Home Healt	NRM 405	Entomology		X	03/07/22
NRM 505 Entomology Lab X 050/722 NRM 505L Entomology Lab X 000/722 NURS 234 Patient-Centered Care Concepts I C 0201/22 NURS 235 Nursing Principles and Application I: Assessment and Interventions C 0201/22 NURS 323 Nursing Principles and Application II: Interventions C 02/01/22 NURS 623 Pathophysiology Across the Lifespan-Application to Advanced Practice Nursing D 01/05/22 NURS 631L Advanced Practice Nursing D 01/05/22 NURS 760 Advanced Concepts in Health Promotion and Disease Prevention F 03/18/22 NUTR 141L Foods Principles Lab F 03/18/22 NUTR 50 Issues in Obesity X 02/01/22 PHA 300 Pharmacology for Health Professions D 0.4/05/22 PHA 701 Home Health/Hospice Practice Experience F 03/18/22 PHA 702 Indian Health Serv Practice Experience F 03/18/22 PHA 704 Nurtition Support Practice Experience F 03/18/22 PHA 704 Nurtition Support Practice Experience F 03/1	NRM 405L	Entomology Lab			03/07/22
NKM 305L Entitonion Entered Care Concepts I C 0.307/22 NURS 234 Patient-Centered Care Concepts I C 0.201/22 NURS 234 Nursing Principles and Application I: Assessment and Interventions C 0.201/22 NURS 323 Introduction to Pathophysiology F, O 0.2211/22 NURS 633 Narsing Principles and Application II: Interventions C 0.201/22 NURS 631 Advanced Practice Nursing D 0.1/05/22 NURS 631L Advanced Concepts in Health Promotion and Disease D 0.1/05/22 NURS 760 Advanced Concepts in Health Promotion and Disease D 0.1/05/22 NUTR 411L Foods Principles Lab F 0.3/18/22 NUTR 695 Practicum N 0.8/27/21 NUTR 695 Issues in Obesity X 0.201/22 PHA 701 Home Health/Hospice Practice Experience F 0.3/18/22 PHA 702 Indian Health Serv Practice Experience F 0.3/18/22 PHA 703 Pharmacy Administration Practice Experience F 0.3/18/22	NRM 505	Entomology			03/07/22
NURS 254 Patient-Centred Care Concepts 1 C 0.201/22 NURS 258 Nursing Principles and Application I: Assessment and Interventions C 0.201/22 NURS 253 Introduction to Pathophysiology F, O 0.2211/22 NURS 523 Pathophysiology Across the Lifespan - Application to Advanced Practice Nursing D 0.1/05/22 NURS 631L Adv Assessment Lifespan Lab F 0.3/18/22 NURS 760 Advanced Concepts in Health Promotion and Disease Prevention D 0.1/05/22 NURS 774L Nurse Administrator Practicum Clin Lab F 0.3/18/22 NUTR 760 Fracticum N 0.8/27/21 NUTR 750 Issues in Obesity X 0.2/01/22 PHA 300 Pharmacology for Health Professions D 0.4/05/22 PHA 701 Home Health/Hospice Practice Experience F 0.3/18/22 PHA 703 Pharmacy Administration Practice Experience F 0.3/18/22 PHA 704 Nutrition Support Practice Experience F 0.3/18/22 PHA 705 Clinical Research Practice Experience F <	NRM 505L	Entomology Lab	C	Λ	03/07/22
NOTE 235 Nutsing Finicipies and Application F Assessment and C 02/01/22 NURS 323 Introduction to Pathophysiology F, O 02/11/22 NURS 323 Introduction to Pathophysiology Across the Lifespan Application to D 01/05/22 Advanced Practice Nursing F 03/18/22 NURS 631L Advanced Practice Nursing F 03/18/22 NURS 700 Advanced Concepts in Health Promotion and Disease D 01/05/22 Prevention F 03/18/22 NUTR 141L Foods Principles Lab F 03/18/22 NUTR 411 Foods Principles Lab F 03/18/22 NUTR 750 Issues in Obesity X 02/01/22 PHA 330 Pharmacology for Health Professions D 04/05/22 PHA 701 Home Health/Hospice Practice Experience F 03/18/22 PHA 703 Pharmacy Administration Practice Experience F 03/18/22 PHA 704 Nutrition Support Practice Experience F 03/18/22 PHA 705 Cintical Reserch Practice Experience F 03/18/22 PHA 706 Cirtical Care Practice Experience <td>NURS 254</td> <td>Patient-Centered Care Concepts I</td> <td>C</td> <td></td> <td>02/01/22</td>	NURS 254	Patient-Centered Care Concepts I	C		02/01/22
NURS 323 Introduction to Pathophysiology F, O 02/11/22 NURS 328 Nursing Principles and Application II: Interventions C 02/01/22 NURS 623 Pathophysiology Across the Lifespan-Application to Advanced Practice Nursing D 01/05/22 NURS 631L Adv Assessment Lifespan Lab F 03/18/22 NURS 760 Advanced Concepts in Health Promotion and Disease D 01/05/22 Prevention N 03/18/22 NUTR 141L Foods Principles Lab F 03/18/22 NUTR 655 Practicum N 08/27/21 NUTR 750 Issues in Obesity X 02/01/22 PHA 301 Horme Health/Hospice Practice Experience F 03/18/22 PHA 701 Horme Health/Hospice Practice Experience F 03/18/22 PHA 703 Pharmacology Tor Teatice Experience F 03/18/22 PHA 704 Nutrition Support Practice Experience F 03/18/22 PHA 705 Clinicial Research Practice Experience F 03/18/22 PHA 706 Criticial Care Practice Experie	NUKS 230	Interventions	C		02/01/22
NURS 358 Nursing Principles and Application II: Interventions C 02/01/22 NURS 623 Pathophysiology Across the Lifespan-Application to Advanced Practice Nursing D 01/05/22 NURS 631L Adv Assessment Lifespan Lab F 03/18/22 NURS 760 Advanced Concepts in Health Promotion and Disease Prevention D 01/05/22 NUTR 714L Nurse Administrator Practicum Clin Lab F 03/18/22 NUTR 655 Practicum N 08/27/21 NUTR 750 Issues in Obesity X 02/01/22 PHA 701 Home Health/Hospice Practice Experience F 03/18/22 PHA 702 Indian Health Serv Practice Experience F 03/18/22 PHA 703 Pharmacy Administration Practice Experience F 03/18/22 PHA 704 Nutrition Subseave Practice Experience F 03/18/22 PHA 705 Clinical Research Practice Experience F 03/18/22 PHA 706 Critical Care Practice Experience F 03/18/22 PHA 707 Infectious Disease Practice Experience F 03/18/22	NURS 323	Introduction to Pathophysiology	F, O		02/11/22
NURS 623 Pathophysiology Across the Lifespan-Application to Advanced Practice Nursing D 01/05/22 NURS 631L Advanced Practice Nursing F 03/18/22 NURS 760 Advanced Concepts in Health Promotion and Disease Prevention D 01/05/22 NURS 774L Nurse Administrator Practicum Clin Lab F 03/18/22 NUTR 750 Issues in Obesity N 08/27/21 NUTR 750 Issues in Obesity X 02/01/22 PHA 701 Home Health/Hospice Practice Experience F 03/18/22 PHA 701 Home Health/Hospice Practice Experience F 03/18/22 PHA 702 Indian Health Serv Practice Experience F 03/18/22 PHA 703 Pharmacy Administration Practice Experience F 03/18/22 PHA 704 Nutrition Support Practice Experience F 03/18/22 PHA 705 Clinical Research Practice Experience F 03/18/22 PHA 706 Cirical Care Practice Experience F 03/18/22 PHA 707 Infectious Disease Practice Experience F 03/18/22	NURS 358	Nursing Principles and Application II: Interventions	С		02/01/22
NURS 631L Adv Assessment Lifespan Lab F 03/18/22 NURS 760 Advanced Concepts in Health Promotion and Disease Prevention D 01/05/22 NURS 774L Nurse Administrator Practicum Clin Lab F 03/18/22 NUTR 141L Foods Principles Lab F 03/18/22 NUTR 750 Issues in Obesity X 02/01/22 PHA 300 Pharmacology for Health Professions D 04/05/22 PHA 701 Home Health/Hospice Practice Experience F 03/18/22 PHA 702 Indian Health Serv Practice Experience F 03/18/22 PHA 703 Pharmacy Administration Practice Experience F 03/18/22 PHA 704 Nutrition Support Practice Experience F 03/18/22 PHA 705 Clinical Research Practice Experience F 03/18/22 PHA 706 Critical Care Practice Experience F 03/18/22 PHA 706 Infice Experience F 03/18/22 PHA 707 Infectious Disease Practice Experience F 03/18/22 PHA 708 Surgery Pract	NURS 623	Pathophysiology Across the Lifespan- Application to Advanced Practice Nursing	D		01/05/22
INURS 760Advanced Concepts in Health Promotion and Disease PreventionD01/05/22NURS 774LNurse Administrator Practicum Clin LabF03/18/22NUTR 141LFoods Principles LabF03/18/22NUTR 695PracticumN08/27/21NUTR 750Issues in ObesityX02/01/22PHA 330Pharmacology for Health ProfessionsD04/05/22PHA 701Home Health/Hospice Practice ExperienceF03/18/22PHA 702Indian Health Serv Practice ExperienceF03/18/22PHA 703Pharmacy Administration Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Ph	NURS 631L	Adv Assessment Lifespan Lab	F		03/18/22
PreventionPreventionNURS 774LNurse Administrator Practicum Clin LabF03/18/22NUTR 141LFoods Principles LabF03/18/22NUTR 695PracticumN08/27/21NUTR 750Issues in ObesityX02/01/22PHA 300Pharmacology for Health ProfessionsDPHA 701Home Health/Hospice Practice ExperienceF03/18/22PHA 702Indian Health Serv Practice ExperienceF03/18/22PHA 703Pharmacy Administration Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 714Homely Pharmacy Systems Practice ExperienceF03/18/22PHA 716Hospital/Institutional Pharmacy Practic	NURS 760	Advanced Concepts in Health Promotion and Disease	D		01/05/22
NURS 774LNurse Administrator Practicum Clin LabF03/18/22NUTR 141LFoods Principles LabF03/18/22NUTR 650PracticumN08/27/21NUTR 750Issues in ObesityX02/01/22PHA 330Pharmacology for Health ProfessionsD04/05/22PHA 701Home Health/Hospice Practice ExperienceF03/18/22PHA 702Indian Health Serv Practice ExperienceF03/18/22PHA 703Pharmacy Administration Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Pharmacy Practice ExperienceF03/18/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 770Pediatrics Practice Experi		Prevention			
NUTR 141LFoods Principles LabF $03/18/22$ NUTR 695PracticumN $08/27/21$ NUTR 750Issues in ObesityX $02/01/22$ PHA 330Pharmacology for Health ProfessionsD $04/05/22$ PHA 701Home Health/Hospice Practice ExperienceF $03/18/22$ PHA 702Indian Health Serv Practice ExperienceF $03/18/22$ PHA 703Pharmacy Administration Practice ExperienceF $03/18/22$ PHA 704Nutrition Support Practice ExperienceF $03/18/22$ PHA 705Clinical Research Practice ExperienceF $03/18/22$ PHA 706Critical Care Practice ExperienceF $03/18/22$ PHA 707Infectious Disease Practice ExperienceF $03/18/22$ PHA 708Surgery Practice ExperienceF $03/18/22$ PHA 709Nephrology Practice ExperienceF $03/18/22$ PHA 701Pharmacy Iractice ExperienceF $03/18/22$ PHA 710Nuclear Pharmacy Practice ExperienceF $03/18/22$ PHA 710Nephrology Practice ExperienceF $03/18/22$ PHA 711Oncology Practice ExperienceF $03/18/22$ PHA 712Nuclear Pharmacy Practice ExperienceF $03/18/22$ PHA 713Managed Care Practice ExperienceF $03/18/22$ PHA 714Community Pharmacy Practice ExperienceB $12/12/21$ PHA 715Community Pharmacy Practice ExperienceF $03/18/22$ PHA 771Hormative Experie	NURS 774L	Nurse Administrator Practicum Clin Lab	F		03/18/22
NUTR 695PracticumN08/27/21NUTR 750Issues in ObesityX02/01/22PHA 300Pharmacology for Health ProfessionsD04/05/22PHA 701Home Health/Hospice Practice ExperienceF03/18/22PHA 702Indian Health Serv Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 714Long Term Care Practice ExperienceF03/18/22PHA 715Community Pharmacy Systems Practice ExperienceF03/18/22PHA 771Geriatrics	NUTR 141L	Foods Principles Lab	F		03/18/22
NUTR 750Issues in ObesityX $02(01/22$ PHA 330Pharmacology for Health ProfessionsD $04/05/22$ PHA 701Home Health/Hospice Practice ExperienceF $03/18/22$ PHA 702Indian Health Serv Practice ExperienceF $03/18/22$ PHA 703Pharmacy Administration Practice ExperienceF $03/18/22$ PHA 704Nutrition Support Practice ExperienceF $03/18/22$ PHA 706Clinical Research Practice ExperienceF $03/18/22$ PHA 706Critical Care Practice ExperienceF $03/18/22$ PHA 706Critical Care Practice ExperienceF $03/18/22$ PHA 707Infectious Disease Practice ExperienceF $03/18/22$ PHA 708Surgery Practice ExperienceF $03/18/22$ PHA 709Nephrology Practice ExperienceF $03/18/22$ PHA 710Pharmacokinetics Practice ExperienceF $03/18/22$ PHA 711Oncology Practice ExperienceF $03/18/22$ PHA 712Nuclear Pharmacy Practice ExperienceF $03/18/22$ PHA 713Managed Care Practice ExperienceF $03/18/22$ PHA 714Community Pharmacy Practice ExperienceD $03/25/22$ PHA 716Hospital/Institutional Pharmacy Practice ExperienceBM12/12/21PHA 714Hospital/Institutional Pharmacy Practice ExperienceF $03/18/22$ PHA 714Hospital/Institutional Pharmacy Practice ExperienceF $03/18/22$ PHA 770Pediatrics Pra	NUTR 695	Practicum	N		08/27/21
PHA 330Pharmacology for Health ProfessionsD04/05/22PHA 701Home Health/Hospice Practice ExperienceF03/18/22PHA 702Indian Health Serv Practice ExperienceF03/18/22PHA 703Pharmacy Administration Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceF03/18/22PHA 771Internal Med I Practice ExperienceF03/18/22PHA 771Internal Med I Practice ExperienceF03/18/22PHA 771Internal Med I Practice ExperienceF03/18/22PHA 7713Internal Med II Practice ExperienceF03/18/22 </td <td>NUTR 750</td> <td>Issues in Obesity</td> <td></td> <td>Х</td> <td>02/01/22</td>	NUTR 750	Issues in Obesity		Х	02/01/22
PHA 701Home Health/Hospice Practice ExperienceF03/18/22PHA 702Indian Health Serv Practice ExperienceF03/18/22PHA 703Pharmacy Administration Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB12/12/21PHA 715Community Pharmacy Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceF03/18/22PHA 711Geriatrics Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA	PHA 330	Pharmacology for Health Professions	D		04/05/22
PHA 702Indian Health Serv Practice ExperienceF03/18/22PHA 703Pharmacy Administration Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Pharmacy Practice ExperienceBM12/12/21PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 718Long Term Care Practice ExperienceF03/18/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Internal Med I Practice ExperienceF03/18/22PHA 772 </td <td>PHA 701</td> <td>Home Health/Hospice Practice Experience</td> <td>F</td> <td></td> <td>03/18/22</td>	PHA 701	Home Health/Hospice Practice Experience	F		03/18/22
PHA 703Pharmacy Administration Practice ExperienceF03/18/22PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceBM12/12/21PHA 718Long Term Care Practice ExperienceF03/18/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 774 </td <td>PHA 702</td> <td>Indian Health Serv Practice Experience</td> <td>F</td> <td></td> <td>03/18/22</td>	PHA 702	Indian Health Serv Practice Experience	F		03/18/22
PHA 704Nutrition Support Practice ExperienceF03/18/22PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceBM12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 77	PHA 703	Pharmacy Administration Practice Experience	F		03/18/22
PHA 705Clinical Research Practice ExperienceF03/18/22PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory	PHA 704	Nutrition Support Practice Experience	F		03/18/22
PHA 706Critical Care Practice ExperienceF03/18/22PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 776Ambulatory Ca	PHA 705	Clinical Research Practice Experience	F		03/18/22
PHA 707Infectious Disease Practice ExperienceF03/18/22PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Pharmacy Practice ExperienceB, M12/12/21PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 718Long Term Care Practice ExperienceF03/18/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 776	PHA 706	Critical Care Practice Experience	F		03/18/22
PHA 708Surgery Practice ExperienceF03/18/22PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Pharmacy Practice ExperienceB, M12/12/21PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 718Long Term Care Practice ExperienceB, M12/12/21PHA 719Pediatrics Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compo	PHA 707	Infectious Disease Practice Experience	F		03/18/22
PHA 709Nephrology Practice ExperienceF03/18/22PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceF03/18/22PHA 715Community Pharmacy Practice ExperienceB, M12/12/21PHA 716Hospital/Institutional Pharmacy Practice ExperienceD03/25/22PHA 718Long Term Care Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779A	PHA 708	Surgery Practice Experience	F		03/18/22
PHA 710Pharmacokinetics Practice ExperienceF03/18/22PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceB, M12/12/21PHA 718Long Term Care Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Pharmacogenomics Practice ExperienceD03/25/22PHA 779Pharmacogenomics Practice ExperienceD03/25/22PHA 779Pharmacogenomics Practice ExperienceD03/25/22PH	PHA 709	Nephrology Practice Experience	F		03/18/22
PHA 711Oncology Practice ExperienceF03/18/22PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceB, M12/12/21PHA 718Long Term Care Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med I Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceF03/18/22PHA 776Ambulatory Care Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22	PHA 710	Pharmacokinetics Practice Experience	F		03/18/22
PHA 712Nuclear Pharmacy Practice ExperienceF03/18/22PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceB, M12/12/21PHA 718Long Term Care Practice ExperienceD03/25/22PHA 718Long Term Care Practice ExperienceF03/18/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22	PHA 711	Oncology Practice Experience	<u> </u>		03/18/22
PHA 713Managed Care Practice ExperienceF03/18/22PHA 714Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceB, M12/12/21PHA 718Long Term Care Practice ExperienceD03/25/22PHA 710Pediatrics Practice ExperienceF03/18/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 712	Nuclear Pharmacy Practice Experience	<u> </u>		03/18/22
PHA /14Community Pharmacy Practice ExperienceB, M12/12/21PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceB, M12/12/21PHA 718Long Term Care Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 713	Managed Care Practice Experience	F		03/18/22
PHA 715Community Pharmacy Systems Practice ExperienceD03/25/22PHA 716Hospital/Institutional Pharmacy Practice ExperienceB, M12/12/21PHA 718Long Term Care Practice ExperienceD03/25/22PHA 710Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22	PHA 714	Community Pharmacy Practice Experience	B, M		12/12/21
PHA 716Hospital/Institutional Pharmacy Practice ExperienceB, M12/12/21PHA 718Long Term Care Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 715	Community Pharmacy Systems Practice Experience	D		03/25/22
PHA 718Long Term Care Practice ExperienceD03/25/22PHA 770Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceB12/12/21PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceF03/18/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 716	Hospital/Institutional Pharmacy Practice Experience	B, M		12/12/21
PHA 7/0Pediatrics Practice ExperienceF03/18/22PHA 771Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceB12/12/21PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 718	Long Term Care Practice Experience	D		03/25/22
PHA 7/1Geriatrics Practice ExperienceF03/18/22PHA 772Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceB12/12/21PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 770	Pediatrics Practice Experience	F		03/18/22
PHA 7/2Internal Med I Practice ExperienceF03/18/22PHA 773Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceB12/12/21PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 771	Genatrics Practice Experience	F		03/18/22
PHA 7/3Internal Med II Practice ExperienceF03/18/22PHA 774Ambulatory Care Practice ExperienceB12/12/21PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 772	Internal Med I Practice Experience	F		03/18/22
PHA 7/4Ambulatory Care Practice ExperienceB12/12/21PHA 774Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA //3	Internal Med II Practice Experience	F		03/18/22
PHA 7/4Ambulatory Care Practice ExperienceF03/18/22PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA 774	Ambulatory Care Practice Experience	В		12/12/21
PHA 775Psychiatry Practice ExperienceF03/18/22PHA 776Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA / /4	Annoulatory Care Practice Experience	F F		03/18/22
PHA 770Ambulatory Care II Practice ExperienceD03/25/22PHA 777Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	РПА //З	Ambulatory Care II Drastics Experience			03/18/22
PHA ///Pharmacogenomics Practice ExperienceD03/25/22PHA 778Compounding Practice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	PHA //0	Anounatory Care II Practice Experience			03/23/22
FIG //oCompounding Fractice ExperienceD03/25/22PHA 779Academic Practice ExperienceD03/25/22	ГПА /// DUA 770	Compounding Prostice Experience			03/23/22
	PHΔ 770	Academic Practice Experience			03/25/22

Prefix &	Course Title	Type of	f Change	Date
Number		Minor*	Deletion	Approved
PHYS 787	Research	F	Deletion	03/18/22
PI ΔN 472	Techniques of State Regional and Community Planning	D		03/03/22
PRAG 472	Use of Soil and Plant Sensors in Cron Production			03/16/22
PS 1031	Crop Production Lab	E E		03/10/22
DS 2131	Soils Lab	E F		03/18/22
PS 213L	Dringinlag Dlant Dath Lab	E F		03/18/22
PS 223L	Groin Grading Lab	F		03/18/22
PS 506L	Soil Microbiology Lab	E F		03/18/22
PS 321L DS 714I	Constitute of Disasse Resistance and Hest Plant Pathogen	E F		03/18/22
F5 /14L	Interactive Laboratory	Г		03/18/22
PS 761L	Taxonomy of Insects Lab	F		03/18/22
PS 781	Plant Science Graduate Seminar	F		03/18/22
PS 785L	Soil and Plant Analysis Lab	F		03/18/22
PS 787	Advanced Plant Breeding	D		02/23/22
PS 787	Advanced Plant Breeding	F		03/18/22
PUBR 345	Public Relations Writing	D		02/28/22
PUBR 498	Undergraduate Research/Scholarshin	N		02/28/22
RANG 210L	Range Plant Identification Lab	F		03/18/22
RESP 180	Pathophysiology for Respiratory Care	DE		03/02/22
SPAN 415	Extensive Reading in Spanish	2,2	X	02/22/22
STAT 441	Statistical Methods II	D		04/04/22
STAT 442	Exploratory and Cloud-Based Data Analysis	D		10/11/21
VET 223L	Anatomy and Physiology of Domestic Animals Lab	F		03/18/22
WL 367L	Ichthyology Lab	F		03/18/22
WL 412L	Principles of Fisheries Management Lab	F		03/18/22
WL 415L	Upland Game Ecology and Management Laboratory	F		03/18/22
WL 417L	Large Mammal Ecology and Management Laboratory	F		03/18/22
WL 419L	Waterfowl Ecology and Management Laboratory	F		03/18/22
WL 427	Limnology	B		02/23/22
WL 427L	Limnology Lab	B		02/23/22
WL 515L	Upland Game Ecology and Management Laboratory	F		03/18/22
WL 517L	Large Mammal Ecology and Management Laboratory	F		03/18/22
WL 519L	Waterfowl Ecology and Management Laboratory	F		03/18/22
WL 527	Limnology	В		05/25/22
WL 527L	Limnology Lab	В		05/25/22
WL 531	Advanced Fisheries Management	D		05/25/22
WL 531L	Advanced Fisheries Management Lab	D		05/25/22
WL 712L	Wetlands Ecology and Management Laboratory	F		03/18/22
WL 713L	Animal Population Dynamic Lab	F		03/18/22
WL 715L	Wildlife Research Des Lab	F		03/18/22
WL 717L	Aquatic Trophic Ecology Lab	F		03/18/22

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

BO Same	SOUTH DAKOTA BOAF	D OF REG RS FORMS	ENTS		
Starter Barry	Annual Minor Program Mo	dification	Summar	y	
South Dakot	ta State University				
Name of Ins	titution				
Dennis D. H	ledge			9/28/20	22
Vice Preside	ent for Academic Affairs Signature			Date	
University	Program Title	T. T	ype of Chang	e onriate hox	Date
		Course Deletion	Course Addition	Revised	Approved
SDSU	Advertising (B.A. and B.S.)	X			02/28/22
SDSU	Agribusiness Marketing Minor	x	X		03/08/22
SDSU	Agricultural Education, Communication and Leadership (B.S.) –		X	Х	03/11/22
	Agricultural Education Specialization				
NSDS	Agricultural Education, Communication and Leadership (B.S.) – Communication Specialization	X	X		03/07/22
SDSU	Agricultural Science (B.S.)		X	X	03/11/22
SDSU	Agricultural Systems Technology (BS)	X	X		04/27/22
SDSU	Animal Science (B.S.) – Industry Relations Specialization	Х		X^*	02/23/22
SDSU	Animal Science (B.S.) – Science Specialization			X^*	02/23/22
SDSU	Animal Science (B.S.) – Production Management Specialization			X*	02/23/22
SDSU	Biochemistry (B.S.)	Х	Х		07/16/21
SDSU	Biochemistry (B.S.)	Х		Х	04/20/22
SDSU	Biological Sciences (M.S.) – Veterinary Medicine Specialization			X*	04/29/22
SDSU	Botany Minor		Х		02/23/22
SDSU	Chemistry (B.S.) (ACS Certified)	Х	Х		07/16/21
SDSU	Chemistry (B.S.) (ACS Certified)			Х	04/20/22
SDSU	Chemistry Education (B.S.)			X	04/20/22
SDSU	Chemistry Minor	x			04/20/22
	Page 1 of 5				

		Ľ	vne of Chang	٥	
University	Program Title	Place an "X	X" in the appro	priate box	Date
		Course Deletion	Course Addition	Revised Courses	Approved
SDSU	Civil Engineering (B.S.)		X	x	02/14/22
NSDSU	College of Agriculture, Food and Environmental Sciences Requirements – Bachelor of Science Group 1 Courses		X		02/25/22
NSUS	College of Arts Humanities and Social Sciences Requirements - Bachelor of Science Natural Science Courses	X	X	X	04/25/22
SDSU	Commodity Risk Management Minor			X	09/24/21
SDSU	Commodity Risk Management Minor	X	X		03/08/22
SDSU	Communication and Media Studies (M.A.)			X^*	04/03/22
SDSU	Communication Studies (B.A. and B.S.)		Х	Х	04/03/22
SDSU	Communication Studies Minor		X		04/03/22
SDSU	Community and Public Health (B.S.)	X	X	X	12/22/21
SDSU	Conservation Planning and Park Management (B.S.)	X	Х		02/23/22
SDSU	Conservation Planning and Park Management (B.S.)		X		04/13/22
NSDS	Conservation Planning and Park Management (B.S.) - Park Administration & Management Specialization	X	X		02/23/22
NSDS	Conservation Planning and Park Management (B.S.) - Park		X		04/13/22
	Administration & Management Specialization				
SDSU	Construction Management (B.S.)			*X	03/01/22
SDSU	Data Science (A.S.)	X	Х		04/04/22
SDSU	Data Science Minor			*X	02/07/22
NSOS	Dept of Chemistry and Biochemistry Requirements - Bachelor of Science Natural Science Courses	X	X	X	04/20/22
NSDSU	Dept of Geography and Geospatial Sciences Requirements - Bachelor of Science Natural Science Courses	X	X	X	04/25/22
NSDS	Dept of Physics Requirements - Bachelor of Science Natural Science Courses	X	X	X	04/25/22
SDSU	Digital and Social Media Minor	X	X		02/28/22
SDSU	Early Education and Care (B.S.)		X		02/04/22
SDSU	Ecology and Environmental Science (B.S.) – Rangeland Ecology and Management Specialization		X		02/23/22
SDSU	Fashion Studies and Retail Merchandising (B.S.)	Х			02/04/22

Page 2 of 5

		É	Such for		
University	Program Title	Place an "X	ype of Change " in the appro	e priate box	Date
		Course Deletion	Course Addition	Revised Courses	Approved
SDSU	Food Safety Minor	X			04/13/22
SDSU	General Studies (BGS)	X	X		02/18/22
SDSU	Geographic Information Sciences Certificate			X	03/03/22
SDSU	Geographic Information Sciences Certificate (Graduate)	X	X	X	04/20/22
NSUS	Geographic Information Sciences Certificate (Undergraduate)	X	Х		04/20/22
NSUS	Geographic Information Sciences Minor			X	03/03/22
NSOS	Geographic Information Sciences Minor	X	X		04/20/22
SDSU	Geography (M.S.) – Geographic Information Sciences Specialization		Х	Х	02/10/22
NSUS	Geography (M.S.) – Geographic Information Sciences Specialization	Х	Х		04/20/22
NSUS	Geography Minor		Х		03/03/22
NSUS	Gerontology Minor			X	11/01/21
NSDSU	Global Studies (B.A.)	X	Х		02/22/22
SDSU	Graduate Program Admission Requirements			X*	04/11/22
NSUS	Health Communication Minor			X	12/22/21
SDSU	Health Communication Minor	X			02/28/22
NSDSU	Health Communication Minor			Х	04/03/22
SDSU	Health Science Minor			Х	12/22/21
SDSU	History (B.A. and B.S.)	Х	Х	Х	04/03/22
NSDSU	History (B.A. and B.S.) - Teaching Specialization	X	Х	X	04/03/22
NSDSU	Hospitality, Tourism and Event Management (B.S.)			X	02/04/22
SDSU	Human Development and Family Services (A.S.)	Х	Х		05/05/22
NSUS	Human Sciences (M.S.) – Family Financial Planning Specialization		Х		05/14/21
NSUS	Informatics Minor			X	03/03/22
NSUS	Informatics Minor	X	Х		04/20/22
NSUS	Interdisciplinary Studies (B.A. and B.S.)	X	Х		02/16/22
NSDSU	Interdisciplinary Studies (B.A. and B.S.)			X^*	04/11/22
SDSU	Interior Design (B.F.A.)	Х	Х		11/30/21
SDSU	Landscape Architecture (B.L.A.)	Х	Х		11/30/21
SDSU	Leadership and Management of Nonprofit Organizations (B.S.)	Х	Х		02/04/22
SDSU	Leadership and Management of Nonprofit Organizations Minor	Х	X		02/04/22
SDSU	Leadership Minor		X		02/04/22

Page 3 of 5

		E	5		
University	Program Title	1) Place an "X	ype of Change	e <i>priate box</i>	Date
•)	Course Deletion	Course Addition	Revised Courses	Approved
SDSU	Legal Studies Minor	x	X		02/04/22
SDSU	Mass Communication (M.M.C.)			x	02/28/22
SDSU	Mass Communication (M.M.C.)			X*	04/03/22
SDSU	Mathematics Minor	X	X	X*	02/07/22
NSUS	Museum Studies Minor	Х	X		10/28/21
NSUS	Natural Resource Law Enforcement (B.S.)		X		02/23/22
NSUS	Natural Resource Law Enforcement (B.S.)	Х	Х		03/30/22
NSUS	Nursing (B.S.N.)		Х		02/22/22
NSUS	Nursing (B.S.N.) - Accelerated Pathway		X		02/22/22
NSUS	Nursing (B.S.N.) - RN to B.S.N.		X		02/22/22
NSUS	Nutrition & Exercise Sciences (M.S.) - Exercise Science Specialization	Х	X		04/05/22
NSDSU	Nutrition and Dietetics (M.S.)			X^*	04/05/22
NSDSU	Pharmacy (PharmD)	Х	Х		12/12/21
NSUS	Pharmacy (PharmD)			X^*	03/01/22
NSUS	Pharmacy (PharmD)			X^*	03/29/22
NSUS	Physical Education Teacher Education (B.S.)	X	Х		03/15/22
NSUS	Pre-Mortuary	X	X		05/11/22
NSUS	Professional Program in Veterinary Medicine			X^*	04/29/22
NSUS	Professional Science (M.S.)			X^*	02/03/22
NSUS	Professional Science (M.S.)	X	Х	X	04/20/22
NSUS	Professional Writing Minor	X	Х		09/20/21
NSUS	Professional Writing Minor	X	Х		02/18/22
NSOS	Public Health (M.P.H.)		Х		10/25/21
NSUS	Public Relations (B.A. and B.S.)	X			02/28/22
NSOS	Public Relations Minor			X	04/04/22
NSOS	Ranch Management Minor		Х	X	02/23/22
NSOS	Rangeland Ecology and Management Minor		Х		02/23/22
NSOS	Spanish (B.A.)	Х	Х		02/22/22
SDSU	Spanish (B.A.) - Teaching Specialization	X	Х		02/22/22
SDSU	Sustainability Minor		Х	X	03/11/22
SDSU	Unmanned Aircraft Systems Certificate			Х	03/03/22

Page 4 of 5

		Ty	pe of Change	1)	
University	Program Title	Place an "X	" in the appro	priate box	Date
		Course	Course	Revised	Approved
		Deletion	Addition	Courses	
NSOS	Unmanned Aircraft Systems Certificate	Х	Х		04/20/22
NSOS	Wizipan Leadership and Sustainability Certificate	Х	X		03/09/22
* The program 1	nodification specified/revised admission or academic requirements.				

of Richard	S ROUTH DATE
10 CLA	H STUL

Annual Minor Course Modifications Summary

The university Vice President for Academic Affairs has authority to approve all minor course modifications. Each university shall submit an annual summary of minor course modifications to the system Chief Academic Officer using this form. The summary is included in the Annual Curriculum Report to the Board of Regents at their October meeting.

University of South Dakota

Name of Institution 9 Vice President for Academic Affairs Signature

10/20/2022 Date

Prefix & Number	Course Title	Type of Minor change*	Deletion	Date Approved
ACCT 511	Fundamentals of Accounting and Finance		X	4/28/2022
ACCT 781	Managerial Accounting	D		9/23/2021
ANAT 511	Human Anatomy for Graduate Students	C		2/17/2022
BADM 710	Managerial Finance	D		9/23/2021
BADM 720	Quantitative Analysis	D		9/23/2021
BADM 760	Operations Management	D		9/23/2021
BADM 761	Leadership Development	D		10/21/2021
BADM 762	Business and Its Environment	D		9/23/2021
BADM 770	Managerial Marketing	D		9/23/2021
BADM 794	Internship	Μ		2/17/2022
BIOC 430	Principles of Biochemistry	D		9/13/2021
BIOL 401	Plant Systematics	С		2/17/2022
BIOL 401L	Plant Systematics Lab	С		2/17/2022
BIOL 501	Plant Systematics	С		2/17/2022
BIOL 501L	Plant Systematics Lab	С		2/17/2022
BIOL 405	Entomology	С		2/17/2022
*Minor Modifi	ication			

O Registration restrictions

L Prefix

I Enrollment Limit

F Course description E Course corequisite

C Credit hours **B** Course title

M Grading option

J Univ. Dept. Code K Repeatable credit

G Cross listing **H** Dual listing

D Course prerequisite

A Course number

N x9x Series

277

Course Title	Type of Minor	Deletion	Date Annroved
	change*		navo udder aner
igy Lab	C		2/17/2022
gy	С		2/17/2022
ogy Lab	С		2/17/2022
pe Ecology	C		2/17/2022
ipe Ecology Lab	C		2/17/2022
ape Ecology	С		2/17/2022
ape Ecology Lab	С		2/17/2022
vater Ecology	С		2/17/2022
vater Ecology Lab	С		2/17/2022
vater Ecology	С		2/17/2022
water Ecology Lab	С		2/17/2022
Ecology	С		2/17/2022
Ecology Lab	С		2/17/2022
Ecology	C		2/17/2022
Ecology Lab	С		2/17/2022
to Biostatistics and Computational Biology	С		2/17/2022
to Biostatistics and Computational Biology Lab	С		2/17/2022
to Biostatistics and Computational Biology	С		2/17/2022
to Biostatistics and Computational Biology Lab	C		2/17/2022
t Physiology	С		2/17/2022
t Physiology Lab	C		2/17/2022
: Physiology	С		2/17/2022
Physiology Lab	С		2/17/2022
ology	С		2/17/2022
logy Lab	С		2/17/2022
logy	С		2/17/2022
logy Lab	С		2/17/2022
oarative Plant Morphology	С		2/17/2022
astive Plant Mornholoov I ab	C		0/11/000

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

Prefix &	Course Title	Type of Minor		-
Number		change*	Deletion	Date Approved
BIOL 469	Ichthyology	С		2/17/2022
BIOL 469L	Ichthyology Lab	С		2/17/2022
BIOL 569	Ichthyology	С		2/17/2022
BIOL 569L	Ichthyology Lab	С		2/17/2022
BIOL 481	Vertebrate Anatomy and Embryology	С		2/17/2022
BIOL 481L	Vertebrate Anatomy and Embryology Lab	С		2/17/2022
BIOL 581	Vertebrate Anatomy and Embryology	С		2/17/2022
BIOL 581L	Vertebrate Anatomy and Embryology Lab	С		2/17/2022
BME 492	Topics	N		12/16/2021
BME 592	Topics	Ν		12/16/2021
CMST 792	Topics	Ν		2/17/2022
CPHD 727	Responsible Conduct of Biomedical Research	0		9/23/2021
CPHD 791	Independent Study	N		2/17/2022
CSC 457	Data Analysis/Decision Making	D		2/17/2022
CSC 557	Data Analysis/Decision Making	D		2/17/2022
CSC 488	Pattern Recognition and Machine Learning	D		2/17/2022
CSC 588	Pattern Recognition and Machine Learning	D		2/17/2022
DCOM 422	Audiologic Assessment	D		1/13/2022
DCOM 522	Audiologic Assessment	D		1/13/2022
DCOM 423	Rehabilitative Audiology	D		1/13/2022
DCOM 523	Rehabilitative Audiology	D		1/13/2022
DCOM 423	Rehabilitative Audiology	B, F		2/17/2022
DCOM 523	Rehabilitative Audiology	B, F		2/17/2022
DHYG 350	Oral Local Anesthesiology	С		2/14/2022
DHYG 350L	Oral Local Anesthesiology Lab	С		2/14/2022
DSCI 430	Applied Operational Analytics	В		11/08/2021
DSCI 501	Marketing and Operations Fundamentals		Х	4/28/2022
DSCI 526	Lean Management	D		10/21/2021
DSCI 724	Data Mining for Managers	D		10/21/2021

M Grading option	N x9x Series	O Registration restrictions
J Univ. Dept. Code	K Repeatable credit	L Prefix
G Cross listing	H Dual listing	I Enrollment Limit
D Course prerequisite	E Course corequisite	F Course description
A Course number	B Course title	C Credit hours

Date Annroved	na la talalet anna	9/23/2021	1/10/2022	5/2/2022	9/23/2021	1/10/2022	5/2/2022	10/21/2021	10/21/2021	10/21/2021	3/7/2022	2/14/2022	2/14/2022	2/14/2022	10/21/2021	10/21/2021	11/18/2021	11/18/2021	4/11/2022	4/11/2022	5/2/2022	5/2/2022	9/13/2021	9/13/2021	12/6/2021	11/18/2021	5/2/2022	4/11/2022	4/11/2022	4/11/2022
Deletion																												Х	X	X
Type of Minor	change*	F	F	D	D	C, D, E	D	D	D	D	В	D	D	D	D	D	С	С	М	М	B, D, E, G	B, D, E, G	Ν	Ν	Ν	Ν	F			
Course Title		Data Mining for Managers	Data Mining for Competitive Advantage	Quality and Six Sigma Management	Managerial Economics II	K-8 Math Methods Seminar I	Professional and Ethical Issues	Advanced Financial Analysis and Modeling	Investment Analysis and Portfolio Management	International Financial Management	Young America	Indigenous Women	Indigenous Women	Indigenous Women	Perspective of Child & Adult Maltreatment: A Multidisciplinary Approach	Professional and System Response to Maltreatment	Seminar	Dissertation	Friday Academy	Cultural Immersion	Integrated Science III	Integrated Science III Lab	Topics	Topics	Field Experience	Independent Study	Legal Analysis & Writing II	Elder Law	Mediation	Advanced Criminal Procedure
Prefix &	Number	DSCI 724	DSCI 725	DSCI 727	ECON 782	ELED 331	ELED 433	FIN 519	FIN 711	FIN 712	HIST 452	HIST 351	NATV 351	WMST 351	HSC 565	HSC 570	HSC 890	HSC 898	IMC 730	IMC 735	ISCI 225	ISCI 225L	KSM 192	KSM 292	KSM 396	KSM 791	LAW 757	LAW 837	LAW 850	LAW 875

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

Deletion Date Approved	X 4/11/2022	X 4/11/2022	X 4/11/2022	X 4/11/2022	4/11/2022	5/2/2022	9/23/2021	9/23/2021	9/13/2021	10/21/2021	10/21/2021	10/21/2021	5/3/2021	5/3/2021	2/14/2022	10/4/2021	10/4/2021	10/4/2021	4/11/2022	3/7/2022	3/7/2022	8/19/2021	2/17/2022	3/18/2021	11/18/2021	10/21/2021	9/13/2021	2/17/2022	
Type of Minor change*	, C				0	Щ	D	D	Z	D	D	D	F, O	F, O	С	D	D	D	Μ	0	0	Ν	C	D	L, J	K	C	C	
Course Title	Negotiation and Settlement	Rights of Indigenous Peoples	Education and the Law	Business Entity Taxation	Externship	Debtor and Creditor Rights	Fundamentals of Immunology	Fundamentals of Immunology	Independent Study	Brand Management	Advanced Consumer Behavior	New Product Development	Intro to Med Lab Procedures	Intro to Med Lab Procedures Lab	Immunology (Serology)	Indigenous Women	Indigenous Women	Indigenous Women	Clinical Ethics	Research & Evidence Based Practice	Health Care Policy, Finance & Regulatory	Topics	Scholarly Writing for DNP Project	Lead Development Healthcare Business	Leadership in Health Care	Level II Fieldwork	Pediatric Endocrinology	Human Physiology	
Prefix & Number	LAW 882	LAW 884	LAW 885	LAW 887	LAW 844	LAW 854	MICR 518	MICR 418	MICR 491	MKTG 535	MKTG 771	MKTG 772	MLS 322	MLS 322L	MLS 446	NATV 351	HIST 351	WMST 351	NEUR 705	NURS 350	NURS 487	NURS 792	NURS 814	NURS 863	OCTH 760	OCTH 764	PEDS 823	PHGY 730	~

O Registration restrictions	L Prefix	I Enrollment Limit	F Course description	C Credit hours
N x9x Series	K Repeatable credit	H Dual listing	E Course corequisite	B Course title
M Grading option	J Univ. Dept. Code	G Cross listing	D Course prerequisite	A Course number

Prefix &	Course Title	Type of Minor		-
Number		change*	Deletion	Date Approved
PHTH 237	Introduction to Physical Therapy	D		2/14/2022
PHTH 702	Physical Agents/Electrotherapy	С		2/17/2022
PHTH 704	Physical Therapy Examination	С		2/17/2022
PHTH 710	Movement Science	С		2/17/2022
PHTH 718	Path DD Musculoskeletal	B, C, F		2/17/2022
PHTH 720	Path DD Cardiopulmonary Systems	B, C, F		2/17/2022
PHTH 724	Clinical Education I	Μ		2/17/2022
PHTH 730	Musculoskeletal Physical Therapy I	С		2/17/2022
PHTH 734	Neuromuscular Physical Therapy I	C, F		2/17/2022
PHTH 735	Motor Control		Х	2/17/2022
PHTH 736	Cardiovascular Pulmonary Physical Therapy	С		2/17/2022
РНТН 748	Pediatric Physical Therapy	B, C		2/17/2022
PHTH 752	Clinical Application of Imaging	C		8/19/2021
PHTH 762	Clinical Education II	D		2/17/2022
PHTH 772	Clinical Education IV	D		2/17/2022
РНТН 792	Topics	Ν		2/17/2022
PHYS 683	Mathematical Physics II		Х	1/13/2022
POLS 305	Women and Politics	G		1/10/2022
PSYC 302	Learning and Memory	Е		4/11/2022
PSYC 366	Understanding the Sexes	G		1/10/2022
PSYC 368	Psychology of Sexuality	G		1/10/2022
PSYC 733	Human Factors Psychology	А, Ғ, Н		4/28/22; 5/2/22
PSYC 770	Experimental Methods & Instrumentation	С		10/21/2021
RADI 715	Radiology	Μ		4/11/2022
SOCW 683	Field Education and Seminar I	F		10/21/2021
SOCW 684	Field Education and Seminar II	F		10/21/2021
SPAN 120	Medical Spanish I	С		12/6/2021
SPAN 121	Medical Spanish II	С		12/6/2021
SUST 799	Thesis Sustaining	Ν		2/17/2022
			1	

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

ved	122	22	
Date Appro	2/17/20	3/7/202	
Deletion			
Type of Minor change*	Z	Z	
Course Title	Dissertation Sustaining	Topics	
Prefix & Number	Derived Subsection	WMST 392	

A Course number	D Course prerequisite	G Cross listing	J Univ. Dept. Code	M Grading option
B Course title	E Course corequisite	H Dual listing	K Repeatable credit	N x9x Series
C Credit hours	F Course description	I Enrollment Limit	L Prefix	O Registration restrictions

A South of the state of the sta

SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Annual Minor Program Modification Summary

The university Vice President for Academic Affairs has authority to approve all minor program modifications. Each university shall submit an annual summary of minor course modifications and experimental courses to the system Chief Academic Officer using this form. The summary is included in the Annual Curriculum Report to the Board of Regents at their October meeting.

University of South Dakota

Name of Institution Z 9

Vice President for Academic Affairs Signature

10/20/2022 Date

		Typ	e of Change		
University	Program Title	Place an "X"	in the appro-	priate box	Date
)	Course	Course	Revised	Approved
		Deletion	Addition	Courses	1
USD	Administration (M.S.)	\boxtimes		\boxtimes	4/28/2022
USD	Anthropology (B.A., B.S.)	\boxtimes		\boxtimes	4/11/2022
USD	Anthropology minor	\boxtimes		\boxtimes	4/11/2022
USD	Artificial Intelligence Certificate (GR)		\boxtimes		2/17/2022
USD	Artificial Intelligence Certificate (UG)		\boxtimes		2/14/2022
USD	Arts & Sciences majors B.A./B.S. Requirements		\boxtimes		2/14/2022
USD	Child Adolescence Development minor		\boxtimes		10/04/2021
USD	Computer Science (B.A., B.S.) Artificial Intelligence specialization		\boxtimes	\boxtimes	4/11/2022
USD	Computer Science (M.S.) Artificial Intelligence specialization	\boxtimes	\boxtimes	\boxtimes	4/28/2022
USD	Counseling & Psychology in Education (Ph.D.) with Human Development & Educational Psychology specialization		\boxtimes		10/21/2021
OSD	Curriculum & Instruction (Ed.D.)			\boxtimes	2/17/2022
USD	Educational Administration and Leadership (Ed.D.) with Curriculum Director specialization	\boxtimes	\boxtimes		3/24/2022

11	D	Typ	e of Change	and at a	Data
		Course Deletion	Course Addition	Revised Courses	Approved
USD	Educational Administration and Leadership (Ed.S.) with Curriculum Director specialization				3/24/2021
USD	Educational Administration and Leadership (M.A.) with Curriculum Director specialization	\boxtimes	\boxtimes		3/24/2021
OSD	Elementary & Special Education (B.S.Ed.)			\boxtimes	1/10/2022
USD	Elementary Education (B.S.Ed.)			\boxtimes	1/10/2022
USD	Elementary Education (B.S.Ed.) with Early Childhood emphasis			\boxtimes	1/10/2022
USD	Elementary Education (B.S.Ed.) with Kindergarten Education emphasis				1/10/2022
OSD	General Studies (B.G.S.)		\boxtimes		1/10/2022
USD	Geospatial Analysis certificate (GR)		\boxtimes		2/17/2022
USD	Geospatial Analysis certificate (UG)			\boxtimes	3/07/2022
USD	History (B.A., B.S.) and History Double major		\boxtimes		4/11/2022
OSD	Honors major	\boxtimes			9/13/2021
USD	International Business minor		\boxtimes		5/02/2022
OSD	Legal Studies in Business minor	\boxtimes	\boxtimes		5/02/2022
OSD	Management (B.B.A.)		\boxtimes		11/08/2021
OSD	Marketing minor		\boxtimes	\boxtimes	5/02/2022
OSD	Music Education (B.M.)	\boxtimes	\boxtimes	\boxtimes	12/06/2021
OSD	Music Education (B.M.)		\boxtimes	\boxtimes	5/02/2022
USD	Music Performance (B.M.)		\boxtimes	\boxtimes	12/06/2021
OSD	Music Performance (B.M.)		\boxtimes	\boxtimes	05/02/2022
USD	Musical Arts (B.M.A)		\boxtimes	\boxtimes	12/06/2021
OSD	Musical Arts (B.M.A.)		\boxtimes	\boxtimes	5/02/2022
OSD	Nurse Anesthesia Practice Doctorate (D.N.A.P.)			\boxtimes	2/17/2022
OSD	Nursing Practice (D.N.P.) with Organizational and System Leadership specialization			\boxtimes	8/19/2021

ATTACHMENT XII 37

		ť	ma of Change		
Thiversity	Program Title	Y,, up oplat	ype of change	uriate hov	Date
		Course and	Course	Ravisad	Annroved
		Deletion	Addition	Courses	noto iddez
USD	Operations Management minor	\boxtimes			5/02/2022
USD	Organizational Communication certificate (UG)	\boxtimes	\boxtimes		5/02/2022
USD	Philosophy (B.A., B.S.)		\boxtimes	\boxtimes	4/11/2022
USD	Physics (M.S.)		\boxtimes		11/18/2021
USD	Physics (M.S.) with Analytics for Large Data Sets specialization		\boxtimes	\boxtimes	10/21/2021
OSD	Physics (Ph.D.)	\boxtimes			11/18/2021
OSD	Professional Ethics certificate (UG)			\boxtimes	4/11/2022
USD	Public Health (M.P.H.)		\boxtimes		11/18/2021
USD	Secondary Education (B.S.Ed.)	\boxtimes	\boxtimes	\boxtimes	5/02/2022
OSD	Secondary Education (B.S.Ed.) with Physical Education specialization			\boxtimes	10/04/2021
USD	Secondary Education/Special Education (B.S.Ed.)	\boxtimes	\boxtimes	\boxtimes	05/02/2022
USD	Spanish (B.A.) & Spanish Double major			\boxtimes	4/11/2022
OSD	Sport Marketing Media (B.A., B.S.)	\boxtimes	\boxtimes	\boxtimes	4/11/2022
OSD	Sustainability (B.A., B.S.)		\boxtimes		2/14/2022
OSD	Sustainability (M.S.)	\boxtimes		\boxtimes	3/24/2022
OSD	Theatre (B.F.A.) Acting specialization		\boxtimes		9/13/2021
OSD	Theatre (B.F.A.) with Acting specialization		\boxtimes	\boxtimes	3/07/2022
OSD	Theatre (B.F.A.) with Design Theatre and Technology specialization		\boxtimes	\boxtimes	3/07/2022
OSD	Theatre (B.F.A.) with Musical Theatre specialization		\boxtimes	\boxtimes	3/07/2022
USD	Theatre (B.F.A.) with Theatre Studies specialization		\boxtimes	\boxtimes	3/07/2022

ATTACHMENT XII 38
<u>Informational Items</u> <u>Consent</u>

AGENDA ITEM: 5 – Q DATE: May 9, 2023

SUBJECT

Interim Actions of the Executive Director

CONTROLLING STATUTE, RULE, OR POLICY

 <u>BOR Policy 1:5</u> – Executive Director
 <u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination
 <u>BOR Policy 5:4</u> – Purchasing
 <u>BOR Policy 6:6</u> – Maintenance and Repair

BACKGROUND / DISCUSSION

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

ATTACHMENTS

Attachment I – Interim Actions of the Executive Director

INFORMATIONAL ITEM

INTERIM ACTIONS

Maintenance and Repair Projects (\$50,000 - \$250,000)

Northern State University

Kramer Hall Replacement of existing Roof Top Unit AC: NSU is requesting approval to use \$100,000 to replace current AC at Kramer Hall with a new Roof Top Unit AC.

South Dakota State University

Wecota Hall Lower-Level Renovations and Equipment Upgrade: SDSU is requesting approval of \$230,000 as a component to finish the existing renovation of the lower level of Wecota Hall.

New Prefix Approvals

Black Hills State University

• HSAD: Health Services Administration (Approved – AAC 10/2022)

South Dakota State University

- LATI: Latin (Approved AAC 01/2023)
- SPED: Special Education (Approved AAC 02/2023)

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:

 $\underline{https://www.sdbor.edu/administrative-offices/academics/aac/Institutional_Curriculum_Requests/Pages/default.aspx}{}$

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:

 $\underline{https://www.sdbor.edu/administrative-offices/academics/aac/Special_Tuition_Rate_Requests/Pages/default.aspx}$

Budget and Finance Consent

AGENDA ITEM: 5 – R DATE: May 9, 2023

SUBJECT

Building Committee Report

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:5 – Building Committees

BACKGROUND / DISCUSSION

This is a review of the actions taken by the building committees since the last Board meeting.

On April 11, 2023, the building committee for the DSU Athletics Event Center, Represented by Regent Rave, approved the project's Sub-GMP (Guaranteed Maximum Price) package #3 of \$40,500,000 as presented.

IMPACT AND RECOMMENDATIONS

None

ATTACHMENTS

None

INFORMATIONAL ITEM

Academic and Student Affairs Consent

AGENDA ITEM: 5 – S DATE: May 9, 2023

SUBJECT

Intent to Plan Requests

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

Per <u>BOR Policy 2:23</u>, Intent to Plan requests are reviewed by the Executive Director (or designee) and if approved to the next step are then reviewed by the Academic Affairs Council for feedback, consultation, and possible collaboration. BOR academic leadership then provides a report to the Board's Committee on Academic and Student Affairs regarding submitted Intent to Plan requests with a report to the full Board placed under the Consent section of the agenda as a routine informational item. The approval of an Intent to Plan proposal does not overwrite the Full Proposal process and does not guarantee approval of the Full Proposal by the Board.

IMPACT AND RECOMMENDATION

This report will provide the intent to plans that were approved by the Executive Director and will be followed by a full proposal in a future Board meeting.

1. <u>NSU – AS and BSN in Nursing</u>

The proposed career ladder to Nursing would provide students with the knowledge, skills, and disposition for entry into registered nursing practice. Nursing and the degrees associated would be new for NSU. Due to the considerable implementation costs of these programs, NSU will be required to secure fundraising commitments to cover anticipated net revenue shortfalls for the initial implementation period, prior to the full proposal going to the Board for approval.

2. <u>NSU – BSEd in Secondary Education</u>

The proposed BSEd in Secondary Education provides students with a solid understanding of the discipline through theoretical and practical components of the curriculum. With six specializations available (social studies, history, math, chemistry, biology, and English), students are trained to be knowledgeable of their

(Continued)

INFORMATIONAL ITEM

Intent to Plan Requests May 9, 2023 Page 2 of 2

> academic discipline and to create environments that will support the teaching and learning process in their content area. The proposed program will serve students participating in the Teacher Apprenticeship pathway for paraprofessionals.

ATTACHMENTS

None

Academic and Student Affairs

AGENDA ITEM: 6 – A DATE: May 9, 2023

SUBJECT

SDSBVI Comprehensive Plan for Special Education

CONTROLLING STATUTE, RULE, OR POLICY

ARSD § 24:05:21:01 – Local Education Comprehensive Plans – Contents

BACKGROUND / DISCUSSION

Each local school district and accredited school is required to annually submit a Comprehensive Plan for Special Education to the South Dakota Department of Education that details how the school will implement federal and state laws and special education regulations.

The Comprehensive Plan addresses the following major areas:

- I. Communication
- II. Child Count
- III. Timelines
- IV. Individualized Education Program (IEP)
- V. Evaluation
- VI. Individualized Education Program (IEP) Team
- VII. Parental Prior Written Notice
- VIII. Discipline Procedures
 - IX. State and District Wide Assessment Procedures
 - X. Procedural Safeguards
- XI. File Maintenance

In addition to this document, much of the information in the Comprehensive Plan is documented in the SDSBVI school policy handbooks.

IMPACT AND RECOMMENDATION

Each year the Board of Regents is asked to approve the Comprehensive Plan developed by SDSBVI staff. Local school boards across the state are required to approve similar plans, and since the SDBOR serves in this capacity for SDSBVI, formal Board approval is required prior to submission.

(Continued)

DRAFT MOTION 20230509 6-A:

I move to approve the South Dakota School for the Blind and Visually Impaired's Comprehensive Plan for Special Education as presented for signature by the BOR President.

SDSBVI Comprehensive Plan for Special Education May 9, 2023 Page 2 of 2

Board staff recommend approval.

ATTACHMENTS

Attachment I – SDSBVI Comprehensive Plan & Signature Page

South Dakota Agency Comprehensive Plan

Free and Appropriate Public Education (FAPE) 34 C.F.R. §§ 300.101-300.108, 300.110; ARSD 24:05:13:02

The district/cooperative and all member schools/districts will make available to all children with disabilities residing in the district(s) between the ages of 3 and 21, inclusive, including children with disabilities who have been suspended or expelled from school, as provided for in 300.530(d); 24:05:26 and 24:05:26.01, ARSD.

State monitoring -- Primary focus. ARSD 24:05:20:18.01. The department shall monitor the implementation of this article, enforce this article in accordance with §§ 24:05:20:23.03 and 24:05:20:23.04 and annually report on performance under this article. The primary focus of the department's monitoring activities shall be on:

(1) Improving educational results and functional outcomes for all children with disabilities; and

(2) Ensuring that public agencies meet the program requirements under Part B of the IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.

As a part of its responsibilities under this section, the department shall use quantifiable indicators and such qualitative indicators as are needed to adequately measure performance in the priority areas identified in § 24:05:20:18.02 and the indicators established by the U.S. Secretary of Education for the state performance plan.

The <u>South Dakota School for the Blind and Visually Impaired</u> (SDSBVI) has formally adopted the following policies and procedures as their comprehensive plan for special education. The intent of this document is to identify the responsibilities of the district and the Agency (for purposes of this document, SDSBVI may be described as "Agency")

CERTIFICATION- I certify that I have read and reviewed the above assurance and will comply with all provisions of federal and state laws that apply to the South Dakota School for the Blind and Visually Impaired.

Signature of Authorized Official

Date

Typed Name and Title

Address/State/Zip

Telephone Number

*This page must be signed by the agency official listed above and returned to:

Department of Education Special Education Programs 800 Governor's Drive Pierre, SD 57501 South Dakota School for the Blind and Visually Impaired (SDSBVI) Overview:

The South Dakota Board of Regents (BOR), the South Dakota School for the Blind and Visually Impaired (SDSBVI), and the South Dakota Department of Education Special Education Programs (SD DOE SEP) are committed to the assurance of appropriate educational services for children with disabilities as identified by the Individuals with Disabilities Education Improvement Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, South Dakota Codified Law (SDCL) Chapter 13-37 (Special Assistance and Related Services), and the Administrative Rules of South Dakota (ARSD) Article 24:05 (Special Education). The SDSBVI will provide alternative placement educational programming to assist school districts to make free appropriate public education available to children whose visual impairments preclude satisfactory educational achievement in regular classes with the use of supplementary aids and services; outreach services directly and through consultation with school districts across South Dakota; lending library and related materials access for students and their families and school districts across the state; in-service training; coordinated services for students served in dual enrollment in the special school and Local Education Agency (LEA); evaluation; related technical assistance; extended school year, and transition. The DOE will ensure through compliance monitoring and the provision of ongoing technical assistance that SDSBVI is provided with the assistance to accomplish their mission of education to students with visual impairments.

All educational programs, evaluations, room and board, and other services provided by SDSBVI are provided at no cost to parents or local school districts. Districts remain responsible for travel as determined during the IEP process and for any and all additional services (i.e. OT, PT, psychological counseling, psychological testing, outside therapy, etc.) that are not conducted or covered by SDSBVI personnel or within SDSBVI's programming, but included in the IEP.

A further understanding of SDSBVI's approach to helping school districts in educating students can be found in the Interagency Agreement between SDSBVI, BOR, and SD DOE.

Section I.

Communication between the agency and district is vital to the success of the student. This includes communicating about meetings, evaluations, timelines, and etc. Identify who will be responsible for this (title and position).

The South Dakota School for the Blind and Visually Impaired (SDSBVI) Superintendent, Special Education Director, and/or designee will work with the LEA Superintendent, Special Education Director and/or designee on the communication and collaboration of meetings, evaluations, timelines, progress monitoring, and any other coordination of services.

Students, age 3-21, may be accepted and enrolled in SDSBVI Day or Residential Programs for Special Education Services. The LEA will be solely responsible for the development, monitoring, and provision of all special education services. The LEA will ensure SDSBVI is provided copies of all IDEA related documentation for the student.

2

Section II. Child Count

Child Count 34 C.F.R. §300.640; ARSD 24:05:17

a. Child Count data is the collection of enrollment information for students with disabilities ages 3-21 that are receiving Special Education services. Accurate reporting ensures who is responsible for providing services to identified students. If your agency reports child count data, explicitly state the procedures for reporting data in the state Student Information System.

The SDSBVI secretary under the supervision of the Superintendent, Special Education Director, and/or Designee will input student specific data into the statewide Student Information Management System (SIMS) for students enrolled at SDSBVI.

The SDSBVI secretary under the supervision of the Superintendent, Special Education Director, and/or Designee will work with the LEA and the South Dakota Department of Education to ensure the accuracy and reliability of the data. SDSBVI will send copies of enrollment records to the LEA upon request from the district.

SDSBVI Superintendent, Special Education Director, and/or Designee will work with the SDSBVI secretary, the LEA, and South Dakota Department of Education to address any overlaps, corrections, errors, noncompliance issues, and responses.

SDSBVI does not report a child count.

Section III. Timelines

Evaluation 34 C.F.R. §300.122; ARSD 24:05:25

Yearly Review and revision of individual educational programs 34 C.F.R. §300.324; ARSD 24:05:27:08

- a. Special Education has explicit timelines that need to be followed. Those timelines are associated with;
 - i. Annual Meetings
 - ii. Eligibility
 - iii. Evaluation Initial and reevaluation

Explain how your agency will work with the district to ensure that these timelines are followed.

The SDSBVI Superintendent, Special Education Director, and/or designee will work with the LEA Superintendent, Special Education Director and/or designee on the communication and collaboration of annual IEP meetings, evaluations, timelines, etc. Any discrepancies in timelines will be addressed through the SDSBVI Superintendent, Special Education Director and/or designee and the LEA. SDSBVI and the LEA will work together to ensure any needed copies of documentation related to the special education processes are within the cumulative files at both SDSBVI and the LEA. Before an LEA places or refers a child to SDSBVI, the LEA shall initiate and conduct an initial evaluation to determine if the child is a child in need of special education or special education and related services, then, if applicable, the IEP team must meet to develop an individual educational program for the child in accordance with district procedures.

IEPs will be written annually (within 365 days of the previous plan) by the IEP team. For students enrolled on campus, Case Teachers play an important role in the development and implementation of the IEP for each student assigned to them. The exact dates for the IEPs will fluctuate each year. A current IEP must be on file at the beginning of the school year. IEPs must not extend beyond 365 days in duration.

Each student must have a comprehensive evaluation completed every three years or more frequently when requested by a parent or teacher. Comprehensive evaluations must be completed within twenty-five (25) school days from the parental consent. Eligibility determination and IEP development will occur within thirty (30) calendar days after the end of the 25 school days evaluation timeline. Exceptions to noted timelines can only be permitted through evaluation extensions granted by the parent/guardian.

Section IV. Individualized Education Program (IEP)

Development of the IEP 34 C.F.R. 300.112; ARSD 24:05:27

a. Identify who will be responsible for writing the IEP. Some agencies have certified special education staff on-site and are capable of developing the IEP. Explicitly state which entity will be the party to complete the IEP.

Taken from the SDSBVI, BOR, SD DOE Interagency Agreement:

The school district will retain responsibility for providing a free appropriate public education to each child it has placed at the special school. The parties agree that when the special schools accept a student, they will assume responsibility for delivery of services outlined in the student's existing IEP and shall continue to provide them until such time as a new IEP has been developed.

The school district will co-chair IEP teams convened at the special schools, and the school district will provide special education or special education and related services identified by the IEP team as necessary for a student's free appropriate public education but not otherwise available at the special school.

6 4 SDSBVI provides qualified certified special education staff and related services to carry out Part B of the Individuals with Disabilities Education Act. SDSBVI strives to ensure certified, licensed, or otherwise fully certified personnel, including evaluators, teachers, and related service provider such as a speech language pathologist, are employed to provide special education and related services. If a service provider is needed to carry out the student's IEP and it is not a SDSBVI staff person, the LEA is responsible for contracting with outside service provider.

SDSBVI will work cooperatively and collaboratively with the LEA to complete the processes associated with the annual IEP. SDSBVI has procedures in place to guide the team in preparation and development of the IEP. The Superintendent, Special Education Director, and/or Designee will assist to ensure that the proper procedures are followed in the development, review, and revision of each IEP. This may include completing and mailing meeting notices and other correspondence relating to development, review, or revision of IEP's, adhering to timelines, composition of the IEP team, and properly completing each section of the IEP. The LEA will be responsible to complete the Parental Prior Written Notice following all meetings and decisions related to the IEPs. South Dakota IEP Technical Assistance Guide and the South Dakota Eligibility Guide available from the Department of Education Special Education Programs will be used as references in the development, review, and revision of each IEP.

b. The agency works directly with the student and has the knowledge of the strengths and needs of the student. The district and the agency must work together to develop a comprehensive IEP based on the needs of the student. Describe your process of collaborating with the district to provide input into the IEP.

SDSBVI and the LEA will work together to create a draft of proposed ideas prior to the IEP meeting. The draft will be sent to the LEA and parents prior to the meeting. School Districts will be involved in the annual IEP meeting with the parents and SDSBVI staff. SDSBVI, school districts, parents, and providers will collaboratively work together to write the student's IEP. LEAs are encouraged to visit and observe students from the district within their classroom at SDSBVI to assist in keeping up to date with current needs. Progress reports will be provided to the LEA on a quarterly basis to assist them in overseeing student growth. SDSBVI and LEAs will continually monitor student's needs and progress to assist in determination of any changes to least restrictive environment is warranted.

ATTACHMENT I 8

6

c. Every student on an IEP will have annual goals. These goals are written to be measurable and progress documented. Each student's progress must be reported to the parent as specified in the IEP. Describe whether the agency or district will be responsible for reporting the progress on the goals to the parent. If the agency will be responsible, designate how this task will be completed and who the progress will be shared with the parent/student/guardian/district/etc.

SDSBVI under the direction of the Superintendent, Special Education Director, and/or Designee and the leadership of the Case Teacher with collaboration of the interdisciplinary team will complete quarterly reports/progress reports at the end of each quarter. A copy of the progress report will be mailed to the resident school district, parent, guardian, and/or surrogate parent. Additional Progress reports will be available as requested by parents or local education agencies.

d. The IEP identifies the individual services that each student with a disability will receive. These services identified in the IEP documents the amount of service and frequency related but not limited to, special education services, related services, transition services, etc. Describe who will be providing the services (the district or agency) and the process used to ensure that the services are given to the student as designated in the IEP.

The determination and implementation of special education services, related services, and transition services will be made by the IEP team. SDSBVI will implement/coordinate the special education services, related services (as related to contracted staff at SDSBVI), and transition services as indicated by the IEP. For South Dakota students that access the transition services of Vocational Rehabilitation Services, the team will work through the Vocational Rehabilitation counselor assigned to SDSBVI unless otherwise directed by the Vocational Rehabilitation Office.

Highly specialized services that are not available at SDSBVI will be coordinated and provided by the LEA.

SDSBVI provides qualified certified special education staff and related services to carry out Part B of the Individuals with Disabilities Education Act. SDSBVI strives to ensure certified, licensed, or otherwise fully certified personnel, including evaluators, teachers, and related service provider such as a speech language pathologist, are employed to provide special education and related services. If a service provider is needed to carry out the students IEP and it is not a SDSBVI staff person the LEA is responsible for contracting with outside service providers. The LEA is responsible for any filing of Medicaid Reimbursement for students placed in the day program. SDSBVI will contribute with any documentation that is needed for this process. Students enrolled at SDSBVI will follow the academic calendar year of the SDSBVI. Extended School Year (ESY) Services will be based on the SDSBVI Calendar rather than the calendar year of the LEA.

300

Section V. Evaluation

Completion of the evaluation 34 C.F.R. §300.122; ARSD 24:05:25

a. Special education evaluations (initial or reevaluations) must be completed in a specific timeframe. For students of transition age, a transition evaluation must also take place. The district and the agency will determine who will be responsible for initiating the evaluation process. Communication between the agency and the district is significantly important to complete the evaluation. Explicitly state which entity and the process that will be used to conduct the evaluations; to include the standardized, transition, and skill based.

The SDSBVI serves children who have been determined eligible by their LEA prior to being accepted for placement. The LEA is responsible for ensuring that all children with disabilities are evaluated in accordance with the following regulatory provisions:

SDSBVI has procedures in place to guide the interdisciplinary team in preparation and development of the Parental Prior Written Notice for Consent and the Comprehensive Evaluation.

The Superintendent, Special Education Director, and/or Designee will assist the LEA to ensure that the proper procedures are followed during the development of Comprehensive Evaluations. This would include working with the team, LEA, and family to determine needed areas of assessment, completing the Parental Prior Written Notice for Consent to Evaluate and working with the parent/guardian/adult student for consent for the evaluation, coordinating the completion of the needed assessments, and development of the written comprehension evaluation. Standardized assessments and skill-based assessments will be administered and used to determine the present levels of academic achievement and related developmental needs and help the IEP team determine the need for special education and related services. Transition will be assessed for all students of transition age. SDSBVI will coordinate distribution of the evaluation reports completed at SDSBVI.

SDSBVI's Superintendent, Special Education Director, and/or Designee will work with the LEA/Designee on the coordination of the completion of assessments.

The South Dakota IEP Technical Assistance Guide and Eligibility Guide, available from the Department of Education Special Education Programs, will be used as references in the development, review, and determination of eligibility.

8

IEP team meeting date 34 C.F.R. §300.23; ARSD 24:05:27:02

Parent Participation 34 C.F.R. §; ARSD 24:05:30:02.01

IEP team 34 C.F.R. §300.321; ARSD 24:05:27:01.01

Special Education has specific laws that govern the meetings. The IEP team is the key element in making informed decisions for the best interest of the student. Communication with the district about who will be conducting the meetings (annual, eligibility, amendment, etc.) is essential.

- Meeting Notice Prior to a meeting, the notice will be sent out. Content of the meeting notice includes date, time, location, purpose, or agenda, attendees, and contact information.
- b. Conducting Please designate who will be conducting the meeting (district or agency). SDSBVI and the LEA will conduct the meeting with full collaboration with the parents/guardian and IEP team. Unless otherwise agreed upon, SDSBVI will assist the LEA in scheduling the meeting and will complete the meeting notice. A copy will be sent to the LEA for their cumulative file and to the parent/guardian/adult student.
- c. Location Whether the meeting is initiated by the agency or district, describe how the parent, district, and agency will be involved.
 The location of the meeting will typically be at SDSBVI unless other arrangements are made. SDSBVI has various technology available to promote participation when distance and travel are obstacles for participation. These options include dedicated conference systems and video technology.

d. Attendance - Special Education law requires, at a minimum, that the parents of the student, regular education teacher (if student is participating in the regular education environment), at least one special education provider, representative of the school district that can make decisions about the availability of resources of the district, the student (if appropriate), and transition service participants (if applicable). Describe how the required attendees will be included if the meeting is being held at the agency.

SDSBVI will work with all participants to determine a mutually agreeable time for the meeting. Meeting invitations will be sent to individuals outside of SDSBVI by mail, electronic correspondence, or sent home with the student per parent and district preference. The team will make reasonable effort to promote the parent's participation in the IEP process. If after reasonable measures are taken to have the parents attend the meeting have been unsuccessful, the team will continue with the IEP meeting with the LEA. SDSBVI will continue to work with the parent to review the document via technology and through visits when they are on campus. Team members that must be excused from an IEP will be responsible for completion of an Excusal Form and document parent approval of their absence prior to the meeting. A copy of the excusal will be attached to the meeting notice and copy provided to the parents and the LEA.

Section VII. Parental Prior Written Notice

Content of Notice 34 C.F.R. §300.503; ARSD 24:05:30:04, 24:05:30:05

a. Meeting Notice -Parents of students with disabilities are to be included in all IEP team meetings. These meetings are at a mutually agreed upon time and place. Parents are to be informed early enough to ensure that they will have the opportunity to attend. As for the Parental Prior Written Notice, is completed and given to the parent after a meeting has been held. This notice is provided as a recap of what was discussed in the meeting and should include what the district proposes or refuses to initiate or change in the identification, evaluation, or educational placement of the child and should be given to the parents five days before this change. Identify who will be responsible for the completion and delivery of these notices. (district or agency)

Unless otherwise agreed upon, SDSBVI will assist the LEA to complete and disseminate the meeting notice to all participants in the IEP team meeting, including the parents. A meeting notice will be sent to the LEA for their cumulative file.

All decisions of the team will be made jointly with the parents, SDSBVI IEP Team, and the LEA through the IEP process and will be specified on the child's IEP. The IEP will be in effect before special education and related services are provided to a child and will be implemented as determined by the dates on the Parental Prior Written Notice Form. If a parent makes a request during the IEP meeting and SDSBVI and/or the LEA declines to implement the request and a consensus is not met, the information will be documented on the Parental Prior Written Notice Form reflecting the request and will be sent to the family and SDSBVI documenting this

10

request and the reason why this proposed action is being declined. Additionally, the Parental Prior Written Notice Form will document additional information including proposed actions, requests that were rejected, the specific information used to assist in making decisions, and any additional information summarizing the discussions at the meeting not specifically documented within the IEP form. The LEA will complete the Parental Prior Written Notice Form during the meeting and coordinate its dissemination.

b. The timelines of the notices are important and need to be provided to the parents within those timelines. Describe the process that will be used to ensure that the Notices are sent with adequate time.

SDSBVI maintains a database of the timelines for the Individual Education Plan and Comprehensive Evaluation. The meeting notices are generally sent out, if at all possible via student backpack, e-mail or US Mail, as soon as the proposed meeting is agreed to or the meeting is scheduled. The Parental Prior Written Notice summarizing the IEP or IEP Amendment will be handed out with the IEP to participants attending the meeting in person or at a mutually agreeable time.

Section VIII. Discipline Procedures

Authority of School Personnel 34 C.F.R. §300.530; ARSD 24:05:26:02.03, 24:05:26:09.03

Change of Placement for disciplinary removals 34 C.F.R. §300.536: ARSD 24:05:26:02.01

a. Students that are on an IEP may exhibit minor to extreme behavior issues. Existing behavior plans in the IEP may need to be addressed. Specific guidelines exist and need to be followed for the suspension and expulsion of students on an IEP. Describe how behavior situations are handled at the agency and how the behavior will be communicated to the district.

When behavior situations arise that may or may not be addressed in the student's behavior plan, SDSBVI will work with the LEA to respond to the student's behavior needs as per SDSBVI, BOR, LEA and SD DOE policy.

Section IX. State and District Wide Assessment Procedures

Participation in Assessments 34 C.F.R. §300.160; ARSD 24:05:14:14, ARSD 24:05:14:14.01

a. Students are required to participate in state assessments at certain grade levels. Some accommodations stated on their IEP may be needed for participation in the assessment. Identify the process for providing the state assessments to the appropriate students and describe how the accommodations are utilized.

The South Dakota School for the Blind and Visually Impaired ensures that all students with disabilities will be included in state and district assessments, with appropriate accommodations and alternate assessments when necessary. Parents will be informed of their child's participation during the course of the IEP meeting, including any necessary accommodations or any assessment that will be based on alternate or modified achievement standards. All student test results are submitted to the LEA that authorized placement.

Section X. Procedural Safeguards

Availability of mediation 34 C.F.R. §300.506; ARSD 24:05:30:09

Filing of due process complaints 34 C.F.R. §300.507; 300.508, 300.509; ARSD 24:05:30:07.01

Resolution process 34 C.F.R. §300.510; ARSD 24:05:30:08.09-.12

Impartial due process hearing 34 C.F.R. §300.511; ARSD 24:05:30:09.04

Hearing rights 34 C.F.R. §300.514; ARSD 24:05:30:12

Hearing decisions 34 C.F.R. §300.513. 300.514, 300.515, 300.516, 300.517; ARSD 24:05:30:11

Status of child during due process proceedings 34 C.F.R. §300.518; ARSD 24:05:30:14

a. Identify the policies and procedures for addressing complaints and dispute resolutions.

PROCEDURAL SAFEGUARDS AND DUE PROCESS COMPLAINTS

The parties agree that DOE has the responsibility under IDEA to monitor the special schools in order to ensure compliance with IDEA. As such, the DOE has the responsibility to oversee corrective actions as a result of compliance monitoring. The parties agree that state and federal special education laws require that parents have access to due process procedures to resolve concerns about IEP plans or with the implementation of those plans. The parties agree that cooperation between the special schools and school districts will be essential to assure parents' recourse to effective decision-makers who have the financial resources to provide services found to be necessary. Each placement agreement should specify that the applicable special school and the school district will encourage parents to address concerns about IEP plans or the implementation of those plans to the special school superintendent for informal resolution. Such procedures shall not preclude the parents from requesting mediation or initiating due process complaints as permitted under ARSD 24:05:30:08.01. Due process complaints should be directed to the school district as they have the primary responsibility to provide a FAPE. In the event that a parent initiates a due process complaint, the applicable special school shall cooperate fully with the school 305

district in resolution sessions, or any meetings with parents to attempt to resolve the concern, in mediation sessions, if any, and in preparing for and participating in any formal hearings.

RESOLUTION OF DISPUTES BETWEEN SPECIAL SCHOOLS AND SCHOOL DISTRICTS

From time to time, disputes may arise between a special school and a school district concerning the identification, evaluation or educational placement of a child with a disability, or the provision of FAPE to the child. When such disputes cannot be resolved through other procedures, such as those established pursuant to ARSD chapter 24:05:15 (Appeals) or 24:05:30 (Procedural Safeguards), the process described herein will be available to the special schools and to school districts where IEP meetings, additional evaluations, and other procedures have failed to resolve the disputes between them. As with interagency disputes, during the pendency of this dispute resolution process, the parties will ensure that services required to provide FAPE will continue. Disputed service(s) currently being provided will continue until the outcome of the dispute resolution process. The implementation of disputed service(s) not previously provided will be pursuant to a decision reached through the following resolution process.

- 1. All attempts must be made to resolve disputes at the lowest possible level. Resolution attempts could include, but are not limited to: conferencing with the appropriate individuals involved or performing other fact-finding activities.
- 2. Mediation between the special school and the school district will be conducted at a mutually agreed-upon time and location. The cost of the mediator will be covered by the DOE. Cost of attending the mediation and representation by legal assistance is the responsibility of the affected institution or LEA.
- 3. When disputes cannot be resolved by mediation, a written explanation of the dispute will be sent to the Special Education Programs Director of DOE, the superintendent of the special school, and the superintendent of the LEA. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.
- 4. If a resolution is not obtained the matter will be referred to the Secretary of the South Dakota DOE and the Executive Director of the BOR. These individuals will jointly make a final determination with 30 calendar days.

INTERAGENCY DISPUTE RESOLUTION

When disputes arise between the parties that cannot be resolved through other means, the resolution process described herein will be available. During the pendency of the dispute resolution process, the parties will ensure that services, including disputed services, required to provide FAPE will continue.

- 1. All attempts will be made to resolve disputes at the lowest possible level.
- 2. When disputes cannot be resolved by the designated department representatives, a written explanation of the dispute will be sent to the Special Education Programs Director of DOE and the Superintendent of the respective special school. These individuals, in consultation with each other, shall review the issues and make a determination as to how the dispute should be resolved. The decision will be shared in writing with each level involved within twenty (20) calendar days of receipt of request for the determination and will include reasons for the decision.

3. If a resolution is not obtained through this process, then the matter will be referred to the Secretary of the DOE and the Executive Director of the BOR. These individuals will jointly make a final determination with 30 calendar days.

Section XI. File Maintenance

• • [•]

Confidentiality of Information 34 C.F.R. §300.123; ARSD 24:05:29, ARSD 24:05:21:05

Records regarding migratory children with disabilities 34 C.F.R. §300.213; ARSD 24:05:21:05

Destruction of information 34 C.F.R. §300.624; ARSD 24:05:29:15

a. District policies and procedures on confidentiality of information. Describe the agencies policies and procedures.

The South Dakota School for the Blind and Visually Impaired ensures the compliance with all regulations regarding the confidentiality of personally identifiable information and all records according to 34 CFR 300.610 through 300.626.

CONFIDENTIALITY POLICY

The Confidentiality Policy of the South Dakota School for the Blind and Visually Impaired guarantees:

1. The complete privacy of school records of every enrolled student or former enrolled student from unwarranted inspection by or communication to any unauthorized individual or agency.

2. Upon request, the right of the parents or legal guardians of every student and the similar right of every eligible student to read or to have read, explained and interpreted to them each and every portion of the record in the primary language of the home.

3. All parents, even those not having custody of their children, have access to each record kept on a child, unless barred by the court.

4. Parents have rights under the Family Education Rights and Privacy Act (FERPA) and also under the Individuals with Disabilities Education Act (IDEA) and will receive annual notification of those rights in the Student/Parent Handbook.

5. Copies of SDSBVI policies on confidentiality and retention and destruction of records are available in the main office during regular business hours.

EMPLOYEE ACCESS: Current confidentiality regulations limit access to student files to specific personnel, who have a legitimate educational interest in the individual child. Records may be reviewed by authorized individuals between 8:00 am and 4:00 pm, Monday through Friday and at other times and days as circumstances permit. Access by authorized SDSBVI employees is not recorded on the Records Access Monitor. If a student file is to be removed from the office area, a record consisting of the name of student, date, and name of person using file must be entered on the form provided.

PARENT/STUDENT ACCESS: Parents, legal guardians, or eligible students have the right to inspect and review any educational records collected and maintained by the SDSBVI. Access by parents is not recorded on the Records Access Monitor. The school shall comply with a written request without unnecessary delay and within forty-five (45) calendar days after a request is received. Parents, legal guardians, or eligible students requesting records for use at an Individualized Educational Planning Committee meeting, a hearing, or a hearing appeal shall be given immediate access to the requested records. The SDSBVI presumes that both parents have authority to inspect and review records relating to his/her child unless notified in writing that a parent does not have the authority under applicable state law governing such matters as guardianship, separation, divorce or custody.

- b. Items to be in the file at the agency
 - i. IEP (most current)
 - ii. Psychology Report (most current)
 - iii. Eligibility Document (most current)
 - iv. Notices (most current) Meeting Notice, Parental Prior Written Notice, Consent for Evaluation, etc...
 - ***If the agency is writing the IEP all required documentation
- c. Designate a staff person to be responsible for acquiring, sharing, and maintaining the documents.

SDSBVI Special Education Director and/or Designee, Case Teacher, and Educational Secretary are responsible for files of students enrolled for services on campus at SDSBVI. The most current copy of the above documents will be kept in hard copy. All documents are stored electronically in the statewide SIMS in each students respective folders.

d. The student files are confidential and need to be located in a locked cabinet. Identify the location of the files.

Student educational records are maintained and filed in the staff workroom. Confidentiality is the shared responsibility of every staff member who works with the students at the SDSBVI. Every student's rights to privacy must be protected at all times. Those individuals who have access to the file in the central office are: Business Manager, Special Education Director, Educational Secretary, Student Services Director, and Superintendent.

When parents, legal guardians, or eligible students, because of a disability, cannot personally read the materials in the student record, a responsible adult may assist the requesting party to review the record in the presence of the administrator or administrator's representative.

e. Transfer of records. Describe the agencies policies and procedures.

The SDSBVI will assist the LEA in transferring student records.

f. Destruction of information. Describe the agencies policies and procedures.

IEPs must be retained by the SDSBVI for five years. Only the most current special education process documents will be in hard copy format and the entire collection will be in electronic format.

Academic and Student Affairs

AGENDA ITEM: 6 – B DATE: May 9, 2023

SUBJECT

SDSBVI School Accreditation and Improvement Plan

CONTROLLING STATUTE, RULE, OR POLICY SDSBVI Strategic Plan

BACKGROUND / DISCUSSION

The South Dakota School for the Blind and Visually Impaired (SDSBVI) is accredited through the South Dakota Department of Education. This is a key component of all planning that occurs strategically and annually for the SDSBVI. The SDSBVI approved their last strategic plan in June of 2019 and annually review that plan and strategies for improving the SDSBVI. The evaluation of the strategic plan and the accreditation evaluation facilitate the next years' growth opportunity for school administration as they are planning for the academic year. Attachment I is the updated evaluation.

IMPACT AND RECOMMENDATION

Updating the improvement plan and evaluating the strategic plan on an annual basis will assist SDSBVI staff, administration, and their various stakeholders develop the school's mission and further support meeting the needs of the students attending or being serviced by SDSBVI. Each year SDSBVI will bring an updated evaluation for the Board of Regents.

This is an informational item for the Board as to the accreditation and strategic planning evaluation that was conducted.

ATTACHMENTS

Attachment I – SDSBVI Accreditation and Improvement Plan



SD School for the Blind and Visually Impaired

South Dakota School for the Blind and Visually Impaired School Improvement Plan

(Updated 2023)

SDSBVI Programing:

SDSBVI offers a quality teaching and learning environment and outreach services. Our classroom teachers and outreach vision consultants have a South Dakota teaching certificate and obtain the teacher of the visually impaired endorsement as a requirement of their employment with SDSBVI. In addition, we employ nationally certified orientation and mobility specialists, low vision specialists, and speech/language pathologists. SBSBVI is recognized as a K-12 accredited school by the South Dakota Department of Education.

SDSBVI offers two educational environments. Students served on campus in Aberdeen during the school year receive academic instruction which includes special education and the expanded core curriculum incorporating skills of blindness. Public school students, who meet SDSBVI qualifications, can attend SDSBVI during the summer to learn specialized skills of blindness from the school's expanded core curriculum.

SDSBVI also serves children, parents, and teachers across South Dakota. Public school students with vision loss may receive comprehensive functional low vision, academic, cognitive, social/emotional, behavioral, transition, and speech-language educational evaluations performed by expert staff. After students have completed their evaluations, SDSBVI personnel can provide guidance with designing instructional materials and methods that support children who are blind or visually impaired. Outreach vision consultants provide on-site public school assistance to school staff and home visits for families with young children. Services include staff training, technical assistance, educational material loans, and development of Individualized Family Service Plans (IFSP), Individualized Education the 2000 Legislative Session, funding was earmarked for six weeks of summer programs.

The South Dakota Board of Regents approved the building of the new South Dakota School for the Blind and Visually Impaired in October 2017. From the start of the project, Northern State University and the South Dakota School for the Blind and Visually Impaired joined together as partners to make the project fit both organization's needs. This collaboration developed into teaching, learning, and student opportunities that dually benefit the two organizations. On January 13, 2020, the South Dakota School for the Blind and Visually Impaired started classes at its new home on the former grounds of Jerde Hall located on the east side of the Northern State Campus. The SDSBVI building was financed in collaboration with Northern State University and the Northern State University Foundation. A land swap was completed in order for SDSBVI to move to its new location and provide a repurposing of the former school's location to be the new site for Northern State University's football and softball complex. The approximate cost of the SDSBVI building and grounds was \$13.85 million. Funding was obtained through donations to the NSU Foundation capital campaign and both Governor Noem and Governor Daugaard each pledged \$2.5 million from the State's Future Fund. The South Dakota School for the Blind and Visually Impaired building site and architecture was selected based on the needs of the students and staff that utilize the South Dakota School for the Blind and Visually Impaired. Special consideration was given to provide orientation and mobility opportunities for students.

The South Dakota School for the Blind and Visually Impaired has demonstrated a commitment of developing and using the best instructional practices and accommodations to educate students who are blind and visually impaired. The school also introduces new technologies as they became available, braille printers, reading software

IEP Goal Monitoring:

Student IEP goals are reviewed and addressed each year during the students annual IEP meeting. The IEP team makes determinations on the goals to be included in the IEP based on the student's individual strengths and needs. The goal progress is reported to the parent/guardian and the LEA on a quarterly basis.

Strategic Priorities and Goals:

Items to be addressed on an annual basis, and in connection to the current SDSBVI strategic plan.

- A. Expand, deepen, and strengthen continuity of outreach services to assure critical support for children within homes, schools, and communities.
 - 1. Strengthen model of statewide services for students who are blind and visually impaired.
 - 2. Expand the assessment program to better serve students.
 - 3. Further develop consistent procedures organization wide.
 - 4. Build a collection of resources for parents and school districts to expand learning for children receiving services.
 - 5. Expand SDSBVI campus-based experiences for students served in their home school districts.

Action Steps to be carried out by SDSBVI staff:

- Monitor caseload statistics for outreach vision consultants and adjust as needed.
- Monitor assessment usage numbers for on campus and off campus students.
- Create procedural information for SDSBVI.

- Create a learning opportunity for people interested in gaining certifications in Blind and Visually Impaired education and ancillary programming.
- C. Establish a center of excellence in transition resources for children who are blind or visually impaired in South Dakota.
 - 1. Make investments to expand the readiness of staff to meet the unique needs of students of transition age.
 - 2. Market our "Learning to be Equipped for Adulthood Program" (LEAP) that delivers customized transition services for students who are seeking work or post-secondary education after meeting graduation requirements or working towards a certificate of attendance.

Action Steps to be carried out by SDSBVI staff:

- Create training opportunities for staff to learn new technologies.
- Communicate SDSBVI's LEAP program to eligible students, parents, and schools.
- D. Increase local, state, and national understanding of SDSBVI's roles and responsibilities as a resource for children in need of specialized vision services.
 - 1. Develop an internal leadership culture within the SDSBVI designed to build capacity and engagement of staff.
 - 2. Use the new SDSBVI facility as a marketing tool to develop a national "Center of Excellence" for educational services and technology use.

Staff Development:

SDSBVI will host staff development sessions for new staff and returning staff each year. The schedule and content of the training will be developed by the administration in consultation with the SDSBVI Professional Development Committee.

		On	
Enrollment Year	Outreach	Campus	Summer
2018	253	23	38
2019	251	28	41
2020	265	27	33
2021	247	28	43
2022	250	30	45
2023	175	24	40
Estimated 2024	180	25	40

SDSBVI Enrollment Data :

Smarter Balanced Assessment Consortium Data (SBAC):

Year	# of students administered	% of students meeting score
	SBAC	improvement goal
20-21	5	NO data from SY 19-20
21-22	3	50 %
22-23	3	Data not received yet.

Year	# of students administered	% of students meeting score
	the alternate assessment	improvement goal
20-21	2	No data from SY 19-20
21-22	0	NA
22-23	3	Data not received yet.

Academic and Student Affairs

AGENDA ITEM: 6 – C DATE: May 9, 2023

SUBJECT

New BOR Policy 1:35 – Minors on Campus (Second Reading)

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL chapter 11-12</u> – Adult Oriented Business <u>SDCL chapter 22-24</u> – Obscenity and Public Indecency

BACKGROUND / DISCUSSION

The first reading of the proposed Minors on Campus policy was approved by the Board at its <u>March meeting</u>, which was in response to the Board's December 21st directive to staff to develop a policy to safeguard and protect the well-being of minors visiting campus, attending university-sponsored events or programs, or participating in external organization programs and activities on campus. The proposed policy set forth in Attachment I includes various edits from the first reading (changes tracked), which were in response to questions and/or feedback received from stakeholders. The adjustments from the original draft do not substantively alter the underlying intent of the policy, but they do provide additional clarification to ensure we are addressing the appropriate issues and/or covering the intended areas in a responsible fashion.

The proposed policy applies to university sponsored programs, as well as externally sponsored programs occurring on campus, involving the presence of minors, providing certain baseline requirements in areas such as: prohibited conduct; appropriate supervision of non-student minors; background checks; duty to report inappropriate conduct; and sanctions for noncompliance. Staff will walk through the key aspects of the revisions from the first reading and provide any updates at the meeting.

IMPACT AND RECOMMENDATION

The proposed Minors on Campus Policy will provide consistent protocol and process across the system for events bringing minors to campus.

Staff recommends approval.

ATTACHMENTS

Attachment I - New BOR Policy - Minors on Campus

DRAFT MOTION 20230509_6-C:

I move to approve the second and final reading of the new BOR Policy 1:35 – Minors on Campus, as presented.

Policy Manual

SUBJECT: Minors on Campus

NUMBER: 1:35

A. <u>PURPOSE</u>

To take affirmative steps to safeguard and protect the well-being of minors visiting campus, attending university-sponsored events and programs, or participating in external organization programs and activities that utilize campus facilities.

B. <u>DEFINITIONS</u>

- 1. Authorized Adult: An individual age eighteen (18) and older, paid or unpaid, who interacts directly with, supervises, chaperones, or otherwise oversees Non-Student Minors participating in a Program.
- 2. External Organization: Any individual or group not acting on behalf of the institution, or any individual or group acting independently of the institution, which includes recognized student organizations.
- 3. Externally Sponsored: Under the direct control of an External Organization.
- **4. Minor:** An individual under the age of eighteen (18).
- 5. Non-Student Minor: A Minor who is not enrolled or accepted for enrollment at the university. The term includes students who are dually enrolled in university programs while also enrolled in primary or secondary schools.
- 6. One-On-One Contact: Personal, unsupervised interaction between any Authorized Adult and a <u>Non-Student</u> Minor without at least one other Authorized Adult, parent, or legal guardian being present.
- 7. **Program:** Any non-credit activity, event, or program that is University Sponsored, regardless of its location, or any activity, event, or program that is Externally Sponsored and uses University Facilities, but shall exclude the following exempt Programs:
 - 7.1. Research protocols involving Minors as human subjects, which are subject to the requirements specified by the relevant Institutional Review Board;
 - 7.2. University Sponsored or Externally Sponsored athletic competitions which are open to the general public in full group or assembly format;
 - 7.3. Recreational, exercise, or wellness programs or activities conducted in a facility open to membership or use by non-university affiliated persons by means of written agreement with an External Organization; and

Minors on Campus

- 7.4. Private Lawful private events or other lawful private usage of University Facilities held by an External Organization in University Facilities accordance with applicable university policy and through a written agreement with the university, which are not open to, whether by paid admission or otherwise, the general public, student body, or campus community. This exemption does not include Youth Programs, or otherwise exempt lawful private events or other lawful private usage of University Facilities from compliance with the provisions of Section C.2 below.
- **8. Program Leader:** The Authorized Adult designated by the program sponsor that is responsible for the operation and management of the <u>Pprogram</u>.
- **9.** University Facilities: Buildings, structures, facilities, <u>rooms</u>, landscaping, and grounds owned or controlled by the university, but excluding municipal streets or sidewalks or public highways or rights of way that abut a campus.
- **10. University Sponsored:** Under the direct control of university employees acting within the scope of their employment.
- **11. Youth Program:** Any Program that is designed to serve or is targeted towards Non-Student Minors, at which parents or guardians are not expected to remain with, and be responsible for, their Non-Student Minor.

C. POLICY

1. Non-Student Minors on Campus

- 1.1. Non-Student Minors are generally permitted in University Facilities <u>only</u> as invitees, participants, or visitors, <u>and must be under the supervision of an Authorized Adult</u>, parent or legal guardian, or other chaperone permitted to be in a University Facility by virtue of their status as a student, employee, or volunteer of the university. <u>so long</u> as they adhere to applicable BOR and/or university policies. Non-Student Minors, and their supervising Authorized Adult, parent or legal guardian, or chaperone, who fail to comply with BOR and/or university policies while in University Facilities may be immediately removed from University Facilities. <u>Non-Student Minors are generally not permitted in University Facilities without an authorized Adult</u>, parent or legal guardian, or other chaperone permitted to be in the University Facilities by virtue of their status as a student, employee, or volunteer of the university Facilities by virtue of their status as a student, employee, or volunteer of the university.
- 1.2. All Non-Student Minors participating in Programs on campus are generally permitted supervised use of the University Facilities identified for the Program. The University reserves the right to restrict anyone, including Non-Student Minors, from certain areas or facilities or from using specified equipment.

2. Programs Involving Open to Non-Student Minors

- 2.1. Prohibited Conduct
 - 2.1.1. No Program involving the presence of Non-Student-Minors may include:

- 2.1.1.1. Specific sexual activities, as defined by SDCL § 11-12-1(15), or any material or other media of any kind depictingcontaining specific sexual activities;
- 2.1.1.2. Obscene live conduct, as defined by SDCL § 22-24-27; or
- 2.1.1.3. Any material, performance, description, or representation, in whatever form, meeting the definition of harmful to minors in SDCL §22-24-27(4);-
- 2.2.0.0. Nudity, as defined by SDCL § 11-12-1(10), unless the Program is advertised with a disclaimer noting it contains nudity; or
- 2.3.0.0. Content that is patently offensive to prevailing community standards in the adult community as a whole with respect to what is suitable material for minors, unless the Program is advertised with a disclaimer noting it contains, as appropriate, adult language, adult content, excessive violence, and/or explicit content.

2.2. Content Descriptors

2.2.1. Content descriptors shall be used, as appropriate, for Programs which are open to Minors to provide parents or legal guardians with information about the content of the Program. Programs which may include nudity, sexual situations, violence, and/or other explicit content shall include the appropriate descriptor(s) (e.g., "may contain explicit content") on any promotional material for the Program published, electronically or in print, on a university platform.

3. Program Administration

- 3.1. Authorized Adults participating in Programs involving the presence of Non-Student Minors may not:
 - 3.1.1. Have One-On-One Contact with Non-Student Minors, unless the nature of the specific Program activity requires the same (e.g., private lessons, tutoring, interviews, etc.), in which case the One-On-One Contact must take place in a location that is observable, open, and interruptible;
 - 3.1.2. Have any direct electronic contact communication, including social media, with Non-Student Minors without an education or programmatic purpose for the communication and without another Authorized Adult, or the Non-Student Minors parent or guardian, being included in the communication;
 - 3.1.3. Enter a <u>Non-Student Minor's private</u> room, bathroom facility, changing area, shower area or similar <u>private</u> area <u>occupied by a Non-Student Minor</u> without another Authorized Adult in attendance;
 - 3.1.4. Take pictures of Non-Student Minors except as part of official pictures of the Program and only when the parent or legal guardian has signed the appropriate waiver;
 - 3.1.5. Haze, bully, or otherwise engage in abusive conduct of any kind toward, or in the presence of, a Non-Student Minor;

Minors on Campus

- 3.1.6. Use alcohol or illegal drugs while supervising, or in the presence of, a Non-Student Minor;
- 3.1.7. Strike, hit, administer corporal punishment to, or touch in an inappropriate or illegal manner, or manner that a person could reasonably interpret as inappropriate, any Non-Student Minor or allow the same between Non-Student Minors; or
- 3.1.8. Use or allow any obscene or sexually suggestive comments or sexual innuendo to, or in the presence of, a Non-Student Minor.
- 3.2. All Programs, Authorized Adults, and any other individual(s) participating in a Program, must comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations.
- 3.3. Program Leader
 - 3.3.1. A Program Leader must be appointed for each <u>Youth</u> Program-involving the presence of Non-Student Minors.
 - 3.3.2. The Program Leader is responsible for:
 - 3.3.2.1. Training all employees and volunteers in, and adhering to, this policy and any other applicable policies, procedures, laws, or regulations applicable to the <u>Youth</u> Program;
 - 3.3.2.2. Certifying background checks have been conducted on Authorized Adults in accordance with this policy;
 - 3.3.2.3. Establishing a procedure for notification of parents or legal guardians of all participants in the event of an emergency;
 - 3.3.2.4. Completing and retaining all required forms; and
 - 3.3.2.5. Establishing a plan for maintaining adequate supervision considering the number and age of Non-Student Minors participating in the <u>Youth</u> Program.
- 3.4. Supervision
 - 3.4.1. Youth Programs must be supervised by two (2) or more Authorized Adults at all times.
 - 3.4.2. Separate sleeping accommodations rooms are required for Authorized Adults and Non-Student Minors participating in Programs involving overnight stays, unless the Authorized Adult is a parent, guardian, or sibling of the Non-Student Minor. Signed written permission from a parent or guardian is required for a Non-Student Minor to stay overnight while participating in a Program.
- 3.5. Background Checks
 - 3.5.1. For University Sponsored Youth Programs, background checks shall be conducted or required for all Authorized Adults participating in <u>Youth</u>

Minors on Campus

Programs involving Non-Student Minors in accordance with applicable university policy.

- 3.5.2. For Youth Programs sponsored by External Organizations, all Authorized Adults affiliated with the Youth Program must have been subject to, and pass, a criminal background check and a sex offender registry check within the previous twelve months, unless the Authorized Adult is a university employee and has undergone a background check in accordance with 3.5.1 above. At a minimum, the criminal background check and sex offender registry check must consist of a search conducted by a qualified background check service provider, and include a review of criminal court records of all counties of residence based on the Authorized Adult's past seven (7) years of residential addresses. After the background check process and at any time during the Youth Program, Authorized Adults are required to notify the Program Leader of an arrest or conviction as soon as reasonably possible if the arrest or conviction could result in the Authorizeds Adult's disqualification from participation as such in the Youth Program. Pending charges will be reviewed in conformity with the standards contained in the university's background check policies and applicable law.
- 3.5.3. Authorized Adults shall cooperate with any request for a background check made pursuant to this policy.
- 3.5.4. No Authorized Adult may be listed on any sex offender registry. The following types of convictions will normally render an individual ineligible to work or volunteer at a Program:
 - 3.5.4.1. Drug distribution or felony drug possession;
 - 3.5.4.2. Sexual offenses;
 - 3.5.4.3. Domestic violence;
 - 3.5.4.4. Stalking
 - 3.5.4.5. Crimes of violence involving physical injury to another person;
 - 3.5.4.6. Child abuse, molestation, child pornography or other crimes involving child endangerment, including neglect and abandonment;
 - 3.5.4.7. Murder;
 - 3.5.4.8. Kidnapping; or
 - 3.5.4.9. Any other crime involving moral turpitude, as defined in SDCL § 22-1-2(25).
- 3.5.5. The following Authorized Adults are <u>excluded exempt</u> from the background check requirements under this policy, unless the nature of the Program involves overnight stays:
 - 3.5.5.1. Authorized Adults who engage with Non-Student Minors at_-Youth Programs where the Non-Student Minors are under the direct supervision,

care and control of teachers, parents or other adult chaperones from the Non-Student Minor's school or organization; and

3.5.5.2. Guest presenters or participants in <u>Youth</u> Programs if Non-Student Minors remain under the direct supervision of Authorized Adults who have successfully completed a background check pursuant to this policy.

4. Duty to Report Inappropriate Conduct

4.1. Anyone who is not subject to a recognized legal privilege who witnesses or suspects that there may be inappropriate conduct towards or touching of Minors must immediately contact the university's designated law enforcement unit. Further, all participation in the Program by a person accused or suspected of inappropriate conduct with a Minor must immediately cease until the allegations have been satisfactorily resolved by the university's designated law enforcement unit.

5. External Organization Contracts

5.1. External Organizations that operate Programs involving Non-Student Minors must be aware of, and comply with, this policy. The specific requirements of this policy must be incorporated into any contract or subcontract with External Organizations for Programs that involve Non-Student Minors.

6. Sanctions

6.1. Failure to comply with the provisions of this policy, any applicable BOR or university policy or procedure, and/or any other applicable requirement of federal, state, or local laws or regulations may result in suspension, discontinuance and/or cancellation of the Program and/or discipline in accordance with BOR and/or university policies.

7. Exceptions

7.1. Only in rare and unusual circumstances may an exception to this policy be granted. Individuals may submit a written request for exception to the university president, or their designee, who will determine whether an exception to the policy will be granted. Any approved exception to this policy must be in writing, to include the nature of the exception and the rationale for its approval.

FORMS / APPENDICES:

None

SOURCE:

BOR May 2023.
SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – D DATE: May 9, 2023

SUBJECT

New Program Requests – SDSU – BS in Elementary Education & BS in Special Education

CONTROLLING STATUTE, RULE, OR POLICY

<u>BOR Policy 2:23</u> – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests authorization to offer a BS in Elementary Education and a BS in Special Education. The BS in Elementary Education is designed to enable students to develop skills and competencies required of effective elementary teachers. The program will prepare graduates to teacher students in kindergarten through eighth grade. The BS in Special Education is designed to enable students to develop skills and competencies required of effective special education teachers. Special education t3eahcers work with students who have a wide range of learning, mental, emotional, and physical disabilities.

The Intent to Plan requests were approved by the Executive Director, and included as an informational item at the <u>December 2022</u> Board meeting.

IMPACT AND RECOMMENDATION

A summary of the program proposals have been included as Attachments I & II. Additional information on these proposals is available from the Board office by request.

ATTACHMENTS

Attachment I – New Program Request Summary: SDSU – BS in Elementary Education Attachment II – New Program Request Summary: SDSU – BS in Special Education

DRAFT MOTION 20230509_6-D:

I move to authorize SDSU to offer a BS in Elementary Education and a BS in Special Education, as presented.

Full Proposal – BS Elementary Education South Dakota State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred degrees while providing opportunities for current students enrolled at South Dakota State University.

Program Description:

The new undergraduate program is designed to enable students from South Dakota and the region to develop skills and competencies required of effective elementary teachers. The program will prepare graduates to teach students in the elementary grades, including kindergarten through eighth grade. The Elementary Education (B.S.) will be designed to satisfy South Dakota Administrative Rules (24:53:02:01 through 24:53:07:04)[¹] and CAEP Standards[²], thus qualifying successful graduates to be certified teachers and enter the South Dakota workforce.

Strategic Impact -

SDSU Strategic Impact: SDSU currently offers education programs including Early Childhood Education (B.S.) - Birth to 8 Specialization, Early Childhood Education (B.S.) - Cooperative Elementary Education Program with DSU, and various secondary education majors and specializations.

The proposed Elementary Education major supports the mission of SDSU as provided in 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, located at Brookings SD, 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.

In addition, the B.S. in Elementary Education aligns with South Dakota State University's mission and strategic plan, Imagine 2023: Aspire. Discover. Achieve. As the state's land grant institution, SDSU's mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation and the world. Specifically, the new program aims to achieve excellence through transformative education. The new program will support Strategic Goal 1 by increasing the number of accredited programs and developing and growing high-quality and distinct academic programs designed to meet the needs of diverse students and workforce demands.

BOR Strategic Impact: The proposed program also aligns with the Board of Regents Strategic Plan 2022-2027, Goal 3: Academic Excellence, Student Outcomes, Educational Attainment, and Goal 4: Workforce and Economic Development. In keeping with the SDBOR and SDSU's mission, the university aspires to offer a more student-centered option to SDSU students who wish to

¹ South Dakota Legislature, Administrative Rules (SD DOE Handbook: 2017) https://sdlegislature.gov/Rules/Administrative/...

² Council of Accredited Educational Programs, Initial Level Standards (CAEP,

²⁰²²⁾ http://caepnet.org/~/media/Files/caep/standards... Retrieved Sept. 7, 2022.

become elementary teachers with the addition of a B.S. in Elementary Education. This new program leverages the expertise of SDSU's faculty to respond to the workforce needs of South Dakota.

Program Summary:

The classification of this program will be 13.1202 [Elementary Education and Teaching]. This program is proposed to be an on-campus program not delivered through distance education. The university anticipates students entering this program will be redirected from current SDSU majors including Early Childhood Education (B.S.) - Cooperative Elementary Education Program with DSU, Human Development and Family Studies (B.S.), and other areas including exploratory studies. Incoming SDSU students who previously did not have the option to elect elementary education are expected to enroll.

Duplication and Competition:

There are eleven educator preparation programs (EPP) in South Dakota that prepare teachers and contribute to building the critically needed workforce of educators. South Dakota State University is the only institution of 11 teacher training programs that does not offer a B.S. degree in Elementary Education. Consequently, SDSU students who wish to become certified elementary education teachers must enroll in an extended and prescriptive cooperative program between SDSU and DSU. Interested students must first pursue a degree in Early Childhood Education (ECE) offered by SDSU and subsequently enroll in the DSU cooperative arrangement to become credentialed elementary teachers. In doing so, SDSU students are required to complete an additional 24 credit hours of elementary education and field placements managed by Dakota State University (DSU).

To understand the statistics in South Dakota, Integrated Postsecondary Education Data System (IPEDS) for 2020-2021 reporting shows that the state produced a total of 251 degrees in Elementary Education.

University	Conferred Degrees	Total Number of UG Conferrals
	Elementary Education	(All University)
Black Hills State University	53	430
Dakota State University	18	333
Northern State University	37	233
University of South Dakota	61	1248

Regental Universities³:

Private SD Universities⁴:

University	Conferred Degrees Elementary Education	Total Number of UG Conferrals (All University)
Augustana University	33	399
Dakota Wesleyan University	11	155
Mount Marty College	12	113
Oglala Lakota College	4	62

³ Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

⁴ Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

Sinte Gleska University	0	5
University of Sioux Falls	22	311

Total Sum of SD Peer Findings:

University	Conferred Degrees Elementary Education	Total Number of UG Conferrals (All University)
Total	251	3289

The number of conferred degrees reported by IPEDs was 251 out of a total of 3289 for their entire undergraduate degree conferrals, which is less than 8% of their total degrees. The demand/need for Elementary Education teachers exceeds the degrees conferred.

Workforce Outlook/State Need:

The immediate need for additional teachers, including elementary teachers, is evident nationally[⁵], regionally[⁶], and locally[⁷]. Although teacher vacancies in South Dakota were high in 2021, projections in 2022 have posed an even greater challenge. On July 29, 2022, the Associated School Boards of South Dakota reported 309 teacher openings remained just weeks before the beginning of the 2022-23 school year. Elementary Education positions represented 64 of the classroom vacancies in South Dakota.[⁸]

Exacerbating the challenges created by current teacher vacancies are the projections that the demand for elementary teachers is growing. The Bureau of Labor Statistics projects 4% job growth for Elementary Education teachers from 2021-2031. About 120,300 openings for kindergarten and elementary school teachers are projected each year, on average, over the decade.^[9] At the state level, the SDBOR Program Demand Gap Analysis (PDGA) projects 9.5% growth in Elementary Education from 2020-2030.^[10] The PDGA also cites 373 annual openings in elementary education.^[11]

In addition to the need, three of South Dakota State University's competitor peers have elementary education programs. SDSU believes being competitive with peers providing this degree will assist in recruiting students and will facilitate additional regional workforce needs including within the state of South Dakota.

Competitor University Peers¹²:

⁵ U.S. Department of Education, Teacher Shortage Areas Nationwide Listing 1990–1991 through 2017–2018

https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf Retrieved Sept. 7, 2022.

⁶ U.S. Department of Education, Fact Sheet: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the Teacher Shortage.

https://www.ed.gov/category/subject/elementary-secondary-education

⁷ Associated School Boards South Dakota, More Than 450 Open Positions in Schools, (June 2022). <u>https://asbsd.org/index.php/more-450-open-positions-schools/</u>

⁸ Argus Leader, Nearly 300 South Dakota teacher jobs are still open — with weeks left before school starts (July, 2022) https://www.argusleader.com/story/news/education/2022/07/29/south-dakota-teacher-jobs-needed-filled-before-back-schoolshortage/10184718002/

⁹ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Kindergarten and Elementary School Teachers, at https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm (visited September 08, 2022).

¹⁰ SDBOR, Program Demand Gap Analysis Introduction (August, 2021), p.55.

¹¹ SDBOR, Program Demand Gap Analysis Introduction Appendix (August, 2021), p.94

¹² IPEDS

University	Conferred Degrees	Total Number of UG Conferrals
	Elementary Education	(All University)
Minnesota State University –	85	2451
Mankato		
Saint Cloud State – University	73	1787
University of Minnesota –	87	8470
Twin Cities		

Both the USDOE and SDDOE currently include Elementary Education (core subjects) and Elementary (self-contained) as areas of shortage. [¹³,¹⁴] Although the need for an increased number of elementary teachers has become self-evident, current practices place significant barriers upon SDSU students who wish to pursue a career and degree in elementary education. Current restrictions on fundamental teacher training tracks unduly limit SDSU student choice, often require the completion of additional credit hours, and serve to delay entry into the teaching workforce.

Student Learning Outcomes:

Upon completion of the Elementary Education major, students will be able to:

1. Provide instruction that supports intellectual, social, and personal development using a variety

of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)

2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)

3. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)

4. Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)

5. Encourage children's development of critical thinking, problem-solving, and performance skills. (InTASC 5)

6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)

7. Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children. (InTASC 6)

8. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)

9. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

All student learning outcomes will be measured by assessments that meet the professional standards of the InTASC Model Core Teaching Standards.

<u>Standard #1</u>: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the

¹³ U.S. Department of Education, Teacher Shortage Areas, (2021) <u>https://tsa.ed.gov/#/reports</u>.

¹⁴ South Dakota Department of Education, Teacher Shortage Areas, (2021) https://doe.sd.gov/oatq/shortageareas.aspx.

cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<u>Standard #2:</u> Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<u>Standard #3</u>: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

<u>Standard #4</u>: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

<u>Standard #5</u>: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

<u>Standard #6</u>: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

<u>Standard #7</u>: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<u>Standard #8</u>: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<u>Standard #9</u>: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<u>Standard #10</u>: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.[¹⁵]

Projected Enrollment:

¹⁵ InTASC Model Core Teaching Standards, <u>https://ccsso.org/resource-library/intasc-model-core-teaching-standards</u>

	FISCAL YEARS*					
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
ESTIMATES	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Students new to the university	20	30	40	45	45	45
Students from other university programs	45	35	15	10	10	7
Students off-campus or distance						
Continuing students		64	114	122	135	144
Total students in the program (fall)	65	129	169	177	190	196
Program credit hours (major Courses)**	1130	2630	3397	3499	3797	3998
Graduates		14	45	40	44	47
*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.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY						
	1st	2nd	3rd	4th	5th	6th
	FY24	FY25	FY26	FY27	FY28	FY29
TUITION & FEE REVENUES	261,753	615,916	801,824	824,157	894,425	942,627
PROGRAM EXPENSES	275,997	275,997	275,997	275,997	275,997	275,997
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(14,244)	339,919	525,827	548,160	618,429	666,631
OTHER SUPPORTING REVENUES	60,000	147,583	147,583	-	-	-
NET AFTER OTHER SUPPORTING REVENUES	45,756	487,502	673,410	548,160	618,429	666,631

Full Proposal – BS Special Education South Dakota State University

BOR Recommendation: The Board of Regents Academic Affairs and the Executive Director support the program request. This program will increase the number of conferred degrees while providing opportunities for current students enrolled at South Dakota State University.

Program Description:

The new undergraduate program is designed to enable students from South Dakota and the region to develop skills and competencies required of effective K-12 special education teachers. Special education teachers work with students who have a wide range of learning, mental, emotional, and physical disabilities. The degree program will be designed to satisfy South Dakota Administrative Rules (24:53:02:01 through 24:53:07:25)[¹], CAEP Standards[²], and the 2020 Council for Exceptional Children Initial K-12 Preparation Standards[³]; thus qualifying successful graduates to be certified special education teachers and enter the South Dakota workforce.

Strategic Impact -

SDSU Strategic Impact: SDSU currently offers education programs including Early Childhood Education (B.S.) - Birth to 8 Specialization, Early Childhood Education (B.S.) - Cooperative Elementary Education Program with DSU, and various secondary education majors and specializations.

The proposed Special Education major supports the mission of SDSU as provided in 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, located at Brookings SD, 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.

In addition, the B.S. in Special Education aligns with South Dakota State University's mission and strategic plan, Imagine 2023: Aspire. Discover. Achieve. As the state's land grant institution, SDSU's mission is to offer a rich academic experience in an environment of inclusion and access through inspired, student-centered education, creative activities and research, innovation and engagement that improve the quality of life in South Dakota, the region, the nation and the world. Specifically, the new program aims to achieve excellence through transformative education. The new program will support Strategic Goal 1 by increasing the number of accredited programs and developing and growing high-quality and distinct academic programs designed to meet the needs of diverse students and workforce demands.

BOR Strategic Impact: The proposed program also aligns with the Board of Regents Strategic Plan 2022-2027, Goal 3: Academic Excellence, Student Outcomes, Educational Attainment, and Goal 4: Workforce and Economic Development. In keeping with the SDBOR and SDSU's mission,

¹ South Dakota Legislature, Administrative Rules (SD DOE Handbook: 2017) https://sdlegislature.gov/Rules/Administrative/...

² Council of Accredited Educational Programs, Initial Level Standards (CAEP, 2022) http://caepnet.org/~/media/Files/caep/standards... Retrieved Sept. 7, 2022.

³ Council for Exceptional Children, C Initial Practice-Based Professional Preparation Standards for Special Educators (2020) https://exceptionalchildren.org/sites/default/files/2021-03/K12%20Initial%20Standards%20and%20Components.pd

the university aspires to offer a more student-centered option to SDSU students who wish to become elementary teachers with the addition of a B.S. in Special Education. This new program leverages the expertise of SDSU's faculty to respond to the workforce needs of South Dakota.

Program Summary:

The classification of this program will be 13.1001 [Special Education and Teaching, General]. This program is proposed to be an on-campus program not delivered through distance education. From 2017-2022, SDSU had 41 students attempt the Praxis exam that is required for the Early Childhood Special Education Endorsement in South Dakota, demonstrating student demand and interest in the Special Education program.

Duplication and Competition:

There are eleven educator preparation programs (EPP) in South Dakota that prepare teachers and contribute to building the critically needed workforce of educators. South Dakota State University is the only institution of 11 teacher training programs that does not offer a B.S. degree in Special Education. Such a degree program will allow SDSU to train and recommend students to the Department of Education to be certified as K-12 special education teachers. Currently, SDSU students who are seeking an Early Childhood degree may elect to add a special education endorsement (birth to age 5) but that does not entitle them to become certified for work in K-12 settings. The addition of this critical program offering will allow SDSU students to pursue a special education credential that qualifies them to be credentialed K-12 special education teachers.

To understand the statistics in South Dakota, Integrated Postsecondary Education Data System (IPEDS) for 2020-2021 reporting shows that the state produced a total of 251 degrees in Elementary Education.

University	Conferred Degrees Special Education	Total Number of UG Conferrals (All University)
Black Hills State University	8	430
Dakota State University	0	333
Northern State University	21	233
University of South Dakota	15	1248

Regental Universities⁴:

Private SD Universities⁵:

University	Conferred Degrees Special Education	Total Number of UG Conferrals (All University)
Augustana University	8	399
Dakota Wesleyan University	5	155
Mount Marty College	6	113
Oglala Lakota College	0	62

⁴ Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

⁵ Integrated Postsecondary Education Data System (IPEDS) for 2020-2021

Sinte Gleska University	0	5
University of Sioux Falls	3	311

Total Sum of SD Peer Findings:

University	Conferred Degrees Elementary Education	Total Number of UG Conferrals (All University)
Total	44	3289

According to IPEDs, 44 special education degrees were conferred in SD out of a total of 3289 undergraduate degree conferrals. This makes up approximately 1% of their total degrees conferred supporting the argument that the need for Special Education teachers exceeds the degrees conferred.

Workforce Outlook/State Need:

The immediate need for additional teachers, including special education teachers, is evident nationally [6], regionally [7], and locally [8]. Although teacher vacancies in South Dakota were high in 2021, projections in 2022 have posed an even greater challenge. On July 29, 2022, the Associated School Boards of South Dakota reported 309 teacher openings remained just weeks before the beginning of the 2022-23 school year. Special Education positions represented 60 of the classroom vacancies in South Dakota.^[9]

Exacerbating the challenges created by current teacher vacancies are the projections that the demand for special teachers is growing. About 37,6000 openings for special education teachers are projected by the Bureau of Labor Statistics each year, on average, over the decade.^[10] Both the USDOE and SDDOE include Special Education (above age 5) as areas of shortage for 2022-23.[¹¹, ¹²] At the state level, the SDBOR Program Demand Gap Analysis (PDGA) identifies Special Education as one of the "high demand, low supply" programs and cites 79 annual openings in special education.^[13] The South Dakota Education Preparation Providers collectively produced 66 special education teachers in 2021[¹⁴], and SDSU recognizes transitioning those graduates to South Dakota classrooms at a high rate is a challenge.^[15]

Competitor University Peers¹⁶:

shortage/10184718002/

¹¹ U.S. Department of Education, Teacher Shortage Areas, (2021) https://tsa.ed.gov/#/reports.

⁶ U.S. Department of Education, Teacher Shortage Areas Nationwide Listing 1990–1991 through 2017–2018

https://www2.ed.gov/about/offices/list/ope/pol/bteachershortageareasreport201718.pdf Retrieved Sept. 7, 2022.

⁷ U.S. Department of Education, Fact Sheet: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona's Call to Action to Address the Teacher Shortage.

https://www.ed.gov/category/subject/elementary-secondary-education

⁸ Associated School Boards South Dakota, More Than 450 Open Positions in Schools, (June 2022). <u>https://asbsd.org/index.php/more-450-open-</u> positions-schools/
 ⁹ Argus Leader, Nearly 300 South Dakota teacher jobs are still open —with weeks left before school starts (July, 2022)

https://www.argusleader.com/story/news/education/2022/07/29/south-dakota-teacher-jobs-needed-filled-before-back-school-

¹⁰ Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, Kindergarten and Elementary School Teachers, at https://www.bls.gov/ooh/education-training-and-library/kindergarten-and-elementary-school-teachers.htm (visited September 08, 2022).

¹² South Dakota Department of Education, Teacher Shortage Areas, (2021) https://doe.sd.gov/oatq/shortageareas.aspx.

¹³ SDBOR, Program Demand Gap Analysis Introduction Appendix (August, 2021), p.42

¹⁴ IPEDS Integrated Postsecondary Education Data System, https://nces.ed.gov/ipeds/use-the-data

¹⁵ SDBOR Custom Data Analysis, Teacher Education Report Supplement, SDSU 2020. (2021, March).

¹⁶ IPEDS

University	Conferred Degrees	Total Number of UG Conferrals
	Special Education	(All University)
Minnesota State University –	44	2451
Mankato		
Saint Cloud State – University	25	1787
University of Minnesota –	25	8470
Twin Cities		

Both the USDOE and SDDOE currently include Special Education (above age 5) as areas of shortage. [¹⁷,¹⁸] Although the need for an increased number of Special Education teachers has become self-evident, SDSU students who wish to seek a baccalaureate degree in special education do not have that degree option. As one of South Dakota's largest tools for developing workforce, SDSU should offer a strong array of teaching disciplines, including those designed to support K-12 students with special needs.

Student Learning Outcomes:

Upon completion of the Special Education major, students will be able to:

- 1. Provide instruction that supports intellectual, social, and personal development using a variety of instructional strategies, including using technology. (InTASC 1; InTASC 2; InTASC 8)
- 2. Organize and plan systematic instruction based upon their knowledge of subject matter, children, the community, and curriculum goals. (InTASC 2; InTASC 7)
- 3. Create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. (InTASC 3)
- 4. Demonstrate knowledge of the central concepts, tools of inquiry and ways of knowing that are central to the discipline(s) they teach. (InTASC 4)
- 5. Encourage children's development of critical thinking, problem-solving, and performance skills. (InTASC 5)
- 6. Use effective verbal and nonverbal communication techniques as well as instructional media and technology in fostering active inquiry, collaboration, and supportive interaction in the classroom. (InTASC 3; InTASC 8)
- 7. Implement formal and informal assessment strategies to evaluate the continuous intellectual, social, and physical development of children. (InTASC 6)
- 8. Show evidence of ethical and professional behaviors and reflect upon and continuously evaluate the effect of their choices and actions on children, families, professionals in the learning community, and others, and will actively seek out opportunities to grow professionally. (InTASC 9)
- 9. Foster relationships with school colleagues, families, and agencies in the larger community and will support a child's learning and well-being while acting with integrity, fairness, and ethically. (InTASC 10)

¹⁷ U.S. Department of Education, Teacher Shortage Areas, (2021) <u>https://tsa.ed.gov/#/reports</u>.

¹⁸ South Dakota Department of Education, Teacher Shortage Areas, (2021) https://doe.sd.gov/oatq/shortageareas.aspx.

All student learning outcomes will be measured by assessments that meet the professional standards of the InTASC Model Core Teaching Standards.

<u>Standard #1</u>: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

<u>Standard #2:</u> Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

<u>Standard #3</u>: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

<u>Standard #4</u>: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

<u>Standard #5</u>: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues.

<u>Standard #6</u>: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision-making.

<u>Standard #7</u>: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

<u>Standard #8</u>: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

<u>Standard #9</u>: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

<u>Standard #10</u>: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.[¹⁹]

Projected Enrollment:

¹⁹ InTASC Model Core Teaching Standards, <u>https://ccsso.org/resource-library/intasc-model-core-teaching-standards</u>

		Ι	FISCAL	YEARS	*	
	1st Year	2nd Year	3rd Year	4th Year	5th Year	6th Year
ESTIMATES	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29
Students new to the university	5	10	15	20	20	20
Students from other university programs	10	5	5	5	5	5
Students off-campus or distance						
Continuing students		14	28	46	55	62
Total students in the program (fall)	15	29	48	71	80	87
Program credit hours (major Courses)**	120	456	944	1430	1679	1875
Graduates				14	15	19
*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.

Projected Revenue/Expenses:

FINANCIAL HEALTH SUMMARY									
	1st	2nd	3rd	4th	5th	6th			
	FY24	FY25	FY26	FY27	FY28	FY29			
TUITION & FEE REVENUES	27,516	104,562	218,927	332,832	390,809	436,984			
PROGRAM EXPENSES	233,862	233,862	233,862	233,862	233,862	233,862			
NET (T&F REVENUES LESS PROGRAM EXPENSES)	(206,345)	(129,299)	(14,935)	98,970	156,947	203,122			
OTHER SUPPORTING REVENUES	235,166	147,583	147,583	-	-	-			
NET AFTER OTHER SUPPORTING REVENUES	28,821	18,284	132,648	98,970	156,947	203,122			

SOUTH DAKOTA BOARD OF REGENTS

Academic and Student Affairs

AGENDA ITEM: 6 – E DATE: May 9, 2023

SUBJECT

Program Modifications Requiring Board Approval – BHSU

CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – New Programs, Program Modifications, Curricular Requests, and Inactivation/Termination

AAC Guideline 2.3 – Substantive Program Modifications

<u>AAC Guideline 2.3.A</u> – Institutional Substantive Program Modification Requests Summary

BACKGROUND / DISCUSSION

Black Hills State University (BHSU) has submitted the following program modification proposal provided in Attachment I. Per AAC Guideline 2.3, certain substantive program modifications may require Board approval. Institutions may submit substantive program modifications to the Board after approval from the Executive Director, following a review by the System Associate VP for Academic Programming. These requests are also available on the Institutional Substantive Program Modification Requests Webpage.

Existing Program: Substantive Program Modifications Requiring Board Approval

• Physical Science (BS) – request to change total credits required within the discipline, total credits of supportive course work, total credits of elective course work, total credits required for program, program name, CIP code. The Physical Science BS is changing to a Physics program, and will join the collaborative Physics program with SDSMT, SDSU, and USD.

IMPACT AND RECOMMENDATION

Upon approval by the Board, the proposals will move forward for implementation and entry into Banner.

ATTACHMENTS

Attachment I – BHSU: Substantive Program Modification Requests Summary Form

DRAFT MOTION 20230509_6-E:

I move to approve BHSU's program modification requests for the BS in Physical Science, as presented.



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Institutional Substantive Program Modification Requests

Institution: BHSU Date: 03/28/2023

Institutional representatives should provide direct links to PDF documents for each of the program modification requests represented below. All requests should be posted on the campus Curriculum and Instruction website one week prior to the Academic Affairs Council meeting where the program modification request is being considered.

Program Title (Substantive Changes Requiring Board Approval)	BOR Meeting	BOR Action
Physical Science - changing to - Physics		

Program modifications referenced above require review by the Academic Affairs Council and approval from the Board of Regents before they may be advanced forward for entry in the student information system. They should be listed separately in posting prior to the Academic Affairs Council meeting.

Signature: System Vice President for Academic Affairs

Date



SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

Substantive Program Modification Form

Use this form to request minor changes in existing programs (majors, minors, certificates, or specializations).

UNIVERSITY:	BHSU
CURRENT PROGRAM DEGREE:	B.S.
CURRENT PROGRAM	Physical Science
MAJOR/MINOR:	
CURRENT SPECIALIZATION (If	
applicable):	
CIP CODE:	Change from 40.0101 to 40.0801
UNIVERSITY DEPARTMENT:	BHSU School of Natural Sciences
BANNER DEPARTMENT CODE:	BSNS
UNIVERSITY COLLEGE:	College of Business and Natural Sciences
BANNER COLLEGE CODE:	6B

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.
Date

1. This modification addresses a change in (*place an "X" in the appropriate box*):

\boxtimes	Total credits required within the discipline	\boxtimes	Total credits of supportive course work
\boxtimes	Total credits of elective course work	\boxtimes	Total credits required for program
\boxtimes	Program name		Existing specialization
\boxtimes	CIP Code		Other (explain below)

 Modification requiring Board of Regents approval Must have prior approval from Executive Director or designee

2.	Effective date of change: 8/1/2023
3.	Program Degree Level (<i>place an "X" in the appropriate box</i>):
	Associate 🗆 Bachelor's 🖂 Master's 🗆 Doctoral 🗆
4.	Category (place an "X" in the appropriate box):
	Certificate \Box Specialization \Box Minor \Box Major \boxtimes
5.	If a name change is proposed, the change will occur (<i>place an "X" in the appropriate box</i>):
	\Box 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: Physics

Reminder: Name changes may require updating related articulation agreements, site approvals, etc.

6. Is the program being modified associated with a current articulation agreement?

Yes 🗆 No 🖂

- a. If yes, will the articulation agreement need to be updated with the partner institution following the approve of the program change? Please explain:
- 7. Primary Aspects of the Modification (add lines or adjust cell size as needed):

See attached Proposed Change table (last pages of this document)

Existing Curriculum: Physical Science

Proposed Curriculum (highlight changes):

							<i>F hysics</i>	
Pref.	Num.	Title	Cr.		Pref.	Num.	Title	Cr.
			Hrs.					Hrs.
		Please see Document below					Please see Document below	
Total	numb	er of hours required for	60	50 Total number of hours required for			66	
major	, minor	, or specialization		major, minor, or specialization			r, or specialization	
Total	numbe	er of hours required for	120		Tota	l numb	er of hours required for	120
degre	e	Ĩ			degre	ee	Ĩ	

8. Explanation of the Change: All but three restricted elective courses that were listed for the Physical Science program are being removed from the program. Eight PHYS courses, two

MATH courses and one CSC course are being added to the required courses for the Physics program. Six PHYS courses are being added to the choices for the restricted electives in the Physics program.

For substantial modifications requiring Board approval, complete the items below. References to external sources should be documented with a footnote (including web addresses where applicable).

- 9. Date of approval from the Executive Director or designee. June 28, 2022 (Dr. Pam Carriveau, Interim Provost, approved moving forward with the proposal)
- 10. Identify the program modification requested. This request is to change the existing Physical Science Program to a Physics Program and join the collaborative Physics degree with USD, SDSU, and SDSMT.
- 11. Provide justification for the desired modification.

First and foremost, this change would benefit students. BHSU students graduating with Physical Science degrees have a disadvantage compared to students graduating with Physics degrees when applying for jobs in industry and for graduate school, simply due to the name of the degree. However, these Physical Science students take the same classes via DDN that students at SDSMT, USD and SDSU take to receive their Physics degrees. Students will have better job prospects with a Physics degree rather than a Physical Science degree.

There is justification at the Regental and Institutional level as well.

Institutional Need: Relationship with the Sanford Underground Research Facility BHSU has developed significant research and outreach programs closely connected with the Sanford Underground Research Facility (SURF). Experiments located on the 4850' level of SURF explore some of the most challenging questions facing 21st century physics, including the dominance of matter over antimatter, the nature of dark matter, and properties of neutrinos, and the opportunities at SURF are growing. The BHSU Underground Campus is a cleanroom facility which houses low background counters that are vital to underground science experiments at SURF¹. Faculty and students are a regular and important presence at SURF to continue the success of collaborative low background counting there. BHSU is a member of the LZ collaboration and made significant and vital contributions² to that collaboration. BHSU faculty have also been asked to join three other underground science collaborations in recognition of the valuable contributions they make to experiments. To continue this successful relationship, it is important to keep providing student researchers.

Students in turn benefit through their research at BHSU, gaining valuable experiences, analytical skills and technical skills, which are highly translatable into the workforce. Undergraduate research is a vitally important part of undergraduate education. It has been shown to increase student retention and intellectual curiosity, as well as research and communications skills. Not only are students who participate in undergraduate research more likely to finish their degree, but also to be successful in graduate school. Students also report

¹ Black Hills State University Underground Campus, B.J. Mount et al., Appl Radiat Isot., 126, 130 (2017).

² The LUX-ZEPLIN (LZ) Radioactivity and Cleanliness Control Programs, [LZ Collaboration], Eur. Phys. J. C, 80, 1044 (2020). https://arxiv.org/abs/2006.02506

research as being helpful in determining which discipline in which to enter and in gaining valuable skills not taught in classes. BHSU has recognized this importance in its Mission Statement as well as its Strategic Plan.

Institutional Need: Maintaining National Recognition

Physics faculty at BHSU fill national roles within the physics community. These roles include a faculty member being appointed as a co-convener of an Underground Facilities Topical Group for the Snowmass study. "The Particle Physics Community Planning Exercise (a.k.a. "Snowmass") is organized by the Division of Particles and Fields (DPF) of the American Physical Society. Snowmass is a scientific study. It provides an opportunity for the entire particle physics community to come together to identify and document a scientific vision for the future of particle physics in the U.S. and its international partners. Snowmass will define the most important questions for the field of particle physics and identify promising opportunities to address them. The P5, Particle Physics Project Prioritization Panel, will take the scientific input from Snowmass and develop a strategic plan for U.S. particle physics that can be executed over a 10 year timescale, in the context of a 20-year global vision for the field".³

In addition to being recognized nationally as an expert for the Snowmass study, BHSU faculty have been elected to education and outreach leadership activities nationally. BHSU faculty members currently serve on the National Organizing Committee Leadership Group for the Conference for Undergraduate Women in Physics (CUWiP)⁴, which oversees the execution of 10-15 regional CUWiPs around the country each year as well as develop best practices and other national strategies for CUWiPs. Faculty are also on the Executive Committee of the NSF Physics REU Leadership Group (NPRLG), which is "committed to enhancing undergraduate student research experiences through cooperative engagement of the Physics REU site directors". ⁵

Regental Need: Added Graduates in the Collaborative Physics Program

USD, SDSU and SDSMT are engaged in a state-wide Physics degree program, which shares upper division physics classes among the institutions. Converting BHSU's Physical Science program to a membership in the collaborative Physics degree would increase the number of students graduating with Physics degrees by at least 1-2 students per year. BHSU faculty would also be able to take a share in teaching the upper division physics courses, which would alleviate some stress on the other participating institutions.

Regental Need: Supporting SURF

Need for physics expertise in South Dakota due to SURF

12. Would the requested modification require a change to the catalog description and/or the program learning outcomes? If so, describe.

Yes, the modification will require changes to both the catalog description, and to some of the learning outcomes. The catalog description and the learning outcomes will be consistent with a more traditional Physics program. This will mean removing the learning outcomes associated with courses that are being removed, such as chemistry and geology courses, and will add

³ https://snowmass21.org/

⁴ https://www.aps.org/programs/women/cuwip/

 $^{^{5}\} https://www.aps.org/programs/education/undergrad/physicsreu/nprlg.cfm$

learning outcomes associated with the added required courses such as PHYS 312 Experimental Physics Design 1 and PHS 341 Thermodynamics.

- 13. Indicate the number of students currently enrolled in the program. There are currently 4 students enrolled in the Physical Science program at BHSU.
- 14. Describe the real impact to students.

The real impact to students is in their ability to compete for positions in industry and graduate programs that require a Physics degree. BHSU students graduating with Physical Science degrees are disadvantaged compared to students graduating with Physics degrees simply due to the name of the degree. However, these Physical Science students take the same classes via DDN that students at SDSMT, USD and SDSU take to receive their Physics degrees. This change will ensure BHSU students completing the same coursework are no longer disadvantaged when applying for jobs in industry and for positions in graduate school. They will have better job prospects with a Physics degree rather than a Physical Science degree.

15. Describe the real impact to the university.

Students who are well informed know that the degree name "Physical Science" does not afford the same credibility as a "Physics" degree. This has resulted in the loss of prospective students throughout the 5 state region that would otherwise have considered attending BHSU for their undergraduate degree. Converting BHSU's Physical Science program to a Physics degree would increase the number of students graduating with Physics degrees by at least 1-2 students per year. Additionally, like the other institutions in the collaborative Physics degree program, BHSU has a limited number of faculty to support the Physics courses. Having a Physics degree program BHSU would benefit the University by allowing BHSU to become part of the larger collaborative Physics program with USD, SDSU and SDSMT and leverage the resources available at BHSU with those of the other participating institutions.

- 16. Describe any cost associated with the program modification. We do not anticipate any costs associated with the modification of this program.
- 17. Describe any risks and unintended consequences associated with the program modification. We do not anticipate there being any risks or unintended consequences associated with changing the Physical Science program to a more traditional Physics program and joining the already approved Physics collaborative.
- 18. Would this modification be effective for current and future students, or only students who enroll following the change?

This modification would be effective for students who enroll following the change.

	Existing Curriculum				Proposed Curriculum (highlight changes)			
Pref.	Num.	Title	Cr. Hrs.	Pref.	Num.	Title	Cr. Hrs.	
	Requir	ed core: 26 credit hours			Requi	red core: 58 credit hours		
CHEM	112/L	General Chemistry I/Lab	4	CHEM	112/L	General Chemistry I/Lab	4	
CHEM	114/L	General Chemistry II/Lab	4	CHEM	114/L	General Chemistry II/Lab	4	
				CSC	150	Computer Science	3	
MATH	123	Calculus I	4	MATH	123	Calculus I	4	
MATH	125	Calculus II	4	MATH	125	Calculus II	4	
				MATH	225	Calculus III	4	
				MATH	321	Differential Equations	3	
PHYS	211/L	University Physics I/Lab	5	PHYS	211/L	University Physics I/Lab	5	
PHYS	213/L	University Physics I1/Lab	5	PHYS	213/L	University Physics I1/Lab	5	
				PHYS	312	Experimental Physics Design I	2	
				PHYS	331	Intro to Modern Physics	3	
				PHYS	341	Thermodynamics	3	
				PHYS	343	Statistical Physics.	2	
				PHYS	421	Electromagnetism	4	
				PHYS	451	Classical Mechanics	4	
				PHYS	471	Quantum Mechanics	3	
				PHYS	490	Seminar	1	
Take 1 N	AATH fr	om the following	3-4	Select 4	Select 4 courses from the following:			
MATH	225	Calculus III (4)				REMOVE		
MATH	281	Introduction to Statistics (3)				REMOVE		
MATH	315	Linear Algebra (3)				REMOVE		
MATH	316	Discrete Mathematics (3)				REMOVE		
MATH	318	Advanced Discrete Mathematics (3)				REMOVE		
MATH	321	Differential Equations (3)				REMOVE		
MATH	373	Introduction to Numerical Analysis (3)				REMOVE		
MATH	413	Abstract Algebra (3)				REMOVE		

Proposed Change

MATH	422	Complex Variables (3)				REMOVE	
MATH	487	Design of Experiments (3)				REMOVE	
Select 6	courses f	from the following	18- 24				
CHEM	326/L	Organic Chemistry I/Lab (4)				REMOVE	
CHEM	328/L	Organic Chemistry II/Lab (4)				REMOVE	
CHEM	332/L	Analytical Chemistry/Lab (4)				REMOVE	
CHEM	342	Physical Chemistry I (3)				REMOVE	
CHEM	344	Physical Chemistry II (3)				REMOVE	
CHEM	434/L	Instrumental Analysis/Lab (3)				REMOVE	
CHEM	452	Inorganic Chemistry (3)				REMOVE	
CHEM	464	Biochemistry I (3)				REMOVE	
CSC	150	Computer Science I (3)				REMOVE	
CSC	250	Computer Science II (3)				REMOVE	
CSC	260	Object Oriented Design (3)				REMOVE	
CSC	300	Data Structures				REMOVE	
CSC	316	Discrete Mathematics (3)				REMOVE	
CSC	318	Advanced Discrete Mathematics (3)				REMOVE	
CSC	410	Parallel Computing (3)				REMOVE	
CSC	433	Computer Graphics (3)				REMOVE	
CSC	482	Algorithm Analysis (3)				REMOVE	
GEOL	201/L	Physical Geology/Lab (4)				REMOVE	
GEOL	310	Volcanology (3)				REMOVE	
GEOL	340	Mineralogy and Petrology (4)				REMOVE	
GEOL	370	Hydrogeology (3)				REMOVE	
				PHYS	321	Space Travel (3)	
PHYS	331	Introduction to Modern Physics (3)				REMOVE	
PHYS	341	Thermodynamics (2)				REMOVE	
PHYS	343	Statistical Physics (2)				REMOVE	
PHYS	361	Optics (3)		PHYS	361	Optics (3)	
PHYS	421	Electromagnetism (4)				REMOVE	
PHYS	424	Digital Electronics		PHYS	424	Digital Electronics (3)	

PHYS	433	Nuclear & Elementary Particle Physics (3)		PHYS	433	Nuclear & Elementary Particle Physics (3)	
				PHYS	439	Condensed Matter (4)	
PHYS	451	Classical Mechanics (4)				REMOVE	
				PHYS	454	Semiconductor Materials: Fundamentals & Fabrication (3)	
PHYS	471	Quantum Mechanics (4)				REMOVE	
PHYS	481	Mathematical Physics (4)		PHYS	481	Mathematical Physics (4)	
				PHYS	492	Topics (1-4)	
				PHYS	498	Undergraduate Research/Scholarship (1-12)	
SCI	388	GIS/GPS (3)				REMOVE	
Select of	ne course	e from the following					
CHEM	490	Seminar	1			REMOVE	
ENGL	379	Technical Communication	3			REMOVE	
GEOL	490	Seminar	3			REMOVE	
Select 12	2 credit h	ours from the following	12			REMOVE	
CHEM	492	Topics (3-6)				REMOVE	
CHEM	498	Undergraduate Research (3-6)				REMOVE	
GEOL	392	Topics (3-6)				REMOVE	
PHSI	492	Topics (3-6)				REMOVE	
PHSI	498	Undergraduate Research (3-6)				REMOVE	
PHYS	492	Topics (3-6)				REMOVE	
PHYS	498	Undergraduate Research (3-6)				REMOVE	
SCI	492	Topics (3-6)				REMOVE	
SCI	498	Undergraduate Research (3-6)				REMOVE	
Total number of hours required for major, minor, or specialization		60- 69	Total n major,	66-80			
Total number of hours required for degree		120	Total number of hours required for degree			120	

Requirement for a Minor: 15 of 18 credits required for a minor in Mathematics is earned through this program. A minor in Mathematics can be obtained by taking an additional 3 credits of MATH from the list below:

- 3 MATH 315 Linear Algebra
- 3 MATH 316 Discrete Mathematics
- 3 MATH 351 Foundations of Mathematics
- 3 MATH 361 Modern Geometry
- 3 MATH 411 Theory of Numbers
- 3 MATH 413 Abstract Algebra I
- 3 MATH 416 Combinatorics
- 3 MATH 421 Complex Analysis
- 3 MATH 423 Advanced Calculus I
- 3 MATH 440 Mathematics of Finance
- 3 MATH 450 History of Mathematics
- 3 MATH 461 Introduction to Topology
- 3 MATH 481 Probability and Statistics
- 3 MATH 487 Design of Experiments

Students wishing to minor in something other than Mathematics may do so. To minor in an area other than Mathematics and graduate within the 120 credits required for a BS degree students will need to work with their professional advisors and faculty mentors to ensure that the total number of restricted PHYS elective credits taken is 8 - 14. This will leave room in the student's program to apply the remaining 18 - 24 credits to a minor of their choosing. With careful scheduling, it is even possible for a student to graduate with 2 minors, one in Mathematics, and one in a second area of their choosing.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – A DATE: May 9, 2023

SUBJECT

FY24 USD – Sioux Falls Tuition Rates

CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL § 13-53-6</u> – Tuition Rates and Fees <u>BOR Policy 5:5</u> – Tuition and Fees: General Procedures <u>BOR Policy 5:5:1</u> – Tuition and Fees: On-Campus Tuition

BACKGROUND / DISCUSSION

At the March 2023 BOR meeting, rates for associate degree programs, Remedial, and Over Sixty-Five courses at the University of South Dakota – Sioux Falls location were not included in Attachment I to agenda item 7-A (FY24 On-Campus Tuition and Mandatory Fees). Following is a summary of the rates that should have been included.

USDSF Assoc Degree Program (Lower Div.) Resident Over Sixty-Five	\$132.70
Resident	\$241.30
State Employee/ROTC/Teacher Cert	\$120.65
Remedial	\$287.35
Remedial STA/Teacher Cert	\$166.70

IMPACT AND RECOMMENDATIONS

The addition of the above rates will complete the FY24 On-Campus Tuition Schedule.

ATTACHMENTS

None

DRAFT MOTION 20230509_7-A:

I move to approve the addition of associate degree programs, Remedial and Over Sixty-Five rates at the University of South Dakota – Sioux Falls to the FY24 On-Campus Tuition Schedule at the amounts listed above.

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – B DATE: May 9, 2023

SUBJECT

Capital Projects List

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 5-14-1 – Classification of Capital Improvements

- <u>SDCL § 5-14-2</u> Supervision by Bureau of Administration of capital improvement projects Payment of appropriated funds
- <u>SDCL § 5-14-3</u> Preparation of plans and specifications for capital improvements State building committees - Approval by board or commission in charge of institution BOR Policy 6:4 – Capital Improvements

BACKGROUND / DISCUSSION

The attached list identifies the current capital improvement projects within the Board of Regents system and each project's regental building committee representative, estimated dollar amount, the source of funds, and the current status.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. As a reminder, the review and approval steps for capital projects are as follows:

- 1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
- 2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and the Building Committee interviews and selects the architect.
- 3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).
- 4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten-Year Plan.

(Continued)

INFORMATIONAL ITEM

Capital Projects List May 9, 2023 Page 2 of 2

- 5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
- 6. Final Design Plan submitted for Board approval.
- 7. The Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
- 8. The 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

N/A

ATTACHMENTS

Attachment I - May 2023 Capital Projects List

			Legislative	Fund	Leaislative /	Most Recent	Current Project	Projected Completion	Building
	Eacility Name	Ten-Year Plan	Action / YR	Type	Approved Amount	Board Action	Status	Date	Ren.
ACADEMIC I Black Hills S	FACILITIES tate University			×.	:				
	E. Y. Berry Library Renovation	FY12 10 Yr Plan	HB1051-2012 HB1045-2020 SB43-2020	FY22 HEFF Bonds Other M&R Bonding	\$3,000,000 \$3,972,345 <u>\$2,400,000</u> \$9,372,345	Oct-20 Design Plan	Complete	2022	Bastian
	BHSU-RC Addition & Renovation for West River Nursing Lyle Hare Stadium Renovation		SB43-2022 SB172-2023	General HEFF Private General	S8,000,000 S5,114,644 S2,000,000 S15,614,644 S16,614,644	Oct-21 Program Plan Jun-16 Facility Smt	Planning Planning	2025 2024	Partridge Bastian
Dakota State									
	DSU-ARL		SB130-2022	Private	\$50,000,000	Jan-22 Facility Statement	A/E & CM Selection Design	2025	Rave
	Athletics Events Center		HB1021-2022	Private	\$33,000,000	Mar-22 Design Plan	CM Selection Design	2024	Rave
Nucher C	Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	Oct-17 Design Plan	Completed	March-2020	Rave
	Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Desion Plan	Final Inspection	2021	Thares
	Lincoln Hall Replacement		SB44-2022 SB173-2023	General Funds General Funds	\$29,500,000 \$1,500,000 \$31,000,000	Oct-21 Oct-21 Facility Program Plan	Design	2024	Thares
	Gerber Hall Renovation		HB1049-2023	General Funds HEFF/General Funds M&R Match	\$2,500,000 \$2,500,000 \$5,000,000	Mar-23	Preliminary Facility Statement	2025	TBD
South Dakot	a School of Mines and Technology Mineral Industries Building		SB156-2021	Private Local	\$12,000,000 \$3,000,000	Dec-21 Facility Design	CM Selection Construction	2024	TBD
	Music Center (Old Gym) Renovation			State Private	<u>\$19,000,000</u> \$34,000,000	MP Approved by BC Oct-14	Planning	TBD	TBD
	Student Innovation Center			Private		Facility Stmt Jun-14 Facility Stmf	A/E Selection	TBD	TBD
	Devereaux Library Renovation		HB 1046-2020	HEFF Bonds General Funds M&R HEFF M&R Auxiliary Revenues Private	84,000,000 \$1,350,000 \$500,000 \$100,000 \$1,000,000 \$6,950,000 \$6,950,000	Facility Design	Complete	June-2022	Bastian
	Stadium Renovation			HEFF Funds Local Private		Dec-19 Facility Stmt	A/E Selection	TBD	Bastian

South Dakota Board of Regents Capital Improvement Projects - May 2023

South Dakota State University

יוויט 350

South Dakota Board of Regents Capital Improvement Projects - May 2023

			Legislative	Fund	Legislative /	Most Recent	Current Project	Projected Completion	Building Committee
	Facility Name	Ten-Year Plan	Action / YR	Type	Approved Amount	Board Action	Status	Date	Rep.
	Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			Donations HEFF M&R Precision Ag Funds	\$4,000,000 \$5,450,315 <u>\$100,000</u> \$9,550,315	Mar-22 Design Plan (Revised)	Construction	2023	Roberts
	Dairy Unit - Dairy Research and Training Facilities		HB 1153- 2021	Private General Funds	<u>\$7,500,000</u> <u>\$7,500,000</u> \$15,000,000	Apr-20 Facility Stmt	Design	2023	Rave
	Lincoln Hall - Renovation			Private HEFF M&R 2021 HEFF Bonds	\$0 \$5,416,880 <u>\$10,000,000</u> \$15,416,880	Jan-22 Design Plan (Revised)	Construction	2023	Bastian
	McFadden Northern Plains Biostress		HB 1049 - 2023	General Funds HEFF M&R/Other	\$6,000,000 <u>\$6,000,000</u> \$12,000,000	March 2023 Facility Stmt (Revised)	Planning	TBD	Roberts
	Outdoor Sports Support Facility		SB 51-2018	Business and Athletic Income	\$600,000	Dec-17 Program Plan	Planning	TBD	TBD
	Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	Planning		Thares
	Sanford Jackrabbit Athletic Center Wrestling Addition		SB 28-2021	Private	\$4,900,000	Oct-21 Design Plan (Revised)	Construction	2022	Roberts
251	SJ Marshall Center - Addition, Phase 2		HB 1022-2022	Private Local HEFF M&R	\$43,200,000 \$4,000,000 <u>\$5,030,000</u> \$52,230,000	Dec-21 Design Plan (Revised)	Construction	2024	Roberts
	South Dakota Art Museum-New Construction			Donations	TBD	Mar-22 Facility Stmt	Planning	TBD	Brown
	The Barn Renovation (replaces the Visual Arts Project in the 2012 Capital Project)	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds Private	\$7,500,000 <u>\$3,315,000</u> \$10,815,000	Jun-2020 Facility Stmt	Planning	TBD	Bastian
	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	Roberts
University o	Cottonwood Range and Livestock Field Station of South Dakota		SB 84 - 2022	General Funds	\$6,000,000	Jun-22 Preliminary Fac Stmt	Planning	TBD	Bastian
	Health Science Building		SB40-2020	HEFF Bond M&R Bond One-Time State Funds Private Funds Local Funds	\$7,500,000 \$5,000,000 \$5,000,000 \$4,500,000 \$875,000 \$22,875,000 \$22,875,000	Oct-21 Design Plan (Revised)	Construction	2022	Partridge
	South Dakota Union Renovation			One-Time State Funds M&R HEFF M&R General	\$3,430,000 \$54,631 <u>\$4,335,369</u> \$7,820,000	Mar-23 Design Plan	Construction	2024	Brown
REVENUE F. Black Hills S	<u>ACILITIES</u> State University								

ATTACHMENT I 4

Partridge

TBD

Planning

Dec-16 Facility Stmt

General & Private

University Wellness Center Addition

			Legislative	Fund	Legislative /	Most Recent	Current Project	Projected Completion	Building Committee
	Facility Name	Ten-Year Plan	Action / YR	Type	Approved Amount	Board Action	Status	Date	Rep.
Dakota Stat	<u>e</u> University								
	New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 <u>\$500,000</u> \$12,500,000	Dec-19 Design Plan	Completed	Aug-21	Roberts
South Dakot	is School of Mines and Technology								
	Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection	TBD	TBD
South Dakot	a State University								
	Larson Commons Renovation			Private Auxilary	TBD	Oct-22 Facility Stmt	Planning	2025	Roberts
	Pierson Hall Renovations			Rent Revenues	\$12,200,000	Apr-21 Facility Stmt	Construction	2023	NA Exempted
University o	if South Dakota								
252	Wellness Center Expansion		SB42-2022	Auxiliary Funds Auxiliary Bonds Private Funds Local Funds	\$5,000,000 \$3,900,000 \$13,989,588 <u>\$8,360,412</u> \$31,250,000	Jun-22 Design Plan (Revised)	Construction	2024	Roberts

South Dakota Board of Regents Capital Improvement Projects - May 2023

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

ATTACHMENT I 5

SOUTH DAKOTA BOARD OF REGENTS

Budget and Finance

AGENDA ITEM: 7 – C DATE: May 9, 2023

SUBJECT

SDSU Cottonwood Range and Livestock Field Station Renovations and Upgrades Facility Program Plan (FPP)

CONTROLLING STATUTE, RULE, OR POLICY

SDCL § 5-14-1 – Classification of Capital Improvements

<u>SDCL § 5-14-2</u> – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

<u>SDCL § 5-14-3</u> – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

BOR Policy 6:4 – Capital Improvements

BOR Policy 6:6 – Maintenance and Repair

BACKGROUND / DISCUSSION

South Dakota State University (SDSU) requests approval of this Facility Program Plan (FPP) to continue planning the new Cottonwood Range and Livestock Field Station renovations and upgrades. The Cottonwood Field Station is located near Phillip, SD, and consists of 2,640 acres at the home site with an additional 1,100 grazing acres near Sturgis, SD. The site includes appropriate utilities and access. The property includes areas suitable for all improvements needed to renovate and modernize the Cow/Calf Field Research and Education Unit including open pens, semi-enclosed holding pens, sorting pens, enclosed animal handling pens, commodity storage, and classroom/conference facilities.

IMPACT AND RECOMMENDATIONS

This project would transform the Cottonwood Field Station into a nationally recognized, innovative range beef cattle research and education site supporting ranchers and rangeland managers. It would enable the highest quality research possible, support the transfer of the latest information to the South Dakota beef industry, enable faculty to better compete for research grants and contracts, and facilitate industry collaborations. Upgrading the station

(Continued)

DRAFT MOTION 20230509 7-C:

I move to approve SDSU's Facility Program Plan for the Cottonwood Range and Livestock Field Station Renovations and Upgrades which will be funded by FY23 onetime general funds and private donations. SDSU Cottonwood Range and Livestock Field Station Renovations and Upgrades Facility Program Plan (FPP) May 9, 2023 Page 2 of 2

would provide modern facilities for experimental research in beef production, handling, grazing, nutrition, breeding, and grassland management.

SDSU requests approval of this Preliminary Facility Statement to complete planning and construction of the Cottonwood Range and Livestock Field Station renovations and upgrades. We request the appointment of a building committee and the selection of design/build consultants to provide design and construction services for this project.

PROPOSED FUNDING SOURCE

Legislative approval was granted for this project through Senate Bill 84 (SB84) during the 2022 legislative session. SB84 authorized \$6.0 million in general funds. The project would be funded by the FY23 one-time general funds and private donations.

ATTACHMENTS

Attachment I – SDSU Cottonwood Range and Livestock Field Station Renovations and Upgrades Facility Program Plan (FPP)

Attachment II - SDSU Cottonwood Project - Overall Buildings - Concept Plan

FACILITY PROGRAM PLAN FOR

SOUTH DAKOTA STATE UNIVERSITY COTTONWOOD RANGE AND LIVESTOCK FIELD STATION RENOVATIONS AND UPGRADES; PHILIP, SD

DATE: April 3, 2023

SDSU requests approval of this Facility Program Plan to continue planning the new Cottonwood Range and Livestock Field Station renovations and upgrades.

The Preliminary Facility Statement (PFS) was approved at the June 22-23, 2022, Board of Regents meeting.

a. Programmatic justification for discrete spaces

This project would transform the Cottonwood Field Station into a nationally recognized range beef cattle research and education site supporting ranchers and rangeland managers. It would enable the highest quality research possible, enable faculty to better compete for research grants, support the transfer of new information to the South Dakota beef industry, and facilitate industry collaborations. Upgrading the station would provide modern facilities for experimental research in beef production, handling, grazing, nutrition, breeding, and grassland management. In addition to enhancing undergraduate animal science and natural resource management curricula, the field station would expand opportunities for graduate education and research.

Through the programming and planning process, three new facilities are proposed. A main (multi-purpose) building would provide classroom, office, laboratory, animal handling, calving, and support facilities. Calving and animal handling space would implement state of the art "bud box" animal handling methods. All main building spaces would be jointly used for academic classes, research, demonstrations, and practical applications of animal handling for students and producers.

The second facility would be a monoslope building that would provide semi-enclosed cow and calf feeding pens and housing. The proposed plan would include a 'C-Lock' smart-feeding system. This automated feeding system would allow research for a wide range of animal nutrition trials. The system would provide the opportunity to increase the efficiency and variety of research and teaching trials conducted at the site. In addition, it would allow smaller feeding facilities to be built, since trial group sizes could be reduced without compromising experimental power.

The third facility would be for commodity storage. The combination of bins, tanks, storage spaces, and silos associated with the facility would allow numerous and varied feeding trials for teaching and research work.

b. Gross Square Footage

Program Function	Space Use Code*	Gross Square Footage (GSF)	Notes
Classroom	110	1,500	University Scheduled Classes, Meetings & Seminars
Classroom Service	115	215	Classroom storage
Office	310	240	Office
Meeting Room	350	280	Conference Rooms, Workroom, and Collaboration.
Research Lab	250	370	Research lab
Research Service	255	200	Research lab storage
Animal Facilities**	570	6,540	Animal handling area, calving area
Building Service	XXX	1,050	Restrooms, Custodial, Vending, IT, Electrical and Mechanical
Circulation Space	WWW	3,100	General Building Circulation and Entrance Lobby
	Total GSF	13,465	

Main Building Space Program

*Space use codes as defined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM) **All spaces will be heated and ventilated. Animal facilities in the main building will not be cooled.

**All spaces wil	l be l	heated	and	ventilated.	Anımal	facilities	in the main	building wil	l not be cooled.	

Program Function	Space Use Code*	Gross Square Footage (GSF)	Notes
Animal Facilities**	570	17,480	Feed alley, cow/calf housing, & feeding pens
	Total GSF	17,480	

Monoslope Building Space Program

*Space use codes as defined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM) **The monoslope building would not be mechanically conditioned. It would rely on passive ventilation for cooling.

Commodity Storage Building Space Program

Program Function	Space Use Code*	Gross Square Footage (GSF)	Notes
Animal Facilities Service**	575	6,000	Commodity bins, bunker silos, and ag bag areas, semi-enclosed for storage of bulk feed and additives
	Total GSF	6,000	

*Space use codes as defined by the National Center for Education Statistics Facilities Inventory and Classification Manual (FICM)

 $\ensuremath{^{**}The\ commodity\ storage\ building\ would\ not\ be\ mechanically\ conditioned.}}$

c. Site Analysis

The Cottonwood Field Station is located near Phillip, SD, and consists of 2,640 acres, an additional 1,100 acres of grazing pasture is located near Sturgis, SD. The site includes appropriate utilities and access. The property is suitable for all improvements needed to renovate and modernize the Cow/Calf Field Research and Education Unit including open pens, semienclosed holding pens, sorting pens, enclosed animal handling pens, commodity storage, and classroom/conference facilities.

d. Description of key building features

The upgrades would be designed to model low-stress animal handling which cannot be carried out with the current facilities. The upgrades would include precision agricultural technology research and transform the facilities into modern animal facilities that enhance the university's ability to address challenges facing range beef cattle producers and grassland managers. The expanded modern facilities would increase the competitiveness of faculty for grants, contracts, and industry collaborations and be a magnet for outstanding students and faculty. They would also expand opportunities for hands-on training for producers and members of industry.

All facilities would be constructed with concrete substructures, wood frame or pre-engineered steel super-structure, metal panel exterior cladding, and industrial interior finishes that are common to agricultural facilities. Specific construction types would be evaluated as the design is developed further. The facilities would be designed to allow access to large agricultural machinery and provide adequate support space for storage and service of equipment.

e. Illustrative floor plans

Conceptual Floor plans of the Main Building, Monoslope Building, and Commodity Storage Facility are attached. A perspective drawing of the interior of the Monoslope Building is attached for reference.

f. Initial cost estimates

The current probable cost estimate is \$6,000,000. The project is currently in the schematic design phase. Updated cost estimates would be provided by the design team as the project progresses through design development and construction documentation. The current cost estimate includes a 3% contingency.

Description	Cost (\$)	
General Construction Costs		
General Construction Contract	\$	5,350,000
Subtotal		5,350,000
Incidental Costs		
Construction Contingency	\$	160,000
Subtotal		160,000
Soft Costs		
A/E Design Services	\$	490,000
Subtotal		490,000
PROBABLE PROJECT COST	\$	6,000,000

Probable Project Cost

g. Impact to M&R

Estimated annual funding for maintenance, repair, and capital renewal for this type of agricultural

Page 3 of 4

production facility would be equal to 1% to 1.5% of the construction costs or the building replacement value. The annual M&R allocation is estimated to be between \$53,000 and \$80,000 to support the lifecycle maintenance and repairs of the facilities.

h. Budget for ongoing operational expenses

The main building would be ventilated and heated, but only classroom and research functions would be cooled. Annual utility expenses are estimated to be \$20,000 and routine maintenance expenses are estimated to be approximately \$30,000 based on similar facility types. The simplicity of the facility and mechanical systems may reduce these estimated operational expenses.

i. Proposed funding sources

Funding Sources

Construction	
State General Funds SB 84 2022 SDSL	\$ 6,000,000
Total	\$ 6,000,000
Utilities, Operations, Maintenance & Repairs	
Agriculture Experiment Station & Production Revenue	\$ 20,000
Agriculture Experiment Station & Production Revenue	30,000
Agriculture Experiment Station & Production Revenue	80,000
Total	\$ 130,000

End of report
SDSU Cottonwood project - Overall Buildings - Concept Plan



 \sim

ATTACHMENT II

