## BOARD OF REGENTS MINUTES OF THE MEETING October 7, 2020

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## BOARD OF REGENTS MINUTES OF THE MEETING October 7, 2020

The South Dakota Board of Regents met on October 7, 2020 at the Rapid City Plaza Civic Center in Rapid City, South Dakota, with the following members present:

## **ROLL CALL:**

Brock Brown – PRESENT
Pam Roberts, Secretary – PRESENT
Randy Schaefer – PRESENT
Kevin Schieffer– PRESENT
Barb Stork – PRESENT
Jim Thares – PRESENT
Joan Wink – PRESENT
Joan Worgan, Vice President – PRESENT
John Bastian, President – PRESENT
John Bastian, President – PRESENT

Also present during all or part of the meeting were Dr. Brian L. Maher, Board of Regents Executive Director and CEO; Nathan Lukkes, Board of Regents General Counsel; Michele Anderson, Internal Auditor; Kayla Bastian, Director of Human Resources; Heather Forney, System Vice President of Finance & Administration; Dave Hansen, System Chief Information Officer; Janelle Toman, Director of Communications; Molly Weisgram; Executive Assistant to the CEO and Board; Barry Dunn, SDSU President; José-Marie Griffiths, DSU President; Laurie Nichols, BHSU President; Jim Rankin, SDSM&T President; Tim Downs, NSU President; Sheila Gestring, USD President; ADD; and other members of the Regental system and public and media.

## **WEDNESDAY, OCTOBER 7, 2020**

Regent Bastian declared a quorum present and called the meeting to order at 10:25 a.m.

## 1-A Approval of the Agenda

IT WAS MOVED by Regent Brown, seconded by Regent Stork, to approve the agenda with one adjustment: remove item 4-E.

## **ROLL CALL:**

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - AYE

Thares - AYE

Wink - AYE

Morgan - AYE

Bastian – AYE

Motion passed.

## **1-B Declaration of Conflicts**

There were no declared conflicts.

## 1-C Approval of the Minutes – Meeting on August 4-5, 2020

IT WAS MOVED by Regent Stork, seconded by Regent Schieffer, to approve the minutes of the meeting on August 4-5, 2020.

## ROLL CALL:

Brown – AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian – AYE

Motion passed.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to dissolve into Executive Session at 10:30 a.m. on Wednesday, October 7th, to consult with legal counsel and discuss personnel matters, pending and prospective litigation, contractual matters, and marketing or pricing strategies by a board of a business owned by the State when public discussion may be harmful to the competitive position of the business, and that it rise from Executive Session and reconvene in public session at 2:45 p.m. to resume the regular order of business and report its deliberations while in executive session and take any action it deems prudent as a result thereof.

#### **ROLL CALL:**

Brown – AYE Roberts – AYE Schaefer – AYE Schieffer – AYE Stork – AYE Thares – AYE Wink – AYE Morgan – AYE

Motion passed.

Bastian – AYE

## 3-A Report and Actions of Executive Session

Regent Roberts said the Board dissolved into Executive Session at 10:30 a.m. on Wednesday, October 7th, 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 2:45 p.m. when the Board reconvened to resume the regular order of business.

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

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

#### **ROLL CALL:**

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

Motion passed.

A copy of the Secretary's Report can be found on pages <u>2340</u> to <u>2346</u> of the official minutes.

## 3-B Welcome and Presentation by SDSMT President Jim Rankin

SDSMT President Jim Rankin welcomed the Board to Rapid City and shared information about the South Dakota School of Mines & Technology.

## 3-C Report of the Executive Director

Dr. Brian L. Maher, Executive Director & CEO, introduced new Superintendent of the South Dakota School for the Blind & Visually Impaired and new Superintendent of the South Dakota School for the Deaf, Dan Trefz and Kim Wadsworth, respectively.

He introduced a biotransformation planning effort in response to the Governor's call for South Dakota's "next big thing." He said several entities including SDSU, SDSMT, legislators, industry partners, and the Governor's office have been in the discussion. He asked SDSU President Dunn and SDSMT President Rankin to provide an update on the biotransformation project from their perspectives. The presidents provided an update on the efforts, partnerships, potential, and anticipated private sector participation.

Dr. Maher said he has been in the middle of the biotransformation conversations and will bring another update to the Board after the 2021 legislative session.

Last Dr. Maher provided an update on the COVID mitigation efforts for the fall semester. He said temporary restrictions have proven effective. He suggested that leadership at all levels continues to learn and work to find modifications that provide the best educational experience possible.

Regent Stork asked about university infection rates, quarantine timeframes, and the triggers for bringing a campus to Level 2 versus 3. The presidents provided their current infection rates, describing the number of positive cases and those in quarantine. Presidents noted that they are considering increasing their facility capacity rates to 50% rather than 25-30% as was done this fall to accommodate more students in each class. They commented on the mask policy and said the masks make faculty/staff and many students more comfortable. They felt they should keep the requirement, especially right now as we are headed into the flu season and colder weather.

The Board commended the herculean effort of the presidents and universities for bringing the students safely back to campus. Various regents said they have received several concerns from parents and students who feel that the number of face-to-face courses offerings should be

increased. The regents urged as many face-to-face courses as possible in the spring semester and felt this was more critical than worrying about whether face coverings should be required or not.

Additional questions were addressed and answered about college football.

## **3-D Reports on Individual Regent Activities**

There were no reports.

## 3-E Reports from Individual Presidents and Superintendents

President Downs said the Division II universities would like to compete in winter athletic competition but the testing requirements are very expensive. They would appreciate CRF funding support for help with the cost of testing past December 31, 2020.

### **3-F Student Federation Report**

Macy Halverson, Student Federation Chair, explained that the Student Federation retreat was held via Zoom with the Board office staff in September. She said it was informative and the federation is looking forward to the legislative session.

The full Student Federation Report can be found on pages <u>2347</u> to <u>2352</u> of the official minutes.

#### **3-G Public Comment Period**

There were no public comments.

#### **CONSENT AGENDA**

IT WAS MOVED by Regent Stork, seconded by Regent Brown, to approve consent agenda items 4-A through 4-M.2, with the exception of 4-E which was removed from the agenda.

President Stork recognized the good work of the collaborations presented in 4-A.2.

#### ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink – AYE

Morgan – AYE

Bastian – AYE

Motion passed.

#### **Academic and Student Affairs**

## 4-A (1) New Program Request – DSU & SDSU – PhD in Computer Science

Authorize DSU and SDSU to offer PhDs in Computer Science, as presented

A copy of the New Program Request – DSU & SDSU – PhD in Computer Science can be found on pages <u>2353</u> to <u>2382</u> of the official minutes.

## 4-A (2) New Program Request – NSU – MSED in Special Education

Authorize NSU to offer the MSEd in Special Education, on-campus and online.

A copy of the New Program Request - NSU - MSED in Special Education can be found on pages  $\underline{2383}$  to  $\underline{2411}$  of the official minutes.

## 4-A (3) New Program Requests – SDSMT – MS in Industrial Engineering

Authorize SDSMT to offer the M.S. in Industrial Engineering, as presented.

A copy of the New Program Request – SDSMT – MS in Industrial Engineering can be found on pages <u>2412</u> to <u>2422</u> of the official minutes.

## 4-B New Specialization Request – NSU – Visual Impairments

Authorize NSU to offer the Visual Impairments specialization in the MSEd in Special Education, on-campus and online.

A copy of the New Specialization Request – NSU – Visual Impairments can be found on pages 2423 to 2427 of the official minutes.

## 4-C Intent to Plan – NSU – BA in Global Language and Culture

Authorize NSU to develop a program proposal for the BA in Global Language and Culture, as presented.

A copy of the Intent to Plan - NSU - BA in Global Language and Culture can be found on pages  $\underline{2428}$  to  $\underline{2440}$  of the official minutes.

## 4-D Accelerated Program Request – USD – Occupational Therapy, O.T.D

Approve USD's proposal to offer an accelerated pathway to the Doctor of Occupational Therapy (OTD) as presented.

A copy of the Accelerated Program Request – USD – Occupational Therapy, O.T.D can be found on pages <u>2441</u> to <u>2448</u> of the official minutes.

## 4-E Agreement on Academic Cooperation – NSU – REMOVED FROM THE AGENDA

## 4-F (1) Revisions to BOR Policy 4:35 – Conflict of Interest (First and Final Reading)

Move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of proposed revisions to BOR Policy 4:35, as presented in Attachment I

A copy of the Revisions to BOR Policy 4:35 – Conflict of Interest (First and Final Reading) can be found on pages <u>2449</u> to <u>2458</u> of the official minutes.

# 4-F (2) Revisions to BOR Policy 5:5:3 – Tuition and Fees: Special Course Types (First and Final Reading)

Move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of proposed revisions to BOR Policy 5:5:3, as presented in Attachment I.

A copy of the Revisions to BOR Policy 5:5:3 – Tuition and Fees: Special Course Types (First and Final Reading) can be found on pages <u>2459</u> to <u>2461</u> of the official minutes.

## 4-G Naming Request – SDSU – Community Practice Innovation Center

Approve SDSU's request to establish the Community Practice Innovation Center (CPIC), as presented.

A copy of the Naming Request – SDSU – Community Practice Innovation Center can be found on pages <u>2462</u> to <u>2478</u> of the official minutes.

## 4-H Inactive Status and Program Termination Requests – USD

Approve USD's requests to inactivate the Post Professional Doctor of Occupational Therapy (OTD) program, as presented.

A copy of the Inactive Status and Program Termination Requests – USD can be found on pages <u>2479</u> to <u>2481</u> of the official minutes.

#### 4-I Revisions to Terminal Degrees Table – DSU

Approve the proposed revisions to AAC Guideline 6.2 – Terminal Degrees Table as provided in Attachment I.

A copy of the Revisions to Terminal Degrees Table – DSU can be found on pages <u>2482</u> to <u>2492</u> of the official minutes.

## 4-J Articulation Agreements – SDSU

Approve South Dakota State University's articulation agreement with Riverland Community College, as presented.

A copy of the Articulation Agreements – SDSU can be found on pages <u>2493</u> to <u>2497</u> of the official minutes.

#### **Budget and Finance**

#### 4-K M&R Projects

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

A copy of the M&R Projects can be found on page **2498** of the official minutes.

#### **4-L FY21 Minnesota Reciprocity**

Approve the Minnesota reciprocity rates for FY21 and authorize the Executive Director to execute the Memorandum of Understanding.

A copy of the Minnesota Reciprocity can be found on pages 2499 to 2504 of the official minutes.

## 4-M (1) Capital Asset Purchase Greater than \$500,000

Approve SDSU's request to purchase a 3D Microfabrication System Photonic Professional GT2 using approximately \$525,590 of grant funds.

A copy of the Capital Asset Purchase Greater than \$500,000 –SDSU can be found on pages **2505** to **2544** of the official minutes.

#### 4-M (2) Capital Asset Purchase Greater than \$500,000

Approve SDSMT's request to purchase a Dual-Beam Focused Ion Beam Scanning Electron Microscope using approximately \$1,280,731 of grant funds.

A copy of the Capital Asset Purchase Greater than \$500,000 – SDSMT can be found on pages **2545** to **2568** of the official minutes.

### ROUTINE INFORMATIONAL ITEMS – NO BOARD ACTION NECESSARY

#### **4-N Interim Actions of the Executive Director**

A copy of the Interim Actions of the Executive Director can be found on pages  $\underline{2569}$  to  $\underline{2573}$  of the official minutes.

## **4-O Accreditation Status Report**

A copy of the Accreditation Status Report can be found on pages <u>2574</u> to <u>2590</u> of the official minutes.

## **4-P Capital Projects List**

A copy of the Capital Projects List can be found on pages <u>2591</u> to <u>2595</u> of the official minutes.

## **4-Q Building Committee Report**

A copy of the Building Committee Report can be found on page 2596 of the official minutes.

### **4-R Public Service Activity Report FY20**

A copy of the Public Service Activity Report FY20 can be found on pages <u>2597</u> to <u>2618</u> of the official minutes.

#### **4-S Internal Control Review on Payables**

A copy of the Internal Control Review on Payables can be found on pages <u>2619</u> of the official minutes.

## **ACADEMIC AND STUDENT AFFAIRS**

#### **5-A Program Productivity Report**

Dr. Janice Minder, Interim System Vice President for Academic Affairs, explained that Attachment I of the agenda item provides the list of FY19 programs that have fallen below the program productivity review thresholds set by the Board. The institutional responses to these identified programs have been reviewed by the central office and are provided in Attachment II.

Regent Stork recognized the data-driven effort that Dr. Minder has put together to assist in making informed decisions before discontinuing unproductive programs. She was concerned that this new effort won't apply to the current review cycle.

Dr. Minder suggested that in June 2021 the Board should determine what it wants to measure going forward in order to make good decisions about discontinuing programs. This timing will allow Senate Bill 55 to play out and it will give her additional time to work through the data.

IT WAS MOVED by Regent Wink, seconded by Regent Stork, to approve the recommended actions from the campuses regarding the programs flagged in the program productivity review as presented in Attachments I and II.

#### ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - AYE

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian - AYE

Motion passed.

A copy of the Program Productivity Report can be found on pages <u>2620</u> to <u>2758</u> of the official minutes.

## 5-B BOR Policy 2:10 - Grades and Grade Point Averages (First Reading)

Dr. Janice Minder, Interim System Vice President for Academic Affairs, explained that after academic amnesty is granted students are disadvantaged by having to wait an entire year before being allowed to return to the university. Satisfactory performance for a semester should be sufficient evidence that the student can be successful moving forward. AAC discussed the issue during their retreat in September and agreed with proposed edits provided in Attachment I of the agenda item noting that it will further support the intent of the policy.

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

#### **ROLL CALL:**

Brown - AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE

Stork – ABSENT

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian – AYE

Motion passed.

A copy of the BOR Policy 2:10 – Grades and Grade Point Averages (First Reading) can be found on pages <u>2579</u> to <u>2770</u> of the official minutes.

## 5-C BOR Policy 5:5:4 – Tuition and Fees: Fees (First Reading)

Dr. Janice Minder, Interim System Vice President for Academic Affairs, stated that system international student staff members submitted the proposed policy revisions which are intended to clarify fee assessment and compliance with federal tracking requirements. This policy has been shared with the system accounts receivable staff and has been reviewed by the Academic Affairs Council and the Business Affairs Council. The councils recommend the Board approve the policy clarification/change.

IT WAS MOVED by Regent Wink, seconded by Regent Thares, to approve the first reading of the proposed revisions to BOR Policy 5:5:4, as presented in Attachment I.

#### ROLL CALL:

Brown - AYE

Roberts - AYE

Schaefer - AYE

Schieffer – AYE

Stork - ABSENT

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian – AYE

Motion passed.

A copy of the BOR Policy 5:5:4 – Tuition and Fees: Fees (First Reading) can be found on pages 2771 to 2777 of the official minutes.

#### 5-D Spring 2021 Academic Calendar

Dr. Janice Minder, Interim System Vice President for Academic Affairs, explained that the system office, Council of Presidents, Academic Affairs Council, and various other stakeholders (including but not limited to financial aid staff, academic records staff, students, campus leadership and others) have been discussing/exploring the Spring 2021 calendar. Specifically, discussions have centered on public health policy, the start and end date of the Spring 2021 calendar, and the spring break period.

Dr. Maher said that after conversations with several constituent groups, it is obviously that there is no unanimity in this decision. Students, however, have indicated clearly that they want their holidays. The biggest question that remains is whether we should keep spring break on the calendar as originally planned. Students would like the spring break, but the provosts have recommended breaking up the spring break week and sprinkling those days as "reading days" throughout the year.

The group discussed the intent of breaking up spring break, which is to avoid student travel. After further discussion, the group wasn't convinced that incorporating several three and four day weekends would actual avoid travel and might unintentionally encourage it.

IT WAS MOVED by Regent Roberts, seconded by Regent Schaefer, to leave the academic calendar as scheduled for Spring 2021.

## ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer - AYE

Schieffer – AYE

Stork - AYE

Thares - AYE

Wink – AYE

Morgan – ABSENT

Bastian – AYE

Motion passed.

A copy of the Spring 2021 Academic Calendar can be found on pages <u>2778</u> to <u>2784</u> of the official minutes.

## **BUDGET AND FINANCE**

#### **6-A HEFF Cash Flow Statement**

A copy of the HEFF Cash Flow Statement can be found on pages <u>2785</u> to <u>2788</u> of the official minutes.

## 6-B FY22 Proposed Legislation

A copy of the FY22 Proposed Legislation can be found on page 2789 of the official minutes.

## 6-C BOR Policy 4:5 – Faculty Compensation (Second Reading)

Kayla Bastian, Director of Human Resources, explained that due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there is a need for a Board policy on faculty compensation provisions. This policy establishes the overarching guidance for faculty compensation administration, and seeks to provide a framework that gives flexibility to the universities and Board in the administration of the compensation plan. She said there have been no substantive changes to the policy since the first reading at the August Board of Regents meeting.

IT WAS MOVED by Regent Roberts, seconded by Regent Morgan, to approve the second and final reading of the proposed BOR Policy 4:5 – Faculty Compensation.

#### ROLL CALL:

Brown-AYE

Roberts – AYE

Schaefer – ABSENT

Schieffer – AYE

Stork – ABSENT

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian - AYE

Motion passed.

A copy of the BOR Policy 4:5 – Faculty Compensation (Second Reading) can be found on pages **2790** to **2795** of the official minutes.

## 6-D BHSU Library and Learning Center Renovation Facility Design Plan (FDP)

Kathy Johnson, BHSU Vice President of Finance & Administration, and Randy Culver, BHSU Vice President of Facilities and Sustainability, explained that BHSU is requesting approval of its Facility Design Plan (FDP) for the renovation, remodel, and replacement of infrastructure of the E.Y. Berry Library. They provided details on the project including the anticipated construction timeline.

IT WAS MOVED by Regent Roberts, seconded by Regent Schieffer, to approve BHSU's Facility Design Plan for the E.Y. Berry Library and Learning Center Renovation at a cost not to exceed \$9,695,000, funded by a combination of HEFF, M&R, and other funds.

#### **ROLL CALL:**

Brown - AYE

Roberts – AYE

Schaefer – ABSENT

Schieffer – AYE

Stork-ABSENT

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian – AYE

Motion passed.

A copy of the BHSU Library and Learning Center Renovation Facility Design Plan can be found on pages <u>2796</u> to <u>2860</u> of the official minutes.

## 6-E USD Health Sciences Building Facility Design Plan (FDP)

USD President Sheila Gestring described the need for the new Health Sciences Building. She requested approval of the Facility Design Plan for the project.

IT WAS MOVED by Regent Roberts, seconded by Regent Schieffer, to approve USD's Facility Design Plan for the new Health Sciences Building at a cost not to exceed \$22,000,000.

## **ROLL CALL:**

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - ABSENT

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian - AYE

Motion passed.

A copy of the USD Health Sciences Building Facility Design Plan can be found on pages **2861** to **2872** of the official minutes.

## 6-F NSU Auxiliary System Property Acquisition for Parking

IT WAS MOVED by Regent Roberts, seconded by Regent Schieffer, to authorize NSU to purchase three properties described as 1516 S. Herret Street, Lot 2, Randall's First Subdivision; 1522 S. Herret Street, Lot 6, Block 1 Normal Addition; and 1526 S. Herret Street, Lot 7, Block 1 Normal Addition in Aberdeen, South Dakota, for a total cost of \$262,786.

#### ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork – ABSENT

Thares – AYE

Wink - AYE

Morgan – AYE

Bastian – AYE

Motion passed.

A copy of the NSU Auxiliary System Property Acquisition for Parking can be found on pages <u>2873</u> to <u>2875</u> of the official minutes.

## 6-G BOR Policies 2:29 and 5:6 – FICA Re-Employment Exemption (First Reading)

Heather Forney, System Vice President of Finance & Administration, explained that the proposed policy changes to BOR Policy 5:6 and BOR Policy 2:29 are to make them align with each other and IRS Regulations, IRC Section 3121(b)(10) – Student FICA Exception. The changes also address Re-employment Exemptions (previously known as Unemployment) in BOR Policy 5:6 to align with the standards used for FICA Exemptions.

IT WAS MOVED by Regent Roberts, seconded by Regent Schieffer, to approve the first reading of the proposed BOR Policies 2:29 – Definitions of Credits and Related Institutional Requirement and 5:6 – Student FICA and RA Exemption, as presented.

#### ROLL CALL:

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - ABSENT

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian - AYE

#### Motion passed.

A copy of the BOR Policies 2:29 and 5:6 – FICA Re-Employment Exemption (First Reading) can be found on pages <u>2876</u> to <u>2885</u> of the official minutes.

## **ADJOURNMENT**

IT WAS MOVED by Regent Thares, seconded by Regent Schieffer, to adjourn the meeting.

#### **ROLL CALL:**

Brown - AYE

Roberts – AYE

Schaefer – AYE

Schieffer – AYE

Stork - ABSENT

Thares – AYE

Wink - AYE

Morgan - AYE

Bastian-AYE

Motion passed.

The meeting adjourned at 5:00 p.m.

## Secretary's Executive Session Report

The Board convened in Executive Session pursuant to the vote of the majority of the Board present and voting at its public meeting on <u>Wednesday</u>, <u>October 7, 2020</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-D-Authorize settlement upon terms and conditions substantively similar to those set forth in Attachment I, and to authorize any action(s) necessary and appropriate to effectuate the same.
- 2-E Authorize commencement of the litigation discussed herein, and any action(s) necessary and appropriate to effectuate the same.
- 2-H Adopt the proposed findings and conclusions set for in Attachment I pertaining to DSU Faculty Grievance No. 2020-2.
- 2-J (1) Approve the salary adjustments and appointments as outlined in Attachment I.
- 2-J (3) Award an honorary posthumous Bachelor of Science degree in Agriculture to Logan Nelson (SDSU).
- 2-J (4) Accept the factual findings, conclusions and action taken in the earlier decision, effectively denying SDSU Assistant Professor EEO Appeal No. 2020-02.
- 2-J (5) Award three (3) years of prior service credit toward tenure and three (3) years of prior service credit toward promotion for Dr. Sonja Kraus (USD).

BLACK HILLS STATE UNIVERSITY						
Name	Ttitle	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Whitney Bischoff	Professional Advisor	6/22/2020	Reclassification	\$40,196.00	\$33,388.00	20%

NORTHERN STATE UNIVERSITY						
Name	Ttitle	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Assia Baker	Dir Student Rights/Responsblty	6/22/2020	Permanent Additional Duty Pay	\$57,672.00	\$49,713.00	16%
Janie Borkowski	Assist Dir Student Leadership	6/22/2020	FY Salary Increase	\$36,000.00	\$32,488.98	11%
Douglas Ohmer	Dean School ofBusiness	6/22/2020	Permanent Additional Duty Pay	\$127,000.00	\$115,200.00	10%

SOUTH DAKOTA SCHOOL OF MINES & TECHNOLOGY						
Name Ttitle Effective Date Job Change Reason New Salary Salary					% Increase	
	Research Scientist III		Market Increase	\$76,850.00	\$68,850.00	
Richard Schnee	Associate Professor	6/22/2020	Promotion/Rank Adjustment	\$79,035.00	\$71,850.00	10%

SOUTH DAKOTA STATE UNIVERSITY						
Name	Ttitle	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Jennifer Ball	Associate Professor	6/22/2020	FY Salary Increase	\$120,181.00	\$110,257.00	9%
Kristi Cammack	Director-WRAC	6/22/2020	FY Salary Increase	\$140,721.00	\$130,000.00	8%
Patricia Crawford	Director-School of Design	6/22/2020	FY Salary Increase	\$128,340.00	\$116,175.00	10%
Patricia Crawford	Professor	6/22/2020	FY Salary Increase	\$40,709.00	\$36,675.00	11%
Jeremy Daniel	Associate Professor	6/22/2020	FY Salary Increase	\$120,181.00	\$110,257.00	9%
Bernard Hendricks	Temp Coordinator-Exp/Cont Ed	7/22/2020	Change Salary Rate/Pay Grade	\$38,198.16	\$32,760.00	17%
John Kappes	Professor	6/22/2020	FY Salary Increase	\$132,576.00	\$119,438.00	11%
Kristen Kponyoh	Assistant Director	6/22/2020	FY Salary Increase	\$55,000.00	\$45,019.00	22%
Nicole Lounsbery	Director of Grad School	6/22/2020	FY Salary Increase	\$108,000.00	\$83,564.00	29%
Angela Pillatzki	Associate Professor	6/22/2020	FY Salary Increase	\$127,941.00	\$117,377.00	9%
Connie Strunk	Extension Field Specialist II	6/22/2020	FY Salary Increase	\$75,077.00	\$70,126.00	7%

UNIVERSITY OF SOUTH DAKOTA						
Name	Ttitle	Effective Date	Job Change Reason	New Salary	Previous Salary	% Increase
Ryan Antony	Research Associate II	6/22/2020	Reclassification	\$35,972.00	\$31,000.00	16%
Denise Arrick	Instructor	7/22/2020	Permanent Additional Duties	\$72,270.92	\$65,700.84	10%
Daniel Bird	Associate Professor	6/22/2020	Permanent Additional Duties	\$114,311.84	\$104,681.18	9%
Scott Breuninger	Professor	6/22/2020	Promotion/Rank Adjustment	\$32,636.19	\$30,010.91	9%
Scott Breuninger	Director, Honors Prog	6/22/2020	Promotion/Rank Adjustment	\$59,038.49	\$53,572.39	10%

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Brookney Delgado	Int'l Grad Recruitment Coord	6/22/2020	Permanent Additional Duties	\$46,000.00	\$41,847.02	10%
Abdul Hodge	Assistant Coach - Football	6/22/2020	Permanent Additional Duties	\$50,500.00	\$44,000.00	15%
Martha Miller	Advisor	6/22/2020	Change Salary Rate/Pay Grade	\$36,114.00	\$34,113.74	6%
Jack Sternburg	Research Assistant II	6/22/2020	Reclassification	\$35,942.26	\$28,521.71	26%
Cubie Warren	Assistant Coach-Football	6/22/2020	Permanent Additional Duties	\$41,900.00	\$34,500.00	21%
Mark Weyer	Assoc Dir, Ops and Maint	6/22/2020	Promotion	\$73,620.00	\$64,000.00	15%

APPOINTMENTS REPORTING TO THE PRESIDENT, SUPERINTENDENT or EXECUTIVE DIRECTOR					
NAME	TITLE	EFFECTIVE DATE	SALARY	INSTITUTION	
Lance Roberts	Vice President for Academic Affairs/Provost	8/24/2020	\$230,000.00	SDSMT	
				USD - Sanford School	
Tim Ridgeway	Vice President, Health Affairs/Dean School of Medicine	9/1/2020	\$600,000.00	of Medicine	

SSOM Faculty Rank Requests				
Name	Academic Rank	Department		
Andria Homan	Instructor	Psychiatry		
MacKenzie Mertz	Assistant Professor	Psychiatry		
Nancy Johnson	Associate Professor	Psychiatry		
Susan Howard	Assistant Professor	Psychiatry		
Vivek Anand	Associate Professor	Psychiatry		
Michelle Mayfield Jorgensen	Assistant Professor	Psychiatry		
Serene Thin Elk	Instructor	Psychiatry		
Ellen Knox	Assistant Professor	Psychiatry		
Jamie Messerli	Instructor	Neurosciences		
Yunis Mayasi	Assistant Professor	Neurosciences		
Amber Barnes	Instructor	Neurosciences		
Megan Hegyi	Instructor	Family Medicine		
Delna Thomas	Assistant Professor	Family Medicine		
Brian Tjarks	Assistant Professor	Family Medicine		
Kathryn Dahl	Instructor	Family Medicine		
Tricia Jensen	Instructor	Family Medicine		
Travis Sanger	Assistant Professor	Family Medicine		
Ken Noguchi	Instructor	Family Medicine		
Paul Chlebeck	Assistant Professor	Family Medicine		
Muhammad Zeb	Instructor	Family Medicine		
Tyler Faber	Instructor	Family Medicine		

Nancy Schenk	Assistant Professor	Family Medicine
•		Family Medicine
Jennifer Callahan	Instructor	•
Annai Desious Garrett Sterk	Instructor	Family Medicine
	Instructor	Family Medicine
Joseph Mowery	Assistant Professor	Family Medicine
Adam Zuzelski	Instructor	Family Medicine
Jillianne Murray	Instructor	Family Medicine
David Farber	Assistant Professor	Family Medicine
Barry Hein	Assistant Professor	Family Medicine
Paige Selvey	Instructor	Family Medicine
Mason Tyler	Instructor	Family Medicine
Allison Wood	Assistant Professor	Family Medicine
Joseph Oro	Assistant Professor	Family Medicine
Samuel Zollicker	Assistant Professor	Family Medicine
Megan Hegyi	Instructor	Family Medicine
Delna Thomas	Assistant Professor	Family Medicine
Brian Tjarks	Assistant Professor	Family Medicine
Kathryn Dahl	Instructor	Family Medicine
Tricia Jensen	Instructor	Family Medicine
Travis Sanger	Assistant Professor	Family Medicine
Ken Noguchi	Instructor	Family Medicine
Paul Chlebeck	Assistant Professor	Family Medicine
Muhammad Zeb	Instructor	Family Medicine
Tyler Faber	Instructor	Family Medicine
Nancy Schenk	Assistant Professor	Family Medicine
Jennifer Callahan	Instructor	Family Medicine
Annai Desious	Instructor	Family Medicine
Garrett Sterk	Instructor	Family Medicine
Joseph Mowery	Assistant Professor	Family Medicine
Adam Zuzelski	Instructor	Family Medicine
Jillianne Murray	Instructor	Family Medicine
David Farber	Assistant Professor	Family Medicine
Barry Hein	Assistant Professor	Family Medicine
Paige Selvey	Instructor	Family Medicine
Mason Tyler	Instructor	Family Medicine
Allison Wood	Assistant Professor	Family Medicine
Joseph Oro	Assistant Professor	Family Medicine
Samuel Zollicker	Assistant Professor	Family Medicine
Blake Atwood	Assistant Professor	Internal Medicine
Deborah Majerus	Assistant Professor	Internal Medicine
Anurag Bajaj	Associate Professor	Internal Medicine

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Kristina Harris	Assistant Professor	Internal Medicine
Aron Merchen	Assistant Professor	Internal Medicine
Muhammad Hamza	Instructor	Internal Medicine
Stephen Neabore	Assistant Professor	Internal Medicine
Michele Erickson-Johnson	Assistant Professor	Internal Medicine
Charles Murphy	Assistant Professor	Internal Medicine
Mark Diaz	Assistant Professor	Internal Medicine
Guy Vin Chang	Assistant Professor	Internal Medicine
Joel Van Heukelom	Assistant Professor	Internal Medicine
Hilal Olgun Kucuk	Instructor	Internal Medicine
Madaiah Lokeshwari	Associate Professor	Internal Medicine
Dylan Platt	Instructor	Internal Medicine
Smitha Narayana Gowda	Instructor	Internal Medicine
Oscar Morey Vargas	Assistant Professor	Internal Medicine
Hadi Al-Hasnawi	Assistant Professor	Internal Medicine
Brian Willoughby	Assistant Professor	Internal Medicine
Joel Grow	Assistant Professor	Internal Medicine
Arthur Luka	Assistant Professor	Internal Medicine
Jamie Messerli	Instructor	Neurosciences
Yunis Mayasi	Assistant Professor	Neurosciences
Amber Barnes	Instructor	Neurosciences
Rachel Rodel	Assistant Professor	Obstetrics-Gynecology
Brooke Konz	Instructor	Surgery
Rebekah Wood	Instructor	Surgery
Michael Burt	Instructor	Surgery
Douglas Bell	Assistant Professor	Surgery
Steven Maser	Assistant Professor	Surgery
Matthew Wingate	Assistant Professor	Surgery
Nathan Skelley	Associate Professor	Surgery
Jason LaBrie	Assistant Professor	Surgery
Keung Ung	Assistant Professor	Surgery
Casey Husser	Assistant Professor	Surgery
Tiffany Facile	Instructor	Surgery
Changxing Liu	Assistant Professor	Surgery
Kelly Larson	Assistant Professor	Surgery
Donald Lucek	Assistant Professor	Surgery
Paul Meyer	Assistant Professor	Surgery
Kimberly Tran	Assistant Professor	Surgery
Anjna Singal	Assistant Professor	Surgery
Jessica Reissig	Instructor	Surgery

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Thomas Kenny	Assistant Professor	Surgery
Andrew Ollerton	Assistant Professor	Surgery
Kathryn Anderson	Assistant Professor	Pediatrics
Deborah Tobacco	Instructor	Pediatrics
Maria Barber	Assistant Professor	Pediatrics
Brianna Murphy	Assistant Professor	Pediatrics
Andria Homan	Instructor	Psychiatry
MacKenzie Mertz	Assistant Professor	Psychiatry
Nancy Johnson	Associate Professor	Psychiatry
Susan Howard	Assistant Professor	Psychiatry
Vivek Anand	Associate Professor	Psychiatry
Michelle Mayfield Jorgensen	Assistant Professor	Psychiatry
Serene Thin Elk	Instructor	Psychiatry
Ellen Knox	Assistant Professor	Psychiatry
Blake Atwood	Assistant Professor	Internal Medicine
Deborah Majerus	Assistant Professor	Internal Medicine
Anurag Bajaj	Associate Professor	Internal Medicine
Kristina Harris	Assistant Professor	Internal Medicine
Aron Merchen	Assistant Professor	Internal Medicine
Muhammad Hamza	Instructor	Internal Medicine
Stephen Neabore	Assistant Professor	Internal Medicine
Michele Erickson-Johnson	Assistant Professor	Internal Medicine
Charles Murphy	Assistant Professor	Internal Medicine
Mark Diaz	Assistant Professor	Internal Medicine
Guy Vin Chang	Assistant Professor	Internal Medicine
Joel Van Heukelom	Assistant Professor	Internal Medicine
Hilal Olgun Kucuk	Instructor	Internal Medicine
Madaiah Lokeshwari	Associate Professor	Internal Medicine
Dylan Platt	Instructor	Internal Medicine
Smitha Narayana Gowda	Instructor	Internal Medicine
Oscar Morey Vargas	Assistant Professor	Internal Medicine
Hadi Al-Hasnawi	Assistant Professor	Internal Medicine
Brian Willoughby	Assistant Professor	Internal Medicine
Joel Grow	Assistant Professor	Internal Medicine
Arthur Luka	Assistant Professor	Internal Medicine
Rachel Rodel	Assistant Professor	Obstetrics-Gynecology
Kathryn Anderson	Assistant Professor	Pediatrics
Deborah Tobacco	Instructor	Pediatrics
Maria Barber	Assistant Professor	Pediatrics
Brianna Murphy	Assistant Professor	Pediatrics

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Brooke Konz

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Tiffany Facile

Changxing Liu

Kelly Larson Donald Lucek

Paul Meyer

Kimberly Tran

Jessica Reissig
Thomas Kenny

Andrew Ollerton

Anjna Singal

Keung Ung

Matthew Wingate

Rebekah Wood

Instructor

Instructor

Instructor

Assistant Professor

Assistant Professor

Assistant Professor

Associate Professor

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## **Report to the Board of Regents**

October 7, 2020

President Bastian and the Board of Regents,

On behalf of the South Dakota Student Federation, please see attached our October report. You will find progress reports from the Student Federation as a whole, as well as from each of our member institutions. Specifically, I'd like to highlight the official date of our annual lobbying event **Students for Higher Education Day (SHED): February 22, 2021 at the Capitol Rotunda.** We will send official invitations as the event nears.

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

Best,

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

#### **Attachments:**

Student Federation Progress Report Member Student Associations' Progress Reports



## **Report to the Board of Regents**

October 7, 2020

#### **Student Federation**

Contact: Executive Director Macy Halverson, macy.halverson@coyotes.usd.edu

- <u>Virtual Retreat:</u> We hosted our annual retreat via Zoom with the BOR staff on September 22<sup>th</sup>. We discussed SB 55, Free Speech, the legislative calendar and FAQs, COVID-related experiences on campus, budget requests, and collaboration between university student associations. We listened to presentations from Dr. Maher, Nate Lukkes, Janelle Toman, and Vice President Forney on a variety of topics.
- <u>COVID</u>: Since the start date of the semester, our board has met bi-weekly to collaborate between schools on best practices for handling the COVID-19 pandemic from a Student Association standpoint. These meetings have been incredibly insightful to our members in coming up with new ideas to keep students happy and healthy.

## **Black Hills State University**

Contact: President Juliana Nielsen & Vice President Julianne Graham

- Doing student raffles to reward students for wearing masks
- Promoting Adventure Weekends in the hills to encourage students to stick around
- Campaigning will be this week with elections and homecoming following
- Civic engagement committee is working on getting students registered to vote
- Working on appointing students to administrative committees

#### **Dakota State University**

Contact: President Nathan Harmer & Vice President Rayanne Liester

- Started our Open forums with the DSU President about Racism, Prejudice, & Bias
- DSU to host panel with Cyberspace Solarium Commission
- Athletics are starting to roll with weekly conference meetings.
- Petitions are out and elections are this week

## **Northern State University**

Contact: President Patrick Minihan & Vice President Steve Meyer

- Downward trends for COVID-19
- Homecoming events online or limited capacity events if they are in person

#### South Dakota School of Mines & Technology

Contact: President Shelby Guthrie & Vice President Rosalia Dawley



## **Report to the Board of Regents**

October 7, 2020

- Senate started/donated to the school's food bank to add a hygiene products portion.
- Senate passed a new type of funding going to student organizations called SARE funding to give them money for social/recruitment events.
- President Guthrie and VP Dawley moved onto the Emergency Planning Committee to help handle the COVID-19 crisis.
- Senate elections happening next week.
- Homecoming happening this week, a lot of the bigger events moved to April.

### **South Dakota State University**

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

- **Resolution 20-07-R:** Recognition of healthcare professionals for their outstanding service during the Coronavirus pandemic
- Resolution 20-08-R: Support for public health measures initiated within the city of Brookings

#### **Senate Business:**

• Strategic mentoring program initiated, and senators are scheduling meetings together to discuss goals, ideas, and general questions.

## **University Update:**

• SDSU COVID-19 Dashboard is reporting 33 active cases and 127 individuals in quarantine or isolation (23 of these are in SDSU QIH)

Above numbers retrieved on September 22<sup>nd</sup> at 2:30 PM

#### **University of South Dakota**

Contact: President Abuk Jiel & Carter Larson

 We are continuing to encourage students that just because the numbers are going down, we cannot be comfortable and continue to do our part to protect fellow students. Starting



## **Report to the Board of Regents**

October 7, 2020

Monday September 28, 1% of our population to be tested for COVID-19 every week, from now until Thanksgiving. USD COVID Task force will be selecting individuals from our population of students, staff and faculty, and asking them to voluntarily get tested at Sanford Vermillion. There will be no cost to the individual, or to their insurance.

- Charlie's Cupboard if you are unaware of what that is it's an on-campus pantry free and available to all University of South Dakota students with a current USD student ID. The cupboard celebrated its ribbon cutting on Wednesday, September 9<sup>th</sup> with its grand opening the next day.
- Charlie's Cupboard offers non-perishable grocery items and hygiene products the second and third Thursday of each month from 4-7 pm with plans to expand. The Cupboard served 125 individual students on its grand opening and nearly 150 individual students the following week, above the initial weekly goal.
- The Higher Learning Commission (HLC) Accreditation HLC peer review team joined us on campus and virtually this year, a written response will be completed within the next few weeks. We will have time for corrections and overall the meetings went very well student survey saw a great increase along with great representation from students.
- Esports Room is up and running with 24 New computers and two large TV's this will be great for retention and recruitment on campus.
- Coming soon the first week of October USD will have a reimagined Dakota Days with a mix of virtual and small scale physically distant events around campus the week of.
- Laptops for eligible students through the COVID-19 Cares act have been distributed helping 100 students accommodate to online and hybrid learning.
- Strategic plan is in its final stages and we will see that information very shortly

#### **Regional Grants**

 The Black Hills Playhouse, a non-profit theatre located in Custer State Park near Center Lake, South Dakota, is supported in part by the University of South Dakota College of Fine Arts. The Black Hills Playhouse received a United States Regional Arts Resilience grant and was recognized for its service to rural and underserved communities.



## **Report to the Board of Regents**

October 7, 2020

- The University of South Dakota was awarded a federal Student Support Services (SSS) grant of \$261,888 from the U.S. Department of Education to help more students succeed in and graduate from USD.
- Senate Updates
- Despite COVID restrictions we currently have a full senate with participation increasing from the following years. Our legal aid is in full operation offering virtual meetings with students. Currently senate is incorporating a hybrid model with limited in person meetings following university guidelines for on campus events. We had an opportunity to have a diversity workshop hosted by the director of the center for diversity and community Dr. Laura Chandler. We also want to make sure that students are involved and still trying to have fun on campus, so we are partnering with organizations on campus to celebrate D-days safely.
- At the beginning of September senate discussed the spring academic calendar and wrote up a report for President Gestring and Provost Hakemer. We are still planning to have our senator retreat and get some early preparation for SHED get to know everyone personally and work together on ways to improve student life during this hard time.
- An organization started by a senator called "Get out the yote" to help student register to vote.
- Another student organization that was started on campus "Cultural Wellness Coalition" their mission is to help bring awareness and give students a voice. The organized a March for Black Lives in Vermillion with strong support from the vermillion community university staff administration
- Veteran's Plaza on-campus memorial will be located between the Beacom School of Business, the Al Neuharth Media Center and the School of Law and will commemorate the first 100 years of the Army ROTC at USD, pay tribute to USD's three Congressional Medal of Honor recipients and honor all military members and veterans. The official opening will be veteran's day flag post are up memorial stones are being installed along with visual seating and it's going to truly be a great addition to our campus.
- Lastly the addition of works scholars a program introduced by President Gestring allowing for students to work within the vermillion community and around the state through internships for students who wouldn't have had the ability to and has seen



## **Report to the Board of Regents**

October 7, 2020

positive feedback students where very thankful because many lost out on canceled internships this past summer.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM: 4 – A (1) DATE: October 7, 2020** 

\*

#### **SUBJECT**

New Programs: DSU and SDSU - PhD in Computer Science

## CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval
BOR Policy 2:1 – External Review of Proposed Graduate Programs

## **BACKGROUND / DISCUSSION**

Dakota State University (DSU) and South Dakota State University (SDSU) request authorization to offer PhD programs in Computer Science.

A PhD in Computer Science offers the opportunity to conduct theoretical and practical research in a broad range of subfields of computer science or in the intersection of computer science and other disciplines. The field's interdisciplinary nature means that graduates will be able to work in a wide range of industries in both the private and public sector.

DSU's Intent to Plan was approved at the <u>June 2018</u> Board meeting, and discussion included interest in collaboration between DSU and SDSU (i.e., courses, research, graduate student committees, and the external review required by BOR Policy 2.1). Collaboration will enhance program competitiveness for research funding by leveraging the resources of each institution to create a larger pool of faculty, students, facilities, and equipment.

Both programs will share a common core that will provide an essential body of knowledge for undertaking research in the area. Each program will offer distinct specializations and/or electives to allow students to specialize and tailor their program of study to meet their career goals as professionals in the field. Although both programs are designed to support areas of theoretical/applied research in computer science, DSU will leverage its expertise with applying machine learning, analytics, and information management in areas such as cyber security, and the SDSU program will emphasize expertise in areas such as precision agriculture solutions employing machine learning and data analytics.

(Continued)

## **DRAFT MOTION 20201007 4-A(1):**

I move to authorize DSU and SDSU to offer PhDs in Computer Science, as presented.

New Program: DSU and SDSU Phd Computer Science

October 7, 2020 Page 2 of 2

Per BOR Policy 2:1, an external review of the program was conducted and the final report of the reviewers is included in Attachment II.

### IMPACT AND RECOMMENDATION

The Universities are not requesting any new state resources or any new or increased student fees to implement this program. The courses in the proposed degree program would qualify for existing CSC and INFS course fees.

No new courses will be needed to offer the PhD programs, which will be delivered through a combination of face-to-face and online courses between both schools.

Board office staff recommends approval of the programs.

#### **ATTACHMENTS**

Attachment I – New Program Request Form: DSU and SDSU PhD Computer Science Attachment II – External Program Review Report



## SOUTH DAKOTA BOARD OF REGENTS

## **ACADEMIC AFFAIRS FORMS**

## New Graduate Degree Program

UNIVERSITY:	DSU and SDSU
PROPOSED GRADUATE PROGRAM:	Doctor of Philosophy (Ph. D.) in
	Computer Science (DSU and SDSU)
<b>EXISTING OR NEW MAJOR(S):</b>	Existing
DEGREE:	Doctor of Philosophy
<b>EXISTING OR NEW DEGREE(S):</b>	Existing
INTENDED DATE OF IMPLEMENTATION:	2020-2021 Academic Year
PROPOSED CIP CODE:	11.0101
SPECIALIZATIONS:1	None
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	6/27/2018
UNIVERSITY DEPARTMENT:	Grad Study Electrical Engineering &
	Computer Science (SDSU)
	Beacom College of Computer & Cyber
	Sciences (DSU)
UNIVERSITY DIVISION:	Graduate School (SDSU)
	Beacom College of Computer and
	Cyber Sciences (DSU)

#### **University Approval**

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

	Click here to enter a date.
President of the University, Dakota State University	Date
	Click here to enter a date.
President of the University, South Dakota State University	Date

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

Dakota State University (DSU) and South Dakota State University (SDSU) request authorization to offer Ph.D. programs in Computer Science. The request is in response to a national need for professionals educated in computer science. A Ph.D. in Computer Science offers the opportunity to conduct theoretical and practical research in a broad range of

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

Dakota State University & South Dakota State University New Graduate Degree Program: Ph.D. in Computer Science

subfields of computer science or in the intersection of computer science and other disciplines. The field's interdisciplinary nature means that graduates will be able to work in a wide range of industries in both the private and public sector. Computer science teaches algorithmic and analytical principles that can be applied to develop optimized, and possibly intelligent solutions to various data and process centric problems. Computer science has interdisciplinary relevance to every other discipline, ranging from medical science to liberal arts.<sup>2</sup> According to the Bureau of Labor Statistics: "Computer and information research scientists invent and design new approaches to computing technology and find innovative uses for existing technology. They study and solve complex problems in computing for business, medicine, science, and other fields." In the absence of a Computer Science Ph.D. program, the Universities miss out on various opportunities, including many high paying jobs for graduates, and numerous interdisciplinary grants for researchers.

Collaboration between Dakota State University (DSU) and South Dakota State University (SDSU) will enable cost-savings in program delivery through sharing of courses via distance delivery and sharing of research facilities. Additionally, it will enhance program competitiveness for research funding by leveraging the resources of each institution and create a larger pool of faculty, students, facilities, and equipment.

The South Dakota system of higher education is the only state university system that does not offer a Ph.D. program in computer science. This lessens the ability to keep talented graduate students in the state as they seek opportunities for advanced studies out of state.

Both universities regularly receive inquiries about a Ph.D. program in computer science from students wishing to study in South Dakota.

# 2. How does the proposed program relate to the university's mission and strategic plan, and to the current Board of Regents Strategic Plan 2014-2020?<sup>4</sup>

The Legislature established Dakota State University as an institution specializing in programs in computer management, computer information systems, and other related undergraduate and graduate programs as outlined in SDCL 13-59-2.2. The Beacom College of Computer and Cyber Sciences provides complete realization of this mission in its programs related to computer science, network administration, computer game design and cybersecurity. The Board implemented SDCL 13-59-2.2 by authorizing undergraduate and graduate programs that are technology-infused and promote excellence in teaching and learning. These programs support research, scholarly and creative activities and provide service to the State of South Dakota and the region.

### A STEM University

In pursuing this state mandated mission in computing and informational sciences, enrollment at DSU shows 1555 STEM students, or approximately 66.7% of student population<sup>5</sup>. Enrollment

<sup>&</sup>lt;sup>3</sup> https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm?view\_full

<sup>&</sup>lt;sup>4</sup> South Dakota statutes regarding university mission are located in SDCL 13-57 through 13-60; Board of Regents policies regarding university mission are located in Board Policies 1:10:1 through 1:10:6. The Strategic Plan 2014-2020 is available from <a href="https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16\_BOR1014.pdf">https://www.sdbor.edu/the-board/agendaitems/Documents/2014/October/16\_BOR1014.pdf</a>.

<sup>&</sup>lt;sup>5</sup> US Department of Homeland Security, Fact Book SD Board of Regents, and the Consortium for Student Retention Data Exchange (2018).

Dakota State University & South Dakota State University New Graduate Degree Program: Ph.D. in Computer Science

at DSU in STEM fields show just how committed the institution is to its mission and encourages us to maintain a steady focus on these fields in our mission-driven decision making. Our mission specificity and U.S. workforce data suggests large increases in workforce demand for cyber security professionals. We have responded through our DSU Rising Initiatives, which include but are not limited to:

- 1) The Aug. 20, 2017 opening of the Beacom Institute (the first LEED version 4 building in South Dakota) dedicated to computing and cyber sciences instruction including a Computer game design suite, Animation lab, Network and security administration lab all in its 31,000 Sq. ft. imprint.
- 2) The Fall 2019, opening of the Madison Cyber Labs, a research and development facility with hub of cybersecurity and cyber operations expertise, education, applied research and economic development.
- 3) Collaborations with prominent STEM-related federal agencies to promote cyber science education, research and workforce development.

The Legislature established South Dakota State University as the Comprehensive Land Grant University to meet the needs of the State and region by providing undergraduate and graduate programs of instruction in the liberal arts and sciences and professional education in agriculture, education, engineering, human sciences, nursing, pharmacy, and other courses or programs as the Board of Regents may determine (SDCL 13-58-1). SDSU's Jerome J. Lohr College of Engineering supports a variety of engineering programs as well as undergraduate and graduate computer science programs. The proposed doctoral program is consistent with the statutory mission of South Dakota State University, as provided in SDCL 13-58-1 with its focus on applied and theoretical research. The program will add to the knowledge and increase the number of highly skilled graduates available to work in South Dakota and the surrounding area.

The purpose of the proposed Ph.D. programs is to advance the following systems strategic goals (Policy 1:21) and State initiatives:

- Expand graduate education.
- Enhance competitiveness for research funding: Doctoral students are skilled researchers who enable our universities to propose greater quantity and quality research activities.
- Encourage student engagement in research: The robust research programs that accompany Ph.D. programs create new research opportunity for our current undergraduate students.
- Support the needs of South Dakota and regional industries with the talent and technological expertise needed in today's economy.

This program supports several DSU goals found in its strategic plan<sup>6</sup> Excellence through Innovation 2020; Grow to Thrive - By improving access and opportunity, DSU will enroll, retain, and graduate a larger, more diverse student body, Innovate to Transform - Continuously enhance our academic programs, university facilities, student services, and campus technologies to become a more effective and efficient university, and Collaborate to Lead - By fostering collaborative relationships with internal and external stakeholders, DSU will expand educational opportunities for students.

<sup>&</sup>lt;sup>6</sup> https://dsu.edu/assets/uploads/resources/Strategic-Plan.pdf

The program is consistent with SDSU's current strategic plan Imagine 2023: Aspire. Discover. Achieve. Imagine 2023 includes the over-arching strategic goal: Foster Innovation and Increase Research, Scholarship, and Creative Activity (RSCA) along with more specific action steps [1] Strengthen the leadership and personnel infrastructure for innovation, RSCA, and economic development to serve the state, region, nation, and world. And [2] Increase, optimize, and align the physical resources and investments for innovation, RSCA, and economic development.

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

Federal and state governments, large- and medium-size corporations, the military, including the National Guard and Reserve, need people educated with the knowledge and skills required in the doctoral level degree in computer science. The national job outlook for graduates with a terminal degree in computer science is very strong. The Bureau of Labor Statistics forecasts the need for 33,480 more computer science professionals by 2026 than the United States had in 2016 (27,900) which is an increase of 19%. The primary purpose for proposing this program is workforce development, as the United States anticipates dramatic workforce demand in computer science professionals. Computer science professionals who write, test and debug code have a median pay of \$111,840 per year.<sup>8</sup>

Occupational projections for computer science related professions within South Dakota indicate strong demand, as described below:

South Dakota Department of Labor and Regulation Occupational Estimates and Projections, 2014-2024 Selected Occupations Related to Computer Science<sup>9</sup>

		2014	2024	Total 2014-2024	2014-2024 Annual	Total
	Occupatio	Estimated Employme	Projected Employme		Average Percent	Total Percent
Occupation	n Code	nt	nt	nt Change	Change	Change
Computer and Mathematical	150000	7,437	8,251	814	1.04%	10.95%
Computer Network Architects	151143	191	207	16	0.81%	8.38%
Computer Network Support	151152	759	831	72	0.91%	9.49%
Specialists						
Computer Occupations, All	151199	203	211	8	0.39%	3.94%
Other						
Computer Programmers	151131	609	564	-45	-0.76%	-7.39%
Computer Systems Analysts	151121	580	694	114	1.81%	19.66%

<sup>&</sup>lt;sup>7</sup> https://www.sdstate.edu/sites/default/files/2018-01/imagine 2023 012318 online spread.pdf

<sup>8</sup> https://www.bls.gov/ooh/computer-and-information-technology/computer-and-information-research-scientists.htm?view\_full

<sup>&</sup>lt;sup>9</sup> South Dakota estimates and projections from South Dakota Department of Labor http://dlr.sd.gov/lmic/default.aspx

	Occupatio	2014 Estimated Employme	2024 Projected Employme	Total 2014-2024 Employme	2014-2024 Annual Average Percent	Total Percent
Occupation	n Code	nt	nt	nt Change	Change	Change
Computer User Support	151151	1,687	1,872	185	1.05%	10.97%
Specialists						
Information Security Analysts	151122	146	168	22	1.41%	15.07%
Network and Computer Systems	151142	1,645	1,802	157	0.92%	9.54%
Administrators						
Software Developers,	151132	852	994	142	1.55%	16.67%
Applications						
Software Developers, Systems	151133	238	272	34	1.34%	14.29%
Software						
Statisticians	152041	22	28	6	2.44%	27.27%
Web Developers	151134	309	383	74	2.17%	23.95%

# United States Department of Labor Occupational Estimates and Projections, 2016-2026 Selected Occupations Related to Computer Science<sup>10</sup>

	SOC		Employme	nt Change	Employme nt Change	Occupatio nal	2016 Median Annual
Occupation Title	Code	nt 2016	nt 2026	2016-2026	Percent	<b>Openings</b>	Wage
Computer and information research scientists	15-1111	27.9	<sup>3</sup> 3.2	5.4	19.2	2.5	111,840
Computer and information systems managers	11-3021	367.6	411.4	43.8	11.9	32.5	135,800
Computer hardware engineers	17-2061	73.6	77.6	4.0	5.5	5.1	115,080
Computer network architects	15-1143	162.7	173.1	10.4	6.4	11.7	101,210
Computer network support specialists	15-1152	198.8	214.8	16.1	8.1	16.5	62,670
Computer numerically controlled machine tool programmers, metal and plastic	51-4012	25.1	29.2	4.1	16.3	3.1	50,580
Computer occupations, all other	15-1199	287.2	313.1	25.9	9.0	22.3	86,510
Computer programmers	15-1131	294.9	272.3	-22.6	-7.6	15.4	79,840

<sup>&</sup>lt;sup>10</sup> Estimates and projections from United States Department of Labor <a href="https://data.bls.gov/projections/occupationProj">https://data.bls.gov/projections/occupationProj</a>

Occupation Title	SOC Code	Employme nt 2016	Employme		Employme nt Change Percent	-	2016 Median Annual Wage
Computer science teachers, postsecondary	25-1021	39.7	42.8	3.2	8.0	3.4	77,570
Computer systems analysts	15-1121	600.5	653.5	53.0	8.8	44.8	87,220

#### 4. How will the proposed program benefit students?

The 44th annual Computing Research Association (CRA) Taulbee Survey (2014) reports that among all new 2013-14 Ph.D. graduates in computer science seeking jobs in North America, 57.5% were hired by industries, 27.3% were hired by academia, 3% were hired by the government, 1.2% were self-employed, and only 0.7% were unemployed at the time of the survey.<sup>2</sup> The Bureau of Labor Statistics projects that the number of jobs requiring a doctorate degree in Computer Science will increase by 15.3% by the year 2022 (Table 2).<sup>11</sup>

Computer and Mathematical Occupations Employment by Educational Requirement, 2012 and projected 2022 (employment in thousands)

	Emplo	yment	Projected change, 2012–2022		
<b>Education Level</b>	2012	2022	Number	Percent	
Bachelor's degree	2,893.1	3,415.2	522.1	18.0	
Some college, no degree	547.7	658.5	110.8	20.2	
Associate's degree	316.1	356.6	40.6	12.8	
Master's degree	31.1	39.2	8.2	26.3	
Doctoral or professional degree	26.7	30.8	4.1	15.3	

South Dakota currently does not produce doctoral candidates in this area. Doctorate degrees are necessary to fill jobs and help with research at the federal, state, local and corporate levels. Offering a Ph.D. in Computer Science will help students in filling those jobs. Computer science provides graduates with the tools, knowledge, and vision to build systems and applications and these students will be the beneficiaries of good, relatively high paying career-predictive jobs. This program will further strengthen current programs in cyber operations and cyber defense by creating expertise among the faculty in the area of artificial intelligence and software development, the emerging tools of cyber infrastructure.

According to FederalPay.org, computer scientist was the 146th most popular job in the U.S. Government in 2016, with 1,306 employed. The most common payscale was the general schedule payscale.<sup>12</sup> In 2016, the Federal Aviation Administration hired the most employees titled Computer Science, with an average salary of \$123,922.<sup>13</sup> According to US News, Computer Science is number four on the list of fields in which doctorates lead to jobs.<sup>14</sup> And

<sup>11</sup> https://www.bls.gov/opub/mlr/2013/article/occupational-employment-projections-to-2022.htm

<sup>12</sup> https://www.federalpay.org/gs

<sup>13</sup> https://www.federalpay.org/employees/federal-aviation-administration

<sup>14</sup> https://www.usnews.com/education/best-graduate-schools/articles/2017-04-03/4-fields-where-doctorates-lead-to-jobs

according to fortune.com, a Ph.D. in Computer Science is #3 on the Best 15 Graduate Degrees for Jobs (M.S. in Computer Science is #6). 15

Agencies hiring Computer Scientist <sup>16</sup>	<b>Employees Hired</b>	Average Salary
Federal Aviation Administration	225	\$123,921.56
National Institute of Standards and Technology	194	\$131,781.84
National Institutes of Health	167	\$133,210.54
Federal Bureau of Investigation	118	\$101,699.68
Ames Research Center	64	\$153,990.83
Geological Survey	60	\$98,055.23
Centers for Disease Control and Prevention	58	\$113,983.22
National Science Foundation	50	\$167,286.82
Food and Drug Administration	49	\$109,529.96
Internal Revenue Service	39	\$130,484.03

The program offers a growing number of students an opportunity for specialized training in computer science. The number of students graduating from DSU, SDSU, and other regental schools in computer science-related majors has grown exponentially. This trend is mirrored regionally and nationally. This program offers an opportunity for highly specialized skills sets in a field requiring more specialized training and am opportunity for students to stay in the state to obtain them.

SD Public University Graduates in Computer Science and Information Systems

Baccalaureate Degrees Conferred	DSU	NSU	SDSMT	SDSU	USD	System
2012 Graduates	92	3	20	12	7	134
2013 Graduates	95	5	19	22	5	146
2014 Graduates	112	3	13	24	9	161
2015 Graduates	110	1	21	24	8	164
2016 Graduates	124	5	30	17	11	187
2017 Graduates	151	2	18	31	10	212
2018 Graduates	183	3	27	30	16	259
Total Graduates	867	22	148	160	66	1263

From the 2013-2019 SDBOR Fact Books

**Opportunities for funded and disciplinary research.** The proposed program will help to attract and retain high-quality faculty members with active research agendas in computer science and related fields. Students enrolled in this proposed program will have opportunities to participate in that research which will shape their own emerging research agenda.

#### 5. Program Proposal Rationale:

A. If a new degree is proposed, what is the rationale?<sup>17</sup>

<sup>&</sup>lt;sup>15</sup> http://fortune.com/2016/03/21/best-worst-graduate-degrees-jobs-2016/

<sup>16</sup> https://www.federalpay.org/employees/occupations/computer-science

<sup>&</sup>lt;sup>17</sup> "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

Both institutions are authorized to offer the Ph.D.

#### B. What is the rationale for the curriculum?

DSU and SDSU are both proposing to offer a Ph.D. in Computer Science. Both programs will share a common core that will provide an essential body of knowledge for undertaking research in the area. Each program will offer distinct specializations and/or electives in order to allow students to specialize and tailor their program of study to meet their career goals as professionals in the field. Although both programs are designed to support areas of theoretical/applied research in computer science, DSU will leverage its expertise with applying machine learning, analytics, and information management in areas such as cyber security, while the SDSU program will emphasize expertise in areas such as precision agriculture solutions employing machine learning and data analytics.

The two programs will benefit by being able to use faculty strengths available at both schools to strengthen students' course and research options. Jointly, the DSU and SDSU faculty will offer a program that will fully prepare students to meet the needs of South Dakota and the region.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. Complete the tables below and explain any unusual aspects of the proposed curriculum?

National standards do not exist for a Ph.D. in Computer Science.

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

Ph. D. in Computer Science @ DSU & SDSU	<b>Credit Hours</b>	Percent
Required courses, all students	18	25%
Electives	24-30	33-42%
Dissertation	24-30	33-42%
Total Required for the Degree Total	72	100%

**Required Courses** 

				Credit	New
<b>Prefix</b>	Number	Course Title	Locations	Hours	(yes, no)
CSC	705	Design and Analysis of Computer	DSU &	3	No
		Algorithms	SDSU		
CSC	710	Structure and Design of Programming	DSU &	3	No
		Languages	SDSU		
CSC	718	Operating Systems & Parallel	DSU	3	No
		Programming			
CSC	720	Theory of Computation	DSU &	3	No
			SDSU		
CSC	722	Machine Learning Fundamentals	DSU	3	No
CSC	770	Software Engineering Management	SDSU	3	No
	•		Subtotal	18	

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

Complete 18 credits with two courses from each of the 3 areas listed below. Theory, Systems, Application.

Choose remaining elective courses (6 - 12 credits) with advisor approval from graduate level CSC, INFA, INFS, MATH, STATS, or other approved areas (supporting dissertation research).

A maximum of 9 credits at the 500 (or equivalent) level can be applied as Elective in the program.

Theory Courses (must select minimum of two)CSC533Computer GraphicsDSCSC547Artificial IntelligenceDSCSC574Computer NetworksSD	U & SU	yes, n  No  No	
CSC 533 Computer Graphics DS SD CSC 547 Artificial Intelligence SD CSC 574 Computer Networks SD CSC 574 Computer Networks	U &		
CSC 547 Artificial Intelligence DS SD CSC 574 Computer Networks SD	U &		
CSC 547 Artificial Intelligence DSC SDC S74 Computer Networks SDC	U & .	2 No.	
CSC 574 Computer Networks SD		2 No	
CSC 574 Computer Networks SD	SU	3 No	
		3 No	
CSC 748 Software Exploitation DS	SU :	3 No	
INFA 723 Cryptography DS	SU :	3 No	
INFS 766 Advanced Database DS	SU :	3 No	
		3 No	
	U & :	3 No	
	SU		
		3 No	
		3 No	
**		3 No	
Systems Courses (must select minimum of two)		_	
CSC 574 Computer Networks SD	OSU :	3 No	
or CSC 750 IT Infrastructure, Technology and DS	SU :	3 No	
Network Management		3   110	
	U & :	3 No	
	OSU .	3   110	
1 8		3 No	
Fundamentals		3   110	
CSC 716 Secure Software Engineering DS	SU :	3 No	
INFS 760 Enterprise Modeling and Data DS	SU :	3 No	
Management			
Application Courses (must select minimum of two)			
	OSU :	3 No	
	OSU :	3 No	
CSC 630 Principles of Data Base Systems SD	OSU :	3 No	
Design			
	OSU :	3 No	
Processing			
INFA 701 Principles of Information Assurance DS	SU :	3 No	
INFA 735 Offensive Security DS	CII	3 No	

				Credit	New
Prefix	Number	Course Title	Locations	Hours	(yes, no)
INFS	730	Web Application Development	DSU	3	No
INFS	736	Technology for Mobile Devices	DSU	3	No
INFS	764	Information Retrieval	DSU	3	No
INFS	766	Advanced Databased	DSU	3	No
MATH	773	Numerical Optimization	SDSU	3	No
MATH	774	Advanced Scientific Computation	SDSU	3	No

#### **Dissertation:**

With advisor approval, credits will be applied for work related to students' dissertation research.

• DSU students will be required to take the following as part of Dissertation work:

CSC 804 – Research Methodologies (3 cr.)

CSC 809 – Dissertation Preparation (3 cr.)

#### 6. Student Outcomes and Demonstration of Individual Achievement

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

Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.

The student learning outcomes were developed to ensure that all graduates are prepared to enter employment in industry, as post-doctoral researchers, or faculty in higher education. Upon graduation, graduates of either school will:

- Be able to demonstrate a broad and comprehensive understanding of core knowledge and fundamental principles in computer science.
- Be able to demonstrate conceptual knowledge and ability to demonstrate prevalent technologies of computer science.
- Be able to demonstrate a highly developed knowledge of literature in their area of computer science or closely related research.
- Be able to effectively formulate, execute, communicate, present, and defend the result and conclusions of original research.
- B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

None

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

<sup>&</sup>lt;sup>18</sup> What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

Mastery will be demonstrated through assessment of the student learning outcomes. Specifically, upon completion of courses students will have demonstrated mastery through the following assessment measures:

- In individual classes, mastery will be demonstrated by written tests, written papers, oral presentations, and programming projects.
- All students will be required to take a written comprehensive examination of the 6 course courses required of all students.
- All students will be required to hold an oral defense of their dissertation work which can include questions on all courses taken by the student.

DSU and SDSU graduate policies require that the program submit an annual assessment report on achievement of student learning outcomes. Once the program is approved, program faculty will meet to ensure a common set of policies, guidelines, and expectations are in place.

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

The proposed Ph.D. in Computer Science will be offered in both face-to-face and online classes between schools. A number of instructional strategies which capitalize on the use of classroom-based and distributed technologies will be used. Those approaches include seminar, labs, guided research and other interaction heavy components between instructor and doctoral students that encourage the participation of the students. Courses will be supported with D2L courseware for virtual networking, assignment submission, and class discussion. Other applications and tools will encourage small group collaborations, virtual information sessions. Point-to-point and multi-user video platforms will support synchronous dissertation committee work.

DSU has invested heavily in a virtualized infrastructure to allow for technical, hands-on experiences for students on campus and at a distance. This VMware environment has been instrumental in the online delivery of the undergraduate computer science and computer and network security majors as well as the graduate degrees in Cyber Operations and Cyber Defense. Educational experiences for students are greatly enhanced through these applied, hands-one technology-based activities.

The DSU Office of Graduate Studies and the Office of Online Education will support the Beacom College of Computing and Cyber Sciences in delivery of the Ph.D. Computer Science program, courses, and student services. We will also comply with ADA Accessibility standards to offer students with special needs the best in barrier free learning.

8. Did the University engage any developmental consultants to assist with the development of the curriculum?<sup>19</sup> Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

<sup>&</sup>lt;sup>19</sup> Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

None.

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

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates (DSU)	FY 21	FY 22	FY 23	FY 24
Students new to the university	2	4	6	8
Students from other university programs	2	2	2	2
Continuing students	0	4	10	18
=Total students in the program (fall)	4	10	18	28
Program credit hours (major courses)**	72	180	324	504
Graduates	0	0	0	4

	Fiscal Years*				
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	
Estimates (SDSU)	FY 21	FY 22	FY 23	FY 24	
Students new to the university	2	4	6	8	
Students from other university programs	2	2	2	2	
Continuing students	0	4	10	18	
=Total students in the program (fall)	4	10	18	28	
Program credit hours (major courses)**	72	180	324	504	
Graduates	0	0	0	4	

<sup>\*</sup>Do not include current fiscal year.

The estimated number of students enrolling into the program is based on information from recent graduates with an M.S. in Computer Science that indicated they wish to pursue a Ph.D. It is expected that students currently in similar Ph.D. programs at SDSU (Computational Science and Statistics, Geospatial Science and Engineering, and Electrical Engineering) may decide to pursue the computer science option instead.

Over the last five years, eleven graduates of SDSU's M.S. in Computer Science program have completed a Ph.D. in Computer Science at another institution or are in the process of working towards that degree. All have stated that they would have continued their studies at SDSU if the degree was offered. Currently, three SDSU M.S. students are applying at other universities and would stay here if the Ph.D. program is offered.

Year	Number of Students entering a Ph. D. program
2019	3 – currently applying
2018	1 – University of Lincoln Nebraska
2017	0

<sup>\*\*</sup>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.

Year	Number of Students entering a Ph. D. program
2016	1 – Univ. of King Saudi
2015	1 – Washington State University
2014	3- Texas Tech, University of Iowa, & Washington University in St. Louis

In addition to current M.S. students, SDSU receives approximately 2-4 emails monthly with inquiries about a Computer Science Ph.D. Even if only 10% chose to come to SDSU this would amount 3-5 students yearly.

The M.S. in Computer Science at DSU currently acts as a feeder to the Doctor of Cyber Security or Doctor of Information Systems programs. A M.S. in Computer Science is required for the Cyber Ph.D. Several MSCS graduates have gone on to these other programs as a substitution for a Ph.D. in Computer Science and have indicated that they would have preferred a Computer Science Ph.D. program. DSU's MSCS program also receives several inquiries a semester about the availability of a Ph.D. program directly or regarding the ability to continue into a Computer Science Ph.D. program at DSU. DSU currently has Computer Science instructors with aspirations to go beyond their M.S. in Computer Science and attain a Ph.D. and would prefer not to have to go out of state. The program being offered at both SDSU and DSU will also allow similar faculty at other SD schools the opportunity to stay in state for their Ph.D. as well. DSU has also had inquiries from outside entities on the possibility of them supporting targeted research efforts at DSU with doctoral level students in Computer Science.

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

Not available.

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

None

### 12. Delivery Location<sup>20</sup>

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

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

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

<sup>&</sup>lt;sup>20</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

	Yes/No	If Yes, methods <sup>21</sup>	identify	delivery	Intended Start Date
<b>Distance Delivery</b>	No				
(online/other distance					
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 certificate through distance learning (e.g., as an online program)? <sup>22</sup>

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

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

The Universities are not requesting any new state resources or any new or increased student fees to implement this program. The courses in the proposed degree program would qualify for existing CSC and INFS course fees.

The Jerome J. Lohr College of Engineering will support two Graduate Research Assistants for the start-up support of the program. Additional GRAs will be supported by individual researchers' funds. Overall, budget summary shows expenses of \$66,621 in year one increasing to \$162,301 in year four. This is balanced by projected revenues of \$67,166 in year one and increasing to \$230,159 in year four. Positive cash flow of \$545 is projected in the first year and will increase each year (and remain positive) to \$67,858 in year four.

DSU - As we begin to offer the PhD in computer science, we will need additional faculty resources as the enrollment grows as we offer more sections of courses and provide adequate mentoring for students and supervision of dissertation work. We are phasing in the necessary faculty resources adding .50 FTE each year after the first year through the fourth year. Due to the increased faculty needs, the program net revenue is marginal in years two through four but also the university's re-direction of funds is also marginal. Once the program enrollment stabilizes at 30 students after the fourth year, we are confident that the program will be self-sustaining and will not require continued university re-direction funds.

14. Board Policy 2:1 states: "Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director." Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact

<sup>&</sup>lt;sup>21</sup> Delivery methods are defined in AAC Guideline 5.5.

<sup>&</sup>lt;sup>22</sup> This question responds to HLC definitions for distance delivery.

information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

Barrett Bryant, Ph.D.

Professor and Chair of Computer Science and Engineering

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P: 940-565-2803, F: 940-565 2799 Email: Barrett.Bryant@cse.unt.edu Website: http://www.cse.unt.edu/~bryant

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Professor, Cyber Systems

Former Chair – Dept. of Computer Science and Information Technology

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Kearney, NE 68849 P: 308-865-8123

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Kendall E. Nygard

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Il-Yeol Song, Ph.D.

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Website: https://drexel.edu/cci/about/directory/S/Song-Il-Yeol/

<b>15.</b> ]	Is the university request	ing or intending to r	equest permission f	for a new fee or	to attach
:	an existing fee to the pro	gram? If yes, explain	<i>î</i> .		



Explanation (if applicable):

The Ph.D. in Computer Science program will be supported from the same CSC and INFS program fees applied to existing programs.

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

YI
----

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

X NO,

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

#### 17. Additional Information:

#### **Admission Requirements:**

South Dakota State University Graduate School requires:

- A minimum GPA of 3.0 to receive unconditional admission.
- A professional academic transcript evaluation for degrees earned outside the United States (This requirement cannot be waived unless your highest degree was earned or will be earned in the U.S. prior to enrollment at SDSU).
  - o If you are completing your bachelor's degree at the time of application, you may submit an incomplete evaluation. If you are accepted, a complete transcript and/or evaluation with completed degree will be required by the end of your first semester of coursework.
- Official U.S. transcripts where a degree is earned (or will be earned), and official U.S. transcripts where graduate level coursework has been taken.
- A minimum TOEFL score of 525 paper-based, 197 computer-based, or 71 Internet based, or IELTS score of 5.5.

Dakota State University Graduate School Requirements: (Ph.D. CSC)

- For unconditional admission:
  - 1. A baccalaureate degree in computer science (or closely related field) from an institution of higher education with full regional accreditation for that degree.

> International students must have an undergraduate (bachelor's) degree that is the equivalent to a four-year undergraduate degree in the U.S.

- 2. Students who are accepted into the program but do not hold a B.S. in Computer Science may be required to show competency areas such as Data Structures, Assembly Language, Operating Systems, Language Processing, Programming Languages, Discrete Mathematics. These competencies may be met with transcripted coursework or less-formal means such as experiences which demonstrate to the Admissions Committee gained competence in a knowledge area. Any remaining knowledge deficiency requirements will be included as part of the student's formal Plan of Study (POS) as additional required credits.
- 3. A minimum grade point average of 3.0
- 4. Students who have not earned a baccalaureate degree in computer science (or closely related field) from an institution of higher education with full regional accreditation for that degree are required to take the GRE (see Standardized Graduate Admission Tests (GRE/GMAT) under Admissions to Graduate school.
- 5. Demonstration of sufficient proficiency in written and oral English as noted below (applies to international applicants only)

#### International/Foreign Students

The Department of State and SEVP (the Student and Exchange Visitor Program) requires all international applicants to demonstrate sufficient English proficiency. Applicants whose native language is not English, and who have not obtained an undergraduate or graduate degree from an accredited American college or university must demonstrate English proficiency by one of the following:

1. TOEFL iBT: 76 2. TOEFL PBT: 550

3. IELTS: 6.0

4. PTE Academic: 53

5. Completion of ELS Level 112

6. GTEC CBT: 1200

International students, except for those entitled to establish a legal domicile in South Dakota, are required to purchase the South Dakota Board of Regents' endorsed student health insurance plan for themselves. (See BOR Policy 3:14). F-1 visa holders are required to have health insurance during their entire state in the United States, as well. Upon admission, the Certificate of Financial Responsibility and official proof of financial ability (official bank statements and notarized letters of support) must be received before the University can issue Form I-20. It is strongly suggested that applicants submit these documents along with the rest of their application materials to reduce any delay in arranging their F-1 visa appointment.

International students, except for those entitled to establish a legal domicile in South Dakota, are required to purchase the South Dakota Board of Regents' endorsed student health insurance plan for themselves, their spouses and their dependents. (See BOR Policy 3:14).

## Appendix A Individual Student Outcomes and Program Courses

	Program Courses/Credits that Address the Outcomes				
Individual Student Outcome	Required Support Dissert				
marvidual statem stateme	Courses	Courses	B issertation		
Be able to demonstrate a broad and comprehensive understanding of core knowledge and fundamental principles in computer science	*	*	*		
Be able to demonstrate conceptual knowledge and ability to demonstrate prevalent technologies of computer science	*	*	*		
Be able to demonstrate a highly developed knowledge of literature in their area of computer science or closely related research	*	*	*		
Be able to effectively formulate, execute, communicate, present, and defend the result and conclusions of original research		*	*		

## Appendix B Budget

Duaget						
Dakota State University, Ph.D. in Computer Science						
1. Assumptions	1st	2nd	3rd	4th		
Headcount & hours from proposal		FY20	FY21	FY22	FY22	
Fall headcount (see table in proposal)		4	10	18	28	
Program FY cr hrs, On-Campus		72	180	324	504	
Program FY cr hrs, Off-Campus		0	0	0	0	
Faculty, Regular FTE	See p. 3	0.00	0.50	1.00	1.50	
Faculty Salary & Benefits, average	See p. 3	\$118,731	\$118,731	\$118,731	\$118,731	
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0	
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000	
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00	
Other Salary & Benefits, average	See p. 3	\$10,070	\$10,070	\$10,070	\$10,070	
2. Budget	•					
Salary & Benefits						
Faculty, Regular		\$0	\$59,366	\$118,731	\$178,097	
Faculty, Adjunct (rate x number of cour	rses)	\$0	\$0	\$0	\$0	
Other FTE	)	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
S&B Subtotal		<u>\$0</u>	\$59,366	\$118,731	\$178,097	
Operating Expenses			, ,	, ,	, ,	
Travel		\$1,000	\$2,000	\$2,500	\$3,000	
Contractual Services		\$0	\$0	\$0	\$0	
Supplies & materials		\$1,000	\$1,000	\$1,500	\$2,000	
Capital equipment		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
OE Subtotal		\$2,000	\$3,000	\$4,000	\$5,000	
Total		\$2,000	\$62,366	\$122,731	\$183,097	
3. Program Resources						
Off-campus support tuition/hr, HEFF						
net	GR	\$403.23	\$403.23	\$403.23	\$403.23	
Off-campus tuition revenue	hrs x amt	\$0	\$0	\$0	\$0	
On-campus support tuition/hr, HEFF	CD	¢202.01	<b>#202.01</b>	<b>#202.01</b>	<b>#202.01</b>	
net	GR	\$292.01	\$292.01	\$292.01	\$292.01	
On-campus tuition revenue	hrs x amt	\$21,024	\$52,561	\$94,610	\$147,171	
Due come for mon and a (if a con-	\$70.20	Ø 5 0 5 4	¢10.626	¢22 745	¢25 201	
Program fee, per cr hr (if any)	\$70.20	\$5,054	\$12,636	\$22,745	\$35,381	
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0	
University redirections		\$0	\$0	\$6,000	\$1,000	
Community/Employers		\$0	\$0	\$0	\$0	
Grants/Donations/Other		\$0	\$0	\$0	\$0	

\$123,355

\$183,552

\$65,197

**Total Resources** 

Total Resources	\$20,077	Φ05,177	\$1 <b>23,33</b> 3	\$105,552
Resources Over (Under) Budget	\$24,079	\$2,831	\$624	\$455
Provide a summary of the program costs and resources	,			
		-		
Estimated Salary & Benefits per FTE	Faculty	Other		
Estimated salary (average) - explain below	\$95,000	\$0		
(see				
University's variable benefits rate below)	0.1438	0.1438		
Variable benefits	\$13,661	\$0		
Health insurance/FTE, FY20	\$10,070	<u>\$10,070</u>		
Average S&B	\$118,731	\$10,070		
Explain faculty used to develop the average salary &		used. Enter	amount above.	
Used average Computer Science faculty for this salar	ry.			
Explain adjunct faculty costs used in table:  0 courses per year to be taught by adjuncts at \$0,000	ner course			
o courses per year to be taught by adjuncts at \$0,000	per course.			
Explain other [for example, CSA or exempt] salary &	b henefits. Enter an	nount above		
Explain other [for example, Cort of exempt] salary of	e deficites. Enter an	ilouiii aoove.		
Summarize the operating expenses shown in the table	<del>2</del> :			
8 - 1	-			
Summarize resources available to support the new pr	ogram (redirection	, donations,	grants, etc).	
^^	- ,		- /	

\$26,079

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

		HEFF &		
Off-Campus Tuition, HEFF & Net	<b>FY20</b>	EUC	Net	_
Undergraduate	\$351.25	\$49.39	\$301.86	Change cell on page 1
Graduate	\$465.80	\$62.57	\$403.23	to point to your net
Externally Supported	\$40.00			

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

On-Campus Tuition, HEFF & Net	<b>FY20</b>	HEFF	Net	
UG Resident - DSU, NSU, SDSU,				•
USD	\$251.35	\$28.91	\$222.44	Change cell on page 1
UG Resident - BHSU	\$250.45	\$28.80	\$221.65	to point to your net
UG Resident - SDSMT	\$246.00	\$28.29	\$217.71	
GR Resident - DSU,NSU,SDSU,USD	\$329.95	\$37.94	\$292.01	Change cell on page 1
GR Resident - BHSU	\$323.35	\$37.19	\$286.16	to point to your net
GR Resident - SDSMT	\$320.05	\$36.81	\$283.24	
UG Nonresident - DSU,NSU	\$353.70	\$40.68	\$313.02	Change cell on page 1
UG Nonresident - BHSU	\$350.45	\$40.30	\$310.15	to point to your net
UG Nonresident - SDSU, USD	\$347.95	\$40.01	\$307.94	
UG Nonresident - SDSMT	\$385.30	\$44.31	\$340.99	
GR Nonresident - DSU,NSU	\$616.00	\$70.84	\$545.16	Change cell on page 1
GR Nonresident - BHSU	\$603.35	\$69.39	\$533.96	to point to your net
GR Nonresident - SDSU, USD	\$605.05	\$69.58	\$535.47	
GR Nonresident - SDSMT	\$642.35	\$73.87	\$568.48	
UG Sioux Falls Associate Degree	\$271.35	\$31.21	\$240.14	Change cell on page 1
S				to point to your net

#### **Variable Benefits Rates**

	errerres reces	
University	FY18	
BHSU	14.64%	Change the benefits rate cell in the
DSU	14.36%	table on page 2 to point to the rate
NSU	14.31%	for your university.
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

South Dakota State Uni	versity, Ph.D	. in Compute	r Science			
1. Assumptions 1st 2nd 3rd						
Headcount & hours from proposal		FY21	FY22	FY23	FY24	
Fall headcount (see table in proposal)		4	10	18	28	
Program FY cr hrs, On-Campus		36	90	162	252	
Program FY cr hrs, Off-Campus		36	90	162	252	
Faculty, Regular FTE	See p. 3	0.50	0.75	1.00	1.25	
Faculty Salary & Benefits, average	See p. 3	\$124,241	\$124,241	\$124,241	\$124,241	
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0	
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000	
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00	
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470	
2. Budget						
Salary & Benefits						
Faculty, Regular		\$62,121	\$93,181	\$124,241	\$155,301	
Faculty, Adjunct (rate x number of cour	rses)	\$0	\$0	\$0	\$0	
Other FTE		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
S&B Subtotal		\$62,121	\$93,181	\$124,241	\$155,301	
Operating Expenses						
Travel		\$1,500	\$2,500	\$3,000	\$4,000	
Contractual Services		\$0	\$0	\$0	\$0	
Supplies & materials		\$3,000	\$3,000	\$3,000	\$3,000	
Capital equipment		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	
OE Subtotal		\$4,500	\$5,500	\$6,000	\$7,000	
Total		\$66,621	\$98,681	\$130,241	\$162,301	
3. Program Resources						
Off-campus support tuition/hr, HEFF						
net	GR	\$399.05	\$399.05	\$399.05	\$399.05	
Off-campus tuition revenue	hrs x amt	\$14,366	\$35,914	\$64,646	\$100,560	
On-campus support tuition/hr, HEFF						
net	GR	\$288.55	\$288.55	\$288.55	\$288.55	
On-campus tuition revenue	hrs x amt	\$10,388	\$25,970	\$46,746	\$72,716	
•						
Program fee, per cr hr (if any)	\$67.00	\$2,412	\$6,030	\$10,854	\$16,884	
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0	
University redirections		\$40,000	\$40,000	\$40,000	\$40,000	
Community/Employers		\$0	\$0	\$0	\$0	
Grants/Donations/Other		\$0	\$0	\$0	\$0	
70 · 10		0.5	040=044	01/3.51=	0000 170	
<b>Total Resources</b>		\$67,166	\$107,914	\$162,245	\$230,159	

#### Resources Over (Under) Budget

\$545

\$9,233

\$32,004

\$67,858

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

Estimated Salary & Benefits per FTF	Ξ	Faculty	Other
Estimated salary (average) - explain below		\$101,216	\$0
	(see		
University's variable benefits rate	below)	0.1438	0.1438
Variable benefits		\$14,555	\$0
Health insurance/FTE, FY18		\$8,470	\$8,470
Average S&	В	\$124,241	\$8,470

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

The FY19 salaries of 6 people in the Electrical Engineering and Computer Science department were averaged.

Explain adjunct faculty costs used in table:

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

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

Summarize the operating expenses shown in the table:

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

The Jerome J. Lohr College of Engineering will allocate two GRA positions from EE to CS for the start of the PhD in Computer Science. Additional external funding will be available through research.

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

	Г 1 1 9			
Off-Campus Tuition, HEFF & Net	Rate	HEFF	Net	
Undergraduate	\$340.05	\$39.11	\$300.94	Change cell on page 1
Graduate	\$450.90	\$51.85	\$399.05	to point to your net
Externally Supported	\$40.00			

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

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

#### Variable Benefits Rates

v arrabic be	nems ivace	3
University	FY19	
BHSU	14.64%	Change the benefits rate cell in the
DSU	14.36%	table on page 2 to point to the rate
NSU	14.31%	for your university.
SDSM&T	14.20%	
SDSU	14.38%	
USD	14.34%	

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August 6, 2020

To: South Dakota Board of Regents

From: Drs. Barrett Bryant and Brendan Mumey, External Reviewers

**Re:** Review and evaluation of the proposed PhD in Computer Science at Dakota State University and South Dakota State University

Dear Board Members,

Based on the materials provided and our interviews with university leadership, department leadership and faculty at both Dakota State University and South Dakota State University, we have conducted an independent review of the proposed PhD in Computer Science to be collaboratively offered at both institutions.

We report our findings in each of the areas that were requested in our original charge:

#### 1. Program Curriculum

Does the proposed program meet or exceed current national standards and expectations for the discipline?

While there are no official standards or accreditation processes in place for doctoral programs in computer science, the proposed PhD programs both include advanced course offerings that, while focused in areas of current faculty expertise, are judged to have a sufficient breadth to provide students appropriate comprehensive training for a computer science PhD. The proposed PhD credit requirements are based on the University of Iowa's PhD well-regarded program and fall within the normal expectations of PhD programs in computer science at many universities.

Does the proposed program meet accreditation requirements where applicable?

Not applicable; PhD programs in computer science are not accredited.

Will the proposed program provide students with sound preparation for their careers and serve them well as they seek employment?

As noted in the proposal, the Bureau of Labor Statistics forecasts continued increasing demand for PhD graduates in computing related fields. Faculty at SDSU and DSU have strengths in areas such as computer security, image processing and software engineering. These areas are seeing increasing growth and importance nationally and are also likely to be of value to South Dakota, both in the public and private sector, e.g. precision agriculture and remote sensing.

What changes, if any, do you recommend?

We did not find any significant weaknesses with the proposal; it is well thought out and leverages the complementary strengths of both institutions. As the program and faculty grows, it is suggested that additional areas that complement and support the existing strengths be added (e.g., machine learning is becoming an important area that would support the areas of computer security, image processing and software engineering, in addition to application areas such as agriculture).

#### 2. Faculty

Will the current and planned faculty be sufficient to offer a strong program?

Due to the cooperative nature of the proposal, the current faculty at each institution are judged sufficient. It is helpful that there are complementary areas of expertise among the faculty at SDSU and DSU and that there is a comprehensive plan to share graduate course teaching between the institutions.

Does the program require additional expertise to implement the program at a high level of quality?

In our estimation, no additional expertise is needed to have a successful inception of the PhD programs at either institution.

Will the teaching, research, service expectations, and related resources be competitive when recruiting new faculty to staff the proposed program?

Both departments have been able to recruit new faculty in the previous several years and have supported new hires with reasonably competitive start-up packages. If this PhD proposal is accepted, it would make new positions more attractive to prospective faculty candidates, but attention should be given to ensuring that teaching, research and service expectations remain competitive to attract high-quality candidates for future positions.

#### 3. Services

Are library resources and other services sufficient to support a high quality program?

Primarily, faculty and PhD students need access to relevant scholarly works of computer science research. Both campuses have sufficient access to such resources, including the extensive digital journal and conference libraries of the Association for Computing Machinery (ACM) and the Institute of Electrical and Electronics Engineers (IEEE).

#### 4. Other Issues

Are there other issues (e.g., student recruiting, program management, support staff) that should be given attention?

Due to the unique collaborative aspects of the proposed PhD programs at SDSU and DSU, it is recommended that appropriate joint management and review processes be established to ensure that the programs continue to meet their expectations. In particular, it may be helpful to have an oversight committee with representation from both programs to manage shared curriculum, joint advising and other issues that may periodically arise. It could also be strategic to provide some level of institutional support that could help the programs grow during their initial phases. In most computer science PhD programs the presence of graduate teaching assistantships is regarded as critical to both recruiting PhD students but also to help relieve faculty teaching workload through assistance with large enrollment classes. Similarly, as the program grows, there should be a plan for corresponding growth in staff to support the program.

#### 5. Summary Recommendation

What do you see as the strengths and weaknesses of the proposed program?

Both departments appear successful in their current missions of training students at both the undergraduate and graduate levels. A PhD in computer science would seem like a natural progression and seems to be achievable based on the cooperative model proposed. While this cooperation is seen as a strength, it does introduce an interdependence to both programs that will require joint attention and management to maintain sustainable programs.

What broader recommendations do you have for the universities and the Board of Regents?

The proposed cooperative PhD programs are well-conceived and leverage the unique strengths of both institutions. Having these PhD programs should benefit the research profiles of both institutions, as well as provide graduate training that is relevant to the workforce of South Dakota and the nation. We recommend that the programs be approved.

Sincerely,

—pocusigned by: Barrett Bryant

Barrett Bryant, PhD

Professor and Head of Computer Science

University of North Texas

DocuSigned by:

Brendan Muney

Brendan Mumey, PhD
Professor of Computer Science
Montana State University

August 21, 2020

TO: South Dakota Board of Regents

FROM: George Hamer (SDSU) and Stephen Krebsbach (DSU), Joint Ph.D. Proposal Committee Reps.

Re: DSU-SDSU CSc Ph.D. External Review Response

Dear SDSU BOR Members,

On August 10 we received a written response to the proposal from the external reviewers' tasked with examining the proposal. They identified concerns and we have addressed as follows:

Concern: "Due to the unique collaborative aspects of the proposed PhD programs at SDSU and DSU, it is recommended that appropriate joint management and review processes be established to ensure that the programs continue to meet their expectations. In particular, it may be helpful to have an oversight committee with representation from both programs to manage shared curriculum, joint advising and other issues that may periodically arise. It could also be strategic to provide some level of institutional support that could help the programs grow during their initial phases. In most computer science PhD programs, the presence of graduate teaching assistantships is regarded as critical to both recruiting PhD students but also to help relieve faculty teaching workload through assistance with large enrollment classes. Similarly, as the program grows, there should be a plan for corresponding growth in staff to support the program."

Response: Each institution will provide a minimum of two members for the Ph.D. advisory board. It is suggested that the graduate coordinator and department head (or equivalent) from each institution be members with any additional members of the Ph.D. faculty appointed to a three-year term. Total membership should not exceed 8 members and each institution will have equal representation.

 The board will meet at least twice in an academic year, preferably once in the fall and once in the spring semesters, to discuss issues relating to the program. The board will report to the Deans of both colleges with minutes of each meeting.

All curriculum revisions will be routed to this board for discussion and possible implementation.

As stated in section 13 of the proposal, initial support for graduate assistance will be provided at the college level. Due to current budget situations, there is not a plan for additional university support at this time.

Growth in the program will be achieved via increased grant funding. Each researcher will request student support funding in each proposal for graduate research assistance or post-doctoral students. Any additional faculty hires will be provided with start-up packages that will include initial at least one graduate research assistant while they pursue initial research funding.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM: 4 – A (2) DATE: October 7, 2020** 

\*

#### **SUBJECT**

New Program: NSU MSEd in Special Education

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

#### **BACKGROUND / DISCUSSION**

Northern State University (NSU) requests approval to offer a Master of Science in Education (MSEd) in Special Education on-campus and online.

The proposed new program will provide advanced preparation for teachers who work with students with a broad range of disability types. The proposed graduate program and proposed new specialization in Visual Impairments will capitalize on the existing unique relationship and adjacency between Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI) and will prepare special education teachers to work with students who have visual impairments.

The Intent to Plan was approved by the Board at its May 2019 meeting.

Per BOR Policy 2:1, an external review of the program was conducted and the final report of the reviewers is included in Attachment II.

#### IMPACT AND RECOMMENDATION

The program will attract current undergraduate students majoring in special education who want to earn a master's degree, special education teachers who want more advanced knowledge and deeper understanding, and general classroom teachers who want to expand their teacher certification to include special education.

NSU intends to implement the new program without additional state resources.

Board office staff recommends approval of the new program.

#### **ATTACHMENTS**

Attachment I – New Program: NSU – MSEd in Special Education

Attachment II – External Program Review Report

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#### **DRAFT MOTION 20201007 4-A(2):**

I move to authorize NSU to offer the MSEd in Special Education, on-campus and online.



### SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# New Graduate Degree Program

Use this form to propose a new graduate degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	NSU
PROPOSED GRADUATE PROGRAM:	M.S. Ed. In Special Education
<b>EXISTING OR NEW MAJOR(S):</b>	
DEGREE:	M.S. Ed.
<b>EXISTING OR NEW DEGREE(S):</b>	
INTENDED DATE OF IMPLEMENTATION:	Fall 2021
PROPOSED CIP CODE:	131001 (Special Education and
	Teaching, General)
SPECIALIZATIONS:1	Visual Impairments
IS A SPECIALIZATION REQUIRED (Y/N):	N (optional)
DATE OF INTENT TO PLAN APPROVAL:	5/14/2019
UNIVERSITY DEPARTMENT:	Teacher Education
UNIVERSITY DIVISION:	Millicent Atkins School of Education

#### **University Approval**

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



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

The proposed graduate program will capitalize on an existing unique relationship between Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI). The contiguous campuses and deep partnership between a school for the blind and visually impaired and a university is unique in in the United States. Thirty-six universities are listed as having programs to prepare teachers to teach students with visual impairments, and

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

Northern State University is 1 of 3 that includes a practicum in a school for the blind and visually impaired (https://www.teachingvisuallyimpaired.com/professional-preparation-programs.html#).

The Master of Science (MSEd) in Special Education will provide advanced preparation for teachers who work with students with a broad range of disability types. The program will attract current undergraduate students majoring in special education who want to earn a master's degree; special education teachers who want more advanced knowledge and deeper understanding; and, general classroom teachers who want to expand their teacher certification to include special education.

The Master of Science in Special Education with a Specialization in Visual Impairments will prepare special education teachers to work with students who have visual impairments. Once established with a steady stream of graduate students and a dedicated faculty member, the Northern State University Millicent Atkins School of Education will seek the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation for our program that specializes in teaching students with visual impairments.

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

By statute, the legislature established Northern State University to meet the needs of the state, the region, and the nation by providing undergraduate and graduate programs in education and other areas of need, as determined by the South Dakota Board of Regents. (SDCL 13-59-1). The South Dakota Board of Education implemented SDCL 13-59-1 by authorizing undergraduate and graduate programs in education to promote excellence in teaching and learning, to support research, scholarly and creative activities, and to provide service to the state of South Dakota, the region, and the nation.

The goals of graduate programs at Northern State University include: 1) provide a climate in which candidates in graduate programs can expand their knowledge; 2) encourage development of critical and independent thinking skills; 3) enhance graduate students' abilities to analyze problems objectively; 4) promote the investigation and interpretation current research; 5) provide a wide range of courses that will prepare graduate students for the demands of their professions; and 6) maintain flexible program guidelines to prepare graduate students for a wide range of employment opportunities. The Master of Science in Special Education aligns with NSU's graduate program goals. Graduate students who complete the proposed program will gain advanced critical thinking and independent problem-solving skills to teach students with a broad range of disability types. The partnership between Northern State University and the South Dakota School for the Blind and Visually Impaired provides a world-class opportunity to advance research in pedagogy and teaching methods of students with visual impairments.

The proposed program supports the current South Dakota Board of Regents (SDBOR) Strategic Plan. The four goals of the SDBOR Strategic Plan are: 1) Student Success; 2) Academic Quality and Performance; 3) Research and Economic Development; and 4) Affordability and Accountability. The Master of Science in Special Education supports Goals 1, 2, and 3. Goal 1 of

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

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

the SDBOR Strategic Plan specifies growing the number of undergraduate and graduate degrees awarded. The proposed program will be attractive to both recent graduates and experienced teachers seeking to further their education and add an additional teaching certification. Goal 2 of the strategic plan includes improving the pass rates on licensure and certification exams, increasing the number of accredited programs, and continuing to approve new graduate programs. The proposed program will support all of these intended outcomes. Obtaining Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation for the MSEd in Special Education with a Specialization in Visual Impairments will be a significant accomplishment for the Millicent Atkins School of Education and will be made possible through its partnership with the South Dakota School for the Blind and Visually Impaired. The proposed program also advances SDBOR Goal 3 by drawing from this partnership to advance research in teaching students with visual impairments.

Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI) have a long history of collaboration. Northern State University's Educational Impact Campaign raised more than \$12 million to construct a brand-new school and residential home for the SDSBVI. The superintendent of the SDSBVI and the president of Northern State University fully support establishing a graduate program in teaching students with visual impairments and seek to strengthen the existing collaboration between the two institutions to advance research in teaching students with visual impairments.

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

A critical shortage of special education teachers creates a workforce need nationwide and specifically in South Dakota. The United States Department of Education has identified special education as an area of teacher shortage in South Dakota for over a decade. The Office of Special Education Programs (OSEP) within the United States Department of Education calls the shortage of special education teachers nationwide "chronic" and "notes that teacher shortages in special education have existed for 20 years with no solution is sight" (Marshall, Karvonen, Yell, Lowry, Drasgow, and Seaman 2013, p. 127). The proposed program fulfills a workforce need.

An even more critical shortage of special education teachers with a specialization in visual impairments threatens the education of students with visual impairments. School districts face a severe shortage in personnel in the field of visual impairments, and the shortage may actually be more severe that numbers report "because some school districts with students needing services know that they simply will not be able to find the appropriate specialists and so do not even list such positions as unfilled" (Friend, 2018, p. 381).

A major reason for the shortage in special education teachers with specialization in visual impairments is the lack of successful preparation programs nationwide. "Perhaps now more than at any time in history, the field of visual impairments is facing a particularly severe shortage of qualified personnel to deliver special education services to students, despite several nationwide projects and initiatives to address the problem. Studies have indicated that only about 40 programs are available nationwide to prepare vision specialists, and of these, some do not have even one full-time faculty member" (Friend, 2018, p. 381). The incredible partnership between Northern State

University and the SD School for the Blind and Visually Impaired enables us to provide world-class education at the graduate and undergraduate levels to prepare special education teachers to teach students with visual impairments. Faculty at SDBVI who have advanced degrees help teach undergraduates in concert with faculty at NSU who teach both graduate and undergraduate students. This partnership addresses the shortage of personnel found in many programs dedicated to visual impairments.

The proposed program solves another shortage in teachers by providing educators the opportunity to shift fields and remain in education. One reason for the shortage of special education teachers is that teaching students with disabilities can be personally fulfilling but can also be "emotionally and physically draining" (Council for Exceptional Children, <a href="https://www.cec.sped.org/Professional-Development/Job-Profiles-in-Special-Education">https://www.cec.sped.org/Professional-Development/Job-Profiles-in-Special-Education</a>). Likewise, teachers in general education classrooms are experiencing workplace stress and burnout (<a href="http://psychlearningcurve.org/the-truth-about-teacher-burnout/">http://psychlearningcurve.org/the-truth-about-teacher-burnout/</a>), and many look for a new career challenge.

Providing special education teachers the opportunity to shift fields to visual impairments and general education teachers the opportunity to shift fields to special education or visual impairments may keep more teachers in education. Through the proposed program, general education teachers can earn a new certification in special education, shift their field of focus and classroom work, and continue to work in education.

Teachers who gain new certification through the proposed program will easily find work. The growing demand for special education teachers and for teachers of students with visual impairments is evident nationally according to the US Bureau of Labor Statistics. Overall employment for special education teachers is expected to grow between 3 and 8% between 2018 and 2028. (<a href="https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6">https://www.bls.gov/ooh/education-training-and-library/special-education-teachers.htm#tab-6</a>).

According to CareerOneStop, the demand for special education teachers varies by academic level. They predict growth in demand between 2016 and 2026 at 8% for Preschool Special Education in the U.S. and 7% in South Dakota; 3% for Kindergarten and Elementary Special Education in the U.S. and 6% in South Dakota; 5% for Middle School in the U.S. and 6% in South Dakota, and 3% for Secondary Special Education in the U.S. and 6% in South Dakota. <a href="https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Special%20Education%20Teachers,%20Secondary%20School&onetcode=25205400&location=SD">https://www.careeronestop.org/Toolkit/Careers/Occupations/occupation-profile.aspx?keyword=Special%20Education%20Teachers,%20Secondary%20School&onetcode=25205400&location=SD</a>

Specific data for the growing demand for teachers of students with visual impairments is not reported by the US Bureau of Labor Statistics or CareerOneStop. Projections Central reports demand for a category titled *Special Education Teachers*, *All Other*, and presumably teachers of students with visual impairments would be included in this category, which projects an increase of 9.9% for 2016-2026. (<a href="http://www.projectionscentral.com/Projections/LongTerm">http://www.projectionscentral.com/Projections/LongTerm</a>)

#### **References:**

Marshall, Kathleen J; Karvonen, Meagan; Yell, Mitchell L; Lowrey, Alisa; Drasgow, Erik; Seaman, Michael A. *Journal of Disability Policy Studies*, December 2013, Vol.24(3), pp.127-136

Friend, M. (2018). *Special education: Contemporary perspectives for school professionals.* (5<sup>th</sup> ed.). Boston, MA: Pearson.

#### 4. How will the proposed program benefit students?

Northern State University's Master of Science in Special Education program will give current special education teachers in the region opportunity to advance their knowledge in their field as generalist special education teachers or as teachers of students with visual impairments. Northern State University's undergraduate special education majors can also start the master's during their senior year through an accelerated program where they can take up to 12 credits in the master's at the 500 level instead of the 400 level during their undergraduate career.

Additionally, the master's degree in special education will give current general classroom teachers the opportunity to add a new field of certification in special education or specifically in visual impairments. Current elementary and secondary teachers can enroll in the Northern State University Master of Science in Special Education to obtain certification as special education teachers. Teachers who leave the general classroom could stay in education by diversifying into special education. This could potentially help alleviate the special education teacher shortage in the state and keep more teachers in education for the entirety of their careers.

The Visual Impairments Specialization will draw students from across the nation due to a limited number of programs available nationwide and because of the incredible partnership between Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI). Northern State University's Master of Science in Special Education with a Specialization in Visual Impairments offers an embedded classroom for the practicum at the new state-of-the-art SDSBVI.

#### 5. Program Proposal Rationale:

#### A. If a new degree is proposed, what is the rationale<sup>3</sup>

Northern State University already offers the Master of Science in Education (MSEd).

#### **B.** What is the rationale for the curriculum?

The curriculum is designed to meet the standards outlined by the Council for Exceptional Children (CEC). The curriculum for this program was developed by reviewing various master's degree programs at other institutions including Northern Illinois University and the University of North Dakota. The proposed program will create cohorts of students who will receive face to face and online instruction to build the skills-based and pedagogical competencies needed to work as special educators and/or as teachers of students with visual impairments.

C. Demonstrate/provide evidence that the curriculum is consistent with current national standards. Complete the tables below and explain any unusual aspects of the proposed curriculum?

This program meets the CEC advanced teacher preparation standards.

<sup>&</sup>lt;sup>3</sup> "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

#### Advanced Preparation Standards:

https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Adv anced%20Preparation%20Standards.pdf

### Visual Impairments Standards:

https://www.cec.sped.org/~/media/Files/Standards/CEC%20Initial%20and%20Advanced%20Spec ialty%20Sets/Initial%20Specialty%20Set%20%20BVI%20%20Revalidated%202018.pdf

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

Master's Degree in Special Education	<b>Credit Hours</b>	Percent
Required courses, all students	6	20%
Required option or specialization, if any	24	80%
Electives	0	%
Total Required for the Degree Total	30	100

#### **Required Courses**

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
SPED	704	Inclusive Education	3	No
EDAD	720	Special Education Law for School	3	No
		Administrators		
		Subtotal	6	

Required Courses: M.S. Ed. in Special Education

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
SPED	510	Behavior Management of Exceptional Children	3	No
SPED	517	Vocational-Transitional Programming	2	No
SPED	520	K-12 Curriculum and Instructional Strategies	3	No
SPED	531	Identification and Assessment in Special	2	No
		Education		
SPED	560	Family Systems and Professional Collaboration	2	No
SPED	731	Educating Students with Learning Disabilities	3	Yes
SPED	741	Educating Students with Behavior Disorders	3	Yes
SPED	795	Practicum	6	Yes
		Subtotal	24	

Required Courses: M.S. Ed. in Special Education - Visual Impairments Specialization

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
SPED	521	Principles of Orientation and Mobility for the	3	No
		Classroom Teacher		
SPED	523	Foundations of Teaching Students who have	2	No
		Visual Impairments		
SPED	524	Educational Methods, Materials, and Access	2	No
		Technology for Students who have Visual		
		Impairments		
SPED	525	Educational Implications of the Anatomy and	3	No
		Function of the Eye		
SPED	534	Introduction to the Literary UEB Braille Code	2	No
SPED	536	Introduction to the Nemeth Braille	2	No
		Code/Teaching Reading to the Blind and		
		Visually Impaired		
SPED	731	Educating Students with Learning Disabilities	3	Yes
	or	OR		
	741	Educating Students with Behavior Disorders		
SPED	718	Assessment and Planning for Diverse Learners	3	Yes
		with Visual Impairments		
SPED	795	Practicum in Special Education with Visual	4	Yes
		Impairment Specialization		
		Subtotal	24	

# Elective Courses: List courses available as electives in the program. Indicate any proposed new

courses added specifically for the program.

Prefix	Number	Course Title (add or delete rows as needed)	Credit Hours	New (yes, no)
		Subtotal		

#### 6. Student Outcomes and Demonstration of Individual Achievement

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

Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.

#### Program Learning Outcomes:

1. Students will demonstrate knowledge of the specific special education content in this program.

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

- 2. Students will demonstrate proficiency in the selected Special Education High Leverage Practices.
- 3. Students will develop graduate-level perspectives on the contemporary issues and problems related to special education.
- 4. Students will use analytical and critical thinking skills to identify, analyze, and solve problems related to special education.

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

A national level Praxis exam is available in Special Education, which students seeking certification to teach special education will take. Since at least 2013, every undergraduate special education major at Northern State University has passed the Praxis Special Education Content exam on their first try.

A national level Praxis exam in Special Education: Teaching Students with Visual Impairments is also available, which students seeking certification to teach students with visual impairments will take.

In addition to the coursework outlined in the curriculum and the national Praxis exams, students enrolled in the Master of Science in Special Education or the Master of Science in Special Education with Specialization in Visual Impairments will be supervised during a graduate-level practicum experience.

# C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.<sup>4</sup> What are the consequences for students who do not demonstrate mastery?

A curriculum map of all of the required courses for the proposed program has been developed. This curriculum map identifies which courses will address each goal within the program's curriculum. An assessment plan connects characteristics of course assignments to corresponding program learning outcomes. Students will be required to demonstrate their mastery of the course materials through the following assessment measures:

Course examinations

Written assignments

Class discussions

Class projects

Class presentations

Portfolio of Special Education High Leverage Practices

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

In order to provide students the opportunity to complete this degree while continuing their teaching careers, the courses will be provided face to face in the summer and online or asynchronous during the academic year. The Course Management Tool selected by the South Dakota Board of Regents

<sup>&</sup>lt;sup>4</sup> What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

will be utilized for all courses. Technologies including Zoom will be incorporated in the curriculum to enhance student learning and promote deeper interactions among students and faculty in online courses.

8. Did the University engage any developmental consultants to assist with the development of the curriculum?<sup>5</sup> Did the University consult any professional or accrediting associations during the development of the curriculum? What were the contributions of the consultants and associations to the development of curriculum?

The program has been developed in consultation with the Council for Exceptional Children (CEC) Standards. Curriculum specialists at the South Dakota Department of Education also reviewed the proposed program.

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

The students in this program are expected to be new to the university or undergraduates continuing into the graduate program. Northern State University does not expect to redirect students from other master's degrees in the School of Education. The initial enrollment projections are based on part-time students who are expected to complete two graduate classes each semester during the year and additional courses and practicum credits in the summer. The enrollment in the initial cohort of the MSEd in Special Education is expected to be 10 to 15 students. Allowing for some attrition, NSU expects to graduate 10 students after the program has been in existence two years. It is projected that by year five, approximately 12-15 new students will enroll in the program each fall.

	Fiscal Y	ears*		
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 22	FY 23	FY 24	FY 25
Students new to the university	11	11	12	12
Students from other university programs		10	10	11
Continuing students				
=Total students in the program (fall)	11	21	22	23
Program credit hours (major courses)**	165	315	330	345
Graduates		10	10	11

<sup>\*</sup>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.

<sup>&</sup>lt;sup>5</sup> Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

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

Once established with a stream of graduate students and a dedicated faculty member, the Northern State University Millicent Atkins School of Education will seek the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation for our program that specializes in teaching students with visual impairments.

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

None

#### 12. Delivery Location<sup>6</sup>

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2
_		021

	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 <sup>7</sup>	Intended Start D	ate
<b>Distance Delivery</b>	Yes		Fall	2021
(online/other distance				
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 certificate through distance learning (e.g., as an online program)? 8

Yes/No   If Yes, identify delivery methods   Intended Start Date
--

<sup>&</sup>lt;sup>6</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>7</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>8</sup> This question responds to HLC definitions for distance delivery.

<b>Distance Delivery</b>	Yes	Online during academic year; on	Fall	2021
(online/other distance		campus during summer.		
delivery methods)				

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

See the complete budget in Appendix B. The current special education faculty will be able to teach the majority of the courses in the proposed program. The Visual Impairments courses are currently taught by adjunct faculty from the South Dakota School for the Blind and Visually Impaired at the undergraduate level, but terminal degree expertise is needed to teach students in the master's program. One additional faculty member with expertise in Visual Impairments will need to be added once the program is running, students are enrolled, and classes are consistently making. On page 1 of the budget under the assumptions, the budget includes this additional full-time faculty member's salary. A portion of the Millicent Atkins donation to Northern State University may be used to fund the faculty line.

The courses for this master's degree will be scheduled in a two-year rotation so that students can complete the program in two years. We will offer the program on-campus in the summer and online in the fall and spring. An available resource will be the assessment of a one-time master's level internship/practicum fee of \$175 per student, which will support the placement of students in graduate practicums.

Appendix B of the current proposal supports this plan.

## **Alternative Budget Options**

#### Plan A

This plan as proposed includes adding a new faculty member as outlined in the budget. See Appendix B.

## Plan B

If funding is not immediately available for a new faculty member, the current special education faculty will be able to teach the majority of the courses in the proposed program. Students would be able to complete the first year of the program with no additional faculty members being hired. NSU will seek adjuncts at the doctoral level or will assign a combination of master's and doctoral faculty to teach the Visual Impairments courses at the graduate level until the enrollments are stable enough to support a faculty line in the visual impairments specialization.

14. Board Policy 2:1 states: "Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director." Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies

and/or journal editors who may be able to assist the Board staff with the identification of consultants.

# **Potential consultants:**

Stacy M. Kelly, Ed.D., TSVI, COMS, CATIS Associate Professor Northern Illinois University Department of Special and Early Education Visual Disabilities Program DeKalb, IL 60115 skelly@niu.edu

Toni Van Laarhoven Northern Illinois University Department of Special and Early Education DeKalb, IL 60115 tvanlaar@niu.edu

Renae Bjorg, Ph.D. University of North Dakota Grand Forks, ND 58201 Phone: (701-330-4602) renae.bjorg@und.edu

Michelle Griffin, Ph.D. University of North Dakota 231 Centennial Drive Stop 7189 Grand Forks, ND 58202-7189 701-777-3187 Michelle.Griffin@email.und.edu

Mackenzie E. Savaiano Department of Special Education and Communication Disorders University of Nebraska-Lincoln Barkley Memorial Center W 202A Lincoln, NE 68583 (402) 472-3801 msavaiano2@unl.edu

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.

X	
Yes	No

Explanation (if applicable): NSU is authorized to assess a one-time fee of \$175 for master's internships. The practicum will be taken in the second year; so, it will be assessed at that point.

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

X	YES, the university is seeking approval of new courses related to the proposed program in conjunction with program approval. All New Course Request forms are included as Appendix C and match those described in section 5D.
	NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

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

Sample proposed course sequence:

Year One- 15 credits: M.S. Ed. in Special Education

Fall semester	SPED 704 Inclusive Education	3 credits online
Fall semester	SPED 531 Identification and Assessment in	2 credits face to face <u>or</u> online
	Special Education	_
Spring semester	SPED 731 Educating Students with	3 credits online
	Learning Disabilities	
Spring semester	SPED 560 Family Systems and	2 credits face to face <u>or</u> online
	Professional Collaboration	
Summer	EDAD 720 Special Education Law for	3 credits online
	Administrators	
Summer	SPED 795 Practicum	2 credits face to face or
		remote supervision

# Year Two- 15 credits

Fall semester	SPED 741 Educating Students with Behavioral Disorders	3 credits online
Fall semester	SPED 517 Vocational-Transitional	2 credits face to face <u>or</u> online
	Programming	
Spring semester	SPED 510 Behavior Management of	3 credits face to face <u>or</u> online
	Exceptional Children	

Spring semester	SPED 520 K-12 Curriculum and	3 credits face to face <u>or</u> online
	Instructional Strategies	
Summer	SPED 795 Practicum	4 credits face to face or
		remote supervision

Year One- 17 credits: Visual Impairments Specialization

Fall semester	SPED 704 Inclusive Education	3 credits online
Fall semester	SPED 521 Principles of Orientation and	3 credits face to face <u>or</u> online
	Mobility for the Classroom Teacher	
Spring semester	SPED 534 Introduction to the Literary	2 credits face to face <u>or</u> online
	UEB Braille Code	
Spring semester	SPED 731 Teaching Students with	3 credits online
	Learning Disabilities	
	Or	
	SPED 741 Educating Students with	
	Behavioral Disorders	
Summer	EDAD 720 Special Education Law for	3 credits online
	Administrators	
Summer	SPED 536 Introduction to the Nemeth	2 credits face to face
	Braille Code/Teaching Reading to the	
	Blind and Visually Impaired	
Summer	SPED 795 Practicum	1 credit face to face

# Year Two- 13 credits

Fall semester	SPED 523 Foundations of Teaching Students	2 credits online
	who have Visual Impairments	
Fall semester	SPED 718 Assessment and Planning for	3 credits online
	Diverse Learners with Visual Impairments	
Spring semester	SPED 524 Educational Methods, Materials,	2 credits online
	and Access Technology for Students who	
	have Visual Impairments	
Spring semester	SPED 525 Educational Implications of the	3 credits online
	Anatomy and Function of the Eye	
Summer	SPED 795 Practicum	3 credits face to face or
		remote supervision

# Appendix A

				Program Courses that Address the Outcomes M.S. Ed. Preparation							
Individual Student Outcome			SPED 704	EDAD 720	SPED 510	SPED 731	SPED 517	SPED 520	SPED 531	SPED 560	SPED 741
1.	Students will demonstrate knowledge of the specific special education content.	X	X	X	X	X	X	X	X	X	X
2.	Students will demonstrate proficiency in the selected Special Education High Leverage Practices.	X			X	X	X	X	X	X	X
3.	Students will develop graduate- level perspectives on the contemporary issues and problems related to special education.	X	X	X	X	X	X	X	X	X	X
4.	Students will use analytical and critical thinking skills to identify, analyze, and solve problems related to special education.	X	X	X	X	X	X	X	X	X	X

		GDED.	Visual I	Program Courses that Address the Outcomes Visual Impairments Specialization						GDED.	GDED	GDED
Indivi	idual Student Outcome	SPED 795	SPED 704	EDAD 720	SPED 521	SPED 731 Or SPED 741	SPED 523	SPED 524	SPED 525	SPED 534	SPED 536	SPED 718
1.	Students will demonstrate knowledge of the specific special education content.	X	X	X	X	X	X	X	X	X	X	X
2.	Students will demonstrate proficiency in the selected Special Education High Leverage Practices.	X			X	X	X	X		X	X	X
3.	Students will develop graduate- level perspectives on the contemporary issues and problems related to special education.	X	X	X	X	X	X	X		X	X	X
4.	Students will use analytical and critical thinking skills to identify, analyze, and solve problems related to special education.	X	X	X	X	X	X	X		X	X	X

# Appendix B

Headcount & hours from proposal Fall headcount (see table in proposal) Program FY cr hrs, On-Campus		1st FY22 11 66	2nd FY23 21 225	3rd FY23 22 231	4th FY25 23 237
Program FY cr hrs, Off-Campus		99	90	99	108
riogram ri vi mo, ori campus		77	70	, , ,	100
Faculty, Regular FTE	See p. 3	1.00	1.00	1.00	1.00
Faculty Salary & Benefits, average	See p. 3	\$77,056	\$77,056	\$77,056	\$77,056
Faculty, Adjunct - number of courses	See p. 3	0	0	0	0
Faculty, Adjunct - per course	See p. 3	\$1,000	\$1,000	\$1,000	\$1,000
			_		
Other FTE (see next page)	See p. 3	0.00	0.00	0.00	0.00
Other Salary & Benefits, average	See p. 3	\$8,470	\$8,470	\$8,470	\$8,470
Salary & Benefits					
Faculty, Regular		\$77,056	\$77,056	\$77,056	\$77,056
Faculty, Adjunct (rate x number of cour	rses)	\$0	\$0	\$0	\$0
Other FTE		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
S&B Subtotal		\$77,056	\$77,056	\$77,056	\$77,056
Operating Expenses					
Travel		\$0	\$0	\$0	\$0
Contractual Services		\$0	\$0	\$0	\$0
Supplies & materials		\$0	\$0	\$0	\$0
Capital equipment		<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
OE Subtotal		\$0	\$0	\$0	\$0
Total		\$77,056	\$77,056	\$77,056	\$77,056
Off-campus support tuition/hr, HEFF	GR	\$399.05	\$399.05	\$399.05	\$399.05
net					
Off-campus tuition revenue	hrs x amt	\$39,506	\$35,914	\$39,506	\$43,097
		_	<b>-</b>		
On-campus support tuition/hr, HEFF	GR	\$282.67	\$282.67	\$282.67	\$282.67
net	1	<b>#</b> 10.676		Φ.C. 20.	<b>4.66.002</b>
On-campus tuition revenue	hrs x amt	\$18,656	\$63,601	\$65,297	\$66,993
D	¢0.00	] eo	<b>¢</b> 0	¢0	<b>¢</b> 0
Program fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
Delivery fee, per cr hr (if any)	\$0.00	\$0	\$0	\$0	\$0
University redirections		\$0	\$0	\$0	\$0
Community/Employers		\$0	\$0	\$0	\$0
Grants/Donations/Other		\$0	\$1,925	\$1,750	\$1,925

<b>Total Resources</b>	\$58,162	\$101,440	\$106,552	\$112,015
	(\$18,894)	\$24,384	\$29,496	\$34,959

Estimated Salary & Benefits per FTE	Faculty	Other	
Estimated salary (average) - explain be	\$60,000	\$0	
University's variable benefits rate	0.1431	0.1431	
	below)		
Variable benefits		\$8,586	\$0
Health insurance/FTE, FY18		\$8,470	\$8,470
Average S&B		\$77,056	\$8,470

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

The FY\_20\_ salaries of 2 people in the Special Education department were averaged. This average, which included one associate professor and one instructor, was \$52,837; however, it is anticipated that a larger salary would need to be offered to bring in an assistant or associate professor with expertise in Visual Impairments. In recent years, searches for Ph.D. level faculty have been unsuccessful.

# Explain adjunct faculty costs used in table:

No adjunct faculty will be employed in support of this program.

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

NSU is authorized to assess a one-time fee of \$175 for master's internships. The internship will be taken in the second year; so, we assess it at that point.

Summarize the operating expenses shown in the table:

	 <u> </u>			
N/A				

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

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

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

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

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

# Variable Renefits Rates

circines itale	
FY19	
14.64%	Change the benefits rate cell in the
14.36%	table on page 2 to point to the rate
14.31%	for your university.
14.20%	
14.38%	
14.34%	
	14.64% 14.36% 14.31% 14.20% 14.38%

# Program Evaluation for the Proposed MSEd in Special Education with a **Specialization in Visual Impairments** at Northern State University

# Report conducted by:

Dr. Amy R. Guerette Associate Dean for Academic Affairs College of Education Florida State University aguerette@fsu.edu 850-644-0372

#### **Background Review**

Due to the COVID-19 pandemic, this review was conducted remotely. A comprehensive set of written materials titled "Northern State University MSEd in Special Education - Consultant Information" were provided by the South Dakota Board of Regents. The materials addressed all necessary components, including campus profile, College of Professional Studies profile, curriculum vitae from each current faculty member, description of resources, library profile, approved Intent to Plan for a New Program, and proposal for the New Graduate Degree Program. The South Dakota School for the Blind and Visually Impaired kindly provided over 30 videos of the new school, recently built across the street from NSU, as well as the resources at the school for the blind that will be used to support the academic program.

#### Virtual Site Visit

The interviews typically included in a face to face site visit were conducted via Zoom throughout a day and included:

- University Leadership
  - o Dr. Tim Downs, President
  - Dr. Mike Wanous, Provost
  - Dr. Erin Fouberg, Associate Provost
  - Dr. Doug Ohmer, Dean, College of Professional Studies
- Department Leadership
  - o Dr. Erin Fouberg, Associate Provost
  - Dr. Doug Ohmer, Dean, College of Professional Studies
  - o Dr. Andria Moon, Associate Dean, College of Professional Studies
  - o Dr. Cheryl Wood, Associate Professor, Special Education
  - Ms. Jess Vogel, Instructor, Special Education
  - Ms. Amy Scepaniak, Instructor, Special Education and South Dakota School for the Blind and Visually Impaired
  - o Dr. Marje Kaiser, Retired Superintendent, South Dakota School for the Blind and Visually Impaired

All participants in the interviews were passionate about the proposed program and very knowledgeable about the proposed degree program. It became clear very early in the day that NSU is fully committed to both the South Dakota School for the Blind and Visually Impaired and training future teachers of students with visual impairments (TVIs).

#### **Program Curriculum**

The proposed graduate degree program is unique in the fact that it included two tracks, or specializations. Both programs train teachers at the advanced level, meaning the graduate degree is intended for prospective students who have already completed an undergraduate degree in teacher training and/or are current teachers. A strength of the proposed program is allowing current NSU undergraduate students to participate in an accelerated Master's degree, with 12 credits of coursework being taken at the graduate level by undergraduate students. Such combined degree programs are becoming more prevalent nationwide.

The curriculum for the MSEd in Special Education does meet the advanced teacher preparation standards of the field of the larger field of special education (Council for Exceptional Children). The required courses address inclusion, special education law, behavior management, transition, instructional strategies, assessment, and family systems. The curriculum does include a Practicum in which students will obtain hands on experiences practicing teaching strategies and accommodations with K-12 students with disabilities.

The curriculum for the Specialization in Visual Impairments is well thought out. The challenge in designing such a curriculum is that NSU currently does not a have faculty member with this expertise area. The current Special Education faculty and staff of the South Dakota School for the Blind and Visually Impaired clearly researched the Council for Exceptional Children Initial Standards in Visual Impairments and address many areas of the standards, but not all. While this is an advanced preparation program, there are no advanced teacher training standards in visual impairments. Many experts in the field of visual impairments believe that while experienced teachers have a wealth of knowledge, children with visual impairments and blindness are so unique that the initial, more detailed standards are necessary for training future TVIs.

A clear strength of this proposed program is the strong relationship between the university and the South Dakota School for the Blind and Visually Impaired. NSU raised funds to build the new school for the blind, which is an incredibly unique partnership. President Downs spoke in great detail about the history and current status of NSU's partnership with the school for the blind. It was impressive that university leadership were as passionate about preparing TVIs as the program faculty and school for the blind staff. True partnerships such as this one are rarely seen at other institutions and is one of the hallmarks of this program.

## Program Curriculum Recommendations:

- For the Visual Impairment Specialization, eliminate core courses from the curriculum such SPED 731 and SPED 741, at minimum, to allow for more coursework specific to working with students who are visually impaired.
- Propose new coursework that addresses assessment, social skills, independent living skills, career skills, and working with students with visual impairments and multiple

disabilities (which is a large portion of the current K-12 population of students with visual impairments). Many of these topics can addressed in one class, such as social skills and career skills. I would encourage one class designated to the assessment of students with visual impairments and one class designated to working with students with visual impairments and multiple disabilities.

 The current and future courses in visual impairments should have detailed titles that indicate the course content. This will be important for program completers who apply to teacher certification outside of South Dakota. If detailed titles are not possible, course descriptions should be as detailed as possible.

# **Faculty**

There are currently two faculty members at NSU within the Special Education program. There are additional instructors from the South Dakota School for the Blind and Visually Impaired that provide instruction in the current and proposed programs. The inclusion of experience teachers and specialists in visual impairments is a definite strength of the program.

Additional expertise in visual impairments, as noted in the new degree program proposal, is necessary before offering the coursework in the specialization. The ways in which students with visual impairments learn is very different than other children with or without disabilities. A child who is born blind will never establish visual memory. These students do not benefit from learning through observation, which is the foundation of most development in other children. Children who are visually impaired learn part to whole, versus whole to part. For example, a child without a visual impairment learns about a car by observing/seeing the whole (the overall car), then observing and interacting with the parts. A child who is blind must first tactually experience all the parts (seat belt, car seat, door, window, etc.) before they can conceptualize the whole. Future TVIs need to learn from an expert in the field how to provide instruction and accommodations for this unique population of students.

During our interview, President Downs committed to hiring a full time, tenure-earning faculty member with expertise in visual impairments at the doctoral level.

# Faculty Recommendations:

• It is recommended that the hire of the full time, tenure-earning faculty member occur before offering the coursework in visual impairments to allow the new faculty member to design the course content as an expert in the field.

# Services

The library resources appear to be sufficient to support both specializations in the MSEd in Special Education. During the interview with program faculty, the South Dakota School for the Blind and Visually Impaired staff and leadership shared additional teaching library resources that will be available to program students via the school for the blind. This includes both teaching materials and publications, and is an additional strength of the program.

# Service Recommendations:

None

#### Other Issues

No other issues were noted by the reviewer.

Other Issues Recommendations:

None

## **Summary Recommendations**

The reviewer applauds NSU for proposing a graduate level degree program with a specialization in visual impairments. There is a critical need nationwide and in the state of South Dakota for teachers of students with visual impairments. University programs offering teacher training programs in visual impairments are rare and are often supported only by contract and grant funds. The commitment of NSU to offering such graduate degree program will benefit students with visual impairments in the state and region.

A clear strength of the proposed new degree program is the partnership between NSU and the South Dakota School for the Blind and Visually Impaired. The physical location of the school for the blind and the NSU fundraising for the building of the school is truly unique. This should be highlighted as a clear strength of the program for recruitment purposes. The reviewer is not aware of any other such relationship between a university and a school for the blind.

As noted in the above recommendations, the following should be strongly considered before offering the new degree program, specifically the visual impairment specialization:

- Eliminate core courses from the curriculum such SPED 731 and SPED 741, at minimum, to allow for more coursework specific to working with students who are visually impaired.
- Propose new visual impairment specific coursework that addresses assessment, social skills, independent living skills, career skills, and working with students with visual impairments and multiple disabilities. Many of these topics can addressed in one class, such as social skills and career skills. I would encourage one class be designated to the assessment of students with visual impairments and one class be designated to working with students with visual impairments and multiple disabilities.
- The current and future courses in visual impairments should have detailed titles that indicate the course content. This will be important for program completers who apply to teacher certification outside of South Dakota. If detailed titles are not possible, course descriptions should be as detailed as possible.
- It is recommended that the hire of the full time, tenure-earning faculty member occur before offering the coursework in visual impairments to allow the new faculty member to design the course content as an expert in the field.

As an external reviewer, the process of the reviewing program materials and speaking with NSU leadership and faculty was a joy. The passion for this program could be heard and felt during all interviews. As a faculty member and leader in the field of visual impairments, this was refreshing due to the low incidence nature of our field and student population.

Please do not hesitate to contact me with any questions or request for clarification of my review.

My Best,

Amy R. Guerette



Northern State University Response to Dr. Amy Guerette's report dated July 31, 2020 MSEd Special Education with specialization in Visual Impairments.

# **Program Curriculum**

Dr. Guerette did not recommend changes in the curriculum for the MSEd in Special Education. She stated the curriculum for the master's degree meets the advanced teacher preparation standards for the larger field of special education (Council for Exceptional Children). She states, "The required courses address inclusion, special education law, behavior management, transition, instructional strategies, assessment, and family systems. The curriculum does include a Practicum in which students will obtain hands on experiences practicing teaching strategies and accommodations with K-12 students with disabilities."

Dr. Guerette recommended changes in the curriculum for the specialization in Visual Impairments. Specifically, she recommended eliminating core courses from the curriculum such SPED 731 and SPED 741 to allow for more coursework specific to working with students who are visually impaired. To fully prepare teachers of visually impaired (TVIs), Dr. Guerette suggested children with visual impairments and blindness are "so unique that the initial, more detailed standards are necessary for training future TVIs." At least one course should be added to address the social skills and career skills and another class should be added to focus on teaching students with visual impairments who have multiple disabilities.

In response to Dr. Guerette's recommendations, Northern State University added one new course, SPED 718 Assessment and Planning for Diverse Learners with Visual Impairments, to the list of required courses for the Visual Impairment specialization. This course will incorporate the expanded core curriculum (ECC) outlined by the Council for Exceptional Children, specifically focusing on social skills and career skills for students who have visual impairments. Northern State University faculty address and reinforce standards for working with students who have multiple disabilities and visual impairments across core courses in the program, specifically: SPED 523 Foundations of Teaching Students who have Visual Impairments and SPED 521 Principles of Orientation and Mobility for the Classroom Teacher.

Graduates of Northern State University's MSEd in Special Education with a specialization in Visual Impairment will be certified in Elementary and Secondary Visual Impairments. In South Dakota, certification to teach students who have Visual Impairments requires Introduction to Teaching Students who are Blind, Introduction to Classroom Modifications, Braille, Introduction to Orientation and Mobility, Anatomy and Function of the Eye, and Practicum. Northern State University's curriculum requires all of these courses.

Additionally, the feedback from the external reviewer, Dr. Guerette, enabled Northern State University to adjust course names and course descriptions; map the expanded core curriculum



(ECC) requirements outlined by the Council for Exceptional Children into existing courses; and add a new course to fully and transparently meet the ECC standards.

The revised Northern State University curriculum ensures that all candidates, whether in the MSEd in Special Education program or the MSEd in Special Education with a specialization in Visual Impairment, are prepared to teach special education. The core classes of EDAD 720, SPED 704, SPED 731 or SPED 741 provide a strong foundation in special education, including special education laws, inclusive education, instructional strategies and behavioral strategies. The courses in the Specialization in Visual Impairment provide extensive preparation for teachers of students with visual impairments (TVIs).

The revised course names and course descriptions will increase transparency for program completers who apply to teacher certification outside of South Dakota. Rather than eliminating both SPED 731 and SPED 741 from the requirements, students in the Visual Impairment specialization will take either SPED 731 or 741. This gives students the background in special education they need to become certified to teach special education. The additional course SPED 718 Assessment and Planning for Diverse Learners with Visual Impairments enables the program to meet the expanded core curriculum (ECC) standards set by the Council for Exceptional Children.

# **Course Titles and Descriptions**

Following Dr. Guerette's recommendation, Northern State University revised the titles of courses and course descriptions in the Visual Impairment specialization to better indicate the course content.

Course Number	Existing Course Name	Revised Course Name	
SPED 521	Orientation and Mobility	Principles of Orientation and	
		Mobility for the Classroom Teacher	
SPED 523	Teaching Students with	Foundations of Teaching Students	
	Visual Impairments	who have Visual Impairments	
SPED 524	Classroom Modifications	Educational Methods, Materials, and	
	and Assistive Technology	Access Technology for Students who	
		have Visual Impairments	
SPED 525	Anatomy and Function of	Educational Implications of the	
	the Eye	Anatomy and Function of the Eye	
SPED 534	Braille I	Introduction to the Literary UEB	
		Braille Code	
SPED 536	Braille II	Introduction to the Nemeth Braille	
		Code/Teaching Reading to the Blind	
		and Visually Impaired	
SPED 795	Practicum	Practicum in Special Education with	
		Visual Impairment Specialization	



# **Revised Course Descriptions**

SPED 421/521 Principles of Orientation and Mobility for the Classroom Teacher This course provides teachers with experiences and skills needed to understand orientation and mobility techniques for students who have visual impairments. Through simulations and practice, teachers gain an understanding of mobility and orientation aids, appreciation for differentiated approaches for working with students who have multiple disabilities, and Knowledge of the psychological impacts of vision loss.

SPED 424/524 Educational Methods, Materials, and Access Technology for Students who have Visual Impairments

This course introduces specialized curriculum, devices, strategies, and techniques designed to help students who are blind or visually impaired, with special focus on students who have multiple disabilities.

SPED 425/525 Educational Implications of the Anatomy and Function of the Eye This course introduces the anatomy and physiology of the eye and surrounding area. Particular emphasis is placed on eye pathologies and their impact on how students learn. Cortical vision impairment, a leading cause of visual impairment, but not an eye pathology, will also be presented. This course includes techniques for modifying materials and environment. Assessment, low vision devices, and psychological implications are also included.

## SPED 434/534 Introduction to the Literary UEB Braille Code

This course provides students an opportunity to learn the arrangement of Braille cell, the Braille alphabet, and the contractions of the UEB/EBAE Braille codes. Marks of composition and punctuation, and the rules governing the application and use of each are included. This course emphasizes developing proficiency in reading and writing Braille with accepted writing instruments.

SPED 436/536 Introduction to the Nemeth Braille Code/Teaching Reading to the Blind and Visually Impaired

This course emphasizes teaching reading to blind and visually impaired students, including-assessments, components, and strategies for teaching reading to students who are blind or visually impaired. This course introduces the Nemeth code of mathematics and scientific notation and the abacus.



# **Faculty**

Dr. Guerette specified that, "A clear strength of the proposed new degree program is the partnership between NSU and the South Dakota School for the Blind and Visually Impaired." She explained, "True partnerships such as this one are rarely seen at other institutions and is one of the hallmarks of this program." Northern State University fundraised over \$12 million to build the brand new, state of the art South Dakota School for the Blind and Visually Impaired. The new school has a classroom designated for the University to hold undergraduate and graduate courses in visual impairment and special education. The reviewer remarked that "The physical location of the school for the blind and the NSU fundraising for the building of the school is truly unique. This should be highlighted as a clear strength of the program for recruitment purposes. The reviewer is not aware of any other such relationship between a university and a school for the blind."

Northern State University will hire a full time, tenure-track faculty member with expertise in visual impairments and will begin the search for this position in fall 2020. Faculty from the South Dakota School for the Blind and Visually Impaired are nationally recognized as experts in the field of visual impairments and will teach some of the courses in the program, even after a full time, tenure-track faculty member is hired. The reviewer noted that, "The inclusion of experience teachers and specialists in visual impairments is a definite strength of the program."

Combining Northern State University's exceptional faculty in special education, the addition of a faculty member with expertise in visual impairments, and the nationally recognized faculty from the South Dakota School for the Blind and Visually Impaired will enable Northern State University to launch a world-class program.

#### **Services**

No concerns.

#### Other Issues

No other issues were noted by the reviewer.

# SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

**AGENDA ITEM: 4 – A (3) DATE: October 7, 2020** 

\*

#### **SUBJECT**

New Program: SDSMT – M.S. in Industrial Engineering

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval BOR Policy 2:1 – External Review of Proposed Graduate Programs

# **BACKGROUND / DISCUSSION**

South Dakota School of Mines and Technology (SDSMT) requests permission to offer a Master of Science (MS) program in Industrial Engineering. Industrial Engineers find methods to eliminate wastefulness in production processes, and devise efficient systems integrating workers, machines, materials, information, and energy to make a product or provide a service. The National Science Foundation indicates increased demand for engineers with master's degrees, and the US Bureau of Labor Statistics projects employment in industrial engineering will grow by 10% through 2026.

The proposed degree will include an accelerated option for current SDSMT students to retain top-level in-state students and to attract regional, national and international students with an interest in pursuing an on-campus research-focused master's degree. The program will complement the current Master of Science program in Engineering Management, which is currently delivered primarily online, with some evening courses for on-campus students. The proposed program is also intended to support the research mission of the SDSMT in Industrial Engineering, as students will be required to complete a thesis or research project working with the Industrial Engineering faculty on externally funded research projects.

The intent to plan for this program was approved in <u>April 2019</u>. Since the new program will require no new courses or budget resources, the Executive Director waived the requirement for an external review per BOR Policy 2:1, Section 5.A.

#### IMPACT AND RECOMMENDATION

Board office staff recommends approval of the program.

#### **ATTACHMENTS**

Attachment I – New Program Request Form: SDSMT – MS in Industrial Engineering

\*

# **DRAFT MOTION 20201007 4-A(3):**

I move to authorize SDSMT to offer the M.S. in Industrial Engineering, as presented.



# SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# New Graduate Degree Program

Use this form to propose a new graduate degree program. The Board of Regents, Executive Director, and/or their designees may request additional information about the proposal. After the university President approves the proposal, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the New Graduate Degree Program Form to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer. The university should consult the "Campus Guide to the New Graduate Program Approval Process" for information on specific aspects of the approval process.

UNIVERSITY:	SDSM&T
PROPOSED GRADUATE PROGRAM:	Industrial Engineering
<b>EXISTING OR NEW MAJOR(S):</b>	New
DEGREE:	Master of Science
<b>EXISTING OR NEW DEGREE(S):</b>	Existing
INTENDED DATE OF IMPLEMENTATION:	Fall 2020
PROPOSED CIP CODE:	14.3501
SPECIALIZATIONS:1	
IS A SPECIALIZATION REQUIRED (Y/N):	No
DATE OF INTENT TO PLAN APPROVAL:	4/3/2019
UNIVERSITY DEPARTMENT:	Industrial Engineering & Engineering
	Management (MIEG)
UNIVERSITY DIVISION:	

# **University Approval**

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

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

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

The proposed degree is a research-focused Master of Science in Industrial Engineering program. It will include an accelerated option for students currently enrolled at South Dakota School of Mines and Technology (SDSMT). It is intended to retain top-level instate students and attract regional, national and international students with an interest in pursuing an on-campus research-focused master's degree. The program will complement the

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

currently delivered primarily online-distance, with some evening courses for on-campus students. In addition to meeting a regional need for a graduate degree program of this type, the program is also intended to support the research mission of the SDSMT in Industrial Engineering. Students enrolled in this program will be required to complete a thesis or research project working with the faculty of the Industrial Engineering Department. It is anticipated that these projects will be done as part of externally funded research conducted by the faculty.

As defined by the US Bureau of Labor Statistics, "industrial engineers find ways to eliminate wastefulness in production processes. They devise efficient systems that integrate workers, machines, materials, information, and energy to make a product or provide a service." The Department of Industrial Engineering was established at SD Mines in 2006 and currently enrolls approximately 150 undergraduate students in the B.S. Industrial Engineering and Engineering Management degree program and 50 graduate students in the M.S. Engineering Management program. There are currently 8 faculty members in the department.

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

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

The proposed program will support all three components of the SD Mines mission. It will prepare leaders in engineering and science by establishing a rigorous post-baccalaureate educational program in Industrial Engineering. It will advance knowledge and its application through support of faculty-led, externally supported research. It serves the State of South Dakota, the region and the nation by providing well-trained graduates that will drive economic activity in science and technology.

The program will promote the South Dakota Board of Regents Strategic plan in the following ways:

- Goal 1. Student Success the program will increase the number of graduate degrees awarded and will attract and retain more non-resident students in South Dakota.
- Goal 2. Academic Quality and Performance the program will represent a new graduate program for the state.

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

- Goal 3. Research and Economic Development the program will increase grant and contract expenditures and will increase the number of graduates from STEM programs. The program also aligns with existing and future state workforce needs.
- 3. Describe the workforce demand for graduates of the program, including national demand and demand within South Dakota. Provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.

Contrary to what is indicated by the "industrial" label, Industrial Engineers work in a variety of different job sectors including: health care, information technology, agriculture, service industries, consulting, research and development, wholesale trade and manufacturing. The US Bureau of Labor Statistics projects employment in industrial engineering will grow by 10% from 2016 to 2026 which is higher than the average of engineers in general (8%) and higher than the average for all occupations (7%).

Increasingly, engineers in all fields are being asked to obtain M.S. degrees to advance in their careers. In industrial engineering, the National Science Foundation (NSF) <sup>3</sup> reports that the number of M.S. degrees awarded increased by 58% from 2002 to 2012. Individuals that obtain these degrees earn significantly higher wages and advance in their careers faster than engineers with only B.S. degrees. In industrial engineering, obtaining an M.S. degree allows engineers to specialize in areas such as production management, quality control, operations research, and ergonomics. These graduates will provide expertise in areas needed for South Dakota industry to expand and grow. In addition, the experience in conducting and managing research obtained in the proposed degree will allow graduates to more effectively direct research and development efforts resulting in new products and services.

A recent "Program Demand Analysis" conducted for SDSMT by the Ruffalo, Noel, Levitz identified the Master of Science in Industrial Engineering as a new degree program that should be considered for future growth. This recommendation was made based on high regional demand for this degree and relatively few regional peers competing for these students.

# 4. How will the proposed program benefit students?

The proposed program will provide students with post-baccalaureate education in industrial engineering leading to an M.S. Degree. Relative to students with B.S. degrees in industrial engineering, obtaining an M.S. degree has been demonstrated to: 1) increase the employability of students; 2) increase the average salary at entry; and 3) reduce the time to promotion and increase advancement. At present, many of our undergraduate student indicate that they intend to pursue an M.S. degree in Industrial Engineering at some point in the future. Since there is currently no degree program of this type in South Dakota, this proposed program would allow those that are South Dakota residents to obtain this degree at in-state tuition rates and without relocating out of state.

<sup>&</sup>lt;sup>3</sup> National Science Foundation, STEM Educational Data, *How many degrees are earned in engineering, and what subfields are most popular,* on the Internet at https://nsf.gov/nsb/sei/edTool/data/engineering-01.html.

# 5. Program Proposal Rationale:

# A. If a new degree is proposed, what is the rationale<sup>4</sup>

No new degree is proposed. Students will be awarded the Master of Science degree.

#### B. What is the rationale for the curriculum?

The curriculum was developed in consultation with the faculty of SD Mines and consists primarily of courses that already exist as part of the Master of Science in Engineering Management offered by the Industrial Engineering Department. The degree is intended to introduce students to scholarship and research in industrial engineering and provide them with advanced coursework in specialized topics that are both general in this field of study and specialized to the interest of the student.

The degree program will include:

- Three core courses (3 CR each for 9CR) in areas of industrial engineering intended to ensure students have knowledge of fundamental areas of industrial engineering (operations research, ergonomics/safety, production).
- Five elective courses (15 CR) in topics selected by the student and the advisory committee to allow the student to focus their education on a specialization within industrial engineering and to acquire the background needed to conduct research in the topic selected for their Thesis.
- Thesis credits (6 CR) associated with conducting research associated with a topic in industrial engineering, preparing a Thesis document, and defending this Thesis as part of an oral examination.

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

Master of Science degree programs in industrial engineering vary widely throughout the United States depending on the size of the institution and whether the program focusses on only a specialty area within the discipline. As demonstrated by our B.S. program, the industrial engineering department at SD Mines is of moderate size and comprehensive in the nature of our course offerings. It is difficult to identify identical programs to the one proposed, however, five M.S. Industrial Engineering programs (Thesis required) that seem similar are listed below. As demonstrated by these examples, all programs require 30 semester credits hours and are either very general in their requirements (having no core course) or requiring core courses in areas equivalent to those proposed.

University	Degree Requirements		
North Dakota	30 semester credits including: 15 CR of industrial engineering		
State University	University   coursework (unrestricted), 3 CR industrial engineering seminar, 6		
CR other coursework, and 6 CR Thesis.			
Texas Tech	30 semester credits including: 10 CR core courses (3 CR each in		
University	operations research, systems and engineering management,		

<sup>&</sup>lt;sup>4</sup> "New Degree" means new to the university. Thus if a campus has degree granting authority for a Ph.D. program and the request is for a new Ph.D. program, a new degree is not proposed.

	manufacturing, statistics, and human factors/ergonomics), 9 CR other coursework, and 6 CR Thesis.
Auburn University	30 semester credits including: 9 CR core courses (3 CR each in operations research, manufacturing and production, and statistics), 1 CR seminar, 16-14 CR other coursework, and 4-6 CR Thesis.
University of Minnesota	30 semester credits including: 14 CR of industrial engineering coursework (unrestricted), 6 CR coursework in another major, and 10 CR Thesis.
Oregon State University	45 quarter credits including: 23 CR core courses (information systems – 4 CR, optimization – 3 CR, human factors– 4 CR, management – 4 CR, statistics – 4 CR, production planning – 3 CR), 16-10 CR other coursework, and 6-12 CR Thesis.

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

Master of Science in Industrial Engineering	Credit Hours	Percent
Required courses, all students	15	50%
Required option or specialization, if any		%
Electives	15	50%
Total Required for the Degree Total	30	

**Required Courses** 

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
Operation	n Research C	ore		
ENGM	535	Optimization Techniques	3	No
		OR		
ENGM	632	Stochastic Models in Operations Research	3	No
Ergonom	ics/Safety Co	re		
ENGM	650	Safety Management	3	No
		OR		
ENGM	655	Ergonomics for Managers	3	No
Productio	on Core			
IENG	566	Project Planning and Control	3	No
		OR		
ENGM	621	Statistical Process Control	3	No
ENGM	798	Thesis	6	No
	_	Subtotal	15	

Elective Courses: List courses available as electives in the program. Indicate any proposed new

courses added specifically for the program.

Prefix	Number	Course Title	Credit	New					
		(add or delete rows as needed)	Hours	(yes, no)					
	Elective courses as approved by the advisory committee to reflect the educational and research								
interests of the student. Must be 500 level or above and conform to SD Mines graduate studies									
	policies – 15 CR total in IENG or ENGM, 15 CR total at 600 level or above.								
Any cours	se listed above	e as a core requirement taken in addition to the 3-cr	edit requiren	nent for					
the discipl	ine area.								
ENGM	615	Nonparametric Statistics	3	No					
ENGM	620	Quality Management	3	No					
ENGM	625	Innovation and Commercialization	3	No					
ENGM	640	Business Strategy	3	No					
ENGM	642	Engineering Management and Labor Relations	3	No					
ENGM	661	Engineering Economics for Managers	3	No					
ENGM	663	Operations Planning	3	No					
ENGM	675	Legal and Ethical Issues in Engineering	3	No					
		Management							
ENGM	745	Forecasting for Business and Technology	3	No					
ENGM	792	Topics	3	No					
IENG	515	Decision Analysis	3	No					
IENG	531			No					
IENG	592	Topics 3 No		No					
		Subtotal	15						

## 6. Student Outcomes and Demonstration of Individual Achievement

- A. What specific knowledge and competencies, including technology competencies, will all students demonstrate before graduation? The knowledge and competencies should be specific to the program and not routinely expected of all university graduates. Complete Appendix A – Outcomes using the system form. Outcomes discussed below should be the same as those in Appendix A.
  - i) Effectively employ contemporary tools in operations research, ergonomics/safety, and production planning.
  - ii) Demonstrate the ability to synthesize the scientific literature associated with a research topic in industrial engineering and complete a related research study.
- B. Are national instruments (i.e., examinations) available to measure individual student achievement in this field? If so, list them.

National instruments are not available to measure achievement in these areas.

- C. How will individual students demonstrate mastery? Describe the specific examinations and/or processes used, including any external measures.<sup>5</sup> What are the consequences for students who do not demonstrate mastery?
  - i) Successfully completing the three required core curriculum courses with a grade of B or better.
  - ii) Successful oral defense of a Master's Thesis.
- 7. What instructional approaches and technologies will instructors use to teach courses in the program? This refers to the instructional technologies and approaches used to teach courses and NOT the technology applications and approaches expected of students.

Courses is the program will be taught on-campus at SD Mines using a traditional lecture format. Distance sections are currently available for some ENGM courses, but students in the proposed program are expected to attend courses on-campus.

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

No consultants were used in developing the curriculum associated with this program.

No accrediting agency currently exists for M.S. in Engineering programs.

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

	Fiscal Years*			
	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>
Estimates	FY 21	FY 22	FY 23	FY 24
Students new to the university	3	5	10	10
Students from other university programs	0	0	0	0
Continuing students	0	3	5	10
=Total students in the program (fall)	3	8	15	20
Program credit hours (major courses)**	45	120	225	300
Graduates	0	3	5	10

<sup>&</sup>lt;sup>5</sup> What national examination, externally evaluated portfolio or student activity, etc., will verify that individuals have attained a high level of competence and identify those who need additional work?

<sup>&</sup>lt;sup>6</sup> Developmental consultants are experts in the discipline hired by the university to assist with the development of a new program (content, courses, experiences, etc.). Universities are encouraged to discuss the selection of developmental consultants with Board staff.

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

No accrediting agency currently exists for M.S. in Engineering programs.

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

No exceptions are requested.

# 12. Delivery Location<sup>7</sup>

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

	Yes/No	Intended Start Date
On campus	Yes	Fall 2
_		020

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

	Yes/No	If Yes, identify delivery methods <sup>8</sup>	Intended Start Date
<b>Distance Delivery</b>	Choose an		Choose an item. Choose
(online/other distance	item.		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 certificate through distance learning (e.g., as an online program)? <sup>9</sup>

Yes/No   If Yes, identify delivery methods   Intended Start Date
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<sup>\*</sup>Do not include current fiscal year.

<sup>\*\*</sup>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.

<sup>&</sup>lt;sup>7</sup> The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a university to offer programs off-campus and through distance delivery.

<sup>&</sup>lt;sup>8</sup> Delivery methods are defined in <u>AAC Guideline 5.5</u>.

<sup>&</sup>lt;sup>9</sup> This question responds to HLC definitions for distance delivery.

<b>Distance Delivery</b>	No	Choose an item. Choose
(online/other distance		an item.
delivery methods)		

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

No additional budget or resources are requested for this proposal. Courses in the program are currently being offered as part of the MS ENGM program in the Industrial Engineering department at SD Mines. Faculty time needed to advise students will be absorbed in current workloads for research and scholarship. Administrative time required to manage the program will be absorbed in current administrative workload for the Department Head and support staff.

14. Board Policy 2:1 states: "Independent external consultants retained by the Board shall evaluate proposals for new graduate programs unless waived by the Executive Director." Identify five potential consultants (including contact information and short 1-2 page CVs) and provide to the System Chief Academic Officer (the list of potential consultants may be provided as an appendix). In addition, provide names and contact information (phone numbers, e-mail addresses, URLs, etc.) for accrediting bodies and/or journal editors who may be able to assist the Board staff with the identification of consultants.

Given that the program does not require new resources, it is requested that the need for external consultants to evaluate the program be waived.

15. Is the university requesting or intending to request permission for a new fee or to attach an existing fee to the program (place an "X" in the appropriate box)? If yes, explain.

	X
Yes	No

Explanation (if applicable):

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

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

 $\overline{X}$  NO, the university is not seeking approval of all new courses related to the proposed program in conjunction with program approval; the institution will submit new course

approval requests separately or at a later date in accordance with Academic Affairs Guidelines.

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

# **Admission Requirements**

Students applying to this program must submit

- Completed graduate application form
- \$35 application fee
- One official transcript of prior academic work, sent directly to SD Mines by the issuing institution, showing the undergraduate degree awarded.
- Additional requirements exist for international students, including a third-party foreign transcript evaluation and evidence of English proficiency.

Students admitted to this degree program must possess a Bachelor of Science (BS) degree from a four-year accredited institution with a major in engineering, mathematics or the sciences. In addition to the standard admissions requirement, students with a cumulative GPA in their BS degree of less than 3.0 on a 4-point scale, must submit a valid GRE score.

Prior to enrolling in core courses for the program, students must demonstrate a proficiency in probability and statistics (equivalent to SD Mines IENG 381) and engineering economics (equivalent to SD Mines IENG 301). Students who do not possess adequate background in these areas will be required to complete remedial undergraduate courses that cannot be used as electives in the MS program of study.

# **Accelerated Master's Program**

Students admitted to the proposed MS IE degree program that are currently enrolled at SD Mines can participate in the accelerated BS/MS program. Course taken as part of this program must be at the 500/600 level and be approved by the student's graduate advisor and the program coordinator. A maximum of 9 credit hours applied to the BS degree can be used as part of the MS IE degree.

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 4 – B DATE: October 7, 2020

\*

#### **SUBJECT**

**New Specialization: NSU Visual Impairments** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

## **BACKGROUND / DISCUSSION**

Northern State University (NSU) requests approval to offer a Specialization in Visual Impairments in the proposed new Master of Science in Education (MSEd) in Special Education, on-campus and online.

The proposed Specialization in Visual Impairments will prepare special education teachers to work with students who have visual impairments. The proposed graduate program will capitalize on the existing unique relationship and adjacency between Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI).

# IMPACT AND RECOMMENDATION

The program will attract current undergraduate students majoring in special education who want to earn a master's degree; special education teachers who want more advanced knowledge and deeper understanding; and, general classroom teachers who want to expand their teacher certification to include special education.

NSU intends to implement the new specialization without additional state resources.

Board office staff recommends approval.

#### **ATTACHMENTS**

Attachment I – New Specialization: NSU – Visual Impairments

\*

## **DRAFT MOTION 20201007 4-B:**

I move to authorize NSU to offer the Visual Impairments specialization in the MSEd in Special Education, on-campus and online.



# 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:	NSU
TITLE OF PROPOSED SPECIALIZATION:	Visual Impairments
NAME OF DEGREE PROGRAM IN WHICH	M.S. Ed. in Special Education
SPECIALIZATION IS OFFERED:	
INTENDED DATE OF IMPLEMENTATION:	8/17/2021
PROPOSED CIP CODE:	131009 (Education/Teaching of
	Individuals with Vision
	Impairments including Blindness)
UNIVERSITY DEPARTMENT:	<b>Teacher Education</b>
UNIVERSITY DIVISION:	Millicent Atkins School of
	Education

# 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.

Institutional Approval Signature

President or Chief Academic Officer of the University

9/16/2020

Date

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

ı.	Level of the Specializa	ation	(place an "X"	in the	e appropriate box):	
	Baccalaureate		Master's	$\boxtimes$	Doctoral	

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

The Master of Science in Special Education with a Specialization in Visual Impairments will prepare special education teachers to work with students who have visual impairments. Once established with a steady stream of graduate students and a dedicated faculty member, the Northern State University Millicent Atkins School of Education will seek the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER) accreditation for our program that specializes in teaching students with visual impairments.

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.

Northern State University and the South Dakota School for the Blind and Visually Impaired (SDSBVI) have a long history of collaboration. Northern State University's Educational Impact Campaign raised more than \$12 million to construct a brand-new school and residential home for the SDSBVI. The superintendent of the SDSBVI and the president of Northern State University fully support establishing a graduate program in teaching students with visual impairments and seek to strengthen the existing collaboration between the two institutions to advance research in teaching students with visual impairments.

A critical shortage of special education teachers creates a workforce need nationwide and specifically in South Dakota. The United States Department of Education has identified special education as an area of teacher shortage in South Dakota for over a decade. The Office of Special Education Programs (OSEP) within the United States Department of Education calls the shortage of special education teachers nationwide "chronic" and "notes that teacher shortages in special education have existed for 20 years with no solution is sight" (Marshall, Karvonen, Yell, Lowry, Drasgow, and Seaman 2013, p. 127). The proposed program fulfills a workforce need.

An even more critical shortage of special education teachers with a specialization in visual impairments threatens the education of students with visual impairments. School districts face a severe shortage in personnel in the field of visual impairments, and the shortage may actually be more severe that numbers report "because some school districts with students needing services know that they simply will not be able to find the appropriate specialists and so do not even list such positions as unfilled" (Friend, 2018, p. 381).

The Master of Science in Special Education with a Specialization in Visual Impairments specialization will draw students from across the nation due to a limited number of programs available nationwide. This program offers an embedded classroom for the practicum at the new state-of-the-art South Dakota School for the Blind and Visually Impaired (SDSBVI).

## References:

Marshall, Kathleen J; Karvonen, Meagan; Yell, Mitchell L; Lowrey, Alisa; Drasgow, Erik; Seaman, Michael A. *Journal of Disability Policy Studies*, December 2013, Vol.24(3), pp.127-136.

Friend, M. (2018). *Special education: Contemporary perspectives for school professionals.* (5<sup>th</sup> ed.). Boston, MA: Pearson.

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

Prefix	Number	Course Title	Credit	New
		(add or delete rows as needed)	Hours	(yes, no)
SPED	704	Inclusive Education	3	No
EDAD	720	Special Education Law for School	3	No
		Administrators		
SPED	731	Educating Students with Learning Disabilities	3	Yes
	Or	or		
	741	Education Students with Behavior Disorders		
<b>SPED</b>	521	Principles of Orientation and Mobility for the	<mark>3</mark>	No
		Classroom Teacher		
<b>SPED</b>	523	Foundations of Teaching Students with Visual	<mark>2</mark>	No
		<mark>Impairments</mark>		
<b>SPED</b>	<mark>524</mark>	Educational Methods, Materials, and Access	<mark>2</mark>	No
		Technology for Students who have Visual	_	
		<b>Impairments</b>		
<b>SPED</b>	<mark>525</mark>	Educational Implications of the Anatomy and	<mark>3</mark>	No
		Function of the Eye		
<b>SPED</b>	<mark>534</mark>	Introduction to the Literary UEB Braille Code	<mark>2</mark>	No
<b>SPED</b>	<mark>536</mark>	Introduction to the Nemeth Braille	<mark>2</mark>	No
		Code/Teaching Reading to the Blind and	_	
		Visually Impaired		
<b>SPED</b>	<mark>718</mark>	Assessment and Planning for Diverse Learners	<mark>3</mark>	Yes
		with Visual Impairments		
<b>SPED</b>	<mark>795</mark>	Practicum	<mark>4</mark>	Yes
				Choose an
				item.

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

30

# 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 S	tart Date
On campus	Yes	Fall	2021

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

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

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

	Yes/No	If Yes, identify delivery methods	Intended Start Date
<b>Distance Delivery</b>	Yes	Online during the academic year	Fall 2021
(online/other distance		and in person in the summer	
delivery methods)			

#### SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 4 – C DATE: October 7, 2020

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#### **SUBJECT**

Intent to Plan: NSU – BA in Global Language and Culture

## CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Approval

## **BACKGROUND / DISCUSSION**

Northern State University (NSU) seeks approval to develop a Bachelor of Arts (BA) degree in Global Language and Culture. The program will provide students with skills and experiences to communicate effectively in global contexts across various cultural settings. Students will gain applied experience using global language skills in practical settings, including those facilitated by national and international digital networks. The program will address crucial questions of culture and identity as well as questions related to social, political, and economic power structures in historical and contemporary contexts. Proposed courses include critical power structures in text and historical experience, diaspora studies, and socio-political studies.

Students will choose one language as their concentration within the major. Presently, students will choose between Spanish, German, or Chinese, but expansion is anticipated to include additional languages as the program grows. This expansion could include French offerings beyond those currently offered at NSU, language courses offered through NSU's study abroad programs, and language courses offered at other SDBOR institutions.

# IMPACT AND RECOMMENDATION

NSU will retain its Spanish major and minor, Chinese minor, and German minor, but will terminate its German major upon approval of this proposal.

NSU anticipates that there will be opportunities for collaboration with other SDBOR universities, specifically through online intermediate and upper level French language offerings.

(Continued)

## **DRAFT MOTION 20201007 4-C:**

I move to authorize NSU to develop a program proposal for the BA in Global Language and Culture, as presented.

I2P: NSU BA in Global Language and Culture

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Board office staff recommends approval of the intent to plan with the following conditions:

- 1. The university will research existing curricula, consult with experts concerning the curriculum, and provide assurance in the proposal that the program is consistent with current national standards and with the needs of employers.
- 2. The proposal will define the specific knowledge, skills, and competencies to be acquired through the program, will outline how each will be obtained in the curriculum and will identify the specific measures to be used to determine whether individual students have attained the expected knowledge, skills, and competencies.
- 3. The university will not request new state resources without Board permission, and the program proposal will identify the sources and amounts of all funds needed to operate the program and the impact of reallocations on existing programs.

## **ATTACHMENTS**

Attachment I – Intent to Plan Form: NSU BA in Global Language and Culture



## SOUTH DAKOTA BOARD OF REGENTS ACADEMIC AFFAIRS FORMS

# Intent to Plan for a New Program

Use this form to request authorization to plan a new baccalaureate major, associate degree program, or graduate program; formal approval or waiver of an Intent to Plan is required before a university may submit a related request for a new program. The Board of Regents, Executive Director, and/or their designees may request additional information. After the university President approves the Intent to Plan, submit a signed copy to the Executive Director through the system Chief Academic Officer. Only post the Intent to Plan to the university website for review by other universities after approval by the Executive Director and Chief Academic Officer.

UNIVERSITY:	Northern State University
DEGREE(S) AND TITLE OF PROGRAM:	BA, Global Language and Culture
INTENDED DATE OF IMPLEMENTATION:	Spring 2021

# Please check this box to confirm that:

- The individual preparing this request has read <u>AAC Guideline 2.4</u>, which pertains to new intent to plan requests for new programs, and that this request meets the requirements outlined in the guidelines.
- This request will not be posted to the university website for review of the Academic Affairs Committee until it is approved by the Executive Director and Chief Academic Officer.

## **University Approval**

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

Michael Warous	8/24/2020
President (or Designee) of the University	Date

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

The proposed Global Language and Culture program is designed to provide students with skills and experiences to communicate effectively in global contexts across various cultural settings. In today's globalized world, students need direct experience using global language skills in practical settings, including those facilitated by national and international digital networks. The applied language skills inherent in this program will provide students with that direct experience.

This program will address crucial questions of culture and identity as well as questions related to social, political, and economic power structures in historical and contemporary contexts. Proposed courses include critical power structures in text and historical experience, diaspora studies, and socio-political studies.

The proposed Global Language and Culture program will offer students a vibrant and accessible curriculum to keep up with current global trends and market needs, allowing them to become effective participants in a global community.

Students will play an active role in determining their own curriculum, thus facilitating student-centered learning. The program will allow students to choose one language as their concentration within the major. Presently, students will choose between Spanish, German, or Chinese, but expansion is anticipated to include additional languages as the program grows. This expansion could include, but is not limited to, expanded French offerings beyond FREN 101 and FREN 102 currently offered at Northern State University, language courses offered through Northern's study abroad programs, and language courses offered at other SDBOR institutions.

The inclusion of German within this program will provide students who choose the German emphasis to pursue more diverse German language course offerings than can currently be offered within the German major. As such, it is intended that the German major at Northern will be phased out with the acceptance of this program. The German minor, however, will remain active. At present, NSU also intends for the Spanish major and minor to remain active and for the Chinese minor to remain active.

2. What is the need for the proposed program (e.g., Regental system need, institutional need, workforce need, etc.)? What is the expected demand for graduates nationally and in South Dakota (provide data and examples; data sources may include but are not limited to the South Dakota Department of Labor, the US Bureau of Labor Statistics, Regental system dashboards, etc.)? Please cite any sources in a footnote.

South Dakota students must prepare to be forward-thinking, proactive players on the world stage and this proposed program will serve this end. University students of the 21st-century require an increasingly expanding multinational outlook in their interdisciplinary studies, travel abroad experiences, internships, and career paths. The proposed Global Language and Culture program will both inspire student interest and simultaneously launch new avenues of scholarship and service learning for NSU. Dominic Tierney, Associate Professor of Political Science at Swarthmore College, asserts: "We need a generation of students trained in the diverse approaches of global studies." In this ever evolving global climate, awareness of the diverse cultural nuances that can bring communities and nations together rather than driving them apart is imperative to a student's ability to successfully function on the global stage.

Additionally, the proposed program would strengthen ongoing NSU efforts in the areas of recruiting and retention of a diverse student body and faculty while providing a dynamic university experience.<sup>3</sup> To paraphrase Lynne Steuerle Schofield, Associate Provost for Faculty Diversity and Development and Associate Professor of Statistics at Swarthmore College, as

<sup>&</sup>lt;sup>1</sup> The learning outcomes and cross-curricular skills for this proposed program will remain consistent for all curriculum choices

<sup>&</sup>lt;sup>2</sup> Campbell, Kate. "New Global Studies Program to Explore How the World Works." Swarthmore College Press Release. 7 December 2018. <a href="https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works">https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works</a>

<sup>&</sup>lt;sup>3</sup> Item 4 of this proposal further supports this by referencing areas within the NSU Mission, Vision and Values that emphasize diversity.

one works to diversify campus, faculty, and the university experience, it is necessary to provide a place for students and faculty to engage in discussions that critically reflect on how the world works as an interlinked, interactive set of processes and relationships that operate across broad spheres of experience.<sup>4</sup>

The SDWINS 2016-2017 South Dakota Workforce Initiative Annual Report asserts, "First, we need to prepare our youth to reach their true potential by providing the tools, information, and opportunities to guide them in their career decisions. Second, employers need mechanisms to help them recruit and retain quality workers." Two important subheadings in this report affirm that "South Dakota wins when our youth are prepared to compete in a global high-tech economy," and "South Dakota wins when our workforce is qualified and prepared for all types of careers." This proposed program in Global Language and Culture will fulfill those mandates.

Majors in Global Language and Culture have a clear career track in translation. According to the U.S. Bureau of Labor Statistics, interpreters and translators have a 19% growth in job outlook for 2018-2028, which is "much faster than average." Areas where language majors regularly find employment include international development, marketing, public policy, journalism, government work, tourism, and education. Additionally, majors in this program could pursue employment opportunities at South Dakota manufacturing and biofuel corporations with an international component, such as Molded Fiber Glass and POET, as well as agricultural, technological, and other industries that participate in international trade. Further, individuals with a focused study in languages and culture offered through this program are prepared to take on a wide variety of professional roles locally, nationally, and internationally in the following areas: international business/banking, immigration services, international student programs offices, hospitality, health care services, and embassy support.

According to *Business Roundtable*, Mexico, Germany, and China are three of the top six export markets for the United States. The United States exports \$229.7 billion in goods and \$32.0 billion in services to Mexico, \$49.4 billion in goods and \$31.6 billion in services to Germany, and \$115.6 billion in goods and \$54.2 billion in services to China. Looking specifically at South Dakota, China and Mexica are two of the top four export markets. In 2018, the state exported \$554 million in goods and \$60 million in services to Mexico and \$903 million in goods and \$95 million in services to China.

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<sup>&</sup>lt;sup>4</sup> Campbell, Kate. "New Global Studies Program to Explore How the World Works." Swarthmore College Press Release. 7 December 2018. <a href="https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works">https://www.swarthmore.edu/news-events/new-global-studies-program-to-explore-how-world-works</a>

<sup>&</sup>lt;sup>5</sup> SDWINS. "South Dakota Workforce Initiatives Annual Report: Final SDWINS Report 2016-2017." https://dlr.sd.gov/publications/documents/sdwins annual report 2016 2017.pdf

<sup>&</sup>lt;sup>6</sup> U.S. Bureau of Labor and Statistics. "Occupational Outlook Handbook." 2020. <a href="https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm">https://www.bls.gov/ooh/media-and-communication/interpreters-and-translators.htm</a>

<sup>&</sup>lt;sup>7</sup> The Career Development Center at Angelo State University provides a diverse listing of careers for language majors at:https://www.angelo.edu/services/career/majors/foreign-language.php

<sup>8</sup> Southeastern Louisiana University provides a comprehensive list of occupations for language majors at: http://www.southeastern.edu/acad\_research/programs/cse/career\_expl/slu\_degree/degrees/foreign\_language.html

<sup>&</sup>lt;sup>9</sup> Business Roundtable. "U.S. Economic Growth Depends on Trade." 2016. <a href="https://www.businessroundtable.org/policy-perspectives/trade-international/benefits-of-trade">https://www.businessroundtable.org/policy-perspectives/trade-international/benefits-of-trade</a>

Business Roundtable. "How South Dakota's Economy Benefits from International Trade and Investment." 2018. <a href="https://tradepartnership.com/wp-content/uploads/2019/01/BRT\_TRADE\_2018\_South\_Dakota.pdf">https://tradepartnership.com/wp-content/uploads/2019/01/BRT\_TRADE\_2018\_South\_Dakota.pdf</a>

## 3. How would the proposed program benefit students?

With its focus on global communication and culture, this program will be an asset for NSU students by preparing them to actively engage on the global stage. This preparation is imperative to attain a level of success within the ever-evolving global climate in which our students are entering. This program is forward-looking, which is imperative in the current and foreseeable academic climate. It is designed to appeal to the needs of current high school graduates entering college in their particular generational milieu and will attract students because of that prescience.

This program will build cross-cultural competency, emphasizing an active understanding of global communication and analyzing local culture in a global context. This competency will provide students with a unique understanding of the dynamic relationships among local, global, and transborder communities, which provides students with the opportunity to identify strong connections with peoples and events. In addition, it will hone students' capacity for bridging differences without prejudice in further fostering a deeper appreciation of cultural, sociopolitical, and historical similarities and differences.

With its emphasis on culture and hands-on skills in global communication as practiced within a specific language, students completing the Global Language and Culture program will develop advanced levels of cultural and linguistic competence in the context of global digital communications in Spanish, German, Chinese or other languages that may become available at and through NSU or other SDBOR institutions as this program builds.

In addition to the above, the following benefits are anticipated for students pursuing the BA program in Global Language and Culture:

- additional career opportunities
- a language and culture focus that will decidedly augment other majors/minors (such as within the College of Professional Studies), providing students with a competitive edge in the job market<sup>11</sup>
- hands-on experiential learning through communication with students in other countries, especially with those facilitated by digital praxis networks
- hands-on experiential learning through communication and activities with international students at all campuses within the regental system
- the opportunity to participate in the NSU Global Living and Learning Community in Wolves Memorial Suites
- demonstrate proficiency in the cultural and sociolinguistics aspects of a language
- curriculum that delivers both depth and breadth of knowledge in language and cultural studies, including theory, linguistics, and rhetoric.
- 4. How does the proposed program relate to the university's mission as provided in South Dakota Statute and Board of Regents Policy, and to the current Board of Regents Strategic Plan 2014-2020?

Northern State University's Mission, Vision and Values states that Northern's mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students

<sup>&</sup>lt;sup>11</sup> See item 7 of this proposal for further information about collaboration with the College of Professional Studies.

through the liberal arts and professional education for their future endeavors." Such opportunities are much more in the grasp of students who are well-versed in the languages and cultures of other parts of the world.

In 2018, *Babbel Magazine* (a publication of the world's first language learning application and a leader in the online language learning industry) reported that German is the second most commonly spoken language in Europe and is a significant language for a thorough understanding of developments in philosophy, science, and art.<sup>13</sup> The same source reports that Chinese is the most spoken language in the world followed by Spanish as the second most spoken language in the world, including more native speakers than are fluent in the English language.<sup>14</sup> The application of these languages along with the global cultural studies focus of this program will enhance the global nature of the learning opportunities that Northern offers its students. Without these opportunities, our students venturing abroad or even just communicating with people in other parts of the world (a prospect made more likely by digitalized globalization) will not have the cultural felicity to make the most of their opportunities.

This proposed program provides students with the opportunity to gain a greater global and cultural understanding, which promotes Northern's vision to be "regionally recognized as a student-centered, diverse community dedicated to excellence in teaching and learning, creativity and global awareness." <sup>15</sup> Additionally, it will allow students to espouse Northern's three primary values of Community ("building a culture of inclusion, belonging and collegiality that respects diversity in knowledge, culture and world view"), Discovery ("pursuing rigor and excellence in education, inquiry and engagement for the benefit of our students, state and region"), and Integrity ("adhering to the highest standards of honesty, fairness and transparency with a commitment to responsible stewardship of resources"). <sup>16</sup> We are not achieving these values if we are not giving our students the tools to venture out into the world and to understand it as they explore it and find their place within it, either personally or professionally.

Furthermore, this proposed program would be an asset toward continuing the progress the Board of Regents has already made in reaching the goals set forth in its 2014-2020 Strategic Plan. Because students will play an active role in determining their own curriculum, as indicated in item 1 of this proposal, this makes the program appealing to the current and growing utility-minded college student, which will benefit students and move Northern toward higher recruitment and retention rates.

Forbes magazine reported in 2017 that today's college students are more career-focused early on in their college experiences, and they are also more likely to want hands-on experiential learning of exactly the kind this program advocates and the kind being measured by the Board of Regents under its Academic Quality and Performance objective. The same Forbes article notes that 13% of today's college students already operate their own business

<sup>&</sup>lt;sup>12</sup> NSU Mission, Vision and Values. https://northern.edu/about/office-president/mission

Bohn, Thea. "What are the 10 Most Spoken Languages in Europe." *Babbel Magazine*. 18 April 2018. <a href="https://www.babbel.com/en/magazine/most-spoken-languages-europe/">https://www.babbel.com/en/magazine/most-spoken-languages-europe/</a>

Lang, James. "10 Most Spoken Languages in the World." Babbel Magazine. 14 November 2018. https://www.babbel.com/en/magazine/the-10-most-spoken-languages-in-the-world/

<sup>15</sup> NSU Mission, Vision and Values. https://northern.edu/about/office-president/mission

<sup>&</sup>lt;sup>16</sup> NSU Mission, Vision and Values, https://northern.edu/about/office-president/mission

upon entering college, making the necessity for global communication tools even more urgent and more apparent to them.<sup>17</sup>

5. Do any related programs exist at other public universities in South Dakota? If a related program already exists, explain the key differences between the existing programs and the proposed program, as well as the perceived need for adding the proposed new program. Would approval of the proposed new program create opportunities to collaborate with other South Dakota public universities?

One South Dakota program might appear to have a relation to our proposed program; however, the similarity resides principally in the use of the term "Global." The Global Studies program at SDSU draws courses from a broad range of fields, including political science, the social sciences, and the humanities. In their program, language courses are only required through the intermediate (202) level. By contrast, NSU's Global Language and Culture program emphasizes first and foremost language and global communication skills. The communication courses will be taught in English. The bulk of the upper-division courses will include a language component taken in the primary language of study to foster advanced language skills. The cultural courses within this proposed program will be taught in English and will address global themes through the lens of local language, customs, and history.

Approval of the proposed new program could provide the potential for collaboration with other South Dakota public universities, specifically through online intermediate and upper level French language offerings.

6. Do related programs exist at public colleges and universities in Minnesota, North Dakota, Montana, and/or Wyoming? If a related program exists, enter the name of the institution and the title of the program; if no related program exists, enter "None" for that state. Add additional lines if there are more than two such programs in a state listed.

	Institution	Program Title
Minnesota	University of Minnesota	BA in Global Studies
		https://cla.umn.edu/global-studies/ba-global-studies
North Dakota	University of North Dakota	BA in International Studies
		https://und.edu/programs/international-studies-ba/
Montana	None	
Wyoming	None	

Similar to what is indicated in item 5 of this proposal, the primary contrast between our proposed program and the programs provided above is that ours places primary emphasis on language and global communication skills.

7. Are students enrolling in this program expected to be new to the university or redirected from other existing programs at the university?

We do not expect students to be redirected from existing programs at the university other than a possible movement of Spanish majors or minors, German majors or minors, or

<sup>&</sup>lt;sup>17</sup> Kozinsky, Sieva. "How Generation Z is Shaping the Change in Education." *Forbes Magazine*. 24 July 2017. https://www.forbes.com/sites/sievakozinsky/2017/07/24/how-generation-z-is-shaping-the-change-in-education/#45a0add96520

Chinese minors into this program. If anything, we believe this program is a beneficial supplement as a probable double major to students studying in such areas as international business, political science, entrepreneurship, education, and communication studies. The majority of courses that will be offered in this proposed program will double count between majors, thereby providing the opportunity to add the BA in Global Language and Culture as a second major. We do anticipate that a majority of students enrolling in this program will be new to the university.

Doug Ohmer, Dean of the NSU College of Professional Studies, has agreed to add SPCM 470 Intercultural Communication (a global communication course within this proposed program) as an elective for the BA in International Business, and he has also agreed to add 8 credits of a language to the minor in International Business. The BA in International Business already requires 8 credits of introductory foreign language and 6-8 credits of intermediate foreign language or study abroad experience, which would provide one opportunity for courses that could double count between majors. Additionally, Andria Moon, Associate Dean of the Millicent Atkins School of Education, and Anna Schwan, Assistant Professor of Education, have expressed a strong interest in collaborating with the proposed Global Language and Culture program to identify courses within the program that would cover the language and culture requirement of an ENL endorsement for teaching English learners in K-12.

We believe the strength of our language faculty and participating communication studies faculty as well as participating faculty in interdisciplinary course offerings, the strength of the curriculum and the university, along with the multinational forward-thinking nature of the program will be recruiting strengths for the BA in Global Language and Culture.

8. What are the university's expectations/estimates for enrollment in the program through the first five years? What are the university's expectations/estimates for the annual number of graduates from the program after the first five years? Provide an explanation of the methodology the university used in developing these estimates.

Expected enrollment and graduation:

First Year Enrollment 3-5
Fourth Year Enrollment 8-10
Graduation (Fifth Year and thereafter) 10-12

### *Further Explanation:*

To calculate the first-year enrollment, we looked at our current (spring 2020) language majors and communication studies majors in these areas and calculated a percentage of those majors. As of spring 2020, there are 3 German majors, 12 Spanish majors, and 27 communication studies majors. We calculated a 6% approximation of these majors who may enter the program as majors or as double majors, which does not include majors in other programs who may choose to double major in this program. To calculate the fourth-year enrollment, we anticipated that the expanding need for a global outlook (as discussed in numbers 2 and 4 above) that is addressed by this program would serve as a recruiting tool. This would then allow for an increase in students entering the program by its fourth year.

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

Note: The accreditation requirements of the Higher Learning Commission (HLC) require Board approval for a

university to offer programs off-campus and through distance delivery.

	Yes/No	Intended Start Date
On campus		
-while the entire program will be offered on campus with	Yes	Samin = 2021
courses in fall, spring, and summer, some courses may be	Yes	Spring 2021
fulfilled through already established online offerings.		

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

	Yes/No	If Yes, identify delivery methods  Delivery methods are defined in AAC  Guideline 5.5.	Intended Start Date
Distance Delivery (online/other distance delivery methods)	Yes	As stated above, while the entire program will be offered on campus with courses in fall, spring, and summer, some courses may be fulfilled through already established online offerings.	Spring 2021
Does another BOR institution already have authorization to offer the program online?	No	If yes, identify institutions:	

10. What are the university's plans for obtaining the resources needed to implement the program? *Indicate "yes" or "no" in the columns below.* 

	Development/	Long-term
	Start-up	Operation
Reallocate existing resources - this reallocation would consist of utilizing the faculty we currently have who would teach these courses.	Yes	Yes
Apply for external resources  If checking this box, please provide examples of the external funding identified below.	No	No
Ask Board to seek new State resources  Note that requesting the Board to seek new State resources may require additional planning and is dependent upon the Board taking action to make the funding request part of their budget priorities. Universities intending to ask the Board for new State resources for a program should contact the Board office prior to submitting the intent to plan.	No	No
Ask Board to approve a new or increased student fee	No	No

11. Curriculum Example: Provide (as Appendix A) the curriculum of a similar program at another college or university. The Appendix should include required and elective courses in the program. Catalog pages or web materials are acceptable for inclusion. Identify the college or university and explain why the selected program is a model for the program under development.

Included as Appendix A are curriculum from BA in Foreign Language programs at two universities. The curriculum from Thomas Edison State University is included for its cultural and literacy course focus as well as the interdisciplinary aspect of its elective requirement. Similarly, the curriculum of the University of North Alabama offers multiple foreign language options.

## **Appendix A: Curriculum of Similar Programs**

## **BA** in Foreign Language - Thomas Edison State University

https://www.tesu.edu/heavin/ba/foreign-language

Subject Category	Credits
I. General Education Requirements	60
A. Intellectual and Practical Skills	15
Written Communication	(6)
Oral Communication	(3)
Quantitative Literacy	(3)
<ul> <li>Information Literacy (SOS-110: Critical Information Literacy)</li> </ul>	(3)
B. Civic and Global Learning	9
Diversity	(3)
• Ethics	(3)
Civic Engagement	(3)
C. Knowledge of Human Cultures	12
D. Understanding the Physical and Natural World	4-7
E. General Education Electives	17-20
II. Area of Study: Foreign Language	33
A. Required Courses	21
Language skills through the advanced level	(12)
EXAMPLES:	
Intermediate Language I and II	(6)
AND	
Advanced Language I and II	(6)
History of Civilization	(3)
Major Writers/Masterpieces of Literature	(6)
B. Capstone	3
LIB-495 Liberal Arts Capstone	(3)
C. Foreign Language Electives*	9
FRENCH	
Advanced Syntax	
Consecutive & Simultaneous Interpreting	
Contemporary French Drama	
Dada and Surrealism	
French Civilization: 19th Century and 20th Century	
French Film	
• French Novel to 1900	
French Novel of the 20th Century	

French Poetry	
French Renaissance	
Music in French Revolution	
Napoleonic Wars: Fact and Fiction	
Phonology	
17th Century (or l8th C. or l9th C. or 20th C.) Literature	
I7th Century (or I8th C. or I9th C. or 20th C.) Theater	
Translation	
Women in French Literature	
SPANISH	
Cervantes	
Comparative Grammar: Spanish - English	
Contemporary Latin-American Theater	
Evolution of Spanish Language	
Hispanic Culture in New Jersey	
Hispanic Mainland Literature	
Literature of Puerto Rico and/or Cuba	
Masterpieces of Spanish American	
Literature	
Middle Ages in Spain	
• Phonology	
Spanish-American Cultural History	
Spanish-American Novel	
Spanish Literature of l9th Century	
Spanish Novel of the 20th Century	
Theater of the Golden Age	
20th Century Poetry	
20th Century Spanish Prose Literature	
GERMAN	
Age of Schiller	
Applied Linguistics	
Drama of l9th Century and 20th Century	
and the second of the 20th century	
History and Development of German Language     Inth Continue Cormon Realism	
I9th Century German Realism     Phonology	
Phonology	
Poetry     Proces Finding	
Prose Fiction  Issued to the control of the co	
I6th Century - I8th Century Literature	
Translation     ITALIAN	
Dante     Halian American Naval	
Italian-American Novel     Italian Ginama	
Italian Cinema     Italian Humanism and Renaissance	
Italian Humanism and Renaissance     Italian Navel of the 20th Continue	
Italian Novel of the 20th Century  Italian Opening	
Italian Opera  I	
Literature of the Renaissance     History and 13th 8 Math Continue (and 19th Continue 20th Cont	
Literature of l3th & l4th Century (or l8th C. or l9th C. or 20th C.)      Dhear along.	
Phonology  D. Portuin montes	
D. Requirements  Courses transferred to Thomas Edicon State University are equated to the following levels: 100	
Courses transferred to Thomas Edison State University are equated to the following levels: 100,	
200, 300 or 400. A minimum of 18 credits equating to 300 or 400 are required.  III. Electives	27
III. Electives	21
Total Credits	120
Total Credits	120

## **Appendix A: Curriculum of Similar Programs**

BA in Foreign Language - University of North Alabama <a href="https://www.una.edu/foreign-languages/degree-options/bachelor-of-arts-in-foreign-languages.html">https://www.una.edu/foreign-languages/degree-options/bachelor-of-arts-in-foreign-languages.html</a>

	Course	Cred	lit
A.	General Education Component	41	
	For general education requirements refer to Academic Procedures and Requirements.		
В.	Major Core Requirements:		7
	Introduction to Languages (FL 100)	3	
	Cross-Cultural Interaction (FL 302)	3	
	*Senior Seminar (FL 498)	1	
	Choose 14 hours from the following		
	(up to 8 hours may be taken in a second foreign language):	2	14
	Introduction to Global Studies (FL 101 or FL 101H)	3	
	Global Perspectives through Study Abroad (FL 201)	3	
	Introduction to Latin American Studies (FL 204 or FL 204H)	3	
	Culture through Cinema (FL 301)	3	
	Special Topics in International Studies (FL 490)	3	
	FR/GR/SP 101	3	
	FR/GR/SP 102	3	
	ARB/CE/IT/JP/PT/RU/SWA/TU 101	3	
	ARB/CE/IT/JP/PT/RU/SWA/TU 102	3	
	Total:		21
C.	Option I: Foreign Languages		
	27 hours from 300- or 400-level courses		
	Total:		27
	Option II: Foreign Languages for Commerce		
	9 hours from 300-level courses, including 353	9	
	12 hours from 400-level courses, including 403	12	
	Total:		21
	For Option II, a minor is required in one of the following areas:		
	Accounting, Business Administration, Computer Information Systems, Economics, Management, or Marketing	18-2	0.4
	Recommended Supporting Courses:	10 2	. ¬
	Business Applications of Microcomputer Software (CIS 125)		
	Principles of Economics (EC 251)		
	International Trade and Finance (EC/FI 463)		
	International Business (MG/MK 491)		
	Option III: Foreign Languages, Professional	0	
	9 hours from 300-level courses	9	
	12 hours from 400-level courses	12	6.4
	Total:		21
_	For Option III, a second major is required in consultation with the department		
D.	General Elective hours, if required, to bring total to 120 hours.		

# Academic and Student Affairs Consent

AGENDA ITEM: 4 – D DATE: October 7, 2020

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#### **SUBJECT**

Accelerated Program: USD – Doctor of Occupational Therapy (OTD)

## CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:23 – Program and Curriculum Processes

### **BACKGROUND / DISCUSSION**

The University of South Dakota (USD) is proposing an accelerated pathway for the attainment of the Doctor of Occupational Therapy through a 3+3 option with the B.S. – Health Sciences with Clinical Studies Specialization. The addition of accelerated 3+3 program in the B.S. in Health Sciences with Clinical Studies Specialization track will allow the undergraduate program to count 20 hours of the 1st year of OTD towards the electives in the B.S. degree (see 4-year plan guide on page 3). The student will complete 100 hours by the end of the 3rd year towards the undergraduate degree.

### IMPACT AND RECOMMENDATION

The benefit of 3 + 3 offerings will be passed directly to students by better meeting their needs through financial savings and expedited degree attainment. USD Occupational Therapy graduates, the vast majority of whom stay in state or within the 5-state region, will ultimately meet state and regional professional workforce needs and interests. The intent of these 3 + 3 options is to provide students with as many options as possible, to remain competitive in the region, and to prepare students well for graduate work and practice as an occupational therapist. The proposed accelerated program will benefit undergraduate students in Health Sciences program by allowing qualified students the option to complete both the undergraduate and doctoral degrees in six years rather than seven. In addition, the accelerated program is likely to attract new students to USD.

Board office staff recommends approval.

### **ATTACHMENTS**

Attachment I – Accelerated Program Request Form: USD Doctor of Occupational Therapy (OTD)

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#### **DRAFT MOTION 20201007 4-D:**

I move to approve USD's proposal to offer an accelerated pathway to the Doctor of Occupational Therapy (OTD) as presented.



## **ACADEMIC AFFAIRS FORMS**

# Accelerated Graduate Program Request

UNIVERSITY:	USD
NAME AND DEGREE (e.g., BA, BS) OF	<b>B.S.</b> in Health Sciences with Clinical
UNDERGRADUATE PROGRAM:	<b>Studies Specialization</b>
NAME AND DEGREE (e.g., MA, MS, PhD) OF	<b>Doctor of Occupational Therapy</b>
GRADUATE PROGRAM:	(OTD)

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

President of the University	Date

An accelerated graduate program for the purposes of this guideline is a graduate program at a Regental institution that allows a student to count courses for undergraduate and graduate credit simultaneously. Board Policy 2:8 – Level and Numbering of and Enrollment in Courses governs the transfer of courses between the undergraduate and graduate program.

Board of Regents Policy 2:5 – Transfer of Credit requires the Board of Regents to approve accelerated programs involving the transfer of thirteen (13) or more credits up to a total of twenty-five (25) total transfer credit hours at the accepting institution. In other words, an institution may create an accelerated program of one (1) to twelve (12) hours without Board approval. However, an accelerated program requires the creation of coding by the Enrollment Services Center (ESC) regardless of whether or not the accelerated program is accepting more than twelve (12) credit hours.

- 1. Maximum number of credits allowed to transfer between undergraduate and graduate program: 20 credit hours
- 2. Is the response to Question 1 more than thirteen (13) credit hours?

Yes ⊠ No □ (requires BOR approval) (does not require BOR approval)

- 3. What is the proposed date (day/month/year) the accelerated program would begin? August 23, 2021 [Fall 2021]
- 4. Please provide a brief explanation of the accelerated program, including specific courses eligible for both the undergraduate and graduate program credit.

The addition of accelerated 3+3 program in the B.S. in Health Sciences with Clinical Studies Specialization track will allow the undergraduate program to count 20 hours of the 1<sub>st</sub> year of OTD towards the electives in the B.S. degree (see 4-year plan guide on pages 3 & 4). The student will complete 100 hours by the end of the 3<sub>rd</sub> year towards the undergraduate degree.

#### The University of South Dakota

#### Major Credit Hour count: Core Courses 35 +

#### **Clinical Studies Specialization 10-11 = 45-46**

Major: Health Sciences, B.S. with Clinical Studies Specialization and fast track option to OTD

SGR/Major

[2020-2021	Academic	Catalog]
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	SOR/Major	
Year / Semester	Requirement	Cr Hrs
First Year - 1st Semester		
HSC 103 Introduction to Health Sciences*****	Major	1
ENGL 101 Composition I	SGR 1	3
BIOL 151/L General Biology I	SGR 6/Pre-OT	4
HSC 110 Interprofessional Health Team	Major	3
Mathematics (MATH 114 or higher)	SGR5	3
CHEM 106 Chemistry Survey w/Lab	Pre-req	4
•	Semester Credit Hours	: 18
Second Year - 1st Semester		
HSC 310 Health Care Delivery	Major	3
PHGY 230 Anatomy & Physiology II w/Lab	Major + Pre-O7	
HSC 380 Health Literacy / Culture Care	Major	3
SPCM 101 Fundamentals of Speech	SGR 2	3
PSYC 321: Developmental Psychology	Pre-OT	3
Third Year - 1st Semester	Semester Credit Hours	: 16
SOC 100 Introduction to Sociology	SGR 3 + Pre-O	T 3
HSC 250 Healthcare Terms in the Clinical Setting	Major/Pre-OT	3
HSC 315 Intro to Public Health	Major	3
PSYC 451 Abnormal Psychology	Pre-OT	3
Physics (Recommended) or Elective		3
	Semester Credit Hours	: 15
Fourth Year - 1st Semester		
ANAT 711 Human Gross Anatomy	OT	6
OCTH 710 Meaning of Occupation	OT	2
OCTH 712 Structure, Movement and Occupation	OT	4

OT	4	
Semester Cr Hrs	18	
UG Semester		
Cr Hrs	10	

OT

Year / Semester	SGR/Major Requirement	Cr Hrs
First Year - 2nd Semester		
Fine Arts	SGR 4	3
PSYC 101 General Psychology	SGR 3/Pre-OT	3
HSC 305 Prof Communications	Major	3
BIOL 153/L General Biology II	SGR 6 + Pre-OT	4
PHGY 220 Anatomy & Physiology I w/Lab	Major + Pre-OT	4
	Semester Credit Hours:	17
Second Year - 2nd Semester		2
HSC 350 Principles of Health Care	Major	3
**STAT 281 Intro to Stats <b>OR</b> PSYC 371 Stats in Psych Research <b>OR</b>	Major, Spec/Pre- OT	3
BIOL 420/420L Intro to Biostats w/Lab	01	
Advanced Composition	SGR 1	3
Humanities	SGR 4	3
Electives		6
Electives	Major	
	Semester Credit Hours:	18
Third Year - 2nd Semester	Semester Credit Hours:	18
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery	Semester Credit Hours:	18 3
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy	Semester Credit Hours:  Major Major, spec	18 3 4
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve	Semester Credit Hours:  Major  Major, spec  Major	18 3 4 3
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change	Semester Credit Hours:  Major  Major, spec  Major  Major  Major	3 4 3 3 3
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve	Semester Credit Hours:  Major  Major, spec  Major  Major  Major  Major  Major, spec	3 4 3 3 3 3
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change	Semester Credit Hours:  Major  Major, spec  Major  Major  Major	3 4 3 3 3
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change  HSC 440 Evidence Based Decision Making	Semester Credit Hours:  Major  Major, spec  Major  Major  Major  Major  Major, spec	3 4 3 3 3 3
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change  HSC 440 Evidence Based Decision Making  Fourth Year - 2nd Semester  OCTH 754: Social & Political Contexts of OT	Semester Credit Hours:  Major Major, spec Major Major Major, spec Semester Credit Hours:	3 4 3 3 3 16
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change  HSC 440 Evidence Based Decision Making  Fourth Year - 2nd Semester	Semester Credit Hours:  Major Major, spec Major Major Major, spec Semester Credit Hours:  OT	18 3 4 3 3 3 16 2
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change  HSC 440 Evidence Based Decision Making  Fourth Year - 2nd Semester  OCTH 754: Social & Political Contexts of OT  OCTH 721 Neurological Foundations of Occupation	Semester Credit Hours:  Major Major, spec Major Major Major, spec Semester Credit Hours:  OT OT	18 3 4 3 3 3 16 2 4
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change  HSC 440 Evidence Based Decision Making  Fourth Year - 2nd Semester  OCTH 754: Social & Political Contexts of OT  OCTH 721 Neurological Foundations of Occupation  OCTH 715 Occup. Performance: Childhood	Semester Credit Hours:  Major Major, spec Major Major Major, spec Semester Credit Hours:  OT OT OT	18 3 4 3 3 3 16 2 4 3
Third Year - 2nd Semester  HSC 360 Technology in Care Delivery  ANAT 411 Human Gross Anatomy  HSC 450 Pt Safety-Quality Improve  HSC 460 Leading Change  HSC 440 Evidence Based Decision Making  Fourth Year - 2nd Semester  OCTH 754: Social & Political Contexts of OT  OCTH 721 Neurological Foundations of Occupation  OCTH 715 Occup. Performance: Childhood  OTCH 725 Occup. Performance: Adulthood	Semester Credit Hours:  Major Major, spec Major Major Major Major, spec Semester Credit Hours:  OT OT OT OT OT	18 3 4 3 3 3 16 2 4 3 3 3

Key: OT Pre REQ

Major

Specialization

Transfer Back to BS Degree

\*\*\*\*\*Course is being developed as a major requirement

OCTH 720 Philosophical & Theoretical Found.

PHGY 735: Human Physiology for OT

AAC Form 2.20 – Accelerated Graduate Program Request (Last Revised 08/2019)

UG Semester Cr

**Total Major Requirements** 120



# ACADEMIC AFFAIRS FORMS

# Substantive Program Modification Form

UNIVERSITY:	University of Sou	ıth Dakota	
<b>CURRENT PROGRAM TITLE:</b>	Doctor of Occupa		
	Post Professional		
	(OTD)		
CIP CODE:	51.2306		
UNIVERSITY DEPARTMENT:	erapy		
UNIVERSITY DIVISION:	School of Health	Sciences	
University Approval To the Board of Regents and the Executive and that it has been evaluated and appro		that I have read this proposal, that I believe to iniversity policy.	t to be accurate
Elizabeth M. Fr		8/14/2020	
Vice President of Acad		Date	
President of the U	niversity		
1. This modification addresses a ch	ange in:		
☐ Total credits required within the	ne discipline	Total credits of supportive course work	
☐ Total credits of elective course	e work	Total credits required for program	
☐ Program name		Existing specialization	
☐ CIP Code	$\boxtimes$	Other (explain below)  Addition accelerated pathway, a 3+3 option	
2. Effective date of change (enter c	atalog year): _ <mark>202</mark>	21-2022	
3. Program Degree Level:			
Associate   Bachelor	's  Master	r's □ Doctoral ⊠	
4. Category:			
Certificate   Specialization	ation   Min	nor □ Major ⊠	
5. If a name change is proposed, th	e change will occu	r:	
☐ On the effective date for a	all students		
☐ On the effective date for s from existing program)	students new to the	program (enrolled students will graduate	
Proposed new name:			
		quire updating related articulation agreements,	

## 6. Primary Aspects of the Modification (add lines or adjust cell size as needed):

Existing Curriculum

Proposed Curriculum (highlight changes)

Occupational Therapy, O.T.D.

Pref.	Num	Title	Cr. Hrs.	Pref.	Num	Title	Cr. Hrs.
				Core curr	iculum re	equired for all students:	
ANAT	711	Human Gross Anatomy	6	ANAT	711	Human Gross Anatomy	6
OCTH	710	The Meaning of Occupation	2	OCTH	710	The Meaning of Occupation	2
OCTH	712	Structure, Movement and Occupation	4	OCTH	712	Structure, Movement and Occupation	4
OCTH	715	Occupational Performance: Childhood	3	OCTH	715	Occupational Performance: Childhood	3
ОСТН	720	Philosophical & Theoretical Foundations of	2	OCTH	720	Philosophical & Theoretical Foundations of	2
		Occupational Therapy				Occupational Therapy	
OCTH	721	Neurological Foundation of Occupation	4	OCTH	721	Neurological Foundation of Occupation	4
ОСТН	724	Therapeutic Use of Self & Groups	3	ОСТН	724	Therapeutic Use of Self & Groups	3
ОСТН	725	Occupational Performance: Adulthood	3	ОСТН	725	Occupational Performance: Adulthood	3
ОСТН	731	Physical & Psychosocial Health Conditions	4	ОСТН	731	Physical & Psychosocial Health Conditions	4
OCTH	732	Therapeutic Adaptations to Enhance	4	OCTH	732	Therapeutic Adaptations to Enhance Occupational	4
		Occupational Performance				Performance	
ОСТН	733	Promotion of Health & Prevention of Disability	3	ОСТН	733	Promotion of Health & Prevention of Disability	3
OCTH	734	Environmental Influences on Occupation	3	ОСТН	734	Environmental Influences on Occupation	3
ОСТН	741	Professional Identity & Field Experiences I	3	ОСТН	741	Professional Identity & Field Experiences I	3
ОСТН	742	Preparatory Methods: Physical Agent Modalities & Orthotic Devices	4	ОСТН	742	Preparatory Methods: Physical Agent Modalities & Orthotic Devices	4
ОСТН	746	OT Assessment & Intervention: Adult Physical Disabilities	4	ОСТН	746	OT Assessment & Intervention: Adult Physical Disabilities	4
ОСТН	747	OT Assessment & Intervention: Psychosocial Practice	4	ОСТН	747	OT Assessment & Intervention: Psychosocial Practice	4
ОСТН	748	Interruptions to Adult Occupations	2	OCTH	748	Interruptions to Adult Occupations	2
ОСТН	749	Interruptions to Adult Occupations II	2	OCTH	749	Interruptions to Adult Occupations II	2
OCTH	750	Leadership & Management in Healthcare	4	OCTH	750	Leadership & Management in Healthcare	4
OCTH	751	Professional Identity & Field Experiences II	2	OCTH	751	Professional Identity & Field Experiences II	2
OCTH	754	Social & Political Contexts of OT Practice	2	OCTH	754	Social & Political Contexts of OT Practice	2
ОСТН	756	OT Assessment & Intervention: Childhood & Adolescence	4	ОСТН	756	OT Assessment & Intervention: Childhood & Adolescence	4
ОСТН	758	Interruptions to Childhood & Adolescent Occupations	3	ОСТН	758	Interruptions to Childhood & Adolescent Occupations	3
ОСТН	770	The Health Professional as Academic & Clinical Educator	2	ОСТН	770	The Health Professional as Academic & Clinical Educator	2
OCTH	780	Research Design and Data Analysis	3	OCTH	780	Research Design and Data Analysis	3
ОСТН	781	Evidence-Based Practice	1	OCTH	781	Evidence-Based Practice	1
OCTH	784	Scholarly Project Proposal	1	OCTH	784	Scholarly Project Proposal	1
OCTH	786	Scholarly Project	(1)	OCTH	786	Scholarly Project	(1)
		(Must enroll twice, each for 1 cr)	2 req			(Must enroll twice, each for 1 cr)	2 req
PHGY	735	Human Physiology for OT	(1-4) 4 req	PHGY	735	Human Physiology for OT	(1-4) 4 req
ОСТН	800	Capstone Proposal	1	ОСТН	800	Capstone Proposal	1
-		(Must enroll twice, each for 1 cr)	2 req			(Must enroll twice, each for 1 cr)	2 req
		,				Subtotal	90
				Student	must sa	elect one of the 5 available tracks:	
				Nonspec			
ОСТН	764	Level II Fieldwork	6	OCTH	764	Level II Fieldwork	6
OCTH	774	Level II Fieldwork	6	OCTH	774	Level II Fieldwork	6
						Capstone Experience	
OCTH	801	Capstone Experience Enrolls 1x for 10 cr	(4-12)	OCTH	801	Enrolls once for 10 cr	(4-12)
OCTU	902	Capstone Project	10 req 2	OCTU	902		10 red
OCTH	802	Capsione Project		ОСТН	802	Capstone Project	2 req
			1			Subtotal for nonspecialization	24

specialization:

The Specialization is optional and available only to enrolled Doctor of Occupational Therapy degree-seeking students. It is awarded after successful completion of the identified program of study with a minimum of a B attained in all oursework leading to the Specialization (30 - 33 credits), and an A earned in a minimum of 24 credits.

Pediatric Specialization Pediatric Specialization

OCTH	764	Level II Fieldwork	6	OCTH	764	Level II Fieldwork	6	
	OR				OR			
	774				774			
OCTH	775	Level II Fieldwork in Pediatrics	6	OCTH	775	Level II Fieldwork in Pediatrics	6	
OCTH	811	Capstone Experience Pediatrics	10	OCTH	811	Capstone Experience Pediatrics	10	
OCTH	812	Capstone Project Pediatrics	2	OCTH	812	Capstone Project Pediatrics	2	
Elective:	Choose	One		Elective: 0	Choose C	One		
OCTH	759	Trauma Informed Care	3	OCTH	759	Trauma Informed Care	3	
OCTH	592	Special Topic	3	OCTH	592	Special Topic	3	
ANAT	712	Embryology	2	ANAT	712	Embryology	2	
Students	must ac	hieve a minimum of a 3.0 in OCTH 715, OCTH 756, O	CTH 775,	Students	must ach	nieve a minimum of a 3.0 in OCTH 715, OCTH 756, OCTH 77	75, OCTH	
OCTH 784	4, OCTH	786, OCTH 800, OCTH 811, OCTH 812, and the electiv	e course	784, OCT	H 786, C	OCTH 800, OCTH 811, OCTH 812, and the elective cours	e with a	
with a mi	inimum d	of 24 credits earned at a 4.0.		minimum of 24 credits earned at a 4.0.				
Focus of	research	project in OCTH 784 and OCTH 786 and capstone pro	posal in	Focus of research project in OCTH 784 and OCTH 786 and capstone proposal in C				
OCTH 800	0 must b	e in Pediatrics		800 must	be in Pe	diatrics		
Su	ubtotal fo	or pediatric specialization (including core curriculum	32-33		Subto	tal for pediatric specialization (including core curriculum	32-33	
	coursework required as part of the specialization)					coursework required as part of the specialization)		
Total nun	Total number of hours required for degree + Pediatric Specialization 116-		 Total number of hours required for degree + Pediatric Specialization			116-		
			117				117	

Neuroscience & Rehabilitation Specialization					Neuroscience & Rehabilitation Specialization				
OCTH	764	Level II Fieldwork	6		OCTH	764	Level II Fieldwork	6	
	OR					OR			
	774					774			
OCTH	776	Level II Fieldwork in Neuro Rehabilitation	6		OCTH	776	Level II Fieldwork in Neuro Rehabilitation	6	
OCTH	821	Capstone Experience in Neuro Rehabilitation	10		OCTH	821	Capstone Experience in Neuro Rehabilitation	10	
OCTH	822	Capstone Project in Neuro Rehabilitation	2		OCTH	822	Capstone Project in Neuro Rehabilitation	2	
OCTH	792	The Home Environment	3		OCTH	792	The Home Environment	3	
		hieve a minimum of a 3.0 in OCTH 721, OCTH 776, O 800, OCTH 821, OCTH 822, and OCTH 792 with a min			Students must achieve a minimum of a 3.0 in OCTH 721, OCTH 776, OCTH 784 786, OCTH 800, OCTH 821, OCTH 822, and OCTH 792 with a minimum of 24				
24 credit	ts earned	at a 4.0.			earned at	earned at a 4.0.			
Focus of	research	project in OCTH 784 and OCTH 786 and capstone project	oposal in		Focus of 1	Focus of research project in OCTH 784 and OCTH 786 and capstone proposal in OCT			
OCTH 80	00 must b	e in Neuroscience & Rehabilitation			800 must	be in Ne	euroscience & Rehabilitation		
		uroscience & Rehabilitation specialization (including	30		Subtota	Subtotal for Neuroscience & Rehabilitation specialization (including core 30			
core	core curriculum coursework required as part of the specialization)					curriculum coursework required as part of the specialization)			
	Total number of hours required for degree + Neuroscience & 117				Total number of hours required for degree + Neuroscience & 11				
	Rehabilitation Specialization				Rehabilitation Specialization				

Mental Health Specialization				Mental	Mental Health Specialization				
OCTH	764	Level II Fieldwork	6	OCTH	764	Level II Fieldwork	6		
	OR				OR				
	774				774				
OCTH	777	Level II Fieldwork in Mental Health	6	OCTH	777	Level II Fieldwork in Mental Health	6		
OCTH	831	Capstone Experience in Mental Health	10	ОСТН	831	Capstone Experience in Mental Health	10		
ОСТН	832	Capstone Project in Mental Health	2	OCTH	832	Capstone Project in Mental Health	2		
Elective	(choose o	one)		Elective (	Elective (choose one)				
OCTH	759	Trauma Informed Care	3	OCTH	759	Trauma Informed Care	3		
OCTH	592	Special Topic	3	OCTH	592	Special Topic	3		
OCTH 78 minimum Focus of	Students must achieve a minimum of a 3.0 in OCTH 747, OCTH 777, OCTH 784, OCTH 786, OCTH 800, OCTH 831, OCTH 832, and the elective course with a minimum of 24 credits earned at a 4.0.  Focus of research project in OCTH 784 and OCTH 786 and capstone proposal in			Students must achieve a minimum of a 3.0 in OCTH 747, OCTH 777, OCTH 786, OCTH 800, OCTH 831, OCTH 832, and the elective course with a minimu credits earned at a 4.0.  Focus of research project in OCTH 784 and OCTH 786 and capstone proposal			um of 24		
		e in Mental Health.	T	800 must be in Mental Health.					
		tal Health specialization (including core curriculum ired as part of the specialization)	30	Subtotal for Mental Health specialization (including core curriculum coursework required as part of the specialization)			30		
Total nu	Total number of hours required for degree + Mental Health 117		Total number of hours required for degree + Mental Healt						
Specialization						Specialization			

Rural/Underserved Specialization				Rural/Underserved Specialization				
OCTH	764	Level II Fieldwork	6	OCTH	764	Level II Fieldwork	6	
	OR				OR			
	774				774			
OCTH	778	Level II Fieldwork in Rural/Underserved	6	OCTH	778	Level II Fieldwork in Rural/Underserved	6	
OCTH	841	Capstone Experience in Rural/Underserved	10	OCTH	841	Capstone Experience in Rural/Underserved	10	
OCTH	842	Capstone Project in Rural/Underserved	2	OCTH	842	Capstone Project in Rural/Underserved	2	
Elective (choose one)			Elective (c	hoose or	ne)			

								ATTACHMENT I	7	
OCT	Ή	759	Trauma Informed Care	3	OCTH	759		Trauma Informed Care	3	
ОСТ	Ή	592	Special Topic	3	OCTH	592		Special Topic	3	
Stud	lents r	nust ac	chieve a minimum of a 3.0 in OCTH 733, OCTH 734,		Students	must ach	hiev	ve a minimum of a 3.0 in OCTH 733, OCTH 734, OC	TH 778, OCTH	
ОСТ	H 778,	остн	784, OCTH 786, OCTH 800, OCTH 841, OCTH 842, and		784, OCT	H 786, C	эст	TH 800, OCTH 841, OCTH 842, and the elective of	ourse with a	
the	electiv	e cours	se with a minimum of 24 credits earned at a 4.0.		minimum	of 24 cre	edi	its earned at a 4.0.		
Foci	us of re	esearch	project in OCTH 784 and OCTH 786 and capstone		Focus of r	esearch	pro	oject in OCTH 784 and OCTH 786 and capstone pro	oosal in OCTH	
pro	osal i	n OCTH	800 must be in Rural/Underserved.					/Underserved.		
Sub	total fo	or Rura	I/Underserved specialization (including core	32	9	Subtotal f	for	Rural/Underserved specialization (including core	32	
curr	iculum	course	ework required as part of the specialization)			curriculu	um	coursework required as part of the specialization)		
Tota	l num	ber of I	nours required for degree + Rural/Underserved	117	Tot	al numb	er	of hours required for degree + Rural/Underserved	117	
Spe	cializat	tion						Specialization		
Acc	elerate	d OT	D Program: Neuroscience, B.SCognitive Neu	roscience	Accelerat	ed OTD F	Pro	gram: Neuroscience, B.SCognitive Neuroscience	Specialization	
Spe	cializat	tion wit	h OTD standard program and Accelerated OTD Prog	ram: B.S	with OTD	standar	rd p	program and Accelerated OTD Program: B.S Ki	nesiology and	
Kine	siolog	y and S	port Management with OTD standard program.		Sport Ma	nagemer	nt v	with OTD standard program and Accelerated OTD	<mark>Program: B.S.</mark>	
3+3	PROGI	RAM O	PTION (by application to the program through OTCAS	)	- Health S	ciences v	wit	h Clinical Studies Specialization with OTD standard	program	
This	progr	am is a	vailable, by application, to eligible University of Sou	th Dakota	3+3 PROG	RAM OP	PTIC	ON (by application to the program through OTCAS)		
stuc	ents ir	n the Ne	euroscience, B.SCognitive Neuroscience specialization	n	This program is available, by application, to eligible University of South Dakota students					
The	follow	ing rest	trictions apply:		in the Neuroscience, B.SCognitive Neuroscience specialization, B.SKinesiology and					
a) ł	e enro	olled in	a USD undergraduate program;		Sports Management, and B.SHealth Sciences with Clinical Studies Specialization					
b) 6	earn 90	) under	graduate credits by the end of the junior year; 1		The following restrictions apply:					
c) r	neet a	II majo	r, distribution, general education, and testing requir	ements in	h) be enrolled in a USD undergraduate program;					
á	ccord	with in	stitutional and regental policies, guidelines, and req	uirements	i) earn 9	0 underg	grac	duate credits by the end of the junior year; 1		
ŀ	y the	end of t	the junior year;		j) meet a	all major,	, dis	stribution, general education, and testing requirem	ents in accord	
d) ł	nave at	least a	3.25 cumulative GPA by the end of the junior year, an	d earn the	with institutional and regental policies, guidelines, and requirements by the end of					
f	ollowi	ng scor	es on the GRE: 40th percentile rank Verbal, 45th perce	entile rank	the junior year;					
(	Quanti	tative a	nd a writing score of 4.0; <sup>2</sup>		k) have a	it least a	3.	.25 cumulative GPA by the end of the junior year,	and earn the	
e) s	ubmit	to th	e Occupational Therapy program a statement o	f interest	following scores on the GRE: 40 <sup>th</sup> percentile rank Verbal, 45 <sup>th</sup> percentile ran					
r	egardi	ng enti	ry into the 3+3 program option by the beginning of	the third	Quant	itative an	nd a	a writing score of 4.0; <sup>2</sup>		
	emest	,						ccupational Therapy program a statement of inte		
-			er of recommendation from the Neuroscience, BS		-			B program option by the beginning of the third seme		
			ing not only to the student's intellectual strengths, b					f recommendation from the Neuroscieince, BS pro	_	
t	he stu	dent's i	maturity, work ethic, and overall readiness for gradu	ate school	attesti	ng not oi	nly	to the student's intellectual strengths, but also to	the student's	
(	in add	ition to	the letters required from an occupational therapis	t or other	maturi	ity, work	etl	hic, and overall readiness for graduate school (in a	ddition to the	
ŀ	nealth	or socia	al service provider and an employer as part of the sta	andard OT	letters	required	d fi	rom an occupational therapist or other health or	social service	
á	dmiss	ions pro	ocess);		provid	er and ar	n ei	mployer as part of the standard OT admissions prod	ess);	
g) (	omple	te the	standard application for admission to the OT Program	through	n) compl	ete the st	tan	ndard application for admission to the OT Program t	hrough	
			ay be completed as early as the sophomore year of the				•	be completed as early as the sophomore year of the		
	_		e curriculum if the following requirements are met an		1	-		ırriculum if the following requirements are met and		
			verall GPA of 3.5, science GPA of 3.2, No Cs in pre-req	uisite				s, science GPA of 3.2, No Cs in pre-requisite courses,	GRE	
(	ourses	s, GRE c	completed with minimal scores as defined above.		compl	eted with	h m	ninimal scores as defined above.		

<sup>2</sup>If a 3+3 program applicant moderately deviates from these requirements, and demonstrates evidence of extraordinary character, leadership, and maturity,

the Occupational therapy program reserves the right to make an exception and grant admission in that case. Total number of hours required for degree 114-

# Proposed Curriculum (highlight changes) No changes

<sup>2</sup>If a 3+3 program applicant moderately deviates from these requirements, and

demonstrates evidence of extraordinary character, leadership, and maturity, the Occupational therapy program reserves the right to make an exception and grant

## Existing Curriculum **Post Professional Doctor of Occupational** Therany OTD

Pref.	Num	Title	Cr.	Pref.	Num	Title	Cr.
			Hrs				Hrs.
OCTH	722	Evaluating Theories and Models of Practice in	2	OCTH	722	Evaluating Theories and Models of Practice in	2
		Occupational Therapy				Occupational Therapy	
OCTH	733	Promotion of Health & Prevention of Disability	3	OCTH	733	Promotion of Health & Prevention of Disability	3
OCTH	760	Leadership in Healthcare (2-3 cr)	2	OCTH	760	Leadership in Healthcare	3
OCTH	770	The Health Professional as Academic & Clinical	2	OCTH	770	The Health Professional as Academic & Clinical Educator	3
		Educator				(2-3 cr)	
OCTH	782	Advanced Research Methods	2	OCTH	782	Advanced Research Methods	2
OCTH	783	Applying Evidence-Based Practice in OT	1	OCTH	783	Applying Evidence-Based Practice in OT	1
OCTH	800	Capstone Proposal	1	OCTH	800	Capstone Proposal	1
ОСТН	801	Capstone Experience (4-8 cr)	8	OCTH	801	Capstone Experience (4-8 cr)	8
		(Students enroll twice, each for 4 cr)				(Students enroll twice, each for 4 cr)	
OCTH	802	Capstone Project (1-2 cr)	2	OCTH	802	Capstone Project (1-2 cr)	2

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admission in that case.

Total number of hours required for degree

Electives (Program Director approved) Options Included but are not			6	Electives (Program Director approved) Options Included but are not			6
limited to:				limited to:			
OCTH	759	Trauma-Informed Care: Pediatrics	3	OCTH	759	Trauma-Informed Care: Pediatrics	3
OCTH	761	Prof Dev. & Field Experiences 3	1-3	OCTH	761	Prof Dev. & Field Experiences 3	1-3
OCTH	791	Special Project ( C )	1-3	OCTH	791	Special Project ( C )	1-3
OCTH	792	Special Topics	3	OCTH	792	Special Topics	3
Total number of hours required for degree			31	Total number of hours required for degree			31

## 7. Explanation of the Change:

The University of South Dakota is proposing an accelerated pathway for the attainment of the Doctor of Occupational Therapy through a 3+3 option with the B.S. – Health Sciences with Clinical Studies Specialization.

Regional competitors such as Creighton University offer 3 +3 options: https://spahp.creighton.edu/futurestudents/doctor-occupational-therapy/prerequisites. In 1999, Creighton offered the first Doctor of Occupational Therapy degree in the nation, and it included a 3 +3 option. Prior to implementation of the 2011 ACOTE Standards, a baccalaureate degree was not required prior to admission to the doctorate. For these reasons, Creighton has always been a strong competitor. In 2016, USD's OT program was accredited at the doctorate, the 12<sup>th</sup> in the nation to do so. With the adoption of the 2018 ACOTE Standards, the requirement for a baccalaureate degree prior to admission to the doctorate was removed. Creighton will admit students without a baccalaureate degree again beginning Fall 2020; other programs nationwide are also proposing 3 + 3 options. A link to Creighton's pre-occupational therapy fact sheet indicates that applicants must complete a minimum of 60 credit hours of college coursework in addition to pre-OT prerequisites to apply. Applicants are not limited to those who have completed those credits at Creighton. http://blogs.creighton.edu/edge/files/2019/07/Pre-Occupational-Therapy-Fact-Sheet.pdf. Other occupational therapy doctoral programs that offer a 3 + 3 option in the expanded region include University of North Dakota (https://und.edu/programs/occupational-therapyotd/requirements.html), College of St. Mary in Omaha (http://www.csm.edu/academics/occupational-therapydoctorate), St. Ambrose in Iowa (http://www.sau.edu/occupational-therapy/application-and-admission), University of Missouri (https://healthprofessions.missouri.edu/occupational-therapy/about/ourdegrees/#occupational-therapy-doctorate-otd), and University of Indianapolis (https://www.uindy.edu/healthsciences/ot/otd-admission).

The benefit of 3 + 3 offerings will be passed directly to students by better meeting their needs through financial savings and expedited degree attainment. USD Occupational Therapy graduates, the vast majority of whom stay instate or within the 5-state region, will ultimately meet state and regional professional workforce needs and interests. The intent of these 3 + 3 options is to provide students with as many options as possible, to remain competitive in the region, and to prepare students well for graduate work and practice as an occupational therapist. No changes will be made to the standard Doctor of Occupational Therapy degree. The B.S. in Health Sciences with Clinical Studies Specilization prepares students for all practice contexts within the profession. The design of both 3 + 3 programs includes all prerequisite courses currently required of those applying to the OT program. Students complete 100 undergraduate credits toward the B.S. prior to enrolling in credits in the OTD program.

The Fast Track in OT option would benefit undergraduate students in Health Sciences program in two respects. First it would allow qualified students the option to complete both the undergraduate and doctoral degrees in six years rather than seven. This would be a significant cost reduction for those students. Second, the existence of the 3 + 3 programs would be a marketing opportunity to attract additional students who may not otherwise be looking at USD. This would be a revenue generator for USD. The Fast Track in OT option would become a win/win for USD as well as any interested students.

# Academic and Student Affairs Consent

**AGENDA ITEM:** 4 – F (1) **DATE: October 7, 2020** 

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#### **SUBJECT**

**Revisions to BOR Policy 4:35 – Conflict of Interest (First and Final Reading)** 

## CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 4:35 – Conflict of Interest BOR By-Laws

### **BACKGROUND / DISCUSSION**

As a result of the elimination of collective bargaining after the passage of <u>Senate Bill 147</u> during the 2020 Legislative Session, BOR Policy 4:35 is being updated to remove now obsolete references to COHE and the collective bargaining agreement for the six Regental institutions.

The policy is also being revised to align with the current policy format/template, which revisions are non-substantive in nature. There is one substantive change proposed which is to remove the "for profit" reference in sections C.1.2 and C.1.7, which pertains to outside endeavors creating a conflict with their employment with the Board. If an outside endeavor may reasonably be thought to influence the decisions that professional employees make in their capacity as Board employees, the degree of thought and effort that they devote to their responsibilities as Board employees or, in any other manner, the loyalty and diligence with which they pursue the best interests of the Board, those issues should be addressed/covered, regardless of whether they are for profit or not.

## IMPACT AND RECOMMENDATION

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – Proposed revisions to BOR Policy 4:35

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### **DRAFT MOTION 20201007 4-F(1):**

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of proposed revisions to BOR Policy 4:35, as presented in Attachment I.

## **Policy Manual**

**SUBJECT:** Conflict of Interest

**NUMBER:** 4:35

## A. PURPOSE

The purpose of this policy is to provide guidance to employees of the regental system on conflicts of interest. This policy aims to guide employees to conduct the affairs of the university and system in accordance with the highest legal, ethical and moral standards.

## **B. DEFINITIONS**

- 1. Honoraria: Money or a thing of value offered to an institutional employee for a speech, appearance, article, or similar item or activity in connection with the employee's official role, or in connection with their service on scholarly or advisory bodies related to their academic work, public commissions, boards of philanthropic organizations, review panels or accreditation teams, or similar activities.
- 2. Immediate Family: This includes a spouse, a common law spouse, or any other adult with —whom the professional employee lives and commingles assets, unemancipated natural or adopted children, persons over whose affairs the professional employee or spouse exercises the responsibilities of guardian.
- 3. Professional Employees: Persons employed by the South Dakota Board of Regents in professional capacities, which include faculty members, extension agents, administrators with authority over organizational units, programs, supervision of personnel or purchasing or other contract approval on behalf of the Board or the institution, together with civil service staff who make effective recommendations for purchasing or other contracting.
- 4. Significant Financial Interest: Financial interests are significant and reasonably thought to influence, whether directly or indirectly, institutional business, research or other decisions that the professional employee makes on behalf of the Board and the institution when an outside entity: (i) employs the professional employee, or an immediate family member, (ii) retains such a person as a consultant or in any other compensated capacity, or (iii) when the professional employee or immediate family member(s), either individually or in aggregate, own equity in the outside entity in such amounts as would be reportable under federal regulations governing investigator conflicts of interest.

### C. POLICY

1. Persons employed full-time by the South Dakota Board of Regents in professional capacities, whether as faculty members, extension agents, administrators with authority over organizational units, programs, supervision of personnel or purchasing or other

contract approval on behalf of the Board or the institution, together with civil service staff who make effective recommendations for purchasing Professional employees shall devote their best professional efforts to the service of the institution to which they are assigned.

- 1.1. The duty to devote the best professional efforts to the service of the employing institution means that professional employees shall apply themselves to the proper work entrusted to them in order to achieve in the most effective and efficient manner the goals that have been set for them.
  - 1.1.1. Professional employees who serve the Board full-time in professional capacities may not simultaneously be employed full-time by other employers; provided that this provision shall not apply to persons appointed as faculty members by the medical school but employed full-time by other employers.
- 1.2. Professional employees should avoid entering into outside employments, occupations or endeavors for profit of any kind that may reasonably be thought to influence the decisions that they make in their capacity as Board employees, the degree of thought and effort that they devote to their responsibilities as Board employees or, in any other manner, the loyalty and diligence with which they pursue the best interests of the Board and of the students and citizens who rely upon the Board and its employees.
  - 1.2.1. In addition to the Investigator Financial Disclosure requirements contained in Board Policy No. 4:32, professional employees shall certify compliance with this policy annually by disclosure of outside employments, occupations or endeavors for profit, including investments or ownership interests held by immediate family members, that may reasonably be thought to influence, either directly or indirectly, institutional business, research or other decisions in matters in which the employee or immediate family member has a significant financial interest. If circumstances arise that suggest to the institutional chief executive officer, or that person's designee, that such outside interests have caused their work for the university to suffer or have given rise to an appearance of conflict of interest, the institutional chief executive officer, or that person's designee, may inquire into such activities, and the professional employees shall cooperate fully by disclosing such additional information as the institutional chief executive officer may request.
    - 1.2.1.1. For purposes of this policy, financial interests are significant and reasonably thought to influence, whether directly or indirectly, institutional business, research or other decisions that the professional employee makes on behalf of the Board and the institution when an outside entity:
      - 1.2.1.1.1 employs the professional employee, or an immediate family member,
      - 1.2.1.1.2. or retains such a person as a consultant, or in any other compensated capacity, or
      - 1.2.1.1.3. when the professional employee or immediate family members, either individually or in aggregate, own equity

in the outside entity in such amounts as would be reportable under federal regulations governing investigator conflicts of interest. (At the time of the 2005 negotiations, these sums would equal 5% of the equity issued by the entity or at least \$10,000 of ownership interests in the outside entity.

- 1.2.1.2. For purposes of this policy, "immediate family" includes a spouse, a common law spouse, or any other adult with whom the professional employee lives and commingles assets, unemancipated natural or adopted children, persons over whose affairs the professional employee or spouse exercises the responsibilities of guardian.
- 1.2.1.3.1.2.1.1. Disclosures required under this section shall be made to the institutional chief executive officer, or that person's designee, and shall be treated as confidential material to be retained in personnel files, but without being subject to disclosure during promotion, tenure or continuing appointment reviews.
- 1.2.1.4.1.2.1.2. The duty to disclose conflicts shall be continuing. Each professional employee shall have an obligation to supplement the annual disclosure within one month of the time that the employee or immediate family member acquires employments or other business or financial interests that would be reportable under the policy; provided that immediate disclosure is required if the professional employee is actively participating in decision-making in a project or other endeavor involving the outside employer, contractor or entity.
- 1.2.2. When requesting additional information under this policy, the institutional chief executive officer, or that person's designee, will indicate the circumstances that gave rise to the request.
- 1.2.3. Faculty members may engage in private consulting on such terms and conditions as provided herein and under Board Policy No. 4:19. or, for members of the faculty bargaining unit, under § 9.5 of the collective bargaining agreement between the Council of Higher Education and the Board.
  - 1.2.3.1. Notwithstanding any other provision of Board policy or of the special schools a collective bargaining agreement, absent the specific written consent of the chief executive officer of the employing institution, no faculty member may serve as an expert witness on behalf of a party pursuing a claim against the Board, an institution under its control, or an officer, agent or employee of the Board, where the matters at issue involve deliberative or evaluative processes of the institution and the prospective expert witness participated in such deliberations or evaluations and helped to develop the institutional position with respect to such matters.

- 1.2.3.1.1. This restriction may not be construed as an effort to prevent such employees from testifying in other capacities as to unprivileged matters within their personal knowledge.
- 1.2.4. Exempt staff, classified staff and extension agents who serve the Board full-time in professional capacities may engage in private consulting, in the manner, under such conditions and to the extent permitted under SDCL ch 3-8 and this policy.
  - 1.2.4.1. Notwithstanding any other provision of Board policy, absent the specific written consent of the chief executive officer of the employing institution, no exempt staff member, classified staff member or extension agent may serve as an expert witness on behalf of a party pursuing a claim against the Board, an institution under its control, or an officer, agent or employee of the Board, where the matters at issue involve deliberative or evaluative processes of the institution and the prospective expert witness participated in such deliberations or evaluations and helped to develop the institutional position with respect to such matters.
    - 1.2.4.1.1. This restriction may not be construed as an effort to prevent such employees from testifying in other capacities as to unprivileged matters within their personal knowledge.
  - 1.2.4.2. Extension agents and extension specialists may not enter into consulting contracts to be performed within their assigned areas.
  - 1.2.4.3. Extension agents and extension specialists may not contract to serve as expert witnesses as to matters related to the expertise that they exercise as part of their employment.
- 1.3. Professional employees shall be subject to the Investigator Financial Disclosure policy contained in Board Policy No. 4:32. Absent prior consent, professional employees shall not engage in service businesses or enter into contracts to provide services where
  - 1.3.1. The services to be provided by the businesses or under the contracts are also made available to the public by Board institutions, and
  - 1.3.2. The professional employees are expected to provide such services on behalf of the Board as part of their regular assignments.

The prior approval requirement stated in this section shall not apply to activities undertaken by professional employees with nine month, ten month or eleven month contracts outside the dates of active contractual service; except that any agreement to provide instructional service or consulting services of any kind to postsecondary institutions not governed by the Board, whether or not the course of instruction or services are offered by Board institutions, and whether or not the services are provided outside the dates of active contractual service, must receive prior approval.

1.4. Professional employees who hire or engage junior colleagues, subordinates, or students for purposes unrelated to the activities of the institution

- 1.4.1. May not use their institutional positions to induce such junior colleagues, subordinates or students to accept such employment or engagements, and
- 1.4.2. May not permit disputes arising from an outside employment or engagement to influence decisions that the professional employees make on behalf of the Board about the performance of the junior colleagues, subordinates or students.
- 1.5. Persons employed by the Board of Regents are subject to the prohibitions imposed upon state employees in the South Dakota Codified Laws, to include SDCL 5-18A-17 to 5-18A-17.6. In general, these statutes prohibit state employees from deriving a direct benefit from certain state contracts, while employed or for a period of one year thereafter.
  - 1.5.1. The prohibition applies to contracts, other than employment contracts, with any state agency, and it applies whenever an employee:
    - 1.5.1.1. Approves, awards, or administers;
    - 1.5.1.2. Recommends for approval or award; or
    - 1.5.1.3. Supervises a person who approves, awards, or administers the contract.
  - 1.5.2. A state employee derives a direct benefit from a contract when the employee, the employee's spouse, or other persons with whom the state officer or employee lives and commingles assets:
    - 1.5.2.1. Has more than a five percent ownership or other interest in an entity that is a party to the contract;
    - 1.5.2.2. Derives income, compensation, or commission directly from the contract or from the entity that is a party to the contract;
    - 1.5.2.3. Acquires property under the contract; or
    - 1.5.2.4. Serves on the board of directors of a for-profit entity that derives income or commission directly from the contract or acquires property under the contract.

A state employee does not derive a direct benefit from a contract based solely on the value associated with the officer's or employee's investments or holdings, or the investments or holdings of other persons with whom the state employee lives and commingles assets.

- 1.5.3. An authorization may be granted in accordance with SDCL 5-18A-17.2, to allow employees to derive a direct benefit from a contract described in section 1.E.1 Section 1.5.1. above, by the:
  - 1.5.3.1. Institutional chief executive officer or their designee for authorizations for employees of the institution;
  - 1.5.3.2. Executive Director and CEO for authorizations for Board staff and the chief executive officers of the institutions; or
  - 1.5.3.3. President of the Board for authorizations for the Executive

#### Director and CEO.

Every authorization granted pursuant to SDCL 5-18A-17.2 is a public record and must be filed with the commissioner of the Bureau of Human Resources.

- 1.6. Faculty members are subject to the specific prohibition stated in S.D. Const. art. VIII, § 17 against profiting from the sale of books or apparatus that they have authored, invented or manufactured to students attending any public K-12 school, vocational institute or university located in the State of South Dakota.
- 1.7. When engaged in outside employments, occupations or endeavors for profit, professional employees shall indicate that they are acting in their private capacities and not as employees or agents of the Board or its institutions.
  - 1.7.1. Professional employees may disclose their institutional affiliation to the extent that it may be customary to do so in order to inform another individual of one's credentials.
    - 1.7.1.1. Professional employees who have obtained licenses on terms and conditions approved by the Board may use the name of the Board or of their employing institutions, or any logo, insignia or marks associated with them, for advertising purposes.
- 1.8. No professional employee may use for any purpose unrelated to the discharge of official duties any confidential information acquired by virtue of or in the course of his or her employment by the Board.
  - 1.8.1. The prohibition stated in this section precludes the use for private purposes of information regarded as confidential by extramural organizations. Particular care must be taken to safeguard such confidences reported by students who acquired the information through service in institutionally sponsored internships or comparable placements.
- 1.9. Professional employees may not use for any purpose unrelated to the discharge of official duties supplies, equipment or staff provided by virtue of or in the course of their employment by the Board; except that, such use may be permitted where:
  - 1.9.1. The use has been authorized in furtherance of approved consulting or private research, and appropriate arrangements have been made to reimburse the employing institution for such use, or
  - 1.9.2. The use has been authorized as de minimis and consistent with the effective operation of the public work place and does not increase the cost of the resource to the state.
- 1.10. Professional employees may not solicit or accept for personal use, or for the use of others, any gift, favor, loan, gratuity, reward, promise of future employment or any other thing of monetary value that might influence or appear to influence the judgment or conduct of the employee in matters involving institutional business activities or academic decisions. Professional employees may accept occasional unsolicited courtesy gifts or favors provided that the gifts or favors are customary in the industry and not of substantial value, and will not influence or appear to influence the judgment or conduct of the employee in matters involving institutional

business activities, research or service endeavors or academic decisions. Ordinarily, no permitted gift or gratuity will have a value exceeding two hundred (\$200). If an otherwise proper gift or gratuity has a value exceeding that sum, acceptance of the gift or gratuity shall be disclosed to the professional employee's immediate supervisor. Notwithstanding the foregoing, upon prior written approval of the institutional chief executive officer, professional employees may accept a business trip paid for by a prospective vendor for purposes reasonably related to the evaluation of equipment, goods or services for possible acquisition by the institution.

- 1.10.1. Any disclosure made under this section shall be in writing and receipt of the same shall be acknowledged in writing. Such writings shall be treated as confidential material to be retained in personnel files, but without being subject to disclosure during promotion, tenure or continuing appointment reviews.
- 1.11. Professional employees may accept honoraria from government or nonprofit organizations in recognition of services provided as a professional expert pursuant to Board Policy No. 4:19 (4), unless:
  - 1.11.1. The person, company, or organization offering the honorarium wants, or could reasonably be expected to want, to sell goods or services to the institution or to the system, and the employee is in a position to influence the decision to acquire that type of good or service;
  - 1.11.2. The person offering the honorarium is regulated by the institution or the system, and the employee is in a position to participate in the regulation;
  - 1.11.3. The person offering the honorarium:
    - 1.11.3.1. is seeking or opposing or is reasonably likely to seek or oppose enactment of legislation or adoption of administrative rules or actions, or policy changes by the institution or the system; and
    - 1.11.3.2. the employee may participate in the enactment or adoption;

or

- 1.11.4. The payment would be classified as a conflict of interest under other provisions of this policy if it were made by a for-profit entity.
- 1.11.5. "Honoraria," as used in this policy, means money or a thing of value offered to an institutional employee for a speech, appearance, article, or similar item or activity in connection with the employee's official role. Honoraria may include money or a thing of value offered to employees serving on scholarly or advisory bodies related to their academic work, public commissions, boards of philanthropic organizations, review panels or accreditation teams, or similar activities.
- 2. Institutional chief executive officers or their designees may direct professional employees to curtail or to abandon outside business endeavors, or they may, in their sole discretion, reassign the professional employees to duties that do not entail conflicts of interest, if professional employees have failed to observe limitations specified in this policy or have otherwise acted in a fashion, not otherwise expressly addressed hereunder, that compromises the interests that

this policy seeks to protect.

- 2.1. Where the institutional chief executive officers or their designees believe that a professional employee has violated or departed from the public policies adopted herein, they shall:
  - 2.1.1. Give the affected professional employee written notice of the facts and circumstances that ground such concerns and advising them of the actions that the institution will require;
  - 2.1.2. Meet with the affected professional employee within ten working days after the initial notice was sent. The purpose of the meeting will be to discuss the factual basis for the institution's concern and the actions that the institution will require;
  - 2.1.3. Within five working days after the meeting, give the affected professional employee written notice of those actions that he or she must take in response to the institution's concerns.
- 2.2. Professional employees must comply with the directives given to them.
- 3. Insofar as any determination of the institutional chief executive officers or their designees might give rise to a grievance within the meaning of applicable the special schools collective bargaining agreements or policies, professional employees may invoke their respective grievance procedures to challenge such determinations.
- 4. The chief executive officers of the institutions and the Executive Director and CEO of the Board of Regents are subject to sections 1 through 3 of this policy to the same extent as are any other professional employees of the Board. The provision of this section state additional, substantive requirements applicable to the chief executive officers of the institutions and the Executive Director and CEO, and they establish procedures to be followed whenever a chief executive officer or the Executive Director and CEO is required to disclose a potential conflict, to obtain permission, or to accept direction in such matters. This section also allows for limited review of decisions affecting chief executive officers or the Executive Director and CEO rights under these policies.
  - 4.1. The institutional chief executive officers and the Executive Director and CEO shall not accept without prior authorization, any outside appointment to the board of a for-profit entity, whether compensated or not, that might reasonably be thought to influence the discharge of their executive duties on behalf of the particular school, university or system.
    - 4.1.1. Any request for permission to serve on a for-profit board shall specify the number of meetings per year and days per meeting that will be required for such service.
      - 4.1.1.1. Authorization to accept an appointment to a for-profit board, whether compensated or not, does not authorize the use of institutional time, equipment, personnel, facilities or resources for such purposes. Appropriate leave must be taken for absences of one day or more for purposes of the for-profit board.
    - 4.1.2. The Board President or the Executive Director and CEO may authorize acceptance of appointment to a for-profit board if the annual compensation for the directorship is less than the total compensation approved by the Board for its most highly compensated executive; a directorship involving greater

- compensation may be accepted only with prior authorization by the Board.
- 4.1.3. The Board may make exceptions to the standards and practices ordinarily required under this policy where, in its discretion, circumstances justify such departures to serve what it deems to be the best interests of the particular school or university or the system.
- 4.2. Whenever this policy requires a chief executive officer or professional employee to make a disclosure or to request permission, institutional chief executive officers shall submit the required disclosure to the Executive Director and CEO, and the Executive Director and CEO shall submit the required disclosure or request to the President of the Board.
- 4.3. The Executive Director and CEO shall exercise the authority provided for under \$2 \text{Section 4.1.2.}, above, with respect to curtailment or termination of endeavors undertaken by chief executive officers, and the President of the Board shall exercise such authority over the Executive Director and CEO.
- 4.4. If a chief executive officer or the Executive Director and CEO believes that a directive issued under ¶C of this sSection 4.3 above misapplies, misinterprets or violates a specific term or condition of Board policy, he or she may submit the matter to the President of the Board, who may attempt informal resolution of the complaint. If the President of the Board elects not to attempt an informal resolution, or if an informal resolution cannot be reached, the President shall appoint a hearing officer to review the dispute and to forward a recommendation to the Board for final action.

## **FORMS / APPENDICES:**

None

## **SOURCE:**

BOR June 1997; BOR December 2002; BOR June 2005; BOR March 2006; BOR October 2010; BOR March-April 2016; BOR October 2020.

## Academic and Student Affairs Consent

**AGENDA ITEM: 4 – F (2) DATE: October 7, 2020** 

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#### **SUBJECT**

Revisions to BOR Policy 5:5:3 – Tuition and Fees: Special Course Types (First and Final Reading)

## CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:5:3 – Tuition and Fees: Special Course Types BOR By-Laws

### **BACKGROUND / DISCUSSION**

As a result of the elimination of collective bargaining after the passage of <u>Senate Bill 147</u> during the 2020 Legislative Session, BOR Policy 5:5:3 is being updated to remove now obsolete references to COHE and the collective bargaining agreement for the six Regental institutions.

## IMPACT AND RECOMMENDATION

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – Proposed revisions to BOR Policy 5:5:3

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### **DRAFT MOTION 20201007 4-F(2):**

I move to (1) waive the two-reading requirement of By-Laws Section 5.5.1, and (2) approve the first and final reading of proposed revisions to BOR Policy 5:5:3, as presented in Attachment I.

## **Policy Manual**

**SUBJECT:** Tuition and Fees: Special Course Types

**NUMBER:** 5:5:3

## A. PURPOSE

To identify course types outside the standard delivery and to establish the tuition rate assessed for such courses.

## **B.** <u>DEFINITIONS</u>

- 1. Audited Course: A course in which a full-time or part-time student at a Regental institution enrolls but chooses not to receive a grade or credits.
- 2. Independent Study: A course in which a student completes an individualized plan managed by a supervising faculty member in conjunction with the student's goals.
- **3.** Correspondence Course: A course in which students receive lessons and assignments in the mail or by e-mail and returns the completed assignments in order to receive a grade.
- **4.** Externally Supported Course: A course for academic credit sponsored by a third-party, including but not limited to groups, governmental agencies, businesses, associations, Regental campus entities financed by grant funds, and other entities.
- **5. Visited Course:** A course in which a person who is not currently admitted or enrolled in a Regental institution may participate in the course without receiving academic credit.

### C. POLICY

### 1. Special Course Types

- 1.1. Audited Courses: Courses may be audited for no credit. The audit fee assessed for students and employees is the established tuition and fee rate.
- 1.2. Internet Courses: All internet courses offered shall be assessed the off-campus tuition rate.
- 1.3. Independent Study Courses: All independent study courses offered on campus shall be assessed the on-campus tuition rate and fees. All independent study courses offered off campus shall be assessed the off-campus tuition rate.
- 1.4. Correspondence Courses: Correspondence courses shall be assessed the off-campus tuition rate, regardless of the location of the student.

- 1.5 Externally Supported Courses: Use of this special off-campus rate for either undergraduate or graduate courses requires approval from the System Academic Officer.
  - 1.5.1. Use of this rate has been approved for courses supported by Title II, Part A, Improving Teacher Quality State Grants.
  - 1.5.2. Use of this rate for other courses must be approved by the System Academic Officer before the course is advertised.
  - 1.5.3. The third party must pay for the instructor's salary (see BOR Policy 2:13-and COHE agreement), course materials, and travel expenses for the instructor.
- 1.6. Visited Courses: Participants in the Class Visitor Program will be assessed a charge for each course they visit. Participants in this program will not be admitted to the system and will not be enrolled in the class(es) visited. The Class Visitor Program will be considered a non-credit offering and will be so administered.
- 1.7. Nursing Courses: All nursing program courses, including support courses and internet delivered courses, are to be charged the on-campus tuition rate. Nursing program courses delivered off-campus shall be charged on-campus tuition, nursing delivery fee, and nursing program fee.

## **FORMS / APPENDICES:**

None

### **SOURCE:**

BOR October 2004; BOR April 2007; BOR June 2011; BOR October 2017; July 2019 (Clerical); BOR October 2020.

# Academic and Student Affairs Consent

AGENDA ITEM: 4 – G DATE: October 7, 2020

\*

#### **SUBJECT**

Naming Request – SDSU – Community Practice Innovation Center (CPIC)

## CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:14 – Campus Organization Structure

### **BACKGROUND / DISCUSSION**

South Dakota State University requests to establish the Community Practice Innovation Center (CPIC) in the College of Pharmacy and Allied Health Professionals. The establishment of the Center will enable additional growth of practice-based research in the College of Pharmacy and Allied Health Professionals.

## IMPACT AND RECOMMENDATIONS

SDSU Leadership is supportive of this proposal and, with Board approval, requests to officially create the Center for a five (5) year period, with evaluation during year four (4) to determine continuation.

Board staff recommend approval.

## **ATTACHMENTS**

Attachment I – SDSU Proposal to Establish Community Practice Innovation Center (CPIC)

\*

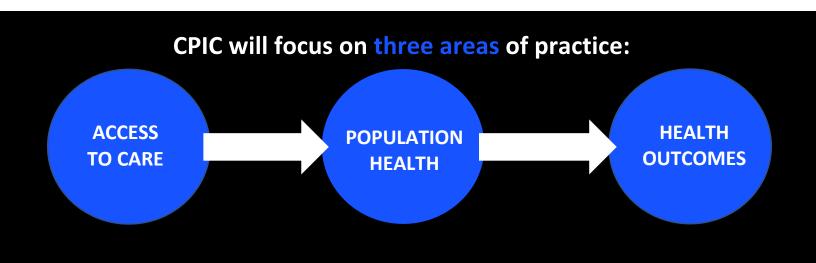
## **DRAFT MOTION 20201007 4-G:**

I move to approve SDSU's request to establish the Community Practice Innovation Center (CPIC), as presented.

# Community Practice Innovation Center (CPIC)

MISSION: To Lead Innovation in Community Practice through Education, Transformation, & Entrepreneurship

VISION: Through innovation in research, CPIC will become an internationally recognized Center that advances pharmacy practice and develops sustainable community-based programs.



## **OBJECTIVES**

- To understand, test, and validate the challenges of preventing, managing, and treating patients with chronic conditions in the community setting;
- 2. To develop and implement innovative community-based programs that help improve access to care, population health management, and health outcomes; and
- 3. To educate and train current practitioners with leadership skills that make impactful changes that improve access to care and health outcomes.

## 1. How CPIC Will Do This:

CPIC, hereafter referred to as "CPIC" or the "Center", will accomplish the above-mentioned objectives with innovative community engagement and partnerships, research, and education and training. These three methods of action will allow for transdisciplinary approaches to accomplishing the overall mission and vision of the Center while simultaneously working to advance SDSU's mission.

## 2. What CPIC Will Do:

The Center will become a beacon of innovative mechanisms to engage communities at all levels and across all landscapes of South Dakota. CPIC will:

- Engage community partners across the state, region, country, and world to collaborate on education and research;
- Collaborate with partners to develop and tailor community-based programs to meet the needs of the site;
- Partner with luminary sites to conduct research and training; and
- Identify, generate, and provide resources to partner sites.

By establishing cutting-edge research projects and bringing together unique stakeholders, CPIC will become known as a leading community-based research hub. CPIC will:

- Utilize expertise and knowledge of Center faculty and structure to create an environment that enables execution of community-based research; and
- Carry out research activities of current ongoing grants and future grants.

SDSU College of Pharmacy and Allied Health Professions (COPAHP) historically boasts leading educational programs, already attracting intelligent minds from around the world. The Center will further capitalize on this and build unique opportunities for learners, including healthcare practitioners, researchers, students, community members, and other relevant people, that can only be found at SDSU. CPIC will provide some, but not limited to, the following:

- Develop and offer training programs to faculty, staff, and students;
- Train graduate students in the SDSU COPAHP programs; and
- Be a place for students to participate in fellowships and/or residencies.

## 3. Why CPIC Is Needed:

To our knowledge, the Center would be the first organization established in the region to facilitate transdisciplinary approaches to innovation in community practice. There is meaningful work being done by various communities throughout the state; however, these are not always done collaboratively with a university, resulting in limited resources, experts, and sustainability. There is also impactful work being done across SDSU, among the various colleges, departments, and programs. It's hard, though, for faculty or staff in one department to know what's going on in another department, or even who to go to if they are in search of

a subject expert. These silos and disjointed way of working are putting SDSU faculty, staff, and students at a major disadvantage; a disadvantage that Centers like the one proposed are working to transcend. When a faculty member has an idea for a project, they may be unsure of who would be a good collaborator or unable to find diverse perspectives, resulting in deadends, frustration, and a lost opportunity. This not only lets SDSU faculty, staff, and students down but ultimately results in unmet community needs. If SDSU is not operating at its best and fullest capacity, communities in need are not reaping the benefits of top-notch programs, research, or resources.

CPIC will focus on the three key areas of community practice and will bring together faculty, students, researchers, and practitioners from across all disciplines and communities, to lead change within community-based settings. Success of such work can only occur through a much-needed infrastructure that marshals resources, generates revenue, and has a consistent pipeline of projects. Currently, SDSU COPAHP lacks a conceptual and physical infrastructure that is dedicated to community practice-based research. However, there are several practice-based research faculty and active practitioners, as well as a researchintensive master's program, under the umbrella of COPAHP. Bringing together faculty from these departments and providing dedicated space and infrastructure to work on practicebased research projects will help boost both the practice and research arms of the College. Additionally, SDSU COPAHP lacks a specific division that focuses on working with community members to help strengthen their practices. The Center will provide such a resource through its projects and by having members of its advisory panel serve as task force members or consultants on such endeavors. Additionally, by working collaboratively with other Centers within SDSU, we hope to build interdisciplinary research teams and strengthen the research portfolio for the colleges and SDSU as a whole. By creating a structure that supports the integration of work, provides a dedicated space and the much-needed infrastructure to marshal and optimize resources, we will be creating a mechanism for the COPAHP to acquire grant funding, service contracts, and strategically guided philanthropic outreach efforts to meet the Center's mission and change community practice

South Dakota and surrounding communities would also benefit profusely from having a central hub where individuals can go to collaborate on much-needed projects. The Center will bring together experts from around the world to serve as key members and advisers to address the many health disparities that are felt around the state. South Dakota's rural, diverse communities are facing never-ending health-related problems that would begin to be remedied by the Center. South Dakota's high rates of chronic diseases, suicide, depression, substance abuse, poverty, and a plethora of other disparities, are made worse by the shortage of healthcare and research professionals and collaboration on projects to dispel these disparities (South Dakota Department of Health, 2018).

## 4. Why CPIC Is Relevant:

In keeping with SDSU's mission and strategic plan, the Center will aim to provide a rich academic environment and infrastructure that fosters student learning (Imagine 2023 #1)

and cultivates partnerships with various community-based organizations (*Imagine 2023 #2*) within the state and region, to enhance community practice and improve the lives of South Dakotans, Americans, and citizens of the world (*Imagine 2023 #3 & 4*).

The Center will positively impact the COPAHP. Several opportunities have contributed to this unique opportunity: the recent hire of the Hoch Endowed Professor for Community Pharmacy Practice and forming of the Department of Allied and Population Health, with five additional staff and faculty with expertise in population, public health, and research. Additionally, there was a multi-million-dollar CDC project through the South Dakota Department of Health, recent changes in community pharmacy practice, emphasis on optimizing team-based care, increased attention on public health approaches to healthcare, and current proposals coming into the Department of Allied and Population Health (see Appendix A). The COPAHP is vested in furthering the profession of pharmacy through teaching, research, and service. These will be discussed in more depth below:

- Unique Lectures Center faculty will be able to showcase their unique knowledge and skillset in the classroom, providing learning opportunities that SDSU faculty and collaborating faculty might not otherwise have access to.
- One-of-a-Kind Student-Based Projects Students from across disciplines will have the opportunity through the Center to be connected with faculty and partners across the country that they might not otherwise have the ability to work with. This will allow for a tailored experience resulting in unique opportunities for these students.
- Webinars CPIC collaborators will host webinars that allow all members of the healthcare community to expand their network and learn about cutting-edge projects, experiences, and knowledge.
- Fellowships Fellowships offered through established relationships with our community partners to train the next generation of practitioners in developing, implementing, and evaluating innovate community-based programs. The Center will eventually be able to work side-by-side COPAHP faculty and staff to create enhanced academic programs.
- Recruitment & Retention CPIC will provide opportunities for hands-on learning, which will attract students from around the globe. The Center will supplement the current on-goings of the COPAHP, providing more intensive, collaborative, and expansive opportunities.
- Meeting Workforce Needs The trainings, projects, and experiences only available within CPIC will build COPAHP's reputation in producing students who can efficiently and effectively serve all communities. It will allow for additional community-based experiences and relationship-building.

- Grants The collective expertise of the CPIC partners, advisory panels, students, and
  others involved will allow for the development of strong, interdisciplinary knowledge
  to create a diverse grant portfolio. The CPIC infrastructure will show funding agencies
  that projects coming out of the Center have a wide array of experts to support and
  achieve grant objectives.
- Publications & Presentations The proposed infrastructure of the Center will
  provide a plethora of support to produce publications and presentations at all levels,
  across all disciplines. The wide array of individuals, students, faculty and other
  collaborators, will create an environment ready for in-depth collaboration to turn
  projects into tangible deliverables.
- Learning Sessions CPIC members will present at regularly-occurring learning sessions, including webinars or in-person presentations, on their area of expertise, ongoing projects, or relevant topics. These presentations will be available to the CPIC membership at large, as well as other students, staff, faculty, healthcare practitioners, and community members.
- Graduate Training Students will have a unique opportunity to connect with mentors and collaborators who they might not have otherwise been connected with. This will result in meaningful relationships and mentoring, allowing graduate students to hone their skills in a specific area or explore other ideas that interest them.

- Enhanced Scholarly Activities Broadly, internal and external programs, groups, organizations, and individuals do not have an advanced resume of scholarly accomplishments. CPIC will be able to offer mentoring, guidance, and consultation to internal and external organizations or individuals to enhance their abilities in scholarly activities, such as developing publications, posters, abstracts, grants.
- Practice Site Development To effectively conduct the cutting-edge research supported by the Center, practice sites where research may be conducted will need support to ensure they have resources to provide an appropriate environment for these projects. The Center will be able to utilize funds from grants or philanthropy to support time, travel, and resources to assist practice sites in the initial periods of project implementation.
- Local & State Through the connections, networks, and relationships supported by CPIC students, the Center will be able to provide student researchers, interns, and/or volunteers to work at various local and state sites that are partnering with the Center. Students can fulfill any program requirements and organizations will have the chance to receive invaluable support and assistance.
- National or International CPIC faculty and students will provide their knowledge and expertise nationally and internationally by serving on committees, presenting at conferences, and hosting workshops.
- Contracts Creating alternative sources of revenue, such as service contracts, is an
  excellent way to generate funds and strengthen collaborative efforts. Faculty and
  other members from the Center will be encouraged to engage in service contracts
  with organizations interested in collaborating on projects. From previous
  experience, service contracts are typically offered for various reasons:
  - o For organizations that are interested in self-funded project and would be able to benefit from the Center's expertise;
  - For organizations that are interested in a feasibility study and offer seed money to engage the Center. The outcomes generated can then be used to write a more robust research proposal and seek larger funds through grants that require preliminary data; and
  - Successful completion of these contracts will strengthen the collaboration with the organization, ultimately opening doors for experiential learning and training within the organization.

# 5. CPIC Infrastructure:

Funds: The Center will be funded through various sources, such as grants, service contracts, philanthropy, and other resources. The operational expense for the Center Year 1 is \$628,806.06 (refer to the table\* below). Approximately \$790,000 has been secured through grants; \$171,787.50 will be secured through philanthropic efforts, \$0 through proposed service contracts, and \$22,149.30 through other resources in Year 1. Additionally, COPAHP's grant and budget coordinator will continue to assist in the search for grants, creating budgets, and ensuring that accounts are in place to collect funds. The budget coordinator will also be able to assist with accounting paperwork and administrative needs.

Annual Budget	Amounts	Secured	Proposed Philantropic	Proposed Service Contracts	Other (College Support)
Salaries	\$222,773.60	\$175,086.80	\$30,000.00	\$0.00	\$17,686.80
Benefits	\$34,782.46	\$34,782.46	\$0.00	\$0.00	\$0.00
Travel	\$50,000.00	\$20,000.00	\$25,000.00	\$5,000.00	\$0.00
Participant Support Costs	\$60,000.00	\$55,000.00	\$5,000.00	\$0.00	\$0.00
Conference or Workshop costs	\$150,000.00	\$80,000.00	\$50,000.00	\$20,000.00	\$0.00
Equipment and Facility Rental	\$68,250.00	\$15,000.00	\$47,787.50	\$1,000.00	\$4,462.50
Other Direct Costs	\$43,000.00	\$22,000.00	\$14,000.00	\$7,000.00	\$0.00
Total Costs	\$628,806.06	\$401,869.26	\$171,787.50	\$33,000.00	\$22,149.30

<sup>\*</sup>See Appendix B for the five year funding pro forma with a detailed break down

*Space:* 900-1500 square feet of space in Sioux Falls and an additional 900-1500 square feet at the Brookings campus (possibly at Research Park). Cubicles for a total of 20 CPIC staff. Two office spaces, one for the research coordinator and another shared space for adjunct/visiting faculty. Two conference rooms equipped with capabilities for interviewing and conducting focus group sessions, webinars etc.

Equipment: Computers, laptops, I-pads, projectors etc. Phone lines with toll free number capabilities. Software licenses for analytics, hosting CE events etc.

Salary and Stipends: Salary to cover the research coordinator and stipends for research assistants working on projects.

Scholarships: Students working on projects could be offered a scholarship or a tuition waiver on a competitive basis. This often encourages high quality students to apply for such positions and helps keep students motivated to work on these projects thereby producing high quality work.

*Travel:* Funds for travel will be needed at two levels: 1. Travel to sites 2. Conferences. It will be imperative to showcase the work done by the Center at various local, regional, national and international venues.

Participant Support Costs: Costs to support participants involved in CPIC projects would be provided; these would be handed out in the form of stipends, gift cards, equipment needed for project activities, etc.

Conference or Workshop Costs: CPIC will periodically host workshops, conferences, or seminars; the cost to bring in professionals to conduct these events will be covered by the Center. Materials needed for these events, such as handouts, brochures, flyers, food, and other supplies will also be required for successful engagement of attendees. Costs to support publications for dissemination purposes should be funded through the Center.

# 6. CPIC Governance

## I. Introduction

This document provides the process by which the Community Practice Innovation Center, hereafter referred to as "CPIC" or the "Center," functions within South Dakota State University Department of Allied and Population Health. It is the intent of this document to facilitate the operation of the Center by providing a clear picture of its organizational structure, responsibilities, and operating standards in accordance with the laws and regulations of the State of South Dakota, The South Dakota Board of Regents, and the policies and directives of the South Dakota State University and the College of Pharmacy and Allied Health Professions.

# II. Project Workflow & Decision-Making

The workflow of the Center will have various steps and items.

The CPIC Internal Workflow for when project ideas are submitted are as follows:

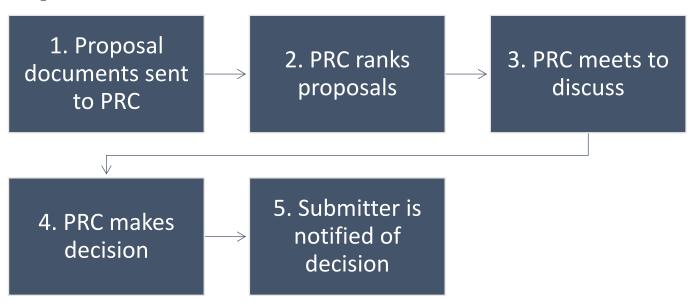
- Project idea/proposal received from internal or external group
- 2. Research Coordinator (RC)will screen project
- 3. Research Coordinator will gather needed information from submitter
- 4. Research Coordinator will forward proposal and supplementary documents to the Director and Project Review Committee (PRC)
- 5. If submitter is an internal SDSU employee and intending to work on the project, they will have need to have a discussion with their Department Head about time commitment needed for the project to ensure it fits within their workload
  - Department Head and SDSU employee decide if employee can dedicate time to the project; if not, RC and Director will work with CPIC staff and members to fill roles

- 6. Project Review Committee decision is provided to the Research Coordinator and Director
- 7. Research Coordinator communicates with the decision and next steps to the submitter:
  - a. If the project is approved, a memorandum of understanding/service contract/funding source needs are determined and/or developed and signed by participating parties
  - b. If project is *approved with contingencies*, the Research Coordinator will notify the submitter of the contingencies that must be met prior to project initiation
  - c. If project is to be *re-submitted*, the Research Coordinator will let the submitter know what changes need to be made
  - d. If project is *not approved*, the Research Coordinator will let the submitter know the decision and reasons why the decision was made

The *Review Process* is as follows (see diagram A):

- 1. Relevant documents received by Project Review Committee (PRC)
- 2. Project Review Committee will rank proposals based on criteria related to the mission, vision, etc.
- 3. Project Review Committee will discuss the proposals at monthly meeting
- 4. Project Review Committee will make decision on the proposal
- 5. Research Coordinator notifies the submitter of the decision

# Diagram A: Review Process

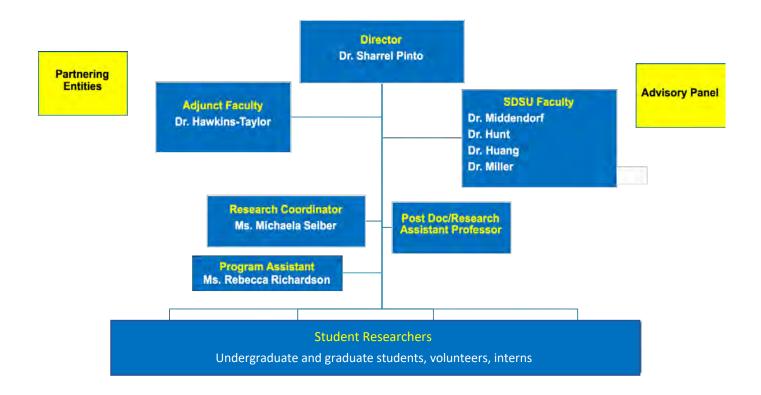


CPIC will have processes for internal (SDSU) and external project proposals. Project proposals will be reviewed by the Project Review Committee and will receive one of the following decisions:

- a. Approved Project is approved as-is
- b. Approved with Contingencies Project is approved but the Committee has identified contingencies that must be met
- c. Re-submit Project will need major revisions and have to be re-submitted to the Committee for a second review
- d. Not Approved Project does not meet CPIC mission and/or vision or the project does not align with CPIC objectives and goals.

#### III. **CPIC Organization**

The organization of CPIC is illustrated below. The roles themselves will not change, but the people occupying roles and number of people in each role are subject to change based on interest, availability, etc.



### IV. **Roles & Responsibilities**

The key CPIC staff will be: the Director, Research Coordinator, and student researchers (paid and unpaid), who can be graduate or undergraduate students. Below are further explanations of the roles and responsibilities of the various Center positions.

### a. Director

- i. The Director will be an employee within the SDSU COPAHP, with a background in community-based research.
- ii. Roles and Responsibilities:
  - 1. Will report to the Department Head or Dean of COPAHP;
  - 2. Participate in project initiation, development, and design;
  - 3. May serve on the Project Review Committee as a non-voting member;
  - 4. Assign tasks (either directly or through the Research Coordinator);
  - 5. Evaluate and assess any project sites together with members of the project review committee, both prior to project initiation and during project;
  - 6. Make methodological decisions in conjunction with the various research teams;
  - 7. Approve any project deliverables before submission or dissemination; and
  - 8. Consult on project ideas.

# b. Research Coordinator (RC)

- i. The RC will be an employee within the SDSU COPAHP, with research experience.
- ii. Roles and Responsibilities
  - 1. Setting up electronic project databases/registries for project and center data from the Director;
  - 2. Providing direction to the student researchers on development of procedure documents for specific elements of a project;
  - 3. Working with co-investigators and partners to ensure project tasks are completed;
  - 4. Leading and/or participating in research project activities;
  - 5. May serve on the Project Review Committee as a non-voting member;
  - 6. Develop, submit, and manage project documents;
  - 7. Assist with research ethics and regulatory questions;
  - 8. Assist with grant development and implementation;
  - 9. Assigning tasks to CPIC student researchers
  - 10. Ensuring deadlines are met, Center hours are maintained, and policies and procedures are followed;

- 11. Managing the task-list and informs the Director of overassignment or under-assignment; and
- 12. Ensuring the project teams accomplish tasks by meeting regularly.

# c. Program Assistant-I

- i. This person would be an employee from within the SDSU COPAHP.
- ii. Roles and Responsibilities
  - 1. Manage electronic and hard copies of databases;
  - 2. Assist RC and the Director with project management and follow-
  - 3. Serve as a point of communication between CPIC staff and members:
  - 4. Manage schedules and meetings as needed;
  - 5. Interpret, explain, and apply rules, regulations, and CPIC policies;
  - Communicate with students; and
  - 7. Managing and preparing administrative paperwork.

# d. Student Researchers (paid and unpaid)

- i. Student researchers may be undergraduate or graduate students. They may also be considered interns, volunteers, or fellows. They will be recruited by the Director, RC, and/or referrals.
- ii. Roles and Responsibilities
  - 1. Work on all elements and tasks of projects as assigned (i.e. data collection, completing reports, writing manuscripts);
  - 2. Maintain Center hours as assigned;
  - 3. Attend Center meetings and seminars; and
  - 4. Work with and mentor undergraduate students.

# e. SDSU Faculty

- i. SDSU faculty within CPIC will be any SDSU employee, regardless of program, department, or college. They will have expertise in a particular research area of need. Prior to being appointed to the Center, their Department Head will need to approve their contribution within their service and/or scholarship workload. They will be recruited by the CPIC Director, RC, and/or referrals.
- ii. Roles and Responsibilities
  - 1. Attend regular meetings to discuss projects and provide general updates;
  - 2. Be available for CPIC key staff to reach out to when there are questions or needs in their area of expertise; and
  - 3. Have priority, will have discounts on training programs and other similar privileges, depending on availability of funds.

# f. Adjunct Faculty

- i. These individuals may be housed outside of SDSU but will have expertise and/or interest in research. They do not have to specifically be a faculty member of any university but can hold any role in their respective organization. Adjunct faculty's expertise and interest must align with CPIC's mission and vision;
- ii. Roles and Responsibilities
  - 1. Attend meetings as applicable; and
  - 2. Participate in two or more of the following duties: 1) Project Reviews; 2) Carry out Project Activities or offer expertise on the Project; or 3) Participate in Speaker Series (virtually or in-person).

# g. Post Doc/Research Assistant Professor

- i. These individuals will be SDSU employees and have research experience
- **Roles and Responsibilities** 
  - 1. Work directly with students, co-investigators and the RC to ensure project activities are completed;
  - 2. Plan, implement, and evaluate project tasks as appropriate;
  - Mentor undergraduate and graduate student researchers;
  - 4. Write grant proposals;
  - 5. Develop manuscripts; and
  - 6. Work collaboratively with all CPIC staff and members.

# h. Advisory Panel

- i. The Advisory panel will offer assistance and guidance to the Center on various aspects, ranging from operation to marketing and dissemination. Proposed Advisory Panel: Leaders from national and international organizations, including but not limited to the ones listed below, will be invited to serve on the Advisory Panel for the Center:
  - Organizations such as APhA, NCPA, PQA, ISPOR, PhRMA;
  - State organizations such as SDPhA, SD-CPESN, SD DOH;
  - Independent pharmacy owners and practitioners;
  - Regional and national Pharmacy Chains such as Lewis, HyVee, Kroger;
  - Regional and national Health Systems such as Avera, Sanford, Rapid City Regional;
  - Members from state and national professional organization for medicine, nursing, and other allied health programs;
  - Tribal Colleges and Universities;
  - Biostatisticians; and/or
  - Research ethics professionals.
- ii. Roles and Responsibilities

- 1. The Advisory panel will offer assistance and guidance to the Center on various aspects, ranging from operation to marketing and dissemination;
- 2. Attend (online or in-person) 1-2 yearly meetings where the group will discuss the process of the Center, vision and mission, growth, changes, strengths, weaknesses, brainstorming, and general advice on CPIC operations; and
- 3. May be asked to advise on as-needed basis and may be expected to contribute up to 8 hours/year, depending on expertise area.

# i. Partnering Entities

- i. Partnering entities or members of them may be any internal or external department, group, and/or organization that serve as collaborators. Due to their working relationship with CPIC they will be offered a priority status over non-partnering entities. Depending on the availability of funds, members of this group may receive discounts on training programs and other similar privileges.
- ii. Roles and Responsibilities
  - 1. Level of participation will be determined based on project and Center needs and
  - 2. Engagement will be evaluated on an annual basis to check for renewal based on determination or activity.

# j. Project Review Committee

- i. The Project Review Committee will be responsible for evaluating, assessing, and reviewing project proposals. This committee will consist of 5-8 individuals from a variety of SDSU programs, colleges, and departments, who would be voting members of the committee. One nonvoting member will be a part of this committee, this person will be serving in an administrative role within the Center (i.e. Director or RC).
- ii. Roles and Responsibilities
  - 1. Be responsible for attending monthly meetings to review projects, which will include reading associated project documents beforehand.
  - 2. Score and rank proposals based on CPIC vision, mission, and goals.
  - 3. Make one of the four decisions about a project: 1) Approved 2) Approved with Contingencies; 3) Re-submit; or 4) Not Approved.

# 7. Reference:

South Dakota Department of Health (2018). Health Data & Statistics.

Retrieved from: https://doh.sd.gov/statistics/

# 8. Appendix A: Current or Proposed Projects\*

# 1. CDC 1815/MTM Project

PI: Drs. Sharrel Pinto,

Co-Investigators: Alex Middendorf, Deidra Van Gilder, Yen-Ming Huang, Erin Miller, &

**Aaron Hunt** 

Research Coordinator: Michaela Seiber, MPH

Summary: CDC-SD-DOH (CDC-RFA-DP18-1815PPHF18) Improving Health of South Dakotans through the Prevention and Management of Diabetes, Heart Disease, and Stroke.

• Project Beginning Date: October 10, 2018

• Project Ending Date: June 30, 2023

# 2. Wokini Challenge Grant #1

PI: Michaela Seiber, MPH

Adjunct Faculty: Dr. Frank Arpan (Faculty at Sisseton-Wahpeton College) Summary: This project will explore the historical, cultural, and societal implications of frybread among South Dakota tribes utilizing a mixed-methods storytelling approach.

• Grant Proposal Due March 16, 2020

• Project Beginning Date: June 1, 2020

• Project Ending Date: May 30, 2021

# 3. Wokini Challenge Grant #2

PI: Dr. Aaron Hunt

SDSU Employees: Michaela Seiber, MPH

Summary: This project will train SDSU faculty and staff on research ethics with tribal communities. The creator of a validated curriculum (rETHICS) will come to SDSU to hold a train-the-trainer session of up to 5 SDSU faculty and/or staff. Once trained, these individuals will be able to hold regular trainings that will prepare SDSU faculty, staff, and students to conduct ethical, beneficial research with tribes. As a part of this proposal, we will host 1-2 trainings after the train-the-trainer session.

- Grant Proposal Due March 16, 2020
- Project Beginning Date: June 1, 2020
- Project Ending Date: May 30, 2021

# 4. Sanford Oncology

An email introduction was made between Michaela Seiber and Dr. Shelby Terstriep (Sanford Oncology – Fargo) by Emily Griese (Sanford Research). Dr. Terstriep is interested in conducting focus groups with LGBTQ community members in regard to oncology treatment.

- December 9, 2019 e-intro made & Ms. Seiber replied
- January 17, 2020 follow-up email by MS to ST

<sup>\*</sup>Currently there are five additional projects that are in various stages of development, more details can be provided upon request

# 9. Appendix B: Five year funding *pro forma* summary

		Year 1	Year 2		Year 3	Year 4		Year 5
Secured Funding								
Secured Grants	S	790,000.00	\$ 660,000.00	\$	660,000.00	\$ 660,000.00	5	660,000.00
Secured Service contracts	5	-	\$ -	\$	-	\$ -	5	-
Other (College support)	S	22,149.30	\$ 22,149.30	\$	22,149.30	\$ 22,149.30	\$	22,149.30
Total Secured Funding	S	812,149.30	\$ 682,149.30	\$	682,149.30	\$ 682,149.30	\$	682,149.30
Proposed Funding/To Be Secured								
Grants	S	150,000.00	\$ 450,000.00	\$	750,000.00	\$ 900,000.00	5	900,000.00
Service Contracts	s	-	\$ 20,000.00	\$	20,000.00	\$ 20,000.00	5	20,000.00
Proposed Philanthropic	S	171,787.50	\$ 319,337.50	\$	319,337.50	\$ 319,337.50	5	319,337.50
Funding Carry-Over from Previous Year			\$ 505,130.74	5	546,030.74	\$ 696,380.74	5	754,280.74
Total Proposed Funding	\$	321,787.50	\$ 789,337.50	5	1,089,337.50	\$ 1,239,337.50	5	1,239,337.50
Total Estimated Funding Sources	S	1,133,936.80	\$ 1,471,486.80	\$	1,771,486.80	\$ 1,921,486.80	\$	1,921,486.80
Fixed Project Expenditures								
Salaries	S	222,773.60	\$ 222,773.60	\$	222,773.60	\$ 222,773.60	\$	222,773.60
Benefits	S	34,782.46	\$ 34,782.46	\$	34,782.46	\$ 34,782.46	\$	34,782.46
Travel	S	50,000.00	\$ 50,000.00	\$	50,000.00	\$ 50,000.00	\$	50,000.00
Participant/Panelist Support costs	S	60,000.00	\$ 60,000.00	5	60,000.00	\$ 60,000.00	5	60,000.00
Conference/Workshop Hosting costs	S	150,000.00	\$ 150,000.00	\$	150,000.00	\$ 150,000.00	S	150,000.00
Equipment and Facility Rental	5	68,250.00	\$ 68,250.00	\$	68,250.00	\$ 68,250.00	5	68,250.00
Other direct costs	S	43,000.00	\$ 43,000.00	\$	43,000.00	\$ 43,000.00	5	43,000.00
Total Fixed Project Expenditures	\$	628,806.06	\$ 628,806.06	\$	628,806.06	\$ 628,806.06	\$	628,806.06
Estimated Growth Project Expenditures								
Salaries			\$ 215,000.00	\$	330,000.00	\$ 390,000.00	\$	450,000.00
Benefits			\$ 33,150.00	5	45,300.00	\$ 45,900.00	5	46,500.00
Travel			\$ 19,000.00	\$	31,000.00	\$ 43,000.00	\$	55,000.00
Participant/Panelist Support costs			\$ 7,000.00	\$	14,000.00	\$ 21,000.00	5	28,000.00
Conference/Workshop Hosting costs			\$ 7,000.00	\$	14,000.00	\$ 21,000.00	5	28,000.00
Equipment and Facility Rental			\$ 8,000.00	\$	-	\$ 1,000.00	5	6,375.00
Other direct costs			\$ 7,500.00	\$	12,000.00	\$ 16,500.00	5	21,000.00
Total Estimated Growth Project Expenditures	5	-	\$ 296,650.00	\$	446,300.00	\$ 538,400.00	\$	634,875.00
Total Estimated Expenditures	\$	628,806.06	\$ 925,456.06	\$	1,075,106.06	\$ 1,167,206.06	\$	1,263,681.06
Funding sources less expenditures (carry forwad to the subsequent year)	S	505,130.74	\$ 546,030.74	\$	696,380.74	\$ 754,280.74	\$	657,805.74

# SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 4 – H DATE: October 7, 2020

\*

## **SUBJECT**

**Inactive Status and Program Termination Requests – USD** 

# CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 2.12 – Programs on Inactive Status AAC Guideline 2.13 – Program Termination

# **BACKGROUND / DISCUSSION**

The University of South Dakota has submitted a request asking that the following program be inactivated (see Attachment I).

• Degree Program: Post Professional Doctor of Occupational Therapy (OTD)

Justification: With the continued low enrollment numbers, it is no longer financially viable to continue this program. We want to put the program on inactive status to have the opportunity to continue to assess the prospects of re-opening the program if interest would increase in the future.

# IMPACT AND RECOMMENDATION

Board staff recommends approval.

# **ATTACHMENTS**

Attachment I – USD Program Inactivation Request

\*

# **DRAFT MOTION 20201007 4-H:**

I move to approve USD's requests to inactivate the Post Professional Doctor of Occupational Therapy (OTD) program, as presented.



# SOUTH DAKOTA BOARD OF REGENTS

# **ACADEMIC AFFAIRS FORMS**

# Program Termination or Placement on Inactive Status

UNIVERSITY:	University of South Dakota
DEGREE(S) AND PROGRAM:	Post Professional Doctor of Occupational Therapy
. ,	(OTD) [Program coding UOTD.OT.MS]
CIP CODE:	51.2306
UNIVERSITY DEPARTMENT:	Occupational Therapy
UNIVERSITY DIVISION:	School of Health Science-2H

# **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.

		 D	ate			
1.	Program Degra	ee Level:				
	Associate		Bachelor's □	Master's	Doctoral	$\boxtimes$
2.	Category:1					
	Certificate		Specialization	Minor	Major	$\boxtimes$
3.	The program a	ction pro	posed is: <sup>2</sup> Inactive Status See question 4	⊠ See	rmination us 5 and 6	

# 4. INACTIVE STATUS

A. Provide a justification for inactivating the program:

The Post Professional Doctor of Occupational Therapy program admitted its first cohort of students in the Fall of 2017. There are currently 5 students in the cohort who started the program in Fall of 2019. There are 2 applications currently pending for admission into the program for the Fall of 2020 cohort. With the continued low enrollment numbers, it is no longer financially viable to continue this program. We want to put the program on inactive status to have the opportunity to continue to assess the prospects of re-opening the program if interest would increase in the future.

<sup>&</sup>lt;sup>1</sup> Note: Certificates, specializations, and minors may only be terminated and not placed on inactive status due to limitations in Colleague. [No longer the rule with Banner 2020.01.28 Tammy Leitru]

<sup>&</sup>lt;sup>2</sup> 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. If there are current students in the program, what are the implications of placing the program on inactive status?

The current students enrolled will be taught out with an expected graduation date of May 2021. If enrollment is high enough to admit a cohort for Fall 2020, those students will also be taught out with expected graduation of May 2022.

- C. What is the last date (day/month/year) by which a student can graduate in the program: Augst 2022
- 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)?

July 1, 2020 begins the 5 year inactivation period

# SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 4 – I DATE: October 7, 2020

\*

## **SUBJECT**

**Revisions to Terminal Degrees Table – DSU** 

# CONTROLLING STATUTE, RULE, OR POLICY

<u>AAC Guideline 6.1</u> – Terminal Degree Table Modifications <u>AAC Guideline 6.2</u> – Terminal Degrees Table

# **BACKGROUND / DISCUSSION**

The Dakota State University requests to make the following revisions to the terminal degree table (also noted in Yellow within Attachment I):

- Add the discipline of Computer Game Design. This major combines aspects of art and technology and is served by two faculty at DSU: one located in the College of Arts and Science and one housed in the Beacom College of Computer and Cyber Sciences. The field, itself is recognized with a distinct CIP Code by the Department of Education (50.0411). DSU is defining the terminal degree as an MFA or a MS degree in a technical field related to computer science or engineering. The nature of the backgrounds of potential faculty and the scholarly accomplishments of faculty focus on application. Doctoral programs do not, as yet, provide an adequate supply of faculty within this specific field of study.
- In Exercise Science, a major that DSU now has, add Ph.D. and Ed.D. to the terminal degree chart and delete "Health, Physical Education& Recreation" and "Fitness-Wellness Management, Health, and Physical Education".
- Add "Cyber Sciences" to the list with terminal degrees of Ph.D. and D.Sc.
- Add D.Sc. to Computer Applications, Computer Programming, Computer Science/Information Systems and Technology.
- Delete Respiratory Care from DSU.
- Delete Scientific Forensic Technology since that degree no longer exists at DSU.

(Continued)

# **DRAFT MOTION 20201007 4-I:**

I move to approve the proposed revisions to AAC Guideline 6.2 – Terminal Degrees Table as provided in Attachment I.

Discipline	Current Listing	Proposed Addition
Computer Applications	Ph.D, DBA, Ed.D	D.Sc.
Computer Game Design		MFA or MS degree
		in a technical field
		related to computer
		science or
		engineering
Computer Programming	Ph.D, DBA, Ed.D	D.Sc.
Computer Science/Information Systems	Ph.D	D.Sc.
Cyber Sciences		Ph.D, D.Sc.
Exercise Science		Ph.D, Ed.D
Fitness-Wellness Management, Health,	Ph.D, DA, Ed.D	Delete all
and Physical Education		
Health, Physical Education & Recreation	Ph.D, DA, Ed.D	Delete all
Respiratory Care	MS + RRT or	Delete all
	MA + RRT	
Scientific Forensic Technology	JD, PhD in	Delete all
	Chemistry, PhD in	
	Physics, PhD in Math	
Technology	Ph.D, Master's plus	D.Sc.
	industry experience	

# IMPACT AND RECOMMENDATIONS

With these changes, DSU feels the terminal degrees table will be more aligned to reflect program changes and the nature of their degree programs.

Board staff recommends approval.

# **ATTACHMENTS**

Attachment I – Proposed Revisions to AAC Guideline 6.2 – Terminal Degrees Table

		TERMI	NAL DEGREES			
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Accounting	Ph.D, DBA	Ph.D, DBA, JD with CPA	Ph.D, DBA, Ed.D. with CPA, JD with CPA		Ph.D, DBA	Ph.D., DBA
Aerospace Studies					USAF Determines	
Agricultural Business					Ph.D	
Agricultural Finance					Ph.D	
Agricultural Economics					Ph.D	
Agricultural Education					Ph.D, Ed.D	
Agriculture & Biosystems Engineering					Ph.D	
Agricultural Journalism					Ph.D or Ed.D	
Agricultural Marketing					Ph.D	
Agricultural Systems Technology					Ph.D	
Agronomy					Ph.D	
Addiction Studies						Ed.D. or Ph.D. with licensure and clinical practice in addiction or prevention
American Indian / Native Studies					Ph.D	Ph.D
Anatomy					Ph.D	Ph.D, MD, DO, DPM, PharmD
Animal Science					Ph.D, DVM	
Anthropology					Ph.D	Ph.D
Apparel Merchandising					Ph.D, MFA	
Architecture					M.Arch, D.Arch, MS in Arch Design (coupled with B.Arch), Doctor of Design (coupled with a B.Arch or M.Arch)	
Art	Ph.D, Ed.D, MFA	Ph.D, D.A., MFA	Ph.D, MFA	Ph.D, MFA	DA, Ph.D, MFA	MFA, PhD
Arts Education		Ph.D, DA, MFA, Ed.D			DA, Ph.D, MFA	MFA, Ph.D, Ed.D
Athletic Training					Ph.D; Ed.D	MA/MS + certification be the Nat'l Athletic Training
Atmospheric, Environmental & Water Resources				Ph.D	Ph.D	
Aviation Education					Ph.D, Ed.D, DM	
Biochemistry				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD
Biology	Ph.D, DA	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Biological Engineering				Ph.D		

Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Biological Sciences		Ph.D, Ed.D			Ph.D	Ph.D
Biomedical Engineering				Ph.D		Ph.D
Botany		Ph.D, Ed.D			Ph.D	
Business Administration (Management)	Ph.D, DBA, JD*	Ph.D, JD, DBA	Ph.D, DBA, Ed.D, JD		Ph.D, JD, DBA	Ph.D, DBA, JD*
Business Education	Ph.D, Ed.D., DBA	Ph.D, JD,DBA, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D
Chemistry	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Chemical Engineering				Ph.D		
Civil Engineering				Ph.D	Ph.D	
Combined PhD						PhD, MD, DO, DPM, PharmD
Communications/Mass-Journalism	Ph.D, Ed.D, MFA**	Ph.D, MFA, DA			Ph.D, Ed.D	JD, MFA, Ph.D, Ed.D
Communications/Theatre		Ph.D, MFA, DA			Ph.D, DA, MFA	
Communications Arts/Theatre		Ph.D, MFA, DA			Ph.D, MFA, DA	
Communications - English	Ph.D, Ed.D, DA	Ph.D, MFA, DA			Ph.D	
Communications - Speech	Ph.D, Ed.D	Ph.D, MFA, DA			Ph.D	Ph.D
Communication Disorders						Ph.D; AuD
Computer Applications	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D <u>, D.Sc.</u>			Ph.D	
Computer Game Design		MFA or MS degree in a technical field related to computer science or engineering				
Computer Engineering				Ph.D		
Computer Programming	Ph.D, Ed.D, DBA	Ph.D, DBA, Ed.D <u>, D.Sc.</u>			Ph.D	
Computer Science/Information Systems		Ph.D <u>. D.Sc.</u>	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D
Construction Management					Ph.D, DM, Ed.D, DT, DIT	
Counseling & Human Resource Development					Ph.D, Ed.D	
Counseling & Psychology in Education						PhD, EdD

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Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Construction Engineering & Management	2.130			Either a Ph.D. in Civil Engineering or related field; OR, a terminal degree such as a JD and significant experience in the area of civil engineering or construction engineering management		332
Consumer Affairs					Ph.D, Ed.D	
Curriculum & Instruction	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Cyber Sciences		Ph.D, D.Sc.				
Dairy Manufacturing					Ph.D	
Dairy Production					Ph.D	
Dairy Science					Ph.D	
Dental Hygiene						MA/MS*, DDS
Dietetics					Ph.D	
Early Childhood Education	Ph.D, Ed.D		Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Early Childhood Education Earth Science					Ph.D	Ph.D
Economics	Ph.D, DA	Ph.D, DBA	Ph.D, Ed.D, DBA		Ph.D	Ph.D
Education		Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Education Administration					Ph.D, Ed.D	Ph.D, Ed.D
Electrical Engineering				Ph.D	Ph.D	
Electronics Engineering Technology					Ph.D, DM, Ed.D, DT, DIT	
Elementary Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D
Engineering Management				Ph.D		
Engineering Physics					Ph.D	
English	Ph.D, DA, Ed.D****, MFA for composition and creative writing positions only	Ph.D, DA, MFA, Ed.D	Ph.D, Ed.D, DA	Ph.D	Ph.D, MFA for creative writing positions only	Ph.D, MFA for creative writing positions only
Environment Management	-				Ph.D	
Environmental Engineering				Ph.D		
Environmental Physical Science	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D	
European Studies					Ph.D	
Exercise Science		Ph.D, Ed.D			Ph.D, Ed.D, DPH	

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		TERMII	NAL DEGREES			
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Family & Consumer Science Education					Ph.D, Ed.D	
Family Medicine						DO, MD, Ph.D
Finance						Ph.D
Fitness-Wellness Management, Health, and Physical Education		Ph.D, DA, Ed.D			Ph.D, Ed.D, DPH	Ph.D, Ed.D, Pe.D
French Studies						Ph.D
General Agriculture					Ph.D	
Geography	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	
Geographic Information Systems					Ph.D	
Geology				Ph.D		
Geological Engineering				Ph.D		
Geophysics and Seismology				Ph.D.		
German					Ph.D	Ph.D
Gerontology					Ph.D	
Health Education					Ph.D, Ed.D, DPH	Ph.D, Ed.D
Health Information Management 248		MA or MBA or MS degree plus registered health information administrator or registered health information technician certification				
Health, Physical Education & Recreation		Ph.D, DA, Ed.D				Ph.D, Ed.D, Pe.D
Health Promotion						Ph.D, Ed.D
Health Science					Ph.D, DPH	Ph.D, Ed.D, or clinical doctorate
Health Services Administration	Ph.D, Ed.D, DHA					Ph.D Ed.D
History	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA	Ph.D	Ph.D	Ph.D
History & Criticism						Ph.D
Horticulture					Ph.D	
Hospitality Management					Ph.D, DM	
Human Development & Family Studies					Ph.D, Ed.D	
Human Resource Management	Ph.D, DBA					Ph.D
Human Services	Ph.D, Ed.D, DA		Ph.D, Ed.D, DA			
Indian Studies	Ph.D, Ed.D, DA, JD*				Ph.D	Ph.D

Page 4 of 9 Updated August October 2020

		TERM	IINAL DEGREES			
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Industrial Engineering				Ph.D		
Industrial Management/Technology		Ph.D, DBA				
Instrumental Music	Ph.D, Ed.D, DMA	Ph.D, MFA, DMA, DA	Ph.D, Ed.D, DMA, DA		Ph.D, DMA, MFA	MFA, DMA
Interior Design					Ph.D, MFA, M. Arch., D. Arch., MS in Arch (coupled with an ID undergraduate degree), and Doctor of Design (coupled with an ID undergraduate degree	
Internal Medicine						DO, MD
International Studies						Ph.D
Journalism		Ph.D, MFA, DA			Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Kinesiology and Sport Science						PhD, EdD
Lab Animal Services					DVM	DVM,
Landscape Design					PH.D or MLA	
Law						JD*
Law Library Director						MLS and JD
Library					Ph.D or MLS + 2nd Masters; MLS or MLIS for Assistant Librarian rank; MLS or MLIS + Ph.D or 2 <sup>nd</sup> Masters for Associate Librarian and Librarian ranks	MLIS, MLS*
Library Media (Teaching)	Ph.D, Ed.D, MLS		Ph.D, Ed.D, MLS			Ph.D, Ed.D
Library Media (Non-Teaching)	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS	Ph.D, Ed.D, MLS			
Library Science		MLS from an ALA accredited program		Ph.D, MLS		
Marketing	Ph.D, DBA	Ph.D, DBA	Ph.D, DBA		· ·	Ph.D, DBA
Mass Communication					Ph.D, Ed.D	MFA, Ph.D, JD, Ed.D
Materials Engineering & Science				Ph.D		
Mathematics	Ph.D, DA	Ph.D	Ph.D, Ed.D, DA	Ph.D, DA	Ph.D	Ph.D
Mechanical Engineering				Ph.D	Ph.D	
Medical Library						MLS*
Medical Laboratory Science					Ph.D, DCLS, Ed.D in conjuction with MLS (ASCP)	MA/MS*
Metallurgical Engineering	+			Ph.D	,	<del>                                     </del>

		TERM	IINAL DEGREES			
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Microbiology				Ph.D	Ph.D	Ph.D, MD, DO, DPM, PharmD
Middle School	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D	Ph.D, Ed.D
Military Science					Determined by US Army	Determined by U.S. Arm
Mining Engineering				Ph.D		
Modern Languages					Ph.D	Ph.D
Molecular Biology				Ph.D		
Music		Ph.D, DA,MFA, DMA	Ph.D, DA, DMA	Ph.D, DMA	Ph.D, DMA, MFA, DA	DMA, PhD, D.A.
Music Education		Ph.D, DA,MFA, DMA, Ed.D			Ph.D, DMA, MFA, DA	Ph.D, Ed.D
Music Merchandising					Ph.D, DMA, MFA, DA	
Music (Non-Teaching)	PH.D, Ed.D, DMA		Ph.D, DA, DMA		Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Music Studio/Applied					Ph.D, DMA, MFA, DA	DMA, Ph.D, D.A.
Nanoscience & Nanoengineering				Ph.D		
Nursing					Ph.D, Doc N Science, Ed.D, DNP	Ph.D (nursing or related field), DNS, Ed.D, and D.N.P.
Nursing Practice					DNP	
Nutrition & Food Science					Ph.D	
Nursing Practice  Nutrition & Food Science  Occupational Therapy						PhD, DrOT, OTD, EdD, DSc*
Office Administration	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA	Ph.D, Ed.D, DBA			
Operations Management					Ph.D, DM, Ed.D, DT, DIT	Ph.D
Ornithology						Ph.D
Outdoor Education	Ph.D, Ed.D					
Pest Management					Ph.D	
Pharmaceutical Sciences					Ph.D, Pharm.D	
Pharmacy					Ph.D, Pharm.D	
Philosophy					Ph.D	Ph.D
Physical Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D		Ph.D, Ed.D	Ph.D, Ed.D
Physical Therapy						DPT, PhD, EdD, or DSc—all plus licensure practice
Physician Assistant Studies						MA/MS*
Physiology/Pharmacology					Ph.D	Ph.D, MD, DO, DPM, PharmD
Physics	Ph.D	Ph.D, Ed.D	Ph.D, Ed.D	D.Sc, Ph.D	Ph.D	Ph.D

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Discipline		TERMINAL DEGREES									
	BHSU	DSU	NSU	SDSM&T	SDSU*	USD					
Plant Production					Ph.D						
Political Science	Ph.D, DA,	Ph.D, DA	Ph.D, Ed.D, DA, JD		Ph.D, JD	Ph.D, DPA					
Political Science/Criminal Justice					Ph.D, JD	Ph.D, DPA, JD					
Psychiatry						Ph.D, MD, DO					
Psychology	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D	Ph.D	Ph.D					
Public Administration		·			Ph.D, DPA	Ph.D, DPA					
Public Health					M.P.H., D.P.H., Ph.D, or clinical doctorate	M.P.H., D.P.H., Ph.D, Ed.D, or clinical doctorate					
Public Relations					Ph.D, Ed.D						
Range Science					Ph.D						
Religious Studies					Ph.D, Div.						
Respiratory Care		MS + RRT or			MS + RRT or						
		MA + RRT			MA + RRT						
Rural Sociology					Ph.D						
Science / Physical	Ph.D	Ph.D, Ed.D			Ph.D						
Scientific Forensic Technology		JD, PhD in Chemistry, PhD in Physics, PhD in Math									
Social Science	Ph.D, DA		Ph.D, Ed.D, DA	Ph.D	Ph.D						
Social Work					Ph.D, DSW	MSW*, Ph.D., DSW, Ed.D.					
Sociology	Ph.D, DA	Ph.D, DA	Ph.D, Ed.D, DA, JD	Ph.D	Ph.D	Ph.D					
SD University Affiliated Program						MSW, Ph.D, Ed.D, MD, DO					
Spanish	Ph.D		Ph.D, Ed.D		Ph.D	Ph.D					
Special Education	Ph.D, Ed.D	Ph.D, Ed.D	Ph.D, Ed.D			Ph.D, Ed.D					
Speech Sport, Recreation, and Park Management	Ph.D, MFA***	Ph.D, DA, MFA	Ph.D, Ed.D, DA		Ph.D Ph.D, Ed.D	Ph.D					
Statistics				Ph.D							
Faxation						LLM or MT, Ph.D, DBA					
Гесhnology	Ph.D, Ed.D	Ph.D, Master's plus industry experience, D.Sc.									
rheatre reactive in the state of the state o		Ph.D, DA, MFA	Ph.D, Ed.D, MFA, DA		Ph.D, DA, MFA	MFA, Ph.D, Ed.D					
Fourism and Hospitality	Ph.D, DBA										
/isual Arts-Studio					Ph.D, DA, MFA	MFA					
/ocal Music	Ph.D, Ed.D, D.M.A.		Ph.D, Ed.D, DMA		Ph.D, DMA, MFA	MFA, DMA					
Wellness Management Wildlife Fisheries	Ph.D, Ed.D				Ph.D	Ph.D, Ed.D					

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# ATTACHMENTI

TERMINAL DEGREES									
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD			
Veterinary Science					Ph.D, DVM				
	ı	1	•						

### Black Hills State University

\*In cases where the institution hires a J.D. for the specific purpose of using his/her legal expertise in law-related classes, that degree shall be considered terminal.

\*\* Graphics, Photography, or Multi-media Only

\*\*\* Theatre

\*\*\*\* Applies only to English Education

### South Dakota School of Mines & Technology

We do not hire on a tenure track contract unless the person has an earned doctorate. Doctorates represented by our current faculty are:

Doctor of Philosophy (Ph.D)

Doctor of Arts (D.A.)

Doctor of Music Arts (D.M.A.)

Doctor of Education (Ed.D)

Juris Doctor (JD)

Doctor of Science (D.Sc.)

The degrees and discipline areas shown in the table are those of our current permanent faculty.

Part-Time faculty are hired in various disciplines on an as needed basis.

The following degrees are considered to be terminal degrees for purposes of promoton amoung our Lecturer Series faculty:

Master of Arts (M.A.)

Master of Science (M.S.)

Master of Library Science (M.L.S.)

Master of Fine Arts (M.F.A.)

Master of Philosophy (M.PHIL.)

With the exception of our professional librarians, these positions are all ones with substantial soft money support.

### South Dakota State University

Wherever a Ph.D is noted, other doctorates such as Ed.D, DTA, DA, Doc. Sci, etc. will be considered terminal degrees in place of the Ph.D in any area if appropriate to the assignment.

Degrees regarded by South Dakota State University as terminal degrees for appointment, promotion, and tenure purposes are as follows:

Master of Fine Arts (MFA)

Master of Landscape Architecture (MLA)

Master of Library Science (MLS) when combined with a second masters degree

Master of Social Work (MSW) (in the past; would be reevaluated with new appointments)

		TERM	INAL DEGREES			
Discipline	BHSU	DSU	NSU	SDSM&T	SDSU*	USD
Director of Education (Ed.D)						
Doctor of Arts (DA)						
Doctor of Business Administration (DBA)						
Doctor of Dental Science (DDS)						
Doctor of Divinity (DD)						
Doctor of Engineering (D.Eng)						
Doctor of Industrial Technolgoy (DIT)						
Doctor of Jurisprudence (JD)						
Doctor of Medicine (MD)						
Doctor of Music Arts (DMA)						
Doctor of Pharmacy (PharmD) (if a first ent	try into practice degree	e, it would be necessary for inc	lividual to have experience a	nd/or a residency or post d	octoral experience to progre	ss through the ranks)
Doctor of Philosophy (Ph.D)						
Doctor of Public Administration (DPA)						
Doctor of Public Health (DPH)						
Doctor of Science (D.Sci)						
Doctor of Teaching Arts (DAT or DTA)						
Doctor of Technology (DT)						
Doctor of Veterinary Medicine (DVM)						
n addition there are administratively approve						
Journalism - a combination of degree plus						
Engineering Technology - a combination of	degree plus industrial	experience is described relati	ve to the various ranks			
Both of these internally approved documents	are justified with data	about faculty in the profession	and reference to accreditation	on criteria. In both areas th	ne combination of academic	degree and work
experience is more relevant than looking sole	ely at the doctorate as	the terminal degree.				
Iniversity of South Dakota						
Dental Hygiene: MA or MS in an approved	•	<del>-</del>	Hygiene			
Law: Issued by a school accredited by the						
Law Library: MLS issued by a school accre					ociation	
Library: Issued by a school accredited by the	•		· · · · · · · · · · · · · · · · · · ·	rate in a disciplinary area		
Medical Library: With certification by the Me	-	-	a discipline area			
Occupational Therapy: Plus licensure if the						
Physical Therapy: Plus licensure if the deg	•	ару.			<u> </u>	
Physician Assistant: Master's degree in any	y discipline					

Social Work: MSW required regardless of terminal degree

# SOUTH DAKOTA BOARD OF REGENTS

# Academic and Student Affairs Consent

AGENDA ITEM: 4 – J DATE: October 7, 2020

\*

# **SUBJECT**

**Articulation Agreements – SDSU** 

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:27 – Program to Program Articulation Agreements

# **BACKGROUND / DISCUSSION**

BOR Policy 2:27 Program to Program Articulation Agreements establishes requirements for institutions seeking to develop program level agreements for interested transfer students. The policy further establishes the distinction between AA, AS, and AAS degrees which are classified as transferable, terminal, or non-transferable degrees (respectively). However, the AAS is "transferable when a specific degree articulation agreement exists between a given A.A.S. degree and a specific Baccalaureate degree." Agreements established with regionally accredited institutions must be developed in conjunction with the faculty, following all institutional guidelines and are monitored as a function of the institutional program review process. Once approved, the agreements apply only at Regental institutions with equivalent programs.

## IMPACT AND RECOMMENDATION

To comply with BOR Policy 2:27, South Dakota State University requests approval for the following articulation agreement:

• Students who have completed coursework in the Associate of Science degree in Agricultural Sciences at Riverland Community College (RCC) can apply credit toward the Bachelor of Science degree in Precision Agriculture at SDSU.

Board staff recommends approval.

## **ATTACHMENTS**

Attachment I – SDSU Articulation Agreements: Riverland Community College

\*

## **DRAFT MOTION 20201007 4-J:**

I move to approve South Dakota State University's articulation agreement with Riverland Community College, as presented.

### 2

# MINNESOTA STATE COLLEGES AND UNIVERSITIES\* ARTICULATION AGREEMENT BETWEEN

# Riverland Community College AND South Dakota State University

\*The Board of Trustees of the Minnesota State Colleges and Universities is authorized by Minnesota Statutes, Chapter 136F to enter into Agreements and has delegated this authority to colleges and universities.

This Agreement is entered into between Riverland Community College (hereinafter sending institution), and South Dakota State University (SDSU) (hereinafter receiving institution).

The sending institution has established an **Agricultural Sciences A.S.** (hereinafter sending program), and the receiving institution has established a **B.S. in Precision Agriculture** (hereinafter receiving program), and will facilitate credit transfer and provide a smooth transition from one related program to another. It is mutually agreed:

# Admission and Graduation Requirements

- A. The receiving institution's admission and program admission requirements apply to both direct entry students and to students who transfer under this agreement.
- B. Students must fulfill the graduation requirements at both institutions.
- C. Students must complete the entire sending program and meet the receiving institution's admission requirements for the agreement to apply.

# **Transfer of Credits**

- A. The receiving institution will accept 63 credits from the sending program. A total of 64 credits remain to complete the receiving program.
- B. Courses will transfer as described in the attached Program Articulation Table.

# Implementation and Review

- A. The Chief Academic Officers or designees of the parties to this agreement will implement the terms of this agreement, including identifying and incorporating any changes into subsequent agreements, assuring compliance with system policy, procedure and guidelines, and conducting a periodic review of this agreement.
- B. This Articulation Agreement is effective on 1/01/2021 and shall remain in effect until terminated or amended by either party with 90 days prior written notice.
- C. The college and university shall work with students to resolve the transfer of courses should changes to either program occur while the agreement is in effect.
- D. This Articulation Agreement will be reviewed by both parties within six months of the end date.

PROGRAM ARTICULATION TABLE								
	College (sending)	University (receiving)						
Institution	Riverland Community College	South Dakota State University						
Program name	Agricultural Sciences	Precision Agriculture						
Award Type (e.g., AS)	AS	BS						
Credit Length	60	120						
CIP code (6-digit)								
Describe program admission requirements (if any)								

# **Instructions**

- List all required courses in both academic programs.
- MnTC goal areas transfer to the receiving institution according to the goal areas designated by the sending institution.
- Do not indicate a goal area for general education courses that are not part of the MnTC.
- For restricted or unrestricted electives, list number of credits.
- Credits applied: the receiving institution course credit amount may be more or less than the sending institution credit amount. Enter the number of credits that the receiving institution will apply toward degree completion.
- Show equivalent university-college courses on the same row to ensure accurate DARS encoding.
- Equiv/Sub/Wav column: If a course is to be encoded as equivalent, enter Equiv. If a course is to be accepted by the university as a "substitution" only for the purposes of this agreement, enter Sub. If a course requirement is waived by the receiving institution, enter Wav. If a course is to be accepted by the university as a MnTC goal area, restricted elective or unrestricted elective, leave the cell blank.

(To add rows, place cursor outside of the end of a row and press enter.)

# **SECTION A - Minnesota Transfer Curriculum-General Education**

0_01_011111111111							
College (sending)			University (receiving)				
course prefix, number and name	MnTC Goal(s) <sup>1</sup>	Credits	course prefix, number and name	SDSU Goal(s) <sup>2</sup>	Credits Applied	Equiv Sub Wav	
Minnesota Transfer Curriculum-General	Education						
ENGL 1101, Composition I	1,2	3	ENGL 101, Composition I	SGR #1	3		
ENGL 1105, Composition II: Research	1,2	3	ENGL 201, Composition II	SGR #1	3	Sub*	
SPCH 1100, Fundamentals of Communication	1,9	3	SPCM 101, Fundamentals of Speech	SGR #2	3		
ECON 2292, Microeconomics	5,8	3	ECON 201, Prin. of Microeconomics	SGR #3	3		
GEOG 1200, Human Geography or GLST 1500, Intro to Global Studies	5,8	3	SGR Goal #3, Social Sciences	SGR #3	3	Sub*	
HIST 1011, Early European History	5,8	3	HIST 121, Western Civilization I	SGR #4	3		
PHIL 1130, Ethics	6	3	PHIL 220, Introduction to Ethics	SGR #4	3		
MATH 1110, College Algebra	2,4	3	MATH 114, College Algebra	SGR #5	3		
MATH 2021, Fundamentals of Statistics	2,4	3	STAT 281, Introduction to Statistics		3		
BIOL 1091, General Biology I	2,3	4	BIOL 151/151L, General Biology I & Lab	SGR #6	4		
BIOL 1092, General Biology II	3,10	4	BIOL 153/153L, General Biology & Lab	SGR #6	4		
CHEM 1121, General, Organic, and Biochemistry	3,10	3	CHEM 120/120L, Elementary Chemistry & Lab		3	Sub*	
PHYS 1000, Introduction to Physics	2,3	3	PHYS 101, Survey of Physics		3	Sub*	
MnTC/General Education	on Total	41					

<sup>\*</sup>The following course substitutions will be allowed as required supporting coursework for the B.S. in Precision Agriculture at SDSU.

- ENGL 1105 from Riverland CC can substitute for SDSU's ENGL 277 Technical Writing in Engineering.
- GEOG 1200 or GLST 1500 from Riverland CC can substitute for SDSU's ABS 203 Global Food Systems.
- BIOL 1092 from Riverland can substitute for SDSU's BOT 201/L General Botany/Lab.
- CHEM 1121 from Riverland CC can substitute for SDSU's CHEM 1201/120L Elementary Organic Chemistry/Lab.

# SECTION B - Major, Emphasis, Restricted and Unrestricted Electives or Other

(pre-requisite courses, required core courses, required courses in an emphasis, or electives (restricted or general) within the major). Restricted electives (in Major) fulfill a specific requirement within a major. Example A: "Chose two of the following three courses;" Example B: A Biology degree may require 40 science credits (20 credits of required courses + 20 credits of listed related courses, such as botany, genetics, sociobiology, etc. which students can select).

Major, Emphasis, Restricted, Unrestricted Electives or Other				
AGSC 1010, Introduction to Agronomy	3	AST/PS 119, First Year Seminar	3	
AGSC 1020, Introduction to Soil Science	3	PS 213/213L, Soils and Lab	3	
AGSC 1030, Crop Production	4	PS 103/103L, Crop Production and Lab	4	
AGSC 1050, Introduction to Animal Science	3	AS 102, Fundamentals of Animal Science	3	
AGBS 2000, Introduction to Agribusiness Management	3	ACCT 210, Principles of Accounting I or AGEC 271, Farm and Ranch Management or AGEC 354, Agricultural Marketing and Prices	3	
AGSC 2010, Introduction to Precision Agriculture, Geographic Information and Global Positioning Systems	4	PRAG 203-203L, Introduction to Precision Agriculture and Lab	4	
Major, Emphasis, Unrestricted Electives Total	20	Total College Credits Applied (sum of sections A and B)	61	

<sup>&</sup>lt;sup>1</sup> MnTC goal areas transfer to the receiving college/university according to the goal areas designated by the sending institution.

 $<sup>^{\</sup>mathbf{2}}$  Refers to SD Board of Regents System General Education Requirements (SGRs).

SECTION D - Summary of Total Program Credits							
College (sending) Credits University (receiving) Requirements							
MnTC/General Education	41						
Major, Emphasis, Unrestricted Electives or	20						
Other	20						
Total College Credits	61	Total College Credits Applied	61				
		Remaining credits to be taken at the university	63				
		(receiving institution)	03				
		Total Program Credits	124				

required classes. See SDSU catalog for details. **Total Remaining University Credits** 

63

**Special Notes:** B.S. in Precision Agriculture at SDSU requires 120 credits, but student would need at least 124 credits to earn both the A.S. in Agricultural Sciences from Riverland CC and the B.S. in Precision Agriculture from SDSU.

Riverland Community College	Name	Signature	Date
Chief Academic Officer			
Title			
South Dakota State University	Name	Signature	Date
Chief Academic Officer			
Title			

# SOUTH DAKOTA BOARD OF REGENTS

# **Budget and Finance Consent**

AGENDA ITEM: 4 – K DATE: October 7, 2020

\*

### **SUBJECT**

Maintenance & Repair (M&R) Projects

# CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:6 – Maintenance and Repair

# **BACKGROUND / DISCUSSION**

According to BOR Policy 6:6 – Maintenance and Repair, projects not on an approved list estimated to cost more than \$250,000 must be submitted for Board approval. Any changes, 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 items:

Wagner Hall 2275 – Nursing Skills Classroom Renovation: SDSU requests approval to use \$385,000 of donated funds from 361325 to renovate room 344, which is a 1,525 square foot nursing classroom on the third floor of Wagner Hall. Work would include demolition of interior partition walls, ceilings, and finishes; new framing, ceiling, and finishes; plumbing; electrical wiring and lighting; and updated HVAC ductwork and controls. SDSU requests delegation of this project to the university.

# IMPACT AND RECOMMENDATIONS

Staff recommends approval of this project.

# **ATTACHMENTS**

None

\*

# **DRAFT MOTION 20201007 4-K:**

I move to approve the requested maintenance and repair projects as described in this item.

### SOUTH DAKOTA BOARD OF REGENTS

# **Budget and Finance Consent**

REVISED

AGENDA ITEM: 4 - L DATE: October 7, 2020

\*

### **SUBJECT**

# **FY21 Minnesota Reciprocity Agreement**

# CONTROLLING STATUTE, RULE, OR POLICY

SDCL 13-53-6.2 – Reciprocal Agreements between South Dakota and Minnesota Boards

BOR Policy 1:16 – Interstate Tuition Agreements

BOR Policy 5:5:1 – Tuition and Fees: On-Campus Tuition

### BACKGROUND / DISCUSSION

During the 1978 legislative session, the Board of Regents was given authority through SDCL 13-53B to execute a tuition reciprocity agreement with the state of Minnesota "with the specific aims of enhancing accessibility to programs, expanding the range of programs available, and promoting the greater economy of state finances." The Board of Regents ratified their first agreement with Minnesota at the May 1978 Board meeting.

Each year the Board approves the rates for the program based on the current agreement. That agreement provides that the visiting student will pay the higher of their home-state tuition and fees or the campus attended. The rates approved are for fall/spring/summer as compared to other tuition rates that are summer/fall/spring.

The table below provides the number of South Dakota and Minnesota students that participated in the Minnesota reciprocity agreement for fall 2017, 2018, and 2019.

	Undergraduate Students	Graduate Students	1 <sup>st</sup> Prof Students	Total
Fall 2017				
Minnesota Students Studying in South Dakota	3,253	165	21	3,439
South Dakota Students Studying in Minnesota	1,047	117	17	1,181
Fall 2018				
Minnesota Students Studying in South Dakota	3,133	147	21	3,301
South Dakota Students Studying in Minnesota	969	112	17	1,098
Fall 2019				
Minnesota Students Studying in South Dakota	3,013	205	19	3,237
South Dakota Students Studying in Minnesota	926	81	22	1,029

(Continued)

**DRAFT MOTION: 20201007 4-L:** 

I move to approve the Minnesota reciprocity rates for FY21 and authorize the Executive Director to execute the Memorandum of Understanding.

# Minnesota Students Enrolled in South Dakota Undergraduate or Graduate Program:

The Administrative Memorandum of Understanding (MOU) with Minnesota Higher Education Service Office (MNHESO) states that Minnesota students attending a South Dakota university pay the higher of the following two rates:

- Rate 1: The resident undergraduate or graduate tuition and fee rate at the university attended; or
- Rate 2: The weighted undergraduate or graduate average of resident tuition and fee rates of nine Minnesota universities (UM Twin Cities and UM Morris are excluded.)

When determining which rate is paid we include the General Activity Fee (GAF) and the laptop fee at DSU and SDSM&T. The Minnesota weighted undergraduate and graduate averages include tuition, Student Services Fee, and GAF. Minnesota Higher Education Service Office (MNHESO) has calculated the average rate to be \$324.33 per credit hour for undergraduates for Fall 2020 and \$330.20 for undergraduates for spring 2021. The rate a Minnesota undergraduate will pay will depend on the institution attended. The Minnesota weighted undergraduate rate is higher than the in-state rate at all schools except for SDSM&T; therefore, the student would pay the average Minnesota rate everywhere except SDSM&T.

Minnesota Undergraduate Student Attending a South Dakota University

Minnesota Ur	iaerg	raauate S	tuae	ent Attena	ung	a South 1	Dakota University			
	South Dakota Resident Tuition & Fee Rate									
	Fall 2020 Cost per Credit Hour									
	1	<b>Suition</b>	Fees		Total		MN Student Will Pay			
Black Hills State University	\$	251.35	\$	37.70	\$	289.05	\$324.33			
Dakota State University	\$	251.35	\$	66.50	\$	317.85	\$324.33			
Northern State University	\$	251.35	\$	40.35	\$	291.70	\$324.33			
SD School of Mines & Tech	\$	257.95	\$	77.05	\$	335.00	\$335.00			
South Dakota State University	\$	256.55	\$	50.10	\$	306.65	\$324.33			
University of South Dakota	\$	256.55	\$	54.50	\$	311.05	\$324.33			
			(1 D	1 / D			A.E. D. (			
		Sou					& Fee Rate			
			Spr	ing 2021	Cos	t per Cre	dit Hour			
	1	<b>Suition</b>	Fees		Total		MN Student Will Pay			
Black Hills State University	\$	251.35	\$	37.70	\$	289.05	\$330.20			
Dakota State University	\$	251.35	\$	66.50	\$	317.85	\$330.20			
Northern State University	\$	251.35	\$	40.35	\$	291.70	\$330.20			
SD School of Mines & Tech	\$	257.95	\$	77.05	\$	335.00	\$335.00			
South Dakota State University	\$	256.55	\$	50.10	\$	306.65	\$330.20			
University of South Dakota	\$	256.55	\$	54.50	\$	311.05	\$330.20			

The Minnesota combined rate for graduate tuition and fees of \$543.21 is higher than the tuition and fees at any of the South Dakota schools, therefore, a Minnesota graduate student will pay \$543.21 per credit hour at all South Dakota public universities.

# Minnesota Graduate Student Attending a South Dakota University

	South Dakota Resident Tuition & Fee Rate									
	FY21 Cost per Credit Hour									
	Tuition		Fees		Total		MN Student Will Pay			
Black Hills State University	\$	329.95	\$	37.70	\$	367.65	\$543.21			
Dakota State University	\$	329.95	\$	40.05	\$	370.00	\$543.21			
Northern State University	\$	329.95	\$	40.35	\$	370.30	\$543.21			
SD School of Mines & Tech	\$	335.55	\$	48.85	\$	384.40	\$543.21			
South Dakota State University	\$	336.80	\$	50.10	\$	386.90	\$543.21			
University of South Dakota	\$	336.80	\$	54.50	\$	391.30	\$543.21			

Table 1 compares what a Minnesota undergraduate student would pay under the South Dakota/Minnesota Reciprocity Agreement to what a non-resident undergraduate student from a surrounding state would pay per credit hour. On average, in Fall 2020, a Minnesota undergraduate student attending a South Dakota university will pay \$17.56 per credit hour more than a non-resident undergraduate student from a surrounding state.

Table 1: Undergraduate (Fall 2020)

Minnesota Student Attending a South Dakota School

(Weighted Average of Minnesota Resident Rate)

Non-Resident Undergraduate

(FY21 South Dakota Advantage Rate)

	(Weighted Aver	rage of Minneso	ta Resident Rate)	_	(FY21 South	Dakota Advan	tage Rate)
		FY21				FY21	
	Tuition	Fees	Total		Tuition	Fees	Total
BHSU	\$286.63	\$37.70	\$324.33		\$251.35	\$37.70	\$289.05
DSU	\$257.83	\$66.50	\$324.33		\$251.35	\$66.50	\$317.85
NSU	\$283.98	\$40.35	\$324.33		\$251.35	\$40.35	\$291.70
SDSM&T	\$257.95	\$77.05	\$335.00		\$257.95	\$77.05	\$335.00
SDSU	\$274.23	\$50.10	\$324.33		\$256.55	\$50.10	\$306.65
USD	\$269.83	\$54.50	\$324.33		\$256.55	\$54.50	\$311.05

Table 2 compares what a Minnesota graduate student would pay under the South Dakota/Minnesota Reciprocity Agreement to what a non-resident graduate student from another state would pay per credit hour. On average, a Minnesota graduate student attending a South Dakota university will pay \$141 per credit hour less than a non-resident graduate student from another state.

Table 2: Graduate

\$493.11

\$488.71

**SDSU** 

USD

Minnesota Student Attending a South Dakota School Non-Resident Graduate (Weighted Average of Minnesota Resident Rate) (FY20 South Dakota Rate) **FY21 FY21** Tuition Fees Total Tuition Fees Total **BHSU** \$505.51 \$37.70 \$543.21 \$616.00 \$37.70 \$653.70 DSU \$616.00 \$503.16 \$40.05 \$543.21 \$40.05 \$656.05 NSU \$502.86 \$40.35 \$543.21 \$616.00 \$40.35 \$656.35 SDSM&T \$494.36 \$48.85 \$543.21 \$673.50 \$48.85 \$722.35

## South Dakota Undergraduate and Graduate Students Attending Minnesota Institutions:

\$543.21

\$543.21

\$647.55

\$647.55

\$50.10

\$54.50

\$697.65

\$702.05

The Reciprocity Agreement states that South Dakota students attending a Minnesota university pay the higher of the following two rates:

\$50.10

\$54.50

- Rate 1: The resident undergraduate or graduate tuition and fee rate at the university attended; or
- Rate 2: The weighted undergraduate or graduate average of tuition and fee rates of the South Dakota public universities.

The rate a South Dakota undergraduate student will pay depends upon which Minnesota university the student attends. Since the South Dakota weighted undergraduate rate of \$307.04 is higher than the in-state rate at Metropolitan State University, Minnesota State University-Moorhead, Southwest State University, and Winona State University, the South Dakota student would pay the average South Dakota rate while attending those institutions. South Dakota students attending the other state universities would pay the Minnesota rate.

Table 3 illustrates what a South Dakota undergraduate student attending a Minnesota State University would pay under the South Dakota/Minnesota Reciprocity Agreement.

Table 3: Undergraduate
South Dakota Student Attending a Minnesota State University
Minnesota Resident Tuition & Fee Rate

Fall 2020 Cost Per Credit Hour Tuition Fees Total SD Student Will Pay Bemidji State University \$274.40 \$47.25 \$321.65 \$321.65 Minnesota State University-Mankato \$289.15 \$71.07 \$360.22 \$360.22 Metro State University \$234.36 \$72.68 \$307.04 \$307.04 Minnesota State University-Moorhead \$246.16 \$50.97 \$297.13 \$307.04 Southwest State University \$250.25 \$48.26 \$298.51 \$307.04 St. Cloud State University \$289.15 \$360.22 \$71.07 \$360.22 Winona State University \$251.30 \$53.36 \$304.66 \$307.04

The South Dakota weighted average rate for graduate tuition and fees of \$386.30 is lower than the individual school's graduate rates so South Dakota students will pay the Minnesota institutional rates. Table 4 illustrates what a South Dakota graduate student attending a Minnesota institution would pay under the South Dakota/Minnesota Reciprocity Agreement.

Table 4: Graduate

	FY20 Cos	st Per Cred		
	<b>Tuition</b>	<u>Fees</u>	<u>Total</u>	SD Student Will Pay
Bemidji State University	\$445.15	\$45.88	\$491.03	\$491.03
Minnesota State University-Mankato	\$444.10	\$44.25	\$488.35	\$488.35
Metro State University	\$420.25	\$46.38	\$466.63	\$466.63
Minnesota State University-Moorhead	\$420.63	\$55.50	\$476.13	\$476.13
Southwest State University	\$427.00	\$50.29	\$477.29	\$477.29
St. Cloud State University	\$430.80	\$53.13	\$483.93	\$483.93
Winona State University	\$428.28	\$54.88	\$483.16	\$483.16

## Minnesota Students Enrolled in South Dakota Professional Programs:

Minnesota students enrolled in the SDSU Doctor of Pharmacy (Phar.D.) program, the USD Law School, or the Sanford School of Medicine pay the higher of two state rates:

- Rate 1: The resident professional cost per credit hour at the institution attended; or
- Rate 2: The resident cost per credit hour at a comparable professional school in the student's home state, except that cost per credit hour for reciprocity students enrolled in professional programs will not exceed 150% of resident cost per credit hour at the institution attended.

## Pharmacy:

- 1. The total cost per credit hour for a SDSU resident PharmD student is \$595.40 (Rate 1).
- 2. The Minnesota PharmD total cost per credit hour equals \$1,246.57 (Rate 2).
- 3. 150% of Rate 1 equals \$893.10.
- 4. The Minnesota rate is the higher of the two but exceeds 150% of Rate 1 at the institution attended. Therefore, \$893.10 is the total cost per credit hour for Minnesota students. Based on 17 credit hours per semester, the tuition and fees assessed will be:

	South Dakota Resident Rate		Proposed Minnesota Rate	
	Cr. Hour Rate Semester Rate*		Cr. Hour Rate	Semester Rate
FY21 Tuition	\$296.80	\$5,046.00	\$594.50	\$7,500.00
GAF	\$50.10	\$851.70	\$50.10	\$851.70
Pharmacy Program F	ee <u>\$248.50</u>	\$4,224.10	<u>\$248.50</u>	\$4,224.10
Total Tuition & Fees	\$595.40	\$10,121.80	\$893.10	\$12,575.80

## **Law School:**

- 1. The USD Law School resident cost per credit hour is \$550.90 (Rate 1).
- 2. The Minnesota Law School cost per credit hour equals \$1,908.65 (Rate 2).
- 3. 150% of Rate 1 equals \$826.35.
- 4. Although the Minnesota rate is the higher of the two, the reciprocity rate for professional programs is not to exceed 150% of Rate 1 at the institution attended. Therefore, \$826.35 is the cost per credit hour for Minnesota students. Tuition and fees assessed will be:

_	South Dakota Resident Rate	Proposed Mi	nnesota Rate
	Semester Cost	Cr. Hour Rate	Semester Cost
FY20 Tuition	\$5,810.00	\$662.80	\$9,942.00
GAF	\$817.50	\$54.50	\$817.50
Law School Program F	See \$1,636.00	<u>\$109.05</u>	\$1,636.00
Total Tuition & Fees	\$8,263.50	\$826.35	\$12,395.50

## **School of Medicine:**

- 1. The Sanford School of Medicine resident cost per credit hour is \$820.45 (Rate 1).
- 2. The University of Minnesota Medical School cost per credit hour is \$903.55 (Rate 2).
- 3. 150% of Rate 1 equals \$1,230.68.
- 4. The Minnesota rate is the higher of the two rates. Therefore, \$903.55 (Rate 2) is the cost per credit hour or an annual cost of \$36,908.75.

	South Dakota Resident Rate	Proposed Minnesota Rate		
	Annual Cost	Cr. Hour Rate	Annual Cost	
FY20 Tuition	\$31,787.00	\$849.05	\$34,647.00	
GAF	<u>\$2,261.75</u>	<u>\$54.50</u>	\$2,261.75	
Total Tuition & Fee	es \$34,048.75	\$903.55	\$36,908.75	

## IMPACT AND RECOMMENDATIONS:

The following table provides a comparison of the FY20 costs and the proposed FY21 costs for tuition and fees for a Minnesota student enrolled in a South Dakota institution.

Tuition and Fees					
	<u>FY20</u>	Proposed FY21	\$ Increase	% Increase	
Undergraduate Cr Hr	\$323.10	\$324.33	\$1.23	0.38%	
Graduate Cr Hr	\$530.15	\$543.21	\$13.06	2.46%	
	<u>FY20</u>	Proposed FY21	\$ Increase	% Increase	
Pharmacy – Semester	\$12,157.35	\$12,575.80	\$400.45	3.29%	
Law – Semester	\$12,395.50	\$12,395.50	No change		
Medical - Annual	\$36,908.75	\$36,908.75	No change		

The staff recommends approval of the FY21 Minnesota Reciprocity tuition rates.

## **ATTACHMENTS**

None

### SOUTH DAKOTA BOARD OF REGENTS

## **Budget and Finance Consent**

AGENDA ITEM: 4 – M (1) DATE: October 7, 2020

\*

#### **SUBJECT**

Capital Asset Purchase Greater than \$500,000 – SDSU 3D Microfabrication System Photonic Professional GT2

## CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 13-49-15</u> – Purchasing and contracting for institutions BOR Policy 5:4 – Purchasing

#### **BACKGROUND/DISCUSSION**

The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services by the institutions. Purchases of capital assets with a per-unit cost exceeding \$500,000 must be approved by the Board of Regents prior to a purchase order being issued.

## IMPACT AND RECOMMENDATIONS

**South Dakota State University** (SDSU) requests the authority to purchase a 3D Microfabrication System Photonic Professional GT2. SDSU has received Subramanian-NSF pass-through entity BOR-EPSCoR main and EPSCoR match grant awards from the National Science Foundation (NSF). The total cost of the system is \$525,590, requiring Board approval. Attached is the Capital Asset Purchase Request Form and the verification of awards from NSF.

## **ATTACHMENTS**

Attachment I – South Dakota Board of Regents Capital Request Form and Award Abstracts from NSF

\*

## **DRAFT MOTION 20201007 4-M.1:**

I move to approve SDSU's request to purchase a 3D Microfabrication System Photonic Professional GT2 using approximately \$525,590 of grant funds.



## **SOUTH DAKOTA BOARD OF REGENTS CAPITAL ASSET PURCHASE REQUEST**

Please check app	proval action needed:	Is this an Externally Funded Research Purchase?			
Board Authoriz	ation Required: X	Yes	X		
Executive Direc	etor Approval Required:	No			
Insititution:	South Dakota State University	Department:	Ag, Hort & PS/Biology & Microbiology		
Fund Source:	3MA397 & 3SA457				
	3MA397(Subramanian-NSF pteBOR-EPSC	oR Main) & 3SA457	,		
Estimated Cost:	525590.00				
Item Description:	3D Microfabrication System Photonic	Professional GT2			
Technology to ensu Property in the area	Currently, only Nanoscribe can provide the precision and accuracy to pr Professional GT2 uses Two-Photon Polymerization (2PP) that can be us designs). 2PP can produce ligree structures of complex to simple 3D sh biological environmental conditions), smooth contours, and sharp edges purchase. The system is fully automatic, which is essential for long print its software will import CAD-model (how we design our microuidic device specications (both hardware and software), contacted several providers We also reached out to collaborators (experts in the eld) for opinions. Fit on Polymerization (2PP) for use in both Additive Manufacting sub-micrometer precision within the entire centimeter-scan of Interface Finding, Angled Stitching, Shell and Scaffold Palaser: • Repetition rate: 80 MHz ± 1 MHz • Average output	sed for Maskless Lithography (oth ape including porous scaffolds, ci. These features are required for ing jobs, and this feature is only a e) directly into their system. We e (e.g. Nanoscribe, Optomec, Inc., nally, the 3D printer was optimize uring and Maskless Lithog taled working area- Techno rinting, Dip-in Laser Lithog	her providers require a mask, which inhibits accuracy and types of rystal lattices, naturally inspired patterns (essential for us to mimic advanced microuidic design, which is primarily the reason for its available from a few providers. A vital component of this system is searched online for a 3D printer system with the required, etc.) for more information, and then compared different options. Bed based on our needs.  Graphy in one system- Multi-scale Positioning alogies with internationally protected Intellectual graphy (DiLL)consisting of:- Robust, air-cooled		
System • XY Macro	positioning unit with 100 mm displacement per axis • Z Positise, scanning field up to Ø=1 m	sitioning unit with at least 8	8 mm displacement • XY Galvanometer scanner;		
Institutional	-DocuSigned by:		Date: 8/19/2020   13:41 PDT		
	tike Bilchin Docusioned by:  -358FE222D4514D8 Pavid Wright  8/19  y the Board of Regents:	/2020   13:49 PD	т		
Executive Directo	or Approval:		_ Date:		

NOTE: Institutions are responsible for processing their requisitions through their procurement department. All supporting information must be attached with this request.

Capital asset purchases of \$250,000 to \$500,000 require Executive Director approval. Capital asset purchases exceeding \$500,000 requires Board of Regents approval.



Nanoscribe GmbH, Hermann-von-Helmholtz-Platz 6 76344 Eggenstein-Leopoldshafen, Germany

South Dakota State University Department of Biology and Microbiology Prof. Nicholas C. Butzin Alfred Dairy Science room 225E, 1224 Medary Ave Brookings, SD 57006

UNITED STATES OF AMERICA

#### Nanoscribe GmbH

Hermann-von-Helmholtz-Platz 6 76344 Eggenstein-Leopoldshafen Germany

#### Contact person

Dr. Benjamin Richter Sales Manager

Phone (+49) 721 981 980 205 Fax (+49) 721 981 980 130 E-Mail richter@nanoscribe.com

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#### **QUOTATION**

AN-03956.01 Quote No.: Quote Date: 2020-07-06 Offer validity: 2020-10-06

Contact person: Dr. Benjamin Richter

Customer Number: 105547.004

Dear Prof. Butzin,

with regard to your inquiry, I am happy to quote the 3D Microfabrication System Photonic Professional GT2 with the following components and sets, mentioned in detail in the text of the positions.

Pos.	Product and description	Qty. Unit	Price in USD	Price in USD
			/Unit	excl. VAT
1	Photonic Professional GT2	1 piece	479,600.00	479,600.00

#### 3D Microfabrication System Photonic Professional GT2

#### based on:

- Two-Photon Polymerization (2PP) for use in both Additive Manufacturing and Maskless Lithography in one system
- Multi-scale Positioning Technology to ensure sub-micrometer precision within the entire centimeter-scaled working area
- Technologies with internationally protected Intellectual Property in the areas of Interface Finding, Angled Stitching, Shell and Scaffold Printing, Dip-in Laser Lithography (DiLL)

#### consisting of:

- Robust, air-cooled Femtosecond Fiber Laser:
- Repetition rate: 80 MHz ± 1 MHz
- Average output power > 120 mW
- Center wavelength: 780 nm ± 10 nm
- Multi-scale Positioning System
- XY Macro positioning unit with 100 mm displacement per axis
- Z Positioning unit with at least 8 mm displacement
- XY Galvanometer scanner; dynamic, ultra-precise, scanning field up to Ø=1 mm

Hermann-von-Helmholtz-Platz 6 76344 Eggenstein-Leopoldshafen Germany

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Deutsche Bank AG, Karlsruhe

SWIFT-Code/BIC DEUTDESM660

DE70 6607 0004 0096 4007 01

**VAT ID Number** DE 258 161 584

Commercial Registry Mannheim, HRB 703637

. Hermatschweiler | Lars Tritschler 2507







Pos.	Product and description	Qty. Ui	nit Price in USD	Price in USD
			/Unit	excl. VAT

- Fully automatic, ultra-precise Interface Finder
- Microscope camera with high sensitivity sensor for the visualization of the printing process
- Pneumatic vibration damping system with active self-levelling, cleanroom suitability
- GT2 Operator console for central control of the complete system:
- Controllers for XY Macro positioning unit and Z-Drive
- Central computer for the periphery
- Stainless steel table, cleanroom ready 120 x 80 cm<sup>2</sup>
- Reliable, industrial-grade control computer; MS Windows 10
- Software and Licenses
- Process operating software NanoWrite 1.8 in the latest version with 18 months of updates starting at delivery date
- Print job editor software DeScribe 2.5 in the latest version with 10 user licenses and 18 months of updates starting at delivery date
- Online knowledge & support base NanoGuide 3 years of access to the basic content for up to 10 users starting at delivery
- 3D Microfabrication starter set for pre and post-processing
- Installation, commissioning, comprehensive user-training and acceptance, incl. training materials, travel costs, and per diem. Includes on-site user-training for one 3D Microfabrication Solution Set.

## prepared for:

2

- 2D & 3D Microfabrication Solution Sets
- \* Intellectual property rights are pending, approved or licensed

3D Microfabrication Solution Set Small Features

(3D SF)

for 3D printing of nano and microscale objects in DiLL and oil immersion configurations with an MBFS printing area of up to 200 µm diameter

1 piece

25,900.00

25,900.00

## Hardware & Consumables:

- Immersion objective 3D SF; 63x; NA=1.4
- Sample holder DiLL
- Sample holder 10 x Ø 30 mm
- Substrates for DiLL immersion; 25 x 25 x 0.7 mm<sup>3</sup>, fused silica, 50 pcs.
- Substrates for oil immersion; round,  $\emptyset$  = 30 mm x 0.17 mm, cover slip, 100 pcs.
- Photoresin IP-L 780; 50 g, 5 x 10 g glass bottles
- Photoresin IP-Dip; 50 g, 5 x 10 g glass bottles
- Immersion suction ring; felt, round, for immersible objective 3D SF, 10 pcs.



Pos.	Product and description	Qty. Uni	nit Price in USD	Price in USD
			/Unit	excl. VAT

#### Software & Support:

- DeScribe process recipe IP-Dip 63x Fused Silica (3D SF)
- Installation of Solution Set via Remote Session\*
- 3 hour user-training via Remote Session\*
- 3 year access starting at delivery to the 3D SF module of the online knowledge & support base NanoGuide for up to 10 users
- \* The Photonic Professional GT2 must be connected to the internet for the length of the Remote Session. If this is not possible, only a limited remote training session can be performed. An on-site training session by Nanoscribe personnel can be booked at additional charge.

#### 3 3D Microfabrication Solution Set Medium 1 piece 25,400.00 25,400.00 Features (3D MF)

for 3D printing of micro and mesoscale objects in DiLL immersion configuration with an MBFS printing area of up to 400 µm diameter

#### Hardware & Consumables:

- Immersion objective 3D MF; 25x; NA=0.8
- Sample holder Multi DiLL
- Substrates for DiLL immersion; 25x25x0.7 mm³, soda-lime glass, one conductive side, optically transparent ITO coating, 50 pcs
- Photoresin IP-S; 50 g, 5 x 10 g glass bottles
- Photoresin IP-Visio; 1 x 10 g glass bottle
- Immersion suction ring; felt, round, for immersible objective 3D MF, 10 pcs.

#### Software & Support:

- DeScribe process recipe IP-S 25x ITO Solid (3D MF)
- DeScribe process recipe IP-S 25x ITO Shell (3D MF)
- Installation of Solution Set via Remote Session\*
- 3 hour user-training via Remote Session\*
- 3 year access starting at delivery to the 3D MF module of the online knowledge & support base NanoGuide for up to 10 users
- \* The Photonic Professional GT2 must be connected to the internet for the length of the Remote Session. If this is not possible, only a limited remote training session can be performed. An on-site training session from Nanoscribe personnel can be booked at additional charge.



Pos.	Product and description	Qty. Unit	Price in USD	Price in USD
			/Unit	excl. VAT
4	Discount	1 piece	-32,010.00	-32,010.00
	Discount to match the price of the Photonic Professi GT for which the grant was written (AN-02214). Plea			Professional
5	Packaging and Shipping	1 piece	4,000.00	4,000.00
	Packaging and shipping			
		7	Total, net (USD)	502,890.00

#### Further options & consumables

Pos.	Product and c	description	Qty.	Unit	Price in USD	Price in USD
					/Unit	excl. VAT
6	3D Microfabr (3D LF)	rication Solution Set Large Features	1	piece	22,700.00	22,700.00
	Discount	5.00 %				-1,135.00

for 3D printing of mesoscale objects in DiLL immersion configuration with an MBFS printing area of up to 1,000 µm diameter

#### Hardware & Consumables:

- Immersion objective 3D LF; 10x; NA=0.3
- Sample holder Multi DiLL
- Sample holder 3 x 2" Ø
- Substrates for DiLL immersion; 25x25x0,7 mm³, silicon, 35 pcs
- Photoresin IP-Q; 50 g, 5 x 10 g glass bottles
- Photoresin IP-Visio; 1 x 10 g glass bottle
- Resin Stop for mesoscale 3D printing

#### Software & Support:

- DeScribe process recipe IP-Q 10x Silicon (3D LF)
- Installation of Solution Set via Remote Session\*
- 3 hour user-training via Remote Session\*
- 3 year access starting at delivery to the 3D LF module of the online knowledge & support base NanoGuide for up to 10 users
- \* The Photonic Professional GT2 must be connected to the internet for the length of the Remote Session. If this is not possible, only a limited remote training session can be performed. An on-site training session from Nanoscribe personnel can be booked at additional charge.

## Terms of Delivery:



DAP Brookings, SD 57006, United States of America INCOTERMS® 2020

#### Technical acceptance:

The technical inspection of the system will be conducted and documented at Nanoscribe and will be repeated on-site after installation to ensure compliance to all specifications. After termination of commissioning the acceptance shall be made. Alternatively, acceptance shall be declared within a 2 months period latest after delivery or refused stating in writing all the defects leading to its refusal. Acceptance cannot be refused in case of minor defects that will not significantly impair the functioning or the security of the system. However the seller shall remedy them without delay.

#### **Documentation:**

Printed as well as computer-readable format documentation in English will be enclosed.

#### Guarantee:

12 months from commissioning date. Defective parts shall be repaired or replaced by us at our discretion and at our own expense. We shall not be liable for consequential, indirect or incidental damages.

#### Standards and safety regulations:

The system is certified according to UL regulations. The system is classified as laser safety class 1 according to EN 60825-1.

#### **Delivery time:**

9 months after receipt of order.

#### Payment conditions:

90% at delivery, 10% at acceptance or 60 days after delivery, whichever comes first; each 30 days net.

#### General terms and conditions:

We deliver on the basis of the Nanoscribe GmbH Terms and Conditions of Sale, which are available under the following link: <a href="https://www.nanoscribe.com/en/gtc">https://www.nanoscribe.com/en/gtc</a>

#### Reservation of ownership:

The goods supplied shall remain Nanoscribe's property until the total price has been received by Nanoscribe.

We hope that this quotation meets your expectations and would appreciate your order. If you have any further questions please do not hesitate to contact us.

Sincerely yours Nanoscribe GmbH

p.p. Dr. Benjamin Richter

Sales Manager



## BUREAU OF ADMINISTRATION REQUEST/JUSTIFICATION FOR SOLE SOURCE PURCHASE

REQUESTER NAME: Nicholas C. Butzin	DATE:	07/07/2020
DEPT/INSTITUTION: Biology and Microbiology Department	PHONE NUMBER	605-688-4078
AGENCY/OFFICE		
SUGGESTED VENDOR: Nanoscribe GmbH	REQUISITION NU	MBER: Quote: AN-03956.01
ITEM/SERVICE TO BE PURCHASED: Photonic Professional GT2 (3D print	ter) and other compone	nts related to this system
REASON FOR REQUESTING SOLE SOURCE (CHECK ALL	_ THAT APPLY)	
☐ ITEM MUST MATCH EXISTING EQUIPMENT		
☐ ITEM IS REPAIR PART FOR EXISTING EQUIPMENT		
☐ ITEM IS TO BE ATTACHED TO EXISTING EQUIPMENT		
TECHNICAL CHARACTERISTICS OF REQUESTED ITEM AR	E ESSENTIAL TO OUR	NEEDS
TOTHER MANUFACTURERS OF THIS TYPE OF PRODUCT D	O NOT MEET OUR M	NIMUM REQUIREMENTS
NO OTHER MANUFACTURER OF THIS TYPE OF PRODUCT	T EXISTS	
OTHER (PLEASE SPECIFY)		
PROVIDE AN EXPLANATION FOR THE REASONS CHECKED ABOVE.		
Currently, only Nanoscribe can provide the precision and accuracy to print vework. The Photonic Professional GT2 uses Two-Photon Polymerization (2PP) this which inhibits accuracy and types of designs). 2PP can produce filigree struct lattices, naturally inspired patterns (essential for us to mimic biological environment of the design of the design out microfluidic design, which is primarily the reason for it printing jobs, and this feature is only available from a few providers. A vital codesign our microfluidic device) directly into their system.	ery small features (down that can be used for Mas tures of complex to simp onmental conditions), sn ts purchase. The system i	kless Lithography (other providers require a mask, le 3D shape including porous scaffolds, crystal nooth contours, and sharp edges. These features are s fully automatic, which is essential for long
EXPLAIN THE PROCESS YOU USED TO CHOOSE THE REQUESTED IT	TEM OR SERVICE. INC	CLUDE A LIST OF VENDORS CONTACTED.
We searched online for a 3D printer system with the software), contacted several providers (e.g. Nanosci then compared different options. We also reached copinions. Finally, the 3D printer was optimized base	ribe, Optomec, Ir out to collaborate	c., etc.) for more information, and
Assistant Professor of Synthetic Biology SIGNATURE AND TITLE OF REQUESTER		



#### § 1 General Information - Scope

- Our deliveries to companies shall be based exclusively on these General Terms and Conditions. Any terms and conditions the customer may have
- Terms and Conditions. Any terms and conditions the customer may have which conflict with or deviate from our General Terms and Conditions shall not apply including if we fail to object to them expressly unless we consent expressly in writing (text form shall suffice). Our General Terms and Conditions also shall apply to business dealings in the future even if they are not enclosed with such dealings provided our contracting partner previously entered into agreements with us based on these General Terms and Conditions.

#### § 2 Proposal - Enter into Agreement

- Our proposals are subject to change and are non-binding. An order from the customer for goods, services, and/or other performance (hereinafter jointly the "Products") shall be deemed to be a binding proposal for a
- contract. Customer orders shall be conditional upon our written confirmation (text form shall suffice). The type and scope of Products ordered shall be specified in the order confirmation. For orders which are carried out immediately, the invoice and/or the delivery note shall be deemed to be confirmation of the order. If the customer wishes to object to the content of the order confirmation, the customer shall do so without undue delay; otherwise the contract shall come into being based on the order
- We shall remain the sole owners of our quotations, drawings, plans, and other proposal documents. We shall have exclusive copyright exploitation

#### § 3 Products

- Unless expressly agreed upon otherwise, we reserve the right to make omess expressly agreed upon one-wise, we reserve the right to make technical and software modifications to the Products to improve their performance and stability, comply with amended security or other regulatory regulations or, if applicable, prevent infringement of a patent. If the performance specifications are complied with or exceeded, modified
- Products shall be deemed to be in full compliance with the Products offered without notification or the customer's consent being required.

#### § 4 Prices - Payment Terms

- The prices specified in our order confirmation shall apply. Unless expressly indicated, the prices shall be exclusive of statutory VAT, shipping costs, customs duties, import duties, and payment guarantees (e.g., letters of
- Unless agreed upon otherwise, performance shall be billed as set out in §§ 14 and 15, and travel times shall be billed on a time basis at the hourly rates specified in the order confirmation. Travel costs and expenses shall be invoiced to the customer in a lump sum as set out in the proposal.
- Unless specified otherwise in the order confirmation, invoices shall be paid without deduction, ex paying agent of the seller, within 30 days of their
- issue. Our right to request partial payment shall remain unaffected. We shall be entitled to invoice partial deliveries separately.
- The customer shall be in default upon expiration of the payment period
- In the event of delayed payment, we shall be entitled to rescind the contract and/or request damages in lieu of performance and to charge reasonable
- The customer shall be entitled to offset only if the customer's counterclaims have been established in a legally binding manner or acknowledged by us

#### § 5 Delivery - Delayed Performance

- Periods for delivery, performance deadlines, and timelines indicated by us shall be non-binding unless agreed-upon as binding at least in text form. Periods for delivery and other performance deadlines shall begin upon receipt of the order confirmation by the customer but in any case not before the customer has provided the documentation, authorizations, approvals
- and, if applicable, the agreed-upon down payment.

  If failure to comply with a deadline is due to force majeure, the deadline will be postponed for a reasonable period of time. Force majeure shall include unforeseeable circumstances beyond our control which make it unreasonable or impossible for us to carry out the delivery, for example, delayed delivery by scheduled suppliers, strike, government measures, material operating disruptions including as a result of the destruction of the entire operation or in central departments, and significant disruptions to transportation. If the circumstances persist longer than 3 months, we shall have the right to rescind the order. The customer's claims for damages shall be excluded.
- If failure to comply with a performance deadline was in our responsibility, the customer can rescind the contract only after granting us a reasonable performance deadline and the performance deadline has lapsed without the desired results. Claims for damages can be asserted only if they are
- based on our intent or gross negligence. In addition, § 10 below shall apply. Partial deliveries shall be permitted provided the customer can reasonably be expected to accept them

#### § 6 Transfer of Risk - Shipment

- Unless expressly agreed upon otherwise, deliveries shall be made and performance shall be provided ex works (Incoterms as amended, currently Incoterms 2010) to the location specified in our proposal or in our order
- Unless expressly agreed upon otherwise, risk of accidental loss and deterioration of the goods shall be transferred to the customer upon release of the goods to the forwarder and in any case no later than at the time the goods leave the distribution center. This provision also shall apply when we deliver the goods. In the event of delayed shipment due to fault on the part of the customer, risk shall be transferred to the customer as of the time the customer is notified that the goods are ready for shipment

- Universally acknowledged shipment and risk transfer provisions agreed-upon in the contract shall be interpreted based on international regulations regarding the interpretation of customary contractual provisions (Incoterms as amended, currently Incoterms 2010).
- We shall take out transportation insurance only if agreed upon with and at the expense of the customer. If the customer fails to accept the contractually agreed-upon goods in a timely manner, we shall be entitled to set a reasonable deadline for acceptance and to dispose of the goods otherwise if the customer fails to meet the additional deadline or to deliver goods to the customer within a reasonable period of time, or to bill the customer immediately for the goods and store the goods at the expenses and risk of customer. Our right to rescind the contract and to claim damages shall remain unaffected.
- If the goods are damaged or lost during transportation, the customer shall initiate a report to be issued by the forwarder without undue delay and shall initiate the sending of a notification to the seller along with all the required documentation.

#### § 7 Property Rights - Confidentiality

- As part of the processing of an order, information, illustrations, drawings, calculations, and other documentation and internal business information (hereinafter, "Confidential Information") may be exchanged between us and the customer. We and the customer undertake to treat Confidential Information as strictly confidential and to only use Confidential Information in the context of the purpose of the order. We and the customer also undertake to disclose Confidential Information only to persons who rely on the knowledge of Confidential Information to fulfill the order. The duty of confidentiality shall survive the fulfillment of the order and shall expire if and when the production-related knowledge contained in the Confidential Information that we have provided to the customer becomes general
- knowledge. Regardless of any rights we may have under Germany's Act on the Protection of Business Secrets (Gesetz zum Schutz von Geschäftsgeheimnissen, GeschGehG) regarding Confidential Information we have provided to the customer, we also shall have any and all rights of ownership, usage, and/or exploitation of the Confidential Information and ownership, usage, and/or exploitation of the Confidential Information and we reserve the exclusive right to apply for property rights. The customer shall not acquire any ownership or any other rights to use Confidential Information (including, but not limited to, know-how, patents applied for or granted for such know-how, copyrights or other industrial property rights) based on these General Terms and Conditions or otherwise based on implied behavior except for the purpose of fulfilling the order. The same shall apply to Confidential Information provided to us by the customer. We and the customer undertake to refrain from exploiting for business purposes, and from imitating, any Confidential Information provided to the other party in any way beyond the purpose connected with the order (including, but not limited to, by reverse engineering) or having any Confidential Information provided to the other party exploited or imitated
- Confidential Information provided to the other party exploited or imitated by any third parties and/or applying for industrial property rights for Confidential Information provided to the other party including, but not limited to, brands, designs, patents, and utility models.
- If the customer or any other person for whom the customer is responsible pursuant to §§ 31, 278 and 831 of the Civil Code of Germany (Bürgerliches Gesetzbuch, BGB) violates any of the customer's obligations under these General Terms and Conditions, we and the customer hereby agree that the customer shall pay to us a reasonable contract penalty the amount of which shall be defined at our discretion as set forth in § 315 of the BGB. We and the customer also hereby agree that in case of dispute, the reasonableness of the contract penalty may be reviewed by the court responsible. We reserve the right to assert additional damages. The
- contract penalty shall be offset against additional damages.
  The duty of confidentiality shall survive the termination of the contract and shall remain in full force and effect for five years after the termination of the contract. The duty of confidentiality also shall apply if no other contract is entered into
- Any confidentiality agreement made or to be made shall remain unaffected.

#### § 8 Warranty

- The customer shall inspect the goods we deliver without undue delay after delivery and shall notify us of any and all defects without undue delay in writing (text form shall suffice). The customer shall notify us in writing (text form shall suffice) of any and all hidden defects without undue delay after
- detecting them.

  Unless stated otherwise in the order confirmation, customer claims for defects shall lapse one year after delivery or acceptance. This provision shall not apply to claims for defects shall not apply to claims for defects in products which are subject to wear and tear, for example, pump diodes, or products subject to an expiration date. This provision shall not apply to claims for damages under § 10
- If a defect in the goods is our fault, we shall have the right to deliver supplementary performance by remedying the defect or delivering defect-
- supplementary performance by reinlexying the detect of delivering detecting free goods, as we deem fit.

  If the supplementary performance fails, the customer can rescind the contract or request a reduction in price.

  We shall not warrant the goods against the consequences of natural wear
- and tear or of improper treatment, storage, or use.

  The customer's warranty claim shall expire if and when the customer changes the product or carries out repair and/or maintenance work on the product unless the user's manual explicitly permits the customer to carry out the such maintenance work.
- Also, the customer's warranty claim shall expire if and when guarantee seals are damaged or the device is not used as intended.

#### § 9 Provision of Spare Parts

The seller shall ensure the availability of spare parts for a minimum of 5 years after the customer has accepted the device. The materials required to produce the spare parts also shall be stored for the duration of the aforementioned period. The duty of retention shall expire after the end of the aforementioned period and after the seller has provided written notification (text form shall suffice).

2513 Dated June 3, 2019

## Nanoscribe GmbH

#### General Terms and Conditions 2019 - Sales



The obligation to deliver spare parts shall be limited to equivalent spare parts. The customer shall not be entitled to receive spare parts of identical design and the seller only shall deliver spare parts which do not compromise the functionality of the device.

#### § 10 Limitation of Liability - Damages

- We shall be liable if there is intent or gross negligence on our part. We shall be liable for simple negligence only in cases where material contractual obligations deriving from the nature of the contract have been violated or where their violation compromises the achievement of the purpose of the contract. Even if this is the case, our liability for damages shall be limited to the damage foreseeable under a typical contract. Claims for damages asserted by the customer for minor negligence shall be excluded regardless of the legal reason.
- regariuess of the legal reason. The aforementioned limitation of liability shall not apply to claims under Germany's Product Liability Act (*Produkthaftungsgesetz*) or for harm to life, body, or health.
- We shall not be liable for any resulting damage if the Products are used improperly.
- We shall not warrant or assume liability for technical support and information provided by us related to technical features, deployment or suitability of products produced with our devices.

  If the customer uses paints other than the ones delivered by us, qualified
- (5) paints and/or paints designed for direct printing, our obligation to assume liability and warranty shall expire.
- The time period for bringing claims for damages shall lapse after one year.

#### § 11 Retention of Title

- We shall retain ownership of any and all goods we deliver until all (1)
- receivables under the contract have been paid in full.

  The customer may process goods which are intended for further processing (e.g., paints) and in which the seller retains title in the ordinary course of business unless the customer is in default of payment or has suspended payment. If the goods will be processed, it is hereby agreed that we shall have co-ownership in the new goods created as a result of the processing *pro rata* of the invoiced value of the goods we delivered and the invoiced value of the goods created as a result of the processing.
- The customer can dispose of the goods subject to retention of title in the ordinary course of business unless the customer is in default of payment or has suspended payment. The customer may not pledge any goods subject to retention of title or assign them by way of security.

#### § 12 Disposal of Legacy Devices

- Pursuant to Directive 2002/96/EC of the European Parliament and of the Council on Waste Electrical and Electronic Equipment (WEEE), upon the customer's request we shall accept the return of all electronic equipment, as specified in the aforementioned Directive, which we delivered for the first time in the EU after January 1, 2008 and which is marked accordingly with the crossed-out wheeled bin for disposal free of charge. This offer shall apply to complete devices only and not to devices which have been disassembled, as specified in the aforementioned Directive, and only to devices located in the EU. The devices being returned must not contain any dangerous or toxic substances and must not be contaminated with
- We shall assume all costs incurred for the proper disposal of such devices; the costs for their transportation to us shall be borne by the person
- returning the equipment.

  If the last owner of a device, as specified in the aforementioned Directive, waives returning the device to us for disposal, this last owner shall dispose of the device properly at its own expense. Disposing of the devices in regular household bins or at communal centers is not allowed

#### § 13 Duty to Report, Reselling

- The customer shall notify us without undue delay of any and all re-selling or other disposal of the Products along with the name of the buyer or recipient or shall take such other adequate measures to ensure we can
- obtain information regarding the whereabouts of the Products at any time. If the Products are resold, the customer shall take adequate measures to ensure any and all applicable statutory regulations including, but not limited to, applicable statutory export regulations, are complied with during and after the sale

#### § 14 Special Provisions for Services

- Where the provision of maintenance and/or support services has been agreed upon, these services shall apply only to the devices specified in the order confirmation. Where the provision of support services has been agreed upon, we shall support the customer by granting access to our support offerings and by offering general tips regarding the use of the
- devices and troubleshooting.

  Unless agreed upon otherwise, the customer shall install any and all updates of firmware as part of the customer's maintenance work. In particular, the customer shall back up the customer's data before maintenance work is carried out.
- Where the provision of briefings or training has been agreed upon as part of the sale of the goods, only one briefing or training session at one customer's workstation in the use of the goods specified in the order confirmation shall be included. Unless agreed upon otherwise, briefings and training shall be conducted via online conference during regular business hours. The customer shall provide the technical equipment (e.g., laptop, projector) required to conduct briefings or training at the customer's premises free of charge. We can cancel any appointment for briefings or training for an important reason. We will communicate cancellations in a timely manner and offer
- an alternate date
- We shall be entitled to use subcontractors.
- §§ 8, 9 and 11 shall not apply to the provision of services

#### § 15 Special Provisions for Repair Work and Studies

- The customer shall cooperate and in particular shall provide the device for repair or the documentation and other information required for the provision of service to us at the customer's expense on the agreed-upon date or, if no date has been agreed upon, in a timely manner.

  The customer's right to remedy defects as stipulated by § 637 of the BGB
- shall be excluded.
- The customer's unrestricted termination right as set forth in § 648 s. 1 of
- the BGB shall be excluded. § 14 para. 5 shall apply *mutatis mutandis*.

#### § 16 Venue and Applicable Law / Miscellaneous

- The venue shall be Karlsruhe, Germany.
- The laws of the Federal Republic of Germany shall apply under exclusion
- Should any of the provisions of these General Terms and Conditions be or become invalid, the validity of the remainder of the provisions of these General Terms and Conditions shall not be affected.

2514 Dated June 3, 2019 From: Alexander Legant
To: Van De Rostyne, Linda

Cc:Benjamin Richter; Michael E. HigdonSubject:AW: NanoScribe Quote: AN-03956.01Date:Monday, August 17, 2020 8:51:34 AM

Attachments: <u>image001.png</u>

image004.png

Linda,

That sounds like a marvelous plan.

Thank you very much

Alexander

\_\_\_\_\_

## **Alexander Legant**

Sales Manager EMEA **Phone** +49 721 981 980 201

www.nanoscribe.com

Nanoscribe GmbH

Eggenstein-Leopoldshafen, Germany

Von: Van De Rostyne, Linda <Linda.VanDeRostyne@usd.edu>

Gesendet: Montag, 17. August 2020 15:47

An: Alexander Legant < legant@nanoscribe.com>

Cc: Benjamin Richter <richter@nanoscribe.com>; Michael E. Higdon <higdon@nanoscribe.com>

Betreff: RE: NanoScribe Quote: AN-03956.01

### Alexander,

Would it be alright then, if I just attached this email to the purchase order and sent both the PO and the email to you?

Thanks, Linda

**From:** Alexander Legant < legant@nanoscribe.com >

Sent: Monday, August 17, 2020 6:58 AM

To: Van De Rostyne, Linda < Linda. Van De Rostyne@usd.edu >

Cc: Benjamin Richter < richter@nanoscribe.com >; Michael E. Higdon < higdon@nanoscribe.com >

Subject: AW: NanoScribe Quote: AN-03956.01

Hello Linda,

I am answering on behalf of my colleague Benjamin and thank you Michael for the support!

We can agree on the changed conditions but we are not able to change our Terms and Conditions officially e.g. on our website. If you just ignore this part, I think, that it corresponds to what you have in mind by stating "hold it silent"?

Please do not hesitate to ask if I can help you with anything else.

Kind regards Alexander

## Alexander Legant

Sales Manager

Phone +49 721 981 980 201

E-mail legant@nanoscribe.com

Web www.nanoscribe.com



#### Nanoscribe GmbH

Hermann-von-Helmholtz-Platz 6 76344 Eggenstein-Leopoldshafen

Germany

Stay tuned with our newsletter

CEO: Martin Hermatschweiler, CFO: Lars Tritschler; Registered office: Eggenstein-Leopoldshafen, Germany; District court Mannheim, HRB 703637; VAT-No. DE258161584

## Check our upcoming events

Your privacy as well as the new European regulation on the protection of personal data (GDPR) are very important to us. More information can be found in the <u>privacy policy</u> on our website.

This email and any files transmitted with it are confidential and may contain privileged or otherwise protected information. You should not disseminate, distribute or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system.

From: Van De Rostyne, Linda < <u>Linda.VanDeRostyne@usd.edu</u>>

Sent: Friday, August 14, 2020 2:49 PM

**To:** Michael E. Higdon < higdon@nanoscribe.com > **Subject:** RE: NanoScribe Quote: AN-03956.01

### Hello Michael;

I am a representative of the South Dakota Board of Regents and have been reviewing the terms and conditions as referenced on the subject quote. The following are clauses in the terms and conditions that the state will not allow us to agree to. The options we can consider are replacing your clause with the verbiage we can agree to (below), strike the clause (or portion of the clause) or hold it silent. If you are not the correct person to work with on this, please provide contact information so that we can get this matter taken care of and can then process a purchase order. Thanks.

## § 16 Venue and Applicable Law / Miscellaneous

- (1) The venue shall be Karlsruhe, Germany.
- (2) The laws of the Federal Republic of Germany shall apply under exclusion of the CISG.

#### Governing Law replacement clause:

This Agreement shall be governed by and construed in accordance with the laws of the State of South Dakota. Any lawsuit pertaining to or affecting this agreement shall be venued in Circuit Court, Sixth Judicial Circuit, Hughes County, South Dakota.

Thanks.

Linda Van De Rostyne Category Manager-AV, IT, Software



Linda.Vanderostyne@usd.edu

From: Michael E. Higdon < higdon@nanoscribe.com>

**Sent:** Friday, August 14, 2020 1:17 PM

**To:** Van De Rostyne, Linda <<u>Linda.VanDeRostyne@usd.edu</u>>

Subject: RE: NanoScribe Quote: AN-03956.01

Linda,

Attached are the Terms and Condi8tions.

Cheers,

Michael

## Michael Higdon

Sales Manager Americas

Phone857-444-0007Nanoscribe Inc.E-mailhigdon@nanoscribe.com1500 District Ave.Webwww.nanoscribe.comBurlington, MA 01803Mobile256-466-1685United States of America

CEO & President: Martin Hermatschweiler; Registered Office: 251 Little Falls Drive, Wilmington, DE 19808, United States of America

Your privacy as well as the new European regulation on the protection of personal data (GDPR) are very important to us. More information can be found in the <u>privacy policy</u> on our website.

This email and any files transmitted with it are confidential and may contain privileged or otherwise protected information. You should not disseminate, distribute or copy this email. Please notify the sender immediately by email if you have received this email by mistake and delete this email from your system.

From: Van De Rostyne, Linda < Linda. Van De Rostyne@usd.edu >

**Sent:** Friday, August 14, 2020 12:13 PM

**To:** sales < <u>sales@nanoscribe.com</u>>

Subject: FW: NanoScribe Quote: AN-03956.01

Hello,

I received Dr. Richter's out of office reply. This cannot wait until he returns on August 30<sup>th</sup>. Can you please provide what I have requested below?

Thanks. Linda

From: Van De Rostyne, Linda

**Sent:** Friday, August 14, 2020 11:11 AM

To: richter@nanoscribe.com

Subject: NanoScribe Quote: AN-03956.01

## Dr. Richter,

In reviewing this quotation, there appear to be terms and conditions – Nanoscribe General Terms and Conditions and there is also software included in the purchase that I am wondering if there are also separate terms and conditions for.

Could you please provide me with all terms and conditions that apply to this potential order?

## Thanks.

Linda Van De Rostyne Commodities Manager-AV, IT, Software



(605) 658-3633

Linda.Vanderostyne@usd.edu

From: Matson, Jan
To: Doyle, Carol

Subject:FW: Adv Funds -3MA397 & 3SA457Date:Saturday, August 8, 2020 11:16:30 AMAttachments:Subramanian Yr2 Equip. AdvFunds.pdf

image001.png

#### Carol,

Please go ahead and place Nicholas's order for the 3D printer.

Budget Category	3MA397	3SA457
Equipment	330,809	194,781

Any questions, please let me know.

Thanks, Jan

Jan M Matson

Jan.matson@sdstate.edu

Program Assistant I

Biology & Microbiology Department

SDS 228 Box 2104A

1224 Medary Ave

605.688.6141 | | 605.688.4007

ZOOM: https://sdstate.zoom.us/j/8148470811

From: SDSU grantsandcontractadmin <SDSU.grantsandcontractadmin@sdstate.edu>

**Sent:** Friday, August 7, 2020 5:25 PM

**To:** Subramanian, Sen <Senthil.Subramanian@sdstate.edu>; Butzin, Nicholas

<Nicholas.Butzin@sdstate.edu>

**Cc:** Wright, David <david.wright@sdstate.edu>; McCarty, Delwyn <Delwyn.McCarty@sdstate.edu>; Bucking, Heike <Heike.Bucking@sdstate.edu>; Matson, Jan <jan.matson@sdstate.edu>; Steen, Cindy <Cindy.Steen@SDSTATE.EDU>; SDSU AgFinanceGrants <SDSU.AgFinanceGrants@sdstate.edu>

Subject: Adv Funds -3MA397 & 3SA457

Advanced Funds for the Year 2 equipment have been added to the funds 3MA397(Subramanian-NSF pte BOR-EPSCoR Main) & 3SA457 (Subramanian-pte BOR-EPSCoR MatchMain) for the amount indicated below.

This change has been processed with an Advanced Funds request, so a purchase order can be processed for year 2 equipment needed for this project. Attached is a copy for your records, If for some reason this would not become fully executed your department is responsible for any unallowable costs.

The budget breakdown for this amendment is as follows:

Budget Category	3MA397	3SA457
Equipment	330,809	194,781
F&A MTDC		
Total added	330,809	194,781

Please contact Cindy Steen if you have any questions or need additional information. Please pass this information on to anyone else who may need it.

## Thanks,



## **Grants & Contracts Administration**

Finance & Business

SDSU.grantsandcontractadmin@sdstate.edu

SDSUMorrill Hall 323, Box 2201

Brookings, SD 57007

www.sdstate.edu

FDP Cost Reimbursement Research Subaward Agreement				
Federal Awarding Agency: National Science Foundation (NS	SF)			
Pass-Through Entity (PTE): Subrecipient:				
SD Board of Regents	South Dakota State University			
PTE PI: Mel Ustad MU	Sub PI: Senthil Subramanian			
PTE Federal Award No. UIA-1849206	Subaward No: 140720			
Project Title: RII Track-1: Building on The 2020 Vision: Expand	ding Research, Education and Innovation in South Dakota			
Subaward Period of Performance (Budget Period): Start: 10/01/2019 End: 09/30/2020	Amount Funded This Action (USD): \$ 453,901.00			
Estimated Project Period (if incrementally funded): Start: 10/01/2019 End: 09/30/2024	Incrementally Estimated Total (USD): \$ 3,412,836.00			
Terms and Conditions  1. PTE hereby awards a cost reimbursable subaward, as described above, to Subrecipient. The Statement of Work and budget for this Subaward are as shown in Attachment 5. In its performance of Subaward work, Subrecipient shall be an independent entity and not an employee or agent of PTE.				
2. Subrecipient shall submit invoices not more often than monthly and not less frequently than quarterly for allowable costs incurred. Upon the receipt of proper invoices, the PTE agrees to process payments in accordance with this Subaward and 2 CFR 200.305. All invoices shall be submitted using Subrecipient's standard invoice, but at a minimum shall include current and cumulative costs (including cost sharing), Subaward number, and certification, as required in 2 CFR 200.415 (a). Invoices that do not reference PTE Subaward number shall be returned to Subrecipient. Invoices and questions concerning invoice receipt or payments shall be directed to the party's Administrative Contact, shown in Attachment 3A.				
<ol> <li>A final statement of cumulative costs incurred, including cost sharing, marked "FINAL" must be submitted to PTE's Administrative Contact, as shown in Attachment 3A, not later than 60 days after the Project Period end date. The final statement of costs shall constitute Subrecipient's final financial report.</li> <li>All payments shall be considered provisional and are subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Subrecipient.</li> </ol>				
5. Matters concerning the technical performance of this Sub Investigator as shown in Attachments 3A and 3B. Technical				
Investigator as shown in Attachments 3A and 3B. Technical reports are required as shown in Attachment 4.  6. Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this Subaward, and any changes requiring prior approval, shall be directed to each party's Principal Investigator Contact, as shown in Attachments 3A and 3B. Any such change made to this Subaward requires the written approval of each party's Authorized Official, as shown in Attachments 3A and 3B.				
7. The PTE may issue non-substantive changes to the Period of Performance and budget Bilaterally Unilateral modification shall be considered valid 14 days after receipt unless otherwise indicated by Subrecipient when sent to Subrecipient's Authorized Official  Contact, as shown in Attachment 3B.				
8. Each party shall be responsible for its negligent acts or omissions and the negligent acts or omissions of its employees, officers, or directors, to the extent allowed by law.				
9. Either party may terminate this Subaward with 30 days written notice to the appropriate party's Authorized Official Contact, as shown in Attachments 3A and 3B. PTE shall pay Subrecipient for termination costs as allowable under				
Uniform Guidance, 2 CFR 200, or 45 CFR Part 75 Appendix IX, as applicable.  10. By signing this Subaward, including the attachments hereto which are hereby incorporated by reference, Subrecipient				
certifies that it will perform the Statement of Work in accomplicable terms of the Federal Award, including the app	ordance with the terms and conditions of this Subaward and the propriate Research Terms and Conditions ("RTCs") of the 2. The parties further agree that they intend this Subaward to			
Docusigned by: 'Off' 'of Pass-through Entity:	Docusigned by: Official of Subrecipient:			
Heather Forney	16.46 CDT 10/22/2019   16.934EEDDC4AA45A			
Name: Heather Forney Date	Name: James Doolittle Date			
Title: Vice President for Finance and Administration	Title: Associate Vice President-Research Assurance & Sponsored Programs			

## Attachment 1 Certifications and Assurances

Subaward Number:

140720

### Certification Regarding Lobbying (2 CFR 200.450)

By signing this Subaward, the Subrecipient Authorized Official certifies, to the best of his/her knowledge and belief, that no Federal appropriated funds have been paid or will be paid, by or on behalf of the Subrecipient, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement in accordance with 2 CFR 200.450.

If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Subrecipient shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," to the PTE.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by 31 U.S.C. 1352. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

## Debarment, Suspension, and Other Responsibility Matters (2 CFR 200.213 and 2 CFR 180)

By signing this Subaward, the Subrecipient Authorized Official certifies, to the best of his/her knowledge and belief that neither the Subrecipient nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency, in accordance with 2 CFR 200.213 and 2 CFR 180.

#### **Audit and Access to Records**

Per 2 CFR 200.501- 200.521, Subrecipient certifies that it will provide notice of any adverse findings which impact this Subaward and will provide access to records as required by parts 2 CFR 200.336, 200.337, and 200.201 as applicable. If Subrecipient is not subject to the Single Audit Act, then Subrecipient will provide notice of the completion of any required audits and provide access to such audits upon request.

#### Program for Enhancement of Contractor Employee Protections (41 U.S.C 4712)

Subrecipient is hereby notified that they are required to: inform their employees working on any federal award that they are subject to the whistleblower rights and remedies of the pilot program; inform their employees in writing of employee whistleblower protections under 41 U.S.C §4712 in the predominant native language of the workforce; and include such requirements in any agreement made with a subcontractor or subgrantee.

The Subrecipient shall require that the language of the certifications above in this Attachment 1 be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

#### **Use of Name**

Neither party shall use the other party's name, trademarks, or other logos in any publicity, advertising, or news release without the prior written approval of an authorized representative of that party. The parties agree that each party may use factual information regarding the existence and purpose of the relationship that is the subject of this Subaward for legitimate business purposes, to satisfy any reporting and funding obligations, or as required by applicable law or regulation without written permission from the other party. In any such statement, the relationship of the parties shall be accurately and appropriately described.

## **Attachment 2**

**Federal Award Terms and Conditions** 

Subaward	Number
140720	

Required I	Data E	lements
------------	--------	---------

The data elements required by Uniform	Federal Award Issue Date FAIN CFDA No.
Guidance are incorporated in the attached Federal Award.	
This Subaward Is:	CFDA Title
Research & Development Subject to FFATA	Key Personnel Per NOA

#### **General Terms and Conditions**

By signing this Subaward, Subrecipient agrees to the following:

1. To abide by the conditions on activities and restrictions on expenditure of federal funds in appropriations acts that are applicable to this Subaward to the extent those restrictions are pertinent. This includes any recent legislation noted on the Federal Awarding Agency's website:

https://nsf.gov/pubs/policydocs/pappg17\_1/index.jsp

- 2. 2 CFR 200 and 2 CFR 2500.
- 3. The Federal Awarding Agency's grants policy guidance, including addenda in effect as of the beginning date of the period of performance or as amended found at:

http://www.nsf.gov/bfa/dias/policy/grants.jsp

4. Research Terms and Conditions, including any Federal Awarding Agency's Specific Requirements found at:

https://www.nsf.gov/awards/managing/rtc.jsp

except for the following:

- No-cost extensions require the written approval of the PTE. Any requests for a no-cost extension shall be directed to the
   Principal Investigator
   Contact shown in Attachment 3A, not less than 30 days prior to the desired effective date of the requested change.
- b. Any payment mechanisms and financial reporting requirements described in the applicable Federal Awarding Agency Terms and Conditions and Agency-Specific Requirements are replaced with Terms and Conditions (1) through (4) of this Subaward; and
- c. Any prior approvals are to be sought from the PTE and not the Federal Awarding Agency.
- d. Title to equipment as defined in 2 CFR 200.33 that is purchased or fabricated with research funds or Subrecipient cost sharing funds, as direct costs of the project or program, shall vest in the Subrecipient subject to the conditions specified in 2 CFR 200.313.
- e. Prior approval must be sought for a change in Subrecipient PI or change in Key Personnel (defined as listed on the NOA).

<ol><li>Treatment of program inco</li></ol>	ome:
---	------

Othe	er [en	ter t	ext]	
------	--------	-------	------	--

Contact BOR PI

This section intentionally left blank

## **Special Terms and Conditions:**

## Copyrights:

Subrecipient Grants to PTE an irrevocable, royalty-free, non-transferable, non-exclusive right and license to use, reproduce, make derivative works, display, and perform publicly any copyrights or copyrighted material (including any computer software and its documentation and/or databases) first developed and delivered under this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to the Federal Government under its PTE Federal Award.

Subrecipient grants to PTE the right to use any written progress reports and deliverables created under this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to the Federal Government under its Federal Award.

#### Data Rights:

Subrecipient grants to PTE the right to use data created in the performance of this Subaward solely for the purpose of and only to the extent required to meet PTE's obligations to the Federal Government under its PTE Federal Award.

Data Sharing and Access	(Check if applicable)	
-------------------------	-----------------------	--

Subrecipient agrees to comply with the Federal Awarding Agency's data sharing and access requirements as reflected in the NOA (or in the special terms below) and the Data Management/Sharing Plan submitted to the Federal Awarding Agency and provided upon request.

20

#### Promoting Objectivity in Research (COI):

Subrecipient must designate herein which entity's Financial Conflicts of Interest policy (COI) will apply: Subrecipient

If applying its own COI policy, by execution of this Subaward, Subrecipient certifies that its policy complies with the requirements of the relevant Federal Awarding Agency as identified herein: NSF - NSF PAPPG Chapter IX.A Subrecipient shall report any financial conflict of interest to PTE's Administrative Representative or COI contact, as designated on Attachment 3A. Any financial conflicts of interest identified shall, when applicable, subsequently be reported to Federal Awarding Agency. Such report shall be made before expenditure of funds authorized in this Subaward and within 45 days of any subsequently identified COI. Work Involving Human or Vertebrate Animals (Select Applicable Options) No Human or Vertebrate Animals **Human Subjects** Vertebrate Animals Subrecipient agrees that any non-exempt human and/or vertebrate animal research protocol conducted under this Subaward shall be reviewed and approved by its Institutional Review Board (IRB) and/or its Institutional Animal Care and Use Committee (IACUC), as applicable and that it will maintain current and duly approved research protocols for all periods of the Subaward involving human and/or vertebrate animal research. Subrecipient certifies that its IRB and/or IACUC are in full compliance with applicable state and federal laws and regulations. The Subrecipient certifies that any submitted IRB / IACUC approval represents a valid, approved protocol that is entirely consistent with the Project associated with this Subaward. In no event shall Subrecipient invoice or be reimbursed for any human or vertebrate animals related expenses incurred in a period where any applicable IRB / IACUC approval is not properly in place. The PTE requires verification of IRB and/or IACUC approval be sent to the Administrative Contact as follows: **IRB** Upon Request Human subjects data will not be addressed in this agreement **Human Subjects Data** (Select One) This section left intentionally blank **Additional Terms** 

# Attachment 3A Pass-Through Entity (PTE) Contacts

Subaward	Number:
----------	---------

140720

PTE Information				
Entity Name:	ne: SD Board of Regents			
Legal Address:	agal Address:  306 East Capitol Ave Suite 200 Pierre, SD 57501			
Website:	info@sdbor.edu			
PTE Contacts				
Central Ema	il:			
Principal Investig	ator Name: Mel Ustad			
Email:	Mel.Ustad@sdbor.edu Telephone Number: 605-274-9535			
Administrative Co	ontact Name: Marcy Olsen			
	Marcy.Olsen@sdbor.edu Telephone Number: 605-274-9553			
COI Contact ema	il (if different to above):			
Financial Contact	Marcy Olsen			
Email:	Marcy.Olsen@sdbor.edu Telephone Number: 605-274-9553			
Email invoices?	Yes No Invoice email (if different): Marcy.Olsen@sdbor.edu			
Authorized Officia	Name: Heather Forney			
Email:	Heather.Forney@sdbor.edu Telephone Number: 605-773-4135			
PI Address:				
306 East Capitol Ave Suite 200 Pierre, SD 57501				
Administrative A	ddress:			
306 East Capitol Ave Suite 200 Pierre, SD 57501				
Invoice Address	:			
	4801 N. Career Ave. Suite 103 Sioux Falls, SD 57107			

## Attachment 3B

Research Subaward Agreement Subrecipient Contacts

Subaward	Number:
140720	

**Subrecipient Information for FFATA reporting** Entity's DUNS Name: South Dakota State University Institution Type: Public/State Controlled Inst. of Higher Ed. EIN No.: 46-6000364 Currently registered in SAM.gov: Yes DUNS: 929929743 Exempt from reporting executive compensation: Yes No (if no, complete 3Bpg2) Parent DUNS: This section for U.S. Entities: Zip Code Look-up Zip Code+4: Congressional District: SD-001 57007-1998 **Place of Performance Address** Box 2201 SAD 200 Brookings, South Dakota 57007-1998 **Subrecipient Contacts** Grants.Contracts@sdstate.edu Central Email: Website: www.sdstate.edu Principal Investigator Name: Senthil (Sen) Subramanian Senthil.Subramanian@sdstate.edu Telephone Number: Email: (605) 688-5623 Administrative Contact Name: Jill O'Neil - Director Grants & Contracts Administration jill.oneil@sdstate.edu Telephone Number: 605-688-6092 Email: Financial Contact Name: Heather Johnson - Assistant Director Grants & Contracts Administration Email: heather.johnson@sdstate.edu Telephone Number: 605-688-5636 Invoice Email: SDSU.grantsandcontractadmin@sdstate.edu Authorized Official Name: James Doolittle - Associate VP for Research Email: james.doolittle@sdstate.edu Telephone Number: 605-688-6696 Legal Address: Box 2201 SAD 200 1015 Campanile Avenue Brookings, South Dakota 57007-1998 Administrative Address:

SDSU Grants & Contracts Administration Box 2201 SAD 323 1015 Campanile Avenue Brookings, South Dakota 57007-1898

## **Payment Address:**

SDSU Grants & Contracts Administration Box 2201 SAD 323 1015 Campanile Avenue

Brookings, South Dakota 57007-1898

Attachment 3B Page 2
Research Subaward Agreement
Highest Compensated Officers

Subaward	Number:
140720	

Subrecipient	
Entity Name:	South Dakota State University
PI Name:	Senthil (Sen) Subramanian
Highest Com	pensated Officers
the entity in th Federal awards not have access periodic reports	I total compensation of the five most highly compensated officers of the entity(ies) must be listed if e preceding fiscal year received 80 percent or more of its annual gross revenues in s; and \$25,000,000 or more in annual gross revenues from Federal awards; and the public does to this information about the compensation of the senior executives of the entity through s filed under section 13(a) or 15(d) of the Securities Exchange Act of 1934 (15 U.S.C. §§ or section 6104 of the Internal Revenue Code of 1986. See FFATA § 2(b)(1) Internal Revenue
Officer 1 Name:	
Officer 1 Comper	sation:
Officer 2 Name:	
Officer 2 Comper	nsation:
Officer 3 Name:	
Officer 3 Comper	nsation:
Officer 4 Name:	
Officer 4 Comper	nsation:
Officer 5 Name:	
Officer 5 Comper	nsation:

## **Attachment 4 Reporting and Prior Approval Terms**

Subaward Number:

140720

Subr	recipient agrees to submit the following reports (PTE contacts are identified in Attachment 3A):
Tec	hnical Reports:
	Monthly technical/progress reports will be submitted to the PTE's Principal Investigator within 15 days of of the end of the month.
	Quarterly technical/progress reports will be submitted within 30 days after the end of each project quarter to the PTE's Principal Investigator
	Annual technical / progress reports will be submitted within 30 days prior to the end of each budget period
Ш	to the PTE's Principal Investigator . Such report shall also include a detailed budget for the next Budget Period,
	updated other support for key personnel, certification of appropriate education in the conduct of human subject research of any new key personnel, and annual IRB or IACUC approval, if applicable.
	A Final technical/progress report will be submitted to the PTE's Principal Investigator within 60 days of the end of the Project Period or after termination of this award, whichever comes first.
	Technical/progress reports on the project as may be required by PTE's Principal Investigator in order for the PTE to satisfy its reporting obligations to the Federal Awarding Agency.
Prio	or Approvals:
	Carryover:
	Carryover is restricted for this subaward by the: Pass-Through Entity
	Submit carryover requests to the Principal Investigator .
Othe	er Reports:
Ц	In accordance with 37 CFR 401.14, Subrecipient agrees to notify PTE's Principal Investigator within 60 days after Subrecipient's inventor discloses invention(s) in writing to Subrecipient's personnel responsible for patent matters. The Subrecipient will submit a final invention report using Federal Awarding Agency specific forms to the PTE's Principal Investigator within 60 days of the end of the Project Period to be included as part of the PTE's final invention report to the Federal Awarding Agency.
	A negative report is required: No
	Property Inventory Report (only when required by Federal Awarding Agency), specific requirements below.
	Additional cost sharing requirements included below:
	Other Special Reporting Requirements:
	Invoicing requirements:
	Invoices must meet the requirements of paragraph 2 of the Research Subaward Agreement Terms and Conditions, accompanied with the following:
	<ol> <li>Reference BOR Subaward number on all invoices.</li> <li>Include current and cumulative costs by budget category.</li> <li>Individual names and position of personnel being paid in the invoice.</li> <li>All NSF EPSCoR personnel must be register in the SD EPSCoR Participant Reporting Database (http://track1.sdepscor.org/user) and report activities at least annually. SD EPSCoR will not reimburse payments to individuals not registered in the database.</li> <li>Include a system-generated list of each expense transaction (also for the cost sharing if applicable).</li> <li>All invoices must be signed, dated, and include the following disclosure: "By signing this report, I certify to the best of my knowledge and belief that the report is true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise."</li> </ol>

# Attachment 5 Statement of Work, Cost Sharing, Indirects & Budget

Subaward Number: 140720

Statement of Work	
Below Attached, 1 pag	
If award is FFATA eligible and SOW exceeds 4000 characters, include a Subre	ecipient Federal Award Project Description
Budget Informa	ation
Indirect Information Indirect Cost Rate (IDC) Applied 46 %	
Trained interest Cost Nate (IDC) Applied	Cost Sharing Yes
Rate Type: Modified Total Direct Costs	If Yes, include Amount: \$ 198,338.00
Data Tarra	
Rate Type: Modified Total Direct Costs	
Rate Type: Modified Total Direct Costs	If Yes, include Amount: \$ 198,338.00
Rate Type: Modified Total Direct Costs	
Rate Type: Modified Total Direct Costs	If Yes, include Amount: \$ 198,338.00
Rate Type: Modified Total Direct Costs	If Yes, include Amount: \$ 198,338.00
Rate Type: Modified Total Direct Costs	If Yes, include Amount: \$ 198,338.00  Budget Totals  Direct Costs \$ 310,891.00
Rate Type: Modified Total Direct Costs	Budget Totals  Direct Costs \$ 310,891.00  Indirect Costs \$ 143,010.00
Rate Type: Modified Total Direct Costs	Budget Totals  Direct Costs \$ 310,891.00  Indirect Costs \$ 143,010.00  Total Costs \$ 453,901.00
Rate Type: Modified Total Direct Costs	Budget Totals  Direct Costs \$ 310,891.00  Indirect Costs \$ 143,010.00  Total Costs \$ 453,901.00
Rate Type: Modified Total Direct Costs	Budget Totals  Direct Costs \$ 310,891.00  Indirect Costs \$ 143,010.00  Total Costs \$ 453,901.00
Rate Type: Modified Total Direct Costs	Budget Totals  Direct Costs \$ 310,891.00  Indirect Costs \$ 143,010.00  Total Costs \$ 453,901.00

## Statement of Work

South Dakota State University will be actively engaged in the NSF EPSCoR Track 1 project specifically doing the following activities and other activities supporting project goals:

- Recruit and hire a new faculty member focused on bioengineering-microfluidics during project year 1,
- Recruit and hire 2 post-doctoral scholars,
- Lead project diversity activities, conducting diversity workshops and other project activities,
- Involve graduate and undergraduate students in the project research experiences including presenting at the undergraduate research symposium,
- Support Summer Institute participant recruitment, research and other activities in your region and hosting participants,
- Support project education activities including hosting summer teacher institutes, engaging education majors in research in project activities, conduct STEM education outreach activities,
- Participate in project investigator meetings, provide project reports in a complete and timely manner,
- Provide project matching funds as budgeted and provide documentation, and
- Any other obligations per the NSF-EPSCoR Track I proposal (OIA-1849206).

PROPOSAL BUDGET FOR NSF USE ONLY **ORGANIZATION** PROPOSAL NO. **DURATION** (months) Proposed Granted **South Dakota State University** PRINCIPAL INVESTIGATOR / PROJECT DIRECTOR AWARD NO. Senthil Subramanian Funds Requested By proposer Funds granted by NSF (if different) NSF Funded Person-months A. SENIOR PERSONNEL: PI/PD, Co-PI's, Faculty and Other Senior Associates (List each separately with title, A.7. show number in brackets) CAL ACAD SUMR 1. Senthil Subramanian - Co-Pl 0.25 2,195 0.00 0.00 2. Zhengrong Gu - Senior Personnel 2,331 0.00 0.00 0.25 3. Shana Harming - Senior Personnel 7.426 1.20 0.00 0.00 4. 5. (LIST INDIVIDUALLY ON BUDGET JUSTIFICATION PAGE) 6. ( 0.00 0.00 0.00 0 7. ( 3) TOTAL SENIOR PERSONNEL (1 - 6) 1.20 0.00 0.50 11,952 B. OTHER PERSONNEL (SHOW NUMBERS IN BRACKETS) 1. ( 2) POST DOCTORAL SCHOLARS 12.00 0.00 0.00 100,000 **(1)** OTHER PROFESSIONALS (TECHNICIAN, PROGRAMMER, ETC.) 0.00 0.00 0.00 0 5) GRADUATE STUDENTS 54,410 4. ( 4) UNDERGRADUATE STUDENTS 6,400 5. ( **0**) SECRETARIAL - CLERICAL (IF CHARGED DIRECTLY) 0 6. ( 2) OTHER 15,300 TOTAL SALARIES AND WAGES (A + B) 188,062 C. FRINGE BENEFITS (IF CHARGED AS DIRECT COSTS) 41,689 TOTAL SALARIES, WAGES AND FRINGE BENEFITS (A + B + C) 229,751 D. EQUIPMENT (LIST ITEM AND DOLLAR AMOUNT FOR EACH ITEM EXCEEDING \$5,000.) **TOTAL EQUIPMENT** 0 E. TRAVEL 1. DOMESTIC (INCL. U.S. POSSESSIONS) 25,100 2. INTERNATIONAL 0 F. PARTICIPANT SUPPORT COSTS 0 1. STIPENDS 0 2. TRAVEL 0 3 SUBSISTENCE 0 4. OTHER TOTAL NUMBER OF PARTICIPANTS 0) TOTAL PARTICIPANT COSTS 0 G. OTHER DIRECT COSTS 1. MATERIALS AND SUPPLIES 41,751 2. PUBLICATION COSTS/DOCUMENTATION/DISSEMINATION 5,000 9,289 3. CONSULTANT SERVICES 4. COMPUTER SERVICES 0 5. SUBAWARDS 0 6. OTHER 0 TOTAL OTHER DIRECT COSTS 56,040 H. TOTAL DIRECT COSTS (A THROUGH G) 310,891 I. INDIRECT COSTS (F&A)(SPECIFY RATE AND BASE) Modified Total Direct Cost (Rate: 46.0000, Base: 310891) 143,010 TOTAL INDIRECT COSTS (F&A) J. TOTAL DIRECT AND INDIRECT COSTS (H + I) 453,901 K. SMALL BUSINESS FEE 0 L. AMOUNT OF THIS REQUEST (J) OR (J MINUS K) 453.901 M. COST SHARING PROPOSED LEVEL \$ AGREED LEVEL IF DIFFERENT \$ 339,000 PI/PD NAME FOR NSF USE ONLY **Senthil Subramanian** INDIRECT COST RATE VERIFICATION ORG. REP. NAME\* Date Checked Date Of Rate Sheet

SUMMARY

YEAR

#### South Dakota State University - Budget Justification

#### **NSF Request:**

#### A. Senior Personnel

Drs. Subramanian and Gu are the leads for Research Area 2. Dr. Subramanian as Co-PI on the project will also serve on the SDBSEC research executive committee. He will act as the SDSU campus coordinator and be responsible for management of SDSU portion of the activities and budget. He will monitor progress and report to the project leadership. Dr. Subramanian will also guide the plant-microbe interaction (Area 2) and imaging aspects of the project (both areas). Dr. Gu will guide 2D material generation and coating for Area 2 experiments and will provide his expertise to the entire project (both areas). Both investigators will coordinate with other senior investigators in the project to mentor post-docs, graduate students, and undergraduate students participating in the project. A quarter (0.25) month of summer salary support is requested for Drs. Subramanian (@\$79,018 base salary) and Gu (@\$83,908 base salary) for years 1-5.

Ms. Shana Harming will lead diversity and outreach efforts to (i) develop and deliver professional development trainings to help project personnel collaborate better with tribal communities and work with American Indian students, and (ii) connect with and seek advice from tribal leaders, SD tribal communities, and tribal Colleges and Universities to ensure cultural sensitivity. She will work with an Institutional Instructor, and Education director (see section B, "Other"). Salary support is requested for Ms. Harming (10% effort; @\$74,263 base salary) for years 1-5.

#### **B. Other Personnel**

Post-docs: Two post-docs (a biologist and another an engineer) will be associated with the project (@\$50,000 base salary; 4.5 years each starting from Year 1). The biologist will perform experiments associated with Task 2.1 (in particular protein engineering), 2.2 (root surface modification) and 2.3 (associate plant and microbial regulatory networks, validation of microbial pathways). He/She will also contribute to Task 1.2.1 (Area1: omics analysis of SRB biofilms). The post-doc will be co-mentored by Drs. Subramanian and Ma. The engineer will contribute to the design and fabrication of microfluidic devices and perform imaging and analysis (Task 1.1.3 in Area 1 and Tasks 2.2.3 and 2.2.4 in Area 2). This post-doc will be co-mentored by Drs. Gu and Butzin.

Other Professionals: Part-time salary support is sought for the SDSU sequencing facility technician (@\$42,000 base salary) in years 3, 4, and 5 of the project when we expect sequencing needs for both areas. Dr. Gonzalez is the director of SDSU genome sequencing center.

*Graduate Students*: Support for five graduate students requested for 4.5 years each. SDSU stipends for Ph.D. graduate students are @\$21329 (49%FTE). The students will participate in the project as follows.

Student	Participating task(s)	Department	Advisors
GRA1	2.1.1 and 2.1.2 - Lectin screening and redesign	Biology & Microbiology	Brozel, Dhiman (SDSMT)
GRA2	2.2.1 Development of 2D materials and coating methods	Ag and Biosystems Engineerings	Gu, New hire

Student	Participating task(s)	Department	Advisors
GRA3	2.2.4 Evaluation of colonization in microfluidic devices	Agronomy, Horticulture, and	Subramanian, Butzin
	under different surface modifications and competition	Plant Science	
	scenarios.		
GRA4	2.3.1 Construction of metatranscriptome libraries	Agronomy, Horticulture, and	Subramanian, Gonzalez
		Plant Science	
GRA5	2.3.2 and 2.3.3 Development of computational pipelines	Mathematics and Statistics	Ma, Lushbough (USD)
	and workflow		

Undergraduate Students: Support is also requested for undergraduate students who will participate in the project completing small independent projects e.g. generate fluorophore tagged versions of rhizobia and evaluate them on soybean, testing the quality and uniformity of 2D material coatings, and basic analysis of image and transcriptome data. A typical undergraduate student spends  $\sim$ 10h a week in the lab and thus  $\sim$ 160h a semester. We request support for 4 undergraduates each year (2 per semester) @\$10/h starting salary. We request \$10 x 160h x 4 students = \$6,400 a year.

Other: Support for a new hire in bio-engineering is requested in full in Year 2 (@\$82,400 base salary in FY21) and @50% in years 3 and 4. The person will be absorbed as tenure-track hire by the Agriculture and Bio-systems Engineering Department. The person is expected to have expertise in bioelectronics, microfluidics, microelectronic devices, biomolecule imaging and biosensors. The person will engineer microfluidics and microbio-electronic devices for biological experiments for the proposed research (Task 1.1.3 in Area 1 and Task 2.2.3 in Area 2). The Agriculture and Bio-system engineering department at SDSU has committed to absorb this person as a tenure/track faculty member to ensure sustainability after the end of the award. The identified expertise not only meets the requirements of SDBSEC, but also SDSU's investments in developing research and curriculum development in Precision Agriculture. This position will meet the need for developing integrated sensor and bioelectronics technologies for next generation sustainable precision agriculture.

To assist Ms. Shana Harming with the diversity and outreach efforts, funding is requested for an institutional instructor (12.75% effort; @\$60,000 base salary), and the education director (12.75% effort; @\$60,000 base salary) for years 1-5.

Total salaries and wages: \$1,399,937 (Research: \$1,284,009; Education: \$115,928)

### C. Fringe Benefits

For SDSU's full-time employees, a 15% fringe plus health insurance prorated to percent time is charged. For Graduate and Undergraduates, a 1% fringe is charged. A 3% annual increase in salary has been budgeted for all personnel. Total: \$279,456 (Research: \$243,833; Education: \$35,623)

#### D. Equipment

Funds are requested for the purchase of a 3D printer (laser lithography system for three-dimensional micro- and nanostructuring) capable of printing sub-micron microfluidic devices with a variety of materials. After careful consideration, "Photonic professional" from Nanoscribe GmBH

because of the sub-microb capabilities and flexibility of substrates. We request \$317,459 for the basic system from NSF (Line item 1 in attached quote# AN-02214 dt. 7/17/18). Lasers and options will be purchased through cost-share funds. The instrument will be managed by Dr. Butzin and the new hire. A custom user fee system based on the complexity of the 3D-printing request will be developed to recover cost of supplies and operation. Total: \$317,459 (All in Research)

#### E. Travel

We estimate 10 trips a year total for research personnel to attend conferences, each trip costing \$2310 on average (\$750 meeting registration; \$750 for air ticket; \$525 for lodging @ \$175x 3 nights; \$135 per diem @\$45 x 3 days; and \$150 for ground transportation) for a total of \$23,100 per year. Examples of meetings attended include IEEE meeting, Gordon conference, and American Society of Plant Biologists annual meeting.

Funds (\$2,000 per year) are also sought for education personnel to travel across the state to meet with tribal leaders and communities as well as to deliver aforementioned workshops. Total: \$125,500 (Research: \$115,500; Education: \$10,000)

#### **G. Other Direct Costs**

1. Materials and Supplies: \$218,135 (Research: \$209,381; Education: \$8,754)

The materials and supplies required for the proposed research activities include molecular biology supplies for lectin screening, redesign, heterologous expression and purification (Task 1), microbial modification to generate tagged rhizobia, supplies for 2D material generation and coating, microfluidics chamber fabrication and 3D printing, plant growth and nitrogen fixation assays (Task 2), and supplies for bacterial and plant transcriptome library construction (Task 3). Funds are requested for the above expenses and have been budgeted each year based on the expected timeline of experiments in that project year (Y1: \$40,000; Y2: \$57,750; Y3: \$62,631; Y4: \$20,000; Y5: \$29,000).

\$8,754 is requested for materials and supplies required for education, diversity, and outreach activities including professional development training workshops.

2. Publication Costs: \$40,000 (All in research)

Cost for page charges, color figure charges, and open access charges for publications is requested (Y1: \$5,000; Y2: \$7,000; Y3: \$9,000; Y4: \$9,000; Y5: \$10,000).

3. Other (Facility use and equipment rental fee): \$57,093 (All in research)

Costs budgeted include fees for plant growth chamber rentals, microscopy usage for lectin screens and imaging of root surface colonization, use of molecular biology equipment such as PCR, microplate readers, deionized water generator, centrifuges, ultralow temperature freezers, and nanodrop in all years (Y1: \$9,289; Y2: \$10,021; Y3: \$13,299; Y4: \$12,484; Y5: \$12,000).

Total: \$315,228 (Research: \$306,474; Education: \$8,754)

H. Total Direct Costs: \$2,437,580

#### I. Indirect Costs: \$975,256

SDSU's negotiated indirect rate is 46% of modified total direct costs (MTDC). The MTDC for this sub-award is \$2,120,121.

#### M. Cost-share

SDSU's cost share to the project totals to \$1,339,000 over the five-year project period (\$1,000,000 from SD-BOR and \$339,000 from SDSU). Cost share will be leveraged as follows.

Personnel: Drs. Subramanian, Gu, and Brozel are expected to spend time in recruitment of project personnel, acquisition of instruments, strategic planning, and resource management in Years 1 and 2. We will use 5% each of Drs. Subramanian and Dr. Gu's time, and 4% of Dr. Brozel's time as cost-share. The Department of Biology and Microbiology has committed two graduate assistantships to the project in years 1-4. These students will participate in Tasks 2.2.1 and 2.2.4 to optimize coating of root mimetic hollow fibers and imaging of bacterial attachment advised by Drs. Butzin, Gu and Subramanian. Agronomy, Horticulture, and Plant Science Department has committed one graduate assistantship for years 1-3. This student will be guided by Drs. Subramanian, Butzin, and Gu and participate in 2.2.2 to optimize root surface modification and assess nitrogen fixation under different surface modifications and competition scenarios working alongside GRA3. In year 5, ~40% of the salary for the SDSU genome sequencing center is provided as cost-share by the SD Ag Experiment Station.

Equipment: A bench-top CVD system (planarGrow2B from planarTech, Woodlands, TX) for deposition of graphene will be acquired in Year 1 to meet the needs for Task 2.2.1 and 2.2.2. The equipment will be managed by Dr. Gu. Accessories for the sub-micron 3D printer will be purchased in Year 2 using cost-share funds. Additional network storage (managed by SDSU Research IT) to meet the needs for image and omics sequencing data generated in the project will be acquired in Year 3.

Other direct costs: Cost share dollars will support additional materials and supplies including start-up funds for the new hire in Years 2 and 3; contractual expenses associated with sequencing needs for the project (all of Area 2 and part of Area 1); and tuition remission for graduate students participating in the project.

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
SDSU Matching	\$91,338	\$94,307	\$77,863	\$50,439	\$25,053	\$339,000
BOR Matching	\$107,000	\$293,000	\$200,000	\$200,000	\$200,000	\$1,000,000

# Attachment 6 State of South Dakota Grant Recipient or Subrecipient Attestation

By completing this form,	you, the recipient	or subrecipient,	attest to meeting	the following	requirements per
SDCL 1-56-10:					

- (1) A conflict of interest policy is enforced within the recipient's or subrecipient's organization;
- (2) The Internal Revenue Service Form 990 has been filed, if applicable, in compliance with federal law, and is displayed immediately after filing on the recipient's or subrecipient's website;
- (3) An effective internal control system is employed by the recipient's or subrecipient's organization; and
- (4) If applicable, the recipient or subrecipient is in compliance with the federal Single Audit Act, in compliance with § 4-11-2.1, and audits are displayed on the recipient's or subrecipient's website.
- (5) Grant award recipients or subrecipients must attest that their organization has an enforced conflict of interest policy. Further, the SDCL law as mentioned above requires those organizations to disclose any conflicts of interest to the state, and for those disclosures to be publicly posted to the OpenSD website. Please answer the following questions:
  - A. Has your agency identified any conflicts of interest per your conflict of interest policy? Y N
  - B. Please provide a brief description of the identified conflict(s) if applicable.

C. What steps has your organization made to mitigate the above mentioned conflict(s) if applicable.

If you, the recipient or subrecipient, have concerns regarding the requirements listed above, please contact your state agency representative before signing this form.

Printed Name of Person Completing Form	ِ James ر	J. Doolittle, PhD	
Printed Title of Person Completing Form:	Associate VF	P For Research Assurance an	d Sponsored Programs
Signature of Person Completing Form:	Docusigned by:	Date:_	9/20/2019   14:11 CDT

## **Attachment 8**

Notice of Award (NOA) and any additional documents

•	The following pages include the NOA and if applicable any additional documentation referenced throughout this Subaward.
$\bigcirc$	Not incorporating the NOA or any additional documentation to this Subaward.





### Award Documents | MAIN ▶

Principal Investigator's Name: G. Melvin Ustad Department: South Dakota EPSCoR Organization: South Dakota State University

Award 1849206 as of 2019-9-18: Amendment 000 (current)

Choose Version >







■ <u>View Print Friendly Version (PDF)</u>



NATIONAL SCIENCE FOUNDATION 4201 Wilson Boulevard Arlington, VA 22230 www.nsf.gov

### **COOPERATIVE AGREEMENT (CA)**

**AWARD:** OIA-1849206 **EFFECTIVE DATE:** October 1, 2019

> **EXPIRATION DATE:** September 30, 2024

### PROJECTED TOTAL AWARD FUNDING:

(Subject to availability of funds) \$20,000,000

**CUMULATIVE AMOUNT:** 

\$3,828,361

**SOLICITATION:** 

(Incorporated by reference, as amended)

NSF 18-558

EPSCoR Research Infrastructure Improvement Program Track-1:

**CFDA NUMBER:** 47.083

OTHER AWARDS UNDER THIS PROGRAM:

Show List of Awards

**AWARDEE:** South Dakota Board of Regents

**PROJECT TITLE:** RII Track-1: Building on The 2020 Vision: Expanding Research, Education and Innovation in South Dakota

**PROJECT ABSTRACT:** https://www.fastlane.nsf.gov/servlet/showaward?award=1849206

Principal Investigator (s) Proposal No. <u>Institution (s)</u>

G. Melvin Ustad OIA-1849206 South Dakota State University

Bentley Sayler Black Hills State University

University of South Dakota 2538 Carol Lushbough

Senthil Subramanian

South Dakota State University

Venkata R. Gadhamshetty

South Dakota School of Mines & Technology

### **NSF Contact Information:**

Financial/Administrative questions: e-mail your NSF Grants and Agreements Official, Pamela Conyers, at pconyers@nsf.gov or call the Division at 703-292-5329.

Programmatic questions: e-mail your NSF Program Officer, J.D. Swanson, at jswanson@nsf.gov or call the Program Division at 703-292-2898.

This CA is entered into between the United States of America, represented by the National Science Foundation (NSF), and the above named Awardee pursuant to the authority of the National Science Foundation Act of 1950, as amended (42 USC 1861-1875). This CA is provided electronically to the Awardee. The Awardee is responsible for full compliance with all Programmatic and Financial/Administrative Terms and Conditions as initially stated or as updated over the life of this CA. The Awardee's request to draw down funds under this CA will represent acceptance by the Awardee of all Terms and Conditions of the CA. The Authorized Organizational Representative (AOR) will be electronically notified of any changes to these Terms and Conditions and is encouraged to immediately review these changes and contact the Grants and Agreements Official or Program Officer within thirty days with any questions.

### Financial/Administrative Terms and Conditions (FATC):

#### General FATC:

http://www.nsf.gov/publications/pub summ.jsp?ods key=NSF99999FATC004

#### Award Specific FATC:

This award is subject to the provisions of NSF Solicitation 18-558, EPSCoR Research Infrastructure Improvement Program Track-1: (RII Track-1)

A. The Foundation authorizes the awardee to enter into the proposed contractual arrangements and to fund such arrangements with award funds up to the amount indicated in the approved budgets. Such contractual arrangements should contain appropriate provisions consistent with Articles 8.a.4. and 9 of the NSF Cooperative Agreement Financial & Administrative Terms and Conditions (CA-FATC) dated February 12, 2019, as well as any special conditions included in this award.

### Subawardees:

Black Hills State University
Dakota State University
Northern State University
Oglala Lakota College
Sinte Gleska University
Sisseton Wahpeton Community College
South Dakota School of Mines and Technology
South Dakota State University
University of South Dakota Main Campus

- B. As a condition of this award, the grantee agrees to provide cost sharing as specified in the referenced proposal, in the amount of \$3,000,000. 2 CFR 200.306 prescribes the criteria and procedures for the allowability of cash and in-kind contributions. No Federal funds may be used to meet the grantee's cost sharing obligation for this project. The amount of cost sharing must be documented on an annual and final basis, certified by the Authorized Organizational Representative, and reported to the cognizant NSF Program Officer via FastLane. Mandatory cost sharing commitments are subject to audit.
- C. Funds provided for participant support may not be diverted by the awardee to other categories of expense without the prior written approval of the cognizant NSF Program Officer. Since participant support cost is not a normal account classification, the awardee organization must be able to separately identify participant support costs. It is highly recommended that separate accounts, sub-accounts, sub-task, or sub-ledgers be established to accumulate these costs. The awardee should have written policies and procedures to segregate participant support costs.
- D. Costs of entertainment, amusement, diversion and social activities, and any costs directly associated with such costs (such as meals, lodging, rentals, transportation and gratuities) are unallowable. When certain meals are an integral and necessary part of a conference or meeting (i.e., working meals where business is transacted), grant funds may be used for such meals. Grant funds may also be used to furnish a reasonable amount of coffee or soft drinks for conference or meeting participants and attendees during coffee breaks.

No NSF funds may be spent on meals or coffee breaks for intramural meetings of an organization or any of its components, including, but not limited to, laboratories, departments and centers.

- E. It is the grantee's responsibility to ensure that any human subjects work conducted under this award has an Institutional Review Board (IRB) approval, where required, and that such approval remains valid at all times that human subjects work is conducted under the award. Failure to comply with this condition will result in suspension and/or termination of the award.
- F. Funds provided by this award include support for "Research Experiences for Undergraduates" in accordance with the NSF program solicitation NSF 19-582.

NSF reserves the right to phase-out, suspend or terminate this cooperative agreement at any time should progress be deemed unsatisfactory.

#### **Programmatic Terms and Conditions (PTC):**

### General PTC:

http://www.nsf.gov/publications/pub summ.jsp?ods key=NSF18558TPTC000

### Award Specific PTC:

#### 1. Program Description:

The purpose of the Research Infrastructure Improvement Program: Track 1 (RII Track-1) is to provide support for sustainable improvements in a jurisdiction's academic research infrastructure, that is, its research capacity in identified areas of research and education in science and engineering that are supported by the National Science Foundation and aligned with the jurisdiction's science and technology plan. RII Track-1 activities build the core infrastructure needed to develop both individual and collaborative efforts for the successful pursuit of significant jurisdictional and regional opportunities in science and engineering. The RII Track-1 award adds specific value to the jurisdiction's academic infrastructure not generally available through other funding sources.

#### 2. Project Governance:

The Awardee will ensure that an efficient and effective project governing structure is in place throughout the award period to support all critical or significant project activities.

- 2.1. The approved charter/bylaws governing the operation of the statewide (jurisdiction) EPSCoR committee must be also submitted to the managing NSF Program Officer via email with the RII Strategic Plan (see 4.2 below). A complete list of members and their affiliation must be provided. NSF should be notified via email of any changes to charter/bylaws or committee membership. Care should be taken to have committee members from academe, government and private sectors, including members of underrepresented groups in STEM.
- 2.2. The Project Director (PD) must be the lead Principal Investigator (PI) and be employed by the fiscal agent.
- 2.3. In order to avoid conflicts of interests in project governance and leadership, the RII Track-1 Project PD, PIs, and co-PIs must not serve as voting members, Chairs, or co-Chairs of the statewide EPSCoR committee. In addition, RII participants may not serve on the statewide EPSCoR committees of other jurisdictions.
- 3. Governing Responsibilities:

The Awardee will ensure efficient and effective performance of all project responsibilities by the governing components throughout the award period.

3.1. The PI will provide scientific and technical leadership, as well as overall program coordination, and will (a) report to NSF and the statewide EPSCoR Committee; (b) visit the various campuses where the research is being conducted on a periodic basis; and (c) ensure that the various stakeholders operate as a cohesive research enterprise progressing towards the realization of project goals and objectives. The PI will be assisted by professional staff whose responsibilities include program management, fiscal and contract management, database administration, and communications.

### 3.2. RII Strategic Plan:

Within 90 days of the effective date of the award, the project leaders and participants must conduct an RII strategic planning session. The strategic planning session must be led by an independent external facilitator(s) identified by NSF EPSCoR. The strategic plan must clearly define the vision, mission, baseline data (see 4.3 below), objectives, and anticipated outcomes of the RII project. The strategic plan helps to ensure that communication is unambiguous and consistent among participants and stakeholders; that necessary and sufficient resources are identified; and that effective procedures are in place to evaluate progress. Effective strategic planning increases the probability of meeting the desired objectives. Member(s) of NSF EPSCoR will attend this session to observe and to serve as resource(s). The RII Strategic Plan will then be submitted for NSF approval within 60 days following the planning session. NSF EPSCoR will respond to the submitted strategic plan within 60 days. The RII Strategic Plan, submitted to and accepted by NSF EPSCoR, is a prerequisite to year two funding of the RII project.

### 3.3. Baseline Reporting:

Baseline data for publications and proposals submitted to NSF during the three years prior to the award must be reported to the managing Program Officer within 90 days of the effective date of the award and be available for discussion at the Strategic Planning Meeting (4.2 above). Baseline data will be reported for each of the three years prior to the start of the award: total annual number of publications in the areas of research covered by this award, total annual number of proposals submitted to NSF (and total annual monetary request), and total annual number of proposals funded by NSF (and total annual funding amount). The baseline data will be reported for current RII participants. NSF EPSCoR will provide a template table for reporting the baseline data.

#### 3.4. Hiring of Faculty and other Key Personnel:

The PI is responsible for ensuring that participating institutions follow through recruiting and securing all proposed hires of faculty and other key personnel as established by the original project proposal, any award conditions, or the approved RII Strategic Plan. Any changes require prior NSF EPSCoR approval. The annual or final report must report on the status of faculty (and other key personnel) hires.

#### 4. Reporting Requirements:

The Awardee will provide ad hoc and regular reports as designated by the NSF managing Program Officer, with content, format, and submission timeline established by NSF and the managing Program Officer. The Awardee will submit all required reports via Research.gov in accordance with RII Track-1 annual reporting guidelines disseminated by NSF EPSCoR; for any type of report not specifically mentioned in Research.gov, the Awardee will use the "Interim Reportin" function to submit reports.

4.1. Project reports must include the following:

### 4.1.a. Project Outcomes:

Annual and final reports must provide concise and substantive evidence of efforts, accomplishments, commitments, and plans to ensure that the positive outcomes of the project will be sustained beyond the duration of the award. This should include quantitative data (e.g., numbers of new hires recruited and retained, proposal submissions, award success rates, students involved in research, etc.). These reports must also describe project outcomes, including those related to sustainability of research infrastructure improvements, and key findings of evaluation reports describing project impacts. These reports may also include qualitative information such as descriptions of policies or programs proposed or implemented to enhance research competitiveness, integrate research and education, and promote partnerships and alliances that increase research capacity and support.

The awardee will submit quantitative data to NSF EPSCoR annually through a set of EPSCoR Reporting Tables A-H. In these tables the awardee will submit data on:

- A. Salary Support for senior RII participants;
- B. Numbers and demographics of RII participants (including breakdown by male, female, underrepresented minorities (URMs), persons with disabilities, and new investigators) by institution and participant type (including faculty, staff, and students);
- C. Collaborations by institutional type;

- D. External engagement of males, females, and URMs by institutional type;
- E. Outputs, including publications, NSF proposals, patents, new faculty hires, postdocs, and graduate and undergraduate students;
- F. Expenditures by research theme and other project activities;
- G. Cost sharing; and,
- H. Leveraged support by research theme and other project activities.

The completed NSF EPSCoR reporting templates (Tables A-H), the external evaluator's annual report, and highlights (including the completed permission forms), must be sent via email to the managing Program Officer at the time the annual or final report is submitted.

#### 4.1.b. Broadening Participation:

The annual and final reports, including reporting templates sent to the managing Program Officer, must provide the total number of participants in the activities funded by this award, including faculty, staff, students, and members of all external advisory boards. In addition, the reports must indicate the numbers of women and groups underrepresented in STEM that participated in award activities. These data must be reported in aggregate for the project and for each participating institution. Demographic data by race, gender, and disability should be provided in addition to education level (postdoctoral, graduate, undergraduate, K-12). Provision of demographic information by participants is voluntary. Data must be collected in adherence to federal laws as well as the laws of the jurisdiction. The first year of the RII Track-1 project serves as a baseline for reporting year over year improvements on increasing the participation of women

and underrepresented minorities in RII project activities, including STEM research and education projects.

#### 4.1.c. Institutional Engagement:

Annual and final reports, including reporting templates sent to the managing Program Officer, must provide evidence of broadened engagement of the jurisdiction's institutions in RII-supported activities. Reports must also include evidence of enhanced collaboration among the jurisdiction's universities and colleges, including primarily undergraduate institutions and 2-year institutions, and utilization of resources residing therein.

#### 4.1.d. Leveraging NSF Programs:

Annual and final reports must include evidence of linkages, coordination and collaboration with other NSF-funded programs, including the jurisdiction's participation in NSF programs that support research and infrastructure (human, physical, cyber) development beyond RII Track-1. These reports must also demonstrate how leveraging NSF programs enhances research and education competitiveness.

#### 4.1.e. Progress on Program Element Planning and Implementation:

Annual and final reports must include evidence of progress in the development and implementation of plans required for the RII project, such as the workforce development and diversity plans. All such plans are expected to be included in the project's Strategic Plan. The Strategic Plan's goals, milestones and metrics for the reporting period must be documented in the annual and final reports, including progress made during the reporting period against those Strategic Plan parameters and any modifications made since the last annual report.

#### 4.1.f. Evaluation:

External evaluation of all aspects of the project must be conducted annually. An annual written evaluation report from the external evaluator is required. The annual project report submitted via Research.gov must include a summary of the evaluators' findings, and a description of the course corrections, if any, made by the project management team based on the findings and recommendations of the evaluation report(s). For the Year-1 annual project report, a detailed external evaluation plan may be submitted in lieu of a written evaluation report.

#### 4.1.g. Unobligated Funds:

The annual or final report must include an estimate of the funds expected to remain unobligated at the end of the current support period. If that estimate is greater than 20% of the current year award amount, the Principal Investigator also must provide a plan and timeline for expenditure of those funds.

If more than 20% of the current year award amount continues to remain unobligated by the yearly anniversary date of the award, approval to carry that amount forward must be granted by NSF EPSCoR. The awardee's Sponsored Projects Office should prepare the request, which must include a plan and timeline for expenditure of the funds, and submit the request via email to the managing NSF Program Officer.

#### 4.2. Cost Sharing:

Cost sharing at a level of at least, and no more than, 20 percent of the amount provided by NSF is required over the duration of the award. The sources and uses of cost sharing must be consistent with the policies of NSF and the awardee institution(s) as well as all applicable federal and state (or territorial) laws and regulations. Cost sharing must be allowable and allocable to the project. In particular, projects and activities supported under the "Seed Funding and Emerging Areas" element of the RII Track-1 project, which are funded through cost share, must relate to the scope of the RII Track-1 project as defined by the proposal and RII Track-1 Strategic Plan. All cost sharing amounts are subject to audit. Failure to provide the level of cost-sharing reflected in the approved award budget may result in termination of the NSF award, disallowance of award costs, and/or refund of award funds to NSF.

### 4.2.a. Cost Share Reporting:

Cost sharing must be certified and approved by NSF EPSCoR on an annual basis. The annual cost sharing notification must indicate the sources of the cost share and certify that the uses were allowable and allocable to the project. In addition, the use of cost share to meet the goals and objectives of the project must be described in the annual and final project reports.

### 5. NSF Ongoing Project Oversight:

The Awardee will ensure full commitment and cooperation among the governing structure components, and all project staff during all ongoing NSF project management and oversight activities. The Awardee will ensure availability of all key institutional partners during any desk or on-site review as well as timely access to all project documentation.

- 5.1. The project team must cooperate with NSF EPSCoR program evaluation activities by providing data as needed to assess program performance. Program level evaluation activities complement, but do not replace, those required of individual projects.
- 5.2. RII-Track 1 awardees must participate in site visits, reverse site visits, video-conferencing, and other program management activities to demonstrate progress relative to established goals and objectives of the project.

#### 6. Maximum Overlap of Awards:

Jurisdictions will be allowed to have a maximum overlap period of six months between two active RII Track-1 awards (i.e., the concluding duration of a previous award and the initial period of a new award may overlap up to six months). In cases where no-cost extensions are employed, the maximum overlap for two awards still cannot exceed six months.

7. Jurisdiction Specific Terms and Conditions:

7.1. Hiring of Faculty and other Key Personnel:

The following seven faculty hires will occur during the first two years of the project.

- i. A Materials Scientist to be hired at SDSMT in Year 2, who will contribute to Research Thrust 1.
- ii. A Biofilms-Quorum Sensing expert to be hired at SDSMT in Year 2, who will contribute to Research Thrust 2.
- iii. A Microfluidics Bioengineer to be hired at SDSU in Year 2, who will contribute to Research Thrust 1.
- iv. A Biofilm Biochemist to be hired at USD in Year 2, who will contribute to Research Thrust 1.
- v. An Elementary Education expert to be hired at SWC in Year 1, who will contribute to SDBSEC Futures.
- vi. A STEM Education expert to be hired at SGU in Year 1, who will contribute to SDBSEC Futures.
- vii. A Science Education expert to be hired at NSU in Year 1, who will contribute to SDBSEC Futures.

Any changes must first be approved by NSF EPSCoR.

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National Science Foundation 2415 Eisenhower Avenue, Alexandria, Virginia 22314, USA Tel: 703-292-5111, FIRS: 800-877-8339 | TDD: 703-292-5090

**Privacy and Security** 



### **BOARD OF REGENTS**

306 EAST CAPITOL AVENUE, SUITE 200 PIERRE, SOUTH DAKOTA 57501-2545 (605) 773-3455/FAX (605) 773-5320 www.sdbor.edu

OFFICE OF THE EXECUTIVE DIRECTOR

January 21, 2020

Dr. Senthil Subramanian
Associate Professor
Department of Agronomy, Horticulture, and Plant Science (AHPS)
Department of Biology & Microbiology
South Dakota State University
1175 Medary Ave
Brookings, SD 57006

Dear Dr. Subramanian,

Thank you for participating in the NSF EPSCoR Track 1 RII project. The South Dakota Board of Regents is pleased to provide a 5-year award of \$1,000,000 to assist in meeting the 20 percent NSF match requirement with the following terms and conditions.

Annual funding for the NSF EPSCoR match will be contingent upon continued funding of the EPSCoR match by the state legislature, continued NSF EPSCoR funding of the Track 1 award and SDSU meeting its' institutional match requirement. The respective project years run from October 1 to September 30, commencing in 2019 and concluding in 2024. Project year funding levels are as follows:

Project Year	<b>BOR Match</b>
NSF Project Year 1	\$107,000
NSF Project Year 2	\$293,000
NSF Project Year 3	\$200,000
NSF Project Year 4	\$200,000
NSF Project Year 5	\$200,000
Total	\$1,000,000

The terms and conditions of the award follow:

- SDSU will comply with all terms and conditions of the SD Board of Regents subaward agreement for the NSF Track 1 RII award.
- SDSU may request draw down periodically throughout the period of the grant, but no less frequently than quarterly, on the appropriate form and attachments as prescribed by the SD

EPSCoR Office. The Board office will initiate the non-cash voucher to the institutions for the draw of funds. The spanning of two state fiscal years in each project year may impact the timing of fund disbursements from the Board office, but in no event will the foregoing impact the overall project funding available for each project year.

• The project year for this award will run from October 1 to September 30. SDSU is not authorized to carry over funding from one project year to the next, pre-spend funding from the next project year, or otherwise modify its approved budget without prior written approval.

If you have any questions please contact Mel Ustad, SD EPSCoR Director, by phone at 605-274-9535 or by email at <a href="mel.ustad@sdbor.edu">mel.ustad@sdbor.edu</a>.

Sincerely,

Nathan Lukkes General Council

CC: Mel Ustad Daniel Scholl

### SOUTH DAKOTA BOARD OF REGENTS

## **Budget and Finance Consent**

AGENDA ITEM: 4 – M (2) DATE: October 7, 2020

\*

### **SUBJECT**

Capital Asset Purchase Greater than \$500,000 - SDSMT Dual-Beam Focused Ion Beam Scanning Electron Microscope

### CONTROLLING STATUTE, RULE, OR POLICY

<u>SDCL 13-49-15</u> – Purchasing and contracting for institutions <u>BOR Policy 5:4</u> – Purchasing

### **BACKGROUND/DISCUSSION**

The Board has delegated authority to enter into contracts for the purchase of equipment, supplies, and services by the institutions. Purchases of capital assets with a per-unit cost exceeding \$500,000 must be approved by the Board of Regents prior to a purchase order being issued.

### IMPACT AND RECOMMENDATIONS

**South Dakota School of Mines and Technology** (SDSMT) requests authority to purchase a Dual-Beam Focused Ion Beam Scanning Electron Microscope with funds from an NSF MRI award. The total cost of the system is \$1,280,731, requiring Board approval. Attached is the Capital Asset Purchase Request Form, verification of award from NSF and supporting documentation.

### **ATTACHMENTS**

Attachment I – South Dakota Board of Regents Capital Request form Attachment II – Award Abstracts from NSF and Supporting Documentation

\*

### **DRAFT MOTION 20201007 4-M.2:**

I move to approve SDSMT's request to purchase a Dual-Beam Focused Ion Beam Scanning Electron Microscope using approximately \$1,280,731 of grant funds.



# SOUTH DAKOTA BOARD OF REGENTS CAPITAL ASSET PURCHASE REQUEST

Please check approval action needed:  Is this an Externally Funded Research Purchase?					
Board Authoriza	ation Required:	Yes	<u>X</u>		
Executive Direct	etor Approval Required:	No			
Insititution:	South Dakota Mines	Department:	EMES		
Fund Source:	Crawford NSF MRI Acquisition, Index: 4420	62, Grant Code: M	A2100009, Award Number: 2018626		
	(SPECIFIC REV	ENUE SOURCE MUST BE	IDENTIFIED)		
Estimated Cost:	\$1,280,731				
Item Description:	Crossbeam 350 FE-SEM & Energy Dispers	ive Xray Microanaly	ysis System		
Purpose:	We request to purchase the dual beam FIB-SEM described above in support of our recently awarded NSF MRI award entitled, "MRI: Acquisition of a Focused Ion Beam Scanning Electron Microscope for Research in Advanced Materials, Energy, and Environment."				
Institutional Authorization:	WMASidle		Date: 5 PCT 20		
Date Approved by	y the Board of Regents:				
Executive Directo	or Approval:		Date:		

NOTE: Institutions are responsible for processing their requisitions through their procurement department.

All supporting information must be attached with this request.

Policy 5:4: Capital asset purchases of \$250,000 to \$500,000 require Executive Director approval. Capital asset purchases exceeding \$500,000 requires Board of Regents approval.

### Major Scientific Equipment Acquisition Plan

Item Name: Dual-Beam focused ion beam (FIB)-scanning electron microscope (SEM)

### **Item Image:**



Figure 1: Zeiss crossbeam dual-beam FIB-SEM.

**Description:** The equipment is dual-beam focused ion beam (FIB)-scanning electron microscope (SEM)-Beam Focused Ion Beam (FIB) - Scanning Electron Microscope (SEM). We have identified a Zeiss Crossbeam 350VP as an ideal instrument but will complete final, thorough capability assessment of all FIB-SEM offerings and request competitive quotes (required by SDBoR) from vendors that provide comparable capabilities to the 350VP. The FIB-SEM will be assembled with a suite of detectors, coupled with a micromanipulator and tandem deceleration stage, and can be reconfigured to accommodate other detectors. Detectors including: chamber secondary electron, in-lens secondary electron, in-lens energy-selected backscatter, retractable backscatter electron, variable pressure secondary electron, electron backscatter diffraction, and energy dispersive X-ray spectroscopy detectors. The EDS and EBSD detectors and related software will be purchased from Oxford Instruments.

Table 1: Detectors to be acquired with FIB-SEM.				
Detector	Capability			
Chamber SE	Standard imaging detector (all samples)			
In-Lens SE	Unique topography contrast and good low kV resolution			
In-Lens EsB	Improved BSE contrast at low kV			
Retractable BSE	BSE images with topography, constructs 3D surface image			
Variable Pressure SE	SE imaging at reduced vacuum for low conductivity samples			
Oxford EBSD	Grain orientation, percent crystallinity, crystallographic tomography (with FIB)			
EDS 100 mm <sup>2</sup> SDD	2D Compositional analysis, chemical tomography with FIB			

SE: secondary electron, EsB: energy-selected backscatter, BSE: backscatter electron, EBSD: electron backscatter diffraction, EDS: energy dispersive X-ray spectroscopy, SDD: silicon drift detector.

**Anticipated Purchase Date:** 11/1/2020

**Purchase Price:** \$1,280,731

**Proposed Location:** Mineral Industries Building – Room 234

**Remodeling Cost:** N/A

Dimensions: The complete system including SEM-FIB, vacuum pumps, computer hardware and

desk space is approximately 6 x 8 ft.

**Additional Space Needed: No** 

**Technically Trained Operators:** Yes

Maintenance Cost Per Year: \$70,000/year (estimate only, includes service contracts)

Person to Contact About Using This Item: Edward Duke

**Person's Phone:** (605) 394-2388

Person's email: edward.duke@sdsmt.edu

**Justification:** The South Dakota School of Mines and Technology (SDSMT) requests the acquisition of a dual-beam focused ion beam-scanning electron microscope (FIB-SEM). The system is expected to provide an immediate and significant impact to both ongoing and planned research activities at SDSMT, and across the state of South Dakota (SD). The FIB-SEM will replace SDSMT's existing SEM (the only SEM on campus and most heavily used research instrument) and will also enable numerous new capabilities (e.g. FIB nanofabrication and imaging) that will support an exciting era of research growth. The FIB-SEM will also (i) facilitate recruitment of diverse and talented faculty and students, (ii) support educational and research training programs, (iii) be integrated into STEM outreach activities to broaden participation from underrepresented groups, and (iv) impact regional economic development by supporting local tech-based small businesses. Operations, training, and maintenance of the system will be managed by the Engineering and Mining Experiment Station (EMES). Established in 1903, EMES is a multi-user, core research facility that serves SDSMT, all universities in SD (including tribal colleges), as well as regional/national companies, and state, tribal, and federal government organizations.

The FIB-SEM combines state-of-the-art imaging and analytical capability of a high-resolution field emission SEM with nanometer-scale material removal, processing, and imaging capability of a FIB. Coupled with energy dispersive X-ray spectroscopy and electron backscatter diffraction detectors, the system will also permit high resolution chemical and crystallographic analysis of advanced materials. The FIB capability will enable tomographic imaging and analysis of metals, ceramics, polymers, and biological materials (e.g. 3D imaging of multi-enzyme complexes that mediate microbial cell attachment for efficient biomass degradation). The FIB-SEM will support research in nanomaterials, biomaterials, functional materials, advanced metals processing, solid-state batteries, plant science, biofilms, advanced coatings/thin films, anti-counterfeiting technology, geoscience, and energy resources. More than 35 faculty from SD's three research institutions (SDSMT, South Dakota State University, and the University of South Dakota), multiple primarily undergraduate universities (e.g., Black Hills State University), and two tribal colleges (Oglala Lakota College, Sinte Gleska University) are expect to use the system for research and educational activities. The FIB-SEM will also impact seven active institutional and state-wide research centers/laboratories, the majority of which are focused in the area of advanced materials and manufacturing. Notably, the system will support a new state-wide research center entitled "2-Dimensional Materials for Biofilm Engineering, Science, and Technology (2D BEST)," that is funded by the NSF EPSCoR RII Track 1 program (\$20M, 5 years). It is expected that 23 research scientists, 11 postdoctoral researchers, and 193

research students (73 PhD, 36 MS, and 84 undergraduates) will use the system for their research and the system will impact over \$48M in current and planned research funding.

### Crawford, Grant A.

**From:** mdodson@nsf.gov

**Sent:** Thursday, August 13, 2020 9:03 AM **To:** SDSMT Sponsored Programs

**Cc:** cgreene@nsf.gov; djwhite@nsf.gov; Duke, Edward F.; Crawford, Grant A.; ijohnson@nsf.gov; Kellar,

Jon J.; Groven, Lori J.; plane@nsf.gov; Winter, Robb M.; rphelps@nsf.gov

**Subject:** [EXT] NSF Award Notice for Award ID 2018626 - Amendment ID 000

\*\*\* This email is from an EXTERNAL sender. Use CAUTION before opening attachments or clicking links.\*\*\*

### **NATIONAL SCIENCE FOUNDATION**

### **Award Notice**

Award Number (FAIN): 2018626

Managing Division Abbreviation: ECCS Amendment Number: 000

### **AWARDEE INFORMATION**

Award Recipient: South Dakota School of Mines & Technology

**Awardee Address:** 501 East Saint Joseph Street Rapid City, SD 577013995 **Official Awardee Email Address:** Sponsored. Programs@sdsmt.edu

**Unique Entity Identifier (DUNS ID):** 929928018

#### AMENDMENT INFORMATION

Amendment Type: New Project Amendment Date: 08/13/2020 Amendment Number: 000 Proposal Number: 2018626 Amendment Description:

The National Science Foundation hereby awards a Standard Grant for support of the project described in the proposal referenced above .

This award is subject to the provisions of NSF 18-513, Major Research Instrumentation Program (MRI). The grantee may allow access to the instrumentation to non-Federal outside organizations for a fee, if excess time is available on the equipment. However, the grantee shall not use this equipment to provide services to such organizations for a fee that is less than private companies charge for equivalent services. In addition, the users as outlined in the proposal must have the highest priority when allocating instrument access time.

As a condition of this award, the grantee agrees to provide cost sharing as specified in the referenced proposal, as amended, in the amount of \$548,885. 2 CFR 200.306 prescribes the criteria and procedures for the allowability of cash and in-kind contributions. No Federal funds may be used to meet the grantee's cost sharing obligation for this project. The amount of cost sharing must be documented on an annual and final basis, certified by the Authorized Organizational Representative, and reported to the cognizant NSF Program Officer via FastLane. Mandatory cost sharing commitments are subject to audit.

#### AWARD INFORMATION

Award Number (FAIN): 2018626 Award Instrument: Standard Grant

Award Date: 08/13/2020

Award Period of Performance: Start Date: 09/01/2020 End Date: 08/31/2023

Project Title: MRI: Acquisition of a Focused Ion Beam Scanning Electron Microscope for Research in Advanced

Materials, Energy, and Environment

Managing Division Abbreviation: ECCS

Research and Development Award: Yes

**Funding Opportunity:** NSF 18-513 Major Research Instrumentation Program:

CFDA Number and Name: 47.041 Engineering Grants

### **FUNDING INFORMATION**

**Amount Obligated by this Amendment:** \$1,280,731

**Total Intended Award Amount:** \$1,280,731

**Total Approved Cost Share or Matching Amount: \$548,885** 

**Total Amount Obligated to Date:** \$1,280,731 **Expenditure Limitation:** Not Applicable

### **PROJECT PERSONNEL**

Principal Investigator: Grant A Email: Grant.Crawford@sdsmt.edu Institution: South Dakota School of Mines and

Crawford Crawford School of Milles and

Technology

Co-Principal Investigator: Edward F

Duke Email: edward.duke@sdsmt.edu School of Mines and

Technology

Co-Principal Investigator: Robb M

Email: robb.winter@sdsmt.edu

Institution: South Dakota
School of Mines and

Winter Technology

Institution: South Dakota

Co-Principal Investigator: Jon J Kellar Email: jon.kellar@sdsmt.edu School of Mines and

Technology

Co-Principal Investigator: Lori J

Groven Email: Lori.Groven@sdsmt.edu School of Mines and

Technology

### **NSF CONTACT INFORMATION**

Managing Grants Official (Primary

Contact)

Name: Malia Williams Email: malwilli@nsf.gov **Awarding Official** 

Name: Martha I. Dodson Email: mdodson@nsf.gov

Managing Program Officer

Name: Paul Andrew Lane Email: plane@nsf.gov

### **GENERAL TERMS AND CONDITIONS**

This is awarded pursuant to the authority of the National Science Foundation Act of 1950, as amended (42 U.S.C. 1861-75) and is subject to Research Terms and Conditions (RTCs) dated 03/14/2017, and NSF Agency Specific Requirements, dated 02/25/2019, available at <a href="https://www.nsf.gov/awards/managing/rtc.jsp">https://www.nsf.gov/awards/managing/rtc.jsp</a>.

This award is made in accordance with the provisions of NSF Solicitation: NSF 18-513 Major Research Instrumentation Program:.

A Senior Personnel	
Senior Personnel Count	0.00
Senior Personnel Calendar Months	0.00
Senior Personnel Academic Months	0.00
Senior Personnel Summer Months	0.00
Senior Personnel Amount	\$0
B. Other Personnel	
Post Doctoral Scholars	
Post Doctoral Count	0.00
Post Doctoral Calendar Months	0.00
Post Doctoral Academic Months	0.00
Post Doctoral Summer Months	0.00
Post Doctoral Amount	\$0
Other Professionals	
Other Professionals Count	0.00
Other Professionals Calendar Months	0.00
Other Professionals Academic Months	0.00
Other Professionals Summer Months	0.00
Other Professionals Amount	\$0
Graduate Students	
Graduate Students Count	0.00
Graduate Students Amount	\$0
Undergraduate Students	
Undergraduate Students Count	0.00
Undergraduate Students Amount	\$0
Secretarial - Clerical	
Secretarial - Clerical Count	0.00

Secretarial - Clerical Amount	\$0
	<del>_</del>
Other	
Other Count	0.00
Other Amount	\$0
Total Salaries and Wages (A+B)	\$0
C. Fringe Benefits	\$0
Total Salaries, Wages, Fringe Benefits (A + B + C)	\$0
D. Equipment	\$1,280,731
E. Travel	
Domestic	\$0
International	\$0
F. Participant Support Costs	
Participant Support Costs Stipends	\$0
Participant Support Costs Travel	\$0
Participant Support Costs Subsistence	\$0
Participant Support Costs Other	\$0
Total Number of Participants	0.00
Total Participant Costs (F)	\$0
G. Other Direct Costs	
Materials Supplies	\$0
Publication Costs	\$0
Consultant Services	\$0
Computer Services	\$0
Subawards	\$0
Other	\$0
Total Other Direct Costs (G)	\$0
H. Total Direct Costs (A Through G)	\$1,280,731
I. Indirect Costs*	\$0
J. Total Direct and Indirect Costs (H + I)	\$1,280,731
K. Fees	\$0
L. Total Amount of Request (J) OR (J + K)	\$1,280,731
M. Cost Sharing Proposed Level	\$548,885

### \*Indirect Cost Rates

The indirect cost rate(s) for this award is/are not available. These rates are at the time of award and are based upon the budget submitted to the NSF. It does not include any out-year adjustments. The NSF will not modify awards simply to correct indirect cost rates cited in the award notice. See the Proposal & Award Policies & Procedures Guide (PAPPG) Chapter X.A.3.a. for guidance on re-budgeting authority.



Carl Zeiss Microscopy, LLC ■ White Plains NY 10601

South Dakota School **Edward Duke** 501 East St. Joseph St. RAPID CITY SD 57701 USA

Carl Zeiss Microscopy, LLC 1 North Broadway White Plains NY 10601

#### Your commercial contact

Name: Brandon Brandt Telephone: Fax:

Email:

Date: 12/17/2019 1 of 4 Page:

### Quotation

**Quotation Number:** 7760459288 **Customer Number:** 631406

Item	Product ID / Product Description	Quantity	Item Price (USD)	Total Price (USD)
10	349599-9006-265	1 PC	435,057.00	435,057.00
	Basic Unit Crossbeam 350. FE-SEM with patented GEMINI electron optics for a wide range of analytic applications and in-situ experiments. The FE-SEM is optimized for use with a Ga-focused Ion beam (Ga-FIB). Large chamber with 18 accesory ports, auto pendulum anti vibration system, 6-axes motorized super-eucentric stage, Chamber-SE and In-lens SE detector, Specimen current monitor and carousel 9x sample holder. Includes basic operation instruction.			
20	349520-9032-000	1 PC	5,806.00	5,806.00
	100nA High current mode GEMINI I			
30	349516-8005-000	1 PC	35,829.00	35,829.00
	Variable pressure (VP) imaging option. Enables SE detection with the included VPSE detector at variable pressures.			
40	346023-9011-140	1 PC	6,267.00	6,267.00
	Control panel with rotary controls and keyboard. US English			
50	349503-9001-010	1 PC	1,111.00	1,111.00
	PC table large (1650mm x 1000mm )			

Carl Zeiss Microscopy, LLC
One North Broadway
White Plains, NY 10601
Phone (800) 233-2343
Fax (800) 488-6351
Corporation F.E.I.N. 13-4186423 D.U.N.S. 03-837-6674



Quotation No: 7760459288
Date: 12/17/2019

Page: 2 of 4

60	349560-9001-100	1 PC	282,700.00	282,700.00
	Ion-sculptor FIB column including electronic and Software. Ga-Liquid metal ion source (Ga-LMIS) with long source life time of 3000 μAh and high current stability. Column equipped with fast high precision aperture changer and electrostatic beamblanker. Resolution at 30 kV: 3nm. Voltage Range: 500V - 30 kV.			
	Probe current range: 1 pA - 100 nA.  SmartFIB graphical user interface, seamlessly integrated into SmartSEM. Workflow oriented concept for tomography, nanostructuring and automated TEM lamella preparation (optional). Incl. basic patterning functionality with 64kx64k addresable pixel space.			
70	348224-6110-000	1 PC	25,699.00	25,699.00
	Low voltage option for Ion-sculptor FIB column. Seamlessly integrated in control software. Resolution: 170nm @ 1kV, 300nm@500V			
80	349562-9500-000	1 PC	38,693.00	38,693.00
	Zeiss UniGIS for 1 precursor including electronics and operating system. Available precursors: Pt, C, W, SiOx, H2O. Other materials on request.			
90	346561-8077-010	1 PC	5,149.00	5,149.00
	Gas reservoir for Platinum (Pt) deposition, contains 2.5g Pt precursor			
	Attention : Hazardous goods			
100	349512-9004-000	1 PC	26,110.00	26,110.00
	In-lens SE detector and in-lens EsB Detector.			
120	349506-9033-100	1 PC	24,327.00	24,327.00
	Pneumatic retractable, high efficiency 6 sector annular solid state BSE-detector. Outer ring contains 4 quarters for obtaining topographical constrast. Parallel detection of up to 4 different channels with arbitrary segment combinations possible.			
130	349556-9006-000	1 PC	5,161.00	5,161.00
	Navigation Camera (80mm airlock mounted). Allows imaging on the samples with SmartSEM image navigation, correlation with EM images and automation.			
140	349554-9001-100	1 PC	33,943.00	33,943.00
	Airlock with 80 mm gate valve			
150	345300-0152-020	1 PC	82,579.00	82,579.00
	MM3E micromanipulator for liftout with RoTip2 and closed-loop positional feedback on all four axes. Provides Cartesian motion control as well as compucentric tip rotation via the included iLO software. Includes mounting solution, vacuum feedthrough, flange, controllers, and accessories.			
160	349565-9001-000	1 PC	15,681.00	15,681.00



Quotation No: 7760459288

Date: 12/17/2019 Page: 3 of 4

230	347823-9117-100 2557	1 PC	3,552.00	3,552.00
	Array Tomography Software module for Atlas 5. Easy-to-use, productive tool for automated imaging of biological serial sections to enable 3D visualizations of large volumes (array tomography workflow). Tools for setup and automated acquisition of multiscale ROIs. Stack export to TIF stack, MRC and CZI formats.			
220	347823-9035-200	1 PC	13,150.00	13,150.00
	Atlas 5 package for Crossbeam.  Workflow oriented high throughput acquisition platform. Fusion of images from multiple instruments, detectors and sessions in one correlative workspace. Import of images (BMP, JPG, TIF, CZI, TXM), flexible layered arrangement of images. Protocol based automated 2D acquisition.  Large framestore up to 50k x 40k, 100ns, 8bit/16bit, 2 channels. xROI imaging (exact regions of interest). Manual stitching of 2D mosaics. Handling of 2D mosaics of older Atlas versions. Powerful post processing tools like automated stitching, batch stitching, image corrections and advanced import and export functions. Image review and re-shoot. Dual-channel blending. Export to movie, Browser Based Viewer. Atlas Dual-Scan Generator and 24" LCD monitor included.			
210	347823-9082-000	1 PC	30,242.00	30,242.00
	3D EBSD Hard- and Software kit for Oxford Instruments and EDAX.Contains Single EBSD sample holder 53,5° (348242-8150-040) and EXTIF Cable			
200	347823-8011-000	1 PC	1,737.00	1,737.00
	SmartStitch (Including software, licence and dongle) SmartStitch, standalone application for producing tiled images or montages from a set of individual overlapping images captured via SmartSEM.			
190	351434-6112-001	1 PC	4,655.00	4,655.00
	OptiProbe. Continuous adjustable probe current. Allows setting of an arbitrary probe current in a certain range (column dependent) in contrast to just two possible probe currents per aperture and EHT (HC and none HC).			
180	348224-6079-000	1 PC	1,936.00	1,936.00
	Autoprep is a SmartFIB license for automatic FIB preparation of multiple structures, cross setions and/or TEM lamellas at different sample positions. Includes: - Multisite preparation via Sample Mode (different positions / preparations can be stored in a virtual sample and be processed automatically) - Advanced constructor dialogs for the simple creation of TEM lamella and CS preparations			
170	348224-6102-000	1 PC	25,797.00	25,797.00
	5-axes stepper stage with Tandem decel sample bias. Includes a 9-stub, airlock-enabled sample holder for best results in combination with sample bias.			

2557

Date:



X-ray and external scan input panel kit. C/w REMCON

Van der Heijden water-cooled water chiller (115-230V).

Quiet Mode (Switches off the rotary pump periodically during microscope

290

300

346000-8026-010

410790-1002-000

2 Day On-site EM Applications Training

operation)

Quotation No: 7760459288

12/17/2019

3,999.00

5,400.00

Page: 4 of 4

240	346023-8012-000	2 PC	499.00	998.00
	24" flat panel TFT colour display monitor			
250	000000-0551-690	1 PC	495.00	495.00
	Dual Monitor Holder (Ergotron) for horizontal alignment of 2 Monitors			
	2.40702.0004.000		450.00	450.00
260	349503-8001-000	1 PC	159.00	159.00
	Support frame for 2nd PC.			
	Only available for PC table large (1650mm x 1000mm)			
270	345596-0000-200	1 PC	1,518.00	1,518.00
	Compressor 50Hz / 60Hz			
280	345980-9024-100	1 PC	5,818.00	5,818.00

To	otal excluding Taxes	5		1	1.011.211.20	USD
Oı	rder Discount %	-10.00% of	1,123,568.00	JSD	-112,356.80	USD
Su	ıbtotal				1,123,568.00	USD

1 PC

1 PC

3,999.00

5,400.00

Please be advised that the products, technical data/technology and services included in this quotation, order confirmation or contract may be subject to European Union, U.S., or other export control regulations. This document will only be effective if not prohibited by sales ban (embargo) and/or if necessary licenses are granted. An export license or other government authorization may be required to complete this transaction. Your assistance may be required to complete export licensing requirements. Neither party will be responsible for performance or liable for damages if this transaction is determined to be restricted by regulation and/or denied a license or permission by applicable export controls authorities.

Nanoanalysis

Phone:

## Quotation

#### Oxford Instruments America

300 Baker Avenue, Suite 150 Concord, MA 01742 USA Tel: 800-447-4717

Fax: 978-369-8287

Email: concord.sales@oxinst.com www.oxford-instruments.com



To: South Dakota School of Mines Technology

Ed Duke

Mineral Industries Building, Room 234

Fax:

501 E. St. Joseph St

Rapid City, SD 57701-3995

**Quotation Number:** LDDYQ2099

**Date:** Jan 2, 2020

Expiration Date: Feb 1, 2020

Terms: Net 30 - See Notes Est. Delivery, ARO: 10-12 Weeks ARO

FOB: FOB Concord, MA - PPA

Email: Edward.Duke@sdsmt.edu Sales: David Richards

### Microscope: Zeiss Crossbeam 350

Total \$ Item Qty P/N Description

1 51N1150

AZtecLive Automated Microanalysis System with UltimMax 100 large area Analytical Silicon Drift Detector

\$114,300.00

This comprehensive Energy Dispersive X-ray Microanalysis system Includes the new 'AZtecLive' step, which enables the quick and comprehensive investigation of a sample with real-time chemical feedback plus all the tools required to perform qualitative and quantitative analysis, image capture, image centricanalysis and X-ray spectral mapping and line scanning.

Software includes:

- Live X-ray Maps
- Live Trace
- Tru-Q analysis engine
- Point and ID
- AutoID
- Standardless quantitative analysis
- Spectral imaging
- TruMap and TruLine background and overlap-corrected mapping
- AutoLock Drift Correction
- AutoLayer element and phase visualization
- AutoPhaseMap
- QuantLinescan
- Large Area Maping
- Map Queue
- Image Registration
- Microsoft Office for report generation
- Additional license for off-line processing

### Hardware includes:

- UltimMax 100 100mm2 sensor size.
- Resolution guaranteed on Mn K 127eV at 130,000 cps.
- Includes SATW window for detection of elements from Beryllium
- X4 Pulse Processor and Imaging Electronics An Ethernet based Module that provides X, Y scan generation and X-Ray acquisition and detection
- Windows 10 PC
- 27 inch Widescreen LCD display



Item Qty P/N Description Total \$

2 1 51N2031 Integrated AZtecHKL system Advanced with Symmetry

\$135,200.00

Integrated AZtecHKL is a powerful platform for EBSD that can be combined with AZtecEnergy for both independent and simultaneous EDS and EBSD analysis. Simultaneous data collection can be used in Phase Identification where the X-ray data is used to identify candidate phases and the EBSD data used to distinguish the phases. EBSD and EDS data can also be collected simultaneously as maps, enabling a true characterization of the sample.

Includes all the tools necessary to collect and solve EBSD patterns including:

- Autocal
- Auto Exposure
- Auto Background
- Detector Control
- Calibration Refinement Tools
- Tru-I Indexing and Solver engines
- ICSD database
- AutoLock Drift Correction
- TruPhase
- Color FSD Imaging
- Psuedosymmetry Correction

### Hardware:

- Symmetry EBSD detector
- Forward scatter detector with 5 diodes
- EBSD Control Box and Hand Set



Item	Qty	P/N	Description	Total \$
3	1	51A1062	Aztec Mineral AZtecMineral is a powerful, automated Mineral Liberation Analysis solution. It enables dedicated ore characterisation, provides vital data on metal recovery, enables process yield characterisation and automates the analysis of solid rock sections whilst maintainin the flexibility of a multipurpose SEM.  Aztec Mineral Specification - Requires AZtecFeature - Analyse up to 200,000 particles and 10,000 fields per run - Compatible with up to 4 Ultim Max EDS detectors - Dedicated mineralogy focussed particle separation setup - Tru-Q quality Auto-ID and quantification of X-ray data for every particle - Options for each grey level threshold to define whether x-ray acquisition should be performed or if morphology measurements only should be recorded SEM Stage automation to collect data from a large area on a single sample	<b>\$43,300.00</b>
			or over multiple samples.  - Option to terminate a run once a certain number or percentage of particles have been analysed or a certain amount of area has been analysed or a defined amount of time has elapsed.  - Particle classification based on chemistry, morphology, position, number of counts in EDS spectrum, grey level of feature in BSE image or a combination of the above - positive, negative and arithmetic criteria	
			<ul> <li>Assisted classification setup</li> <li>Histograms and tables for comprehensive data analysis with adjustable bin sizes</li> <li>Two dimensional scatter plots</li> </ul>	
			<ul> <li>Quant Bars to graphically display and interrogate particle composition</li> <li>Ternary diagrams of particle composition including oxide and sulfide plots</li> <li>In-run monitoring of image brightness variations and automatic adjustment of threshold</li> <li>Data can be reprocessed and reclassified without the need for reacquisition</li> <li>Relocation of a selected particle or field under the microscope</li> <li>beam for further investigation</li> </ul>	s
			<ul> <li>Store and recall a setup (imaging settings, EDS settings, classification, quantification, areas)</li> <li>Dedicated mineralogy post processing including plots for; liberation, particle associations, phase abundances, size distributions, phase associations and grade recovery.</li> <li>Reporting into MS-Excel and MS-Word and raw data formats.</li> </ul>	
4	1	51A1063	Aztec Mineral Classification database - Requires Aztec Mineral - Post processing mineral re-classification against a database of >5000 minerals	\$1,340.00
5			Preferred Customer Discount	-\$44,121.00
6	1	INSEGR	AZtecLive installation and software familiarization.	\$5,500.00
			Includes one credit towards tuition to EDS training school at an Oxford Instruments America, Inc. training facility. The credit must be used within 12 months of installation. For additional tuition credits, see part number Z006. WARRANTY: All systems and equipment sold by Oxford Instruments America, Inc. are supplied with a complete 12-month part and labor warranty.	
7	1	INSHKL	HKL EBSD installation and software familiarization.  Includes one credit towards tuition to EBSD training school at an Oxford	\$5,500.00
			Instruments America, Inc. training facility. The credit must be used within 12 months of installation. For additional tuition credits, see part number Z006. WARRANTY: All systems and equipment sold by Oxford Instruments America, Inc. are supplied with a complete 12-month part and labor warranty.	



Item Qty P/N Description Total \$

8 1 Z003/3DAY On-site Application Training - Three Days

\$8,500.00

On-site applications training with an Oxford Instruments, Microanalysis applications specialist. On-site training cost is applicable for up to 6 users per session.

Expenses are included.

Total: \$269,519.00

This quotation is valid for destinations in the United States and is quoted in U.S. Dollars.

Signed:

Ruth Murray

National Sales Manager

NOTES/Special Instructions:

PAYMENT TERMS:

Subject to credit approval.

**Equipment Value:** 

Invoiced on Delivery Confirmation, Due Net 30

Installation Value:

Invoiced upon Installation Acceptance, Due Net 30

Per Company policy, Oxford Instruments America is not able to accept Net 60 Payment Terms.

## OXFORD INSTRUMENTS AMERICA, INC.- TERMS AND CONDITIONS OF QUOTATION AND SALE FOR GOODS AND SERVICES

#### 1. INTERPRETATION

- 1.1. In these terms ("Terms"):
- "AO" means the acknowledgement of order form (if any) issued by the Company to the Purchaser;
- "Applicable Warranty Period" means in relation to any Goods the warranty period applicable to those Goods, subject to Sections 7.3 and 7.4 being either (i) 12 months commencing on the sooner of the date of acceptance of the Goods in question by the Purchaser or 90 days from shipment of the Goods in question or (ii) as otherwise notified in the Company's relevant quotation or AO;
- "Commencement Date" means the date on which the Service Schedule is signed;
- "the Company" means Oxford Instruments America, Inc.;
- "Contract" means the agreement between the Purchaser and the Company for the supply of the Supplies and consisting of the documents referred to in Section 1.4 below;
- "Engineer" or "Consultant" means an individual engaged or employed by the Company to perform the Services
- "Goods" means the goods listed in the AO or which the Company otherwise agrees to supply to the Purchaser under the Contract (including any installments or parts of the goods but excluding any Serviced Goods or parts or components provided to the Purchaser in respect of Serviced Goods);
- "liability in relation to" means liabilities, losses, damages, costs (including without limitation legal costs on a full indemnity basis and taxes), expenses, actions, claims, proceedings and demands whatsoever arising directly or indirectly out of or in connection with;
- "Non-Standard Specification" means any specification relating to the Goods or the formatting or layout of the Goods at the Purchaser's premises requested by the Purchaser which deviates from the Standard Specification;
- "Purchaser" means the purchaser of the Goods as stated in any applicable AO;
- "Price" means subject to these Terms, means the price for the Goods as quoted and confirmed in any AO;
- "Services" means the services specified in the Service Schedule, AO or which the Company otherwise agrees to provide to the Purchaser under the Contract;
- "Serviced Goods" means the goods and/or systems (as appropriate) and any configuration thereof listed in the Services Schedule;
- "Service Schedule" means the schedule issued by the Company to the Purchaser detailing the Serviced Goods or the Services;
- "Software" means any software used in the operation of the Goods; "Standard Specification" means the standard design of the Goods and/or layout of the Goods (prior to any Non-Standard Specification requested by the Purchaser) which is current at the time of the issue of an AO; "Supplies" means the Goods and/or the Services.
- 1.2. Any Contract provision invalid or unenforceable for any purpose shall be severed for that purpose but otherwise remain valid and enforceable and shall not affect the validity of the remainder of the Contract.
- 1.3. A payment shall be deemed made when credited to the payee's bank account and is cleared funds.
- 1.4. Except as may be otherwise agreed in writing by the Company, the Contract shall comprise solely these Terms, any AO, any relevant quotation and any relevant Service Schedule issued by the Company to the Purchaser. In the event of any inconsistency the following shall prevail in this order (1) the express terms of the AO (2) the Service Schedule, (3) quotation (4) these Terms. Variations of the Contract shall be effective only if agreed in writing and will then prevail over these Terms.
- 1.5. English is the authentic text of the Contract and all notices or other communications under or relating to it shall be in writing in English. Any translation will be for guidance only.

#### 2. QUOTATIONS, SPECIFICATION, VARIATION AND CANCELLATION

- 2.1. A quotation is not an offer and may be withdrawn or modified; except as otherwise agreed in writing by the Company, no contract or commitment shall exist until the Company sends its AO and/or Service Schedule to the Purchaser or until the Company commences work on or appropriates Supplies to the Contract.
- 2.2. The Company may alter the specification of any Goods if such alteration does not materially affect their performance or utility.
- 2.3. The Company may vary the design, materials or method of construction of the Goods as it reasonably considers appropriate in order to improve performance, design or construction; to respond to availability of various materials or components; or to comply with any safety or regulatory requirements. No such variation shall materially alter the size or proportions or materially worsen the performance of the Goods. The Company shall promptly notify the Purchaser of any such variations and if reasonably practicable shall consult with it upon any variations which are not immaterial.
- 2.4. If any variation in the Supplies or the Contract is agreed or is required for compliance with any applicable law, regulation or safety recommendation, the Purchaser shall pay such additional amount as is fair and reasonable and the Company shall have reasonable additional time to perform the Contract.
- 2.5. The Purchaser may request Non-Standard Specifications in relation to the Goods. The Company shall consider such Non-Standard Specifications and if it considers them feasible and reasonably compatible with the scope of the Contract then Section 2.6 shall apply. Any Non-Standard Specification and any consequential change in the Price must be agreed in writing within four (4) weeks from the date of issue of the applicable AO (or longer period agreed by the Company) failing which the Standard Specification shall apply.
- 2.6. If the Purchaser requests a Non-Standard Specification which the Company considers so feasible and compatible, the Company shall respond to the Purchaser upon such request including with the implications upon the Price, delivery date and other implications; the parties shall then seek in good faith to agree the Non-Standard Specification and the terms upon which it will be applied. If such terms are agreed, the Contract shall be modified accordingly but such terms are not agreed within the four week (or longer) period referred to in Section 2.5 the request shall be of no effect and the Standard Specification shall apply.

#### 3. PRICES AND PAYMENT

- 3.1. Subject to any AO, the Price shall exclude sales tax and any other applicable taxes and duties, packaging, carriage, insurance, documentation and installation charges. Unless costed for in any AO or Service Schedule, the Company may make reasonable additional charges for complying with any special requirements of the Purchaser, Payment, subject to any AO or Service Schedule, shall be made in U.S. Dollars at the Company's office in Massachusetts, clear of any banking transaction charges and without deduction, set off or counterclaim.
- (a) The Price shall be paid as follows unless determined otherwise in the AO:

30% of the Price shall be paid within 30 days of the AO;

the balance shall be paid as follows:

- (a) where the Goods are being installed or installation is supervised by the Company, 60% shall be paid on the earlier of delivery and 30 days from the date of invoice and 10% shall be paid upon the earlier of issue of an installation certificate or 90 days from delivery;
- (b) in all other circumstances, the balance shall be paid on the earlier of delivery or 30 days from the date of invoice.

(ii.)

- (b) The Price for Services shall be paid in accordance with the provisions of the AO and/or the Service Schedule. The Price for Serviced Goods maybe increased by the Company by not less that 90 days notice prior to the anniversary of the Commencement Date. Unless otherwise specified in the AO and/or the Service Schedule, invoices for Services shall be paid within 30 days from the date of invoice.
- 3.2. Time of payment is of the essence. Without limiting the Company's remedies if payment is overdue, the Purchaser shall indemnify the Company against any legal fees and other costs of collection and (as well after as before judgment) shall pay to it interest of one and a half percent (1.5%) per month or such lesser amount as is the maximum rate permissible by law and the Company may cancel the Contract and any other contracts and suspend performance of the Services and suspend deliveries to the Purchaser.
- 3.3. Any payment which would fall due later than it would have done but for delay caused by the Purchaser shall be deemed to fall due when, but for the Purchaser's delay, it might reasonably be expected to have fallen due. The Company may delay or withhold performance under the Contract until the Purchaser has made any payment or opened any letter of credit or established any other payment arrangements which are due to be made, opened or established and its time for performance shall be extended accordingly.

### 4. RISK AND PROPERTY

- 4.1. Until payment has been made of the whole of the Price and other monies payable by the Purchaser under the Contract and of all other monies owing by the Purchaser to the Company at the time the payment for the Goods falls due:
- (a) title in any Goods shall remain the Company's; the Purchaser shall hold such Goods as the Company's fiduciary agent and bailee, stored separately from those belonging to any other person and labelled so as to show clearly that they are the property of the Company and properly protected, treated and insured;
- (b) the Company may recover and/or resell the Goods, require their return to the Company and enter upon the Purchaser's or any carrier's premises by its servants or agents for that purpose and the Purchaser grants the Company an irrevocable right to this effect which shall survive termination of the Contract;
- (c) upon disposal by the Purchaser of the Goods, it shall account to the Company for the proceeds and shall keep such proceeds separate from any other monies or property and (if tangible) properly stored and insured;
- (d) the Company shall have a right of lien over any goods or materials belonging to the Purchaser which are in the Company's possession or control; and
- (e) the Purchaser shall not pledge or charge by way of security for any indebtedness any of the Goods which remain the Company's property but if it does all monies owing by the Purchaser to the Company shall forthwith become immediately due and payable.
- 4.2. Risk of damage to or loss of the Goods shall pass to the Purchaser at the earlier of the time when the Company notifies the Purchaser that the Goods are available for collection or upon the Company first dispatching the Goods from its premises unless any AO specifies otherwise.

#### 5. DELIVERY AND RESCHEDULE

- 5.1. Except as otherwise agreed in writing by the Company, delivery of the Goods shall be made by the Company from its premises and so informing the Purchaser or, if some other place for delivery is stated in any AO, by the Company or its nominated carrier dispatching the Goods from its premises to the stated place. If the Purchaser fails to take delivery or to give adequate delivery instructions, the Company may (without prejudice to its other rights) store or dispose of the Goods, in which case the Purchaser shall pay to the Company upon request the amount of any reasonable storage or disposal charges, While the Company will seek to meet the stated delivery time, it is approximate and the Company shall not incur liability in relation to late delivery. If no time for delivery is agreed, the Purchaser shall accept the Goods when ready for delivery.
- 5.2. The Company may deliver Goods in installments constituting separate contracts and delay in delivery of any installment will not entitle the Purchaser to terminate the Contract, nor permit the set off of any payments in respect of one delivery against any claim in respect of any other delivery. Where Goods are delivered by installments, the Company may issue separate invoices.
- 5.3. Any delivery times quoted by the Company for the Supplies are approximate and shall not be binding upon the Company.
- 5.4. Should the Purchaser wish to vary a delivery schedule, it shall make a request in writing to the Company. Rescheduling restrictions apply and the Company is not obligated to accept a request for a reschedule delivery of Supplies. If the Company agrees in writing to amend a delivery schedule, charges may apply. Such charges shall be applied at the time the re-schedule is agreed.

### 6. INSPECTION AND ACCEPTANCE

Unless the Company will issue or has issued an acceptance certificate or an installation certificate is to be or has been issued pursuant to Section 13, the Purchaser shall inspect and test the Goods and within 7 days of their delivery, and in respect of Services, within 7 days of the Company tendering their completion, shall give written notice to the Company of any damage or claim. In the absence of such notice, the Goods shall be deemed to comply with the Contract and the Purchaser shall accept them. The Goods are sold as a batch and without prejudice to the Purchaser's right to reject all the Goods the Purchaser may not reject only some of the Goods.

### 7. LIMITED WARRANTY

- 7.1. If, within the Applicable Warranty Period, any Goods prove defective by reason of faulty design, workmanship or materials the Company will adjust, repair or replace them as it sees fit free of charge, provided that:
- (a) the Purchaser gives written notice of the defect (with reasonable relevant information) to the Company as soon as reasonably practicable and within the Applicable Warranty Period;
- (b) the Goods have been used solely for their proper purpose and in accordance with the operating instructions;
- (c) the defect has not been caused by fire, accident, misuse, neglect, incorrect installation by the Purchaser or its customers, agents or servants, unauthorised alteration, repair or maintenance or the use of sub-standard consumables and has not arisen from fair wear and tear;
- (d) the defect has not arisen from any design, specification, component or material supplied by or on behalf of the Purchaser;
- (e) no part of the Goods has been replaced with a part not supplied or approved by the Company;
- (f) payment in full of all amounts due in respect of the Goods has been made;
- (g) the Purchaser shall be liable for any costs incurred by the Company in responding to claims caused by operator error or incorrect application or other default of the Purchaser or other third party;
- (h) the Purchaser shall accord the Company sufficient access to the Goods to enable its staff to inspect and adjust, repair, remove or replace the Goods;
- (i) the costs of all consumables shall be paid by the Purchaser.
- 7.2. The Company may repair the Goods in situ or have them returned to its premises; if the latter, the risk in the Goods shall at all times remain the Purchaser's and they shall be packaged as the Company instructs and dispatched at the Purchaser's expense. Costs of carriage on the Goods' return to the Purchaser shall be borne by the Company where the defect is covered by the warranty in this Section 7.
- 7.3. If the Goods incorporate goods or services provided by a third party, the obligations of the Company in respect of such goods or services shall not exceed the warranty obligations of such third party to the Company nor exceed any time limit upon those obligations.

- 7.4. The Applicable Warranty Period for any Goods replaced or repaired or any corrective services pursuant to the initial warranty shall be the remaining period, if any, of such initial warranty period.
- 7.5. THIS LIMITED WARRANTY IS IN LIEU OF ANY OTHER WARRANTY, WHETHER EXPRESS OR IMPLIED, WRITTEN OR ORAL (INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE OR NON-INFRINGEMENT) WITH RESPECT TO THE GOODS OR SERVICES, THE MANUFACTURE, SALE, SUPPLYING OR FAILURE OR DELAY IN SUPPLYING OF THE GOODS, SERVICES RELATED THERETO OR THE USE, RESULTS OR DISPOSITION OF THE GOODS. THE COMPANY EXPRESSLY DISCLAIMS ALL WARRANTIES (WHETHER EXPRESS OR IMPLIED, WRITTEN OR ORAL) WITH RESPECT TO THE RESULTS OBTAINED FROM THE GOODS. THE COMPANY DOES NOT WARRANT THAT THE USE OF THE GOODS SHALL BE UNINTERRUPTED OR ERROR-FREE.
- 7.6 The warranty does not cover damage to EDS detector windows caused by ballistic damage, accident or misuse.

#### 8. PROVISION OF SERVICES

- 8.1. Where the Services comprise the servicing and/or maintenance by the Company of Serviced Equipment the following applies:
- (a) The Company may, prior to accepting any order from the Purchaser to provide the Services, carry out at the expense of the Purchaser an inspection of the Serviced Goods as the Company reasonably requires. Such inspection shall be charged at the Company's then current list price for such inspection;
- (b) If the Company reasonably determines that the Serviced Goods are not in good operating condition prior to start of performance of the Services, the Company may require the Purchaser to effect such adjustments as it determines necessary and, if the Company agrees to provide such adjustments the Purchaser will pay for such work on a time and materials basis. The Company reserves the right not to commence performance of the Services until the Serviced Goods are in good operating condition;
- (c) The Company may send a replacement part for the Purchaser to replace a defective part with or, if such replacement requires technical skills which the Purchaser does not possess, the Company shall send an Engineer to repair the Serviced Goods in situ or may have them returned to its premises; if the latter, the risk in the Serviced Goods shall at all time remain the Purchaser's and they shall be packaged as the Company instructs and dispatched at the Company's expense. Costs of carriage on the Serviced Goods' return to the Purchaser shall be borne by the Company unless otherwise specified in the Service Schedule;
- (d) Parts of components of Serviced Goods will be replaced at the Company's discretion, if no appropriate alternative fix is available any replacement parts used by the Company shall be new or of equivalent performance to new parts, at the Company's discretion; replacement parts shall be the property of the Purchaser and replaced parts shall become the property of the Company which may invoice the Purchaser for their replacement value if such parts are not returned to it within ten (10) days of their replacement;
- (e) Unless otherwise agreed in writing, the Company shall have no obligation to provide Services in respect of Serviced Goods which are moved to a new location from that specified in the Service Schedule and may charge additional rates for such Services;
- (f) If any appointment with an Engineer is cancelled with less than 24 hours notice, the Company may charge its standard rates for its times and expenses in respect of such appointment.
- 8.2. The Company shall provide the Services detailed in the Service Schedule or the AO at the location and rates contained therein. If there is any conflict between the terms of the AO and any attached Service Schedule, the terms of the written AO shall prevail.
- 8.3. The Purchaser shall grant full access to its premises and equipment to enable the Company to perform the Services during all normal working hours and upon reasonable notice from the Company at any other time.
- 8.4. The Purchaser shall ensure that any premises to which the Company's employees or agents have access for provision of Supplies fully comply with health and safety regulations and best practices and the Purchaser will not expose such persons to unnecessary risk or danger to personal safety. The Purchaser shall ensure that the Company's personnel are made aware of all relevant safety procedures and regulations.
- 8.5. Without limitation of Section 10, the Purchaser shall ensure that its employees and agents comply with all reasonable instructions made by the Company's employees and agents in the course of provision of Supplies or to enable the Company to limit any damage to either party, including without limitation complying with safety procedures.
- 8.6. The Purchaser shall take all precautions to protect its data and shall ensure that a regular back-up arrangement is implemented before and during the provision of the Supplies. The Purchaser shall be responsible for restoring any lost or corrupted data unless such loss is caused by the negligence or willful misconduct of the Company in which case its liability shall be limited to the reinstatement where possible of all data proven to have been lost or irremediably corrupted and which would not have been included in such back-up arrangements required to be maintained by the Purchaser.
- 8.7. Except with the Company's prior written consent, the Purchaser undertakes that it will not, during or for a period of 12 months after the provision of the Supplies has ceased, directly or indirectly solicit any employee of the Company or seek to cause him to leave the employment of the Company.
- 8.8. Without limiting Section 8.7, the Purchaser shall pay to the Company a commission fee of 27% of that employee's then current salary including accrued benefits in respect of any employee of the Company who is employed or engaged by the Purchaser or any associate of the Purchaser during or within twelve months after the provision of the Supplies ceased.
- 8.9. The Purchaser warrants that it does and undertakes that it will comply with any applicable privacy legislation from time to time in force.
- 8.10. The Purchaser shall at the Company's request provide adequate security and space at its premises for secure and proper storage of any equipment belonging to or used by the Company or its employees or agents.
- 8.11. The Purchaser shall reimburse the reasonable expenses of any employees or representatives of the Company who are required to travel from the Purchaser's premises at Customer's request during the provision of the Supplies.
- 8.12. The Purchaser shall have no right in or lien over any equipment provided to it by the Company on loan and shall return any such equipment to the Company immediately upon request. The Company reserves the right to enter the premises of the Purchaser to identify and remove any such equipment.
- 8.13. The Purchaser shall indemnify the Company against any liability in relation to:
- (a) the Purchaser's failure to comply with any of its obligations under this Section 8;
- (b) any action of the Company required to be taken or not to be taken at the request or direction of the Purchaser;
- (c) any information or materials provided to the Company by the Purchaser or any of its employees, associates or representatives other than for their intended use as communicated to the Purchaser by the Company; and
- (d) the negligence or willful misconduct of the Purchaser.
- 8.14. The Company warrants that the Services will be performed with reasonable skill and diligence and the Company shall use reasonable efforts to attain any service levels or project specifications contained in the Service Schedule or referred to in any AO; such service levels or specifications shall not form part of the Contract and failure to attain any service level or specifications shall not constitute a breach of contract by the Company except as specified in such Service Schedule.

#### 9. EXCLUSIONS FROM SERVICES

- 9.1. Where the Services include service or maintenance of the Purchaser's equipment, there shall be excluded from such Services, or an additional fee will be payable to the Company for, any items specifically set out in the AO or in an agreed schedule, and unless otherwise expressly stated therein there shall be excluded from such Services or an additional fee shall be payable for:
- (a) the provision of consumables and accessories (such as storage devices, modems, additional screens, keyboards);
- (b) the supply and installation of patches, fixes, BIOS upgrades or other software related upgrades or modifications, or of loaners, add ons or other upgrades to Serviced Goods;
- (c) repairs necessitated as a result of any cause other than fair wear and tear resulting from proper use of the Serviced Goods or other equipment in accordance with the Company's or the manufacturer's instructions (including, without limitation, fire, accident, misuse, neglect, incorrect installation by the Purchaser or its customers, agents or servants, unauthorised alteration, repair or maintenance or the use of sub standard consumables, failure or fluctuation of electrical power, failure of air conditioning or humidity control, or abnormal physical or electrical stress) or repairs necessitated by equipment not supplied by the Company or by the Serviced Goods not being in good working order when the Services are commenced;
- (d) any modification or alteration to the Serviced Equipment except as required to rectify a fault diagnosed by the Company or the manufacturer;
- (e) repair necessitate by any design, specification, component or material supplied by or on behalf of the Purchaser or by the replacement of any part of the Service Goods with a part not supplied or approved by the Company;
- (f) repair or replacement of any equipment the subject of such services if such equipment is obsolete or beyond economic repair ("BER"), meaning that the cost of repair is not less than 60% of the then current market value of such equipment; and
- (g) Electrical work external to the Serviced Goods.
- 9.2. The Purchaser shall reimburse the Company for any costs incurred by the Company responding to claims caused by operator error or incorrect application or other default of the Purchaser or other third party.
- 9.3. In the provision of Services, the Company cannot guarantee the attendance of any particular individual as an Engineer or Consultant and reserves the right to replace any Engineer or Consultant with an appropriate alternative individual at any time.
- 9.4. Unless otherwise agreed in writing, the Engineer or the Consultant shall not be required to perform any services other than the Services; in particular the Engineer does not carry stock unless specifically ordered in advance.

#### 10. EXCLUSION AND LIMITATION OF LIABILITY

- 10.1. IN AN EFFORT TO KEEP THE CONTRACT PRICE AS LOW AS POSSIBLE OR ANY CONSEQUENTIAL, SPECIAL, INDIRECT, EXEMPLARY OR PUNITIVE DAMAGES AND AS THE PURCHASER IS BETTER ABLE THAN THE COMPANY TO QUANITIFY LOSS WHICH IT MAY SUFFER FROM A BREACH OF CONTRACT AND TO INSURE ACCORDINGLY, THE PURCHASER AGREES TO THE COMPANY LIMITING ITS LIABILITY AND THEREFORE AGREES THAT EXCEPT AS EXPRESSLY AGREED IN WRITING OR AS MANDATORILY IMPLIED BY LAW:
- (a) THE COMPANY SHALL HAVE NO OBLIGATION IN RESPECT OF THE GOODS EXCEPT FOR ITS UNDERTAKING IN SECTION 7 ABOVE (THE "WARRANTY") AND AS EXPRESSLY STATED IN THE CONTRACT;
- (b) IF THE COMPANY HAS REPAIRED OR REPLACED THE GOODS PURSUANT TO THE WARRANTY, OR PROPERLY RE-PERFORMED THE SERVICES IT SHALL HAVE NO FURTHER LIABILITY IN RESPECT OF SUCH DEFECT OR FAULT IN THE GOODS OR DEFAULT IN THE SERVICES UNLESS A REPAIR OR REPLACEMENT OR PROPER PERFORMANCE IS NOT POSSIBLE IN WHICH CASE THE COMPANYS LIABILITY SHALL BE LIMITED TO REFUNDING ANY MONIES PAID IN RESPECT OF SUCH DEFECTIVE GOODS OR SERVICES;
- (c) THE PURCHASER ACKNOWLEDGES THAT THE COMPANYS OBLIGATIONS AND LIABILITIES IN RESPECT OF THE SUPPLIES ARE EXHAUSTIVELY DEFINED IN THESE TERMS AND THAT SUCH EXPRESS OBLIGATIONS ARE IN LIEU OF AND TO THE EXCLUSION OF ANY OTHER WARRANTY, CONDITION, TERM, UNDERTAKING OR REPRESENTATION OF ANY KIND, EXPRESS OR IMPLIED, STATUTORY OR OTHERWISE RELATING TO THE SUPPLIES INCLUDING, WITHOUT LIMITATION, AS TO THE CONDITION, QUALITY, PERFORMANCE OR FITNESS FOR THE PURPOSE OF THE SUPPLIES OR ANY PART OF THEM,
- (d) THE COMPANY SHALL NOT BE LIABLE FOR ANY LOSS WHICH REPRESENTS OR WHICH IS LOSS OF PROFIT, REVENUE, BENEFIT, ANTICIPATED SAVINGS OR GOODWILL, LOSS OF USE OF ANY ASSET, LOSS OF DATA, BUSINESS INTERRUPTION, MANAGEMENT COSTS OR THIRD PARTY LIABILITY OR ANY CONSEQUENTIAL, INDIRECT, SPECIAL, EXEMPLARY OR PUNITIVE DAMAGES.
- 10.2. THE AGGREGATE LIABILITY OF THE COMPANY (WHETHER IN CONTRACT, TORT, BREACH OF STATUTORY DUTY OR OTHERWISE) FOR ALL BREACHES UNDER OR NON-PERFORMANCE OF ITS OBLIGATIONS OR CONTEMPLATED BY ANY CONTRACT SHALL NOT EXCEED A SUM EQUAL TO ONE AND A HALF TIMES THE AMOUNT PAID FOR ANY SUPPLIES THE SUBJECT OF SUCH CONTRACT EXCEPT THAT THIS SHALL NOT LIMIT OR EXCLUDE ANY LIABILITY OF THE COMPANY WHICH CANNOT BE EFFECTIVELY EXCLUDED IN LAW.
- 10.3. The Purchaser shall not rely upon any representation concerning the Supplies unless made by the Company in writing in the Contract except that nothing in the Contract or these Terms shall exclude liability for fraudulent misrepresentation.
- 10.4. Except to the extent of any warranty stated or expressly confirmed in the AO (and so far as permitted by law), the Company shall have no liability in respect of any failure by the Goods to recognise date changes and the Purchaser shall satisfy itself in all such respects.
- 10.5. Without prejudice to the foregoing, the provision of the Services is not a warranty that any Serviced Goods will operate uninterrupted or without error, nor is it a warranty against obsolescence
- 10.6. Any liability of the Company under any warranty, indemnity or other obligation stated or confirmed in the AO is subject to all exclusions and limitations in these Conditions.

### 11. EXPORT

- 11.1. The Purchaser represents that it is not a Restricted Party, which shall be deemed to include any person or entity: (1) located in or a national of Cuba, Iran, Libya, North Korea, Sudan, Syria, or any other countries that may, from time to time, become subject to U.S. export controls for anti-terrorism reasons or with which U.S. persons are generally prohibited from engaging in financial transactions; (2) on the U.S. Department of Commerce Denied Person's List, Entity List, or Unverified List; U.S. Department of the Treasury list of Specially Designated Nationals and Blocked Persons; or U.S. Department of State List of Debarred Parties; (3) engaged in activities involving nuclear materials or weapons, missile or rocket technologies, or proliferation of chemical or biological weapons; or (4) affiliated with or a part of any non-U.S. military organization.
- 11.2. The Purchaser shall strictly comply with all applicable export laws, controls and regulations. The Purchaser shall not export, re-export, divert, transfer or disclose, directly or indirectly, any Goods or related technical data, materials or documents or any product thereof to any Restricted Party or to any country (or any national or resident thereof) which the U.S. Government determines from time to time is a country (or end-user) to which such export, re-export, diversion, transfer or disclosure is restricted, without obtaining the prior written authorization of the Company and the applicable U.S. Government agency.

#### 12. TERMINATION OF CONTRACT

- 12.1. For Services, the Contract shall begin on the Commencement Date and thereafter, unless terminated earlier in accordance with this Section, shall continue for the term specified in the Service Schedule. Either party may terminate any annual based Contract for Serviced Goods by giving 60 days' notice in writing to the other party, such notice expiring on any anniversary of the Commencement Date
- 12.2. The Company may terminate separately all or any of the Contract and every other contract with the Purchaser if:
- (a) the Purchaser fails to make payments to the Company under any contract as they fall due or the Purchaser otherwise breaches any such contract and the breach or non-payment is not remedied within seven days of notice from the Company; or
- (b) the Purchaser undergoes dissolution, termination of existence, liquidation, insolvency or business failure, or a custodian or receiver is appointed for the Purchaser or any part of the property of the Purchaser if such appointment is not terminated or dismissed within thirty (30) days; or
- (c) the Purchaser institutes any proceeding under the United States Bankruptcy Code or any other federal or state bankruptcy, reorganization, receivership, insolvency or other similar law affecting the rights of creditors generally or the making by either party of a composition or any assignment or trust mortgage for the benefit of creditors; or
- (d) a proceeding is instituted against the Purchaser under the United States Bankruptcy Code or any other federal or state bankruptcy, reorganization, receivership, insolvency or other similar law affecting the rights of creditors generally, which proceeding is not dismissed within thirty (30) days of filing; or
- (e) control of the Purchaser passes from the present shareholders, owners or controllers to other persons whom the Company in its absolute discretion regards as prejudicial to its reasonable interests; or
- (f) in the reasonable opinion of the Company the Purchaser has ceased or threatened to cease to operate in the normal course of its business; or
- (g) where the Purchaser is an individual or partnership, he or any partner dies or any steps are taken with a view to making a bankruptcy order against him or any partner.
- 12.3. If the Contract is terminated, the Company (without prejudice to its other rights but subject to any relevant mandatory laws) may do any of the following:
- (a) declare immediately payable (and so interest-bearing under Section 3.2) any sums owed by the Purchaser, proceed against the Purchaser for the same and/or damages, and appropriate any payment by the Purchaser as the Company thinks fit (notwithstanding any purported appropriation by the Purchaser);
- (b) suspend further performance of any Contract and/or any credit granted to the Purchaser on any account (and the time for delivery by the Company shall be extended by the period of such suspension);
- (c) take possession of and deal with (including the sale of) any materials and other assets of the Purchaser held by or on behalf of the Company and apply any proceeds of sale in payment of any sums owing under or damages arising in connection with any Contract including any interest and costs arising thereon.

### 13. INSTALLATION/PERFORMANCE

- 13.1. Where the Company has agreed to install the Goods or perform Services, the Purchaser warrants that the site where the Goods are to be used or where performance of the Service is to take place is in all respects suitable for the safe and lawful installation and operation of the Goods or performance of the Services. If the Company is to effect or supervise the installation the Purchaser shall prepare the site in good time and provide all services (including without limitation labor, power, compressed air, water, drainage, liquid cryogens, vacuum pumps, extraction, process gas, bottled gasses and environment as appropriate) for efficient installation, failing which the Company may charge for lost time of its personnel.
- 13.2. The Purchaser shall obtain any certificates or other approvals required in good time before installation and shall inform the Company of all relevant safety, building and electrical codes and other requirements relevant to installation and shall indemnify the Company against any liability or expense resulting from failure so to do.
- 13.3. If for any reason (except the Company's default) commencement of installation of the Goods is delayed beyond the date scheduled in the Contract or initially agreed by the Company (or if none is so scheduled or agreed, then beyond the date which is ninety (90) days after the Goods were ready for shipment by the Company), the Purchaser shall pay to the Company at its request the costs which it incurs by reason of the delay plus charges at the Company's standard service charge rate for the time which it spends on the additional work required by reason of the delay. If the delay extends by more than 30 days from the scheduled date of installation (or if none so scheduled by more 120 days after the Goods were ready for shipment) the Purchaser shall be deemed to automatically accept the Goods.
- 13.4. Subject to automatic acceptance in Section 13.3, upon completion of installation the Company shall issue and the Purchaser shall accept an installation certificate which shall be conclusive evidence of the Goods' conformity with the Contract and of their acceptance by the Purchaser.
- 13.5. All Software is licensed and not sold by the Company. The Company hereby grants to the Purchaser a non-exclusive, non-transferable licence to use the Software solely for the purposes of operating the Goods for their proper designed purpose, but the Purchaser shall have no right to access or use the source code of the Software and shall not copy all or part of the Software unless otherwise expressly agreed in writing by the Company
- 13.6. All intellectual property and other rights of whatever nature in the Software and the documentation for it are and shall remain the property of the Company or the software vendor.

### 14. INTELLECTUAL PROPERTY AND CONFIDENTIALITY

- 14.1. All inventions, designs, copyrights and processes and all and any other intellectual / industrial property rights whether or not registered or registerable and all goodwill associated thereto relevant to the Supplies and all specifications, designs, programs or other material issued by or on behalf of the Company shall, as between the Company and the Purchaser remain the absolute property of the Company. The Purchaser shall not acquire any right or interest in the same except, if the AO or the Service Schedule so requires, the Company shall grant or procure the grant of a licence to (i) use relevant software with the Goods or the Serviced Goods to or at the direction of the Purchaser or (ii) use materials created specifically for the Purchaser as part of the Services.
- 14.2. The Purchaser acknowledges that all specifications, design, programs or other material including know-how, plans, drawings and price lists issued by or on behalf of the Company are confidential and agrees not to use them or any other confidential information of the Company for any purpose (other than the purpose for which the information was disclosed) nor reproduce them in any form nor disclose them to third parties. The Purchaser shall not seek to abstract from the Goods any confidential information regarding their design, construction or otherwise (and without limiting the foregoing shall not decompile any software comprised in the Goods or Serviced Goods) and all rights subsisting in such material are reserved
- 14.3. The Purchaser shall obtain similar undertakings as those set out in sub-Sections 14.1 and 14.2 from its customers and indemnify the Company against any liability in relation to any failure to do so. The Purchaser shall upon request sign and/or require its customers to sign the software vendors form of non-exclusive licence to use programs necessary to operate the Goods; all obligations of the Company under any contract are conditional upon execution of such

agreement and compliance with its terms.

#### 15. FORCE MAJEURE

The Company shall not be liable for any failure to perform its obligations hereunder by reason of any cause whatsoever beyond its reasonable control (including without limitation trade dispute; fire, flood or act of god; armed conflict; equipment or supply difficulties; any rule or action of any public authority; transportation delays; refusal or delay in granting any necessary licence or permit; or any repudiatory event by the Purchaser). In such circumstances it may terminate the Contract whereupon the Purchaser shall pay a sum equal to the costs to the Company of performing the Contract and the Company's liability shall be limited to repayment of any sums paid in respect of undelivered Goods or unperformed Services less such costs.

#### 16. USE OF GOODS AND SAFETY

- 16.1. The Purchaser shall:
- (a) procure that the Goods (including any goods the subject of services) are used only for the purposes and in the manner for which they were designed and supplied; that all persons likely to use or come into contact with the Goods receive appropriate training and copies of applicable literature supplied by the Company; that all third parties who use or may be affected by or rely upon the Goods are given full and clear warning of any hazards (both patent and latent) associated with them or limitations of their effectiveness and that safe working practices are adopted and complied with. Any warning notices displayed on the Goods must not be removed or obscured; the Purchaser shall procure that any third party to whom the Goods are supplied agrees not to remove or obscure such warning notices and shall take such steps as are reasonable to enforce such agreement;
- (b) promptly comply with any safety recommendation made to it in respect of the Goods (including recall of them) and shall procure compliance by all relevant persons and shall pay the Company's reasonable charges for additional or replacement parts (including installation costs) supplied by the Company for this purpose;
- (c) maintain and make available to the Company all records necessary to enable Goods to be traced to their ultimate buyer or user;
- (d) indemnify the Company against any liability in relation to any breach of the Purchaser's obligations under this Section 16.1.

#### 17. PURCHASERS EQUIPMENT AND OTHER ITEMS

- 17.1. The Company shall not be liable for any defect, wastage or other loss whatsoever in, of or arising from equipment, hardware or software or other items (in this Section, "equipment") supplied or made available to the Company by the Purchaser, which equipment shall be held, worked on and used at the Purchaser's risk. Quantities of equipment supplied by the Purchaser shall allow for normal spoilage and fair wear and tear.
- 17.2. The Company shall not be responsible for any loss, damage, cost or expense arising from, or from any defect, mistake or inaccuracy in any equipment specified or supplied by the Purchaser. Any loss, damage, cost or expense arising therefrom shall be for the sole account of the Purchaser who shall indemnify the Company accordingly.
- 17.3. The Company's liability for equipment specified or provided to the Company by the Purchaser or otherwise held or worked on by the Company on behalf of the Purchaser shall be limited to the lesser of the basic raw material cost of the equipment or an independent external valuation of such equipment.
- 17.4. Prior to its delivery to the Company or to the Company being granted access to it the Purchaser shall notify the Company of the nature of any equipment to be held or worked on by the Company under the Contract, shall provide adequate warnings and instructions where such equipment is or may be hazardous to safety and shall ensure that it complies with any requirements or descriptions of or in the Contract.
- 17.5. The Purchaser shall indemnify the Company for any liability in relation to such equipment which could not have been prevented by the Company acting in accordance with the Purchaser's reasonable written instructions and was not caused by the negligence or willful default of the Company or its employees.
- 17.6. The Purchaser shall indemnify the Company against any liability in relation to the contamination, damage or loss (due to contact with any radioactive, chemical or other hazardous materials or by the negligence of the Purchaser or its representatives) of any instruments, components, parts or materials brought by the Company to the Purchaser's premises for the purposes of performance of the Contract.

#### 18. GENERAL

- 18.1. The Purchaser shall indemnify the Company against all liability in relation to any specification, design, information or component which the Purchaser has supplied or arranged for the supply to the Company and warrants that the use of such specifications, designs, information or components will not infringe the rights of any third party.
- 18.2. No indulgence, forbearance, partial exercise of any right or remedy or previous waiver shall prejudice any rights or remedies. Remedies shall be cumulative and no choice of remedy shall preclude any other remedy.
- 18.3. The Purchaser shall not assign, mortgage, charge, sub-let or otherwise dispose of the Contract or any rights thereunder in whole or in part.
- 18.4. After termination (howsoever caused) or cancellation, Sections 3.2, 4, 10, 14, 16 and 18 shall continue in full effect.
- 18.5. This Contract and any disputes between the Purchaser and the Company relating to the subject matter of this Contract shall be governed by and construed in accordance with the laws of the State of Massachusetts, excluding: (i) its conflicts of laws principles that would apply the laws of any other jurisdiction; (ii) the United Nations Convention on Contracts for the International Sale of Goods; (iii) the 1974 Convention on the Limitation Period in the International Sale of Goods; and (iv) the Protocol amending the 1974 Convention, done at Vienna April 11, 1980.
- 18.6. The Company and the Purchaser each hereby irrevocably submits to the exclusive jurisdiction of the federal and state courts located in the State of Massachusetts. The Purchaser hereby irrevocably waives any objection which it may now or hereafter have to the laying of venue of any suit, action or proceeding relating to this Agreement in Massachusetts and further irrevocably waives any claim that Massachusetts is not a convenient forum for any such suit, action or proceeding.

### SOUTH DAKOTA BOARD OF REGENTS

## **Informational Items Consent**

AGENDA ITEM: 4 – N DATE: October 7, 2020

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### **SUBJECT**

**Interim Actions of the Executive Director** 

### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:5 – Executive Director

BOR Policy 2:23 – Program and Curriculum Approval

**BOR Policy 5:4** – Purchasing

**BOR Policy 6:6** – Maintenance and Repair

### **BACKGROUND / DISCUSSION**

Per BOR Policy, the Executive Director is granted authority to act on and/or authorize approval of various requests on behalf of the Board. In instances where these actions occur, the Executive Director shall provide to the Board a summary of these requests and approvals at each regularly scheduled Board meeting.

A portion of the interim actions of the Executive Director often include authorizing maintenance and repair projects submitted by the campuses whose costs range between \$50,000 and \$250,000 using institutional funds, donations, or funds not previously approved by the Board. Other finance-related action may also be the purchase of assets between \$250,000 and \$500,000 as well as any emergency approval of maintenance and repair projects.

### IMPACT AND RECOMMENDATION

The list provided in Attachment I summarizes the interim actions taken by the Executive Director, or his designee.

### **ATTACHMENTS**

Attachment I – Interim Actions Report

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### INFORMATIONAL ITEM

### INTERIM ACTIONS REPORT

### **Maintenance and Repair Projects**

(\$50,000 - \$250,000)

### South Dakota State University - Brookings

**Stanley J Marshall Center – Pool Filtration Replacement:** Using Athletic/Wellness Facility Rental/Fees in the amount of \$79,500 and \$70,500 of General Funds for a project total of \$150,000, SDSU requests approval to replace and upgrade the pool filtration system. The system will be upgraded to meet current operational requirements. The project would be designed by a mechanical engineer consultant. SDSU requests delegation of the project to the university as the university has necessary in-house expertise to manage the project and it can be completed in a more efficient manner for a project of this scope.

### <u>University of South Dakota – Vermillion</u>

**Noteboom Hall – Roof Replacement:** USD requests approval to use \$190,000 of HEFF funds to remove and replace the existing roofs.

**Robert L Slagle Hall – Elevator Upgrades:** USD requests approval to use \$150,000 of HEFF funds to provide maintenance and parts to upgrade the existing elevator.

Lee Medicine & Science – Lee Med Health Sciences Basement Renovation: USD requests approval to use \$50,000 of HEFF funds renovate rooms in the basement of Lee Med in order to expand the nursing simulation suite. In addition, they will also renovate two small class labs into a new lab for MLS.

McKusick Technology Center – McKusick Renovation: USD requests approval to use \$180,000 of HEFF funds for a full design, cost estimate, and contract administration for the McKusick Renovation. The renovation will include demolition, new walls, finishes, flooring, ceiling, lighting, HVAC, plumbing, etc.

**W.M.** Lee Center for Fine Arts – Fine Arts Colton Theatre Renovation: USD requests approval to use \$100,000 of HEFF funds for a full design, cost estimate, and contract administration for the Colton Theatre Renovation. The renovation will include new flooring, seating, paint, acoustics, lighting, HVAC, sound system, sound attenuation, etc.

Lee Medicine & Science – Lee Med Health Sciences Third Floor Renovation: USD requests approval to use \$50,000 of Health Affairs Capital Commitments funds, or 248588, for a full design, cost estimate, and contract administration for the Third Floor Renovation. The renovation will include demolition, new walls, finishes, flooring, ceiling, lighting, HVAC, plumbing, etc. The renovation will also include adding a class lab along with adjacent office space.

**School of Law – Interior Renovation:** USD requests approval to use \$50,000 of General Funds for a full design, of the Interior Renovation. The renovation will include demolition, new walls, finishes, flooring, ceiling, lighting, HVAC, plumbing, etc.

### **Capital Asset Purchase**

(greater than \$250,000)

### <u>University of South Dakota – Vermillion</u>

**Website Redesign:** Using RCM Tuition – Central Administration funds in the amount of \$457,480, USD requests the authority to proceed with the Statement of Work in response to the RFP #USD102219 named Public Website Redesign. The contractor will provide professional services to redesign the public-facing website per the deliverables in Section 3.0 Scope of Project and Services of the RFP listed above.

### **Clerical BOR Policy Updates**

BOR Policy 2:4:1 – Registrations, Cancellations, and Withdrawals – was updated on August 12, 2020, to correct the following clerical edit (noted in red below) in Section C.1.3:

1.3. Students who have not paid in full and were not cancelled by the census date extract freeze date will have the appropriate restriction entered on <u>Colleague Banner</u> by the Home University reflecting the "arrangement to pay".

BOR Policy 2:8 – Level and Numbering of Enrollment in Courses – was updated on August 12, 2020, to correct the following clerical edits (noted in red below) in Section C.3.1.2 and Section C.3.2.2:

3.1.2. When an undergraduate course is used on a converted credit basis to meet graduate plan of study requirements at Regental universities, the course shall be recorded on the transcript at the undergraduate academic level with the credit hours approved for the course and then duplicated at the graduate level through an internal transfer policy (Refer to BOR policy 2:5.17 Policy 2:5, Section B.6).

. . .

3.2.2. When a graduate course is used on a converted or actual credit basis to meet undergraduate degree requirements for a Regental accelerated program, the course shall be recorded on the transcript at the graduate academic level with the credit hours approved for the course and then duplicated at the undergraduate level through an internal transfer policy (Refer to BOR policy 2:5.17 Policy 2:5, Section B.6).

BOR Policy 2:8 – Level and Numbering of Enrollment in Courses – was also updated to make the following clerical edit (noted in red below) to delete Section C.1.4 since experimental courses no longer exist within the system and the reference was longer relevant:

### 1.4. Experimental Courses

Experimental courses can be offered for a maximum of two times before formal approval is received, but they must be reported through the system curriculum approval process.

BOR Policy 5:5 – Tuition and Fees: General Procedures – was updated on August 13, 2020, to correct the following clerical edit (noted in red below) in Section C.2.1.

2.1. Any payment arrangement other than the FACTS payment plan must be documented on the <u>Colleague Banner</u> restriction screen and the student must pay a charge equivalent to the FACTS payment plan charge. If the student does not meet the terms of the agreement, there will be an additional late fee charge added in accordance with the late fee schedule defined in BOR policy.

BOR Policy 5:10 – Identity Theft Protection – was updated on August 13, 2020, to correct the following clerical edit (noted in red below) in Section C.2.2.5.

2.5.5. Following consultation with System—Colleague Banner Administrator, provide student with new identification number.

### **Leave Without Pay in Excess of Three Months**

### **University of South Dakota**

• Scott Breuninger: July 22, 2020 – August 2, 2021 Professor, History (Approved July 31, 2020)

### **Course Modifications**

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent course modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Curriculum Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Institutional Curriculum Requests/Pages/default.aspx

### **Substantive Program Modifications**

Since the approval of the revisions to BOR Policy 2:23 at the March 2017 BOR meeting, all subsequent substantive program modifications approved by the System Vice President for Academic Affairs can be found on the Institutional Substantive Program Modification Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Sub Program Mod Requests/Pages/default.aspx

### **Reduced Tuition Externally Sponsored Courses**

All requests for reduced tuition externally sponsored courses approved by the System Vice President for Academic Affairs can be found on the Special Tuition Rates Requests webpage at the following link:

https://www.sdbor.edu/administrative-offices/academics/aac/Special Tuition Rate Requests/Pages/default.aspx

### Academic and Student Affairs Consent

AGENDA ITEM: 4 – O DATE: October 7, 2020

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#### **SUBJECT**

**Accreditation Status Report** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Bylaws, Section 3.1.1 – Committee on Academic and Student Affairs

BOR Policy 1:10 – Relationship of Curriculum and Instruction to Statutory Objectives

BOR Policy 2:29 – Definition of Credits and Related Instructional Requirements

AAC Guideline 4.3 – Request to Seek Program Accreditation

#### **BACKGROUND / DISCUSSION**

Public institutions under the control of the South Dakota Board of Regents obtain institutional and programmatic accreditation to ensure standards of excellence in areas such as faculty, curriculum, administration, and student services. Institutional Accreditation applies to the entire institution, and is performed by regional and national accrediting agencies. Of the six regional accrediting agencies covering four-year programs, the South Dakota Regental Institutions obtain institutional accreditation through North Central Accreditation Higher Learning Commission. Programmatic Accreditation focuses more on specific programs within an institution which are performed by professional accrediting bodies.

Depending on the cycle for institutional and programmatic accreditation, institutions and programs carry out a series of steps to obtain and maintain accredited status. Traditionally, an extensive self-study is performed in which institutions/programs respond to the agency's standards, undergo a multiple-day site visit by a peer review team, are reviewed by a board or commission that makes the accreditation decision, and participate in annual reporting and re-accreditation on a set cycle.

The six Regental Institutions and Special Schools, at the direction of the Board of Regents, have worked to maintain accreditation for their institutions and programs. The Accreditation Status Report (Attachment I), provides an update on these efforts. Specifically, the report profiles accreditation at each campus by reporting a range of data including: 1) Institutional and/or Programmatic Accreditation Agency; 2) Program CIP Codes, when applicable; 3) Frequency of Accreditation; 4) Year of Last Accreditation

INFORMATIONAL ITEM

Accreditation Status Report October 7, 2020 Page 2 of 2

Decision; and 5) Year of Next Scheduled Accreditation Visit. Each agency/organization listed for an institution signifies they have achieved accreditation.

#### IMPACT AND RECOMMENDATIONS

Accreditation involves a process of external quality review, involving accrediting agencies that have developed standards of excellence in areas such as faculty, curriculum, administration, and student services. Institutions and programs that meet the standards and that are granted accreditation continue on a path toward ongoing improvement. Public recognition obtained through the accreditation process provides important information for: 1) employers who want to ensure that employees have the necessary skills acquired from an accredited school/program; 2) institutions as students transfer credits from one school to another; and 3) students to obtain access to federal education funding. Accreditation is performed by private organizations that set standards and create policies and procedures for accreditation.

Expanding the number of accredited programs is one of the metrics included in the <u>Board of Regents Strategic Plan</u> to improve Academic Quality.

#### **ATTACHMENTS**

Attachment I – Accreditation Status Report

# Accreditation Report

September 2020

Table 1 Black Hills State University Accreditations – September 2020

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
The Association to Advance Collegiate Schools of Business	Various	5 years	2019	2023
National Association of Schools of Music*				
Composite Music (BS)	50.0901	10 years	2010	2020
Music Education (BSED)	13.1312	10 years	2010	2020
*NASM has delayed all campus visits scheduled for 2020 to 2021 b	ecause of Covid 	-19.		
National Association for Sport and Physical Education				
Physical Education (BSED)	31.0501	7 years	2016	2023
Council for the Accreditation of Educator Preparation				
College of Education	Various	7 years	2018	2025
North Central Association Higher Learning Commission				
Institution	N/A	10 years	2013	2022
South Dakota Department of Education				
Early Childhood/Special Education (BSED)	13.1209	7 years	2018	2025
Elementary Education (BSED)	13.1202	7 years	2018	2025
Secondary Education (7-12)		•		
Biology (BSED)	26.0101	7 years	2018	2025
Business Education (BSED)	13.1303	7 years	2018	2025
Chemistry (BSED)	40.0501	7 years	2018	2025
Composite English (BSED)	23.0101	7 years	2018	2025
Composite Mathematics & Science	13.1311	7 years	2018	2025
Composite Science (BSED)	13.1316	7 years	2018	2025
Composite Social Science (BSED)	45.0101	7 years	2018	2025
Composite Speech Communication (BSED)	23.1001	7 years	2018	2025
English (BSED)	23.0101	7 years	2018	2025
History (BSED)	54.0101	7 years	2018	2025
Industrial Technology Education	15.0612	7 years	2018	2025

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Mathematics (BSED)	13.1311	7 years	2018	2025
K-12 Education				
Art (BSED)	50.0701	7 years	2018	2025
Composite Instrumental Music (BSED)	50.0901	7 years	2018	2025
Foreign Language: Spanish (BSED)	16.0905	7 years	2018	2025
Composite Vocal Music (BSED)	50.0901	7 years	2018	2025
Special Education (BSED)	13.1001	7 years	2018	2025
Curriculum. & Instruction(MSCI)*  *Specializations in Math Education, Science Education, and Technology Integrationist Specialization.	13.1301	7 years	2018	2025
Master of Education in Reading	13.1301	7 years	2018	2025

Table 2 Dakota State University Accreditations – September 2020

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Accreditation Council for Business Schools and				
Programs (ACBSP)				
Accounting (BBA)	52.0301	10 years	2015	2025
Business Management (AS)	52.0201	10 years	2015	2025
Business Technology (BBA)	11.0401	10 years	2015	2025
Finance (BBA)	52.0801	10 years	2015	2025
Management (BBA)	52.0201	10 years	2015	2025
Marketing (BBA)	52.1401	10 years	2015	2025
Professional Accountancy (BS)	52.0301	10 years	2015	2025
Commission on Accreditation for Health Informatics and Information Management Education (CAHIIME)				
Health Information Tech. (AS)	51.0707	On-going	2017	a
Health Information Admin. (BS)	51.0706	On-going	2017	a
		(a) Annual Upo	lates – Site visi	t August 2019
Commission on Accreditation for Respiratory Care (CoARC)				
Respiratory Care (AS)	51.0908	10 years	2019	2029
Respiratory Care (BS)	51.0908	10 years	2019	2029
Council for Accreditation of Educator Preparation (CAEP)				
College of Education	Various	7 years	2016	2022
Higher Learning Commission (HLC)				
Institution	N/A	10 years	2018-19	2028-29

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
South Dakota Department of Education (SD DOE)				
Elementary Education				
Elementary Ed. / Special Education (BSED)	13.1099	7 years	2016	2022
Elementary Education (BSED)	13.1202	7 years	2016	2022
Secondary Education				
Biology (BSED)	13.1322	7 years	2016	2022
Business (BSED)	13.1303	7 years	2016	2022
Computer (BSED)	13.1321	7 years	2016	2022
English (BSED	13.1305	7 years	2016	2022
Mathematics (BS)	13.1311	7 years	2016	2022
Physical Education (BSED)	13.1314	7 years	2016	2022

Table 3 Northern State University Accreditations – September 2020

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Accreditation Council of Business School and Programs (ACBSP)				
School of Business	Various	10 years	2017	2026
National Association of Schools of Arts and Design  Art (BA, BFA, BSEd)	50.0701/ 50.0702/ 50.0409/ 13.1302	5 years	2014	2021
National Association of Cohools of Music				
National Association of Schools of Music  Music (MME, BME & BA)	13.1312/ 50.0901	10 years	2010	2020
Council for the Accreditation of Educator Preparation				
School of Education	Various	7 years	2014	2021
Council for Accreditation of Counseling and Related Educational Programs (CACREP)				
Counseling - School (MSEd)	13.1101	8 years	2017	2025
Counseling - Clinical Mental Health (MSEd)	13.1101	8 years	2017	2025
Higher Learning Commission				
Institution	N/A	10 years	2017	2027
South Dakota Department of Education				
Elementary Education (BSED) Secondary Education (7-12)	13.1202	7 years	2014	2021
Biology (BSED)	13.1322	7 years	2014	2021
Chemistry (BSED)	13.1322	7 years	2014	2021
History (BSED)	13.1328	7 years	2014	2021
Language Arts /English (BSED)	13.1305	7 years	2014	2021
Mathematics (BSED)	13.1311	7 years	2014	2021
K-12 Education				
Art (BSED)	13.1302	7 years	2014	2021
World Language/Spanish (BSED)	13.1306	7 years	2014	2021
Music (BME)	13.1312	7 years	2014	2021
Physical Education (BSED)	13.1314	7 years	2014	2021

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Special Education (BSED)	13.1202	7 years	2014	2021
Master of Science in Education				
Leadership and Administration (MSED)	13.0405	7 years	2014	2021
National Association of Concurrent Enrollment Partnerships (NACEP)				
Rising Scholars Program	N/A	7 years	2017	2024

Table 4 South Dakota School of Mines and Technology Accreditations – September 2020

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
American Chemical Society				
Chemistry (BS)	40.0501	5 years	2015	2021
Computing Accreditation Commission of the Accreditation Board for Engineering and Technology				
Computer Science (BS)	11.0101	6 years	2020	2026
Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology				
Civil Engineering (BS)	14.0801	6 years	2017	2023
Electrical Engineering (BS)	14.1001	6 years	2017	2023
Metallurgical Engineering (BS)	14.2001	6 years	2017	2023
Geological Engineering (BS)	14.1501	6 years	2017	2023
Chemical Engineering (BS)	14.0701	6 years	2017	2023
Industrial Engineering (BS)	14.1701	6 years	2017	2023
Computer Engineering (BS)	14.0901	6 years	2017	2023
Mechanical Engineering (BS)	14.1901	6 years	2017	2023
Environmental Engineering (BS)	14.1401	6 years	2017	2023
Mining Engineering (BS)	14.2101	6 years	2017	2023
North Central Association Higher Learning Commission				
Institution	N/A	On-going AQIP cycles	2018	2022-23

Table 5 South Dakota State University Accreditations – September 2020

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Accreditation Board for Engineering & Technology				
(ABET)				
Agricultural & Biosystems Engineering (BS)	14.0301	6 years	2016	2022
Computer Science (BS)	11.0101	6 years	2016	2022
Civil Engineering (BS)	14.0801	6 years	2016	2022
Electrical Engineering (BS)	14.1001	6 years	2016	2022
Mechanical Engineering (BS)	14.1901	6 years	2016	2022
Construction Management (BS)	15.1001	4 years	2017	2019
Operations Management (BS)	52.0205	4 years	2017	2019
Electronics Engineering Technology (BS)	15.0303	6 years	2017	2023
Accreditation Commission for Programs in Hospitality Administration (ACPHA)				
Hospitality Management (BS)	52.0901	7 years	2016	2023
Accreditation Council for Pharmacy Education (ACPE)				
Pharmacy (Pharm D)	51.2001	8 years	2015	2022-23
Accreditation Council for the Education of Nutrition and Dietetics (ACEND)				
Dietetics (BS)	19.0501	10 years	2015	2025
Dietetic Internship	NA	10 years	2015	2025
Accrediting Council on Education in Journalism & Mass Communication (ACEJMC)				
Advertising (BA/BS)	09.0903	6 years	2018	2024
Journalism (BA/BS)	09.0401	6 years	2018	2024
Mass Communication (MMC)	09.0102	4 years	2018	2022
Public Relations (BS)		6 years	2018	2024
American Association of Museums Accreditation Commission (AAM)				
South Dakota Art Museum	NA	10 years	2014	2023
American Association of Veterinary Lab Diagnosticians (AAVLD)				
Animal Disease Research and Diagnostic Lab	NA	5 years	2013	2018
American Society of Agricultural & Biological Engineers (ASABE)				
Agricultural Systems Technology (BS)	01.0201	6 years	2012	2018

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
American Society of Biochemistry and Molecular Biology (ASBMB)				
Biochemistry (BS)	26.0202	7 years	2015	2022
American Society of Health-System Pharmacists (ASHP)				
Pharmacy - PGY1 Residency Program (Certificate		3 years	2015	2018
Aviation Accreditation Board International (AABI)				
Aviation with Specialization in Aviation Education (BS)	01.0201	5 years	2018	2023
Commission on Accreditation of Athletic Training Education (CAATE)				
Athletic Training (BS)	51.0913	10 years	2010	2020-21
Athletic Training (MS)	51.0913	10 years	2012	2021-22
Commission on Accreditation of Programs in Applied and Clinical Sociology (CAPACS)				
Sociology (PhD)	45.1101	2 years	2017	2019
Commission on Accreditation for the Exercise Sciences (CoAES)				
Exercise Science (BS)	31.0599	5 years	2017	2022
Commission on Collegiate Nursing Education (CCNE)				
Nursing (BS)	51.3801	10 years	2011	2021
Nursing (MS)	51.3801	10 years	2011	2021
Nursing (DNP)	51.3808	10 years	2016	2026
Nursing- APRN Post-Graduate (Certificate)	51.3805	10 years	2016	2026
Council for Interior Design Accreditation (CIDA)				
Interior Design (BS)	50.0408	6 years	2013	2019
Council for the Accreditation of Counseling and Related Educational Programs (CACREP)				
Counseling and Human Resource Development (MS)	42.2803	7 years	2017	2025
Council for the Accreditation of Educator Preparation (CAEP) Teacher Education, Principal, and School Counselor				
(BA/BS/MS/M.Ed)	Various	7 years	2014	2019

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Council on Rehabilitation Education (CORE)  Counseling and Human Resource Development  Specialization in Counseling in Rehabilitation and				
Mental Health Setting (MS)	42.2803	8 years	2015	2023
Higher Learning Commission (HLC)				
Institution	N/A	10 years	2010	2019
National Architectural Accrediting Board, Inc (NAAB)				
Architecture (M.Arch.)	04.0201	3 years	2017	2019
National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)				
Medical and Laboratory Sciences (BS)	51.1005	10 years	2016	2026
National Association for Education of Young Children (NAEYC)				
Fishback Center for Early Childhood Education	13.1210	5 years	2017	2022
National Association of Schools of Music (NASM)				
Music Education (BME)	13.1312	10 years	2010	2019-20
Music (BA)	50.0901	10 years	2010	2019-20
Society for Range Management (SRM) Rangeland Ecology and Management (BS)	01.1106	10 years	2016	2026
	0111100			
CERTIFIED PROGRAMS	1			
American Chemical Society Chemistry (BS)	40.0501	N/A	2016	2021
Nonprofit Leadership Alliance (formerly American Humanics)				
Leadership & Management of Non-Profit Organizations (Minor)	52.0206		2003	
National Collegiate Honors Council				
Van D. and Barbara B. Fishback Honors College	N/A		2010	
Department of the Army Army ROTC	N/A			
	1011			
College Reading and Learning Association Tutoring/Supplemental Instruction (SI) Program	N/A	5 Years	2010	2015

Table 6 University of South Dakota Accreditations – September 2020

Accrediting Agency	Program CIP Code	Frequency	Last	Next
Program	CIP Code		Decision	Visit
ABET Computing Accreditation Commission Computer Science (BS)	11.0101	≤6 years	2017	2019
Computer Science (BS)	11.0101	≥0 years	2017	2019
Accreditation Commission for Education in Nursing (ACEN)				
Nursing (AS)	51.3801	8 years	2014	2022
Accreditation Council for Occupational Therapy Education				
Occupational Therapy (OTD)	51.2306	7 years	2016	2022
Accreditation Review Commission on Ed. for Physician Assistant				
Physician Assistant (MSPAS)	51.807	10 years	2013	2023
Accrediting Council on Ed. In Journalism and Mass Communication				
Media and Journalism (BA, BS)	9.0403	6 years	2014	2020
American Chemical Society <sup>a</sup>				
Chemistry (BA/BS/MA)	40.0501	5 years	2006	a
		(Chemistry): Ac	creditation con	
			j	yearly basis
American Dental Association Commission on Dental Accreditation				
Dental Hygiene (BS)	18.0401	7 years	2014	2021
American Psychological Association				
Clinical Psychology	42.0201	7 year Max.	2017	2023
Association of University Programs in Health Administration				
Health Services Administration	51.0701	5 years	2015	2020
Association to Advance Collegiate Schools of Business Inter.				
Business	52.0101	5 years	2019	2024

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Commission on Accreditation in Physical Therapy Education				
Physical Therapy (DPT)	51.2308	10 years	2018	2028
Commission on Collegists Naming Education (CCNE)				
Commission on Collegiate Nursing Education (CCNE) Nursing (BSN)	51.3801	10 years	2017	2027
Thursday (BBH)	21.3001	10 years	2017	2021
Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions (CAAHEP)				
Paramedic		5 years	2019	2024
Council of Academic Accreditation -American Speech- Language-Hearing Association				
Communications Sciences and Disorders (BA/BS/MA/AuD)	18.0103	8 years	2018	2026
Council for Accreditation of Counseling & Related Ed.				
Programs				
Counseling and Psychology in Education	42.2803	Varies	2015	2023
Council of Cocial World Education				
Council of Social Work Education Social Work (BS)	44.0701	8 years	2017	2025
Social Work (MSW)	44.0701	8 years	2017	2025
Council on the Section of Legal Education and Admissions to the Bar of the American Bar Association				
Law (JD)	22.0101	7 years	2013	2020
Council on the Section of Legal Education and Admissions to the Bar of the American Bar Association. Foreign Programs Subcommittee of the Accreditation Committee.				
Law (JD)		5 years	2011	2016
Higher Learning Commission Institution	N/A	10 years	2011	2020-21
Liaison Committee on Medical Education  Medicine	51.1201	8 years	2017	2025
•		- ,		

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
National Addiction Studies Accreditation Commission				
Alcohol & Drug Studies (BS/MA)	51.1501	7 years	2016	2022
National Association of Schools of Public Affairs & Adm.				
Public Administration (MPA)	44.0401	7 years	2019	2027
National Association of School Psychologists (NASP)				
Counseling & Psychology in Education (Ed.S. &Ph.D.)	42.2803	Varies	2014	2022
National Association of Schools for Theatre				
Theatre (MFA/MA)	50.0501	10 years	2010°	2020
	(c) Optional 1	reports are on-go	oing until final	approval is received
National Association of Schools of Art and Design				
Art (BFA/MFA)	50.0701 (c) Optional r	10 years reports are on-go	2010 <sup>c</sup> oing until final	2020 approval is received
National Association of Schools of Music Music (MM)	50.0901	10 years	2017	2027
Council for Accreditation of Educator Preparation School of Education (moved from NCATE)	Various	7 years	New	2019
South Dakota Board of Nursing				
Nursing (AS)	51.3801	8 years	2014	2022
Nursing (BSN)	51.3801	10 years	2017	2027*
	*A nursing from a nation	program that ho al nursing accre epartment of Ed	olds national ac diting agency c	ccreditation approved by apt from the

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
South Dakota Department of Education (Accepts National Certification as alternative now)				
Elementary Education (BSED)	13.1202	5-7 years	2011	2019
Special Education (BSED)( CAEP/CEC)	13.1202	7 years	2011	2019
Secondary Education (7-12)				
Language Arts – English and Speech (BSED, BA)	13.1305	5-7 years	2011	2019
Mathematics (BA, BS, or BSED)	13.1311	5-7 years	2011	2019
Science - Biology (BSED or BS), Chemistry, Physics, Earth Science (BS)	13.1322	5-7 years	2011	2019
Social Science-History or Political Science (BA, BS or BSED)	13.1317	5-7 years	2011	2019
SEED Masters Plus Certification		5-7 Years	2011	2019
K-12 Education				
Art (BFA) (See NASAD above)	13.1302	7 years	2010	2020
Foreign Lang: French, German, Spanish (BA or BSED)	13.1306	7 years	2011	2018
Music (BM)- (See NASM Above)	13.1312	7 years	2017	2027
Theater (BFA) (See NAST Above)	13.1314		2010	2020
Physical Education (BSED)	13.1314	5-7 years	2011	2019
Graduate Programs				
Special Education (MA)	13.1202	7 years	2011	2019
Special Education Director (Ed.S.)	13.0402	5-7 years	2011	2019
School Psychologist (Ed.S./Ph.D.) (see NASP above)	42.2803	7 years	2014	2022
Educational Administration – Super. (Ed.S./Ed.D.)	13.0401	5-7 years	2011	2019
Educational Administration - Princ. (MA/Ed.S./Ed.D.)	13.0401	5-7 years	2011	2019
School Counselor (MA/Ed.S./Ph.D.) (CACREP)	42.2803	7 years	2015	2023
Reading Specialist (MA) (CAEP/ILA)	13.1315	7 years	2011	2019
Speech/Lang Pathologist (MA) (see CAA-ASHA above)	51.0203	7 years	2018	2026

Table 7 South Dakota School for the Blind and Visually Impaired Accreditations – September 2020

Accrediting Agency Program	Program CIP Code	Frequency	Last Decision	Next Visit
Department of Education/Special Education Special Education Program	N/A	5 years*	2018	2021
<b>Department of Education</b> Compliance Review	N/A	5 years*	2015	2021

<sup>\*</sup>Annual reporting required to maintain accreditation.

#### Budget and Finance Consent

AGENDA ITEM: 4 – P DATE: October 7, 2020

\*

#### **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

SDCL 5-14-3 – Preparation of plans and specifications for capital improvements – State building committees – Approval by board or commission in charge of institution

**BOR Policy 6:4** – Capital Improvements

#### **BACKGROUND/DISCUSSION**

The attached project list identifies the current capital improvement projects along with the regental building committee representative, estimated dollar amount, the source of funds for the project, and the current status of the project.

The review and approval of capital improvement projects involves several phases, and Board approval is required before a project may advance from one stage to another. Institutions may request exemption from this approval process for any maintenance and repair project after the preliminary facility statement. The review and approval steps involved include:

- 1. Submission of Preliminary Facility Statement for Board approval (proposal and justification).
- 2. Submission of work request for the Office of the State Engineer (OSE) and appointment of the Building Committee if an A/E firm is needed for development of the Facility Program Plan. OSE begins architect evaluation process and Building Committee interviews and selects architect.
- 3. Submission of Facility Program Plan (programmatic justification and detail, identification of financing fund source).

(Continued)

#### INFORMATIONAL ITEM

Capital Projects List October 7, 2020 Page 2 of 2

- 4. Legislative approval is required for all facilities outside of the auxiliary system and can be sought when funding is available or will be part of the Board's Ten year Plan.
- 5. Final Design Plan presented to Building Committee for initial approval prior to Board approval.
- 6. Final Design Plan submitted for Board approval.
- 7. Building Committee approves bid if within project approved limits and carries the project oversight from this point forward.
- 8. Board approves bid if there are substantive changes from Program Plan.

Once the bids are approved by the Building Committee or the Board and the financing plan is in place, the project proceeds to construction.

The list indicates if the projects were included in the 2005 or the 2012 Ten-Year Plans.

#### IMPACT AND RECOMMENDATIONS

No impact.

#### **ATTACHMENTS**

Attachment I – October 2020 Capital Projects List

# **South Dakota Board of Regents Capital Improvement Projects - October 2020**

	Facility Name	Ten-Year Plan	Legislative Action / YK	Fund Type	Legislative / Approved Amount	Most Recent	Current Project Status	Projected Completion Date	Building Committee Rep.
ACADEMIC 1	· ·	Ten-Tear Flan	Action / TK	Турс	Approved Amount	Doard Action	Status	Date	Kep.
	State University								
<u>Dimental in the second of the</u>	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 \$2,400,000	Dec-19 Program Plan	Design	2022	Bastian
	Lyle Hare Stadium Renovation				\$9,372,345	Jun-16 Facility Stmt	Planning	2024	Bastian
Dakota State	a University								
Dakota State	Event Center					Dec-16 Facility Stmt	Planning		Schaefer
	Madison Cyber labs (MadLabs)		HB1057-2018	Private	\$18,000,596	May-17 Design Plan	Completed	March-2020	Schaefer
Northern Sta	ate University								
	Regional Sports Complex		HB1037-2019	Private	\$33,000,000	Jun-19 Design Plan	Construction	2021	Thares
South Dakot	a School of Mines and Technology								
South Dakot	Chemistry/Chemical Engineering Building Repair & Renovation	FY12 10 Yr Plan	HB1021-2015	HEFF M&R 2015 HEFF Bonds	\$519,000 \$6,040,000 \$6,559,000	Apr-15 Design Plan	Final Inspection Waiting on LEED	2018	Wink
2	Mineral Industries Building			Private	ψ0,555,000	Jun-14	A/E Selection		Wink
2593	Music Center (Old Gym) Renovation			State Private		Facility Stmt Oct-14 Facility Stmt	Planning		Wink
	Student Innovation Center			Private		Jun-14 Facility Stmt	A/E Selection		Wink
	Devereaux Library Renovation		HB1046-2020	HEFF Bonds General Funds M&R	\$4,000,000 \$1,016,423 \$5,016,423	Dec-20 Program Plan	Design		Bastian
	Stadium Renovation			HEFF Funds Local Private		Dec-20 Facility Stmt	A/E Selection		Bastian
C 451									
South Dakot	a State University  American Indian Student Center		SB 50-2018	Private School & Public Lands	\$4,000,000 <u>\$500,000</u> \$4,500,000	Jun-18 Design Plan	Final Inspection	2020	Schaefer
	Animal Disease Research & Diagnostic Lab (ADRDL) - Addition & Renovat	ions	HB1080-2016	Livestock Disease Emergency	\$1,575,000	Oct-16	Final Inspection	2020	Morgan
			SB172-2017	2018 State Bonded LDE/Animal Ready Fun Local ADRDL Fees	\$50,039,637 d \$2,600,000 \$6,000,000 \$1,105,000 \$61,319,637	Design Plan			
	Chiller Plant - Chiller Upgrade & Cooling Services			HEFF M&R Rent Revenues	\$1,135,000 \$1,400,000 \$2,535,000	May-18 Facility Stmt	Final Inspection	2020	NA Exempted
	Dairy Unit - Replacement/Renovation of Cow Barn & Milking Parlor			Private	#2,335,000 TBD	Apr-20 Facility Stmt	A/E Selection	2023	TBD

# **South Dakota Board of Regents Capital Improvement Projects - October 2020**

	Facility Name	Ten-Year Plan	Legislative Action / YK	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Rep.
	Lincoln Hall - Renovation			Private	\$4,250,000	Aug-17	Planning	2022	Bastian
				HEFF M&R 2021 HEFF Bonds	\$2,993,765 <u>\$10,000,000</u> \$17,243,765	Facility Stmt			
				Business and Athletic	4-1,7-1-7,1-0				
	Outdoor Sports Support Facility		SB 51-2018	Income	\$600,000	Dec-17 Program Plan	A/E Selection	2020	Not Assigned
	Raven Precision Agricultural Center - Phase 1		HB1264-2018	Local	\$7,500,000	Dec-18	Construction	2021	Morgan
				General Funds	\$2,000,000	Design Plan			
				Private	\$16,600,000				
				2019 State Bonds	\$20,000,000				
	D A-II-II D			Donations	\$46,100,000 \$1,000,000		Planning	2023	M
	Berg Ag Hall Renovate 1st & 2nd floors - Phase 2			HEFF M&R	\$1,000,000		Planning	2023	Morgan
				HEIT WER	\$8,194,384				
	Pugsley Center - Renovation			Private	\$12,600,000	Aug-17	Planning	2023	Morgan
	ragiley center renovation			HEFF M&R	\$4,000,000	Facility Stmt	Timining	2025	Morgan
				HEIT MAKE	\$16,600,000	ruentty Sunt			
	Rodeo Grounds Practice Facility			Private	TBD	Apr-20 Facility Stmt	A/E Selection	2023	TBD
	South Dakota Art Museum Addition and Renovation			Private		Dec-15 Facility Stmt	Planning		Morgan
	The Barn Renovation	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds	\$7,500,000	Jun-2020	Planning	TBD	TBD
	(replaces the Visual Arts Project in the 2012 Capital Project)			Private	\$3,315,000 \$10,815,000	Facility Stmt			
	Utility Tunnel (North), Steam/Condensate Infrastructure	FY12 10 Yr Plan	HB1051-2012	2014 HEFF Bonds	\$7,000,000	May-17	Final Inspection	2019	Schaefer
	(Repair and Modernization)			HEFF M&R	\$10,381,500	Design Plan			
				General Fund M&R	\$1,024,127				
				Local Funds	\$50,000	(revised)			
					\$18,455,627				
	Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	FY12 10 Yr Plan	HB1051-2012	2027 HEFF Bonds	\$5,000,000	Mar-16	Phased Project	2029	Schaefer
				HEFF M&R	\$5,043,000 \$10,043,000	Program Plan	Design & Construction		
0	South Dakota								
	Dakota Dome Renovation		HB1060-2018	Private	\$14,500,000	Oct-18	Final Inspection	2020	Schieffer
				Local	\$8,719,888	Design Plan	-		
				HEFF M&R	\$5,400,398				
					\$28,620,286				
	National Music Museum		HB1065-2018	Private	\$9,095,000	Dec-18	Final Inspection	2020	Schieffer
				HEFF M&R	\$1,500,000	Design Plan			
					\$10,595,000				
	Health Science Building		SB40-2020	HEFF M&R	\$12,500,000	Apr-20	Planning	2022	Stork
				Private/Local	\$4,500,000	Program Plan			
				One-Time State Funds	\$5,000,000 \$22,000,000				
<u>ot</u>	a School for the Blind & Visually Impaired  New School		HB1071-2018	Private	\$11,847,916	Aug-18	Final Inspection	2020	Thares
				GOED	\$5,000,000 \$14,347,916	Facility Design			

# **South Dakota Board of Regents Capital Improvement Projects - October 2020**

Facility Name	Ten-Year Plan	Legislative Action / YK	Fund Type	Legislative / Approved Amount	Most Recent Board Action	Current Project Status	Projected Completion Date	Building Committee Rep.
EVENUE FACILITIES Black Hills State University								
University Wellness Center Addition			Private		Dec-16 Facility Stmt	Planning		Bastian
Dakota State University								
New Residence Hall & Student Life Facility			Auxiliary Bonds Private	\$12,000,000 \$500,000 \$12,500,000	Dec-19 Design Plan	Construction	2021	Schaefer
Northern State University								
N/A								
South Dakota School of Mines and Technology								
Surbeck Center Addition			Private		Apr-14 Facility Stmt	A/E Selection		Wink
outh Dakota State University								
N/A N/A 2595								
University of South Dakota								
Wellness Center Expansion			Auxiliary Funds Auxiliary Bonds Private	\$10,000,000 \$6,000,000 \$5,700,000 \$21,700,000	Jun-19 Facility Stmt	Planning	2022	Roberts

#### **Board Action:**

- 1) Preliminary Facility Statement
- 2) Facility Program Plan
- 3) Design
- 4) Bid Board approves substantive changes from program Plan

#### Project Status:

- 1) Planning
- 2) A/E Selection
- 3) Design
- 4) Bid
- 5) Construction

# **Budget and Finance Consent**

AGENDA ITEM: 4 - Q DATE: October 7, 2020

\*

#### **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 September 10, 2020, the building committee for the USD Health Sciences Building, represented by Regent Stork, approved the Facility Design Plan for the project at a total cost of \$22,000,000.

On August 25, 2020, the building committee for the BHSU E.Y. Berry Library Renovation, represented by Regent Bastian, approved the Facility Design Plan for the project at an estimated cost of \$9,694,989.

#### IMPACT AND RECOMMENDATIONS

None

#### **ATTACHMENTS**

None

\*

#### **INFORMATIONAL ITEM**

# **Budget and Finance Consent**

AGENDA ITEM: 4 – R DATE: October 7, 2020

\*

#### **SUBJECT**

FY2020 Public Service Activity (PSA) Report

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 1:22 – Self-Support Public Service Activities

#### **BACKGROUND / DISCUSSION**

The National Association of College and University Business Officers define Public Service Activity as all expenditures for activities established to primarily provide non-instructional services beneficial to individuals and groups external to the institution. This includes community, cooperative extension, and public broadcasting services. BOR Policy 1:22 states:

1. The universities and special schools shall obtain approval to establish a public service activity that is intended to support its operations through revenue generated by sales of products or services. ...

#### IMPACT AND RECOMMENDATION

Each year the Board receives a report from the universities to determine whether institutions have complied with BOR Policy 1:22. Based on the internal auditor's review the following institution was not in compliance with Board policy. Non-compliance included negative earnings and a negative cash balance.

USD: The Center for Prevention of Child Maltreatment had expenditures exceeding revenues by \$11,165.51 for FY20 which resulted in a negative cash balance of \$8,838.89 at June 30, 2020.

USD Response: At fiscal year-end there was an outstanding receivable for \$15,000 from the Department of Social Services for a licensing fee that they agreed to fund. While CPCM processed the invoice for reimbursement well before year end, there were delays with DSS processing the check and we did not receive the check until July 1. The deposit was posted in FY21.

In addition, for those PSAs that have had negative earnings for 3 consecutive years but have positive cash balances, the internal auditor has made the institutions aware of the trend in net losses to avoid non-compliance with board policy in future years.

#### **ATTACHMENTS**

Attachment I – Public Service Activity Report

\*

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	DIFFERENCE	% CHANGE			
Black Hills State University										
Athletic Camps										
Revenue	299,541.09	385,146.69	412,438.48	345,606.79	99,545.14	(246,061.65)	-71.2%			
Expenditures	169,288.63	326,306.15	289,268.98	361,066.86	195,835.39	(165,231.47)	-45.8%			
Change in Assets before Transfers	130,252.46	58,840.54	123,169.50	(15,460.07)	(96,290.25)	(80,830.18)	522.8%			
Transfers In/(Out) Prior Balance Adjustment	(49,678.25)	(48,357.00) 52.42	(84,595.86)	(81,826.59)	(14,596.64)	67,229.95	-82.2%			
Ending Cash Balances	216,211.46	226,747.42	265,321.06	168,034.40	57,147.51	(110,886.89)	-66.0%			
Summer Institute of the Arts: The Summer Institute of the Arts or the Black Hills Art and Folk Festival is an effort for BHSU to expand their role as a regional arts center.  Revenue										
Expenditures	465.54	_	165.33							
Change in Assets before Transfers	(465.54)		(165.33)							
Transfers In/(Out)										
Ending Cash Balances	8,140.08	8,140.08	7,974.75							
Stock Market Game: The Stock Market Game has individual	s and teams partici	pate by "investing	g" in a mock stock	market.			AI	<u> -</u>		
Revenue	4,290.00	4,130.00	3,680.00	3,600.00	8,130.00	4,530.00	125.8% PA	] \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		
Expenditures	3,462.27	4,249.91	5,644.23	2,601.75	2,930.21	328.46	125.8% CHVEN	LINE		

(1,964.23)

90.69

998.25

1,088.94

5,199.79

6,288.73

4,201.54

5,199.79

420.9%

477.5%

2

(119.91)

2,054.92

827.73

2,174.83

Change in Assets before Transfers

Transfers In/(Out)

**Ending Cash Balances** 

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UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	DIFFERENCE	% CHANGE				
Center for the Advancement of Math and Science Education (CAMSE):  CAMSE provides innovative curriculum to school districts to advance math and science education in the K-12 school systems.											
Revenue	303,434.22	283,521.91	100,917.68	135,127.22	43,958.88	(91,168.34)	-67.5%				
Expenditures	344,292.46	209,116.03	131,797.56	281,680.48	155,989.99	(125,690.49)	-44.6%				
Change in Assets before Transfers Adjustment Transfers In/(Out)	(40,858.24) 566,826.10 7,204.42	74,405.88	(30,879.88)	(146,553.26)	(112,031.11)	34,522.15	-23.6%				
Ending Cash Balances	725,757.08	800,162.96	769,283.08	622,729.82	510,698.71	(112,031.11)	-18.0%				

#### Consortium for Advanced Technological Education (CATE) Internet Electronics Program

The CATE program is a joint program with Western Dakota Tech to provide advanced electronics education to rural locations using the internet.

Revenue

Expenditures

Change in Assets before Transfers

Transfers In/(Out) (7,204.42)

Ending Cash Balances 15,690.10 15,690.10 15,690.10

#### **Extension Office:**

The Extension Office coordinates community wants with people's talents to offer non-credit adult community education classes. These classes short in duration and offer the basices in that enhance the personal knowledge of those taking the courses.

Revenue	6,751.00	1,747.25	886.00
Expenditures	3,277.50	43.25	
Change in Assets before Transfers	3,473.50	1,704.00	886.00
Transfers In/(Out)		(4,001.40)	
Ending Cash Balances	3,811.22	1,513.82	2,399.82

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	DIFFERENCE	% CHANGE				
Center for Business, Enterprise and Tourism - CBET:  Online Customer Service Training program is a joint program with the SD Department of Tourism that provides the first people who come into contact with travelers to the state, SD employees and employers, with a training that promotes awareness and ideas to make the best possible first impression.											
Revenue	18,083.19	8,688.72	9,355.03								
Expenditures	1,383.17	406.57	199.81								
Change in Assets before Transfers	16,700.02	8,282.15	9,155.22								
Transfers In/(Out)	(11,000.00)	(561.35)									
Ending Cash Balances	54,611.99	62,332.79	71,488.01								
Summer Academic Camps: Summer academic camps are designed to educate and inspire middle and high school students.											
Revenue	5,254.50	2,181.00	6,244.00	13,710.00	7,710.00	(6,000.00)	-43.8%				
Expenditures _	4,788.01	6,378.39	4,272.83	14,923.76	4,958.20	(9,965.56)	-66.8%				
Change in Assets before Transfers	466.49	(4,197.39)	1,971.17	(1,213.76)	2,751.80	3,965.56	-326.7%				
Ending Cash Balances	7,006.75	2,809.36	4,780.53	3,566.77	6,318.57	2,751.80	77.2%				
Outdoor Education Programs: The Outdoor Education program offers of opportunity to achieve (re)certification in		•	_	nd wilderness med	icine courses.	Participants have	the				
Revenue	30,265.00	19,192.50	19,561.63	27,362.36	23,672.35	(3,690.01)	-13.5% ATT				
Expenditures _	23,526.79	24,324.17	19,285.97	31,617.28	22,641.78	(8,975.50)	-28.4% CH				
Change in Assets before Transfers	6,738.21	(5,131.67)	275.66	(4,254.92)	1,030.57	5,285.49	-28.4% HME -124.2% Z				
Transfers	2,430.94	(297.80)	101.58				Ι				
Ending Cash Balances	10,101.16	4,671.69	5,048.93	794.01	1,824.58	1,030.57	4 129.8%				

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	<u>DIFFERENCE</u>	% CHANGE
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#### **Dakota State University**

## **Center for Advancement of Health Information Technology (CAHIT):**

CAHIT provides public service activities assiting a variety of clients in the health care industry. Assistance is focused on Health IT and services related to implementation of electronic health records. Several of these activities are related to the Regional Health Center (REC), HealthPoint, which is a component of CAHIT and a grant funded activity. One of the outcomes of this grant is to creat a self-sustaining service to continue Health IT support. The CAHIT PSA stems from this grant directive. This PSA was discontinued was FY16.

Revenue	190,891.25						
Expenditures	258,690.71						
Change in Assets before Transfers	(67,799.46)						
Transfers In/(Out)	219,727.29						
Ending Cash Balances	10,564.24						
26 Athletic Camps:							
Revenue	71,549.00	59,939.67	76,011.00	33,580.10	44,350.23	10,770.13	32.1%
Expenditures	81,867.96	35,040.15	85,688.45	27,515.84	48,152.83	20,636.99	75.0%
Change in Assets before Transfers	(10,318.96)	24,899.52	(9,677.45)	6,064.26	(3,802.60)	(9,866.86)	-162.7%
Ending Cash Balances	22,362.18	47,261.70	37,584.25	43,648.51	39,845.91	(3,802.60)	-8.7%
Northern State University  Athletic Camps							ATTACHMENT -57.2%
Revenue	97,561.00	123,156.07	149,122.74	138,864.62	59,367.61	(79,497.01)	-57.2% Z
Expenditures	79,323.56	107,216.17	69,411.01	97,211.40	84,608.22	(12,603.18)	-13.0% <sup>—</sup>
Change in Assets before Transfers	18,237.44	15,939.90	79,711.73	41,653.22	(25,240.61)	(66,893.83)	-160.6%
Transfers In/(Out)	(24,434.11)	(19,061.23)	(45,294.12)	(34,247.76)	(27,808.55)	6,439.21	-18.8%

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	FY19	FY20	DIFFERENCE	% CHANGE	
Adjustment Ending Cash Balances	33,435.12	30,313.79	64,731.40	7,434.62 79,571.48	26,522.32	(53,049.16)	-66.7%	
-	33,435.12	30,313.79	04,731.40	79,571.40	20,322.32	(55,049.16)	-00.7 %	
Vocal Jazz Camp: Students have the chance to play in var	ious jazz groups; ta	ake lessons and l	earn about improv	isation; participat	te in nightly jam	sessions.		
Revenue	6,200.00	4,350.00	3,685.00	6,926.69	3,765.00	(3,161.69)	-45.6%	
Expenditures	7,654.40	5,070.42	5,531.74	6,382.26	6,783.43	401.17	6.3%	
Change in Assets before Transfers	(1,454.40)	(720.42)	(1,846.74)	544.43	(3,018.43)	(3,562.86)	-654.4%	
Transfers In/(Out) Add program			1,599.07	2,041.86	(975.00)	(975.00)		
Ending Cash Balances	6,252.66	5,532.24	5,284.57	7,870.86	3,877.43	(3,993.43)	-50.7%	
Conferences: Leadership and Intern	ational Business:							
Revenue	19,275.00	300.00	12,873.00	4,450.00	11,214.08	6,764.08	152.0%	
Expenditures	12,846.62	9,264.04	7,924.80	3,548.79	9,914.32	6,365.53	179.4%	
Change in Assets before Transfers	6,428.38	(8,964.04)	4,948.20	901.21	1,299.76	398.55	44.2%	
Transfers In/(Out)	121.72	-	4,046.50			-		
Ending Cash Balances	4,652.77	(4,311.27)	4,683.43	5,584.64	6,884.40	1,299.76	23.3%	
South Dakota School of Mines & Tec	<u>hnology</u>							ATTACE
Engineering and Mining Experiment SEMES is to provide analytical and technique.		udents and facult	y at SDSM&T as v	vell as for off-can	npus clients in tl	ne public/private s	sectors.	CHMENT I
Revenues	61,915.09	36,020.69	61,152.29	63,040.34	32,819.53	(30,220.81)	-47.9%	ITN
Expenditures	19,468.87	(1,212.21)	71,395.52	56,273.55	30,439.78	(25,833.77)	-45.9%	6
Change in Assets before Transfers	42,446.22	37,232.90	(10,243.23)	6,766.79	2,379.75	(4,387.04)	-64.8%	

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	DIFFERENCE	% CHANGE	
Transfers In/(Out)								
Adjust Prior Balance	(1,585.93)	1,280.87	498.38			-		
Ending Cash Balances	77,247.84	115,761.61	106,016.76	112,783.55	115,163.30	2,379.75	2.1%	
Department Sales & Services (Geolo Departmental services and product sale	••	ation or general p	oublic.					
Revenue	391.79	222.81	10,097.40	57.81	4,562.96	4,505.15	7793.0%	
Expenditures				88.34	456.00			
Change in Assets before Transfers	391.79	222.81	10,097.40	(30.53)	4,106.96	4,137.49	-13552.2%	
Adjust Prior Balance			3,545.27					
Ending Cash Balances	4,820.02	5,042.83	18,685.50	18,654.97	22,761.93	4,106.96	22.0%	
Workshops/Conferences ( ESRI-ALC Workshops and conferences held by ca				•				
Revenue	49,282.30	31,579.46	447,535.27	42,205.04	365,929.47	323,724.43	767.0%	
Expenditures	20,197.70	28,969.13	178,080.82	111,032.54	248,107.50	137,074.96	123.5%	
Change in Assets before Transfers	29,084.60	2,610.33	269,454.45	(68,827.50)	117,821.97	186,649.47	-271.2%	
Transfers In/(Out)	(6.402.44)	(79.00)	(2.660.27)	(37,500.00)	(34,500.00)	-		
Adjust Prior Balance Ending Cash Balances	(6,193.14) 103,474.93	(78.00) 106,007.26	(2,660.37) 372,801.34	266,473.84	349,795.81	83,321.97	31.3%	AT
Fire Prediction Management Weather prediction services for the For	est Service fire pro	tection effrorts ar	nd on-site assistar	nce during fires.			31.3% -30.5%	TACHN
General Fund Appropriations	2,312.00					-		EZ
Institutional Budget	4,229.04		7,670.51	2,965.02	2,060.61	(904.41)	-30.5%	Π
Revenue	11,519.42	24,440.34	27,952.62		5,258.65	5,258.65		
Total Revenue	18,060.46	24,440.34	35,623.13	2,965.02	7,319.26	4,354.24	146.9%	7
Expenditures	6,541.04	18,787.41	28,441.57	2,965.02	6,496.84	3,531.82	119.1%	

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	DIFFERENCE	% CHANGE	
Change in Assets before Transfers	11,519.42	5,652.93	7,181.56	-	822.42	822.42		
Ending Cash Balances	19,769.90	25,422.83	32,604.39	32,604.39	33,426.81	822.42	2.5%	
Composite & Polymer Engineering La Conducts standardized testing of pol	•	osites .						
Revenue	(37,978.04)	78,560.33	19,832.65	528,056.58	353,037.50	(175,019.08)	-33.1%	
Expenditures	66,572.50	51,751.75	22,869.48	355,037.38	441,901.83	86,864.45	24.5%	
Change in Assets before Transfers	(104,550.54)	26,808.58	(3,036.83)	173,019.20	(88,864.33)	(261,883.53)	-151.4%	
Transfers In/(Out)								
Ending Cash Balances	20,641.96	47,450.54	44,413.71	217,432.91	128,568.58	(88,864.33)	-40.9%	
Arbegast Materials Processing (AMP 05 Uses materials deposition and joining to	) echnologies couple	ed with advanced	manufacturing pro	ocess controls and	d automation to	aid research and	industry in bols	
Revenue	263,056.91	290,327.29	414,985.63	279,717.48	88,335.81	(191,381.67)	-68.4%	
Expenditures	219,117.91	292,149.72	496,300.83	236,039.30	81,310.99	(154,728.31)	-65.6%	
Change in Assets before Transfers	43,939.00	(1,822.43)	(81,315.20)	43,678.18	7,024.82	(36,653.36)	-83.9%	
Transfers In (Out)								
Ending Cash Balances	75,258.82	73,436.39	(7,878.81)	35,799.37	42,824.19	7,024.82	19.6%	ATTAC
Note: A/R balance at 6/30/18 equals \$5	51,600 to make a p	ositive \$43,721.1	9 at 6/30/18.					Ŧ
Water Testing Lab								IMENT
Revenue					9,289.13			TI
Expenditures					8,764.39			∞
Change in Assets before Transfers					524.74			

Ending Cash Balance				(763.36)	(238.62)		
South Dakota State University							
Music Camps and Conferences							
Revenue	44,779.50	49,454.74	42,004.75	44,055.73	70,917.20	26,861.47	61.0%
Expenditures	51,898.79	41,117.93	52,425.51	42,061.62	83,235.74	41,174.12	97.9%
Change in Assets before Transfers	(7,119.29)	8,336.81	(10,420.76)	1,994.11	(12,318.54)	(14,312.65)	-717.7%
Ending Cash Balances	24,517.62	32,854.43	22,433.67	24,427.78	12,109.24	(12,318.54)	-50.4%
Human Development, Consumer and This activity provides non-credit public tr			er care.				
Revenue	22,760.35	13,456.75	11,666.90	23,770.98	11,906.38	(11,864.60)	-49.9%
Expenditures	20,215.34	10,652.11	21,825.97	28,335.51	9,882.46	(18,453.05)	-65.1%
Change in Assets before Transfers	2,545.01	2,804.64	(10,159.07)	(4,564.53)	2,023.92	6,588.45	-144.3%
Transfers In/(Out) Adjustments Ending Cash Balances	36,067.66	38,872.30	28,713.23	24,148.70	26,172.62	2,023.92	8.4%
Nutrition Food Science and Hospitalit NFSH-FD conducts product analysis, re-	•	•					ATTACHMENT
Revenue						-	CHN
Expenditures							ENT
Change in Assets before Transfers							I 9

**FY18** 

FY19

**FY20** 

**DIFFERENCE** 

% CHANGE

**UNIVERSITY/PROGRAM** 

**Ending Cash Balances** 

**FY16** 

5,964.86

5,964.86

**FY17** 

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	FY20	DIFFERENCE	% CHANGE
Performing Arts Center: The Performing Arts Center offers thea	trical and musical p	erformances to th	ne general public.				
Revenue	19,042.72	17,985.60	10,386.28	12,048.70	24,155.79	12,107.09	100.5%
Expenditures	4,070.85	(6,131.34)	15,324.57	14,047.01	33,069.85	19,022.84	135.4%
Change in Assets before Transfers	14,971.87	24,116.94	(4,938.29)	(1,998.31)	(8,914.06)	(6,915.75)	346.1%
Transfer In (out)					(51,000.00)	(51,000.00)	
Ending Cash Balances	66,254.29	90,371.23	85,432.94	83,434.63	23,520.57	- (59,914.06)	-71.8%
South Dakota Wetlands Maps							
Revenue							
Expenditures	5.00						
Change in Assets before Transfers  Transfer In (out)	(5.00)		10.44				
Ending Cash Balances	(10.44)	(10.44)	(0.00)				
Pharmacy Days: The College of Pharmacy hosts a Care	er Fair and invites F	Pharmacy compar	nies to participate.				
Revenue	6,250.00	4,650.00	6,082.70	5,218.45	2,645.00	(2,573.45)	-49.3%
Expenditures	62.56	5,374.85	5,102.53	5,417.86	4,952.18	(465.68)	-8.6%
Change in Assets before Transfers	6,187.44	(724.85)	980.17	(199.41)	(2,307.18)	(2,107.77)	-8.6% ATTACH
Transfers In/(Out) Adjustments Ending Cash Balances	20,376.78	19,651.93	20,632.10	20,432.69	18,125.51	(2,307.18)	-11.3%
Engineering Expo/Phonathon:	and fair with booths			_, ,			10

The SDSU students manage the expo and fair with booths rented by engineering companies. The phonathon involves contacting alumni for funding

in the Engineering Department.

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	FY20	DIFFERENCE	% CHANGE	
Revenue	68,865.22	63,957.67	80,622.00	96,135.71	101,689.12	5,553.41	5.8%	
Expenditures	62,015.62	80,883.33	67,303.91	99,133.98	83,542.57	(15,591.41)	-15.7%	
Change in Assets before Transfers	6,849.60	(16,925.66)	13,318.09	(2,998.27)	18,146.55	21,144.82	-705.2%	
Transfers In/(Out)	(3,400.00)	10,089.00	(10,089.00)	(462.21)	(736.50)	(274.29)	59.3%	
Adjustments Ending Cash Balances	7,454.61	617.95	3,847.04	386.56	17,796.61	17,410.05	4503.8%	
Engineer Shops and Service: This activity provides repair and mainte	nance of SDSU En	gineering equipm	ent/tools and repa	air requests by oth	ier SDSU depa	rtments.		
Revenue	22,875.17	22,873.27	1,682.81	3,712.07		(3,712.07)	-100.0%	
Expenditures	42,909.97	6,754.14	34,994.27	10,288.45	560.02	(9,728.43)	-94.6%	
Change in Assets before Transfers	(20,034.80)	16,119.13	(33,311.46)	(6,576.38)	(560.02)	6,016.36	-91.5%	
Transfers In/(Out)	217.72	1,121.43						
Ending Cash Balances	26,636.41	43,876.97	10,565.51	3,989.13	3,429.11	(560.02)	-14.0%	
Conference Instruction Outreach: This activity provides various non-credi	t outreach conferen	ces.						
Revenue	66,417.67	62,277.11	50,467.25	53,981.90	1,333.34	(52,648.56)	-97.5% <sub>≯</sub>	>
Expenditures	84,686.45	85,484.97	47,323.39	55,247.68	9,395.21	(45,852.47)	-83.0% A	ት ት ት
Change in Assets before Transfers	(18,268.78)	(23,207.86)	3,143.86	(1,265.78)	(8,061.87)	(6,796.09)	-83.0% ALIACH	17 / I I L
Transfers In/(Out)	(00.4/5.5/)				(250.00)		Z -	1 LIV
Adjustment Ending Cash Balances	(32,413.94) 93,235.82	70,027.96	73,171.82	71,906.04	63,594.17	(8,311.87)	-11.6% <sub>=</sub>	1

Annual seminar that provides nutrition related information and training to registered dieticians, students and educators.

**Nutrition Seminar:** 

	UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	FY20	DIFFERENCE	% CHANGE
	Revenue						-	
	Expenditures							
	Change in Assets before Transfers							
	Transfers In/(Out)		(7,966.88)					
	Ending Cash Balances	7,966.88	-					
	Great Plains Rapid Prototyping Consort GPRPC offers membership to industries a		ing services.					
	Revenue	6,630.00						
	Expenditures	11,420.89						
J	Change in Assets before Transfers	(4,790.89)						
802	Transfers In/(Out)		(1,121.43)					
	Ending Cash Balances	1,121.43	(0.00)					
	Civil and Environmental Engineering Se This activity provides various certification a			ne state.				
	Revenue	43,811.63	17,525.00	11,925.00	22,800.00	21,475.00	(1,325.00)	-5.8%
	Expenditures	33,091.12	3,492.25	13,688.53	13,531.61	11,189.39	(2,342.22)	-17.3%
	Change in Assets before Transfers	10,720.51	14,032.75	(1,763.53)	9,268.39	10,285.61	1,017.22	11.0%
	Transfers In/(Out) Adjustment	(45,239.99)	20 202 44	20,000,00	27 000 07	40.400.00	- 40.005.04	07.40/
	Ending Cash Balances	16,360.66	30,393.41	28,629.88	37,898.27	48,183.88	10,285.61	27.1%

### **Institute for School Fund:**

This is the South Dakota High School Press Institute. The purpose of this activity is for recruiting and for providing workshops for high school students.

	UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	FY19	<u>FY20</u>	DIFFERENCE	% CHANGE			
	Revenue	920.00	-	380.78							
	Expenditures	574.38	383.14	491.50	312.22		(312.22)	-100.0%			
	Change in Assets before Transfers	345.62	(383.14)	(110.72)	(312.22)		312.22	-100.0%			
	Transfers In/(Out) Adjustments Ending Cash Balances	652.96	269.82	159.10	(153.12)	(153.12)	-	0.0%			
	Plant Field Guide: This activity involves the publishing and sale of books about the Grasslands and the Black Hills written by Johnson & Larson.										
	Revenue	1,491.00	-				-				
	Expenditures _	2,272.17	1,356.85	9.90		24.96	24.96				
20	Change in Assets before Transfers	(781.17)	(1,356.85)	(9.90)		(24.96)	(24.96)				
2609	Transfers In/(Out)										
	Ending Cash Balances	4,228.22	2,871.37	2,861.47	2,861.47	2,836.51	(24.96)	-0.9%			
	Chem/Biochem Research: This activity provides consulting services to industrial companies.										
	Revenue	1,600.00	-				-				
	Expenditures _	765.72	798.52		177.31		(177.31)	-100.0% ATT			
	Change in Assets before Transfers	834.28	(798.52)	-	(177.31)		177.31	-100.0% ACH			
	Ending Cash Balances	975.83	177.31	177.31	-			IMENT			
	Horse Club Livery: The activity provides training to adults re	egarding horse nut	rition, managemer	nt and riding.				TI 13			
	Revenue	9,380.41	8,460.00	8,160.00	7,044.00	6,420.00	(624.00)	-8.9%			
	Expenditures _	7,138.98	19,077.99	5,217.29							

Transfers In/(Out)								
Ending Cash Balances	6,576.24	(4,041.75)	(1,099.04)	5,944.96	12,364.96	6,420.00	108.0%	
Summer Sports Camps								
Revenue	537,414.04	769,193.05	649,356.63	722,237.31	224,393.21	(497,844.10)	-68.9%	
Expenditures	552,846.62	704,353.00	746,981.23	671,850.42	656,848.09	(15,002.33)	-2.2%	
Change in Assets before Transfers	(15,432.58)	64,840.05	(97,624.60)	50,386.89	(432,454.88)	(482,841.77)	-958.3%	
Transfers In/(Out) Adjustment (Add Camp) Add Science Camp Beg. Cash ADD ACE Camp Beg. Cash	1,462.79	(2,986.12) 1,344.56	1,281.20	(4,158.64)	(2,599.00)	1,559.64	-37.5%	
Ending Cash Balances	455,568.64	518,767.13	422,423.73	468,651.98	33,598.10	(435,053.88)	-92.8%	
Continuing Education Unit Program: Continuing Education which can include	any area of teac	ning within the ur	niversity that is offe	ering a coninuing	education course			
Revenue	745.00	7,146.94	925.00	885.00	1,020.00	135.00	15.3%	
Expenditures	14,116.81	5,121.94	(45.00)		1,332.29	1,332.29		
Change in Assets before Transfers	(13,371.81)	2,025.00	970.00	885.00	(312.29)	(1,197.29)	-135.3%	Α
Ending Cash Balances	6,827.32	8,852.32	9,822.32	10,707.32	10,395.03	(312.29)	-2.9%	TTAC
Animal Disease Research: The state vet lab provides animal testing	g for the livestock	of SD. The proc	eeds of the tax fu	nd the vet school	slots and the ope	rating cost of the v	et lab at SDS	ATTACHMENT
General Fund Appropriation Endo/Ecto Parasiticide Tax Other Revenue Total Revenue	1,742,023.92 250,000.00 4,556,854.10 6,548,878.02	1,849,169.44 250,000.00 4,941,677.64 7,040,847.08	1,824,125.85 250,000.00 4,713,564.06 6,787,689.91	2,070,931.74 - 4,626,871.98 6,697,803.72	2,180,008.27 <u>5,119,710.09</u> 7,299,718.36	109,076.53 - 492,838.11 601,914.64	5.3% 0.0% 10.7% 9.0%	I 1
Expenditures	4,683,937.97	4,574,980.33	6,463,641.45	6,094,468.39	6,355,382.14	260,913.75	4.3%	

**FY18** 

2,942.71

FY19

7,044.00

**FY20** 

6,420.00

**DIFFERENCE** 

(624.00)

% CHANGE

-8.9%

UNIVERSITY/PROGRAM

2610

Change in Assets before Transfers

**FY16** 

2,241.43

**FY17** 

(10,617.99)

FY18

**FY17** 

**FY19** 

FY20

**DIFFERENCE** 

% CHANGE

**UNIVERSITY/PROGRAM** 

**FY16** 

	UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	FY20	DIFFERENCE	% CHANGE	
	Adjustments Ending Cash Balances	6,802.14	1,170.82	1,440.13	1,355.82	1,312.22	(43.60)	-3.2%	
	County Road Conference - LTAP: Annual conference for County Highway D	epartment Officia	ils to learn new m	nethods or road m	naintenance.				
	Revenue	40,370.00	46,150.00	55,875.00	54,525.00	52,750.00	(1,775.00)	-3.3%	
	Expenditures	30,603.97	25,477.21	32,278.53	49,314.14	50,484.86	1,170.72	2.4%	
	Change in Assets before Transfers	9,766.03	20,672.79	23,596.47	5,210.86	2,265.14	(2,945.72)	-56.5%	
	Transfers In/(Out)			(374.91)					
	Ending Cash Balances	51,435.82	72,108.61	95,330.17	100,541.03	102,806.17	2,265.14	2.3%	
2	Flow Cytometery-Vet Science: Offers testing to researchers using flow of	cytometery.							
2612	Revenue		45.00				-		
	Expenditures	415.88	<u>-</u>	_	914.37		-		
	Change in Assets before Transfers	(415.88)	45.00		(914.37)		914.37	-100.0%	
	Transfers In/(Out)						-		
	Ending Cash Balances	1,228.43	1,273.43	1,273.43	359.06	359.06	-	0.0%	$\triangleright$
	Counseling and Human Resource Dev Offers conferences to the public in the ar	•	)):				-		ATTACH
	Revenue	1,290.00		9,725.00	6,548.00	6,378.00	(170.00)	-2.6% -78.0%	MEN
	Expenditures	2,973.27	<del>-</del>	4,169.95	5,759.08	1,268.50	(4,490.58)	-78.0%	ITI
	Change in Assets before Transfers	(1,683.27)		5,555.05	788.92	5,109.50	4,320.58	547.7%	16

Transfers In/(Out) Adjustment

		<u> </u>	· <u></u>					
Ending Cash Balances	68.75	68.75	5,623.80	6,412.72	11,522.22	5,109.50	79.7%	
		external and int	ernal customers.					
Revenue	180.00	100.00						
Expenditures	2,283.88	10.00						
Change in Assets before Transfers Adjustments/Transfers In	(2,103.88)	90.00 577.46						
Ending Cash Balances	(667.46)	(0.00)						
		State University, I	local government	and private orgar	nizations to provid	le a forum to discu	uss	
Revenue	12,508.11	5,529.00	4,585.00	5,585.00	5,535.00	(50.00)	-0.9%	
Expenditures	5,836.97	5,730.03	4,374.62	5,163.06	5,562.61	399.55	7.7%	
Change in Assets before Transfers	6,671.14	(201.03)	210.38	421.94	(27.61)	(449.55)	-106.5%	
Transfers In (Out)		(5,951.14)						
Ending Cash Balances	12,261.91	6,109.74	6,320.12	6,742.06	6,714.45	(27.61)	-0.4%	
I-29 Dairy Conference The conference provides information or	n dairy nutrition, dairy	/ cow comfort/ho	using and dairy fa	acilities to produce	ers along the I-19	corrider.	AIL	<b>^</b> +
Revenue	2,220.57	4,308.16	5,009.20	2,216.50	20,737.45	18,520.95	835.6%	7 \
Expenditures	4,116.79	3,315.44	5,820.04	17,163.67	20,860.64	3,696.97	21.5%	7
Change in Assets before Transfers Transfers In/(Out)	(1,896.22)	992.72	(810.84)	(14,947.17) 40,139.91	(123.19)	14,823.98	-99.2% <sup></sup>	_
Ending Cash Balances	4,985.02	5,977.74	5,166.90	30,359.64	30,236.45	(123.19)	-0.4%	
	Office of Climate and Weather Inform The OCWI will collect fees and sales to Revenue  Expenditures  Change in Assets before Transfers Adjustments/Transfers In Ending Cash Balances  Eastern SD Water Conference The conference brings together research topics dealing with water and water quark Revenue  Expenditures  Change in Assets before Transfers  Transfers In (Out)  Ending Cash Balances  I-29 Dairy Conference The conference provides information or Revenue  Expenditures  Change in Assets before Transfers  Transfers In (Out)	Office of Climate and Weather Information (OCWI): The OCWI will collect fees and sales tax for weather data to Revenue  Revenue  180.00  Expenditures  2,283.88  Change in Assets before Transfers Adjustments/Transfers In Ending Cash Balances  (667.46)  Eastern SD Water Conference The conference brings together researchers from Federal, Stopics dealing with water and water quality in SD.  Revenue  12,508.11  Expenditures  5,836.97  Change in Assets before Transfers  6,671.14  Transfers In (Out)  Ending Cash Balances  12,261.91  I-29 Dairy Conference The conference provides information on dairy nutrition, dairy Revenue  2,220.57  Expenditures  4,116.79  Change in Assets before Transfers  (1,896.22)  Transfers In/(Out)	Office of Climate and Weather Information (OCWI): The OCWI will collect fees and sales tax for weather data to external and interpretation (OCWI) will collect fees and sales tax for weather data to external and interpretation (OCWI):  Revenue 180.00 100.00  Expenditures 2,283.88 10.00  Change in Assets before Transfers (2,103.88) 90.00  Adjustments/Transfers In 577.46  Ending Cash Balances (667.46) (0.00)  Eastern SD Water Conference The conference brings together researchers from Federal, State University, topics dealing with water and water quality in SD.  Revenue 12,508.11 5,529.00  Expenditures 5,836.97 5,730.03  Change in Assets before Transfers 6,671.14 (201.03)  Transfers In (Out) (5,951.14)  Ending Cash Balances 12,261.91 6,109.74  I-29 Dairy Conference The conference provides information on dairy nutrition, dairy cow comfort/horence The conference provides information on dairy nutrition, dairy cow comfort/horence Expenditures 2,220.57 4,308.16  Expenditures 4,116.79 3,315.44  Change in Assets before Transfers (1,896.22) 992.72  Transfers In/(Out) 992.72	Office of Climate and Weather Information (OCWI):           The OCWI will collect fees and sales tax for weather data to external and internal customers.           Revenue         180.00         100.00           Expenditures         2,283.88         10.00           Change in Assets before Transfers Adjustments/Transfers In Ending Cash Balances         (2,103.88)         90.00           Eastern SD Water Conference         (667.46)         (0.00)           The conference brings together researchers from Federal, State University, local government topics dealing with water and water quality in SD.           Revenue         12,508.11         5,529.00         4,585.00           Expenditures         5,836.97         5,730.03         4,374.62           Change in Assets before Transfers         6,671.14         (201.03)         210.38           Transfers In (Out)         (5,951.14)           Ending Cash Balances         12,261.91         6,109.74         6,320.12           I-29 Dairy Conference           The conference provides information on dairy nutrition, dairy cow comfort/housing and dairy for the conference provides information on dairy nutrition, dairy cow comfort/housing and dairy for the conference provides information on dairy nutrition, dairy cow comfort/housing and dairy for the conference provides information on dairy nutrition, dairy cow comfort/housing and dairy for the comfortion of the comfortion of the comfortion of the comfortion of the comfortion o	Office of Climate and Weather Information (OCWI):           The OCWI will collect fees and sales tax for weather data to external and internal customers.           Revenue         180.00         100.00           Expenditures         2,283.88         10.00           Change in Assets before Transfers Adjustments/Transfers In Ending Cash Balances         (2,103.88)         90.00           Adjustments/Transfers In Ending Cash Balances         (667.46)         (0.00)           Eastern SD Water Conference         The conference brings together researchers from Federal, State University, local government and private organization to provide dealing with water and water quality in SD.           Revenue         12,508.11         5,529.00         4,585.00         5,585.00           Expenditures         5,836.97         5,730.03         4,374.62         5,163.06           Change in Assets before Transfers         6,671.14         (201.03)         210.38         421.94           Transfers In (Out)         (5,951.14)         Ending Cash Balances         12,261.91         6,109.74         6,320.12         6,742.06           L29 Dairy Conference         The conference provides information on dairy nutrition, dairy cow comfort/housing and dairy facilities to produce the conference provides information on dairy nutrition, dairy cow comfort/housing and dairy facilities to produce the complex of the conference for the conference for the conference for the conference fo	Office of Climate and Weather Information (OCWI): The OCWI will collect fees and sales tax for weather data to external and internal customers.           Revenue         180.00         100.00           Expenditures         2,283.88         10.00           Change in Assets before Transfers Adjustments/Transfers In Ending Cash Balances         (667.46)         (0.00)           Eastern SD Water Conference         The conference brings together researchers from Federal, State University, local government and private organizations to provide topics dealing with water and water quality in SD.           Revenue         12,508.11         5,529.00         4,585.00         5,585.00         5,535.00           Expenditures         5,836.97         5,730.03         4,374.62         5,163.06         5,562.61           Change in Assets before Transfers         6,671.14         (201.03)         210.38         421.94         (27.61)           Transfers In (Out)         (5,951.14)           Ending Cash Balances         12,261.91         6,109.74         6,320.12         6,742.06         6,714.45           I-29 Dairy Conference           The conference provides information on dairy nutrition, dairy cow comfort/housing and dairy facilities to producers along the I-19           Revenue         2,220.57         4,308.16         5,009.20         2,216.50         20,737.45	Office of Climate and Weather Information (OCWI): The OCWI will collect fees and sales tax for weather data to external and internal customers.           Revenue         180.00         100.00           Expenditures         2,283.88         10.00           Change in Assets before Transfers Adjustments/Transfers In Ending Cash Balances         (2,103.88)         90.00           Eastern SD Water Conference         (667.46)         (0.00)           Expenditures         12,508.11         5,529.00         4,585.00         5,585.00         5,535.00         (50.00)           Expenditures         5,836.97         5,730.03         4,374.62         5,163.06         5,562.61         399.55           Change in Assets before Transfers         6,671.14         (201.03)         210.38         421.94         (27.61)         (449.55)           Transfers In (Out)         (5,951.14)         5,951.14)         5,163.06         6,714.45         (27.61)           L29 Dairy Conference         12,261.91         6,109.74         6,320.12         6,742.06         6,714.45         (27.61)           L29 Dairy Conference         120.00         4,308.16         5,009.20         2,216.50         20,737.45         18,520.95           Expenditures         4,116.79         3,315.44         5,820.04         17,163.67<	Office of Climate and Weather Information (OCWI):           The OCWI will collect fees and sales tax for weather data to external and internal customers.           Revenue         180.00         100.00           Expenditures         2,283.88         10.00           Change in Assets before Transfers Adjustments/Transfers In Ending Cash Balances         (2,103.88)         90.00           Eastern SD Water Conference         (667.46)         (0.00)           Eastern SD Water Conference         The conference brings together researchers from Federal, State University, local government and private organizations to provide a forum to discuss topics dealing with water and water quality in SD.           Revenue         12,508.11         5,529.00         4,585.00         5,585.00         5,535.00         (50.00)         -0.9%           Expenditures         5,836.97         5,730.03         4,374.62         5,163.06         5,562.61         399.55         7,7%           Change in Assets before Transfers         6,671.14         (201.03)         210.38         421.94         (27.61)         (449.55)         -106.5%           Transfers In (Out)         (5,951.14)         (5,951.14)         6,320.12         6,742.06         6,714.45         (27.61)         -0.4%           1-29 Dairy Conference         The conference provides information or dairy nutrition, dairy cow comfort

**FY18** 

FY19

**FY20** 

**DIFFERENCE** % CHANGE

**UNIVERSITY/PROGRAM** 

**FY16** 

**FY17** 

	UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	<u>FY20</u>	DIFFERENCE	% CHANGE		
	Wellness Program: The Wellness Program provides physic	al fitness programs	s and awareness t	to the public.						
	Revenue	575,930.47	620,208.94	545,309.48	570,994.05	425,672.60	(145,321.45)	-25.5%		
	Expenditures	495,876.94	483,381.30	323,993.36	415,763.26	485,143.61	69,380.35	16.7%		
	Change in Assets before Transfers	80,053.53	136,827.64	221,316.12	155,230.79	(59,471.01)	(214,701.80)	-138.3%		
	Transfers In/(Out) Adjustment	(67,954.02) (66,281.91)	(64,623.53)	(743.02)	(565.84)	(1,353.46)	(787.62)	139.2%		
	Ending Cash Balances	59,064.87	131,268.98	351,842.08	506,507.03	445,682.56	(60,824.47)	-12.0%		
	Music - String Project: The String project is when parents pay a fee for string lessons for their children. This fund helps pay for items the students would need during the year.									
	Revenue	2,955.20	3,327.50	5,040.00	4,690.00	7,577.02	2,887.02	61.6%		
2614	Expenditures	3,780.12	5,030.35	2,367.18	5,304.39	7,091.27	1,786.88	33.7%		
4	Change in Assets before Transfers	(824.92)	(1,702.85)	2,672.82	(614.39)	485.75	1,100.14	-179.1%		
	Ending Cash Balances	737.12	(965.73)	1,707.09	1,092.70	1,578.45	485.75	44.5%		
	Extension Master Gardener:									
	Revenue	7,796.00		14,318.69	675.00	25,654.40	24,979.40	3700.7%		
	Expenditures	7,511.44	15,654.17	17,465.30	30,673.68	2,417.77	(28,255.91)	-92.1% ATTA		
	Change in Assets before Transfers	284.56	(15,654.17)	(3,146.61)	(29,998.68)	23,236.63	53,235.31	-177.5% 🔒		
	Transfer In (Out)				27,015.73		(27,015.73)	-100.0% ENT		
	Ending Cash Balances	25,312.45	9,658.28	6,511.67	3,528.72	26,765.35	23,236.63	658.5%		
	Precision Ag Conference:							18		

3,080.86

Revenue

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UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	FY19	FY20	DIFFERENCE	% CHANGE
Expenditures	2,800.00	2.67					
Change in Assets before Transfers	(2,800.00)	3,078.19	0.07				
Transfer In (Out) Ending Cash Balances	(3,080.86)	(2.67)	2.67 (0.00)				
Environmental Training:							
Revenue	1,600.00	5,550.00	4,375.00	1,500.00			
Expenditures	1,417.94	3,152.47	3,011.35	5,507.21			
Change in Assets before Transfers Transfer In (Out)	182.06	2,397.53	1,363.65	(4,007.21) 7,430.20			
Ending Cash Balances	1,475.16	3,872.69	5,236.34	8,659.33			
NRM Natural Resource Camp:							
Revenue	1,410.00	4,605.00	3,625.00	2,175.00			
Expenditures	37.00	4,245.45	3,939.10	1,691.99			
Change in Assets before Transfers	1,373.00	359.55	(314.10)	483.01			
Transfer In (Out) Ending Cash Balances	1,373.00	1,732.55	1,418.45	1,901.46			
ABE Precision Ag Conference:							
Revenue		9,076.57	13,914.05				
Expenditures		4,770.68	9,299.28				
Change in Assets before Transfers Transfer In (Out)		4,305.89 7,358.79	4,614.77				
Ending Cash Balances	-	11,664.68	16,279.45	16,279.45			,
McCrory Gardens:							,
Revenue	311,499.73	320,687.55	292,414.61	128,524.14			

	UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	FY20	DIFFERENCE	% CHANGE		
	Expenditures	329,449.02	393,961.08	297,733.50	169,830.45					
	Change in Assets before Transfers Transfer In (Out)	(17,949.29) (269,212.36)	(73,273.53)	(5,318.89)	(41,306.31)					
	Ending Cash Balances	(287,161.65)	(360,435.18)	(365,754.07)	(407,060.38)					
	University of South Dakota									
	Athletic Association Clinics The activities classified in this category	vinclude various atl	nletic sports clinic	s for K-12 studen	ts.					
	Revenue	247,282.42	254,698.36	295,036.17	286,366.05	155,742.60	(130,623.45)	-45.6%		
	Expenditures	253,089.75	261,625.34	265,412.80	293,887.50	260,978.76	(32,908.74)	-11.2%		
	Change in Assets before Transfers	(5,807.33)	(6,926.98)	29,623.37	(7,521.45)	(105,236.16)	(97,714.71)	1299.1%		
2616	Transfers In/(Out)									
	Ending Cash Balances	117,010.22	110,083.24	139,706.61	132,185.16	26,949.00	(105,236.16)	-79.6%		
	Other Camps (Summer Camp and Music Camp) The activities are for summer music, educational and governs camps.									
	Revenue	234,401.57	265,282.41	162,008.86	113,983.15	52,244.46	(61,738.69)	-54.2%		
	Expenditures	217,023.00	220,643.59	220,287.89	157,108.79	118,021.26	(39,087.53)	<b>-24</b> .9% ⊳		
	Change in Assets before Transfers	17,378.57	44,638.82	(58,279.03)	(43,125.64)	(65,776.80)	(22,651.16)	52.5% TTAC		
	Transfers In/(Out)	134.21						T		
	Ending Cash Balances	203,329.42	247,968.24	189,689.21	146,563.57	80,786.77	(65,776.80)	-44.9% TI		
	Education Outreach: The activities classified in this category	vinclude Quad Stat	e Marching Band	, Law School Prof	ession Workshop	, Jazz Festival a	and the TTL Educa	ation. 20		
	Revenue	126,727.86	105,801.24	91,985.97	35,319.33	17,440.00	(17,879.33)	-50.6%		

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	FY19	FY20	DIFFERENCE	% CHANGE
Expenditures	60,282.53	109,137.30	89,268.22	32,150.78	2,147.14	(30,003.64)	-93.3%
Change in Assets before Transfers	66,445.33	(3,336.06)	2,717.75	3,168.55	15,292.86	12,124.31	382.6%
Transfers In/(Out)	1,592.54	(15,000.00)	714.83		(32,389.21)	(32,389.21)	
Adjustment for missed programs Ending Cash Balances	120,676.30	102,340.24	105,772.82	108,941.37	91,845.02	(17,096.35)	-15.7%
Small Business Administration (SB SBA provides services for outside age census, revenue, gaming, etc	,	service basis. Sor	ne services provi	ded by SBA includ	de statistical dat	a research, such a	as
Revenue	999,898.18	1,018,767.24	889,507.57	987,558.87	861,035.94	(126,522.93)	-12.8%
Expenditures	1,057,147.91	946,291.29	906,970.09	773,306.00	736,424.42	(36,881.58)	-4.8%
Change in Assets before Transfers	(57,249.73)	72,475.95	(17,462.52)	214,252.87	124,611.52	(89,641.35)	-41.8%
Transfers In/(Out) Add missed programs beg. Cash Add MTS Service							
Ending Cash Balances	142,643.25	215,119.20	197,656.68	411,909.55	536,521.07	124,611.52	30.3%
Centers for Disabilities: Centers for Disabilities provides services	ces for individuals a	and families with in	dividuals with dis	abilities to make t	heir lives as nor	mal as possible.	
Revenue	105,719.53	162,655.09	232,743.74	230,547.83	220,176.12	(10,371.71)	-4.5% <b>&gt;</b>
Expenditures	170,190.21	185,050.31	233,212.07	216,494.14	167,312.18	(49,181.96)	-22.7% T <sub>A</sub>
Change in Assets before Transfers	(64,470.68)	(22,395.22)	(468.33)	14,053.69	52,863.94	38,810.25	-22.7% TACHMENT
Adjustments Transfers In/(Out)	386,356.29 28,466.81	30,000.00	42,000.00	(700.90)			ENTI
Add Nutrition Services Ending Cash Balances	573,656.82	581,261.60	622,793.27	636,146.06	689,010.00	52,863.94	8.3% -

Note: Transfer in of \$42,000 was indirect revenues from grants and contracts awarded and transferred in from the Centers for Disabilities.

UNIVERSITY/PROGRAM	<u>FY16</u>	<u>FY17</u>	<u>FY18</u>	<u>FY19</u>	FY20	DIFFERENCE	% CHANGE
Building Bridges Conference: The conference is provided by Student	Life for the exchan	ge students as a ç	good will gesture	).			
Revenue	255.00	1,250.00	500.00	1,500.00	-	(1,500.00)	-100.0%
Expenditures	233.81	2,727.39	227.45	5.11	140.25	135.14	2644.6%
Change in Assets before Transfers	21.19	(1,477.39)	272.55	1,494.89	(140.25)	(1,635.14)	-109.4%
Ending Cash Balances	3,615.80	2,138.41	2,410.96	3,905.85	3,765.60	(140.25)	-3.6%
Center for the Prevention of Child Ma	ltreatment:						
Revenue				51,071.46	70,536.59	19,465.13	38.1%
Expenditures				49,444.84	81,702.10	32,257.26	65.2%
Change in Assets before Transfers				1,626.62	(11,165.51)	(12,792.13)	-786.4%
Ending Cash Balances			700.00	2,326.62	(8,838.89)	(11,165.51)	-479.9%

#### SOUTH DAKOTA BOARD OF REGENTS

# **Budget and Finance Consent**

AGENDA ITEM: 4 – S DATE: October 7, 2020

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#### **SUBJECT**

Audit of Internal Controls over Payables for FY19 & FY20

### CONTROLLING STATUTE, RULE, OR POLICY

None

#### **BACKGROUND / DISCUSSION**

The internal auditor performed a test of internal controls on payables for FY19 and FY20. A report was run against Banner identifying any invoices that were initiated and approved by the same employee. Two invoices were identified from the test. The internal auditor further investigated and determined that one voucher actually was initiated by another employee and approved by the appropriate supervisor. The other invoice identified was appropriately denied by the internal controls in the system and was subsequently approved by the appropriate supervisor. Both invoices were determined as supported and allowable.

It was determined internal controls are operating effectively on payable invoices.

#### IMPACT AND RECOMMENDATION

Informational only.

#### **ATTACHMENTS**

None

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### INFORMATIONAL ITEM

#### SOUTH DAKOTA BOARD OF REGENTS

#### **Academic and Student Affairs**

REVISED AGENDA ITEM: 5 – A DATE: October 7, 2020

\*

#### **SUBJECT**

**Program Productivity Review** 

#### CONTROLLING STATUTE, RULE, OR POLICY

AAC Guideline 4.1 – Program Productivity Review Guidelines BOR Policy 2:23 – Program and Curriculum Processes

#### **BACKGROUND / DISCUSSION**

Data from the program productivity review process were evaluated during the Board of Regents <u>June 2020</u> Meeting. Academic Affairs leadership were provided the Guidelines and the appropriate template to utilize in their review of the underperforming programs.

In BOR Policy 2:23, the Board of Regents approved a set of common graduate thresholds based on the major degree level including:

- five associate's degrees/year or 25 during the five-year period reported;
- seven bachelor's degrees/year or 35 during the five-year period reported;
- four master's degrees/year or 20 during the five-year period reported; and
- one first professional and doctor's degrees/year or five during the five-year period reported.

Excluded from this are those programs that have been approved within the past seven years (graduation production of these programs are provided to institutions in subsequent data reports to provide for ongoing tracking of production levels).

Those identified academic degree programs that do not meet the established minimum number of graduates will be inactivated unless the Board of Regents approves a continuation plan. Programs flagged through the program productivity review process require a formal review at the institutional level. Following the review, the institution assigns one of five designations to the program for Board consideration:

• Retain due to critical need;

(Continued)

**DRAFT MOTION 20201007 5-A:** 

I move to approve the recommended actions from the campuses regarding the programs flagged in the program productivity review as presented in Attachments I and II.

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Program Productivity Review October 7, 2020 Page 2 of 2

- Retain with further review required;
- Consolidate with another program on campus;
- Consolidate with another program(s) within the system; or
- Terminate.

#### IMPACT AND RECOMMENDATIONS

Attachment I provides the list of those programs for FY19 that have fallen below the program productivity review thresholds that were set by the Board. The institutional responses to the complete list of identified programs were reviewed and are provided in Attachment II.

It is recommended that the program requests as outlined in Attachments I and II of the campuses be approved.

In addition, as program productivity was fully discussed by the Board at their June and August 2020 meetings, it is also recommended that this policy and the corresponding AAC guideline be reviewed for best practice with the Academic Sub-Committee (SB 55), Committee A and Academic Affairs Council. As Regent Wink chairs both Committee A and SB 55 Academic Sub-Committee, the policy can be reviewed to determine how other systems and universities manage program productivity in partnering with the Academic Affairs Council. In practice, if a program is under review, the university and system should follow a methodology and metrics for review. The committee working together with the Academic Affairs Vice Presidents could identify a methodology to be utilized in Program Productivity Review/Evaluation for Committee A.

#### **ATTACHMENTS**

Attachment I – Flagged Degree Programs Under Alternative Program Productivity Thresholds

Attachment II – Campus Recommendations for Programs Falling Below the Program Productivity Review Thresholds for FY19

# Black Hills State University (BHSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

Degree	Program	Institutional Recommendation	Attachment II Page Reference
Assoc	Tourism (6 graduates/25 required)	Retain with Further Review: Program adds no additional cost as all courses required are also required in the Tourism Bachelor's program. Program modifications are being proposed to better address workforce development needs of region.	38
Bach	American Indian Studies (21 grads/35 required)	Retain Due to Critical Need: Planning strategies to increase enrollment.	12
Bach	Communication Studies/Theatre (10 grads/35 required)	<b>Retain with Further Review:</b> Program initiating a range of changes and improvements to increase enrollment.	13
Bach	Composite Math/Science (7 grads/35 required)	Terminate	N/A
Bach	Composite Music (9 grads/35 required)	Retain with Further Review: The program uses the same resources and courses as the Music Education major.	26
Bach	Composite Science Education (16 grads/35 required)	Retain Due to Critical Need: Program aids state shortage in science teachers	16
Bach	Composite Social Science (20 grads/35 required)	Retain Due to Critical Need: Program aids state shortage in social science teachers	18
Bach	Corporate Communication (24 grads/35 required)	<b>Retain with Further Review:</b> Program relies on courses taught in other programs and not exclusive to this major, reducing overall costs.	20
Bach	Environmental Physical Science (26 grads/35 required)	Retain with Further Review: Program relies on courses taught in other programs and not exclusive to this major, reducing overall costs. One faculty line dedicated to core requirements.	22
Bach	Music Education (12 grads/35 required)	<b>Retain Due to Critical Need:</b> Program aids state shortage of music teachers; implementing new recruitment strategies.	29
Bach	Physical Science (9 grads/35 required)	<b>Retain with Further Review:</b> Program relies on courses taught in other programs and not exclusive to this major, reducing overall costs.	32
Bach	Spanish (13 grads/35 required)	<b>Retain Due to Critical Need:</b> BH's only foreign language major, courses apply to Spanish Education and a Spanish minor.	34
Mast/Spec	Integrative Genomics (14 grads/20 required)	<b>Retain with Further Review:</b> Program reviewing options for an accelerated bachelor's to master's program.	24
Mast/Spec	Sustainability (8 grads/20 required)	<b>Retain with Further Review:</b> Program temporarily suspended in 2015. Enrollment increases each year since 2017.	36

# Dakota State University (DSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

Degree	Major	Institutional Recommendation	Attachment II Page Reference
Bach	Accounting (27 grads/35 required)	Retain with Further Review: Program undergoing curricular changes with additional emphasis on the CPA credentials. Significant course overlap with Professional Accountancy program, but the programs must remain distinct to manage degree audits.	43
Bach	Biology (6 grads/35 required)	<b>Retain Due to Critical Need:</b> Core coursework for Biology and Biology Education are the same; addresses shortage of science teachers.	41
Bach	Business Education (4 grads/35 required)	Retain Due to Critical Need: Restructuring program and moving it to College of Ed. Shortage of teachers in related programming in this area.	N/A
Bach	Computer Education (4 grads/35 required)	Retain Due to Critical Need: Restructuring program and moving it to College of Ed. Shortage of teachers in related programming in this area.	N/A
Bach	English (7 grads/35 required)	Retain Due to Critical Need: Program addresses shortage of English teachers in SD. Changes to curriculum proposed and possible combining with English for New Media.	N/A
Bach	English for New Media (23 grads/35 required)	Retain Due to Critical Need: Changes to curriculum proposed and possible combining with English for New Media.	N/A
Bach	Finance (24 grads/35 required)	<b>Retain with Further Review:</b> Program exploring multiple transfer agreements with associate degree granting institutions.	45
Bach	Physical Education (21 grads/35 required)	<b>Retain with Further Review:</b> Program reviewing addition of E-sports components in recognition of fast growing opportunities.	47
Bach	Professional Accountancy (10 grads/35 required)	<b>Retain with Further Review:</b> Program has significant overlap with Accounting major, but the programs must remain distinct to manage degree audits.	43
Bach	Respiratory Care (16 grads/35 required)	Retain Due to Critical Need/Consolidate with Another Program(s) within the System: The BOR transferred the program to SDSU per the May 2020 meeting to better align institutional missions.	N/A

# Northern State University (NSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

Degree	Major	Institutional Recommendation	Attachment II Page Reference
Assoc	Banking & Financial Services (8 graduates/25 required)	Terminate	N/A
Assoc	Business Administration (12 graduates/25 required)	Retain with Further Review: Program will be offered in Huron at request of the Huron Community Campus starting in Fall 2020.	50
Bach	Chemistry (20 grads/35 required)	Retain Due to Critical Need: Program addresses critical STEM need and new Science Building (opened Fall 2019) is expected to increase enrollment.	67
Bach	Economics (5 grads/35 required)	Terminate	N/A
Bach	Finance (30 grads/35 required)	<b>Retain with Further Review:</b> Students in the terminating Economics program will be enrolled in the Finance program.	69
Bach	German (3 grads/35 required)	Terminate/Consolidate with Another Program on Campus: The German major will terminate and courses and students will be part of developing program in Global Language and Culture.	N/A
Bach	International Business (32 grads/35 required)	Retain Due to Critical Need: NSU maintains a Center for Excellence in International Business, program evaluating new recruitment strategies.	51
Bach	Management Information Systems (15 grads/35 required)	<b>Retain Due to Critical Need:</b> MIS is a major that is increasing in demand each year, and the degree serves as a stacking option for students.	74
Bach	Mathematics (16 grads/35 required)	Retain Due to Critical Need: Program courses also support the Mathematics Education program.	70
Bach	Medical Laboratory Science (9 grads/35 required)	<b>Retain Due to Critical Need:</b> Program graduates in high demand, especially rural areas.	72
Bach	Music (23 grads/35 required)	Retain Due to Critical Need: Program courses overlap with several other music programs, leaving few efficiencies in terminating music and related programs.	53
Bach	Music – Vocal (32 grads/35 required)	Retain Due to Critical Need: Program courses overlap with several other music programs, leaving few efficiencies in terminating music and related programs.	63
Bach	Musical Theatre (7 grads/35 required)	Retain Due to Critical Need: Program courses overlap with several other music programs, leaving few efficiencies in terminating music and related programs.	57

Degree	Major	Institutional Recommendation	Attachment II Page Reference	
Bach	Political Science (34 grads/35 required)	<b>Retain Due to Critical Need:</b> Program is close to needed graduate thresholds and will continue to seek new recruitment strategies.	59	
Bach	Spanish (8 grads/35 required)	Retain Due to Critical Need: Spanish is a high priority program, with demographic shifts in the South Dakota population. Citizen proficiency in Spanish is critical for healthcare, business, etc.	61	
Mast/Spec	Instructional Design E-Learn (1 grad/20 required)	Retain with Further Review: Program is undergoing redesign to better prepare teachers and administrators to deliver education remotely permanently or temporarily (e.g., in response to catastrophic events).	75	

# South Dakota School of Mines & Technology (SDSMT) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

Degree	Major	Institutional Recommendation	Attachment II Page Reference	
Assoc	General Studies (15 grads/25 required)	Retain with Further Review: Program consists of coursework that exists as part of general education and other programs, adding no cost; provides an option for students to receive a credential if stopping out prior to receiving a bachelor's degree.	78	
Bach	Physics (22 grads/35 required)	Consolidate with Another Program(s) within the System:  SDSMT, USD, and SDSU are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. Based on past graduation rates and current enrollment, the combined productivity of the program will exceed the BOR minimum.	80	
Mast/Spec	Biomedical Engineering (18 grads/20 required)	Retain with Further Review: A corresponding BS in Biomedical Engineering began in 2019 has already witnessed significant enrollment, including accelerated program options into the master's.	82	
Mast/Spec	Computational Science & Engineering (19 grad/20 required)	<b>Retain with Further Review:</b> Program has been part of a campus reorganization and placed in a new department and an accelerated version with undergraduate programs is in development.	84	
Mast/Spec	Paleontology (17 grad/20 required)	Retain Due to Critical Need: Program adds no significant additional cost as coursework and faculty also are part of other graduate programs such as the doctoral program in Geology, Geological Engineering, and Mining Engineering (including concentrations in Paleontology).	86	
Mast/Spec	Physics (10 grad/20 required)	Consolidate with Another Program(s) within the System:  SDSMT & USD are currently working to establish a fully collaborative graduate program in Physics.	88	

# South Dakota State University (SDSU) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

Degree	Major	Institutional Recommendation	Attachment II Page Reference
Bach	ACS Certified Chemistry (21 grads/35 required)	<b>Retain Due to Critical Need:</b> Program developing new recruiting strategies; enrollment in the program increasing each of last three years.	107
Bach	American Indian Studies (1 grads/35 required)	Retain Due to Critical Need: Program has engaged in recruitment campaigns, established a collaborative minor with USD and BHSU, and establishing greater connections with the Wokini Initiative.	91
Bach	Electronics Engineering Technology (25 grads/35 required)	<b>Retain Due to Critical Need:</b> Program was reinstated in 2012 with demand growing to 52 enrolled students; high regional demand for graduates.	110
Bach	French Studies (15 grads/35 required)	Retain Due to Critical Need: Only remaining French major in system; serves regional business needs.	96
Bach	German (10 grads/35 required)	Retain with Further Review (Collaborative Program):  SDSU & USD currently offer German through a collaborative program; collaborative recently redesigned to increase enrollment and efficiency.	100
Bach	Horticulture (31 grads/35 required)	Retain Due to Critical Need: Only 4-year horticulture program in SD; recent curriculum redesign to focus on food production.	112
Bach	Music (22 grads/35 required)	Retain with Further Review: New facilities and scholarship opportunities expected to increase enrollment; undergoing reaccreditation review which may result in additional design improvements.	104
Bach	Physics (16 grads/35 required)	Consolidate with Another Program(s) within the System:  SDSMT, USD, and SDSU are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. The collaborative program is expected to meet the minimum graduate programs.	115
Mast/Spec	Athletic Training (19 grad/20 required)	Retain Due to Critical Need: Program is the only Athletic Training program in the BOR system; accelerated and transfer agreements recently designed with other institutions within and outside the BOR system.	118

# University of South Dakota (USD) Programs Falling Below the Program Productivity Review Thresholds for FY15-19

Degree	Major	Institutional Recommendation	Attachment II Page Reference
Bach	Art Education (15 grads/35 required)	Consolidate with Another Program on Campus: Consolidating as a specialization within the BFA in Art degree program.	N/A (123)
Bach	Biology Education (11 grads/35 required)	Consolidate with Another Program on Campus: Consolidated into the Secondary Education program as specialization (May 2020).	N/A (123)
Bach	French & Francophone Studies (6 grads/35 required)	Program Placed on Inactive Status as in May 2020	N/A
Bach	German (10 grads/35 required)	Retain with Further Review: SDSU & USD currently offer German through a collaborative program; collaborative recently redesigned to increase enrollment and efficiency.	123 & 127-129
Bach	Music Performance (27 grads/35 required)	Consolidate with Another Program on Campus: Consolidating into the Music program as a specialization.	N/A (123)
Bach	Musical Arts (12 grads/35 required)	Consolidate with Another Program on Campus: Consolidating into the Music program as a specialization.	N/A (123)
Bach	Native American Studies (9 grads/35 required)	Retain with Further Review (possible collaborative program): USD currently working with BHSU & SDSU on collaborative course rotations in American Indian Studies/Native American Studies program; program aids in compliance with SDCL 13-53-54.	123 & 133
Bach	Physics (14 grads/35 required)	Formalize Consolidation with Another Program(s) within the System: SDSMT, USD, and SDSU are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. The collaborative program is expected to meet the minimum graduate programs.	123 & 134
Bach	Sociology (27 grads/35 required)	Retain with Further Review: BOR 2019 approval to offer program online and in Sioux Falls should increase enrollment.	124 & 135-137
Bach	Spanish Education (1 grads/35 required)	Consolidate with Another Program(s) on Campus: Consolidated into the Secondary Education program as specialization (May 2020).	N/A (123)
Bach	Speech Education (1 grads/35 required)	Consolidate with Another Program(s) on Campus: Consolidated into the Secondary Education program as specialization (May 2020).	N/A (123)

University of South Dakota (USD) – Continued				
Degree	Major	Institutional Recommendation	Attachment II Page Reference	
Mast/Spec	Art (17 grads/20 required)	Retain Due to Critical Need: Program is the only MFA (the terminal degree in art fields) in the system; MFA graduate students teach undergraduate art courses, making undergraduate program more cost-effective.	124 & 125-126	
Mast/Spec	Biomedical Engineering (12 grads/20 required)	Collaborative Program with SDSMT: The program's coursework is embedded in the PhD program – terminating program would not reduce costs or courses; degree provides alternative for students who do not complete the PhD.	N/A (124)	
Mast/Spec	History (14 grads/20 required)	<b>Retain with Further Review:</b> Program is the only system graduate program in history; department currently implementing plan to increase enrollment.	124 & 130-132	
Mast/Spec	Physics (14 grads/20 required)	Formalizing Consolidation with Another Program(s) within the System: SDSMT & USD are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. The collaborative program is expected to meet the minimum graduate programs.	123 & 134	
Mast/Spec	Theatre (8 grads/20 required)	Retain Due to Critical Need: Program is the only MFA (the terminal degree in theater) in the system; the MFA graduate students teach undergraduate theater courses, making undergraduate program more cost-effective.	124 & 138-139	

### Black Hills State University Program Productivity Report Fall 2020

BHSU BS, American Indian Studies

BHSU BS, Communication Studies and Theater

BHSU BSEd, Composite Science Education

BHSE BSEd, Composite Social Science Education

BHSU BS, Corporate Communication

BHSU BS, Environmental Physical Science

BHSU MS, Integrative Genomics

BHSU BS, Composite Music

BHSU BSEd, Music Education

BHSU BS, Physical Science

BHSU BS and BSEd, Spanish

BHSU MS, Sustainability

BHSU AS, Tourism

The Board of Regents asked for institutions to provide additional information for each program that appeared on the program productivity report presented at the June 2020 Board meeting. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

### 1. Institution, Program Degree, Name (e.g., USD, BS, History) Black Hills State University, BS, American Indian Studies

#### 2. Briefly Describe How the Program Fits Into University's Mission

The American Indian Studies is the one program that overtly supports the Native American Community and one component of the mission of the university is to provide service to the region.

Additionally, the State of South Dakota has made a moral and legal commitment to support American Indian Studies programs at Black Hills State University (BHSU). BHSU is in a unique position in its offering of an American Indian Studies major. Located in the Black Hills, which are considered sacred by numerous tribes in the four-state region, BHSU has an essential role in conveying the importance of American Indian issues in the area.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
6	4	1	10	4

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120 credits
(e.g., 120 credits):	
Total credits that are program-specific	40 credits
requirements:	
Total credits of program-specific requirements	none
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	40 credits
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

This major is the only one offered at BHSU in a subject related to diversity of human experience. Students in the 21st century need some knowledge of differences in culture to be effective in the workplace and productive as citizens. The AIS major (and the general education courses) provide that breadth of study. While this program serves all interested students, it is of particular

importance to our native students, and it prepares them to future work related to education, social service and the arts. While small, the program serves a vital need.

An additional note: we anticipate growth in American Indian Studies program through the addition of a Lakota language track to the major. Across South Dakota, there is a great need for certified Lakota language teachers. As indigenous language revitalization efforts increase, BHSU is in a prime position to become a key player in Lakota language revitalization. SD has become the first state in the contiguous United States to recognize an official Indigenous language. In 2019, Governor Kristi Noem signed a bill into law that recognizes the language of the Oceti Sakowin which is comprised of the dialects of Lakota, Dakota, and Nakota. The bill passed with near unanimous support of the state legislature.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

Cost of program specific instruction \$36,804. There are no accreditation fees or specialized equipment costs for AIS.

Total  $cost^1 = $36,804$ .

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^2$  = \$40,071.50

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

BHSU is actively working with USD and SDSU on plans for a collaborative framework of shared classes in the American Indian Studies program, while maintaining distinct core curricula appropriate to each institution's mission.

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

## 1. Institution, Program Degree, Name (e.g., USD, BS, History) BHSU, BS, Communication Studies and Theater

#### 2. Briefly Describe How the Program Fits Into University's Mission

This program provides both creative and applied components of the study of oral presentation. Courses in both sides of the program (speech and theater) support the statutory mission of the university through the School of Education. Students in the related English and Speech Composite majors take classes in these areas, and they often secure positions after graduation as teachers who direct plans or oversee speech and debate programs.

Additionally, the theater emphasis serves the purpose of the institution to foster creative activity. This work is critical to the development of community on campus. It aids retention, and it strengthens connections between the town and university.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
5	3	2	5	5

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120 credits
Total credits that are program-specific requirements:	33 (SPCM); 36 (THEA)
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	0
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	33 (SPCM); 36 (THEA)

#### Add any clarifying or additional information needed below:

The BHSU theater program, like the music program, provides a key connection between the community and the university. It provides plays for Summer Stage, collaborates with the Matthews Opera House, and creates performances for student actor and student audiences during the academic year. The theater program would be difficult to sustain without the major,

yet it supports the general education program. It also fosters retention across all majors, since being a theater major is not required for participation. With one FTE, the theater program, however, relies on its majors to managing all components of production from directing to costuming and makeup to lighting and set construction. Current connections between the theater and business programs are establishing cross-curricular connections. Similarly, the speech component of the major supports the Debate Team.

During the last academic year, the theater program staged three plays (others were cancelled when students left campus in spring). Each play had an audience of 300-400 people, both from the community and from the student body. Cast and crew, mentored by majors, were at least 50% non-majors, providing outreach between the theater major and the culture of the campus. Additionally, the theater program staged *Phantom of the Opera House* at the Matthews Opera House with an audience of between 750 and 1000. Most of these were community members.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

#### Theater Data

- Total Cost for Theater Major in Salary and Benefits=\$68,896
- Operating Budget for Theater and Summer Stage = \$43,350
   Total Cost of Theater Emphasis of Speech Communications Major = \$112,246

#### Speech Data

- Total Cost for Speech Emphasis in Salary and Benefits = \$128,508
- Debate team budget: \$7,000

Total cost of Speech Emphasis = \$135,508

Total Cost of Speech Communication Major<sup>1</sup> =\$247,754

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total Revenue<sup>2</sup> = \$119,331.00

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

### 1. Institution, Program Degree, Name

BHSU, BSED, Composite Science Education

#### 2. Briefly Describe How the Program Fits Into University's Mission

Teacher preparation is foundational to the BHSU mission. Undergraduate students who complete the BHSU Composite Science Education program are eligible to be certified/licensed to teach Biology, Chemistry, Earth Science or Physics. BHSU offers the only composite science teaching degree in the state and graduates are required to complete coursework in at least two subject areas. Rural schools in SD may only have the student enrollment to support hiring one high school science teacher. Because graduates from this program are well prepared to offer a wider variety of content areas courses, this program particularly serves the needs of rural SD schools.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

FY15	FY16	FY17	FY18	FY19
1	5	5	4	1

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120 credits
(e.g., 120 credits):	
Total credits that are program-specific	94-95 credits
requirements:	
Total credits of program-specific requirements	62-72 credits
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	23-32 credits
are <u>not</u> requirements with any other program:	

#### Add any clarifying or additional information needed below:

The majority of the program-specific requirements are shared with BS degree programs in Biology, Chemistry, Environmental Physical Science, Math and/or Physical Science; all but three of the Education credit hours (SEED 413 Science Methods) are required in every BS Education degree program. The variable credit hours reflects the four science study areas, of which students choose two. The remaining program-specific credits listed under "Total credits of program-specific requirements that are <u>not</u> requirements with any other program," are also <u>elective</u> courses in the BS in Biology, Chemistry, Environmental Physical Science, Math and/or Physical Science programs, and/or are General Education courses. Because these program-

specific credits are electives in these other programs, they result in no net additional instructional costs.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

There are no unique faculty costs associated with this program. \$56 in CAEP accreditation fees for FY 19. There are no unique equipment/supply costs for this program.

**Total cost = \$56.** 

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

**Total revenue**<sup>1</sup> = \$113,846

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. Institution, Program Degree, Name (e.g., USD, BS, History)

BHSU, BSED, Composite Social Science

#### 2. Briefly Describe How the Program Fits Into University's Mission

Teacher education is central to the history and mission of BHSU. In 2017-18 there were 74 and in 2018-19 there were 86 teaching vacancies in Social Science in South Dakota. Undergraduate students who complete the BHSU Composite Social Science Teaching program are eligible to be certified/licensed to teach History (American and World), Political Science, Geography, Economics, Sociology, and Psychology. BHSU offers the only composite social science teaching degree in the state.

Rural schools in SD may have the student enrollment to support hiring only one high school and/or middle school social studies teacher. This program particularly serves the needs of rural SD schools. We know that many of our education majors want to return to and teach in their small, South Dakota towns. Being prepared to teach all six social science content areas make graduates from the BHSU Composite Social Science Teaching program more marketable than those who are prepared to teach a single content area.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
9	1	1	5	4

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120 credits
(e.g., 120 credits):	
Total credits that are program-specific	98 credits*
requirements:	
Total credits of program-specific requirements	98 credits
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	0 credits
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

\*The 98 credits include 51 credits in Social Science Content, 15 credits in Pre-professional Teaching, and 32 credits in Professional Secondary Ed Teaching. A minor is not required with this major. Within the 51 credits in Social Science Content, nine general education credits (six in Social Science and three in Arts/Humanities) are also completed.

As a composite major made of courses from Economics, Geography, History, Political Science, Psychology, and Sociology for the social science content and education courses for the education content, this program does not require any unique courses.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

There are no unique faculty costs associated with this program. \$43 in CAEP accreditation fees for FY 19. There are no unique equipment/supply costs for this program.

Total cost = \$43.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue<sup>1</sup> = \$223,790.05

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

## 1. Institution, Program Degree, Name (e.g., USD, BS, History) BHSU, BS, Corporate Communication

#### 2. Briefly Describe How the Program Fits Into University's Mission

"Promoting excellence in teaching and learning" in the 21<sup>st</sup> century includes preparing students for the job market with applied programs in fields with demonstrated need. Corporate Communication is designed for this purpose. Additionally, the program supports the university's commitment to distance education as the one program that is available fully online in the College of Liberal Arts.

### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
1	3	1	2	2

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120 credits
(e.g., 120 credits):	
Total credits that are program-specific	45 credits
requirements:	
Total credits of program-specific requirements	45 credits
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	0 credits
are not requirements with any other program:	All courses in this program are offered as part
	of majors in Mass Communications, Business,
	and Communication Studies.

#### Add any clarifying or additional information needed below:

This program is designed to be highly applied and to serve the needs of both on-campus students and distance learners. It supports those with an interest in business but who are more interested in communication than in those elements of business related to mathematics. It

shares much of its curriculum with Mass Communications but provides a foundation in business not present in that program.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

There are no courses exclusively or even primarily dedicated to this major. All courses would be taught regardless of whether the major existed. Therefore, there are no annual costs. There are also no accreditation fees or other costs.

Total cost = \$0.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue<sup>1</sup> = \$91,104.95

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

## 1. Institution, Program Degree, Name BHSU, BS, Environmental Physical Science

#### 2. Briefly Describe How the Program Fits Into University's Mission

An interdisciplinary program teaching technical skills needed by industry, agencies, and applied workforce areas. The flexible course offerings allow students to meet multiple outcomes that match the requirements for work in the energy sector, as environmental technicians, and in geosciences. Graduates are working in Hydrology for the US Forest Service, for energy and mining companies in the region, and in multiple science disciplines. An emphasis is placed on teaching technical skills, such as GIS and its applications, and knowledge of regional geological structure and processes. A single faculty line meets core course requirements as well as General Education classes. Program electives are housed in other science programs (e.g., Chemistry, Math) resulting in no additional program delivery costs. Retention rates are twice the campus average, reflecting a successful intensive model, which includes internships, a summer field camp, and other professional development opportunities. The School of Natural Science initiated a curriculum review in 2020 with input from regional business advisors in order to provide future students with essential technical skills.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

FY15	FY16	FY17	FY18	FY19
4	4	8	7	3

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120 credits
(e.g., 120 credits):	
Total credits that are program-specific	57 credits
requirements:	
Total credits of program-specific requirements	34 credits
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	23 credits
are <u>not</u> requirements with any other program:	

#### Add any clarifying or additional information needed below:

The majority of the program-specific requirements are shared with BS degree programs in Biology, Chemistry, Math and/or Physical Science. Approximately 55% of the remaining 23 program-specific hours that are <u>not</u> requirements are also elective options in the BS in Biology,

Outdoor Education and Composite Science Education degree programs, and/or are General Education courses, and result in no net additional instructional costs.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)? The program specific instructional cost is \$42,823. There are no specialized accreditation fees. The annual cost for a software license, equipment, and supplies to support this program is \$3,368 – although the supplies purchased for this program also support the general education courses.

Total  $cost^1 = $46,182$ .

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^2$  = \$242,378

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?
The ESRI software license is shared statewide reducing cost, and administered through SDSM&T. Mines also offers GEOE 322 Structural Geology, which is an elective course option in this program.

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

## **1. Institution, Program Degree, Name** BHSU, MS, Integrative Genomics

#### 2. Briefly Describe How the Program Fits Into University's Mission

Provides a dynamic learning environment that foster critical thinking, while providing technical skills in the biomedical sciences in support of regional workforce needs. School of Natural Sciences faculty have recently secured extramural grant funding that will directly and indirectly support graduate students in the MSIG; examples include the 2020-2025 South Dakota Biomedical Research Infrastructure Network (SD BRIN) grant funded by the National Institutes of Health IDeA Networks for Biomedical Research Excellence program (NIH INBRE), and the 2019-2024 National Science Foundation Established Program to Stimulate Competitive Research (EPSCoR). Finally, recent equipment and instrumentation acquisitions in BHSU's CCBR, WestCore, SURF, and herbarium facilities offer new research directions to students in the MSIG program.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

FY15	FY16	FY17	FY18	FY19
5	2	3	2	2

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	32 credits
(e.g., 120 credits):	
Total credits that are program-specific	32 credits
requirements:	
Total credits of program-specific requirements	3 credits
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	29 credits
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

Note: 14 of the 29 program-specific credits listed under "Total credits of program-specific requirements that are <u>not</u> requirements with any other program," are cross-listed courses in the BS Biology program.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The program specific instructional and coordination cost is \$26,678. Thesis and independent study courses are not included in faculty teaching load assignments – they are essentially taught for free. Equipment and associated maintenance costs are covered by grants (e.g., BRIN, REU) and indirect fee generation to the university, and are foundational to this graduate program. FY19 supplies costs of \$10,319 entirely covered by current research grant awarded to the grad program coordinator.

Total  $cost^1 = $26,678$ .

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^2$  = \$23,528

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?
We partner with the USD MS in Computer Science program to receive a core class (CSC 601 Introduction to Bioinformatics) via D2L in support of students in this program.

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

## 1. Institution, Program Degree, Name (e.g., USD, BS, History) Black Hills State University, BS, Composite Music

#### 2. Briefly Describe How the Program Fits Into University's Mission:

The music program at BHSU focuses on teacher education though it provides additional opportunities for those interested in music performance. Education is the core of the university's statutory mission, and music as a discipline is central to the campus's mission of stated fostering not only academic research and scholarship but also creative activity. The mission of the university also is to serve the needs of region, and BHSU's music program is a critical component of the university's outreach to the community of South Dakota and the Black Hills.

## 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
1	3	1	2	2

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120 (Composite
Total credits that are program-specific requirements:	62 (Music Composite)
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	0
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	62

#### Add any clarifying or additional information needed below:

Because of the unique nature of the discipline of music, the strength and importance of BHSU's music program must be measured by more than the number of majors in the discipline. Three significant measures of its value are as follows: its ability to connect the university and the community, the revenue it brings BHSU through University Advancement, and its contribution to campus life and retention.

### a. Connection to the Community

In addition to hosting the community choir and band, BHSU's music programs collaborates closely with most major musical organization in the region including the Rushmore Music Festival the SD Music Teachers Association, Northern Hills Honor Band Festival, Black Hills Gamelan, local church choirs, Dakota Choral Union, Belle Fourche Cowboy Band, the Black Hills Symphony and the Matthews Opera House. The musical production of Bright Star—a collaboration of the BHSU music program and the Matthews Opera House, funded by a local donor—had an audience of 774 people.

As the only university with a music major West River, BHSU supports the development of high school music programs. In the last academic year, it hosted 145 high school students for All-State Choir Rehearsal Day, 120 for the BHSU Choral Festival, approximately 25 for Trumpet Day, 110 for Lead and Sturgis's joint band workshop, 150 for Honors Band, and 10 students for All-State Band Mock Auditions.

This level of engagement with the community would not be possible without full-time, tenure track faculty who have requirements of performance and service, and it would not be possible to retain our highly experienced and trained music faculty without our majors in music education and composite music.

- b. University Advancement
  - The community support for the BHSU music program is evident in the organization of the Friends of Music and the amount of financial support the group raises annually for scholarships.
- c. Student Life and Student Retention. Groups associated with the BHSU music program contribute significantly to the life of the campus as indicated by the retention numbers of students who participate in these groups. According to data collected by the Director of Institutional Research in fy19, the retention rate for students who participated in either band or choir (or both) was 84.38, whereas the retention rate of students who did not participate in at least one of these groups was 63.61.

Participation in band and choir was as follows for the 2019-2020 academic year:

Concert band: 50-55 total people (8 enrolled majors) Student band: 31 total people (23 enrolled majors) Jazz Band: 19 total people (12 enrolled majors) Drumline: 12 total people (8 enrolled majors)

These groups contribute to the university community through concerts, collaboration with the theater program, performance at major athletic events, and performance at university ceremonies.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?
  - Cost of instruction (full time plus adjuncts) = \$309,631
  - Music discipline budget = \$14,478
  - NASM Accreditation annual fees = \$14,082
  - Annual NASM Conference (one attendee) approximately = \$2,500

• Cost of CAEP accreditation per completer (3 x \$37.72) \$113.16

Total Cost of the Music Education and Music Composite Majors<sup>1</sup> = \$340,804

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^2$  = \$363,431

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# 1. Institution, Program Degree, Name (e.g., USD, BS, History) Black Hills State University, BSED, Music Education

# 2. Briefly Describe How the Program Fits Into University's Mission:

The music program at BHSU focuses on teacher education though it provides additional opportunities for those interested in music performance. Education is the core of the university's statutory mission, and music as a discipline is central to the campus's mission of stated fostering not only academic research and scholarship but also creative activity. The mission of the university also is to serve the needs of region, and BHSU's music program is a critical component of the university's outreach to the community of South Dakota and the Black Hills.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
4	3	2	0	3

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	124 (Music Ed)
Total credits that are program-specific requirements:	96 (Music Ed)
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	0
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	96 credits

#### Add any clarifying or additional information needed below:

Because of the unique nature of the discipline of music, the strength and importance of BHSU's music program must be measured by more than the number of majors in the discipline. Three significant measures of its value are as follows: its ability to connect the university and the community, the revenue it brings BHSU through University Advancement, and its contribution to campus life and retention.

### a. Connection to the Community

In addition to hosting the community choir and band, BHSU's music programs collaborates closely with most major musical organization in the region including the Rushmore Music Festival the SD Music Teachers Association, Northern Hills Honor Band Festival, Black Hills Gamelan, local church choirs, Dakota Choral Union, Belle Fourche Cowboy Band, the Black Hills Symphony and the Matthews Opera House. The musical production of Bright Star—a collaboration of the BHSU music program and the Matthews Opera House, funded by a local donor—had an audience of 774 people.

As the only university with a music major West River, BHSU supports the development of high school music programs. In the last academic year, it hosted 145 high school students for All-State Choir Rehearsal Day, 120 for the BHSU Choral Festival, approximately 25 for Trumpet Day, 110 for Lead and Sturgis's joint band workshop, 150 for Honors Band, and 10 students for All-State Band Mock Auditions.

This level of engagement with the community would not be possible without full-time, tenure track faculty who have requirements of performance and service, and it would not be possible to retain our highly experienced and trained music faculty without our majors in music education and composite music.

#### b. University Advancement

The community support for the BHSU music program is evident in the organization of the Friends of Music and the amount of financial support the group raises annually for scholarships.

c. Student Life and Student Retention. Groups associated with the BHSU music program contribute significantly to the life of the campus as indicated by the retention numbers of students who participate in these groups. According to data collected by the Director of Institutional Research in fy19, the retention rate for students who participated in either band or choir (or both) was 84.38, whereas the retention rate of students who did not participate in at least one of these groups was 63.61.

Participation in band and choir was as follows for the 2019-2020 academic year:

Concert band: 50-55 total people (8 enrolled majors) Student band: 31 total people (23 enrolled majors) Jazz Band: 19 total people (12 enrolled majors) Drumline: 12 total people (8 enrolled majors)

These groups contribute to the university community through concerts, collaboration with the theater program, performance at major athletic events, and performance at university ceremonies.

# 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

- Cost of program specific instruction (full time plus adjuncts) = \$309,631
- Music discipline budget = \$14,478
- NASM Accreditation annual fees = \$14,082
- Annual NASM Conference (one attendee) approximately = \$2,500

Cost of CAEP per completer (3 x \$37.72) \$113.16

Total Cost of the Music Education Program<sup>1</sup> = \$340,804

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^2$  = \$363,431

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# **1. Institution, Program Degree, Name** BHSU, BS, Physical Science

# 2. Briefly Describe How the Program Fits Into University's Mission

Provides a dynamic learning environment and unique undergraduate research opportunities in the SURF lab, along with essential support for multiple pre-professional programs in other science degree programs. The BHSU physical science degree also targets a problem within the physics community and society as a whole by having a strong record of encouraging women in science. In the springs of 2016 and 2020, BHSU hosted regional American Physical Society Conference for Undergraduate Women in Physics (CUWiP), which brought about 100 female undergraduate students from around the Midwest region to BHSU. A BHSU faculty member is currently the chair-elect for the CUWiP national organizing committee. BHSU physical science graduates are 57% female, compared to the national average of 15-20%. Undergraduate research is a vitally important part of undergraduate education, and leads to increase student retention and intellectual curiosity, as well as improved technical and communications skills. Not only are students who participate in undergraduate research more likely to finish their degree, but also to be successful after graduation. BHSU has recognized this importance in its Mission Statement as well as its Strategic Plan and 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 dedicated cleanroom facility managed by BHSU faculty and students and BHSU is a member of the LZ collaboration.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

FY15	FY16	FY17	FY18	FY19
0	1	0	5	3

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120 credits
Total credits that are program-specific requirements:	60-69 credits
Total credits of program-specific requirements shared as requirements with another program (note:	30-33 credits

<pre>program = associate, bachelor's, master's, specialist, or doctoral program):</pre>	
Total credits of program-specific requirements that	30-36 credits
are not requirements with any other program:	

### Add any clarifying or additional information needed below:

The 30-36 program-specific hours listed under "Total credits of program-specific requirements that are <u>not</u> requirements with any other program" are elective options in Chemistry, Environmental Physical Science, Math and Composite Science Education degree programs, and/or are General Education courses, and result in no net additional instructional costs. Note the range of credit hour values reflects different course credit hours, and changes based on student elective choice.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The program specific instructional cost is \$78,583. There are no specialized accreditation fees. There are \$5,224 in supply and equipment costs shared with teaching general education courses, as well as required Physics courses in support of multiple pre-professional programs in science (e.g., preparation for Medicine, Pharmacy, Physical Therapy). The support role of teaching introductory physics courses is required for those degree programs.

Total  $cost^1 = $83,807$ .

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^2$  = \$78,848.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? SDSMT, USD, and SDSU are currently working to establish a fully collaborative B.S. in Physics program effective fall 2021. BHSU has been in communication with Mines regarding participation in this collaboration and has received support from their department chair and provost, who described an existing de facto collaboration between the schools. Based on past graduation rates and current enrollment, the combined productivity of the program will exceed the BOR minimum and would require consistent naming across all BOR campuses.

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

1. Institution, Program Degree, Name (e.g., USD, BS, History) BHSU, BS Spanish and BSED Spanish Education.

# 2. Briefly Describe How the Program Fits Into University's Mission

BHSU's Spanish Education major helps the institution fulfill its statutory mission of preparing teachers. Additionally, both Spanish majors support the mission composed by the university in its commitment to preparing students for participation in their global community. Spanish is the only language major at the institution. It is, in fact, the only language major at a West River university. Additionally, there are currently 22 students majoring in Spanish as of fall 2020. As such it plays an important role in higher education for the state of South Dakota.

3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
2	4	02	2	5

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120 credits
(e.g., 120 credits):	
Total credits that are program-specific	77 credits
requirements:	
Total credits of program-specific requirements	47 credits (in education)
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	30 credits
are not requirements with any other program:	

Add any clarifying or additional information needed below:

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?
  - Cost of program specific instruction = \$36,680.
  - No discipline fee or specialized equipment associated with this major.
  - With two graduates/completer in Spanish Education (as opposed to the BA) in 2019, the cost of CAEP Accreditation = \$65.90.

Total cost of the programs<sup>1</sup> = \$36,746

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^2$  = \$92,731

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Cost to the university to offer the program includes instructional costs (fulltime and adjunct faculty salaries and benefits) for courses in the major but does not include instructional costs for courses required by the general education program. For example, Communications Studies faculty teach multiple sections of SPCM 101 Fundamentals of Speech to fulfill Goal Two of the SDBOR General Education requirements for all BHSU students, not just those majoring in Communication Studies/Theatre, therefore those general education courses were not included in the cost calculation.

<sup>&</sup>lt;sup>2</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# 1. Institution, Program Degree, Name

BHSU, MS, Sustainability

# 2. Briefly Describe How the Program Fits Into University's Mission

An innovative program that fosters critical thinking, reflects BH as a regional leader in sustainability, and inspires students to engage in their global communities. This online graduate program promotes excellence in the area of sustainability through cross-disciplinary learning, high quality research and the practical application of resiliency and sustainability practices. Graduates are prepared to be effective problem solvers and resiliency experts, capabilities that are highly sought after by employers. Our students engage in methodical, targeted actions that strengthen businesses, communities and ecosystems. Current students and graduates currently work for the National Forest Service, regional and local governments, the military, and Spearfish Parks and Recreation, to name a few. The MSS Program also educates students to be effective communicators and leaders. Projects initiated by the BHSU sustainability committee combine representatives from the energy industry, health industry, ag sector, business community and local governments for the purpose of effectively preparing for, and responding to future disasters in a quicker, more effective way.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

FY15	FY16	FY17	FY18	FY19
5	0	1	0	2

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program:	33 credits
Total credits that are program-specific	33 credits
requirements:	
Total credits of program-specific requirements	0 credits
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	33 credits
are not requirements with any other program:	

### Add any clarifying or additional information needed below:

The university temporarily halted the Sustainability program in 2015-2016 leading to a significant enrollment downturn; since 2017 headcount has increased 83%, 36% (2018) and 17% (2019) annually. Current Fall 2020 enrollment is up an additional 50%. With enhanced marketing

this online program will exhibit continued growth due to contemporary interest, online delivery, and limited regional competition.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The program specific instructional cost is \$27,264 plus \$15,804 in adjunct salary. There are no specialized equipment or accreditation fees, instructional costs are low due to teaching by qualified adjuncts with professional experience in the discipline.

Total cost = \$43,068.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Total revenue $^1$  = \$97,174.

7. Identify any collaborative efforts (e.g., course sharing opportunities) with other institutions that offer similar programming in which the institution has engaged?

Sustainability has a cooperative agreement with the Master of Science in Strategic Leadership (MSSL) program at BH where MSSL can enroll in SUST 720 Communication and Change as an elective. Students in several SDSM&T, SDSU and USD programs (e.g., Science in Construction Management, Communication, Sociology degrees) have taken BH Sustainability courses to fill their program's elective requirement, including SUST 510 Fundamentals of Sustainability, SUST 530 Environmental Economics, and SUST 710 Human Dimensions of Sustainability. The online format of the BHSU Sustainability courses enabled their degree completion due to the unavailability of any face-to-face courses at their institutions.

<sup>&</sup>lt;sup>1</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# 1. Institution, Program Degree, Name BHSU, AS, Tourism

# 2. Briefly Describe How the Program Fits Into University's Mission

The AS in Tourism has recently gone through a program update. The revised program proposal is focused on developing professional and technical skills required for workforce development in SD and the region. The updated program follows a "Learn and Earn" model, providing students additional hands-on experiences and a clear pathway to a professional career in the area of tourism and hospitality management. The internships are structured opportunities for students to participate in different areas within the hospitality industry (e.g., lodging, restaurants, event/convention, tourism planning). Students will complete three internships with specific program partners, allowing a consistent experience, deliberate learning objectives, and close contact between the employer and BHSU. In the student's final term, they will complete a capstone internship with a business of their choosing. In order to allow space in the program for these additional internship experiences, we are moving several previously required business courses into the elective category.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
2	3	1	0	0

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	60 credits
Total credits that are program-specific requirements:	39 credits
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	36 credits
Total credits of program-specific requirements that are not requirements with any other program:	3 credits

Add any clarifying or additional information needed below:

The required core courses match requirements for pre-business core courses in the BS in Business Administration degree; required elective courses match business core requirements for the BS in Business degree and/or required courses for the BS Tourism & Hospitality specialization. The specific faculty cost is minimal for this degree program.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The cost to offer the three credits unique to the associate's degree in Tourism is \$8,139. There are no additional unique program costs associated with this program. There are no specialized accreditation fees or equipment costs for this degree program.

Total cost = \$8,139.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

**Total revenue**<sup>1</sup> = \$12,242

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

<sup>&</sup>lt;sup>1</sup> Total revenue includes tuition and fees (including discipline fees where applicable) charged to students declared in the program in FY 19.

Dakota State University Program Productivity Report Fall 2020

DSU BS, Biology

DSU BBA, Accounting and BS, Professional Accountancy

DSU BBA, Finance

DSU Based, Physical Education

# **Dakota State University**

September 9, 2020

#### **Program Productivity Review**

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

1. Institution, Program Degree, Name (e.g., USD, BS, History)
DSU- BS- Biology

# 2. Briefly Describe How the Program Fits Into University's Mission

[The mission of DSU] is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. ... to offer two-year, one-year and short courses.... includes the preparation of elementary and secondary teachers with emphasis in computer and information processing. Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated.

Biology majors at DSU are grounded in science technology which provides a distinct perspective to the study of science. All majors are required to take a computer science course. Required courses include: CSC 105 – Introduction to Computers; ENGL 379 – Technical Communication; BIOL 303 - Introduction to Biological Instrumentation; BIOL 335 - Introduction to Bioinformatics and one of the following computer-based courses: CIS 123 - Problem Solving and programming; CIS 130- Visual Basic Programming or CSC 150 – Computer Science I.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

Combined Biology (including Biology for Information Systems due to program name change) and BSED in Biology Education. Combined number of degrees over the past five years is 40. The core courses taught for biology education and the bachelor's in biology are the same thereby increasing efficiency for both programs. Science teachers remain a critical shortage in the state.

FY15	FY16	FY17	FY18	FY19	FY20
7	14	4	7	6	9

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120	
credits):	120 credits
Total credits that are program-specific requirements:	
	59 credits
Total credits of program-specific requirements shared as	
requirements with another program (note: program =	47 credits
associate, bachelor's, master's, specialist, or doctoral program):	
Total credits of program-specific requirements that are not	
requirements with any other program:	12 credits

#### Add any clarifying or additional information needed below:

Biology provides general education science courses for many students. Biology, as a major, has two specializations which have elective course options for students. These courses are also options for students in the Biology Education program.

Several courses listed in the catalog as options in one of the two Biology specializations are typically not included in other programs including: BIOL 325 – Physiology; BIOL 343 – Cell and Molecular Biology; BIOL 365 – Vertebrate Zoology; BIOL 410 – Conservation Biology; BIOL 422 – Immunology; BIOL 450 - Aquatic Biology and BIOL 492 – Topics

Over the 2020-21 academic year (including summer) BIOL 365, 410 and 422 are not scheduled to be taught and the other four courses are taught only in one semester (either fall or spring).

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$401,862

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Estimate assumes 24.3% of students pay non-resident rates. \$658,036

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

No specific collaborative teaching efforts are currently in place.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# Institution, Program Degree, Name (e.g., USD, BS, History) DSU – BBA in Accounting and BS in Professional Accountancy

These two programs have considerable overlap and utilize the same resources. When the accounting field introduced the additional credit requirement prior to the administration of the CPA exam, DSU opted to add professional accountancy at the undergraduate level rather than opting for a master's degree to remain affordable for students. The programs, however, need to be distinct to manage degree audits for students. The program is undergoing some curricular changes and additional emphasis is being placed on promoting the CPA credential to students.

DSU will be submitting material to the Board office prior to the October Board meeting to move all business programs into a single Business Administration major with specializations to include Accounting. Thus, assuming BOR approval, Accounting will no longer be a self-standing major but a specialization within the Business major. All Business majors share a 54-credit hour core curriculum.

#### 2. Briefly Describe How the Program Fits Into University's Mission

[The mission of DSU] is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. ... to offer two-year, one-year and short courses.... includes the preparation of elementary and secondary teachers with emphasis in computer and information processing. Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated.

The Accounting programs are rooted in data processing and utilize technology to in all courses to provide students with practical experiences. All majors are required to take a series of computer science courses: CSC 105 – Introduction to Computers; CSC150 – Computer Science I; and one other computer applications course.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

Completions for the BBA in Accounting and the BS in Professional Accountancy combined the last four years yields a total of 44 degrees. Note that the number of degrees in the last three years is 35 whereas the number of degrees for the three preceding years was only 13 indicating growth potential.

#### Accounting

FY15	FY16	FY17	FY18	FY19	FY20
4	2	5	12	4	8
Professional Accountancy					
FY15	FY16	FY17	FY18	FY19	FY20

4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120	
credits):	120/150 credits
Total credits that are program-specific requirements:	
	21/27 credits
Total credits of program-specific requirements shared as	
requirements with another program (note: program = associate,	
bachelor's, master's, specialist, or doctoral program):	0/6 credits
Total credits of program-specific requirements that are not	
requirements with any other program:	21/21 credits

# Add any clarifying or additional information needed below:

As mentioned, there is significant overlap between these two programs. The Professional Accountancy program enables students to sit for the CPA examination upon graduation whereas the Accounting program requires students to obtain additional coursework prior to the exam. Note the requirement for 150 credit hours to sit for the CPA exam was forged about 10 years ago by the Accounting profession.

There are only two unique courses possible in the Professional Accountancy program that are not part of any other program: ACCT 305 – Analysis of Financial Statements and ACCT 470 – Non-Profit Accounting

Both these courses, however, are not scheduled to be offered during the 2020-21 academic year (including summer) so there are no costs distinctly for these courses. Courses in Accounting tend to be offered on a rotating basis.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$178,704

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Estimate assumes 24.3% of students pay non-resident rates. \$310,310

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

No specific collaborative teaching efforts are currently in place.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

1. Institution, Program Degree, Name (e.g., USD, BS, History)
DSU – BBA in Finance

# 2. Briefly Describe How the Program Fits Into University's Mission

[The mission of DSU] is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. ...to offer two-year, one-year and short courses.... includes the preparation of elementary and secondary teachers with emphasis in computer and information processing. Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated.

Although enrollment has decreased in this major over the past several years. We are pursuing significant transfer opportunities for this program. This program is one of only 135 public baccalaureate programs accredited by the Accreditation Council for Business Schools and Programs (ACBSP) across the country. The potential for articulation with AACBSP two-year programs is significant. We are developing a plan to explore articulation with as many as twenty public associate degree granting institutions in the region (e.g., Minnesota, Iowa, Nebraska, Kansas) to grow enrollment. The opportunity to grow through transfer will increase as Southeast Technical College acquires ACBSP accreditation which they are now seeking.

All majors are required to take a series of computer science courses including CSC 105 – Introduction to Computers and an additional computer science or information systems course.

DSU will be submitting material to the Board office prior to the October Board meeting to move all business programs into a single Business Administration major with specializations to include Finance. Thus, assuming BOR approval, Finance will no longer be a self-standing major but a specialization within the Business major. All Business majors share a 54-credit hour core curriculum.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19	FY20
5	4	7	6	2	3

4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120	
credits):	120 credits
Total credits that are program-specific requirements:	
	15 credits
Total credits of program-specific requirements shared as	
requirements with another program (note: program = associate,	
bachelor's, master's, specialist, or doctoral program):	0
Total credits of program-specific requirements that are not	
requirements with any other program:	15 credits

### Add any clarifying or additional information needed below:

This program does have some required courses that are not required in other programs. However, other programs do take these courses as electives such as: BADM 331 – Financial Technology; BADM 411 – Investments; BADM 415 - Financial Institutions; and BADM 418 - Financial Futures and Options

These courses are offered on a rotating basis with BADM 415 and BADM 418 taught in the Fall and BADM 331 and BADM 411 scheduled for the Spring semester.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$133,980

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Estimate assumes 24.3% of students pay non-resident rates. \$106,036

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

No specific collaborative teaching efforts are currently in place.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# Institution, Program Degree, Name (e.g., USD, BS, History) DSU – BSEd in Physical Education

# 2. Briefly Describe How the Program Fits Into University's Mission

[The mission of DSU] is to provide instruction in computer management, computer information systems, electronic data processing, and other related undergraduate and graduate programs. ...to offer two-year, one-year and short courses.... includes the preparation of elementary and secondary teachers with emphasis in computer and information processing. Except for degree programs in existence during the 1983-84 academic year, the unique baccalaureate programs authorized for Dakota State University shall not be duplicated.

We are looking to redefining this program to include components of E-sports, one of the fastest growing sports opportunities in the nation with DSU the leading program in the region. The connections of E-Sports to a Physical Education curriculum includes the components of conditioning, physical dexterity, coaching and program management. E-sports has been immensely popular at Dakota State and is poised to grow significantly.

All majors are required to take a series of computer science courses: CSC 105: Introduction to Computers; CSC 350: Computers Hardware, Data Communication and Networking; and one addition computer science or information systems course. Education majors have a K-12 Educational Technology endorsement built into their programs. This endorsement offers another opportunity for employment as a computer teacher. Physical Education graduates who can also in technology give their districts flexibility, which is especially important in today's teacher shortage climate.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19	FY20
5	3	7	3	3	3

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120	120 credits
credits):	
Total credits that are program-specific requirements:	
	29 credits

Total credits of program-specific requirements shared as	
requirements with another program (note: program =	12 credits
associate, bachelor's, master's, specialist, or doctoral program):	
Total credits of program-specific requirements that are not	
requirements with any other program:	17 credits

#### Add any clarifying or additional information needed below:

Courses unique to the Physical Education program include: PE 181 – Fundamentals of Elementary Physical Education; PE 300 – Applied Sport and Exercise Science; PE 341 – Curriculum Development and Evolution; PE 352 – Adapted Physical Education; PE 363 – Skills Concepts; PE 440- Organization and Administration of HPEA; HLTH 201 – ATOD Prevention Education. There is significant overlap in the courses for Physical Education ad for Exercise Science.

The Physical Education program teaches these courses in alternate semesters with PE 300, PE 440 and HLTH 201 taught in the Fall and PE 181, PE 352 and PE 363 scheduled for the Spring.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$160,879

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Estimate assumes 24.3% of students pay non-resident rates. \$262,179

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

No specific collaborative teaching efforts are currently in place.

Northern State University Program Productivity Report Fall 2020

NSU AS, Business Administration

NSU BA, International Business

NSU BA, Music

NSU BA, Theatre

NSU BA, Political Science

NSU BA and BSEd, Spanish

NSU BME, Music Education-Vocal

NSU BS, Chemistry

NSU BS, Finance

NSU BS and BSEd Mathematics

NSU BS, Medical Laboratory Science

NSU BS, Management Information Systems

NSU MSEd, Instructional Design and E-Learning

#### Program Productivity Review October 7, 2020

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, AS, Business Administration

# 2. Briefly Describe How the Program Fits Into University's Mission

The AS-Business Administration program fulfills NSU's mission by providing a diverse academic program that prepares students for professional future endeavors and that enriches the local and regional community. The Huron Community Campus (HCC) made a request of NSU to offer this program in Fall 2020 and it is included in the new MOU with HCC.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the **Graduate Production Dashboard**.

FY15	FY16	FY17	FY18	FY19
5	3	2	1	1

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	60
Total credits that are program-specific requirements:	60
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	60
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	0

### Add any clarifying or additional information needed below:

Within the next two years, the program should begin to see a significant increase in the number of graduates due to offering the program to students at the Huron Community Campus (HCC). HCC made a request of NSU to offer this program in Fall 2020 and it is included in the new MOU with HCC.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?
- \$42,702. There are no direct specialized accreditation fees. The program will be accredited through the School of Business' ACBSP accreditation.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$170,924.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Students may also take on-line course from other regental institutions that fulfill the AS-Business Administration degree requirements.

#### Program Productivity Review October 7, 2020

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, BA, International Business

# 2. Briefly Describe How the Program Fits Into University's Mission

The BA-International Business program fulfills NSU's mission by providing a diverse academic program offering in Business that prepares students for professional future endeavors that benefit the local and regional community and economy. The program also serves NSU's value of Community by fostering the development diversity in culture and world view in students.

### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
13	4	2	8	5

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	38-40
requirements:	
Total credits of program-specific requirements	38-40
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	0
are not requirements with any other program:	

### Add any clarifying or additional information needed below:

The BA-International Business program contains a mix of courses from across not only various business programs but also programs in NSU's College of Arts and Sciences (CAS), including Anthropology, Geography, Political Science, and Modern Foreign Languages. The program helps drive enrollment into modern foreign language classes specifically, and other CAS classes, as mentioned above, that benefit from the extra student credit hour generation. The BA-International Business program allows students a unique opportunity to broaden traditional business education into a more diverse, liberal arts-based approach to business education. This academic program supports the NSU Center for Excellence in International Business, which provides international business and entrepreneurial experiences for students.

# 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

There are zero marginal costs attributed to this program. No faculty are committed to this program. The required and elective courses in this program are required in other programs both in the School of

Business and in the College of Arts and Sciences. There are no program specific accreditation costs. The program is accredited through the School of Business' ACBSP accreditation.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees. \$138,715.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? Students in the BA-International Business program may take online courses offered by other regental institutions that fulfill program requirements.

#### Program Productivity Review October 7, 2020

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, BA, Music

# 2. Briefly Describe How the Program Fits Into University's Mission

The values of the University, school, and department unit are linked. Northern State University stresses excellence in delivering a comprehensive, student-focused education. Also, the University is intent on augmenting human, intellectual, cultural, financial, and environmental resources, along with creating an atmosphere that is diverse in knowledge, culture, and world view. For its part, the School of Fine Arts is fully invested in the mission of the University, and committed to the planning and promotion of collaborative cultural and academic opportunities for our students and public. It is also dedicated to cultivating a supportive arts community that embraces diversity of background and thought. Lastly, the music department stimulates and motivates creative and artistic expression in music, and assists students in the development of their musical potential. In all cases, the intentions of the institution, school, and department are educational in nature. Because of its blend of programmatic comprehensiveness and flexibility, the BA in Music degree is central to the University's goal of student growth in musical expertise within a liberal arts framework.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the **Graduate Production Dashboard**.

FY15	FY16	FY17	FY18	FY19
1	9	5	4	4

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific requirements:	56
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	56
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	0

#### Add any clarifying or additional information needed below:

The curricula for the BA in Music, the three tracks of the Bachelor of Music Education (BME) degree (K-12 Music Education Instrumental; K-12 Music Education Vocal; K-12 Music Education Composite), and the Bachelor of Arts in Theatre degree (musical theatre track), have extensive overlap. Since these related programs in music have significant course overlap and enrollments, it is difficult to parse out separate financial expense and revenue contributions for these programs. The programmatic overlap creates efficiencies of offering these related programs. The number of FY15-19 graduates in the related music majors is 95.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$557,876. This is the total for the proportional faculty load dedicated to all courses in the program. These courses serve multiple majors, so this cost is divided among the related music programs. The National Association of Schools of Music (NASM) annual accreditation cost is \$2,100. This covers all of the related music programs. The Music Department FY19 operational budgets (for all music programs) was \$33,250, which covers expenses such as music supplies, contractual services, band, choral, orchestral, and ensemble literature, instrument maintenance, and music lab materials. The music course special discipline fee provides an additional \$30,000 to support the program.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$209,086 for BA-Music. \$647,134 total for BA-Music, BME-Instrumental, BME-Vocal, BME-Composite, BA-MusTh. One thing that we need to keep in mind is that this program contributes to the General Education courses. So, many students are taking these courses as part of their University graduation requirements and this tuition revenue is not reflected in this figure. The FY19 General Education course revenue generated by this program was \$247,430. Given program and General Education revenues, total revenue exceeds expenses for this program.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? None.

#### Additional clarifying information (Question 4 continued).

The NSU music program is widely regarded as one of the best among South Dakota institutions of higher learning. NSU's music programs, and the Fine Arts, more broadly, make a rich cultural contribution to the Aberdeen region. These programs attract robust community engagement and are strongly supported by local patrons. In addition to the normal University budget, multiple additional revenue streams demonstrate strong student, community, and donor support.

#### Music General Activity Fee (GAF) Budget

Student activities and organizations are partially funded through the General Activity Fee (GAF) collected by the university creating a pool of activity funds to be divided among qualifying organizations. Specific to the music department, this budget includes funds provided each year by the NSU Student Association for the marching band, travel expenses for ensemble tours, instrument/capital purchases, guest artists and clinicians, and any other initiatives that support student and campus enrichment. Continued and steadfast support from the student association continues to be outstanding for a music unit in an institution of this size. Funding has been extremely reliable and has seen growth consistent with inflation and growth in the department. Additionally, beginning in 2017-18 the NSU Student Association agreed to invest \$5,000 annually in a special marching band uniform fund, to help prepare for future uniform replacement needs. In order to demonstrate the consistency and growth of the support from the student association, the allocations for the past five years are listed:

2015-16: \$65,000
2016-17: \$65,000
2017-18: \$88,000
2018-19: \$109,550
2019-20: \$103,900

#### **NSU Margin of Excellence Fund**

The School of Fine Arts has been fortunate to receive funds through the NSU Margin of Excellence strategic planning program initiated by the administration in 2006. This funding mechanism has encouraged the institution and administration to evaluate the purpose and mission of the university and to direct extra funds accordingly. As a result, the School of Fine Arts receives supplemental annual funding of \$25,000 to support activities directly related to marketing and recruiting.

#### **Grants and Federal Funds**

The department has received consistent annual grant funding from the South Dakota Arts Council in the amounts of either \$4,000 or \$5,000 each year over the past decade. These funds support the Aberdeen University-Civic Symphony by providing funding for professional import musicians, thus giving solid reinforcement to participants drawn from our student body and local community. The department also receives federal funds each year to supply work-study students to the department. These students play a vital role in the daily operation of the department. The department received \$36,000 In FY19 to fund ten work-study students.

# **Donor-Supported Music Scholarships**

South Dakota regental institutions are prohibited from directing state operational dollars of any kind towards scholarship support. Therefore, it is imperative that the music unit continue to receive proactive support from NSU Foundation fundraising regarding ongoing funding for music scholarships. Fortunately, this has indeed been the case. Over the past five academic years, music scholarship funding has been maintained at a level allowing for effective recruiting, as well as current student progression. The annual pools of available scholarship support over the past five years are listed:

2015-16: \$131,681.14
2016-17: \$147,156.64
2017-18: \$139,050.17
2018-19: \$130,595.86
2019-20: \$145,452.59

This level of funding has allowed the unit to grow in quality and quantity of music majors and music participants. We are pleased that the quality of students joining our program continues to increase and helps the overall institutional academic profile. We are committed to continued growth in musical and academic excellence as it pertains to recruiting new students. Most importantly, the ability to combine music scholarship talent-based awards with the very lucrative four-year academic "WolfPACT" scholarship program has been a significant factor in attracting the finest possible students and musicians.

With support of the university president and NSU Foundation, a newer pool of scholarship funding has been secured through the generosity of Sanford Health. Begun in 2016-17, a sizeable commitment of annual discretionary scholarship funding, entitled the Sanford Deans' Scholarship Fund, is now available to the Deans of each school to use as added financial incentive for incoming freshman and transfer students. This commitment will be in place for at least eight years, resulting in approximately \$200,000 over that period for the School of Fine Arts alone.

#### Friends of the Arts/NSU Fund

Lastly, the School of Fine Arts Dean has led the process of creating a robust pool of discretionary money designed to unify and support faculty and student initiatives throughout the entire School of Fine Arts. Launched in fall 2016, the Friends of the Arts/NSU membership group was established with guidance from the NSU Foundation to cultivate and grow the greater School of Fine Arts donor base. The Friends of the Arts/NSU has been a successful opportunity for the public to support the outstanding work of our faculty and students, with opportunities to receive a number of attractive benefits and privileges, including complimentary tickets to a host of season events, the ability to reserve individual seats for certain special events, invitation-only receptions for selected concerts and special exhibitions, and recognition in printed programs. As a result of this initiative, the school's donor list has expanded to its present number of approximately 170 members, resulting in cumulative revenue of approximately \$250,000. This new funding has been utilized for such things as supplemental scholarship support, recruiting and marketing initiatives, faculty development, guest artists and clinicians, and touring.

### **External Funding Summary**

In general terms, the annual balance of revenue to expenses is closely monitored to ensure that the music unit operates within the proper limits of available budget dollars. The Dean of Fine Arts is ultimately responsible for maintaining balance between income and expenses, and to this end receives monthly revenue/expenditure reports from the Controller and Assistant Controller. Through this process, reasonable and targeted approvals of spending are accomplished throughout the academic year. As described above, funding levels from state, local, private, and grant/federal resources are excellent. The department has been fortunate to attract and retain high quality students and provide outstanding facilities and equipment for those participating in the programs offered. Normal maintenance and replacement of equipment has and will continue to be addressed and evaluated annually to maintain the current level of excellence. In addition, aggressive efforts to build the endowment will be pursued to ensure continued success in providing students an attractive music scholarship program.

Budget allocations, in total, have been very sufficient to maintain and sustain the music unit from year to year. In particular, an ambitious and successful capital campaign led to a major renovation of the Johnson Fine Arts Center. Completed in fall 2016, Johnson Fine Arts Center underwent a complete renovation and addition. This \$14.5 million project added over 18,000 square feet of new space, a black box theater, classrooms, an art gallery, office and studio space, and state of the art practice rooms. The main theater (Harvey and Cynthia Jewett Theater) was completely renovated with new seating, flooring, lighting, and improved acoustics. The lobby was equipped with a new box office, new restrooms and space for civic and donor events. Existing space was redesigned to provide room for a keyboard lab, instrumental storage, an updated music education classroom, and faculty offices.

More recently, three new spaces were added to the Johnson Fine Arts Center, including a storage room for the marching band, small ensemble rehearsal room, and conference room fully equipped with a kitchen, restroom, and supporting technology. The four remaining restrooms were also completely renovated. This segment of the Johnson Fine Arts Center renovation was completed with investments of approximately \$440,000. In summary, the NSU School of Fine Arts makes a major contribution to the artistic culture of the region and the community reciprocates with robust involvement and financial support.

#### Program Productivity Review October 7, 2020

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, BA, Theatre

### 2. Briefly Describe How the Program Fits Into University's Mission

The values of the University, school, and academic unit are linked. Northern State University stresses excellence in delivering a comprehensive, student-focused education. Also, the University is intent on augmenting human, intellectual, cultural, financial, and environmental resources, along with creating an atmosphere that is diverse in knowledge, culture, and world view. For its part, the School of Fine Arts is fully invested in the mission of the University, and committed to the planning and promotion of collaborative cultural and academic opportunities for our students and public. It is also dedicated to cultivating a supportive arts community that embraces diversity of background and thought.

Northern State's theatre program is rooted in the belief that the relevant artist is the thinking artist who couples the mastery and embodiment of concrete skills with knowledge of and sensitivity to the cultural environments of ideas, artistic forms and other persons. The program trains and educates artists, scholars and teachers in the rich traditions and current practices of theatre and musical theatre. Committed to a teaching approach that emphasizes mentorship and individual attention to students, faculty members empower students in the development of their own personal strengths, provide them with tools and opportunities to realize their potential, and equip them for successful work in professional environments, graduate programs, and as lifelong learners.

Because of its blend of programmatic comprehensiveness and flexibility, the Bachelor of Arts in Theatre degree is central to the University's goals of student growth in the theatre arts and dynamic community outreach.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
0	4	3	0	0

# 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific requirements:	43
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	0-12 (Theatre Studies Emphasis) 3-9 (Theatre Design Emphasis 13 (Musical Theatre Emphasis)
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	3-21 (Theatre Studies Emphasis) 12-18 (Theatre Design Emphasis 7 (Musical Theatre Emphasis)

#### Add any clarifying or additional information needed below:

Since 2008, students enrolled in Northern State's BA in Musical Theatre degree have created enormous visibility among the campus, community, and entire region. Their theatre productions have won accolades at the annual Kennedy Center American College Theatre Festival competition, and succeeded in expanding the base of audience and corresponding donor support for the entire NSU School of Fine Arts. At the same time, student success on the stage was not matched by graduation of students majoring in musical theatre. The School of Fine Arts is now extremely fortunate to have two new faculty members who appreciate the need to re-examine the logistics, opportunities, and parameters of a contemporary and flexible theatre curriculum. Beginning this fall 2020 semester, the former BA in Musical Theatre degree is now recast into a new BA in Theatre degree, containing three distinct emphases of study: Theatre Studies, Theatre Design, and Musical Theatre. The specific reasons for these changes are as critical as they are overdue. The Musical Theatre major was too narrow and deep for graduates interested in theatre design, production, and management. By reducing the total number of credits from 62 to 43, theatre majors at NSU now have space in their curriculum to add minors in Public Relations, Business, Accounting, Communications Studies, or Music. Graduates will be able to combine their theatre degree with second majors, minors, or certificates to best suit their career goals.

The degree name was changed from "Musical Theatre" to "Theatre" to reflect the revised learning outcomes of the program, which align with the Association for Theatre in Higher Education.

- a. Knowledge: the revised curriculum ensures students learn the various means (acting, directing, designing, constructing, playwriting, etc.) through which a theatrical concept is realized; knowledge of theatre history and various critical theories, research sources, and methodologies.
- b. Skills: the revised curriculum exposes students to the skills needed to effectively use theatre technology and the ability to reach an audience through more than one form of theatrical art.
- c. Attitudes: Faculty will be better able to track students' attitudes, including creative imagination, inquiring thinking, social responsibility, collaboration, and artistic judgement.
- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)? \$125,935.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$90,822 for BA-Musical Theatre. \$647,134 total for BA-Music, BME-Instrumental, BME-Vocal, BME-Composite, BA-MusTh. Note that tuition revenue was generated by this program in a fiscal year where there were no graduates, due to student majors in their freshman, sophomore, and junior years. Number of graduates and revenue are expected to grow as this newly redesigned program grows. One thing that we need to keep in mind is that this program contributes to the General Education courses. So, many students are taking these courses as part of their University graduation requirements and this tuition revenue is not reflected in this figure. The FY19 General Education course revenue generated by this program was \$41,587. Given program and General Education revenues, total revenue exceeds expenses for this program.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? None.

#### Program Productivity Review October 7, 2020

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, BA, Political Science

The name of the Political Science program was changed to Government in 2020-21.

# 2. Briefly Describe How the Program Fits Into University's Mission NSU's Mission:

Northern State University will provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors, while also enriching the local and regional community.

#### **Government Program and NSU's Mission:**

The study of government fulfills core aspects of the University's Mission, Vision, and Values commitments. If NSU is truly committed to offering "diverse" "academic and civic" opportunities and preparing "students through the liberal arts," the Government program is essential to this task. The Government program allows students to study intently the United States Constitution, the foundations of the American political system, ancient and modern political philosophies, theories of international relations, and more. Studies of international relations and foreign policy contribute to the University's commitment to "global awareness." Finally, a university committed to "diversity in knowledge, culture and world view" that does not offer the study of politics and government is not really living up to its mission. The Government program serves the University both in the actual program and through the Philosophy minor. Introductory Philosophy courses remain highly popular components of general education (students enrolled in 294 credit hours of PHIL courses in FY19). The program also serves general education through introductory government courses such as American Government, Introduction to International Relations, and State and Local Government. The program will support the redesigned Social Science Education major.

# **3.** Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
4	9	9	7	5

4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	38
requirements:	
Total credits of program-specific requirements	19
shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	
Total credits of program-specific requirements that	19
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

Government is a viable program, one that graduates a high percentage of the students enrolling in the program. According to <u>U.S. Labor Statistics</u>, there is a continued need for political scientists. Careers in this field are projected to increase 5% from 2018 to 2028. Further, political scientists are among the higher paid disciplines/careers in the United States, with a median salary of \$122,220/year. Thus, it is important to continue to support the market by maintaining a degree in this field.

Program faculty are making efforts to bolster student numbers. Both Profs. Blanchard and Schaff teach First Year Seminar courses as a way to put themselves in front of more undecided freshman. Three years ago, the program made a major revision to its curriculum to incorporate more international/securities studies courses into the curriculum. The faculty are committed to community outreach. For example, faculty in the program regularly guest lecture at Central High School, appear in media, and participate in community forums. After some years apart, in 2019 Political Science once again participated in Boys State and would have again in 2020 if not for the COVID pandemic. The program is working on a proposed Center for Public History and Civic Engagement that will spearhead University involvement in civic education. The Government program also engages students in internship opportunities. In recent years students have interned with national representatives, the White House, and the South Dakota state legislature among other internships.

Given the state of our nation, riven with division, misunderstanding, and heightened political tension, the study of politics is more essential than ever. The University must be committed to educating not just workers, but citizens. The Government program is essential to offering students the opportunity to enter deeply into study of political thought, the American constitution, the institutions of American government, and American political behavior. The program's involvement in the Center for Public History and Civic Engagement is indicative of the program's efforts to educate citizens for the 21<sup>st</sup> Century.

Understanding government and political systems is invaluable given the nature/state of the United States current political environment. With the presence of a political science program, Northern State University can become part of the solution to societal and political issues that the United States faces today. Northern State University is committed to the best education of our public, and the government degree is a program which is committed to the education and greater good of society.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)? \$220,052.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$152,526. One thing that we need to keep in mind is that this program contributes to the General Education courses. So, many students are taking these courses as part of their University graduation requirements and this tuition revenue is not reflected in this figure. The FY19 General Education course revenue generated by this program was \$278,085. Given program and General Education revenues, total revenue exceeds expenses for this program.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? None.

#### Program Productivity Review October 7, 2020

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, BA-Spanish and BSED-Spanish, combined (the dashboard data are combined).

### 2. Briefly Describe How the Program Fits Into University's Mission

Northern State University's Mission, Vision and Values states that Northern's mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors." Diversity comes in many forms, and languages and cultural understanding are important aspects of today's environment. Northern State University's Spanish program is part of the solution to diversity and inclusion challenges that the United States faces today. Further, the Spanish language program is embedded in the new BA Global Languages and Culture program, serving to provide one of the language portions in this multidisciplinary degree.

According to the United States Census Bureau, the Hispanic population comprises 18.5% of the overall population in the United States<sup>2</sup>. The majority of the students attending Northern State University come from Minnesota, South Dakota, and North Dakota, with Hispanic population composition of 5.6%<sup>3</sup>, 4.2%<sup>4</sup>, and 4.1%<sup>5</sup>, respectively. While this is lower than the national average, there is still a population of nonnative English speakers who require individuals to interpret and serve this population. As the people of South Dakota and the United States become more diverse, it is critical that South Dakotans are prepared for the demographic shifts that will occur in the next few decades. Example sectors with strategic need for Spanish language are healthcare, business, and education.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
3	3	1	0	1

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific requirements:	34
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	2-10
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	24-32

<sup>&</sup>lt;sup>1</sup> NSU Mission, Vision and Values. <a href="https://northern.edu/about/office-president/mission">https://northern.edu/about/office-president/mission</a>

<sup>&</sup>lt;sup>2</sup> https://www.census.gov/quickfacts/fact/table/US/PST045219

<sup>&</sup>lt;sup>3</sup> https://www.census.gov/quickfacts/fact/table/MN/PST045219

<sup>&</sup>lt;sup>4</sup> https://www.census.gov/quickfacts/fact/table/SD/PST045219

<sup>&</sup>lt;sup>5</sup> https://www.census.gov/quickfacts/fact/table/ND/PST045219

#### Add any clarifying or additional information needed below:

There are several BA and BSED programs that require one to two courses in a language, which constitutes the possibility of up to two program-specific Spanish requirements being shared as requirements with another program, if a student chooses to take Spanish for their language requirement. While the Program Productivity data are based on graduate rates, it is important to recognize that students are enrolling in the Spanish program, for either a major or a minor in Spanish. This is significant given the demographic trends in the United States population as well as the education and resource Northern State University provides to address these issues/needs. Further, the Spanish minor serves/supplements a multitude of degree programs at Northern, and numbers indicate there is interest in this program (Table 1). Many of the courses in the minor serve the major degree requirements. And, several courses, like SPAN 101 and 102, show strong enrollment numbers. Programs in which students will embed the Spanish minor include Biology, Chemistry, English, Business, and Psychology, all programs in which individuals may work with community partners and diverse populations.

Table 1. Unduplicated enrollment head count for Spanish minors, Fall 2015-2019.					
Spanish Minor	2015FA	2016FA	2017FA	2018FA	2019FA
	19	21	18	11	12

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)? \$80,448.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$90,039. This is the FY19 revenue for the BA-Spanish and BSED-Spanish majors, it does not include Spanish minors. One thing that we need to keep in mind is that this program contributes to the General Education courses. So, many students are taking these courses as part of their University graduation requirements and this tuition revenue is not reflected in this figure. The FY19 revenue for SPAN 101 and 102 alone was \$218,801. Given program and General Education revenues, total revenue exceeds expenses for this program.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? None.

#### Additional clarifying information (Question 4 continued).

NSU's Spanish program is unique as it is the only online Spanish program in the region. Students from all Regental schools as well as the region purposely select Northern's program due to the quality of the online instruction. Faculty teaching online are required to go through online training, and our primary Spanish faculty member has gone through several levels of training, preparing him to offer an excellent Spanish education in an online modality. Our goal moving forward is to market the Spanish program to gain students outside of the tri-state area. The Spanish program meets a critical need not only in our region but also throughout the United States, due to the major demographic shifts occurring in our country. Northern's online degree program is a cost-effective way to provide a Spanish language and culture background for a variety of careers, including but not limited to healthcare, business, and education. Northern State University's online Spanish program is ranked #6 in the nation for the most affordable online Spanish degrees by BestDegreePrograms.org: <a href="https://www.bestdegreeprograms.org/top-schools/affordable-online-bachelors-spanish/">https://www.bestdegreeprograms.org/top-schools/affordable-online-bachelors-spanish/</a>.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, BME, Music Education-Vocal

#### 2. Briefly Describe How the Program Fits Into University's Mission

The values of the University, school, and department unit are linked. Northern State University stresses excellence in delivering a comprehensive, student-focused education. Also, the University is intent on augmenting human, intellectual, cultural, financial, and environmental resources, along with creating an atmosphere that is diverse in knowledge, culture, and world view. For its part, the School of Fine Arts is fully invested in the mission of the University, and committed to the planning and promotion of collaborative cultural and academic opportunities for our students and public. It is also dedicated to cultivating a supportive arts community that embraces diversity of background and thought. Lastly, the music department stimulates and motivates creative and artistic expression in music, and assists students in the development of their musical potential. In all cases, the intentions of the institution, school, and department are educational in nature. Part of Northern State University's historically strong teacher education tradition, the Bachelor of Music Education degree (K-12 Music Education Vocal) is a rigorous program that exceeds state requirements of preparation for the K-12 music classroom. While the program has a strong emphasis on vocal music with specific attention to vocal pedagogy, this program uses the foundation of Music Learning Theory to prepare students to teach all music topics and ages K-12.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
7	7	7	5	6

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	100
requirements:	
Total credits of program-specific requirements	100 (69 credits in music, plus 31 credits in
shared as requirements with another program (note:	teacher education)
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	0
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

The curricula for the BA in Music, the three tracks of the Bachelor of Music Education (BME) degree (K-12 Music Education Instrumental; K-12 Music Education Vocal; K-12 Music Education Composite), and the Bachelor of Arts in Theatre degree (musical theatre track), have extensive overlap. Since these related programs in music have significant course overlap and enrollments, it is difficult to parse out

separate financial expense and revenue contributions for these programs. The programmatic overlap creates efficiencies of offering these related programs. The number of FY15-19 graduates in the related music majors is 95.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$546,677. This is the total for the proportional faculty load dedicated to all courses in the program. These courses serve multiple majors, so this cost is divided among the related music programs. The National Association of Schools of Music (NASM) annual accreditation cost is \$2,100. This covers all of the related music programs. The Music Department FY19 operational budget (for all music programs) was \$29,500, which covers expenses such as music supplies, contractual services, band, choral, orchestral, and ensemble literature, and music lab materials.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$215,944 for BME-Vocal.

\$647,134 total for BA-Music, BME-Instrumental, BME-Vocal, BME-Composite, BA-MusTh.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? None.

## Additional clarifying information (Question 4 continued).

The NSU music program is widely regarded as one of the best among South Dakota institutions of higher learning. NSU's music programs, and the Fine Arts, more broadly, make a rich cultural contribution to the Aberdeen region. These programs attract robust community engagement and are strongly supported by local patrons. In addition to the normal University budget, multiple additional revenue streams demonstrate strong student, community, and donor support.

#### Music General Activity Fee (GAF) Budget

Student activities and organizations are partially funded through the General Activity Fee (GAF) collected by the university creating a pool of activity funds to be divided among qualifying organizations. Specific to the music department, this budget includes funds provided each year by the NSU Student Association for the marching band, travel expenses for ensemble tours, instrument/capital purchases, guest artists and clinicians, and any other initiatives that support student and campus enrichment. Continued and steadfast support from the student association continues to be outstanding for a music unit in an institution of this size. Funding has been extremely reliable and has seen growth consistent with inflation and growth in the department. Additionally, beginning in 2017-18 the NSU Student Association agreed to invest \$5,000 annually in a special marching band uniform fund, to help prepare for future uniform replacement needs. In order to demonstrate the consistency and growth of the support from the student association, the allocations for the past five years are listed:

2015-16: \$65,000
2016-17: \$65,000
2017-18: \$88,000
2018-19: \$109,550
2019-20: \$103,900

#### **NSU Margin of Excellence Fund**

The School of Fine Arts has been fortunate to receive funds through the NSU Margin of Excellence strategic planning program initiated by the administration in 2006. This funding mechanism has encouraged the institution and administration to evaluate the purpose and mission of the university and to direct extra funds accordingly. As a result, the School of Fine Arts receives supplemental annual funding of \$25,000 to support activities directly related to marketing and recruiting.

#### **Grants and Federal Funds**

The department has received consistent annual grant funding from the South Dakota Arts Council in the amounts of either \$4,000 or \$5,000 each year over the past decade. These funds support the Aberdeen University-Civic Symphony by providing funding for professional import musicians, thus giving solid reinforcement to participants drawn from our student body and local community. The department also receives federal funds each year to supply work-study students to the department. These students play a vital role in the daily operation of the department. The department received \$36,000 In FY19 to fund ten work-study students.

## **Donor-Supported Music Scholarships**

South Dakota regental institutions are prohibited from directing state operational dollars of any kind towards scholarship support. Therefore, it is imperative that the music unit continue to receive proactive support from NSU Foundation fundraising regarding ongoing funding for music scholarships. Fortunately, this has indeed been the case. Over the past five academic years, music scholarship funding has been maintained at a level allowing for effective recruiting, as well as current student progression. The annual pools of available scholarship support over the past five years are listed:

2015-16: \$131,681.14
2016-17: \$147,156.64
2017-18: \$139,050.17
2018-19: \$130,595.86
2019-20: \$145,452.59

This level of funding has allowed the unit to grow in quality and quantity of music majors and music participants. We are pleased that the quality of students joining our program continues to increase and helps the overall institutional academic profile. We are committed to continued growth in musical and academic excellence as it pertains to recruiting new students. Most importantly, the ability to combine music scholarship talent-based awards with the very lucrative four-year academic "WolfPACT" scholarship program has been a significant factor in attracting the finest possible students and musicians.

With support of the university president and NSU Foundation, a newer pool of scholarship funding has been secured through the generosity of Sanford Health. Begun in 2016-17, a sizeable commitment of annual discretionary scholarship funding, entitled the Sanford Deans' Scholarship Fund, is now available to the Deans of each school to use as added financial incentive for incoming freshman and transfer students. This commitment will be in place for at least eight years, resulting in approximately \$200,000 over that period for the School of Fine Arts alone.

#### Friends of the Arts/NSU Fund

Lastly, the School of Fine Arts Dean has led the process of creating a robust pool of discretionary money designed to unify and support faculty and student initiatives throughout the entire School of Fine Arts. Launched in fall 2016, the Friends of the Arts/NSU membership group was established with guidance from the NSU Foundation to cultivate and grow the greater School of Fine Arts donor base. The Friends of the Arts/NSU has been a successful opportunity for the public to support the outstanding work of our faculty and students, with opportunities to receive a number of attractive benefits and privileges, including complimentary tickets to a host of season events, the ability to reserve individual seats for certain special events, invitation-only receptions for selected concerts and special exhibitions, and recognition in printed programs. As a result of this initiative, the school's donor list has expanded to its present number of approximately 170 members, resulting in cumulative revenue of approximately \$250,000. This new funding has been utilized for such things as supplemental scholarship support, recruiting and marketing initiatives, faculty development, guest artists and clinicians, and touring.

#### **External Funding Summary**

In general terms, the annual balance of revenue to expenses is closely monitored to ensure that the music unit operates within the proper limits of available budget dollars. The Dean of Fine Arts is ultimately responsible for maintaining balance between income and expenses, and to this end receives monthly revenue/expenditure reports from the Controller and Assistant Controller. Through this process, reasonable and targeted approvals of spending are accomplished throughout the academic year. As described above, funding levels from state, local, private, and grant/federal resources are excellent. The department has been fortunate to attract and retain high quality students and provide outstanding facilities and equipment for those participating in the programs offered. Normal maintenance and replacement of equipment has and will continue to be addressed and evaluated annually to maintain the current level of excellence. In addition, aggressive efforts to build the endowment will be pursued to ensure continued success in providing students an attractive music scholarship program.

Budget allocations, in total, have been very sufficient to maintain and sustain the music unit from year to year. In particular, an ambitious and successful capital campaign led to a major renovation of the Johnson Fine Arts Center. Completed in fall 2016, Johnson Fine Arts Center underwent a complete renovation and addition. This \$14.5 million project added over 18,000 square feet of new space, a black box theater, classrooms, an art gallery, office and studio space, and state of the art practice rooms. The main theater (Harvey and Cynthia Jewett Theater) was completely renovated with new seating, flooring, lighting, and improved acoustics. The lobby was equipped with a new box office, new restrooms and space for civic and donor events. Existing space was redesigned to provide room for a keyboard lab, instrumental storage, an updated music education classroom, and faculty offices.

More recently, three new spaces were added to the Johnson Fine Arts Center, including a storage room for the marching band, small ensemble rehearsal room, and conference room fully equipped with a kitchen, restroom, and supporting technology. The four remaining restrooms were also completely renovated. This segment of the Johnson Fine Arts Center renovation was completed with investments of approximately \$440,000. In summary, the NSU School of Fine Arts makes a major contribution to the artistic culture of the region and the provision of music teachers across the state and the community reciprocates with robust involvement and financial support.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# 1. NSU, BS-Chemistry and BSED-Chemistry (the dashboard data are combined).

# 2. Briefly Describe How the Program Fits Into University's Mission

Chemistry is a natural science program that leads directly to a career, graduate school, or professional school. Northern State University's mission is to "provide diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors...," and the chemistry program nearly guarantees an outcome from the program, whether into graduate school, a career, or some other endeavor.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
6	4	4	2	4

4. Complete the Chart Below on Required Program Credits:

4. Complete the chart below on Required Flogran	
Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	43
requirements:	
Total credits of program-specific requirements	10
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	33
are <u>not</u> requirements with any other program:	

#### Add any clarifying or additional information needed below:

Chemistry serves as a critical need program, as it not only addresses the science needs of the job market but also the education needs in secondary education. The chemistry program is designed to align with the chemistry education program. Chemistry also serves other fields, like biology, where students often need a substantial amount of coursework in the chemical sciences. As a result, numbers in the chemistry minor are rather high (Table 1). Biology students take chemistry courses to support their endeavors in the life sciences but also in preparation for future career endeavors, e.g., medical school. Further, Medical Lab Science depends on the chemistry program to provide foundational knowledge in chemistry to prepare students for the workplace in the healthcare setting.

Table 1. Unduplicated enrollment head count for the chemistry minor, Fall 2015-19.							
Chemistry	nemistry 2015FA 2016FA 2017FA 2018FA 2019FA						
Minor	38	40	39	37	32		

In the United States, science and math occupations hover around a 2% unemployment rate, whereas for all occupations the unemployment rate reaches to 6%<sup>1</sup>. Most occupations in the science and math field require a bachelors or higher-level degree, and these occupations include business/industry, government, and educational institutions, with business/industry the supporting the highest percentage of the workforce at slightly higher than 70%<sup>1</sup>. It is apparent that career placement in the chemistry field is inevitable due to market demand. Further, our chemistry and chemistry education programs are aligned from a curricular perspective; without one it is difficult to have the other. The chemistry program meets the needs of market demands, and chemistry education serves state and regional needs in education. Secondary education is considered a "hot career" according to the South Dakota Department of Labor<sup>2</sup>.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)? \$193,956.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$236,750. This is the tuition and fee revenue generated by the BS-Chemistry and BSED-Chemistry programs. It does not include revenue from the Chemistry minor. One thing that we need to keep in mind is that this program contributes to the General Education courses. So, many students are taking these courses as part of their University graduation requirements and this tuition revenue is not reflected in this figure. The FY19 General Education course revenue generated by this program was \$210,779. Given program and General Education revenues, total revenue exceeds expenses.

# 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Northern State University is a part of a collaborative statewide grant to support science endeavors in South Dakota. This grant, the National Science Foundation (NSF) Established Program to Stimulate Competitive Research (EPSCoR), is focused on science education in South Dakota, and NSU plays a pivotal role in the education outreach to teachers and students, alike. Further, Northern, in particular, is targeting the needs in chemistry and chemistry education. As a part of these efforts, the Department of Science and Math created and supported, via the grant, a new chemistry tenure-track faculty line. The new faculty hire links the activities between the science program and the education program, providing a mechanism not only to build/create more interest in secondary education but also to provide graduate courses. These graduate courses will to allow high school teachers to become better equipped to offer rigorous, college-level, dual credit (high school-college) offerings. By adding the new grant-funded faculty line, we are moving toward our goal of achieving American Chemical Society (ACS) accreditation. The chemistry program recently underwent an external review. The reviewer, Dr. Nate Netzer, stated that, "the faculty expertise and research/teaching facilities are superior."

In the past few years, several pieces of equipment have been obtained by Chemistry faculty, including a scanning electron microscope and a nuclear magnetic resonance machine. This equipment, along with the extensive equipment already in the department, will provide additional opportunities for students and faculty, both in terms of hands-on lab activities and research. The Chemistry program is building on the momentum created by the recently completed Harvey C. Jewett IV Regional Science Education Center. This \$24 million complex, supported by donor funds, was completed on NSU's campus in Fall 2019. The NSU Chemistry program is in a strong position. It serves a critical need in the State and region.

<sup>&</sup>lt;sup>1</sup> https://ncses.nsf.gov/indicators

<sup>&</sup>lt;sup>2</sup> https://dlr.sd.gov/lmic/publications/general/top 30 hot careers 2020.pdf

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

### 1. NSU, BS, Finance

# 2. Briefly Describe How the Program Fits Into University's Mission

The BS-Finance program fulfills NSU's mission by providing a diverse academic program offering in Business that prepares students for professional future endeavors that benefit the local and regional community and economy.

## 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
4	5	4	12	5

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	27
requirements:	
Total credits of program-specific requirements	21
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	6
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

In AY 19/20, the BS-Economics program was folded into the BS-Finance program. Elimination of this program would decrease NSU's ability to offer the full range of basic business functional programs. Other programs in NSU's School of Business rely on courses offered in the BS-Finance program to complete programs of study, e.g., BS-Banking & Financial Services, BA-International Business.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?
  \$83,534. There are no program specific accreditation costs. The program is accredited through the School of Business' ACBSP accreditation.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$226,478.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Students in the BS-Finance program may take on-line courses offered by other regental institution that fulfill program requirements.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

## 1. NSU, BS-Mathematics and BSED-Math (the dashboard data are combined).

Because math and math education are programs in which the curricula are shared, data and information provided herein combine these two programs.

## 2. Briefly Describe How the Program Fits Into University's Mission

Math is an integral component of liberal arts education via providing all students background in mathematics and quantitative literacy, which is a component of everyday life. Northern State University's mission states that it will "prepare students through the liberal arts and professional education for their future endeavors...," and we are fulfilling this mission through the math program.

## 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the **Graduate Production Dashboard**.

FY15	FY16	FY17	FY18	FY19
2	3	3	5	3

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	38
requirements:	
Total credits of program-specific requirements	15
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	23
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

Math is a critical need program, meeting the needs for quantitative and general mathematical literacy in today's society. The math program is designed to align with the math education program, and provides a mechanism for students to seek an engineering career through our "direct admit" agreement with South Dakota State University. It is important to recognize the link between the math and math education programs, as data indicate enrollment (or major declaration) are higher in math education. Because of the link between math and math education as well as the "direct admit" agreement, our math program meets a critical need in the job market.

In the United States, science and math occupations hover around a 2% unemployment rate, whereas for all occupations the unemployment rate reaches to 6%<sup>1</sup>. Most occupations in the science and math field require a bachelors or higher-level degree, and these occupations include business/industry, government,

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<sup>&</sup>lt;sup>1</sup> https://ncses.nsf.gov/indicators

and educational institutions, with business/industry the supporting the highest percentage of the workforce at slightly higher than 70%<sup>1</sup>. Though the math program graduates a handful of students, placement into math-related positions is inevitable. According to United States Bureau of Labor, mathematicians have a median salary of \$105,030, plus a 33% increase in potential jobs over the next 10 years<sup>2</sup>. Thus, there is a strong need to continue supporting this program not only from the university's standpoint but as a result of the job market needs.

Further, our math and math education programs are aligned from a curricular perspective; without one it is difficult to have the other. Math education serves the needs in education, creating a higher number of math literate individuals in the middle and secondary schools. Secondary education is considered a "hot career" according to the South Dakota Department of Labor<sup>3</sup>. There is a critical need for teachers in STEM (Science, Technology, Engineering, Math) areas in South Dakota. NSU's math and math education graduates meet this need.

Our goal moving forward is to market the math program, particularly as it relates to engineering and education. We want to gain more students in this arena, since the market demands individuals in these fields. Further, we are looking for additional options to build our math program by creating interdisciplinary programs that bridge the quantitative nature of a math background with additional market needs. The math faculty currently at Northern are very proactive in terms of adapting curriculum and coming up with ideas for recruitment. They are a team, all are fairly early in their careers, and are dedicated to making this program move forward in a positive direction.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)? \$311,329.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$176,278. One thing that we need to keep in mind is that this program contributes to the General Education courses. So, many students are taking these courses as part of their University graduation requirements and this tuition revenue is not reflected in this figure. The FY19 General Education course revenue generated by this program was \$583,651. Given program and General Education revenues, total revenue exceeds expenses for this program.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Recently, Northern State University forged a partnership through a "direct admit" agreement with South Dakota State University (SDSU) in pre-engineering. Because Aberdeen houses several engineering industries, such as 3M and Molded Fiberglass, Northern has discussed ways to provide career opportunities to our students while meeting the needs of the job market. With SDSU on board, we were able to allow our math students an opportunity to gain engineering credentials. In particular, we established a strong relationship with 3M to provide a gateway for our students into a career and to also address needs of their industry. Data indicate that the math program is a critical need throughout the United States due to the math education and industry needs and math literacy demands in our country. Through Northern's partnerships and well-defined program, we have established a cost-effective way to provide a math and/or math-related career to students.

<sup>&</sup>lt;sup>2</sup> https://www.bls.gov/ooh/math/mathematicians-and-statisticians.htm

<sup>&</sup>lt;sup>3</sup> https://dlr.sd.gov/lmic/publications/general/top 30 hot careers 2020.pdf

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

### 1. NSU, BS, Medical Laboratory Science

## 2. Briefly Describe How the Program Fits Into University's Mission

Medical Lab Science (MLS) is a program focused directly on professional education, providing specialized health care training that leads to a career. Northern State University's mission specifically identifies itself as an institution that provides "diverse academic, civic, social and cultural opportunities that prepare students through the liberal arts and professional education for their future endeavors, while also enriching the local and regional community." The MLS program meets the university's mission through providing training in a critical health care profession.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
1	5	1	2	0

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific requirements:	63
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	34
Total credits of program-specific requirements that are not requirements with any other program:	29 (+37 credits for internship)

## Add any clarifying or additional information needed below:

The MLS program at Northern State University is nationally accredited through the National Accrediting Agency for Clinical Laboratory Science (NAACLS). As a result of this accreditation, Northern State University offers a science curriculum appropriate to meeting health care needs. A requirement of this accreditation is the completion of a 12-month internship (i.e., 37 credits). MLS is a critical need program, meeting the direct needs of the health care industry. Enrollment data over the past five years show students have declared MLS as a major (Table 1), with several going on to graduate per year (per the data provided in #3). The MLS program is designed to build a strong background in biology and chemistry courses, hence the reason enrollments and graduates may not align. Accreditation requirements, such as grade point average and internship placement, may preclude students from graduating. While productivity data are based on graduation rates, it is important to recognize that students are enrolling in the MLS program. Further, this program is a direct lead into the health care field, a high needs career for the State of South Dakota.

Table 1. Unduplicated enrollment head count for the MLS as major Fall 2015-2019.						
2015FA 2016FA 2017FA 2018FA 2019FA						
BS Medical Lab Science	21	23	18	18	18	

According to United States Bureau of Labor, clinical laboratory technologists (or those graduating with a MLS degree) have a median salary of \$53,120, with market need anticipated to increase 11% over the next 10 years<sup>1</sup>. Thus, there is a strong need to continue supporting this program not only from the University's standpoint but to meet the needs of the job market in the health care industry. The NSU MLS program has 100% job placement, with 50% of those being placed in South Dakota. MLS grads are in high demand in South Dakota and the region.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)? \$82,228.
- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees. \$160,601.
  - 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Northern State University has a unique partnership with University of North Dakota through the Western College Alliance<sup>2</sup>, where students have the opportunity to gain practical experiences in the lab setting in health care at 1,000+ hospitals throughout the nation. Through this program, students can apply to a variety of internships throughout the United States. Students have been placed in internships in Arizona, Colorado, and South Carolina, but most importantly in South Dakota. These internships typically lead to permanent positions. Thus, Northern State University is in a unique position to provide students careers in the health care field with a four-year degree. NSU also has an agreement with Sanford Health so that students can do their lab internship at Sanford Health in Sioux Falls.

Our goal moving forward is to market the MLS program, trying to gain students outside of the tri-state (Minnesota, North Dakota, and South Dakota) area. States south (e.g., Arizona and Texas) and west (e.g., Colorado) of South Dakota are seeing an increase in population numbers<sup>3</sup>, thus high schools in these areas might be a target for this program. It is considered a degree-to-job program, where students are nearly ensured a career upon the completion of the degree.

Recently, Northern State University, as a part of the SDBOR system, forged a partnership with the United States Navy Community College (NCC). Health care fields are one area in which NCC seeks additional courses and/or training, and our MLS program aligns with this need. We are planning to offer more MLS courses online, in alignment with accreditation standards, to cater to the needs of NCC and its students. This will help the SDBOR build partnerships and also meet market demand.

<sup>&</sup>lt;sup>1</sup> https://www.bls.gov/ooh/healthcare/clinical-laboratory-technologists-and-technicians.htm

<sup>&</sup>lt;sup>2</sup> https://med.und.edu/medical-laboratory-science/wcamls.html

<sup>&</sup>lt;sup>3</sup> https://www.census.gov/newsroom/press-releases/2019/popest-nation.html

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

## 1. NSU, BS, Management Information Systems

# 2. Briefly Describe How the Program Fits Into University's Mission

The BS-Management Information Systems (MIS) program fulfills NSU's mission by providing a diverse academic program offering in Business that prepares students for professional future endeavors that benefit the local and regional community and economy.

## 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
1	5	2	3	4

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	24
requirements:	
Total credits of program-specific requirements	0-9, depending on emphasis area chosen
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	15-24
are not requirements with any other program:	

#### Add any clarifying or additional information needed below:

MIS, as part of the realm of computing, remains an area of high demand among employers. With continually changing industry demands, technologies, and expectations, NSU's College of Professional Studies and College of Arts & Sciences are working collaboratively to reposition and re-imagine this program to better serve the needs of local and regional industries.

- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?
- \$91,311. There are no program specific accreditation costs. The program is accredited through the School of Business' ACBSP accreditation.
  - 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$105,684.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Students in the BS-Management Information Systems program may take online courses offered by other regental institutions that fulfill program requirements.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. NSU, MSEd, Instructional Design in E-Learning

# 2. Briefly Describe How the Program Fits Into University's Mission

Since its inception, NSU has educated teachers for the state of South Dakota. Instructional Design in the realm of E-Learning continues these efforts for the 21<sup>st</sup> Century.

3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
0	0	1	0	0

# 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	35
Total credits that are program-specific requirements:	29
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	6
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	11

## Add any clarifying or additional information needed below:

To serve the needs of the 21<sup>st</sup> Century teacher and in light of the pivot to remote/online instruction at all levels of education because of the COVID-19 pandemic, NSU has re-imagined the MSEd in Instructional Design in E-Learning to prepare teachers and administrators to effectively and equitably deliver P-12 education remotely, whether temporarily in response to catastrophic events or holistically as part of an ongoing curriculum. NSU has designated an open faculty position in the Fall 2020 semester to find a highly qualified assistant professor to lead this program and has submitted a curriculum revision for the program benchmarked on best practices in the field and practical/applied knowledge gained from NSU's Center for Statewide E-Learning and its 24 master teachers.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

New hire / Assistant Professor (replacing a retirement in an existing position). Estimate \$44,777 per year for program-specific courses. No anticipated specialized accreditation costs.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.
- \$0. This program has been re-designed and will be re-launched in Fall 2021.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

No other regental institution offers a similar degree. This renewed graduate program will build on the E-Learning strengths of NSU. Graduate courses offered by Dakota State University in their graduate Educational Technology degree may offer curricular cross-sharing opportunities.

South Dakota School of Mines and Technology Program Productivity Report Fall 2020

SDSMT AA, General Studies

SDSMT BS, Physics

SDSMT MS, Biomedical Engineering

SDSMT MS, Computational Science

SDSMT MS, Paleontology

SDSMT MS, Physics

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

- 1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSMT, AS, General Studies
- 2. Briefly Describe How the Program Fits Into University's Mission The program allows students to begin their studies at South Dakota Mines and earn a degree en route to a BS degree. Students who attend South Dakota Mines for two years, but wish to depart the university, may be able to earn this degree which could help them in pursuing future job or educational opportunities.
- 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
1	6	6	0	2

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	60
(e.g., 120 credits):	
Total credits that are program-specific	0
requirements:	
Total credits of program-specific requirements	0
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	0
are not requirements with any other program:	

Add any clarifying or additional information needed below: All credits required for the AA degree are from courses that are already being offered as part of either the General Education courses at South Dakota Mines or other elective courses being offered in another program. Therefore, there are no "program-specific" courses that only apply to the AA degree.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

Theoretically, the program has a cost of zero to the university. The courses the students take are taught by faculty in other departments and are courses that would be offered because of other programs at the university.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

  The total tuition/fee revenue generated by the program in FY19 was approximately \$10,207.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

  No collaborative efforts with other universities in the system have been identified at this time.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

- 1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSMT, BS, Physics
- 2. Briefly Describe How the Program Fits Into University's Mission The Physics BS program is a foundational science degree and forms the basis for many of the science and engineering disciplines. Students typically earn a BS in Physics to pursue a graduate degree in several science or engineering disciplines.
- 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
3	5	7	3	4

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120
(e.g., 120 credits):	
Total credits that are program-specific	67
requirements:	
Total credits of program-specific requirements	20
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	47
are not requirements with any other program:	

Add any clarifying or additional information needed below: The Physics Department teaches many service courses that are taken by all the BS science and engineering students at South Dakota Mines. These courses include: PHYS 111, PHYS 111L, PHYS 113, PHYS 113L, PHYS 211, PHYS 211L, PHYS 213, and PHYS 213L.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The estimated annual cost to the university in FY21 is \$312,879 and is based on an assumed percentage of salaries/benefits of the faculty that contribute to course delivery for the BS portion of the PHYS Department. It is important to note that the Department of Physics delivers many service courses for the undergraduate programs at South Dakota Mines, so this cost may not simply reflect the true cost of the BS Physics program as many of the faculty would be needed to deliver the foundational Physics courses.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

  The total tuition/fee revenue generated by the program in FY19 was approximately \$418,487. This revenue only accounts for students in the BS in Physics program and does not include students who took the foundation Physics courses required for all the engineering and science programs at South Dakota Mines.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? There is discussion between USD, SDSU, and South Dakota Mines to establish a fully collaborative BS in Physics effective in fall 2021. There is already much collaboration between the three universities in this program but finalizing this collaboration to include course sharing will improve the efficiency of the programs across the system.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

- 1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSMT, MS, Biomedical Engineering
- 2. Briefly Describe How the Program Fits Into University's Mission Biomedical Engineering is a fast growing field and the need for biomedical engineers continues to increase. The need is so great that South Dakota Mines recently added a BS program in Biomedical Engineering. Students graduating with the BS should now be a pipeline to the MS program.
- 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
5	2	4	4	3

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	30
(e.g., 120 credits):	
Total credits that are program-specific	18
requirements:	
Total credits of program-specific requirements	3
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	15
are not requirements with any other program:	

Add any clarifying or additional information needed below: Although only 3 credits are identified as being shared with another program, many of the program-specific courses are taught by faculty in other departments and are electives in programs such as Mechanical Engineering, Nanoengineering, and Materials Engineering and Science.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The estimated annual cost to the university is \$37,966 and is based on an assumed percentage of salaries/benefits of faculty for the faculty that contribute to course delivery and graduate student advising for the program. The faculty included in this cost are faculty assigned to other departments and deliver courses in those departments as well. The MS in Biomedical Engineering is multidisciplinary at this time, although a new BS in Biomedical Engineering was started in fall 2019. Since that time, one new faculty was hired that is solely focused on Biomedical Engineering and she began her employment in fall 2020 (cost for that faculty was not included in this estimate).

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.
  The total tuition/fee revenue generated by the program in FY19 was approximately \$81,656.
  This revenue only accounts for students in the MS in Biomedical Engineering program and does not include students outside of the MS in Biomedical Engineering who also took courses in the program.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged? Collaboration between USD and South Dakota Mines has existed for several years. This includes course sharing, research collaborations, and graduate student advising across the two universities. As the BS program matures, it is likely that further collaborations will be explored, and the BS program will become a pipeline for the MS and PhD programs in Biomedical Engineering.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

- 1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSMT, MS, Computational Science
- 2. Briefly Describe How the Program Fits Into University's Mission The MS program in Computational Science and Robotics (recently renamed as Computer Science and Engineering), provides graduates that are employed in the ever expanding technology industry that includes software engineering, cybersecurity, computer engineering, and data analytics.
- 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
2	2	7	4	4

# 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	30
(e.g., 120 credits):	
Total credits that are program-specific	2
requirements:	
Total credits of program-specific requirements	0
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	2
are not requirements with any other program:	

Add any clarifying or additional information needed below: Many of the credits required for the MS degree are electives and are courses offered in the Departments of Computer Science and Engineering and Electrical Engineering. These courses are taken by students in several programs.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The estimated annual cost to the university in FY21 is \$138,205 and is based on an assumed percentage of salaries/benefits of the faculty that contribute to course delivery and graduate student advising for the MS portion of the CSE Department. The faculty that teach courses for the MS program also teach courses in the BS program for computer science and engineering. It is important to note that the BS program in computer science and engineering has grown significantly over the past two years and the current faculty are needed to support that program.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.
  The total tuition/fee revenue generated by the program in FY19 was approximately \$112,280.
  This revenue only accounts for students in the MS in Computational Science program and does not include students outside of the MS in Computational Science who also took courses in the program.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

  There are discussions regarding collaborations in the computer science fields among many of the universities within South Dakota. The BS and MS programs in computer science and engineering at South Dakota Mines were recently restructured (within the last two years) and the BS now has an MS accelerated option. This restructuring has grown undergraduate enrollment and has also allowed the department to seek new collaborations. The growth in the undergraduate numbers will certainly help grow the MS program.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

- 1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSMT, MS, Paleontology
- 2. Briefly Describe How the Program Fits Into University's Mission This program is the only MS in Paleontology program in the United States. In addition, Paleontology is a specialized area within the Department of Geology and Geological Engineering and the program supports much of the research associated with the Museum of Geology located on the campus of South Dakota Mines.
- **3.** Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
3	6	1	4	3

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	30
Total credits that are program-specific requirements:	8
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	1
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	7

**Add any clarifying or additional information needed below:** Most of the credits required for the MS degree in Paleontology are electives within both the Geology and Geological Engineering program and are therefore courses that are offered as part of the MS and PhD in those programs.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The estimated annual cost to the university in FY21 is \$46,803 and is based on an assumed percentage of salaries/benefits of the faculty that contribute to course delivery and graduate student advising for the Paleontology program in the GGE Department. The faculty that teach courses in the Paleontology program also teach courses in the Geology program and advise students in Geology.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.
  The total tuition/fee revenue generated by the program in FY19 was approximately \$81,650.
  This revenue only accounts for students in the MS in Paleontology program and does not include students outside of the MS in Paleontology (such as those students in Geology) who also took courses in the program.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?
  As the program is unique both within the country and the State of South Dakota, no plans for collaboration are identified at this time.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

- 1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSMT, MS, Physics
- 2. Briefly Describe How the Program Fits Into University's Mission The graduate degree in Physics supports much of the research being conducted at SURF. A graduate program in Physics also provides education in the basic sciences that support the broader engineering and science industry. The MS degree in Physics is often earned en route to a PhD in Physics (i.e., many students enter the PhD program directly from a BS program and do not necessarily earn the MS degree, only the PhD).
- 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
3	1	2	3	1

# 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	32
Total credits that are program-specific requirements:	25
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	6
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	19

Add any clarifying or additional information needed below: Only 6 credits are listed as being shared with another program. It is possible additional credits are shared that are electives in the Physics MS program and electives in graduate programs within Nanoengineering, Electrical Engineering, Materials Engineering and Science, or Mechanical Engineering.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The estimated annual cost to the university is \$312,879 and is based on an assumed percentage of salaries/benefits of the faculty that contribute to course delivery and graduate student advising for the MS portion of the PHYS Department. It is important to note that the Department of Physics delivers many service courses for the undergraduate programs at South Dakota Mines, so this cost may not simply reflect the true cost of the MS Physics program as many of the faculty would be needed to deliver the foundational Physics courses.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

  The total tuition/fee generated by the program in FY19 was approximately \$10,207. However, since the MS in Physics is often earned en route to a PhD, the total tuition/fee generated by the program increases to \$224,554 if one includes the PhD students enrolled in Physics. These revenue estimates only account for the students in the MS/PhD program in Physics and do not include revenue generated from other students taking these courses.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

  A joint graduate program in Physics exists between USD and South Dakota Mines. This results in course sharing and alternating delivery of courses using the DDN system. Further collaboration is being established that will further improve the efficiency of the program.

South Dakota State University Program Productivity Report Fall 2020

SDSU BA, American Indian Studies

SDSU BA, French Studies

SDSU BA, German

SDSU BA, Music

SDSU BS, Certified Chemistry

SDSU BS, Electronics Engineering Technology

SDSU BS, Horticulture

SDSU BS, Physics

SDSU MS, Athletic Training

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSU, BA, American Indian Studies

#### 2. Briefly Describe How the Program Fits Into University's Mission

When we look at SDSU's Mission of offering "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," the role of AIS effectively promotes all of these endeavors. As part of the recruitment and retention of American Indian students from South Dakota and across the country, AIS teaches a curriculum promoting the inclusion of American Indian students and cultures on campus and beyond. We also teach AIS 211, a requirement to become a certified teacher in the state of South Dakota, which helps future educators to better incorporate American Indian education for all students.

We creatively engage our students through experiential learning activities like research assistantships that allow students to apply their skills and disseminate their research in public forums or an oral history course that spends four days in Pine Ridge learning qualitative research skills. AIS research is synonymous with outreach to local American Indian communities in South Dakota. Examples of campus and community collaborations include American Indian language revitalization efforts and publishing projects with Indigenous peoples.

We creatively engage our own campus through innovative educational efforts that put some of the best American Indian minds into conversation with SDSU adminstrators, faculty, and staff to help them better understand their place in South Dakota and in the world. The AIS faculty are integral partners in the development of a one-of-a-kind educational module for faculty and staff through a one million dollar grant, which can eventually be utilized beyond the SDSU campus for other Higher Education institutions to utilize as well. By being intimately related through interdisciplinary and co-curricular activities, AIS is positioned to promote the knowledge of American Indian peoples to improve the quality of life in South Dakota, the nation, and the world.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
0	0	0	0	1

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from	120
the program (e.g., 120 credits):	

Total credits that are program-specific requirements:	38
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	38
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	O There are no program-specific requirements that are not part of another program on campus.

#### Add any clarifying or additional information needed below:

For all intents and purposes, American Indian Studies is a new program at SDSU. In Fall 2018, the then Division of American and Global Studies hired Drs. Sharity Bassett and Mark Freeland as Assistant Professors in American Indian Studies. They are the first faculty to hold primary appointments in the discipline. That being said, both faculty members hold interdisciplinary PhDs that allow them to teach courses in religion, history, political science, and cultural studies.

In Fall 2019, the School of American and Global Studies went live and, for the first time in SDSU's history, our Lakota-language general education sequence and AIS were housed in the same unit. This point is critical as AIS is a language dependent curriculum and Lakota will provide a cultural and linguistic grounding for the program and its students. Moreover, and perhaps counterintuitively at first, housing Lakota and AIS in a school with a global focus also situates the two within the larger global context, stressing both their place and importance in the world. When I became director in 2019, Drs. Bassett and Freeland had already spent a year working tirelessly to build connections with the new Wokini Initiative and director as well as the new American Indian Student Center staff. We continued that work last year, extending it to include contacts across the Oceti Sakowin through our work with Lakota Language Revitalization efforts. These non-stop efforts over the past two years have paid off in the form of a revitalized American Indian Studies program that is connected to Lakota, to Wokini and our tribal communities, and to our indigenous students.

Major and minor numbers have grown significantly since Fall 2018 when AIS moved to the Division/School of American and Global Studies and SDSU secured two tenure-track lines for AIS faculty. As of **census day Fall 2020 there are 5 majors enrolled in the AIS BA**. The F20 data also show 14 AIS minors at SDSU, which is relevant for this review, as minors each year can convert to majors as they approach graduation and see that completion of the BA is possible. Indeed, at least 2 of our current 5 majors began as minors. The numbers of AIS majors and minors are as follows:

	Fall 15	Fall 16	Fall 17	Fall 18	Fall 19	Fall 20
AIS						
Majors	2	1	1	1	1	5
AIS						
Minors	6	7	3	7	12	14

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The annual cost to the university to offer the AIS program is nil. The major plan of study is a subset of the AIS service course load that we offer regardless of whether or not there are AIS majors. As noted in the chart above (#4), all 38 credits in the AIS major would be taught independently of the major. With an eye to preserving the major in an environment of low enrollments, the major plan of study was intentionally designed from a series of extant and fully enrolled service courses out of AIS. Even our introductory course, AIS 100 Intro to American Indian Studies, is shared with the Wokini Initiative and taken by all incoming Wokini scholars their freshman year. As a practical matter, the incremental cost of offering coursework to AIS majors is zero.

At best, if we wish to identify the amount of salary devoted to AIS courses in the program of study taken by the major in FY19, that cost would be \$533.53. This number was reached by taking the percent of faculty salary that went to teaching one student in two AIS courses: AIS 211 SD American Indian Culture and Education and AIS 492 Federal Indian Policy.

- Based on faculty workload, the total cost to deliver AIS 211 in Spring 2019 was \$7,031. If
  we take the course delivery cost and divide by the 66 total students enrolled, we arrive
  at a delivery cost for that one student of \$106.53.
- For AIS 492, the total cost to deliver the course in Spring 2019 was \$8,113. If we take the course delivery cost and divide by the 19 total students enrolled, we arrive at a delivery cost per student of \$427).
- Thus, the one AIS major in FY19 cost the program \$533.53 to deliver.

Of course, if that major student were not in the course, the cost to the university of providing that course only goes up, not down. Thus, there is literally no cost to delivering the AIS major.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.
  - \$2,629 was generated in major courses taken by the one student enrolled in the program in FY19.
  - \$4,525 was generated university-wide by the one student enrolled in the program in FY19.
  - \$261,924 was generated by the program in FY19 by students *outside* the major. This number captures the total revenue generated by the 299 students across 9 courses taught by our two AIS faculty.

In summary, there is strong demand for AIS courses across the institution, generating significant revenue. We would want to offer these courses with or without the AIS major. The major itself adds minimal cost.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

#### **Lakota Language Courses**

SDSU and USD have collaborated to deliver Lakota language courses via DDN for the past 17 years. From 2003-2018, the courses were taught out of USD. In 2019-2020, we had no Lakota language classes at SDSU. This semester, an unexpected resignation by the Lakota professor at USD led to us once again combining our Lakota language courses. Thus, in AY 2020-2021, SDSU is delivering Lakota language courses online to both SDSU and USD students.

## **Upper-Division Elective Collaboration with USD and BHSU**

We are working towards collaborative efforts with USD and BHSU for each school to offer select courses online to help increase offerings in AIS across the three BOR schools. We are still in the development phase of this plan but will have courses open for cross school listing in Fall of 2021.

## **Intramural Co-Curricular Campaigns**

The AIS Program is actively involved in collaborative programming with co-curricular units on SDSU's campus: the American Indian Student Center (AISC) and the Wokini Initiative. The Wokini Initiative has provided the foundation for the recruitment and retention of American Indian students and programming with and for American Indian students has increased dramatically. The Fall 2019 incoming American Indian students increased by 46%. There has been a significant increase in students who are interested in American Indian Studies. Furthermore, the students who receive the Wokini Scholarship are required to take two AIS courses (AIS 100, Introduction to AIS and AIS 238, Native Religion.) This requirement exposes more students to the AIS major and can help recruitment efforts. One of the five AIS majors and three of the fourteen AIS minors are Wokini Scholars.

•	Fall 2018 Cohort	15 Wokini Scholars	17 students in AIS 100
•	Fall 2019 Cohort	19 Wokini Scholars	26 students in AIS 100
•	Fall 2020 Cohort	17 Wokini Scholars	20 students in AIS 100

We also collaborate with the AISC, helping to run two academic classroom exercises for the American Indian Early Orientation. Fall 2019 was the first year of this initiative and we look forward to the continued exposure for incoming American Indian students. We are also working to collaborate on future Wokini Grants with the AISC and other programming. These co-curricular collaborations are part of reaching more American Indian students as well as our outreach and service missions to indigenous and non-indigenous communities in the state.

Two examples of current teaching, research, and outreach projects are our Wokini Challenge Grants. These grants provide funding for faculty to work with students as Research Assistants to develop their future professional skills. One grant is to support efforts of Lakota Language Revitalization by working with a Lakota Elder to come to campus to do workshops on how to teach the language. Our Research Assistant is an AIS Minor and Early Childhood Education Major who will use Lakota language in her own classroom. She developed a Lakota language talking circle for practice and is working with our Modern Languages program on pedagogy in the classroom. The other grant is to work with Pipestone National Monument to help rewrite some of their promotional materials in line with contemporary knowledge of Indigenous peoples and

languages. Our Research Assistant for this project is a double major in AIS and History. She is developing skills for her future in graduate school and teaching. These projects culminate in a student research presentations at local and regional conferences.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSU, BA, French Studies

## 2. Briefly Describe How the Program Fits Into University's Mission

As SDSU's *Imagine2023 Strategic Plan* established, we seek 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." The French Studies program at SDSU supports this mission by:

- developing and growing high-quality and distinct academic programs designed to meet the needs of diverse students and market demands. French is spoken by over 275 million people, and is one of the fastest growing languages in the world.
- recruiting and retaining underrepresented populations, including majors and minors from French-speaking refugee and immigrant populations in eastern South Dakota. These students typically pair their French degree with another area of study so as to document intercultural competence and bilingualism in French and English. These students enrich the diversity of our French classes and student body.
- facilitating the development of student skills in intercultural engagement, global citizenry and international relationships.
- aligning academic and outreach programming to optimize institutional efforts to support French-speaking refugee communities in Brookings, Sioux Falls, and the region.
- building reciprocal relationships with industry partners. We have had exploratory conversations with Bel Brands about workforce development projects in both English and French for factory workers and management.
- creating a culture that encourages and supports collaboration, sustainability, creativity
  and bold ideas. As part of the above effort (to establish international internships), we
  have been working with the College of Agriculture, Food and Environmental Sciences at
  SDSU to create innovative interdisciplinary opportunity for their students that would
  encourage more French language and cross-cultural study.

A comprehensive university educates the whole student, ensuring that graduates are well-rounded in terms of knowledge, competencies, and skills including and beyond their chosen fields of study. Providing students with the opportunity to take multiple languages will prepare the political, cultural, and industry leaders of the twenty-first century. In South Dakota, SDSU's French Studies program is a vibrant cultural center for our students and local communities, advancing the cultural vitality of the state and connecting with our French-speaking newcomer neighbors in the region.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
3	2	1	2	3

# 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-	36
specific requirements:	
Total credits of program-specific	19
requirements shared as	FREN 102 - Introductory French II (COM) [SGR #4] Credits: 4
requirements with another program	FREN 201 - Intermediate French I (COM) [SGR #4] Credits: 3
(note: program = associate,	FREN 202 - Intermediate French II (COM) [SGR #4] Credits: 3
bachelor's, master's, specialist, or	FREN 333 - Topics in Francophone Culture (COM) Credits: 3
doctoral program):	FREN 433 - French Culture and Civilization Credits: 3
	GLST 489 - Capstone Intercultural Competencies Credits: 3
Total credits of program-specific	17
requirements that are not	FREN 310 - French Language Skills (COM) Credits: 3
requirements with any other	FREN 300- and 400-level Electives total Credits: 14
program:	

#### Add any clarifying or additional information needed below:

With an eye to cost-efficiency, the French BA plan of study was intentionally revised to share courses with other languages and programs where possible. For example, our GLST 489 Capstone course is taught in English and shared with German, Spanish, and Global Studies majors. We also have a limited number of upper-division electives, such as GLST/ENGL 492 Linguistic Anthropology, that are similarly shared. These shared offerings create opportunities to free up French faculty to teach courses outside of the French major, thereby servicing other programs and increasing student credit hours per faculty.

That being said, because a language major depends on upper-division courses that are taught in the target language (in this case, French), there will always be a series of courses that must be unique to the major. The 17 credit hours of program-specific, unique requirements are as low as we can go and still maintain a competitive French curriculum.

# 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The annual cost to the university to offer the French Studies program is minimal. As noted in the chart above (#4), only 17 credits in the French plan of study are unique to the major, whereas the other 19 credits also meet requirements in other programs and/or System General Education goals.

Upper-level courses are not routinely taught every year. Of the 17 credits unique to the French major, only three courses were taught in FY19. The costs to teaching these three courses are as follows.

- \$6,283 to deliver FREN 310 in Summer 2018. There were a total of 14 students: 6 were majors and 8 were minors or students from USD.
- \$3,834 to deliver FREN 350 in Fall 2018. There were 10 students: 5 were majors and 5 were minors or students from USD.
- \$8,911 to deliver FREN 392 in Spring 2019. There were 13 students: 5 were majors and 8 were minors.

The estimated annual cost to offer the French Studies major at SDSU in FY19 was \$19,028.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.
  - \$32,412 revenue was generated by the three courses unique to the French Studies BA.
  - \$51,197 of revenue was generated by majors enrolled in unique and shared French Studies BA.
  - \$146,119 of revenue was generated by French Studies majors in all courses taken in FY19.

In summary, eliminating the French Studies program at SDSU would result in minimal cost savings, significantly reduce overall revenue to SDSU, and make USD's program more expensive to deliver.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

#### **Collaborative Efforts with other BOR institutions**

The French Studies major and minor address a vital need across the BOR system. Indeed, with the loss of the French instructor at USD in Fall 2019 (and the suspension of the French Studies program at USD in Spring 2020), SDSU has been in charge of all students at the introductory, intermediate, and advanced levels of the French Studies program. However, even before this change at USD, SDSU faculty have taught and delivered the following courses to USD students via DDN, Zoom, and/or D2L in both synchronous and asynchronous manners:

- FREN 102 (Summer 2015-2019)
- FREN 310 (summer 2017, 2018, 2019)
- FREN 333 (fall 2019)
- FREN 353 (spring 2020)
- FREN 202 (spring 2020)
- FREN 201 (fall 2019)

The French Studies program at SDSU is well-positioned to serve the second-language and intercultural competence needs of the state. As part of the new School of American and Global Studies, the French Studies program is more visible than ever — and is now the only option for students in the state who wish to pursue careers in, for example, agriculture and health care, two key sectors where French language and cultural knowledge would put them at a distinct

advantage.

#### **Intramural Collaboration**

As mentioned above, we have in place or are working on a variety of interdisciplinary collaborations at SDSU:

- We are currently recruiting French students through the interdisciplinary Workplace Intercultural Competence Certificate. Students pursuing the BS degree (which requires no language study) take one year of language, an intercultural competence course, and a management course in their primary field of study (Animal Science, Dairy Science, Business Economics, etc.).
- French is a significant component of the Global Studies BA, which requires 21 credits of a language and an international study abroad or internship experience
- We are exploring initiatives with the Colleges of Engineering and Agriculture, Food and Environmental Sciences that would designate a curated list of general education requirements and/or create new certificate programs for these students to increase their intercultural competencies, global awareness, and workforce readiness.
- With the creation of the new School of American and Global Studies, we are working on options to cross-list upper-division French courses with History and Political Science courses and vice versa. This would further the efficiency of our curriculum and attract new students to all programs.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSU, BA, German

# 2. Briefly Describe How the Program Fits Into University's Mission

As SDSU's *Imagine2023 Strategic Plan* established, we seek 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." The German program at SDSU supports this mission by:

- facilitating the development of skills in intercultural engagement, global citizenry and international relationships.
- providing public-facing engagement opportunities that enrich the lives of students and South Dakota's citizens. For example, this semester the German and Spanish programs are co-hosting a World Languages Film Festival throughout the months of September and October. The German films were funded by a donor who wanted to provide a gift that would raise the visibility of the German program and increase intercultural understanding.
- supporting K-12 schools in Brookings and the state. Faculty routinely serve as guest speakers at the middle and high schools in Brookings and provides curricular support to German teachers throughout the state as active members in the SD World Languages Association.
- building reciprocal relationships with industry partners. Dr. Rölz has been working with various German multinational auto companies in Germany to establish international internships for SDSU students. This is a relatively new area for the SDSU German program.
- creating a culture that encourages and supports collaboration, sustainability, creativity
  and bold ideas. We are working with the College of Engineering at SDSU to create an
  innovative humanities curriculum for their students that would encourage more
  German language and cross-cultural study.

A comprehensive university educates the whole student, ensuring that graduates are well-rounded in terms of knowledge, competencies, and skills including and beyond their chosen fields of study. A multilingual language program helps prepare the political, cultural, and industry leaders of the twenty-first century. SDSU's German program is a vibrant cultural center for our students and local communities, advancing the cultural vitality and German heritage of our state and region. **Collaboration with USD** allows broader options in coursework that would not otherwise be economically feasible.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19
2	2	3	1	2

<sup>\*</sup>Technically, the German BA is a Cooperative Program with USD. Our combined majors are as follows:

	FY15	FY16	FY17	FY18	FY19
SDSU	2	2	3	1	2
USD	2	2	3	2	1
Total	4	4	6	3	3

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific requirements:	37
Total credits of program-specific	19
requirements shared as requirements with	GER 102 - Introductory German II (COM) [SGR #4] Credits: 4
another program (note: program = associate,	GER 201 - Intermediate German I (COM) [SGR #4] Credits: 3
bachelor's, master's, specialist, or doctoral	GER 202 - Intermediate German II (COM) [SGR #4] Credits: 3
program):	GER 380 - Deutschland Heute (COM) Credits: 3
	GER 435 - German Culture History (COM) Credits: 3
	GLST 489 - Capstone Intercultural Competencies Credits: 3
Total credits of program-specific	18
requirements that are not requirements	GER 310 - Practical German Language Skills [Req] Credits: 3
with any other program:	GER 300- and 400-level Electives total Credits: 15

### Add any clarifying or additional information needed below:

With an eye to cost-efficiency, the German BA plan of study was intentionally revised to share courses with other languages and programs where possible. For example, our GLST 489 Capstone course is taught in English and shared with French, Spanish, and Global Studies majors. We also have a limited number of upper-division electives, such as GLST/ENGL 492 Linguistic Anthropology, that are similarly shared.

Collaborative with USD has streamlined our offerings and allowed each program opportunities to free up German faculty to teach courses outside of the German major, thereby servicing other programs and increasing student credit hours per faculty. That being said, because a language major depends on upper-division courses that are taught in the target language (in this case, German), there will always be a series of courses that must be unique to the major. The 18 credit hours of program-specific, unique requirements are as low as we can go and still maintain a competitive

German curriculum.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The annual cost to the university to offer the German program is minimal. As noted in the chart above (#4), only 18 credits in the German plan of study are unique to the major, whereas the other 19 credits also meet requirements in other programs and/or System General Education goals. Collaboration with USD further reduces costs of delivering the curriculum.

Upper-level courses are generally not taught as frequently as lower-level courses. Of the 18 credits of unique to the German major, only two GER courses were taught by SDSU in FY19. The costs to deliver these two courses were as follows.

- \$10,798 to deliver GER 454 in Fall 2018. There was a total of 13 students across both universities (SDSU and USD) enrolled in the course: 5 were SDSU majors and 8 were SDSU minors or USD students.
- \$8,099 to deliver GER 455 in Spring 2019. Again, there was a total of 13 students across both universities enrolled in the course: 4 were SDSU majors and 9 were minors or USD students.

The estimated annual cost to offer the German major at SDSU in FY19 was \$18,897.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.
  - \$8,948 revenue was generated by the two courses unique to the German BA.
  - \$14,853 of revenue was generated by German majors enrolled in unique and shared German BA courses.
  - \$81,449 of revenue was generated by German majors enrolled in all SDSU courses in FY19.

In summary, eliminating SDSU's German program would result in minimal savings, reduce overall revenue to SDSU, and make USD's program more expensive to deliver.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

### **BOR German Collaborative Program (USD & SDSU)**

A German Collaborative agreement was first established between NSU, SDSU and USD personnel dating back to 1987. AAC approved the guidelines for a renewed and revised collaborative German program between NSU, USD, and SDSU at their November 2018 meeting. NSU later declined further participation in the collaborative. The guidelines governing the program were updated to represent USD and SDSU's participation. The renewed and revised German Collaborative between USD and SDSU was approved in Spring 2020.

The collaborative provides a streamlined version of the German BA for both institutions and allows for effective and efficient use of faculty in service to the German curriculum and other areas of expertise.

The German program at SDSU played a leading role in revising and revitalizing the BOR Collaborative German Program between SDSU and USD. The Collaborative is currently using SDSU's assessment plan, including our crosscutting skills and our use of the Intercultural Development Inventory (IDI) and the American Council on the Teaching of Foreign Languages (ACTFL) oral proficiency assessments upon completion of the 200-level and at graduation. By incorporating assessments from two nationally recognized standards bodies, we ensure that our graduates are meeting the highest national standards for intercultural and linguistic competencies and are therefore nationally competitive.

### **Intramural Collaboration**

As mentioned above, we have in place or are working on a variety of interdisciplinary collaborations at SDSU:

- We are currently recruiting German students through the interdisciplinary Workplace Intercultural Competence Certificate. Students pursuing the BS degree (which requires no language study) take one year of language, an intercultural competence course, and a management course in their primary field of study (Animal Science, Dairy Science, Business Economics, etc.).
- German is a significant component of the Global Studies BA, which requires 21 credits of a language and an international study abroad or internship experience.
- We are exploring an initiative with the College of Engineering that would designate a curated list of general education requirements for engineering students that would increase their intercultural competencies and global awareness.
- With the creation of the new School of American and Global Studies, we are working on
  options to cross-list upper-division German courses with History and Political Science
  courses and vice versa. This would further the efficiency of our curriculum and attract
  new students to all programs.

1. Institution, Program Degree, Name (e.g., USD, BS, History)

SDSU, BA in Music

### 2. Briefly Describe How the Program Fits Into University's Mission

Mission: The School of Performing Arts at South Dakota State University fosters and provides opportunities for creativity, performance and both artistic and intellectual understanding through the study and practice of performing arts within contemporary and historical cultures. Mindful of the University's Land Grant mission, the School provides engagement activities that create meaningful connections among students, the University and the broader community.

To that end, those who teach in this program serve the university, state, and region by delivering a nationally accredited, well defined music curriculum; engage in scholarly and creative musical endeavors which illuminate the underlying principles of the mission; provide musically enriching public outreach activities, both on and off campus; and provide a learning environment where students develop personal interests and leadership skills necessary to enter the workforce.

Graduates from this program enter the performing arts industry or other related fields. Many enter graduate school or use the degree to enhance their skills in a second major.

### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19	Total	FY 20
4	6	5	4	3	22	4

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program	120 credits for both specializations.
(e.g., 120 credits):	
Total credits that are program-specific	51 for Music Studies Specialization
requirements:	47 for Music Entrepreneurship
Total credits of program-specific requirements	51 for Music Studies Specialization
shared as requirements with another program (note:	44 for Music Entrepreneurship Specialization
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	0 for Music Studies Specialization
are not requirements with any other program:	3 for Music Entrepreneurship Specialization

### Add any clarifying or additional information needed below:

Students who pursue the Bachelor of Arts in Music must choose one of two specializations: Music Studies or Music Entrepreneurship.

As the Bachelor of Arts in Music (Music Studies specialization) curriculum parallels the curriculum for the Bachelor of Music Education degree program, all courses that are required by the Bachelor of Arts in Music (Music Studies specialization) the cost of offering this option that comes without teacher certification is minimal. A minor in another field is required.

There is only one course in the Bachelor of Arts in Music (Music Entrepreneurship specialization) that is unique to this program, MUS 305 Introduction to Recording Industry. This course is taught every odd-numbered fall in order to achieve cost savings. Rather than a minor, students must complete selected courses in entrepreneurial studies provided by the Ness School of Management and Economics.

# 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The total cost associated with the BA in Music in FY19 was zero, because there were no courses taken by any student that were not required by other, more substantial majors such as the Bachelor of Music Education degree and the multiple options found in the Ness School of Management and Economics.

In the interest of transparency, MUS 305 is unique to the Music Entrepreneurship specialization, but it is taught in odd-numbered falls and would not appear in an analysis of income and expenses for the 2019 fiscal year. The cost of delivery of this course by a senior, full professor is \$9927.00 every other year, or \$4963.50 per annum. In fall 2019, this course generated \$11,458.80 in tuition and fees.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

FY19 Revenue Generated by BA in Music (Includes Both Specializations)			
Unduplicated Enrolled Students: 35			
Sum of Credit Hours:	743		
Sum of Total Tuition:	\$195,192		
Sum of Total GAF:	\$29,969		
Sum of Total Discipline Fees:	\$14,409		
Sum of Total Revenue:	\$239,570		

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

The Bachelor of Arts in Music shares virtually all of its curriculum with the Bachelor of Music Education degree program. As such, the School has not sought collaborative/sharing opportunities with other institutions.

The Bachelor of Arts in Music (Music Entrepreneurship specialization) is a unique program in the BOR System. All but one course is shared with the Bachelor of Music Education and Entrepreneurial Studies degree programs. Although this degree represents institutional collaborative efforts, the School has not sought collaborative/sharing opportunities with other institutions.

1. Institution, Program Degree, Name (e.g., USD, BS, History): SDSU, BS, Certified Chemistry

# 2. Briefly Describe How the Program Fits Into University's Mission

According to the Imagine 2023 Strategic Plan, "South Dakota State University offers 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."

The program in Chemistry (certified by the American Chemical Society) specifically supports the missions in education and research and innovation. The B.S. in Chemistry requires two research experiences (6 credits) in which students perform independent research in the laboratories of Chemistry & Biochemistry faculty, other faculty across campus, private sector organizations in the Brookings and Sioux Falls areas, and/or regional and national laboratories. Summer research fellowships, supplies, and travel to disseminate results at regional and national professional meetings are covered to a large extent by philanthropy to the Department (East, Okken, and Tanaka funds) and/or grant funding by individual faculty researchers. CHEM courses required, except CHEM 343 and 343L, for the major are also required or elective for the B.S. in Biochemistry or B.S. in Chemistry Education.

Students in the Chemistry program interact in their coursework and research with other science and engineering students and faculty to provide a well-rounded experience which serves them well in their professional careers. Graduates of the Chemistry program attend professional school (e.g., medicine, dentistry, optometry, pharmacy), graduate school (e.g., chemistry, toxicology, public health), or seek direct employment in the health care, agriculture, energy, and other industries in South Dakota, the region, and nationally.

Because chemistry is foundational to the biological and physical sciences, the Department of Chemistry and Biochemistry has a critical support role in providing coursework to students across many disciplines at SDSU.

### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

FY15	FY16	FY17	FY18	FY19
2	4	6	3	3

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific requirements:	91
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	78
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	13

# Add any clarifying or additional information needed below:

# From 2020-2021 Undergraduate Catalog:

System General Education Requirements

Department Requirements\*

Major Requirements

Supporting Coursework

Electives\*\*

33 Credit Hours

13+ Credit Hours

39 Credit Hours

16 Credit Hours

29 Credit Hours

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

Costs of offering courses required only for majors:

Salary/Benefits: \$36,536

OE: \$5,000 Total: \$41,536

The ACS Chemistry majors taking these courses generate \$36,217 in revenue and covers all direct expenses of offering courses uniquely required for this major.

In addition to the B.S. in Chemistry, the department also offers B.S. degrees in Biochemistry and Chemistry Education. There were a total of 100 students in the three undergraduate majors in Fall 2019. With the exception of CHEM 343 and 343L, all classes required for the B.S. in Chemistry are required for one or both of the other two majors. The costs indicated above represent the costs associated with courses required for the B.S. in Chemistry, but not required for the B.S. in Biochemistry. In reality cost savings without the major would be minimal, because nearly all of the courses would be taught anyway to support the other two departmental majors as well as students outside the department.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Tuition: \$213,505 GAF: \$33,469

Discipline Fee: \$33,340 Total Revenue: \$280,314

Students majoring in this program generate revenue that benefits not only this program, but the university as a whole.

<sup>\*</sup>System General Education Requirements, Major Requirements, and Supporting Coursework may satisfy some or all of the above requirements.

<sup>\*\*</sup>Taken as needed to complete any additional degree requirements.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

We have not pursued any such sharing opportunities; however we would be willing to consider offering unique, non-laboratory courses (CHEM 344, 345, 432, 433, and 484) via distance learning.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

# 1. South Dakota State University, Bachelor of Science in Electronics Engineering Technology

## 2. Briefly Describe How the Program Fits Into University's Mission

The B.S. in Electronics Engineering Technology fills the need for technical professionals in the electronics manufacturing, power distribution, technical services, and electronics supply chain industry sectors. Placement of graduates within South Dakota has averaged 53% and in the region is 33%, resulting in 86% post-graduation placement in the Midwest and closely mirroring where the students were from upon admission (i.e., 54% of EET students were from South Dakota, 30% from Minnesota, Iowa, and Nebraska). The program supports SDSUs land-grant mission to provide education in engineering and technology as well as economic development for the benefit of the people of South Dakota.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19 <sup>1</sup>
4	4	6	6	5

# 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120 credits
Total credits that are program-specific requirements:	88 credits
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	56 credits
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	32 credits

## Add any clarifying or additional information needed below:

The EET program was re-established in 2012 following termination in 2011 due to budget cuts. Brookings-based Daktronics has had a long-term vested interest in the EET program as our graduates are heavily recruited for their technical and service operations. For this reason Daktronics provided \$185,250 in start-up funds from 2012 - 2015 to re-establish the EET program. We have steadily grown each year from our restart enrollment of 16 students in 2012. The current number of EET majors is 58 with an expected addition of 5-7 new admit and/or transfer students in FY21. Recruitment of interns and program graduates is strong with 35 companies at the fall 2019 and spring 2020 College of

<sup>&</sup>lt;sup>1</sup> In FY20, the EET program had 18 graduates.

Engineering Career Fair seeking to fill positions with EET majors. Most recruiters were regional manufacturers and service providers located in the upper Midwest. We fill an important demand niche for entry-level technical managers and field service personnel.

As to comparable programs, there are only 3 other ABET accredited Electronics/Electrical Engineering Technology programs in the region. Metropolitan State University in Colorado, University of Northern Iowa, and Grantham University in Kansas. The EET program will undergo its next ABET reaccreditation review in fall 2022.

What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

Salary/benefits (2.0 FTE faculty, 1.0 FTE lab manager) = \$270,653

ABET-ETAC Accreditation fees = \$700/yr

Lab supplies & equipment needs = \$2400 avg/yr

Ports/phones = \$864

Misc. (travel, instructional technology, other) = \$1100

TOTAL: \$275,717

Delivery of the EET curriculum is efficient, offering 11 of the 12 required major courses only once per year. Our lab manager maintains and repairs the lab test bench equipment keeping replacement costs in check.

What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Declared majors = 58 Credit hours generated = 1338 Tuition = \$394,063 GAF= \$51,844 Discipline Fees = \$84,925

**TOTAL Revenue: \$530,832** Revenue – Expenses: +\$255,115

The figures shown above for credit hours and other revenue streams represent all courses taken by the 58 students majoring in Electronics Engineering Technology in FY19. Credit hours and revenues have seen steady growth over the past 7 years as program enrollment has grown. We experienced a significant jump in graduates in FY20 due to an increase in internal transfers from electrical engineering. We anticipate the number of EET graduates to hold steady at 12 - 15students per year for the foreseeable future.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

We have not engaged in course sharing for program-specific offerings. The curriculum is heavily reliant on lab experiences with 42 – 45 credits in the major with a lab requirement. These kind of courses do not translate to online delivery well. We have long-term articulation agreements with LATI and STI and other regional community colleges that provide an avenue for persons with an AAS degrees to transfer to SDSU to earn the EET degree.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

### 1. Institution, Program Degree, Name (e.g., USD, BS, History)

South Dakota State University, B.S., Horticulture

### 2. Briefly Describe How the Program Fits into the University's Mission

Founded as part of the U.S. land-grant system of higher education, SDSU, the College of Agriculture, Food, and Environmental Sciences, and the Department of Agronomy, Horticulture and Plant Science (AHPS) are committed to providing access to higher education, to advance knowledge and understanding of food and energy production using advanced agricultural practices and expand our reach and opportunities for students. AHPS attracts students from around the region with both urban and rural backgrounds.

Horticulture is a branch of plant agriculture focused on the intense cultivation of food and ornamental crops and increasing their environmental benefits in the rural and urban landscapes. Horticultural science is critical in improving the nutritional content of food, enhancing the safety of our produce supply, increasing the availability of healthy, local, and sustainably produced foods and providing a framework for sustainable tree management in urban environments and commercial timber producing areas. It is also a major contributor to the betterment of quality of life through ornamental horticulture.

The SDSDU horticulture program is the only baccalaureate program in South Dakota designed to prepare regionally-sourced students for careers in small-scale agriculture including local food production, food production in controlled environment chambers, tree management, greenhouse & high tunnel production, hydroponic and aquaponic food production, or entry into research and graduate study in horticultural sciences or related fields. Greenhouse facilities and extensive field plots in woody and herbaceous ornamentals, fruit and vegetables provide students with the opportunity to experience all aspects of food and ornamental plant production and management. The Local Foods Education Center operates as an outdoor classroom (it is the only outdoor classroom of its purpose in the region) and provides experiential learning opportunities in the areas of production of locally grown foods, organic food production and food safety.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19	Total	FY20
7	9	5	6	4	31	5

# 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120 credits
Total credits that are program-specific requirements:	56 credits
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	33 credits
Total credits of program-specific requirements that are <u>not</u> requirements with any other program:	27 credits

# Add any clarifying or additional information needed below:

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$159,053 in salary and benefits (2.027 FTE) and \$10,000 for facilities and equipment. This includes full or partial teaching appointments of two instructors and one tenured professor.

In addition to teaching courses for the Horticulture major, three Horticulture classes (10 credits) are required as support courses in the Landscape Architecture major. One of those courses serves as one of several "Group I Elective" courses from which all students in agricultural majors must take 11 credits.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

\$192,933. As described above, several horticulture courses are taken by students from other majors, resulting in additional revenue generation that covers the cost of delivering the program.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Horticulture is offered by no other SDBOR institution, although Southeast Technical Institute in Sioux Falls offers a technical program (A.A.S. degree) in Horticulture Technology.

- Both current instructors at STI received their bachelor's degrees from SDSU.
- An existing articulation agreement allows STI graduates to transfer a block of 48 credits to the SDSU Horticulture major. The articulation agreement will be updated to generate interest to more students.
- One of the current SDSU instructors completed the A.A.S. degree at STI before completing the B.S. and M.S. degrees at SDSU.

### 8. Other.

SDSU has recently added two facilities which provide opportunities for hands-on learning and should attract additional student interest in Horticulture.

- The Local Foods Facility includes greenhouse and outdoor growing spaces.
- A hydroponics system allows growing plants without soil by using aqueous nutrient solutions.

# 1. Institution, Program Degree, Name (e.g., USD, BS, History) SDSU, BS in Physics

# 2. Briefly Describe How the Program Fits Into University's Mission

According to the Imagine 2023 Strategic Plan, "South Dakota State University offers 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."

The program in Physics specifically supports the missions in education and research and innovation. Physics is foundational to the sciences, technology, and engineering disciplines. Therefore, Physics coursework provides critical support to many disciplines and majors across SDSU.

Academic coursework in the B.S. program in Physics prepares the students for graduate studies and/or employment in the energy (e.g., nuclear, biofuel, and hydroelectric), materials science, health care, engineering, computer science, and related fields in the state and nation. While undergraduate research is not required for the degree, every Physics major in recent times has performed at least one undergraduate research project. Graduates of the physics program have been placed in some of the top graduate programs regionally and nationally (such as Nebraska-Lincoln and Princeton University) or employment at top local, regional, and national firms like Raven Industries, Daktronics, and Excel Energy.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

FY15	FY16	FY17	FY18	FY19
3	6	1	3	1

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific	120
requirements:	
Total credits of program-specific requirements	107
shared as requirements with another program (note:	
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	13
are not requirements with any other program:	

# Add any clarifying or additional information needed below:

From 2020-2021 Undergraduate Catalog:

System General Education Requirements

Department Requirements\*

Major Requirements

33 Credit Hours 13+ Credit Hours

84 Credit Hours

\*System General Education Requirements, Major Requirements, and Supporting Coursework may satisfy some or all of the above requirements.

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

Salary/Benefits: \$48,205

OE: \$1000 Total: \$49,205

The costs indicated above reflect the unique coursework required for the B.S. in Physics. Nearly all upper division PHYS classes are taught in a course-sharing collaboration between SDSU, SDSMT, and USD via the Dakota Digital Network (DDN), so the estimated costs may vary from year to year depending on the course rotation. The SDSU Physics majors taking these courses generate \$33,857 in revenue. Other required courses, PHYS 211/211L and 213/213L, are also required for numerous STEM majors at SDSU and generate significant revenues.

The collaboration between SDSU. USD, and SDSMT results in significant cost savings, allowing the major to be offered by all 3 institutions with relatively minimal cost. Further, the collaboration allows students from all 3 institutions to benefit from faculty expertise that may be unique to a single institution. In reality, cost savings without the Physics major would be minimal, because lower-level Physics courses need anyway to be taught to support other majors, and upper-level courses are cost-efficient due to the collaboration.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Tuition: \$178,614 GAF: \$27,300

Discipline Fee: \$35,406 Total Revenue: \$241,320

Students majoring in this program generate revenue that benefits not only this program, but the university as a whole.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

For the past several years, SDSU, SDSM&T, and USD have collaborated in the delivery of upper division PHYS courses required for the major. Specifically PHYS 341/441

(Thermodynamics), 343/443 (Statistical Mechanics), 361/461 (Optics), 421/521 (Electromagnetism), 433/533 (Nuclear and Particle Physics), 439/539 (Condensed Matter Physics), 451/551 (Classical Mechanics), 471/571 (Quantum Mechanics), and 481/581 (Mathematical Physics) are taught on an annual basis (courses in *italics* are taught biennially) collaboratively via DDN.

In Spring 2020, the Departments of Physics at SDSU, SDSM&T, and USD agreed to collaborate in a joint B.S. in Physics between the three institutions and the final agreement is being worked on. Students will benefit greatly by learning from expert faculty at all 3 universities. In Summer 2021, we intend to submit a proposal for a joint National Science Foundation Research Experience for Undergraduates program. Other common curricular issues are also being discussed.

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

- **1.** Institution, Program Degree, Name (e.g., USD, BS, History) SDSU, MS in Athletic Training
- 2. Briefly Describe How the Program Fits Into University's Mission

The MS in Athletic Training program, accredited by the Commission on Accreditation of Athletic Training Education (CAATE), fulfills the mission of SDSU by providing professional instruction as an allied health education program. As the only athletic training program in the Regents' system, the program aspires to prepare engaged practitioners and contemporary leaders of athletic training who are dedicated to improving the quality of life of all patients and clients they encounter. There is an established need for more credentialed AT's in South Dakota.

Established at SDSU at the Bachelor's level in the 1970s, the athletic training program has evolved in response to significant changes within the profession over the past 15 years. In 2005, a Master of Science in Athletic Training (MSAT) program was developed to accommodate anticipated changes to the entry-into-practice degree requirement for athletic trainers. The MS and BS in Athletic Training programs ran concurrently, with students accepted into a single annual cohort, until the CAATE officially mandated the athletic training degree be offered at the master's level. This mandate led to the phase – out of bachelor's programs in athletic training, a process that began in 2015, with baccalaureate programs unable to admit, enroll, or matriculate students into the athletic training program after the start of the fall 2022 term. The final cohort of BS in Athletic Training students at SDSU was admitted into the athletic training program in 2015 and graduated in 2019. At this point the BS in Athletic Training was closed.

From 2007 – 2019, the athletic training program graduated 16-20 students per year in the combined BS/MS model. The number of master's students in each of these cohorts ranged from 2-7 due to a primary focus on recruiting bachelor's students. Upon phase-out of the BS in Athletic Training, the MSAT program was re-organized. The athletic training program accepted the first cohort of master's only students into the reorganized MSAT in summer 2018 with 5 graduating in May 2020. Potential growth of the program is evident by student enrollment in the freshman-level Introduction to Athletic Training course, which has grown from 10 to 44 students per class over the past 3 years. This is a prerequisite course for SDSU students who want to pursue an accelerated MS AT option. The athletic training program

remains well-positioned to meet the need for highly skilled and knowledgeable athletic trainers in the state of South Dakota and across the nation.

**3.** Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the <u>Graduate Production Dashboard</u>.

FY15	FY16	FY17	FY18	FY19	Total from previous programs	FY 20 Graduates from new program that started in 2018
4	3	4	6	2	19	5

**4. Complete the Chart Below on Required Program Credits:** Note the credits reported are for the reorganized program that started in summer 2018.

Total credits required to graduate from the program	Option A (Thesis): 60
(e.g., 120 credits):	Option B (Research Paper): 57
Total credits that are program-specific	Option A: 60
requirements:	Option B: 57
Total credits of program-specific requirements	Option A: 18
shared as requirements with another program (note:	Option B: 15
program = associate, bachelor's, master's, specialist,	
or doctoral program):	
Total credits of program-specific requirements that	42
are not requirements with any other program:	

Add any clarifying or additional information needed below:

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

The athletic training program has two full-time faculty assigned to meet the program's needs. The program had three full-time faculty until Jan 2019 when one of these faculty members resigned for another position. We chose not to fill this position until the graduate student enrollment increases to at least 10 students per cohort. The annual cost of salaries for the two remaining faculty is \$178,886. The annual accreditation fee for the program is \$4500. Both current faculty have an average assigned teaching workload of 61% and assigned service of 10% to maintain the program's accreditation standards. The remaining workload is assigned to research, advising, and general service. Thus, on average, 71% of the current athletic training salaries (approximately \$127,000) is directly devoted to maintaining the Athletic Training program specifically.

During the 2018-2019 academic year, the athletic training faculty taught both pre-requisite undergraduate courses and graduate athletic training courses; approximately 72% of the teaching assignment for Drs. Roiger and Zwart was devoted to supporting the graduate teaching. This equates to

approximately \$91,440 of the \$127,000 devoted to the MS in Athletic Training program. The income generated from the graduate students alone, as indicated below, was \$105,644; this covers the cost of salaries for Drs. Roiger and Zwart to teach the graduate courses in the MS in Athletic Training program.

- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees. The income generated from the 7 graduate students in the program in 2018-2019 was \$105,644 and the income generated from the 13 students in the prerequisite undergraduate courses for 2018-2019 was \$103,448 for a total income of \$209,092.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?
- With the transition to an athletic training program offered solely at the master's level, SDSU has also taken the following measures to grow enrollment and the number of graduates in the program:
  - O Developed an accelerated, 5-year master's option (3+2) to work in conjunction with the BS in Exercise Science program at SDSU. This option includes preadmission into the MSAT program for college sophomores and will complement the traditional 4+2 option while providing stronger appeal to students who may also wish to obtain an additional healthcare credential (i.e., Athletic Trainer and Physical Therapist). The accelerated MSAT option was approved Spring 2019 and accepted first eligible students into this option Summer 2020.
  - Developing articulation agreements with other SDBOR institutions. These
    agreements would be built around the accelerated master's option and would
    provide students the opportunity to complete the first 3 years of the bachelor's
    degree at the host institution before transferring to SDSU to complete year 4 and
    5 in the MSAT program.
  - Developed an accelerated articulation agreement with Presentation College in Aberdeen (approved by BOR in 2020) in which Exercise Science students will complete their first 3 years at Presentation College and then transfer to SDSU to complete the MSAT.
- Preliminary outcomes of steps taken to increase enrollment and number of graduates have been successful. Seven students have been accepted into the 2020-2021 cohort which began in May 2020. Applications for Summer 2021 cohort will be accepted until the middle of April 2021 with the goal of a full cohort of 10 students per year.

• The placement rate for MSAT graduates is 100% within 6 months of graduation, which has been the case since 2005. Graduates are working in a variety of settings locally, nationally, and internationally, with the majority working in post-secondary settings.

The University of South Dakota Program Productivity Report Fall 2020

USD Program Productivity Summary

USD MFA, Art

USD BA, German

USD MA, History

USD BA, Native American Studies Program

USD BS and MS, Physics

USD BA and BS, Sociology

USD MFA, Theatre

# **USD** Consolidated Programs

- 1. Art Education, B.F.A. USD is consolidating this program as a specialization within the BFA in Art degree program. The curriculum modification will go to AAC on October 5, 2020 and SDBOR in October or December 2020.
- 2. Biology Education, B.S.Ed. USD consolidated this program into the Secondary Education program as a specialization. The curriculum modification was completed in May 2020.
- 3. Music Performance, B.M. USD is consolidating this program into the Music program as a specialization. The curriculum modification will go to AAC on October 5, 2020 and SDBOR in October or December 2020.
- 4. Musical Arts, B.M. USD is consolidating this program into the Music program as a specialization. The curriculum modification will go to AAC on October 5, 2020 and SDBOR in October or December 2020.
- 5. Spanish Education, B.S.Ed. USD consolidated this program into the Secondary Education program as a specialization. The curriculum modification was completed in May 2020.
- **6.** Speech Education, B.S.Ed. USD consolidated this program into the Secondary Education program as a specialization. The curriculum modification was completed in May 2020.

# **USD** Collaborative Programs

- 1. **German, B.A.** SDSU and USD have finalized the paperwork for a new cooperative agreement that will streamline course offerings at each institution and increase student numbers in collaborative courses. Additionally, this will allow majors and minors to complete programs of study within a 4-year framework, given that students will have options they would not otherwise have if each institution were working alone. The collaborative has a planned rotation and schedule that allows for a mix of face to face, DDN, and online courses. (details attached)
- 2. Native American Studies, B.A. The Native American Studies Program (NATV) contributes to USD's goal of "Inclusive Excellence" while "acknowledging ...our strong historical and cultural Native American roots." The NATV program provides the background and develops the skills necessary for careers in tribal government, cultural and historical preservation, education, law, healthcare, and a variety of other fields benefitting Indigenous communities in the Plains region and beyond. USD is actively working with BHSU and SDSU on plans for a collaborative framework of shared classes, while maintaining distinct core curricula appropriate to each institution's mission. (details attached)
- 3. Physics, B.S. and M.S. USD has collaborated with SDSMT on the graduate level and with SDSMT and SDSU on the undergraduate level since 1997. The three universities have since worked together to develop a four-year schedule of courses which requires USD to deliver 8 credits hours for the B.S. and 10 credit hours for the M.S. and Ph.D. combined per year. This efficiency permits each institution to offer a substantial curriculum at the undergraduate and graduate levels, while maintaining a highly productive output of research and scholarly activity. (details attached)

4. **Biomedical Engineering, M.S.** The USD Department of Biomedical Engineering was launched as a collaboration with SDSMT. Nearly all BME graduate courses are taught simultaneous at USD and SDSMT using the Dakota Digital Network (DDN). Historically, the USD Master of Science Program was only used for a small number of terminal M.S. students, and for Ph.D. students who did not complete their degree program. In addition, many of our students accepted as M.S. students decided to stay and complete their Ph.D., never earning a M.S. degree along the way. This year we will be requesting a program modification to require the completion of the M.S. degree on the path to a terminal Ph.D. degree. No additional coursework or class offerings will be required for this modification, and it will significantly increase our number of M.S. degrees awarded.

# Non-Collaborative Programs

- 1. **Art, M.F.A.** USD's M.F.A. program is the only M.F.A. (the terminal degree in art) in the system. The M.F.A. graduate students teach undergraduate courses, making the undergraduate program more cost-effective. (report attached)
- 2. **Sociology, B.A. and B.S.** The Sociology program at USD provides theoretical understanding and tools to navigate increasingly complex societies and is, thus, fundamental to the liberal arts mission of USD. As one of the core social sciences, Sociology provides foundational and specialized courses that help students understand social life, social change, and the social causes and consequences of human behavior. Sociology courses help students develop skills in critical thinking, statistical analysis, research methodology, and technical writing. Sociology courses are woven throughout program requirements at USD; sociology courses fulfill General Education requirements and Arts & Sciences distribution requirements, and Sociology courses form parts of eleven majors, nine minors, and four certificate programs across the USD campus. (report attached)
- 3. **History, M.A.** USD's M.A. program is the only history graduate program in the state. It serves a critical need for students and practicing historians interested in the history of South Dakota, Indigenous peoples, the Northern Great Plains, and the West. The department's U.S. regional history focus is supported by experts in American, Native, European, and Classical history, with particular expertise in modern critical approaches. The History M.A. program educates at the community, state, and national levels, and graduate students in History provide valuable, cost-effective support, through research and internships, to museums and archives on campus. (report attached)
- 4. **Theatre, M.F.A.** USD's M.F.A. program is the only M.F.A. (the terminal degree in theater) in the system. The M.F.A. graduate students teach undergraduate courses, making the undergraduate program more cost-effective. (report attached)

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

### 1. Institution, Program Degree, Name (e.g., USD, BS, History)

University of South Dakota, MFA, Art

### 2. Briefly Describe How the Program Fits Into University's Mission

USD has the state's only College of Fine Arts and is designated as the location for professional programs in the Fine Arts by South Dakota Codified Law. USD offers the only MFA Art program in South Dakota. The MFA also substantially increases the efficiency of the BFA degree in Art by providing the department with low-cost instructional and support staff.

# 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the <u>Graduate Production Dashboard</u>.

Note: In most disciplines, a master's degree is not included as a terminal degree. The MFA in Art is considered a *professional and terminal degree* according to the SDBOR (AAC 6.2) and therefore meets the program productivity guidelines.

FY15	FY16	FY17	FY18	FY19
4	5	4	2	2

### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	60
Total credits that are program-specific requirements:	57
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	53
Total credits of program-specific requirements that are	4
not requirements with any other program:	

### Add any clarifying or additional information needed below:

The vast majority of credits in this program are taught at no cost to the university. This occurs in one of three ways:

1) Dual listed courses. The instructor is compensated for only the undergraduate course. Ex: Art 462/562 Advanced Photography Materials and Methods.

- Combined studio/technical experiences. These highly individualized experiences combine undergraduate and graduate students Ex: Art 435 Painting: Advanced Studio Projects and Art 531: Painting Master's Studio
- 3) Thesis, internship and MFA project credits are not counted toward faculty workload and faculty are not compensated for overseeing these courses.
- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$11,586 (FY19 costs)

- NASAD accreditation covers both undergraduate and graduate levels at no difference in annual memberships
- All studio and construction equipment is shared between BFA and MFA programs
- Recruitment is all done digitally with only time costs from the Art Office and faculty
- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Tuition and Fee Revenue FY19	\$59,839
Instructional staff cost savings*	\$67,184
Total benefit generated by program:	\$127,023

\*In FY19 the 9 graduate teaching assistants in art were paid \$66,816 in stipends and benefits for teaching fourteen 3-credit courses. They also served as shop foremen in our metal pouring and woodworking areas. Replacing them would require at least two full-time instructional staff, calculated at a salary of \$50,000 with \$17,000 in benefits each for a total of \$134,000.

The degree requires 60 credit hours to graduate and thus doubles the amount of revenue of the typical 30-credit master's degree.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

There are no other MFA programs in Art in the South Dakota BOR system.

USD German, B.A. **Program Productivity Report** 

# Updated report on collaborative productivity

The 2019-20 academic year is the first full year of the new collaborative program and so the information below is little changed from the July report of this year. The collaborative has a planned rotation and schedule that allows for a mix of face to face, DDN, and online courses. USD's enrollment numbers for Fall 2020 are as follows:

Fall 2020, GER 101: 18 students (same as 2019) with 5 more enrolled in SDSU's online **GER 101** 

Fall 2020, GER 201: 18 students (one less than 2019 at USD) with 7 more enrolled from **SDSU** 

This indicates that the program is currently stable despite COVID-19 related disruptions. We anticipate that as the program continues to establish itself, that these numbers will grow.

# Number of SDSU and USD graduates over the 5-year time period from FY15 – FY19:

- German (B.A.) 21 graduates
- Average of 4.25 graduates per year

	FY15	FY16	FY17	FY18	FY19	FY 20
SDSU						
Graduates	2	2	3	1	2	4
USD						
Graduates	2	2	3	2	1	1
Total	4	4	6	3	3	5

### Fall 2019 enrollment in the German BA

- 11 German majors at SDSU and 7 at USD
- 20 German minors at SDSU and 12 at USD, which is relevant for this review, as several minors each year convert to majors as they approach graduation and see that completion of the BA is possible.

### **Number of graduates FY 2020**

- 5 German bachelors (4 at SDSU and 1 at USD)
- 13 German minors (10 students at SDSU and 3 at USD will graduate with a German minor to complement their primary degree)

### Cost for delivering major courses at USD

For the 2019-20 and 2020-21 academic years, our German instructor has taught 6 credits/year that are major specific courses (Major level courses can also be taken for the minor as electives). Thus 22.2% of his teaching fits into this category which equals **\$12,098.20** salary and benefits.

### Revenue Generated by major courses at USD

Estimated annual revenue for major only courses for academic year 2019-2020 is \$11758.05 based on the \$261.29 weighted average tuition per credit hour in 2020. Likewise, for students currently enrolled for the 2020-21 academic year the anticipated gross tuition is **\$11,758.05**, using the same tuition assumptions.

# Rationale for Ongoing Cooperative Program between SDSU and USD

Again, SDSU and USD have finalized the paperwork for a new cooperative agreement that will streamline course offerings at each institution and increase student numbers in collaborative courses. Additionally, this will allow majors and minors to complete programs of study within a 4-year framework, given that students will have options they would not otherwise have if each institution were working alone.

Language learning and the diversity of perspectives that accompany it are critical to liberal arts education and industry partners are requesting these skills. Our universities in South Dakota must be able to provide students with a variety and breadth of language offerings in order to maintain a quality of education comparable to other similar institutions of higher education in the nation.

Considering the substantial amount of German heritage in South Dakota, the on-going presence of German-language communities in the state, the influence of the German university model on American higher education in the past, and the continuing strength of Germany as a global economic and political power, maintaining German is a critical need for our state and its institutions of higher learning. In order to ensure the vitality of German language instruction in South Dakota, we need to consolidate the German language programs at SDSU and USD. This collaborative program will foster a more diverse curricular offering, allowing for a greater variety of courses taught and by more than one instructor. With instructors originating from Germany, Columbia, and the USA, this collaboration will expose our students to different styles of teaching, ways of expression, and worldviews. Collaboration also allows for a better division of the workload, permitting instructors to perfect their teaching plans, and for students to choose from a wider variety of courses, and therefore enable them to be more likely to graduate within a four-year period.

Maintaining the German programs at SDSU and USD is vital to the survival of German cultural and linguistic communities and identity in South Dakota. It allows these communities and all those of German heritage in the state to have an academic advocate, interlocutor, and liaison to other German communities both nationally and internationally, while also teaching cross-cultural, interpersonal, presentational, and interpretive skills. Our curriculum also engages with

a variety of technology and media, helping students gain critical skills for twenty-first century professions.

In short, the Collaborative Program between SDSU and USD will fill a critical need in the State of South Dakota, strengthen our programs, and attract more students to our institutions.

# Program Productivity Review History MA Program

- 1. Institution, Program Degree, Name (e.g., USD, BS, History): USD, M.A., History
- 2. Briefly Describe How the Program Fits in the University's Mission:

USD's M.A. program is the only such graduate program in the state. It serves a critical need for students and practicing historians interested in the history of South Dakota, Indigenous peoples, the Northern Great Plains, and the West. The department's U.S. regional history focus is supported by experts in American, Native, European, and Classical history, with particular interests providing expertise in modern critical approaches. The History M.A. program educates at the community, state, and national levels, and is a vital part of USD's mission for academic excellence.

**3.** Complete the Chart Below on Graduates Each Year over the Last Five Years. 14 [see attached GPD document; the department counts 15 graduates during this period; see attached HIST MA Degrees to 2019 document]

For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19	FY20
4	3	1	3	3	5

## 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the	30 (Plan A/thesis) or 33 (Plan B/non-
program (e.g., 120 credits):	thesis)
Total credits that are program-specific	30 (Plan A/thesis) or 33 (Plan B/non-
requirements:	thesis)
Total credits of program-specific requirements	None or 3; see clarification below
shared as requirements with another program	
(note: program = associate, bachelor's, master's,	
specialist, or doctoral program):	
Total credits of program-specific requirements	30 (Plan A/thesis) or 33 (Plan B/non-
that are <u>not</u> requirements with any other	thesis)
program:	

### Add any clarifying or additional information needed below:

 History M.A. students who work as graduate assistants add value to the University through teaching and research. History employs between 3-6 graduate teaching assistants (GTAs) annually. History graduate teaching assistants support a vibrant

- undergraduate major and departmental research accomplishments by 1) assisting with 9-18 credits of undergraduate teaching; 2) contributing to USD's commitment to academic excellence by working closely with undergraduates to improve their writing; 3) seeking external research and travel funding.
- The History M.A. program includes the Certificate in Archive & Museum Studies, whose graduates include students outside the M.A. program. USD has had 4 certificate-only students since the creation of the program, with the first two certificate-only graduates in 2018. 9 of the 12 credits of the certificate are in A&S, and 3 in Fine Arts.
- History M.A. students provide valuable, cost-effective support, through research and internships, to USD's signature institutions, including the National Music Museum, the University Archives, and the W.H. Over Museum. Two of the four Certificate-only students obtained employment in a museum setting prior to completing their course work, as did two of the History M.A. students who completed the Certificate before their M.A. degrees. Moreover, current students provide support for these institutions through internships and research projects.
- The History MA program currently has three Spring 2020 graduates, with two more graduating in Summer 2020, and a sixth expected in Fall 2020. The FY15-FY19 five-year window for review depicts the History M.A. program at its point of lowest productivity, and the number of graduates is trending higher.
- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

Estimated cost to deliver 18 credits per year, based on current FTE workload (12 credits = 40% of full-time workload): \$40,151.00

- The costs associated with the History M.A. program are more than offset by the revenue generated by the larger sections made possible by having Teaching Assistants available to the undergraduate program.
- Cutting the History M.A. program would not result in salary savings, as no single faculty member teaches only graduate courses, and all graduate faculty also teach core courses within the undergraduate major.
- A subset of 500-level History M.A. courses are cross-listed with 400-level undergraduate courses. Those undergraduate courses have strong enrollments and would continue to be taught even if the M.A. program was eliminated, further reducing the possibility of salary savings.
- During the recent temporary drop in graduate enrollments, required 700-level courses in the M.A. program have been taught as Independent Study courses when enrollments fell below the minimum threshold of four students. Per Board of Regents Policy 4:38, Independent Study courses do not count in faculty workload. Recognizing that this is a temporary situation, faculty have taught those courses in addition to their regular teaching load without receiving extra compensation. These courses have therefore generated additional tuition without creating additional expense.

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Estimated tuition/free revenue generated by M.A. courses per year, based on anticipated enrollment: \$27,045.00.

- Continued interest in the Certificate in Archive & Museum Studies, as well as ongoing efforts to include more institutional partners and research opportunities, should support growth in enrollment in the program.
- 7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

As the only History M.A. program in the state, USD has limited ability to share courses with other Regental institutions.

USD
Native American Studies, B.A.
Program Productivity Update

The Native American Studies Program (NATV) contributes to USD's goals of "Inclusive Excellence" while "acknowledging ...our strong historical and cultural Native American roots." USD and NATV are committed to "strengthening existing relationships and developing new relationships with Native American tribes, organizations, and communities within the state, the region, and the nation." The NATV program provides the background and develops the skills necessary for careers in tribal government, cultural and historical preservation, education, law, healthcare, and a variety of other fields benefitting Indigenous communities in the Plains region and beyond.

Of the 34 credits required for the major, only 9 credits are provided in courses that exclusively fulfill requirements for the NATV major or minor and are not cross-listed with other programs (NATV 220 Theory and Methodology, NATV 420 Contemporary Issues in Native American Studies, NATV 470 Senior Seminar). The other course unique to NATV is NATV 110, which fulfills general education requirements for SGR #3 Social Science.

Estimated Cost to teach maximum of 6 cr per year, based on current FTE

workload (60% teaching allocation): \$16,167.40

**Estimated Revenue** generated by majors-only courses per year, based on

enrollment of 10-student minimum: \$15,677.40

In spring 2020, USD reached out to other BHSU and SDSU about creating a collaborative program between the three respective institutions. Each institution was undergoing a review of their curriculum, and in August, the representatives of each program agreed to develop a memorandum of agreement to establish a collaboration. In fall 2020, each AIS/NATV program will identify courses for collaborative delivery and develop an anticipated rotation, as part of a agreement to be submitted to the BOR during the 2020-21 academic year.

### **USD**

### Physics, B.S.

# **Program Productivity Report**

South Dakota School of Mines and Technology, South Dakota State University, and University of South Dakota have been collaborating on undergraduate physics since 1997. The three universities have since worked together to develop a four-year schedule of courses to be shared (see attached course rotation).

For example, the course rotation for a physics major at USD requires 36 physics credits. Historically, we offer 16 credits locally. These are:

From this Fall, Phys 431 will also be offered on DDN.

On our yearly rotation, we offer:

PHYS 421 4 credits
PHYS 441/443 4 credits
PHYS 451 4 credits
PHYS 471 4 credits

Of these, only PHYS 443 (2 cr) is an elective.

On a two-year rotation, we offer these electives:

PHYS 433 3 credits
PHYS 439 3-4 credits
PHYS 461 3 credits
PHYS 481 4 credits

Without this collaboration, without counting PHYS 431, we would have to teach 16+14/2=23 credits of upper division classes each year. With the collaboration, we are teaching **essentially 8 credits each year on average**. That is a great savings in resources for each institution.

**Estimated cost** for delivering these courses, based on current workload and average faculty compensation, per year: \$42,404

Estimated revenue, based on average enrollments of 78 cr/yr: \$20,380

# M.S., Physics

South Dakota School of Mines and Technology and University of South Dakota collaborate on the M.S. and Ph.D. programs in Physics. Our graduate classes (MS and PHD) are on a two-year rotation (see attached course rotation). On our regular schedule, we teach 14 credits plus an option of up to 6 credits of electives per year. That means 20 credit hours total of which **USD offers 10 credit hours** through the collaboration, not including thesis credits. Moreover, all of these credits are required by the Ph.D. program, and there is no additional cost associated with coursework for the M.S. USD Physics has been awarded over \$5M in external grants since 2014, due to the establishment and ongoing vitality of the graduate programs.

#### **Program Productivity Review**

## 1. Institution, Program Degree, Name (e.g., USD, BS, History) USD, BA/BS, Sociology

#### 2. Briefly Describe How the Program Fits Into University's Mission

The Sociology program at USD provides theoretical understanding and tools to navigate increasingly complex societies and is, thus, fundamental to the liberal arts mission of USD. As one of the core social sciences, Sociology provides foundational and specialized courses that help students understand social life, social change, and the social causes and consequences of human behavior. Sociology courses help students develop skills in critical thinking, statistical analysis, research methodology, and technical writing. Sociology courses are woven throughout program requirements at USD; Sociology courses fulfill General Education requirements and Arts & Sciences distribution requirements, and Sociology courses form parts of eleven majors, nine minors, and four certificate programs across the USD campus.

The Sociology program at USD expanded its reach in AY20 with the approval of the online BA/BS program and delivery of the BA/BS program at USD's Community College for Sioux Falls. Since those programs were approved by the SDBOR for FA 2019, seven new Sociology majors have been added at those locations. The Sociology club at CCSF has been very successful in helping students explore career options and a similar student group is being formed on the Vermillion campus. Overall, the number of Sociology majors at USD in FA 2020 has increased by 29.4% compared to FA 2019, and we anticipate continued growth with the expanded reach and efforts we are making.

## 3. Complete the Chart Below on Graduates Each Year over the Last Five Years. For reference, consult the Graduate Production Dashboard.

FY15	FY16	FY17	FY18	FY19
4	4	7	9	3

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	120
Total credits that are program-specific requirements:	30
Total credits of program-specific requirements shared as requirements with another program (note: program = associate, bachelor's, master's, specialist, or doctoral program):	27
Total credits of program-specific requirements that are not requirements with any other program:	3

#### Add any clarifying or additional information needed below:

A majority of SOC courses offered at USD also fulfill requirements in other programs on campus. Excluding all X9X series courses other than SOC 490, undergraduate courses with the SOC prefix comprise 75 credits. Of these, 66 are required or elective in another USD program. Only 9 SOC credits

do not contribute directly to another program, and one of these (SOC 312 History of Sociology) is to be deleted from our offerings.

Considering only the 30 credits required for the major, 27 of those are fulfilled by courses that are required or elective within other programs. The remaining 3 credits are from a SOC 490 seminar; sometimes, but not always, this is cross-listed with another program (e.g. INTS, POLS).

#### **USD Programs that require SOC courses:**

**Majors:** Anthropology, Criminal Justice, Dental Hygiene, Medical Biology, Nursing (LPN, RN, BSN), Social Work.

Minor: Multicultural Studies, Sociology Teaching.

Certificate: Health & Culture.

#### USD Programs that include SOC courses:

High-School Dual Credit: (SOC 100, SOC 150, SOC 211, SOC 250).

General Education Requirements: SGR 1 (SOC 211), SGR 3 (SOC 100, SOC 150, SOC 250).

**College of Arts & Sciences distribution:** B.A. and B.S. Social Science requirements, option for B.S. Math requirement (SOC 309).

**Majors:** Psychology, Disaster Response Specialization (SOC 100 is an elective), Sustainability (SOC 410, SOC 432, and SOC 450 are electives), Master of Public Health (SOC 510 is an elective).

**Minors:** Business Analytics (SOC 309 is an elective), Child & Adolescent Development (SOC 261, SOC 455, SOC 480, and SOC 481 are electives), Civic Leadership Studies (SOC 432 is an elective), Disaster Response (SOC 100 is an elective), Gerontology (SOC 471 is an elective), Nonprofit Studies (SOC 150, SOC 423, SOC 432, and SOC 480 are electives), Sustainability (SOC 432 is an elective), Women, Gender & Sexuality Studies (SOC 250, SOC 261, and SOC 481 are electives).

**Certificates:** Disaster Response (SOC 100 is an elective), Introduction to Child Life (SOC 481 is an elective), Advanced Child Life (SOC 481 is an elective).

5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

Only one required Sociology course (SOC 490) is exclusive to the major; the other required courses also fulfill requirements in other programs, as listed above (Q.4). Thus, the annual cost of the major includes the instructional cost of this 3-credit course. The cost of one 3 credit SOC course, averaged over the three-year period FY18-FY20, is \$7,950, inclusive of benefits and health insurance. This number is based on the average instructional salaries of all faculty offering SOC courses, divided by the number of credits taught per academic year, with the costs of benefits per course. There are no accreditation fees for Sociology, nor is there specialized equipment needed for SOC course delivery. The support staff person is shared with the Anthropology program, so 50% of the 9-month salary with benefits could be considered a cost of the Sociology program: \$16,630.

Total estimated cost: \$24,580

Estimated cost to teach 3 cr per year \$24,580

Estimated revenue generated by one required SOC per year, based on

enrollment of 10-student minimum: \$15,677

6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

The total tuition and fee revenue to USD from Sociology courses in FY19 was \$1,015,136. This figure includes credits of all SOC courses offered by USD, on-campus and off-campus, including online and dual-credit courses. This number under-estimates the actual credits and revenue as it does not include credits and revenue from cross-listed sections offered by Sociology (e.g. SOC courses that have cross-listed ANTH or CJUS sections). In FY19, over 500 students each semester and about 100 in the summer enrolled in a total of 3,486 credits of SOC courses at USD, accounting for 1.5% of all the credit hours earned at USD that year (232,154).

More recent data from FA 2019 show that USD students earned 1737 SOC credit hours, with the majority (1641 credits) earned by 527 students who were not majoring in Sociology. These non-majors generated **\$511,509** of tuition and fee revenue for USD. 45% of these students (237) were from USD Schools and Colleges outside of Arts & Sciences, indicative of the broad appeal of Sociology coursework.

If one looks exclusively at total credits enrolled by SOC majors during FY19, the estimated revenue is approximately **\$200,000** (based on 24 Sociology majors in SP 2019).

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

Free electives and common courses within the SDBOR system already allow USD students to take courses from other SDBOR schools. Moreover, it is common to find non-USD students enrolled in USD online Sociology courses. As an example, in FA 2019, 62 of the 215 student enrollments in USD's online Sociology courses, i.e. 29%, were not USD students. Among these, 29 (13.5% of all enrolled) were from other SDBOR campuses. Our SOC courses at the Community College for Sioux Falls also draws students from other SDBOR campuses. In FA 2019, 22 out of 77 students enrolled in USD's Sociology courses at CCSF, i.e. 28.6%, had primary affiliations with other SDBOR schools. This shows that our Sociology program contributes to other programs beyond USD.

#### **Program Productivity Review**

The Board of Regents asked for institutions to provide additional information for each program that appeared on the <u>program productivity report presented at the June 2020 Board meeting</u>. Please complete the following for each program listed in the program productivity report prior to the October Board of Regents meeting.

#### 1. Institution, Program Degree, Name (e.g., USD, BS, History)

University of South Dakota, MFA, Theatre

#### 2. Briefly Describe How the Program Fits Into University's Mission

USD has the state's only College of Fine Arts and is designated as the location for professional programs in the Fine Arts by South Dakota Codified Law. The MFA in Theatre is considered a *professional and terminal degree* according to the SDBOR (AAC 6.2) and **therefore meets the program productivity guidelines**. The degree requires 60 hours to graduate and generates double the amount of revenue compared to the typical 30-credit master's degree. USD offers the only MFA Theatre program in South Dakota. The MFA also substantially increases the efficiency of the BFA degree in Theatre by providing the department with low-cost instructional and support staff.

#### 3. Complete the Chart Below on Graduates Each Year over the Last Five Years.

For reference, consult the Graduate Production Dashboard.

Note: These numbers meet the *professional and terminal degree* guidelines.

FY15	FY16	FY17	FY18	FY19
1	3	2	1	1

Note: These numbers meet the terminal degree guidelines.

#### 4. Complete the Chart Below on Required Program Credits:

Total credits required to graduate from the program (e.g., 120 credits):	60	
Total credits that are program-specific requirements:	60	
Total credits of program-specific requirements shared as requirements	51	
with another program (note: program = associate, bachelor's, master's,		
specialist, or doctoral program):		
Total credits of program-specific requirements that are <u>not</u> requirements		
with any other program:		

#### Add any clarifying or additional information needed below:

The vast majority of credits (51 out of 60) in this program are taught at no cost to the university. This occurs in one of three ways:

- 1) Dual listed courses. According to the College of Fine Arts' workload practice the instructor is compensated for only the undergraduate course. Ex: Stage Management THEA 452/552
- 2) Combined studio/technical experiences. These highly individualized experiences combine undergraduate and graduate students and are directed by a faculty member as a single workload unit. According to College of Fine Arts' workload practice the instructor is compensated for only the undergraduate course. Ex: THEA 403: Rigging and THEA 745: Adv. Problems: Rigging.
- 3) Thesis, internship and MFA project credits are not counted toward faculty workload and faculty are not compensated for overseeing these, as per College of Fine Arts' workload practice.
- 5. What is the estimated annual cost to the university to offer the program (faculty salaries/benefits, accreditation fees, annual cost of specialized equipment, etc.)?

\$8,187 (FY19 costs)

- Only 9 credits during the entire 3-year MFA program incur faculty costs (one 3-credit class a year)
- NAST accreditation covers both undergraduate and graduate levels at no difference in annual memberships
- All studio and construction equipment is shared between BFA and MFA programs, so there is no cost in specialized equipment
- 6. What is the total tuition/fee revenue generated by the program in FY19 (total credit hours of students enrolled in the program X applicable tuition and fees)? Note: Tuition and fees include on-campus or off-campus tuition, GAF, and discipline fees.

Tuition and Fee Revenue FY19	\$43,061
Instructional staff cost savings*	\$77,592
Total benefit generated by program:	\$120,653

\*In FY19 there were 7 Theatre graduate teaching assistants who were paid a total \$56,408 in stipends and benefits plus to teach two 3-credit courses, and who served in staff roles as box office manager, house manager, marketing director, and safety director/foremen for the construction and paint areas. Replacing the 7 GTA's would require at least two full-time instructional staff, calculated at a salary of \$50,000 with \$17,000 in benefits each for a total of \$134,000.

7. Identify any collaborative efforts (e.g., course sharing opportunities, etc.) with other institutions that offer similar programming in which the institution has engaged?

There are no other MFA programs in Theatre in the South Dakota BOR system.

#### **Academic and Student Affairs**

AGENDA ITEM: 5 – B DATE: October 7, 2020

#### **SUBJECT**

Revisions to BOR Policy 2:10 – Grades and Use of Grade Point Averages (First Reading)

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:10 – Grades and Use of Grade Point Averages (GPA)

#### **BACKGROUND / DISCUSSION**

An institution has brought forward a proposal to revise the current policy on academic amnesty. The last significant revision to the academic amnesty policy occurred at the June 2015 Board meeting, reducing the number of terms that a student must have not been enrolled from nine terms to three terms to participate in the policy.

Section 7 of Board Policy 2:10 of provides an academic amnesty policy intended to "respond to the academic needs of" individuals "as they develop newly identified potential. Through the application of academic amnesty, the student's prior academic record can be excluded from current work under certain conditions." Students who meet all of the standards in Section 7.2 may have previous coursework excluded from calculation of the student's GPA and removed from coursework (such courses remain on the transcript with an asterisk).

Currently, Board Policy 2:10, Section 7.2.3 states that student must "Have completed a minimum of twenty-four (24) graded credit hours taken at any Regental university with a minimum grade point average of 2.0 for the twenty-four (24) credit hours after the most recent admission to the home institution." This provision dates to the original approval of the policy in October 2002. The institution is requesting a change to read:

7.2.3. Have completed a minimum of twelve twenty four (12 24) graded credit hours taken at any Regental university with a minimum grade point average of 2.0 for the twelve twenty four (12 24) credit hours after the most recent admission to the home institution:

(Continued) \*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

#### **DRAFT MOTION 20201007 5-B:**

I move to approve the first reading of the proposed revisions to BOR Policy 2:10, as presented in Attachment I.

Revisions to BOR Policy 2:10 October 7, 2020 Page 2 of 2

#### IMPACT AND RECOMMENDATION

The institution requesting consideration indicates this proposal has strong support on campus. From their perspective, students are disadvantaged after a return to the university by waiting an entire academic year before amnesty is granted. Satisfactory performance for a semester should be sufficient evidence that the student can be successful moving forward.

AAC discussed the issue during their <u>September Retreat</u> and agreed with proposed edits provided in Attachment I noting that it will further support the intent of the policy.

Board staff recommends approval.

#### **ATTACHMENTS**

Attachment I – Proposed Revisions to BOR Policy 2:10 – Grades and Use of Grade Point Averages (GPA)

#### **Policy Manual**

**SUBJECT:** Grades and Use of Grade Point Averages (GPA)

**NUMBER:** 2:10

#### A. PURPOSE

To define undergraduate and graduate level grades to be used at Board of Regents institutions, and to describe the use of grade point averages for the purposes of minimum progression, graduation standards, academic amnesty, and various academic honors.

#### **B. DEFINITIONS**

- 1. External Transfer Student: A degree or non-degree seeking student who transfers from a non-Regental institution.
- 2. Internal Transfer Student: A degree or non-degree seeking student who transfers among one of the six Regental institutions which results in the change to the students "home" designation.
- **3. Dual Credit Student:** A student who has earned college credit prior to their high school graduation, where the credit is included on both the official high school and postsecondary institution transcript.

#### C. POLICY

#### 1. Undergraduate Grades

Undergraduate Grades will be assigned to the undergraduate academic level and to all courses and sections with course numbers ranging from 001 to 499. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
В	Above Average	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Lowest Passing Grade	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
RI	Incomplete (Remedial)	Does not calculate into any GPA
RS	Satisfactory (Remedial)	Does not calculate into any GPA
RU	Unsatisfactory (Remedial)	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit granted
WD	Withdrawal (First 6 Courses)	Does not calculate into any GPA, no credit granted

WW	Withdrawal (All Courses in a	Does not calculate into any GPA, no credit granted
	term)	
WFL	Withdrawal (7 <sup>th</sup> Course or	0.0 grade points per semester hour
	higher)	
ΑU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
SP	Satisfactory Progress	Does not calculate into any GPA
$\mathbf{E}\mathbf{X}$	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit granted
LR	Lab grade linked to	0 credit course
	Recitation Grade	
NG	No Grade	0 credit tracking course
NR	Grade not Reported	Does not calculate into any GPA
	by Instructor	·
Grade*	Academic Amnesty	Does not calculate into any GPA, no credit given

#### 2. Undergraduate Grade Descriptions, Uses, and Restrictions

- 2.1. <u>AU:</u> An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.
- 2.2. <u>CR:</u> A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.
- 2.3. <u>EX:</u> An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.
- 2.4. <u>I:</u> An incomplete (I) grade may be granted only when all of the following conditions apply:
  - A student has encountered extenuating circumstances that do not permit him/her to complete the course.
  - The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
  - The student does not have to repeat the course to meet the requirements.
  - The instructor must agree to grant an incomplete grade.
  - The instructor and student must agree on a plan to complete the coursework.
  - The coursework must be completed within one semester; extensions may be granted by the Chief Academic Affairs Officer.
  - If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, RS, RU, or U.

- If the student does not complete the course within the specified time, the grade assigned will be F (Failure) or U (Unsatisfactory) or RU (Remedial Unsatisfactory) if the student had requested S/U within the time specified in BOR Policy 2:6, section 9.
- 2.5. <u>IP:</u> An in progress (IP) grade may be granted only when all of the following conditions apply:
  - The requirements for the course (for every student enrolled in the course) extend beyond the current term.
  - The extension beyond the current term must be defined before the class begins.
  - The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Chief Academic Affairs Officer.
  - A definite date for completion of the course must be established in the course syllabus.
- 2.6. <u>NG:</u> A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining (U).
- 2.7. <u>RI, RS, RU:</u> Remedial grades (RI, RS, RU) may be granted only for courses numbered 001 to 099.
- 2.8. <u>S/U:</u> A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.
- 2.9. <u>SP:</u> A satisfactory progress (SP) grade may be granted only for students enrolled in MATH 095. If the grade of SP is awarded the following conditions apply:
  - The grade is an alternative to RS and RU.
  - The student must have made satisfactory progress during the course but the student did not develop mastery of all the required content. If the student successfully mastered the materials, the grade of RS should be assigned. If satisfactory progress was not made, the grade of RU should be assigned.
- 2.10. <u>WD</u>: Beginning with the Fall 2015 term, a grade of withdrawal (WD) may be assigned only six times during a student's undergraduate career. If the student drops additional classes, a grade of WFL will be assigned. Withdrawal grades assigned to continuously enrolled students prior to this term will not count against the limit. Additionally, those withdrawal grades assigned at a non-Regental institution prior to entry as a transfer student will not be counted against the six course limits. This limit does not include W grades assigned if a student withdraws from all classes in a given term, which will be assigned a WW grade. The campus Chief Academic Affairs Officer may make exceptions to this requirement in those cases where there are unique factors.

#### 3. Definition and Calculation of Grade Point Averages

The following grade point averages are calculated each academic term (Fall, Spring, Summer):

- 3.1. <u>Institutional GPA</u>: based on credits earned at a specific Regental university. Utilized to determine if degree requirements have been met and to determine Honors Designation at graduation.
- 3.2. <u>System Term GPA</u>: based on credits earned at any of the six Regental universities within a given academic term (Fall, Spring, Summer). Utilized to determine minimum progression status.
- 3.3. <u>Transfer GPA</u>: based on credits earned and officially transferred from an accredited college or university outside the Regental system. When a letter grade that normally calculates into the grade point average exists for a non-academic course (e.g., credit earned via examination), it will be included in the transfer GPA.
- 3.4. <u>Cumulative GPA</u>: based on all credits earned by the student (transfer credit plus system credit). Utilized to determine minimum progression status and to determine if degree requirements have been met and to determine Honors Designation at graduation.
  - 3.4.1. When a course has been repeated for credit, all attempts will be entered on the transcript, but the last grade earned will be used in the calculation of the cumulative grade point average (See also 2:5, section B.7).

#### 4. Minimum Progression Standards

- 4.1. Minimum progression standards and related actions are based on the student's cumulative grade point average and system term grade point average.
  - 4.1.1. <u>Good Academic Standing</u>: A student who meets or exceeds the cumulative grade point average requirements listed below is considered to be in good academic standing. The required GPAs are based on class level. Students who have taken more credit hours are expected to meet a higher GPA standard.

Class	Credit Hour Range	<b>GPA</b> Standard
Freshman	0-29.99	1.8
Sophomore	30-59.99	1.8
Junior	60-89.99	2.0
Senior	90+	2.0

- 4.1.2. <u>Academic Probation</u>: If a student's cumulative grade point average falls below the GPA standard for his/her designated class rank as listed in Section 4.1.1 in any academic term (i.e. fall, spring, summer), the student is placed on academic probation for the following term.
  - 4.1.2.1. While on academic probation the student must earn a system term grade point average that meets or exceeds the GPA standard required for their class level.

- 4.1.2.2. When a student on academic probation achieves a cumulative grade point average that meets or exceeds the GPA standard for his/her class level, the student is returned to good academic standing.
- 4.1.3. <u>Academic Suspension</u>: A student on academic probation who fails to maintain a term grade point average that meets or exceeds the GPA standard required for his/her class level is placed on academic suspension for a minimum of two academic terms.
  - 4.1.3.1. A student on academic suspension will not be allowed to enroll for any coursework at any Regental university except when an appeal has been approved by the Regental university from which the student is pursuing a degree. An approved appeal granted by one Regental university will be honored by all Regental universities. (Also refer to BOR Policy 2:3, Section C.9.7. Students on Probation/Suspension.)
  - 4.1.3.2. Only Academic Suspension will be entered on the student's transcript. Academic probation will be noted in the internal academic record only.
- 4.2. Students enrolling in the Regental system for the first time with prior credit, including internal and external transfer students and dual credit students, shall not be placed on probation by their designated home institution until they have been enrolled at a Regental university for one (1) academic term.

#### 5. Minimum Progression Standard Report

Each year the Board of Regents will receive data on the minimum progression status for students in the Regental system. For each institution, data will be disaggregated to identify the number of undergraduate students in Good Standing, Returning to Good Standing, Placed on Probation, and Suspended for each admission classification.

#### 6. Minimum Graduation Standards

To be awarded a baccalaureate degree, an associate degree or a certificate a student must at a minimum have a cumulative GPA of 2.0 or higher. With Board approval, additional requirements including more specific GPA requirements may be established for some programmatic offerings and these must be met.

#### 7. Academic Amnesty

- 7.1. The goal of academic amnesty is to respond to the academic needs of matured individuals as they develop newly identified potential. Through the application of academic amnesty, the student's prior academic record can be excluded from current work under certain conditions.
- 7.2. To be eligible for Academic Amnesty, the student must:
  - 7.2.1. Be an undergraduate, full-time or part-time, degree-seeking student at one of the universities in the South Dakota Regental system;
  - 7.2.2. Not have been enrolled in any postsecondary institution for a minimum of three consecutive terms (including only Fall and/or Spring terms) prior to the most recent admission to the home institution. Exceptions may be granted in rare

- cases only by the Board of Regents Vice President for Academic Affairs upon recommendation by the Chief Academic Affairs Officer;
- 7.2.3. Have completed a minimum of twenty-four (24) twelve (12) graded credit hours taken at any Regental university with a minimum grade point average of 2.0 for the twenty four (24) twelve (12) credit hours after the most recent admission to the home institution;
- 7.2.4. Not have earned a baccalaureate degree from any university;
- 7.2.5. Not have been granted any prior academic amnesty at any Regental university;
- 7.2.6. Submit a formal Academic Amnesty Petition to his/her home university following the procedures established by that university.
- 7.3. Conditions of Academic Amnesty:
  - 7.3.1. Academic amnesty does not apply to individual courses.
  - 7.3.2. Academic amnesty may be requested for:
    - 7.3.2.1. All previous postsecondary education courses, or
    - 7.3.2.2. All previous postsecondary education courses at a specific postsecondary institution, or
    - 7.3.2.3. A specified time period not to exceed one academic year (Fall/Spring) completed at any postsecondary institution(s).
  - 7.3.3. Academic amnesty, if granted, shall not be rescinded.
  - 7.3.4. Courses for which academic amnesty is granted will:
    - 7.3.4.1. Remain on the student's permanent record;
    - 7.3.4.2. Be recorded on the student's undergraduate transcript with the original grade followed by an asterisk (\*);
    - 7.3.4.3. Not be included in the calculation of the student's grade point average because no credit is given;
    - 7.3.4.4. Not be used to satisfy any of the graduation requirements of the current degree program.
- 7.4. Academic amnesty decisions will be made by the student's home institution, will be honored by all undergraduate programs within the home institution, and will be honored by all undergraduate programs at other institutions within the South Dakota Regental system.
- 7.5. Universities outside of the South Dakota Regental system are not bound by the academic amnesty decisions made by the South Dakota Regental system.
- 7.6. Regental graduate programs and graduate professional schools may consider all previous undergraduate course work when making admission decisions.

#### 8. Dean's List Designation

- 8.1. Undergraduate, full-time students may be designated for the Dean's List at the end of the fall and spring terms. The Dean's List designation is determined by the home university and is based on a student's total course registrations for academic credit for the term from any Regental university. The Dean's List designation does not appear on the transcript.
- 8.2. To be awarded Dean's List designation, students must meet the following guidelines.
  - 8.2.1. Students must have earned a minimum of twelve (12) credit hours in courses numbered 100-699 during the term.
  - 8.2.2. Students must achieve a System Term GPA of at least 3.50.
  - 8.2.3. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

#### 9. Academic Recognition for Undergraduate, Part-Time Students

- 9.1. Undergraduate, part-time students taking fewer than twelve (12) credits per term may be designated for Academic Recognition for Part-Time Students at the end of the fall and spring terms. The Academic Recognition for Part-Time Students designation is determined by the home university. The Academic Recognition for Part-Time Students designation does not appear on the transcript. To be awarded the Academic Recognition for Part-Time Students designation, students must meet the following guidelines:
  - 9.1.1. Students must have completed at least twelve (12) credit hours prior to the current semester at one or more Regental institutions.
  - 9.1.2. The student must have earned at least three (3) and up to eleven (11) credit hours of 100-699 level courses during the term.
  - 9.1.3. Students must achieve a System Term GPA of at least 3.50.
  - 9.1.4. Students with F, I, U, RI, or RU grades are not eligible regardless of System Term GPA attained.

#### 10. Honors Designation at Graduation

- 10.1. <u>Post-baccalaureate Degree</u>: The institution granting the degree determines the Honors Designation for its post-baccalaureate graduates. Common practices of the academy and of the specific discipline shall be followed.
- 10.2. <u>Baccalaureate Degree</u>: The institution granting the degree determines the Honors Designation for its graduates. To earn an Honors Designation at graduation the undergraduate student must meet both the following cumulative and institutional grade point averages:

Summa Cum Laude equal to or greater than 3.9

Magna Cum Laude equal to or greater than 3.7 and less than 3.9

Cum Laude equal to or greater than 3.5 and less than 3.7

- 10.2.1. The undergraduate student must have completed a minimum of sixty (60) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)
- 10.3. <u>Associate Degree</u>: The institution granting the degree determines the Honors Designation for its associate-level graduates. To earn an Honors Designation at graduation, an associate-level graduate must meet both the following cumulative and institutional grade point averages:

With highest honor equal to or greater than 3.9

With high honor equal to or greater than 3.7 and less than 3.9

With honor equal to or greater than 3.5 and less than 3.7

10.3.1. An associate-level graduate must have completed a minimum of thirty (30) credit hours at the institution granting the degree. Courses that are part of a formal collaborative agreement among Regental universities are considered to be earned from the institution granting the degree. (Also refer to BOR Policy 2:29.)

#### 11. Graduate Grades

Graduate Grades will be assigned to the Graduate Academic Level and to all Courses and Sections with course numbers of 500 or greater. Plus and minus grades are not used.

A	Exceptional	4.00 grade points per semester hour
В	Good	3.00 grade points per semester hour
C	Average	2.00 grade points per semester hour
D	Unsatisfactory	1.00 grade points per semester hour
F	Failure	0.00 grade points per semester hour
S	Satisfactory	Does not calculate into any GPA
U	Unsatisfactory	Does not calculate into any GPA
W	Withdrawal	Does not calculate into any GPA, no credit
		granted
AU	Audit	Does not calculate into any GPA
I	Incomplete	Does not calculate into any GPA
IP	In Progress	Does not calculate into any GPA
NG	No Grade	0 credit tracking course
NP	Normal Progress	Does not calculate into any GPA
NR	Grade not Reported by	Does not calculate into any GPA
	instructor	
EX	Credit by Exam	Does not calculate into any GPA
CR	Credit	Does not calculate into any GPA
TR	Note for NSE/MEDT	Does not calculate into any GPA, no credit
		granted
LR	Lab grade linked to	0 credit course
	Recitation Grade	

#### 12. Graduate Grade Descriptions, Uses, and Restrictions

- 12.1. AU: An audit (AU) grade may be granted only when the student has elected the AU option on or prior to the census date of the term.
- 12.2. CR: A credit (CR) grade may be granted only for non-course credit that is not related to an examination or to equating transfer grades to the BOR grading system. This grade is not used for any Regental university course.
- 12.3. EX: An examination for credit (EX) grade may be granted only for non-course credit validation obtained through a validation process. This grade is not used for any Regental university course.
- 12.4. I: An incomplete (I) grade may be granted only when all of the following conditions apply:
  - A student has encountered extenuating circumstances that do not permit him/her to complete the course.
  - The student must be earning a passing grade at the time the Incomplete is necessitated. Anticipated course failure is not a justification for an incomplete.
  - The student does not have to repeat the course to meet the requirements.
  - The instructor must agree to grant an incomplete grade.
  - The instructor and student must agree on a plan to complete the coursework.
  - The coursework must be completed within one calendar year; extensions may be granted by the Graduate Dean.
  - If the student completes the course within the specified time, the grades that may be assigned are A, B, C, D, F, S, or U.
  - If the student does not complete the course within the specified time, the Incomplete grade remains on the transcript.
- 12.5. IP: An in progress (IP) grade may be granted only when all of the following conditions apply:
  - The requirements for the course (for every student enrolled in the course) extend beyond the current term.
  - The extension beyond the current term must be defined before the class begins.
  - The instructor must request permission to award IP grades for a course from their Department Head and Dean, and then approval must be obtained from the Chief Academic Affairs Officer.
  - A definite date for completion of the course must be established in the course syllabus.
- 12.6. NG: A grade of NG will be used only with those course sections that are designated as Tracking/Program Sustaining (Q) and those that are assigned the code for Master's Research Problems/Projects Sustaining, Thesis Sustaining, or Dissertation Sustaining

- 12.7. NP: A normal progress (NP) grade may be granted by an instructor when the instructor determines that a graduate student is making normal progress in a graduate Thesis/Dissertation course. If a graduate student does not enroll for a period of one calendar year, the NP grade may change to I (Incomplete) upon approval by the Graduate Dean. The NP grade calculates into attempted credits but does not calculate into completed credits or grade point averages.
- 12.8. <u>S/U:</u> A Satisfactory/Unsatisfactory (S/U) grade may be granted only when the entire course requires the S/U grade or the student has elected the S/U option on or prior to the census date of the term.

#### 13. Last Date of Academic Activity

Each university must have in place a practice for determining and recording the Last Date of Academic Activity, whenever reporting a final grade of F, U, or RU.

#### **FORMS / APPENDICES:**

None

#### **SOURCE:**

BOR May 1996; BOR December 1998; BOR March 2002; BOR June 2002; BOR August 2002; BOR October 2002; BOR June 2003; BOR October 2003; BOR March 2004; BOR May 2004; BOR October 2004; BOR March 2005; BOR May 2005; BOR June 2005; BOR August 2005; BOR October 2005; BOR August 2006; BOR October 2006; BOR June 2009; BOR August 2009; BOR March-April 2011; BOR December 2011; BOR December 2013; BOR December 2014; BOR June 2015; BOR August 2015; BOR May 2018.

#### **Academic and Student Affairs**

AGENDA ITEM: 5 – C DATE: October 7, 2020

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#### **SUBJECT**

**Revisions to BOR Policy 5:5:4 – Tuition and Fees: Fees (First Reading)** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 5:5:4 – Tuition and Fees: Fees

#### **BACKGROUND / DISCUSSION**

For the purposes of this policy change, BOR Policy 5:5:4 is specifically looking at Section 1.7, International Fees.

An international student fee is assessed to all international students on F-1 and J-1 visas who are enrolled on campus for credit at a South Dakota public university in the fall and spring semesters. For FY21, that fee is \$150.00. The primary purpose of the international student fee is to cover universities' expenses associated with international students, including the federal tracking requirements for international students through the Student and Exchange Visitor System (SEVIS program). As noted on the <u>US Immigration and Customs Enforcement</u> website:

SEVIS is "a web-based system for maintaining information on international nonimmigrant students and exchange visitors in the United States. It is the core technology for the DHS in this critical mission. SEVIS implements Section 641 of the Illegal Immigration Reform and Immigrant Responsibility Act of 1996, which requires DHS to collect current information from nonimmigrant students and exchange visitors continually during their course of stay in the United States. In addition, the Uniting and Strengthening America by Providing Appropriate Tools Required to Intercept and Obstruct Terrorism Act of 2001 (USA PATRIOT Act; Public Law 107-56, amended Section 641) mandated implementation of SEVIS prior to Jan. 1, 2003.

The international student fee has been charged only during the academic year, excluding the summer, since the first year of its implementation in fall 2012, which was noted on the SDBOR tuition and fees schedule. Students are not required to enroll during the summer

(Continued)

#### **DRAFT MOTION 20201007 5-C:**

I move to approve the first reading of the proposed revisions to BOR Policy 5:5:4, as presented in Attachment I.

Proposed Revisions to BOR Policy 5:5:4 October 7, 2020 Page 2 of 2

term by federal law and therefore, do not require tracking in SEVIS. The exception to this is for students who are enrolling for the first time in the summer term, which is not common. When students are not required to be tracked in SEVIS, they are also not charged the fee. This policy change reflects the actual practice or the application of the fee.

#### IMPACT AND RECOMMENDATION

System international student staff members submitted the policy revisions which are intended to clarify fee assessment and compliance with federal tracking requirements. This policy has been forwarded for review to our system accounts receivable staff member, has been reviewed by the Academic Affairs Council and the Business Affairs Council. The recommendation from these councils is that the Board of Regents approve the policy clarification/change.

#### **ATTACHMENTS**

Attachment I – Proposed Revisions to BOR Policy 5:5:4

#### **Policy Manual**

**SUBJECT:** Tuition and Fees: Fees

**NUMBER:** 5:5:4

#### A. PURPOSE

To identify the fees and charges assessed by the universities.

#### **B. DEFINITIONS**

- 1. Charge(s): Charges relate to an elected activity and cannot be mandated by the university. Miscellaneous field trip expenses and services from an outside vendor are the only acceptable charges related to courses.
- **2. Fee(s)**: The surcharge beyond tuition, whether per credit hour, per semester, or annual, necessary to cover the costs associated with a course above and beyond tuition. There are four classes of fees: Mandatory Fees, Fees for Service, Discipline Fees, and Off-Campus Delivery Fees.
- 3. Discipline Fee: A per credit hour or semester fee to support high cost disciplines.
- **4. Mandatory Fees:** Fees charged to all students on-campus on a per credit or semester basis.
- 5. Fees for Service: A fee charged for a specific service performed at the request of a student.
- **6. Off-Campus Delivery Fees**: A fee that supports the costs of delivering a program offered via distance or at an off-campus location.

#### C. POLICY

#### 1. Fees

The Board has authorized the universities to assess certain fees and to retain the revenue for the specified uses. An institution shall not assess any fee for any special purpose unless authorized by the Board. Information about approved fees shall be available on the Board's webpage and on the university websites.

#### 1.1. General Activity Fee (GAF)

The general activity fee is a mandatory fee that supports student functions related to the co-curricular activities and operations and payment of debt incurred for the construction, maintenance, repair, and equipping of student unions, athletic facilities and wellness facilities as approved by the Board. Examples of activities funded by GAF are student organizations, cultural events, homecoming, student government, yearbooks, student newspapers, campus radio and television stations, child care,

student activities, athletics, intramurals, student health services, and the operational and debt expenses for student unions.

- 1.1.1. Student Representation on General Activity Fee Committee: There shall be at least a simple majority of students on the committees that recommend to the president the rates and allocation of the general activity fee. The president of the institution has the approving authority for the final recommendation to the Board.
- 1.1.2. A request above inflation for a GAF fee increase should include the following:
  - Open student hearings that include the proposed annual cost increase and an explanation of what the funds will be used for.
  - An explanation of student reaction and level of support based on student body surveys for the fee increase.
- 1.1.3. The general activity fee shall be assessed on all on-campus credit hours.
  - 1.1.3.1. Universities are authorized to waive the general activity fee for anyone enrolled in a workshop.

#### 1.2. Computer Lease Fees

The computer lease fee is used to cover the cost to lease laptops/tablets for full-time on-campus students.

1.2.1. Undergraduate students attending DSU will pay a per semester computer lease fee.1.2.2. Undergraduate students attending SDSM&T will pay a per semester computer lease fee.

#### 1.3. Discipline Fees

1.3.1. Discipline fees shall be used to purchase instructional equipment and supplies and pay other operating costs for high cost disciplines. The funds are also available to supplement salaries for faculty within the discipline. The dollars should be used such that they benefit the students enrolled in that discipline

A complete listing of approved discipline fees shall be available on the Board's webpage, each university's website, and at the Executive Director's Office. All discipline fees must be approved by the Board.

#### 1.4. Undergraduate Application Fee

Students will be assessed the application fee for each university to which they apply as a degree-seeking student. Students taking courses as a non-degree seeking student will not be assessed the application fee until they are accepted as a degree seeking student.

- 1.4.1. Military personnel that have dropped out due to a call to active duty for a period exceeding the three previous terms are eligible for a waiver.
- 1.4.2. Any student that attended a Regental institution in the three terms prior to the term of the application is eligible for a fee waiver.

#### 1.5. Graduate Application Fee

The fee will be assessed once when a student applies to the graduate school. The student will have to pay again if he/she switch institutions and/or he/she dropped out for more than three terms and have to reapply. Students attending as non-degree seeking students will not be assessed the application fee until accepted as a degree seeking student.

#### 1.6. Transcript Fee

Students shall be assessed the transcript fee for each official copy of their academic record. The revenues will be used to cover the cost of the e-transcript processing center as well as to cover local processing costs. Students have the ability to generate unofficial copies of their transcript or will be provided one at no charge. Campuses may charge to cover postage or for multiple copies.

#### 1.7. International Student Fee

All F-1 and J-1 international students enrolled on campus for credit at a South Dakota public university shall be charged the International Student Fee each academic term in which they are enrolled, excluding the summer term. The fee will be assessed to degree-seeking students, exchange and visiting students, English as a Second Language (ESL) students, and any international students enrolled under a cooperative agreement with a foreign institution. Students in F1 or J1 status are not required to be full-time in the summer term and therefore no federal tracking is required. In the event an international student with an F1 or J1 visa enrolls via distance from another state, or for a single course, such as a field camp, we have no tracking responsibility for the student, and the fee will not be assessed.

An F1 or J1 visa student cannot take all of his/her courses via distance except for the summer term—and there is no tracking required in that event. If the summer term is his/her first term, he/she cannot take all of their courses via distance. In the event an international student with an F1 or J1 visa enrolls via distance from another state, we have no tracking responsibility for the student. The fee will be assessed to degree-seeking students, English as a Second Language (ESL) students, and foreign students enrolled under a cooperative agreement with a foreign institution

#### 1.8. Northern State University Exchange Program Fee

Beginning with summer 2016 term, foreign exchange students attending NSU under any agreement will pay the exchange program fee in addition to the General Activity Fee (GAF).

#### 1.9. Housing and Food Service

The Board shall approve all food service plans and housing plans for standard semesters and the weekly summer room rates.

#### 1.10. Off-Campus Delivery Fees

Universities may assess approved off-campus delivery fees to support the incremental costs of additional equipment, support staff, space or facilities, student services, business services or library, and related services for all courses in a program offered via distance or at an off-campus location.

#### 2. Charges

#### 2.1. Incidental Charges

The universities may assess students incidental charges for elective miscellaneous services the university has been granted authority to administer, provided that the services do not have a direct or specific relationship to a course offering. The services must be elected by the students and not mandated by the university.

#### 2.2. Course Charges

Students enrolled in certain courses for which the services of an outside vendor are required may be assessed a charge for the course. Students enrolled in programs requiring malpractice or other insurance may be assessed a charge to recover payments made on their behalf. Course charge shall be noted in the course description published in the university catalog.

#### 2.3. Field Trips

- 2.3.1. The universities may assess students incidental charges for field trips. This charge can be assessed provided that the costs are for the field trip only (transportation, meals and lodging, price of admission, etc.).
- 2.3.2. Any funds collected for field trips shall be collected by the same university offices that are responsible for the collection of tuition and fees.

#### 2.4. Study Tours

The universities may assess students a study tour charge to cover the costs of studying abroad for Board approved study tour programs. The costs may include student transportation, meals, lodging, and other incidental costs. The charge may also include the allocated costs for faculty overhead (transportation, meals, lodging, etc.). Salary costs for faculty members that will teach portions of the program can only be included if no tuition revenues will be collected for the associated credits.

#### 2.5. Assessment Charges or Testing Fees

Unless a fee is specifically approved by the Board, only certain assessment costs can be charged to students according to the following criteria:

- The initial cost of system-wide exams mandated by the Board will be covered with tuition revenues paid by students. The cost of retests will be borne by the student.
- The cost of exams required for admittance into a field of study will be paid for by students taking the exam.
- The cost of major field assessment exams or exit-exams will be covered by tuition revenues paid by all students.
- The cost of licensing exams required by external agencies for various programs will be covered by the students taking the exams.

#### 3. International Exchange Agreements

Students participating under Board approved international exchange agreements pay tuition and mandatory fees to their home campus.

#### 3.1. Outbound Students on Exchange Agreements

Outbound students from South Dakota Regental institutions on exchange agreements will pay tuition and the general activity fee for each credit hour enrolled. Students will also pay for any required insurance. Tuition will be assessed according to the student's residency and student type and the current tuition rates. Students should be registered in an Exchange course for 12 credit hours.

#### 3.2. Inbound Students on Exchange Agreements

Inbound students participating in reciprocal exchange agreements will pay all applicable incidental charges, the international student fee, appropriate housing and food service fees, and will not be charged the GAF or discipline fees, provided the exchange is in balance and the outgoing BOR student receives a similar waiver of all academic fees.

An international student who enrolls in an off-campus course will pay all off-campus tuition and off-campus delivery fees associated with the course.

#### **FORMS / APPENDICES:**

None

#### **SOURCE:**

BOR October 2004; June 2007; October 2008; June 2009; December 2009; May 2010; June 2011; August 2012; April 2016; October 2017, December 2018.

#### **Academic and Student Affairs**

REVISED V2 AGENDA ITEM: 5 – D DATE: October 7, 2020

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#### **SUBJECT**

**Spring 2021 Academic Calendar** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 2:6 – Academic Calendars

#### **BACKGROUND / DISCUSSION**

Due to COVID-19, the university system reviewed the Fall 2020 calendar and made one-time changes to the Fall Semester. In the Fall, the focal point was to 'stop the spread' or 'mitigate the spread' of the virus. While the calendar was adjusted with limited knowledge of the COVID-19 impact, the strategies implemented (including seating capacity, face masks, communications, etc.) have been proving helpful in that mitigation.

Over the past several weeks, the system office, Council of Presidents, Academic Affairs Council and various other stakeholders (including but not limited to financial aid staff, academic records staff, students, campus leadership and others) have been discussing/exploring the Spring 2021 calendar. Specifically, discussions have centered on public health policy, the start and end date of the Spring 2021 calendar, and the spring break period.

A committee including the Academic Vice Presidents from BHSU, SDSU and USD were tasked with researching calendar options. During their review, they also reached out to an epidemiologist to gain a public health perspective.

A recommendation was surfaced from that sub-committee to the Academic Affairs Council and moved forward to the Council of Presidents. In addition, a discussion was pursued with the Student Federation to gain an appreciation of their recommendation/support for the Spring Calendar. In general, there was a mixed reaction to how we proceed with Spring 2021. One clear theme that was evident from the students was the desire to have 'holiday/leave breaks' for the student body as all holidays were removed in the Fall 2020.

(Continued)

#### **DRAFT MOTION 20201007 5-D:**

I move to leave the academic calendar as scheduled for Spring 2021.

Spring 2021 Academic Calendar October 7, 2020 Page 2 of 2

While these meetings were being held and the topic being vetted, other universities across the United States<sup>1</sup> have also been discussing their Spring Calendar. When considering changes to the academic calendar, a consideration of unintended consequences<sup>2</sup> should also be reviewed. Those may include student needs such as residential life, student services, extended break periods, academic needs, etc.

In looking at the various stakeholders and needs, the changes to an already scheduled academic calendar may be problematic. There are differing needs and tensions around the academic calendar. Attachment I was a draft comparison of the normal calendar to that of the cancelation of the five-day spring break. The draft proposal shows where those five days become non-instructional days. This attachment was a draft created after the Council of Presidents met to discuss the various options. The executive committee has seen this proposal and requested that it also be shared with the full Board of Regents.

#### IMPACT AND RECOMMENDATION

After review and consideration, with all stakeholders, including the Board of Regents Executive Committee and the Council of Presidents, it is recommended that no changes be made to the calendar for Spring 2021 at this time. The mitigation strategies as have been implemented such as wearing of masks, seating capacity, hybrid courses, and many others all have assisted in the slowing of the spread. It is recommended that those strategies continue to remain.

#### **ATTACHMENTS**

Attachment I – Spring Calendar Comparison/Reviewed Attachment II – Spring 2021 Academic Calendar Planning

<sup>1</sup> 

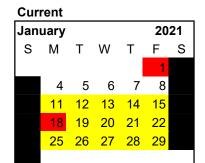
<sup>&</sup>lt;sup>1</sup> "UNI, Iowa, ISU make changes to spring semester eliminating spring break," *KKCI* (Des Moines) September 14, 2020, <a href="https://www.kcci.com/article/uni-iowa-isu-make-changes-to-spring-semester-eliminating-spring-break/34016515">https://www.kcci.com/article/uni-iowa-isu-make-changes-to-spring-semester-eliminating-spring-break/34016515</a>.

<sup>&</sup>lt;sup>1</sup> "UK releases revised Spring 2021 academic calendar; no spring break," Wave3 News (Louisville) September 17, 2020, <a href="https://www.wave3.com/2020/09/17/uk-releases-revised-spring-academic-calendar-no-spring-break/">https://www.wave3.com/2020/09/17/uk-releases-revised-spring-academic-calendar-no-spring-break/</a>.

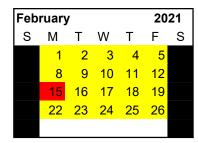
<sup>1</sup> "Baylor Spring 2021 academic calendar," Baylor University (Texas) September 16, 20,

https://www.baylor.edu/provost/news.php?action=story&story=220226.

<sup>&</sup>lt;sup>2</sup> "The latest crisis: Low-income students are dropping out of college this fall in alarming numbers," *The Washington Post* September 16, 2020, <a href="https://www.washingtonpost.com/business/2020/09/16/college-enrollment-down/">https://www.washingtonpost.com/business/2020/09/16/college-enrollment-down/</a>.

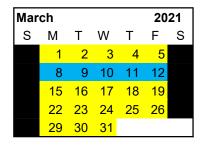


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Note: Reading/Non-Instruction Days February 4 and 26

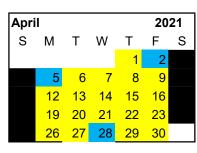


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Note: Reading/Non-Instruction Days

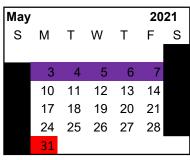
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S Note: Reading/Non-Instruction Days
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10/5/2020

Laura Dirks M.P.H. Public Health Specialist South Dakota State University

#### Spring 2021 Academic Calendar Planning

Just as universities around the country altered their academic calendars for the Fall 2020 return to campus, they are also considering changes for Spring 2021. Below is a summary of spring academic calendar planning for those universities that have reported changes in response to ongoing mitigation of COVID-19. This list below is not exhaustive as universities are continuously announcing schedule changes. Table 1 includes a sample of 39 Universities that have officially announced calendar changes which include the elimination of spring break, and an additional two who have pending changes.

All 41 Universities in Table 1 have decided to eliminate spring break for the Spring 2021 semester due to safety concerns associated with travel-related spread of COVID-19. While your chances of getting COVID-19 while traveling depend on whether you and those around you take steps to protect yourself and others, any travel increases your chance of getting and spreading COVID-19, particularly as students travel outside their established exposure groups (CDC).

Additionally, COVID-19 outbreaks were linked to spring break travel during the 2020 spring semester. One example is an outbreak of 64 college students who traveled to Mexico, published in MMWR. In this group of college-aged travelers and their contacts, 28% tested positive including asymptomatic individuals. CDC investigators cited the prevalence of shared housing and prolonged exposure experienced by the spring breakers as primary contributors to spread. Due to these considerations, many universities are considering eliminating spring break for the 2021 spring semester.

Twenty-seven universities are also extending the winter break by delaying the start of the spring semester. The delay varies from 1-4 weeks, likely to allow students additional time to selfquarantine after potentially high exposure holiday activities, before returning to campus. Two universities that have not included a spring delay in their planning (Indiana University and Ohio State University) are starting classes online only to allow students additional time after the holidays, before attending in-person classes. Another six universities are using hosting class during spring break and ending the spring semester one week early.

Of those Universities that have announced the cancelation of spring break, 12 have also announced alternative days off throughout the semester. These Universities are trading an extended spring break for 2-3 days off scattered throughout the semester. University of Cincinnati and Purdue are calling their two days "reading days," Ohio State is calling theirs "instructional breaks," and Kansas State is deeming their additional days off "well-being days." Some schools such as Northern Kentucky University and are using Monday and Friday's off to extend the weekend and others such as the University of Miami's "Wellness Wednesdays" are used to provide a mid-week break.

<b>Table 1: University Spr</b>	ring Planning	
University (Linked)	Schedule Updates	Summary
Appalachian State University	Spring Break that was initially scheduled for March 8-12, has been canceled.	Delayed Start No Spring Break
Ball State University	Ball State University will start its spring semester classes a week later than usual and eliminate Spring Break to minimize student travel during the ongoing coronavirus pandemic	Delayed Start No Spring Break
Baylor University	Spring Classes will begin on January 19, one extra week of Winter Break, and a 14-day period following family gatherings over the Christmas and New Year holidays to "quarantine" in preparation for return to campus. Baylor will not take a traditional Spring Break this year.	Delayed Start No Spring Break
<b>Boston University</b>	BU's spring semester, originally planned to start January 19, will start January 25 and spring recess has been canceled.	Delayed Start No Spring Break
Central Michigan University	Instead of a week off at spring break, a series of "wellness days" will be sprinkled through the spring semester schedule. The spring semester will begin entirely online Jan. 11 to 1.	No Spring Break Additional Days off Starting online only
Connecticut State University	Winter break is extended by one week, and spring break (March 15-21) will be eliminated	Delayed Start No Spring Break
Florida A & M University	Florida A & M has announced that its 2021 spring break will be canceled, and the spring semester will end earlier than planned.	No Spring Break End Early
Florida International University	FIU's spring 2021 semester will not include spring break and would instead end a week earlier than initially planned.	No Spring Break End Early
Florida State University	Florida State University has announced that its 2021 spring break will be canceled, and the spring semester will end earlier than planned.	No Spring Break End Early
Indiana University	Classes will be virtual through February 7 and move to either in-person or remain online through the end of the semester, and spring break eliminated	No Spring Break
Iowa State University	The spring 2021 semester will begin two weeks late (January 25) and eliminate spring break. They are also planning a five-week, online winter session.	Delayed Start No Spring Break
Kansas State University	The spring 2021 academic calendar begins one week later on January 25, eliminates spring break, and adds two separate days to designate as well-being days when classes would not meet.	Delayed Start No Spring Break Additional days off
Mississippi State University	Classes begin Jan. 6 and end April 19, and spring break has been eliminated due to the pandemic. This will allow the semester to end a week earlier than originally planned. Per the Student Association request, no classes April 5 (Monday after Easter)	No Spring Break Additional day off End Early
Northern Kentucky University	Spring 2021 does not include a traditional spring break but instead offers Three additional university holidays Monday, Feb. 15; Friday, March 12; and Friday, April 2 ending on time.	No Spring Break Additional day off

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Ohio State University	The first week of classes, beginning on January 11, will be online. Spring break is canceled in an effort to prevent the spread of Covid-19 in the university community. University would instead have two instructional breaks with no classes on February 9 and March 31	No Spring Break Additional Days off Starting online only
Penn State	The Spring 2021 semester will include a later start in January to provide the University with the necessary time to complete pre-arrival testing and any needed quarantine before beginning on-campus instruction and other activities. The elimination of spring break reduces the possibility of spreading the virus through travel.	Delayed Start No Spring Break
Purdue University	The spring semester starts one week late, Tuesday, January 19; to allow for this later start and to minimize mass travel to and from campus during the semester, spring break has been eliminated. In its place, three reading days have been added throughout the semester.	Delayed Start No Spring Break Additional days off
Southern Illinois University	Spring break is not offered this semester	No Spring Break
Syracuse University	No spring break in 2021 and the spring semester will begin one week later than usual on January 25	Delayed Start No Spring Break
Texas Christian University	The spring 2021 semester will begin on January 19, giving students a seven-week winter break. The calendar eliminates Spring Break to reduce travel and the potential for spreading COVID-19 and the flu, but it includes three days in March for no classes and the Good Friday holiday.	Delayed Start No Spring Break Additional days off
University of Central Oklahoma	Extending winter break one week and canceling spring break.	Delayed Start No Spring Break
University of Cincinnati	UC has officially canceled spring break and added two reading days	No Spring Break Additional days off
The University of Florida has revised its academic calendar to reflect it will not observe spring break 2021 and will extend winter break by one week with the spring semester beginning January 11		No Spring Break Additional days off
University of Iowa	The spring 2021 semester will begin on Monday, January 25, 2021, one week later than initially planned, and there will be no spring break. This change was made in consideration of the ongoing COVID-19 pandemic and the ability to maintain the same number of instruction days.	Delayed Start No Spring Break
University of Kansas	The spring semester will start late, February 1, and there will be no spring break (3 Universities part of the Kansas Board of Regents have adopted these two provisions and three others have not)	Delayed Start No Spring Break
University of Kentucky	January 25 starts without a spring break.	Delayed Start No Spring Break
University of Miami	The spring 2021 semester will begin Jan. 25, a week later than initially scheduled. In lieu of spring break, which would significantly heighten the risk of exposure to COVID-19, the semester will feature two Wellness Wednesdays.	Delayed Start No Spring Break Additional days off

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University of Michigan	Students at the University of Michigan will not have a spring break this upcoming term. The spring semester will start on January 19, 2021, after the Rev. Martin Luther King, Jr.	Delayed Start No Spring Break
University of	Considering pushing back spring break, they will decide at the BOR meeting later in October	Delayed Start
Minnesota		No Spring Break
University of		Delayed Start
Nebraska Lincoln	Voting October 8 to start late and eliminate spring break	No Spring Break
University of	University of Spring classes will start later than normal, with a planned start date of January 25. There will	
Northern Iowa	not be a spring break, and final exams will be held from May 3 to May 7.	No Spring Break
University of	The start of the semester will be three weeks delayed, and no spring break	Delayed Start
Notre Dame		No Spring Break
University of	Spring semester will start eight days later than, with a condensed schedule, meaning no	Delayed Start
Pittsburgh	weeklong spring break but includes the addition of two student self-care days and a term	No Spring Break
	conclusion date unchanged.	Additional days off
<b>University of Rhode</b>	Spring Break has been cancelled to reduce travel and prevent the spread of the coronavirus. the	No Spring Break
Island	semester will end on April 27, a week earlier than initially planned	Early End
University of	The spring academic calendar has been revised to reduce the potential for travel-related spread	Delayed Start
Tennessee	of COVID-19 Spring classes will begin on Wednesday, January 20. The calendar does not	No Spring Break
	include a spring break (originally March 15–19) but is considering alternate days off.	Additional days off
University of	The revised spring calendar cuts spring break and start classes one week later, on January 25	Delayed Start
Wisconsin-Madison	(Faculty senate voted 140-7 in favor of the revised calendar).	No Spring Break
University of	The 2021 spring semester will begin a week later, on January 25, and the school's spring break	Delayed Start
Wyoming	will be canceled.	No Spring Break
<b>Utah State University</b>	USU's start date for classes (January 11) has been pushed back to Tuesday, January 19, and	Delayed Start
	Spring Break has been canceled.	No Spring Break
West Liberty	Spring term will start Jan. 19 (delayed one week from previously planned schedule). Spring	Delayed Start
University	break is cancelled to avoid travel during the pandemic.	No Spring Break
Western Illinois	No spring break, but classes will not be extended an additional week, they will end a week	No Spring Break
University	earlier than originally planned.	Early End
Wichita State	The regular spring semester will begin two weeks later than normal, on Monday, February 1,	Delayed Start
University	and spring break will be canceled.	No Spring Break

#### **Budget and Finance**

AGENDA ITEM: 6 – A DATE: October 7, 2020

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#### **SUBJECT**

**HEFF Cash Flow Statement** 

#### CONTROLLING STATUTE, RULE, OR POLICY

SDCL 13-51-2 – Educational Facilities Fund

SDCL 13-53-15 – Receipt by State Treasurer of Institutional Moneys

SDCL 13-53-15.3 – Medical School Funds

#### **BACKGROUND / DISCUSSION**

The primary source of dollars to fund construction, maintenance, and renovation of university academic facilities is the tuition dollars placed into the Higher Education Facilities Fund (HEFF). Starting in FY17, the percentage contributed to HEFF is 11.5% of all tuition dollars, with the exception of the first \$1,521,740 of medical school tuition revenue which is not subject to HEFF. HEFF is also assessed on all self-support credit hours as of 2009. The reduction from 20% to 11.5% reflects the pay-off of the HEFF Series 2008 bond (\$8,612,640) and redirecting the \$704,077 payment to the tuition freeze, and increasing the tuition fee base by rolling the university support fee into tuition. While the percentage was reduced from 20% to 11.5%, the same amount of revenue to support HEFF debt and maintenance and repair is generated because it is assessed on a much larger base.

Attachment I is a cash flow statement for the Higher Education Facilities Fund as of September 2020. The statement presents actual and planned revenues and expenditures for FY17 through FY35. The statement includes the following data and assumptions:

- FY17 through FY20 are actuals and FY21 through FY35 are projections.
- FY21 tuition revenue estimates are based upon FY20 actuals with no tuition increase and a three percent decline in enrollment.
- Interest earnings of three percent on the unobligated cash balance for FY21 including \$3.0M to \$4.0M of unspent maintenance and repair funds thereafter.
- FY22 and beyond assumes a two percent tuition increase and stable enrollments.
- A change from principal only payments on the SDSU Performing Arts Center to principal and interest in FY22, approximately a \$510,000 increase in HEFF obligations.
- Bonding \$10.5M in capital projects in FY22 and \$12.5M in FY27 at four percent interest and for 25 years. This bonding would complete the 2012 Ten-Year Capital Plan.

(Continued)

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HEFF Cash Flow Statement October 7, 2020 Page 2 of 2

The 11.5% of tuition revenues generated for FY19 were \$636,121 lower than the projection from October 2018 and the revenues generated for FY20 were \$1,305,194 lower than the projection from October 2019. The nearly \$2.0M variance from projected revenue to actual revenues collected for FY19 and FY20 puts a significant burden on HEFF. As a result, FY22 through FY27 will see a decline in the projected funds available for M&R allocation as well as a decrease in the reserve fund from \$4.0M to \$3.0M.

The ending cash assumes that the campuses will catch-up on their M&R expenditures in FY21 by spending all of the obligated funds except \$4,000,000. The drop in cash from 2020 to 2021 reflects that assumption. Because annual revenues do not come in until September, the cash balance at fiscal year-end must be sufficient to pay approximately one-half of the annual lease payment which is due in August. Debt capacity and cash flows must both be considered prior to issuing new debt. We would only fund projects when capacity is available to debt service the leases and when sufficient cash is available to meet the annual debt payment.

#### IMPACT AND RECOMMENDATIONS

The remaining projects on the 2012 Ten-Year Plan can be found in Attachment II. Based on current assumptions and revenues, \$10.5M of projects can be bonded in FY22 and \$12.5M in FY27. If this happens, it will have taken us 15 years to complete the projects that we originally thought we had the cash flow to complete in 10 years.

Since both the USD Allied Health Facility (\$7.5M) and the E.Y Berry Library (\$3.0M) projects were approved during the last legislative session and those projects are already in progress, we will plan to move forward with a \$10.5M bond issuance in FY22. In FY22, the fund will also pick up the interest costs portion of the debt service for the SDSU Performing Arts Center, of around \$510,000 per year. The remaining SDSU projects totaling \$12.5M would not be bonded until FY27 based on current projections.

#### ATTACHMENTS

Attachment I – HEFF Cash Flow Statement (September 2020) Attachment II – 2012 Ten-Year Plan

# Board of Regents HEFF Cash Flow Statement September 2020

						Septembe	September 2020					
	A	В	C	D	$= \mathbf{C} + \mathbf{D}$	F	G	$= \mathbf{F} + \mathbf{G}$	$= \mathbf{B} + \mathbf{E} - \mathbf{H}$	J	K = I - J	
	Fiscal <u>Year</u>	Beginning Balance July	Net 11.5% <u>Tuition</u>	Interest <u>Revenue</u>	Total <u>Revenue</u>	FY M&R Expenditures	Lease <u>Payment</u>	Total Expenditures	Ending <u>Cash</u>	Obligated <u>Unexpended</u>	Unobligated <u>Funds</u>	
	2017	27,573,130	26,874,770	796,177	27,670,947	13,905,136	13,754,120	27,659,256	27,584,821	16,134,768	11,450,053	
	2018	27,584,821	27,015,890	533,255	27,549,144	14,624,633	14,075,654	28,700,287	26,433,678	16,921,710	9,511,968	
	2019	26,433,678	26,619,716	480,852	27,100,568	16,873,736	14,009,610	30,883,346	22,650,899	15,149,664	7,501,235	
	2020	22,650,899	26,192,973	559,527	26,752,500	19,850,856	13,105,659	32,956,515	16,446,884	11,218,596	5,228,288	
	2021	16,446,884	25,407,184	493,407	25,900,590	21,206,364	13,530,254	34,736,618	7,610,857	4,000,000	3,610,857	
	2022	7,610,857	25,915,328	228,326	26,143,653	15,000,000	14,739,307	29,739,307	4,015,203	3,000,000	1,015,203	
	2023	4,015,203	26,433,634	120,456	26,554,090	12,500,000	14,718,873	27,218,873	3,350,420	3,000,000	350,420	
	2024	3,350,420	26,962,307	100,513	27,062,819	12,500,000	14,740,661	27,240,661	3,172,578	3,000,000	172,578	
	2025	3,172,578	27,501,553	95,177	27,596,730	12,500,000	14,547,188	27,047,188	3,722,121	3,000,000	722,121	
	2026	3,722,121	28,051,584	111,664	28,163,248	13,500,000	14,548,881	28,048,881	3,836,487	3,000,000	836,487	
	2027	3,836,487	28,612,616	115,095	28,727,710	14,500,000	14,190,679	28,690,679	3,873,518	3,000,000	873,518	
27	2028	3,873,518	29,184,868	116,206	29,301,073	15,500,000	13,578,537	29,078,537	4,096,054	4,000,000	96,054	
187	2029	4,096,054	29,768,565	122,882	29,891,447	16,250,000	13,570,355	29,820,355	4,167,146	4,000,000	167,146	
	2030	4,167,146	30,363,937	125,014	30,488,951	17,500,000	12,580,538	30,080,538	4,575,559	4,000,000	575,559	
	2031	4,575,559	30,971,215	137,267	31,108,482	18,500,000	12,088,850	30,588,850	5,095,191	4,000,000	1,095,191	
	2032	5,095,191	31,590,640	152,856	31,743,495	19,500,000	12,069,451	31,569,451	5,269,235	4,000,000	1,269,235	
	2033	5,269,235	32,222,452	158,077	32,380,529	20,500,000	9,186,543	29,686,543	7,963,222	4,000,000	3,963,222	
	2034	7,963,222	32,866,901	238,897	33,105,798	21,500,000	9,181,173	30,681,173	10,387,848	4,000,000	6,387,848	
	2035	10,387,848	33,524,240	311,635	33,835,875	22,500,000	8,219,979	30,719,979	13,503,743	4,000,000	9,503,743	

#### Notes:

- 1. Fiscal years 2017-2020 are actuals.
- 2. 3.0% interest earnings calculation based on the ending cash balance plus \$4,000,000 for unexpended M&R funds.
- 3. 3% decline in enrollment for FY21, no increase in tuition. FY22 and each year thereafter tuition revenue increase of 2.0%.
- 4. Additional capital projects of \$10.5M would be bonded in FY22 and \$12.5M in FY27. This would complete the 2012 Ten-Year Capital Plan.
- 5. All figures for periods after Fiscal Year 2020 are estimates.

# ATTACHMENT II

#### 2012 Ten-Year Plan Proposed Funding Schedule September 2020

			Fund So	urces		Bonded			Proposed Bonding	
<u>Project</u>			Other Bonds	Other Funds	Project Total	FY2014	FY2015	FY2017	FY22	FY27
Infrastructure Projects**										
BHSU	Infrastructure Repair and Upgrade	\$4,000,000		\$500,000	\$4,500,000	\$4,000,000				\$
DSU	Energy Efficiency and ADA Compliance	\$1,275,000		\$0	\$1,275,000	\$1,275,000				\$
NSU	Street Improvements	\$600,000		\$0	\$600,000	\$600,000				\$(
SDSM&T	Utility Infrastructure	\$2,740,000		\$500,000	\$3,240,000	\$2,740,000				\$0
SDSU	Utility Tunnel, Steam/Condensate Infrastruture Repair & Modernization	\$7,000,000		\$10,434,000	\$17,434,000	\$7,000,000				\$0
SDSU	Utility Repairs & Upgrades - Water, Sanitary Sewer, Storm Sewer	\$5,000,000		\$5,043,000	\$10,043,000	\$0				\$5,000,000
USD	Mechanical Overhaul & Modernization	\$8,000,000		\$2,000,000	\$10,000,000	\$8,000,000				<u>\$0</u>
		\$28,615,000		\$18,477,000	\$47,092,000	\$23,615,000	\$0	\$0	\$0	\$5,000,000
Building P	rojects									
BHSU	Jonas Science Renovation	\$1,250,000		\$2,900,000	\$4,150,000	\$1,250,000				\$(
BHSU	E. Y. Berry Library Renovation	\$3,000,000		\$1,500,000	\$4,500,000	\$0			\$3,000,000	\$0
DSU	Information Systems Building	\$6,000,000		\$5,400,000	\$11,400,000	\$0	\$6,000,000			\$0
NSU	Johnson Fine Arts Center Renovation and Addition	\$5,000,000		\$9,108,648	\$14,108,648	\$5,000,000				\$0
SDSM&T	Chemistry/Chemical Engineering Renovation **	\$6,040,000		\$519,000	\$6,559,000	\$0	\$6,040,000			\$0
SDSU	New Headhouse & Greenhouses	\$1,000,000		\$3,414,000	\$4,414,000	\$1,000,000				\$0
SDSU	Architecture, Math & Engineering	\$10,000,000		\$5,755,142	\$15,755,142	\$10,000,000				\$0
SDSU	Visual Arts Facility	\$7,500,000		\$4,900,000	\$12,400,000	\$0				\$7,500,000
SDSU	Performing Arts Center	\$13,000,000		\$35,391,807	\$48,391,807	\$0		\$13,000,000		\$0
SDSU	New Cow-Calf Research & Education Unit - Volga	\$900,000	\$2,000,000	\$1,732,500	\$4,632,500	\$900,000				\$0
USD	Science, Health, and Research Lab Building*	\$9,695,000		\$3,904,085	\$13,599,085	\$8,695,000				\$0
USD	Patterson Hall Renovation	\$5,500,000		\$250,000	\$5,750,000	\$6,500,000				\$0
USD	Allied Health Facility	\$7,500,000		<u>\$0</u>	\$7,500,000	<u>\$0</u>			\$7,500,000	<u>\$(</u>
		\$76,385,000	\$2,000,000	\$74,775,182	\$153,160,182	\$33,345,000	\$12,040,000	\$13,000,000	\$10,500,000	\$7,500,000
Total Infra	 estructure Plus Building Projects	\$105,000,000	\$2,000,000	\$93,252,182	\$200,252,182	\$56.960.000	\$12,040,000	\$13.000.000	\$10.500.000	\$12.500.00

<sup>\*\*</sup> Other funds will come from campus HEFF M&R allocations.

#### **Budget and Finance**

AGENDA ITEM: 6 – B DATE: October 7, 2020

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#### **SUBJECT**

**FY22 Proposed Legislation** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:10 – Legislative Authorization of Private or Grant Funded Facilities SDCL § 13-51-1 – Legislative approval for facilities

#### **BACKGROUND / DISCUSSION**

Each year institutions are asked to identify any capital projects or legislative requests that potentially could go before the Legislature. For FY22, the only proposed legislation we are currently aware of is the removal of the requirement for self-support tuition rates. Currently SDCL 13-51-1.2 states:

13-51-1.2. Tuition rates at off-campus locations.

All courses offered at off-campus locations will be at self- support tuition rates established by the Board of Regents, with the exception of nursing courses offered at the Pierre site through the University of South Dakota and South Dakota State University, which can be offered at state- support rates if authorized by the board.

#### IMPACT AND RECOMMENDATIONS

No impact.

#### **ATTACHMENTS**

None

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#### SOUTH DAKOTA BOARD OF REGENTS

#### **Budget and Finance**

AGENDA ITEM: 6 – C DATE: October 7, 2020

#### **SUBJECT**

**BOR Policy 4:5 – Faculty Compensation (Second Reading)** 

#### CONTROLLING STATUTE, RULE, OR POLICY

SDCL Chapter 3-6C

#### **BACKGROUND / DISCUSSION**

Due to the elimination of collective bargaining for university faculty, effective July 1, 2020, there is a need for a Board policy on faculty compensation provisions. This policy establishes the overarching guidance for faculty compensation administration, and seeks to provide a framework that gives flexibility to the universities and Board in the administration of the compensation plan.

The Board reviewed and approved the first reading of this policy at the August 2020 meeting, there have been no substantive changes to the policy since that time. The highlights of the policy are outlined below:

- 1. The attached policy does not establish a formula with which annual salary policy adjustments are made with, however, guidance will be established in coordination with university leaders to establish a consistent and equitable process for applying salary policy allocations.
- 2. The COHE agreement outlines the ranges of percentages of the salary policy pool that have to be allocated to performance, market and institutional priorities. This policy states that the Board, through the Executive Director, will annually set the priorities for allocating funds in those three areas. This will provide the Board and university leadership with flexibility in a changing environment.
- 3. This policy does not differentiate the way salary policy is applied between the professorial, lecturer and professor of practice ranks and allows the flexibility for a market component to be used across all ranks.
- 4. The proposed policy does not cite the salary survey tool that will be used, which will give the flexibility for the system to choose the most appropriate survey tool for each university.

#### **DRAFT MOTION 2020107 6-C:**

I move to approve the second and final reading of the proposed BOR Policy 4:5 – Faculty Compensation.

BOR Policy 4:5 – Faculty Compensation (Second Reading) October 7, 2020 Page 2 of 2

- 5. The performance rating language that is in the salary provisions section of the COHE agreement have been moved to BOR Policy 4:13 Faculty and Research Faculty Evaluation so that all evaluation related information is in one policy.
- 6. The overload and summer term compensation provisions are largely kept intact from the COHE agreement, but minor changes were made to allow more flexibility in assigning overload.
- 7. The language regarding salary adjustments following the receipt of a terminal degree are in line with the former COHE agreement language.
- 8. Promotion and change in rank adjustments have been moved from <u>BOR Policy 4:11 Rank and</u> Promotion to this proposed policy so that all compensation related provisions are in one single policy.
- 9. Section 5 was added to give the universities the ability to apply discretionary increases as needed to address internal equity, retention needs and other reasons as deemed appropriate.

#### **IMPACT AND RECOMMENDATION:**

This policy has been discussed with campus leadership, including human resources leadership, the Academic Affairs Council, Business Affairs Council and the Council of Presidents & Superintendents.

There have been no substantive changes to the policy since the first reading at the August Board of Regents meeting. The staff recommendation is to approve the second and final reading of BOR Policy 4:5 – Faculty Compensation.

#### **ATTACHMENTS**

Attachment I – Proposed new policy BOR Policy 4:5.

#### SOUTH DAKOTA BOARD OF REGENTS

#### **Policy Manual**

**SUBJECT:** Faculty Compensation

**NUMBER:** 4:5

#### A. PURPOSE

To establish faculty compensation guidelines for fiscal year salary policy increases and other faculty salary provisions. Salary increases for Board of Regents' faculty may only be distributed to address institutional priorities, program needs, performance or market considerations, as provided herein.

#### **B. DEFINITIONS**

- 1. Faculty: Employees of the Institution that are in a faculty related position, whether in the lecturer, librarian, professorial or professor of practice ranks provided in BOR Policy 4:11,who are exempt from the Civil Service Act and perform instruction, research, service and/or other faculty duties. All faculty are subject to BOR policies, institutional policies, procedures, rules and regulations.
- **2. Institutional Priorities:** A program or area of focus of the University that is identified as a strategic priority for forwarding the goals and strategic plan of the University.
- 3. Internal Equity Adjustment: A salary adjustment to reduce or eliminate a documented internal pay rate disparity within an Institution or defined Institutional department, which cannot be accounted for after an analysis and comparison of differences in the work assigned, individual qualifications, experience, years of service, work performance, or institutional priorities.
- **4. Market Equity Adjustment:** A salary adjustment to reduce or eliminate an external pay rate disparity using recognized market data and peer groups.
- **5. Performance Adjustment:** A salary adjustment made in recognition of work performance that meets or exceeds performance standards documented through an established review process.
- **6. University:** Black Hills State University, Dakota State University, Northern State University, South Dakota School of Mines & Technology, South Dakota State University, University of South Dakota.

#### C. POLICY

All compensation adjustments distributed in accordance with this policy which do not meet the criteria identified in BOR Policy 1:6(4) requiring Board approval may be approved at the Institutional level.

Policy Title
Page 1 of 4

X:XX

#### 1. Annual Salary Policy Provisions

- 1.1. The Board's faculty compensation philosophy is to provide a fair and competitive total compensation package that will attract, retain and reward high-performing faculty at all levels.
- 1.2. The Board, through its Executive Director, shall annually set the priorities for allocating appropriated salary policy funds to address institutional priorities, program needs, performance, or market considerations.
  - 1.2.1. The President may apply institutional priorities to a specific department or area of concentration so long as it is a portion of the total salary policy pool.
- 1.3. Priorities for allocation are applicable to all appropriated sums to support salary increases for faculty members who will be offered reappointment for a successive fiscal year, plus such additional monies as the Board in its sole discretion may elect to provide.
  - 1.3.1. The Board has the discretion, but no obligation, to contribute additional funds beyond the salary policy to salary enhancement. All funds directed to salary enhancement will be distributed on a discretionary basis.
- 1.4. When applying market based salary adjustments, the salaries of faculty members will be compared to the median for persons of like discipline and rank within the applicable Carnegie classification salary survey data.
  - 1.4.1. In situations where survey data is not available for a particular classification of instructional program (CIP) code and/or rank, the administration shall use the data from the most appropriate related CIP code and/or rank.
- 1.5. When applying performance based salary adjustments, the adjustment provided to faculty will be based on their annual performance evaluation provided in accordance with BOR Policy 4:13. Faculty who fail to meet expectations are not eligible to receive a performance based salary adjustment.
- 1.6. Faculty members who hold appointments as endowed professors and chairs will participate in any salary distributions provided pursuant to this section. Additional monies payable solely from endowment earnings, or from contributions made expressly for the purpose of supporting the chair, may be paid to faculty members as provided in the endowment agreements.

#### 2. Overload and Summer Term

- 2.1. Faculty may not be assigned overload or summer term courses that could interfere with completion of other primary responsibilities.
- 2.2. Overload or summer term classes include only courses assigned in addition to a faculty member's base course load.
- 2.3. Faculty who accept such overload or summer term assignments will be compensated at the rate of eight percent (8%) of their base salary for each three credit hour course taught; provided that the rate may be increased by up to two percent (2%) to address exceptional circumstances.

Faculty Compensation 4:5
Page 2 of 4

- 2.4. If a course exceeds or falls short of three credit hours, the compensation will be adjusted pro rata.
- 2.5. When a course fails to meet the specified minimum enrollment, as determined by the administration, the contract may be voided, or the faculty member may elect to teach the course at reduced compensation.
- 2.6. Faculty members will be advised of the minimum enrollments specified by the university administration at the time that the contract is offered.
- 2.7. Where a course has not achieved minimum enrollment by one week prior to the first scheduled class meeting, the administration will contact the faculty to discuss whether the faculty would be willing to teach the course at reduced compensation.

#### 3. Salary Adjustment after Receipt of Terminal Degree

- 3.1. Faculty members holding professorial rank who, while employed by an institution on a tenure track or tenure contract, earn a terminal degree appropriate for their assigned teaching or research responsibilities will be awarded a salary adjustment.
- 3.2. The adjusted salary will not exceed the average salary in the discipline and at the rank among persons who hold appropriate degrees and rank.
- 3.3. The adjustment will take effect during the academic year following that in which the degree is awarded.
- 3.4. When determining the total salary increase for the year in which the market based salary adjustment will be given effect, the adjustment will be made prior to determination of any other form of salary adjustment for the fiscal year.

#### 4. Promotion or Change in Rank Incremental Adjustments

A faculty member who is promoted or granted a change in rank will receive an increment based on the faculty member's current academic year base salary. If the faculty member's next academic year contract is for a different percentage of time or number of months than was in effect in the current academic year, the current academic year base salary will be adjusted to reflect such changes prior to the application of the following schedule of increments:

#### PROFESSORIAL RANKS:

Assistant Professor to Associate Professor: 8%

Associate Professor to Professor: 10%

#### **LECTURER RANKS:**

Instructor to Lecturer: 4%

Lecturer to Senior Lecturer: 6%

#### **LIBRARIAN RANKS:**

Assistant Librarian to Associate Librarian: 8%

Associate Librarian to Librarian: 10%

#### PROFESSOR OF PRACTICE RANKS:

Assistant Professor of Practice to Associate Professor of Practice: 4%

Associate Professor of Practice to Professor Practice: 6%

#### 5. Other Base Salary Adjustments

5.1. Universities may provide faculty other discretionary base salary adjustments outside of the annual salary adjustment.

#### **FORMS / APPENDICES:**

None.

#### **SOURCE:**

BOR, October 2020.

Faculty Compensation
Page 4 of 4
4:5

#### SOUTH DAKOTA BOARD OF REGENTS

#### **Budget and Finance**

AGENDA ITEM: 6 – D DATE: October 7, 2020

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#### **SUBJECT**

BHSU Library and Learning Center Renovation Facility Design Plan (FDP)

#### CONTROLLING STATUTE, RULE, OR POLICY

SDCL 5-14-1 – Classification of Capital Improvements

SDCL 5-14-2 – Supervision by Bureau of Administration of Capital Improvement Projects – Payment of Appropriated Funds

SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State
 Building Committees – Approval by Board or Commission in Charge of
 Institution

BOR Policy 6:4 – Capital Improvements

**BOR Policy 6:6** – Maintenance and Repair

#### **BACKGROUND / DISCUSSION**

BHSU is submitting, for approval, its Facility Design Plan (FDP) for the renovation, remodel, and replacement of infrastructure of the E.Y. Berry Library. The South Dakota Legislature approved the E.Y. Berry Library Renovation project with HB1051 in 2012 as part of the Board's ten-year capital improvement plan. The South Dakota Legislature approved to amend HB1051 to the E.Y. Berry Library Renovation project with HB1045 to allow additional gross square feet in March 2020. The Board of Regents approved the Facility Program Plan for this project in December 2019.

BHSU is seeking to revitalize the library as a campus center to better serve all students, including residential and commuter, traditional and non-traditional, undergraduate, and graduate. The ultimate goal is to advance student success at BHSU.

This project consists of four main components: a student success center, a new entrance, a technology and design upgrade, and an infrastructure upgrade.

(Continued)

#### **DRAFT MOTION 20201007 6-D:**

I move to approve BHSU's Facility Design Plan for the E.Y. Berry Library and Learning Center Renovation at a cost not to exceed \$9,695,000, funded by a combination of HEFF, M&R, and other funds.

#### Changes from Facility Program Plan (FPP)

No new components have been added or deleted since the approval of the Facility Program Plan in December 2019. The most significant change from the program plan is the request to pursue an exemption from LEED certification. SDCL 5-14-33 requires all buildings to be LEED certified; however, the law also allows for exemptions in certain situations. Architects estimate the cost of LEED Silver certification at up to \$1 million, a 10% cost increase, making it cost prohibitive.

#### Cost Estimate

The initial cost estimate in the Facility Program Plan was \$9,372,244 and was prepared in cooperation with Williams & Associates Architecture and Ratio Architects. The current estimate includes new construction, renovation, site work, contingencies, and fees. The table below identifies a slight increase from the program plan resulting from an expanded remodel in the lower level of the building for the university archives (\$190,320), upgraded wall and tile in the restrooms (\$31,737), and fees for the State Engineer's Office (OSE) which were excluded in the initial estimate. The eight percent contingency of \$549,821 may be able to cover these costs if not needed elsewhere; however, since this is a renovation project and not new construction, the contingency may be needed for unforeseen items.

_	Program Plan	Design Plan	Incr/(Decr)
Construction Cost	\$8,072,562	\$8,390,603	\$318,041
Contingency	\$645,805	\$549,821	(\$95,984)
OSE Fees	\$0	\$100,687	\$100,687
Architect/Engineering Fees	\$653,878	\$653,878	\$0
Total Cost Estimate	\$9,372,245	\$9,694,989	\$322,744

It is our preference to proceed with the project bids for the currently designed building and if the bids come in above budget, we will pursue it with one of these three options:

- Value engineer the project to get it within budget. Examples include:
  - o Change exterior wall insulation
  - o Reduce restroom upgrade
  - o Change terrazzo to carpet
  - o Interior office frames to hollow metal
  - o Change plaza from pavers to concrete
- Identify 1-3 alternates in the bid package to allow for cost adjustments
- Increase the M&R funding to meet the increased cost

#### **Funding Sources**

The Higher Education Facilities Fund (HEFF) will contribute \$3 million in funding from the anticipated FY22 bond issue. With minor exceptions, the remaining \$6.325 million is from BHSU's maintenance & repair funding. BHSU received \$2.6 million in M&R funding in FY20 from HEFF, General Funds, and the M&R Fee. FY20's commitment of \$1 million of this funding or 39.8% is allotted to the library. Although this represents a

BHSU Library and Learning Center Renovation Facility Design Plan (FDP) October 7, 2020 Page 3 of 3

significant percentage of M&R dollars allocated to a single building, it is important to remember no major work has been done to the library since it was built.

<b>Library Renovation Pr</b>	ojec	t Funding	
FY20 M&R	\$	1,060,000	Approved by Board - December 2018
FY21 M&R		1,365,000	Submit to Board - December 2019/May 2020
FY22 M&R		1,500,000	Submit to Board - December 2020
FY22 HEFF Bonds		3,000,000	Authorized by HB1051 in 2012
Performance Contract		30,000	Approved by Board - June 2019
M&R Bond		2,400,000	Requires Legislative Approval - 2020
Black Hills Energy		25,000	Donation is in BHSU Foundation
<b>Total Funds</b>	\$	9,380,000	

#### IMPACT AND RECOMMENDATIONS

The library is in the most need of attention of all the buildings on the BHSU campus. The building was completed in 1973 and still has all its original systems. Once this project is complete, the demand on current M&R funds will decrease as the old systems are upgraded or replaced reducing the current demand for repairs.

Utilities are projected to decrease with the installation of energy efficiency equipment and LED lighting. Solar panels will be installed on the new roof by the end of the summer, thus reducing the building's energy demand from WAPA and Black Hills Energy. BHSU currently exceeds the summer WAPA allocation and purchases supplemental power from Black Hills Energy, but the addition of solar power on campus will eliminate the need for supplemental power and dramatically decrease the cost of energy. No new custodial/janitorial staff will be required to maintain the renovated building.

Given the needed structural improvements and the reduction in demand of future M&R work, approval of the design plan is recommended.

#### **ATTACHMENTS**

Attachment I – BHSU Library Facility Design Plan Detailed

Attachment II – HB1045

Attachment III – SB43

Attachment IV – Renderings

Attachment V – Floor Plans

Attachment VI – Architectural Design

Attachment VII – Mechanical Electrical Design

# Black Hills State University E.Y. Berry Library & Learning Center Renovation Facility Design Plan Submitted 8-19-20

#### Introduction

BHSU is seeking to revitalize the E.Y. Berry Library and Learning Center as a campus center to better serve all students, including residential and commuter, traditional and non-traditional, undergraduate and graduate. The ultimate goal is to advance student success at Black Hills State University.

The E.Y. Berry Library and Learning Center was constructed with 62,036 gross square feet in 1973, nearly 50 years ago. Although the building's systems have been maintained during that time, there have been few upgrades since the building was built. Collections, enrollment, technology, and student learning styles have changed dramatically during that time. The library was built when baby boomers were in college, so it has served Boomers, Generation X, Millennials, and now Generation Z. We want it to be ready and able to serve Generation Alpha, what some are saying will be the most transformative generation ever.

#### **Building Components**

This project consists of the following main components: a student success center, a minor addition, a new entrance, a technology and design upgrade, and an infrastructure upgrade.

<u>Student Success Center</u> – Student success is the focal point of this project. The first floor of the newly renovated library will house a new Student Success Center that will include the Math Assistance Center, the Writing Assistance Center, the Professional Advising Center, tutoring stations and the Career Center. Additionally, individual and group study spaces with power and technology access will be available throughout the space.

Addition – A small addition will be constructed on the southeast corner of the second story of the library. The addition will provide discrete student study areas with an abundance of natural light and views of Lookout and Spearfish Mountains. The addition will create a canopy above the main north-south walkway on the east side of the building, protecting it from snow and ice. It will also provide cover for the new outdoor café for student, faculty and staff to enjoy the campus green.

New Entrance – The main entrance is currently located on the east side of the building, which was the main pedestrian pathway when the building opened in 1973. Since that time, many changes have been made to the campus landscape including razing Cook Gymnasium, building Meier Hall and the Young Center, and eliminating a road through the middle of campus. Another entrance on the west side of the building along the current major north/south pedestrian path will create easier access to the facility as students, faculty, and staff pass through the academic core of the campus from Jonas Hall to the Young Center. This will ultimately increase traffic counts into the library and make the new Student Success Center more accessible for students.

<u>Technology and Design Upgrade</u> - This project will provide state-of-the-art technology in the library to maximize opportunities to students. Specific components include a video creation and editing space, a maker space, and a virtual reality lab. The student help desk will be relocated from the lower level to the first floor with expanded services making it an integral part of the Student Success Center.

<u>Infrastructure Upgrade</u> - While the Library is almost 50 years old, regular maintenance of the building has left a sound exterior envelope and a recently replaced roof; however, the facility is in need of electrical, HVAC, plumbing, lighting, and window upgrades or replacements, all of which will increase the energy efficiency of the facility.

#### **Project Approval**

The following table provides a summary of the Board of Regents and Legislative approvals received to date in addition to those pending for this project.

<u>Date</u>	<u>Item</u>	Approving Body
March 2012	HB1051 – BOR 10-year Capital Plan	SD Legislature
May 2012	Preliminary Facility Statement	Board of Regents
December 2019	Facility Program Plan	Board of Regents
March 2020	HB1045 – Additional Gross Square Feet	SD Legislature
August 2020 – Pending	Facility Design Plan	Building Committee
October 2020 – Pending	Facility Design Plan	Board of Regents

#### **Requested Action**

BHSU is requesting the Building Committee's approval of the Facility Design Plan in accordance with Board of Regents policy 6:4, Capital Improvements. The Facility Design Plan is based on input from students, faculty, and staff using our architects, Williams & Associates Architecture and Ratio Architects, as facilitators.

#### **Attachments**

Attachment I	Facility Program Plan
Attachment II	HB1045 – Authorized additional GSF
Attachment III	SB43 – Authorized maintenance & repair bonding
Attachment IV	Building Renderings
Attachment V	Floor Plans
Attachment VI	Architectural Schematic Design
Attachment VII	Mechanical & Electrical Schematic Design

#### **Facility Design Plan**

A. Architectural, mechanical and electrical schematic design plan

The architectural schematic design plans, including the site plan and floor plan diagrams are presented in Attachment VI. The mechanical and electrical schematic designs are documented in Attachment VII.

#### B. Changes from Facility Program Plan

Although some departments have moved locations within the building, no new components have been added or deleted since the approval of the Facility Program Plan in December 2019.

The most significant change from the program plan is the request to pursue an exemption from LEED certification. SDCL 5-14-33 requires all buildings to be LEED (Leadership in Energy and Environmental Design) certified; however, the law also allows for exemptions in certain situations (SDCL 5-14-34). BHSU is very passionate about our sustainability and energy efficiency efforts and many of these components will still be incorporated into the building. In fact, BHSU has already invested in a 130-watt solar array on the roof of the building, and will include LED lighting, reduced water usage, increased daylight views, and recycling stations throughout the building. Our architects have estimated the cost of LEED Silver certification at up to \$1 million, a 10% cost increase, making it cost prohibitive, which is not unusual with a renovation project. It is much easier to incorporate LEED into a new construction project.

C. Impact to existing building or campus-wide heating/cooling/electrical systems

The campus electric distribution system, steam production and distribution system and central chilled water piping distribution system all have adequate capacity to accommodate the renovation and addition. The central chiller was upgraded in 2018 and included additional HVAC load to accommodate the addition of air conditioning to Woodburn Hall, the construction of Bordeaux Hall, and the Library renovation project.

#### D. Total construction cost estimates

#### Cost Estimate

The initial cost estimate in the Facility Program Plan was \$9,372,244 and was prepared in cooperation with Williams & Associates Architecture and Ratio Architects. The current estimate includes new construction, renovation, site work, contingencies, and fees. The table below identifies a slight increase from the program plan resulting from an expanded remodel in the lower level of the building for the university archives (\$190,320), upgraded wall and tile in the restrooms (\$31,737), and fees for the State Engineer's Office which were excluded in the initial estimate. The 8% contingency of \$549,821 may be able to cover these costs if not needed elsewhere; however, since this is a renovation project and not new construction, the contingency may be needed for unforeseen items.

	Program Plan	Design Plan	Incr/(Decr)
Construction Cost	\$8,072,562	\$8,390,603	\$318,041
Contingency	\$645,805	\$549,821	(\$95,984)
OSE Fees	\$0	\$100,687	\$100,687
Architect/Engineering Fees	\$653,878	\$653,878	\$0
Total Cost Estimate	\$9,372,245	\$9,694,989	\$322,744

It is our preference to proceed with the project bids for the currently designed building and if the bids come in above budget, we will pursue it with one of these three options:

- Value engineer the project to get it within budget. Examples include:
  - o Change exterior wall insulation
  - o Reduce restroom upgrade
  - o Change terrazzo to carpet
  - o Interior office frames to hollow metal
  - o Change plaza from pavers to concrete
- Identify 1-3 alternates in the bid package to allow for cost adjustments
- Increase the M&R funding to meet the increased cost

#### **Project Funding**

The Higher Education Facilities Fund will contribute \$3 million in funding from the anticipated FY22 bond issue. With minor exceptions, the remaining \$6.325 million is from BHSU's maintenance & repair funding including \$2.4 million from the M&R bonding authorized in SB43.

FY20 M&R	\$1,060,000	Approved by Board - December 2018
FY21 M&R	\$1,365,000	Approved by Board Dec 2019/June 2020
FY22 M&R	\$1,500,000	Submit to Board - December 2020
FY22 HEFF Bonds	\$3,000,000	Authorized by HB1051 in 2012
Performance Contract	\$30,000	Approved by Board - June 2019
M&R Bond	\$2,400,000	Authorized by SB43 in 2020
Black Hills Energy	\$25,000	Donation is in BHSU Foundation
Total Funds	\$9,380,000	

#### E. Changes from cost estimates for operational or M&R expenses

There are no significant changes to the operational or M&R expenses from those provided in the facility program plan. The library is the space in the most need of attention on our campus. The building was built in 1973 and still has all its original systems. Once this project is complete, the demand on current M&R funds will decrease as the old systems are upgraded or replaced reducing the current demand for repairs. The roof was also replaced last summer.

20.464.11 95th Legislative Session 400



#### 2020 South Dakota Legislature

# House Bill 1045 ENROLLED

AN ACT

ENTITLED An Act to authorize the Board of Regents to contract for the design, renovation of, and addition to, the E.Y. Berry Library on the campus of Black Hills State University and to make an appropriation therefor.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA:

**Section 1.** The Board of Regents may contract for the design, renovation of, and construction of an addition to the E.Y. Berry Library, on the campus of Black Hills State University, with furnishings and equipment including heating, air conditioning, plumbing, water, sewer, electric facilities, sidewalks, parking, landscaping, architectural and engineering services, asbestos abatement, and other services or actions required to accomplish the project for an estimated cost not to exceed nine million three hundred seventy-two thousand two hundred forty-five dollars, subject to any adjustments authorized in section 3 of this Act.

**Section 2.** There is hereby appropriated from the higher education facilities fund allocable to Black Hills State University for the purposes of maintenance and repair the sum of six million three hundred seventeen thousand two hundred forty-five dollars (\$6,317,245), or so much thereof as may be necessary; the sum of three million dollars (\$3,000,000), or so much thereof as may be necessary, from revenue bonds authorized by subdivision (1) of section 2 of chapter 107 of the 2012 Session Laws; and the sum of fifty-five thousand dollars (\$55,000), or so much thereof as may be necessary, in other fund expenditure authority, to the Board of Regents, for the purposes authorized in section 1 of this Act and any adjustments authorized in section 3 of this Act.

**Section 3.** The cost estimates contained in this Act are stated in terms of 2019 values. The Board of Regents may adjust the cost estimates to reflect inflation as measured by the Building Cost Index, reported by the Engineering News Record and additional expenditures required to comply with regulations adopted after the effective date of this Act. Any adjustments to construction cost estimates for the project may not exceed one hundred twenty-five percent of the estimated project construction cost stated in section 1 of this Act.

20.464.11 400

**Section 4.** The acquisition, construction, completion, remodeling, maintenance and equipping of the E.Y. Berry Library by the Building Authority being in the public interest, the South Dakota Building Authority may finance up to five million four hundred thousand dollars of the design and construction costs of the E.Y. Berry Library project through the issuance of revenue bonds, in accordance with this Act and chapter 5-12.

**Section 5.** The executive director of the Board of Regents shall approve vouchers and the state auditor shall draw warrants to pay expenditures authorized by this Act.

**Section 6.** Any amounts appropriated in this Act not lawfully expended or obligated shall revert in accordance with the procedures prescribed in chapter 4-8.

**Section 7.** No indebtedness, bond, or obligation incurred or created under the authority of this Act may be or may become a lien, charge, or liability against the State of South Dakota, nor against the property or funds of the State of South Dakota within the meaning of the Constitution or laws of the state.

**Section 8.** The Board of Regents may make and enter into a lease agreement with the Building Authority and make rental payments under the terms thereof, pursuant to chapter 5-12, from the higher education facilities fund or any other available funds authorized pursuant to this Act or any other law.

20.464.11 400

An Act to authorize the Board of Regents to contract for the design, renovation of, and addition to, the E.Y. Berry Library on the campus of Black Hills State University and to make an appropriation therefor.

I certify that the attached Act originated in the: House as Bill No. 1045	Received at this Executive Office this,  2020 atM.
Chief Clerk	By for the Governor
Speaker of the House Attest:	The attached Act is hereby approved this day of, A.D., 2020
Chief Clerk	Governor  STATE OF SOUTH DAKOTA,
President of the Senate  Attest:	Office of the Secretary of State  Filed, 2020 at o'clockM.
Secretary of the Senate	Secretary of State
House Bill No. 1045 File No Chapter No.	By Asst. Secretary of State

-11



#### 2020 South Dakota Legislature

### Senate Bill 43 **ENROLLED**

AN ACT

ENTITLED An Act to authorize the South Dakota Building Authority to issue revenue bonds to provide for maintenance and repair on facilities controlled by the Board of Regents and to provide appropriation therefor.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF SOUTH DAKOTA:

Section 1. It is in the public interest that the South Dakota Building Authority contract for the construction, completion, furnishing, equipping, and maintaining of, including heating, air conditioning, plumbing, water, sewer, electric facilities, sidewalks, parking, landscaping, architectural and engineering services, and any other services or actions required, to address deferred maintenance and repair of facilities under the control of the Board of Regents, at the estimated cost of twenty-four million five hundred thousand dollars. The South Dakota Building Authority may finance up to twenty-four million five hundred thousand dollars of the construction costs through the issuance of revenue bonds, in accordance with this Act and chapter 5-12.

**Section 2.** The Building Authority and the Board of Regents may accept, transfer, and expend any property or funds obtained for these purposes from federal sources, gifts, contributions, or any other source, all of which shall comprise a special fund for the benefitted project and all moneys deposited into that fund are hereby appropriated to the projects authorized by this Act in addition to the amounts otherwise authorized by this Act.

Section 3. No indebtedness, bond, or obligation incurred or created under the authority of this Act may be or may become a lien, charge, or liability against the State of South Dakota, nor against the property or funds of the State of South Dakota within the meaning of the Constitution or statutes of the state.

Section 4. The Board of Regents may make and enter into a lease agreement with the Building Authority and make rental payments under the terms thereof, pursuant to chapter 5-12, from the higher education facilities fund for the purposes of this Act.

20.470.14 400

An Act to authorize the South Dakota Building Authority to issue revenue bonds to provide for maintenance and repair on facilities controlled by the Board of Regents and to provide appropriation therefor.

I certify that the at the: Senate as Bill No. 4	ttached Act originated in	Received at this Executive Office this,  2020 atM.
	Secretary of the Senate	By for the Governor
Attest:	President of the Senate	The attached Act is hereby approved this day of, A.D., 2020
	Secretary of the Senate	STATE OF SOUTH DAKOTA,  SS.  Office of the Secretary of State
Attest:	Speaker of the House	Filed, 2020 at, o'clockM.
	Chief Clerk	Secretary of State
Senate Bill No. <u>43</u> File No Chapter No	_	By Asst. Secretary of State



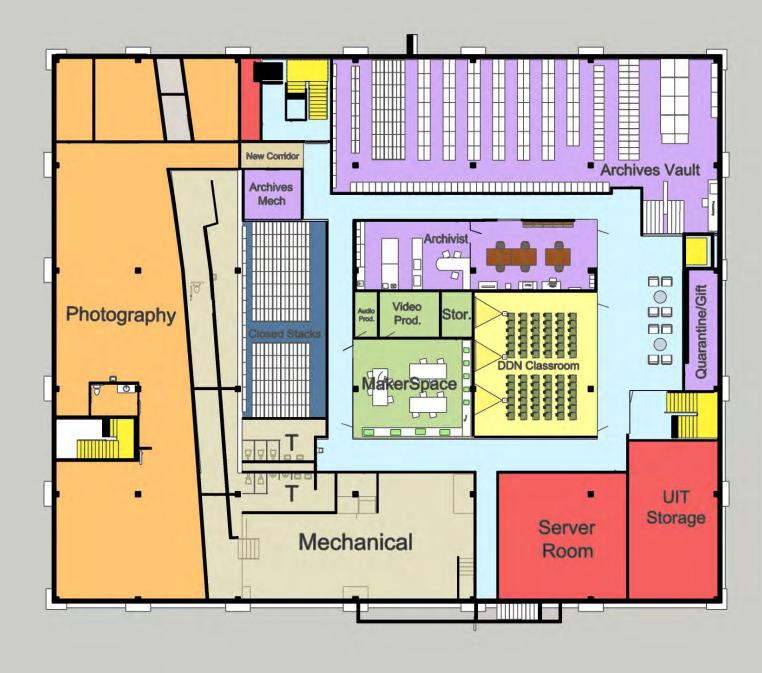






RATIO









# LIBRARY & LEARNING CENTER REMODEL/ADDITION

# GENERAL NOTES

I. ALL DIMENSIONS OF NEW CONSTRUCTION ARE TO FACE OF STUD OR CENTER OF WINDOW UNLESS NOTED OTHERWISE. ALL DIMENSIONS OF EXISTING CONSTRUCTION ARE TO THE FACE OF EXISTING FINISHED SURFACE UNLESS NOTED OTHERWISE

2. GENERAL CONTRACTOR TO VERIFY ALL DIMENSIONS IN THE FIELD PRIOR TO FABRICATION. 3. GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND COORDINATE THE WORK OF ALL TRADES

INVOLVED IN THE PROJECT AS PART OF THE CONTRACT. 4. GENERAL CONTRACTOR SHALL VERIFY ALL CONDITIONS AT THE SITE AND REPORT ALL DISCREPANCIES

TO THE ARCHITECT BEFORE PROCEEDING WITH THE WORK.

5. GENERAL CONTRACTOR SHALL PROVIDE A COMPLETE AND PROPER EXECUTION OF THE WORK AS INDICATED ON ALL DRAWINGS. IF ERRORS IN LAYOUT DIMENSIONS OR DETAILS ARE FOUND BETWEEN ARCHITECTURAL, MECHANICAL, OR ELECTRICAL DRAWINGS, CONTACT THE ARCHITECT IMMEDIATELY.

6. GENERAL CONTRACTOR SHALL HAVE THE RESPONSIBILITY TO COORDINATE WITH THE OWNER'S WORK AND/OR SUPPLIED ITEMS THAT ARE "OWNER FURNISHED CONTRACTOR INSTALLED" (O.F.C.I.) OR ARE "NOT IN CONTRACT" (N.I.C.) BUT ARE ATTACHED TO THE CONTRACTOR'S WORK.

7. CONTRACTOR TO PROVIDE ALL BLOCKING, FRAMING, OR BRACING FOR WALL/CEILING MOUNTED EQUIPMENT, FIXTURES, AND HARDWARE (IN CONTRACT, O.F.C.I., OR N.I.C.). 8. ALL LARGER SCALE DRAWINGS AND DETAILS GOVERN OR SUPERSEDE ALL SMALLER SCALE DRAWINGS

AND DETAILS. 9. PROVIDE SOLID WOOD BLOCKING AT ALL WALL STOP LOCATIONS.

I O. COVER ALL EXPOSED WOOD IN PROJECT WITH MINIMUM 5/8" GYPSUM BOARD TO ALLOW FOR OPEN

# BUILDING DATA

PROJECT ADDRESS:

BUILDING HEIGHT:

SQUARE FEET:

CONSULTANTS

WILLIAMS & ASSOCIATES ARCHITECTURE, INC. PHONE: (605) 642-2009 FAX: (605)642-3339 I 25 E. COLORADO BLVD., SUITE 2A SPEARFISH, SOUTH DAKOTA 57783

STRUCTURAL ENGINEER:

ALBERTSON ENGINEERING PHONE: (605) 642-4772 FAX: (605) 642-4773

CONTACT NAME: STEVE WILLIAMS OR SETH BRANDSRUD

3202 WEST MAIN, SUITE C RAPID CITY, SOUTH DAKOTA 5770 I

CONTACT NAME: JAMIE STAMPE OR SHAY TUCKER

CONTACT NAME: MIKE ALBERTSON OR AARON HARTWELL

MECHANICAL ENGINEER:

SKYLINE ENGINEERING PHONE: (605) 737-3800

615 12TH STREET RAPID CITY, SOUTH DAKOTA 5770 I CONTACT NAME: CHUCK PALMER

SKYLINE ENGINEERING PHONE: (605) 737-3800 615 12TH STREET RAPID CITY, SOUTH DAKOTA 5770 I

### ABBREVIATIONS

/ \L	<u> </u>	
ADA	- A	MERICANS WITH DISABILITIES ACT
A.F.F.	A	BOVE FINISHED FLOOR
BD.	-E	BOARD
BLG.	-E	BUILDING
CJ	-(	CONTROL JOINT
CONC	CC	CONCRETE
CONT	0	CONTINUOUS
_	-(	CENTERLINE
$G_{N}$	-[	OOWN
DS	-[	OOWNSPOUT
EA.	-E	EACH .
XPS	-E	XTRUDED POLYSTYRENE
EPS	-E	XPANDED POLYSTYRENE
FE	-F	IRE EXTINGUISHER
FEC	-F	FIRE EXTINGUISHER & CABINET
F. FL.	-F	INISHED FLOOR
FIN.	-F	INISH
F.O.G	;F	ACE OF GYPSUM BOARD
F.O.N	1F	ACE OF MASONRY
F.O.S	F	ACE OF STUD
FRP		BERGLASS REINFORCED PANEL
FR		IRE RESISTANCE
FT.	-F	OOT
GA		GAUGE
GALV	_	GALVANIZED
G.C.		GENERAL CONTRACTOR
	_	SYPSUM BOARD
H.C.		HANDICAPPED
	'	

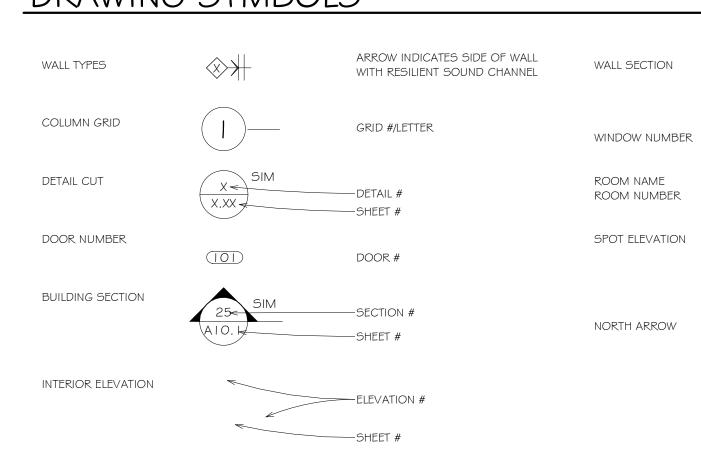
Н.М. -HOLLOW METAL -ISOCYANURATE ROOF INSULATION (EXTRUDED) -LAMINATED VENEER LUMBER -MAGNETIC HOLD OPEN -NOT TO SCALE -ON CENTER -OWNER FURNISHED CONTRACTOR INSTALLED -REVERSE R.S. -ROUGH SAWN -SIMILAR -SQUARE FEET -STAINLESS STEEL

-TONGUE & GROOVE -TOP OF STEEL -TOP OF MASONRY -UNLESS NOTED OTHERWISE -VERIFY INFIELD -VENT THRU ROOF -WELDED WIRE FABRIC

NOTE: SEE INDIVIDUAL SHEETS FOR ADDITIONAL

LEGENDS AND ABBREVIATIONS

DRAWING SYMBOLS



WINDOW LETTER ---ROOM NAME -----DIRECTION

### MATERIALS LEGEND

PLYWOOD IN SECTION

ALJ LLGLND		
EXISTING CONSTRUCTION		FINISHED WOOD IN SECTION
GRANULAR FILL		GLULAM WOOD IN SECTION
UNDISTURBED SOIL		RIGID INSULATION
SCARIFIED SUBGRADE SOIL		BATT OR ROLL INSULATION
NON-EXPANSIVE FILL		BLOWN-IN INSULATION
ENGINEERED FILL		GYPSUM BOARD IN SECTION
SAND BASE		DIMENSION LUMBER
CONCRETE IN SECTION		WOOD BLOCKING
MASONRY IN SECTION		STEEL STUDS (SHAPE VARIES)
STEEL IN SECTION (SHAPE VARIES)		STUD WALL IN PLAN/SECTION
	EXISTING CONSTRUCTION  GRANULAR FILL  UNDISTURBED SOIL  SCARIFIED SUBGRADE SOIL  NON-EXPANSIVE FILL  ENGINEERED FILL  SAND BASE  CONCRETE IN SECTION  MASONRY IN SECTION	EXISTING CONSTRUCTION  GRANULAR FILL  UNDISTURBED SOIL  SCARIFIED SUBGRADE SOIL  NON-EXPANSIVE FILL  ENGINEERED FILL  SAND BASE  CONCRETE IN SECTION  MASONRY IN SECTION

# SCHEDULE OF DRAWINGS

GENERAL INFORMATION

AO.OO TITLE SHEET & GENERAL INFORMATION

STRUCTURAL

50.1	PLACEHOLDER
50.2	PLACEHOLDER
50.3	PLACEHOLDER
50.4	PLACEHOLDER
S0.5	PLACEHOLDER
50.6	PLACEHOLDER
50.7	PLACEHOLDER
50.8	PLACEHOLDER
50.9	PLACEHOLDER
S1.0	PLACEHOLDER
51.1	PLACEHOLDER
51.2	PLACEHOLDER
51.3	PLACEHOLDER
51.4	PLACEHOLDER
S1.5	PLACEHOLDER
	· · · · · · · · · · · · · · · · · · ·

APCHITECTURAL

ARCH	ITECTURAL
A1.00	SCHEMATIC SITE PLAN & DETAILS
A1.10	LANDSCAPE PLAN & DETAILS
A2.00	LOWER LEVEL DEMOLITION FLOOR PLAN
A2.05	LOWER LEVEL DEMOLITION REFLECTED CEILING PLAN
A2.10	MAIN LEVEL DEMOLITION FLOOR PLAN
A2.15	MAIN LEVEL DEMOLITION REFLECTED CEILING PLAN
A2.20	SECOND LEVEL DEMOLITION FLOOR PLAN
A2.25	SECOND LEVEL DEMOLITION REFLECTED CEILING PLAN
A3.00	CODE PLAN & CODE REVIEW
A3.10	WALL TYPES & DETAILS
A3.20	SCHEMATIC LOWER LEVEL REFERENCE FLOOR PLAN
A3.25	LOWER LEVEL DIMENSION FLOOR PLAN
A3.30	SCHEMATIC MAIN LEVEL REFERENCE FLOOR PLAN
A3.35	MAIN LEVEL DIMENSION FLOOR PLAN
A3.40	SCHEMATIC SECOND LEVEL REFERENCE FLOOR PLAN
A3.45	SECOND LEVEL DIMENSION FLOOR PLAN
A3.50	SCHEMATIC LOWER LEVEL REFELECTED CEILING PLAN
A3.60	SCHEMATIC MAIN LEVEL REFELECTED CEILING PLAN
A3.70	SCHEMATIC SECOND LEVEL REFLECTED CEILING PLAN
A3.80	SCHEMATIC ROOF PLAN
A5.00	EXTERIOR ELEVATIONS DEMOLITION
A5.10	EXTERIOR ELEVATIONS
A5.20	EXTERIOR DETAILS
A6.00	BUILDING SECTIONS
A6.10	BUILDING SECTIONS
A7.00	WALL SECTIONS
A7.10	WALL SECTIONS
A8.00	STAIR & ELEVATOR PLANS, SECTIONS, & DETAILS
A9.00	SCHEDULE OF INTERIOR FINISH PRODUCTS
A9.10	ACCESSORIES LEGEND & CASEWORK DETAILS
A9.20	INTERIOR ELEVATIONS
A10.00	DOOR SCHEDULE, ELEVATIONS, \$ DETAILS
A11.00	WINDOW ELEVATIONS & DETAILS

MFCHANICAL

MECHANICAL		
15.00	PLACEHOLDER	
15.01	PLACEHOLDER	
15.02	PLACEHOLDER	
15.03	PLACEHOLDER	
15.04	PLACEHOLDER	
15.05	PLACEHOLDER	
15.06	PLACEHOLDER	
15.07	PLACEHOLDER	
15.08	PLACEHOLDER	
15.09	PLACEHOLDER	
15.10	PLACEHOLDER	
15.11	PLACEHOLDER	
15.12	PLACEHOLDER	
15.13	PLACEHOLDER	
15.14	PLACEHOLDER	

FLECTRICAL

ELECTRICAL		
16.00	PLACEHOLDER	
16.01	PLACEHOLDER	
16.02	PLACEHOLDER	
16.03	PLACEHOLDER	
16.04	PLACEHOLDER	
16.05	PLACEHOLDER	
16.06	PLACEHOLDER	
16.07	PLACEHOLDER	
16.08	PLACEHOLDER	
16.09	PLACEHOLDER	
16.10	PLACEHOLDER	
16.11	PLACEHOLDER	
16.12	PLACEHOLDER	
16.13	PLACEHOLDER	
16.14	PLACEHOLDER	

Issue Date T.B.D. Print Stamp | 08/14/2020 Designed By SW

Revision Schedule

Revision

Verification Bar Scale: 1/4" = PLEASE USE THIS BAR SCALE TO CONFIRM THAT THE DIGITAL OR HARDCOPY REPRODUCTION OF THIS SHEET IS AT THE CORRECT SCALE.

**Sheet Title** 

GENERAL INFORMATION

**Sheet Number** 

SCHEMATIC SITE PLAN

SCALE: | " = | 0'-0"

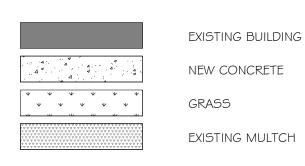
# IMPORTANT NOTE -- PLEASE READ

ALL FILL MATERIAL BENEATH THE BUILDING, PARKING AND ANY PAVED/CONCRETE CONSTRUCTION, AND BACKFILL OF UTILITY TRENCHES MUST BE PLACED IN AN ENGINEERED FASHION PER THE GEOTECHNICAL REPORT. SEE SPECIFICATIONS FOR GEOTECHNICAL REPORT.

### GENERAL NOTES

- I. SEE CIVIL DRAWINGS FOR ALL FINAL GRADING, SIDEWALK AND STREET DESIGN
- 2. ALL CONCRETE CURB # GUTTER, ASPHALT, AND SIDEWALKS TO MEET LOCAL CITY PUBLIC WORKS DEPARTMENT STANDARDS.
- 3. ALL DIMENSIONS TO CURB AND SIDEWALK ARE TO FACE OF CURB OR FACE OF SIDEWALK. 4. GENERAL CONTRACTOR TO PROVIDE ALL REQUIRED CONCRETE PADS FOR MECHANICAL / ELECTRICAL EQUIPMENT. VERIFY WITH MECHANICAL AND ELECTRICAL DRAWINGS.
- 5. GENERAL CONTRACTOR TO COORDINATE BACKFILL REQUIREMENTS PER THE SOILS REPORT RECOMMENDATIONS.
- 6. REFER TO ARCHITECTURAL DRAWINGS FOR OVERALL BUILDING DIMENSIONS.
- 7. PROVIDE CONTROL JOINTS WITHIN CONCRETE WALK AT 20'-0" OC. MAXIMUM FOR 5'-0" WIDE SIDEWALKS AND 30'-0" O.C. MAXIMUM FOR WIDER SIDEWALKS. CONTROL JOINTS TO BE 3/8" TOOLED JOINT WITH EXPANSIVE JOINT FILLER.
- 8. MAXIMUM CROSS SLOPE TO DIRECTION OF TRAVEL TO BE 2%. COORDINATE EXACT PAVEMENT SLOPE WITH SPOT ELEVATIONS SHOWN ON CIVIL PLANS.
- 9. GENERAL CONTRACTOR IS REPSONSIBLE FOR FINAL GRADING AROUND THE BUILDING AND ANY
- IO. SEE PLUMBING, MECHANICAL, ELECTRICAL, AND CIVIL DRAWINGS FOR UTILITY LOCATIONS.

### LEGEND



— — — — — EASEMENT — — — — — SETBACK

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Issue Date

Revision

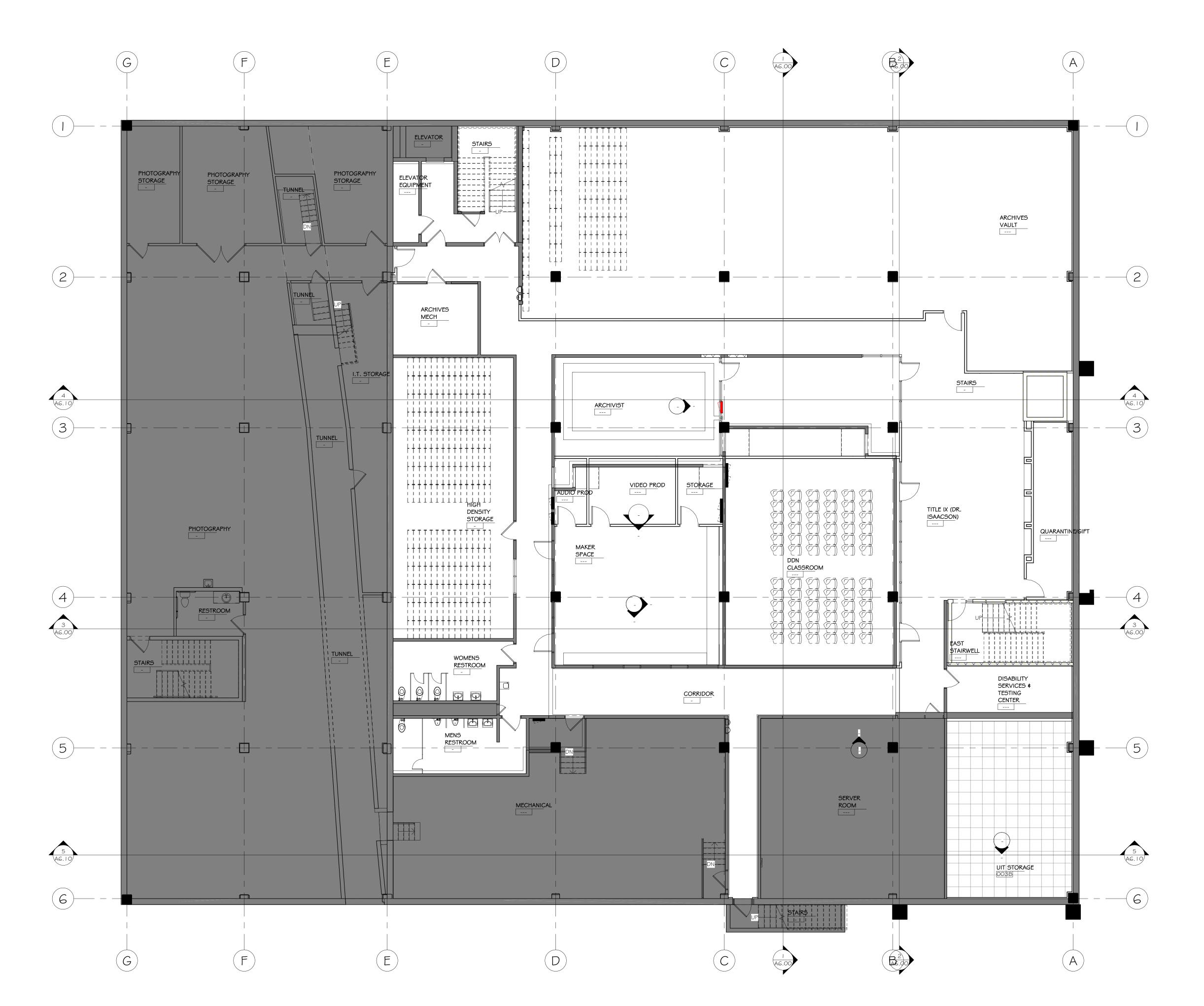
| Verification Bar Scale: 1/4" = 1'-PLEASE USE THIS BAR SCALE TO HARDCOPY RE-PRODUCTION OF THI SHEET IS AT THE CORRECT SCALE.

**Sheet Title** 

SCHEMATIC SITE PLAN & DETAILS

**Sheet Number** 

| A I .OO |



SCHEMATIC LOWER LEVEL REFERENCE FLOOR PLAN SCALE: 1/8" = 1'-0"

TUNNEL AREA (TO OUTSIDE OF TUNNEL WALLS): PHOTOGRAPHY AREA (INSIDE OF FOUNDATION WALLS): EAST OF TUNNEL (TO INTERIOR FOUNDATION WALL): 76 | S.F. REMAINDER AREA (EAST OF INTERIOR FOUNDATION WALL, INSIDE OF FOUNDATION WALLS): 15,026 S.F.

956 S.F.

4,032 S.F. 20,775 S.F. LOWER LEVEL AREA:

GENERAL NOTES

THESE NOTES APPLY TO ALL PLAN AND REFLECTED CEILING PLAN SHEETS

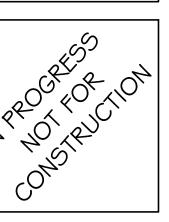
- I. FINISH FLOOR ELEVATION TO BE (ARCHITECTURAL = 100'-0")
- 2. ALL DIMENSIONS ARE TO FACE OF BLOCK, STUD, OR CONCRETE UNLESS NOTED OTHERWISE.
- 3. GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS IN THE FIELD PRIOR TO FABRICATION.
- 4. GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND COORDINATE THE WORK OF ALL TRADES INVOLVED IN THE PROJECT AS PART OF THE CONTRACT.
- 5. GENERAL CONTRACTOR SHALL VERIFY ALL CONDITIONS AT THE SITE AND REPORT ALL DISCREPANCIES TO THE ARCHITECT BEFORE PROCEEDING WITH THE WORK.
- G. GENERAL CONTRACTOR SHALL PROVIDE A COMPLETE AND PROPER EXECUTION OF THE WORK AS INDICATED ON ALL DRAWINGS. IF ERRORS IN LAYOUT DIMENSIONS OR DETAILS ARE FOUND BETWEEN ARCHITECTURAL, MECHANICAL, OR ELECTRICAL DRAWINGS, CONTACT THE ARCHITECT IMMEDIATELY. 7. GENERAL CONTRACTOR SHALL HAVE THE RESPONSIBILITY TO COORDINATE WITH THE OWNER'S WORK
- AND/OR SUPPLIED ITEMS THAT ARE "OWNER FURNISHED CONTRACTOR INSTALLED" (O.F.C.I.) OR ARE "NOT IN CONTRACT" (N.I.C.) BUT ARE ATTACHED TO THE CONTRACTOR'S WORK. 8. GENERAL CONTRACTOR TO PROVIDE ALL BLOCKING, FRAMING, OR BRACING FOR WALL/CEILING
- MOUNTED EQUIPMENT, FIXTURES, AND HARDWARE (IN CONTRACT, O.F.C.I., OR N.I.C.). 9. ALL LARGER SCALE DRAWINGS AND DETAILS GOVERN OR SUPERSEDE ALL SMALLER SCALE DRAWINGS
- I O. PROVIDE GYPSUM BOARD EXPANSION JOINTS AT 30'-0" MAX. IN STRAIGHT WALLS OR AS RECOMMENDED BY THE INSTALLER.
- I I . WATER RESISTANT GYPSUM BOARD SHALL BE INSTALLED IN ALL RESTROOMS AND JANITOR CLOSET AREAS. PROVIDE CEMENTITIOUS OR FIBERGLASS BACKER BOARD BEHIND WALL TILE AREAS (TYPICAL). 12. SEE SHEET 3.00 FOR WALL TYPES AND DESCRIPTIONS.

# LEGEND

- SHADING REPRESENTS EXISTING AREAS / WALLS / ITEMS TO REMAIN.
- EXISTING CONSTRUCTION TO BE REMOVED
- EXISTING CMU CONSTRUCTED WALLS TO BE REMOVED
- # # KEYNOTES, SEE KEY NOTES THIS SHEET ONLY

### KEYNOTES





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11:34:23 AM

Revision Schedule

Designed By Designer

Revision

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**Sheet Title** 

SCHEMATIC LOWER LEVEL REFERENCE FLOOR PLAN

**Sheet Number** 

| A3.20 |

MAIN LEVEL AREA (TO INSIDE OF EXTERIOR WALLS):

SCHEMATIC MAIN LEVEL REFERENCE FLOOR PLAN

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

GENERAL NOTES

THESE NOTES APPLY TO ALL PLAN AND REFLECTED CEILING PLAN SHEETS

I. FINISH FLOOR ELEVATION TO BE (ARCHITECTURAL = 100'-0")

TO THE ARCHITECT BEFORE PROCEEDING WITH THE WORK.

2. ALL DIMENSIONS ARE TO FACE OF BLOCK, STUD, OR CONCRETE UNLESS NOTED OTHERWISE.

3. GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS IN THE FIELD PRIOR TO FABRICATION.

5. GENERAL CONTRACTOR SHALL VERIFY ALL CONDITIONS AT THE SITE AND REPORT ALL DISCREPANCIES

4. GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND COORDINATE THE WORK OF ALL TRADES INVOLVED IN THE PROJECT AS PART OF THE CONTRACT.

G. GENERAL CONTRACTOR SHALL PROVIDE A COMPLETE AND PROPER EXECUTION OF THE WORK AS INDICATED ON ALL DRAWINGS. IF ERRORS IN LAYOUT DIMENSIONS OR DETAILS ARE FOUND BETWEEN ARCHITECTURAL, MECHANICAL, OR ELECTRICAL DRAWINGS, CONTACT THE ARCHITECT IMMEDIATELY.
7. GENERAL CONTRACTOR SHALL HAVE THE RESPONSIBILITY TO COORDINATE WITH THE OWNER'S WORK AND/OR SUPPLIED ITEMS THAT ARE "OWNER FURNISHED CONTRACTOR INSTALLED" (O.F.C.I.) OR ARE "NOT IN CONTRACT" (N.I.C.) BUT ARE ATTACHED TO THE CONTRACTOR'S WORK.

8. GENERAL CONTRACTOR TO PROVIDE ALL BLOCKING, FRAMING, OR BRACING FOR WALL/CEILING MOUNTED EQUIPMENT, FIXTURES, AND HARDWARE (IN CONTRACT, O.F.C.I., OR N.I.C.).
9. ALL LARGER SCALE DRAWINGS AND DETAILS GOVERN OR SUPERSEDE ALL SMALLER SCALE DRAWINGS

10. PROVIDE GYPSUM BOARD EXPANSION JOINTS AT 30'-0" MAX. IN STRAIGHT WALLS OR AS

I I . WATER RESISTANT GYPSUM BOARD SHALL BE INSTALLED IN ALL RESTROOMS AND JANITOR CLOSET AREAS. PROVIDE CEMENTITIOUS OR FIBERGLASS BACKER BOARD BEHIND WALL TILE AREAS (TYPICAL).

I 2. SEE SHEET 3.00 FOR WALL TYPES AND DESCRIPTIONS.

### LEGEND

RECOMMENDED BY THE INSTALLER.

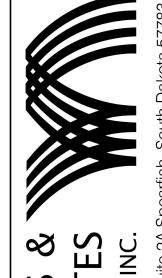
SHADING REPRESENTS EXISTING AREAS / WALLS / ITEMS TO REMAIN.

EXISTING CONSTRUCTION TO BE REMOVED

EXISTING CMU CONSTRUCTED WALLS TO BE REMOVED

# # KEYNOTES, SEE KEY NOTES THIS SHEET ONLY

## KEYNOTES



ASSOCIATES
ARCHITECTURE, INC.
125 E. Colorado Blvd., Suite 2A 8
Phone: (605) 642-2009 | Fax: (60

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COPYRIGH T

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OVATION . #RO817--03X ?FISH, SOUTH DAKO

Project No. | 16-14 | Issue Date | T.B.D. | Print Stamp | 08/14/2020

Drawn By

MB, ML

Revision Schedule

Revision Date

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Sheet Title

SCHEMATIC MAIN LEVEL REFERENCE FLOOR PLAN

Sheet Number

A3.30

/ F=mm== 1 \

, F= m

SECOND LEVEL AREA (EXISTING SPACE) TO INSIDE OF EXTERIOR WALLS):

SECOND LEVEL AREA (NEW ADDITION) TO INSIDE OF EXTERIOR WALLS):

SECOND LEVEL TOTAL AREA (TO INSIDE OF EXTERIOR WALLS):

TESTING ROOM

SERVICE AND

TESTING

SCHEMATIC SECOND LEVEL REFERENCE FLOOR PLAN

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

r-ı r-ı <sub>r</sub>↓, r-ı r-ı

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1 1 1

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F — H — H

+-+ +-+ +++

F--- F--- F---

20,906 S.F.

24,350 S.F.

3,444 S.F.

년 <u>글 과 년 글 과</u>

E = 3 E = 3

11 11 11

I. FINISH FLOOR ELEVATION TO BE (ARCHITECTURAL = 100'-0")

THESE NOTES APPLY TO ALL PLAN AND REFLECTED CEILING PLAN SHEETS

2. ALL DIMENSIONS ARE TO FACE OF BLOCK, STUD, OR CONCRETE UNLESS NOTED OTHERWISE.

3. GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS IN THE FIELD PRIOR TO FABRICATION. 4. GENERAL CONTRACTOR SHALL VERIFY ALL DIMENSIONS AND COORDINATE THE WORK OF ALL TRADES

INVOLVED IN THE PROJECT AS PART OF THE CONTRACT. 5. GENERAL CONTRACTOR SHALL VERIFY ALL CONDITIONS AT THE SITE AND REPORT ALL DISCREPANCIES TO THE ARCHITECT BEFORE PROCEEDING WITH THE WORK.

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8. GENERAL CONTRACTOR TO PROVIDE ALL BLOCKING, FRAMING, OR BRACING FOR WALL/CEILING MOUNTED EQUIPMENT, FIXTURES, AND HARDWARE (IN CONTRACT, O.F.C.I., OR N.I.C.). 9. ALL LARGER SCALE DRAWINGS AND DETAILS GOVERN OR SUPERSEDE ALL SMALLER SCALE DRAWINGS

I O. PROVIDE GYPSUM BOARD EXPANSION JOINTS AT 30'-0" MAX. IN STRAIGHT WALLS OR AS RECOMMENDED BY THE INSTALLER.

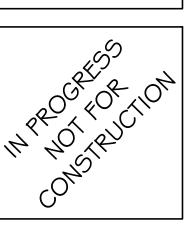
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SHADING REPRESENTS EXISTING AREAS / WALLS / ITEMS TO REMAIN. EXISTING CONSTRUCTION TO BE REMOVED

EXISTING CMU CONSTRUCTED WALLS TO BE REMOVED

KEYNOTES, SEE KEY NOTES THIS SHEET ONLY

KEYNOTES



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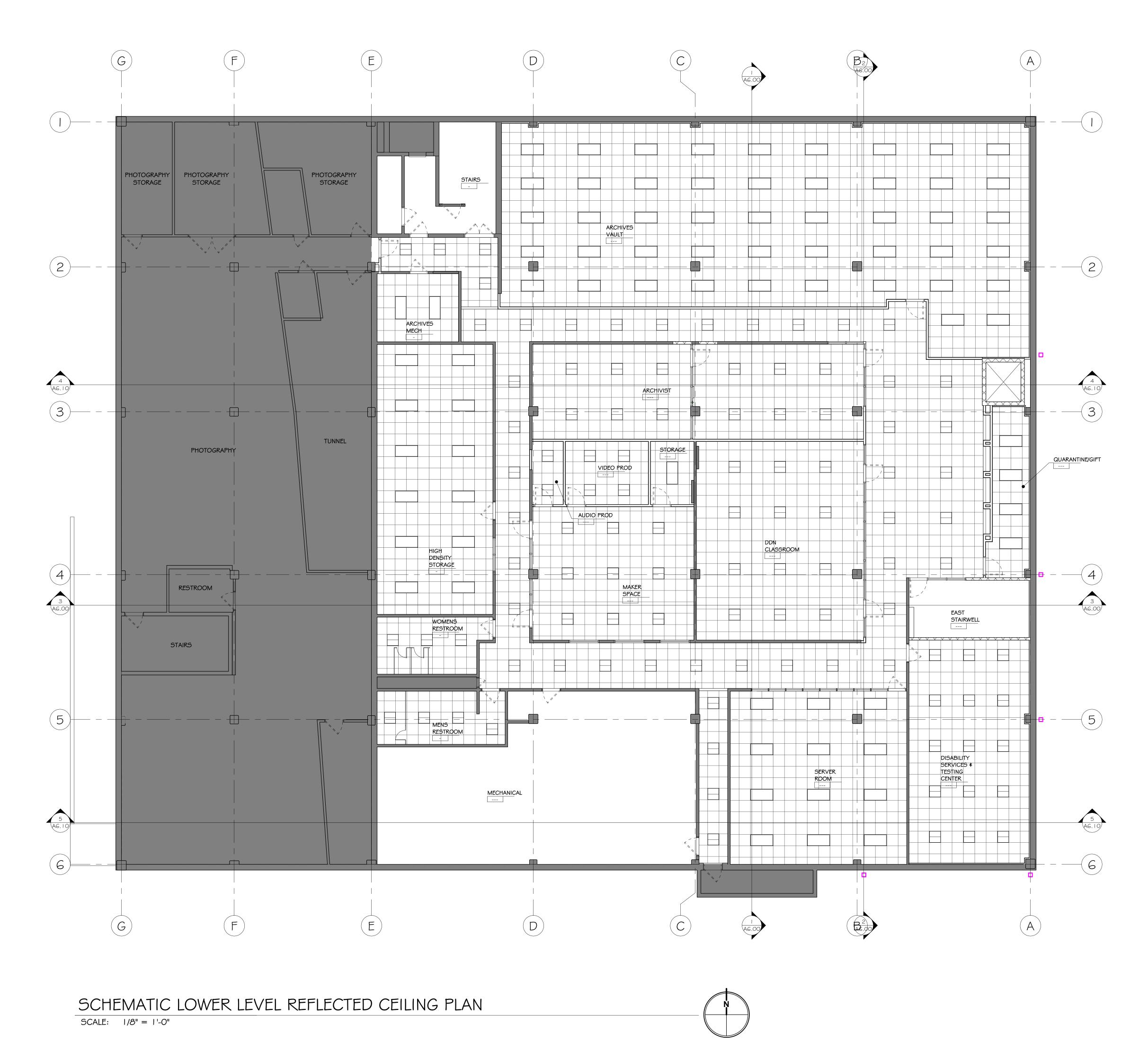
Revision Schedule Revision

Verification Bar Scale: 1/4" = 0 1 2 4

**Sheet Title** 

SCHEMATIC SECOND LEVEL REFERENCE FLOOR PLAN

**Sheet Number** 



GENERAL NOTES

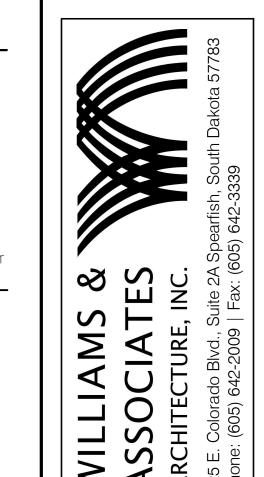
I. ACOUSTICAL CEILING HEIGHTS TO BE 9'-0" ABOVE FINISH FLOOR ELEVATION UNLESS NOTED OTHERWISE.

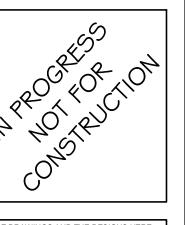
2. SEE MECHANICAL AND ELECTRICAL DRAWINGS FOR ADDITIONAL INFORMATION. REPORT ANY DISCREPANCIES TO THE ARCHITECT AS SOON AS POSSIBLE.

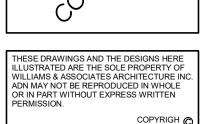
3. SEE REFERENCE / DIMENSION PLANS FOR WALL TYPES AND CONSTRUCTION INCLUDING REQUIRED FIRE / SMOKE RATINGS.

REFER TO THE ELECTRICAL DRAWINGS FOR MORE INFORMATION ON ALL LIGHT FIXTURES LISTED BELOW THAT APPEAR ON THE REFLECTED CEILING PLANS ♦ SMALL PENDANT LIGHT FIXTURE KEYNOTE, SEE KEYNOTES THIS SHEET ONLY 2x2 ACOUSTICAL CEILING SPOT TYPE DIRECTIONAL ART LIGHT FIXTURE GYPSUM BOARD SOFFIT ACCENT LIGHT FIXTURE AND/OR CEILING, SEE INTERIOR ELEVATIONS FOR OUTDOOR DOWN LIGHT MORE INFORMATION FIXTURE 8'-0" INDICATES HEIGHT OF CEILING
ABOVE FINISH FLOOR ELEVATION TRACK TYPE ART LIGHTS IMMEDIATELY BELOW. "BOS" WALL MOUNTED ART LIGHT REPRESENTS BOTTOM OF FIXTURE LIGHT FIXTURE. FIELD STRUCTURE VERIFY HEIGHT WITH ARCHITECT INDICATES LOCATION OF UNDER CABINET LIGHT EMERGENCY LIGHTING ELECTRICAL DEVICE REMOTE EGRESS FIXTURE LIGHT FIXTURE SUPPLY AIR GRILLE. REFER TO RECESSED LIGHT FIXTURE MECHANICAL DRAWINGS LARGE PENDANT LIGHT FIXTURE RETURN AIR GRILLE. REFER TO MECHANICAL DRAWINGS

# KEYNOTES





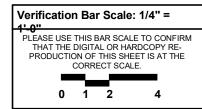


EXHAUST AIR GRILLE. REFER TO MECHANICAL DRAWINGS

Issue Date T.B.D. Print Stamp 08/14/2020 Designed By SW

Revision Schedule

Revision



**Sheet Title** 

SCHEMATIC LOWER LEVEL REFELECTED CEILING PLAN

**Sheet Number** 

A3.50

SCHEMATIC MAIN LEVEL REFLECTED CEILING PLAN

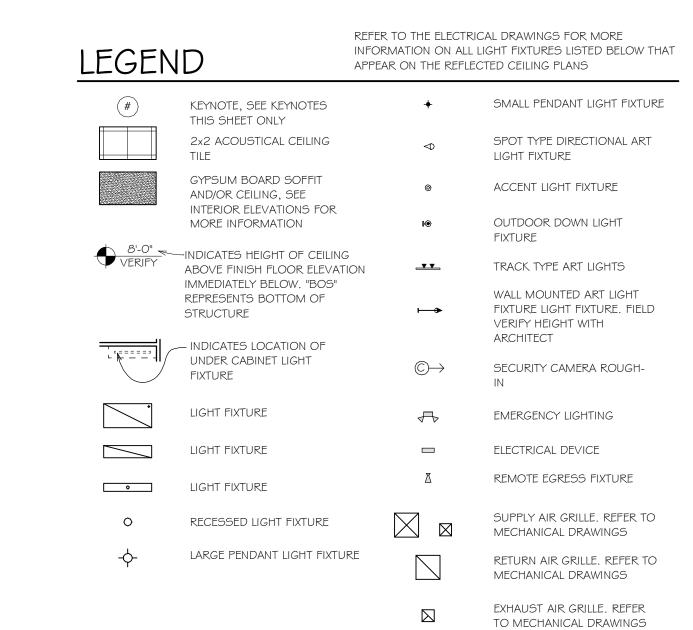
SCALE: 1/8" = 1'-0"

### GENERAL NOTES

I. ACOUSTICAL CEILING HEIGHTS TO BE 9'-0" ABOVE FINISH FLOOR ELEVATION UNLESS NOTED OTHERWISE.

2. SEE MECHANICAL AND ELECTRICAL DRAWINGS FOR ADDITIONAL INFORMATION. REPORT ANY DISCREPANCIES TO THE ARCHITECT AS SOON AS POSSIBLE.

3. SEE REFERENCE / DIMENSION PLANS FOR WALL TYPES AND CONSTRUCTION INCLUDING REQUIRED FIRE / SMOKE RATINGS.



# KEYNOTES



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**Sheet Title** 

SCHEMATIC MAIN LEVEL REFELECTED CEILING PLAN

**Sheet Number** 

Issue Date T.B.D. Designed By SW Revision

SCHEMATIC SECOND LEVEL REFLECTED CEILING PLAN

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

### GENERAL NOTES

I. ACOUSTICAL CEILING HEIGHTS TO BE 9'-O" ABOVE FINISH FLOOR ELEVATION UNLESS NOTED OTHERWISE.

2. SEE MECHANICAL AND ELECTRICAL DRAWINGS FOR ADDITIONAL INFORMATION. REPORT ANY DISCREPANCIES TO THE ARCHITECT AS SOON AS POSSIBLE.

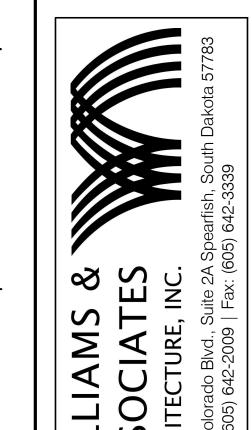
3. SEE REFERENCE / DIMENSION PLANS FOR WALL TYPES AND CONSTRUCTION INCLUDING REQUIRED FIRE / SMOKE RATINGS.

LEGEND	REFER TO THE ELECTRICAL DRAWINGS FOR MORE INFORMATION ON ALL LIGHT FIXTURES LISTED BELOW THAT APPEAR ON THE REFLECTED CEILING PLANS	
# KEYNOTE, SEE KEYNOTES THIS SHEET ONLY	♦ SMALL PENDANT LIGHT FIXTURE	
2x2 ACOUSTICAL CEILING TILE	◆ SPOT TYPE DIRECTIONAL ART LIGHT FIXTURE	
GYPSUM BOARD SOFFIT AND/OR CEILING, SEE		
INTERIOR ELEVATIONS FOR MORE INFORMATION	● OUTDOOR DOWN LIGHT FIXTURE	
VERIFY INDICATES HEIGHT OF CEILING ABOVE FINISH FLOOR ELEVATI IMMEDIATELY BELOW. "BOS"		
REPRESENTS BOTTOM OF STRUCTURE	WALL MOUNTED ART LIGHT  FIXTURE LIGHT FIXTURE. FIELD  VERIFY HEIGHT WITH  ARCHITECT	
INDICATES LOCATION OF UNDER CABINET LIGHT FIXTURE	ARCHITECT  ©→ SECURITY CAMERA ROUGH- IN	
LIGHT FIXTURE	EMERGENCY LIGHTING	
LIGHT FIXTURE	ELECTRICAL DEVICE	
LIGHT FIXTURE		
O RECESSED LIGHT FIXTURE	SUPPLY AIR GRILLE. REFER TO MECHANICAL DRAWINGS	
LARGE PENDANT LIGHT FIXTUR	RE RETURN AIR GRILLE. REFER TO MECHANICAL DRAWINGS	

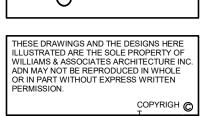
EXHAUST AIR GRILLE. REFER

TO MECHANICAL DRAWINGS

# KEYNOTES







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Revision Schedule

Revision Date

Verification Bar Scale: 1/4" = 1'-0"
PLEASE USE THIS BAR SCALE TO CONFIRM THAT THE DIGITAL OR HARDCOPY REPRODUCTION OF THIS SHEET IS AT THE CORRECT SCALE.

Sheet Title

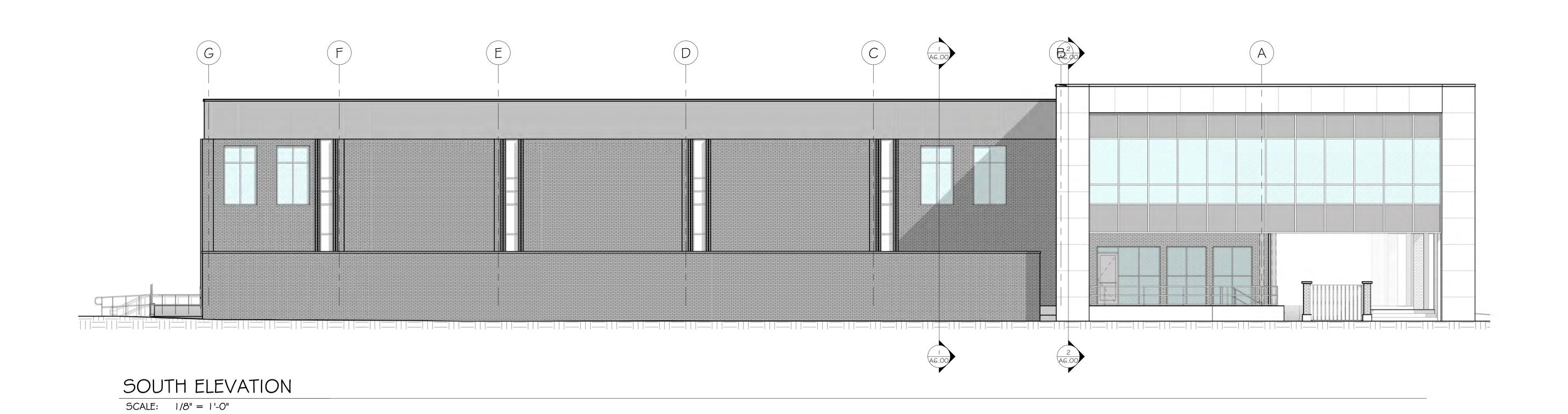
SCHEMATIC SECOND LEVEL REFLECTED CEILING PLAN

Sheet Number

A3.70

EAST ELEVATION

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



SECOND LEVEL
115'-4'

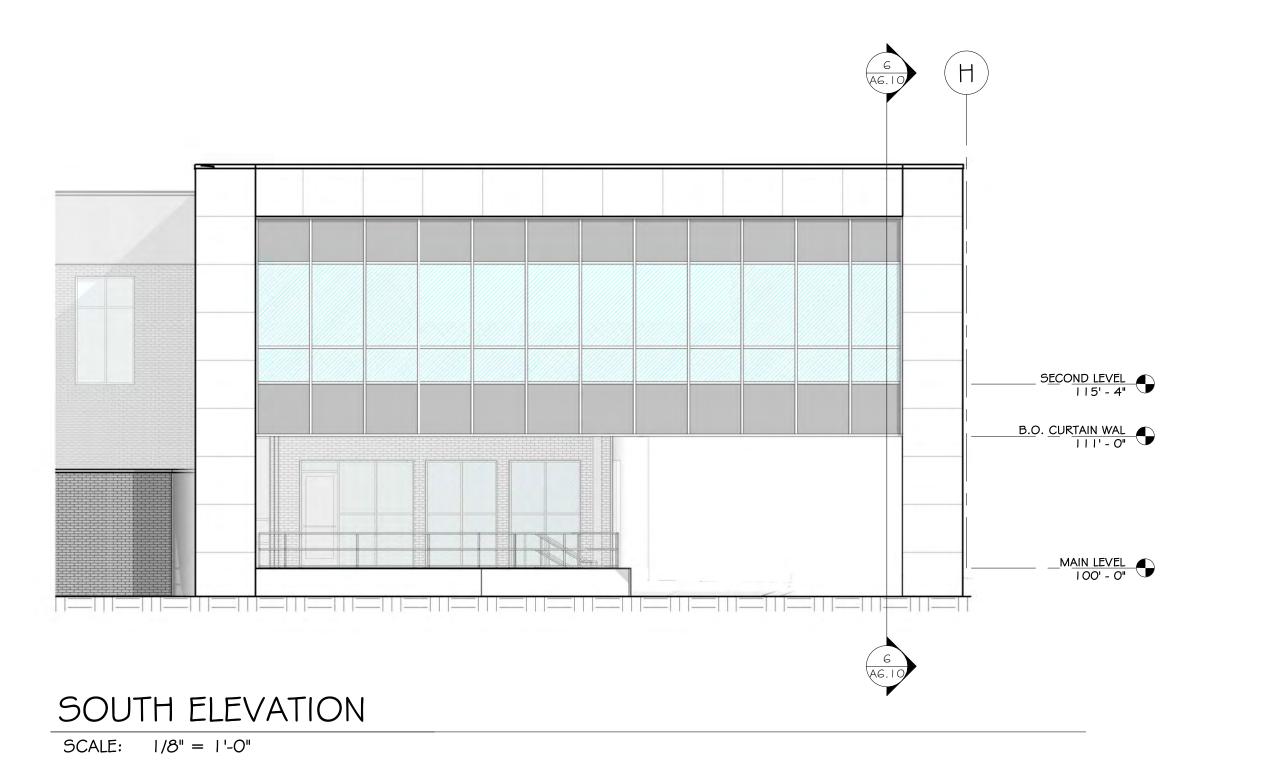
B.O. CURTAIN WAL

III'-0'

MAIN LEVEL
100'-0'

NORTH ELEVATION

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



LIAMS & SOCIATES ITECTURE, INC.

olorado Blvd., Suite 2A Spearfish, South Dakota 57783
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Sheet Title

EXTERIOR ELEVATIONS

Sheet Number

I. GRADING PROFILE REPRESENTS DIRECT INTERPRETATION OF GEOTECHNICAL REPORT. ACTUAL PROFILE MAY BE MODIFIED FOR CONSTRUCTABILITY AS LONG AS MINIMUM DIMENSIONS ARE MET AS REQUIRED BY THE GEOTECHNICAL REPORT. REFER TO GEOTECHNICAL REPORT FOR ALL EARTHWORK / SUBGRADE REQUIREMENTS. COORDINATE WITH ARCHITECT / GEOTECHNICAL ENGINEER AS REQUIRED.

2. BUILDING SECTIONS ARE PROVIDED TO SHOW GENERAL DESIGN AND CONSTRUCTION INTENT. THEY DO NOT ALWAYS INCLUDE INTERIOR CONSTRUCTION AND DETAILS. SEE WALL SECTIONS, PLANS, AND

ES INC.

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Revision Schedule Revision

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**Sheet Title** 

BUILDING SECTIONS

**Sheet Number** A6.00

## MECHANICAL NARRATIVE

#### **Codes and Standards**

Building Codes and Regulations

2015 International Building Code (IBC) 2015 International Mechanical Code (UMC) 2015 South Dakota Plumbing Code

2015 South Dakota Plumbing Code 2015 International Fuel Gas Code (IFGC) Americans with Disabilities Act (ADA)

National Fire Protection Association – Fire Sprinkler Code (NFPA-13)

Standards and Listings

Air Conditioning and Refrigeration Institute (ARI) Air Movement and Control Association (AMCA)

American Gas Association (AGA)

American National Standards Institute (ANSI)

American Society of Heating, Refrigeration and Air-conditioning

Engineers (ASHRAE)

American Society of Mechanical Engineers (ASME) American Society of Testing and Materials (ASTM)

Sheet Metal and Air-Conditioning Contractors' National Association

(SMACNA)

Underwriters Laboratory (UL)

#### Demolition

### **Plumbing**

Main restrooms on each level will remain with only minor modifications.

Existing water fountains will be removed along with associated water and waste piping.

Existing roof drainage in southeast corner will be modified to accommodate new addition.

Natural gas piping will be prepared for connection of natural gas piping to serve new gas fireplace.

#### **HVAC**

## Lower Level HVAC and Hydronic Piping:

Approximately 50% of the sheet metal will be removed from this floor. All existing diffusers will be removed.

The existing multizone unit will remain in place with minimal modifications under base bid. See sheet 15.13 for preliminary scope.

All existing hot water convectors around the perimeter will be removed. Hot water piping will be removed where no longer needed to eliminate dead end runs. The heating water pumps and steam to water convertor will be evaluated and likely removed for upgrade.

The abandoned chiller bundle that is no longer used will be removed. Chilled water pumps and air separator will be removed for replacement.

### First Level HVAC and Hydronic Piping:

All of the existing linear slot troffer type diffusers will be removed along with approximately 40% of the ductwork.

The existing multizone unit will remain in place with minimal modifications under base bid. See sheet 15.14 for preliminary scope.

All existing hot water convectors around the perimeter will be removed. Hot water piping will be removed where no longer needed to eliminate dead end runs.

Existing steam humidifiers and associated steam piping will be removed

### Second Level HVAC and Hydronic Piping:

All ductwork including linear slot troffer type diffusers will be removed.

Existing multizone air handling unit will be completely refurbished under base bid. See sheet 15.15 for preliminary scope.

All existing hot water convectors around the perimeter will be removed. Hot water piping will be removed where no longer needed to eliminate dead end runs.

Existing steam humidifiers and associated steam piping will be removed

#### **Controls**

The Schneider Electric temperature control system will be removed where extensive modification is occurring. Any remaining pneumatic control systems will be removed.

#### **Plumbing**

#### Sanitary Sewer

Existing sanitary sewer will be reused throughout the building as much as possible. New underfloor piping will be installed where necessary to serve new fixtures.

#### Roof Drainage

The only anticipated storm water change will involve re-routing the interior roof drainage piping in the southeast corner of the building. This re-route is necessary to accommodate the new building addition on the southeast corner of the building.

Any new roof drain bodies and horizontal runs will be insulated with 1"

fiberglass insulation.

#### Domestic Water

Domestic hot and cold water piping will be copper with sweat or mechanically joined fittings.

The existing lower level water service will be reused.

Domestic hot water will come from the existing domestic hot water system or be generated by point of use water heaters located near remote fixtures.

### **Plumbing Fixtures**

Commercial grade plumbing fixtures shall be used throughout with stops and chrome plated brass traps

- a. <u>Water Closets and Urinals:</u> Commercial wall-mounted white vitreous china fixtures and manual flush valves. (Water Closet and Urinal: American Standard or equivalent; Flush Valve: Sloan or equivalent) ADA accessible fixtures will be used in areas where applicable.
- b. <u>Water Cooler:</u> Individual high/low self-contained units with side and front operation and integral bottle fillers (Elkay or equivalent)
- c. <u>Floor Drains:</u> Provided in all toilet rooms, dishwashing, kitchen, and mechanical rooms. (JR Smith or equivalent).
- d. <u>Lavatories and Sinks:</u> Wall hung or drop in vitreous china or stainless steel. (American Standard, Elkay or equivalent)
- e. <u>Hose Bibbs:</u> Provided in mechanical rooms polished chrome with removable handle (Chicago Faucet or equivalent)
- f. <u>Miscellaneous:</u> Water hammer arrestors will be provided in the hot and cold water piping as necessary for all quick closing valves, such as flush valves.

#### **Fire Protection**

#### Fire Protection

Entire facility will be served by a wet sprinkler system installed in accordance with NFPA 13.

- a. <u>Service:</u> A new fire sprinkler service will be routed into the building from near the east fire hydrant. A post indicating valve will be installed on the outside of the building and a fire department connection will be installed on the side of the building.
- b. <u>Pre-action System:</u> The archive storage area will utilize a dry preaction system for protection. This system will employ a dry system release valve coupled with a heat/smoke detection system in the space. Both a head release and heat/smoke detection must occur before water will be allowed to flow into the space from any sprinkler head.
- c. <u>Wet Sprinkler System:</u> The remaining areas including the existing photography space will be served by sprinkler systems designed and installed according to light or ordinary hazard classification. Provide semi-recessed or concealed, quick response type, pendent and sidewall fire sprinkler heads in all finished areas. Corridors and public areas will utilize flush mount concealed heads.
- d. The existing FM-200 gaseous fire suppression system will remain in the IT server room with no addition of wet or dry water suppression systems.

#### **HVAC**

## **HVAC Systems**

The existing 25,000 CFM multi-zone air handling units serving each floor will be re-used. Units utilize steam heating coils, chilled water cooling coils, variable speed supply fan, economizer box and variable speed return fans. A multizone mixing box is used on the end of each unit that can accommodate up to nine individual zones.

The lower level and main level units will be maintained as is under base bid. Condition of units will be reviewed, and any repairs and necessary control upgrades made.

The second level multizone unit will be upgraded to include replacement variable speed multi-fan arrays for the supply and return paths. New chilled water and heating coils will be placed in the units along with refurbishing the unit casing and adding access doors. Fans and coils will be sized to handle the additional capacity necessary to serve the new second floor addition. New zone dampers will be added as necessary to serve new zones based on the floor plan layouts.

Under an alternate bid item, the lower level and main level units will be refurbished with new fans and coils similar to the second level unit.

After demolition of ductwork, new ductwork will be installed from points of disconnection to serve all spaces. Existing zones defined by the existing multizone system will be used as primary zones. Each primary zone will use its existing multizone damper to control discharge temperature to a setpoint that is most beneficial to the sub-zones served. Each sub-zone will have an opposed blade volume control damper, an airflow measuring station and a single row reheat coil. Temperature for each subzone will be controlled with a sequence of operation like a standard Variable

Volume control box serving a space.

## Archive Storage

The archive storage area on the lower will require stable temperature and humidity control (72 F, 40% RH +/- 5%). A computer room air conditioner (CRAC) will be used to accomplish this. The CRAC unit condenser will use chilled water for cooling in the summer when the chilled water plant is operating and will have a free cooling dry cooler located on the exterior for wintertime cooling.

Ventilation for the archive storage will utilize one of the existing multizone branches.

#### Chiller Water System

The chilled water serving the building comes from the central utility plant via the chilled water piping in the campus utility tunnel. The chilled water has 30 percent propylene glycol mixture which will be introduced at the physical plant. The pumps and distribution will be modified as necessary to serve the upgraded coils and additional chilled water loads. All chilled water loads will have an economizer function for cooling when the cooling plant is off-line.

#### Heating Water System

Heating water will be generated using low pressure steam from the central utility plant via the campus utility tunnel. A new steam to hot water shell and tube type converter may be utilized to generate heating hot water. The converter will be in the existing mechanical room located on the lower level. A pre-mixed solution of 30% propylene glycol and 70% water will be used for the heating water medium.

# **Piping and Pumps**

The hydronic system piping shall be schedule 40 black steel or type M copper with  $1\frac{1}{2}$ " – 2" fiberglass insulation depending on pipe size and system type.

In general pumps shall be base mounted or vertical in-line, (2) Variable Speed Heating Water pumps and (1) Variable Speed Chilled Water pumps located on housekeeping pads. Each hydronic system will have thermal expansion compensation and air control.

# Ventilation and Building Pressure

Minimum ventilation rate will be calculated based on ASHRAE guidelines, and the International Mechanical Code.

Under normal conditions, the building will be maintained at a slight positive air pressure differential to the outdoors to prevent infiltration

#### **Ductwork**

Supply and return/exhaust mains shall be sized in a low to medium velocity range as defined by ASHRAE. Turning vanes or long sweep radius elbows shall be used, along with volume dampers located as far as

possible from the diffusers for balancing. Normal system operation shall be designed for less than 35 NC. Fire and fire/smoke dampers will be provided as required.

**Diffusers** 

Diffusers and grilles, standard color or field painted, of steel or aluminum construction shall be provided for the new addition. Typical supply diffusers to be louvered face, 24x24 lay-in type. Typical return diffusers to be egg crate face, lay-in type. (Krueger or equivalent)

**Unit Heaters** 

Hot water horizontal or cabinet type unit heaters will be used where spot heating is required in areas such as stairwells, entry vestibules, and mechanical rooms. (McQuay or equivalent)

Insulation

Board insulation on exposed supply, outside air and combustion air ductwork in the mechanical room and shafts, blanket on all concealed supply ductwork shall be provided. All hydronic heating water; and domestic water piping shall be insulated. PVC jacket on all exposed piping that might be subject to damage shall be provided.

# **Controls and Monitoring**

The temperature control system for this building will be connected to the existing campus Schneider Electric System. Equipment connected to the Campus Building Management System will include chilled and heating water pumps, Air Handling Units and mechanical room related equipment. Room thermostats will also be connected to the BMS.

#### **ELECTRICAL - SCHEMATIC NARRATIVE**

### Codes and Standards as Applicable

Building Codes and Regulations

2018 International Building Code (IBC) 2020 National Electrical Code (NEC)

National Fire Protection Association – Fire Code (NFPA-72) Americans with Disabilities Accessibility Guidelines (ADAAG)

Life Safety Code (NFPA 101)

Illuminating Engineering Society (IES) – 10th Edition Handbook

ASHRAE 90.1 - 2010

Standards and Listings

National Electrical Manufacturing Association (NEMA)

Illumination Engineering Society (IES)

American National Standards Institute (ANSI)

Institute of Electrical and Electronics Engineers (IEEE)

Underwriters Laboratory (UL)

American Society of Testing and Materials (ASTM)

#### General

Materials/Quality

Materials shall be new, UL labeled and of type and quality as required by the specifications. Materials and equipment shall be supplied to the site in original packages, containers, or crates. Housekeeping pads shall be provided for all electrical equipment being installed on any floor.

Raceways

The majority of existing electrical raceways within the building are EMT. Conduit shall be used for all new power & lighting conductor raceways. All conduits shall be sized, provided and installed per industry standards and codes. Conduit shall be concealed or embedded where possible. All empty conduits shall be provided with a pull wire and opposite-end labeling for future installations.

The majority of existing communication cabling is installed free-air above accessible ceilings and within surface raceways where exposed. For fire alarm & other low voltage systems, conduit is to be installed from the device junction box to accessible, yet concealed ceiling space. Throughout corridors and other common places, cabling shall be run by free-air methods or enclosed as directed or deemed necessary for protective reasons.

The conduit system shall include rigid PVC, rigid steel, electrical metallic tubing, flexible metal conduit, and liquid tight flexible metal conduit as appropriate for the installation and as allowed by code. Minimum 3/4" conduit. Conduit shall be suitable for the location in which it is installed.

**Conductors** 

Facility conductors shall be copper, shall be sized per the National Electric Code and shall be 600-volt THHN or THWN insulation. Branch conductors shall be No 12 minimum size. Color coding shall be per NEC.

Any ceilings will be return plenums, so all low-voltage cabling routed freeair, shall be plenum-rated.

Commissioning

Commissioning of certain electrical systems is recommended to verify the

system is performing as intended to provide optimal and safe operation within equipment operating parameters. Commissioning of the building systems may be performed by 3<sup>rd</sup> party, self-performed by the contractor with substantiating reports and/or spot verifications by the engineer or owner.

A few recommended electrical commissioning items:

- Lighting controls set as specified by construction documents.
- Insulation resistance testing (Meggering) will be performed by the contractor for feeder conductors. Meggering will confirm that the insulation was not damaged during installation. Any conductors failing the meggering test shall be replaced.
- Fire Alarm Detection system as required by codes.

**Demolition** 

Demolition will include the majority of interior spaces. Spaces unaffected by the renovation include photography, kitchen, server areas & mechanical spaces. Minor exterior demolition will be required to support the expansion, this includes pedestrian scale light poles, building mounted wall pack fixtures and recessed downlighting in the exterior soffit above the main entrance.

Warranties

Warranties will be specified as the manufacturer's standard or as specifically requested by the owner.

#### Lighting

Features/General

Light fixtures shall be UL listed for appropriate applications. All light fixtures shall be properly supported and grounded. Fixtures and their installations shall be UL listed, shall meet all electrical codes and be installed in compliance with NECA standards. Fixtures shall be provided and verified to comply with damp locations, wet locations and UL labeled for other specific uses. LED fixtures will be 277 VAC to match the existing lighting voltage. Lamps shall be high-efficiency LED with 4000K CCT and 70+ CRI.

Emergency Egress/Exit Lighting Emergency egress illumination and exit lighting will be provided using the facility normal lighting fixtures connected to generator power via emergency lighting relays, in accordance with UL and life safety codes. Emergency lighting will be provided throughout all common-use and restroom spaces.

Exterior Canopy

Exterior lighting below the canopy area will primarily be a function of architectural interest but will likely include recessed LED downlights.

Entrance

Entrance lighting will consist of recessed linear LED fixtures installed in wood ceilings. Target light levels will be 30 foot candles. Lighting controls will consist of ceiling mounted occupancy sensors or may be controlled on a time schedule.

Atrium

Atrium lighting is anticipated to be accomplished using large diameter, pendant mount LED halo style fixtures suspended from the exposed waffle slab structure.

**Corridors** 

Corridor lighting will be accomplished with recessed LED downlights

installed in ACT clouds. Target light levels will be 20-30 foot candles. Ceiling mounted occupancy sensors will be used for lighting control.

#### Restroom Lighting

General lighting in the restrooms is anticipated to be accomplished by 2'x2' LED flat panel fixtures. Decorative vanity fixtures will likely be used above the mirrors. The light level will target 20 foot candles on average and have additional vertical foot-candles by the mirrors. An occupancy sensor will control the lighting in these spaces.

#### Office Lighting

Office lighting will consist of 2'x2' dimmable LED flat panel fixtures. The target light level will be 60 foot candles. Lighting control will be accomplished by either a dual technology occupancy sensor with integral dimming or a ceiling mount dual technology occupancy sensor used in conjunction with a wall mounted dimmer, depending on the shape and size of the room.

#### Café

Café lighting will consist of dimmable, pendant mount linear LED fixtures. These fixtures will be suspended from the exposed waffle slab structure. Target light levels will be 30-50 foot candles. Lighting control will be accomplished with ceiling mount occupancy sensors in conjunction with a dimmer switch located behind the serving counter.

#### Circulation Desk

Circulation desk lighting will be accomplished with a combination of recessed, linear LED fixtures installed in the soffit and dimmable, recessed LED downlights installed above the workstations. Target light levels will be 50-60 foot candles. Ceiling mounted occupancy sensors and dimmer switches will be utilized for lighting control.

# Main Level Open Seating Areas

Lighting in the open seating area of the main floor will be accomplished with pendant mount, dimmable linear LED fixtures installed between ACT clouds. Target light levels will be 50 foot candles. Ceiling mounted occupancy sensors will likely be used for lighting controls. 24/7 powered night light fixtures will be installed throughout these areas to prohibit a full-off lighting condition.

# Upper Level Open Seating & Stacks

Multiple lighting techniques will be utilized in the upper level open seating and stack areas. They will likely consist of recessed linear LED fixtures installed in ACT clouds, gyp soffits and wood ceilings. These fixtures may be supplemented with large diameter pendant fixtures suspended from the exposed waffle slab structure above seating areas. Target light levels will be 50 foot candles. 24/7 powered night light fixtures will be installed throughout these areas to prohibit a full-off lighting condition.

# Math Lab, Writing Center & Career Center

General lighting in these areas will consist of recessed, linear LED fixtures installed in ACT clouds along with recessed LED downlights installed in gyp ceilings and soffits. Target light levels will be 50-60 foot candles. Ceiling mount occupancy sensors and wall mounted dimmer switches will be utilized for lighting control.

# Study & Conference Rooms

Study & conference room general lighting will consist of recessed, dimmable LED flat panel fixtures installed in ACT ceilings. Target light levels will be 50-60 foot candles. Lighting controls in these areas will accomplished with wall mounted, dual technology occupancy sensors with integral dimming.

**Tutoring** General lighting in the tutoring areas will be accomplished with a

combination of pendant mount, linear LED fixtures suspended from the exposed waffle slab structure and recessed LED downlights installed in the perimeter gyp soffit. Target light levels will be 50-60 foot candles. Ceiling mounted occupancy sensors used in conjunction with dimmer

switches for multiple zones will be used for lighting controls.

Storage Storage room lighting will consist of 2'x2' flat panel LED fixtures installed

in ACT ceilings. Lighting controls will include wall mounted or ceiling mounted occupancy sensors, depending on room size and shape.

**Power** 

Main Service The power distribution system was recently replaced and consists of a

1200A, 277/480V, 3Ø 4W Main Switch feeding a lineup of (39) 480V fusible switches ranging from 60-400A. Integral to the MDP is a 300KVA 480V Primary, 120/208V, 3Ph, 4W Secondary, dry-type transformer. The 120/208V sections of the MDP are rated at 1200A and consist of (27)

208V fusible switches ranging from 60-200A.

Site Primary An alternate will be issued to relocate site primary power around the

footprint of the upper level expansion area. The existing primary should remain unaffected by this project, but relocation would allow added

flexibility and accessibility for future repairs.

Emergency Generator An existing 150 KW, natural gas generator serves two transfer switches in

the facility. Loads that are currently backed up by the generator include emergency egress & exit lighting, fire alarm, IT/Server equipment and the

security access control system.

**Fire Pump** No fire pump is anticipated at this time.

**Lightning Protection** No lightning protection system is anticipated at this time.

**Electrical Distribution**Power panels are distributed throughout the building. The basement level

has (13) power panels. All but two of these panels have been recently replaced and upgraded. Two existing panels in the basement may need to be relocated to support the new floorplan. The main level and upper floor each have (4) power panels that have recently been replaced and upgraded. These panels will remain in place throughout construction. Two new power panels are anticipated to be installed within this project in the

upper level to support the additional electrical load of the expansion and

installation of a new elevator.

Branch Circuiting Most of the branch circuiting in the facility is original and consists of multi-

wire branch circuits sharing a neutral. Based on the extent of the remodel, most of this circuiting will be replaced. Circuiting in areas not affected by the remodel will be maintained. These areas include the photography, server & mechanical spaces in the basement, the kitchen & mechanical spaces on the main level, and mechanical space on the upper level. Separate neutrals will be installed for all affected existing circuits and all

new circuits.

**Safety and Disconnect** Fusible or non-fusible, NEMA 1 or 3R shall be provided as applicable.

#### **Switches**

Disconnect contacts shall be of quick-make, quick-break, general-duty type. Disconnects shall contain class R fuse holders and shall be manufactured by Square D, G.E., Siemens or Cutler Hammer.

#### **Fuses**

High performance fuses shall be utilized. Fuses shall be Bussman Hi Cap, Low Peak and Fusetron, current limiting. Spare fuses shall be provided, one extra set for each size. Fuses shall be 200,000 RMS symmetrical A.I.C.

# General Receptacles and Miscellaneous loads

Wiring devices shall be high quality commercial grade. They shall be manufactured by Hubbell, Bryant, P & S, Leviton or equal. Receptacles are anticipated to be white in color.

The receptacle cover-plate materials and color shall be as preferred by the architect, but are anticipated to be as follows:

Indoors/Any Duty: Cover plates, thermoplastic, white.
Outdoor/Any Duty: Low-profile in-use cover, weatherproof, tamperproof, weather resistant, shall be Arlington SDHB1 Series.

Electrical connections will be installed as required for all motorized doors and equipment identified by the Architect. Receptacles will be installed for all signal equipment, including fire alarm system, televisions/monitors, door control, CCTV, etc. See Signal/Systems descriptions below.

Duplex receptacles shall be installed as required by the NEC and as required by codes. Ground Fault Interrupting (GFI) receptacles shall be provided around counters with sinks, in toilet areas, outside and on roofs as required by the NEC.

#### Grounding

The existing grounding system shall be used.

#### Signal/Systems

#### Fire Alarm System

The existing fire alarm devices and cabling in the facility is obsolete. All existing devices are non-addressable and shall be replaced. All fire alarm cabling in the facility shall be replaced with new. An addressable Simplex 4100ES Fire Alarm Control Panel has recently been installed and will be interfaced with all new devices.

The system changes shall be complete with the necessary auxiliary relays and connections to shut down designated fan motors, release magnetic door holders, trigger HVAC control, shutdowns, damper closures, and dial to a legally authorized monitoring service.

Components shall be prescribed in accordance with the 2018 IBC and 2018 IFC requirements and the SDCL for a Business (B occupancy) as follows:

- Duct Detectors
  - o HVAC return shutdown for units over 2000 CFM.
- Photo Smoke Detection
  - o As required for magnetic door hold release
  - o At the Fire Alarm Control Panel
- Heat Detection
  - o Mech/Elect Rooms

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- Pull Station
  - Constantly attended location
- Monitoring Equipment of Fire suppression
- Notification appliances
  - Horn-Strobe: Corridors, large offices, and any public use area
  - o Visual Only: Restrooms, Fire Alarm Control Panel

Horns shall be configured to serve all areas such that the system provides 15dB above ambient everywhere within the facility. Visual units are required in the paths of egress and any accessible normally occupied areas

Telephone, Data

All existing communications cabling in the areas of renovation will be replaced with Cat6 or Cat6A Mosaic cabling per owner preference. Outlets for telephone/data jacks shall be located throughout the facility as requested by the users. Conduits shall be routed from each outlet to an accessible ceiling space. Wiring shall be provided from the jack to a patch panel. Each outlet will be complete with jack, cover plate, wiring, raceway, terminations, testing and appropriate documentation. Telephone & Data head end infrastructure is existing and shall be used to support the renovation.

Paging/Sound System

No separate full area sound or paging system is anticipated at this time but may be implemented if desired. Paging functions are anticipated within the telephone system.

Clocks

An existing wireless atomic clock system with master transmitter is currently used in the facility and will be utilized in all renovation and expansion areas.

A/V

Special systems, including Audio/Visual conduit/infrastructure requirements will be coordinated with the owner and third-party vendors/equipment suppliers.

Television (CATV)

No Television (CATV) head-end equipment or cabling is anticipated within this project.

Access Controls

An existing Blackboard security access system is currently used in the facility. This system will be revised and expanded to the areas of expansion and renovation at locations defined by the owner & architect. The system components will include backboxes, conduit and associated wiring as defined by owner vendor.

**CCTV** 

Cabling infrastructure for the existing digital CCTV system will be expanded into the renovation and expansion areas in locations coordinated with the owner and owner vendor.

**End of Electrical Narrative** 

MECHANICAL ABBREVIATIONS				MECHANICAL SYMBOLS LEGEND					
AC AIR COMPRESSOR HTG HEATING						] [	DUCTWODIA		
AD	AREA DRAIN	HTR	HEATER		MECHANIC/				DUCTWORK
A.F.F. AFMS	ABOVE FINISHED FLOOR  AIR FLOW MEASURING STATION	HUM	HUMIDIFIER HEATING, VENTILATING		DOMESTIC COLD WATER  DOMESTIC HOT WATER		ELBOW DOWN  CLEANOUT	<b>←</b> √−	EXHAUST AIR RETURN AIR
AHU	AIR HANDLING UNIT	HVAC	AND AIR CONDITIONING		RECIRCULATING HOT WATER		PIPE CAP	<b>—</b>	SUPPLY AIR STANDARD BRANCH, NO SPLITTER —
ANB AP	ACID NEUTRALIZING BASIN  ACCESS PANEL	HWC HX	HEATING WATER CIRCULATOR  HEAT EXCHANGER	——————————————————————————————————————	CITY WATER FREE COOLING SUPPLY	0	TEE, OUTLET UP		SUPPLY FLOW TO RIGHT - RETURN/ EXHAUST FLOW TO LEFT
ARCH	ARCHITECT	HYD	HYDRANT	— — FCR — —	FREE COOLING RETURN	<del></del>	TEE, OUTLET DOWN	¥ ¥	BELLMOUTH WITH BALANCING DAMPER
AS BD	AIR SEPARATOR BUTTERFLY DAMPER	HW ICH	HOT WATER ICE CHILLER		SOFTENED COLD WATER SOFTENED HOT WATER	The second secon	CONNECTION, BOTTOM		
B/G	BELOW GRADE	INSUL	INSULATION		SOFTENED RECIRCULATING HOT WATER		ECCENTRIC REDUCER	mmmn =	FLEXIBLE DUCT
BFP BLP	BOILER FEEDER PUMP  BOILER PUMP	JP	JOCKEY PUMP		DOMESTIC HOT WATER (TEMP. INDICATED)  REVERSE OSMOSIS WATER		CONCENTRIC REDUCER  FLEXIBLE CONNECTION		TURNING VANES
BHW	BOILER - HOT WATER	KW	KILOWATT	——————————————————————————————————————	DEIONIZED WATER SUPPLY		EXPANSION JOINT		FLEXIBLE CONNECTION
BST BTU	BOILER — STEAM  BRITISH THERMAL UNIT	LAT LAV	LEAVING AIR TEMPERATURE  LAVATORY	——————————————————————————————————————	DEIONIZED WATER RETURN  CHILLED WATER SUPPLY	——————————————————————————————————————	PIPE ANCHOR ALIGNMENT GUIDE		MANUAL VOLUME DAMPER
BWV	BACKWATER VALVE	LH	LIGHT HAZARD	— — CHR — —	CHILLED WATER RETURN		CHECK VALVE		MOTORIZED DAMPER
CAF CAU	COMBUSTION AIR FAN  COMBUSTION AIR UNIT	LWT MBH	LEAVING WATER TEMPERATURE BTU PER HOUR (THOUSANDS)	——————————————————————————————————————	CONDENSER WATER SUPPLY CONDENSER WATER RETURN		SHUTOFF VALVE PLUG VALVE		MOTORIZED DAMPER
CCF	HUNDRED CUBIC FEET	MCF	THOUSAND CUBIC FEET	——————————————————————————————————————	HEAT RECOVERY SUPPLY	<del></del>	BALANCING VALVE	FD ###	FIRE DAMPER & ACCESS PANEL
CFH CFM	CUBIC FEET PER HOUR  CUBIC FEET PER MINUTE	MH MUA	MANHOLE  MAKE-UP AIR UNIT	— HRR — — SDS —	HEAT RECOVERY RETURN STEAM DISPERSION SUPPLY (HUMIDIFICATION)		STRAINER .	SD ###	SMOKE DAMPER & ACCESS PANEL
CH	CHILLER CHILLER PUMP	NC NC	NOISE CRITERIA NORMALLY CLOSED		HEATING WATER SUPPLY	1,8,	STRAINER W/BLOWDOWN VALVE AND CAP	FSD ###	COMBINATION FIRE/SMOKE DAMPER
CHP CL	CENTER LINE	NC NEG	NEGATIVE	— HWR — —	HEATING WATER RETURN BOILER FEED		PRESSURE REDUCING VALVE (SETTING AS NOTED, PSI)		& ACCESS PANEL
CLG CO	CEILING CLEAN OUT	NIC NO	NOT IN CONTRACT NORMALLY OPEN		STEAM (PRESSURE INDICATED)  CONDENSATE (PRESSURE INDICATED)	&	AUTOMATIC CONTROL VALVE, 2-WAY		RETURN OR EXHAUST GRILLE OR REGISTER
CON	CONDENSER UNIT	NPW	NON-POTABLE WATER	— A#C — — — — — — — — — — — — — — — — — — —	PUMPED CONDENSATE		AUTOMATIC CONTROL VALVE, 3-WAY		SUPPLY GRILLE OR REGISTER
CONTR	CONTRACTOR CONVECTOR	NTS	NOT TO SCALE OUTSIDE AIR	——— RADS ———	RADIATION WATER SUPPLY RADIATION WATER RETURN	φ <sup>A</sup> φ <sup>M</sup>	AUTOMATIC AIR VENT MANUAL AIR VENT	<b>₹</b>	SUPPLY DUCT UP, POSITIVE PRESSURE
CTW	COOLING TOWER	OA OBD	OPPOSED BLADE DAMPER	— RADR — — RRS —	ENGINE RADIATOR SUPPLY	<u></u>	PRESSURE RELIEF/SAFETY VALVE	<b>-</b>	RETURN DUCT UP, NEGATIVE PRESSURE
CUH	CABINET UNIT HEATER  COLD WATER	0H-1	ORDINARY HAZARD 1 OVERFLOW ROOF DRAIN	— RRR — —	ENGINE RADIATOR RETURN	<u> </u>	(SETTING AS NOTED, PSI)  HOSE END DRAIN VALVE		EXHAUST DUCT UP, NEGATIVE PRESSURE
CWC	COOLING WATER COIL	ORD PA	PRIMARY AIR	——————————————————————————————————————	SNOW MELT SUPPLY SNOW MELT RETURN	<u> </u>	HOSE END GATE VALVE		SUPPLY DUCT DOWN, POSITIVE PRESSURE
CWP	CHILLED WATER PUMP	PAC PCP	PNEUMATIC AIR COMPRESSOR PRIMARY COOLING PUMP	— FOS — FOR — —	FUEL OIL SUPPLY	<b>──</b>	HOSE END GLOBE VALVE		RETURN DUCT DOWN, NEGATIVE PRESSURE
DB DBC	DECIBEL DESICCANT BASED COOLING	PD	PRESSURE DROP OR DIFFERENCE	— FOR — — — — — — — — — — — — — — — — — — —	FUEL OIL RETURN FUEL OIL VENT		BALL VALVE BUTTERFLY VALVE		EXHAUST DUCT DOWN, NEGATIVE PRESSURE
DEF DF0	DRYER EXHAUST FAN DRINKING FOUNTAIN	PE PHP	PNEUMATIC-ELECTRIC PRIMARY HEATING PUMP	—— FOF ——	FUEL OIL FILL		DIAPHRAGM VALVE		SUPPLY DIFFUSER/REGISTER BLANKOFF INDICATED DARK
DIA	DIAMETER	PLBG	PLUMBING	——————————————————————————————————————	CONDENSATE DRAIN  REFRIGERANT LIQUID	<del></del>	GLOBE ANGLE VALVE		RETURN GRILLE/REGISTER
DIFF DISCH	DIFFUSER DISCHARGE	PRV	PRESSURE REDUCING VALVE (or) POWER ROOF VENTILATOR	— RS — —	REFRIGERANT SUCTION REFRIGERANT HOT GAS		O. S. & Y. VALVE		NETONIK ONIEELY NEOIOTEK
DMP	DAMPER, GRAVITY	PSIA	POUNDS/SQ INCH ABSOLUTE	——————————————————————————————————————	LIQUEFIED PETROLEUM GAS		REDUCED PRESSURE ZONE BACKFLOW PREVENTER		EXHAUST GRILLE/REGISTER
DN DR	DOWN DRAIN	PSIG PVC	POUNDS/SQ INCH GAUGE POLY VINYL CHLORIDE	——————————————————————————————————————	VACUUM (VACUUM WASTE COLLECTION SYS.) HOUSE CLEANING VACUUM		SOLENOID VALVE	E	LINEAR DIFFUSER
DS	DOWNSPOUT	RA	RETURN AIR	10#A —	COMPRESSED AIR (PSI INDICATED)		FLOW LIMITING VALVE REFRIGERANT SIGHT GLASS		CONCENTRIC DUCT TRANSITION
DWG DWP	DRAWING  CIRCULATING WATER PUMP (DOMESTIC)	RAD RCP	RADIATION HEATER REINFORCED CONCRETE PIPE	2#G(F)	NATURAL GAS FIRM SERVICE (PSI INDICATED)  NATURAL GAS INTERRUPTIBLE	——————————————————————————————————————	GLOBE VALVE		ECCENTRIC DUCT TRANSITION
(E)	EXISTING WATER TOWN (DOMESTIC)	RD	ROOF DRAIN	2#6(1)	SERVICE (PSI INDICATED)		GAS PRESSURE REGULATOR VALVE BACKWATER VALVE	." <sub>N</sub> "	DUCT CONSTRUCTION PRESSURE CLASS— IFICATION (INCHES WATER AS NOTED)
EA EAT	EXHAUST AIR  ENTERING AIR TEMPERATURE	RECIRC REG	RECIRCULATING REGISTER	——— MPG ————————————————————————————————	MEDIUM PRESSURE NATURAL GAS HIGH PRESSURE NATURAL GAS		REFRIGERANT DRYER		"N" INDICÀTES NEGATIVE PRESSURE ROUND-TO-RECTANGULAR DUCT
EDH	ELECTRIC DUCT HEATER	RET	RETURN	— DT — —	SOIL DRAINAGE TILE		FLOW DIRECTION WITH PITCH		TRANSITION
EDR EF	EQUIVALENT DIRECT RADIATION  EXHAUST FAN	RF RH	RETURN FAN RELATIVE HUMIDITY		SANITARY WASTE — BELOW GRADE  SANITARY WASTE — ABOVE GRADE	8	DUPLEX STRAINER		SUPPLY TROFFER
EGN	EMERGENCY GENERATOR	RHT	REHEAT		SANITARY VENT		PIPE UNION	FAV ###	VAV BOX (FAN POWERED, INDUCTION BOX W/ WATER HEATING COIL)
EJP ELP	EJECTION PUMP (VACUUM WASTE SYS.)  ELECTRICAL LIGHTING PANEL	RHC RHW	RE-HEAT COIL  RECIRCULATED HOT WATER	AW	ACID WASTE — BELOW GRADE  ACID WASTE — ABOVE GRADE		PIPE FLANGE		VAV BOX W/ REHEAT COIL
ELV	ELEVATOR	RM	ROOM	AV	ACID VENT — BELOW GRADE		PUMP FLOOR DRAIN	VAV ###	,
EP ESB	ELECTRIC—PNEUMATIC  ELECTRIC SWITCHBOARD	RPM RPZ	REVOLUTIONS PER MINUTE  REDUCED ZONE BACKFLOW PREVENTER	AV ————————————————————————————————————	ACID VENT — ABOVE GRADE  GREASE WASTE — BELOW GRADE		FLOOR SINK		REHEAT COIL
EWC	ELECTRIC WATER COOLER	RTU	ROOF TOP UNIT		GREASE WASTE — ABOVE GRADE	WH+	WALL HYDRANT HOSE BIBB		EXISTING DUCT TO REMAIN (LIGHT LINE)
EWT EXH	ENTERING WATER TEMPERATURE  EXHAUST	SA SAN	SUPPLY AIR SANITARY	SD	STORM DRAIN — BELOW GRADE  STORM DRAIN — ABOVE GRADE		FLOOR CLEANOUT	DN UP	DUCT OFFSETS
EXP	EXPANSION	SCFM	CFM, STANDARD CONDITIONS	OSD	OVERFLOW STORM DRAIN — BELOW GRADE	<u> </u>	GRADE CLEANOUT WALL CLEANOUT		
FAN	FAHRENHEIT (EXHAUST, SUPPLY)	SCP SD	SECONDARY COOLING PUMP SMOKE DAMPER	OSD	OVERFLOW STORM DRAIN — ABOVE GRADE  EXISTING PIPING TO REMAIN (LIGHT LINE)	<del></del>	GAS COCK VALVE		CONTROLS
FC	FLUID COOLER	SF	SUPPLY (PRESSURIZATION) FAN	စ္	PRESSURE GAUGE W/ PIGTAIL & PETCOCK	<u> </u>	ROOF DRAIN OVERFLOW ROOF DRAIN	<u></u>	SMOKE DETECTOR
FCU FCO	FAN COIL UNIT  FLOOR CLEAN OUT	SHP SP	SECONDARY HEATING PUMP STATIC PRESSURE	<u>+</u>	,	Ø	DRAIN ABOVE	(T)—	THERMOSTAT SENSOR  DUCT THERMOSTAT SENSOR
FD	FIRE DAMPER OR FLOOR DRAIN	SPECS	SPECIFICATIONS		THERMOMETER	<u>⊗</u>	CURB STOP  CATCH BASIN	<u> </u>	SPACE TEMPERATURE SENSOR
FHC FHR	FIRE HOSE CABINET  FIRE HOSE RACK	SUP SQ	SUPPLY SQUARE	<u> </u>	PRESSURE GAUGE W/ PETCOCK		CAICH BASIN	(H) (SP)	HUMIDISTAT OR SPACE R.H. SENSOR STATIC PRESSURE SENSOR
FLR	FLOOR	ST	STORAGE TANK	Ļ	PRESSURE/TEMPERATURE TEST PORT	()	MANHOLE	© □ □	DIFFERENTIAL PRESSURE SENSOR  AQUA STAT
FLEX FM	FLEXIBLE FIRE MAIN	STM TD	STEAM TEMPERATURE DIFFERENCE			FIR	E PROTECTION	<u> </u>	OCCUPANCY SENSOR
FOP	FUEL OIL PUMP	TEMP TONS	TEMPERATURE TONS OF REFRIGERATION	————	STEAM TRAP (TYPE INDICATED)	F —	FIRE PROTECTION	<u> </u>	NITROGEN DIOXIDE SENSOR  CARBON MONOXIDE SENSOR
FP FPM	FIRE PUMP FEET PER MINUTE	T-STAT	THERMOSTAT	GPM	FLOW MEASURING STATION (FLOW INDICATED)	Ψ	POST INDICATOR VALVE (PIV)		CARBON MONORIDE SENSOR
FPS FS	FEET PER SECOND FLOOR SINK	TYP UB	TYPICAL UP-BLAST	₽FS	FLOW SWITCH		FIRE HYDRANT WITH SHUTOFF VALVE		ANNOTATION
FSP	FIRE SUPPRESSION PUMP	UG	UNDERGROUND	□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□□	PRESSURE SWITCH	FDVC FDVC	RECESSED FIRE DEPT CABINET SURFACE MTD FIRE DEPT CABINET		DETAIL_NUMBER
FT F&T	FEET OR FOOT  FLOAT AND THERMOSTATIC	UH UNV	UNIT HEATER UNIT VENTILATOR	<u> </u>		8	FIRE PROTECTION RISER	X X	— DETAIL NUMBER  — SHEET NUMBER
FTG	FOOTING	UR	URINAL	WHA	WATER HAMMER ARRESTER (PDI SIZING INDICATED)	⊗ 	UPRIGHT SPRINKLER HEAD W/GUARD PENDANT SPRINKLER HEAD		—SECTION NUMBER
FTR FUR	FINNED TUBE RADIATION  FURNACE (GAS, ELECTRIC)	V	SANITARY VENT  VARIABLE AIR VOLUME			0	UPRIGHT SPRINKLER HEAD		—SHEET NUMBER
FV	FACE VELOCITY	VD	VOLUME DAMPER		THERMOMETER WELL	O <sub>c</sub>	UPRIGHT HEAD SERVED OFF GLYCOL SYSTEM SIDEWALL SPRINKLER HEAD	•	POINT OF CONNECTION, NEW TO EXISTING
GA GAL	GAUGE GALLON	VEL VFD	VELOCITY  VARIABLE FREQUENCY DRIVE		DEMOLITION	₫ <sub>gD</sub>	SIDEWALL SPRINKLER HEAD WITH GUARD		POINT OF DISCONNECTION
GCO	GRADE CLEANOUT	VOL	VOLUME			O <sub>C</sub> O <sub>SR</sub>	CONCEALED SPRINKLER HEAD  SEMI-RECESSED SPRINKLER HEAD		
GDO GHP	GARAGE DOOR OPENER  GLYCOL HEATING PUMP	VP W	VACUUM PUMP (VACUUM WASTE SYS.) SANITARY WASTE		EXISTING PIPING TO BE REMOVED	OEC	EXTENDED COVERAGE HEAD	$\left  \left  \left\langle \begin{array}{c} x \\ x \end{array} \right\rangle \right  = \left  \left  \left\langle \begin{array}{c} x \\ x \end{array} \right\rangle \right $	—DIFFUSER, REGISTER, GRILLE DESIGNATION —CFM FLOW
GP	GRINDER PUMP (VACUUM WASTE SYS.)	 W/	WITH		EXISTING DUCT TO BE REMOVED	● EC ■ <b>TS</b>	EXTENDED COVERAGE SEMI-RECESSED HEAD BUTTERFLY VALVE W/TAMPER SWITCH		
GPH GPM	GALLONS PER HOUR  GALLONS PER MINUTE	WAC W/O	WINDOW AIR CONDITIONER WITHOUT	(Ť)	CONTROL DEVICE TO BE REMOVED		DETECTOR CHECK W/BYPASS METER	$\left  \begin{array}{c} x \\ x \end{array} \right $	—EQUIPMENT DESIGNATION —EQUIPMENT NUMBER
GR	GRILLE	WC	WATER CLOSET		DEVICES, PIPING, DUCTWORK AND ALL REMOVED ARE REPRESENTED WITH DASHED	п	GRADE FIRE DEPT CONNECTION  FLUSH FIRE DEPT CONNECTION	TAC TAC	
GWH HB	GAS WATER HEATER HOSE BIBB	WCO	WALL CLEAN OUT  WALL HYDRANT (or)	LINETYPES. EXISTING E AND ALL APPARATUSES	QUIPMENT, DEVICES, PIPING, DUCTWORK TO REMAIN ARE REPRESENTED WITH SOLID,	FDV <b>Z</b> H	FIRE DEPT VALVE W/CAP AND CHAIN	TAG XXX	-VAV, FAV, FCU DESIGNATION -INDIVIDUAL DESIGNATION
HD	HEAD	WH	WATER HEATER	SCREENED (LIGHT TON	E) LINE TYPES.	<del>\</del>	O. S. & Y VALVE W/ TAMPER SWITCH		—FIN TUBE DESIGNATION
HOA HRU	HANDS-OFF-AUTOMATIC HEAT RECOVERY UNIT	WS WTR	WATER SOFTENER WATER			<del>                                      </del>	DRYPIPE VALVE	X X	—FIN TUBE DESIGNATION —EQUIPMENT NUMBER
							DDEACTION VALVE	i L	

PREACTION VALVE

SYMBOLS NOT DEFINED ON THIS SHEET ARE DEFINED ELSEWHERE ON THE DRAWINGS. DEFINITIONS ELSEWHERE ON THE DRAWINGS SUPERCEDE THOSE SHOWN ON THIS SHEET. DRAWINGS AND SPECIFICATIONS WERE CREATED ASSUMING INSTALLING CONTRACTOR(S) HAVE BASIC SKILLS, KNOWLEDGE, EXPERIENCE AND LICENSING NECESSARY FOR SATISFACTORY COMPLETION OF THE WORK OF THIS PROJECT. IT IS EXPECTED THAT ALL FACETS OF CONSTRUCTION DELINEATED BY THE DRAWINGS AND SPECIFICATIONS WILL BE CONTINUALLY SUPERINTENDED BY PERSONNEL POSSESSING SKILLS, KNOWLEDGE, EXPERIENCE AND LICENSING COMMENSURATE WITH THE SCOPE AND COMPLEXITY OF THIS PROJECT. BY BIDDING. THE CONTRACTOR ACKNOWLEDGES THESE STATEMENTS AND ACCEPTS SOLE RESPONSIBILITY FOR DAMAGES OF ANY KIND CAUSED BY CONTRACTOR'S FAILURE TO EMPLOY AND ASSIGN PROPERLY SKILLED. KNOWLEDGEABLE. EXPERIENCED AND LICENSED PERSONNEL. PROVIDE ALL MATERIALS, EQUIPMENT AND LABOR REQUIRED TO INSTALL COMPLETE AND OPERABLE MECHANICAL SYSTEMS AS INDICATED. PROVIDE ACCESSORIES, OPTIONAL FEATURES, ATTACHMENTS, INSTALLATION TOOLS AND MATERIALS, HARDWARE, SEALANTS, ADHESIVES, AND ALL SIMILAR ITEMS, WHETHER OR NOT SPECIFICALLY INDICATED ON DRAWINGS OR IN SPECIFICATIONS, IF NECESSARY TO REALIZE THE INTENDED FUNCTION OF THE SYSTEMS CONFLICTS BETWEEN DRAWINGS, SPECIFICATIONS, MANUFACTURER'S INSTALLATION INSTRUCTIONS, AND/OR CODES SHALL BE BROUGHT TO THE ATTENTION OF THE ENGINEER IMMEDIATELY UPON DISCOVERY. UNLESS ADDITIONAL INSTRUCTION IS ISSUED, THE FOLLOWING ORDER OF PRECEDENCE SHALL APPLY: b.MANUFACTURER'S INSTALLATION INSTRUCTIONS d.SPECIFICATIONS THE EDITION, VERSION, REVISION, RELEASE, OR PRINTING OF CODES THAT APPLY SHALL BE AS FOLLOWS (IN ORDER OF PRECEDENCE): a. THE EDITION THAT HAS BEEN ADOPTED BY THE AUTHORITIES HAVING JURISDICTION AT THE TIME THE BUILDING PERMIT WAS ISSUED. b. THE EDITION LISTED ON THE DRAWINGS OR IN THE SPECIFICATIONS. c.THE CURRENT EDITION. DRAWINGS ARE REPRESENTATIVE IN NATURE AND INTENDED TO SHOW ONLY GENERAL ARRANGEMENTS AND CONFIGURATIONS RATHER THAN EXACT LAYOUT OF MECHANICAL WORK. OFFSETS, TRANSITIONS, ADAPTERS, REDUCERS, COUPLINGS AND CONNECTORS, HANGERS AND SUPPORTS, AND OTHER SUCH DETAIL ARE OMITTED FROM THE DRAWINGS FOR LEGIBILITY. BUT SHALL BE INCLUDED AS THOUGH SHOWN WHEN REQUIRED BY OTHER PORTIONS OF THE DRAWINGS OR SPECIFICATIONS. DO NOT SCALE MECHANICAL DRAWINGS. TAKE MEASUREMENTS FROM ARCHITECTURAL DRAWINGS, SHOP DRAWINGS AND PRODUCT DATA, AND FIELD MEASUREMENTS. INSTALL MECHANICAL WORK IN ACCORDANCE WITH REQUIREMENTS ENFORCED BY AUTHORITIES HAVING JURISDICTION OVER THIS PROJECT, INCLUDING CURRENT STATE, COUNTY, MUNICIPAL AND FEDERAL CODES, LAWS, RULES, GUIDELINES, ORDINANCES, DIRECTIVES, AND STANDARDS (COLLECTIVELY "CODE" OR "CODES.") INSTALL EQUIPMENT AND APPURTENÁNCES PER MANUFACTURER'S INSTRUCTIONS. REQUIREMENTS AND RECOMMENDATIONS, INCLUDING THOSE FOR SUPPORTS AND ANCHORS. WHERE COMPONENTS OF MECHANICAL SYSTEMS REQUIRING PERIODIC ACCESS ARE CONCEALED BY NON-REMOVABLE FINISHES (SUCH AS HARD CEILINGS, MASONRY WALLS, ETC.), PROVIDE ACCESS DOORS OF ADEQUATE SIZE FOR SERVICE. COORDINATE PROVISION AND INSTALLATION OF DOORS WITH GC. D. UNLESS INDICATED OTHERWISE, INSTALL MECHANICAL SYSTEMS AND COMPONENTS CONCEALED BEHIND OR WITHIN BUILDING STRUCTURE AND FINISHES. EXCEPTIONS REQUIRE WRITTEN ACCEPTANCE BY THE ENGINEER. . COOPERATE WITH OTHER TRADES TO ELIMINATE CONFLICTS BETWEEN MECHANICAL WORK AND THE WORK OF OTHER TRADES. ARRANGE WORK TO CONSERVE USEABLE SPACE IN CEILING PLENUMS, SOFFITS, CHASES, SHAFTS, AND SIMILAR VOLUMES, PROVIDE OFFSETS WHEN NECESSARY TO ACCOMMODATE THE WORK OF OTHER TRADES. WORK THAT IS NOT NEATLY AND CONCISELY ARRANGED BECAUSE OF INSUFFICIENT COORDINATION WITH OTHER TRADES IS SUBJECT TO REJECTION. . COORDINATE LOCATION OF CEILING-MOUNTED MECHANICAL EQUIPMENT (INCLUDING BUT NOT LIMITED TO DIFFUSERS, REGISTERS AND GRILLES, FIRE SPRINKLER HEADS, AND SUSPENSION POINTS FOR BELOW-CEILING WORK) WITH CEILING-MOUNTED EQUIPMENT OF OTHER TRADES (INCLUDING BUT NOT LIMITED TO LIGHT FIXTURES, FIRE ALARM DEVICES, SPEAKERS, AND OTHER LOW-VOLTAGE SYSTEM DEVICES.) MAINTAIN SEPARATIONS REQUIRED BY EACH PIECE OF EQUIPMENT. LOCATIONS SHALL GENÉRALLY CORRESPOND WITH PATTERNS AS SHOWN ON ARCHITECTURAL REFLECTED CEILING PLANS; MAJOR VARIATIONS SHALL BE APPROVED BY THE . UNLESS OTHERWISE INDICATED, PROVIDE SLEEVES AND/OR OPENINGS WHERE REQUIRED TO RUN MECHANICAL WORK THROUGH WALLS, FLOORS, FOUNDATIONS, BRIDGING AND BEAMS, ETC. COORDINATE WITH GC FOR INSTALLATION OF SLEEVES FOR PENETRATING CONCRETE CONSTRUCTION PRIOR TO CONCRETE POURING. SEAL PENETRATIONS AT EXTERIOR WALLS WEATHER-TIGHT. SEAL PENETRATIONS OF FLOORS WATERTIGHT. SEAL PENETRATIONS OF INTERIOR WALLS AND CEILINGS AIRTIGHT (REGARDLESS OF ASSEMBLY'S RATINGS.) SEAL PENETRATION OF FIRE-RATED ASSEMBLIES IN ACCORDANCE WITH FIRE-RATED ASSEMBLY 14. COORDINATE MECHANICAL WORK WITH PHASING PLANS. ARRANGE FOR EQUIPMENT AND MATERIALS TO BE ON SITE WHEN NEEDED WITHOUT EXCESSIVE ON-SITE STORAGE TIME. 5. INSTALL PIPING WITH SUFFICIENT SPACE FOR INSTALLATION OF INSULATION, IF ANY. 6. INSTALL PIPING WITHOUT UNINTENDED FORCING OR SPRINGING. CONSIDER THERMAL EXPANSION FROM INSTALLATION TEMPERATURE TO OPERATING TEMPERATURE WHEN MOUNTING OR HANGING PIPING SO THAT FORCES DUE TO EXPANSION ARE NEARLY NEUTRAL DURING NORMAL OPERATION. 7. INSTALL PIPING SO THAT VALVES, STRAINERS, UNIONS, TRAPS, FLANGES AND OTHER FITTINGS REQUIRING ACCESS ARE READILY ACCESSIBLE. 18. UNLESS INDICATED OTHERWISE, PIPE UNIONS INCLUDE NOT ONLY TRADITIONAL UNIONS BUT ANY OTHER EASILY-DISASSEMBLED JOINTS ALLOWED FOR PIPED MEDIA. THIS INCLUDES FLANGES AND GROOVED COUPLINGS. 19. UNIONS SHALL BE INSTALLED AT EACH CONNECTION TO EQUIPMENT, IN VALVE AND TRAP BYPASSES, AND IN LONG PIPING RUNS (100' OR MORE) TO PERMIT DISASSEMBLY FOR ALTERATIONS AND REPAIRS. 20. ISOLATION VALVES AND STRAINERS SHALL BE FULL SIZE OF PIPE SERVING CONNECTED EQUIPMENT, WHICH IS TYPICALLY SAME SIZE AS OR LARGER THAN CONNECTION SIZES ON EQUIPMENT. THIS DOES NOT APPLY TO MODULATING CONTROL VALVES, WHICH SHALL BE SIZED BASED ON PRESSURE DROP. 1. PROVIDE CLEAN OUTS IN SANITARY AND STORM DRAINAGE SYSTEMS AT ENDS OF RUNS, AT CHANGES IN DIRECTION, NEAR BASE OF STACKS, EVERY 75' IN HORIZONTAL RUNS AND ELSEWHERE AS INDICATED. CLEAN OUTS SHALL BE FULL SIZE OF PIPING FOR PIPE SIZES 4" AND SMALLER AND SHALL BE 4" FOR PIPE SIZES LARGER THAN 6". 22. VERIFY AND COORDINATE ELEVATIONS PRIOR TO INSTALLING ANY UNDERGROUND PIPING. FIELD VERIFY LOCATION AND INVERT ELEVATION OF EXISTING SANITARY AND STORM DRAINAGE PIPING. COORDINATE LOCATION AND ELEVATION OF SANITARY AND STORM DRAINAGE PIPING ENTERING BUILDING(S) WITH SITE UTILITIES CONTRACTOR. REFER TO CIVIL DRAWINGS. 23. MINIMUM GRADING FOR SANITARY SEWER LINES SHALL BE 1/8" PER FOOT (1%) FOR PIPING 4" AND LARGER, 1/4" PER FOOT (2%) FOR PIPING SMALLER THAN 4". 24. MINIMUM AIR GAP ON INDIRECT ABOVE GRADE DRAINAGE SHALL BE TWICE THE DIAMETER OF INCOMING PIPE. 25. PVC PIPING USED FOR SANITARY AND STORM DRAINAGE ABOVE GRADE SHALL BE INSULATED FOR SOUND CONTROL 26. INSTALLATION OF PVC PIPING IN ENVIRONMENTAL AIR PLENUMS SHOULD BE AVOIDED. WHEN SUCH INSTALLATION IS NECESSARY, USE ALTERNATIVE PIPE MATERIALS, OR PIPING SHALL BE COMPLETELY COVERED IN PIPE COVERING SYSTEM UL-LISTED FOR THE INTENDED SERVICE. 27. MAINTAIN MINIMUM OF 4'-0" OF GROUND COVER OVER UNDERGROUND SEWER AND DRAINS. 28. MAINTAIN MINIMUM OF 6'-0" OF GROUND COVER OVER FILLED WATER PIPING. 29. POTABLE WATER CONNECTIONS TO PUBLIC WATER SYSTEMS SHALL INCLUDE BACKFLOW PREVENTION OF TYPE SATISFYING CODE AND WATER SYSTEM'S ADMINISTRATIVE REQUIREMENTS. 30. CONNECTIONS TO POTABLE WATER SYSTEMS THAT HAVE POTENTIAL FOR BACKFLOW SHALL BE PROTECTED WITH BACKFLOW PREVENTER(S). 31. BACKFLOW PREVENTERS SHALL BE ACCESSIBLE FOR TESTING AND SERVICE. 32. WHERE WATER SUPPLY AND/OR DRAIN PIPING IS EXPOSED BELOW LAVATORIES AND SINKS, INSULATE PIPING AND ACCESSORIES TO PREVENT THERMAL INJURY TO FIXTURE USERS. 33. FUEL GAS INSTALLATION SHALL COMPLY WITH NFPA 54 OR NFPA 58, AS APPLICABLE. 34. INSTALL FUEL GAS PRESSURE REGULATORS IN ACCESSIBLE AND SERVICEABLE LOCATIONS. FOR INDOOR INSTALLATIONS, PIPE VENT TO OUTDOORS (VENT RESTRICTORS MAY BE USED AT CONTRACTOR'S DISCRETION, AND IN ACCORDANCE WITH CODES.) 35. PROVIDE SHUT-OFF VALVES UPSTREAM OF FUEL GAS REGULATORS. PROVIDE SHUT-OFF VALVE, DIRT LEG AND UNION AT FUEL GAS CONNECTIONS TO APPLIANCES. 36. DO NOT ALLOW FUEL GAS PIPING TO BE USED FOR ELECTRICAL GROUNDING. 37. DUCTWORK INTENDED TO BE INSTALLED EXPOSED IN FINISHED SPACES WILL BE INDICATED ON 38. DUCT TAKEOFFS SHALL BE HIGH EFFICIENCY TYPE UNLESS NOTED OTHERWISE. 39. INSTALL VOLUME DAMPER IN DUCT TAKEOFF TO EACH DIFFUSER, GRILLE, AND REGISTER WHETHER SHOWN OR NOT. IF REQUIRED TO PERMIT AIRFLOW BALANCING IN ACCORDANCE WITH SPECIFICATIONS. DAMPERS INTEGRAL TO AIR TERMINALS SATISFY THIS REQUIREMENT. 40. SQUARE DIFFUSERS SHALL HAVE AIR VOLUME DIRECTED EQUALLY IN FOUR DIRECTIONS UNLESS INDICATED OTHERWISE. 41. DUCT DIMENSIONS ARE CLEAR INSIDE DIMENSIONS. FOR DUCTS WITH INTERNAL INSULATION,

DOUBLE WALL CONSTRUCTION, OR OTHER CONSTRUCTION WITH SUBSTANTIAL OVERALL DUCT

42. VERIFY ADEQUATE AIR PATH IN AIR PLENUMS SHARED WITH OTHER BUILDING FEATURES, SUCH

WALL THICKNESS. INCREASE SIZE OF OUTER DUCT ACCORDINGLY.

AS CEILING PLENUMS, UNDERFLOOR PLENUMS, CHASES AND SHAFTS.

GENERAL NOTES

SHEET INDEX MECHANICAL LEGEND AND SHEET INDEX LOWER LEVEL PLUMBING DEMOLITION PLAN MAIN LEVEL PLUMBING DEMOLITION PLAN SECOND LEVEL PLUMBING DEMOLITION PLAN LOWER LEVEL HVAC DEMOLITION PLAN MAIN LEVEL HVAC DEMOLITION PLAN SECOND LEVEL HVAC DEMOLITION PLAN LOWER LEVEL PIPING DEMOLITION PLAN MAIN LEVEL PIPING DEMOLITION PLAN SECOND LEVEL PIPING DEMOLITION PLAN 15.20 LOWER LEVEL PLUMBING PLAN 15.21 MAIN LEVEL PLUMBING PLAN 15.22 SECOND LEVEL PLUMBING PLAN LOWER LEVEL HVAC PLAN 15.31 MAIN LEVEL HVAC PLAN 15.32 SECOND LEVEL HVAC PLAN \*MECHANICAL ROOF PLAN\* 15.40 LOWER LEVEL MECH. PIPING PLAN MAIN LEVEL MECH. PIPING PLAN 15.42 SECOND LEVEL MECH. PIPING PLAN LOWER LEVEL FIRE SPRINKLER PLAN MAIN LEVEL FIRE SPRINKLER PLAN SECOND LEVEL FIRE SPRINKLER PLAN 15.60 \* MECHANICAL SECTIONS \* 15.61 \* MECHANICAL SECTIONS \* 15.62 \* MECHANICAL DETAILS \* 15.63 \* MECHANICAL DETAILS \* 15.64 \* MECHANICAL DETAILS \*

15.70 \* MECHANICAL SCHEDULES \* \* MECHANICAL SCHEDULES \* 15.80 \* MECHANICAL/ELECTRICAL SCHEDULES \*

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**Sheet Title** MECHANICAL LEGEND AND SHEET INDEX

**Sheet Number** 15.00

ENGINEERING LLC



LOWER LEVEL PLUMBING DEMOLITION PLAN

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

SKYLINE ENGINEERING LLC 615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859 Project No. - 18018

GENERAL NOTES (THIS SHEET ONLY)

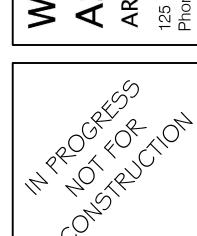
1. FIELD VERIFY EXISTING CONDITIONS AND EXACT LOCATIONS OF MECHANICAL EQUIPMENT, PIPING, INVERTS PRIOR TO CONSTRUCTION.

- . COORDINATE DEMOLITION AND BUILDING SYSTEM SHUTDOWN WITH OWNERS REPRESENTATIVE PRIOR TO ANY WORK.
- 3. ALL UNDERGROUND CAPPED WASTE LINES SHALL BE DONE WITH "FERNCO" STYLE ELASTOMERIC PVC
- 4. CONTRACTOR TO FIELD VERIFY EXACT LOCATIONS OF ALL EXISTING PIPING AND DISCONNECTION

WITH STAINLESS STEEL DRAWBANDS.

- 5. REMOVE ALL ABANDONED LINES BACK TO WITHIN 3 PIPE DIAMETERS OF MAIN EXCEPT UNDERGROUND
- WASTE PIPING. 6. REPAIR ANY INSULATION DAMAGE THAT OCCURRED
- DURING DEMOLITION ON PIPING TO REMAIN. . REMOVE ALL HANGERS ASSOCIATED WITH PIPING REMOVED. PROVIDE NEW HANGERS WITH ALL NEW
- 8. CONTRACTOR SHALL VERIFY ALL UNDERFLOOR PIPING ELEVATIONS PRIOR TO DEMOLITION.
- 9. CONTRACTOR SHALL COORDINATE ALL WATER/WASTE SHUTDOWNS W/ OWNER.
- 10. CONTRACTOR SHALL PROVIDE ALL NECESSARY TEMPORARY VALVES AND CONNECTIONS TO MAINTAIN OPERATIONS DURING CONSTRUCTION
- 11. CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMÓVED WHERE WALL/FLOOR IS TO REMAIN.
- 12. OWNER HAS FIRST RIGHT OF REFUSAL ON ALL REMOVED EQUIPMENT AND PIPING. CONTRACTOR TO COORDINATE WITH OWNER.
- 13. THESE PLANS ARE REPRESENTATIVE IN NATURE ONLY, CONTRACTOR SHALL PROVIDE ALL PIPING OFFSETS AS REQUIRED FOR A COMPLETE AND COORDINATED INSTALLATION WITH OTHER TRADES AND STRUCTURE

KEYED NOTES (THIS SHEET ONLY) 1 --



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**Sheet Title** LOWER LEVEL PLUMBING DEMOLITION

**Sheet Number** 

FIRST LEVEL PLUMBING DEMOLITION PLAN SCALE: 1/8"= 1'-0"

GENERAL NOTES (THIS SHEET ONLY)

- 1. FIELD VERIFY EXISTING CONDITIONS AND EXACT
- 2. COORDINATE DEMOLITION AND BUILDING SYSTEM SHUTDOWN WITH OWNERS REPRESENTATIVE
- 3. ALL UNDERGROUND CAPPED WASTE LINES SHALL
- OF ALL EXISTING PIPING AND DISCONNECTION
- 3 PIPE DIAMETERS OF MAIN EXCEPT UNDERGROUND WASTE PIPING.
- REMOVED. PROVIDE NEW HANGERS WITH ALL NEW PIPING.
- PIPING ELEVATIONS PRIOR TO DEMOLITION.
- TEMPORARY VALVES AND CONNECTIONS TO MAINTAIN OPERATIONS DURING CONSTRUCTION
- 11. CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMOVED
- 12. OWNER HAS FIRST RIGHT OF REFUSAL ON ALL

	KEYED NOTES (THIS SHEET ONLY)	
1		

LOCATIONS OF MECHANICAL EQUIPMENT, PIPING, INVERTS PRIOR TO CONSTRUCTION.

PRIOR TO ANY WORK.

BE DONE WITH "FERNCO" STYLE ELASTOMERIC PVC WITH STAINLESS STEEL DRAWBANDS. 4. CONTRACTOR TO FIELD VERIFY EXACT LOCATIONS

5. REMOVE ALL ABANDONED LINES BACK TO WITHIN

6. REPAIR ANY INSULATION DAMAGE THAT OCCURRED DURING DEMOLITION ON PIPING TO

REMOVE ALL HANGERS ASSOCIATED WITH PIPING

8. CONTRACTOR SHALL VERIFY ALL UNDERFLOOR

9. CONTRACTOR SHALL COORDINATE ALL WATER/WASTE SHUTDOWNS W/ OWNER. 10. CONTRACTOR SHALL PROVIDE ALL NECESSARY

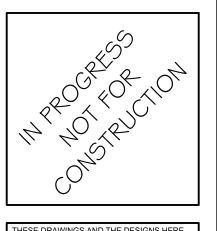
WHERE WALL/FLOOR IS TO REMAIN.

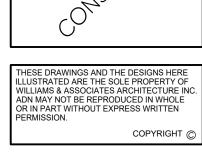
REMOVED EQUIPMENT AND PIPING. CONTRACTOR TO COORDINATE WITH OWNER.

13. THESE PLANS ARE REPRESENTATIVE IN NATURE ONLY, CONTRACTOR SHALL PROVIDE ALL PIPING OFFSETS AS REQUIRED FOR A COMPLETE AND COORDINATED INSTALLATION WITH OTHER TRADES AND STRUCTURE

SKYLINE ENGINEERING LLC 615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859

Project No. - 18018





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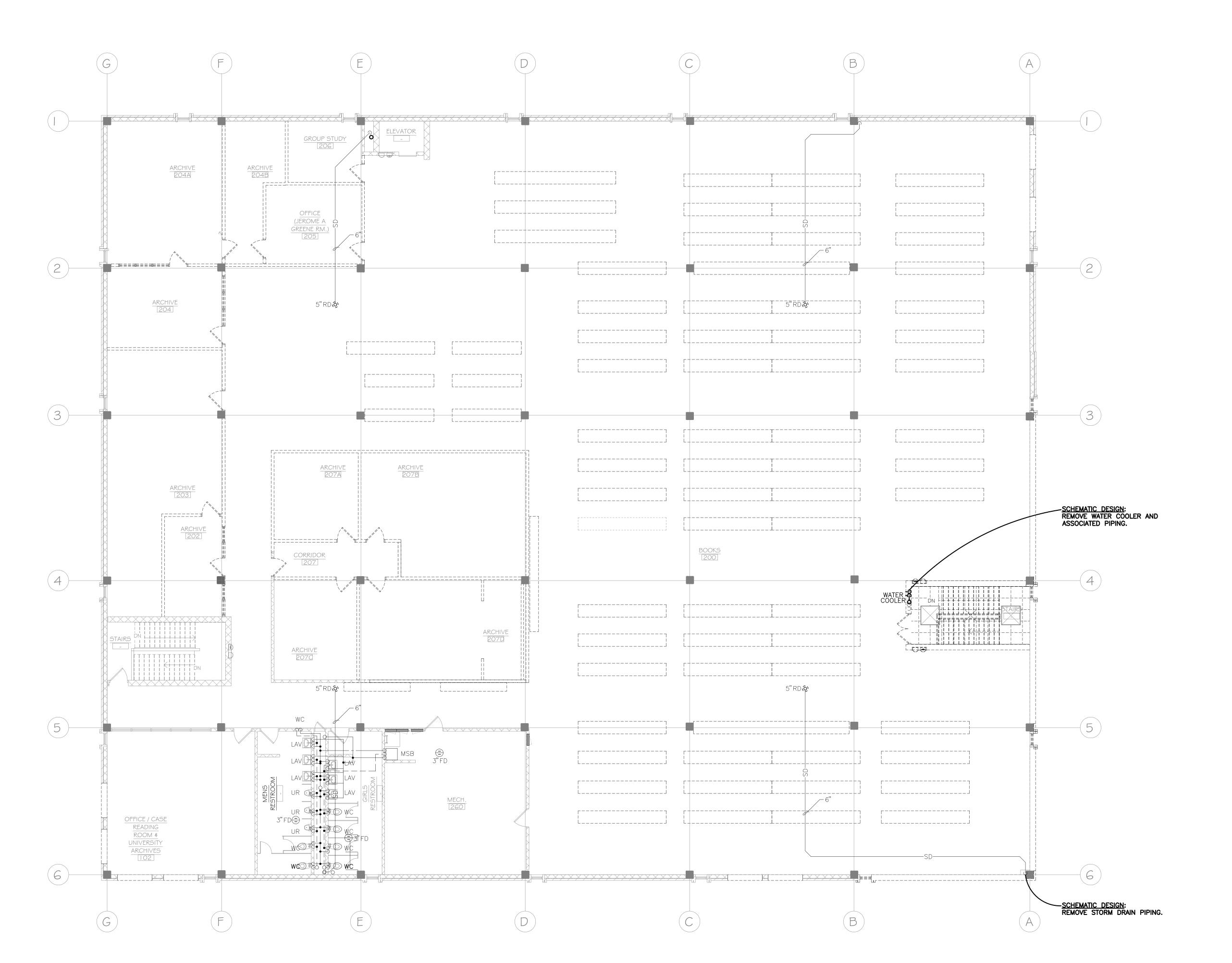
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**Sheet Title** MAIN LEVEL

PLUMBING DEMOLITION

**Sheet Number** 



SECOND LEVEL PLUMBING DEMOLITION PLAN

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

SKYLINE ENGINEERING LLC

GENERAL NOTES (THIS SHEET ONLY)

- 1. FIELD VERIFY EXISTING CONDITIONS AND EXACT LOCATIONS OF MECHANICAL EQUIPMENT, PIPING, INVERTS PRIOR TO CONSTRUCTION.
- 2. COORDINATE DEMOLITION AND BUILDING SYSTEM SHUTDOWN WITH OWNERS REPRESENTATIVE PRIOR TO ANY WORK.
- 3. ALL UNDERGROUND CAPPED WASTE LINES SHALL BE DONE WITH "FERNCO" STYLE ELASTOMERIC
- 4. CONTRACTOR TO FIELD VERIFY EXACT LOCATIONS OF ALL EXISTING PIPING AND DISCONNECTION

PVC WITH STAINLESS STEEL DRAWBANDS.

- 5. REMOVE ALL ABANDONED LINES BACK TO WITHIN 3 PIPE DIAMETERS OF MAIN EXCEPT
- 6. REPAIR ANY INSULATION DAMAGE THAT OCCURRED DURING DEMOLITION ON PIPING TO

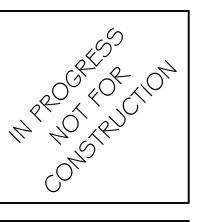
UNDERGROUND WASTE PIPING.

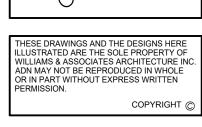
- REMOVE ALL HANGERS ASSOCIATED WITH PIPING REMOVED. PROVIDE NEW HANGERS WITH ALL NEW PIPING.
- 8. CONTRACTOR SHALL VERIFY ALL UNDERFLOOR PIPING ELEVATIONS PRIOR TO DEMOLITION.
- 9. CONTRACTOR SHALL COORDINATE ALL WATER/WASTE SHUTDOWNS W/ OWNER.
- 10. CONTRACTOR SHALL PROVIDE ALL NECESSARY TEMPORARY VALVES AND CONNECTIONS TO MAINTAIN OPERATIONS DURING CONSTRUCTION
- 11. CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMOVED WHERE WALL/FLOOR IS TO REMAIN.
- 12. OWNER HAS FIRST RIGHT OF REFUSAL ON ALL REMOVED EQUIPMENT AND PIPING. CONTRACTOR

TO COORDINATE WITH OWNER.

13. THESE PLANS ARE REPRESENTATIVE IN NATURE ONLY, CONTRACTOR SHALL PROVIDE ALL PIPING OFFSETS AS REQUIRED FOR A COMPLETE AND COORDINATED INSTALLATION WITH OTHER TRADES AND STRUCTURE

KEYED NOTES (THIS SHEET ONLY) 1 --





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**Sheet Title** SECOND LEVEL PLUMBING DEMOLITION

**Sheet Number** 

615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859 Project No. - 18018

LOWER LEVEL HVAC DEMOLITION PLAN

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

GENERAL NOTES (THIS SHEET ONLY)

- CONTRACTOR SHALL COORDINATE DEMOLITION OF ALL PIPING, DUCTWORK, EQUIPMENT AND ALL ASSOCIATED APPURTENANCES WITH ALL OTHER
- 2. FIELD VERIFY EXACT LOCATION OF ALL MATERIALS AND EQUIPMENT TO BE DEMOLISHED OR ABANDONED, AS NECESSARY, WITH NEW MATERIALS AND EQUIPMENT. COORDINATE ALL DEMOLITION WITH GENERAL CONTRACTOR.
- REMOVE ALL MECHANICAL RELATED
  ATTACHMENTS, APPURTENANCES, AND
  ACCESSORIES ASSOCIATED WITH ITEMS SHOWN
  TO BE REMOVED, INCLUDING, BUT NOT LIMITED TO: HANGERS, SLEEVES, BRACES, INSULATION, DAMPERS, ETC.
- 4. REPAIR ANY INSULATION DAMAGE THAT OCCURRED DURING DEMOLITION ON DUCTWORK TO REMAIN.
- . CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMÓVED WHERE WALL/FLOOR IS TO REMAIN.

KEYED NOTES (THIS SHEET ONLY)

1> --

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**Sheet Title** 

LOWER LEVEL DEMOLITION

**Sheet Number** 

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FIRST LEVEL HVAC DEMOLITION PLAN SCALE: 1/8"= 1'-0"

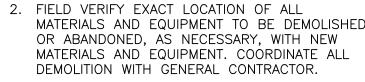
(THIS SHEET ONLY)

- CONTRACTOR SHALL COORDINATE DEMOLITION OF ALL PIPING, DUCTWORK, EQUIPMENT AND ALL ASSOCIATED APPURTENANCES WITH ALL OTHER
- 2. FIELD VERIFY EXACT LOCATION OF ALL MATERIALS AND EQUIPMENT TO BE DEMOLISHED OR ABANDONED, AS NECESSARY, WITH NEW
- OCCURRED DURING DEMOLITION ON DUCTWORK TO REMAIN.
- . CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMOVED WHERE WALL/FLOOR IS TO REMAIN.

(THIS SHEET ONLY)

2 REMOVE SUPPLY MAIN IN AREA OF NEW

GENERAL NOTES



- REMOVE ALL MECHANICAL RELATED ATTACHMENTS, APPURTENANCES, AND ACCESSORIES ASSOCIATED WITH ITEMS SHOWN TO BE REMOVED, INCLUDING, BUT NOT LIMITED TO: HANGERS, SLEEVES, BRACES, INSULATION, DAMPERS, ETC.
- 4. REPAIR ANY INSULATION DAMAGE THAT

KEYED NOTES

REMOVE SUPPLY AIR BRANCH AND ASSOCIATED DIFFUSER. MAIN REMAINS, PATCH UNUSED OPENINGS AIRTIGHT.

STAIRWELL AND ALL ASSOCIATED BRANCHES AND DIFFUSERS. TAKE OFF AT MAIN TO REMAIN FOR

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**Sheet Title** 

MAIN LEVEL DEMOLITION

**Sheet Number** 15.14

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

SKYLINE ENGINEERING LLC

GENERAL NOTES

- CONTRACTOR SHALL COORDINATE DEMOLITION OF ALL PIPING, DUCTWORK, EQUIPMENT AND ALL ASSOCIATED APPURTENANCES WITH ALL OTHER
- REMOVE ALL MECHANICAL RELATED ATTACHMENTS, APPURTENANCES, AND TO: HANGERS, SLEEVES, BRACES, INSULATION,
- 4. REPAIR ANY INSULATION DAMAGE THAT OCCURRED DURING DEMOLITION ON DUCTWORK TO REMAIN.
- PENETRATIONS WHERE PIPING IS REMOVED WHERE WALL/FLOOR IS TO REMAIN.

(THIS SHEET ONLY)

(1) REMOVE SUPPLY AIR BRANCH AND ASSOCIATED

(THIS SHEET ONLY)

2. FIELD VERIFY EXACT LOCATION OF ALL MATERIALS AND EQUIPMENT TO BE DEMOLISHED OR ABANDONED, AS NECESSARY, WITH NEW MATERIALS AND EQUIPMENT. COORDINATE ALL DEMOLITION WITH GENERAL CONTRACTOR.

ACCESSORIES ASSOCIATED WITH ITEMS SHOWN TO BE REMOVED, INCLUDING, BUT NOT LIMITED

DAMPERS, ETC.

5. CONTRACTOR SHALL REPAIR ALL WALL/FLOOR

KEYED NOTES

DIFFUSER. DUCTWORK MAINS REMOVED BACK TO AIR HANDLER.

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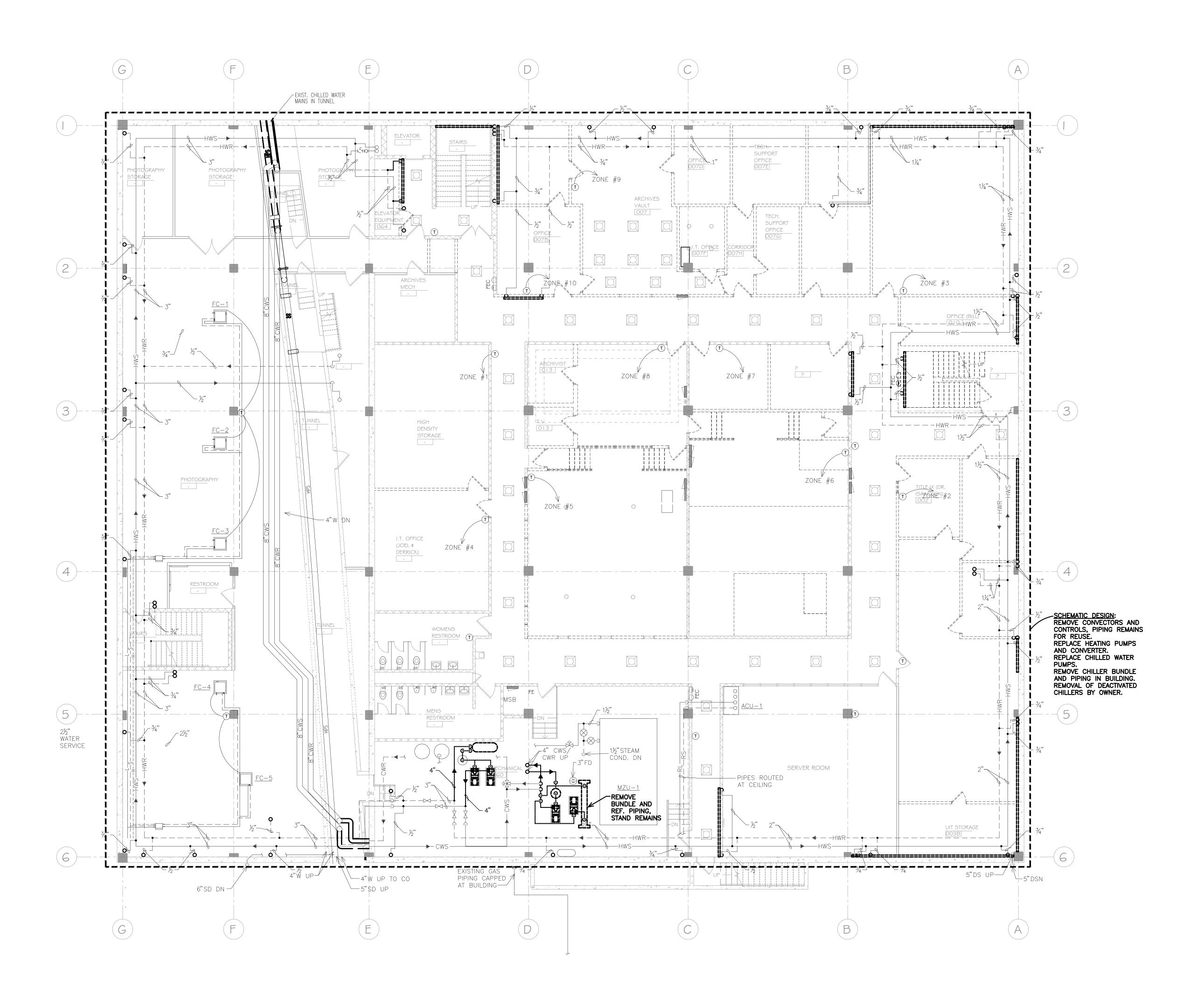
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**Sheet Title** SECOND LEVEL

DEMOLITION

**Sheet Number** 

615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859



LOWER LEVEL MECHANICAL PIPING DEMOLITION PLAN

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



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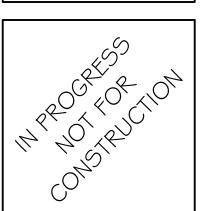
Project No. - 18018

GENERAL NOTES (THIS SHEET ONLY)

- 1. FIELD VERIFY EXISTING CONDITIONS AND EXACT LOCATIONS OF MECHANICAL EQUIPMENT, PIPING AND INVERTS PRIOR TO CONSTRUCTION.
- . COORDINATE DEMOLITION AND BUILDING SYSTEM SHUTDOWN WITH OWNERS REPRESENTATIVE PRIOR TO
- 3. ALL UNDERGROUND CAPPED WATER LINES SHALL B DONE WITH "FERNCO" STYLE ELASTOMERIC PVC WITH
- STAINLESS STEEL DRAWBANDS. 4. REPAIR ANY INSULATION DAMAGE THAT OCCURRED
- DURING DEMOLITION ON PIPING TO REMAIN. 5. REMOVE ALL HANGERS ASSOCIATED WITH PIPING REMOVED. PROVIDE NEW HANGERS WITH ALL NEW
- 6. CONTRACTOR SHALL VERIFY ALL UNDERFLOOR PIPING ELEVATIONS PRIOR TO DEMOLITION.
- . CONTRACTOR SHALL COORDINATE ALL WATER/WASTE SHUTDOWNS WITH OWNER.
- 8. CONTRACTOR SHALL PROVIDE ALL NECESSARY TEMPORARY VALVES AND CONNECTIONS TO MAINTAIN OPERATIONS DURING CONSTRUCTION PHASE.
- 9. CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMÓVED WHERE WALL/FLOOR IS TO REMAIN.
- 10. OWNER HAS FIRST RIGHT OF REFUSAL ON ALL REMOVED EQUIPMENT AND PIPING. CONTRACTOR TO COORDINATE WITH OWNER.

KEYED NOTES (THIS SHEET ONLY)

1) 34" HWS/HWR UP THRU FLOOR TO FINNED TUBE RADIATOR ABOVE.



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**Sheet Title** LOWER LEVEL PIPING DEMOLITION

**Sheet Number** 15.16

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FIRST LEVEL MECHANICAL PIPING DEMOLITION PLAN

EXIST. CONDENSER

EXIST. CONDENSER

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

GENERAL NOTES (THIS SHEET ONLY)

- 1. FIELD VERIFY EXISTING CONDITIONS AND EXACT LOCATIONS OF MECHANICAL EQUIPMENT, PIPING AND INVERTS PRIOR TO CONSTRUCTION.
- . COORDINATE DEMOLITION AND BUILDING SYSTEM SHUTDOWN WITH OWNERS REPRESENTATIVE PRIOR TO
- . ALL UNDERGROUND CAPPED WATER LINES SHALL BE
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- DURING DEMOLITION ON PIPING TO REMAIN.
- 5. REMOVE ALL HANGERS ASSOCIATED WITH PIPING REMOVED. PROVIDE NEW HANGERS WITH ALL NEW
- 6. CONTRACTOR SHALL VERIFY ALL UNDERFLOOR PIPING ELEVATIONS PRIOR TO DEMOLITION. CONTRACTOR SHALL COORDINATE ALL WATER/WASTE
- SHUTDOWNS WITH OWNER. 8. CONTRACTOR SHALL PROVIDE ALL NECESSARY
- TEMPORARY VALVES AND CONNECTIONS TO MAINTAIN OPERATIONS DURING CONSTRUCTION PHASE.
- 9. CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMÓVED WHERE WALL/FLOOR IS TO REMAIN.
- 10. OWNER HAS FIRST RIGHT OF REFUSAL ON ALL REMOVED EQUIPMENT AND PIPING. CONTRACTOR TO COORDINATE WITH OWNER.

KEYED NOTES (THIS SHEET ONLY)

1 REMOVE EXISTING FINTUBE CONVECTOR, COVER, CONTROLS, AND WALL HANGERS. EXISTING PIPING SYSTEMS REMAIN FOR REUSE, MODIFY TO NEW CONDITIONS. CAP UNUSED PIPING.

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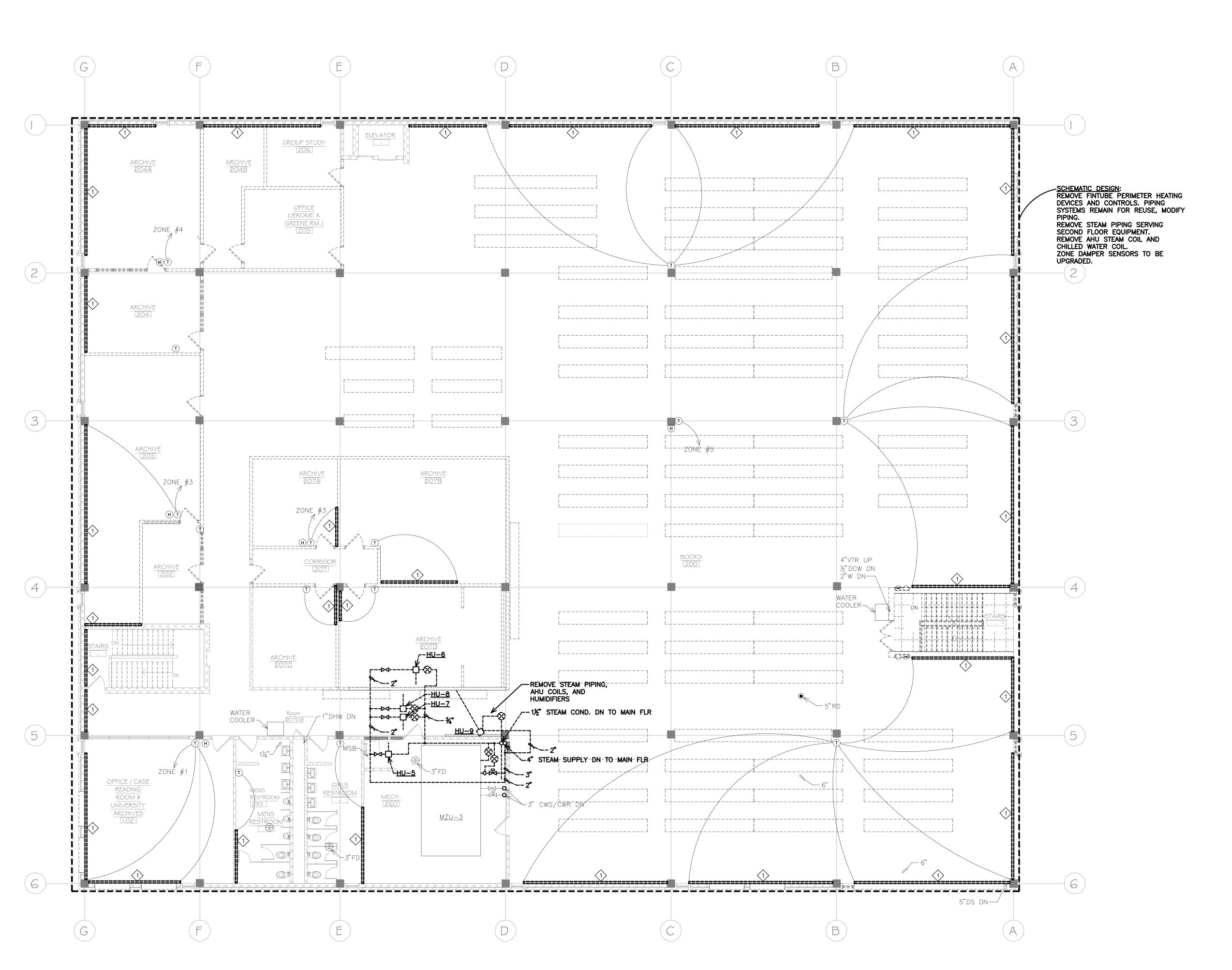
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**Sheet Title** MAIN LEVEL PIPING DEMOLITION PLAN

**Sheet Number** 

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SECOND LEVEL MECHANICAL PIPING DEMOLITION PLAN

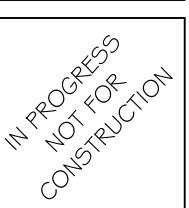
SCALE: 1/8"= 1'-0"

GENERAL NOTES (THIS SHEET ONLY)

- 1. FIELD VERIFY EXISTING CONDITIONS AND EXACT LOCATIONS OF MECHANICAL EQUIPMENT, PIPING AND INVERTS PRIOR TO CONSTRUCTION.
- 2. COORDINATE DEMOLITION AND BUILDING SYSTEM SHUTDOWN WITH OWNERS REPRESENTATIVE PRIOR T
- 3. ALL UNDERGROUND CAPPED WATER LINES SHALL B
- DONE WITH "FERNCO" STYLE ELASTOMERIC PVC WITH STAINLESS STEEL DRAWBANDS. 4. REPAIR ANY INSULATION DAMAGE THAT OCCURRED
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- 6. CONTRACTOR SHALL VERIFY ALL UNDERFLOOR PIPING ELEVATIONS PRIOR TO DEMOLITION.
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- 9. CONTRACTOR SHALL REPAIR ALL WALL/FLOOR PENETRATIONS WHERE PIPING IS REMÓVED WHERE WALL/FLOOR IS TO REMAIN.
- 10. OWNER HAS FIRST RIGHT OF REFUSAL ON ALL REMOVED EQUIPMENT AND PIPING. CONTRACTOR TO COORDINATE WITH OWNER.

KEYED NOTES (THIS SHEET ONLY)

1> REMOVE EXISTING FINTUBE CONVECTOR, COVER, CONTROLS, AND WALL HANGERS. EXISTING PIPING SYSTEMS REMAIN FOR REUSE, MODIFY TO NEW CONDITIONS. CAP UNUSED PIPING.



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**Sheet Title** SECOND LEVEL PIPING DEMOLITION

**Sheet Number** 15.18



LOWER LEVEL PLUMBING PLAN

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

GENERAL NOTES (THIS SHEET ONLY)

- 1. CONTRACTOR SHALL COORDINATE INSTALLATION OF PIPING AND ALL ASSOCIATED EQUIPMENT WITH ALL OTHER TRADES.
- 2. CONTRACTOR SHALL NOT ROUTE PIPING DIRECTLY OVER ELECTRICAL PANELS. PIPING MAY BE INSTALLED OVER ELECTRICAL PANEL SERVICE CLEARANCE SPACE ABOVE THE HEIGHT OF THE
- 3. ROUTE ALL STORM DRAINAGE PIPING HIGH AS POSSIBLE AND COORDINATE CLOSELY WITH DUCTWORK AND STRUCTURE.
- 4. THESE PLANS ARE REPRESENTATIVE IN NATURE ONLY. CONTRACTOR SHALL PROVIDE NECESSARY PIPING OFFSETS AS REQUIRED FOR A COMPLETE AND COORDINATED INSTALLATION WITH OTHER TRADES AND STRUCTURE.
- 5. SEE PLUMBING FIXTURE SCHEDULE FOR PIPE SIZE OF DRIPS IN WALL TO FIXTURES.
- 6. ALL INSULATED PIPING IN PUBLIC AREAS SHALL HAVE WHITE PVC JACKETING.
- 7. ALL VALVES ABOVE CEILINGS SHALL BE INSTALLED IN AN ACCESSIBLE LOCATION. CONTRACTOR SHALL PROVIDE ACCESS PANEL IF INSTALLED ABOVE A HARD (GYP) LID CEILING.

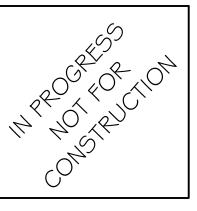
KEYED NOTES (THIS SHEET ONLY)

1 --

ASSOCIATES

ARCHITECTURE, INC.

125 E. Colorado Blvd., Suite 2A Spearfish, Sou



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FR RENOVATIO #RO817--03X FISH, SOUTH DAKO

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Sheet Title
LOWER LEVEL
PLUMBING PLAN

Sheet Number

SKYLINE
ENGINEERING LLC

615 12th Street
Rapid City, SD 57701

Project No. - 18018

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

GENERAL NOTES (THIS SHEET ONLY)

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**Sheet Title** MAIN LEVEL PLUMBING PLAN

**Sheet Number** 

SKYLINE ENGINEERING LLC 615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859 Project No. - 18018

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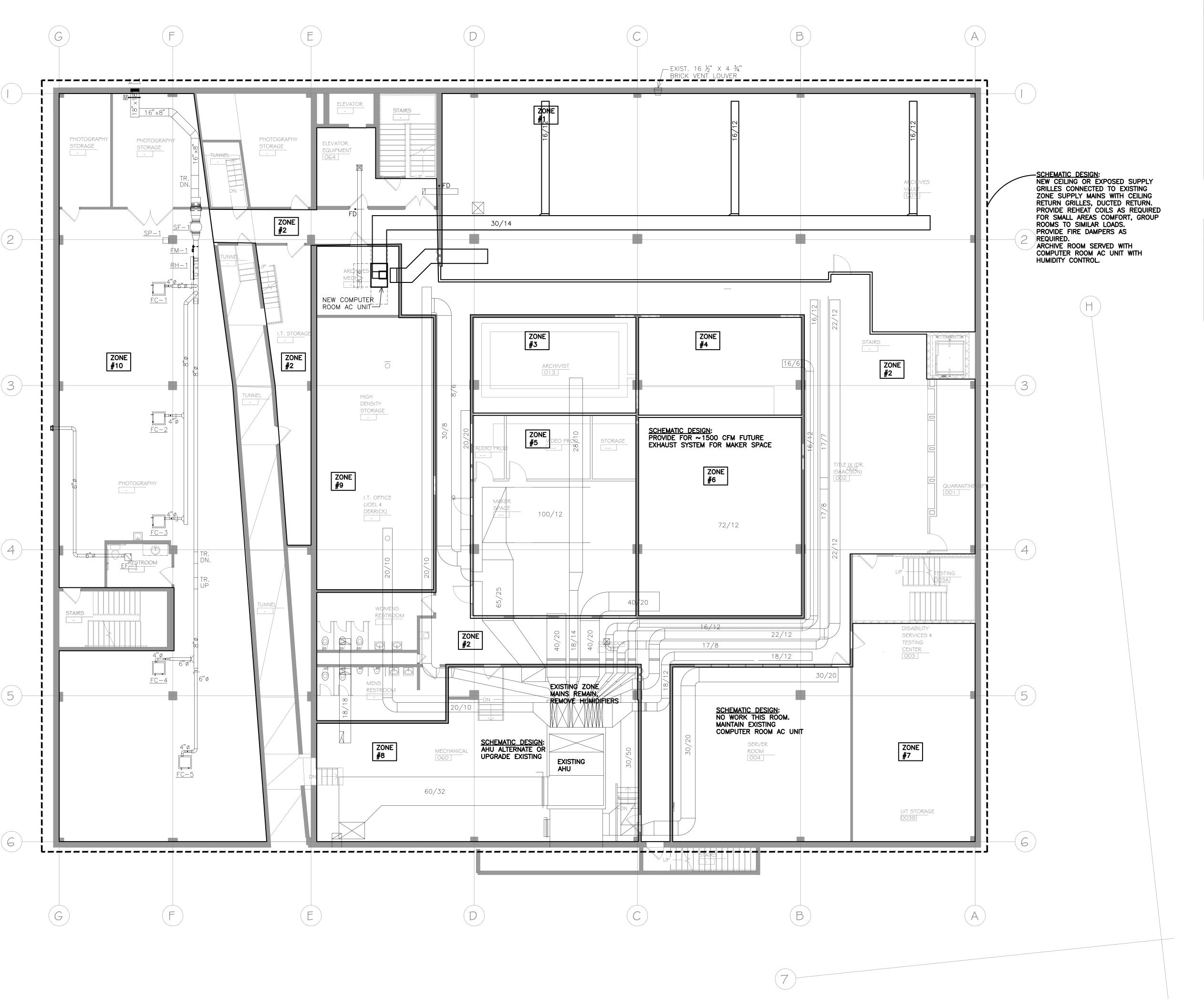
**Sheet Title** SECOND LEVEL PLUMBING PLAN

**Sheet Number** 15.22

SKYLINE ENGINEERING LLC 615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859

LOWER LEVEL HVAC PLAN

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



GENERAL NOTES (THIS SHEET ONLY)

- CONTRACTOR SHALL COORDINATE INSTALLATION OF ALL PIPING, DUCTWORK, EQUIPMENT AND ALL ASSOCIATED APPURTENANCES WITH ALL OTHER TRADES.
- 2. PROVIDE TURNING VANES IN ALL MITERED ELBOWS.
- S. CONTRACTOR SHALL NOT ROUTE DUCTWORK OR PIPING ABOVE ELECTRICAL PANELS OR SWITCHGEAR.
- 4. TRANSITIONS FROM EXHAUST DUCTS TO EXHAUST FANS SHALL BE GRADUAL AND TAPERED TO UNIT CONNECTION. VERIFY CONNECTION REQUIREMENTS WITH UNIT MANUFACTURER.

TRADES.

5. CONTRACTOR SHALL COORDINATE AND VERIFY EXACT ELEVATION AND LINTEL REQUIREMENTS OF ALL DUCTS PASSING THRU CONCRETE WALL WITH GENERAL CONTRACTOR AND ALL OTHER

> KEYED NOTES (THIS SHEET ONLY)

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**Sheet Title** LOWER LEVEL

HVAC PLAN

**Sheet Number** 15.30

SKYLINE ENGINEERING LLC

615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859 Project No. - 18018

OPEN TO STRUCTURE

TUPGRADESEXHAUST SYSTEM

EXIST. CONDENSER

EXISTING AHU

ZONE #8

SCHEMATIC DESIGN:
LARGE PLENUM RETURN
DUCT WILL NEED
MODIFICATION AND
ADEQUATE RETURN PATH.

 $\underline{DC-1}$ 

MAIN LEVEL HVAC PLAN SCALE: 1/8"= 1'-0"

VRV-1

EXIST. TRANS.

HVAC PLAN SKYLINE ENGINEERING LLC

GENERAL NOTES (THIS SHEET ONLY)

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- 6. PROVIDE ADEQUATE PLENUM RETURN AIR PATHS.

KEYED NOTES (THIS SHEET ONLY)

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-<u>Schematic design</u>: New ceiling or exposed supply

GRILLES CONNECTED TO EXISTING

ZONE SUPPLY MAINS WITH CEILING RETURN GRILLES WITH TRANSFER DUCTS, PLENUM RETURN. PROVIDE REHEAT COILS AS REQUIRED FOR SMALL AREAS COMFORT, GROUP ROOMS TO SIMILAR LOADS.

150VISIN

ZONE #2 575'

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**Sheet Title** MAIN LEVEL

**Sheet Number** 

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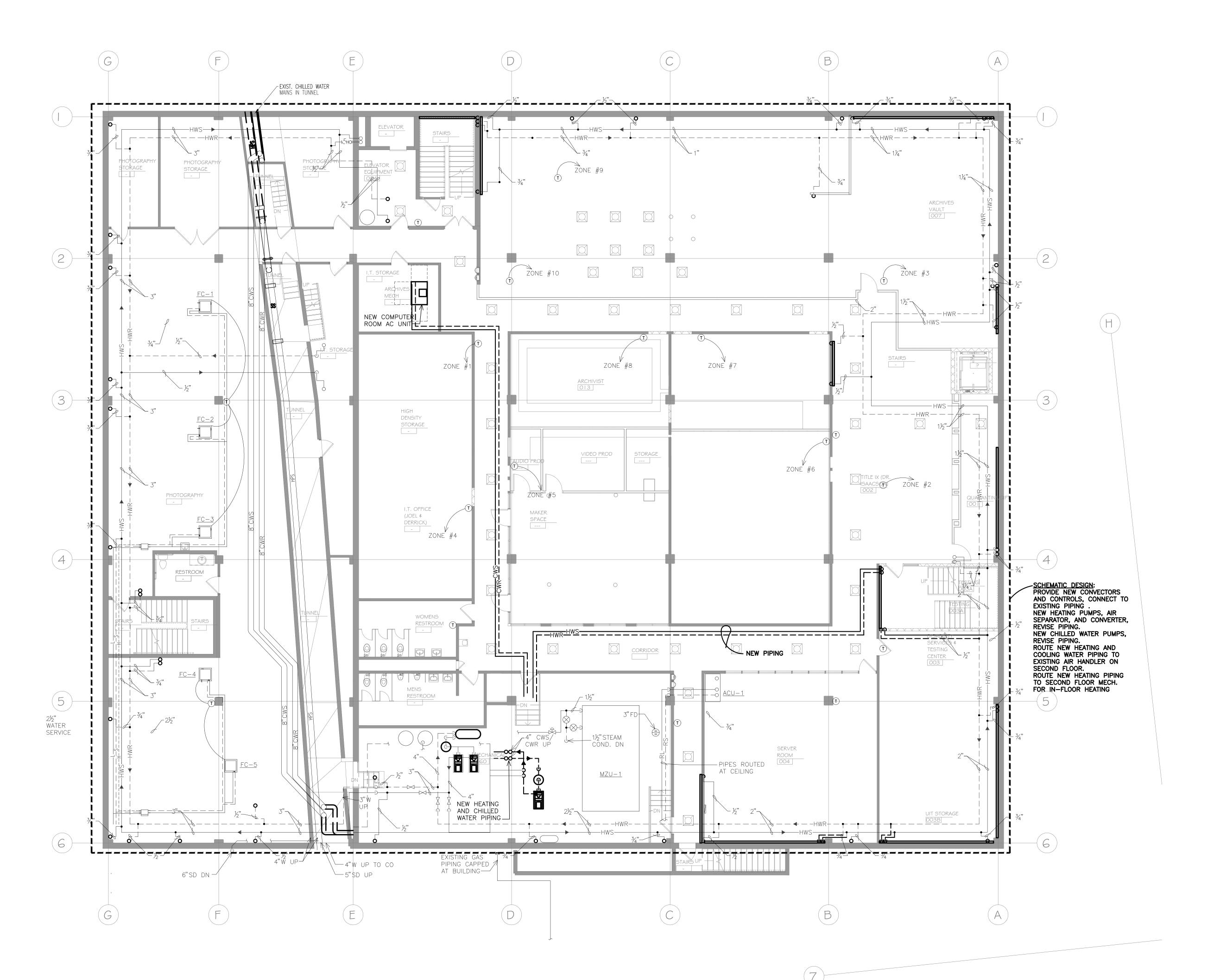
**Sheet Title** SECOND LEVEL

HVAC PLAN

**Sheet Number** 

15.32

SKYLINE ENGINEERING LLC 615 12th Street Tel: 605.737.3800 Rapid City, SD 57701 Fax: 605.737.3859



LOWER LEVEL MECHANICAL PIPING PLAN

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

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Sheet Title

LOWER LEVEL

MECH. PIPING PLAN

15.40

Sheet Number

SKYLINE
ENGINEERING LLC

615 12th Street
Rapid City, SD 57701

Tel: 605.737.3800
Fax: 605.737.3859

MAIN LEVEL MECHANICAL PIPING PLAN

SCALE: 1/8 = 1'-0"

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MAIN LEVEL MECE
PIPING PLAN

Sheet Number

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615 12th Street
Rapid City, SD 57701

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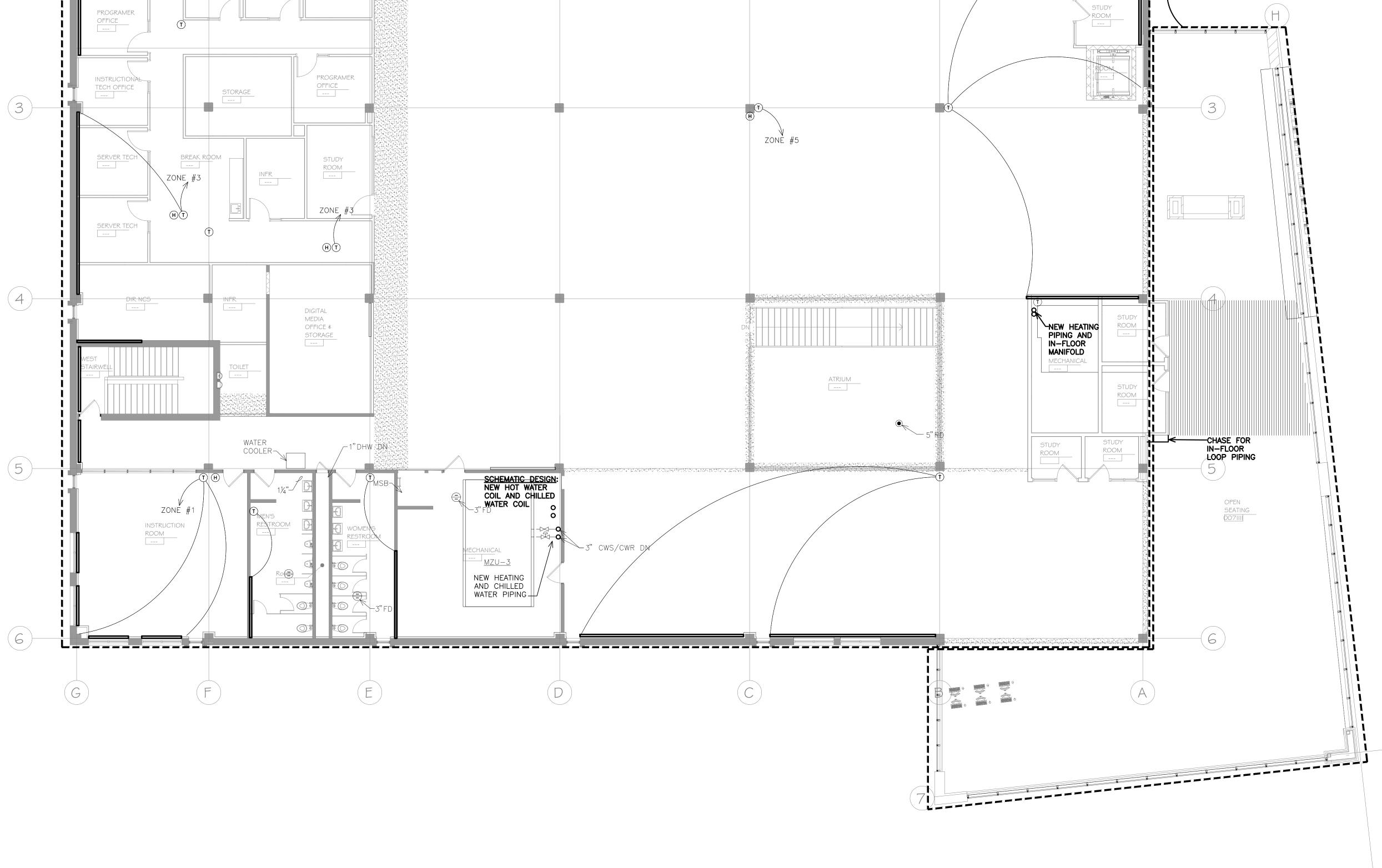
**Sheet Title** SECOND LEVEL MECH. PIPING PLAN

Sheet Number

15.42

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Project No. - 18018



SECOND LEVEL MECHANICAL PIPING PLAN

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

LOWER LEVEL FIRE SPRINKLER PLAN

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

- REFER TO ARCHITECTURAL DRAWINGS FOR CEILING TYPES, BUILDING SECTIONS, SOFFITS AND MEZZANINE AREAS.
- 2. CONTRACTOR SHALL COORDINATE INSTALLATION OF SPRINKLER HEADS AND PIPING WITH ALL OTHER DISCIPLINES. CONTRACTOR SHALL VERIFY SIZE AND ELEVATION OF SPRINKLER PIPE PRIOR TO FABRICATION.
- 5. PROVIDE TEMPORARY PIPING CONNECTIONS AS REQUIRED TO MAINTAIN COVERAGE DURING PHASING.

KEYED NOTES

- MAINTAIN EXISTING COVERAGE

. CONTRACTOR SHALL VERIFY HEAD LOCATIONS WITH ARCHITECTURAL REFLECTED CEILING PLAN.

4. ACCELERATOR MAYBE REQUIRED TO MEET TRIP

(THIS SHEET ONLY)

1> --

LEGEND

LIGHT HAZARD SPRINKLER COVERAGE

ORDINARY HAZARD SPRINKLER COVERAGE

DRY PRE-ACTION SPRINKLER COVERAGE

GENERAL NOTES (FIRE SPRINKLER PLAN ONLY)

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**Sheet Title** LOWER LEVEL FIRE SPRINKLER PLAN

**Sheet Number** 

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GENERAL NOTES (FIRE SPRINKLER PLAN ONLY)

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**Sheet Title** MAIN LEVEL FIRE SPRINKLER PLAN

**Sheet Number** 

SECOND LEVEL FIRE SPRINKLER PLAN SCALE: 1/8"= 1'-0"

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KEYED NOTES (THIS SHEET ONLY)

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LEGEND

- LIGHT HAZARD SPRINKLER COVERAGE
- ORDINARY HAZARD SPRINKLER COVERAGE
- DRY SPRINKLER COVERAGE
- MAINTAIN EXISTING COVERAGE

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**Sheet Title** SECOND LEVEL FIRE SPRINKLER

**Sheet Number** 15.52

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#### SOUTH DAKOTA BOARD OF REGENTS

## **Budget and Finance**

AGENDA ITEM: 6 – E DATE: October 7, 2020

\*

### **SUBJECT**

**USD Health Sciences Building Facility Design Plan (FDP)** 

## 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

SDCL 5-14-3 – Preparation of Plans and Specifications for Capital Improvements – State Building Committees – Approval by Board or Commission in Charge of Institution

BOR Policy 6:4 – Capital Improvements

**BOR Policy 6:6** – Maintenance and Repair

#### **BACKGROUND / DISCUSSION**

The University of South Dakota (USD) requests approval of its Facility Design Plan to construct a 45,000 gross square foot state-of-the-art Health Sciences Building that will support the anticipated growth and demand for healthcare workforce professionals in South Dakota. The new facility will provide a contemporary environment that strengthens the classroom, lab settings, collaborative and inter-professional efforts, and hands-on experiences in healthcare simulation, which are a critical focus for the School of Health Sciences (SHS). The Facility Program Plan (FPP) associated with this project was approved by the Board at its April 2020 meeting.

#### IMPACT AND RECOMMENDATIONS

Over the last ten years more than 4,400 individuals earned at least one degree from the School of Health Sciences. About sixty-three percent of those individuals (approximately 2,800 graduates) are working and/or living in South Dakota. As the demand for Health Science professionals has significantly increased over the last 10-15 years, a new Health Sciences Building has become a significant need at USD.

The primary constituents to be served by this facility are the students, faculty, and staff for the eight of the ten Health Sciences majors (Addiction Counseling and Prevention, Dental

(Continued)

# **DRAFT MOTION 20201007 6-E:**

I move to approve USD's Facility Design Plan for the new Health Sciences Building at a cost not to exceed \$22,000,000.

Hygiene, Health Sciences, Masters of Public Health, Medical Laboratory, Nursing, Physician Assistant, and Social Work). Additionally, external constituents will be served through the use of clinical skills, simulation, and dental hygiene clinic space that will exist in the new facility. The focus of this project is to provide a state-of-the-art contemporary building which will support the academic, research, and service missions of eight of USD's fastest growing majors in health professional disciplines.

Currently, the Health Sciences Programs are scattered at multiple locations across campus, with the majority housed in Julian Hall which was originally built in 1950 as a residence hall, but now is being used for various purposes. Julian Hall is not an adequate facility for the Health Sciences Programs. Current faculty office space, classroom space, and laboratory space is antiquated and inadequate to accommodate current needs and future growth.

#### **Funding Sources**

Source of funding for the Health Sciences Building is outlined below:

- \$12,500,000 in HEFF M&R Bond
- \$4,500,000 in Private/Local Funds
- \$5,000,000 in One-time State Funds

#### Cost Estimate

Total Estimate of Probable Construction Costs	\$17,950,000
A/V & IT Allowance/BIT	700,000
FF & E Allowance	1,000,000
A & E Fees	1,621,000
LEED/Commissioning	115,000
Testing	65,000
OSE Fees / USD Fees	225,000
Owner's Contingency:	265,600
Project Total	\$22,000,000

#### **ATTACHMENTS**

Attachment I – USD Health Sciences Building Facility Design Plan Detailed

#### **Facility Design Plan**

#### Health Sciences Building

#### THE UNIVERSITY OF SOUTH DAKOTA

#### **Introduction:**

The Facility Program Plan for a three (3) story state-of-the-art 45,000 square-foot Health Sciences Building was approved at the April 2020 BOR meeting. The Facility Design Plan was approved in September 2020 by the Building Committee.

The building will be located on the Vermillion campus, on the corner of East Clark Street and North Dakota Street and will attach via a link to the existing Lee Medical building on levels 1 and 3.

The new Health Sciences building will support the necessary and anticipated growth in demand for a health care workforce and provide a contemporary facility that strengthens the opportunities for inter-professional, collaborative, hands-on experiences in simulation, classroom, and lab settings.

In addition to accommodating for growth within the health sciences programs, the new building will unite programs under one roof, thus creating operational efficiencies. The building will include technology-enhanced active learning classrooms, shared faculty and staff workplace, health science labs, simulation rooms, student collaboration and study spaces, and an active community dental hygiene clinic. The first floor will house the Dental Hygiene clinic as well as the labs and therapy rooms for various programs. The second and third floors will include study spaces, labs, classrooms, and offices. All three floors will have restrooms and the first floor will include a mother's room.

Primary constituents to be served by this facility are the students, faculty, and staff of eight (8) of the ten (10) Health Sciences majors (Addiction Counseling and Prevention, Dental Hygiene, Health Sciences, Masters of Public Health, Medical Laboratory, Nursing, Physician Assistant, and Social Work). The focus of this project is to provide a state-of-the-art contemporary building which will support the academic, research, and service missions of eight (8) of USD's fastest growing majors in health professional disciplines.

#### Architectural, Mechanical, and Electrical Schematic Design:

The new Health Sciences building will be a three (3) story, 45,000 SF building that will be located directly west of the existing Lee Medical building and connected via a link. The design of the new building is to complement the existing Lee Medical building by use of similar building materials. The new building will be made of structural steel frame with architectural precast exterior that includes both brick and smooth finished surfaces.

The new building will incorporate high performance curtainwall glazing systems that puts learning on display and allows natural light within the building. The project will be striving to achieve LEED (Leadership in Energy and Environmental Design) Silver rating and therefore will be

utilizing building materials that have low VOC (volatile organic compounds) materials and high performance mechanical and electrical systems.

The project will include a small parking lot to the south of the building for ADA parking as well as patient parking for the Dental Hygiene Clinic.

#### **Mechanical Systems:**

The mechanical systems for this building will be completely stand-alone systems from the existing Lee Medical building and the campus-wide heating system. This will provide better heating and cooling capabilities within the new building and will save costs due to excessive infrastructure that would be required in order to get campus-wide heating system to the building. The mechanical systems will be designed to be efficient and meet LEED Silver rating requirements.

Utilities include a new 4-inch sanitary sewer service, new 3-inch domestic water service, new 6-inch fire main service, and new natural gas service and meters for water and natural gas. The mechanical equipment will be in a mix of locations throughout the building, which include outdoor space on south side (in service yard area), first floor mechanical room, 2nd floor mechanical room, and the roof.

The systems will include an Open Well Geothermal system that utilizes the aquafer under Vermillion, SD as a heat sink for the building. This system will handle heat rejection or heat addition required within the building and would not require supplemental cooling or heating systems. Therefore, it will be efficient and save on overall energy costs. The system will utilize a heat recovery water cooled chiller, thermal ice storage system, two (2) dedicated outdoor air handling units (AHU's), single-duct variable air volume (VAV) system with hot water reheat, and perimeter radiant ceiling panels at glass curtainwalls. All mechanical equipment will be tied into the Universities existing building automation system for monitoring of equipment and addressing heating/cooling issues within the building remotely if needed.

Plumbing fixtures throughout the building will be high-efficiency, low water consumption fixtures. Natural gas-fired, high-efficiency domestic water heaters will be utilized for domestic hot water heating throughout the building. The sanitary and vent piping will utilize no-hub cast iron piping and water piping will utilize copper piping with proper insulation.

The fire suppression system will be served with a new 6-inch fire protection service main to the building. The building will be fully fire protected with a complete wet pipe fire sprinkler system that is designed and installed in accordance with the 2019 edition of NFPA 13, state, and local building codes. The system will utilize flush concealed heads in finished areas and non-concealed heads in non-finished spaces and will be zoned by floor. All flow and tamper switches will be connected to buildings fire alarm system.

#### **Electrical Systems:**

The building will utilize a new 1,000 kVA transformer that will be tied into the existing main campus electrical distribution system and located in the service yard south of the building. One new 1600-amp 480Y/277V service switchboard will be provided to serve the new building and feed distribution panels throughout the building.

The building will utilize ground fault protection, copper busses, phase and balance loading of panels, dry-type transformers, and voltage surge suppression. All electrical wiring will be routed in conduit for distribution throughout the building, along with cable tray system for voice and data wiring.

Lighting throughout the building will be LED (Light Emitting Diode) type fixtures and lighting levels will comply with applicable standards and energy code requirements. Lighting will be a combination of 2x2, 2x4, and Linear LED light fixtures. Lighting in offices, meeting rooms, labs, study rooms, and classrooms will be fully dimmable, and the entire building will have occupancy sensor controls to reduce energy consumption while providing flexibility to the occupants.

Voice and data systems will include jacks, cabling, conduit, racks, patch panels, testing, camera's, TV's, projectors, and card access.

Fire Alarm system for the new building will be an addressable system that includes new control panels and devices throughout. The new system will include manual pull stations, smoke detectors, visual devices, audible devices, connection to fire sprinkler flow/tamper switches, connection to fire/smoke dampers and will be connected to the Universities building automation system for notification to the University Police Department.

#### **Changes from the Facility Program Plan:**

There are no changes from the Facility Program Plan.

### Impact to Existing Building or Campus Heating/Cooling/Electrical Systems:

The Health Sciences building will not impact the existing Lee Medical building as it will be a stand-alone building with its own heating, cooling, and electrical service.

#### **Total Project Cost Estimate:**

The overall project cost estimate is \$22,000,000. The following table shows the breakdown of the estimate:

Construction Costs	\$17,950,400
A/V & IT	\$700,000
FF&E	\$1,000,000
A&E Fees	\$1,621,000
Pre-Construction Fee	\$58,000
LEED/Commissioning	\$115,000
Testing	\$65,000
OSE/USD Fees	\$225,000
Owner's Contingency	\$265,600
<b>Total Project Estimate</b>	\$22,000,000

The available funding sources for the project are:

HEFF/M&R Bonds	\$12,500,000
Private Funds	\$4,500,000
One-Time State	\$5,000,000
Appropriation	
Total Funding	\$22,000,000

## Changes from cost estimate for operational and M&R expenses:

There are no changes from the Facility Program Plan. This is part of USD's plan to reduce total square footage. The plan has been previously approved by the BOR and Legislature (SB's 40, 41, and 42).

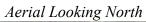
#### **Aerial and Site Plan:**

Aerial of Site



Aerial Looking South







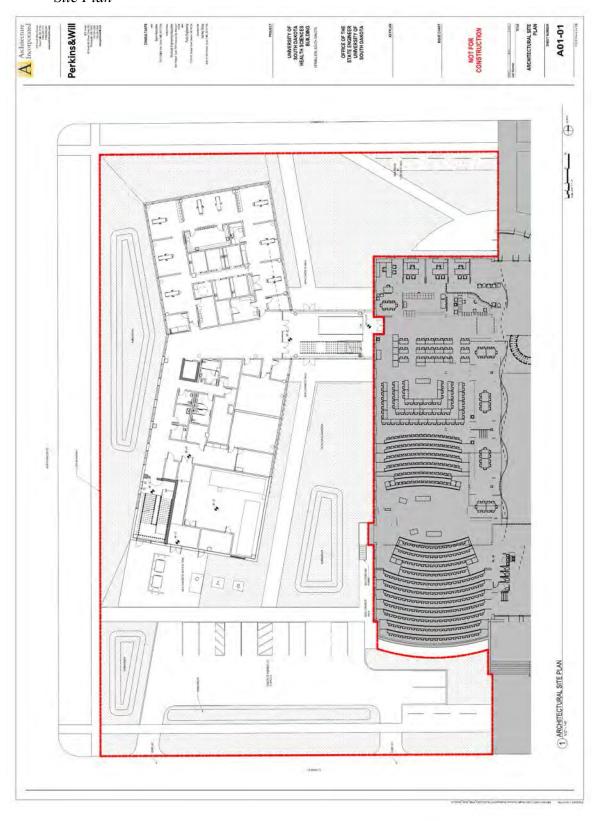
Exterior View - North



Exterior View - Northwest

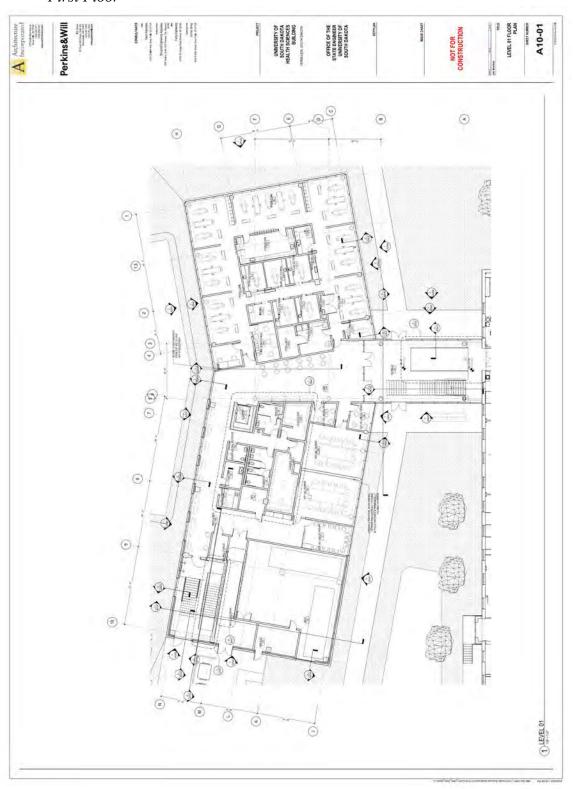


Site Plan

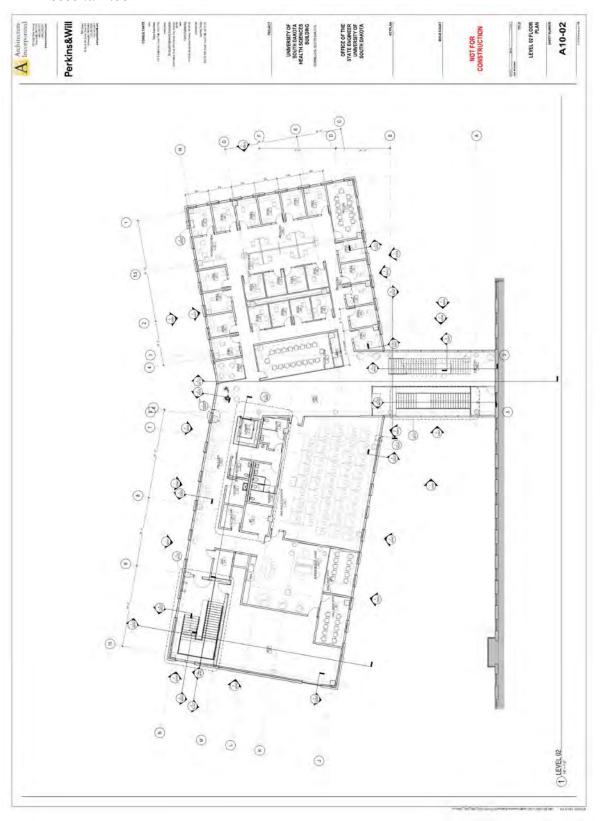


### Floor Plans:

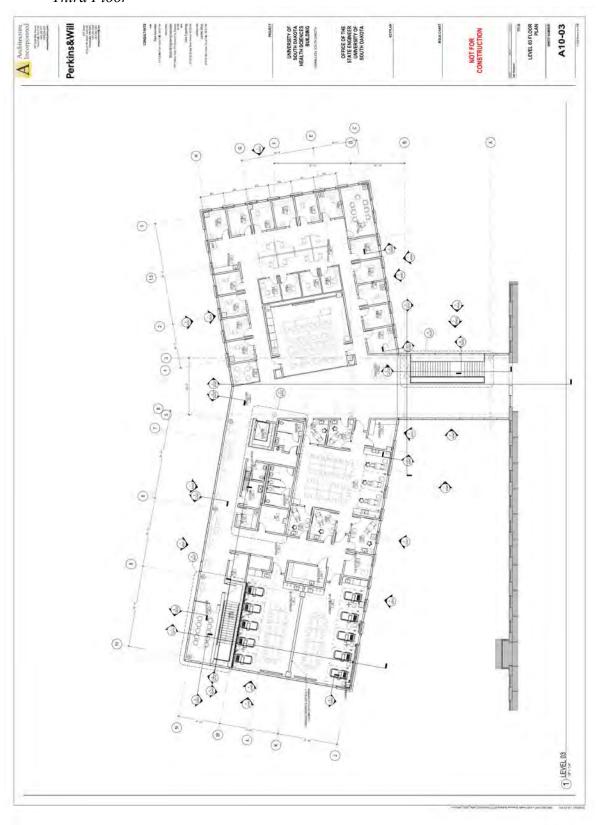
First Floor



# Second Floor



Third Floor



#### SOUTH DAKOTA BOARD OF REGENTS

#### **Budget and Finance**

AGENDA ITEM: 6 – F DATE: October 7, 2020

\*

#### **SUBJECT:**

**NSU Auxiliary System Property Acquisition** 

#### CONTROLLING STATUTE, RULE, OR POLICY

BOR Policy 6:2 – Acquisition and Disposal of Real Property SDCL 13-51A-2 – Power to Acquire Property

#### **BACKGROUND / DISCUSSION**

Northern State University (NSU) requests Board of Regents' authorization to acquire three properties using housing and auxiliary facilities (Revenue System) funds. The properties are directly south of campus.

- 1) 1516 S Herret Street, Lot 2 Randall's First Subdivision
- 2) 1522 S Herret Street, Lot 6, Block 1 Normal Addition
- 3) 1526 S. Herret Street, Lot 7, Block 1 Normal Addition

The cost for all three properties is \$262,786. This includes the cost of demolition for the structures located on the properties when they were acquired by the NSU Foundation. The lots have a gravel surface suitable for parking, therefore, no additional costs will be incurred to make the property serviceable. NSU residence halls are concentrated toward the south side of campus. These properties can be used for additional residence hall parking as needed.

#### IMPACT AND RECOMMENDATIONS

This acquisition will be made in accordance with applicable law and Board of Regents Policy 6:2 regarding the acquisition of real property which requires the following elements:

A. The certificate of the General Counsel that the proposed structure for the transaction conforms to the legal limitations on the Board's authority.

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#### **DRAFT MOTION 20201007 6-F:**

I move to authorize NSU to purchase three properties described as 1516 S. Herret Street, Lot 2, Randall's First Subdivision; 1522 S. Herret Street, Lot 6, Block 1 Normal Addition; and 1526 S. Herret Street, Lot 7, Block 1 Normal Addition in Aberdeen, South Dakota, for a total cost of \$262,786.

NSU Auxiliary System Property Acquisition October 7, 2020 Page 2 of 2

# B. A statement of the business rationale for the acquisition referencing the land acquisition plan set forth in § 6:2(1) and identifying any additional actions or expenditures that shall be needed to make use of the property;

The acquisition of this property is in line with NSU's Campus Master Plan completed in 2017 and is supported by the property purchase plan completed in August of 2018.

NSU is in the heart of a residential area with very limited opportunities to secure campus borders and provide areas for future growth and development. Strategic investment in property adjacent to campus is necessary in order to achieve long-term goals of the master plan. These three properties are on the south side of campus, where the residence hall facilities are concentrated.

Structures have been removed from the property. The costs of demolishing the structures, leveling the lots and laying down a gravel surface suitable for parking are included in the purchase price.

# C. A report from an independent appraiser stating a fair market price for the property;

An independent appraisal has been completed for all three of the properties. The report is available from NSU upon request.

# D. An environmental audit report, including any action plan required to abate identified environmental hazards;

A Phase I Environmental Site Assessment was completed for each property. No hazards were identified on any of the properties.

# E. A financial plan and acquisition budget addressing the land price, incidental expenses and (costs for related improvements or services needed to make the property serviceable;

Auxiliary cash reserves will be used to purchase the properties. The cost for all three properties is \$262,786. This includes the cost of demolition for the structures located on the properties when they were acquired by the NSU Foundation. The lots have a gravel surface suitable for parking, therefore, no additional costs will be incurred to make the property serviceable.

#### **ATTACHMENTS**

Attachment I— Property Map



#### SOUTH DAKOTA BOARD OF REGENTS

#### **Budget and Finance**

AGENDA ITEM: 6 - G DATE: October 7, 2020

\*

#### **SUBJECT**

BOR Policies 2:29 and 5:6 – FICA/Re-Employment Exemptions (First Reading)

#### CONTROLLING STATUTE, RULE, OR POLICY

None.

#### **BACKGROUND / DISCUSSION**

At the June 2020 BAC meeting, the BOR Shared Payroll Center (SPC) requested a change to BOR Policy 5:6 – Student FICA Exemption. The purpose was to align with BOR Policy 2:29 – Definition of Credits and Related Institutional Requirements and IRS Regulations, IRC Section 3121(b)(10) – Student FICA Exception. SPC also recommended addressing Re-employment Exemptions (previously known as Unemployment) in BOR Policy 5:6 to align with the standards used for FICA Exemptions.

#### **IRS Regulation on FICA Exemption**

IRS Section 3121(b)(10) (Student FICA Exception) and Revenue Procedure 2005-11 provides an exemption from FICA contributions for students employed by a university that are enrolled and *regularly attending classes* at the school. Rev. Proc 2005-11, 2005-1 C.B 307, sets forth new guidelines for determining an education institution and whether an individual is a student at an institution of higher education for purposes of the student FICA exemptions.

- The guidelines state an individual who is a half-time undergraduate student or a half-time graduate or professional student (half-time student) will qualify for the student FICA exception, provided that the individual is not a professional employee of the institution.
- Guidelines go on to state that an individual, who is a half-time student, and not a career employee, may qualify for the student FICA exception.
- A half-time undergraduate student is an enrolled student who is carrying a half-time academic workload, as determined by the institution that amounts to at least half of the workload of the applicable minimum requirement outlined in the definition of a full-time student.

(Continued)

#### **DRAFT MOTION 20201007 6-G:**

I move to approve the first reading of the proposed BOR Policies 2:29 – Definitions of Credits and Related Institutional Requirement and 5:6 – Student FICA and RA Exemption, as presented.

BOR Policies 2:29 and 5:6 – FICA/Re-Employment Exemptions (First Reading) October 7, 2020 Page 2 of 2

#### FUTA (Federal Unemployment) Tax – Publication 15

States that "students enrolled and *regularly attending classes*, performing services for public school, college or university" are exempt from FUTA taxes. Due to not having a clear definition of this under State Statute for State Re-employment, the recommendation for Student Re-employment exemptions shall follow the Federal guidelines.

#### **BOR Policy 2:29 - regarding student half-time status**

Definition of credits and related institutional requirements states that half-time status for active students is as follows:

Undergraduate			Graduate	
Fall, Spring & Summer	6 credits		Fall, Spring & Summer	5 credits

#### **Current BOR Policy 5:6- Student FICA Exemption**

This policy currently states that an active student must have the following course load status for determining FICA Exemptions:

Undergraduate			Graduate	
Fall & Spring	9 credits		Fall & Spring	5 credits
Summer	5 credits		Summer	3 credits

BAC voted to approve the recommended changes as presented by SPC.

#### IMPACT AND RECOMMENDATIONS

Updating BOR Policy 5:6 will align the definition of a student's half-time status within the BOR system: Undergraduate – 6 credits and Graduate – 5 credits for Fall, Spring, and Summer terms. Wording has also been included to exempt South Dakota Re-employment (previously known as Unemployment) in the policy to follow the same guidelines as FICA Exemptions in accordance with FUTA standards on exemptions for enrolled and *regularly attending students*. Re-employment was not addressed in the current policy; however, institutions are treating Re-employment the same as FICA.

#### **ATTACHMENTS**

Attachment I – Policy 2:29 – Definitions of Credits and Related Institutional Requirements Attachment II – Policy 5:6 – Student FICA and RA Exemption

#### SOUTH DAKOTA BOARD OF REGENTS

#### **Policy Manual**

SUBJECT: Definition of Credits and Related Institutional Requirements

**NUMBER: 2:29** 

#### 1. Undergraduate

#### A. Purpose

- 1) Expose students to the knowledge, competencies, and experience deemed essential for degrees conferred by the institution.
- 2) Certify that students have met institutional standards.
- Provide faculty with the basis to act as a reference for students seeking employment.

#### B. Definitions

#### 1) Credits in Residence

A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting Regental institutions at any approved site using any approved method of delivery.

#### 2) Institutional Credits

An institutional credit is a credit offered by the degree granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.

#### 3) Validated Credits

Credit earned for college-level courses by validation methods such as Credit by Exam, CLEP, AP, portfolio, etc. within the Regental system will not be considered "credits in residence."

#### C. Institutional Credit Requirements for Degree-Seeking Students

- 1) Each baccalaureate level degree program offered shall require one hundred twenty (120) credit hours and each associate level degree program offered shall require sixty (60) credit hours. Exceptions may be granted for those cases in which a program must comply with specific standards established by external accreditation, licensure or regulatory bodies or for other compelling reasons approved by the executive director in consultation with the Board of Regents' president. All new programs proposed after January 1, 2012 will comply with this requirement and all existing programs will be modified to conform to this requirement by June 30, 2012.
- 2) Minimum number of credit hours that must be earned from the institution granting the degree:

Baccalaureate 30 hours Associate 15 hours

3) Number of the last credit hours earned preceding completion of the degree that must be earned from the institution granting the degree:

Baccalaureate 15 of the last 30 hours Associate 8 of the last 15 hours

The campus chief academic officer may make exceptions to this requirement in those cases where there are unique factors, such as participation in an approved study abroad program or in other similar authorized experiences.

- 4) Minimum number of credit hours specified in the major or minor requirements that must be completed at the degree granting institution: 50 percent. However, this requirement may be waived for students enrolled in the set of majors offered at the system's Centers which include in the established programs of study common courses offered by one of the other Regental universities. In addition, the Vice President for Academic Affairs/Provost may make exceptions to this requirement for individuals based on the student's prior learning experiences.
- 5) With prior approval by the Board of an authorizing inter-institutional agreement degree seeking students at one institution may complete requirements for and may have transcripted a major offered at the partner Regental institution. This major will be recorded on the student's transcript in conjunction with a degree/major at the student's home university. These majors from a second institution will only be recorded on the transcript in conjunction with a degree and major at the student's home institution.
- 6) Degree seeking students may complete requirements for a minor at any Regental university that has been approved to grant that minor. This minor will be recorded

on the transcript in conjunction with a degree/major at that university or a degree/major at any other Regental university. A minor will only be recorded on the transcript in conjunction with a degree and major.

Student course load status is based on the number of credit hours for which a student is enrolled (this applies to fall, spring, and summer semesters).

½ Time Status6 credit hours minimum¾ Time Status9 credit hours minimumFull Time Status12 or more credit hoursOverload Status19 or more credit hours.

To be eligible for overload status, a student must have a 2.70 cumulative grade point average and approval by the Dean of the student's division/college at the home institution.

8) Undergraduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining undergraduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, undergraduate students must take a minimum of 96 credit hours in the fall-and spring and summer terms or 5 credit hours in the summer term. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA Seestandards. See also Board Policy 5:6.

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#### 2. Graduate

#### A. Purpose

Recognizes that graduate education is an in-depth study of the major field that relies upon interactions both in and out of the classroom and is not just a collection of courses.

Ensures that the student develops a mentoring relationship with the faculty, benefits from the collective experiences of the students in the program, and is immersed in the intellectual atmosphere of the program derived from the special expertise of the faculty.

#### B. Definitions

1) Credits in Residence

A Credit in Residence within the Board of Regents system is a course offered by any of the degree-granting Regental institutions at any approved site using any approved method of delivery.

#### 2) Institutional Credits

An institutional credit is a credit offered by the degree granting institution and includes credits that are part of a formal collaborative agreement between that institution and another Regental institution.

#### C. Institutional Credit Requirements for Degree-Seeking Students

- 1) Minimum percentage of credit hours in the graduate degree program that must be completed from the institution granting the degree: 60 percent.
- Maximum percentage of credit hours in the graduate degree program that may be required from the institution granting the degree: 75 percent.
- 3) Program may require that certain courses be completed from the institution granting the degree. Courses that must be completed from the institution granting the degree must be specified in the institution's graduate catalog.
- 4) When the requirements set by a specialized accrediting agency exceed the BOR requirements, those of the specialized accrediting agency take precedence.
- 5) To be eligible for overload status, a student must have approval by the Graduate Dean at the student's home institution. The Graduate Dean at the home institution may certify that a student enrolled for less than 9 credit hours is to be considered full time for purposes of awarding assistantships and tuition reduction.
- 6) Graduate student course load is based on the number of credit hours for which a graduate student is enrolled. Each institution determines graduate course load status based on individual program requirements.
- 7) Graduate Student Course Load Status for Determining FICA Exemptions and Exemptions from South Dakota Re-Employment: For the purposes of determining graduate student employee exemptions under §31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11, graduate students must take a minimum of 5 credit hours in the fall\_and spring, and summer terms or 3 credit hours in the summer term. Exemptions from South Dakota Re-Employment should follow the same guidelines as FICA Exemptions in accordance with FUTA standards. See also Board Policy 5:6.

SOURCE: BOR, January 1999; BOR, August 2002; BOR, June 2004; BOR,

August 2005; BOR, May 2009; BOR, October 2011; BOR, December 2011; BOR, December 2013; BOR, April 2015; BOR, December 2020.

#### SOUTH DAKOTA BOARD OF REGENTS

#### **Policy Manual**

**SUBJECT:** Student FICA and RA Exemption

NUMBER: 5:6

#### A. PURPOSE

To clarify student eligibility for the FICA tax and RA exemption.

#### **B. DEFINITIONS**

- 1. Federal Insurance Contribution Act (FICA): FICA is the federal program that funds Social Security retirement and Medicare benefits.
- 2. Reemployment Assistance (RA): RA is the state program that funds Reemployment Assistance benefits, which is an employer tax expense only.

#### C. POLICY

IRS regulations (31.3121(b)(10) of the Federal Insurance Contributions Act (FICA) and Revenue Procedure 2005-11 provides an exemption from FICA contributions for students employed by a university that are enrolled and regularly attending classes at the school. Publication 15 – (Circular E), Employer's Tax Guide provides an exemption from Federal Unemployment Tax Act (FUTA) for students employed by a university that are enrolled and regularly attending classes, performing services for public school, college or university. To qualify for the exemption, the educational aspect of the relationship between the student employee and the employer, as compared to the employment aspect, must be predominant.

#### 1. Eligibility

- 1.1. Students who are working that are not full-time employees, based on standard employee definitions may be eligible for the exemption. Student employees that must be licensed are considered professional employees, or that are receiving employee benefits are not disqualified, although these criteria should be considered when looking at all the facts and circumstances in determining the predominant aspect of the relationship.
- 1.2. The predominant aspect of the relationship must be that the student is regularly attending classes at the school in pursuit of a course of study. This determination must be made each academic term. The class load and workload must be considered together to determine which is predominant.

Student FICA Exemption 5:6
Page 1 of 3

- 1.3. A relevant factor in evaluating the student's course load is the load relative to a full-time course workload at the school. This determination is made based on the regular definitions and practices of the school.
- 1.4. A relevant factor in evaluating the service or work relationship is the employee's work schedule and the number of hours worked per week. As the number of hours approach 40, the likelihood is that the service aspect is predominant.

#### 2. Course Load Status For Determining FICA and RA Exemptions

2.1. An undergraduate student must be actively enrolled in the following number of credits to be considered for the FICA and RA exemption:

2.2. A graduate student must be actively enrolled in the following number of credits to be considered for the FICA and RA exemption:

Fall, and Spring & Summer 5 Credit Hours

Summer 3 Credit Hours

#### 3. Payroll Operation

- 3.1. The student must be enrolled in the minimum number of credits at the start of the term to be eligible for the FICA and RA exemption. If a student is not enrolled for the minimum numbers of hours for the academic term, they would not be exempted from FICA and RA.
- 3.2. If the student subsequently enrolls for the minimum number of hours after a payroll is run and becomes eligible for the FICA and RA exemption, corrections cannot be made to previous payrolls.
- 3.3 For payroll periods that overlap two subsequent terms, the FICA and RA exemption process should look at terms in chronological order to determine FICA and RA exemption status.

Student FICA Exemption 5:6
Page 2 of 3

# **FORMS / APPENDICES:**

None

# **SOURCE:**

BOR April 2015, October 2018, December 2020.

The South Dakota Board of Regents adjourned its regular business meeting on October 7, 2020, and will meet again for its next regular business meeting on December 9-10, 2020 in Brookings.

I, Brian Maher, Executive Director & CEO of the South Dakota Board of Regents, declare that the above is a true, complete and correct copy of the minutes of the Board of Regents meeting held on October 7, 2020.

Dr. Brian L. Maher

Executive Director & CEO

South Dakota Board of Regents

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